

Annual Report

Village Development Programme

A programme for improving learning levels

District Bharuch

A report submitted by Pratham



Pratham

Every Child in School and Learning Well...



Program Supported by



Jhagadia Industries Association



**ROTARY CLUB OF
ANKLESHWAR**

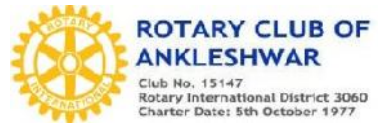
Club No. 15147
Rotary International District 3060
Charter Date: 5th October 1977

Rotary Club of Ankleshwar

Acknowledgement

Pratham would like to thank Jhagadia Industries Association (JIA) and Rotary Club of Ankleshwar for their continued interest to understand and extend support for education, and for improving learning levels of children in the villages of Valia and Jhagadia in Bharuch.

The JIA team has been pro active at all levels to ensure that Village Development Program delivers well and has an impact on the education of over 1648 children who are covered by the program. Regular contact, sharing of learning, making most of the opportunities for convergence, for long lasting impact have been key elements, as Village Development program completed second year of the Project.



Executive Summary

Pratham is a partner with Jhagadia Industries Association and Rotary Club of Ankleshwar for carrying out a Tribal Village Development Program in Valia and Jhagadia blocks of Gujarat. This program has been launched by the District Collector, Ms. Avantika Singh, I.A.S. Bharuch in July 2013. The objective of the program is to improve learning levels of children studying in primary sections (language and math) and for conducting a Science program for children of Stds. VI - VIII, for learning gaining better understanding towards Science. The Village Development Program focuses on a total of twelve villages, seven villages of Jhagadia and the five villages of Valia blocks.

As part of the coverage, for learning improvement, the team reached 14 schools and around 2163 children. The team engaged around 360 mothers to tough their Std. 1-2 children through Mother Engagement activity and covered 422 children. 56 learning camps were conducted in 14 schools reach around 747 children, who needed support for learning improvement in the foundations of Gujarati and Arithmetic. The science program could reach around 990 children through Science Club activities, Galileo Camps, Mega Science fair and other activities. Members from the community participated in the activities as well. 20 village volunteers/ teachers participated in the Learning Camps conducted in schools. Community visits were held during this period, with the basic objective of creating awareness on regular attendance in school and for the parents to be aware of how their children were learning. .

Villages covered under the program

Jhagadia	Valiya
Randedi	Kara
Dadheda	Dodwada
Avidha	Ghoda
Bhalod	Naldari
Rajpardi	Vatariya
Fulwadi	
Katidhara	

Approach and Methodology that has been adopted

The methodology of Combined Activities for Maximized Learning (CAMaL – meaning maximum or wonder) has evolved out of Pratham’s practice of teaching reading, writing, and math with children in the disadvantaged communities.

There are two parts of CAMaL. First is about managing classroom work and the second is planning activities so that children not only enjoy what they do but also absorb certain lessons from these activities and get ready to move to the next level of learning.

Goals and Objectives -

Setting of goals to be achieved by the end of the intervention has been important – for learning improvement of all children covered in the learning camps – to bring them to read and do basic math operations. It has also been equally important for each instructor to understand that these goals have to be achieved continuous efforts these goals have to be achieved.

Pratham’s goals for children of Std 3-5 are:

Reading and writing

1. All children should be able to read out loud fluently at least a Std 2 level text.
2. Speak on a given subject a few sentences without fear, embarrassment, or hesitation.
3. Write one’s thoughts based on given subject – about 5 lines.

Math

1. All children should know numbers up to 100,000
2. All children should know basic operations



Key Activities carried out under the Village Development Program 2014-15

56 Learning Camps were conducted in 14 schools for the learning improvement of children to attain the basic competencies of *reading* and recognition of numbers with the basic operations in arithmetic. The learning camp process followed the process of...

- i) assessment of children through a basic tool for reading and arithmetic – the assessment was conducted with children of Standard III to V in a particular school – this assessment enables the CRLS to identify children who need support and ‘catching up’ with competencies of reading and arithmetic which they should have attained in early grades.



- ii) In a learning camp, focused activities are conducted with the targeted number of students for a period of 30 days (12 + 6 + 6 + 6) over a period of two to three months.
- iii) Children are divided into groups based on the assessment in the baseline, in groups of beginner level, word and paragraph level children. - activities are carried out based on the competencies of the child helping the child move on to at least two next levels, for example the girls and boy children who are at word level, are given a regular practice of reading Simple sentences, making sure the children are familiar with matras through the barakshari chart and encourage them to read simple paragraphs – the reading is done through graded reading cards and other reading materials. Daily practice of reading at least 8-10 paragraphs and inputs for reading are given by the CRL/ teacher /volunteer - the child starts with decoding of words in the Para, reading slowly, to a faster mental decoding of words, and thus reading text along with understanding the meaning of the words. Talking about the text read is encouraged by the CRL, through asking questions about the text read – leading to a fluency in reading that includes comprehension – so the child started with decoding of words, to reading words and simple paragraphs and is lead towards reading text fluently.

A range of activities are carried out with each group which include mind map activities – helping a child associate a number of words with a particular word denoting a festival or talking about activities related to school. A combination of activities, carried out regularly with a clear focus on what the child needs to achieve, is the key driving force of the learning camp activities. Similar kinds of activities are held in arithmetic. The CRL/teacher keeps a track of the learning level improvements at the end of each camp conducted. Children from the beginner level in both arithmetic and language are given focused attention by the CRL. As the children move on to different levels, they move on to different level groups – and teaching at the right level continues. At the end of the 30 day camp interaction, more than 70% children are reading text of Standard I and II – and this enables them to be able read their own grade level text books – and follow the class level curriculum. Activities are suggested to the school in between camps and after the camps to sustain the reading levels. If after a two three months of the camp, there is a slippage in reading levels which may be due to lack of practice, follow up camps are also conducted to ensure that the child has attained fluency in reading.

Community Engagement – Each CRL spends over 30 days in each school – which includes camp activities and meeting parents in the community – at least two or three home visits are done on each day of the camp, helping the parents to know the learning levels of their children and encouraging them to read / solve the worksheets that have been given to the children- thus bringing an engagement of the family in the learning improvement. Parents are often not aware of the learning levels of the child



and the home visits engage them in asking questions and the CRL talks to them about learning camp activities and to join the effort of tracking improvement of their children in learning. Community meetings were held this year – talking about the activities being carried out in school for learning improvement – this also includes engagement with mothers of children of Standard I and II for doing simple activities of story telling, solving basic worksheets for helping identify letters and numbers – parents are made familiar with the activities and worksheets – and parents encourage a daily study time for the child, which could be either in the morning or after meals in the evening, depending on the work routine of parents. This engagement at home and daily practice at school have been identified as an important indicator in sustaining learning levels that the children have achieved.

Science Program – The Science Program covered 14 schools through activities of the Mega Science fair and Camp Galileo and Science Club in the school, through workshops. Topics covered during the year in the workshop included the story of magnets, the human torso, Nature Exploration, Astronomy, the skeletal system – understanding joints and bone structure – the entire process of doing the activities themselves familiarises the child in using the right terminology including the function performed by the various systems in the body or simple machines.

Science fairs follow the process of three day training with the children on a variety of models explaining science concepts – the models are created by the children were presented for the school/ community including village heads and parents. At each fair, a reading corner has been established where children have access to further reading on the experiments and models they have understood during the fair or club activities.

A Mega Science Fair was conducted at Avidha village, with 36 models were presented by Bal Vigyan Mitras, reaching over 424 children from three nearby schools and 42 parents from community visited the fair. Local Govt. official and member of JIA and Rotary Club visited the fair – this event was carried out in February, honouring the famous Sir C V Raman, acknowledging his contribution to Science in India.



Sky watch activities were organized at 4 villages where 132 children participated in the activity and 62 parents took great interest in the sky watch activities. The activities carried out under the Science Program.



Regular meeting and exchanges with the JIA and Rotary Club of Ankleshwar team - this regular exchange has been a key factor for encouraging Village Development program team to share about the project activities, including updates, talking about challenges, planning for bigger events.

Managing the classroom: Multi-grade and/or multi-level classrooms are a reality in most schools. In a school, there may be anywhere between 30 and 60 students in grades 3-5 who are at different levels of learning. The ASER assessment allows grouping these children based on (a) reading levels – beginner, alphabet, word, short paragraph or sentences, and long text at about Std 2 level; (b) number



recognition levels – beginner, numbers 1-9, 11-99, and higher. Over an intervention of about 30 days, all children move from lower to higher levels and the multi-level classroom is transformed into a one or two level classroom for reading and math.

Since children are taught in groups, Pratham requests some village youth to help out in teaching without compensation for short periods of time (8-10 days). One or two volunteers and an instructor can manage 3 groups quite well. Additionally, as camps have been conducted in the schools, school teachers also participate in the learning camp activities for children.

A CAMaL classroom has three types of activities.

- Activities of involving the whole class – big group.
- Activities in same-level groups
- Individual activities.

Program Impact

1) Reach and Coverage

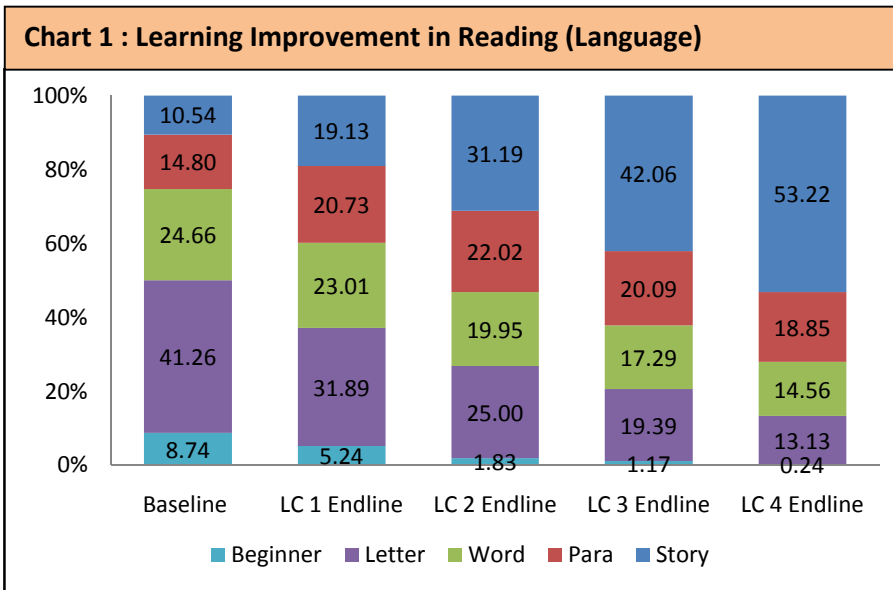
a) Std 1-2 Mother activity and Std 3-5 Learning Camps b) Std 6-8 Science Program

a) Std 1-2 Mother activity and Std 3-5 Learning Camps	
Expected Number of schools	14
Total number of schools/villages reached	14/ 12
Total Number of camps completed	56
Number of children reached (Standard III-V)	747
Number of children selected (Standard III-V)	446
Average children selected per school (Standard III-V)	31.9
Number of children reached (Standard I-II)	425
Average children reached per school(Standard I-II)	30
Number of volunteers and teachers involved	20

b) Std 6-8 Science Program			
Activity	Schools covered	Children reached in the fairs	Total children impacted
Science Workshop / Club	14	497	497
Camp Galileo	4	132	132
Mega Science Fair (Avidha)	3	362	62

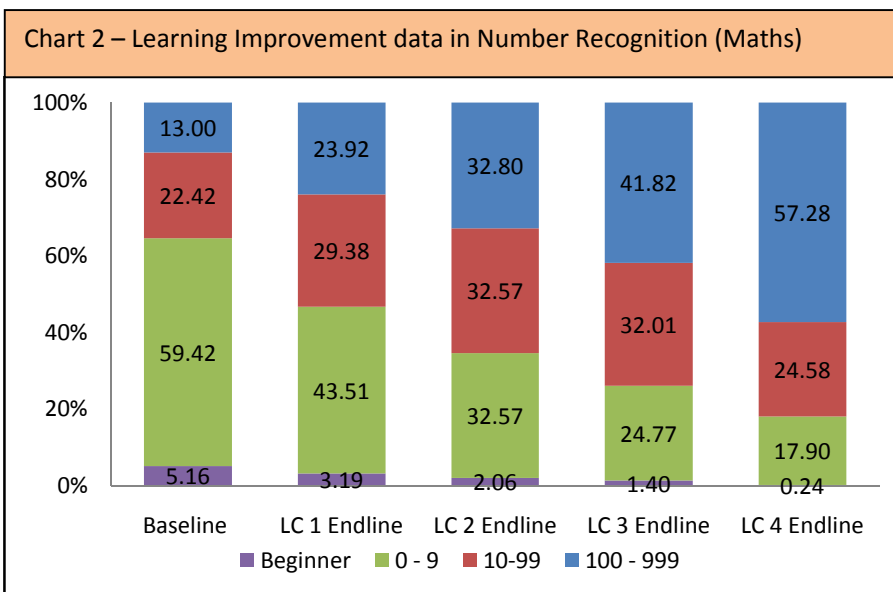


2) Data analysis -56 Learning Camps (LC) in schools



Para – Being able to read Std. I text, Story – being able to read Std II text.

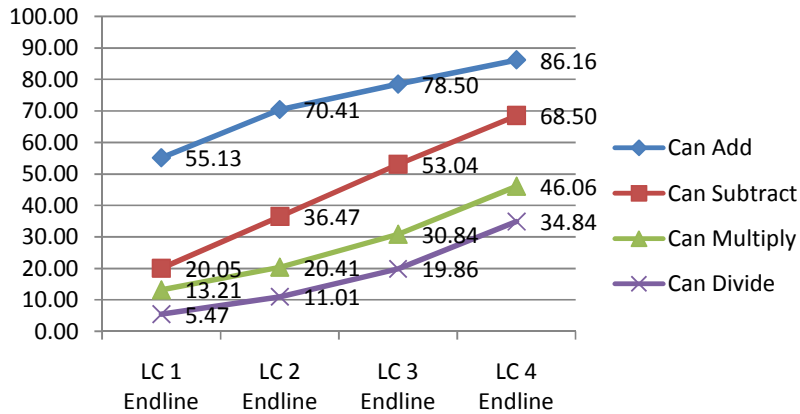
The baseline assessment shows 25% children who could read Standard I level text, and the end line assessment (after 30 days intervention), there are 72% children who can read Standard I text and more. Focus needed- practice for fluency in reading.



In the beginning of the camp, 35% children could recognize numbers beyond two digits. After completion of 30 days camp, 82% children could recognize numbers beyond two digits. The data does indicate for a focus on the 18% children who need to recognize two digit numbers.



Chart 3 – Learning improvements in Basic Operations (Maths)



Children who could solve subtraction sums tripled from 20% children baseline to 69 % children after 30 days of learning camps. During the baseline 13% children could solve multiplications sums, and by the end line of the fourth camp, the number grew to 46%.

Same way, 5% children could do multiplication but after the completion of 30 days, 35% children could solve multiplication sums.



Feedback from stake holders

Children can learn in groups as per their learning levels so they learn easily. We expect that next year, Pratham also will organize such learning camps in our school.

– Principal, Randedi Primary School

The activities which are conducted by Pratham are really good. Children can learn easily through these activities. I have seen that children, who could not read even alphabets, are now reading with proper pronunciations. It's really remarkable.

– Principal, Avidha Primary school

I appreciate the science magnetic workshop organized by Pratham in our school. As a teacher, I also learnt much more about the magnets from this workshop. Hope that the students from our school take more and more benefits from this workshop and learn much more.

– Teacher, Fulwadi Primary School

"I am extremely happy to hear the students present on various models correlating the science during the science mega fair. Students and teachers have shown their interest and enthusiasm".

Mr. Narendra Bhatt, President Rotary Club of Ankleshwar and JIA

"I liked to see that the children had prepared the models themselves. It was heartening to see the children could present the models very well. It is good that Pratham encourages the students towards Science." – *Mr. Shiv Chaudhary and Mayank Parmar, R. T. Chemical Company.*

"Children observed all the models quietly and they enjoyed a lot. They learnt so much from the mega fair. The students presented each model very well. And the visitor students could make more understanding on science."

– *Teachers, V. V. Mandir School*

"The experiments were good. Each experiment was explained very well. The students liked these experiments.

– *Teachers, Simodara school*

We are really surprised that the children from our school had prepared the models themselves. We liked the magnet train and electricity at home. We enjoyed a lot the model of telescope for sky-watching".

– *Parents, Avidha Village*

Learning Camps



Children enjoying the activity for Place and Place value – Sankhya Chakra



Vistar Sarni Chart in small groups – Math activity



Activity for Subtraction on floor



Dukan Chart activity for practical shopping knowledge



Jor-Mor-Chor activity to improve reading level

Engaging with Mothers



Meeting with the mothers of standard I-II children under mother involvement program



Door to door home visits for demonstration of activities to involve mothers.

Science Programme

Science Mega Fair



Inauguration of Science Mega Fair at Avidha Village on 27th February 2015



Children are enjoying sky-watching activity through the telescope.



Children understand the concept of electivity during the mega fair at Avidha



Children are happy with the Science Reading Material

Science Club Activity



Human Skeleton workshop – Children prepared the skeleton themselves



Children are presenting the model of human skeleton system prepared by them.



Children understand about the nature explorations in the school garden



Children prepared some pictures from the different kind of leaves.



Children enjoying the sky watching activity through telescope during day



Sky watching activity at Night



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Science Magnet Workshop

