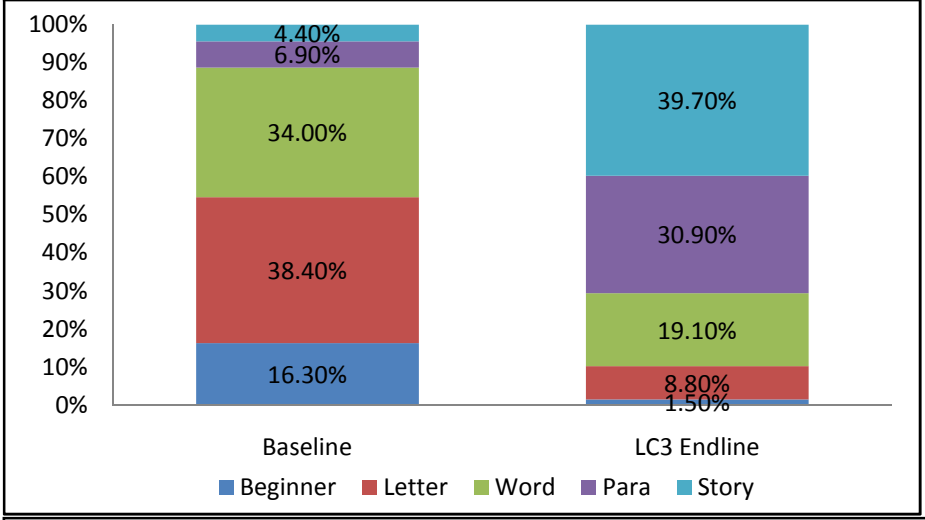
Pratham
Every Child In School and Learning Well...

Village Development Program – Learning Camp Data - Jhaghadiya and Valia

Learning camps – 2013 -14 (10 days +6 +6 days) a total of 22 days of focused teaching learning activity

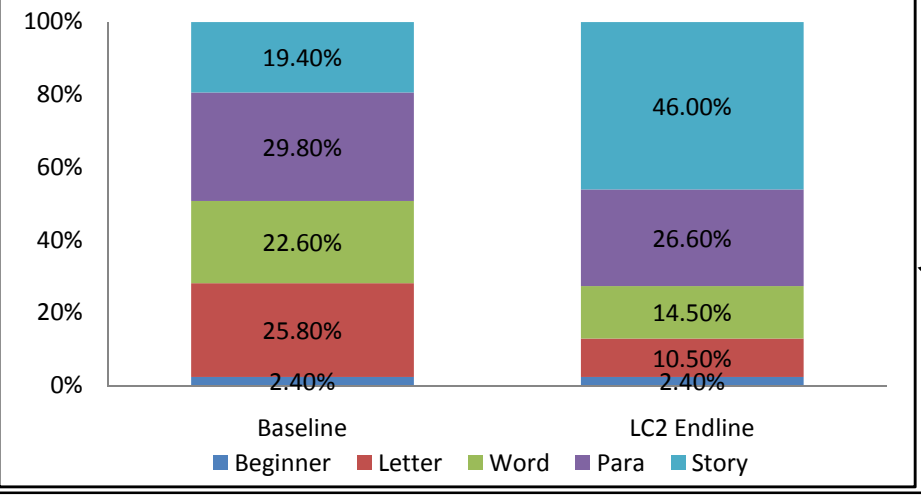
Learning Improvement in Language

Chart 1: Learning Progress in **Reading Camp – Schools that have completed all 3 camps** (6 schools)



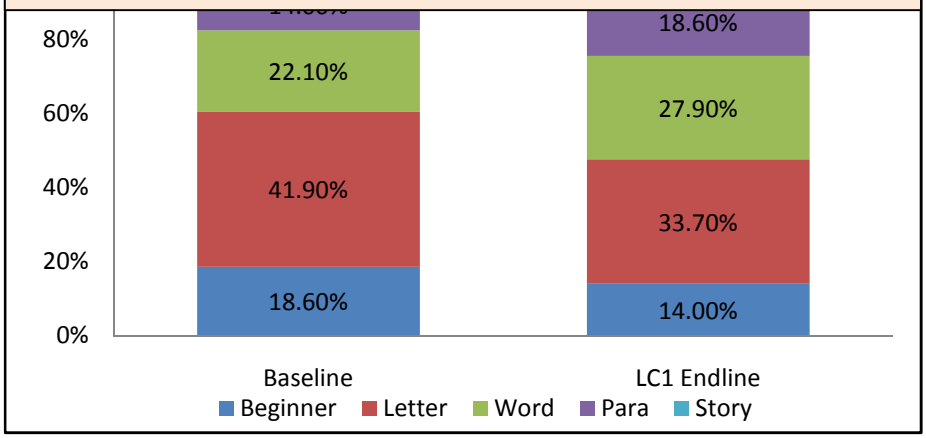
During the baseline, only 4.40% children could read fluently while after 22 days camp, 39.70% children could read fluently. Focused activities in language show a 35% increase in children who could read fluently.

Chart 2: Learning Progress in **Reading Camp – Schools that have completed 2 camps only** (4 schools)



During the baseline, from the targeted children, 19.40% children could read fluently while after 16 days of focused activity (two camps), 46.00% children read fluently – showing 26.60% Increase in the number of fluent readers. The children will go through another round of activity to complete three camps of teaching learning .

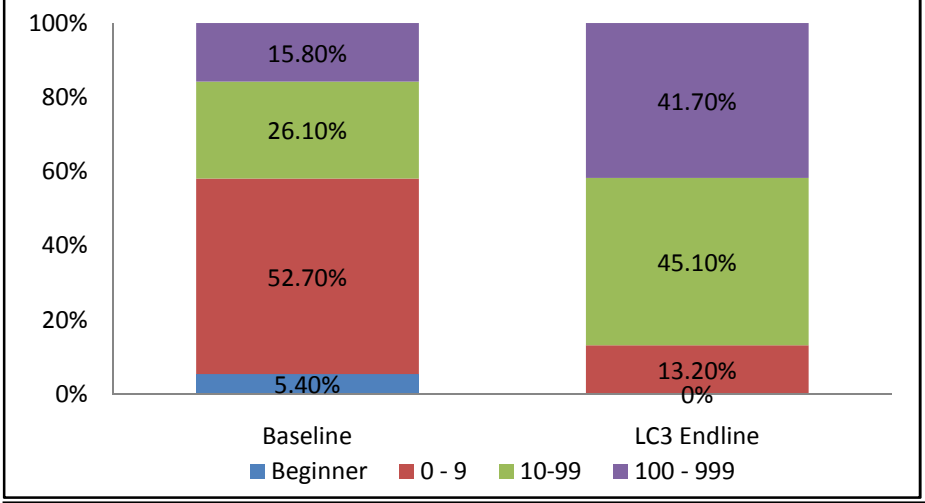
Chart 3: Learning Progress in **Reading Camp – Schools that have completed 1 camp only** (2 schools)



During the baseline, only 3.50% children could read fluently while after 10 days camp, this percentage grew to 5.80%. As this is the first camp, children and facilitators are beginning to know and work with each other. In the first camps, we noticed, more time was given to camp set up, grouping and getting children and schools, *and community,* familiar with the activities.

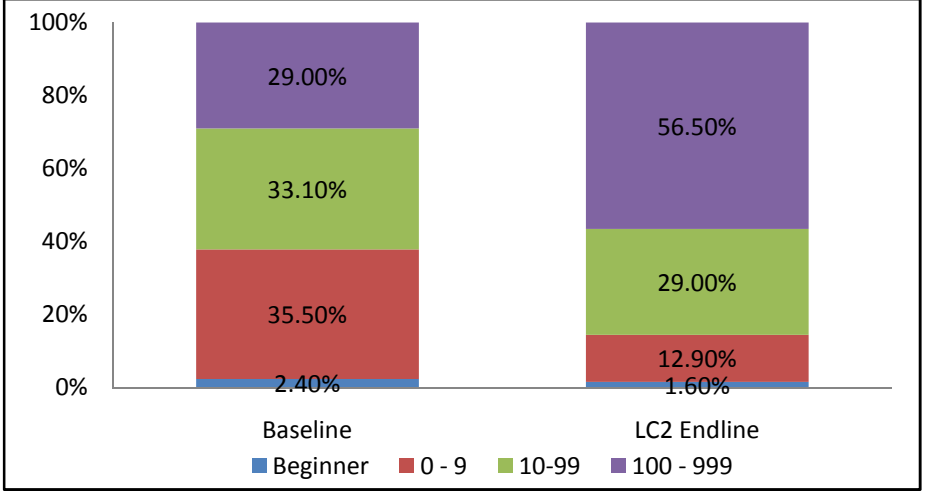
Learning Improvement in Mathematics - Number Recognition

Chart 4: Learning Progress in **Math Camp: Number Recognition – Schools that have completed all 3 camps** (6 schools)



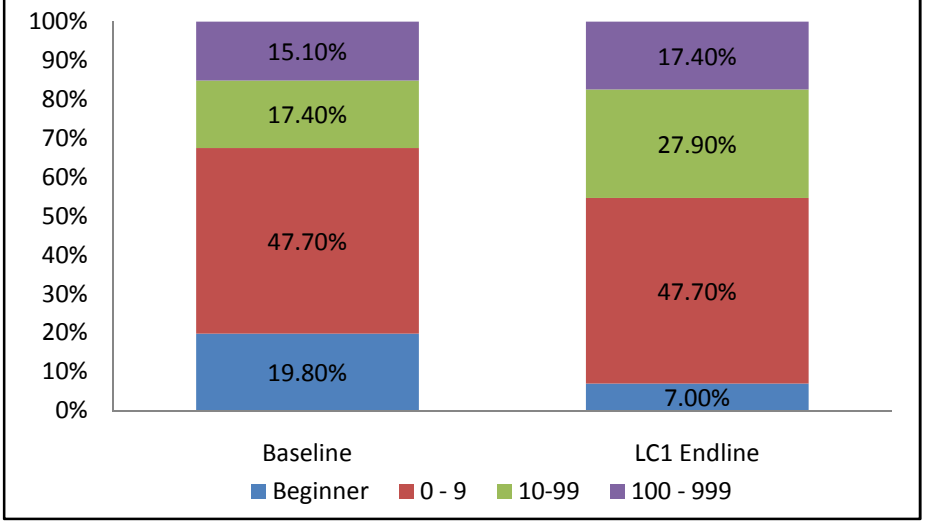
In the beginning period, only 15.80% children could recognize *numbers more than 100* while after 22 days camp 41.70% children could recognize numbers more than 100. 26% children moved on the level of 100-999 NR after 22 days. Same way, 52.70% children were at 10-99 NR level but after 22 days, only 13.20% children are at this level. This shows a 39.50% improvement for recognition of two digit numbers

Chart 5: Learning Progress in **Math Camp: Number Recognition – Schools that have completed 2 camps only** (4 schools)



In the beginning of the camp, 0nly 29% children could recognize the numbers more than 100 while after 16 days camp, 56.50% children could recognize the numbers more than 100. The number of children who could recognize two digit numbers almost doubled.

Chart 6: Learning Progress in **Math Camp: Number Recognition – Schools that have completed 1 camp only** (2 schools)



In the beginning of the camp, 19.80% children could not recognize single digit numbers *up to 9,* while after 10 days camp, the percentage went to 7%. In the initial camp activity, there has been greater focus on beginner level children – and resulted in improvement in beginner level children compared to other children.

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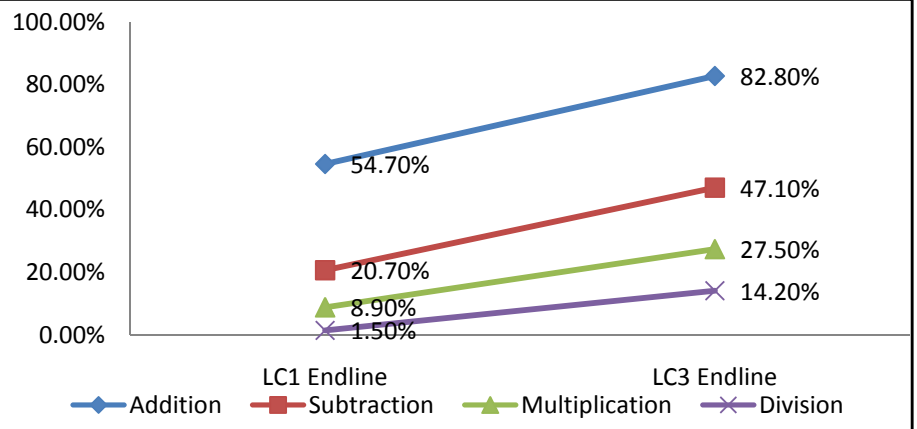
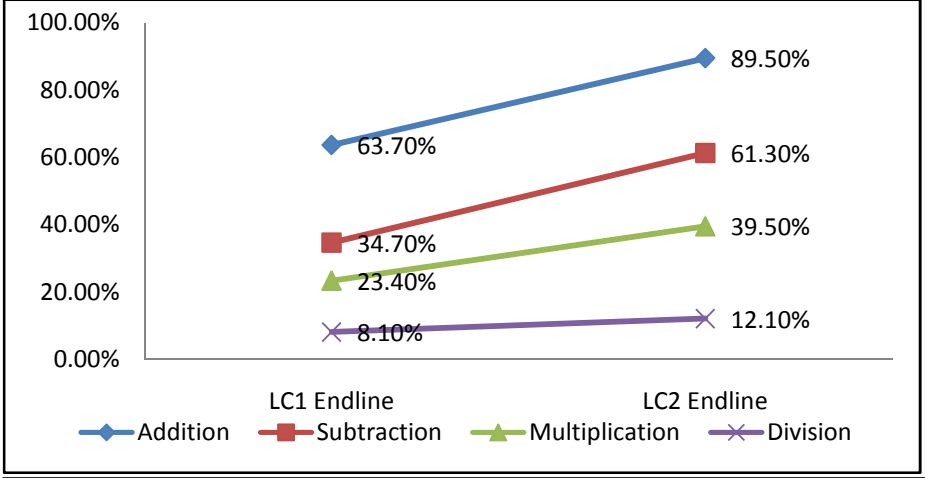
Learning Improvement in Mathematics – Basic Operation

Chart 7: Learning Progress in **Math Camp: Basic Operation – Schools that have completed all 3 camps** (6 schools)



During the LC1 end line, 54.7% children could solve the sum of addition while after 22 days camp, this percent increased to 82.80%. One can observe 28% improvement for children to reach competencies of solving addition sums. Similarly, almost 27% improvement is found in children who were at subtraction level. Greater focus on practice for multiplication and division is the need.

Chart 8: Learning Progress in **Math Camp: Basic Operation – Schools that have completed 2 camps only** (4 schools)



Just as in the 22 days camps, there is a marked improvement for children to be able to solve addition and subtraction. Greater focus will help for improvement in multiplication and division.