

Year - 2015/16

Annual Report

Village Development Program

A Program for improving learning level



ROTARY CLUB OF ANKLESHWAR

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

Sponsored by

Jhagadia Industries Association
&
Rotary Club of Ankleshwar



Pratham

Every Child in School and Learning Well...

Implemented by

Pratham Education Foundation
Gujarat

Introduction:

Pratham is a partner with Jhagadiya Industries Association and Rotary Club of Ankleshwar for carrying out Village Development Program in 12 tribal villages of Valia and Jhagadia blocks of Gujarat. This program has been launched by the district collector, Ms. Avantika Singh, IAS Bharuch in July 2013. The objective of the program is to improve the learning levels of the children studying in primary sections (language and mathematics) and for conducting a science program for children of Std. 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.

Villages covered under the program

Total 12 villages are covered under this program. The villages are as under.

Sr. No.	Jhagadia	Valia
1	Randedi	Kara
2	Dadheda	Dodwada
3	Avidha	Ghoda
4	Bhalod	Naldhari
5	Rajparadi	Vatariya
6	Fulwadi	
7	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 during two years (Year 1 – 2013/14 and Year 2 – 2014/15)

Learning Camps were conducted in all 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...

- a. 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.
- b. 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.
- c. 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.

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.

Sometimes, Parents do not aware of the learning levels of their children 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 during the visits – 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 storytelling, 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 familiarizes 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.

Key Activities carried out under the Village Development Program during this year (Year 3 – 2015/16)

This year, Pratham has changed the methodology to work with the children to improve the learning levels. Here is given the details as under.

Concept:

- Connect children to the changing world and unlimited opportunities for learning.
- Attempting to move children towards learning independently beyond the classroom.
- Enable them to develop new and sustained learning strategies.
- They can learn together (in groups),
- Learn independently and drive their own learning.
- Moving from instruction based teaching to facilitate learning.
- Our belief that every child has the capacity to learn.

Objective: Standard IV to VIII

Advanced Language including narrative and information Text and Math concepts linked with Grade Level Text books

- Understand, contextualize, share/ articulate what they learn.
- Read texts, be able to ask questions, go to different sources to find out, debate and discuss, make connections, express themselves, apply and make independent informed choices/decisions
- Know what is to be done when given a problem. They can not only solve problems but also know alternative strategies for solving them. Children can go from familiar to unfamiliar, from concrete to abstract in their understanding of math words/concepts/ideas
- Can do projects and tasks related to their environment and community using multiple methods to explore, understand, present and share their work

Action Plan for Read India Plus Camp in Bharuch

- Target Group : Para and Story Level Children from standard IV to VIII.
Duration : 16 Contact Days with 3 Gaps of 14 Days.
Subject : Language, Mathematics, Science & English.
Villages Covered : 2 Villages / CRL.
Activity Breakup : 3 Hours Activity daily. 2 Subject will be covered in a Day.

Overall objectives as we move forward:

Our goal is to help children become independent and curious thinkers and confident individuals who can have strategies and skills that can be applied in a variety of situations and contexts. We want to explore how children can be helped to understand, contextualize, share/articulate what they learn, read text, be able to ask questions, go to different sources to find, debate and discuss, make connections, express themselves, write, apply and make independent informed choices/decisions. We are actively seeking to understand how learning happens in a group and whether it helps in exploring different ways of thinking. We are also looking at how we can create learning opportunities not only in school but also in connecting children to the world outside.

In a nutshell, as part of the next step of exploring how we enable children to go “beyond basics” we are going to focus on the following four broad areas:

- **Problem solving (Understanding of text transaction strategies)**
- **Reading comprehension**
- **Writing**
- **Learning by doing**

In the months ahead, we will proceed in two ways: first, we will continue in some locations using the subject-wise approach that we used in the summer; second, we will explore in a more integrated approach using themes to anchor our work across these areas.

Read India Plus will be implemented for the children in Std. 4-5 and 6-8. Group learning and other activities will be done in the community or/and in the school. This work will be carried out in villages where learning camps have been conducted in the past and where a majority of children have learned to read.

Learning Achievements during the two years (Year 1 – 22 days intervention + Year 2 – 30 days intervention)

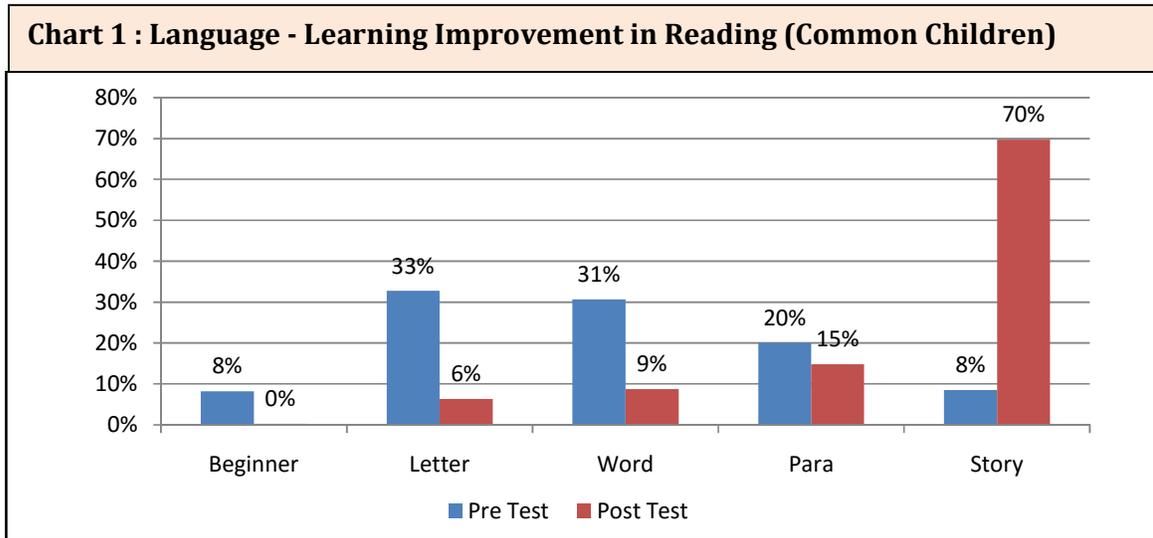
Here is given two years achievement in the table - learning achievement in year 1 and year 2. This indicates overall learning improvements during both separate years.

The chart shows the learning improvement of the common children who have benefited for two years from the program. It is found a good improvement of the learning levels of the children in both subjects during full intervention.

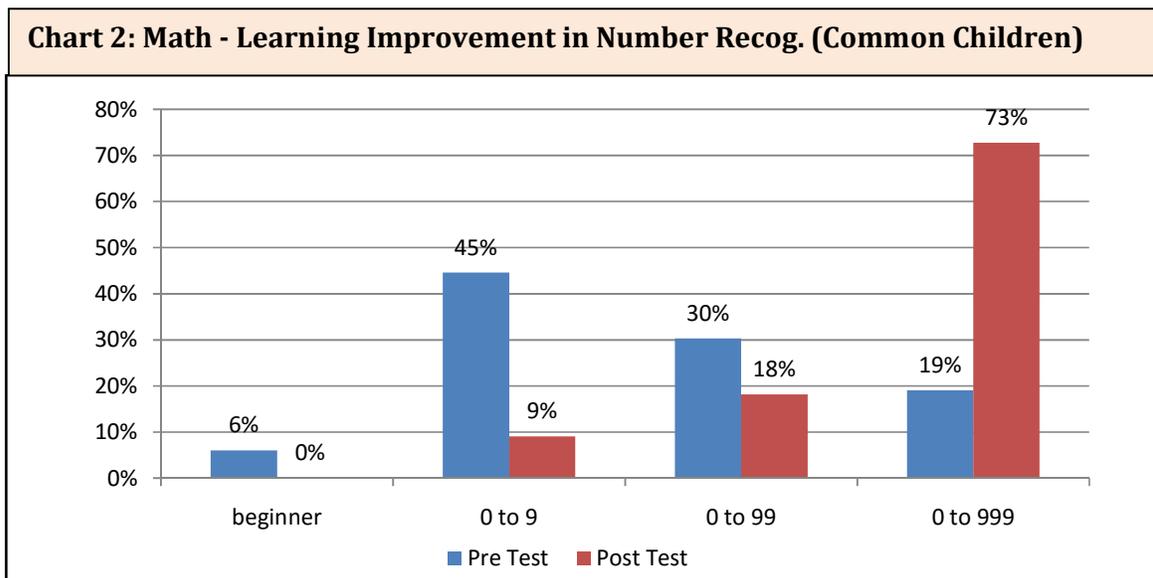
Year wise progress in learning levels of children:

Content	Year 1 (2013-14)	Year 2 (2014-15)
Language: Reading	1. In baseline assessment, 9% children were at story level but after the intervention of 22 days with them, 46% Children could read the story fluently. 2. 35% students can read only letter at baseline assessment while after the intervention, 9% children were at letter level.	1. In baseline assessment, 11% children were at story level but after 30 days intervention with them, 53% Children could read the story fluently. 2. While after the intervention, 19 % children could read Std. 1 level text. They all need the reading practices for some days so they can improve their reading.
Mathematics: Number Recognition	1. In the baseline assessment, 47% children could recognize the numbers up to 100 and more. While after the intervention, 88% children could recognize the numbers up to 100 and more. 2. While after the intervention, 12 % children needed to improve their number knowledge even up to 10.	1. In the baseline assessment, 35% children could recognize the numbers up to 100 and more. While after the intervention, 82% children could recognize the numbers up to 100 and more. 2. While after the intervention, 18 % children needed to improve their number knowledge even up to 10.
Mathematics: Basic Operations	1. During the first endline assessment, 59 % children could do the sum of additions. While after the intervention, 86 % children could do the addition. As same, there is found the improvement from 25% to 55% children who could do subtraction. 2. We needed to work for multiplication and division because only 36 % children could multiplication and 22 % children could do division.	1. During the first endline assessment, 55 % children could do the sum of additions. While after the intervention, 86 % children could do the addition. As same, there is found the improvement from 20% to 68% children who could do subtraction. 2. We needed to work for multiplication and division because only 46 % children could multiplication and 35 % children could do division.

Over All Progress during two years with common children who have attended the camp for two years.

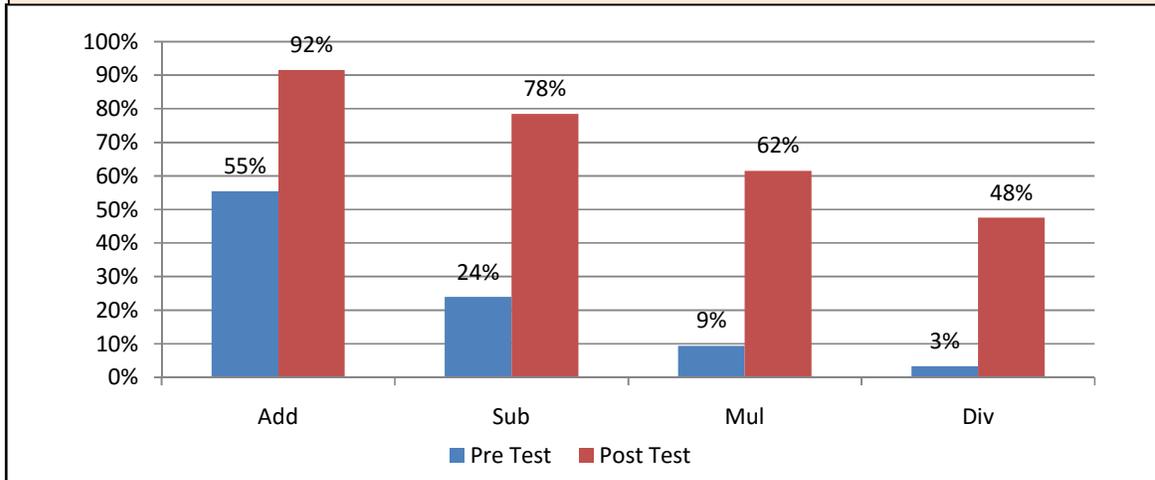


Note - During the pre test assessment, only 8% children could read the story fluently, but after the completion of 52 days intervention, 70% children could read the stories fluently. It's a big achievement. While before the camp, 41% children could read even the words. After the full intervention, it is found only 6 %.



Note - During the pre test assessment, only 19% children had the number knowledge more than 100. While after the intervention, 73% children could recognize the numbers more than 100. Same as, 51 % children had not knowledge the numbers even more than 10 during the pre test assessment, while after the intervention, it is 9%. It is a good achievement in math.

Chart 3: Math - Learning Improvement in basic operations (Common Children)



Note - During the pre test assessment, 55 % children could do addition and only 24 % children could do subtraction. But after the intervention, 92% children could do addition and 78% children could do subtraction.

Same as, beginning the camp, only 9 % children could do multiplication and 3 % children could do division, while after the intervention, 62% children could do multiplication and 48% children could do division.

Snapshots of the Program during the year



Children are enjoying the activities in whole group – active participation



Children enjoying the activity of Sound – Science Workshop



Reading practices with the Para level children for strengthening the reading of children



Children enjoying the sound workshop in Naldhari village



Children preparing various models during read india plus camp in Fulwadi



Children enjoying outdoor activities for strengthening their knowledge



Opening ceremony - Science Mega fair at Kara School as a celebration of National Science Day



Children filling the worksheets for English Subject during RI+ Camp – Rajpardi village



Children learning from each other in various small groups – Bhalod Boys School



Children try to understand about the nature in Read India Plus camp – Outdoor activity



Outdoor activity – to understand the environment



Children preparing some creative contents in small groups