

Report  
On

Read Odisha Campaign

Oct-08 to Mar-09

## Read Odisha Activity and Learning Report:

THE SECOND PHASE OF READ ODISHA CAMPAIGN STARTED AROUND AUGUST 2008. THE IMMEDIATE TASK THAT WAS TO BE DONE WAS CHECKING ON THE STATUS OF VOLUNTEERS AND GOING IN FOR CREATION OF NEW VOLUNTEERS WHEREVER REQUIRED AND FEASIBLE. IN THIS PHASE IT WAS DECIDED TO COVER ALL THE 30 DISTRICTS OF THE STATE. SPECIAL EMPHASIS WAS LAID ON THE AREAS WHERE WE WERE GETTING POSITIVE RESPONSE. TRAINING OF THE VOLUNTEERS STARTED FROM THE MONTH OF SEPTEMBER 2008. ENGLISH TRAINING FOR HEWLETT DISTRICTS WAS ALSO ORGANIZED IN THE MONTH OF OCTOBER 2008. IN THIS PHASE THE CHILDREN OF STD I AND II WERE GIVEN SPECIAL IMPORTANCE. THE CURRENT STATUS OF READ ODISHA CAMPAIGN IN REGARDS TO COVERAGE IS AS FOLLOWS.

BELOW ARE THE FIGURES WITH RESPECT THE REACH AND COVERAGE OF THE READ ODISHA CAMPAIGN -

Districts	Blocks	Villages	Children
30	314	42,549	6,89,863

*Table-1*

➤ **Objectives Of the programme:**

**3<sup>rd</sup> phase L2R (Learning 2 Read):** STD I AND STD II LEVEL OF CHILDREN ARE ABLE TO READ SIMPLE PARAGRAPH AND WILL BE ABLE TO COUNT NUMBERS WITH PLACE VALUE.

**4<sup>th</sup> phase R2L (Reading 2 Learn):** FOR BRINGING READING FLUENCY AMONG THE CHILDREN

➤ **Strategy of the programme:**

TO ENSURE EFFECTIVE LEARNING FOR CHILDREN IN THE LEARN TO READ (L2R) PROGRAM IS TEACHING MOTHER TONGUE WITH THE HELP OF BARAKHADI OR THE CHART OF REGIONAL ALPHABETS. THE CHILD IS FIRST MADE TO READ LOUDLY THESE LETTERS WITH DIFFERENT CONNOTATIONS AND THEN THIS IS FOLLOWED BY MAKING OF WORDS FROM THE CHART, IDENTIFYING WORDS AND SO ON. WHEN A CHILD LEARNS TO READ WORDS, HE IS TAUGHT TO READ SIMPLE SENTENCES AND THEN STORIES. THE ENTIRE READING PLAN IS OF 3-4 MONTHS DURATION AND HAS A LOT OF GAMES AND ACTIVITIES THAT HELPS THE CHILD TO IMPROVE ITS READING COMPETENCY. UNLIKE THE TRADITIONAL APPROACH NOWHERE IS A CHILD REQUIRED TO WRITE ALPHABETS AND LEARN HOW TO WRITE IT.

THE TEACHING AND LEARNING METHODOLOGY THAT WAS USED THROUGHOUT THE STATE WAS UNIFORM. THE STRATEGY FOLLOWED FOR THE EXPANSION OF THE PROGRAM WAS THAT THE BLOCK COORDINATORS WOULD TRAIN LOCAL VOLUNTEERS IN THE SAID METHODOLOGY. ONLY VARIATION THAT WAS ALLOWED IN THIS INITIATIVE WAS THAT IT WAS ON THE MASTER TRAINER TO USE AND IF NECESSARY DEVELOP LOCAL SPECIFIC MATERIALS SO THAT CHILDREN FOUND THE MATERIALS CLOSE TO THEIR HEART AND HENCE ACCEPT THEM MORE EASILY. NORMALLY TWO DAY TRAINING IS ORGANIZED TO ENABLE THE VOLUNTEER TO UNDERSTAND AND DEVELOP A HOLD ON IT. FURTHERMORE, REGULAR ORIENTATIONS ARE ORGANIZED ALMOST IN EVERY TWO MONTHS TO HELP BRUSH-UP THEIR MEMORY. WHILE PREPARING THE MATERIALS WE TRY TO INCORPORATE LOCAL STORIES, WHICH CAN GENERATE INTEREST AMONG THE CHILDREN BUT WITH REGARD TO TEACHING METHODOLOGY NO VARIATION IS ENCOURAGED.

WITH REGARD TO THE CONTENT OF THE TRAINING EMPHASIS IS LAID ON ENSURING THAT THE PARTICIPANTS WHO ARE PRESENT IN THE TRAINING GET A HOLD OF THE TEACHING METHODOLOGY. WE FEEL THAT THE SAME IS OUR STRENGTH AND IF THE TEACHER IS NOT ABLE TO GRASP ITS ESSENCE THEN IT WOULD BE DIFFICULT TO ATTAIN THE RESULTS THAT WE CLAIM TO ACHIEVE WITHIN A SHORT SPAN OF TIME. EVEN IN AREAS WHERE THE CLASSES ARE GOING ON IN THE SCHOOLS, ATTEMPT IS MADE TO SEE THAT THE TEACHERS TEACH IN THE METHOD WE HAVE TRAINED THEM. EMPHASIS IS PUT ON THE MONITORING OF THESE CLASSES TO ENSURE THAT PEOPLE WHO ARE TEACHING AT THE VILLAGE LEVEL ARE ACTUALLY TEACHING IN THE WAY WE WANT THEM TO TEACH. THOSE VOLUNTEERS OF PRATHAM WHO HAVE GOT ACCESS TO SCHOOLS ARE TEACHING IN PRATHAM'S METHODOLOGY AND THESE CLASSES ARE ALSO BEING

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CLOSELY MONITORED BY THE DISTRICT AND BLOCK COORDINATORS BESIDES ZONAL COORDINATORS RESPONSIBLE FOR THAT DISTRICT.

➤ **Materials Used:**

AFTER THE COMPLETION OF THE 2<sup>ND</sup> PHASE OF READ ODISHA CAMPAIGN THE DATA OBTAINED SHOWS SOME GAP BETWEEN PARAGRAPH, WORD AND LETTER LEVEL CHILDREN. KEEPING THIS IN MIND PRATHAM ODISHA PREPARED MATERIALS ON THE BASIS OF THE REQUIREMENT OF CHILDREN IN WORD AND LETTER LEVEL PARTICULARLY DESIGNED ON PRATHAM METHODOLOGY. WE USE MATERIALS DEVELOPED BY THE CENTRAL TEAM, TRANSLATING TO OUR REGIONAL LANGUAGE, ODIYA. APART FROM THIS SOME ADDITIONAL MATERIALS LIKE INSTRUCTION MANUAL OR GUIDELINES ARE SENT ALONG WITH TO ENSURE THAT THESE ARE USED AS PER THE GUIDELINES OF THE PROGRAM.

### **Material used on Oct-08 to Dec-08**

1. **Paragraph set,**
2. **Barakhadi Set**
3. **Letter card Set**
4. **Number Card**
5. **Manual**
6. **Sarapanch Letter**
7. **Place value Card**
8. **Straws/Sticks (for counting)**

### **Material used on Jan-09 to Mar-09 for Reading fluency**

TO MAKE READING FLUENT AND EFFECTIVE, A SET OF STORY CARDS DESIGNED SPECIALLY ON THE R2L METHODOLOGY WERE PROVIDED TO THE VOLUNTEERS TO BE PRACTICED AMONG THE CHILDREN. THESE CARDS ARE DIVIDED INTO 3 CATEGORIES (EARLY, MIDDLE AND ADVANCE LEVEL).

**1 sets of Story card (Each set contains 16 cards with 20 stories, including 8 Science base activity Cards)**

1. **Manuals**
2. **Data sheets**

➤ **Monitoring of the program:**

THE ZONAL COORDINATORS, DISTRICT COORDINATORS, BLOCK COORDINATORS AND A TEAM OF OFFICE STAFFS WERE MOVING IN THEIR RESPECTIVE DISTRICTS MONITORING THE CAMPS. ABOVE ALL, WE WERE IN CONSTANT TOUCH WITH DISTRICT COORDINATORS TRYING TO KEEP A DIRECT REPORT ON THE DEVELOPMENT OF CLASSES AND SOLVE THE PROBLEMS IF ANY.

➤ **Training and Evaluation:**

THE TRAINING FOR THE DISTRICT COORDINATORS WAS ORGANIZED ON OCT -8 AT STATE OFFICE. A 4-5 HOUR INPUT WAS PROVIDED TO THEM BY ZONAL'S AND THROUGH THE PROGRAMME COORDINATORS. THE SECOND LEVEL TRAINING FOR BLOCK AND CLUSTER CO-ORDINATOR WAS ORGANIZED AT THEIR OWN DISTRICT. L. THIS WAS FOLLOWED BY THE DISTRICT CO-ORDINATOR OF HIS OWN DISTRICT AND THEN BLOCK CO-COORDINATOR AND CLUSTER CO-ORDINATOR PROVIDE TRAINING TO THE VILLAGE VOLUNTEERS.

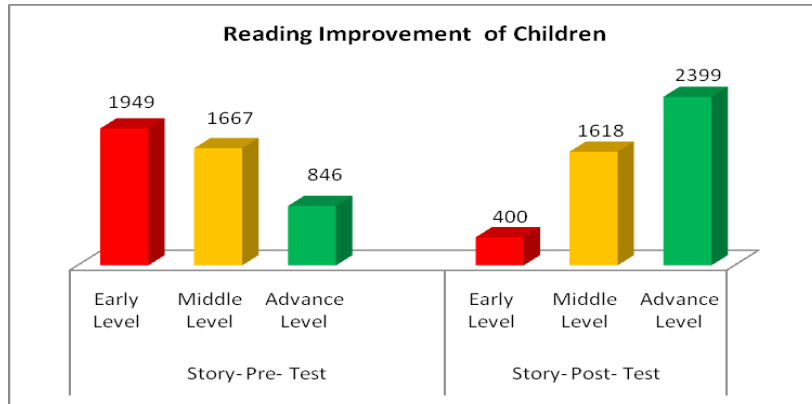
- **Evaluation:**

TWO TYPES OF EVALUATIONS WERE DONE BY THE INTERNAL AND EXTERNAL AGENCIES. ONLY THE INTERNAL WAS DONE IN OCT-08 TO MAR-09. AND THAT WAS CONDUCTED BY OUR BCS AND DCs. PRATHAM MASTER TRAINERS WILL PARTICIPATE IN INTERNAL EVALUATION AGENCY TO DO THE RANDOMIZED TESTING.

- **Data collection:**

COLLECTION OF DATA WAS HELD IN 3 PHASES. IT WAS COLLECTED BY THE VOLUNTEERS THEN BLOCK CO-ORDINATES COMPILED THE DATA IN ITS FIRST PHASE.

COMPILATION OF DATA IN THE SECOND AND THIRD PHASE WAS DONE THROUGH RANDOM SELECTION OF 50 VILLAGES FROM EACH DISTRICT AND FOR READING PHASES 10 VILLAGES OF EACH DISTRICT RESPECTIVELY FOR INTERNAL EVALUATION. BECAUSE WE HAD NO BC (BLOCK CO-ORDINATOR) IN FEB AND MAR-09. ONLY WE HAD BLOCK CO-ORDINATOR FOR 5 HEWELLT DISTRICTS IN FEB.



### Achievement of Children:

Story- Pre- Test		
Early Level	Middle Level	Advance Level
1949	1667	846

TABLE-1

Story- Post- Test		
Early Level	Middle Level	Advance Level
400	1618	2399

TABLE-2

ACCORDING TO THE PRE-TEST TABLE NO. OF CHILDREN IN EARLY LEVEL IS 1949, CHILDREN IN MIDDLE LEVEL IS 1667 AND NO. OF CHILDREN IN ADVANCE LEVEL IS ONLY 846. BUT THE POST TEST TABLE AND ALSO THE GRAPH SHOWS A CONSIDERABLE IMPROVEMENT IN THE READING LEVELS OF CHILDREN. MAXIMUM NO. OF CHILDREN HAS MOVED FROM EARLY LEVEL TO MIDDLE LEVEL DURING THE POST TEST. IN STORY MIDDLE LEVEL THE NUMBER IS FURTHER DECREASED FROM 1667 TO 1618. AND A VERY HIGH ATTAINMENT IS SEEN IN THE ADVANCE LEVEL IN THE POST-TEST GRAPH.

THIS GRAPH SHOWS THE IMPROVEMENT OF READING FLUENCY OF CHILDREN

## Graph-1

### ➤ **Important highlights of the program include:**

- IN MANY DISTRICTS LIKE SONEPUR, SUNDERGARH, BOLANGIR ETC CLASSES ARE BEING HELD IN SCHOOLS BY THE VOLUNTEERS. UNCONDITIONAL ACCESS TO SCHOOLS IS GIVEN TO THE VOLUNTEERS OF PRATHAM. IN MANY AREAS VEC OR THE HEAD MASTERS HAVE ALSO TAKEN INITIATIVE TO PAY THESE VOLUNTEERS IN RECOGNITION FROM SOME SOURCES OF THEIR TREMENDOUS HELP BEING BESTOWED TO THEM AND TO THEIR SCHOOLS.
- AS FAR THE TEACHING LEARNING PROCESS IS CONCERNED, THE ACCELERATED METHOD OF L2R PROVES TO BE VERY EFFECTIVE AS REPORTED AND SHARED BY THE PEOPLE FROM VARIOUS SECTORS. BUT THERE HAS ALWAYS BEEN A DEBATE AND DISCUSSION OVER ITS TIME PERIOD. AS A RESULT OF WHICH MOST OF THE STUDENTS ARE NOW MOVING FROM NOTHING LEVEL TO WORD AND PARA IN LANGUAGE AND TWO DIGIT NUMBER RECOGNITION IN MATHEMATICS AS RESULT SHOWN IN THE POST DATA.
- SPEAKING ABOUT CLASS ROOM TEACHING, SOME CHANGES ARE VISIBLE IN AREAS WHERE THE TEACHERS COULD INTERNALIZE THE EFFECT THE METHODOLOGY OF PRATHAM HAS ON THE READING EFFICIENCY OF THE STUDENTS.

### ➤ **Special Support from Government and Corporate Sources:**

1. UNICEF HAS SUPPORTED 50 LEARNING CLASSES IN RIOT AFFECTED BLOCKS OF KANDHAMAL DISTRICT.
  - THREE BLOCK COORDINATORS RECEIVED SALARY FROM UNICEF IN KANDHAMAL DISTRICT.
2. EASTERN ZONE MINING ASSOCIATION IN SUNDERGARH & KEONJHAR, ROURKELA STEEL PLANT IN ROURKELA, ODISHA, [ROURKELA STEEL PLANT (RSP) REPORT ATTACHED.]
  - IN THE DISTRICT OF SUNDERGARH SOME COMMUNITY TEACHERS RECEIVED SALARY FROM CORPORATE MINES.
  - IN KEONJHAR 4 BLOCK COORDINATORS RECEIVED SALARY FROM CORPORATE SOURCES.

➤ **Future plan and Next step towards Odisha**(April-09 to April-010):

1. OUR FUTURE PLAN WOULD BE IN APRIL-09 TO JULY -09 ,PRATHAM ODISHA WILL WORK ON 30 DISTRICTS AND 314 BLOCKS ACROSS THE STATE WITH OUR L2R METHODOLOGY , AFTER THAT IT WILL DECREASED 30 DISTRICTS TO 10 DISTRICTS, HOWEVER IT WILL COVER ONLY 126 BLOCKS. EACH BLOCK COMPRISES OF 70 VILLAGES (APPROX). SPECIAL EMPHASIS SHOULD BE LAID ON THE AREAS WHERE WE GET POSITIVE RESPONSE. TRAINING OF THE VOLUNTEERS STARTED FROM THE MONTH OF MAY-09.
2. 10 DISTRICTS WOULD BE 5 HEWLETT DISTRICTS (GAJAPATI, GANJAM, RAYGADA, MALKANAGIRI AND KORAPUT). AND THE OTHER FIVE DISTRICTS ARE KANDHAMAL, KEONJHAR, SUNDERGARH, MAYURBHANJ AND KHORDA.
3. OBJECTIVES FOR MAY-09 TO JULY-09 ARE AS FOLLOWS:

**LANGUAGE:**

- STD- I CHILDREN SHOULD RECOGNIZE LETTERS AND READ SIMPLE WORDS.
- STD- II CHILDREN SHOULD READ SIMPLE WORDS AND SENTENCES.

**MATH:**

- STD- I CHILDREN COULD COUNT NUMBERS UP TO 100 AND STD- II CHILDREN COULD RECOGNIZE NUMBERS UP TO 100 WITH PLACE VALUES.

AND AUGUST -09 TO MAR-10, READ ODISHA OBJECTIVE WOULD BE PREPARING CHILDREN FOR THE BOARD EXAMINATIONS OF STD – III AND V;

IN **LANGUAGE**,

- THROUGH ENABLING CHILDREN TO READ SIMPLE WORDS AND SENTENCES IN STD- III, READ, UNDERSTAND AND EXPLAIN THE TEXT. AND IN WRITING, SHOULD BE ABLE TO COPYWRITE A TEXT AND WRITING DICTATION. FURTHER PRACTICE READING TEXTBOOKS AND WRITE SIMPLE QUESTION AND ANSWERS RELEVANT TO THE TEXT THEY READ.
- IN STD IV-V CHILDREN SHOULD READ SIMPLE SENTENCES, UNDERSTAND AND EXPLAIN THE TEXT IN THEIR OWN WORDS. DO COPY WRITING AND DICTATION, WRITE SIMPLE QUESTION AND ANSWERS AS WELL AS DO INDEPENDENT WRITING. TOWARDS THE END OF THE SESSION READING PRACTICE WILL BE DONE AND DISCUSSION ON TEXTS AND INDEPENDENT WRITING HAS TO BE DONE.

IN **MATH**, FOR STD III-V

- NUMBER RECOGNITION UP TO 900000 WITH PLACE VALUES.
- DO ADDITION/SUBTRACTION WITH BORROW OR CARRY OVER METHOD.
- LEARN TO RECITE TABLE UP TO 20 AND SOLVE MULTIPLICATION AND DIVISION SUMS AS WELL AS PRACTICE SOLVING ADDITION AND DIVISION SUMS.

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