

**NATIONAL READ INDIA REPORT 2013-14**

MEASUREMENT, MONITORING &amp; EVALUATION UNIT ASER CENTRE and Pratham

**Introduction:**

In 2007, Pratham launched the nationwide "Read India" movement with the objective that all children in India should be able to read, write and do basic maths. Through the Read India intervention in 2013-14 Pratham reached over 11,000 villages, and worked with almost 400,000 children across 15 states in India. More than 20,000 camps were held and approximately 19,000 volunteers were mobilized from these villages/communities.

**The program comprised of:**

- **Direct Instruction Model**
  - **Learning camps: primarily aimed at children in Grades 3-5. Each learning camp is conducted in a school for a total of 22 days.**
  - **Learning Camps Special Projects-**
    - ✓ **Uttar Pradesh (UP) Learning camps in Grades 3-5: focused longer duration learning camps with a stronger volunteer presence (JPAL Impact Evaluation sites. Support from USAID).**
    - ✓ **Maharashtra Learning Camps in Grades 3-7: focused on basic competencies and higher comprehension and writing competencies (Support from USAID)**
- **Volunteer led Instruction Model is a light intervention targeted primarily at Grades 1-2 children and implemented through mini camps, volunteer class and mother activity.**
- **Government Partnerships – State and District level**

**National Reach – Read India July 2013-May2014**

Type of intervention	Schools/ Villages covered	Children Reached (tested)	Children Selected	No. of Volunteers	No. of trained Pratham instructors
Direct Instruction Model (Learning Camps)	6,343	317,660	230,858	10,216	850
Volunteer led Instruction Model	4,475	110,457	110,457	7,411	
Learning Camps – Uttar Pradesh*	242	17,149	16,500	847	108
Learning Camps – Maharashtra*	390	21,643	21,643	780	60
<b>Total</b>	<b>11,450</b>	<b>466,909</b>	<b>379,458</b>	<b>19,254</b>	<b>1,018</b>

\*Learning Camp special projects in 2 states – Uttar Pradesh and Maharashtra  
This data excludes data for the Government Partnership model which is reported separately.

**Direct Instruction Model**
Learning Camps:

In the third phase (2013-16) of the "Read India", the "Learning camps model" has been used extensively– a model particularly effective for children who have spent a few years in school and not yet learned to read (children in Grades 3, 4 and 5). Children are assessed using simple tools and then grouped according to their reading level rather than by their grade. Each group has a set of activities and materials appropriate for their level. One instructor (Pratham person, teacher or a community volunteer) works with each group. As a child makes progress, s/he can move into the next group. These camps are held for a short period of time (usually 7-10 days at a stretch) and for about 3 hours a day (1.5 hours for reading and the same for math), usually during school hours. This camp is repeated several times during the year. Learning camps were conducted across 6,343 schools in 15

## Highlight

States and impacted 230,858 children. The number of children impacted is highest in Andhra Pradesh with 34175 and lowest in Punjab with 1599 children.

### Special Learning Camps (UP):

- The USAID funded learning camps were conducted in 2 districts – Unnao and Sitapur – of Uttar Pradesh. In each district 2 blocks were selected.
- The learning camps were conducted through two models-four 10 day camps and two 20 day camps.
- In each model about 125 schools were covered.
- In all the schools an additional camp of 10 days was run at the end of the intervention during the summer holidays. This resulted in a total intervention duration of 50 days.
- To further understand the pattern of learning in these camps a post camp assessment exercise that was conducted in certain schools.
- The learning camps commenced in September 2013 and concluded in June 2014.
- Five 10 day camps were conducted in 122 schools in UP, grades were 3, 4 & 5, covering approximately 8000 children.
- At the beginning of the learning camp cycle, close to 85% of children were either not able to recognize letters or just able to read letters. Less than 10% could read.
- At the end of the fifth camp (50 days of intervention) the distribution of reading ability has changed completely. It is now mostly “readers” (those who can read paragraphs and stories). Now 86% can read.
- The percentage of children that can recognize 2 or 3 digit numbers has increased by 69% in the 10- day model as compared to 59% in the 20-day model

### **Z Block**

Z block refers to one block from each state that is conducting learning camps where child wise data is systematically collected and analysed 35,101 children’s data from 21 Blocks in 13 States was entered into the Z block software This enables a more in depth analyses of what impacts learning in our camps such as:

- Trends of learning gains by class
- Conversion rate to readers depending on baseline level of child
- Impact of attendance on learning gains
- Impact of camp size on learning gains

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***Key learning for Read India 2014-15: Based on analysis from Z block and our experience with USAID UP, the learning camp model for this year has evolved to a 4 camp / 30-day intervention. A school/village’s success at converting children into readers really depends on the distribution of children by reading levels at baseline. The higher the number of children at beginner and letter levels, the harder the task to convert them in three camps.***

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**Read the full report at the official website: <http://www.pratham.org/templates/pratham/images/NationalReadIndiaReport2013-14.pdf>**

***This document prepared by the Measurement, Monitoring & Evaluation Unit Aser Centre (MME unit), covers highlights from the measurement & monitoring activities conducted by MME for the Read India Program (2013-14).***

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