

“Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children”

Grant No.: AID-OAA-F-13-00023

MILESTONE 1: DELIVERABLES

Due Date: May 31, 2013

Submitted on: May 25, 2013

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1. Updated Project Implementation Plan

1.1. Location: Sitapur and Unnao districts, Uttar Pradesh (UP)

The project will be implemented in the Sitapur (blocks: Sakaran and Biswan) and Unnao (blocks: Ashoha and Hilouli) districts, of the state of Uttar Pradesh.

Since this project is similar to Pratham's Read India learning camps program, it has been decided that the project will be implemented in areas where the targeted population is not participating in any other programs. This decision also has been reinforced by research requirements for conducting RCTs – in the presence of another program, the integrity of the randomization may be threatened leading to impreciseness in measurements.

Contrary to the locations given in the proposal, the project will not be implemented in the state of Madhya Pradesh because of another project being implemented, state-wide, in partnership with the Government. Thus, the project is only being implemented in the state of Uttar Pradesh.

1.2. Target Group: All students enrolled in grades 3, 4 and 5 of government primary schools

The camps will be conducted in selected Government Primary Schools. All students enrolled in class 3, 4 and 5 will be eligible to participate in these camps.

ASER 2012¹ reports that in 2010 nationally, **46.3% of all children in grade 5 cannot read a grade 2 level text; in Uttar Pradesh the figure is even higher at 57.4%**. For grade 5 children enrolled in government schools, the percentage of children unable to read grade 2 level texts has increased from 49.3% (2010) to 56.2% (2011), to 58.3% (2012). **In the state of Uttar Pradesh, the percentage of children, enrolled in government schools, who cannot read grade 2 level text has been increasing at an astonishing rate from around 65% (2010), to 70% (2011), to 75% (2012) over the last three years.**

Due to this clear disparity in the learning levels and the extremely poor learning outcomes of students in government schools, Pratham has chosen to work with government school students to allow for maximum participation of academically marginalized students and those who are unable to afford private schools.

1.3. Timeline:

- July 2013 – August 2013 : Baseline conducted by J-PAL

¹ Facilitated by Pratham, the Annual Status of Education Report (ASER) is a massive nationwide household survey of children's basic reading and arithmetic carried out for every rural district in India every year since 2005. To access ASER reports from 2005 to 2012, see www.asercentre.org

- September 2013 - February 2014: Learning camps conducted by Pratham
- March 2013 – April 2013: Endline conducted by J-PAL

The learning camps part of the project will be operational from September 2013 to February 2014. This timeframe was finalized to ensure maximum coverage of the target population within the current academic year (July 2013 to May 2014). The months of July and August, 2013 (schools reopen in July and testing of students will be done then) will be used to collect Baseline information on student learning levels, while the months of March and April 2014 will be used to collect the endline data on student learning outcomes. The mid-line and process monitoring surveys will be conducted during the duration of the project.

The schedule also factors the possibility of general elections in India during 2014 which may disturb the academic calendars of school (the elections would be due in April-May 2014 unless the government decides to have it earlier). Hence the effort would be to complete the intervention followed by endline latest by April 2013. Also, the days available for running the camps are significantly lesser than the calendar days as the camps cannot be operational during religious or other holidays and extreme weather conditions in winter. **Keeping the above factors in mind, the change in the timeline reduces the intervention period from 8 months to 6 months. However, in order to complete the “40 days” of camps program additional personnel will be hired.**

In addition, the program cannot run for two academic years since this would lead to a loss in the sample, as students in class 5 in primary schools will move to class 6 in upper primary schools, which is a separate school and would not be covered in the project.

2. Updated Evaluation Strategy

2.1 Sample Size: 444 villages

Since the program will be implemented only in the state of UP the sample size needs been recalculated -

Revised Power Calculations: The sample size of **444 villages** in UP has been arrived at by assuming standard values of 0.80 for power and a significance level of 0.95, to provide sufficient power to detect a minimum standardized effect size of 0.1 for each intervention independently. This effect size is consistent with that seen in previous evaluations of similar education interventions – the Balsakhi program (Banerjee, et. al. 2010) and the Jaunpur study (Banerjee, et. al.). We also assume an inter cluster correlation of 0.2 based on data from previous cited studies as well as an on-going evaluation in Haryana.

Note that while the number of villages is 444, the number of schools in which the camps will

be operational and survey conducted will be typically higher since around 10% of villages in the project districts have more than 1 government school.

2.2. Intervention Design: The full sample of 444 villages will be divided into 4 groups of 111 villages each.

- 1) **10 Day Camp Villages:** A short duration camp of 10 days will be conducted every 1 month in 111 villages; a total of 4 camps per villages for 40 “camp days.” The camps will be conducted by Pratham staff (and village volunteers if any) and learning materials will be delivered to children and parents to work on between the camps.
- 2) **20 Day Camp Villages:** An extended learning camp of 20 days will be conducted every 3 months in 111 villages; a total of 2 camps per village for 40 “camp days.” The camps will be conducted by Pratham staff (and village volunteers if any) and learning materials will be delivered to children and parents to work on between the camps.
- 3) **Materials only villages:** Schools in the third group of 111 villages will be provided only learning materials to be used by children periodically. These materials would include worksheets and reading material, story cards etc.
- 4) **Control villages:** The fourth group of 111 villages will not receive any intervention during the project period and will serve as the control group.

2.3. Program Coverage: 37,000 students estimated

Children in grades 3, 4, 5 enrolled in government schools in the three treatment groups of villages would be covered by the programs. Data from the selected block and districts suggest that there are on an average about 100 students enrolled in grades 3, 4 and 5 and there is a minimum of 1 school in a village with 10% of villages having more than 1 school. Therefore about 37,000 students have a potential to benefit from this program.

3. Updated List of Indicators to Measure Impact

3.1. Baseline and Endline

The baseline and endline will be conducted by J-PAL at schools and will focus on measuring initial and post-intervention levels of student learning outcomes based on Language and Math test scores collected by trained enumerators. Information on school infrastructure

and characteristics will also be gathered during the baseline and endline, such as –

- Human resources such as number of teachers, their experience, educational qualifications.
- Assets such as availability of rooms, desks, chairs, library
- Financial information related to school grants
- Perception of teacher on student learning outcomes

The data on school characteristics will also be collected during the student baseline and endline by enumerators based on official school records, interviews with head-teachers and observations by enumerators.

3.2. Testing Tool

An assessment tool based on the ASER tool used for the nation-wide surveys would be used for measuring initial and post-intervention levels of student learning outcomes in Language and Math in the baseline and the endline.

The ASER Language tool tests a child's listening, reading and writing competencies, while the Math tool tests a child's level of number recognition, basic arithmetic operations (addition, subtraction, division and multiplication) and word problems.

In addition to this, data on child names, date of birth, names of parents, occupation, religion and caste of children would be collected from school registers.

3.3. Midline

The midline will be a household survey during the course of the evaluation which will involve tracking students to their homes to gather data on home characteristics including, type of housing, household assets, time spent at home by child on studies and involvement of parents in child's education.

Since attrition of subjects is a cause for concern, this survey exercise would also allow us to gather enough information to track students in the endline if they have dropped-out from the schools.

3.4. Process Evaluation Surveys

Process evaluation will be collected by enumerators based on official school records, interviews with head-teachers and camp staff, class observations by enumerators. The process evaluation surveys will be conducted on an on-going basis throughout the time period of the evaluation (September 2013 – February 2014). The process evaluation

indicators will include the following:

- Schedule of classes – are classes being conducted as scheduled
- Duration of camps – how long does a camp run during the day
- Organization of camps and material distribution – are the camps organized as described in the program, are materials being distributed as planned
- Attendance of teachers, volunteers and students – do any teachers attend/help with the camps, what is the attendance of volunteers and students
- Use of program materials – are program materials being used in the prescribed manner
- Adherence to program plan – does the overall functioning of the camp adhere to planned design
- Student teacher interaction – how interactive are camps; do students answer questions, ask questions, participate in discussions

4. Updated List of Indicators to Track Project Progress

Indicators that will track the progress of the project will be categorized into indicators that track the progress of the project in the planning phase, and indicators that track the progress in the implementation phase of the project.

4. 1. Planning phase:

- Orientation of core project team
- Recruitment of project implementation staff
- Training of project implementation staff
- Pilot of models and materials of camps
- Mobilization of volunteers

4.2. Implementation Phase:

- Monthly record of camps conducted in treatment villages
- Monthly record of material distribution in treatment villages

- Coverage of students in camps
- Involvement of volunteers in camps

Request for change in the Milestones:

It is requested that we move Milestone 2, Deliverable 1: “Randomization of treatment subgroups and control groups are completed. Deliverable is a report summarizing number of participants in each treatment and control group” to Milestone 3. This is because the randomization will be completed only by late August since the baseline will be conducted in July/August.

“Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children”

Grant No.: AID-OAA-F-13-00023

MILESTONE 2: DELIVERABLES

Due Date: August 31, 2013

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Updated Project Implementation Plan

This document contains a progress report on the activities in the “Learning Camps” project since the submission of the first milestone deliverable.

1.1 Updated Timeline

The “Learning Camps” project was piloted by Pratham from May 2013 to August 2013 in certain district of Uttar Pradesh (not the intervention areas). The pilot exercise was conducted to provide onsite training for the field team on the process of learning camps and test the learning and assessment tools. During this period J-PAL conducted the baseline survey in the Sitapur and Unnao (the intervention areas) in July and August after which the randomized intervention village list was shared with Pratham. **Post randomisation, interventions in the designated villages started on September 14th, 2013 and is expected to conclude on March 14th, 2014.**

Project Timeline 10 Day Camps

	September	October	November	December	January	February	March
Wednesday					1		
Thursday					2		
Friday			1		3		
Saturday			2		4	1	1
Sunday	1		3	1	5	2	2
Monday	2		4	2	6	3	3
Tuesday	3	1	5	3	7	4	4
Wednesday	4	2	6	4	8	5	5
Thursday	5	3	7	5	9	6	6
Friday	6	4	8	6	10	7	7
Saturday	7	5	9	7	11	8	8
Sunday	8	6	10	8	12	9	9
Monday	9	7	11	9	13	10	10
Tuesday	10	8	12	10	14	11	11
Wednesday	11	9	13	11	15	12	12
Thursday	12	10	14	12	16	13	13
Friday	13	11	15	13	17	14	14
Saturday	14	12	16	14	18	15	15
Sunday	15	13	17	15	19	16	16
Monday	16	14	18	16	20	17	17
Tuesday	17	15	19	17	21	18	18
Wednesday	18	16	20	18	22	19	19
Thursday	19	17	21	19	23	20	20
Friday	20	18	22	20	24	21	21
Saturday	21	19	23	21	25	22	22
Sunday	22	20	24	22	26	23	23
Monday	23	21	25	23	27	24	24
Tuesday	24	22	26	24	28	25	25
Wednesday	25	23	27	25	29	26	26
Thursday	26	24	28	26	30	27	27
Friday	27	25	29	27	31	28	28
Saturday	28	26	30	28			29
Sunday	29	27		29			30
Monday	30	28		30			31
Tuesday		29		31			
Wednesday		30					
Thursday		31					

Key

10 DAY CAMP		
Round Of Camps/Village#	Duration	Village
R1V1	14th Sep to 24 th Sept	37
R1V2	30th Sept to 12th Oct	37
R1V3	21st oct to 27th Oct	37
R2V1	7th Nov to 19th Nov	37
R2V2	21st Nov to 1st Dec	37
R2V3	3rd Dec to 13th Dec	37
R3V1	15th Dec to 27 th Dec	37
R3V2	11th Jan to 22 nd Jan	37
R3V3	24 th Jan to 2nd Feb	37
R4V1	7 th Feb to 17 th Feb	37
R4V2	19th Feb to 2nd March	37
R4V3	4th march to 14th march	37
	Preparation , planning , feedback meeting	
	Leave	

Project Timeline 20 Day Camps

	September	October	November	December	January	February
Wednesday					1	
Thursday					2	
Friday			1		3	
Saturday			2		4	1
Sunday	1		3	1	5	2
Monday	2		4	2	6	3
Tuesday	3	1	5	3	7	4
Wednesday	4	2	6	4	8	5
Thursday	5	3	7	5	9	6
Friday	6	4	8	6	10	7
Saturday	7	5	9	7	11	8
Sunday	8	6	10	8	12	9
Monday	9	7	11	9	13	10
Tuesday	10	8	12	10	14	11
Wednesday	11	9	13	11	15	12
Thursday	12	10	14	12	16	13
Friday	13	11	15	13	17	14
Saturday	14	12	16	14	18	15
Sunday	15	13	17	15	19	16
Monday	16	14	18	16	20	17
Tuesday	17	15	19	17	21	18
Wednesday	18	16	20	18	22	19
Thursday	19	17	21	19	23	20
Friday	20	18	22	20	24	21
Saturday	21	19	23	21	25	22
Sunday	22	20	24	22	26	23
Monday	23	21	25	23	27	24
Tuesday	24	22	26	24	28	25
Wednesday	25	23	27	25	29	26
Thursday	26	24	28	26	30	27
Friday	27	25	29	27	31	28
Saturday	28	26	30	28		
Sunday	29	27		29		
Monday	30	28		30		
Tuesday		29		31		
Wednesday		30				
Thursday		31				

Key

	20 DAY CAMP	
Round of Camps/Village#	Duration	Village
R1V1	14 th Sept to 5t Oct	37
R1V2	9 th Oct to 31st Oct	37
R1V3	12th Nov to 30th Nov	37
R2V1	2nd Dec to 22nd Dec	37
R2V2	11th Jan to 3rd Feb	37
R2V3	6th Feb to 26th Feb	37
	Preparation , planning , feedback meeting	
	Leave	

1.2 Trainings

A key component of the pilot phase was to orient and train Pratham staff (BRGs) on the logistics of conducting camps, Pratham's CAMal methodology behind the teaching-learning material used in the camps, mobilizing volunteers, assessments and data collection, as well as the three different models of delivering the camps. In addition to these trainings, Pratham BRGs also conducted practice camps, both 10 and 20 days, to test the three different teaching models, the content used in the camps, mobilization strategies and data collection on the ground.

Five trainings and review sessions were conducted with the team during the pilot phase, in addition to five rounds of camps, both 10 and 20 days. These trainings were conducted by Pratham Master Trainers who have been conducting such trainings all over India since the inception of the Pratham Read India program and learning camps. The Master Trainers were assisted by the central content team, and ASER associates¹ in delivering these trainings and ensuring the complete understanding of the BRGs of all aspects of the project (since a large proportion of the BRGs are new recruits). The review sessions were essential in understanding the challenges on the ground, and modifying certain details of the project accordingly. These trainings will also be conducted on a regular basis during the project time period.

The pilot phase calendar stating the timeline for trainings, review sessions and practice camps from May 2013 to August 2013 is given below.

¹ Annual Status of Education Report (ASER) is an arm of Pratham that publishes the ASER report every year. ASER associates are the research associates present in every state that Pratham works in.

Pilot Phase Calendar

Sr No	Date	Activity
1	May 1 to May 3	Three days orientation and training of the project in Lucknow
2	May 5 to May 7	Mobilization and preparation of village report card
3	May 8 to May 20	First 10 days learning camp (12 District)
4	May 23 to May 25	Three days feedback and training of the team in Lucknow
5	May 27 to June 2	Shifting of the team in three districts (Kushinagar, Ambedkarnagar and Basti)
6	June 3 to June 5	Mobilization for second 10 days learning camp
7	June 6 to June 15	Second 10 days learning camp
8	June 16 to June 18	Mobilization for first 20 days camp
9	June 19 to July 8	First 20 days camp
10	July 12 to July 18	7 days feedback and training
11	July 22 to July 31	Repeat camp in second learning camp Village
12	August 1 to August 10	Second repeat camp in second learning camp village.
13	August 12 to August 18	Review and training
14	August 27 to August 29	Monitoring training
15	August 30	Team moved to intervention areas
16	September 9	Mobilization in intervention areas
17	September 14	Beginning of program

1.3 Volunteer Recruitment Strategy

The presence and assistance of volunteers is the keystone of the “Learning Camps” project and Pratham’s Read India program as a whole. Over the years Pratham has developed strong mobilization strategies to overcome certain challenges of recruiting local volunteers across the states. Amongst the many mobilization activities are, conducting rallies, speaking with parents, teachers and students, and discussing the importance of learning outcomes and quality education. Pratham will provide all volunteers with a certificate of completion that also attests the specific volunteer’s ability to work with school children and to teach based on Pratham’s model. For those volunteers interested in further pursuing a career in teaching, these certificates add to their employability portfolio.

In addition, Pratham will offer all interested volunteers an English course under its **Education for Education program (EFE)**. EFE was launched to act as an incentive and reward to the volunteers who take out time to teach children. Pratham realises that the youth in the villages need skills that will help them get better employment. Thus, a level appropriate English course has been designed for the volunteers who will participate in the “Learning Camps” project in Sitapur and Unnao. This course consists of self-study packages that include story books, worksheets and audio CDs, face to face classes, option for telephonic (Pratham call centre) conversation and a certificate.

These mobilization activities and EFE course should enable Pratham to recruit and retain volunteers through the project cycle.

1.4 Challenges and Opportunities

Challenges:

- Volunteer retention – during the pilot phase it was observed that retaining volunteers for the entire duration of a camp cycle was more challenging than recruiting the volunteers. It was noticed that either the volunteers were absent frequently or dropped out after a certain number of days. This disrupts the camp process and makes it difficult to give individual attention to all the students. Hence, the Education for Education, English course was designed to be offered to and incentivize the volunteers of the intervention areas. Enrolment of volunteers in this course will be contingent upon the volunteer's attendance in the camps.
- Manpower – According to the project design, 1 BRG is responsible for 4 villages, hence a total of 111 BRGs were recruited (61 senior BRGs who have been working with Pratham and have experience of conducting camps in other districts of Uttar Pradesh, and 49 newly hired BRGs especially for this project). However, after the baseline survey in Sitapur and Unnao it was discovered that in particular villages, there were more than one primary school and the number of students enrolled in grades 3-5 was very high. This makes it difficult for one BRG to conduct multiple camps in one day in one village. Thus, recruiting of a few more BRGs is required to work in large schools and villages with multiple primary schools.

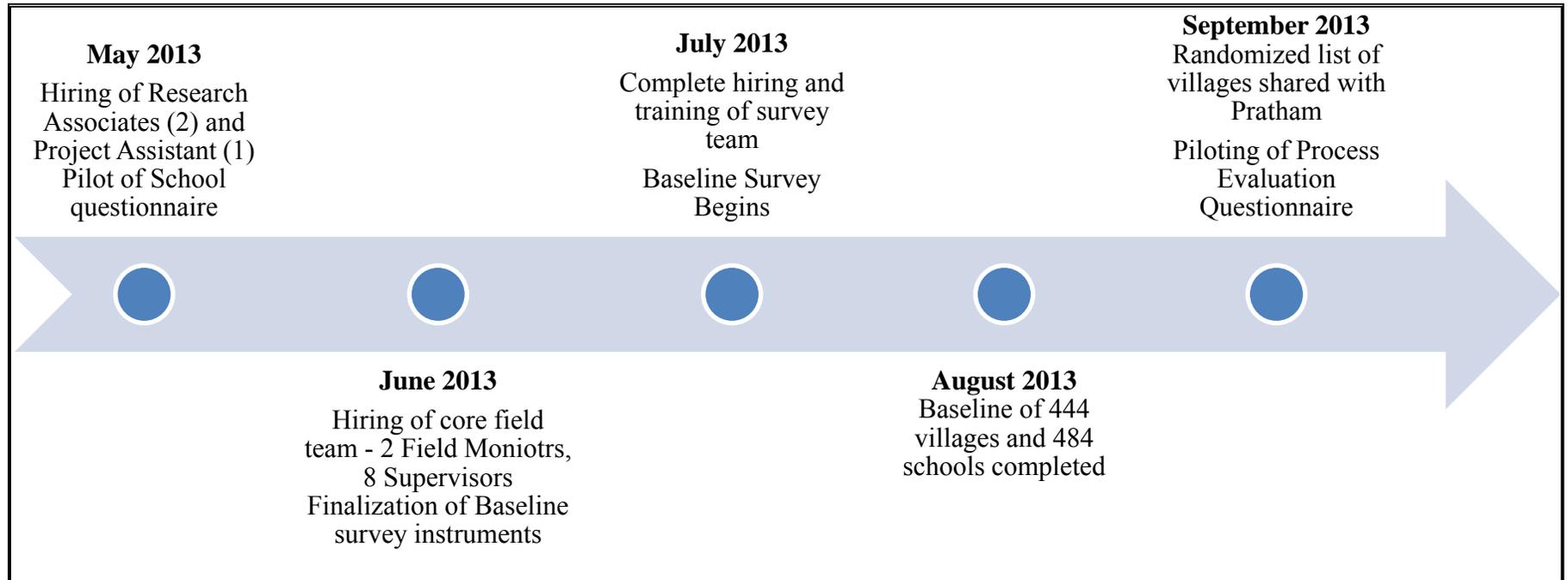
Opportunities:

- Support of district government officials - The Principal Secretary, Education Department, of Uttar Pradesh is enthusiastic about the research study in Sitapur and Unnao and is appreciate of Pratham's work in Uttar Pradesh. The District Magistrates of Sitapur and Unnao are also supportive of the project. These sanctions are crucial to the implementation of the program in government schools, as it also ensures the support of the Head Masters and teachers. This endorsement of Pratham's work is also a positive step towards recognizing the importance of learning outcomes; we hope to involve teachers in the project and encourage them to adopt certain teaching methodologies, and at the very least, work towards attaining better learning outcomes of the children.

2. Updated Evaluation Strategy

The sections below provide a timeline of activities tools, school level questionnaire, list of villages and schools according to treatment type.

Timeline, May to September 2013



3. Baseline Operations

JPAL South Asia commenced with Baseline survey mid July. A 100 member field team consisting of data enumerators, team supervisors and monitors were recruited and trained by JPAL SA staff for this exercise. JPAL SA Research team and experienced field staff tightly monitoring the data collection process with more than 50% schools back-checked. A team of 4 surveyors and 1 supervisor was assigned to one school per day. This team's responsibility was to conduct individual student tests of 30 to 35 randomly selected students from grades 3 to 5 and also collect school level information. If children were not found in schools, the teams also visited households in the village to conduct the survey.

During the baseline, the following information was collected:

Student Level: Student learning outcomes were measured using standardized assessment tools developed by Pratham modeled on the lines of ASER tool. This measures student competencies in both literacy and numeracy. Students were categorized into five categories based on literacy skills:

- Those who can't recognize letters;
- Those only recognizing letters;
- Those recognizing words;
- Those able to read a paragraph;
- Those able to read a short story.

On numeracy, the students were asked to recognize single digit numbers, moving on to two and then three digits. The tool further required them to recognize and perform simple operations including 2 digit addition with carry-over, 2 digit subtraction with carry-over, single digit multiplication and single digit division.

In addition to data on student learning outcomes, data on student parent names, address, and religion was also collected.

School Level: We also collected detailed school level information on

- School and teaching infrastructure;
- Teachers and their educational background;
- School grants and fund availability;
- Teachers' perception of student levels;
- Current methods on providing remedial assistance.

Appendix 1 contains the survey and assessment tools.

4. Randomization Mechanics

Our survey sample for the evaluation includes all schools and at least 30 kids per school in each of the 444 villages across four blocks in two districts. The baseline has covered 484 schools and 17, 649 students enrolled in classes 3, 4 and 5. The unit of randomization is a village and randomization follows stratified/cluster approach. All sample villages within each block have been clustered into groups of 12. Within each cluster, each village is randomly assigned to any of the four groups – 10 day camps, 20 day camps, materials only and control. There are 37 clusters in total and 111 villages in each of the four groups.

This random assignment has ensured that all the four groups are equivalent to each other on an average, in terms of standardized test scores. This has been double checked by running a balance test on the baseline data.

Table 1: Table below summarizes the random assignment by each block²

	ASOHA		BISWAN		HILAULI		SAKARAN		TOTAL	
	<i>villages</i>	<i>schools</i>	<i>villages</i>	<i>schools</i>	<i>villages</i>	<i>schools</i>	<i>villages</i>	<i>schools</i>	<i>TOTAL VILLAGE</i>	<i>TOTAL SCHOOL</i>
CONTROL	27	31	33	35	27	32	24	25	111	123
MATERIALS ONLY	27	30	33	36	27	29	24	24	111	119
10-DAY CAMPS	27	28	33	38	27	28	24	28	111	122
20-DAY CAMPS	27	29	33	36	27	31	24	24	111	120
TOTAL	108	118	132	145	108	120	96	101	444	484

The randomized list of villages and schools are included in Appendix 2. Note that at the time of writing this report the data on enrollment was still being entered, hence we are unable to provide the number of participants in each treatment group – this information will be provided in the next set of deliverables.

² Asoha and Hilauli in Unnao district while Biswan and Sakran blocks are in Sitapur district.

Appendix 1

1.1 Child Survey

1.1a Hindi Assessment Tool

1.1b Math Assessment Tool

1.2 School Survey

CHILD ID									
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COVER SHEET – LEARNING CAMPS

District जिला		Block ब्लाक	
Village गाँव		Village ID गाँव ID	
School name स्कूल का नाम		School ID स्कूल ID	

Enrollment Information			
Child's name बच्चे का नाम		Roll Number बच्चे का रोल नंबर	
Date of birth बच्चे की जन्मतिथी		Enrollment Number बच्चे का धकिला नंबर	
Standard/ कक्षा	3 4 5	Section/ भाग	A B C D X
Father's Name बच्चे के पिता का नाम		Mother's Name बच्चे की माँ का नाम	
Religion/Subcaste/Tribe बच्चे का धर्म(जाति)		Father's Occupation बच्चे के पिता का व्यवसाय	
Residence बच्चे का निवास स्थान		Gender बच्चे का लिंग	1. M 2. F

Attendance Record WRITE AN 'X' OVER ANY DATE ON WHICH THE STUDENT WAS MARKED ABSENT OR ON LEAVE FROM SCHOOL बच्चे की जिस भी दिनाक को अनुपस्थिती हो उस दिनाक पर "x" का निशान लगाईये	April <table border="1"> <tr><th>Su</th><th>Mo</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table>	Su	Mo	Tu	We	Th	Fr	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					May <table border="1"> <tr><th>Su</th><th>Mo</th><th>Tu</th><th>We</th><th>Th</th><th>Fr</th><th>Sa</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	Su	Mo	Tu	We	Th	Fr	Sa				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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19	20	21	22	23	24	25																																																																																
26	27	28	29	30	31																																																																																	
Is the child present for the complete 2 months क्या बच्चा पूरे 2 महीने उपस्थित है ?	1. Yes	2. No																																																																																				

DATE OF SCHOOL VISIT (dd/mm/yyyy) स्कूल में जाने की दिनाक	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
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FOR OFFICIAL PURPOSES – NOT TO BE COMPLETED BY SURVEYOR			
केवल ऑफिस के काम के लिए - सर्वेयर इसे न भरें			
	Completion date	Completed by:	ID#
Scrutiny			

CHILD ID									
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FOR OFFICIAL PURPOSES – NOT TO BE COMPLETED BY SURVEYOR			
केवल ऑफिस के काम के लिए - सर्वेयर इसे न भरें			
	Completion date	Completed by:	ID#
Re-Scrutiny			

WAS EACH TEST ADMINISTERED?	Reason if any tests not administered (circle):						
ASER Hindi	YES / NO / SOME	1	2	3	4	5	98.Other (specify below)
ASER Maths	YES / NO / SOME	1	2	3	4	5	98.Other (specify below)
SPECIFY OTHER REASONS:							

- CODES:** 1-Child absent from school/ बच्चा स्कूल में अनुपस्थित था
2-Parent refused to let child take test/ माँ-बाप ने बच्चे को टेस्ट दिलवाने से मना कर दिया
3-Child refused to take test/ बच्चे ने टेस्ट देने से मना कर दिया
4-Teacher or school official refused to let child take test/ अध्यापक या स्कूल के कर्मचारियों ने बच्चे को टेस्ट दिलवाने से मना कर दिया
5-Child left school early/ बच्चा स्कूल से जल्दी चला गया

Comments:

CHILD ID									
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ASER TESTING

Surveyor Codes	
Surveyor administering test to child बच्चे का टेस्ट लेने वाला सर्वेयर	<input type="checkbox"/> <input type="checkbox"/>
Surveyor recording test results बच्चे के टेस्ट के लेवल को रिकार्ड करने वाला सर्वेयर	<input type="checkbox"/> <input type="checkbox"/>

Start time: _____

A. READING SECTION		Instructions	
Instruction: Show the Hindi Paragraph Tool			
A.1	पढ़ो - अनुच्छेद Read - Paragraph	हाँ / Yes [Y]	→ A.2
		नहीं / No [N]	→ A.3
		कोई जवाब नहीं / No response [X]	→ A.3
Instruction: Show the Hindi Story Tool			
A.2	पढ़ो - कहानी Read - Story	हाँ / Yes [Y]	→ B.1
		नहीं / No [N]	→ B.1
		कोई जवाब नहीं / No response [X]	→ B.1
Instruction: Show the Hindi Word Tool			
A.3	शब्द पहचान Identify Words	0 [0]	→ A.4
		1 [1]	→ A.4
		2 [2]	→ A.4
		3 [3]	→ A.4
		4 [4]	→ B.1
		5 [5]	→ B.1
		कोई जवाब नहीं / No response [-9]	→ A.4
Instruction: Show the Hindi Letter Tool			
A.4	अक्षर पहचान Identify Letters	0 [0]	→ B.1
		1 [1]	→ B.1
		2 [2]	→ B.1
		3 [3]	→ B.1
		4 [4]	→ B.1
		5 [5]	→ B.1
		कोई जवाब नहीं / No response [-9]	→ B.1

Instruction: Record Student ID and Name on the corresponding sheet. This child does not qualify for the sample. After recording, show the Math tool

CHILD ID									
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B. MATH SECTION			
<i>Instruction: Show the Digit Section in Math Tool</i>			
B.1	संख्या पहचानो (100 – 999) Identify Triple digit number	0 [0] 1 [1] 2 [2] 3 [3] 4 [4] 5 [5] 6 [6] कोई जवाब नहीं / No response [-9]	→ B.2 → B.2 → B.2 → B.2 → B.4 → B.4 → B.4 → B.2
B.2	संख्या पहचानो (11-99) Identify Double digit number	0 [0] 1 [1] 2 [2] 3 [3] 4 [4] 5 [5] 6 [6] कोई जवाब नहीं / No response [-9]	→ B.3 → B.3 → B.3 → B.3 → B.4 → B.4 → B.4 → B.3
B.3	अंक पहचानो (1-9) Identify Single digit number	0 [0] 1 [1] 2 [2] 3 [3] 4 [4] 5 [5] 6 [6] कोई जवाब नहीं/ No response [-9]	→ B.4 → B.4 → B.4 → B.4 → B.4 → B.4 → B.4 → B.4

<i>Instruction: Show the Basic Operation Section in Math Tool</i>			
B.4 Addition	B.5 Subtraction	B.6 Multiplication	B.7 Division
1. बच्चे को सही ढंग से संचालन प्रतीक की पहचान हैं? Can child identify operation symbol correctly?	1. बच्चे को सही ढंग से संचालन प्रतीक की पहचान हैं? Can child identify operation symbol correctly?	1. बच्चे को सही ढंग से संचालन प्रतीक की पहचान हैं? Can child identify operation symbol correctly?	1. बच्चे को सही ढंग से संचालन प्रतीक की पहचान हैं? Can child identify operation symbol correctly?
1. हाँ/ Yes 2. नहीं/ No 9. कोई जवाब नहीं/ No response	1. हाँ/ Yes 2. नहीं/ No 9. कोई जवाब नहीं/ No response	1. हाँ/ Yes 2. नहीं/ No 9. कोई जवाब नहीं/ No response	1. हाँ/ Yes 2. नहीं/ No 9. कोई जवाब नहीं/ No response
2. कितने सही उत्तर? How many correct answers?			
0 1 2 3 -9. कोई जवाब नहीं/ No response	0 1 2 3 9. कोई जवाब नहीं/ No response	0 1 2 3 9. कोई जवाब नहीं/ No response	0 1 2 3 9. कोई जवाब नहीं/ No response

CHILD ID									
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End survey after B.7
End time: _____

पढ़ने की जाँच (1)

कहानी

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

अनुच्छेद

रानी नदी किनारे रहती है।
नदी में बहुत मछलियाँ हैं।
रानी उनको दाना देती है।
वे सब मजे से दाना खाती हैं।

अनुच्छेद

काले बादल छाए हैं।
तेज़ बारिश हो रही है।
मोर भी नाच रहा है।
सब नाच देख रहे हैं।

पढ़ने की जाँच (1)

अक्षर

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पाँच पूछो, 5 में से 4 सही होने चाहिये।

शब्द

गाना खुश

मौसी

पैर झोला

आलू खेत

किला

आग मोर

पाँच पूछो, 5 में से 4 सही होने चाहिये।

पढ़ने की जाँच (2)

कहानी

रामपुर में कुछ ज़मीन ख़ाली थी। वहाँ कुछ नहीं उगता था। वहाँ कोई खेलने नहीं जाता था। एक दिन कुछ लोग आए। उन्होंने गाँव के लोगों को बुलाया। सबने मिलकर तय किया कि यहाँ बगीचा बनाया जाए। खाद मंगाकर हर तरह के पौधे लगाये गए। सही समय पर पानी दिया गया। आज वहाँ एक सुंदर बगीचा है। इसलिए वहाँ सब खेलने जाते हैं।

अनुच्छेद

बगीचे में पेड़ हैं।
पेड़ पर एक तोता रहता है।
तोते का रंग हरा है।
वह लाल टमाटर खाता है।

अनुच्छेद

रूपा बाहर खेल रही थी।
खेलते-खेलते रात हो गई।
माँ उसको घर ले आई।
वह खाना खाकर सो गई।

पढ़ने की जाँच (2)

अक्षर

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थ ह त
म ख

पाँच पूछो, 5 में से 4 सही होने चाहिये।

शब्द

नाक तोता
सूखा
खुश मैना
केला सेब
पीला
झोला दिन

पाँच पूछो, 5 में से 4 सही होने चाहिये।

पढ़ने की जाँच (3)

कहानी

सावन का महीना था। आसमान में बहुत काले-काले बादल छाये थे। ठंडी-ठंडी हवा चल रही थी। मुझे बाहर झूला झूलने का मन किया। बड़े भैया एक मोटी सी रस्सी लेकर बाहर आये। भैया ने रस्सी को पेड़ से लटकाकर झूला बनाया। सब ने मिलकर खूब झूला झूला। बाकी बच्चे भी आकर मजे से झूलने लगे। झूलते-झूलते रात हो गई।

अनुच्छेद

गोलू के पास एक बकरी है।
उसका रंग सफ़ेद है।
वह घास खाती है।
बकरी रोज़ दूध देती है।

अनुच्छेद

रात हो गई है।
चाँद दिख रहा है।
तारे भी चमक रहे हैं।
सब लोग सो गए हैं।

पढ़ने की जाँच (3)

अक्षर

ल प स

क ग

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पाँच पूछो, 5 में से 4 सही होने चाहिये।

शब्द

लाल दूध

पैर

कुल

किला

मोर

जूता

तेल

शोर

मौका

पाँच पूछो, 5 में से 4 सही होने चाहिये।

पढ़ने की जाँच (4)

कहानी

मैं और मेरी बहन रीता छत पर खेल रहे थे। अचानक आसमान में बादल गरजने लगे। बिजली कड़कने लगी। बारिश की बड़ी-बड़ी बूदें पड़ने लगीं। मैं और रीता भागकर जल्दी से नीचे आ गए। तभी भैया गरम-गरम पकौड़े और समोसे ले आए। हम सबने नीचे बैठकर समोसे और पकौड़े खाये और बारिश का मज़ा लिया।

अनुच्छेद

नीतू का घर बहुत बड़ा है।
घर के बाहर बगीचा है।
कई तरह के पौधे हैं।
वहाँ बहुत तितलियाँ आती हैं।

अनुच्छेद

माला का एक भाई है।
भाई शहर में रहता है।
वह मिठाई लाता है।
हम मज़े से खाते हैं।

पढ़ने की जाँच (4)

अक्षर

र ग स
घ ख
झ द प
त न

पाँच पूछो, 5 में से 4 सही होने चाहिये।

शब्द

पुल मोती
गोल
भूखा लौकी
सेब दाल
गिन
पीला कैसा

पाँच पूछो, 5 में से 4 सही होने चाहिये।

अंकों/संख्याओं की पहचान

स्तर-1		स्तर-2		स्तर-3	
4	7	35	27	226	699
2	5	62	77	506	381
1	9	33	84	122	751

निर्देश : स्तर-1 से शुरू करें। बच्चों से सभी अंकों/संख्याओं को पहचानने/पढ़ने को कहें। अगले स्तर पर जाने के लिए बच्चों को 6 संख्याओं में कम से कम 4 संख्याओं को सही-सही पहचानना/पढ़ना आना चाहिए। बच्चे के उच्चतम स्तर को उपयुक्त Column में चिह्नित करें।

Universal Child List (Baseline) बनाते समय बच्चों की जाँच सिर्फ टूल के इस भाग (अंक/संख्या पहचान) से करें

गणितीय संक्रियाएं (जोड़, घटाव, गुणा, भाग)

जोड़

$$\begin{array}{r} 78 \\ + 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 27 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 49 \\ \hline \\ \hline \end{array}$$

घटाव

$$\begin{array}{r} 85 \\ - 36 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 59 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 18 \\ \hline \\ \hline \end{array}$$

गुणा

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \\ \hline \end{array}$$

भाग

$$4 \overline{) 8}$$

$$3 \overline{) 9}$$

$$2 \overline{) 6}$$

निर्देश : दिए गए सभी प्रश्नों को हल करना ज़रूरी है। बच्चों का मूल्यांकन सभी Competency पर किया जाएगा।

बच्चों से प्रत्येक Competency के सभी प्रश्नों को हल करने को कहें। यदि बच्चा हर Competency के 3 प्रश्नों में से 2 प्रश्नों को सही हल करता है तो उसे "कर सकता" के Column में चिह्नित करें अन्यथा "नहीं कर सकता" के Column में चिह्नित करें। यह प्रक्रिया प्रत्येक Competency पर की जाएगी।

Universal Child List बनाते समय टूल के इस भाग (गणितीय संक्रियाओं) का इस्तेमाल न करें।
टूल के इस भाग का इस्तेमाल Learning Camp शुरू होने बाद सिर्फ End line 1,2,3 के समय करें।

अंकों/संख्याओं की पहचान

स्तर-1		स्तर-2		स्तर-3	
5	3	59	24	130	806
8	6	14	32	297	334
4	2	77	67	489	673

निर्देश : स्तर-1 से शुरू करें। बच्चों से सभी अंकों/संख्याओं को पहचानने/पढ़ने को कहें। अगले स्तर पर जाने के लिए बच्चों को 6 संख्याओं में कम से कम 4 संख्याओं को सही-सही पहचानना/पढ़ना आना चाहिए। बच्चे के उच्चतम स्तर को उपयुक्त Column में चिह्नित करें।

Universal Child List (Baseline) बनाते समय बच्चों की जाँच सिर्फ टूल के इस भाग (अंक/संख्या पहचान) से करें

गणितीय संक्रियाएं (जोड़, घटाव, गुणा, भाग)

जोड़

$$\begin{array}{r} 23 \\ + 49 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 27 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 16 \\ \hline \\ \hline \end{array}$$

घटाव

$$\begin{array}{r} 56 \\ - 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 36 \\ \hline \\ \hline \end{array}$$

गुणा

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \\ \hline \end{array}$$

भाग

$$5 \overline{)5}$$

$$3 \overline{)6}$$

$$2 \overline{)8}$$

निर्देश : दिए गए सभी प्रश्नों को हल करना ज़रूरी है। बच्चों का मूल्यांकन सभी Competency पर किया जाएगा।

बच्चों से प्रत्येक Competency के सभी प्रश्नों को हल करने को कहें। यदि बच्चा हर Competency के 3 प्रश्नों में से 2 प्रश्नों को सही हल करता है तो उसे "कर सकता" के Column में चिह्नित करें अन्यथा "नहीं कर सकता" के Column में चिह्नित करें। यह प्रक्रिया प्रत्येक Competency पर की जाएगी।

Universal Child List बनाते समय टूल के इस भाग (गणितीय संक्रियाओं) का इस्तेमाल न करें।
टूल के इस भाग का इस्तेमाल Learning Camp शुरू होने बाद सिर्फ End line 1,2,3 के समय करें।

अंकों/संख्याओं की पहचान

स्तर-1		स्तर-2		स्तर-3	
3	8	80	39	297	782
7	4	97	61	983	579
2	6	18	73	404	854

निर्देश : स्तर-1 से शुरू करें। बच्चों से सभी अंकों/संख्याओं को पहचानने/पढ़ने को कहें। अगले स्तर पर जाने के लिए बच्चों को 6 संख्याओं में कम से कम 4 संख्याओं को सही-सही पहचानना/पढ़ना आना चाहिए। बच्चे के उच्चतम स्तर को उपयुक्त Column में चिह्नित करें।

Universal Child List (Baseline) बनाते समय बच्चों की जाँच सिर्फ टूल के इस भाग (अंक/संख्या पहचान) से करें

गणितीय संक्रियाएं (जोड़, घटाव, गुणा, भाग)

जोड़

$$\begin{array}{r} 56 \\ + 28 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ + 49 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ + 13 \\ \hline \\ \hline \end{array}$$

घटाव

$$\begin{array}{r} 76 \\ - 47 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ - 38 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ - 25 \\ \hline \\ \hline \end{array}$$

गुणा

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \\ \hline \end{array}$$

भाग

$$2 \overline{)6}$$

$$4 \overline{)8}$$

$$3 \overline{)9}$$

निर्देश : दिए गए सभी प्रश्नों को हल करना ज़रूरी है। बच्चों का मूल्यांकन सभी Competency पर किया जाएगा।

बच्चों से प्रत्येक Competency के सभी प्रश्नों को हल करने को कहें। यदि बच्चा हर Competency के 3 प्रश्नों में से 2 प्रश्नों को सही हल करता है तो उसे "कर सकता" के Column में चिह्नित करें अन्यथा "नहीं कर सकता" के Column में चिह्नित करें। यह प्रक्रिया प्रत्येक Competency पर की जाएगी।

Universal Child List बनाते समय टूल के इस भाग (गणितीय संक्रियाओं) का इस्तेमाल न करें।
टूल के इस भाग का इस्तेमाल Learning Camp शुरू होने बाद सिर्फ End line 1,2,3 के समय करें।

अंकों/संख्याओं की पहचान

स्तर-1		स्तर-2		स्तर-3	
7	6	22	94	462	778
3	9	11	42	128	813
5	8	96	32	621	915

निर्देश : स्तर-1 से शुरू करें। बच्चों से सभी अंकों/संख्याओं को पहचानने/पढ़ने को कहें। अगले स्तर पर जाने के लिए बच्चों को 6 संख्याओं में कम से कम 4 संख्याओं को सही-सही पहचानना/पढ़ना आना चाहिए। बच्चे के उच्चतम स्तर को उपयुक्त Column में चिह्नित करें।

Universal Child List (Baseline) बनाते समय बच्चों की जाँच सिर्फ टूल के इस भाग (अंक/संख्या पहचान) से करें

गणितीय संक्रियाएं (जोड़, घटाव, गुणा, भाग)

जोड़

$$\begin{array}{r} 78 \\ + 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 49 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 27 \\ \hline \\ \hline \end{array}$$

घटाव

$$\begin{array}{r} 63 \\ - 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 36 \\ \hline \\ \hline \end{array}$$

गुणा

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \\ \hline \end{array}$$

भाग

$$2 \overline{)8}$$

$$3 \overline{)9}$$

$$3 \overline{)6}$$

निर्देश : दिए गए सभी प्रश्नों को हल करना ज़रूरी है। बच्चों का मूल्यांकन सभी Competency पर किया जाएगा।

बच्चों से प्रत्येक Competency के सभी प्रश्नों को हल करने को कहें। यदि बच्चा हर Competency के 3 प्रश्नों में से 2 प्रश्नों को सही हल करता है तो उसे "कर सकता" के Column में चिह्नित करें अन्यथा "नहीं कर सकता" के Column में चिह्नित करें। यह प्रक्रिया प्रत्येक Competency पर की जाएगी।

Universal Child List बनाते समय टूल के इस भाग (गणितीय संक्रियाओं) का इस्तेमाल न करें।
टूल के इस भाग का इस्तेमाल Learning Camp शुरू होने बाद सिर्फ End line 1,2,3 के समय करें।

School Questionnaire
Learning Camps – Baseline Survey

District: ज़िला :	District ID: ज़िला ID:	Block: ब्लाक :	Block ID: ब्लाक ID:
Cluster: समूह :	Village: गाँव:		Village ID: गाँव ID:
School Name: स्कूल का नाम		School ID: स्कूल ID :	
Location/address of School: स्कूल का पता			
Respondent Name: प्रतिवादी का नाम:		Contact Number: संपर्क नंबर:	
अध्यापक हाज़री रजिस्टर के अनुसार वर्तमान में स्कूल में कार्यरत शिक्षकों की संख्या: (including Head-teacher) Number of teachers according to the attendance register	Permanent: स्थायी:	Guest/Contract: गेस्ट:	
Supervisor code/ID सुपरवाइजर कोड	□□□	Name of Supervisor: सुपरवाइजर नाम :	
Survey date: सर्वे की तारीख □□/□□/□□□□		Survey start time: सर्वेक्षण शुरू करने का समय □□:□□	
क्या Monitor साक्षात्कार के समय उपस्थित थे?	1 Yes 2 No	Monitor name:	ID#:
क्या इस सर्वे प्रपत्र को field में ही जांचा गया?	1 Yes 2 No	Scrutinizer name:	ID#:
	Completion date	Completed by:	ID#
Back-checking			
Scrutiny			

Section 1 कार्यकाल सम्बंधित प्रश्न Interviewee Tenure

<p>1.1</p>	<p>इस स्कूल में आपका पद क्या है? What is your Designation at this school?</p>	<p>1 हेडमास्टर/इन चार्ज Headmaster/In-charge →Skip to 1.3 2 अध्यापक Teacher 3 शिक्षा मित्र Shiksha Mitra 4 वालंटियर अध्यापक Volunteer teacher अन्य (स्पष्ट करें) Other (specify) 98 _____</p>	<p>सही विकल्प पर गोला लगायें Encircle the correct response</p>				
<p>1.2</p>	<p>हेड मास्टर/इन चार्ज इस समय अनुपस्थित क्यों हैं? Why is the headmaster /in-charge absent at this time?</p>	<p>1 आधिकारिक (Official) मीटिंग में हैं Busy with official meeting 2 स्कूल के कुछ और काम तथा training में व्यस्थ हैं Busy with some other school work and training 3 स्कूल के अलावा दूसरे सरकारी काम में व्यस्थ हैं Busy with some government work, other than school work 4 बीमारी या व्यक्तिगत काम के कारण छुट्टी पर हैं. Sick leave or personal leave 5 अभी तक स्कूल नहीं पहुंचे हैं Is yet to arrive in school 6 स्कूल से जल्दी ही वापस चले गये Left school early 7 Headmaster का पद खाली है Headmaster post is vacant अन्य (स्पष्ट करें) Other 98 (specify) _____ 99 नहीं जानते Don't know</p>	<p>उत्तरदाता को विकल्प पढ़ कर ना बताएं, उनके उत्तर को सुने और गोला करें Do not read aloud the options, encircle based on their answer</p>				
<p>1.3</p>	<p>आप कितने समय से इस स्कूल में इस पद पर हैं? How long have you held this position at this school?</p>	<p align="center"> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> Years Months </p>					<p>इसी स्कूल में काम करने का समय (दूसरी स्कूलों का नहीं) Duration should be at this school only (not other school)</p>
<p>1.4</p>	<p>आप कुल कितने समय से इस स्कूल में कार्यरत हैं How long have you been working at this school, in total?</p>	<p align="center"> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> Years Months </p>					<p>इसी स्कूल में काम करने का समय बताना है (दूसरी स्कूलों का नहीं) Duration should be at this school only (not other schools)</p>

Section 2 अध्यापक शिक्षण और उनके अनुभव सम्बंधित प्रश्न (निर्देश: कोड को नीचे दी गई खाली जगह पर लिखें)
Questions related to Teacher Education and experience (Instruction: Please write the codes in the following blank rows)

<p>2.1 अध्यापको के नाम Names of teachers in school</p>	<p>2.2 अध्यापक कि स्थिति Status of employment</p>	<p>2.3 पढ़ाई जा रही कक्षाएं (उचित विकल्पों पर गोला लगाएं) Classes taught (Choose all that apply)</p>	<p>2.4 What is the teacher's educational qualification? <i>शिक्षक की शैक्षिक योग्यता क्या है?</i> (Choose the highest degree they have obtained) (वे प्राप्त किया है उच्चतम डिग्री चुनें)</p>	<p>2.5 How many years of experience do you have as a teacher? एक अध्यापक के पद पर आपको कितने साल का अनुभव है ? (Give them options listed below) (उन्हें नीचे सूचीबद्ध विकल्प दें)</p>
<p>अध्यापक हाजरी रजिस्टर में लिखे हुए अध्यापक नाम लिखिए. हेड मास्टर, मुख्य अध्यापक एवं गेस्ट/डेपुटेशन एवं पेरा अध्यापक को मिला कर</p>	<p>1. Full time, Government employee 2. Full time, Guest/Contract teacher 3. Part time, Guest/Contract teacher 98. Other, specify</p>	<p>Nursery (N) 1 2 3 4 5 All</p>	<p>1. Less than 12th 2. Completed 12th grade 3. Bachelors degree (BA/BSc/B.Ed) 4. Masters degree (MA/MSc/M.Ed) 5. M.Phil 6. PhD 97. Don't know/Not sure 98. Others, specify</p>	<p>1. Less than 1 year 2. 1 to 2 years 3. 3 to 5 years 4. 6 to 10 years 5. 11 to 15 years 6. 16 to 20 years 7. More than 20 years 97. Don't know/Not sure</p>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

भाग 3: नामांकन और स्कूल की सुविधाएँ

Section 3: Enrolment and Infrastructure

स्कूल का स्वयं अवलोकन करें और उचित विकल्पों को चुने (निचे लिखे प्रश्न अध्यापक से ना पूछें)

3.1	स्कूल में कितने बच्चों का नामांकन हुआ है? What is the school enrolment		
	कक्षा १ Class 1	<input type="text"/>	<i>(attendance register को जांचें। अगर किसी कक्षा में कोई भी भरती नहीं है तो शून्य भरें) (Check attendance register and if no child is enrolled in any class please fill in as 0)</i>
	कक्षा २ Class 2	<input type="text"/>	
	कक्षा ३ Class 3	<input type="text"/>	
	कक्षा ४ Class 4	<input type="text"/>	
	कक्षा ५ Class 5	<input type="text"/>	
3.2	स्कूल में मैं कितने कक्षा कक्ष हैं? How many class-rooms does the school have?	1 - One 2 - Two 3 - Three 4 - Four 5 - Five 6. 5 से ज्यादा More than 5 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	<i>(सारी कक्षाओं में जाकर गिन्ती करिए।) (Walk around and count all rooms being used as classrooms)</i>
3.3	छात्र कहाँ बैठकर पढ़ते हैं? Where do students sit during classes?	1. ज़मीन पर On the floor 2. चटाई पर On Chatais 3. कुर्सी और मेज पर Desks and chairs 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	<i>(पूछें और खुद जांच करें। सही विकल्प पर गोला लगाएँ। एक से अधिक उत्तर हो सकते हैं।) (Observe. Circle multiple options if applicable)</i>
3.4	क्या फर्नीचर/ चटाई की संख्या पर्याप्त है? Is the deemed furniture/chatai sufficient?	1. हाँ Yes 2. नहीं No 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	<i>(नामांकन के अनुसार अंदाज़ा लगाएं कि संख्या पर्याप्त है या नहीं।) (Given the enrolment make an estimate as to whether the furniture is sufficient)</i>
3.5	क्या सारी कक्षाओं में ब्लैकबोर्ड (श्यामपट) बने/लगे हुए हैं हैं? Are all classrooms equipped with blackboards?	1. हाँ Yes 2. नहीं No 97. पता नहीं/ अनिश्चित	<i>(सारी कक्षाओं को जांचें।) (Check all classrooms)</i>

		Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	
3.6	क्या सभी छात्र कक्षा में पढ़ने के सामग्री लाते हैं? जैसे किताबें/ पेंसिल/ बस्ता, इत्यादि. Do students carry study material to school? Notebooks/Pencils/Bags etc	1. सारे छात्र लाते हैं All students carry 2. आधे से अधिक छात्र लाते हैं More than half carry 3. आधे से कम छात्र लाते हैं Less than half carry 4. कोई भी नहीं लाता Nobody carries 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	(प्रश्न मत पूछना. केवल जांच के मुताबिक जवाब भरे) (Do not ask this question, answer on the basis of observation)
3.7	क्या स्कूल में पुस्तकालय है? Does the school have a library?	1. हाँ Yes 2. नहीं →Skip to 4.1 No 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	(अध्यापक से कहें कि आपको दिखाएँ. एक अलमारी भी हो सकती है) (Ask the teacher to show you the library - it may not be a room but could be books in a cupboard)
3.8	पुस्तकालय कहाँ पर स्थित है? Where is the "library" located?	1. संचालक के कमरे में In the head-teacher's office 2. अध्यापक कक्ष में In the staff room 3. कक्षा में In a classroom 98. अन्य स्पष्ट करें Others, specify _____	(प्रश्न मत पूछना. केवल जांच के मुताबिक जवाब भरे) (Do not ask this question, answer on the basis of observation)
निचे लिखे प्रश्न अध्यापक से पूछें या उनसे पुष्टि करें			
3.9	क्या छात्र पुस्तकालय की किताबें पढ़ते हैं? Do students read the library books?	1. हाँ Yes 2. नहीं →Skip to 3.11 No 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	
3.10	छात्र पुस्तकालय की किताबों का उपयोग कितनी बार/कब-कब करते हैं ? How often do children read the library books?	1. हर रोज़ Everyday 2. हफ्ते में एक-दो बार Few times a week 3. हफ्ते में एक बार Once a week 4. महीने में एक बार Once a month	(अगर पक्का नहीं पता तो विकल्प प्रस्तुत करें. सारे उचित विकल्पों पर गोला लगाए) (Give options if not sure. Circle all applicable)

		5. साल में एक-दो बार Few times a year 6. जब भी छात्र चाहे Whenever the child wants 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	
3.11	How often do you buy books for the library? आप पुस्तकालय के लिए किताबें कब खरीदते हैं ?	1. Once a month/ मासिक 2. Bi-annually / साल में दो बार 3. Yearly / साल में एक बार 4. Whenever we have funds to do so जैसे जब हो 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	

भाग ४: कम प्रदर्शन वाले छात्रों की क्षमता और व्यवहार के प्रति अध्यापक की धारणाएं
Section 4: Perceptions of student ability and attitude towards low performing students

निचे लिखे प्रश्न अध्यापक से पूछें

4.1	क्या ३, ४, ५ के सारे छात्र गणित और हिंदी समझ सकते हैं? Do you think all students in class 3, 4, 5 can understand Hindi and Math?		हिंदी Hindi	गणित Math	<i>Circle all applicable</i> <i>सारे लागू विकल्पों पर गोला लगाए</i> <i>Mark answer with a tick ✓</i> <i>✓ से जवाब निशान कीजिए</i>
		1. हाँ /Yes →Skip to 4.4			
		2. नहीं/No			
		97. पता नहीं/ अनिश्चित Don't know/Not sure			
		98. अन्य स्पष्ट करें Others, specify _____			
4.2	कितने प्रतिशत छात्र पढाये जा रहे पाठ्यक्रम को नहीं समझ सकते हैं? How many students can't understand the syllabus being taught?		हिंदी Hindi	गणित Math	<i>Mark answer with a tick ✓</i> <i>✓ से जवाब निशान कीजिए</i>
		1. 0-20%			
		2. 21-40%			
		3. 41-60%			
		4. 61-80%			
5. 81-100%					
4.3	किन कारणों की वजह से छात्र पाठ्यक्रम नहीं समझ सकते? What are the reasons they can't understand the syllabus?	1. Syllabus बहुत मुश्किल है Syllabus is too difficult 2. Syllabus को खत्म करना है इसलिए ज्यादा नहीं समझाते Have to finish syllabus soon so can't elaborate a lot 3. छात्रों की समझ कक्षा की मांग से कम है Children are not at that "standard" to understand the syllabus			<i>(First listen to then answer, then circle all applicable)</i> <i>(पहले उत्तर सुने, फिर सारे लागू विकल्पों पर गोला लगाए)</i>

		<p>4. छात्र समझने में लीन नहीं है Children are not interested in understanding.</p> <p>5. छात्र रट्टा मारते हैं Rote Learning</p> <p>6. छात्र हर रोज़ स्कूल नहीं आते Children are irregular</p> <p>7. Right To Education के हेतु पढ़ने का प्रोत्साहन नहीं है. No incentive for learning due to Right To Education</p> <p>97. पता नहीं/ अनिश्चित Don't know/Not sure</p> <p>98. अन्य स्पष्ट करें Others, specify _____</p>			
<p>4.4 कक्षा ३, ४, ५ के कितने प्रतिशत छात्र निम्नलिखित हिंदी जानते हैं? What percentage of the students in class 3,4, 5 can do the following in Hindi</p>			3 rd Grade	4 th Grade	5 th Grade
	1. अक्षर नहीं पहचान सकते Can't identify letters				
	2. सिर्फ अक्षर पहचान सकते हैं Can identify only letters				
	3. शब्द पहचान सकते हैं Can identify words				
	4. अनुच्छेद पढ़ सकते हैं. Can read simple text (Class 1 level)				
	5. कहानी पढ़ सकते हैं Can read more complex text (Class 2 level)				
			3 rd Grade	4 th Grade	5 th Grade
<p>4.5 कक्षा ३, ४, ५ के कितने प्रतिशतता छात्र निम्नलिखित गणित जानते हैं? What percent of the students in class 3,4, 5 can do the following in Math</p>	1. अंक नहीं पहचान सकते Can't identify numbers				
	2. सिर्फ अंक पहचान सकते हैं Can identify only single digit numbers				
	3. दो अंक की संख्या पहचान सकते हैं Can identify double digit numbers				
	4. तीन अंक की संख्या पहचान सकते हैं Can identify three digit numbers				
	5. गणितीय संक्रियाएँ पहचान सकते हैं Can identify basic operations				
	6. जोड़ कर सकते हैं Can do addition				
	7. घटाव कर सकते हैं Can do subtraction				
	8. गुणा कर सकते हैं Can do multiplication				
	9. भाग कर सकते हैं Can do divisions				

(Assessment tool का इस्तमाल करें. केवल एक संख्या लिखें.)
(Show the assessment tool and then ask the question. Enter only one figure)

(Assessment tool का इस्तमाल करें. केवल एक संख्या लिखें.)
(Show the assessment tool and then ask the question. Enter only one figure.)

<p>4.6 क्या कमजोर बच्चों को अतिरिक्त सहायता दी जाती है? Is extra help provided to weak students?</p>	<p>1. हाँ Yes 2. नहीं →Skip to 5.1 No 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify</p>	
<p>4.7</p>	<p>विद्यालय में कमजोर बच्चों की सहायता के लिए क्या किया जाता है? What is currently done at your school to assist low-performing students?</p>	<p><i>(options पढ़कर ना बताए. केवल दिए गए उत्तरों पर गोला लगाए)</i> <i>Do not prompt options, circle all that apply</i></p>
<p>1. स्कूल के बाद विद्यालय के शिक्षकों द्वारा ट्यूटोरिंग (After-school tutoring by school teachers)</p>		
<p>2. उन्हें क्लास में ही अलग से कोचिंग देना (Special attention and coaching given to these students in class)</p>		
<p>3. उनको निचले स्तर की कक्षा/ छात्रों के साथ सिखाना (Put them with students in a lower standard)</p>		
<p>4. कक्षा में बेसिक कांसेप्ट को फिरसे दोहराना जब तक सभी छात्र, कमजोर बच्चों सहित, समझ ना लें (Use class time to review basic material – or continue reviewing material in class until all students, including the weakest, understand it.)</p>		
<p>5. सुधार लाना के लिए छात्रों की आवश्यकताओं के बारे में माता पिता से बात करना (Conversations with parents about the need for student to improve)</p>		
<p>6. सुधार लाना के लिए जो आवश्यक है उसके बारे में छात्र से व्यक्तिगत बातचीत (Individual conversations with students about what they must do to improve)</p>		
<p>7. जिन छात्रों का प्रदर्शन अच्छा नहीं है उन्हें विशेष कार्य देना ताकि वह और बच्चों के स्तर तक पहुँच सकें (Giving low-performing students special assignments to help them catch up)</p>		
<p>8. पिछड़े हुए छात्रों को पहचानने के लिए प्रश्न उत्तर परीक्षण या परीक्षाओं का उपयोग करना (Use of quizzes or exams to determine which students are falling behind.)</p>		
<p>9. विशेष रूप से विद्यालय में ही स्कूल टाइम में उपचारात्मक कक्षा का आयोजन, उन छात्रों के लिए जिनका क्लास में प्रदर्शन अच्छा नहीं है (Use of school time for remedial classes geared exclusively toward low-performing students)</p>		
<p>10. छात्र स्कूल के बाद प्राइवेट ट्यूशन लेते हैं (Students attend private tuition classes after school)</p>		
<p>11. छात्रों को खेल / खिलौने के माध्यम से सिखाना (Teaching using games/toys.)</p>		

12. होशियार बच्चे, कमजोर बच्चों की पढ़ने में सहायता करते हैं (Peer learning)

98. अन्य स्पष्ट करें (Other specify) _____

भाग ५: आर्थिक सहायता प्राप्त

Section 5: Financial Aid received

5.1	क्या स्कूल को सरकार की तरफ से शिक्षण सहायता/ दान मिलता है? Does the school receive any educational grants?	1. हाँ /Yes 2. नहीं/No → सर्वे समाप्त करें 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	
5.2	स्कूल को पिछले साल कौन कौन से grants/ दान मिले? Which grants did the school receive last year?	1. Maintenance Grant 2. Teacher Learning Material 3. Construction/ Painting 4. Mid-Day Meal Grant 5. Uniform Grant 6. Scholar Stipend 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	स्पष्ट उत्तर मांगें. Ask them to specify
5.3	क्या grants/ दान समय पर मिलते हैं? Do you receive the grants on time?	1. हाँ / Yes 2. नहीं / No 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	
5.4	स्कूल को आखरी grant/ दान कौनसा मिला था? Which grant did the school receive last?	1. Maintenance Grant 2. Teacher Learning Material 3. Construction/ Painting 4. Mid-Day Meal Grant 5. Uniform Grant 6. Scholar Stipend 97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	स्पष्ट उत्तर मांगें. Ask them to specify
5.5	आखरी grant आपको कब मिला था? When did you receive your last grant?	1. 3 महीने के अन्तरगत Within the last 3 months 2. 3-6 महीने पहले 3-6 months back 3. 6-9 महीने पहले 6-9 months back 4. 9-12 महीने पहले 9-12 months back 5. एक साल से भी पहले More than a year back	

		97. पता नहीं/ अनिश्चित Don't know/Not sure 98. अन्य स्पष्ट करें Others, specify _____	
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Survey end time:	□□:□□
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Comments:

Appendix 2

Randomized Treatment List

District, Block-wise list of Village and Schools by Treatment Status

District	Block	Village	School	Treatment Status
SITAPUR	BISWAN	KARAUDIPUR	P.S. KARAUDIPUR	10-day camps
SITAPUR	BISWAN	ISEPUR	P.S. ISEPUR	10-day camps
SITAPUR	BISWAN	BHUDKUNDI	P.S. BHUDKUNDI-1	10-day camps
SITAPUR	BISWAN	BHUDKUNDI	P.S. BHUDKUNDI-2	10-day camps
SITAPUR	BISWAN	KAIMHARA KHURD	P.S. KAIMHARA KHURD	10-day camps
SITAPUR	BISWAN	GHURIPUR	P.S. GHURIPUR	10-day camps
SITAPUR	BISWAN	BUDNAPUR	P.S. BUDNAPUR	10-day camps
SITAPUR	BISWAN	PARSEHRA	P.S. PARSEHRA	10-day camps
SITAPUR	BISWAN	ITDAHA	P.S. ITDAHA	10-day camps
SITAPUR	BISWAN	MANPUR	P.S. MANPUR-1	10-day camps
SITAPUR	BISWAN	MANPUR	P.S. MANPUR-2	10-day camps
SITAPUR	BISWAN	KARIM PANAH	P.S. KARIM PANAH	10-day camps
SITAPUR	BISWAN	MADARIPUR	P.S. MADARIPUR	10-day camps
SITAPUR	BISWAN	BHUILA KHURD	P.S. BHUILA KHURD	10-day camps
SITAPUR	BISWAN	MARSAND	P.S. MARSAND-2	10-day camps
SITAPUR	BISWAN	MARSAND	P.S. MARSAND-1	10-day camps
SITAPUR	BISWAN	TIKRA	P.S. TIKRA-1	10-day camps
SITAPUR	BISWAN	TIKRA	P.S. TIKRA-2	10-day camps
SITAPUR	BISWAN	RAMPUR GHERWA	P.S. RAMPUR GHERWA	10-day camps
SITAPUR	BISWAN	REVA	P.S. REVA	10-day camps
SITAPUR	BISWAN	SHIVTHANA	P.S. SHIVTHANA-1	10-day camps
SITAPUR	BISWAN	SHIVTHANA	P.S. SHIVTHANA-2	10-day camps
SITAPUR	BISWAN	KAMUWA	P.S. KAMUWA	10-day camps
SITAPUR	BISWAN	KALUPUR	P.S. KALUPUR	10-day camps
SITAPUR	BISWAN	CHAHARPUR	P.S. CHAHARPUR	10-day camps
SITAPUR	BISWAN	PAKRIYA	P.S. PAKRIYA	10-day camps
SITAPUR	BISWAN	MAUJIPURWA	P.S. MAUJIPURWA	10-day camps
SITAPUR	BISWAN	AKABAUR	P.S. AKABAUR	10-day camps
SITAPUR	BISWAN	JALALPUR	P.S. JALALPUR	10-day camps
SITAPUR	BISWAN	NYORIYA BANK	P.S. NYORIYA BANK	10-day camps
SITAPUR	BISWAN	HAIBATPUR	P.S. HAIBATPUR	10-day camps
SITAPUR	BISWAN	PIPRI BENI SINGH	P.S. PIPRA BENI SINGH	10-day camps
SITAPUR	BISWAN	DEVIYAPUR	P.S. DEVIYAPUR	10-day camps
SITAPUR	BISWAN	PANCHMUKHI	P.S. PACHARUKHI	10-day camps
SITAPUR	BISWAN	PIPRI KALAN	P.S. PIPRI KALAN	10-day camps
SITAPUR	BISWAN	DHAMI SARAI	P.S. DHAMISARAY	10-day camps
SITAPUR	BISWAN	GODHANI SARAIYA	P.S. GODHANI SARAIYA	10-day camps
SITAPUR	BISWAN	PIPRI KHURD	P.S. PIPRI KHURD	10-day camps
SITAPUR	BISWAN	BANNI KHARAILA	P.S. BANNI KHARAILA	20-day camps
SITAPUR	BISWAN	SHANKARPUR TYAULA	P.S. SHANKARPUR TYAULA	20-day camps
SITAPUR	BISWAN	KHARAILA	P.S. KHARAILA	20-day camps
SITAPUR	BISWAN	GOVARDHANPUR	P.S. GOVARDHANPUR	20-day camps
SITAPUR	BISWAN	JAMAURA	P.S. JAMAURA	20-day camps
SITAPUR	BISWAN	SAKTAPUR	P.S. SAKTAPUR	20-day camps
SITAPUR	BISWAN	VAHIDAPUR	P.S. VAHIDAPUR	20-day camps
SITAPUR	BISWAN	BADAILA	P.S. BADAILA	20-day camps
SITAPUR	BISWAN	KATIYA	P.S. KATIYA	20-day camps
SITAPUR	BISWAN	SHANKARPUR	P.S. SHANKARPUR	20-day camps
SITAPUR	BISWAN	RAJA KARNAI	P.S. RAJA KARNAI -1	20-day camps
SITAPUR	BISWAN	BENIPUR	P.S. BENIPUR	20-day camps
SITAPUR	BISWAN	CHHI	P.S. CHHEE	20-day camps
SITAPUR	BISWAN	AADU SARAY	P.S. AADU SARAY	20-day camps
SITAPUR	BISWAN	NAUVABEHAD	P.S. NAUVABEHAD	20-day camps
SITAPUR	BISWAN	BHEERA	P.S. BHEERA	20-day camps
SITAPUR	BISWAN	KANDUNI	P.S. KANDUNI	20-day camps
SITAPUR	BISWAN	NEADARPUR	P.S. NEADARPUR	20-day camps
SITAPUR	BISWAN	BHAGIPUR	P.S. BHAGIPUR	20-day camps

District	Block	Village	School	Treatment Status
SITAPUR	BISWAN	LAKHAVA BOJHI	P.S. LAKHAVA BOJHI	20-day camps
SITAPUR	BISWAN	BAMBHAUR	P.S. BAMBHAUR	20-day camps
SITAPUR	BISWAN	BICHAPARI	P.S. BICHAPARI	20-day camps
SITAPUR	BISWAN	DEVKALIYA	P.S. DEVKALIYA-1	20-day camps
SITAPUR	BISWAN	DEVKALIYA	P.S. DEVKALIYA-2	20-day camps
SITAPUR	BISWAN	MADIYA SEMARI	P.S. MADIYA SEMARI	20-day camps
SITAPUR	BISWAN	KAMIYAPUR	P.S. KAMIYAPUR	20-day camps
SITAPUR	BISWAN	RAMPUR	P.S. RAMPUR - MOIJUDDINPUR	20-day camps
SITAPUR	BISWAN	SARAIYA MAFI	P.S. SARAIYA MAFI	20-day camps
SITAPUR	BISWAN	RAMUVAPUR	P.S. RAMUVAPUR	20-day camps
SITAPUR	BISWAN	NADHI PURWA	P.S. NADHI PURWA	20-day camps
SITAPUR	BISWAN	KOTRA	P.S. KOTRA-1	20-day camps
SITAPUR	BISWAN	KOTRA	P.S. KOTRA-2	20-day camps
SITAPUR	BISWAN	AAM GAURIYA	P.S. AAM GAURIYA	20-day camps
SITAPUR	BISWAN	JAHANGIRABAD	P.S. JAHANGIRABAD-2	20-day camps
SITAPUR	BISWAN	JAHANGIRABAD	P.S. JAHANGIRABAD-1	20-day camps
SITAPUR	BISWAN	PUNJIKHERA	P.S. PUNJIKHERA	20-day camps
SITAPUR	BISWAN	SIKANDARPUR	P.S. SIKANDARPUR	control
SITAPUR	BISWAN	KALHAPUR	P.S. KALHAPUR	control
SITAPUR	BISWAN	TENDUAA	P.S. TENDUAA	control
SITAPUR	BISWAN	HATHIAA	P.S. HATHIAA-2	control
SITAPUR	BISWAN	HATHIAA	P.S. HATHIAA-1	control
SITAPUR	BISWAN	SALEMPUR	P.S. SALEMPUR - SALEMPUR	control
SITAPUR	BISWAN	BAISANPURWA	P.S. BAISANPURWA	control
SITAPUR	BISWAN	SARVAHANPUR	P.S. SARVAHANPUR	control
SITAPUR	BISWAN	PURWA DASAPUR	P.S. PURWA DASAPUR	control
SITAPUR	BISWAN	BHAGWANPUR	P.S. BHAGWANPUR	control
SITAPUR	BISWAN	BHUILA KALA	P.S. BHUILA KALA -1	control
SITAPUR	BISWAN	MIRZAPUR SARAIYA	P.S. MIRZAPUR SARAIYA	control
SITAPUR	BISWAN	BAHERAVA	P.S. BAHERAVAN	control
SITAPUR	BISWAN	NYORAJPUR	P.S. NYORAJPUR	control
SITAPUR	BISWAN	BANNI GHURAIN	P.S. BANNI GHURAIN	control
SITAPUR	BISWAN	RAMKUND	P.S. RAMKUND	control
SITAPUR	BISWAN	MAJHIGAWAN KHURD	P.S. MAJHIGAWAN KHURD	control
SITAPUR	BISWAN	BHADESIYA	P.S. BHADESIYA	control
SITAPUR	BISWAN	SHAHJALALPUR	P.S. SHAHJALALPUR	control
SITAPUR	BISWAN	MASENAMAU	P.S. MASENAMAU	control
SITAPUR	BISWAN	KUTABPUR	P.S. KUTABPUR	control
SITAPUR	BISWAN	RAMPUR KHURD	P.S. RAMPUR KHURD	control
SITAPUR	BISWAN	PURAINI	P.S. PURAINI-2	control
SITAPUR	BISWAN	JANUWA	P.S. JANUWA	control
SITAPUR	BISWAN	GONDLAMAU	P.S. GONDLAMAU	control
SITAPUR	BISWAN	PURAINI	P.S. PURAINI-1	control
SITAPUR	BISWAN	RUKNAPUR	P.S. RUKNAPUR	control
SITAPUR	BISWAN	MUISUDDIPUR	P.S. MUISUDDIPUR	control
SITAPUR	BISWAN	KUMBHDAURA	P.S. KUMBHDAURA	control
SITAPUR	BISWAN	RUSHAN	P.S. RUSHAN	control
SITAPUR	BISWAN	DEDUAPUR	P.S. DEDUAPUR	control
SITAPUR	BISWAN	NAKARA	P.S. NAKARA	control
SITAPUR	BISWAN	BHOLAGANJ	P.S. BHOLAGANJ	control
SITAPUR	BISWAN	SUKHAWAN KHURD	P.S. SUKHAWAN KHURD	control
SITAPUR	BISWAN	SIRSA KALAN	P.S. SIRSA KALAN	control
SITAPUR	BISWAN	SAKRAPUR	P.S. SAKRAPUR	Materials only
SITAPUR	BISWAN	KAMAPUR	P.S. KAMAPUR	Materials only
SITAPUR	BISWAN	MAJHIGAWAN NASEERPUR	P.S. MAJHIGAWAN NASEERPUR	Materials only
SITAPUR	BISWAN	BADHAIYA	P.S. BADHAIYA	Materials only
SITAPUR	BISWAN	MUNDERI	P.S. MUNDERI	Materials only
SITAPUR	BISWAN	BERIHA	P.S. BERIHA	Materials only

District	Block	Village	School	Treatment Status
SITAPUR	BISWAN	VAYOLA	P.S. VAYOLA-2	Materials only
SITAPUR	BISWAN	VAYOLA	P.S. VAYOLA-1	Materials only
SITAPUR	BISWAN	DHAFRA	P.S. DHAFRA	Materials only
SITAPUR	BISWAN	NASEERPUR AMBARPUR	PS NASEERPUR AMBARPUR	Materials only
SITAPUR	BISWAN	BISENDA	P.S. BISENDA-2	Materials only
SITAPUR	BISWAN	BISENDA	P.S. BISENDA-1	Materials only
SITAPUR	BISWAN	KYONTI BADULLA	P.S. KYONTI BADULLA-1	Materials only
SITAPUR	BISWAN	KYONTI BADULLA	P.S. KYONTI BADULLA-2	Materials only
SITAPUR	BISWAN	MAHMUDPUR SARAIYA	P.S. MAHMUDPUR SARAIYA	Materials only
SITAPUR	BISWAN	SEHRUWA	P.S. SEHRUWA	Materials only
SITAPUR	BISWAN	BANNIRAY	P.S. BANNIRAY	Materials only
SITAPUR	BISWAN	SARAI	P.S. SARAY	Materials only
SITAPUR	BISWAN	DARIYANA	P.S. DARIYANA	Materials only
SITAPUR	BISWAN	HARIHARPUR	P.S. HARIHARPUR	Materials only
SITAPUR	BISWAN	KAURASA	P.S. KAURASA	Materials only
SITAPUR	BISWAN	KARAUNDI	P.S. KARAUNDI	Materials only
SITAPUR	BISWAN	GAUSA PARSADIPUR	P.S. GAUSA PARSADIPUR	Materials only
SITAPUR	BISWAN	MAJHIGAWAN KALA	P.S. MAJHIGAWAN KALA	Materials only
SITAPUR	BISWAN	BISWAN DEHAT	P.S. BISWAN DEHAT	Materials only
SITAPUR	BISWAN	CHANDAN MAHAMUDPUR	P.S. CHANDAN MAHAMUDPUR	Materials only
SITAPUR	BISWAN	MOHMADAPUR	P.S. MOHMADAPUR	Materials only
SITAPUR	BISWAN	ASHARKHPUR	P.S. ASARAKHPUR	Materials only
SITAPUR	BISWAN	BUDHNPUR TENDUWA	P.S. BUDHNPUR TENDUWA	Materials only
SITAPUR	BISWAN	GURERA	P.S. GURERA -1	Materials only
SITAPUR	BISWAN	SHAHARI SARAY	P.S. SHAHARI SARAY	Materials only
SITAPUR	BISWAN	BHINAINI	P.S. BHINAINI	Materials only
SITAPUR	BISWAN	PADARIYA	P.S. PADARIYA	Materials only
SITAPUR	BISWAN	KAIMAHRA KALA	P.S. KAIMAHRA KALA	Materials only
SITAPUR	BISWAN	BASUDAHA	P.S. BASUDAHA	Materials only
SITAPUR	BISWAN	LALPUR	P.S. LALPUR	Materials only

District	Block	Village	School	Treatment Status
SITAPUR	SAKARAN	SAHPUR	P.S. SAHPUR	10-day camps
SITAPUR	SAKARAN	PATNA	P.S. PATNA	10-day camps
SITAPUR	SAKARAN	SANDA	P.S. SANDA 2	10-day camps
SITAPUR	SAKARAN	SANDA	P.S. SANDA 1	10-day camps
SITAPUR	SAKARAN	ARUA	P.S. ARUA	10-day camps
SITAPUR	SAKARAN	PATNI	P.S. PATNI	10-day camps
SITAPUR	SAKARAN	ODAJHAR	P.S. ODAJHAR	10-day camps
SITAPUR	SAKARAN	MAHARAJ NAGAR	P.S. MAHARAJ NAGAR 1	10-day camps
SITAPUR	SAKARAN	MAHARAJ NAGAR	P.S. MAHARAJ NAGAR 2	10-day camps
SITAPUR	SAKARAN	RAJAPUR	P.S. RAJAPUR	10-day camps
SITAPUR	SAKARAN	MAJLISPUR	P.S. MAJLISPUR	10-day camps
SITAPUR	SAKARAN	DHURIPUR	P.S. DHURIPUR	10-day camps
SITAPUR	SAKARAN	GADWADIH	P.S. GADWADIH	10-day camps
SITAPUR	SAKARAN	MADHARMAU	P.S. MADHARMAU	10-day camps
SITAPUR	SAKARAN	LODHASA	P.S. LODHASA	10-day camps
SITAPUR	SAKARAN	AMAWA	P.S. AMAWA	10-day camps
SITAPUR	SAKARAN	DEVMAN VELWA	P.S. DEVMAN VELWA	10-day camps
SITAPUR	SAKARAN	KALLI AMVAI	P.S. KALLI AMVAI	10-day camps
SITAPUR	SAKARAN	ADWARI	P.S. ADWARI	10-day camps
SITAPUR	SAKARAN	KHANPUR	P.S. KHANPUR 2	10-day camps
SITAPUR	SAKARAN	KHANPUR	P.S. KHANPUR 1	10-day camps
SITAPUR	SAKARAN	TAJPUR	P.S. TAJPUR	10-day camps
SITAPUR	SAKARAN	BELWA BASAIHIYA	P.S. BELWA BASAIHIYA	10-day camps
SITAPUR	SAKARAN	LALUPUR	P.S. LALUPUR	10-day camps
SITAPUR	SAKARAN	VOHRA	P.S. VOHRA 1	10-day camps
SITAPUR	SAKARAN	VOHRA	P.S. VOHRA 2	10-day camps
SITAPUR	SAKARAN	SOHRIYA	P.S. SOHRIYA	10-day camps
SITAPUR	SAKARAN	KAMHARIYA KATESAR	P.S. KAMHARIYA KATESAR	10-day camps
SITAPUR	SAKARAN	MAHOLIYA KALA	P.S. MAHOLIYA KALA	20-day camps
SITAPUR	SAKARAN	LAHSADA	P.S. LAHSADA	20-day camps
SITAPUR	SAKARAN	TEDWA KALA	P.S. TEDWA KALA	20-day camps
SITAPUR	SAKARAN	KALIMAPUR	P.S. KALIMAPUR	20-day camps
SITAPUR	SAKARAN	BHAISAHA	P.S. BHAISAHA	20-day camps
SITAPUR	SAKARAN	SARAIYA BARASINGHHA	P.S. SARAIYA BARASINGHHA	20-day camps
SITAPUR	SAKARAN	DAUDPUR	P.S. DAUDPUR	20-day camps
SITAPUR	SAKARAN	PAKHANIYA PUR	P.S. PAKHANIYA PUR	20-day camps
SITAPUR	SAKARAN	LASHKARPUR	P.S. LASHKARPUR	20-day camps
SITAPUR	SAKARAN	KAMHARIYA KHUN	P.S. KAMHARIYA KHUN 2	20-day camps
SITAPUR	SAKARAN	ANDUPUR	P.S. ANDUPUR	20-day camps
SITAPUR	SAKARAN	SARAIYA KALAN	P.S. SARAIYA KALAN	20-day camps
SITAPUR	SAKARAN	ANGRASI	P.S. ANGRASI	20-day camps
SITAPUR	SAKARAN	PIPRA KHURD	P.S. PIPRA KHURD	20-day camps
SITAPUR	SAKARAN	NAIKAILA	P.S. NAIKAILA	20-day camps
SITAPUR	SAKARAN	CHILHIYA	P.S. CHILHIYA	20-day camps
SITAPUR	SAKARAN	HARIPUR	P.S. HARIPUR	20-day camps
SITAPUR	SAKARAN	RAKBA	P.S. RAKBA	20-day camps
SITAPUR	SAKARAN	SAIDAPUR	P.S. SAIDAPUR	20-day camps
SITAPUR	SAKARAN	SALAU LI	P.S. SALAU LI	20-day camps
SITAPUR	SAKARAN	SUMRAWAN	P.S. SUMRAWAN	20-day camps
SITAPUR	SAKARAN	REVNIYA	P.S. REVNIYA	20-day camps
SITAPUR	SAKARAN	UMARAKALA	P.S. UMARAKALA	20-day camps
SITAPUR	SAKARAN	REWAN	P.S. REWAN	20-day camps
SITAPUR	SAKARAN	JHAUWA KHURD	P.S. JHAUWA KHURD	control
SITAPUR	SAKARAN	KIRTAPUR	P.S. KIRTAARPUR	control
SITAPUR	SAKARAN	SEMARA KALA	P.S. SEMARA KALA	control
SITAPUR	SAKARAN	SAKRAN KHURD	P.S. SAKRAN KHURD	control
SITAPUR	SAKARAN	PIPRI ANANT SINGH	P.S. PIPRI ANANT SINGH	control
SITAPUR	SAKARAN	KUTUAPUR	P.S. KUTUAPUR	control

District	Block	Village	School	Treatment Status
SITAPUR	SAKARAN	DHARAMPUR	P.S. DHARAMPUR	control
SITAPUR	SAKARAN	RATNA PUR	P.S. RATNA PUR	control
SITAPUR	SAKARAN	SHARIFPUR	P.S. SHARIFPUR	control
SITAPUR	SAKARAN	RASOOL PUR	P.S. RASOOL PUR	control
SITAPUR	SAKARAN	KANKAR KUI	P.S. KANKAR KUI	control
SITAPUR	SAKARAN	KAUWA KHEDA	P.S. KAUWA KHEDA	control
SITAPUR	SAKARAN	HARRAIYA BAZAR	P.S. HARRAIYA BAZAR	control
SITAPUR	SAKARAN	RAUVVAPUR NEWADA	P.S. RAUVVAPUR NEWADA	control
SITAPUR	SAKARAN	GADHIYA KALAN	P.S. GADHIYA KALAN	control
SITAPUR	SAKARAN	PATRASA	P.S. PATRASA	control
SITAPUR	SAKARAN	KHAJURA	P.S. KHAJURA	control
SITAPUR	SAKARAN	BARBATAN	P.S. BARBATAN	control
SITAPUR	SAKARAN	KAJIPUR	P.S. KAJIPUR	control
SITAPUR	SAKARAN	VARIYARI	P.S. VARIYARI	control
SITAPUR	SAKARAN	SAKRAN	P.S. SAKRAN 2	control
SITAPUR	SAKARAN	SAKRAN	P.S. SAKRAN 1	control
SITAPUR	SAKARAN	UMRABURD	P.S. UMRABURD	control
SITAPUR	SAKARAN	MOHARI	P.S. MOHARI	control
SITAPUR	SAKARAN	MANIKAUDA	P.S. MANIKAUDA	control
SITAPUR	SAKARAN	TEDWADEEH	P.S. TEDWA DIH	Materials only
SITAPUR	SAKARAN	DEVTA PUR	P.S. DEVTAPUR 2	Materials only
SITAPUR	SAKARAN	BACHEPUR	P.S. BACHEPUR	Materials only
SITAPUR	SAKARAN	KUNDI	P.S. KUNDI	Materials only
SITAPUR	SAKARAN	VASEHIYA	P.S. VASEHIYA	Materials only
SITAPUR	SAKARAN	PALHARI	P.S. PALHARI	Materials only
SITAPUR	SAKARAN	ANGEDA	P.S. ANGEDA	Materials only
SITAPUR	SAKARAN	GAJNIPUR	P.S. GAJNIPUR	Materials only
SITAPUR	SAKARAN	BHIDHMANI	P.S. BHIDHMANI	Materials only
SITAPUR	SAKARAN	SAHDEVA	P.S. SAHDEVA	Materials only
SITAPUR	SAKARAN	SEKHWAPUR	P.S. SEKHWAPUR	Materials only
SITAPUR	SAKARAN	SULTANPUR	P.S. SULTANPUR	Materials only
SITAPUR	SAKARAN	MURTHNA	P.S. MURTHNA	Materials only
SITAPUR	SAKARAN	DEVRIYA KALAN	P.S. DEVRIYA KALAN	Materials only
SITAPUR	SAKARAN	BARCHHATA	P.S. BARCHHATA	Materials only
SITAPUR	SAKARAN	DUGANA	P.S. DUGANA	Materials only
SITAPUR	SAKARAN	MAANPUR	P.S. MAANPUR	Materials only
SITAPUR	SAKARAN	METHAURA	P.S. METHAURA	Materials only
SITAPUR	SAKARAN	LABUA BEHAD	P.S. LABUA BEHAD	Materials only
SITAPUR	SAKARAN	RAJDHEER PUR	P.S. RAJDHEER PUR	Materials only
SITAPUR	SAKARAN	TARAPARA	P.S. TARAPARA	Materials only
SITAPUR	SAKARAN	RUDRAPUR	P.S. RUDRAPUR	Materials only
SITAPUR	SAKARAN	ORIPURWA	P.S. ORIPURWA	Materials only
SITAPUR	SAKARAN	ULLAHA	P.S. ULLAHA	Materials only

District	Block	Village	School	Treatment Status
UNNAO	ASOHA	LANGADA KHEDA	P.S. LANGADA KHEDA	10-day camps
UNNAO	ASOHA	ABHUSHA	P.S. ABHUSHA	10-day camps
UNNAO	ASOHA	SHIVDEEN KHEDA	P.S. SHIVDEEN KHEDA	10-day camps
UNNAO	ASOHA	SIDDHI KHEDA	P.S. SIDDHI KHEDA	10-day camps
UNNAO	ASOHA	TEJI KHEDA	P.S. TEJI KHEDA	10-day camps
UNNAO	ASOHA	TALHAURI	P.S. TALHAURI	10-day camps
UNNAO	ASOHA	MANJKORIYA	P.S. MANJKORIYA	10-day camps
UNNAO	ASOHA	BACHHAURA	P.S. BACHHAURA	10-day camps
UNNAO	ASOHA	SUMHARI KHURD	P.S. SUMHARI KHURD	10-day camps
UNNAO	ASOHA	CETRA	P.S. CETRA	10-day camps
UNNAO	ASOHA	MEDPUR	P.S. MEDPUR	10-day camps
UNNAO	ASOHA	MAHIPAT KHEDA	P.S. MAHIPAT KHEDA	10-day camps
UNNAO	ASOHA	NOKHELAL KHEDA	P.S. NOKHELAL KHEDA	10-day camps
UNNAO	ASOHA	MAKDOOMPUR	P.S. MAKDOOMPUR	10-day camps
UNNAO	ASOHA	OGARA PUR	P.S. OGARA PUR	10-day camps
UNNAO	ASOHA	NEEMTIKAR	P.S. NEEMTIKAR	10-day camps
UNNAO	ASOHA	CHAUPAI	P.S. CHAUPAI	10-day camps
UNNAO	ASOHA	GODWA - BILAURA	P.S. GODWA - BILAURA	10-day camps
UNNAO	ASOHA	KALUKHEDA	P.S. KALUKHEDA	10-day camps
UNNAO	ASOHA	MUKTEMAU	P.S. MUKTEMAU	10-day camps
UNNAO	ASOHA	SEMRI	P.S. SEMRI	10-day camps
UNNAO	ASOHA	BHAUMAU	P.S. BHAUMAU	10-day camps
UNNAO	ASOHA	KANDARPUR	P.S. KANDARPUR	10-day camps
UNNAO	ASOHA	NEWAJ KHERA	P.S. NEWAJ KHERA	10-day camps
UNNAO	ASOHA	GILSAHA MAU	P.S. GILSAHA MAU	10-day camps
UNNAO	ASOHA	SARVAN	P.S. SARVAN 1	10-day camps
UNNAO	ASOHA	SARVAN	P.S. SARVAN 2	10-day camps
UNNAO	ASOHA	TEDWA BAGNAHA	P.S. TEDWA BAGNAHA	10-day camps
UNNAO	ASOHA	RATVASIYA	P.S. RATVASIYA	20-day camps
UNNAO	ASOHA	DHARMAPUR	P.S. DHARMAPUR	20-day camps
UNNAO	ASOHA	NARAYANPUR	P.S. NARAYANPUR	20-day camps
UNNAO	ASOHA	RAIKAD	P.S. RAIKAD	20-day camps
UNNAO	ASOHA	NIHAL KHEDA	P.S. NIHAL KHEDA	20-day camps
UNNAO	ASOHA	MILKI	P.S. MILKI	20-day camps
UNNAO	ASOHA	BHADIN	P.S. BHADIN	20-day camps
UNNAO	ASOHA	MANGAT KHEDA	P.S. MANGAT KHEDA	20-day camps
UNNAO	ASOHA	RAIPUR	P.S. K. RAIPUR	20-day camps
UNNAO	ASOHA	RASIDPUR	P.S. RASIDPUR	20-day camps
UNNAO	ASOHA	SAHRAWAN	P.S. SAHRAWAN 2	20-day camps
UNNAO	ASOHA	SAHRAWAN	P.S. SAHRAWAN 1	20-day camps
UNNAO	ASOHA	SURJAPUR	P.S. SURJAPUR	20-day camps
UNNAO	ASOHA	KSHIPUR	P.S. KSHIPUR	20-day camps
UNNAO	ASOHA	KEVNI	P.S. KEVNI	20-day camps
UNNAO	ASOHA	GURUBAKSH KHEDA	P.S. GURUBAKSH KHEDA	20-day camps
UNNAO	ASOHA	BILAURA	P.S. BILAURA	20-day camps
UNNAO	ASOHA	DAREHATA ACHALI	P.S. DAREHATA ACHALI	20-day camps
UNNAO	ASOHA	MAJHRIYA	P.S. MAJHRIYA	20-day camps
UNNAO	ASOHA	KANCHAN PUR	P.S. KANCHAN PUR	20-day camps
UNNAO	ASOHA	UTRAURA	P.S. UTRAURA	20-day camps
UNNAO	ASOHA	SHANKAR KHEDA	P.S. SHANKAR KHEDA	20-day camps
UNNAO	ASOHA	SIRWAIYA	P.S. SIRWAIYA	20-day camps
UNNAO	ASOHA	ISLAM NAGAR	P.S. ISLAM NAGAR	20-day camps
UNNAO	ASOHA	GOSAI KHEDA	P.S. GOSAI KHEDA	20-day camps
UNNAO	ASOHA	SANDAULI	P.S. SANDAULI	20-day camps
UNNAO	ASOHA	MADARI KHEDA	P.S. MADARI KHEDA NAVEEN	20-day camps
UNNAO	ASOHA	MADARI KHEDA	P.S. MADARI KHEDA	20-day camps
UNNAO	ASOHA	MUNSHI KHEDA	P.S. MUNSHI KHEDA	20-day camps
UNNAO	ASOHA	JORAWAR GANJ	P.S. JORAWAR GANJ	control

District	Block	Village	School	Treatment Status
UNNAO	ASOHA	MADARPUR	P.S. MADARPUR	control
UNNAO	ASOHA	DAU	P.S. DAU	control
UNNAO	ASOHA	MADARPUR	P.S.KUNJPURNARAYANPUR MADRP	control
UNNAO	ASOHA	KARAU LI	P.S. KARAU LI	control
UNNAO	ASOHA	MIRRI KALAN	P.S.MIRRI KALAN 2	control
UNNAO	ASOHA	MIRRI KALAN	P.S.MIRRI KALAN 1	control
UNNAO	ASOHA	BACHHRAULI	P.S. BACHHRAULI	control
UNNAO	ASOHA	BAIGAON	P.S. BAIGAON	control
UNNAO	ASOHA	DHAURHARA	P.S. DHAURHARA	control
UNNAO	ASOHA	DAYAL KHEDA	P.S. DAYAL KHEDA	control
UNNAO	ASOHA	TURI CHHAVINATH	P.S. TURI CHHAVINATH	control
UNNAO	ASOHA	BIKAMAU	P.S. BIKAMAU	control
UNNAO	ASOHA	NARSINGH PUR	P.S. NARSINGH PUR	control
UNNAO	ASOHA	SARAINYA PRACHEEN	P.S. SARAINYA PRACHEEN	control
UNNAO	ASOHA	KEVNA	P.S. KEVNA	control
UNNAO	ASOHA	BARHA	P.S. BARHA	control
UNNAO	ASOHA	PAHADPUR	P.S. PAHADPUR	control
UNNAO	ASOHA	GOMAPUR	P.S. GOMAPUR 2	control
UNNAO	ASOHA	GOMAPUR	P.S. GOMAPUR 1	control
UNNAO	ASOHA	DUDIYATHAR	P.S. DUDIYATHAR	control
UNNAO	ASOHA	RAWAT KHEDA	P.S. RAWAT KHEDA	control
UNNAO	ASOHA	SOHO	P.S. SOHO	control
UNNAO	ASOHA	JABRELA	P.S. JABRELA	control
UNNAO	ASOHA	NIMAICHA	P.S. NIMAICHA	control
UNNAO	ASOHA	ASOHA	P.S. ASOHA 2	control
UNNAO	ASOHA	ASOHA	P.S. ASOHA 1	control
UNNAO	ASOHA	GADI KARMALI	P.S. GADI KARMALI	control
UNNAO	ASOHA	KRIPAL KHEDA	P.S. KRIPAL KHEDA	control
UNNAO	ASOHA	MALIHAGADHA	P.S. MALIHAGADHA	control
UNNAO	ASOHA	VIVIYAPUR	P.S. VIVIYAPUR	control
UNNAO	ASOHA	SHIVSINGH KHEDA	P.S. SHIVSINGH KHEDA	Materials only
UNNAO	ASOHA	MOHAMADPUR	P.S. MOHAMADPUR 1	Materials only
UNNAO	ASOHA	MOHAMADPUR	P.S. MOHAMADPUR 2	Materials only
UNNAO	ASOHA	DARSANVA	P.S. DARSANVA	Materials only
UNNAO	ASOHA	KAKAUHA	P.S. KAKAUHA	Materials only
UNNAO	ASOHA	SHAHPUR	P.S. SHAHPUR	Materials only
UNNAO	ASOHA	NAUGAWAN	P.S. NAUGAWAN	Materials only
UNNAO	ASOHA	BEHTA SUMHARI	P.S. BEHTA SUMHARI	Materials only
UNNAO	ASOHA	MANIKA PUR	P.S. MANIKA PUR	Materials only
UNNAO	ASOHA	DHANNIPUR	P.S. DHANNIPUR	Materials only
UNNAO	ASOHA	IBRAHIMPUR	P.S. IBRAHIMPUR	Materials only
UNNAO	ASOHA	DATAULI	P.S. DATAULI	Materials only
UNNAO	ASOHA	KANTHA	P.S. KANTHA 2	Materials only
UNNAO	ASOHA	KANTHA	P.S. KANTHA 1	Materials only
UNNAO	ASOHA	SAHBAD GRANT	P.S. SAHBAD GRANT	Materials only
UNNAO	ASOHA	BABURAHA	P.S. BABURAHA	Materials only
UNNAO	ASOHA	BEGAM KHEDA	P.S. BEGAM KHEDA	Materials only
UNNAO	ASOHA	TRILOKPUR	P.S. TRILOKPUR	Materials only
UNNAO	ASOHA	UDYAT KHEDA	P.S. UDYAT KHEDA	Materials only
UNNAO	ASOHA	RAHMANPUR	P.S. RAHMANPUR	Materials only
UNNAO	ASOHA	PITANA KHEDA	P.S. PITANA KHEDA	Materials only
UNNAO	ASOHA	RAMPUR	P.S. RAMPUR - RAMPUR	Materials only
UNNAO	ASOHA	PAHASA	P.S. PAHASA	Materials only
UNNAO	ASOHA	ANVARPUR	P.S. ANVARPUR	Materials only
UNNAO	ASOHA	SHIVGARH	P.S. SHIVGARH	Materials only
UNNAO	ASOHA	SAMADHA	P.S. SAMADHA 2	Materials only
UNNAO	ASOHA	SAMADHA	P.S. SAMADHA 1	Materials only
UNNAO	ASOHA	MOTI KHEDA BARAULI	P.S. MOTI KHEDA BARAULI	Materials only

District	Block	Village	School	Treatment Status
UNNAO	ASOHA	KESHRI KHEDA	P.S. KESHRI KHEDA	Materials only
UNNAO	ASOHA	MUBARAK PUR	P.S. MUBARAK PUR	Materials only

District	Block	Village	School	Treatment Status
UNNAO	HILAULI	AKBARKHEDA	P.S AKBARKHEDA	10-day camps
UNNAO	HILAULI	INDAURA	P.S INDAURA	10-day camps
UNNAO	HILAULI	GURUDUTTKHEDA	P.S GURUDUTTKHEDA	10-day camps
UNNAO	HILAULI	BHUPKHEDA	P.S BHUPKHEDA	10-day camps
UNNAO	HILAULI	SANGAMKHEDA	P.S SANGAMKHEDA	10-day camps
UNNAO	HILAULI	GALIBPUR	P.S. GALIBPUR	10-day camps
UNNAO	HILAULI	SHIVNATHKHEDA	P.S. SHIVNATH KHEDA	10-day camps
UNNAO	HILAULI	PAHADPURKHURD	P.S. PAHADPUR KHURD	10-day camps
UNNAO	HILAULI	AMILIHAKHEDA	P.S. AMILIHAKHEDA	10-day camps
UNNAO	HILAULI	MAURAWAN	P.M.K.LALA SHIV DAYALMAURAWAN	10-day camps
UNNAO	HILAULI	RAJAKHEDA	P.S. RAJAKHEDA	10-day camps
UNNAO	HILAULI	BAIJNATHKHEDA	P.S BAIJNATH KHEDA	10-day camps
UNNAO	HILAULI	HILAULI	P.S HILAULI 2	10-day camps
UNNAO	HILAULI	HILAULI	P.S HILAULI 1	10-day camps
UNNAO	HILAULI	BHOGAIYAKHEDA	P.S. BHOGAIYAKHEDA	10-day camps
UNNAO	HILAULI	UDAUGANJ	P.S. UDAUGANJ	10-day camps
UNNAO	HILAULI	KHERWA	P.S. KHERWA	10-day camps
UNNAO	HILAULI	LALPURAMIRIKHEDA	P.S. LALPUR AMIRIKHEDA	10-day camps
UNNAO	HILAULI	DRIGPALGANJ	P.S. DRIGPALGANJ	10-day camps
UNNAO	HILAULI	BARAULA	P.S. BARAULA	10-day camps
UNNAO	HILAULI	LAKHANPURA	P.S. LAKHANPURA	10-day camps
UNNAO	HILAULI	BALSINGHKHEDA	P.S. BALSINGH KHEDA	10-day camps
UNNAO	HILAULI	SAGAULI	P.S. SAGAULI	10-day camps
UNNAO	HILAULI	RAMPUR	P.S. RAMPUR - DEVMAY	10-day camps
UNNAO	HILAULI	RAMDAYALKHEDA	P.S. RAMDAYAL KHEDA	10-day camps
UNNAO	HILAULI	BHATANKHEDA	P.S. BHATANKHEDA	10-day camps
UNNAO	HILAULI	BEHTA	P.S. BEHTA	10-day camps
UNNAO	HILAULI	GAURI	P.S. GAURI	10-day camps
UNNAO	HILAULI	BISAR	P.S BISAR	20-day camps
UNNAO	HILAULI	BESANKHEDA	P.S BESANKHEDA	20-day camps
UNNAO	HILAULI	RANJITKHEDA	P.S RANJITKHEDA	20-day camps
UNNAO	HILAULI	NAIKAHA	P.S. NAIKAHA	20-day camps
UNNAO	HILAULI	BHITURA	P.S BHITURA	20-day camps
UNNAO	HILAULI	KHANPUR	P.S. KHANPUR	20-day camps
UNNAO	HILAULI	KHAIRTAULI	P.S. KHAIRTAULI	20-day camps
UNNAO	HILAULI	SHIVRAJKHEDA	P.S. SHIVRAJ KHEDA	20-day camps
UNNAO	HILAULI	KARDAHA	P.S. KARDAHA	20-day camps
UNNAO	HILAULI	SITARAMKHEDA	P.S. SITARAMKHEDA	20-day camps
UNNAO	HILAULI	KATRACHETRAY	P.S. KATRACHETRAY	20-day camps
UNNAO	HILAULI	ASRIKHEDA	P.S. ASRIKHEDA	20-day camps
UNNAO	HILAULI	SARAYTHAKURI	P.S. SARAY THAKURI	20-day camps
UNNAO	HILAULI	SANJARKHEDA	P.S. SANJAR KHEDA	20-day camps
UNNAO	HILAULI	MAHRANIKHEDA	P.S. MAHRANI KHEDA	20-day camps
UNNAO	HILAULI	KALUKHEDA	P.S KALUKHEDA	20-day camps
UNNAO	HILAULI	KHAJUHA	P.S. KHAJUHA	20-day camps
UNNAO	HILAULI	TISANDHA	P.S TISANDHA	20-day camps
UNNAO	HILAULI	TISANDHA	P.M. TISANDHA	20-day camps
UNNAO	HILAULI	ASEHA	P.S. ASEHA	20-day camps
UNNAO	HILAULI	AKOHARI	P.S. AKOHARI 1	20-day camps
UNNAO	HILAULI	AKOHARI	P.S. AKOHARI 2	20-day camps
UNNAO	HILAULI	JERA	P.S. JERA	20-day camps
UNNAO	HILAULI	BACHAURA	P.S. BACHAURA	20-day camps
UNNAO	HILAULI	JUGRAJPUR	P.S. JUGRAJPUR	20-day camps
UNNAO	HILAULI	MAURANVA	P.S. MAURANVA ADARSH	20-day camps
UNNAO	HILAULI	MAURANVA	P.S. MAURANVA	20-day camps
UNNAO	HILAULI	MAURANVA	P.S. MAURANVA PRACHIN	20-day camps
UNNAO	HILAULI	GANGAKHEDA	P.S. GANGAKHEDA	20-day camps
UNNAO	HILAULI	MUNNAKHEDA	P.S. MUNNA KHEDA	20-day camps

District	Block	Village	School	Treatment Status
UNNAO	HILAULI	PANSRIYA	P.S. PANSRIYA	20-day camps
UNNAO	HILAULI	MAWAI	P.S. MAWAI 1	control
UNNAO	HILAULI	MAWAI	P.S. MAWAI 2	control
UNNAO	HILAULI	NARICHAK	P.S. NARICHAK	control
UNNAO	HILAULI	MAVAI	P.S. LACHHVI KHERA	control
UNNAO	HILAULI	KORATGANJ	P.S. KORATGANJ	control
UNNAO	HILAULI	PATEDHA	P.S. PATEDHA	control
UNNAO	HILAULI	DHANEKHAR	P.S. DHANEKHAR	control
UNNAO	HILAULI	HEMIKHEDA	P.S. HEMIKHEDA	control
UNNAO	HILAULI	INTBANDH	P.S. INTBANDH	control
UNNAO	HILAULI	DINGRIYA	P.S. DINGRIYA	control
UNNAO	HILAULI	PIDURI	P.S. PIDURI	control
UNNAO	HILAULI	RASOOLPUR	P.S. RASOOLPUR	control
UNNAO	HILAULI	PANCHIMGANV	P.S. PANCHIM GANV	control
UNNAO	HILAULI	LAUVASINGHNKHEDA	P.S. LAUVASINGHNKHEDA	control
UNNAO	HILAULI	RAMDASKHEDA	P.S. RAMDASKHEDA	control
UNNAO	HILAULI	JHBBAKHEDA	P.S. JHBBAKHEDA	control
UNNAO	HILAULI	MADAKHEDA	P.S. MADAKHEDA	control
UNNAO	HILAULI	SANDANA	P.S. SANDANA 2	control
UNNAO	HILAULI	LOHALI	P.S. LOHALI-2	control
UNNAO	HILAULI	LOHALI	P.S. LOHALI-1	control
UNNAO	HILAULI	SANDANA	P.S. SANDANA 1	control
UNNAO	HILAULI	THAKURAINKHEDA	P.S. THAKURAIN KHEDA	control
UNNAO	HILAULI	CHAUDHIRINKHEDA	P.S. CHAUDHIRINKHEDA	control
UNNAO	HILAULI	BHAWANINAGAR	P.S. BHAWANI NAGAR	control
UNNAO	HILAULI	CHANDANKHEDA	P.S. CHANDAN KHEDA	control
UNNAO	HILAULI	CHANDANKHEDA	P.S. CHANDANKHEDA	control
UNNAO	HILAULI	KUDRA	P.S. KUDRA	control
UNNAO	HILAULI	LACHHIKHEDA	P.S. LACHHI KHEDA	control
UNNAO	HILAULI	MUSUNDI	P.S. MUSUNDI	control
UNNAO	HILAULI	SUKHAIKHEDA	P.S. SUKHAIKHEDA	control
UNNAO	HILAULI	MARDANPUR	P.S. MARDAN PUR 2	control
UNNAO	HILAULI	MARDANPUR	P.S. MARDAN PUR 1	control
UNNAO	HILAULI	SHANKARBAKSHKHEDA	P.S. SHANKARBAKSHKHEDA	Materials only
UNNAO	HILAULI	RAJWADA	P.S. RAJWADA	Materials only
UNNAO	HILAULI	DHMANIKHEDA	P.S. DHMANIKHEDA	Materials only
UNNAO	HILAULI	BAHUTIYA	P.S. BAHUTIYA	Materials only
UNNAO	HILAULI	GULRIHA	P.S. GULRIHA 1	Materials only
UNNAO	HILAULI	GULRIHA	P.S. GULRIHA 2	Materials only
UNNAO	HILAULI	JINDAKHEDA	P.S. JINDAKHEDA	Materials only
UNNAO	HILAULI	MOHGANVA	P.S. MOHGANVA	Materials only
UNNAO	HILAULI	PARSADKHEDA	P.S. PARSADKHEDA	Materials only
UNNAO	HILAULI	LOHANIKHEDA	P.S. LOHANIKHEDA	Materials only
UNNAO	HILAULI	SUBASKHEDA	P.S. SUBASKHEDA	Materials only
UNNAO	HILAULI	PANKUNWARKHEDA	P.S. PANKUNWAR KHEDA	Materials only
UNNAO	HILAULI	DUNPUR	P.S. DUNPUR	Materials only
UNNAO	HILAULI	SAHKHEDA	P.S. SAHKHEDA	Materials only
UNNAO	HILAULI	ASRENDA	P.S. ASRENDA 2	Materials only
UNNAO	HILAULI	ASRENDA	P.S. ASRENDA 1	Materials only
UNNAO	HILAULI	MOTIKHEDA	P.S. MOTIKHEDA	Materials only
UNNAO	HILAULI	GUJAULI	P.S. GUJAULI	Materials only
UNNAO	HILAULI	GHANIKHEDA	P.S. GHANIKHEDA	Materials only
UNNAO	HILAULI	MIRIKAPUR	P.S. MIRIKAPUR	Materials only
UNNAO	HILAULI	PATYOLADASI	P.S. PATYOLADASI	Materials only
UNNAO	HILAULI	PATHAI	P.S. PATHAI	Materials only
UNNAO	HILAULI	GODWA - AKOHARI	P.S. GODWA - AKOHARI	Materials only
UNNAO	HILAULI	OLIYA	P.S. OLIYA	Materials only
UNNAO	HILAULI	MIRKJAPUR	P.S. MIRKJAPUR	Materials only

District	Block	Village	School	Treatment Status
UNNAO	HILAULI	DEVMAYI	P.S. DEVMAYI	Materials only
UNNAO	HILAULI	BAKSHPUR	P.S. BAKSHPUR	Materials only
UNNAO	HILAULI	HEERAKHEDA	P.S. HEERAKHEDA	Materials only
UNNAO	HILAULI	BAHWA	P.S. BAHWA	Materials only

“Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children”

Grant No.: AID-OAA-F-13-00023

MILESTONE 3: DELIVERABLES

Due Date: December 1, 2013

Submitted on: December 1, 2013

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1	Update on Project Implementation	1
1.1	Updated Timeline	1
1.2	Project Progress	4
1.3	Human Resources	4
1.4	Trainings	5
2	Preliminary Baseline Test Analysis	6

✚ 1. Update on Project Implementation:

This document contains a progress report on the activities in the “Learning Camps” project since the submission of the second milestone deliverable.

1.1 Timeline: The “Learning Camps” project is being implemented systematically as planned. However, there has been a slight modification in the timeline of the program since the submission of the previous deliverable. This is due to the fact that learning camps could not be conducted in schools during Sundays and other State holidays, as the schools remained closed and the Pratham team could not have access to the facilities. Thus, the new timeline has incorporated these holidays.

Project Timeline 10 day Camps

	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14
Wednesday						1			
Thursday	1					2			
Friday	2			1		3			
Saturday	3			2		4	1	1	
Sunday	4	1		3	1	5	2	2	
Monday	5	2		4	2	6	3	3	
Tuesday	6	3	1	5	3	7	4	4	1
Wednesday	7	4	2	6	4	8	5	5	2
Thursday	8	5	3	7	5	9	6	6	3
Friday	9	6	4	8	6	10	7	7	4
Saturday	10	7	5	9	7	11	8	8	5
Sunday	11	8	6	10	8	12	9	9	6
Monday	12	9	7	11	9	13	10	10	7
Tuesday	13	10	8	12	10	14	11	11	8
Wednesday	14	11	9	13	11	15	12	12	9
Thursday	15	12	10	14	12	16	13	13	10
Friday	16	13	11	15	13	17	14	14	11
Saturday	17	14	12	16	14	18	15	15	12
Sunday	18	15	13	17	15	19	16	16	13
Monday	19	16	14	18	16	20	17	17	14
Tuesday	20	17	15	19	17	21	18	18	15
Wednesday	21	18	16	20	18	22	19	19	16
Thursday	22	19	17	21	19	23	20	20	17
Friday	23	20	18	22	20	24	21	21	18
Saturday	24	21	19	23	21	25	22	22	19
Sunday	25	22	20	24	22	26	23	23	20
Monday	26	23	21	25	23	27	24	24	21
Tuesday	27	24	22	26	24	28	25	25	22
Wednesday	28	25	23	27	25	29	26	26	23
Thursday	29	26	24	28	26	30	27	27	24
Friday	30	27	25	29	27	31	28	28	25
Saturday	31	28	26	30	28			29	26
Sunday		29	27		29			30	27
Monday		30	28		30			31	28
Tuesday			29		31				29
Wednesday			30						30
Thursday			31						

Project Timeline 20 day Camps

	Sep-13	Oct-13	Nov-13	Dec-13	Jan-13	Feb-14	Mar-14	Apr-14
Wednesday					1			
Thursday					2			
Friday			1		3			
Saturday			2		4	1	1	
Sunday	1		3	1	5	2	2	
Monday	2		4	2	6	3	3	
Tuesday	3	1	5	3	7	4	4	1
Wednesday	4	2	6	4	8	5	5	2
Thursday	5	3	7	5	9	6	6	3
Friday	6	4	8	6	10	7	7	4
Saturday	7	5	9	7	11	8	8	5
Sunday	8	6	10	8	12	9	9	6
Monday	9	7	11	9	13	10	10	7
Tuesday	10	8	12	10	14	11	11	8
Wednesday	11	9	13	11	15	12	12	9
Thursday	12	10	14	12	16	13	13	10
Friday	13	11	15	13	17	14	14	11
Saturday	14	12	16	14	18	15	15	12
Sunday	15	13	17	15	19	16	16	13
Monday	16	14	18	16	20	17	17	14
Tuesday	17	15	19	17	21	18	18	15
Wednesday	18	16	20	18	22	19	19	16
Thursday	19	17	21	19	23	20	20	17
Friday	20	18	22	20	24	21	21	18
Saturday	21	19	23	21	25	22	22	19
Sunday	22	20	24	22	26	23	23	20
Monday	23	21	25	23	27	24	24	21
Tuesday	24	22	26	24	28	25	25	22
Wednesday	25	23	27	25	29	26	26	23
Thursday	26	24	28	26	30	27	27	24
Friday	27	25	29	27	31	28	28	25
Saturday	28	26	30	28			29	26
Sunday	29	27		29			30	27
Monday	30	28		30			31	28
Tuesday		29		31				29
Wednesday		30						30
Thursday		31						

Key

	10 DAY CAMP	
Round/Village	Duration	Villages Reached
R1V1	14th Sep13 to 24th Sept 13	37
R1V2	30th Sept 13 to 18th Oct 13	37
R1V3	21st Oct 13 to 31st Oct 13	37
R2V1	11th Nov 13 to 23rd Nov13	37
R2V2	26th Nov 13 to 7th Dec13	37
R2V3	10th Dec 13 to 21st Dec13	37
R3V1	13th Jan13 to 25th Jan13	37
R3V2	28th Jan14 to 8th fib 14	37
R3V3	11th Feb 14 to 22nd Feb14	37
R4V1	25th Feb14 to 10th March 14	37
R4V2	19th March 14 to 29th March 14	37
R4V3	1st April 14 to 15th April 14	37

	20 DAY CAMP	
Round/Village	Duration	Villages Reached
R1V1	14th Sept 13 to 8th Oct 13	37
R1V2	21st Oct 13 to 20th Nov 13	37
R1V3	27th Nov 13 to 21st Dec 13	37
R2V1	13th Jan 14 to 7th Feb14	37
R2V2	10th Feb to 7th March 14	37
R2V3	10th March to 7th April 14	37

	Preparation , planning , feedback meeting
	Leave
	Winter vacation in schools (feedback meetings & trainings)

1.2 Project Progress: As of December 1, 2013 –

- The first round of 10 day camps has been completed in all 122 schools of 111 villages (R1V1 + R1V2 + R1V3);
- The second round of 10 day camps has been completed in 37 villages (R2V1)
- The first round of 20 day camps has been completed in 37 villages (R1V1)
- The second round of 10 day camps is ongoing in another set of 37 villages (R2V2)
- The first round of 20 day camps is ongoing in another set of 37 villages (R1V2)

10 DAY CAMPS		
Round/Village	Status	Villages Reached
R1V1	Completed	37
R1V2	Completed	37
R1V3	Completed	37
R2V1	Completed	37
R2V2	Ongoing	37
R2V3	10th Dec 13 to 21st Dec13	37
R3V1	13th Jan13 to 25th Jan13	37
R3V2	28th Jan14 to 8th Feb 14	37
R3V3	11th Feb 14 to 22nd Feb14	37
R4V1	25th Feb14 to 10th March 14	37
R4V2	19th March 14 to 29th March 14	37
R4V3	1st April 14 to 15th April 14	37
20 DAY CAMPS		
Round/Village	Status	Villages Reached
R1V1	Completed	37
R1V2	Ongoing	37
R1V3	27th Nov 13 to 21st Dec 13	37
R2V1	13th Jan 14 to 7th Feb14	37
R2V2	10th Feb to 7th March 14	37
R2V3	10th March to 7th April 14	37

1.3 Human Resources: As highlighted in the previous deliverable, there grew a need to recruit additional Block Resource Group personnel (BRGs) as the project is being implemented in villages with multiple primary schools and/or very large schools. This was brought to our attention only after the baseline survey was completed by J-PAL in September 2013.

- At the beginning of the program 113 BRGs were recruited
- At the beginning of November, 45 new BRGs were recruited
- Thus, at present we have a total of 153 BRGs

1.4 Trainings:

S.N	Training	From	To	Total Participants
1	New BRG orientation & training	17/10/2013	19/10/2013	31
2	New BRG orientation & training	8/11/2013	12/11/2013	21
3	Feedback and review meeting	25/11/2013	26/11/2013	155

- Since the beginning of the implementation phase of the project in September, a total of 3 trainings have been conducted.
- Two of the trainings were for the additional BRGs who have been recruited for the project. The training was an induction to the project and all aspects of implementing the project were discussed. These new BRGs have either worked with Pratham in the past or were initially recruited as volunteers for the project.
- The feedback and review session was held with the entire team and all the learnings and observations thus far were shared.
- Some of the key issues brought up in the meeting were:
 - How to maintain high daily attendance of students in the camps
 - How to accelerate the learning levels of the large number of students in the “beginner” and “word” level in Std 3-5
 - How to involve government school teachers in the absence of volunteers



Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children.

MILESTONE 3: DELIVERABLE



**ABDUL LATIF JAMEEL POVERTY ACTION LAB SOUTH ASIA
at the Institute for Financial Management and Research (IFMR)**

Preliminary Baseline Findings

Date: 1st December 2013



Evaluation of Using Learning Camps to Improve the Learning Levels of Primary School Children in Government Schools

A learning camp is an intensive burst of teaching-learning activity where children are grouped by their level of learning instead of class levels. Teaching-learning activities are conducted accordingly to 'teach at the right level'. The environment of the camp is different from normal teaching by being more interactive and fun-based. This document contains the progress report on the evaluation of Learning Camps project in Uttar Pradesh since the submission of the second deliverable. This report will focus on the findings from the baseline survey.

Background and Motivation

According to the Annual Status of Education Report (ASER) 2012 report, 96% of all children in the age group of 6-14 years are enrolled in school. However, close to 50% of children in India in Grade 5 cannot read a Grade 2 level text. The percentage of Grade 5 children, enrolled in Government schools unable to read Grade 2 level text has increased from 49.3% (2010) to 56.2% (2011) to 58.3% (2012). On a similar note, close to 29.1% of children enrolled in Grade 5 could not solve simple two-digit subtraction problems with borrowing. The number further increased to 39% in 2011 and 46.5% in 2012.

Learning Camps were hence initiated in Government Primary Schools by Pratham with a focus to improve the basic reading and arithmetic level of students belonging to classes 3, 4 and 5. The project is operational in 4 blocks across the districts of Sitapur and Unnao in Uttar Pradesh. JPAL South Asia is evaluating the impact of the program through Randomized Control Trials.

A study sample of 444 villages has been selected and randomly divided into 3 treatment groups and a control (comparison) group. They have been randomly chosen to receive one of the following proposed interventions to improve reading and arithmetic outcomes of children in Grades 3, 4 and 5:

- **10 days camps:** 111 villages receive a short duration camp (4 rounds of ten day long camp for each village) conducted by Pratham staff (and village volunteers) with learning materials left behind for children to work on between the camps.
- **20 days camps:** 111 villages receive an extended learning camp (2 rounds of twenty day long camp for each village) conducted by Pratham staff (and village volunteers) with learning materials left behind for children to work on between the camps.



- **Only material:** 111 villages are provided with Pratham learning materials, to be used by the teachers and distributed to the students. No classes or other form of academic support is provided by Pratham staff.
- **Control:** 111 villages serve as the control group and do not receive any intervention during the project.

The proposed duration of the project is one year with an aim to test several models of learning camps and understand the optimal duration, periodicity, intensity and follow up necessary to accelerate basic reading and arithmetic for primary school children and to sustain and build on these learning gains over time. The overall aim is to ensure that all children in Grade 3, 4 and 5 in the intervention schools are reading fluently and confidently doing basic arithmetic at the end of one school year.

Baseline Survey

J-PAL South Asia completed the Baseline Survey before the program was launched, from 23rd July, 2013 to 4th September, 2013. The data collection was executed digitally through hand-held tablets. . A 105 member team was employed (1 supervisor + 4 surveyors in each team) to carry out the survey in 444 villages and 484 schools. A team of two surveyors were assigned to conduct the Hindi and Math test on an individual student. 35 to 40 randomly selected students from classes 3, 4 and 5 were surveyed in each school.

Table 1: Sample

Standard	3	4	5	Total
No of Classes	484	476	467	
Number of Students in Sitapur	3,214	3,082	2,933	9,229
Number of Students in Unnao	3,070	2,709	2,641	8,420
Total number of Students	6,284	5,791	5,574	17,649

A total of 17649 students across 484 schools were surveyed. The distribution of students across grades is varied – our sample consists of 484 grade 3 students, 476 grade 4 students and 467 grade 5 students.

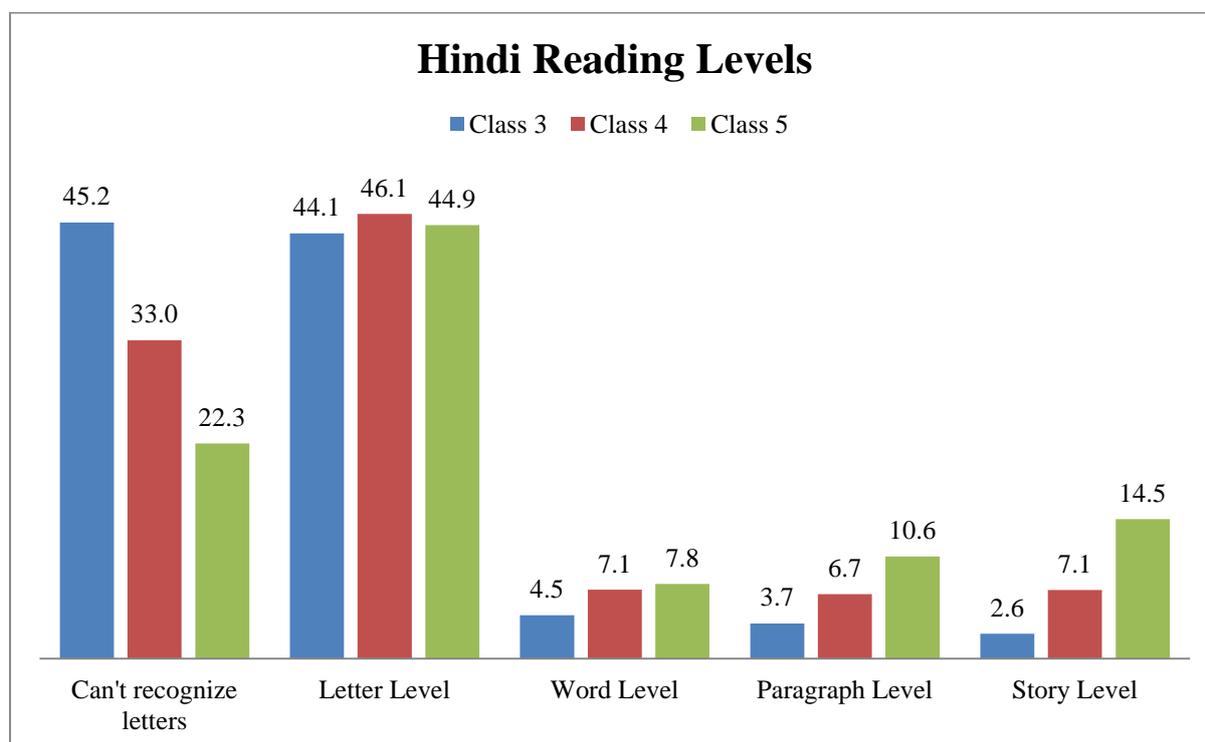


Preliminary Baseline Analysis

Summary – Hindi Reading Competency

The Hindi assessment test categorizes the students into different reading competency levels that enable reading competency assessment of the students under consideration. The students are categorized as: ‘Can’t recognize letters’; ‘Letter Level’; ‘Word Level’; ‘Paragraph Level’; ‘Story Level’. Students in the first category are those who are unable to recognize letters. ‘Letter Level’ implies that the students are able to identify letters. ‘Word Level’ indicates that the students are able to recognize the words. Similarly, ‘Paragraph Level’ and ‘Story Level’ are categorized in terms of the ability of the children to read texts from the paragraph and story respectively.

Figure 1: Reading Competencies by Class

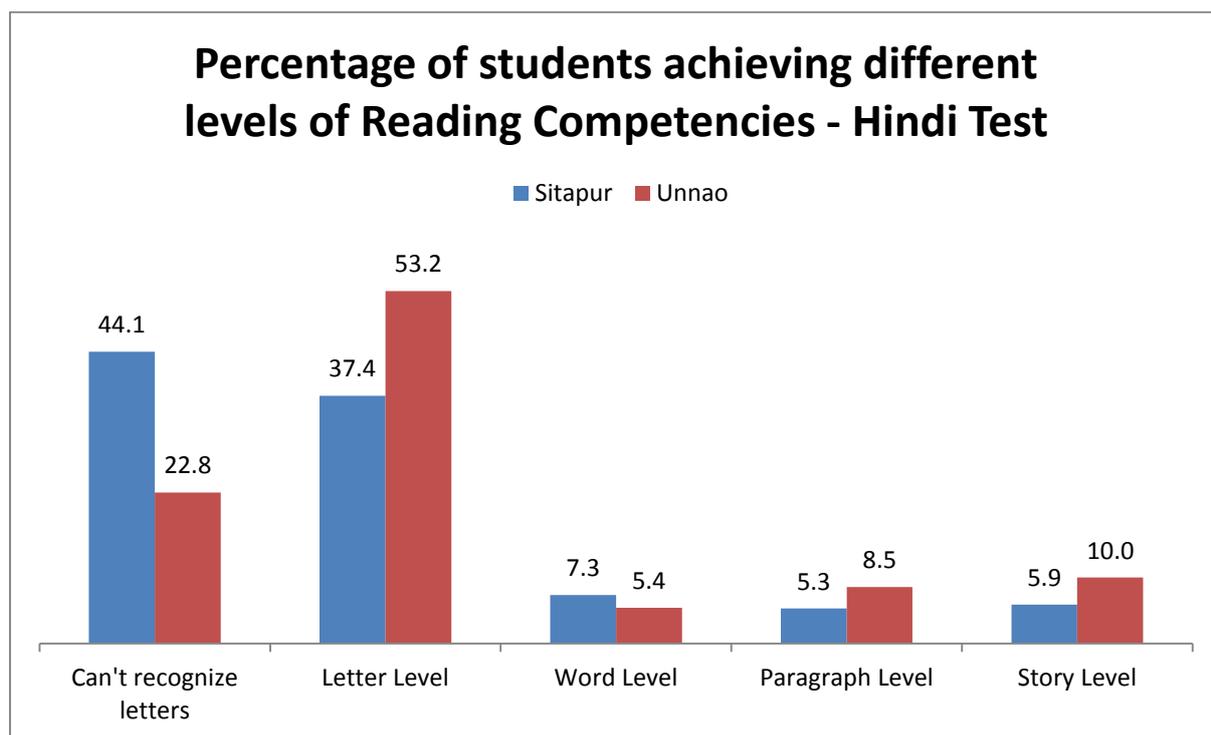


- Learning outcomes (Reading Competencies) above shows that the majority of the children can’t recognize letters or are in Letter Level. About 89% of the students in Class 3, 79% of the students in Class 4 and 67% of the students in Class 5 fall under ‘Can’t recognize letters’ and ‘Letter Level’.



- The reading level assessment also shows that about 10%, 20% and 32% of the students in Classes 3, 4 and 5 belong to the rest of the levels combined - 'Word Level', 'Paragraph Level' and 'Story Level'.

Figure 2: Reading Competencies by District



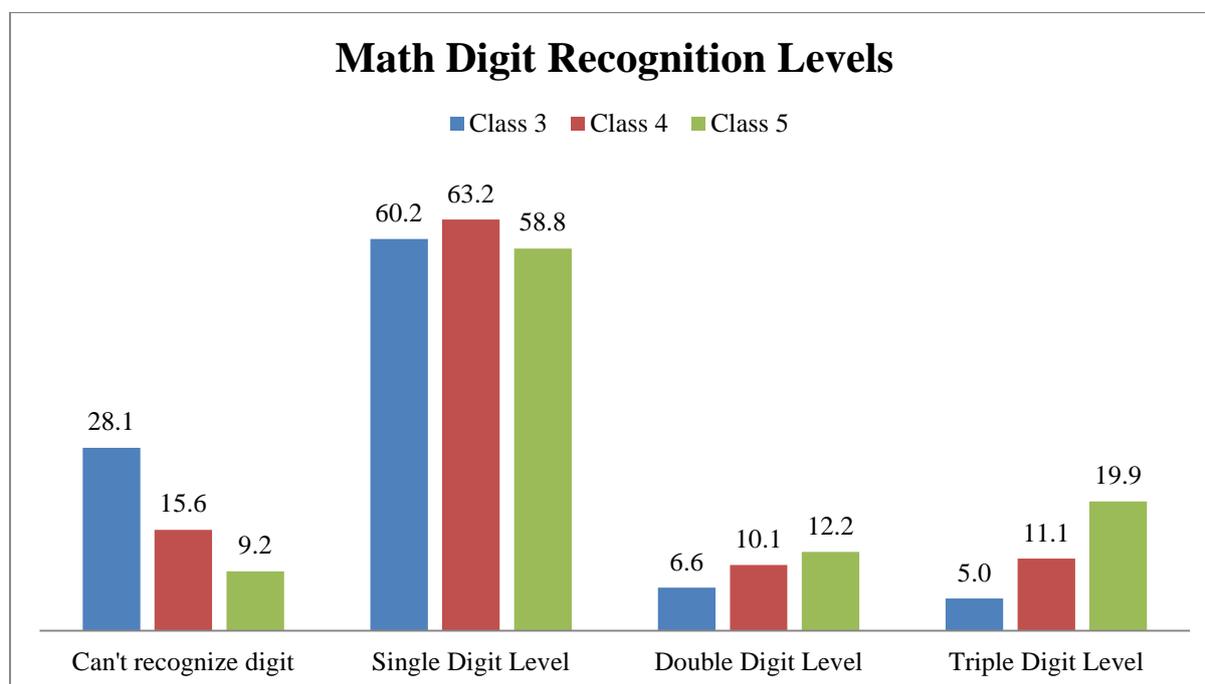
- The Hindi reading level assessment outcomes by district shows that about 22% of the students in Unnao fall under 'Can't recognize letters', while 44% (almost double) of students in Sitapur fall under the same category. Similarly, around 37% of students in Sitapur fall under the 'Letter Level' whereas more than 53% students fall under the same level in Unnao. The preliminary result above shows that majority of the students (81% in Sitapur and 76% in Unnao) can't recognize letters and are in preliminary letter recognition level.
- A general observation of the graph shows that the Reading levels in Unnao are comparatively better than those in Sitapur. This trend can be observed across levels: for instance, the Story level where the reading outcomes in Unnao (10%) are almost double of that in Sitapur (5.9%).



Summary – Learning Camp Math Test

The test for Math used for the Baseline is based on Digit Recognition Levels of the students and the ability of the students to recognize basic arithmetic operators such as addition, subtraction, multiplication and division and perform the respective operations. Students categorized as ‘Can’t recognize digits’ are students who are unable to recognize single digit numbers. ‘Single Digit Level’ category implies that the students are able to identify numbers ranging from 0-9; ‘Double Digit Level’ category indicates the ability to recognize the numbers ranging from 10-99; ‘Triple Digit Level’ category indicates the ability to recognize the numbers ranging from 100-999. Math operator recognition and performance in the arithmetic operations have also been incorporated in the testing. These included double digit addition and subtraction (with carry-over) and single digit multiplication and single digit division.

Figure 3: Math Digit Recognition by Class

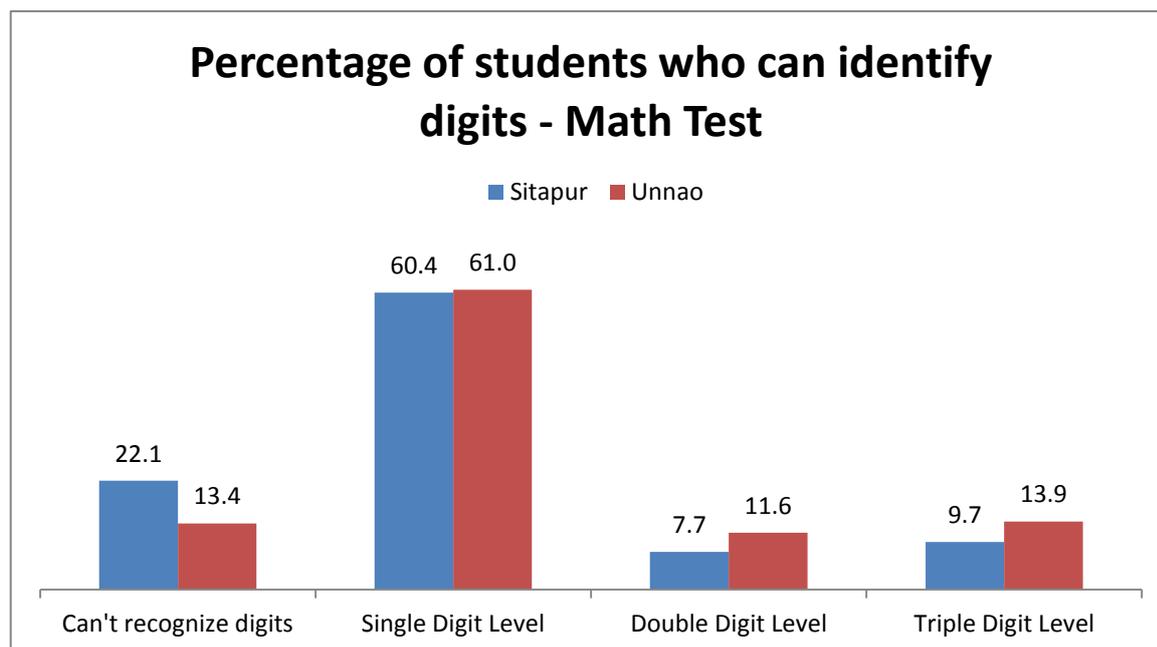


- The baseline results shows that a significant percentage of students in Classes 3, 4 and 5 fall under the Single Digit level (about 60% of students are able to identify in Class 3, 63% of the students are able to identify in Class 4 and 58% in Class 5).



- It can also be observed that about 28% of students in Class 3 were not able to recognize Single Digits, with 15% and 9% not being able to recognize single digits in Classes 4 and 5 respectively.

Figure 4: Math Digit Recognition by District

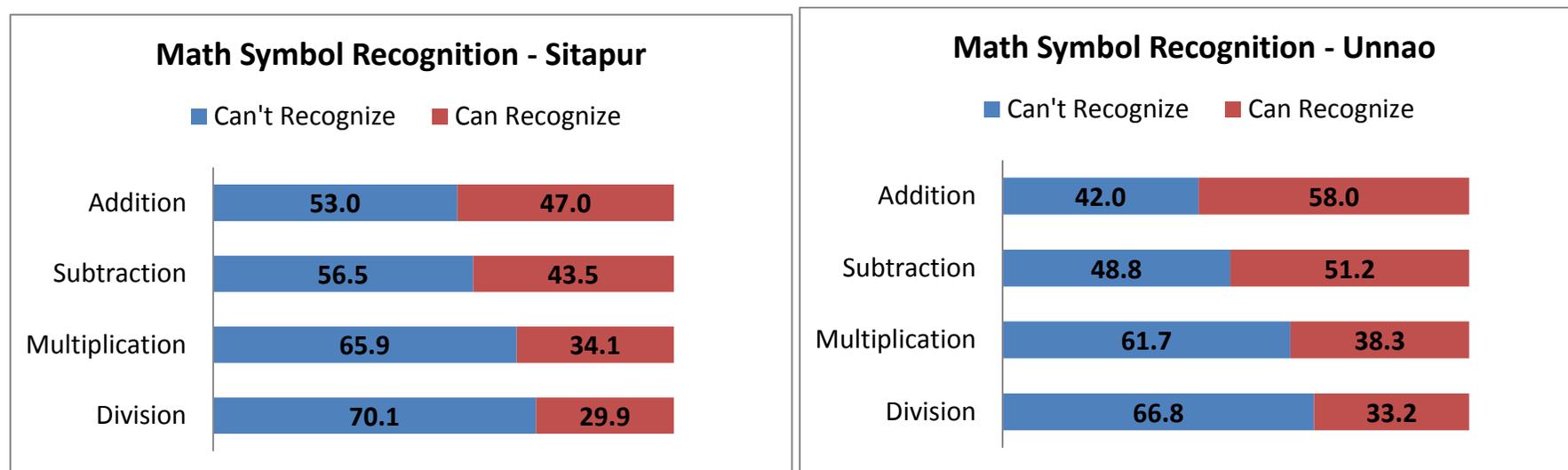


- A Digit recognition level assessment by district show that about 60% of the students in both districts (Sitapur and Unnao) fall under the Single Digit Level.
- Similarly, about 22% of the students in Sitapur and about 13% of the students in Unnao are not able to recognize single digits.
- We again observe that the Math outcomes in Unnao are relatively higher than those in Sitapur across most levels.



Math Symbol Recognition and Performance in Calculations involving operators

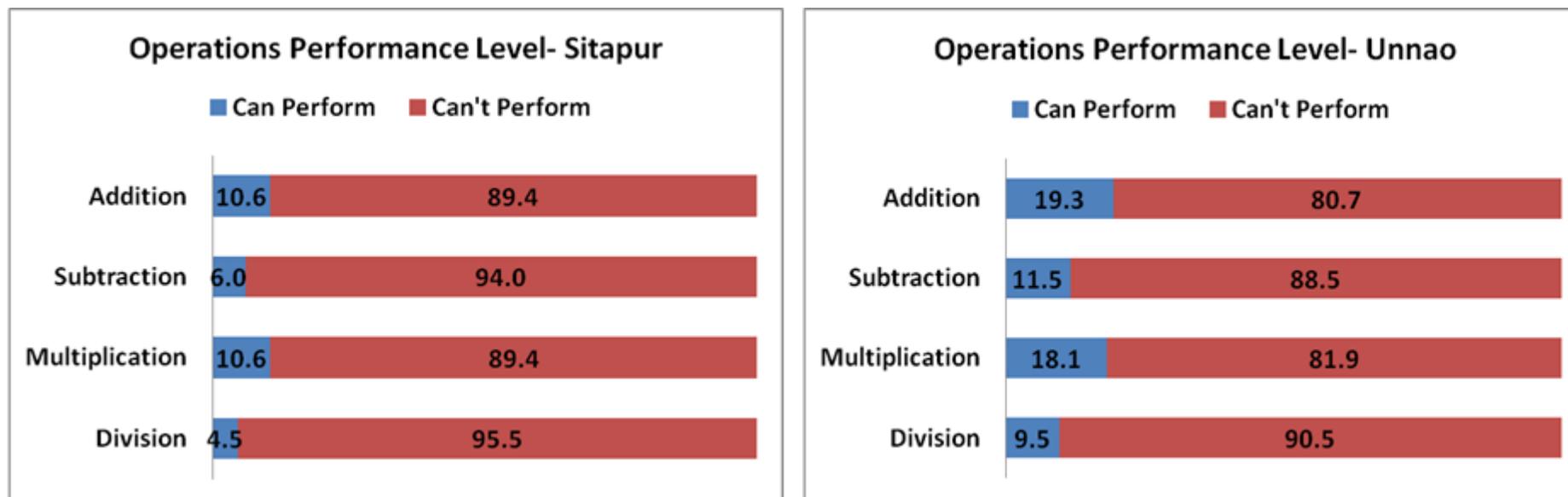
Figure 5: Symbol Recognition by District



- More than half of the students enrolled in Classes 3, 4 and 5 in Sitapur cannot recognize the basic operator symbols as shown in the graph above. On average about 60% of the students in Sitapur cannot recognize the math symbols.
- Compared to this, about 54% (on average) of students enrolled in Classes 3, 4 and 5 in Unnao cannot recognize the basic operator symbols.



Figure 6: Performance in calculations by District



- It can be observed from the above chart that the majority of the students surveyed in the baseline survey in Sitapur and Unnao cannot perform calculations related to addition, subtraction, multiplication and division.
- This depicts a bleak scenario of very low levels of math competency – assessed in terms of being able to perform calculations related to basic operations like addition, subtraction, multiplication and division in Classes 3, 4 and 5 in both of the districts.



We also observe that a number of students –over 70%, who can recognize the operator symbols, are unable to perform the operations. The following Matrix presents the combinations of percentage of students conditional on their ability to recognize math symbols and their ability to perform basic arithmetic operations.

Table 2: Matrix Combination of Math Symbol Recognition and Performance in Calculations

	Can recognize Math Symbols			
	Addition	Subtraction	Multiplication	Division
Can perform operation (%)	27.71	18.12	38.12	21.24
Can't perform operation (%)	72.29	81.88	61.88	78.76

- A quick look at the matrix reveals that about 27% of the students who can recognize the addition symbol can also perform the calculation in addition. Similarly, 18% of the students who can recognize the subtraction symbol can also perform the calculation in subtraction. 38% and 21% of the students, who can recognize the multiplication and division symbols respectively, are also adept at performing calculations in the respective operations.
- Another notable observation from the matrix is that more than half of the students (average of 73% of the students), who can recognize Math symbols, cannot actually perform the calculations involving the respective operators.



Data Collection Challenges

Following data collection challenges were faced and proper measures were taken to overcome them:

- Revisits to the schools and villages were required due to many underlying reasons like unavailability of enrollment registers during survey visit, low attendance in the schools, etc.
- Unforeseen events like close down of schools due to rain, regional festivals and holidays along with numerous government holidays delayed the survey process significantly. We dealt with this through additional hiring of surveyors expanding from 16 teams to 21 teams to cope up with the decreasing number of working days.
- The presence of a strong collusion among the teachers of the Teacher’s Union and a bad track record of NGOs in the district of Unnao halted the smooth running of the surveys during the piloting as well as baseline survey period. The main obstacles faced were in the form of acquiring permission to conduct surveys, obtain access to attendance registers, etc. This was duly dealt with through acquisition of required permission letters through appropriate bureaucratic channels.
- Some schools that were listed in the District Information System for Education (DISE) were not found to be operational. These schools were dropped and sample was revised by substituting randomly chosen other schools within the same block.
- Cases of double enrollment (enrolling in government as well as another private school) skewed the number of students actually enrolled in a particular school.
- Cases of ghost enrollment information were also observed where non-existent details of students were registered to boost up the numbers. The revised enrollment received as per the attendance taken during the survey acted to assess the actual numbers.

General Observations

- All of the schools did not have an operational Classes 4 and 5. There were 8 schools observed where there were no Classes 4 and 5. Additionally, 9 schools had no Class 5.
- Overall learning levels were observed to be very low in both districts as per the initial assessment during the piloting of the survey instruments.

“Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children”

Grant No.: AID-OAA-F-13-00023

MILESTONE 4: DELIVERABLES

Due Date: March 1, 2014

Submitted on: March 5, 2014

	DELIVERABLES	PAGE NO.
1	Update on Project Implementation	1
1.1	Updated Timeline	1
1.2	Project Progress	3
1.3	Trainings	4
1.4	Volunteer Recruitment Strategy	5
2	Program Challenges	5

1. Update on Project Implementation:

This document contains a progress report on the activities in the “Learning Camps” project since the submission of the second milestone deliverable.

1.1 Timeline:

The “Learning Camps” project is being implemented systematically as planned. However, there has been a slight modification in the timeline of the program since the submission of the previous deliverable. This is due to the fact that the government schools remained closed for an extended period of time during the winter break; also there were some local holidays that were in addition to the state holidays and could not be planned for in advance. Since the schools remained closed during these days, the Pratham team could not have access to the facilities. Thus, the new timeline has incorporated these holidays.

Project Timeline: 10 Day Camps

	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14
Wednesday					1			
Thursday					2			
Friday			1		3			
Saturday			2		4	1	1	
Sunday	1		3	1	5	2	2	
Monday	2		4	2	6	3	3	
Tuesday	3	1	5	3	7	4	4	1
Wednesday	4	2	6	4	8	5	5	2
Thursday	5	3	7	5	9	6	6	3
Friday	6	4	8	6	10	7	7	4
Saturday	7	5	9	7	11	8	8	5
Sunday	8	6	10	8	12	9	9	6
Monday	9	7	11	9	13	10	10	7
Tuesday	10	8	12	10	14	11	11	8
Wednesday	11	9	13	11	15	12	12	9
Thursday	12	10	14	12	16	13	13	10
Friday	13	11	15	13	17	14	14	11
Saturday	14	12	16	14	18	15	15	12
Sunday	15	13	17	15	19	16	16	13
Monday	16	14	18	16	20	17	17	14
Tuesday	17	15	19	17	21	18	18	15
Wednesday	18	16	20	18	22	19	19	16
Thursday	19	17	21	19	23	20	20	17
Friday	20	18	22	20	24	21	21	18
Saturday	21	19	23	21	25	22	22	19
Sunday	22	20	24	22	26	23	23	20
Monday	23	21	25	23	27	24	24	21
Tuesday	24	22	26	24	28	25	25	22
Wednesday	25	23	27	25	29	26	26	23
Thursday	26	24	28	26	30	27	27	24
Friday	27	25	29	27	31	28	28	25
Saturday	28	26	30	28			29	26
Sunday	29	27		29			30	27
Monday	30	28		30		31		28
Tuesday		29		31				29
Wednesday		30						30
Thursday		31						

Project Timeline: 20 Day Camps

	Sep-13	Oct-13	Nov-13	Dec-13	Jan-13	Feb-14	Mar-14	Apr-14
Wednesday					1			
Thursday					2			
Friday			1		3			
Saturday			2		4	1	1	
Sunday	1		3	1	5	2	2	
Monday	2		4	2	6	3	3	
Tuesday	3	1	5	3	7	4	4	1
Wednesday	4	2	6	4	8	5	5	2
Thursday	5	3	7	5	9	6	6	3
Friday	6	4	8	6	10	7	7	4
Saturday	7	5	9	7	11	8	8	5
Sunday	8	6	10	8	12	9	9	6
Monday	9	7	11	9	13	10	10	7
Tuesday	10	8	12	10	14	11	11	8
Wednesday	11	9	13	11	15	12	12	9
Thursday	12	10	14	12	16	13	13	10
Friday	13	11	15	13	17	14	14	11
Saturday	14	12	16	14	18	15	15	12
Sunday	15	13	17	15	19	16	16	13
Monday	16	14	18	16	20	17	17	14
Tuesday	17	15	19	17	21	18	18	15
Wednesday	18	16	20	18	22	19	19	16
Thursday	19	17	21	19	23	20	20	17
Friday	20	18	22	20	24	21	21	18
Saturday	21	19	23	21	25	22	22	19
Sunday	22	20	24	22	26	23	23	20
Monday	23	21	25	23	27	24	24	21
Tuesday	24	22	26	24	28	25	25	22
Wednesday	25	23	27	25	29	26	26	23
Thursday	26	24	28	26	30	27	27	24
Friday	27	25	29	27	31	28	28	25
Saturday	28	26	30	28			29	26
Sunday	29	27		29			30	27
Monday	30	28		30			31	28
Tuesday		29		31				29
Wednesday		30						30
Thursday		31						

Key

R=Round
V=Village

10 DAY CAMP		
Round	Duration	Village
R1V1	14th Sep13 to 24 th Sept 13	37
R1V2	30th Sept 13 to 18th Oct 13	37
R1V3	21st oct 13 to 1st Oct 13	37
		37
R2V1	11 th Nov 13to 23rd Nov13	37
R2V2	26th Nov13 to 7th Dec13	37
R2V3	10th Dec 13 to 21st Dec13	37
R3V1	20th jan14 to 31st jan14	37
R3V2	5th Feb 14 to 18th feb 14	37
R3V3	20th FEB14 to 5th march 14	37
R4V1	7th March 14 to 22th march14	37
R4V2	25th march14 to 5th April 14	37
R4V3	9tt April 14 to 22nd April14	37

20 DAY CAMP		
Round	Duration	Village
R1V1	14 th Sept 13 to 8th Oct 13	37
R1V2	21st Oct 13 to 20th Nov 13	37
R1V3	27th Nov 13 to 21st Dec 13	37
		37
R2V1	20th Jan14 to 18 th Feb14	37
R2V2	20 th feb to 21st March14	37
R2V3	24th March to 19th April 14	37

	Preparation , planning, feedback meetings
	Leave
	Winter vacation in school (Feedback meeting & Training)

1.2 Project Progress:

As of March 1, 2014 –

- The first and second round of 10 day camps has been completed in all 122 schools of 111 villages (R1V1 + R1V2 + R1V3 + R2V1 + R2V2 + R2V3);
- The third round of 10 day camps has also been completed in 74 villages (R3V1+R3V2)
- The first round of 20 day camps has been completed in all 111 villages (R1V1+R1V2+R1V3)
- The second round of 20 day camps has also been completed in another set of 37 villages(R2V1)
- The third round of 10 day camps is currently ongoing in a set of 37 villages (R3V3)
- The second round of 20 day camps is currently ongoing in a set of 37 villages (R2V2)

The 10 day camps are expected to be completed on April 22, 2014 and the 20 day camps are expected to be completed on April 19, 2014. The project progress timeline is given below.

10 DAY CAMP		
Round	Duration	Village
R1V1	Completed	37
R1V2	Completed	37
R1V3	Completed	37
		37
R2V1	Completed	37
R2V2	Completed	37
R2V3	Completed	37
R3V1	Completed	37
R3V2	Ongoing	37
R3V3	20th Feb 14 to 5th March 14	37
R4V1	7th March 14 to 22th March14	37
R4V2	25th March1 4 to 5th April 14	37
R4V3	9tt April 14 to 22nd April 14	37

20 DAY CAMP		
Round	Duration	Village
R1V1	Completed	37
R1V2	Completed	37
R1V3	Completed	37
		37
R2V1	Ongoing	37
R2V2	20 th Feb 14 to 21st March 14	37
R2V3	24th March to19th April 14	37

1.3 Trainings:

S.N.	Training	From	To	Total Participants
1	New BRG's Refresher Training	06/01/2014	09/01/2014	60
2	Feedback Meeting with the entire team	10/01/2014	11/01/2014	153
3	EEs(English Program) Training	06/01/2014	09/01/2014	04

- Since November 2013, a total of 3 trainings have been conducted.
- During the monitoring of the camps by Pratham staff, it was observed that some of the new BRGs who were recruited in the months of September and October were unable to deliver all the activities and implement the program according to plan. Thus, refresher training was organized for these specific BRGs to clarify their doubts about the program, and ensure their understanding of the Pratham teaching-learning methodologies.
- A meeting was organized with the entire team of 153 staff members after the completion of two rounds of camps. In this meeting, the data collected thus far was shared and analyzed, ground observations were shared and planning for the next camps was discussed.

- The four English teachers from the Education for Education program¹ were also trained on the content and program implementation in the month of January, 2014.

1.4 Volunteer Recruitment Strategy:

At present there are over 700 volunteers in the USAID research study in Sitapur and Unnao. These volunteers have been recruited in the following ways –

- Mobilizing the youth of the intervention villages by Pratham staff.
- Conducting community meetings to inform the locals about the learning camp program in schools.
- These community meetings resulted in the village heads assisting Pratham in spreading awareness about the program and mobilizing volunteers. School teachers also assisted in the recruitment of volunteers.
- Providing the volunteers who assisted Pratham staff in the schools with a certificate at the end of the camp has encouraged the volunteers to return for the next camp and spread the word amongst their friends in the community.
- In addition, the Education for Education program has been implemented in the intervention areas for the volunteers in the program. This is an English Self-Study program which enables the volunteers to learn the language with the help of Pratham materials – workbooks and audio CDs. The volunteers also have regular one on one classes with the Pratham English teachers to clarify their doubts and assess their learning so far. The aim of this program is to teach the youth functional English and encourage them to use the language on a daily basis.
- The English program has seen an increase in the retention rate of the volunteers and spread excitement in the community about the program, thus, increase the pool of volunteers for the learning camps.

2. Program Challenges:

Some of the challenges encountered during the implementation of the program are as follows –

- **Dual enrollment of children:** A major hurdle in program implementation is the enrollment of approximately 2000 students in both government and private schools. These children are enrolled in government schools in order to avail of certain social benefits provided by the government, but attend a private school on a regular basis. The names of these children are still in the government school records and thus became a part of the research study as well.

¹¹ An incentive for the volunteers to stay engaged with the programme while acquiring basic skills in English.

During the camps it was observed that these children rarely attended the Pratham camps and hence influencing the impact of the program. These children have been highlighted in the data set.

- **Enrollment of underage children:** On average the children in grades 3 to 5 are in the age group of 6 to 8 years old. However, in many schools it was noticed that children younger than this age bracket were enrolled in the schools. Most children in rural India do not have a birth certificate and the age of children is estimated. This created a problem for the Pratham BRGs as their methodology is targeted to a certain age group of children and the younger children were unable to learn or contribute to classroom activities. Thus, also affecting the impact of the program. These children have been highlighted in the data set.
- **New Pratham BRGs:** The new BRGs recruited in the beginning of November 2013 due to large number of schools in the select villages and the high enrollment figures, as highlighted in the previous deliverable, also posed a few problems. The majority of the team is old Pratham staff members who have worked with Pratham in the past and conducted several learning camps. The new BRGs were completely unfamiliar with the class processes, methodology, mobilizing volunteers, training volunteers etc. Even though they were given intensive orientation and trainings their capacity was much weaker in comparison. Due to the high intensity nature of the research study, there was a need to closely monitor these BRGs and retrain them. This caused a certain unexpected distraction.

“Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children”

Grant No.: AID-OAA-F-13-00023

MILESTONE 5: DELIVERABLES

Due Date: June 1, 2014

Submitted on: June 4, 2014

	DELIVERABLES	PAGE NO.
1	Update on Project Implementation	1
1.1	Project Status	1
1.2	Additional Camps	1
1.2.1	Rationale	1
1.2.2	Structure	2
1.2.3	Timeline	2
2	Balance Table	Annex 1



Pratham

Every Child in School and Learning Well...

1. Update on Project Implementation:

This document contains a progress report on the activities in the “Learning Camps” project since the submission of the fourth milestone deliverable.

1.1 Project Status:

The “Learning Camps” project is being implemented systematically as planned. The 40 days of intervention divided into four 10-day camps and two 20-day camps in 222 villages has been completed. In addition, all the material, in the ‘material only schools,’ has also been distributed in the 111 villages; reaching a total of 24,000 students (minus the control villages).

	10 DAY CAMP	
Round	Duration	Status
R1V1	14th Sep 13 to 24th Sept 13	Completed
R1V2	30th Sept 13 to 18th Oct 13	Completed
R1V3	21st Oct 13 to 1st Oct 13	Completed
R2V1	11th Nov 13 to 23rd Nov 13	Completed
R2V2	26th Nov 13 to 7th Dec 13	Completed
R2V3	10th Dec 13 to 21st Dec13	Completed
R3V1	20th Jan 14 to 31st Jan14	Completed
R3V2	5th Feb 14 to 18th Feb 14	Completed
R3V3	20th Feb14 to 5th March 14	Completed
R4V1	7th March 14 to 22th March 14	Completed
R4V2	25th March14 to 5th April 14	Completed
R4V3	9th April 14 to 23rd April14	Completed

	20 DAY CAMP	
Round	Duration	Status
R1V1	14th Sept 13 to 8th Oct 13	Completed
R1V2	21st Oct 13 to 20th Nov 13	Completed
R1V3	27th Nov 13 to 21st Dec 13	Completed
R2V1	20th Jan14 to18th Feb14	Completed
R2V2	20th Feb 14 to 21st March14	Completed
R2V3	24th March 14 to19th April 14	Completed

1.2 Additional Camps:

1.2.1 Rational: During the planning stage of the project it was proposed that the learning camp intervention would be for a period of 40 days, comparing the impact of four 10-day camps versus the impact of two 20-day camps, against that of only distributing material and a control group. However, after the baseline assessment was undertaken, it was observed that the learning levels of the children in government primary schools in the Sitapur and Unnao districts of Uttar Pradesh are much lower than the average learning levels across the state. In addition, the school size is much bigger than the average schools in Uttar Pradesh.

With the 40 days of intervention an immense increase in the learning levels of the majority of the target children has been observed. Thus, Pratham feels that with an additional camp an even greater number of children will reach the desired learning outcome and the improvements

already made in reading and mathematics can be solidified and sustained. This rationale has already been discussed with USAID. The details of this additional camp are as follows -

1.2.2 Design: 1 additional camp of 10 days will be implemented in all 222 villages, resulting in a total of 50 days of intervention. Additional material will also be distributed in the 111 ‘material only schools.’ The additional camp will follow the same class and methodology as all the previous camps.

- The additional camp will begin on May 15th 2014 and be completed in all the school on or before June 27, 2014.
- The endline assessment by JPAL will take place post this.
- The Pratham team has already been trained on the logistics of the additional camp between May 3-7, 2014.
- Pratham team will conduct a ‘mela’¹ at the end of the 10 day camp in the community where the Pratham staff members will distribute a colored report card to each student and share the increase in the learning levels with the parents; conduct random testing of children to draw attention towards learning levels and the importance of measuring them; have meetings with parents and teachers and celebrate the importance of education, etc

1.2.3 Timeline:

- Each Pratham BRG will conduct one 10-day camp in each of his 3 allocated villages. The timeline below represents the dates on which each BRG will conduct the 10 day camp in 3 villages respectively.

	10 DAY CAMP	
Round/Village	Duration	Villages Covered
R5V1	15th May 14 to 28th May 14	74
R5V2	30th May 14 to 12th June 14	74
R5V3	16th June 14 to 27th June14	74

	Preparation , planning, training
	Leave

¹ A mela is a fair or fete conducted in the village community around the schools

	May '14	June '14
Wednesday		
Thursday	1	
Friday	2	
Saturday	3	
Sunday	4	1
Monday	5	2
Tuesday	6	3
Wednesday	7	4
Thursday	8	5
Friday	9	6
Saturday	10	7
Sunday	11	8
Monday	12	9
Tuesday	13	10
Wednesday	14	11
Thursday	15	12
Friday	16	13
Saturday	17	14
Sunday	18	15
Monday	19	16
Tuesday	20	17
Wednesday	21	18
Thursday	22	19
Friday	23	20
Saturday	24	21
Sunday	25	22
Monday	26	23
Tuesday	27	24
Wednesday	28	25
Thursday	29	26
Friday	30	27
Saturday	31	28
Sunday		29
Monday		30

“Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children”

Grant No.: AID-OAA-F-13-00023

MILESTONE 6: DELIVERABLES

Due Date: September 1, 2014

Submitted on: September 17, 2014

	DELIVERABLES	PAGE NO.
1	Update on Project Implementation	1



Pratham

Every Child in School and Learning Well...

Update

Program Implementation

On June 30th, 2014, the intervention phase of the “Using Learning Camps to Improve Basic Learning Outcomes of Primary School Children” program was complete. All five camps (including the additional camps) were conducted in 222 villages. In addition, all the material, for the ‘material only schools,’ has also been distributed in the 111 villages; reaching a total of 24,000 students (minus the control villages).

Along with this, internal assessments of the program by Pratham have also been completed. Endline testing for all the target children is completed and analyzed. Currently, JPAL is conducting their extensive external evaluation of the program, details of which are specified below.

End line timelines

Child Testing

JAPL recruited its surveyors for the Testing of children between June 16-21, 2014 followed by training between 27th June to 5th July. Due to local administrative delays, JPAL started conducting the Child wise testing for 5th grade students on 18th July in the villages. From 18th August, 2014, child testing in schools for 3rd and 4th grade children was started. The testing comprises of the following elements:

- ASER Reading test (oral)
- Math test (oral and written)
- Hindi written test

As of today, all the grade 5 children have been surveyed. The surveys for 3rd and 4th grade children are underway and the status is as mentioned below. JAPL aims to complete the testing for 3rd and 4th grade children by the end of October (50 working days).

Schools surveyed			
Blocks	3rd class	4th class	5th class
Biswan	70	70	140
Sakran	62	62	100
Asoha	56	56	115
Hilauli	58	51	112
Total	246	239	467

Children Surveyed					
Sitapur			Unnao		
3rd class	4th class	5th class	3rd class	4th class	5th class
1604	1504	2845	1243	1111	2566

Household Survey

JPAL conducted training for the household survey from 31st July to 7th August and began the survey on 12th August. JPAL has completed more than 50% of its survey and aims to complete it by the end of October end as well.

Blocks	Schools Surveyed
Biswan	69
Sakran	67
Asoha	64
Hilauli	73
Total	273

**Using Learning Camps to Improve Basic Learning Outcomes of Primary School
Children**

Milestone 7: Deliverable



Photo credit: Tanmayata Bansal

Intervention Monitoring and End line Coverage report

Submitted to Pratham

by

J-PAL South Asia

Contents

Sr. no	Deliverable	Status
1.	Update on project implementation including verification that the second and third learning camp for intervention 2 and second camp in intervention 3 has begun. Please document any challenges and steps to resolve.	Completed and reported in the End of 6 th milestone report.
2.	Midline survey 2 has been conducted and must include, at a minimum, the aforementioned indicators. Please include a summary of any preliminary data analysis and discuss any data collection challenges or findings that could affect study quality, and strategies to address them.	Rigorous Intervention monitoring by J-PAL was undertaken. Content, process and tools in this report. Refer Annex 5 for tools
3.	End line survey has been written and finalized.	Page 7. This report and Annex 1-4.3

Intervention Monitoring by J-PAL

Rationale for Monitoring

An intervention monitoring exercise was conducted by J-PAL SA to monitor the implementation of the Learning Camps being conducted by Pratham. A team of 10 monitors were hired and trained to conduct this activity in both the districts. The main idea behind the activity was:

- To understand the implementation of the project and to strengthen it by providing regular updates and feedback to Pratham
- To capture the chronology of the process followed and the logistics used, which will be crucial to understand, follow and replicate in the case of future scale-ups
- To ensure that the research design was being adhered to and to record any caveats in implementation

Intervention Monitoring Process

All the sample schools were visited at least three times during the course of intervention. During each visit, monitors randomly selected and visited 1 school which was assigned to receive the camps intervention and a combination of 2-3 schools assigned the material intervention or to the control group. The monitors also visited camp schools after a round of camp activities had been concluded to observe if any of the methods and materials used by Pratham staff and volunteers, were adopted by the school teachers during normal classes.

Content of data collection

- Perceptions of the teachers on camp activities
- Adoption of methods and materials by school teachers in camp and material schools

- Operation of the camps by BRGs/volunteers
- Attendance of the students in the camps
- Possibilities of contamination

The following table shows the total number of visits to all the schools:

Sample	Visit 1	Visit 2	Visit 3	Visit 4	Total
10 days camp	121	122	122	27	392
20 days camp	120	120	120	21	381
Material	119	119	118	23	379
Control	123	123	123	32	401
Total	484	484	483	103	1553

Finding from Process Monitoring

1. General Observations from the Camps:

- ◆ The camps typically last for 4-5 hours which includes preparation time, teaching time as well as the breaks
- ◆ It was observed that camp activities are conducted according to levels in 95% of the schools. In some instances, due to lower attendance, students of two levels are merged together.
- ◆ All of the teachers from Material schools say that they have received the materials from Pratham.

- ◆ In 64% of schools observed, school teachers do not participate in camp activities.
- ◆ We observed that in more than 85% cases, each camp school was assigned one BRG who was assisted by up to two volunteers in each level being taught. This was consistent across both Math and Hindi camps for both 10 day and 20 day camps. In total, the program recruited more than 500 volunteers.
- ◆ The camps targeted all the students of classes 3, 4 and 5. A particular camp could not include more than 60 children and if the enrolment was higher, two simultaneous camps were organized in the same school. An average of 25 children attended one camp in a school (including all teaching levels). We observed that up to four simultaneous camps were held in a school at a given time. This was based on the headcount conducted during the camps by the monitors.

2. Student behaviour

Learning Camps were essentially characterized by teaching-learning activities designed to be taught at the right level. The environment of the camp was different from normal teaching by being more interactive and fun-based.

The intervention monitoring survey was designed to capture the activities that took place during the camps and recorded the occurrence of all such activities. The following table shows the student behaviour and pattern during the 10 day and 20 day Math and Hindi camps. The numbers are based on the observations by the monitors.

Questions	Hindi		Math	
	10 day	20 day	10 day	20 day
Are the students answering the question posed by the teacher/volunteer?	93.1	89.8	94.2	94.8
Are the students merely repeating the answers (when repeating is not instructed)?	63.3	56.4	67.3	62.6
Are the students asking questions relating to the material being taught?	7.6	8.5	10.2	8.7
Are the same kids answering questions again and again?	49.6	46.6	55.1	56.7
Are the students running out of class for mini breaks?	75.7	76.6	74.1	73.8
Are the students completing their worksheets?	29.6	31.25	32.5	36.26

- The data shows that more than 90% of the times, children did respond to the questions posed by the teachers and volunteers. However, we did observe that the same kids answered the questions almost 50% of the times.
- We also observed that the students' habit of rote learning made them repeat answers even if they were instructed not to do so.
- We observed that students would take many breaks during camp sessions. The evaluation team provided Pratham with this feedback, which resulted in fixing break times during the camps allowing all kids to take a break at a scheduled hour.
- Even though the students were attentive and efficient in class, we do see that only one-third of the students would complete homework worksheets, whenever they were given.

3. Hindi games played

During the Hindi camp, the kids were taught through stories, Barakhadi (Phonetic) charts, games and creative writing. Specific games were designed for each reading level to suit the difficulty and intensity of each level. The different games under each level are as follows:

Beginner
<ul style="list-style-type: none"> • Akshar dhondo • Akshar par kudo • Todo-jodo • Akshar se shabd • Khojo mere akshar • Ek se anek

Letter
<ul style="list-style-type: none"> • Todo-jodo • Shabdo ki antakshari • Barakhadi se shabd • Milte julte shabd • Suchi banao • Sunkar likho

Word
<ul style="list-style-type: none"> • Complete story • Khul ja sim-sim • Galti sudharo • Ek minute mein • Adhoora vakya pura • Vakya banao

The intervention monitoring data also collected information on which games were played and the number of times they were played. The table below shows the majority of the games played in all levels across the five rounds:

Games/ Activities	Beginner	Letter	Word	Para	Story
Todo Jodo	44%	35%	35%	27%	25%
Akshar se Shabd	13%	10%	7%	6%	4%
Barakhadi se shabd banao	12%	6%	10%	5%	4%
Milte julte shabd	5%	3%	3%	5%	4%
Kahani poori karo	3%	5%	5%	6%	5%
Vakya banao	4%	4%	9%	9%	10%
Creative writing	27%	24%	28%	26%	19%
Mind mapping	35%	36%	39%	31%	29%
Observation*	177	250	194	81	77

- It can be seen that even though games like Todo-Jodo are only meant for beginner and letter level children, they are predominantly played across all levels. Similarly certain games like khulja sim sim and suchi banao were not played throughout the duration of the camps.
- Activities like creative writing and mind mapping are conducted across all levels as mandated by the program.
- Broadly, mostly all levels play games which are assigned under it.

4. Math games played

The Math camps used various number games and made use of bundles of straws to teach mathematical operations and digit places. A level wise classification similar to the Hindi camps was made in Math games as well

Beginner
<ul style="list-style-type: none"> • Mamaji kh ghar • Maar chalang • Bol bhai kitne • Teesra kaun, teesra kon • Taali chutki • Mera dost • Kattam katta

Upto 100
<ul style="list-style-type: none"> • Make a century • Anko se khazana • Jaisa naam, vaisa daam • Sawaal banao • Ghatate jao, badhte jao • Main hoon sankhya, mera naam batao

The table below gives a quick overview of the major games and activities which took place across all levels

Games/ activities	Beginner	Digit 1- 9	Digit 10-99	Digit 100-999
Mamaji ka ghar	13%	6%	5%	5%
Maar chalang	10%	6%	6%	4%
Mera dost	10%	9%	11%	9%
Century banao	5%	7%	8%	7%
Kattam katta	9%	6%	9%	7%
Using straw bundles to recognize 2/3 digit numbers	63%	43%	45%	35%
Using straw bundle for addition/ subtraction	60%	39%	40%	32%
Observations*	111	231	219	230

- There is a fair distribution of the games played across all the level with most games being played as assigned.
- We also notice that Pratham extensively uses it's representative pedagogy of using straw bundles across all levels to teach numbers, place values as well as addition and subtraction.

5. Volunteer Activities

Another aspect of learning camps was to engage village residents as volunteers to help teach the kids. Pratham staff would conduct a mobilization drive, few days before starting the camps to recruit and train volunteers. The training was typically held for 2-3 hours, 2 days before the camp. Volunteers were asked to observe the BRG's and emulate the methods. This formed an important aspect of the camps as most levels were taught by the volunteers and were assisted by the Pratham BRG's. The intervention monitoring data captured information on the volunteers' teaching performance and is presented in the table below.

Questions	Maths		Hindi	
	10 day	20 day	10 day	20 day
Volunteer asked content related questions to the children	93.3	93.7	93.8	90.6
Volunteer used examples from everyday life	28.5	21.7	20.6	23.7
Volunteer would mold teaching practices as needed	64.4	60.7	64.8	62.2
Is there any preference given to poor performing students?	60.4	57.1	59.6	57.9
Is the volunteer helping the kids individually?	67.8	73.0	68.1	74.7
Is the volunteer able to handle the class in the absence of the BRG?	90.8	90.0	82.5	87.1
Is the volunteer able to conduct the activities in the absence of the BRG?	70.3	74.6	63.63	68.6
Is the volunteer correcting the mistakes made by the students?	81.7	87.7	83.3	87.9

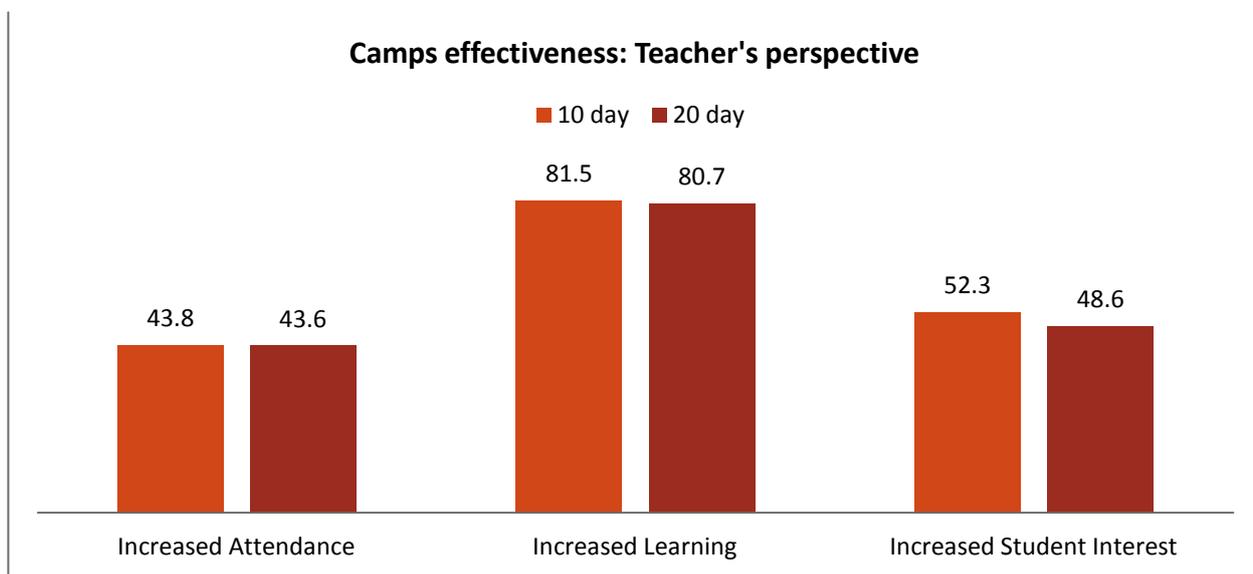
- We observed that the volunteers were trained well and were able to pose questions based on the given material to the children.
- An initial observation of the volunteer activities showed that only 50% of the volunteers were able to conduct the camp activities properly in the absence of the BRGs. A subsequent review with Pratham helped them focus on this and we notice that about 65% of the volunteers were able to handle the class and conduct camp activities in the absence of the BRGs by the end of the round five.

- We also noticed, and it is clear in the above table, how the volunteers made efforts to give individual attention to students especially the weak ones and also correct the mistakes made by them.
- However, due to the nature of the pedagogy and the training received, we noticed that they did not often use examples from everyday life to explain concepts or topics. It was also difficult for them to mould or adapt their way of teaching if the students were unable to understand the concept at hand.

6. Teacher Perception

During intervention monitoring, we were also interested in knowing what the teachers felt about the program, the activities conducted and whether the camps had any effect on the students or not. The statistics presented below are based on the teachers' perception. About 97% of the teachers shared a perception that the camps were effective and the numbers are essentially consistent for both the camps regarding the perceived changes.

Note: This was a multiple choice question and the teacher could give more than one answer.



- About 43% teachers felt that there was an improvement in the daily attendance of the students. This was also due to the efforts made by the BRG's to bring the students to school before the camps started in case of consistent and high absenteeism.
- More than 80% of the teachers felt that there has been an improvement in the learning levels of the students.
- Close to 50% of the teachers also felt that the students now take more interest in studying than before. This was attributed to the fact the teaching pedagogy was fun and interactive and the material was attractive and easy to read.

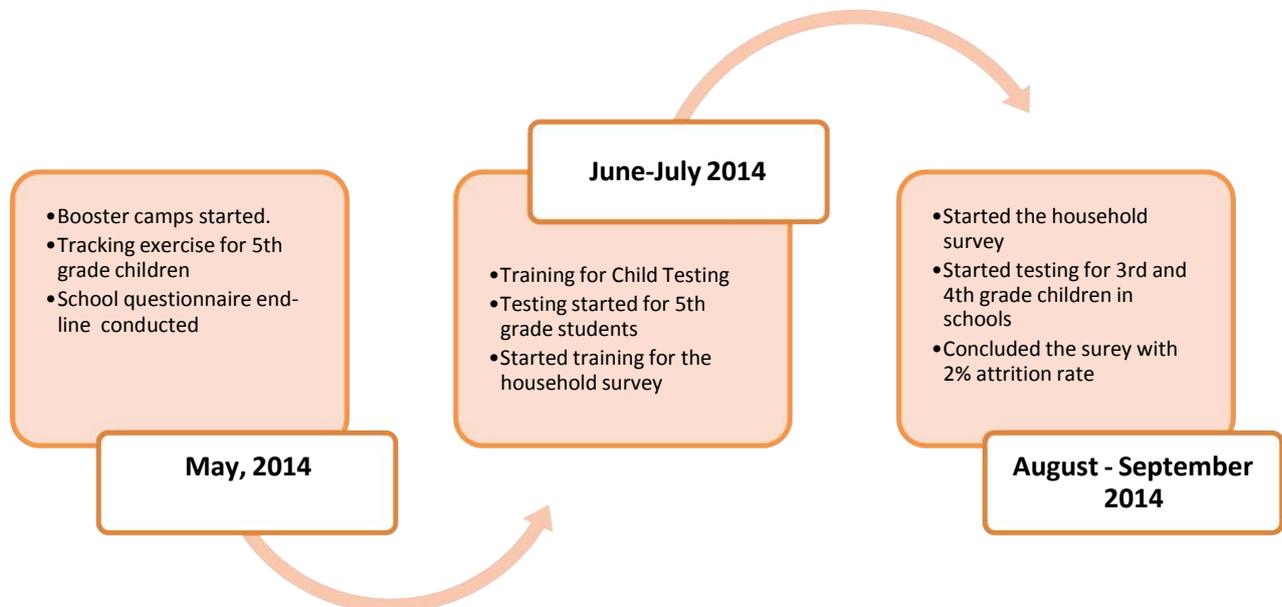
Conclusion

- The implementation of the program was as per the program guidelines and adhered to the research design.
- The mobilization and awareness program conducted by Pratham was extremely fruitful as the villagers and family members of the children were aware of the program being held in their respective schools.
- The intervention monitoring done by JPAL-SA provided useful data to help in reviewing and revising the implementation being done by Pratham .

End-line Survey

The Learning Camps end-line was designed to survey school teachers, test students and collect household information. The surveys were conducted in three different phases. Close to 200 surveyors and supervisors were employed to conduct the three different surveys.

Timelines



Household tracking exercise

A round of booster camps was introduced by Pratham in May-June, 2014. As a result, the end line survey could only be conducted in the new academic year, wherein the 5th grade children would have progressed to Secondary school. To combat the problem of attrition, a tracking exercise was carried out in May and June to track the households of the sample children in 5th grade before they were promoted to the next grade and changed schools. A similar exercise was carried out before the household survey was conducted to track the households of 3rd and 4th grade children to map all the sample children. The tracking exercise proved extremely fruitful and we concluded both the surveys with an attrition level of 2%.

School Questionnaire

The school questionnaire administered was similar to the questionnaire administered in the baseline with the exception of adding a section to gauge various responsibilities of teachers in one academic year and also the teacher's reaction to the camps. The survey was conducted from 20th May to 31st May with 23 surveyors in both districts and was done on paper. Training for the same was held from 15th May – 19th May.

Child Testing

The child testing used same testing tools from the baseline with modifications to the words, stories and numbers used. The training was conducted from 27th June to 5th July. The following activities were:

- Hindi and Math testing for the selected sample children from 3rd, 4th and 5th during the Baseline. Since the testing was done in the next academic year, the students were in 4th, 5th and 6th standards

- A written section was introduced for the sample children to determine if the camps had any spill-over effect on the writing ability of the children

Due to the delay in getting the Government permissions, the survey was stalled and we started conducting child testing for 5th grade children in the villages itself from 18th July to 17th August. After receiving due permissions from the district heads, we began testing the students in schools. The survey in schools started on 18th August and concluded by end September. A team of 100 people was appointed to conduct the surveys.

Household Questionnaire

The household questionnaire was designed to understand:

- The daily activities of the child at home
- Studying patterns after schools
- Parents perception of the current learning levels of the child
- Assistance received from family members
- Parents opinion of the camps held

The training for the same was held from 30th July to 5th August and the survey started on 12th August, concluding on 16th October. Close to 100 people were appointed to conduct the household surveys. A female enumerator in each team was ensured to reduce refusal from female respondents.

Problems faced

1. The original permissions procured in 2013 were for one academic year. However, due to the extension of the camps, the surveys were scheduled to be conducted from July 2014 instead. There was a change of officials in the Education Department of the state government and the process to procure the requisite permissions at the State level delayed the survey. However proactive thinking by the research team members ensured that all surveys were completed in their entirety albeit with some delay.
2. Though most of the survey was completed by end September, the entire operation could only be concluded in mid-October due to religious holidays in early October.
3. It was difficult to trace certain households as their information was not available in school enrolment registers.



Using Learning Camps to Improve the Learning Levels of Primary School Children in Government Schools



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Final Deliverable Report

August 24, 2015

Abstract

This report outlines the results from a Randomized evaluation of Pratham's "Learning Camps" program aimed at improving basic reading and arithmetic competencies of children in Grades 3 to 5. This evaluation was conducted in 484 schools across 2 districts and 4 blocks in Uttar Pradesh. Three related interventions were evaluations with roughly one-fourth of schools assigned the following groups (a) Schools receiving two 20 day camps with a 10 day booster camp at the end of the academic year (b) Schools receiving four 10 day camps with a 10 day booster camp at the end of the academic year (c) Schools receiving materials similar to those provided to the "camp" schools at specified times during the academic year

(d) Schools which did not receive any program (control or comparison) schools. Results indicate that both the 10 day and 20 day camps have a strong, positive impact on student learning outcomes (measured using tests) in both Hindi as well as Math. We find that students' Hindi scores of students in the 10 day camp program was on an average 0.71 standard deviations higher than the control group, while it was 0.61 standard deviations higher in the 20 day camp program. Similarly, Math scores of students in the 10 day camp program was on an average 0.69 standard deviations higher than of the control group while it was 0.61 standard deviations higher in the 20 day camp program.

Section 1: Background and Motivation

According to the Annual Status of Education Report (ASER) 2014 report, 96% of all children in the age group of 6-14 years are enrolled in school. School infrastructure such as availability of potable water, useable bathrooms, kitchen sheds, boundary walls, computers and library books have shown improvement. The percentage of schools complying with RTE mandated pupil teacher ratio (PTR) has increased to 49.3% in 2014 from 38.9% in 2010, while teacher attendance stands at 85% on the day of the visit. However even while these “inputs” of education have shown progress, learning outcomes remain stagnant at low levels over the past decade. The report concludes that only about 48.1% of students enrolled in Grade 5 can read a Grade 2 level text. On a similar note, only 24.5% of students enrolled in Grade 5 could solve simple two-digit subtraction problems.

While the national and state governments of India have implemented a variety of programs aimed at improving school education; learning levels continue to be perilously low across different Grades. Pratham has been developing and fine-tuning a teaching methodology aimed at improving learning outcomes of children enrolled in Grades 3-5. This methodology involves reorganization of the school into groups on the basis of current learning abilities of the students. This reorganization of students from heterogeneous ability and by Grades to mutli-grade groups with more homogenous abilities allows for better targeting of students by teachers. Students so grouped are then taught using materials developed specifically for that ability level with the aim of “graduating” the students from one level to another over the course of the program. The main characteristics of this methodology include assessment and grouping of students into different ability-based groups, clear articulation of the objectives of the program and targets to be achieved in terms of measureable learning outcomes, development of materials to suit the needs of students of different abilities, training of implementation personnel and continuous monitoring of program implementation.

Different versions of this model has been evaluated and found to have an impact under a variety of circumstances – when taught by volunteers in out-of-school camps, when taught by government teachers during summer holidays¹ and when integrated into the school day and taught by government teachers². In the current version of the program being evaluated, students in Grades 3 to 5 were grouped and taught Hindi and Math by Pratham staff and

¹ Banerjee et. al. (2011)

² Duflo et al. (2014)

volunteers in the “camps” interventions. Both the 20 and 10 day camps were held for a total of 50 days during the course of the 2013-14 academic year. The project was operational in 4 blocks across the districts of Sitapur and Unnao in Uttar Pradesh.

To quantify the impact of these interventions, a study sample of 444 villages and 484 schools was selected and randomly divided into 3 treatment groups and a control (comparison) group. They were randomly chosen to receive (a) four cycles of 10 day camps for a total of 40 camp days, plus 10 additional days during the academic year as “booster camp;” Total 50 intervention days (b) Two cycles of 20 days camp plus an additional 10 days for a total of 50 camp days during the academic year (c) materials similar to those in the camps intervention but without camp classes (d) no intervention, this group served as the control (comparison) group.

The interventions were implemented for one academic year and a round of booster camps during the summer breaks to strengthen the observed improvements in learning outcomes. The impact of the program was assessed comparing the learning outcomes of children in schools in the different treatment groups to the learning outcomes of children in the control (comparison) schools. Overall, both the 10 day and 20 day Learning Camps programs have shown to have a strong, significant positive impact on basic learning outcomes of students in both Hindi and Math.

Endline Hindi scores of students in the 10 day camp program was on an average 0.71 standard deviations higher than the control group, while it was 0.61 standard deviations higher in the 20 day camp program. Similarly, endline Math scores of students in the 10 day camp program was on an average 0.69 standard deviations higher than of the control group while it was 0.61 standard deviations higher in the 20 day camp program. The endline scores of both Hindi and Math in percentages indicate that these standardized effects translate into an improvement of over 22 percentage points on an average in the endline Hindi test scores of students exposed to the 10 day camp program, and around 20 percentage points for students exposed to the 20 day camp program compared to the scores of students in the control group. Similarly, these standardized effects translate into an improvement of over 18 percentage points on an average in the endline Math test scores of students exposed to the 10 day camp program, and around 17 percentage points for students exposed to the 20 day camp program compared to the scores of students in the control group.

The remaining sections of this report are organized in the following manner: Section 2

contains a description of the intervention, evaluation design and details on the data collected. Section 3 provides an outline of the baseline status of learning outcomes as well as details on the implementation of the programs. Section 4 provides an outline of the results while Section 5 concludes.

Section 2: Description of Interventions, Evaluation design and Data

Section 2.1: Description of the Interventions

Section 2.1.1: Staff leading camps

The camps were led by a full time Pratham staff member known as the BRG and assisted by locally recruited volunteers. The BRGs were rigorously trained for several months on the methodologies, activities, teaching practices as well as the content of the materials to be taught during the camps. They were responsible for mobilizing and training volunteers, conducting the camps, ensuring high level of student attendance, facilitating student assessment to determine learning level and to create awareness about the program in the village and community. To create awareness about the camps, BRGs often demonstrated camp activities in the village to encourage teachers, parents and the community members to participate.

Another crucial aspect of camps was the local volunteers who were recruited and trained by the BRGs to assist them in conducting the camps. The BRGs would mobilize and recruit volunteers from the respective villages and provide training on the methodology and the curriculum. The volunteers were mobilized by meeting the village heads and conducting door to door activities and were trained for two days before the commencement of the camp in the village. They were expected to conduct the activities in the camps in the absence of the BRG and were encouraged to learn on the job.

Section 2.1.2: Set-up of camp classes

During the “camps” students in Grades 3, 4 and 5 were assessed and grouped on the basis of their existing competency levels (in reading or math) and taught Hindi and Math using the prescribed materials and pedagogy.

The grouping was done at the beginning of the camps by BRGs using a simple assessment tool modeled on the ASER assessment tool. If mobilization of volunteers was taking place in the village on non-school days like Sundays and regional holidays, the BRGs would conduct the rapid assessment in the village itself. The assessments were also done in the villages if students were absent. If a student joined in the middle of the camp, a spot assessment was done to determine the child’s learning level and was asked to join the appropriate level.

This assessment provided an initial baseline to the BRGs to group the children as per their learning level. At the end of each round of the camps, a similar assessment was done to determine the improvement in learning levels as well as to provide a baseline for the next round of camps.

On camps days, the students were grouped into five basic learning levels in Hindi - Beginner (child cannot read anything), Letters (child can read letters but not words), Word (child can read words but not a paragraph), Para (child can read a Grade 1 level text (paragraph) but not a Grade 2 text) and Story (child can read Grade 2 level text (story) or beyond). While they were grouped in the following manner for the math sessions – Beginner (child cannot recognize any number), Single digit (child can recognize single digit numbers but not higher), Double digit (child can recognize double digit numbers but not higher) and Triple digit.

Section 2.1.3: Teaching-Learning activities in camp classes

The camps classes were planned to last for three hours every day for the duration of the camp, split equally between Hindi and Math with a break in the middle. The camps typically started with the Hindi activities and segued into the Math activities after a 10 minute break. The children were initially arranged according to their Hindi levels and were then rearranged according to their Math learning levels. Typically one camp consisted of 60 students (inclusive of all levels) but if the enrollment was higher, two independent sessions were simultaneously held in the school. The table below provides a brief breakup of the activities conducted during the Hindi and the Math camp.

Table 1: Typical Activities undertaken during the Hindi session of the camps

Activities conducted	Time Taken	Description
Reading a story and related activities	35 minutes	Each student was given a story to read irrespective of the level s/he belonged to as it is believed to enhance learning. Activities like discussing the title of the story, marking favorite words and reading the story out loud were conducted.
Barakhadi (Phonetic chart)	10 minutes	The barakhadi chart is a special tool used by Pratham to familiarize students with Hindi letters and symbols along with their correct pronunciation. The chart was read out loud by the instructor and then by the students. The students were encouraged to make similar sounding words using the chart.
Games	15 minutes	Level appropriate games were designed for the students to increase interest and ensure maximum understanding and participation. As the students' progresses, higher grade materials and games were adopted. Some of the prominent games were breaking the words and putting them together, Mind Mapping, jumping on the correct letter/ word among others.
Creative Writing	30 minutes	The students were encouraged to write or draw on any topic of their liking to boost writing ability and also word association.

Table 2: Typical Activities undertaken during the Math session of the camps

Activities conducted	Time Taken	Description
Verbal Discussion	10 minutes	The BRGs and volunteers establish relationships between numbers through verbal discussions on them.
Number Recognition	30 minutes	Activities like increasing/decreasing numbers, number recitals, before/after were carried out using Number charts every day to increase learning and retention. Bundle-Tilli is used to teach the concept of ones and tens and mathematical operations
Mathematical Operations	30 minutes	Students were given interactive word and number problems to teach them the concepts of addition, subtraction, multiplication and division
Games and Worksheet	20 minutes	Level appropriate games were designed for the students to ensure maximum understanding and participation. Some of the prominent games were adding the numbers trailing from one end of the room to the other; crossing out the same number from two different numbers sets, jumping on the correct number, etc. Homework sheets were given to children pertaining to the everyday classroom lessons. Students were encouraged to engage their parents in helping them complete these worksheets

In both the 10 and 20 day camps interventions, the camp session occurred at any given point of time in 1/3 of the sample. After the camp session were set-up and implemented in the first third of the sample; the camps were set-up and implemented in the second set and so on. Given this, the 10 days camps were held every 30-35 days while the 20 day camps were held every 60-65 days over a course of the academic year. Both interventions lasted for a total of 50 days and 5 “rounds.” Camps were not held during specific school holidays or during religious holidays, a long winter break was also scheduled since children’s attendance was typically low during this period. This time was used by Pratham to conduct refresher trainings for their staff.

Section 2.1.4: Material Intervention

The materials only intervention involved the BRGs providing the camp materials to the school teachers. The materials were provided four times over the course of the academic year, following the time-table set for the 10 day camps. The teachers were given instructions on how to use the material and were requested to use the material for a duration of 10 days.

Section 2.1.5: Monitoring structure of the interventions

A strong monitoring and support system was set-up to foster strong implementation of the interventions. Since only 1/3 of the sample was implementing the intervention simultaneously

at any given point in time; one BRG was assigned to conduct and supervise activities in 1 school during that round of the camp session. The same BRG would then be assigned to another school for the second set of sample after the camps were conducted in the first set of schools.

The BRG was responsible also for training and supervising the volunteers. The SRG, the senior staff at Pratham was responsible for supervising and monitoring the activities of BRGs.

Section 2.2 Evaluation Design

A study sample of 444 villages (484 schools was) randomly selected from the list schools provided by the district administration. These schools were then randomly assigned into 3 treatment groups and a control (comparison) group. They were randomly chosen to receive one of the following proposed interventions to improve reading and arithmetic outcomes of children in grades 3, 4 and 5:

- **10 days camps:** 111 villages (122 schools) received a short duration camp (4 rounds of ten day long camp for each school) conducted by volunteers mobilized locally and led by Pratham staff with learning materials left behind for children to work on between the camp sessions. A 10 day booster camp was held after the 4 rounds during the summer vacations.
- **20 days camps:** 111 villages (120 schools) received an extended learning camp (2 rounds of twenty day long camp for each school) conducted by volunteers mobilized locally and led by Pratham staff with learning materials left behind for children to work on between the camp sessions. A 10 day booster camp was held after the 2 rounds during the summer vacations.
- **Only material:** 111 villages (119 schools) were provided with Pratham learning materials, to be used by the teachers and distributed to the students. No classes or other form of academic support was provided by volunteers or Pratham staff.
- **Control:** 111 villages (123 schools) served as the control (comparison) group and did not receive any intervention during the project (they continued with their normal teaching- learning activities).

Table 3: Details of sample by Treatment status

	ASOHA		BISWAN		HILAULI		SAKRAN		TOTAL	
	Village	School	Village	School	Village	School	Village	School	Total Villages	Total Schools
Control	27	31	33	35	27	32	24	25	111	123
Material	27	30	33	36	27	29	24	24	111	119
10 day	27	28	33	38	27	28	24	28	111	122
20 day	27	29	33	36	27	31	24	24	111	120
Total	108	118	132	145	108	120	96	101	444	484

Section 2.3 Data

The data collected during this study was extensive. Data collection occurred prior to the implementation of the interventions (baseline), during the course of the implementation (intervention monitoring) and at the completion of program (endline).

Data on student learning outcomes was collected during the baseline as well as the endline. Students were individually administered oral Hindi and Math tests during baseline and endline. An additional short written test in Hindi was included at the endline to enable quantification of improvements in written skills, if any. The oral tests typically lasted for 10-12 minutes while children were provided 20 minutes to complete the written test.

During the course of the intervention, an intervention monitoring exercise was conducted by J-PAL SA to monitor the implementation of the interventions. Data on indicators related to implementation of camps, activities undertaken during camp classes, behavior of students, volunteers, school teachers, use of materials and contamination across groups were collected.

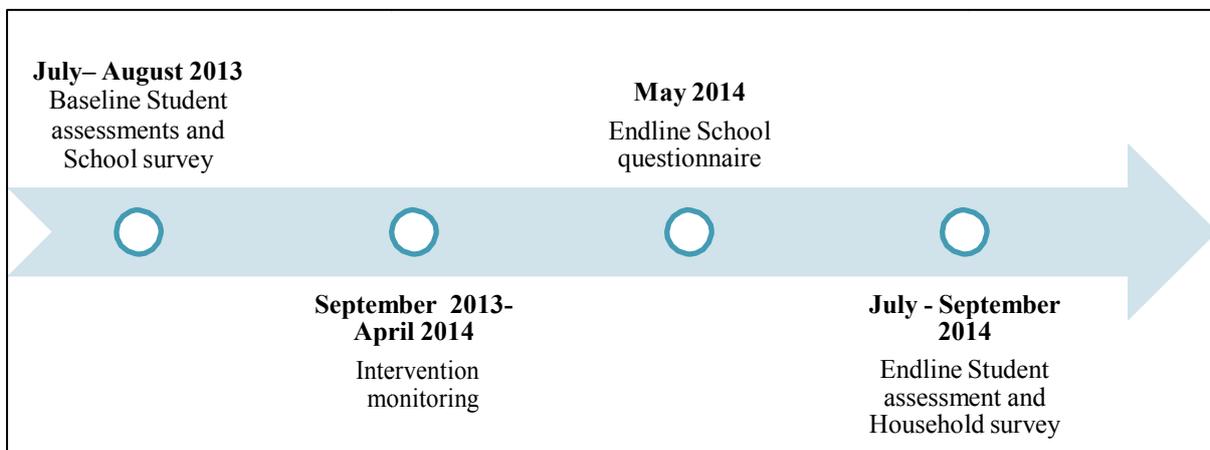
Data on school infrastructure and teacher perceptions regarding student ability was collected during the baseline and endline. In addition to these, questions regarding responsibilities of teachers in the past academic year as well as teachers reaction to the camps were included in the endline.

Finally, a household questionnaire was developed to collect data on study and non-study related activities of children, parental perception of current learning levels of children,

parental involvement in educational activities of children and opinions of camps held.

All the data collection activities were undertaken by J-PAL South Asia. Enumerators were hired locally and trained extensively to undertake data collection activities. With very few exceptions, data was collected digitally using tablets. Various data quality checks such as random un-announced visits, random back-checks of already collected data and accompaniments of enumerators were incorporated to strengthen quality and reliability of data.

Figure 1: Timeline of data collection activities



Section 3: Baseline Data and Intervention Monitoring findings

Section 3.1: Baseline data on Learning Outcomes

The student sample consisted of a total of 17649 students across 484 schools. 35 to 40 randomly selected students from Grades 3, 4 and 5 were administered the oral Hindi and Math tests. Table 4 provides the district and grade-wise break-up of the sample.

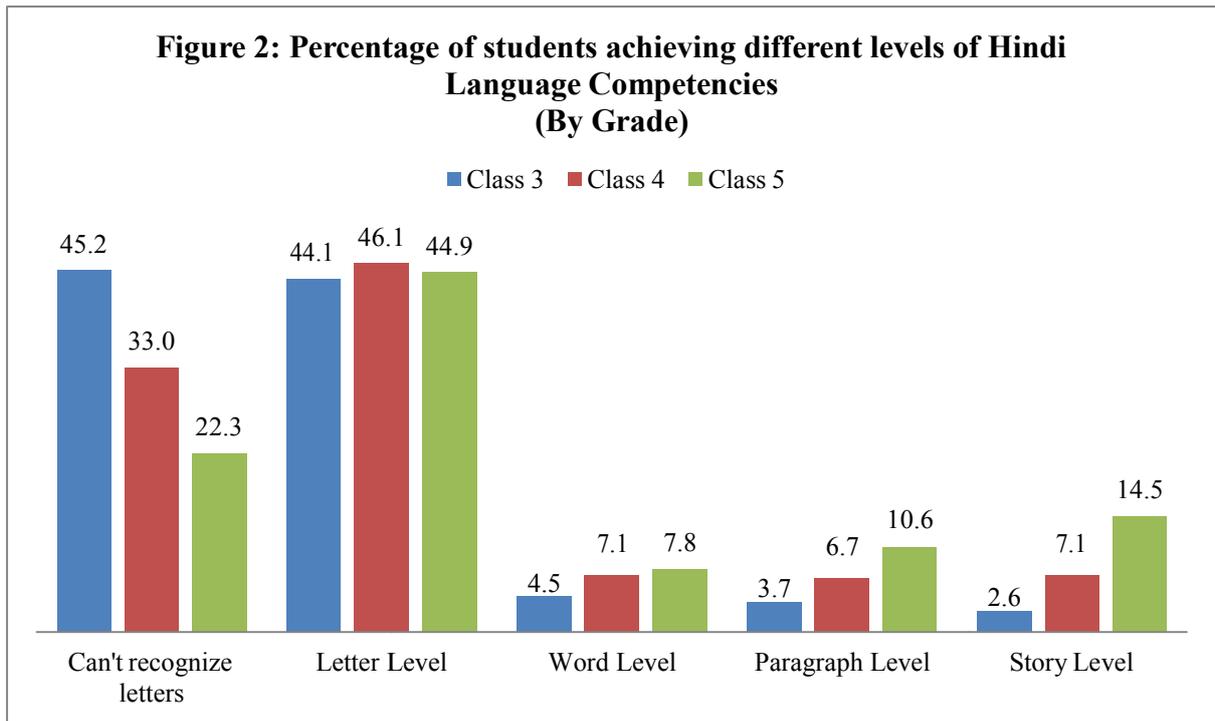
Table 4: Details of Sample

Districts	Grades			Total
	3	4	5	
Sitapur	3,214	3,082	2,933	9,229
Unnao	3,070	2,709	2,641	8,420
Total	6,284	5,791	5,574	17,649

Section 3.1.1: Hindi Learning Outcomes

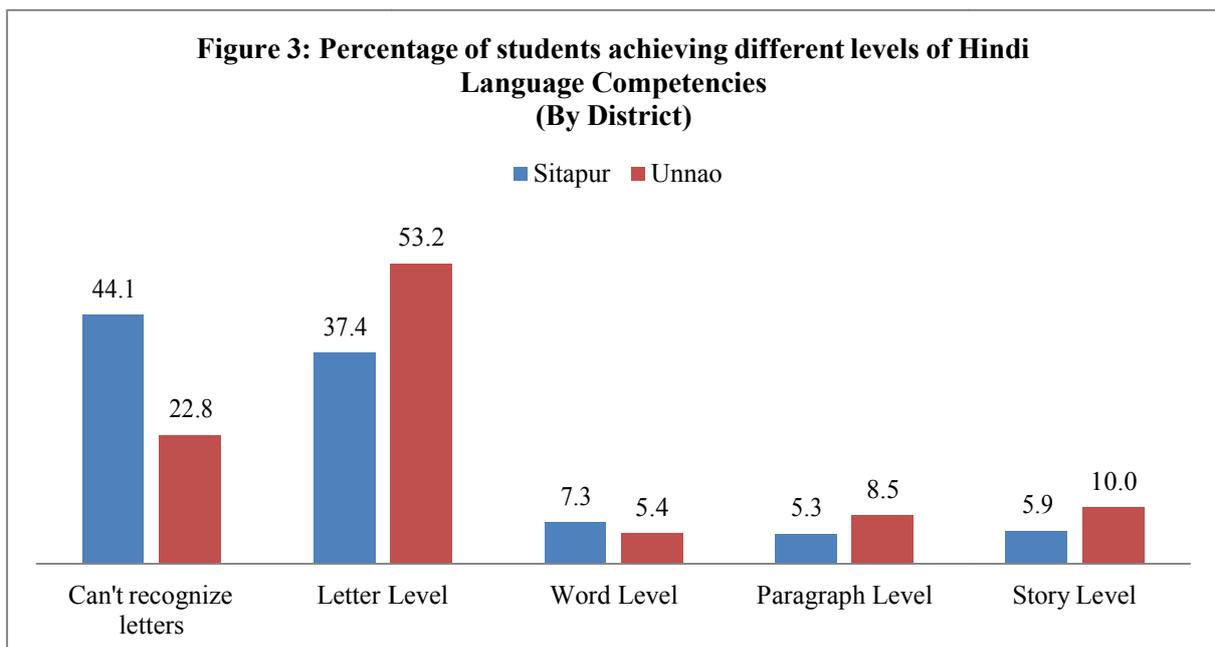
The ASER tool was used as the Hindi test. This test categorizes the students into different mutually exclusive reading competency levels. The students are categorized as: “Can’t recognize letters,” “Letter Level” implying that they can recognize letters but nothing more, “Word Level” implying that they can recognize words but nothing more; “Paragraph Level” implying that they can read simple sentences and “Story Level” implying that they can read more complex sentences.

Figure 2 provides an overview of Hindi Learning outcomes across competencies by grade level.



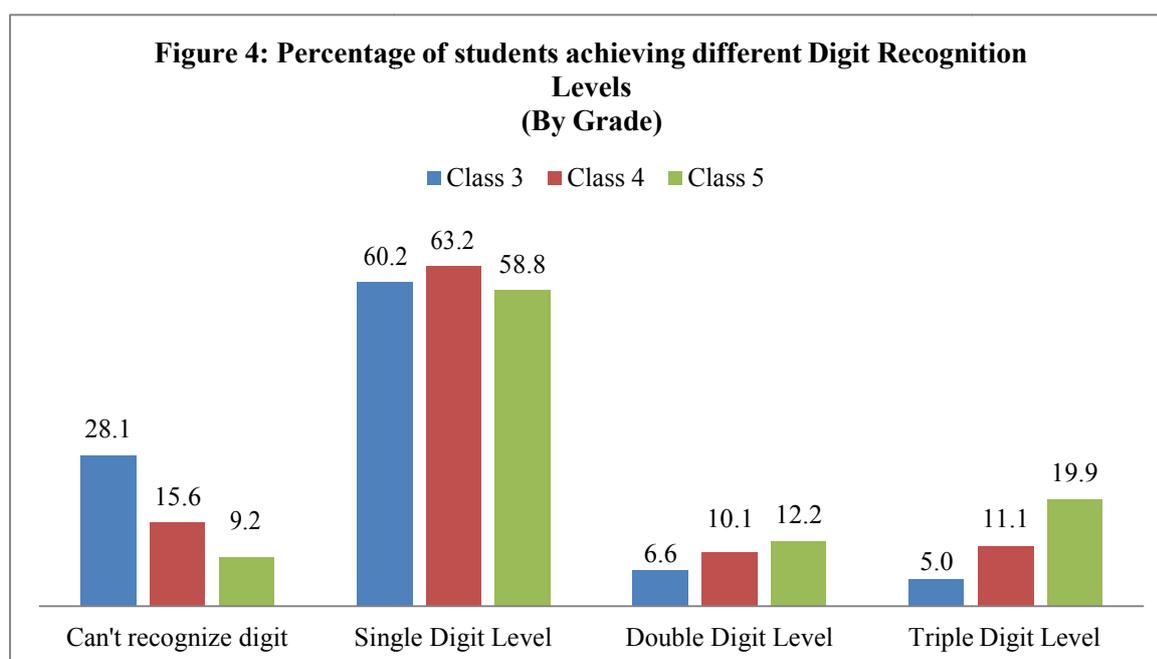
Overall, Hindi Learning outcomes are very low. Almost half the students in Grade 3 and one-third of students in Grade 4 cannot identify letters. Almost half the students across all three grades are barely literate, being only able to identify letters. A miniscule percent of Grade 3 and 4 students can read a story, a Grade 2 level competency.

These low levels of learning can be found across districts (Figure 3). However, reading levels in Unnao are comparatively better than those in Sitapur. This trend can be observed across all competency levels.



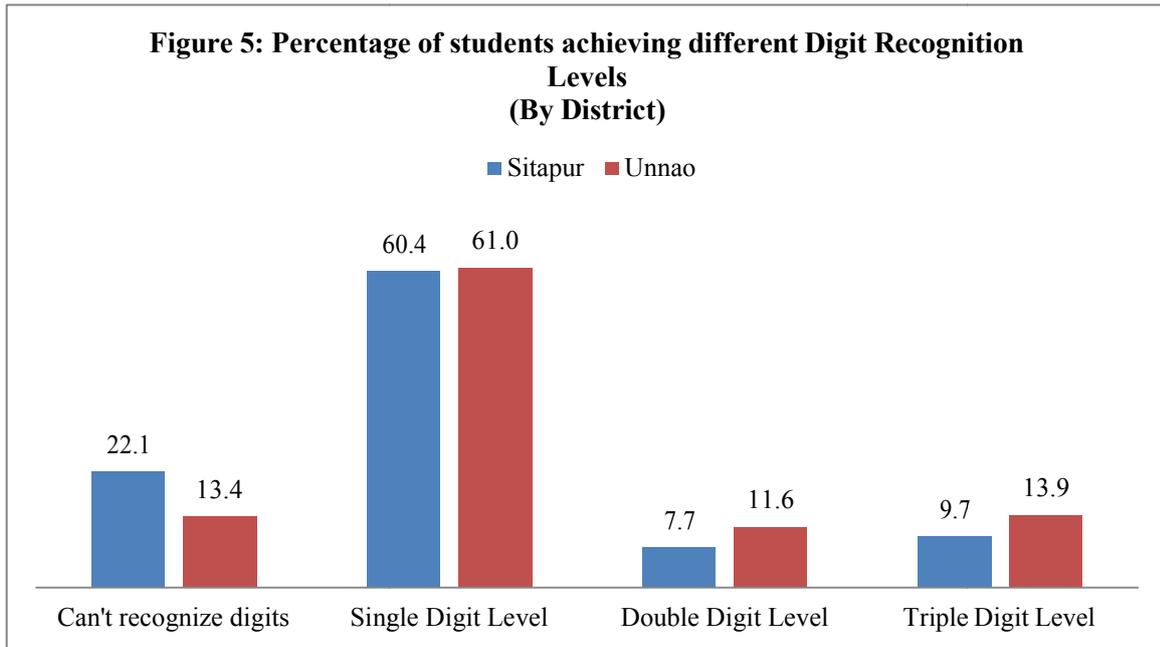
Section 3.1.2: Math Learning Outcomes

The Math test contained two sections, the first section consisted of questions assessing the ability of students to identify, single, double and triple digit numbers while the second section included questions on basic operations – double digit addition and subtraction (with carry-over), single digit multiplication and division. The test allowed students to be categorized into mutually exclusive groups depending on their ability to identify numbers. Students categorized as, “Can’t recognize digits” are students who are unable to recognize single digit numbers. “Single Digit Level” category implies that the students are able to identify numbers ranging from 0-9; “Double Digit Level” category indicates the ability to recognize the numbers ranging from 10-99; “Triple Digit Level” category indicates the ability to recognize the numbers ranging from 100-999. Questions assessing ability of students to recognize Math operators were also included in the test.

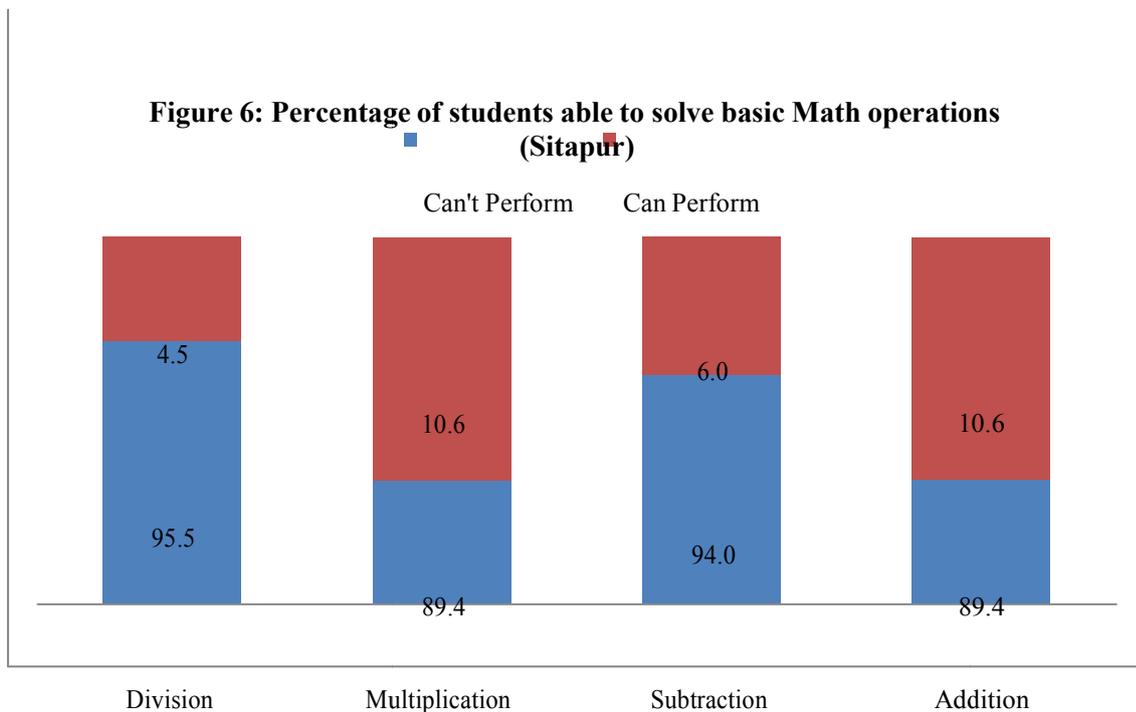


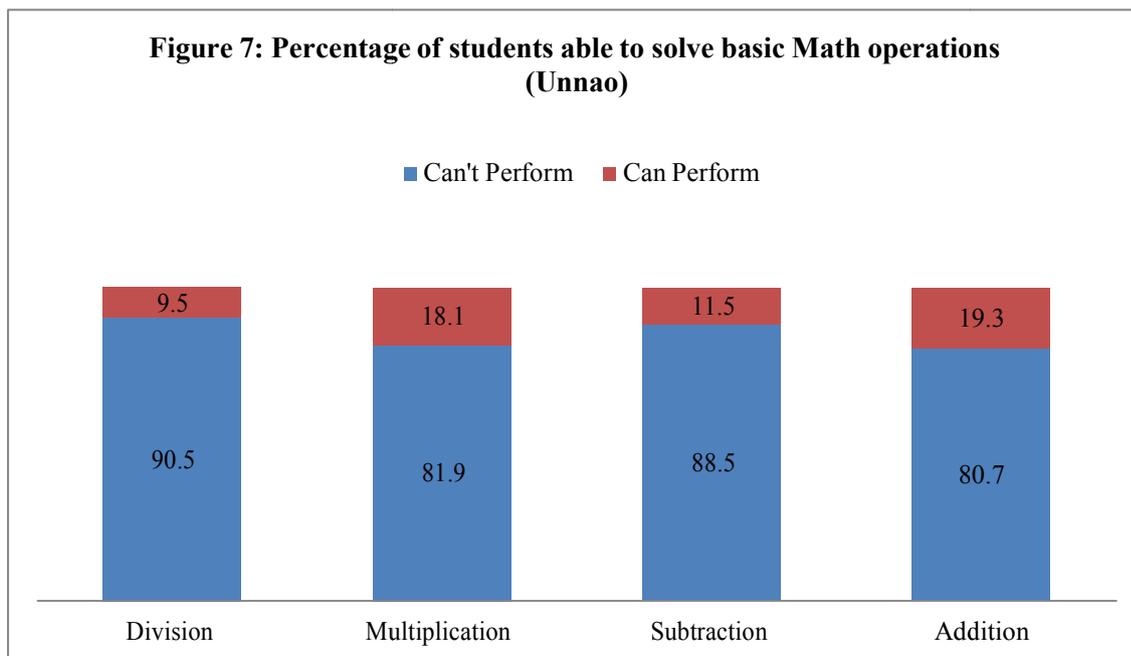
As with the case of Hindi Learning outcomes, Math outcomes are equally poor across all Grades (Figure 4). A significant percentage of the sample students can only recognize single digit numerals. Less than 20% of Grade 5 students can identify triple digit numbers while almost a third of Grade 3 students cannot identify even single digit numbers.

We observe similar patterns in outcome levels across districts. However learning level in Unnao was comparatively better than that of Sitapur.



Students' ability to perform mathematical operations is observed to be poor. Almost 80 to 90% of students across both districts are unable to perform simple mathematical operations (Figure 6 & 7).





More than half of the students enrolled in Grades 3, 4 and 5 in Sitapur cannot recognize the basic operator symbols. While on average about 60% of the students in Sitapur cannot recognize the math symbols; about 54% (on average) of students enrolled in Grades 3, 4 and 5 in Unnao cannot recognize the basic operator symbols.

Section 3.2: Baseline Data on school infrastructure and teacher perceptions

A baseline survey of school head-teachers was conducted to obtain an understanding of the infrastructure available, teacher attitudes towards low performing students, remedial help and completion of syllabus.

Our findings indicate that on average schools have 4 classrooms and 93% of these classrooms possess a blackboard. While only 77% schools have a library, most students enrolled in these schools bring their own study materials.

72% of the head-teachers indicated that all students enrolled in Grades 3 to 5 understood the Math curriculum while 76% responded that all students understood the Hindi curriculum. Head-teachers opined that student irregularity was the main reason for student not being able to follow the mandated curriculum. A little more than two-thirds of the head-teachers admitted to providing extra help to low performing students. The most common form of this help was provision of special attention for such students during class – 46% of respondents admitted to undertaking this. The second most popular option was providing extra tutorial after school hours as noted by 36% of respondents.

To gauge how well the head-teachers were aware of the abilities of students enrolled in Grades 3, 4 and 5, they were shown the assessment tool used during the baseline and asked what percentage of students they thought had attained those competencies being assessed. Our findings indicate that the responses were divergent from reality. On an average, teachers indicated that 84% of children in Grade 3 were able to identify letters; our baseline data shows that this is closer to 55%. Similarly, while our data shows that less than 15% of Grade 5 students could read a complex text; the head-teachers pegged this number at 57%. This trend continues in case of Math as well, while head-teachers presumed that only 10% of Grade 3 students were unable to identify single digits, our baseline data indicates that this was around 28%. The divergence is a lot more in case of ability to do mathematical operations. While head-teachers indicated that more than 75% of Grade 5 students were able to do simple two-digit additions, our baseline data shows that 75% of Grade 5 students aren't able to correctly answer those questions. However, though their awareness is not accurate, it is interesting to note that teachers do admit to presence of students not possessing basic competencies (gained in lower grades) in Grades 3-5.

Table 5: Teacher's perception of student competencies

Language Competencies	Class 3	Class 4	Class 5
Can't Identify Letters	16%	9%	5%
Can Identify Letters	84%	91%	93%
Can Identify Words	58%	70%	79%
Can Read Simple Text	38%	53%	65%
Can Read Complex Text	30%	45%	57%

Math Competencies	Class 3	Class 4	Class 5
Can't Identify Numbers	10%	6%	4%
Can Only Identify Single Digit Numbers	90%	93%	94%
Can Identify Two Digit Numbers	64%	75%	82%
Can Identify Three Digit Numbers	36%	52%	64%
Can Do Addition	51%	66%	76%
Can Do Subtraction	46%	61%	73%
Can Do Multiplication	47%	64%	74%
Can Do Division	37%	56%	68%

Section 3.3: Findings from intervention monitoring

An intensive intervention monitoring exercise was set-up by J-PAL SA to monitor the implementation of the interventions. The main objective of this exercise was to collect data on various implementation indicators, record fidelity to previously established protocols and to monitor contamination.

A team of 10 monitors were hired and trained to conduct this activity in both the districts. All the sample schools were visited at least three times during the course of intervention. During each visit, monitors randomly selected and visited 1 school which was assigned to receive the camps intervention and a combination of 2-3 schools assigned the material intervention or to the control group. The monitors also visited camp schools after a round of camp activities had been concluded to observe if any of the methods and materials used by Pratham staff and volunteers, were adopted by the school teachers during normal classes.

Around 93% of the schools were visited at least three times by the monitors; the remaining schools were visited more than 3 times.

Section 3.3.1: Set-up of camp classes

School teachers were found to mark attendance before camps began in 36% of the visits. As described in earlier in the section, one of the tasks of the BRGs was to collect and group the students; this was observed during 83% of the visits. BRGs and volunteers were found distributing materials in 93% of the visits. Camp classes typically took place inside the school campus (observed during 99% of visits) and mostly inside classrooms (observed during 91% of the visits).

Section 3.3.2: Teaching-Learning activities during camp classes

The BRGs and volunteers were trained to implement pedagogy and practices tailored specifically for each level. Table 6 provides an overview of such activities undertaken during the Hindi camps classes across different groups, observed during visits.

Our findings indicate that the prescribed materials were found being used in almost all visits, in almost all the visits materials were provided for self-study and in over 80% of the visits materials were found displayed in the classrooms.

The first activity conducted during the Hindi class involves reading of a story followed by a discussion surrounding it. In over 90% of the visits students were found having individual story cards, while in over 70% of visits the teacher discussed the title of the story before reading it. The findings also indicate that the activity is also quite interactive with discussions and questioning of students occurring in a significant percentage of visits. The second activity involving the Barahkadi was observed in fewer visits, with occurrences tapering in the high ability groups of paragraph and story. Games, an integral part of the classes were observed being played in almost all visits with “Todo-Jodo” (split and join letters to make words) and “mind-mapping” the most commonly observed games. Our data also indicate that many other games were also played but not quite as frequently. Creative writing, the final component of the classes was observed in over 25% of visits.

As with the case of the Hindi classes, the Math classes were also quite interactive with over 80% of students actively participating during the class (Table 7). BRGs and volunteers typically used the black board during classes while students in the beginner and single digit groups were found to use the number-charts in over 60% of the visits. The BRGs and volunteers were also found providing and solving example problems in over 60% of the visits.

The first activity in the Math classes involved exercises surrounding number recognition. This activity was observed in over 70% of visits, specific activities such as reading numbers forwards and backwards were observed in less percentage of visits with these being observed at a higher rate in the lower ability levels. Similarly, activities reinforcing the concepts of 1s and 10s (Ekai and Dahai, using bundle-tilli) were observed in over 40% of visits with more frequent occurrences in the beginner and single digit groups. The second activity, teaching of Math operations was observed in almost 90% of visits with slightly higher occurrences in the higher ability groups. Games, the final activity was observed to be played in over 95% of the visits. The data indicates that a variety of games were observed being played, the table lists the top five most frequently observed games.

Table 6: Activities observed during Hindi Camp classes

	Beginner Level		Letter Level		Word Level		Paragraph Level		Story Level	
	10-Day	20-Day	10-Day	20-Day	10-Day	20-Day	10-Day	20-Day	10-Day	20-Day
Materials										
Using Pratham Material	99%	96%	99%	97%	99%	99%	99%	98%	99%	98%
Materials Given for Self-Study	99%	98%	99%	98%	99%	98%	98%	99%	99%	99%
Material Displayed in Classroom/School	92%	90%	89%	88%	86%	88%	82%	85%	81%	84%
Story Reading and Writing										
Students Have Individual Stories	91%	92%	92%	92%	93%	92%	94%	94%	94%	93%
Discuss Title of Story Before Reading	85%	81%	78%	78%	73%	75%	73%	73%	71%	72%
Discuss Story After Reading	74%	65%	72%	67%	73%	66%	74%	68%	75%	68%
Are Students Being Questioned About the Story	83%	70%	80%	73%	79%	72%	79%	74%	79%	74%
Ask Students to Circle Favorite Word	64%	63%	54%	55%	47%	49%	35%	41%	30%	39%
Asked to Re-Write These Words	50%	52%	41%	46%	34%	42%	30%	41%	28%	41%
Write Something Related to Story	47%	48%	48%	47%	47%	42%	48%	43%	48%	43%
Use of Barakhadi										
Students Asked to Read Chart Aloud	55%	61%	44%	49%	36%	40%	28%	36%	26%	34%
Ask Students to Mark Words/Letters from Chart	46%	46%	40%	40%	34%	36%	29%	32%	24%	32%
Correct Mistakes using Chart	28%	42%	27%	38%	27%	36%	25%	35%	23%	33%
Games										
Games being played	98%	99%	99%	100%	99%	100%	99%	100%	99%	100%
Todo-Jodo	45%	46%	34%	39%	34%	39%	26%	34%	25%	35%
Mind Mapping	33%	35%	36%	36%	35%	37%	45%	38%	46%	36%
Akshar se Shabd	14%	12%	11%	10%	8%	9%	6%	8%	6%	8%
Barakhadi se shabd banao	12%	12%	10%	8%	9%	9%	4%	8%	4%	8%
Mere Jaise Padho	10%	15%	10%	17%	11%	18%	11%	19%	10%	20%
Creative Writing										
Creative Writing	28%	22%	27%	25%	26%	27%	34%	28%	34%	27%

Table 7: Activities observed during Math Camp classes

	Beginner Level		Digit Level		Number (10-99)		Number (100-999)	
	10-Day	20-Day	10-Day	20-Day	10-Day	20-Day	10-Day	20-Day
General Overview								
Are All Students Participating	82%	83%	85%	85%	88%	87%	90%	89%
Students Using Ginti Chart	81%	73%	62%	63%	55%	56%	46%	49%
Using Blackboard	80%	88%	84%	88%	84%	90%	86%	90%
Teacher Use Chart	65%	62%	48%	51%	42%	45%	35%	39%
Demonstrating How to Do Activity	52%	52%	39%	41%	35%	37%	28%	29%
Make Students Copy and Solve	34%	40%	51%	56%	52%	60%	58%	65%
Example Solution	63%	70%	62%	66%	64%	68%	63%	68%
Number Recognition								
Number Recognition	79%	72%	74%	74%	68%	74%	65%	73%
Read Numbers Forwards	71%	61%	52%	49%	44%	43%	37%	36%
Read Numbers Backwards	28%	35%	21%	31%	18%	27%	15%	25%
Ask about Eekai and Dahaai	55%	44%	46%	45%	46%	49%	43%	48%
Using Bundle Tilli	65%	63%	51%	57%	45%	50%	38%	44%
Using to Explain 2/3 Digit Numbers	63%	57%	48%	51%	42%	47%	34%	40%
Math Operations								
Teaching Math Operations	85%	91%	89%	92%	90%	93%	92%	94%
Using to Explain Addition and Subtraction	60%	55%	45%	45%	39%	41%	33%	33%
Games								
Games played	97%	96%	98%	97%	97%	97%	97%	97%
Mamaji ka ghar	15%	12%	7%	9%	6%	9%	5%	8%
Mera dost	15%	8%	11%	11%	11%	11%	10%	8%
Taali chutki	9%	3%	7%	2%	6%	1%	4%	0%
Guess Number Name	7%	5%	4%	4%	4%	5%	2%	5%
Mar chalang	5%	16%	5%	9%	4%	8%	2%	5%

An average of 3 volunteers was found conducting classes during the visits. The volunteers involved in the camps were typically well educated with 69% of them having at least a Bachelor's degree while about 6% of them had not yet completed grade 10. However, a majority (60%) of them had no previous work experience. 84% of the volunteers said that they had received training prior to implementing the classes.

Government school teachers were observed to be present throughout the duration of the camp classes in about 85% of the visits; however teachers were found to be involved (even marginally) in camp classes in less than 35% of the visits. Even when the teachers were involved in the camp activities, they were typically involved in marking attendance (observed in 55% of the visits) or maintaining discipline (observed in 38% of the visits). Almost all teachers interviewed reported that the camps focused on basic reading and Math. Around 97% of teachers opined that these camps were effective – 84% of teachers said that the camps increased learning while 52% said that camps increased the interest of students. However, less than 5% of teachers were observed using the camp materials or adopting teaching methods in their own classes on non-camp days.

The SRGs were responsible for monitoring the conduct of camps. 84% of the respondents (volunteers or BRGs) indicate that the SRG visited the camps at least for a few days over the duration (a single round of 10 or 20 days) of the camps. 62% of the respondents reported that SRGs observed activities occurring in the camps classes, 49% reported that they demonstrated activities while 45% reported that provided support to the BRGs and volunteers.

Very little contamination has been observed during the course of the evaluation. Less than 5% of control school children have seen the materials used in the interventions. Intervention materials were found being used in control schools in less than 1% of the visits. Less than 2% of the teachers in control school reported having observed camp classes being conducted.

Section 4: Results

The results are presented for Oral Hindi and Math outcomes followed by results of the Written Hindi tests. While the main outcome variables are standardized scores obtained by students in these tests, we also examine the impact in improvement in average scores and in terms of gains in competencies. Heterogeneity of impact across various sub-group such as ability level at baseline and grades are also reported.

To estimate the impact of various interventions, we regress the endline values of outcomes variables of interest (standardized scores, raw scores and “levels of improvement”) on the dummies variables indicating treatment assignment and control variables such as baseline scores, grade, age and gender.

Section 4.1: Average Treatment effects

The Hindi assessment test categorizes the students into the following reading competency levels: “Can’t recognize letters”; “Letter Level”; “Word Level”; “Paragraph Level”; “Story Level.” Students in the first category are those who are unable to recognize letters and get a score of 0. “Letter Level” implies that the students are able to identify letters and get a score of 1. “Word Level” indicates that the students are able to recognize the words and get a score of 2. Students are asked to identify 5 letters (or words) and are given a score of 1 if they are able to identify at least 4 correctly. Similarly, “Paragraph Level” and “Story Level” are categorized in terms of the ability of the children to read texts from the paragraph and story and are graded as 3 and 4 respectively. The raw score for the oral Hindi test is obtained using the scores above and also including partial scores when applicable.³ The scores for the written Hindi tests are estimated in a similar manner.

The Math test contains two sections – digit recognition and operations. Students in the beginner level are unable to recognize single digit numbers and are given a score of 0. Single digit level students are given a score of 1; double digit level 2 and triple digit level a score of 3. Students are asked to identify 5 numbers for each competency and are given a score of 1 if they are able to identify at least 4 correctly. The tool also tests for competency on basic

³ In some cases, a student may be categorized as “can’t identify letters”, however, this student may have correctly identified 2 letters out of the required 5 for classification. In such a case the student is given a score of 0.4 though they are classified as “can’t identify letters”.

mathematic operations – addition, subtraction, multiplications and division. Students are asked to perform 3 questions for each competency and are given a score of 1 if they are able to solve 2 out of 3 questions, correctly. As with the Hindi tests, raw scores are obtained using the above scoring schematic and also including partial score when appropriate.

The main outcome variables of standardized Oral Hindi and Math and Written Hindi scores are calculated using endline raw scores and standardized them using the control group mean and standard deviation.

Table 8: Hindi and Math results

VARIABLES	(1) Oral Hindi	(2) Oral Math	(3) Written Hindi
Materials only	0.0350 (0.0219)	0.0346 (0.0224)	0.0372 (0.0250)
10-day camps	0.709*** (0.0228)	0.686*** (0.0250)	0.561*** (0.0277)
20-day camps	0.611*** (0.0233)	0.613*** (0.0249)	0.467*** (0.0278)
Constant	0.269 (0.348)	0.264 (0.232)	0.0199 (0.288)
Observations	17,262	17,271	17,643
R-squared	0.596	0.609	0.486

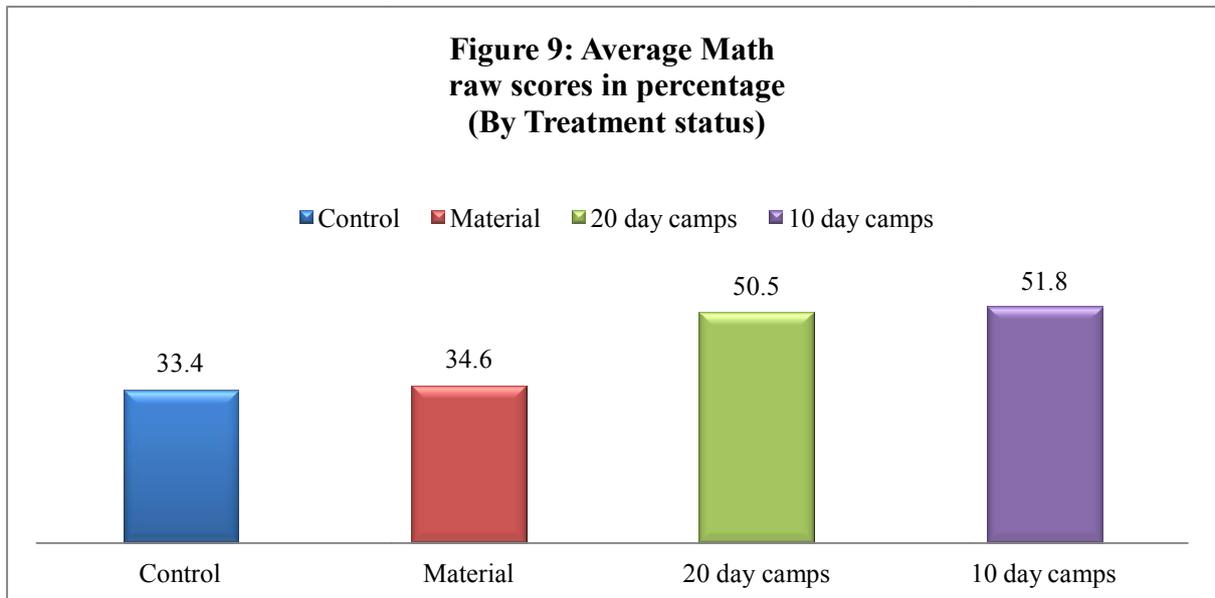
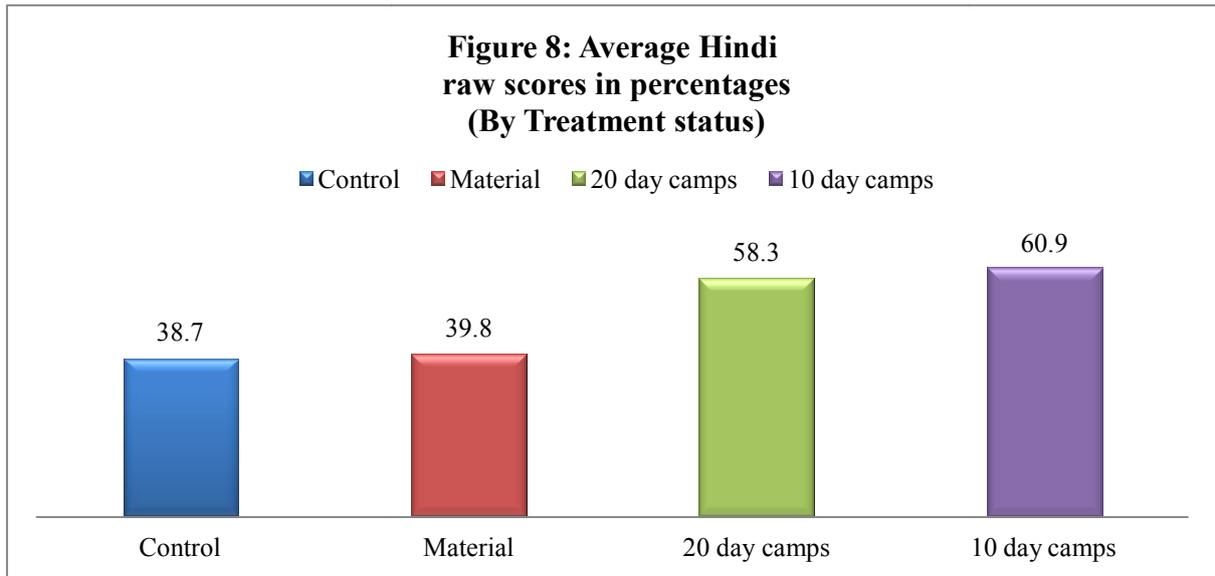
Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

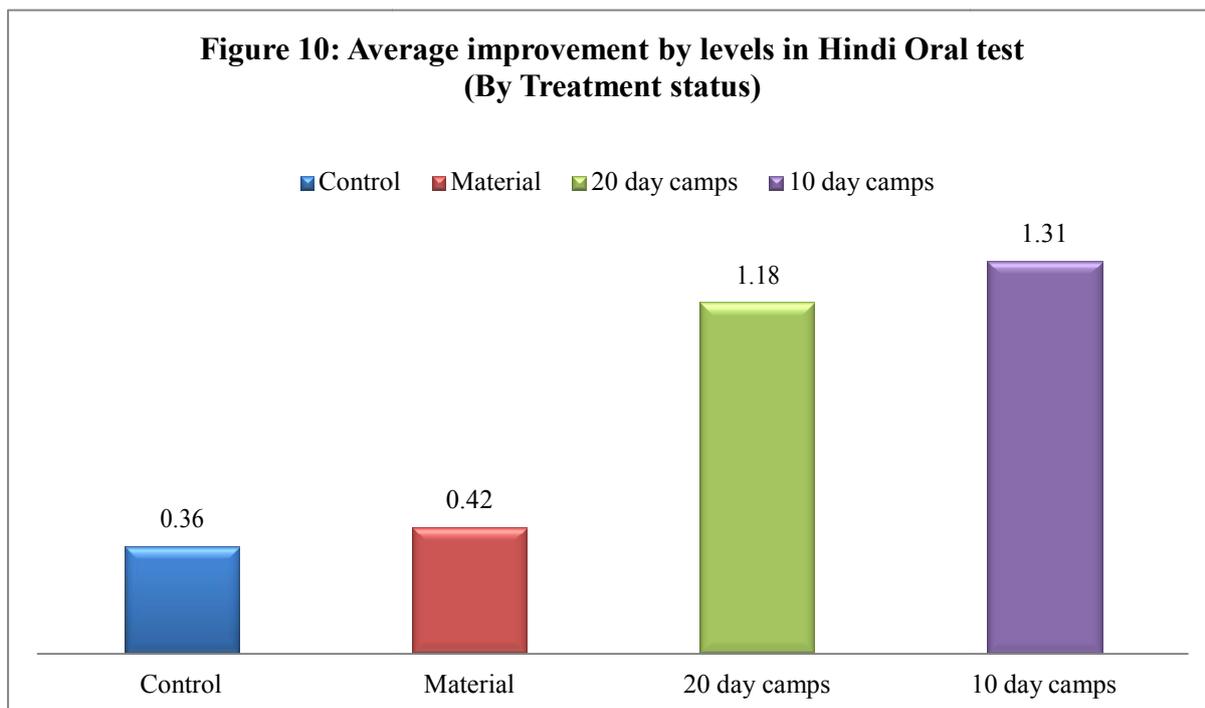
Note: Outcome variables are standardized scores; coefficients of control variables mentioned above are suppressed.

We can see from Table 8 that the 10 day and 20 day camps have a large, significant and positive impact on student's Hindi and Math scores. Students exposed to the camps intervention scored between 0.61 to 0.7 standard deviations higher in the Hindi Oral test, 0.61 to 0.68 in the Math test and 0.46 to 0.56 in the Written Hindi compared to students in control schools. The 10 day camps have a marginally larger impact than the 20 day camps. The materials treatment shows no impact. The impact is strongest for Oral Hindi followed by Math and Written Hindi.

Examining the results in terms of improvements in raw scores, we can see from the graphs below that the students in camps interventions improved average scores in Hindi Oral test by 20 percentage points and Math Oral test by about 17 percentage points.



Since the Hindi Oral test categorizes student’s reading ability into five mutually exclusive competency levels, we also examine Hindi test outcomes in terms of average number of levels improved (which translated into average number of competencies gained). The figure below indicates that on an average, students exposed to the camps treatment improved by 1.18 to 1.3 levels while the students in the control and materials group improved by around 0.4 levels. This implies that the camps interventions improved Hindi reading outcomes more than three times than the improvements found during the normal school year.



Section 4.2: Heterogeneity of treatment effects

We examined whether the impacts seen above are differential in terms of baseline ability levels or standards, we estimated the regressions for these subsamples.

Section 4.2.1: Heterogeneity of treatment effects by Ability at Baseline

From Tables 9 and 10 below, we can conclude that the treatment effects for Hindi Oral are indeed differential in nature across competency levels at baseline. Students at the Letter level at baseline recorded the largest gains across both camps treatment in the Oral tests. However, in case of Written Hindi while students who were at the Letter level showed the strongest improvement for the 10 day camps, the students at the Word level experienced this for the 20 day camps. This indicates that both interventions proved to be most beneficial to students who are low performing at baseline.

Table 9: Hindi Oral results by level at baseline

VARIABLES	(1) Beginner	(2) Letter	(3) Word	(4) Paragraph	(5) Story
Materials only	0.0180 (0.0229)	0.0625** (0.0291)	0.144* (0.0778)	0.0532 (0.0522)	-0.0606* (0.0314)
10-day camps	0.709*** (0.0302)	0.880*** (0.0305)	0.687*** (0.0714)	0.253*** (0.0475)	0.0378 (0.0277)
20-day camps	0.583*** (0.0299)	0.799*** (0.0304)	0.650*** (0.0713)	0.172*** (0.0546)	0.0425 (0.0269)
Constant	0.439*** (0.104)	-0.162 (0.421)	-0.395** (0.188)	1.367*** (0.274)	1.470*** (0.342)
Observations	5,810	7,760	1,107	1,177	1,354
R-squared	0.268	0.257	0.249	0.222	0.116

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table 10: Hindi Written results by level at baseline

VARIABLES	(1) Beginner	(2) Letter	(3) Word	(4) Paragraph	(5) Story
Materials only	0.0454** (0.0228)	0.0485 (0.0320)	0.126 (0.0833)	0.0402 (0.100)	0.0567 (0.104)
10-day camps	0.401*** (0.0272)	0.684*** (0.0365)	0.607*** (0.0838)	0.504*** (0.101)	0.488*** (0.0872)
20-day camps	0.346*** (0.0278)	0.541*** (0.0354)	0.623** *	0.407*** (0.0999)	0.478*** (0.0940)
Constant	0.191*** (0.0691)	-0.388*** (0.124)	-0.394 (0.405)	1.100*** (0.172)	0.957 (0.603)
Observations	5,937	7,932	1,128	1,205	1,380
R-squared	0.130	0.163	0.231	0.174	0.172

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Similarly, from Table 11 we can see that treatment effects on Math outcomes vary by competency level exhibited by students at baseline. Students who were able to identify double-digit numerals were the largest gainers followed by students who were able to identify single digits.

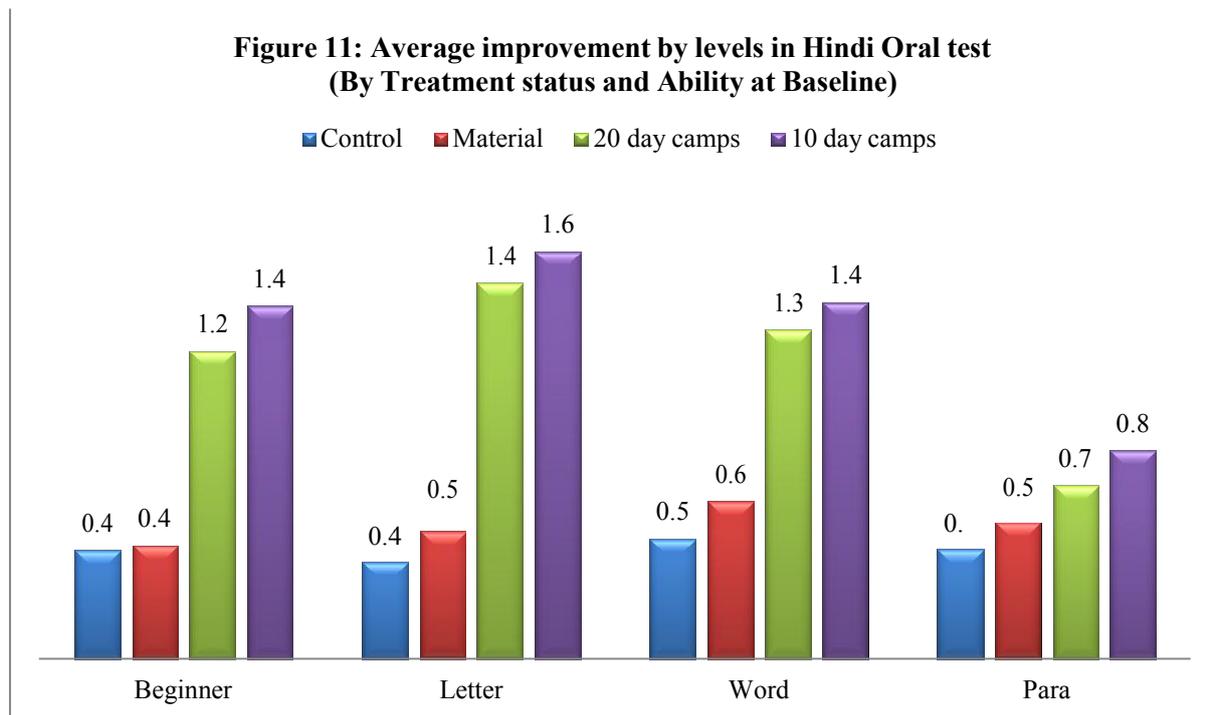
Table 11: Math results by level at baseline of digit recognition

VARIABLES	(1) Beginner	(2) Single digit	(3) Double digit	(4) Triple digit
Materials only	0.0112 (0.0223)	0.0156 (0.0290)	0.192*** (0.0652)	-0.00250 (0.0426)
10-day camps	0.336*** (0.0277)	0.821*** (0.0317)	0.888*** (0.0612)	0.330*** (0.0362)
20-day camps	0.275*** (0.0274)	0.735*** (0.0300)	0.830*** (0.0638)	0.311*** (0.0406)
Constant	0.232 (0.214)	0.00585 (0.186)	1.978*** (0.308)	0.341 (0.255)
Observations	3,078	10,479	1,647	2,015
R-squared	0.188	0.231	0.273	0.172

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Figure 11 indicates the progression in levels by student’s ability at baseline. In keeping with the findings above, we can conclude that students at Letter level at baseline made the largest level “jumps.”



Section 4.2.2: Heterogeneity of treatment effects by Grades

Tables 12 and 13 indicate that impacts vary by grade as well. Interestingly, while magnitude of impact on Oral Hindi tests is decreasing across grades for 10 day camps, this is not so for the 20 day camps – the strongest impact is recorded for students in Grade 4. Grade 4 students also register the strongest improvements in the Written Hindi test across both camps treatment.

Table 12: Hindi Oral results by Grade

VARIABLES	(1) Grade 3	(2) Grade 4	(3) Grade 5
Materials only	0.0192 (0.0270)	0.0213 (0.0302)	0.0716** (0.0287)
10-day camps	0.769*** (0.0306)	0.690*** (0.0330)	0.659*** (0.0280)
20-day camps	0.617*** (0.0303)	0.637*** (0.0337)	0.581*** (0.0286)
Constant	1.257*** (0.152)	2.760*** (0.0832)	-0.469*** (0.0789)
Observations	6,144	5,665	5,453
R-squared	0.547	0.596	0.638

Robust standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

Table 13: Hindi Written results by Grade

VARIABLES	(1) Grade 3	(2) Grade 4	(3) Grade 5
Materials only	0.0103 (0.0294)	0.0721** (0.0362)	0.0307 (0.0352)
10-day camps	0.543*** (0.0345)	0.577*** (0.0386)	0.561*** (0.0376)
20-day camps	0.413*** (0.0343)	0.504*** (0.0378)	0.483*** (0.0378)
Constant	0.0795 (0.0620)	2.263*** (0.0494)	-0.479*** (0.166)
Observations	6,282	5,790	5,571
R-squared	0.444	0.498	0.506

Robust standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

Table 14: Math results by Grade

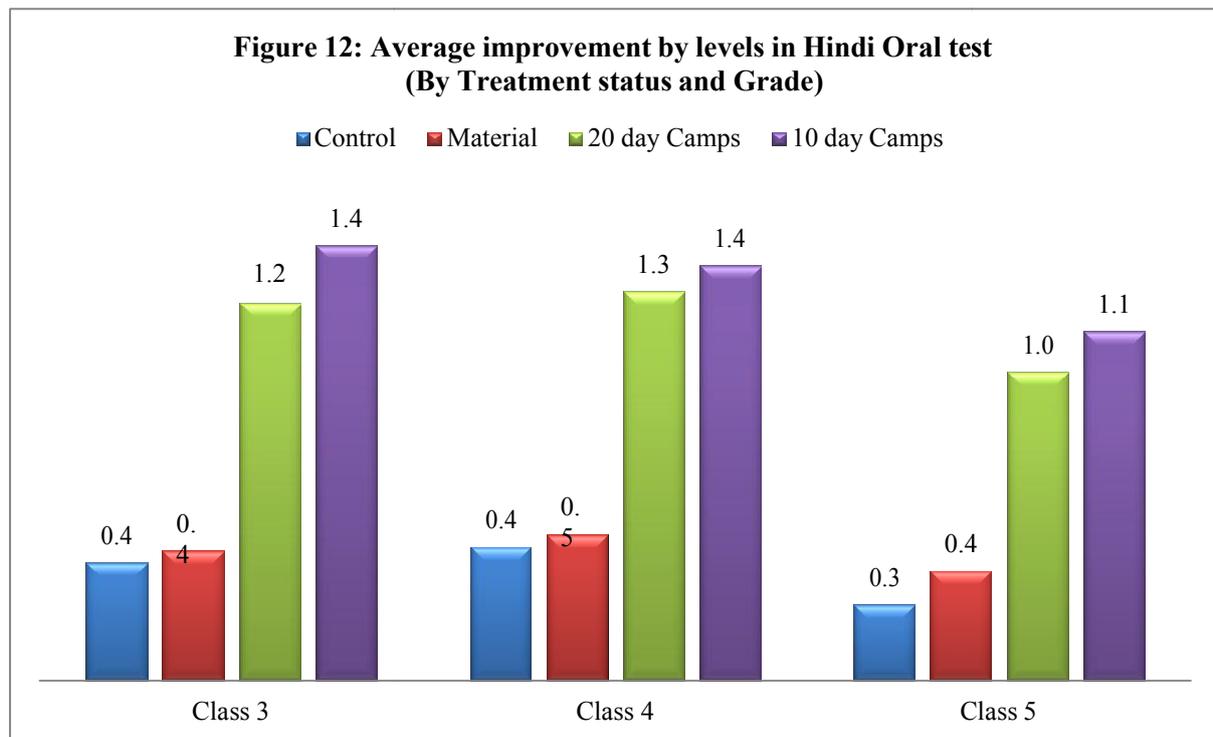
VARIABLES	(1) Grade 3	(2) Grade 4	(3) Grade 5
Materials only	0.0222 (0.0275)	0.0276 (0.0295)	0.0596* (0.0312)
10-day camps	0.609*** (0.0312)	0.684*** (0.0345)	0.780*** (0.0328)
20-day camps	0.523*** (0.0315)	0.630*** (0.0339)	0.687*** (0.0323)
Constant	0.381*** (0.0631)	1.482*** (0.0586)	0.0159 (0.173)
Observations	6,144	5,671	5,456
R-squared	0.564	0.599	0.647

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

We find that the magnitude of impact across Math test outcomes increases across Grades for both camps treatments.

Figure 12 indicates the progression in levels by Grades. In keeping with the findings above, we see that the largest improvements are made by students in Grade 3 exposed to the 10 day camp. The level jumps experienced by students exposed to the 10 day camps are consistently higher across all Grades.



Section 4.3: Endline data on Parents perception of child learning

A vital part of the intervention was household visits made by the BRGs to generate awareness among parents and the community members about the importance of education and attending schools. The BRGs would visit the households at the end of each camp day to talk to the parents and motivate them to send their children to school. An endline survey was conducted to gauge the level of parent's involvement in their child's education as well as their perception of the camps held and the materials distributed in the intervention villages. We visited the households of all the sample children and surveyed the household member who was most responsible for the child's education.

The survey shows that only 25% of the parents had visited their child's school in a period of three months (March '14 – May '14). A necessary mandate for a school teacher is to visit houses and meet the parents of the children. Close to 85% of the parents claimed that they had never been visited by a school teacher.

77% of the times the parents remarked that their child came back home and studied up to a maximum of 2 hours and 50% said that their child would receive help from at least one member of the household – parents, grandparents or sibling. When asked if their child ever missed school due to household chores, 34% of the parents said that they make their child miss school once a week for housework while 30% of the parents said the child missed school two to three times a week to complete household chores.

To gauge how well the parents were aware of the abilities of their children across Grade 3, 4 and 5 and all treatment arms; they were shown the assessment tool used during the endline to mark the highest level competency of their child in language and math. Our findings as shown in Table 15 below indicate that the responses diverged from reality. 47% parents indicated that their children in Grade 3 were able to read a complex text while our endline data shows that this is closer to 15%. Similarly, while our data shows that less than 30% of Grade 5 students could read complex text; parents pegged this number at 70%. This trend continues with Mathematics; while parents presumed that 46% of Grade 3 students were able to identify three digits numbers, our endline data indicates that this is around 25%. In fact, this divergence is a lot more for mathematical ability. While 73% parents indicated that their child in Grade 5 can do simple two-digit additions, our endline data shows that 55% of Grade 5 students aren't able to correctly answer those questions.

Table 15: Parent’s perception of student competencies

Language Competencies	Class 3 Parents Perception	Class 3 Actual Result	Class 4 Parents Perception	Class 4 Actual Result	Class 5 Parents Perception	Class 5 Actual Result
Can't Identify Letters	4%	20%	3%	15%	2%	12%
Can Identify Letters	19%	41%	15%	35%	9%	32%
Can Identify Words	19%	12%	15%	11%	11%	10%
Can Read Simple Text	11%	12%	9%	14%	8%	16%
Can Read Complex Text	47%	15%	58%	25%	70%	30%

Math Competencies	Class 3 Parents Perception	Class 3 Actual Result	Class 4 Parents Perception	Class 4 Actual Result	Class 5 Parents Perception	Class 5 Actual Result
Can't Identify Numbers	3%	7%	3%	5%	1%	3%
Can Only Identify Single Digit Numbers	17%	54%	12%	45%	8%	37%
Can Identify Two Digit Numbers	34%	14%	27%	14%	22%	14%
Can Identify Three Digit Numbers	46%	25%	58%	36%	69%	46%

Math Written Competencies	Class 3 Parents Perception	Class 3 Actual Result	Class 4 Parents Perception	Class 4 Actual Result	Class 5 Parents Perception	Class 5 Actual Result
Can Do Addition	56%	25%	64%	39%	73%	45%
Can Do Subtraction	49%	17%	58%	28%	68%	35%
Can Do Multiplication	42%	28%	51%	39%	63%	47%
Can Do Division	36%	18%	45%	27%	58%	31%

Although not entirely accurate, it is interesting to note that some parents do admit to the their children not attaining basic competencies (gained in lower grades) in Grades 3-5

We also spoke to the parents of children from intervention villages to understand their perceptions of the learning camps, and whether they found them to be useful for their children or not. Sixty percent of the parents from intervention villages believed that there was an increase in the learning levels of the children and that the camps had a positive effect.

Section 5: Program Cost Analysis

The USAID supported research study in Uttar Pradesh was for a period of 14 months, from May 2013 to June 2015. The study had two phases – pilot phase from May to September 2013, and the actual interventional phase from September 2013 to June 2014 (during this phase JPAL, conducted their RCT assessments). A total of \$ 942,737¹ was spent on the entire project; the grant of \$ 926,582 was provided by USAID. Of the total expenditure, \$ 445,829 (48%) was spent on the evaluation of the project by JPAL, and \$ 496,908 (54%) was spent on the implementation by Pratham. Out of the total implementation costs of Pratham, 29% was spent on the pilot phase and 71% on the intervention phase. As for the external evaluation of the program by J-PAL, 18% of the total evaluation cost was for the baseline survey; 33% was for the process monitoring and 49% for the endline survey.

While conceptualizing the research study, Pratham wanted to test low-cost and scalable models for enhancing the learning outcomes of children in government primary schools in India. As the results have shown, the camps interventions improved Hindi reading outcomes more than three times than the improvements found during the normal school year (the control schools). In the treatment schools, after 50 days of intervention, the percentage of children who were classified as “readers” increased exponentially by ~50 percentage points.

Pratham’s per-child cost (for the children targeted by the camps) of the entire implementation phase, including the pilot period, is \$20. However, the per-child cost for only the intervention period is \$14. Of the total expenditure on the programme implementation, 58% was personnel cost, 13% was TLM and training cost each, 5% was travel and equipment cost each, and 6% was administrative and program support cost.

The average cost of implementing a 40 day learning camp by Pratham in other areas of Uttar Pradesh is \$10 (\$4 less than the 50 day camp of the research study). Compared with the current learning camps being implemented in the state of Uttar Pradesh, the research study camps were longer in duration (by 10 days), and due the nature of the study, more training and teaching-learning material cost intensive. The training cost per BRG in the research study was 7% higher than the average learning camps program; and the teaching-learning material cost per village was 33% higher. Despite the fact that more worksheets and stories were given to each village, the high TLM cost is also due to the fact that materials were also distributed to 111 additional villages.

¹ \$1 = INR 59 (the conversion rate at which the funds were sanctioned)

Section 6: Scaling

The research study has been fundamental in shaping the 2015-16 Read India Program strategy across the country, and especially in the state of Uttar Pradesh. The impact of the learning camps in 4 blocks of Sitapur and Unnao districts has provided credible evidence for the teaching at the right level methodology – teaching according to a child’s learning level, rather than grade can provide visible enhancement in his/her learning outcomes in a short duration of time. In the 2015 – 16 academic year, 25 blocks across 21 districts in Uttar Pradesh are currently implementing the learning camps based on the research study model of conducting camps – the 10-day camp model was proven to be more effective than the 20-day camp model. Thus, from only 111 villages that received the 10-day camp model, the program is now scaled up to 1100 villages across Uttar Pradesh. In addition to proving that conducting 4 repeat 10 day camps is more effective than 2 repeat 20 day camps, the research study also allowed for testing new teaching-learning material, and understanding their use, along with giving an opportunity to further develop personnel training and capacity building strategies. These additional learnings have also directly fed into Pratham’s future operations.

The results evaluated by J-PAL have been instrumental in advocating for change in the education sector. The research study is often cited and referred to while developing partnerships with public and private stakeholders. The dissemination of the results has assisted in attracting new corporate donors in Uttar Pradesh and has also captured the attention of the government. The UP State Education Department has shown keen interest in supporting the continuation of the learning camps program in the district of Unnao after a presentation of the results was made to them.

In addition, JPAL presented the results of the study at the very high profile release of the Annual Status of Education Report, earlier this year, as a low-cost, scalable and replicable solution to the persistent problem of poor learning levels in primary schools across the country. The release was attended by government officials, civil society organizations, academics, international NGOs, private and public sector donors and students.

This research study will continue to play a key role in support for Pratham’s teaching methodology and shaping future operations.

Section 7: Discussion

The evaluation of this program adds to the growing literature on the effectiveness of “teaching students at the right level.” This methodology is now established to have an impact under a variety of situations and delivery mechanisms – by volunteers, by low-cost teachers, by government teachers and by team of volunteers led by a Pratham staff. This methodology which focuses on grouping and improving students basic competencies has huge potential in a country like India and other developing nations given their existing situations of learning levels. This study has also substantiated the notion that children’s learning outcomes can improve significantly after a brief exposure to the program.

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