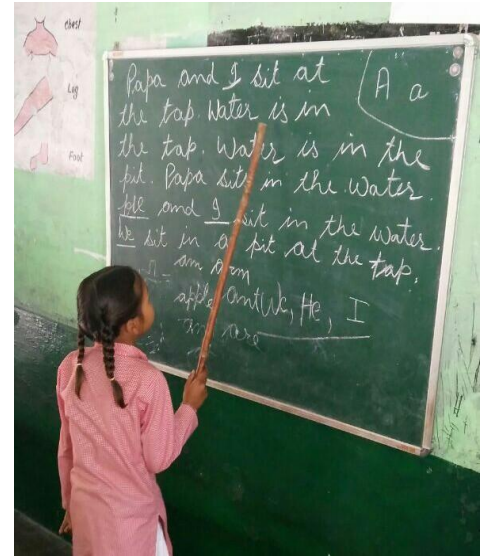


## First Step - A thrust to learn English

Learning Enhancement Programme for English language, Himachal Pradesh

### Program Reach

- Block : Kuthar
- Schools: 50
- Standard : 3 to 5
- Summer closing schools: 34
- Winter closing Schools: 16



### Program overview

The program is being implemented by DIET Solan in partnership with Pratham Education Foundation.

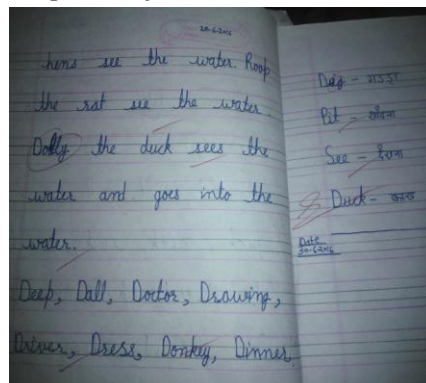
The program has three phases. The first phase focuses on developing students' skills to identify letters particularly through their sounds.

The second phase introduces students to more difficult vocabulary and relatively lengthier texts (about 6 - 15 sentences).

The final phase aims at bringing students at par with their with their grade-level English textbooks.

The program aims to enable primary school children achieve basic competencies in:

- Listening
- Speaking
- Reading
- Writing



### Implementation Schedule:

Activity	Winter Closing	Summer Closing	Comments
Training of Teachers	Last week of May'16	Last week of May'16	To be organized by DIET and facilitated Pratham
Baseline Assessment	Between 10 <sup>th</sup> and 20 <sup>th</sup> May'16	Between 10 <sup>th</sup> and 20 <sup>th</sup> May'16	To be conducted by teachers
Phase 1 of Program	June '16 - July'16	June '16 - August'16	To be implemented by respective schools and visited by DIET and Pratham mutually
Phase 2 of Program	August '16 - October '16	September '16 - November '16	To be implemented by respective schools and visited by DIET and Pratham mutually
Midline Assessments	August '16	September '16	To be conducted by teachers
Phase 3 of Program	Oct'16 - Nov '16	Dec'16 - Jan '16	To be implemented by respective schools and visited by DIET and Pratham mutually
End-line Assessments	Dec'16	Feb '17	To be conducted by teachers

### Assessment:

Three assessments (Baseline, Midline and Endline) will be conducted with students from grades 3 to 5 to assess their learning levels. The assessment will be one-one-one and oral and will test children on the following:

- Reading letters (uppercase & lowercase)
- Reading words (3 - 4 letters) + Comprehending them
- Reading sentences + comprehending them

- Reading a simple story (6 - 8 lines) + answering 2 questions (1 direct + 1 indirect) based on the story

### **Innovations in the program:**

- Delivery of content through SMS.
- Use of Whatsapp for sending letter sounds and related jingles.
- Graded printed material according to learning levels of children.
- Talk centre concept for teachers to help them upgrade their language skills.

### **Program Components (Phase-1):**

During the first phase, the focus was on developing students' skills to identify letters particularly through their sounds. Phase 1 is being implemented will help of SMSes and flash cards. Each teacher receives 2 SMSes every day - one with a story and one with a lesson plan.

#### **Objectives:**

- Identify letters - shape + name and sound
- Write letters
- Associate letters with their sounds and pronounce them appropriately in the context of different words
- Read simple, phonetically decodable words and understand their meanings
- Read simple texts ( 3 - 6 easy sentences) and understand their meanings
- Answer (in English or bilingually) simple and direct questions based on the simple text
- Respond to common greetings
- Follow one / two worded instructions

### **Teacher trainings:**

All English teachers engaged with grades 3, 4 & 5 from 50 schools of the Kuthar block are being trained by Pratham national and state resource group on English content and assessment. Facilitated by Pratham, the trainings are organized by DIET Solan. The training have been conducted phase-wise.



### **Key Success (Phase 1):**

- Children who have basic understanding of Hindi are also able to read SMS stories comfortably.
- Children who were at beginner level in baseline assessment have attained fluency in story reading.
- Children have learnt a lot of new words.
- They have developed clarity in understanding and reciting of sounds.
- Talk Centre:
  - Teachers have improved their language skills.
  - They have become more confident as speakers.
  - They have become more knowledgeable in their interest areas.

### **Key Challenges (Phase 1):**

- Level appropriate grouping (Beginner, Letter, Word, Sentence) is not being done in some schools.
- Home work is not being assigned in some schools.
- SMS delivery in some schools is a challenge because of connectivity issues.
- Some teachers deliver the SMS story collectively.

#### Talk Centre:

- Some teachers (24) did not opt for Talk Centre.
- Teachers are sometimes not available at their given time.

### **Program Components (Phase 2):**

- Second phase is an extension of Phase 1. It will introduce students to more difficult vocabulary and relatively lengthier texts (about 6 - 15 sentences).
- Read relatively complex and non-decodable words
- Build their vocabulary - synonyms & antonyms
- Recognize the purpose of different grammatical elements (nouns, verbs, sentence connectors, etc.)
- Use basic punctuation marks correctly
- Read texts of elementary, intermediate or advanced level difficulty (depending upon their own learning levels) and comprehend them
- Summarize texts (of different genres) in their first language or bilingually
- Understand and write answers to direct, indirect and inference based (simple) questions based on the text (v)

- Brainstorm relevant vocabulary and write meaningful sentences on a topic from their immediate environment
- Converse on routine topics with ease

### **Program Components (Phase 3):**

The final phase would aim at bringing students at par with their grade-level English textbooks.

#### **Talk Centre:**

A talk center has been set to help teachers from government schools enhance their spoken English skills. The module consists of 30 different topics.

