



Shimla English Programme (Mashobra Block)

2016-17



Program Overview

Teacher Orientation

- Two days Orientation of Teachers was organized by DIET Shimla from Oct 5-6

Target Children

- All Children of Std. 3-5 from 17 cluster schools of Mashobra Block of District Shimla

Testing Cycle

- Baseline Assessment: Third week of October
- End-line Assessment: Second week of December

Objective

- Reading words/Sentences: Focus on Reading and Vocabulary
- Comprehension: Focus on Word/Sentence Comprehension
- Reading Story: The program aims to enable primary school children to read a Story with appropriate fluency
- Picture Identification: Focus on identifying Pictures

Program Reach in Shimla District

Baseline Assessment

Baseline Assessment was conducted in third week of October

3rd Class	143 Children
4th Class	134 Children
5th Class	173 Children
Total	450 Children



End-line Assessment

End-line Assessment was conducted in second week of December.

3rd Class	141 Children
4th Class	131 Children
5th Class	169 Children
Total	441 Children



Assessment Tools

Reading Test

A simple reading test to understand the reading level of the child.

Section 1

ADMINISTER THIS SECTION WITH ALL CHILDREN AND MARK THEM AT THEIR HIGHEST LEVEL

Capital letters

D E
J
N
O P

Ask the child to read all letters.
At least 4 out of 6 must be correct.

Words

cat sit
head
shop sing
fan

Ask the child to read all words. At least 4 must be correct. Ask child to say the meanings of correctly read words in his/her local language or point to object that explains the word. Meaning of at least 4 must be correct to give code 1 in meaning column.

Small letters

i p
u
d
h t

Ask the child to read all letters.
At least 4 out of 6 must be correct.

Sentences

What is your name?
This is a small table.
I like to sleep.
He has many pens.

Ask the child to read all sentences. At least 2 must be correct. Ask child to say meanings of correctly read sentences in his/her local language. Meaning of at least 2 sentences or underlined words must be correct to give code 1 in meaning column. Do **NOT** point to underlined words.

Story Comprehension and Picture Identification

Q1 and Q2 are questions based on the passage, and a child is asked to answer these questions. Section 3 is Picture Identification.

Section 2

ONLY FOR CHILDREN WHO ARE MARKED AT 'SENTENCE LEVEL' IN SECTION 1

Ask the child to read the story. Listen carefully while the child is reading and mark her accordingly.

Salma has a little kitten. Its name is Kitty. It is white. It has green eyes and a short tail. It likes to eat fish. Salma plays with her kitten every day after school. One day, the kitten ran away. She could not find it anywhere. She was very sad.

- Ask the first question and wait for the child to answer. After the child has responded, ask the second question.
- Do not repeat each question more than twice.
- The child can answer orally in English or her local language.
- Mark the child according to her answer.

- किट्टी को क्या खाना पसंद है?
- सलमा उदास क्यों थी?

Section 3

ADMINISTER THIS SECTION WITH ALL CHILDREN

- Ask the child to identify each picture in English one by one and mark the child according to her response.
- Do not ask about any picture more than twice.

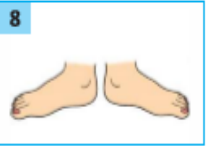
क्या कर रहे हैं?



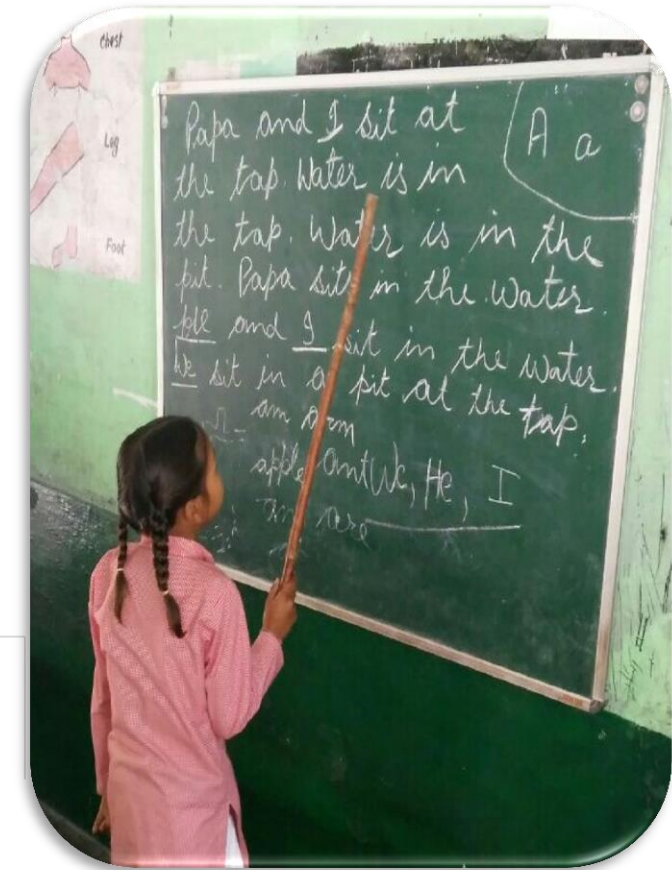
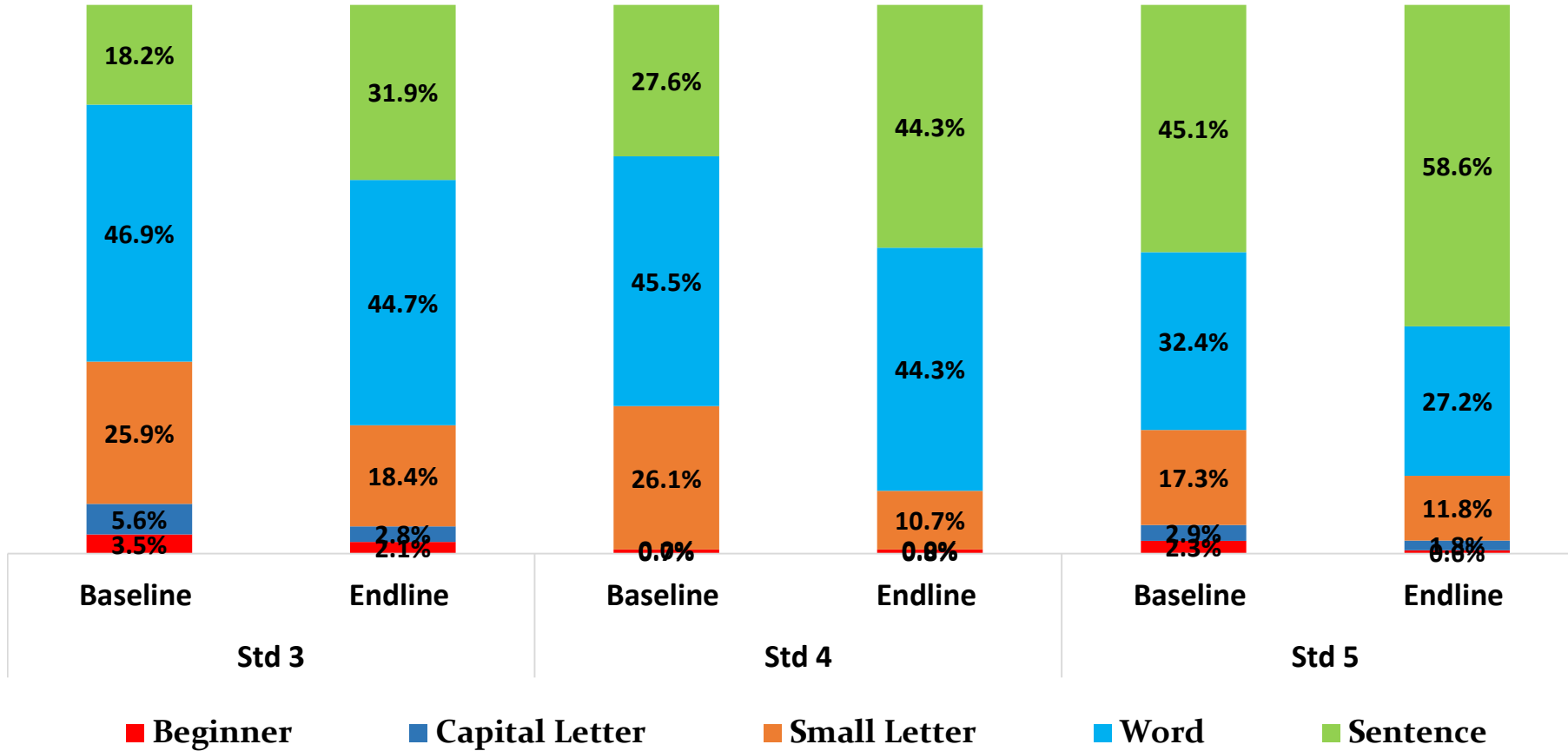
कौन हैं?



क्या है?



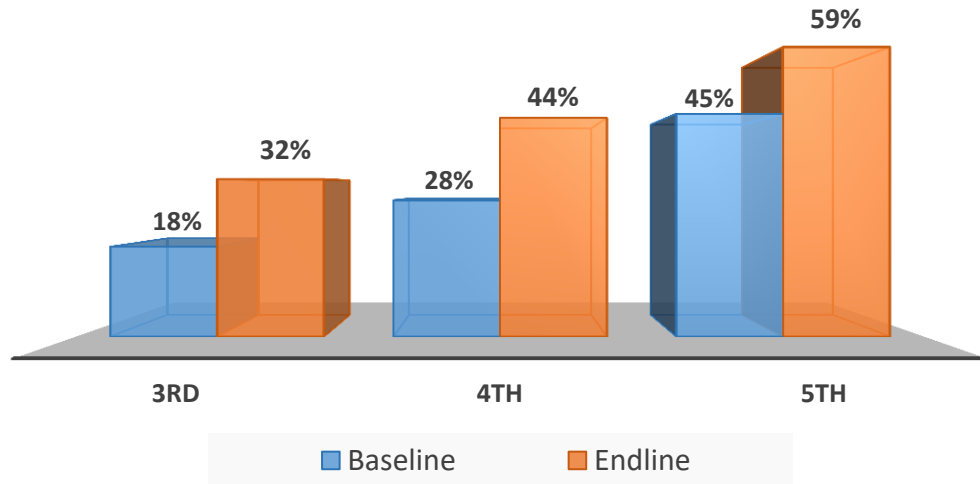
Learning Gains - Basic Reading



- Lower percentage of Readers at baseline is observed.
- In Std. 3, only 18% children were on Sentence level at Baseline assessment. Now, 32% children can read at least two sentences correctly.
- Similarly, in Std. 4 and Std. 5 percentage of Sentence Readers has increased up to 16% in end-line assessment.
- There is a decrease in the Beginner, Capital Letter and Small Letter Children, It means children have moved to higher levels at end-line assessment.

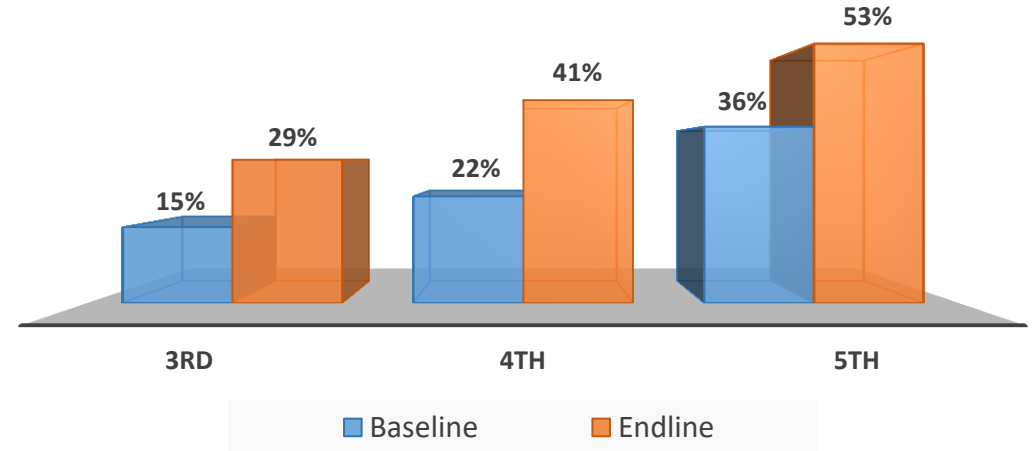
Sentence Reading and Comprehension

Reading Sentences



Sentence Readers in all classes

Sentence Comprehension



Children who read sentences were asked to comprehend

- There is overall increase in this section as the children are now becoming able to read sentences.
- Children who read at least two sentences were asked to comprehend them.
- Initially in Std.3, only 15% children were able to comprehend at least two simple sentences but now 29% children can comprehend. Similarly 21% and 17% points improvement is observed in Std.4 and Std.5 respectively in Sentence Comprehension.

Sentences

What is your name?

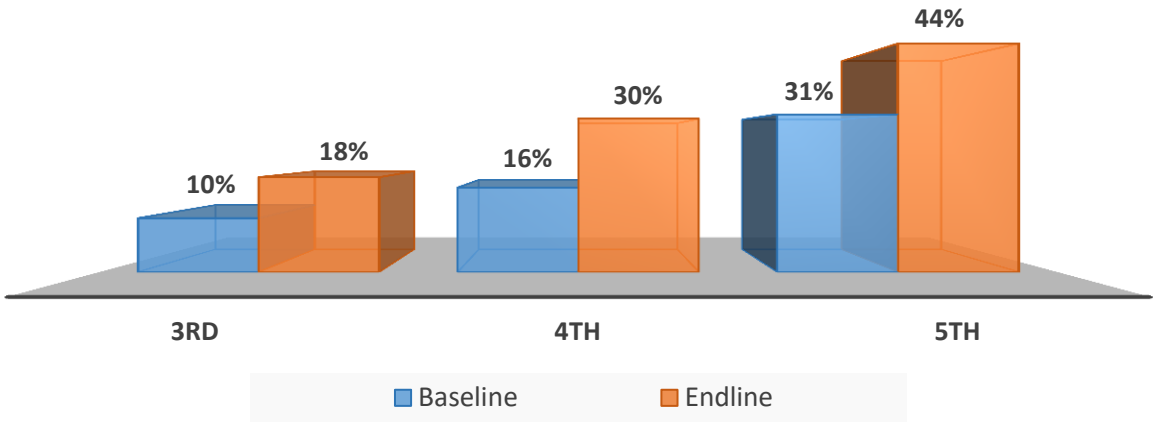
This is a small table.

I like to sleep.

He has many pens.

Story Reading and Comprehension

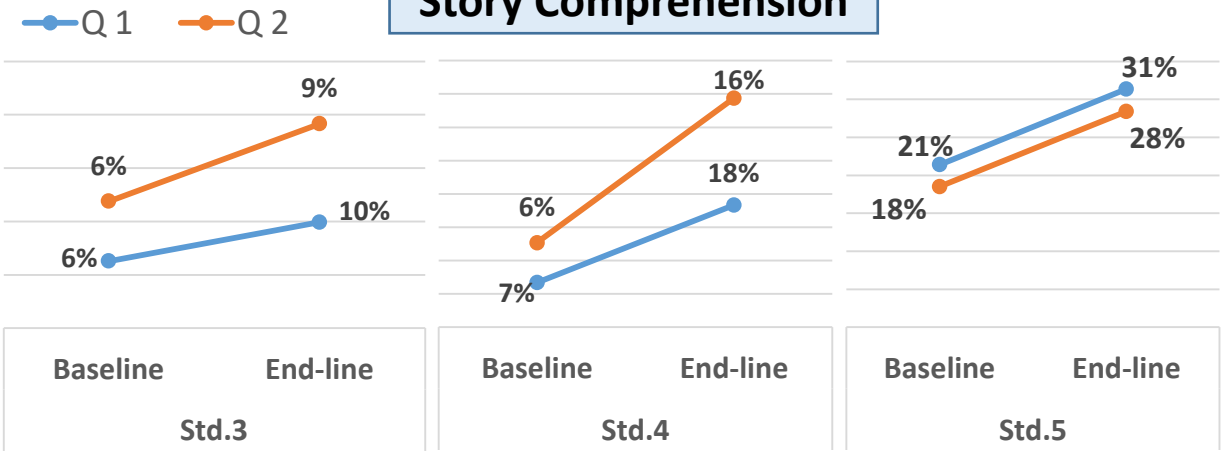
Story Readers



❑ **Section-2, Story Reading and Comprehension. Children marked at sentence level were asked to read Story**

- In Std.3, initially 10% children were able to read a simple story but now 18% children are able to read a story fluently with 6 or less than 6 mistakes.
- Similarly, there is a significant increase in the number of Story Readers in Std.4 and Std.5 at end-line assessment.
- After reading the story, the children were asked to comprehend two simple questions based on Story.
- There is a negligible improvement in Story Comprehension in Std.3 whereas an improvement of 10% points is observed in Std.4&5 at end-line assessment.

Story Comprehension



Story

Children were asked two simple story based questions and they were supposed to answer in English

Salma has a little kitten. Its name is Kitty. It is white. It has green eyes and a short tail. It likes to eat fish. Salma plays with her kitten every day after school. One day, the kitten ran away. She could not find it anywhere. She was very sad.

- 1 किट्टी को क्या खाना पसंद है?
- 2 सलमा उदास क्यों थी?

Picture Identification

Section-3, Picture Identification

- In this section, children were asked to identify the pictures (12 pictures) and say out aloud in English what they could see in picture.
- Picture number 1-3 were based on Actions.
- Picture number 4-6, children were asked “Who they are?”.
- Picture 7-12, children were asked “What is this?”.

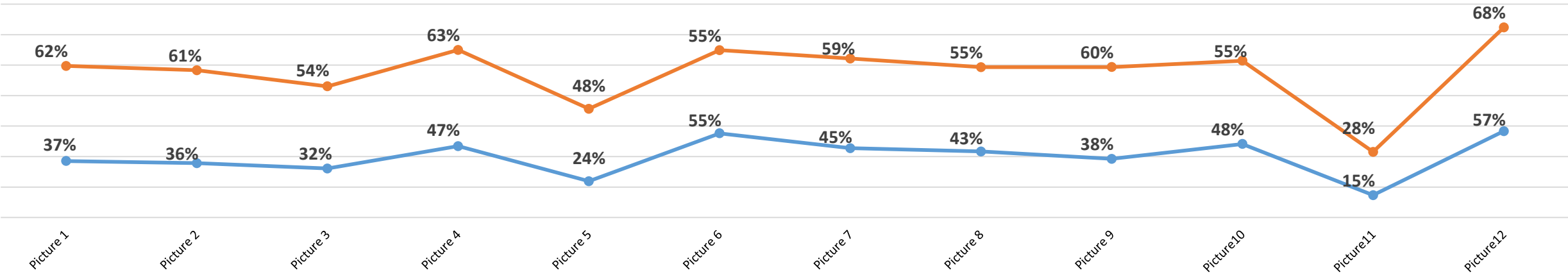
Picture Identification Analysis

Children are now becoming able to identify the objects. Below are the results



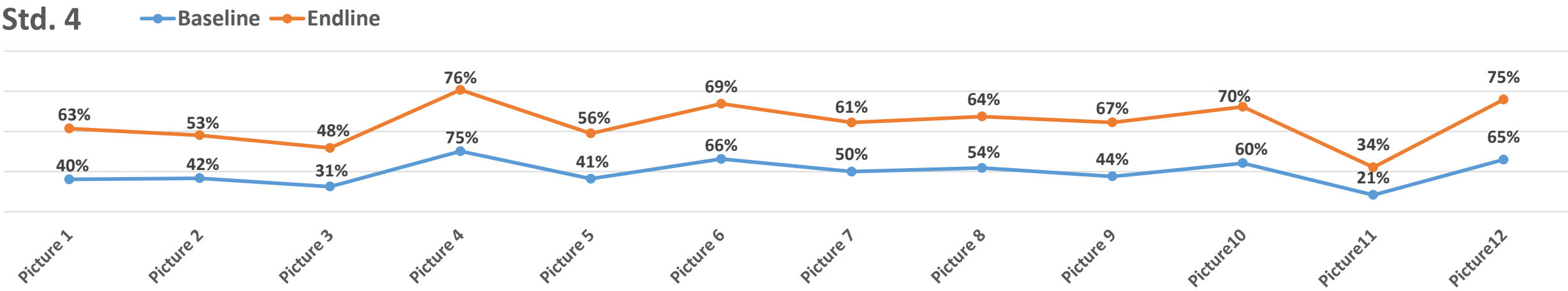
Std. 3

Baseline Endline

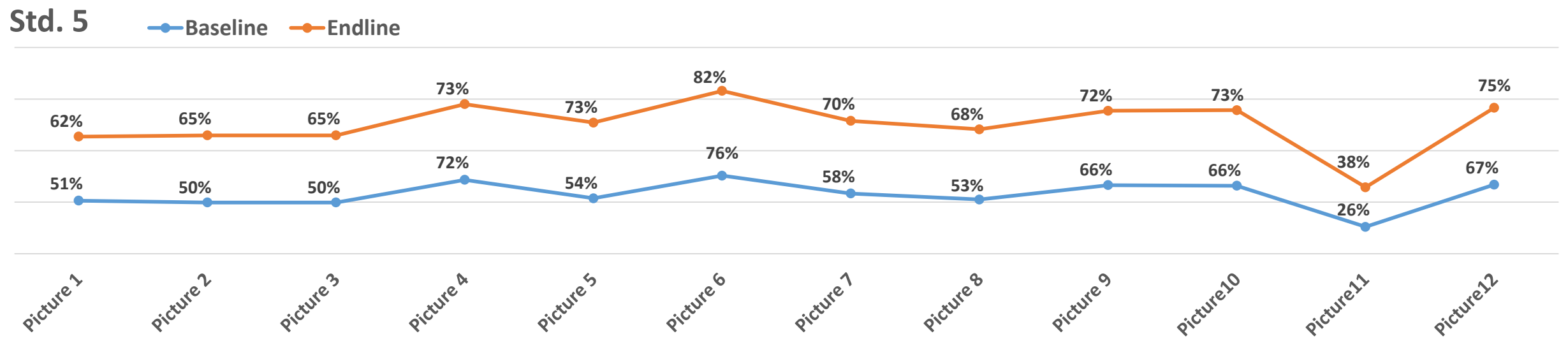


Picture Identification Analysis

Std. 4



Std. 5



Special Learning Camp on English

The Special Learning camp was held from 9th December to 31st December, 2016. The same was organized to utilize time of students for learning enhancement, post the annual examinations.

The objectives of Special Learning Camp were as :

☐ **Reading**

- I. Development of phonemic awareness
- II. Development of receptive as well as expressive vocabulary
- III. Improvement in abilities to fluently read and comprehend short texts (4 – 6 sentences)

☐ **Listening & Speaking**

- I. Understanding of and orally respond using commonly used phrases based on simple and routine tasks

Outreach Program Day

An Outreach Program Day was held on November 30th, 2016 in 17 Cluster Schools implementing English Program.

❑ Focus of the Day:

- Encourage parents to send their wards to schools in December after examination so that the children are able to complete the module.
- To create awareness among community about PRERNA initiative of District Administration Shimla.
- To get an on ground assessment about progress of the program.
- To give an idea to the community on importance and relevance of English language in daily life.
- Dissemination of results and English program material display

Successes and Challenges

❑ Successes:

- Use of phonetics (letter sounds) developed clarity of sounds among children.
- Graded material helped children develop level appropriate learning.
- Children learnt a lot of new words and developed confidence in expression.

❑ Challenges:

- Time lag due to examination and weather.
- Ensuring regular attendance of weak students.
- Keeping the teachers motivated was also a challenge.
- Endline assessment could not be conducted. The analysis has been prepared based on findings of midline assessment.

THANK YOU