

Improving Foundation Learning of Children in Grade I-V in Govt. Schools in Purusottampur, Ganjam, Odisha



Our Intervention

In Ganjam, the Parakh Rashtriya Sarvekshan 2024 highlights mixed learning outcomes for students in Standards 3 and 5. At the foundation stage (Std. 3), children scored 64% in language and 67% in mathematics, above Odisha's average. By the preparatory stage (Std. 5), language proficiency improved to 68%, but mathematics fell to 55%, indicating persistent numeracy gaps.

As per Annual Status of Education Report, 2024, children in Std. II to V who can read Std. II level text has fallen from 49.8% in 2022 to 38.8% in 2024 in government schools. Similarly the percentage of children in Std. III to V who can do basic subtraction has fallen from 52.2% in 2022 to 50.7% in 2024.

Our school intervention programme focus on strengthening foundational skills for children in Std. I-V. For Std. III-V, the content enables children who have been “left behind” to quickly “catch up”, particularly for those children in this age group who have not yet acquired foundational skills. This effort is aimed at building/re-building foundational reading and math skills for children who have now been out of school for close to two years. For students in Standards I and II, we use basic number and language activities to enhance their motor skills.

Our Activities

- **Assess Children's Proficiency:** Create a benchmark (baseline) through an initial individual assessment of each child using simple and easy-to-administer ASER tools. Children are actively engaged in activities such as letter recognition, reading everyday words, short four-line paragraphs, and longer stories of eight to ten sentences. Each child is marked at the highest level they can comfortably reach. This is the first and mandatory step in the teaching-learning process, involving both children and educators (teachers and learning facilitators).
- **Organize Learning Camps:** Based on the results of the pre-test, children are selected to participate in 30–40 day ‘Learning Camps’ where they are taught subjects like mathematics and language in a focused and activity-based manner. Clear learning goals—understood by all stakeholders (children, educators, and parents)—are set to achieve desired outcomes. For reading, the goal is to reach the level of story reading; for numeracy, it includes mastering the four basic arithmetic operations and recognizing double-digit numbers. Children are grouped according to their proficiency levels to ensure targeted learning.

Teaching Method and Pedagogy

- **Teaching and Learning Materials (TLMs):** Materials such as phonetic charts, number charts, small storybooks, paragraph cards, story cards, and wall charts in the local Odia language—designed by Pratham—are used to support age- and grade-appropriate learning during the camps. Supplementary TLMs aligned with Nipun Bharat and Odisha Mission goals are also used by educators.
- **Conduct Endline Assessment:** Measure changes in children's proficiency levels and reduced learning gaps after the learning camp using ASER tools to understand improvements.
- **Engage with Teachers:** Engage school teachers from the beginning of the assessment process and throughout the learning camp. We work directly with teachers and school leaders in targeted government schools on curricular and pedagogical issues. Continuous academic support is provided through regular, agenda-driven monitoring visits and formal discussions with superiors and peers. On-site handholding is offered through one-on-one feedback sessions after classroom observations. We also demonstrate activities based on our training and past classroom experiences.
- **Engage with Education Officials:** Share children's proficiency assessment reports and post-camp improvements with CRCCs and BEOs at the block level, and ADEOs and DEOs at the district level. We also seek their suggestions and support to help maintain children's learning levels.
- **Engage with Parents/Community:** To ensure community ownership of children's continued learning and sustained proficiency, 'peer learning groups' have been formed. Community-level volunteers/educators are identified and trained to effectively engage children in peer learning activities.
- **Engage with the School Management Committee (SMC):** We participate in SMC meetings to present children's learning proficiency levels and share details of the activities conducted during the learning camp. We also request SMC members to support and engage with children to help improve their learning outcomes.

a. Assessment-based Grouping:

- Children are assessed through simple tools in language and math.
- They are grouped according to their learning level (beginner, letter/number recognizer, word/number reader, paragraph/problem solver, etc.).
- Grouping is flexible and updated regularly.

b. Activity-based Learning:

- Interactive activities replace rote learning.
- Children learn through games, peer learning, and practice materials rather than textbooks alone.

c. Child-centered Pedagogy:

- Focus on active participation, rather than passive listening.
- Teachers act as facilitators and guides, creating space for children to explore and practice.

d. Foundational Focus:

- Emphasis is on basic reading, comprehension, and arithmetic skills.
- Once children master these, they can transition smoothly to grade-level curriculum.

e. Iterative Practice:

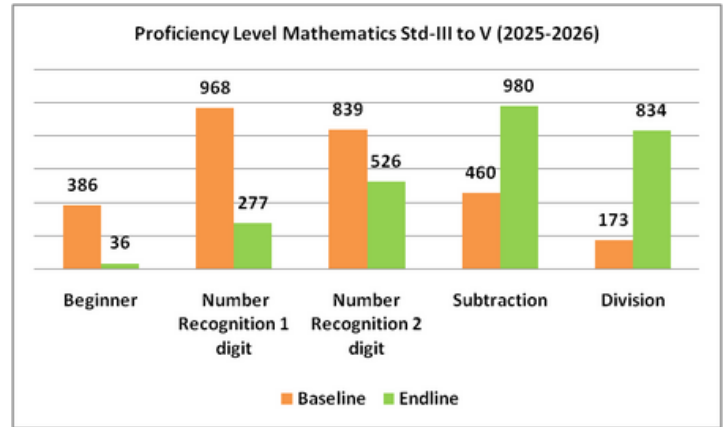
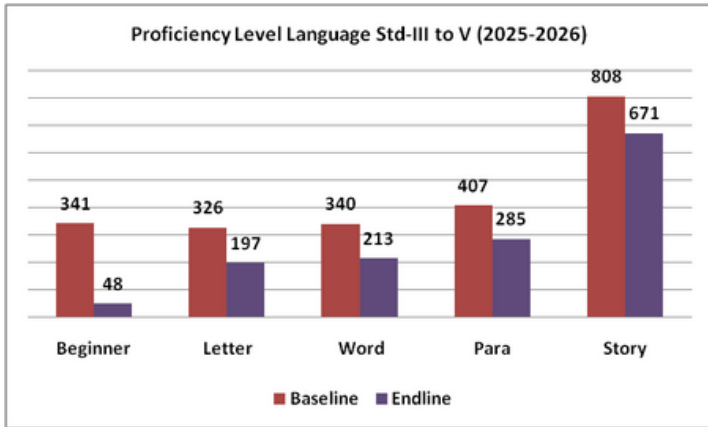
- Regular practice and revision through stories, role-play, group work, and problem-solving.
- Small, achievable learning goals keep children motivated.

Teaching Methods Used:

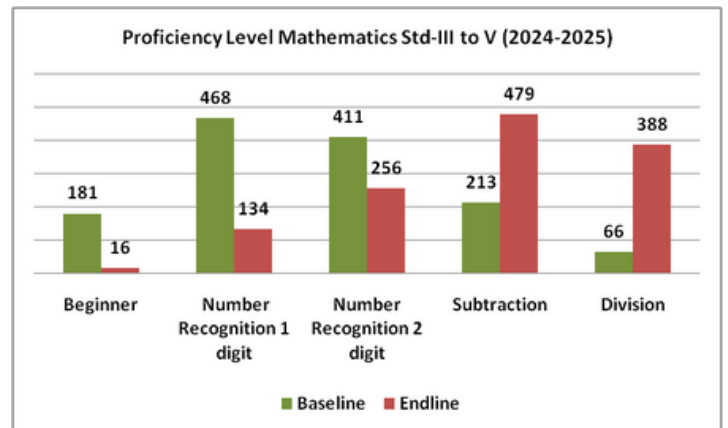
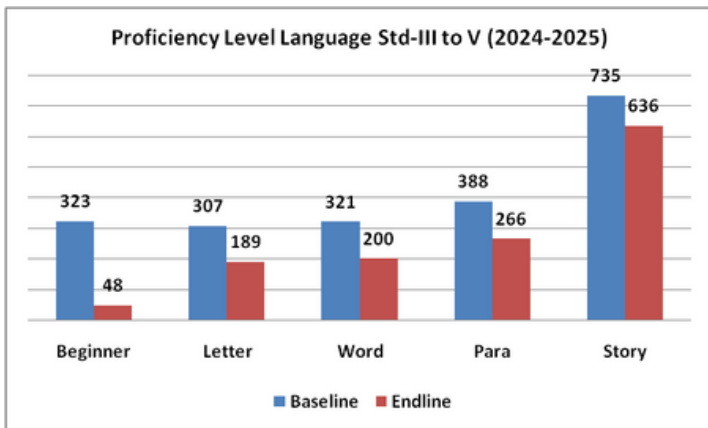
- **Storytelling & Reading Aloud:** Helps build comprehension and vocabulary.
- **Word & Sentence Games:** Letter-card matching, word formation, paragraph reading.
- **Math Games:** Number cards, counters, sticks, real-life examples (fruits, seeds, stones).
- **Pair & Group Learning:** Peer-to-peer support where stronger learners help others.
- **Worksheets & Practice Materials:** Simple, level-based worksheets instead of grade textbooks.
- **Questioning Techniques:** Open-ended questions to encourage thinking.
- **Continuous Assessment:** Frequent checks to move children between groups as they progress.

Learning Improvements

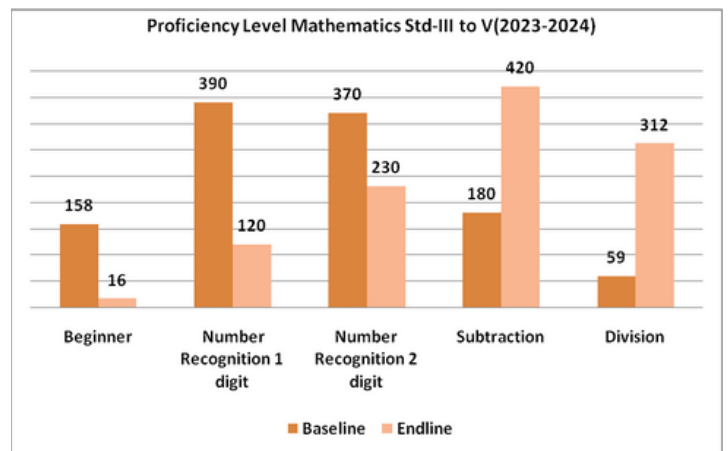
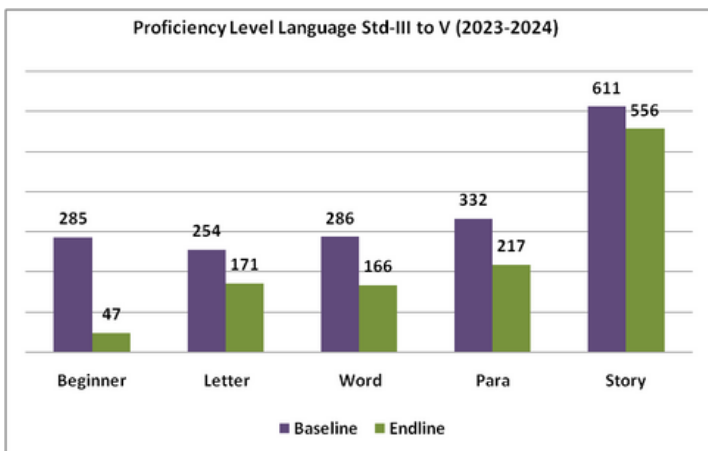
Academic Year 2025-2026



Academic Year 2024-2025



Academic Year 2023-2024



Outreach

Standard I to V

Academic Year	Schools	Students	Teachers
2023-24	28	2382	31
2024-25	34	2836	43
2025-26	38	3068	47



Support



9 Govind Vihar, Near Ruby Eye Hospital, Lochapada
BERHAMPUR-760 001, Ganjam, Odisha, INDIA
Tel : +91-81143 97760 E-mail : info@ysdindia.org
Web : www.ysdindia.org

Improving Foundation Learning of Children in Grade I-V in Govt. Schools in Khallikote, Ganjam, Odisha



Our Intervention

In Ganjam, the Parakh Rashtriya Sarvekshan 2024 highlights mixed learning outcomes for students in Standards 3 and 5. At the foundation stage (Std. 3), children scored 64% in language and 67% in mathematics, above Odisha's average. By the preparatory stage (Std. 5), language proficiency improved to 68%, but mathematics fell to 55%, indicating persistent numeracy gaps.

As per Annual Status of Education Report, 2024, children in Std. II to V who can read Std. II level text has fallen from 49.8% in 2022 to 38.8% in 2024 in government schools. Similarly the percentage of children in Std. III to V who can do basic subtraction has fallen from 52.2% in 2022 to 50.7% in 2024.

Our school intervention programme focus on strengthening foundational skills for children in Std. I-V. For Std. III-V, the content enables children who have been “left behind” to quickly “catch up”, particularly for those children in this age group who have not yet acquired foundational skills. This effort is aimed at building/re-building foundational reading and math skills for children who have now been out of school for close to two years. For students in Standards I and II, we use basic number and language activities to enhance their motor skills.

Our Activities

- Assess Children's Proficiency:** Create a benchmark (baseline) through an initial individual assessment of each child using simple and easy-to-administer ASER tools. Children are actively engaged in activities such as letter recognition, reading everyday words, short four-line paragraphs, and longer stories of eight to ten sentences. Each child is marked at the highest level they can comfortably reach. This is the first and mandatory step in the teaching-learning process, involving both children and educators (teachers and learning facilitators).
- Organize Learning Camps:** Based on the results of the pre-test, children are selected to participate in 30–40 day ‘Learning Camps’ where they are taught subjects like mathematics and language in a focused and activity-based manner. Clear learning goals—understood by all stakeholders (children, educators, and parents)—are set to achieve desired outcomes. For reading, the goal is to reach the level of story reading; for numeracy, it includes mastering the four basic arithmetic operations and recognizing double-digit numbers. Children are grouped according to their proficiency levels to ensure targeted learning.

Teaching Method and Pedagogy

- **Teaching and Learning Materials (TLMs):**

Materials such as phonetic charts, number charts, small storybooks, paragraph cards, story cards, and wall charts in the local Odia language—designed by Pratham—are used to support age- and grade-appropriate learning during the camps. Supplementary TLMs aligned with Nipun Bharat and Odisha Mission goals are also used by educators.

- **Conduct Endline Assessment:** Measure changes in children's proficiency levels and reduced learning gaps after the learning camp using ASER tools to understand improvements.

- **Engage with Teachers:** Engage school teachers from the beginning of the assessment process and throughout the learning camp. We work directly with teachers and school leaders in targeted government schools on curricular and pedagogical issues. Continuous academic support is provided through regular, agenda-driven monitoring visits and formal discussions with superiors and peers. On-site handholding is offered through one-on-one feedback sessions after classroom observations. We also demonstrate activities based on our training and past classroom experiences.

- **Engage with Education Officials:** Share children's proficiency assessment reports and post-camp improvements with CRCCs and BEOs at the block level, and ADEOs and DEOs at the district level. We also seek their suggestions and support to help maintain children's learning levels.

- **Engage with Parents/Community:** To ensure community ownership of children's continued learning and sustained proficiency, 'peer learning groups' have been formed. Community-level volunteers/educators are identified and trained to effectively engage children in peer learning activities.

- **Engage with the School Management Committee (SMC):** We participate in SMC meetings to present children's learning proficiency levels and share details of the activities conducted during the learning camp. We also request SMC members to support and engage with children to help improve their learning outcomes.

- a. **Assessment-based Grouping:**

- Children are assessed through simple tools in language and math.
- They are grouped according to their learning level (beginner, letter/number recognizer, word/number reader, paragraph/problem solver, etc.).
- Grouping is flexible and updated regularly.

- b. **Activity-based Learning:**

- Interactive activities replace rote learning.
- Children learn through games, peer learning, and practice materials rather than textbooks alone.

- c. **Child-centered Pedagogy:**

- Focus on active participation, rather than passive listening.
- Teachers act as facilitators and guides, creating space for children to explore and practice.

- d. **Foundational Focus:**

- Emphasis is on basic reading, comprehension, and arithmetic skills.
- Once children master these, they can transition smoothly to grade-level curriculum.

- e. **Iterative Practice:**

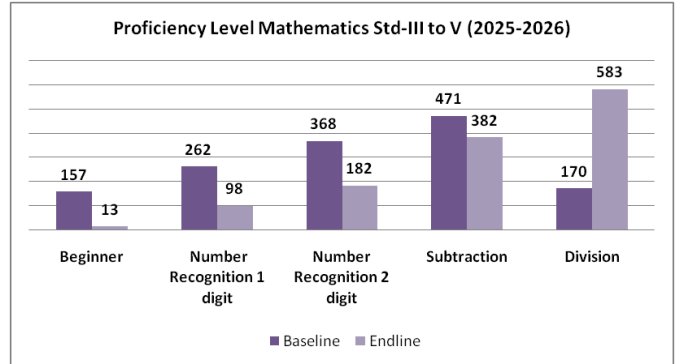
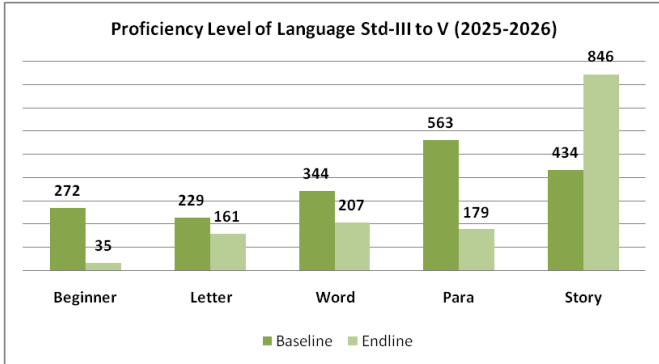
- Regular practice and revision through stories, role-play, group work, and problem-solving.
- Small, achievable learning goals keep children motivated.

- Teaching Methods Used:**

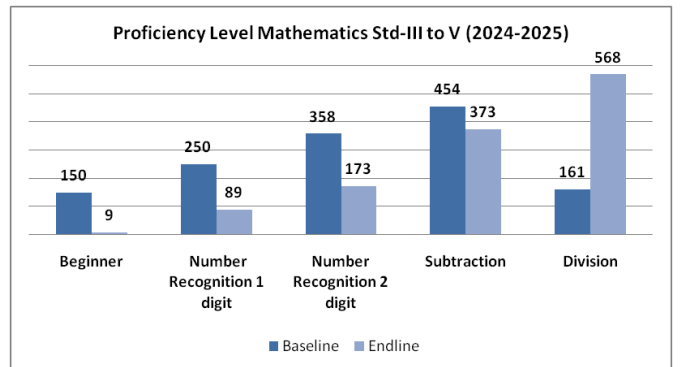
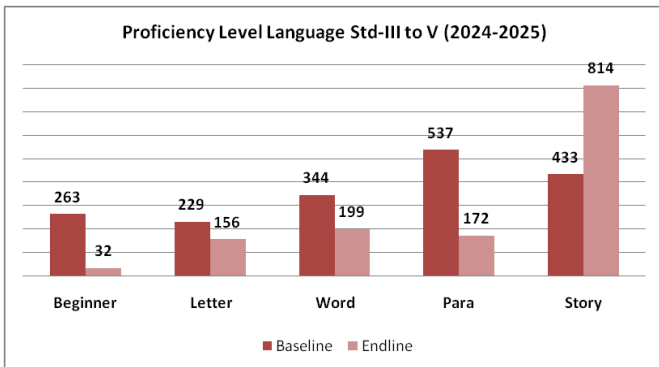
- **Storytelling & Reading Aloud:** Helps build comprehension and vocabulary.
- **Word & Sentence Games:** Letter-card matching, word formation, paragraph reading.
- **Math Games:** Number cards, counters, sticks, real-life examples (fruits, seeds, stones).
- **Pair & Group Learning:** Peer-to-peer support where stronger learners help others.
- **Worksheets & Practice Materials:** Simple, level-based worksheets instead of grade textbooks.
- **Questioning Techniques:** Open-ended questions to encourage thinking.
- **Continuous Assessment:** Frequent checks to move children between groups as they progress.

Learning Improvements

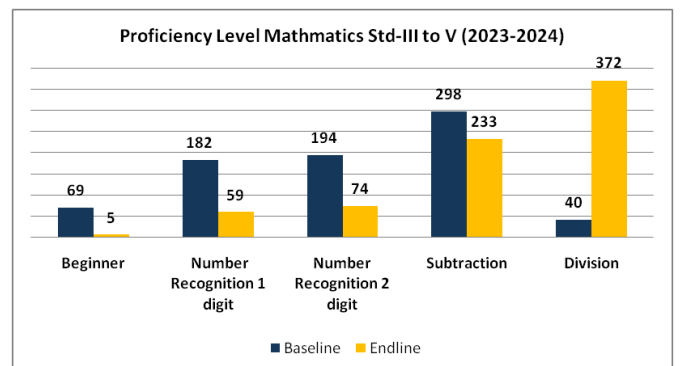
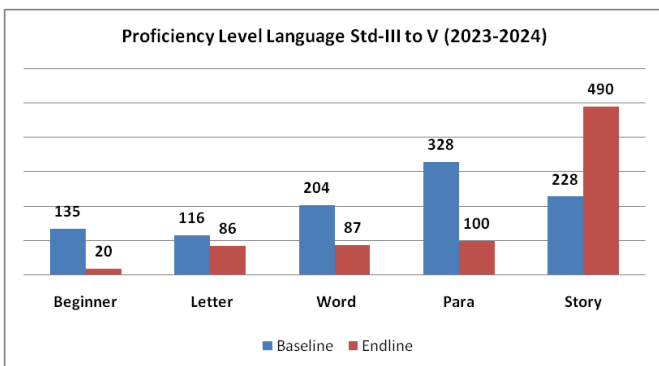
Academic Year 2025-2026



Academic Year 2024-2025



Academic Year 2023-2024



Outreach

Standard I to V

Academic Year	Schools	Students	Teachers
2023-24	18	1527	21
2024-25	36	2605	43
2025-26	38	2686	48



Support



9 Govind Vihar, Near Ruby Eye Hospital, Lochapada
BERHAMPUR-760 001, Ganjam, Odisha, INDIA
Tel : +91-81143 97760 E-mail : info@ysdindia.org
Web : www.ysdindia.org

Improving Foundation Learning of Children in Grade I-V in Govt. Schools in Rangeilunda, Ganjam, Odisha



Our Intervention

In Ganjam, the Parakh Rashtriya Sarvekshan 2024 highlights mixed learning outcomes for students in Standards 3 and 5. At the foundation stage (Std. 3), children scored 64% in language and 67% in mathematics, above Odisha's average. By the preparatory stage (Std. 5), language proficiency improved to 68%, but mathematics fell to 55%, indicating persistent numeracy gaps.

As per Annual Status of Education Report, 2024, children in Std. II to V who can read Std. II level text has fallen from 49.8% in 2022 to 38.8% in 2024 in government schools. Similarly the percentage of children in Std. III to V who can do basic subtraction has fallen from 52.2% in 2022 to 50.7% in 2024.

Our school intervention programme focus on strengthening foundational skills for children in Std. I-V. For Std. III-V, the content enables children who have been “left behind” to quickly “catch up”, particularly for those children in this age group who have not yet acquired foundational skills. This effort is aimed at building/re-building foundational reading and math skills for children who have now been out of school for close to two years. For students in Standards I and II, we use basic number and language activities to enhance their motor skills.

Our Activities

- **Assess Children's Proficiency:** Create a benchmark (baseline) through an initial individual assessment of each child using simple and easy-to-administer ASER tools. Children are actively engaged in activities such as letter recognition, reading everyday words, short four-line paragraphs, and longer stories of eight to ten sentences. Each child is marked at the highest level they can comfortably reach. This is the first and mandatory step in the teaching-learning process, involving both children and educators (teachers and learning facilitators).
- **Organize Learning Camps:** Based on the results of the pre-test, children are selected to participate in 30–40 day ‘Learning Camps’ where they are taught subjects like mathematics and language in a focused and activity-based manner. Clear learning goals—understood by all stakeholders (children, educators, and parents)—are set to achieve desired outcomes. For reading, the goal is to reach the level of story reading; for numeracy, it includes mastering the four basic arithmetic operations and recognizing double-digit numbers. Children are grouped according to their proficiency levels to ensure targeted learning.

Teaching Method and Pedagogy

- **Teaching and Learning Materials (TLMs):**

Materials such as phonetic charts, number charts, small storybooks, paragraph cards, story cards, and wall charts in the local Odia language—designed by Pratham—are used to support age- and grade-appropriate learning during the camps. Supplementary TLMs aligned with Nipun Bharat and Odisha Mission goals are also used by educators.

- **Conduct Endline Assessment:** Measure changes in children's proficiency levels and reduced learning gaps after the learning camp using ASER tools to understand improvements.

- **Engage with Teachers:** Engage school teachers from the beginning of the assessment process and throughout the learning camp. We work directly with teachers and school leaders in targeted government schools on curricular and pedagogical issues. Continuous academic support is provided through regular, agenda-driven monitoring visits and formal discussions with superiors and peers. On-site handholding is offered through one-on-one feedback sessions after classroom observations. We also demonstrate activities based on our training and past classroom experiences.

- **Engage with Education Officials:** Share children's proficiency assessment reports and post-camp improvements with CRCCs and BEOs at the block level, and ADEOs and DEOs at the district level. We also seek their suggestions and support to help maintain children's learning levels.

- **Engage with Parents/Community:** To ensure community ownership of children's continued learning and sustained proficiency, 'peer learning groups' have been formed. Community-level volunteers/educators are identified and trained to effectively engage children in peer learning activities.

- **Engage with the School Management Committee (SMC):** We participate in SMC meetings to present children's learning proficiency levels and share details of the activities conducted during the learning camp. We also request SMC members to support and engage with children to help improve their learning outcomes.

- a. **Assessment-based Grouping:**

- Children are assessed through simple tools in language and math.
- They are grouped according to their learning level (beginner, letter/number recognizer, word/number reader, paragraph/problem solver, etc.).
- Grouping is flexible and updated regularly.

- b. **Activity-based Learning:**

- Interactive activities replace rote learning.
- Children learn through games, peer learning, and practice materials rather than textbooks alone.

- c. **Child-centered Pedagogy:**

- Focus on active participation, rather than passive listening.
- Teachers act as facilitators and guides, creating space for children to explore and practice.

- d. **Foundational Focus:**

- Emphasis is on basic reading, comprehension, and arithmetic skills.
- Once children master these, they can transition smoothly to grade-level curriculum.

- e. **Iterative Practice:**

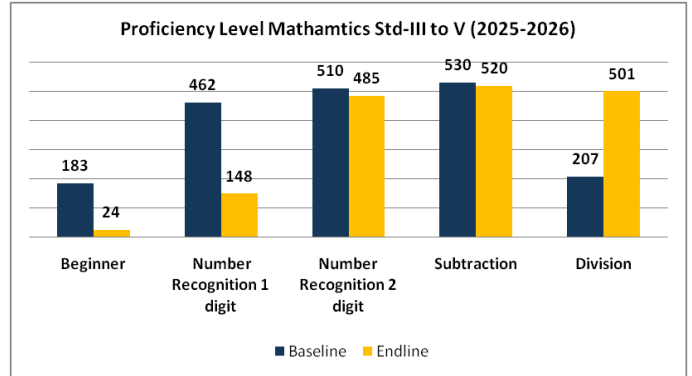
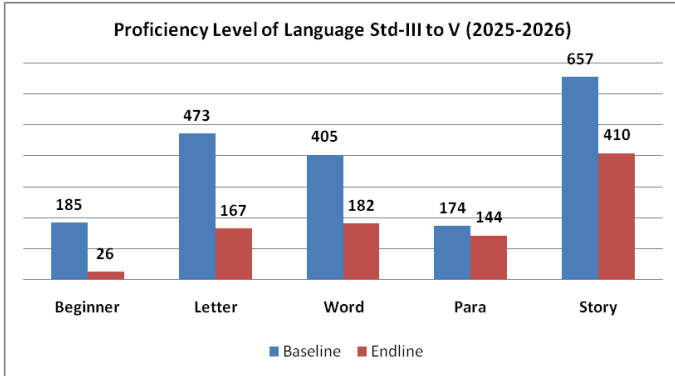
- Regular practice and revision through stories, role-play, group work, and problem-solving.
- Small, achievable learning goals keep children motivated.

- Teaching Methods Used:**

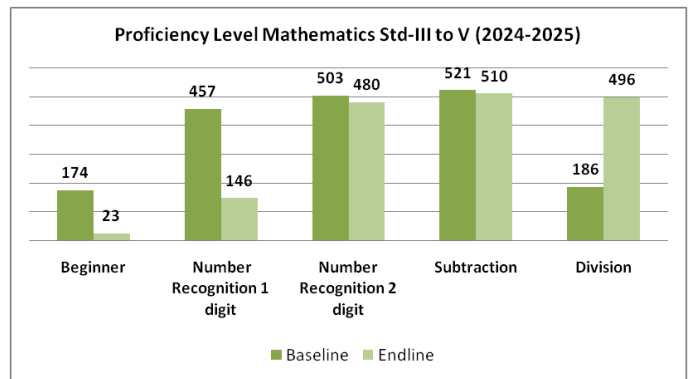
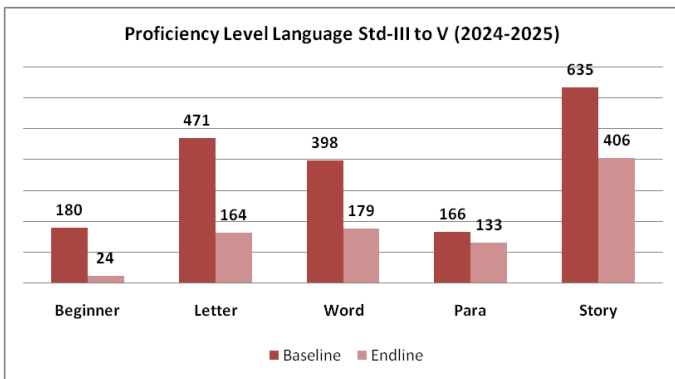
- Storytelling & Reading Aloud: Helps build comprehension and vocabulary.
- Word & Sentence Games: Letter-card matching, word formation, paragraph reading.
- Math Games: Number cards, counters, sticks, real-life examples (fruits, seeds, stones).
- Pair & Group Learning: Peer-to-peer support where stronger learners help others.
- Worksheets & Practice Materials: Simple, level-based worksheets instead of grade textbooks.
- Questioning Techniques: Open-ended questions to encourage thinking.
- Continuous Assessment: Frequent checks to move children between groups as they progress.

Learning Improvements

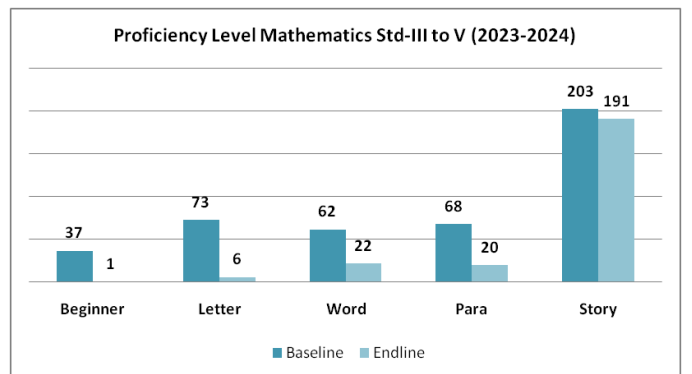
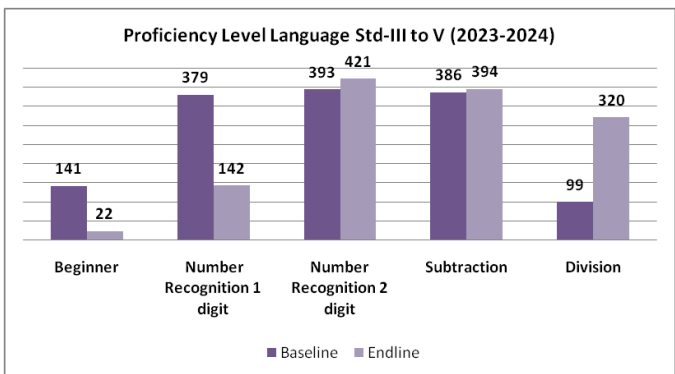
Academic Year 2025-2026



Academic Year 2024-2025



Academic Year 2023-2024



Outreach

Standard I to V

Academic Year	Schools	Students	Teachers
2023-24	16	1624	18
2024-25	22	2029	39
2025-26	23	2102	40



Support



9 Govind Vihar, Near Ruby Eye Hospital, Lochapada
BERHAMPUR-760 001, Ganjam, Odisha, INDIA
Tel : +91-81143 97760 E-mail : info@ysdindia.org
Web : www.ysdindia.org