

Kamaal ke Shikshak Program

Collaboration between the DIETs and Pratham for the capacity building of DIET students and improving the learning level of children in Std 3-5

Program description

According to ASER 2014, only 15.9% of Class 3 children and 46.9% of Class 5 children can read a simple Std.2 text in Tamil Nadu. In Arithmetic, only 24.4% of Class 3 children and 63.2% of Class 5 children can perform a 2-digit subtraction.

District Institutes of Education and Training (DIETs) have been established in every state (in almost all districts) in the country to provide pre-service and in-service teacher training for primary school teachers. DIETs are important institutions that build the capacity of current and future teachers for effective teaching. Any long-term capacity building program in partnership with the DIETs holds considerable promise for positive change in teaching and learning.

To build the capacities of DIET students and improve the learning levels of children in Std 3-5 in select Government schools, 2 DIETs in 2015-16 and 3 DIETs in 2016-17 collaborated with Pratham to implement the '*Kamaal ke Shikshak*' program. The main objectives of the program are:

1. To expose the DIET students to the teaching-learning techniques and activities used in CAMaL.
2. To help DIET students understand the current learning levels of children in Std. 3, 4 and 5.
3. To facilitate DIET student's understanding and implementation of CAMaL methodology during their teaching practice in schools in order to enable them to teach children according to their learning levels to build basic reading and arithmetic skills in children.
4. To support DIET students during the field implementation of CAMaL while working with a group of children.



Combined Activities for Maximised Learning (CAMaL)

CAMaL (Combined Activities for Maximized Learning) is a pedagogy created by Pratham to develop children's abilities in basic reading and arithmetic. CAMaL facilitates learning through structured activities that lead to the development of different competencies, viz. reading, writing, listening, speaking and doing. The activities are introduced in such a way that they ensure learning by helping the child move from simple to complex and from concrete to abstract. A balance between challenge and support thus characterizes the activities of CAMaL.

Fundamental to the CAMaL approach is the grouping of children on the basis of their learning levels rather than on the class in which they are enrolled. Each group of children is then taught using activities and materials designed to help them to move to the next level. In this way, each child in the group is provided the help he/she needs in order to progress. This is known as the concept of 'Teaching at the Right Level.' The methodology is designed around the firm belief that the child is an active agent in the process of learning. 'Learning by Doing' is therefore a value that guides CAMaL. In summary, CAMaL is an interactive, activity-based approach that has been proven to help children acquire basic reading and arithmetic abilities in a short period of time.

Program Reach:

76 DIETs in 2015-16 and 45 DIETs and 46 Private Teacher Training colleges in 2016-17 partnered with Pratham to implement this program. In 2015-16, DIET students conducted CAMaL learning camps in 989 Govt. schools covering approximately 40,000 children and in 2016-17, DIET students conducted CAMaL learning camps in 946 Govt. schools to improve children's basic reading and arithmetic level.



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Results of the learning camps conducted by the DIET students in 2015-16

Table 1: DIET-wise reading levels for Std. 3-5

S. No.	Name of the DIET	No. of camp schools	No. of children at beginner and letter level		No. of children at para and story level	
			Before camp	After camp	Before camp	After camp
1	DIET Kilpennathur	17	117	56	151	275
2	DIET Vadalur	16	139	34	106	266
Total		33	256	90	257	541

Reading testing tool

கதை

தேவீ ஒரு அழகான நாய் குட்டியை தெருவில் பார்த்தாள். அதற்கு ராமு என்று பெயர் வைத்தாள். அதை விடிறுக்குக் கொண்டு வந்தாள். ராமுவை மறைத்து வைத்தாள். அப்பா அவளுக்குக் குடிக்க பால் கொடுத்தார். அதை தேவீ ராமுவுக்குக் கொடுத்தாள். பாலைக் குடித்து விட்டு ராமு குடிக்க ஆரம்பித்தது. அதைக் கேட்ட அப்பா அறைக்குள் சென்றார். ராமுவைப் பார்த்தவுடன் அப்பாவிற்கு கோபம் வந்தது. ஆனால் ராமு அப்பாவின் கையை சுற்றி வந்தது. அப்பாவின் கோபம் தணிந்தது. அப்பாவிற்கும் ராமுவை பிடித்துப் போனது.

பத்தி

செடியில் அழகான பூ பூத்தது. தேவீ ஒன்று அங்கே வந்தது. பூவில் உள்ள தேனைக் குடித்தது. பூந்து சென்றது.

வரி	எ	ம்
#	ள	ம்
உ	ந்	
அ	கு	ய
ட	ந்	

வரி	ம	டு
தேன்	க	ம்
மாடு	ம	ன்
கடை	ப	ல்
பால்	த	லை
காது	ந்	

How to read this table: Table 1 shows the progress in reading levels of children before and after the CAMaL learning camp based on the different levels shown in the language testing tool.

Example: Based on the learning camp conducted by the students of DIET Kilpennathur, the number of children who could not read words reduced from 117 children before camp to 56 children after camp, i.e, a decrease of 61 children and the number of children who could were at para or more increased from 151 children before camp to 275 children after camp, i.e, an increase of 124 children.

Table 2: DIET-wise arithmetic levels for Std. 3-5

S. No.	Name of the DIET	No. of camp schools	No. of children at beginner and 1-digit number recognition level		No. of children at subtraction and division level	
			Before camp	After camp	Before camp	After camp
1	DIET Kilpennathur	17	89	24	169	295
2	DIET Vadalur	16	98	17	95	270
Total		33	187	41	264	565

Arithmetic testing tool

எண்கள் அறிதல் 1 - 9	எண்கள் அறிதல் 10 - 99	வழித்தல்	வகுத்தல்
1 4	51 83	46 63 - 29 - 39	7) 879 (
7 3	37 65	47 45 - 28 - 17	6) 824 (
6 9	55 26	92 84 - 76 - 57	8) 985 (
5 2	91 43	52 66 - 14 - 48	4) 517 (
	36 27		

How to read this table: Table 2 shows the progress in arithmetic levels of children before and after the CAMaL learning camp based on the different levels shown in the arithmetic testing tool.

Example: Based on the learning camp conducted by the students of DIET Vadalur, the number of children who could not read recognise 2-digit numbers reduced from 98 children before camp to 17 children after camp, i.e, a decrease of 81 children and the number of children who could perform subtraction or division increased from 95 children before camp to 270 children after camp, i.e, an increase of 175 children.

Note: In 2016-17, CAMaL learning camps were conducted in Coimbatore, Erode and Tirupur. The results for these camps will be available in April 2017.



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