



## The Lakhon mein Ek Journey

Pratham's Campaign for Assessment to Action:  
Taking stock – February 2016



# Lakhon mein Ek

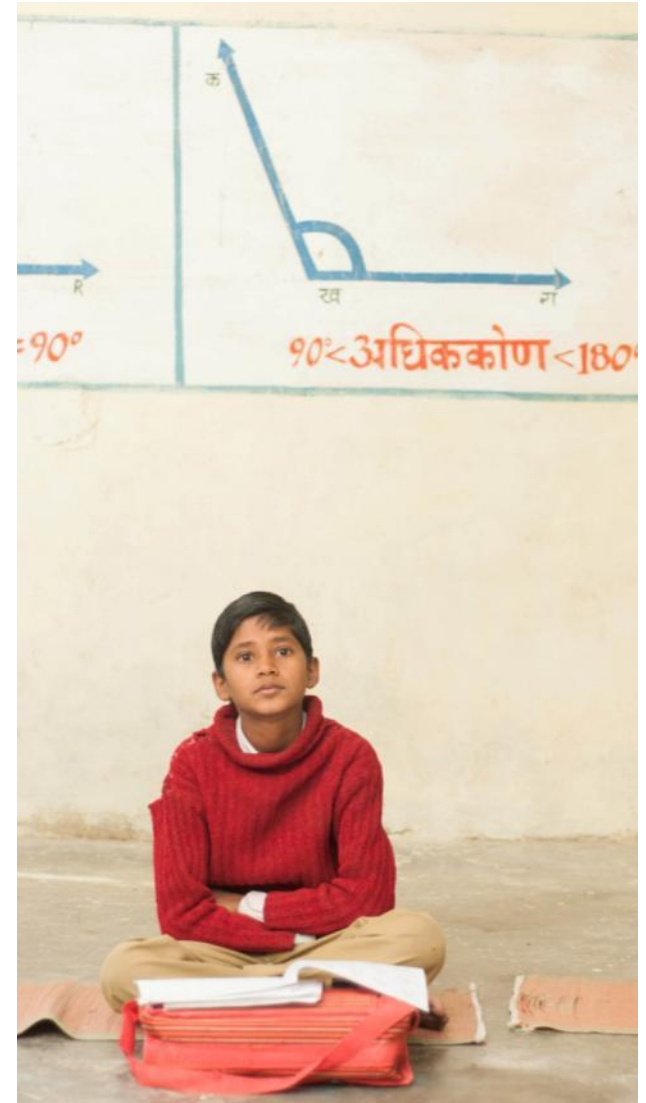
# 2015 IS A LANDMARK YEAR:

20 years of Pratham & 10 years of ASER

**Problem:** From 2004 to 2014, [ASER](#) has provided the country with a report card on children's enrollment and learning levels for every rural district in the country.

**Solution:** For almost 10 years, Pratham's [Read India](#) programme worked with communities and governments to enable children learn to read and to do basic mathematics (read about the models [here](#)). These methods have been proven through rigorous evaluations to be successful in substantially raising basic learning levels. See a video on Pratham's methodology and how it unfolds [here](#) and read more [here](#).

**Scale:** In 2014-15, Pratham's direct work reached 1 million children and through Pratham's partnerships with government, 6 million + children were reached. We estimate that close to 100 million children in India need urgent & immediate support to learn to read and to do basic math. Thus, a **much much bigger effort is needed**.

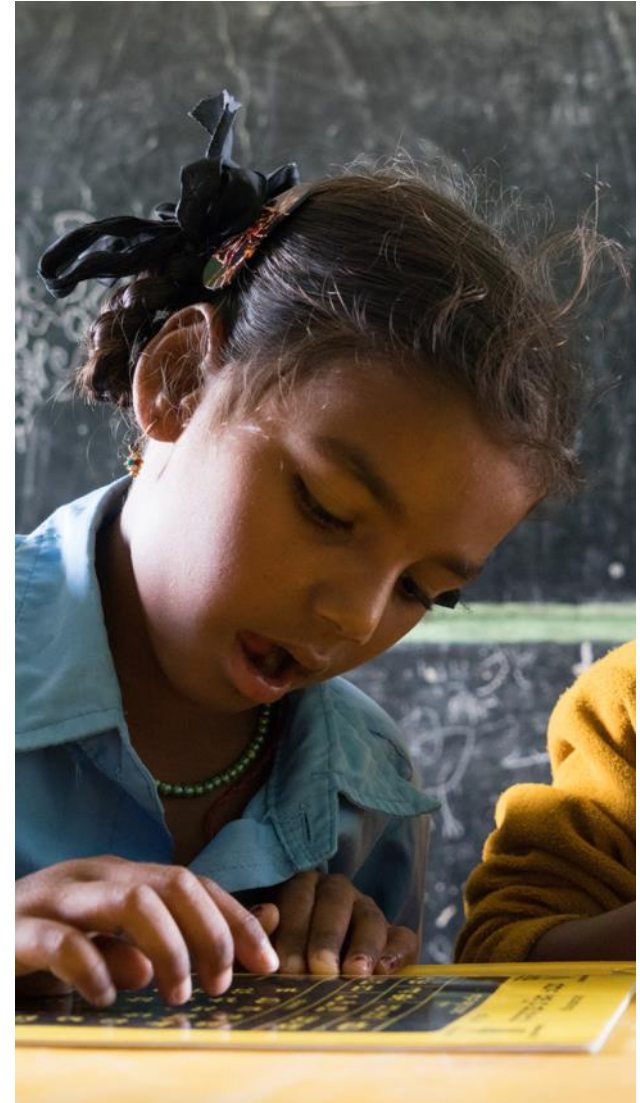


# Engaging people across the country to “feel” the problem and act on solutions

- [Learnings from ten years of ASER](#): For most people first hand experience of “feeling” and seeing the problem of low learning is the first step in moving towards action.
- [Lessons from Read India](#): Once people accept there is a problem, then some suggestions/guidelines or demonstration is needed to move towards solutions.

Based on these experiences, Pratham decided to experiment with how to engage, on very large scale, with citizens and communities to enable citizens to bring about change in their children’s learning.

This is the background of [why](#) the Lakhon mein Ek (LmE) campaign was launched on October 21, 2015



# MOBILIZING LOCAL PEOPLE

## WHY

Join an exciting campaign to change the status of education in 1,00,000 villages and communities across India. Let's ensure that all children are going to school and learning well.

### Why do we need this campaign?



Over 96% of children across India are enrolled in school. But...



About half of Std 5 children cannot read a simple story or solve a simple subtraction sum.



If children are not learning, there are ways to solve the problem quickly at scale and at low cost.

[Posters](#) like these were used at the village and community level to explain why a campaign was needed.

# REACHING OUT TO 100,000 COMMUNITIES

Reach 100,000 villages and urban communities in India in November & December 2015



[Lakhon mein Ek theme song](#)

Involve the residents in assessing the status of schooling and learning in their own communities. Make **Village Report Cards**.

Discuss what is to be done to improve children's basic learning.



[Appeal to the citizens](#)

# HOW

## You can help!

(Village leader) and friends have taken a giant step to improve the learning levels of children in your village.  
Help them to change your village into a reading village!

### Step 1- ASSESS

Basic reading and arithmetic  
of all children.



Come let us help  
children in your village  
read and do simple  
arithmetic.

### Step 2- DISCUSS

The results with parents,  
teachers and local officials.



### Step 3- TEACH

Children who need help  
with the basics. We can help  
get you started.



### Step 4- SHARE

Your experience with others  
around the village and  
inspire them to join the  
campaign.



[Posters](#) in all Indian languages helped to explain the process. Posters were pasted in all participating villages and communities.

# MAKING REPORT CARDS

## HOW

SAMPLE (1)



Story

Rani is a little girl. Her mother gave her a book. It had lots of stories. It also had many pictures. Rani read it every morning on her way to school. She learned many new words. That made her teacher very happy.

Instructions: Ask the child to read the story. We will consider that the child can read the story if he/she:

- Reads it like sentences and not as a string of words.
- Reads it fluently and with ease, even if he/she reads it slowly.
- Reads it with 3 or less than 3 mistakes.

According to the textbooks, children in Std 2 are expected to read such a story.

Subtraction

$$\begin{array}{r} 41 \\ - 23 \\ \hline \\ \hline \\ 98 \\ - 69 \\ \hline \\ \hline \end{array}$$

Instructions: Ask the child to solve all 3 subtraction problems. We will consider that the child can do subtraction if he/she:

- Solves at least 2 out of 3 problems correctly.

According to the textbooks, children in Std 2 are expected to solve such subtraction problems.

[Testing Tools](#)

## VILLAGE REPORT CARD

Using simple tools, each community generated their own report cards which were displayed in the village and discussed.

## CAN CHILDREN IN OUR VILLAGE READ AND DO SIMPLE ARITHMETIC?



State	District	Block	Total number of children tested
Village	Date		
Point person for this village			

Sample of a Std 2 story

Rani is a little girl. Her mother gave her a book. It had lots of stories. It also had many pictures. Rani read it every morning on her way to school. She learned many new words. That made her teacher very happy.



out of  children in Std 3-5 cannot read this story.

out of  children in Std 6-8 cannot read this story.

out of  out of school children in the age group of 7-14 years cannot read this story.

Sample of Std 2 subtraction problems

$$\begin{array}{r} 41 \\ - 23 \\ \hline \\ \hline \\ 98 \\ - 69 \\ \hline \\ \hline \end{array}$$



out of  children in Std 3-5 cannot solve these subtraction problems.

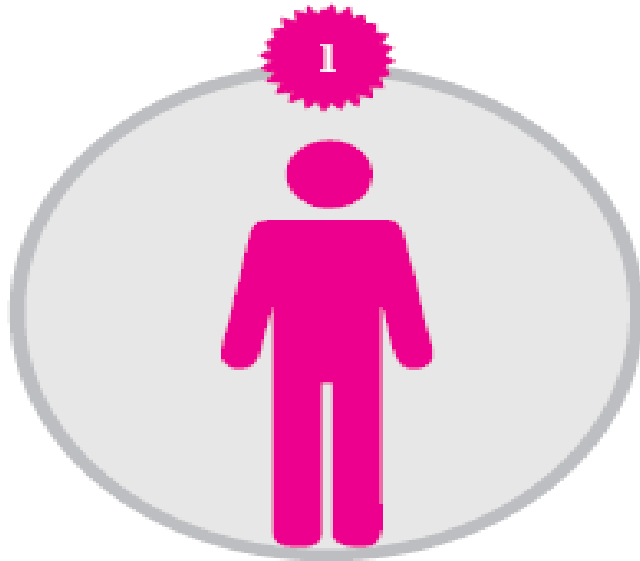
out of  children in Std 6-8 cannot solve these subtraction problems.

out of  out of school children in the age group of 7-14 years cannot solve these subtraction problems.

Come let us help children in our village read and do simple arithmetic.

[Click to enlarge](#)

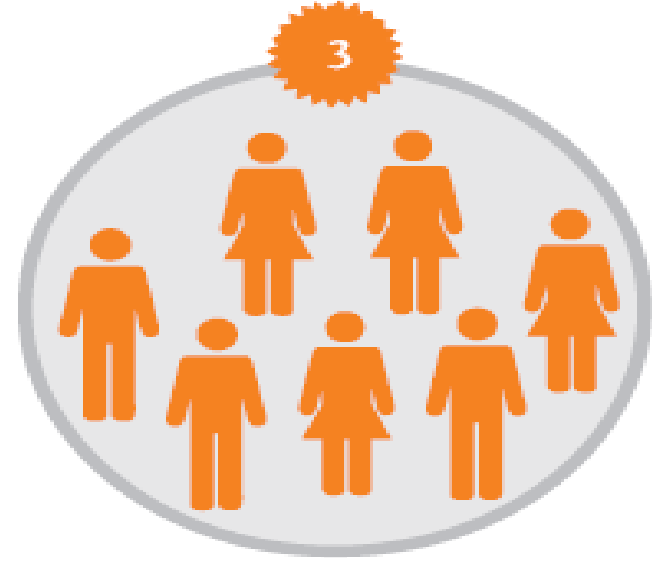
# ROLLING OUT THE CAMPAIGN



## TEAM LEADER

Pratham & Partner team members

2,000 people across India. Each responsible for 50 villages/communities each



## VILLAGE LEADER






Person identified by Team Leader to be the point person responsible for the village or community 1 such person per village/community. This person helped by other village volunteers

Team leaders worked with students from high schools, colleges, panchayats, NGOs, self help group members and ASER partners.



# OVERWHELMING RESPONSE FROM COMMUNITIES

www.lakhonmeinek.org

 **Lakhon mein Ek**     

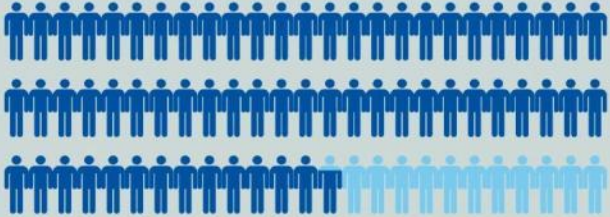
Download App : [Urban](#) | [Rural](#)  
or [CLICK HERE](#) TO REGISTER

**CAMPAIGN LEADERS**  
[CLICK HERE TO LOGIN](#)

VILLAGES REACHED **100002**

100002 villages reached

VOLUNTEERS REACHED **255751**



*Screen shot – Lakhon mein Ek portal: December 25, 2015 17:58 hours*

Kashmir



Himachal

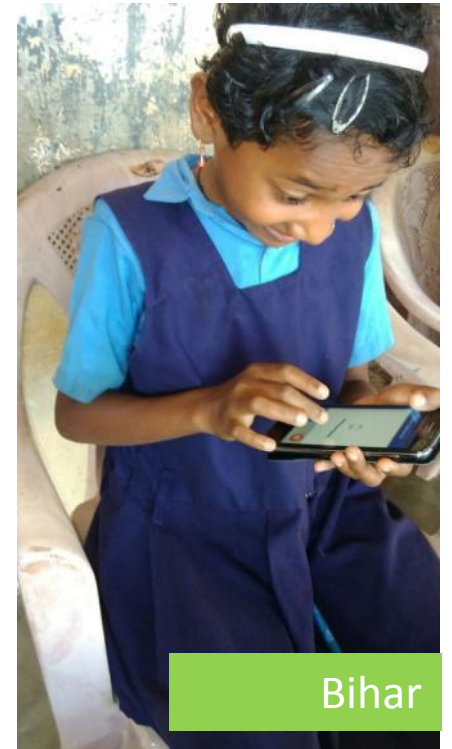


Many individuals & institutions participated in the campaign.

Digital versions of “testing” were also used on phones. (Digital app by Ek-Step)



Chhattisgarh



Bihar

# LAKHON MEIN EK CAMPAIGN UPDATE

JAN 2016

The total India numbers includes union territories & states of the North East.

## LAKHON MEIN EK CAMPAIGN UPDATE

State	Total number of participating villages/communities			Total number of village/community-level volunteers involved			Total Children Reached		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
ANDHRA PRADESH	2755	3945	6700	7421	7857	15278	198837	274392	473229
ASSAM	4514	5	4519	9284	15	9299	188382	208	188590
BIHAR	13716	1619	15335	36657	4357	41014	1883915	231872	2115787
CHHATTISGARH	8181		8181	28241		28241	505324		505324
GUJARAT	4790	1515	6305	12413	3041	15454	372794	95441	468235
HARYANA	803	85	888	2311	235	2546	67217	4535	71752
HIMACHAL PRADESH	3411		3411	5645		5645	84623		84623
JAMMU & KASHMIR	820	109	929	10232	1440	11672	88351	11226	99577
JHARKHAND	4093	141	4234	9523	374	9897	200499	8149	208648
KARNATAKA	3822	65	3887	8087	130	8217	193441	10740	204181
MADHYA PRADESH	10375	33	10408	25130	72	25202	678495	2132	680627
MAHARASHTRA	8019	4052	12071	20859	9971	30830	398383	216058	614441
NCT OF DELHI		3385	3385		6645	6645		287611	287611
ODISHA	8797	342	9139	19087	882	19969	376139	19810	395949
PUNJAB	1667		1667	3470		3470	172335		172335
RAJASTHAN	8531	517	9048	12510	714	13224	560817	45922	606739
TAMIL NADU	191	36	227	440	109	549	12972	4623	17595
TELANGANA	2166	1389	3555	5095	2733	7828	150890	95453	246343
UTTAR PRADESH	34818	2105	36923	61981	3114	65095	2531519	219610	2751129
UTTARAKHAND	5121		5121	11617		11617	174706		174706
WEST BENGAL	6251	188	6439	13727	240	13967	357038	7248	364286
<b>Total</b>	<b>133365</b>	<b>19531</b>	<b>152896</b>	<b>304555</b>	<b>41929</b>	<b>346484</b>	<b>9225318</b>	<b>1535030</b>	<b>10760348</b>

152,000 communities & 300,000+ volunteers involved. 10 million children reached.

# MANY EXPERIENCES ACROSS INDIA



Volunteerism



A day in village Amriti, Malda –  
Lakhon mein Ek campaign in the ground



Women hold up half the sky

# NEXT STEPS

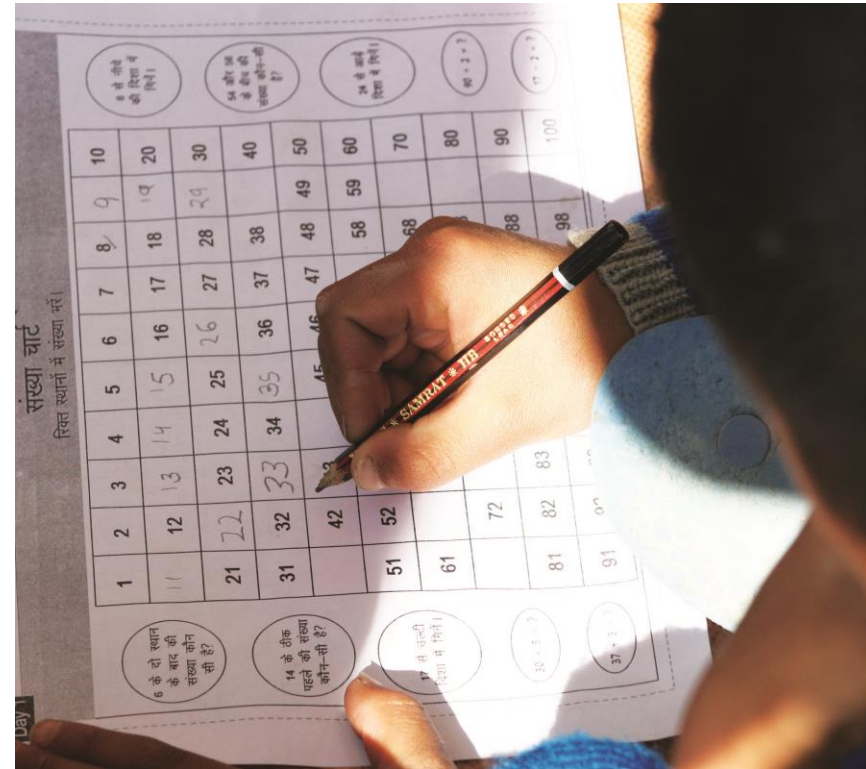
The entire Pratham-ASER team met in late December to review the progress of the Lakhon mein Ek campaign.

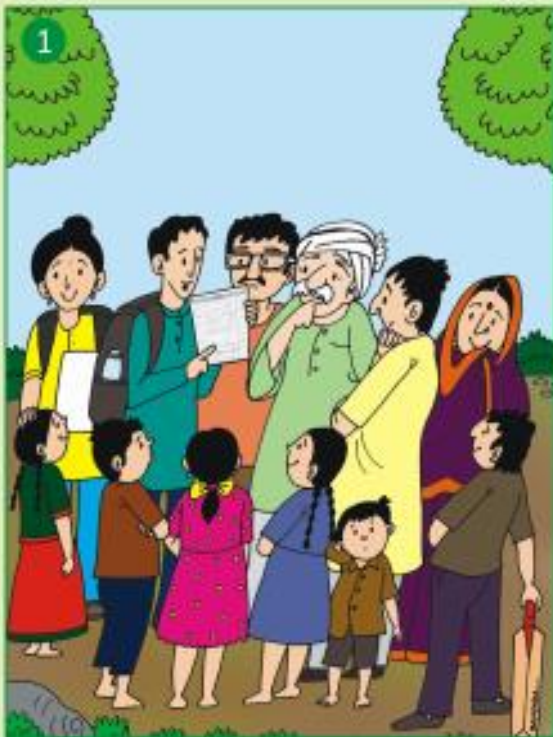
It had been possible to motivate and mobilize massive numbers of local people to take a look at the situation with children's schooling and learning in their own communities. The village report cards provide evidence of this participation.

Everyone everywhere wanted to know what to do next.

We decided to try an experiment called “**Reading Week**” in at least **25,000** villages/communities where the campaign had reached.

During “reading week” we would demonstrate simple activities that can be done by children, parents and neighbours to build children's foundational skills of reading and arithmetic.





1  
Come let us discuss with people how they can do Reading Week.



2  
In each locality, ask children to make small groups. Request a parent or someone else to give children materials every day. Children can use simple paragraphs for learning to read.



3  
Children can help each other to read.



4  
Together children can do group tasks and activities.



5  
Children can also use phones for games and activities.

Welcome to Reading  
Week  
in a  
Lakhon mein Ek village

[Click to enlarge](#)

# DAILY ACTIVITIES DURING READING WEEK IN A COMMUNITY

- Groups of children were formed in each neighbourhood.
- Each group had 5-6 children.
- Each group got two sheets of “tasks” per day.
- One had small paragraphs for practice reading.
- The other sheet had a “math” task to be done by the group.



# READING WEEK MATERIALS FOR 6 DAYS

**Day 1**

Raja goes to the market. It is very far away. He takes the bus. The bus reaches in four hours.	There is a big tree in the garden. Some birds are on the tree. All the birds are small. They are of many colours.	The lion lives in the jungle. It runs very fast. It eats meat. It has sharp teeth.
My house is near a hill. It has a forest. We play on the hill. We also hide in the trees.	Today Lila went to a garden. She saw a red flower. It had a good smell. She liked it very much.	Seema likes to read books. She likes good stories. She has many books. She has read each of them.
Hari went to the river. He saw a large boat. He sat in the boat, and went to the other side.	Mary likes her school. Her class is in a big room. Mary has a bag. She also has a book and a pen.	Rotu is a big monkey. He lives on a tree. He likes to jump. He also likes bananas.
Raju is six years old. He loves to study. He also likes to play. Raju goes to school everyday.	My village is very big. It has many houses. It also has a shop. The bus stops in my village.	Reema lives in a big house. Her brother lives with her. Their house has a tree. Reema loves her house.

**Day 2**

Look at the clocks and write the time.

Draw hands on each of the given clocks to show the given time.

Look at the clocks and answer the following questions.

How many hours ahead is clock 1 as compared to clock 2?

How many hours behind is clock 3 as compared to clock 4?

**Day 3**

Fill in the blank spaces in the calendar with appropriate numbers.

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
	4		6	7		9
10	12					
18			21			
						30

Lothi 14, Makar Sankranti 15, Republic Day 26

**Think and Tell**

- Which is the last date of the month?
- On which day is Makar Sankranti?
- How many Sundays are there in this month?
- On which date is the third Sunday of the month?
- On which day is Lothi?
- What is the date of the Sunday nearest to Republic Day?
- After how many days of Makar Sankranti does Republic Day come?
- What date is the last Saturday of the month?

[Sample Activity for Day 1](#)  
[Click to enlarge](#)

[Sample Activity for Day 2](#)  
[Click to enlarge](#)

[Sample Activity for Day 3](#)  
[Click to enlarge](#)

**Day 4**

Measure the objects around you. Example of some objects are given below.

<p>Measure the height</p> <p>Window</p>	<p>Measure the length</p> <p>Cot</p>	<p>Measure the perimeter</p> <p>Vessel</p>	<p>Measure the distance</p> <p>How far is your school from your house?</p> <p>What is the distance between the front door of your house to the nearest tree?</p> <p>What is the distance between your house and the nearest shop?</p> <p>Measure the length and breadth of a farm land?</p> <p>Note: Similarly measure other things in you surroundings.</p>
<p>Door</p>	<p>Slipper</p>	<p>Bucket</p>	
<p>Cycle</p>	<p>Pencil</p>	<p>Plate</p>	
<p>Height of the child</p>	<p>Trousers</p>	<p>Pan</p>	

**Day 5**

Calculate how much distance has been covered during the journey

**Think and Answer**

What is the distance (km) between Varanasi and Delhi?

Which city is closest to Delhi?

How far is Allahabad from Delhi?

What is the difference in distance (km) between Patna to Basti and Patna to Varanasi?

While going from Patna towards Delhi which is the third closest city?

What is the approx distance between Bareilly to Basti?

Which city is located 390 kms away from Delhi?

**Day 6**

Fill in the blank boxes with words related to the word "Jungle".

Fill in the blank boxes with words related to the word "Marriage".

Fill in the blank boxes with words related to the word "Weather".

Name of the group members: \_\_\_\_\_

Name of the village: \_\_\_\_\_

Date: \_\_\_\_\_

[Sample Activity for Day 4](#)  
[Click to enlarge](#)

[Sample Activity for Day 5](#)  
[Click to enlarge](#)

[Sample Activity for Day 6](#)  
[Click to enlarge](#)



# PARTICIPATING IN READING WEEK

Listen to a young village leader speak about why she is participating in Reading Week



[Poonam Das from West Bengal talks about Lakhon mein Ek and Reading Week](#)

To report back the effort, [30 young troopers](http://www.bit.ly/trackthepack) traveled across the country through the Reading Week. Watch their experience here:  
<http://www.bit.ly/trackthepack>



[Botalama Panchayat office,  
District Khordha](#)



[Reading Week Day 2 in  
Trilokpuri, East Delhi](#)



[Karonja village. Bina block.  
Sagar district. Madhya Pradesh](#)



[Anand Parbat  
Industrial Area, Delhi](#)



[Meeting Majiruddin Sahab: Mobilization  
in Momin para of village Amriti, Malda](#)

# LOOKING FORWARD

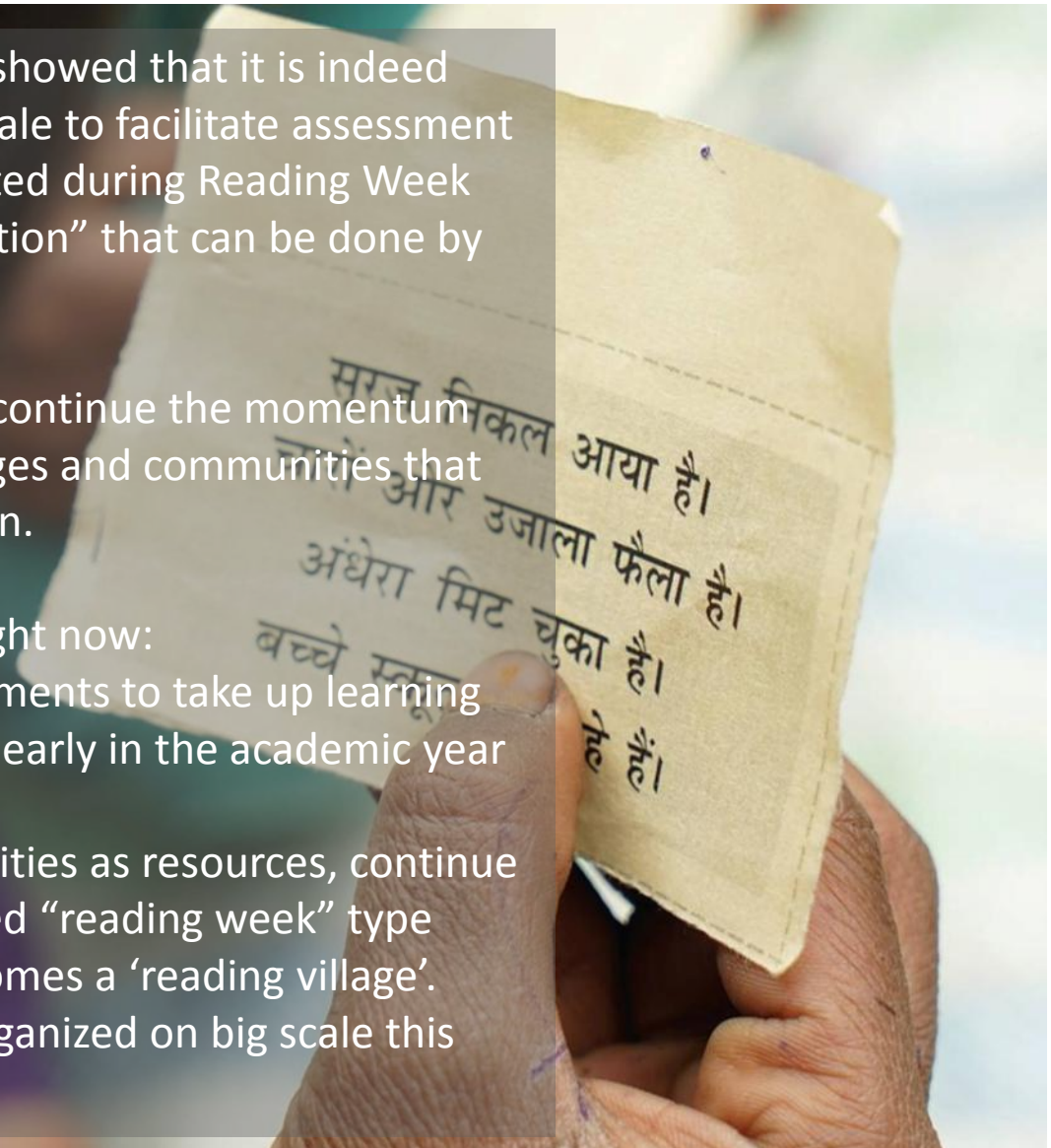
Lakhon mein Ek and Reading Week showed that it is indeed possible to mobilize on very large scale to facilitate assessment leading to action. Activities conducted during Reading Week provided promising examples of “action” that can be done by local people at very low cost.

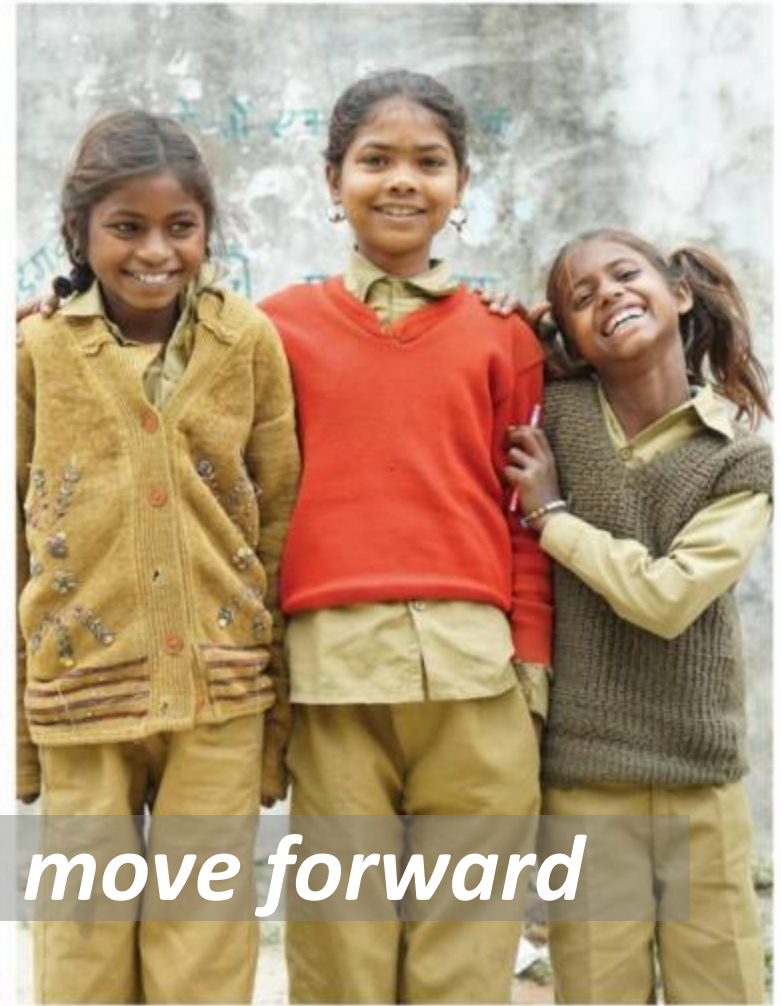
The challenge now is about how to continue the momentum for assessment to action in the villages and communities that have been mobilized in the campaign.

Two efforts are being undertaken right now:

- Persuade district & state governments to take up learning improvement initiatives starting early in the academic year 2016-17
- In as many villages and communities as resources, continue to engage with periodic, repeated “reading week” type activities so that the village becomes a ‘reading village’.

Perhaps “summer camps” can be organized on big scale this year.





*Stay with us as we move forward*

For more information visit  
[www.lakhonmeinek.org](http://www.lakhonmeinek.org) [www.pratham.org](http://www.pratham.org)  
[www.asercentre.org](http://www.asercentre.org)

Contact us at  
[lakhonmeinek@pratham.org](mailto:lakhonmeinek@pratham.org)  
[info@pratham.org](mailto:info@pratham.org)  
[contact@asercentre.org](mailto:contact@asercentre.org)