"UDAAN"
A District Administration Led Initiative, Supported by SSA Mandi & Facilitated by Pratham

Assessment Results of Summer Closing Schools

Program Overview

❖ "UDAAN" program is being implemented by SSA Mandi in partnership with Pratham Education Foundation under the leadership of Deputy Commissioner, Mandi.

❖ The objective of the program is to improve basic learning levels of Std. 3 to 5 children in basic literacy and numeracy.

❖ The program has reached out to approximately around 28000 children of Std. 3 to 5 of across district.

❖ During the intervention, baseline, midline and end line assessments were carried out to know the improvement in learning levels.

❖ District Administration Mandi, SSA Mandi and Pratham Resource Team took the responsibility for the academic support to schools.

❖ This presentation includes data analysis and other findings of summer closing schools only.

UDAAN 2015-16

In 2015, the Udaan program was initiated in selected 258 summer closing cluster schools of 16 education blocks with an objective of bringing about large-scale improvement in children's learning levels in Reading, Writing and Basic Arithmetic.

Government teachers from 258 summer closing schools were trained on Pratham pedagogy using CAMaL methodologies by the Pratham Master trainers. The program was implemented with all children in grades 3 to 5. District Administration, Education Department (Elementary) , SSA of District Mandi and Pratham mutually took the responsibility of monitoring and on- site support.

UDAAN 2016-17

❖ **Overview:** Keeping the successful implementation of program in view, SSA Mandi under the leadership of District administration, Mandi and Pratham's support scaled-up the program to all the 1732 schools of the District.

❖ **Reach:** The program aimed to reach out to around 28000 children in grades 3 to 5 in a total of 1732 schools -350 cluster schools and 1382 branch schools in 20 blocks of Mandi district.

Timeline

Activities	Date/Month
DRG Workshop	21st to 24th April, 2016
Block Level Teacher Training	2nd May to 5th May,2016
Baseline Assessment	2nd Week of May ,2016
Implementation of Program – Pre- Vacation	2nd week of May to 24th June, 2016
CRCC Orientation	8th to 13th June, 2016
Midline Assessment	20th to 24th June, 2016
Implementation of Program – Post-Vacation	1st to 25th August ,2016
End line Assessment	Last Week of August ,2016

Assessment Coverage
(Baseline, Midline & End line)

Assessment Type	Number of Schools Covered	Std. 3 Children	Std. 4 Children	Std. 5 Children	Total Children
Baseline	1,421	7,106	7,454	7,681	22,241
Midline (SPI Based)	1,442	6,812	7,178	7,322	21,312
End line	1,446	7,138	7,550	7,743	22,431

Tools and Methods

Hindi

Oral

Reading

Letters, Word, Para, Story

Written

1. Written Comprehension
2. Sentence Formation

Mathematics

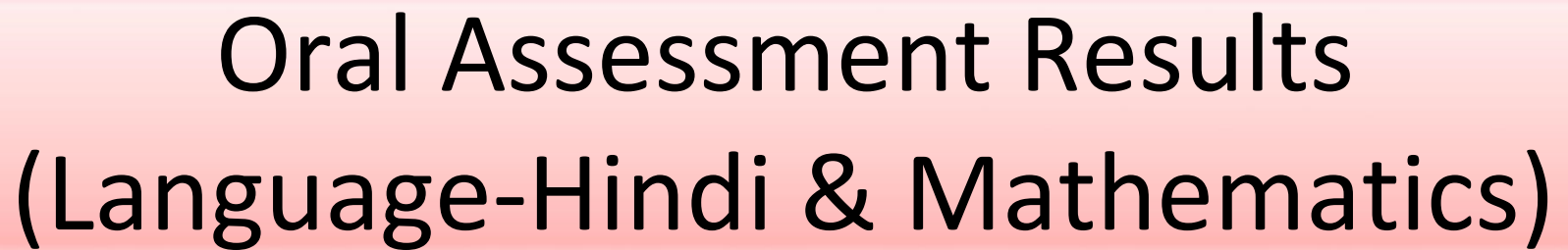**Oral**

• Number Recognition upto 3 Digits

Written

• Basic Operations
• Word Problems
• Place Value
• Ascending and Descending Order
• Fractions

➢ One-on-one /individual test was conducted- orally.

➢ Assessment was used as an opportunity to know the learning levels of children and understand what they could do and what they needed to be helped with.
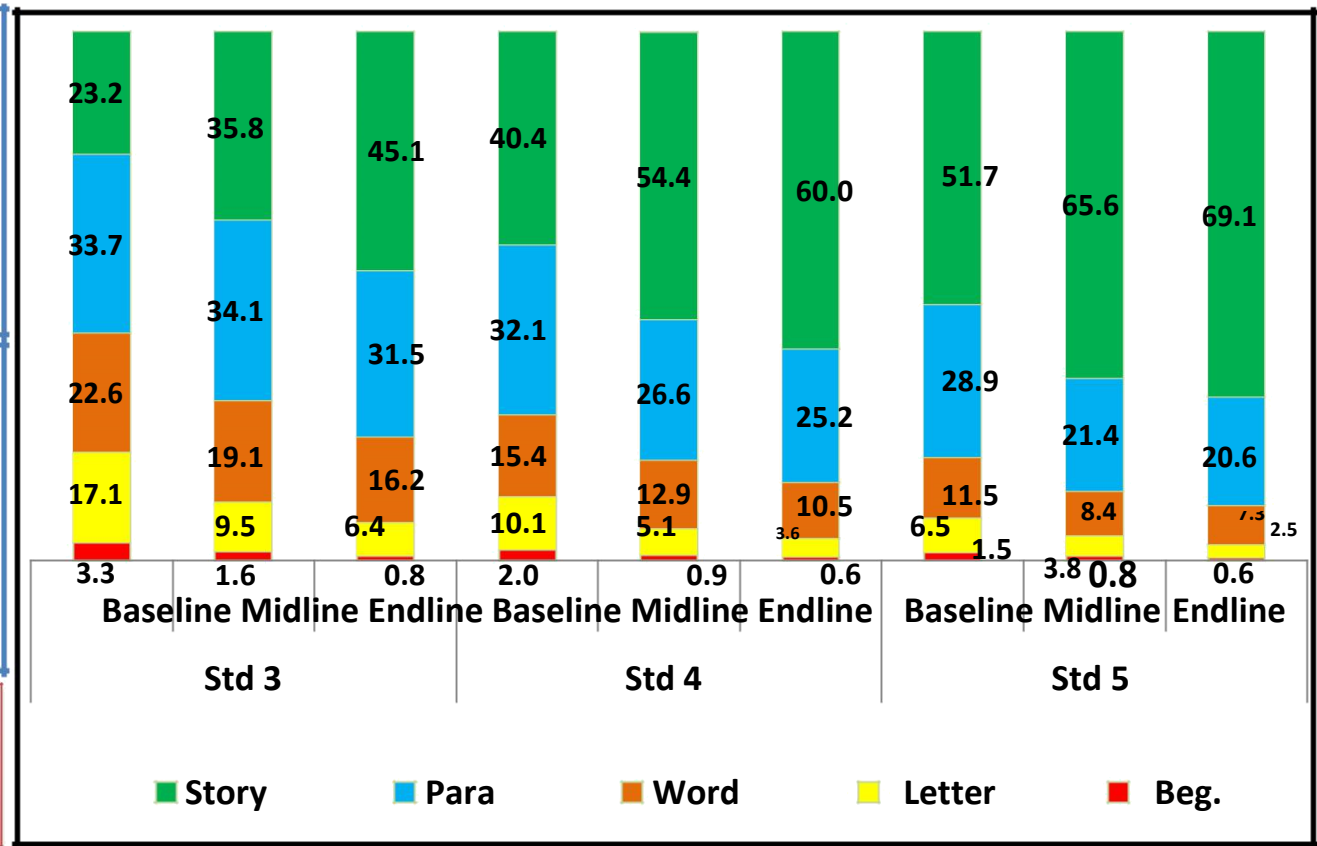
Lets See the Results!

Oral Assessment Results
(Language-Hindi & Mathematics)

How good are children in basic reading now ?

A progressive tool was used to assess the basic reading levels of a child. She/he was marked at the highest level according to the test.

Std 3

	Baseline	Midline	Endline
Story	23.2	35.8	45.1
Para	33.7	34.1	31.5
Word	22.6	19.1	16.2
Letter	17.1	9.5	6.4
Beg.	3.3	1.6	0.8

Std 4

	Baseline	Midline	Endline
Story	40.4	54.4	60.0
Para	32.1	26.6	25.2
Word	15.4	12.9	10.5
Letter	10.1	5.1	3.6
Beg.	2.0	0.9	0.6

Std 5

	Baseline	Midline	Endline
Story	51.7	65.6	69.1
Para	28.9	21.4	20.6
Word	11.5	8.4	7.3
Letter	6.5	3.8	2.5
Beg.	1.5	0.8	0.6

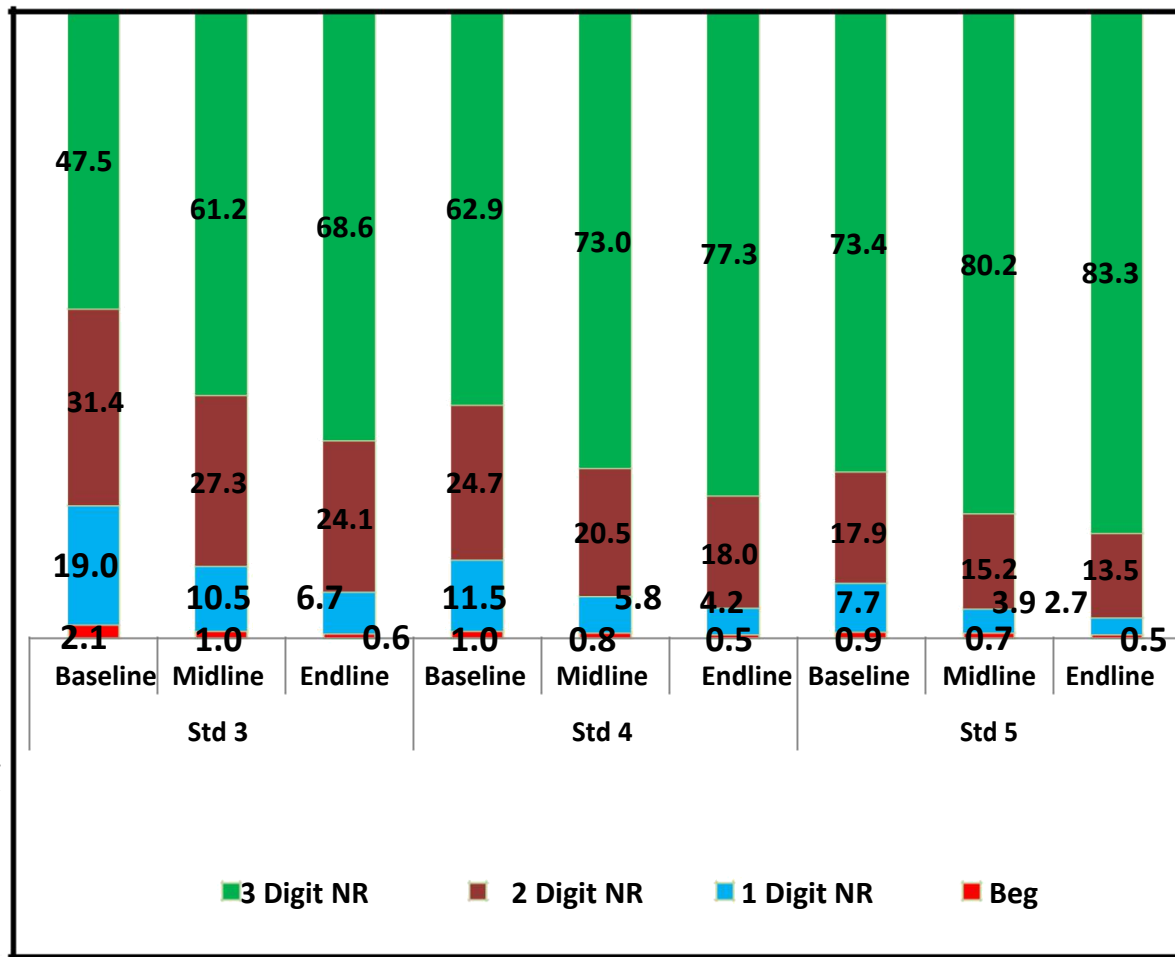Legend: ■ Story ■ Para ■ Word ■ Letter ■ Beg.

❖ **Key Comments:-**

▪ An approx. 15 to 20% points improvement could be seen in story reader children in all standards.

▪ Percentages of children who were at beginner, letter and word levels during the baseline have been reduced in the end line.

▪ Approx. 20% to 30% children are still at paragraph level in all standards who need focus.

Could Children read numbers? (In%)

स्तर-1

| 4 | 7 |

| 2 | 5 |

स्तर-2

| 35 | 28 |

| 60 | 77 |

स्तर-3

| 208 | 690 |

| 381 | 803 |

An individual oral tool was used to assess the different learning levels of children for number knowledge and basic operations.

Std 3

	Baseline	Midline	Endline
3 Digit NR	47.5	61.2	68.6
2 Digit NR	31.4	27.3	24.1
1 Digit NR	19.0	10.5	6.7
Beg	2.1	1.0	0.6

Std 4

	Baseline	Midline	Endline
3 Digit NR	62.9	73.0	77.3
2 Digit NR	24.7	20.5	18.0
1 Digit NR	11.5	5.8	4.2
Beg	1.0	0.8	0.5

Std 5

	Baseline	Midline	Endline
3 Digit NR	73.4	80.2	83.3
2 Digit NR	17.9	15.2	13.5
1 Digit NR	7.7	3.9	2.7
Beg	0.9	0.7	0.5

■ 3 Digit NR   ■ 2 Digit NR   ■ 1 Digit NR   ■ Beg

Key Comments:-

▪ In comparison to baseline , 20% points improvement in Std.3, 15% points improvement in Std.4 and 10% points improvement in Std.5 could be seen in the children in endline who could recognize 3 digit numbers correctly.   ▪ Approx. 32% children in Std.3 and 22% children in Std.4 are not able to recognise 3 digits number and need a focus during classroom activities.

Block wise analysis of Basic Reading & Number Recognition

Edu. Block Name	Std.3	Std.4	Std.5
Sadar-I	40.4	46.8	62.0
Sadar-II	31.7	48.5	56.8
Balh	42.3	54.5	65.5
Saigaloo	44.6	64.5	73.0
Chauntra-I	57.2	74.7	80.2
Chauntra-II	49.0	75.1	81.5
Drang-I	54.8	70.0	78.8
Drang-II	48.7	61.0	76.2
Sundernagar-I	42.9	63.0	68.5
Sundernagar-II	39.4	52.3	67.7
Seraj-I	64.7	40.0	72.0
Seraj-II	23.0	38.0	40.3
Karsog-I	53.8	66.7	75.1
Karsog-II	54.1	55.6	71.5
Chachiot-I	42.6	55.0	65.1
Chachiot-II	43.1	59.8	69.9
Dharmpur-I	54.2	73.7	69.2
Dharmpur-II	50.8	63.0	66.2
Gopalpur-I	61.2	77.2	85.1
Gopalpur-II	45.3	64.8	69.4

Block wise % of children who could recognize 3 digit numbers as per end line assessment

Edu. Block Name	Std.3	Std.4	Std.5
Sadar-I	67.0	72.6	82.4
Sadar-II	54.3	67.7	78.0
Balh	67.1	73.4	79.1
Saigaloo	67.6	85.3	84.8
Chauntra-I	77.9	84.8	88.1
Chauntra-II	79.6	89.7	91.3
Drang-I	73.4	80.7	85.4
Drang-II	70.6	79.4	86.9
Sundernagar-I	65.8	81.3	84.5
Sundernagar-II	66.5	69.1	81.1
Seraj-I	82.4	73.3	84.0
Seraj-II	42.9	56.7	62.5
Karsog-I	72.1	81.8	88.8
Karsog-II	78.2	73.9	85.6
Chachiot-I	67.1	74.1	83.0
Chachiot-II	67.8	80.4	85.3
Dharmpur-I	73.6	86.5	85.4
Dharmpur-II	72.9	78.8	81.5
Gopalpur-I	86.0	86.1	91.3
Gopalpur-II	73.7	79.4	83.2

Lets See the results!

Written Assessment results (Language & Mathematics)

Could children read a higher level text and comprehend questions?

भाषा (Section -1)

नीचे दी गई कहानी को ध्यान से पढ़ें और प्रश्नों के उत्तर दें।

किसी जंगल में एक गब्बर शेर रहता था। उसने सभी जानवरों को कहा कि कल से सभी अपने बच्चों को खेलने के लिए तालाब के पास भेजना शुरू करें। पिंकी लोमड़ी सभी बच्चों को नाच-गाकर खेलाने लगी। हाथी, भालू सभी के बच्चे साथ में खेलने लगे। लेकिन बब्बन बन्दर को खेलने में मन नहीं लगता। एक दिन सभी बच्चे खेल रहे थे। बब्बन धीरे से जंगल में नदी की ओर निकल गया। वह नदी के किनारे पेड़ पर झूलने लगा, अचानक उसका पैर फिसला और वह नदी में जा गिरा। तभी वहाँ गब्बर शेर ने पहुँचकर उसकी जान बचा ली। अब बब्बन सबके साथ खेलता है।

ऊपर दी गई कहानी के आधार पर Q1 से Q4 के उत्तर दें।	सर्वेक्षक के लिए

Q1. सभी बच्चों को तालाब के पास खेलने के लिए किसने कहा?

(i) भालू ने ☐   (iii) शेर ने ☐
(ii) लोमड़ी ने ☐   (iv) हाथी ने ☐

Q1.	0	1	2

Q2. पिंकी लोमड़ी बच्चों को कैसे खेलाती थी?

(i) एक साथ बैठाकर खेलाती थी। ☐   (iii) खड़े होकर खेलाती थी। ☐
(ii) टहल–टहल कर खेलाती थी। ☐   (iv) नाच–गाकर खेलाती थी। ☐

Q2.	0	1	2

Q3. आपको इस कहानी से क्या शिक्षा मिली?
एक लाइन/वाक्य में जवाब दें।

_____
_____

Q3.	0	1	2

Q4. नीचे दिए गए शब्द से एक पूरा वाक्य बनाएं और नीचे लिखें।

उदाहरणः जैसे पसंद शब्द के साथ "मुझे आम पसंद हैं" वाक्य बन सकता है।

अचानकः _____

Q4.	0	1	2	3

How did we test?

A text was given to children for written comprehension and thereafter they did the questions based on the text.

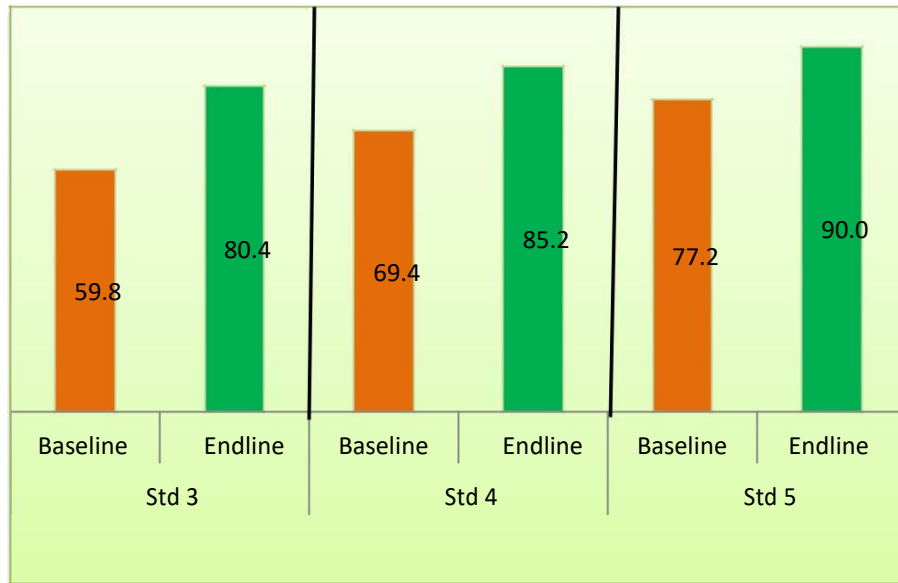Questions were on direct fact retrieval and inference from the based text.

Answers were given by the children in written form in space provided in the tool.

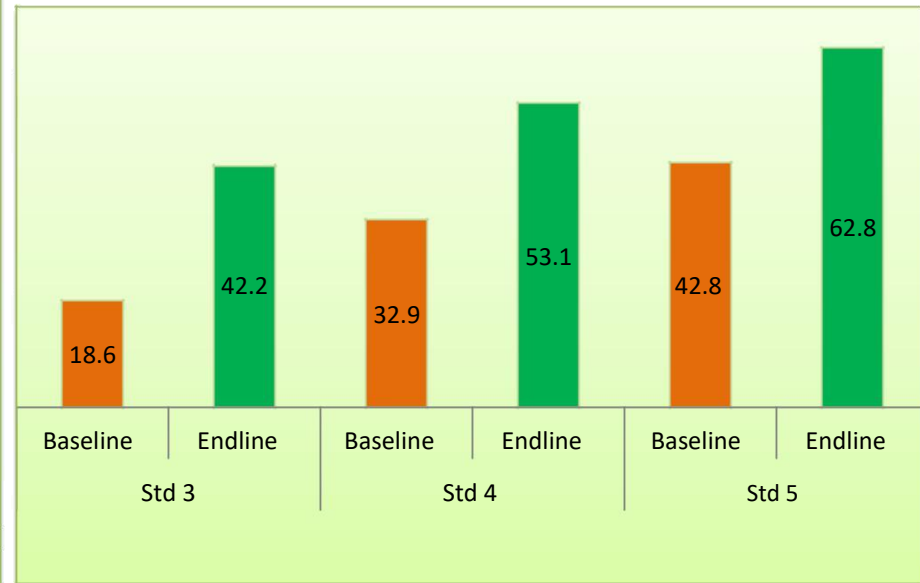The children were given grades based on the answers according to the pre-defined grading rubrics.

% of children who could do comprehension

Direct Fact Retrieval (story)

	Baseline	Endline	Baseline	Endline	Baseline	Endline
	59.8	80.4	69.4	85.2	77.2	90.0
	Std 3		Std 4		Std 5	

Inference of Story- Written

	Baseline	Endline	Baseline	Endline	Baseline	Endline
	18.6	42.2	32.9	53.1	42.8	62.8
	Std 3		Std 4		Std 5	

सभी बच्चों को तालाब के पास खेलने के लिए किसने कहा?
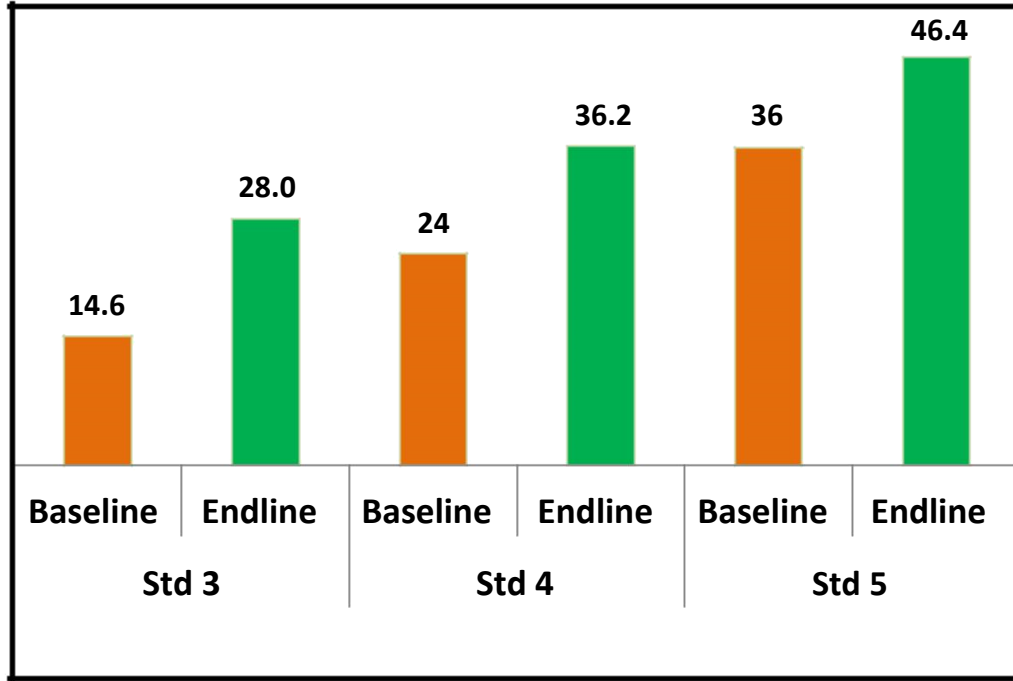(i) भालू ने ☐   (iii) शेर ने ☐
(ii) लोमड़ी ने ☐   (iv) हाथी ने ☐

Q3. आपको इस कहानी से क्या शिक्षा मिली? एक लाइन/वाक्य में जवाब दें।
उत्तर- इस कहानी से हमें यह शिक्षा मिली है कि हमें अपने से बड़ों
की बात माननी चाहिए और शरारतें नहीं करनी चाहिए

❖ **Key Comments:-**

- **There is a significant improvement in percentage of children who are able to comprehend and answer questions based on direct fact retrieval questions.**
- **Approx. 23 % of children in Std.3, 20% of children in Std.4 & 5 have been improved in writing inference of the story in their own words as per end line assessment.**
- **A big percentage of children is still unable to write inference of the story in their own words as 58% children in Std . 3, 47% children in Std. 4 & 37% children in Std. 5 have either not attempted the question or answered**
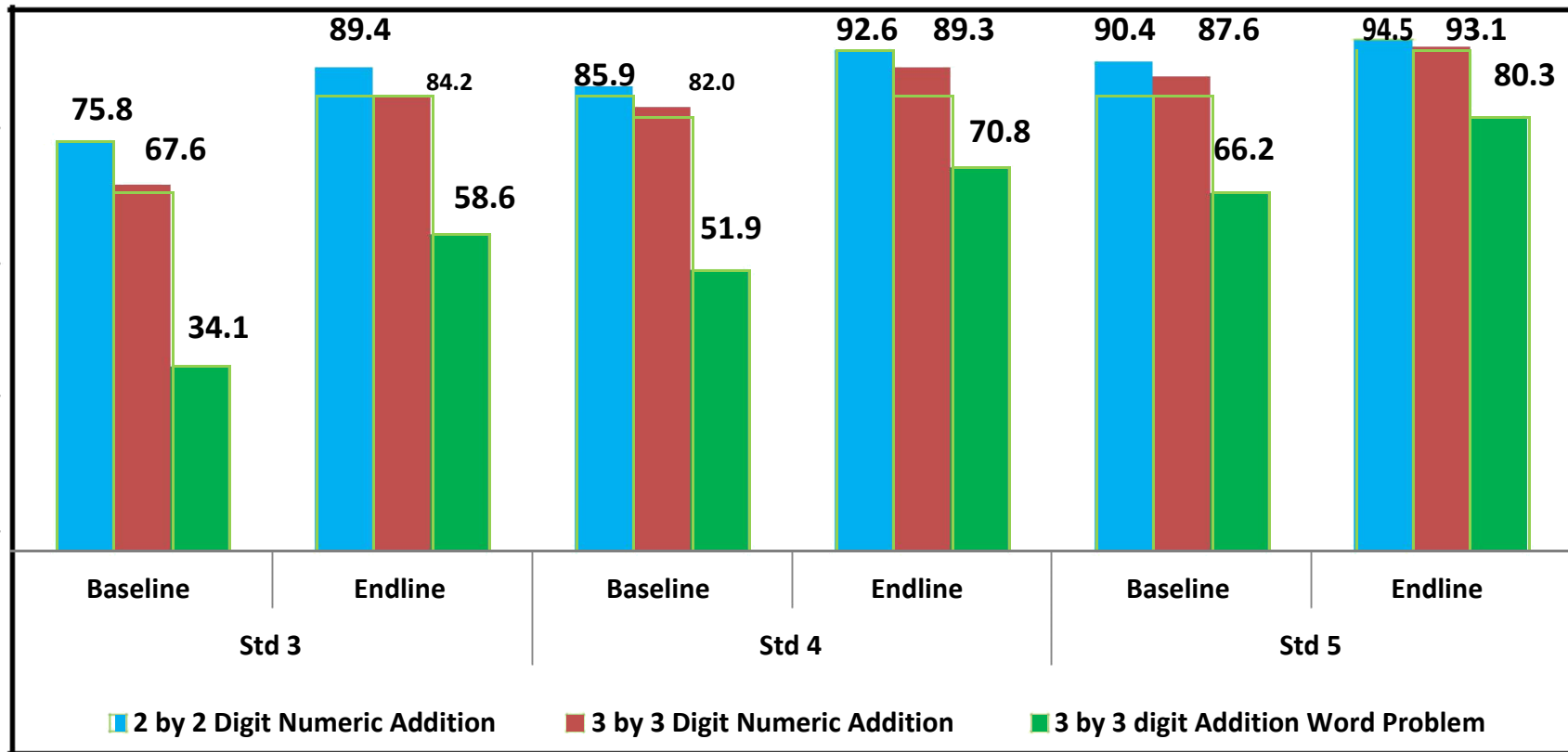
Sentence formation – Written

Std 3: Baseline 14.6, Endline 28.0
Std 4: Baseline 24, Endline 36.2
Std 5: Baseline 36, Endline 46.4

Q4. नीचे दिए गए शब्द से एक पूरा वाक्य बनाएँ और नीचे लिखें।

उदाहरणः जैसे दोस्त शब्द के साथ "उसका कोई दोस्त नहीं था" वाक्य बन सकता है।

पुरस्कार एक बार एक लड़के ने एक अच्छा गाना गाया अध्यापक ने उसे पुरस्कार दिया

❖ **Key Comments:**

▪ Children were asked to write a sentence on word "☐☐☐☐☐"/ "☐☐☐☐☐".

▪ As per end line assessment, an improvement of 10 to 15 percentage points has been recorded in all standards in the sentence formation question.

▪ Result shows that 28% children in Std. 3, 36% children in Std. 4 & 46.4% children in Std.5 could form the sentence correctly.

▪ Still, children need more practice in writing skills as a big percentage of children could not frame sentences in their own words which is an area of concern.

Addition – Numeric & Word Problem Analysis

Chart showing Addition performance analysis for Std 3, Std 4, and Std 5 (Baseline and Endline):

	2 by 2 Digit Numeric Addition	3 by 3 Digit Numeric Addition	3 by 3 digit Addition Word Problem
Std 3 – Baseline	75.8	67.6	34.1
Std 3 – Endline	89.4	84.2	58.6
Std 4 – Baseline	85.9	82.0	51.9
Std 4 – Endline	92.6	89.3	70.8
Std 5 – Baseline	90.4	87.6	66.2
Std 5 – Endline	94.5	93.1	80.3

Sample problems shown:

```
  6 7
+ 1 5
```

```
  2 6 9
+ 3 6 8
```

एक गाँव में 115 महिलायें, 247 पुरुष और 323 बच्चे रहते हैं, तो बताएँ गाँव में कुल कितने लोग रहते हैं?
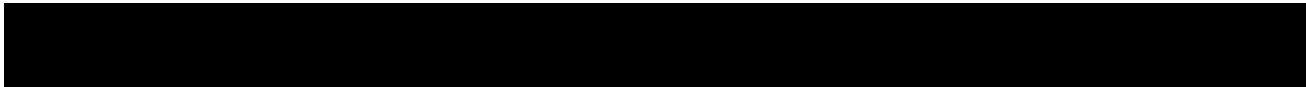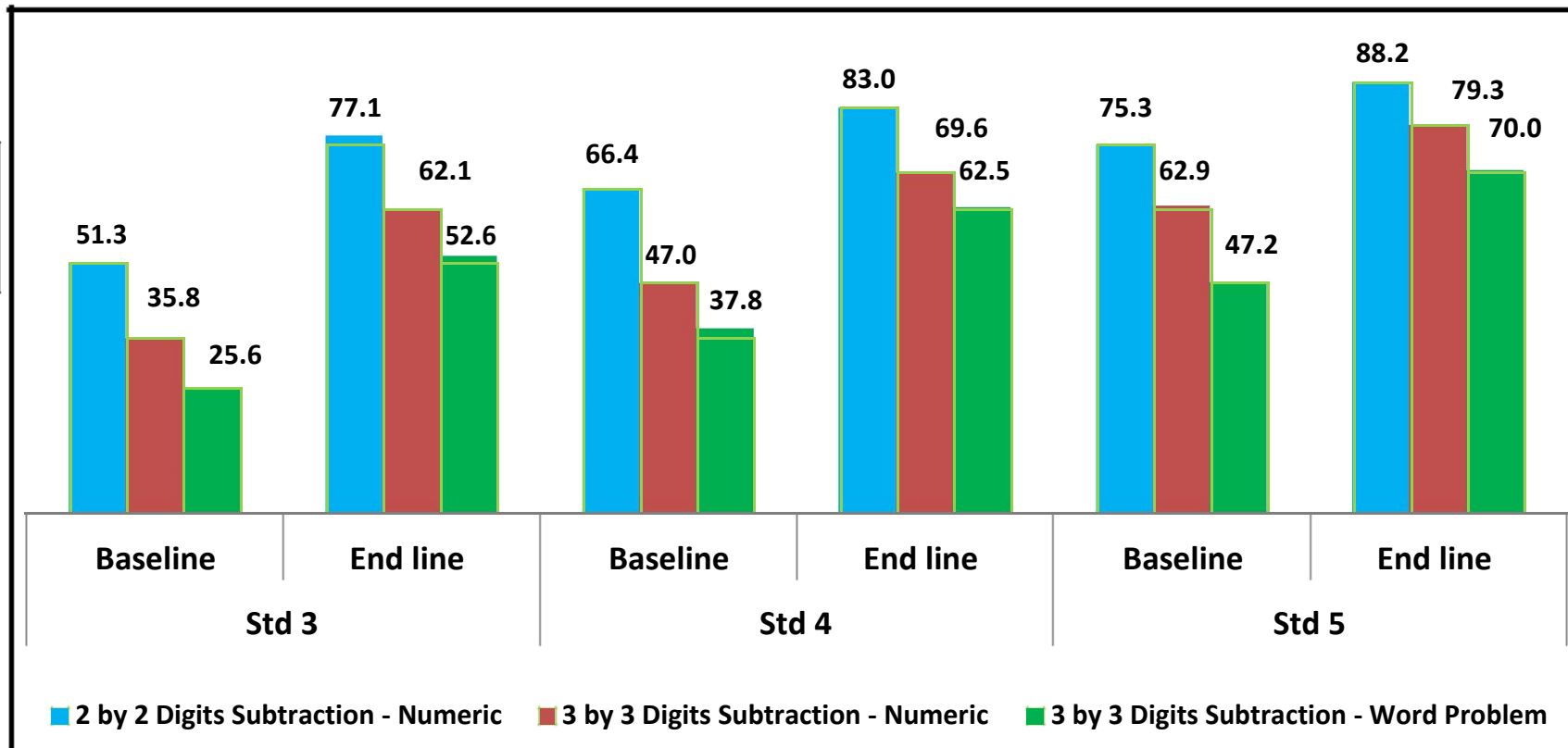
Key Comments:-

- Consistent improvement could be seen in numeric as well as addition word problem questions as per end line assessment.
- As difficulty level of operation is increasing, the percentage of performers is decreasing .
- Word problem is still an issue among children, hence, more focus needs to be given to children on this.

Subtraction – Numeric & Word Problem Analysis


```
  7 6
-  4 7
_____
```

```
  6 0 0
-  2 5 8
_____
```

Chart data:

Std 3 — Baseline: 2 by 2 Digits Subtraction - Numeric: 51.3; 3 by 3 Digits Subtraction - Numeric: 35.8; 3 by 3 Digits Subtraction - Word Problem: 25.6
Std 3 — End line: 77.1; 62.1; 52.6
Std 4 — Baseline: 66.4; 47.0; 37.8
Std 4 — End line: 83.0; 69.6; 62.5
Std 5 — Baseline: 75.3; 62.9; 47.2
Std 5 — End line: 88.2; 79.3; 70.0

Legend: ■ 2 by 2 Digits Subtraction - Numeric ■ 3 by 3 Digits Subtraction - Numeric ■ 3 by 3 Digits Subtraction - Word Problem
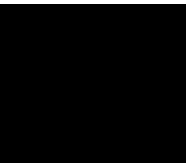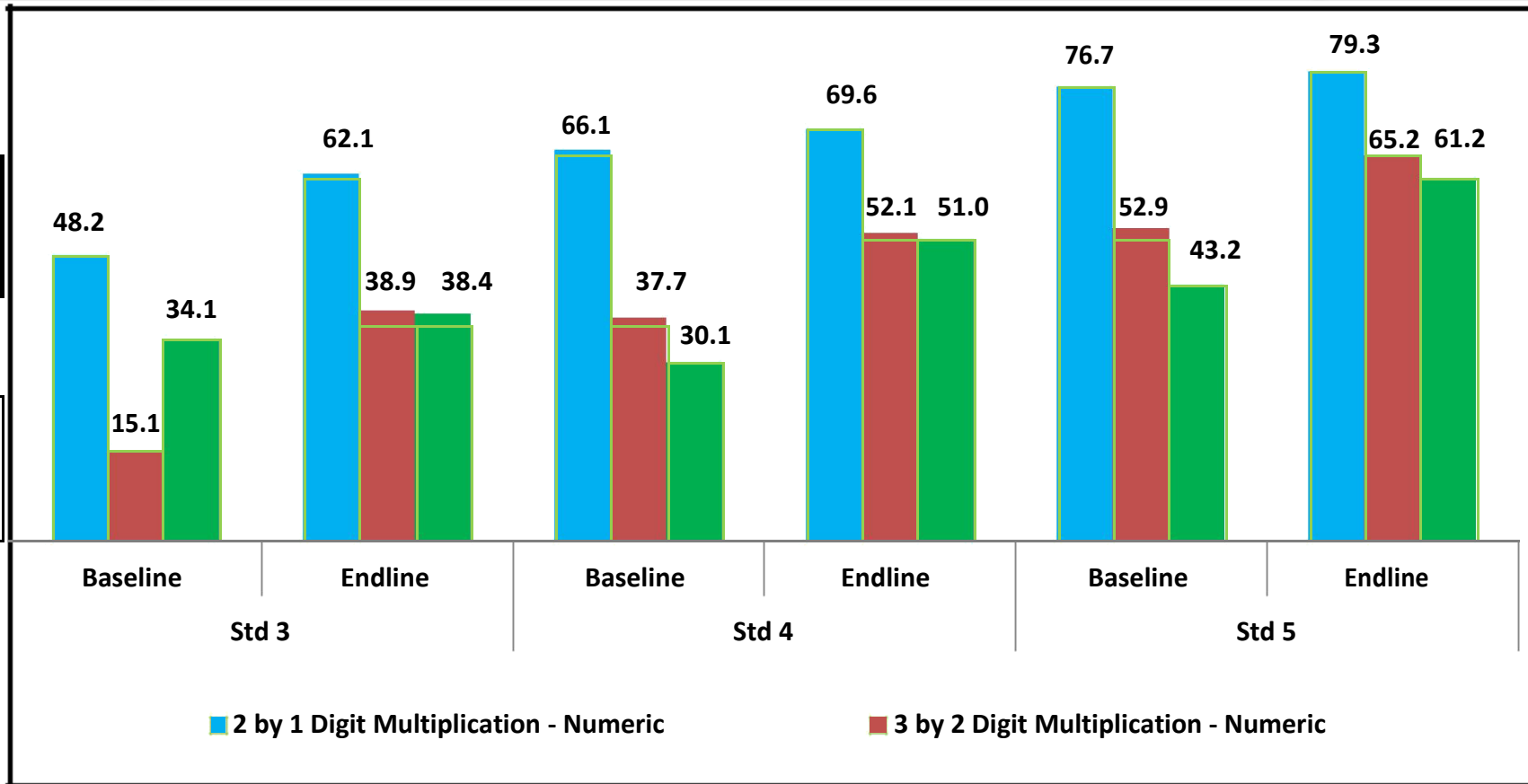
Key Comments:-

- In 2 by 2 digits numeric subtraction, 26 percentage points improvement has been recorded in Std. 3 whereas it is 17% in Std. 4 and 13% in Std.5.
- Results are also good in 3 by 3 digits numeric subtraction in all standards. Consistent improvement can also be seen in word problem , however, it still requires a lot of focus in class-room.

Multiplication – Numeric & Word Problem Analysis

Chart data:

Std	Assessment	2 by 1 Digit Multiplication - Numeric	3 by 2 Digit Multiplication - Numeric	(Word Problem)
Std 3	Baseline	48.2	15.1	34.1
Std 3	Endline	62.1	38.9	38.4
Std 4	Baseline	66.1	37.7	30.1
Std 4	Endline	69.6	52.1	51.0
Std 5	Baseline	76.7	52.9	43.2
Std 5	Endline	79.3	65.2	61.2

Legend: ■ 2 by 1 Digit Multiplication - Numeric   ■ 3 by 2 Digit Multiplication - Numeric

379
$\times 26$

एक कलम की क़ीमत 15 रुपये है। बताओ कि ऐसे ही 17 कलम की क़ीमत कितनी होगी?
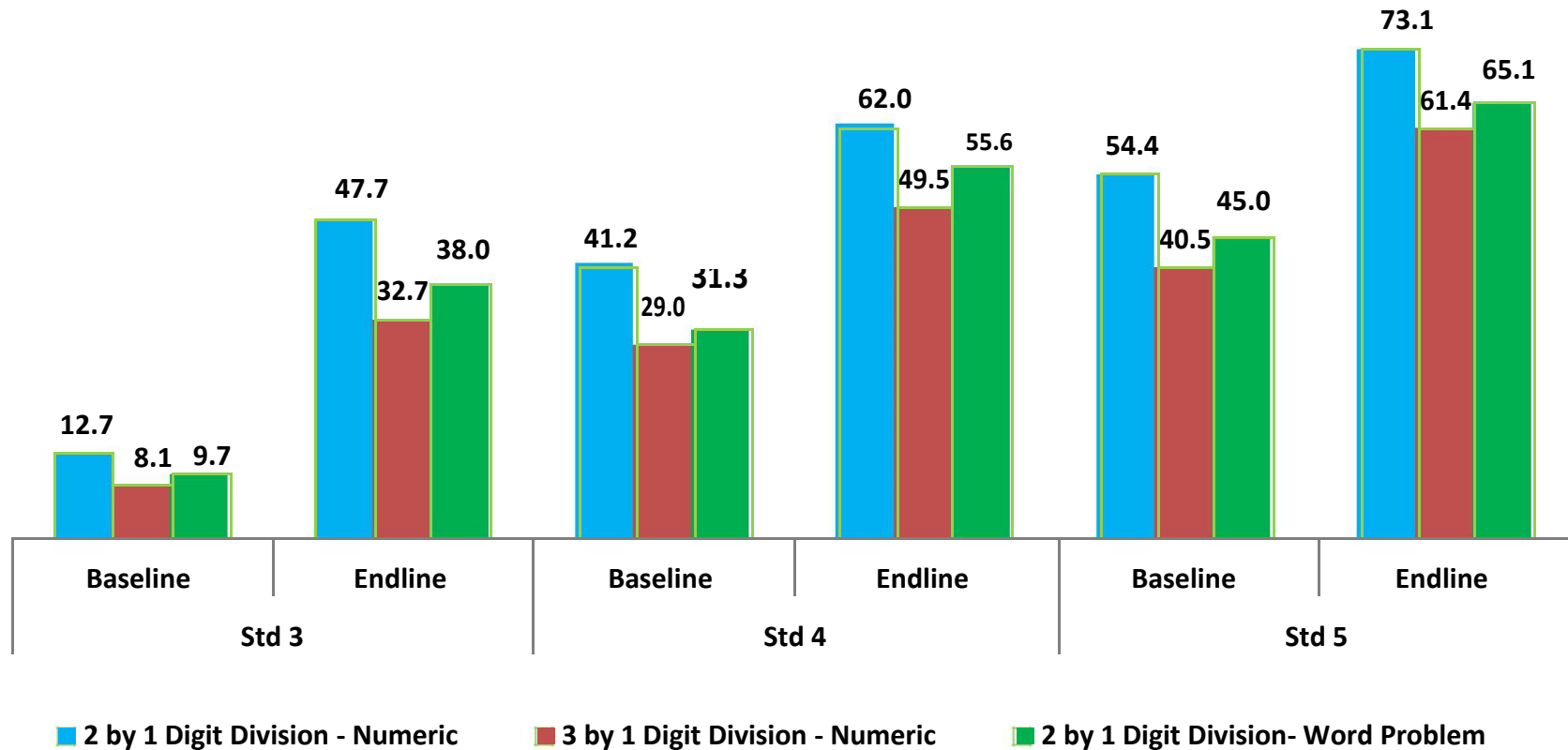
Key Comments:

➢ In Std. 3, approx. 38% children are unable to do 2 by 1 digits numeric multiplication , however, 30% in Std. 4 and 20% in Std. 5 are unable to do the same competency.

➢ In 3 by 2 digits numeric multiplication , consistent improvement could be seen in end line assessment however, 62% children in Std. 3, 48% children in Std. 4, and 35% children in Std. 5 are still unable to do this operation.

➢ Same trends could be seen in 2 by 2 digits multiplication word problem where there is need to do make more efforts to get desirable results .

Division – Numeric & Word Problem Analysis

	2 by 1 Digit Division - Numeric	3 by 1 Digit Division - Numeric	2 by 1 Digit Division- Word Problem
Std 3 Baseline	12.7	8.1	9.7
Std 3 Endline	47.7	32.7	38.0
Std 4 Baseline	41.2	29.0	31.3
Std 4 Endline	62.0	49.5	55.6
Std 5 Baseline	54.4	40.5	45.0
Std 5 Endline	73.1	61.4	65.1

4) 77

5) 548

महेश के पास 68 रुपये हैं, अगर वह उनको 4 भाग में बराबर बांटे, तो बताएँ हर एक के हिस्से में कितने रुपये आयेंगे?

❖ **Key Comments:-**

➢ In 2 by 1 digit numeric division , 35 % points improvement in Std. 3 , 21 % points in Std. 4 & 2 % points in Std. 5 is recorded as per end line assessment.

➢ Substantial improvement could be seen in 3 by 2 digits numeric multiplication.

➢ Percentage of children who could do 2 by 1 digit division word problems has also been improved in all standards.

➢ Keeping end line assessment results in view , children in Std. 3 & 4 need more practice in both numeric and word problems in multiplication.

Place Value

Class	Assessment	% of children who could do Q.9 (a) correctly	% of children who could do Q.9 (b) correctly
Std 3	Baseline	33.3	39.7
Std 3	End line	61.8	65.8
Std 4	Baseline	41.1	51.8
Std 4	End line	65.0	71.5
Std 5	Baseline	52.7	64.9
Std 5	Endline	72.4	79.9

a) 75,460 में 5 का स्थानीय मान लिखें।

b) 5 हज़ार + 4 ☐ + 6 दहाई + 5 इकाई = 5465

Key Comments:-

- In both questions (Q. 9 a & b) of place value, significant improvement could be seen in all standards as per end line assessment .

- Still, 38% children in Std. 3, 35% children in Std. 4 & 28% children in Std. 5 are unable to solve Q.9(a) which need to be focused. Same is the situation with Q.9 (b)

Ascending & Descending Numbers

Std 3 — Baseline: Ascending Numbers 41.0, Descending Numbers 35.6; Endline: Ascending Numbers 66.4, Descending Numbers 57.0

Std 4 — Baseline: Ascending Numbers 53.0, Descending Numbers 50.9; Endline: Ascending Numbers 71.4, Descending Numbers 63.0

Std 5 — Baseline: Ascending Numbers 62.4, Descending Numbers 61.5; Endline: Ascending Numbers 80.6, Descending Numbers 73.8

■ Ascending Numbers Q. 10 (a)   ■ Descending Numbers Q. 10 (b)

❖ Key Comments:-

❖ Percentage of children who could arrange ascending & descending numbers correctly has been improved significantly in all standards, however, there is still a scope of improvement.

a) बढ़ते क्रम में (छोटे से बड़े की ओर)
794, 236, 101, 516 ....

b) घटते क्रम में (बड़े से छोटे की ओर)
192, 647, 381, 111 ....

% of children who could do Fraction

Class	Assessment	Q.15 (a)
Std. 3	Baseline	32.8
	Endline	67.5
Std. 4	Baseline	44.0
	Endline	75.0
Std. 5	Baseline	49.3
	Endline	79.0
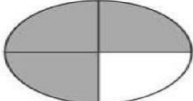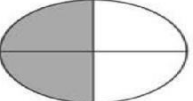
Class	Assessment	Q.15 (b)
Std. 3	Baseline	19.7
	Endline	41.4
Std. 4	Baseline	27.6
	Endline	47.9
Std. 5	Baseline	34.0
	Endline	57.1

Q15. निम्न आकृतियों में कौनसी आकृति का 3/4 भाग रंगा हुआ है, सही आकृति पर सही (✓) का निशान लगायें।

b) निम्न भिन्नों में सबसे बड़े भिन्न पर सही (✓) का निशान लगायें।

(i) $\frac{3}{7}$ ☐   (ii) $\frac{3}{4}$ ☐   (iii) $\frac{3}{5}$ ☐   (iv) $\frac{3}{2}$ ☐

•Key Comments:-
• There is a satisfactory improvement in the Q-15 (a) which was based on the conceptual understanding of Fraction.

Program Achievement

❖ Well planned and organized program

❖ Successful orientations at all levels

❖ Teachers' success in proper implementation of the program

❖ Child wise colorful and attractive material

❖ Substantial improvement in learning levels

Challenges Faced

❖ Delay in material distribution.

❖ In some of cases, transmission loss was observed among teachers during Udaan Classes.

❖ Lack of proper monitoring/ mentoring plan for visiting branch schools by Center Head Teachers.

Udaan Phase -2

After the completion of first phase-1 in August end, the summer schools have given further plan on the basis of their achievement in phase-1.

- Since there is a clear categorization of low and good performing schools after the endline of phase-1, the intervention is suitably modified and customized as per need of the schools. The two categories of schools are as follows:

  ✓ Schools who still need basic intervention

  ✓ Schools who need to focus on higher UDAAN specific competencies as per the above mentioned test

- Strategy used for Low Performing Schools :

  ✓ Meetings with heads for motivating them for better results

  ✓ Increasing frequency and quality of monitoring

  ✓ 49 schools with almost unchanged results in phase-1 are encouraged to achieve basic literacy and numeracy goals before 31st March, 2017. A committee has been constituted to certify them on basic goals.

Udaan Phase -2

Strategy for Good Performing Schools :

✓ Good performing schools in phase 1 are provided special classroom guidelines which are detail out methods through which teachers can focus

on higher UDAAN specific competencies such as word problems, fractions, comprehension, writing skill and text-books.

✓ Schools having excellent performance in Udaan phase 1 are planned to be awarded.

Way Forward

- Udaan as a district- wide program has achieved substantial goals of basic literacy and numeracy in the academic year 2016-17 and is continued in the remaining part of the academic year.

- The proposed strategy for the next academic year would be focused on making Udaan, a sustainable effort. Some of the broader points may be as follows:

✓ Involvement of teachers in localized content development

✓ Practice classes of Trainer of Teachers (ToTs) for effective trainings at each level

✓ Integration of Udaan strategy in class-room situation

✓ Effective monitoring /mentoring

✓ One of the options is to start early literacy and numeracy (Std. 1 & 2) program and then subsequently scale up one class each year

✓ Introducing English at least in cluster schools.

Thank You!