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Patang Endline Report

2015 - 2016

23rd April 2016



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I. INTRODUCTION

Project *Patang* is an action research pilot, which aims at ensuring academic and social integration of children from socioeconomically disadvantaged communities in unaided private schools.

Patang has followed the following approach to bring its vision into practice:

1. Ensuring **academic inclusion** of students and parents of economically weaker sections;
2. Increasing **social inclusion** of children;
3. Developing a **compendium of best practices** that can be used to advocate among various stakeholders;
4. **Impact Assessment** of the project to continuously assess the approach

Patang has demonstrated a visible change in the two intervention schools in terms of attitude change of teachers, better academic performance of students, more proactive and supportive school management, aware parents etc. The two areas of academic intervention are English and Mathematics. Under social inclusion, we have designed a life skills curriculum on which we regularly hold sessions in the *Patang* classrooms, after training teachers and providing session resources.

Rationale behind the Academic impact assessment:

The Impact Assessment of *Patang* aims to evaluate the effectiveness of the model. The assessment is being carried out to determine the growth of the EWS students in academic ability and social skills.

The endline academic assessment, which was conducted in the last quarter of the school year, focuses to identify the current learning levels of the EWS students and their growth over the academic year, and the past two years of the Project. The assessment was conducted in March, in the two schools.

This was the first endline of Grade 1 students, and the second endline for students of Grade 2, 3, and 4. It was administered to both EWS and non-EWS students, so that a comparison can be drawn. The end-line assessment was conducted at the end of the academic year to measure the growth of the *Patang* students and therein help in understanding the impact of the Project.

The endline psychometric assessments were conducted in March for all the *Patang* students aiming to understand their emotional growth. The insights from the same help us understand the day-to-day growth of *Patang* students in the classroom.

The assessments were designed by the in-house team, with focus on the key learning outcomes of each of the intervention Grades (1-4). The assessments were reviewed by experts and school management, and then conducted in both the schools: Delhi Public School, VasantVihar and The Heritage School, VasantKunj.

Rationale behind the Social Impact assessment:

The Impact Assessment of *Patang* aims to evaluate the effectiveness of the model; as part of the same, social impact assessment were carried out to evaluate the inclusiveness of the students within the school ecosystems.

The endline assessment was conducted in the last two months of the academic year, from February to March, in the two schools, while the baseline was conducted at the beginning of the year, in April 2015. This report is a compendium of the findings we collected over baseline and endline, with focus primarily on endline findings. The data collection was time intensive due to its qualitative nature. It focused to identify the levels of inclusion and explored the existing mindsets about EWS students.

The assessments were designed by the in-house team. The assessments were reviewed by school management, and then conducted in both the schools: Delhi Public School, VasantVihar and The Heritage School, VasantKunj.

Scope of Academic Assessments:

1. Two schools
2. Three grades in school 1 and four grades in school 2
3. Two academic subjects – Mathematics and English, and a psychometric assessment
4. 20 questions in Mathematics assessment, 15 questions in English assessment

The following table shows the number of students who attempted the academic endline assessments:

School 1	ENGLISH/MATHEMATICS			
	Total	EWS	NON-EWS	<i>Patang</i>
Grade 1	162	19	138	34
Grade 2	180	26	142	12
Grade 3	192	29	149	14

School 2	ENGLISH/MATHEMATICS			
	Total	EWS	NON-EWS	<i>Patang</i>
Grade 1	69	3	51	11
Grade 2	71	6	47	11
Grade 3	72	7	53	10
Grade 4	69	2	56	8



The table categorises students as per –

1. EWS – These students have been admitted to the school under the RTE Section 12 (1)(c) but are not a part of the Patang intervention.
2. Non-EWS – These students have not accessed the reservation and are again not part of the Patang Intervention.
3. *Patang* – These students have both accessed the reservation and are a part of the Patang Intervention.

Note: *Patang* is a remedial centre, and as such, also includes few Non-EWS students who needed academic intervention. These students have been removed from this research.

Scope for Social Assessments:

1. Two schools
2. Three grades in school 1 and four grades in school 2
3. 8 different categories of stakeholders were interviewed.

The different stakeholders that were interviewed include:

1. Patang students
2. Non-EWS students
3. Patang Parents
4. Non-EWS Parents
5. Patang Teachers
6. School Teachers
7. School Management
8. School Cleaning Staff

The following table shows the number of stakeholders interviewed at Baseline Social Assessment:

Patang Students	Patang Parents	Non-EWS Students	Non-EWS Parents	School Teachers	Patang Teachers	School Management	School Cleaning Staff
104	73	92	27	15	9	6	3 ¹

The following table shows the number of stakeholders interviewed at Endline Social Assessment:

Patang Students	Patang Parents	Non-EWS Students	Non-EWS Parents	School Teachers	Patang Teachers	School Management	School Cleaning Staff
75	23 (interview) 22 (FGD)	None ²	39	30 ³ (FGD)	10	4	None

¹ Permission was not granted to interview the School Cleaning Staff in School 1

² As part of the social impact with the students, we conducted a drawing task based on a study by Aronsson and Andersson (1996), wherein they examined how children represent themselves and their teachers in drawings of the classroom. We adapted their methodology in order to observe if there were any differences between EWS and non EWS children in their representations of the classroom.

³ It was observed during baseline that teachers were not sharing openly, so during endline we conducted focused group discussions, to encourage teachers to share their perceptions freely



Scope for Psychometric Assessments:

The following table shows the number of students who were assessed under the psychometric assessments. These tests were not directly administered to the students, but the teachers were given a survey to be filled with 28 questions in assessment.

School 1	Number of kids
Grade 1	33
Grade 2	21
Grade 3	13

School 2	Number of kids
Grade 1	13
Grade 2	17
Grade 3	11
Grade 4	10

II. METHODOLOGY

A. Design of Academic Assessments

The *Patang* team designed the Mathematics and English assessments for Grade 1- 4. The key objectives, fundamental towards achieving mastery in numeracy and literacy, were mapped. The objectives were identified using school syllabus, textbooks and the national curricula.

The assessments were designed using the objectives as base. The underlying intention was to include a mix of the current grade and previous grade content. This will be particularly effective for the purpose of determining the academic growth of students over the year via the endline data collection and analysis. The assessments developed were to be completed by the students within the duration of 30-45 minutes.

The Mathematics Assessments solely constituted “Multiple Choice Questions” and “Fill in the Blanks”. They included both word problems and pictorial representations of mathematical concepts.

The main components of the English Assessment included, Reading Comprehension, Grammar and Creative Writing. The questions consisted of “Multiple Choice Questions”, “Fill in the Blanks” and “One line answers”. The rationale behind including different types of question was to give an opportunity for children to demonstrate their understanding independent of their ability of English writing and sentence formation. In the “creative writing” section, the children were also given an option to supplement their writing with a drawing, to freely depict their ideation process.

After the *Patang* team finalized the assessments, they were sent out for review to assessment experts. This was done to ensure the assessments were of high quality. Following this, the English and Mathematics coordinators for respective grades approved the papers in both schools to ascertain the appropriate level, and to ensure that the students could attempt them. To maintain validity, none of the assessments were revealed to any class teachers or subject teachers.

The assessments were conducted in both intervention schools with the help of external volunteers from Centre for Civil Society. All volunteers were instructed to inform the students that they would not be assessed on their performance and this should be considered a worksheet. This was done to ensure that students did not feel that the test was high-stakes, and could perform to the best of their capability. The *Patang* team overlooked the entire process.

Methodology of Analysis for Academic Assessments

Assumptions :

- The data set (sample space) for each school, grade and category were considered to be **homogeneous and unbiased**.
- The standard of the question papers throughout the years is of the **same standard**.

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Procedure :

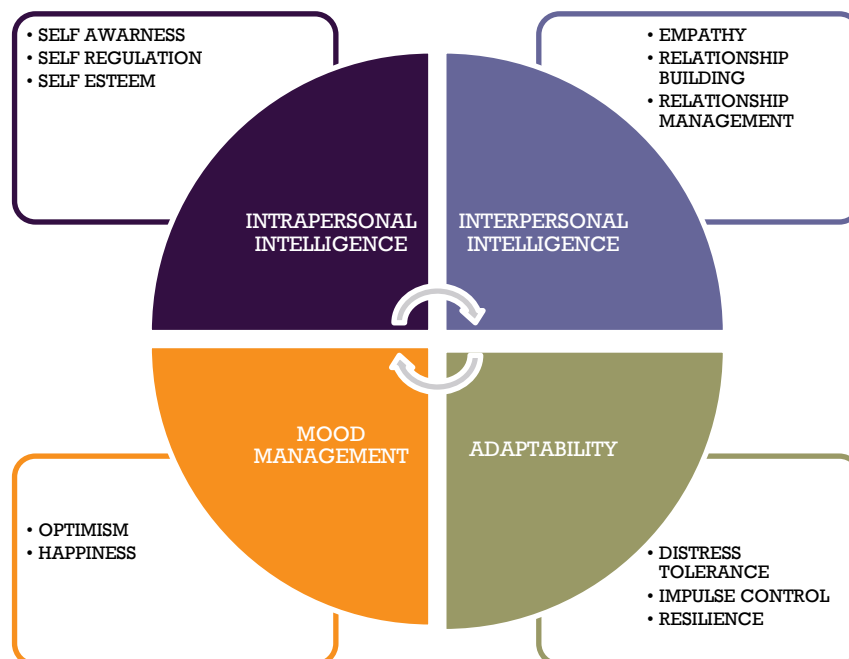
For each school and each grade the set of raw data was organized and then the following **operations and calculations** are done.

- The total scores in English and Mathematics were tabulated.
- The subgroups were identified and the scores for each subgroup were tabulated out for further calculation and analysis.
- The Arithmetic Mean, Standard Deviation, Median and Mode of each such distribution was calculated. The average scores were scaled and normalized with respect to the total scores.
- The graphs were then plotted with percentage scores.
- The same above two calculations were done for each Category, viz. All students, Category 0, 1 and 2 i.e Non EWS, Non-Patang EWS and Patang students
- Correlation between the relevant columns of data was calculated with standard formula.
- Plotting Software Gnuplot was used to generate the figures.
- Inferences were drawn from the calculated values.

B. Design of Psychometric Assessments

During year 1 of Project *Patang*, we realized that apart from academic support, the students also required additional support that would help them overcome their doubts and fears. The children at the centre often come from families much less privileged than their peers. The difference in their home and school environment triggers stress and confidence issues. In line with our goal of *Social Inclusion* and creating a safe environment for the children, we initiated a life-skills program aiming at building their emotional repertoire.

Figure.1. Showing the set of life skills that constitute Patang life skills programme.



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Envisioning holistic personality development of students, *Patang* began its life-skills training programme with its primary focus on Emotional Intelligence. It is referred to as a wide range of skills that children of all ages can develop and enhance. These skills are critical for our wellbeing and life success. Through this programme, we are aiming at building social and emotional reservoir of the students, which in turn will help them in coping with their doubts and confusion.

After instituting the life skills programme, we also wanted to analyse and understand the different problems that children may be struggling with and address it at a class and individual level. We began by reviewing literature on child psychology and by conducting classroom observations in the two schools. This led to the development of the questionnaires which have been created to assess every student's status on life skills.

The questionnaire comprises 28 statements that has 6 response options each: strongly agree, agree, neutral, disagree, strongly disagree and can't say. These statements are scored by the teacher and pertain to:

1. Interpersonal Intelligence - Empathy and Relationship management
2. Intrapersonal Intelligence - Self-Regulation and Self-esteem
3. Adaptability - Resilience, Distress tolerance and Impulse Control
4. Mood Management - Optimism and Happiness

Following were the key objectives of the assessment –

- i) To get an idea about the students' development with respect to different life skills.
- ii) To assess the impact of *Patang* life skills training program for students.
- iii) To have an objective data for reference and correlation to our classroom observations.
- iv) To assess target areas of students with respect to life skills that should be focussed on class and individual level.

After the administration of endline tests, scores were tabulated per student, per skill and per class to find the emotional growth of each child.

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C. Design of Social Assessments

The in-house team designed the social impact assessments. The key parameters identified were: hygiene and cleanliness, usage of derogatory remarks, use of abusive language and inappropriate behavior, child's learning, child's social interaction with peers and participation in extra-curricular activities.

The basis for using the above parameters was to understand how far the biases and mindsets come into play in the child's overall growth in school. There are certain mindsets about EWS students and school level issues that they face, as stated in a 2014 Oxfam study:

“This provision has direct ramifications at multiple levels. At the administrative level, the issue has been about the nature of the rules framed that are meant to operationalise this provision and the extent to which these have been implemented. At the school level, the issues pertain to admissions, fee reimbursements and financial adjustments, school and teacher preparedness, socio-cultural dynamics within school and classrooms, peer interactions, academic planning and so on. At the family level, issues have revolved around coping and adjustments at socio-cultural, economic and academic levels. Media reports have indicated resistance towards this provision from private schools as well as discriminatory practices – both overt and covert – that prevail at multiple levels within the schools.”⁴

Through the questionnaires we have tried to understand how far these perceptions are valid on the field, once the provision has been implemented. Additionally, the parameter of 'child's learning' seeks to understand the level of academic support a child receives at home, and if it varies between the two student groups (EWS and non EWS). Within that, two areas, 'social interaction with peers' and 'participation in extra-curricular activities' has been looked at to understand the level of interaction between the student groups.

All stakeholders were asked a series of questions, which were applicable to their group.

The School Management was also, asked to respond to a series of statements on a scale of Strongly Agree to Strongly Disagree

⁴ Inclusion of Marginalised Children in Private Unaided Schools under the Right of Children to Free and Compulsory Education Act, 2009. 2014. Published by Oxfam India. Pg 4-5.

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Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

During the endline assessments, for increased authenticity of responses, focus group discussions were held for school teachers and Patang parents. Additionally, as part of the social impact with the students, we conducted a drawing task based on a study by Aronsson and Andersson (1996), wherein they examined how children represent themselves and their teachers in drawings of the classroom. We adapted their methodology in order to observe if there were any differences between EWS and non EWS children in their representations of the classroom.

The interaction with all students was done in the way of an informal conversation, to be able to receive honest and unbiased answers. Each questionnaire was administered for about 5-15 minutes. The assessments were conducted in both intervention schools by the *Patang* team from Centre for Civil Society.

III. KEY FINDINGS

A. Academic Assessments :

1. For both schools, all *Patang* students have grown in English, over the two years, when the Baseline data from Year 1 was compared to Endline data of Year 2.
2. In general, an observation through the computed tables reveals that *Patang's* intervention makes the set of students perform more coherently, as they have a low standard deviation in comparison to other sub groups.
3. It can be seen, that consistently across grades, *Patang* students have performed relatively better at English than at Mathematics. This can be attributed to the high need of the English intervention and hence the increased focus on it in the remedial classes.
4. For both schools, *Patang* students' scores reflect that in English, Grammar and Reading Comprehension are their strengths. This is a great moment of success for *Patang*, since all *Patang* classrooms have laid stress of development of these skills to improve student proficiency in English.
5. For both schools, *Patang* students' scores in Mathematics suggest that, Number and Operations is the skill most developed for them in Mathematics, across all grades.
6. The analysis reveals a strong and consistently high statistical correlation across all grades, in both schools, between the development of the logical skills needed to solve Grammar and Arithmetic problems. In other words *Patang* students can be expected to do well simultaneously in Grammar and Arithmetic in most cases.
7. For School 1, the graphs show that overall *Patang* (Category 2) students (except Grade 2 Mathematics) have done better than the average and Non-*Patang*, EWS (Category 1) students in overall Mathematics and English.
8. For School 2, all the analysis reveal that in most cases, *Patang* (Category 2) students have scored less than Non-*Patang* EWS (Category 1) students. The Category 1 students have been doing well academically and socially and hence were not selected to be part of *Patang*, hence it's unfair to make a comparison here.

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9. Except for the students from Grade 2, School 1, none of the *Patang* students have found to be scoring high (more than 70%) in Data Handling.
10. The anomalous behavior in some cases amidst the mostly consistent positive trends in the *Patang* students' performance can be attributed to the sampling of the control groups (Category 1). In some cases we find that there are only 3 students in one particular category which makes it impossible to gauge the effect of any intervention or to compare the lack of it.
11. A significant correlation has been found between the performance in Interpersonal Intelligence and Mathematics in general. Most often it is seen that students if engaged in group studies do well collectively. One may think that the improved interaction within the group, with teachers and parents might have helped in finding easier solutions to problems which might have appeared difficult at the beginning of the year.
12. The most *Patang* students are found to improve in Happiness and Optimism index. We have also found that they have improved in Resilience. There is positive correlation between Optimism and Resilience, which reflects that students are stronger in facing difficult situations, and shows a positive impact of the life skills intervention.

B. Social Assessments :

1. **Patang Students:** The socio-economic differences between students rarely penetrate into their interactions within school, at the primary level. This is further proven through the data, as 93% of the students interviewed mentioned that they have friends from both EWS and non-EWS groups. Students tend to quibble as part of time spent in school, and other than the few below mentioned instances, there have been no specific complaints or issues that were stated. The data from interviews is also indicative of a high level of hygiene among the *Patang* students. When asked about their experience at *Patang*, students shared that they liked the allied activities planned along with study circles.
2. **Patang Parents:** For most parents, education is seen as a means to escape poverty and improve their finances and to ensure that their child gets a better upbringing and a better future than theirs. Parents used several factors to decide which school

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they would want to finally admit their child into. These factors included reputation and location of the school. A very interesting factor was the presence of discrimination that the parents experienced when interacting with the school authorities. 87% of parents surveyed, said they do not face discrimination, as they could not site anything specific. However, a few parents do feel that their child is discriminated against. Most EWS parents mentioned that they experienced a strong class distinction between them and the 'richer' parents. Most parents believed that they needed to pay attention to the child's academic needs and gave time to support the child's education. Parents often faced financial constraints in helping and supporting their child. Though, parents are interested to keep track in their child's learning, they may not be equipped to do so. For most parents, Patang served as a substitute for tuition. Patang class was seen as an extension of school and it allowed parents to not spend money on sending their children for tuition. All parents observed an improvement in their child's studies and academic performance that they attributed to Patang.

- 3. Patang Teachers:** All teachers mentioned that the parents keep track of their child, and that the parents are concerned and make efforts. 7 out of the 10 interviewed, mentioned that school teachers had been co-operative and approachable. The challenges that the teachers faced were, "Low concentration level and hyperactivity" "Speaking in English," and "Disciplinary problems". The teachers felt they faced many challenges, however, they were trained well and developed the capacity to innovate and deal with challenges, to help improve student-learning outcomes.
- 4. School Teachers:** Many teachers held the view that children belonging to the EWS category have inappropriate language and behavior, alongwith poor hygiene habits, which they attribute to their home environments. However, some teachers clarified that foul or abusive language and hygiene were not issues isolated to children from the EWS category. Overall, with regard to parental involvement of EWS parents, most teachers stated that EWS parents were not as involved in their child's education as their Non EWS counterparts. However, some teachers mentioned that there were variations in involvement within both categories. With regard to reasons behind lack of parental support or involvement, teachers cited four main reasons,

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- Lack of ability or confidence in one's ability to provide support;
- Lack of financial or cultural resources;
- Lack of education; and
- Lack of interest.

While the teachers maintained that all stakeholders must be involved in ensuring social and academic inclusion, they saw themselves as role models and facilitators of inclusion in the classroom. When seen from EWS parents' perspective, one of the significant factors that assured parents of inclusion among EWS and Non-EWS students were the school teachers. Hence, they play a pivotal role.

- 5. School Management:** It was seen, that even though there are complaints about EWS students, it is something that the school management has been actively working towards with school teachers and Non EWS parents. They also acknowledged the importance of the role played by Patang to help create an inclusive environment in the school.
- 6. Non EWS Parents:** 91% of parents surveyed, (from non-EWS category) did not receive any complaint from their child about their peers. None of the parents specifically complained about EWS students. They encouraged their children to hold a conversation with their peers to resolve the issues.
- 7. Patang Team:** As a team that spent the year interacting and learning through various mediums, one of the key suggestions given by the team are, that the existing biases need to be overcome. Workshops on inclusion, sensitization and shedding mindsets can go a long way in further enhancing and enabling the school environment to be inclusive.

IV. OBSERVATIONS

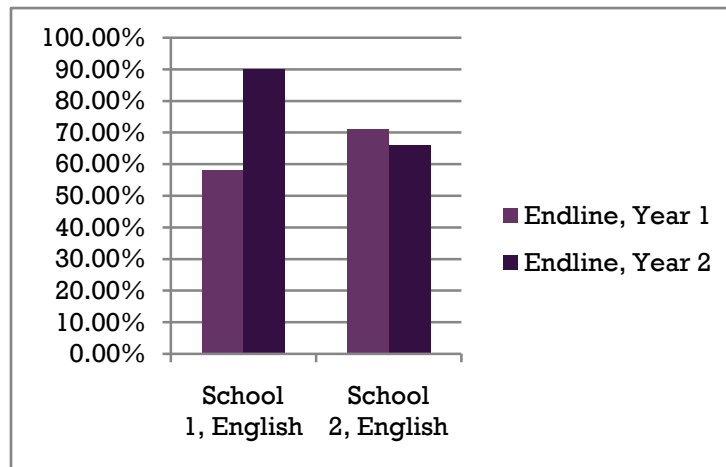
A. Academic

A1. Year 1 and Year 2, Academic Growth and Highlights

From Grade 1 to Grade 2

It was observed that the Patang students in School 1 grew immensely in English, from an aggregate of 58% to 90%.

When looking at the data from School 2, the Patang students have specifically grown in Reading Comprehension skill from 72% to 83%. The overall English score was 71% in Year 1 and 66% in Year 2. However, it is important to note that the papers were of higher rigour and standard in Year 2.



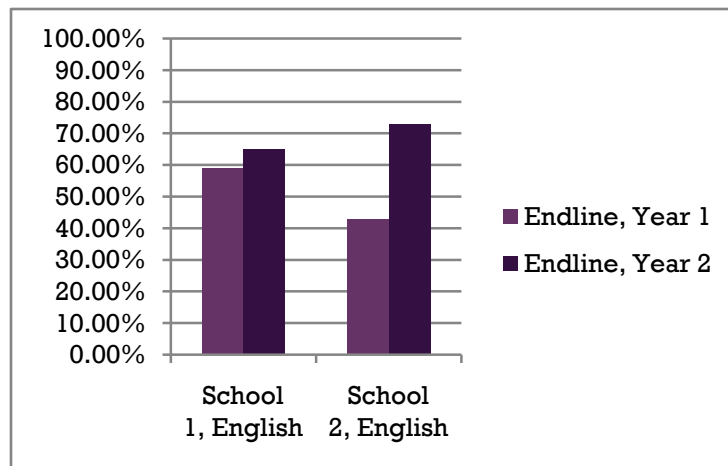
For Mathematics, the scores for School 1 remained constant at 58%. For School 2, in Year 1, the Patang students scored 80%, while they scored 60% in Year 2.

However, in Year 2, the students were tested for Number and Operations, Shapes and Spaces, Measurement and Data Handling, whereas in Year 1, the assessment was limited to Number and Operations. Hence, the score is reflective of a substantial improvement in the mathematical abilities of the Patang students.

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From Grade 2 to Grade 3

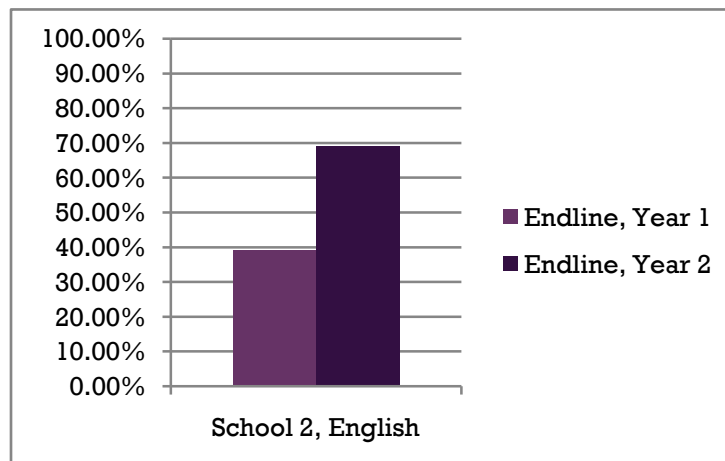
It was seen that the Patang students in both schools grew immensely in English, as shown in the figure below. The students in School 1 grew from 59% to 62%, in average English score, while those in School 2 went from 43% to 73%.



In Mathematics, School 1, it was seen that the students went from 73% to 63%, in average marks in Mathematics, however they improved in Data Handling by 2%. School 2 also saw a drop in the absolute percentages in Mathematics, however, considering the higher level and rigour of the paper, it is certain that the students have performed well in comparison to Year 1.

From Grade 3 to Grade 4

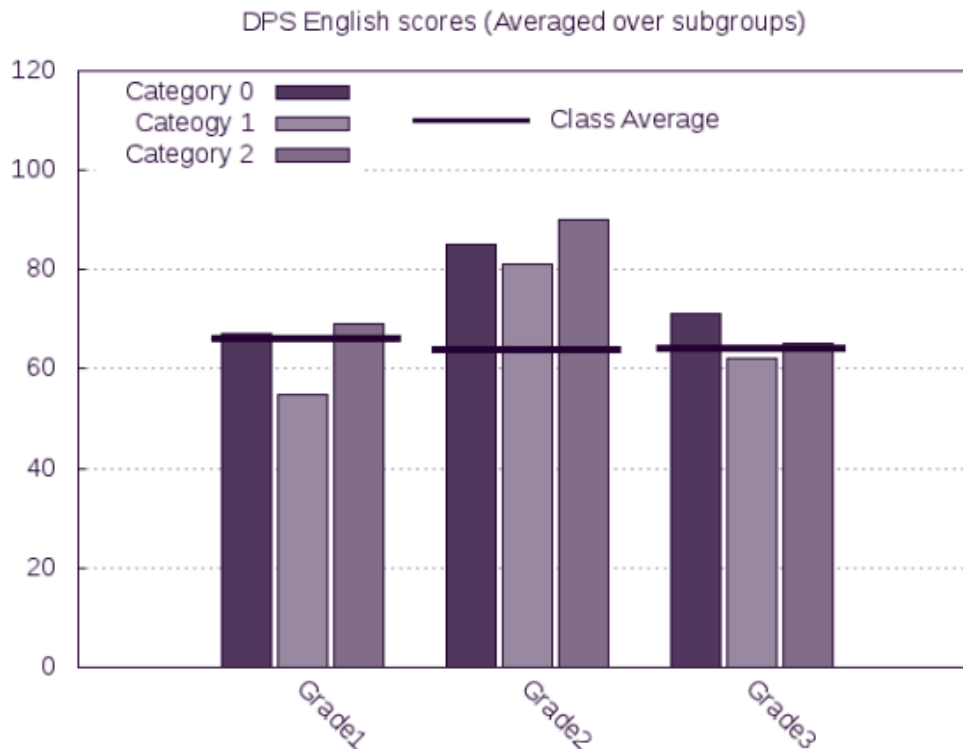
The students in School 2, have improved greatly in English, going from 39% to 69% in Year 2. Additionally it must be noted that the rigour and level of the papers were higher in Year 2, which means the net growth is a lot more than what the numbers suggest. In Mathematics they have scored 42% in Year 2, which is 8% lesser than Year 1.



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Key findings from *Patang's* Academic assessments have been shown below for DPS and Heritage. Results are broken down to show skill wise and grade wise averages within specific school breakdown.

A2. School 1 – Endline Analysis



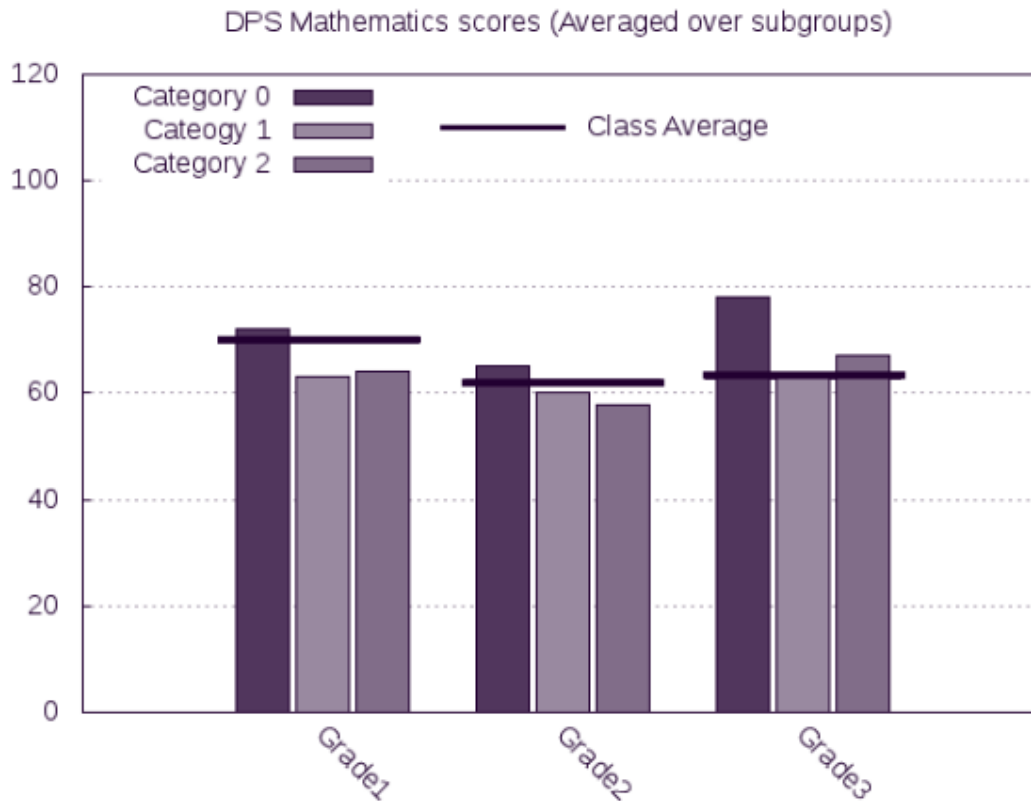
In Grade 1, Patang students have scored better, overall, than EWS, Non Patang(Category 1) and Non EWS(Category 0) students, reflecting an average performance of 69%. The Standard Deviation (SD) value in English is 2.24, for Category 2 students (Category 0 students: 2.93), which shows that those students have done well as a group, i.e. they are coherent in their performance overall in English.

In Grade 2, we can see that the Patang students have outperformed all other students in English with an average score of 90%. This is 9% higher than Non-Patang EWS students and 5% higher than Non-EWS students. If we look at the SD for English, we would understand that most of the students in Patang exhibit similar performance trend, with a fairly low Standard Deviation of 1.19.

In Grade 3, the Patang students have performed well in English, with an aggregate percentage of 65%. However, the Non-EWS students have done better at 71%. Though the Patang students are not too far behind, this can be due to the fact that as the students go to higher grades, the gaps tend to widen, mainly because they were not given remedial

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support from the initially years. Despite that, a 65% aggregate percentage indicates good performance.



In all grades, it can be seen that the Non EWS students have scored the highest. The Patang students are second in line in Grades 1 and 3, however, have scored the lowest in Grade 2 among all student groups. Another point to note is, that in Grade 2 the overall average score is the lowest at 62%. This could be an indication that the assessment was of a higher rigour than what students are typically exposed to.

In Grade 1, the Patang students have scored an aggregate of 64%, while the Non EWS students have scored 72%. Hence, the students at Patang are not too far behind. However, mathematics seems to be challenge area for them due to their inability to comprehend the question. This can be correlated to a relatively low score in Reading Comprehension (58%), indicative of the two skills being linked in student performance.

In Grade 2, the Patang students have not done well in mathematics, with a 58% aggregate. Both other groups have scored 60% and above. This shows that the intervention was not able to make a huge impact on mathematical ability, however, as we delve into the skill wise analysis, we will have a better sense of what are the areas of struggle for the Patang Grade 2 students.

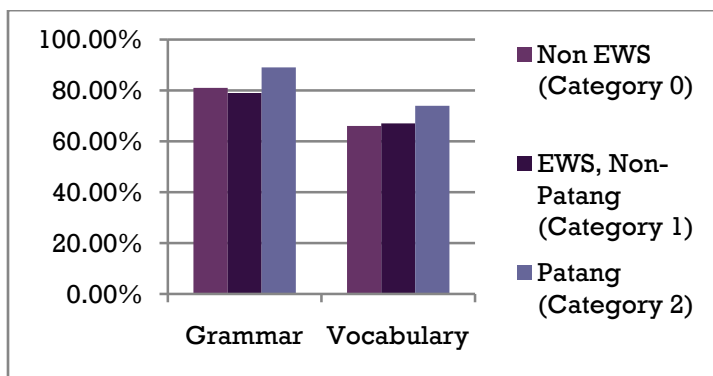
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In Grade 3, the Patang students have scored an aggregate of 65%. They have performed better than the EWS, Non-Patang group, however, the Non EWS students have scored 78%. Even though the Patang student group have not scored the highest.

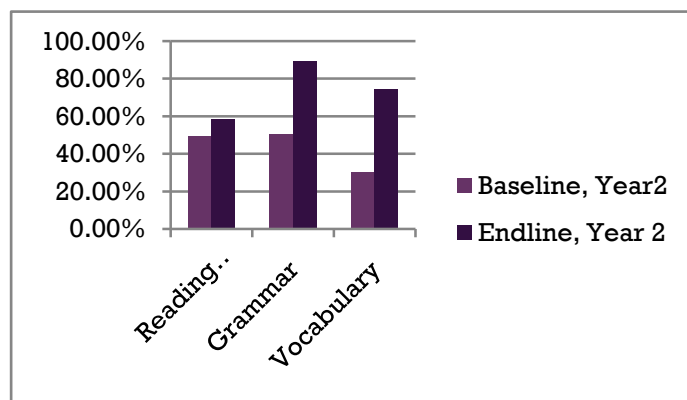
A.3. SKILL WISE ANALYSIS – School 1

Grade 1 (English)

The Patang students, in Grade 1, School 1, have scored 89% in Grammar and 74% in Vocabulary, which is a highest score as compared to both other student groups. There has been a high focus area in the Patang classroom on both these skills. This shows that Patang efforts have lead to high growth and performance for the students.



If the scores at Endline are seen in comparison to the Baseline data for year 2, for Patang students, there is a largescale improvement in student performance overall by 25%. The students have grown in all skills – Reading Comprehension, Grammar and Vocabulary. This shows the phenomenal growth as a result of the Patang intervention.



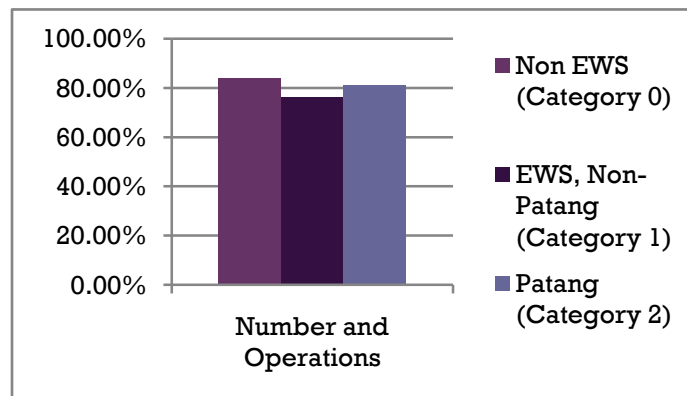
Grade 1 (Mathematics)

Patang students, in Grade 1, School 1 as mentioned above, have done very well in Grammar and are at par in Number and Operations, compared to the both student groups. This is a proof that for Patang students there is a simultaneous development in logical approach

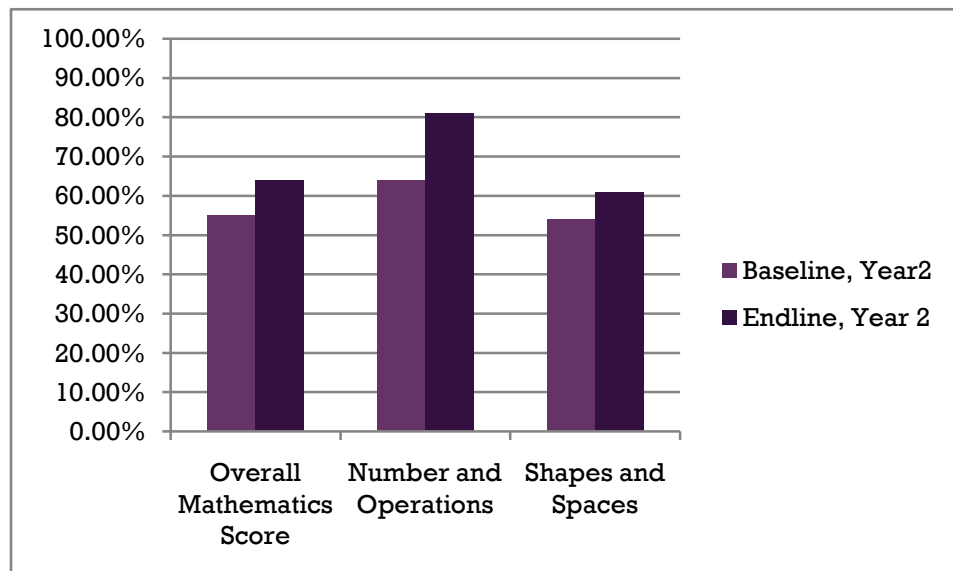
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which enables them to handle Grammar and Arithmetic better, with a correlation of 0.47. This means in other words that there is 47% chance of finding Patang students doing well in both Grammar and Arithmetic.

It was observed that the Patang students scored an 81% in Number and Operations, close behind the Non EWS group with 84%. This is reflective that the students are definitely strong in that skill.



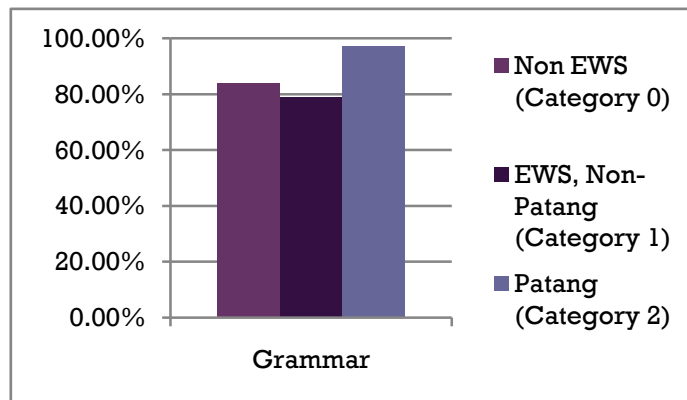
The Patang students, in comparison to baseline, have grown by 9% over the year. The specific growth areas are Number and Operations and Shapes and Spaces. There has been a high focus on both, since they are fundamental concepts that need to be understood conceptually as the child progresses.



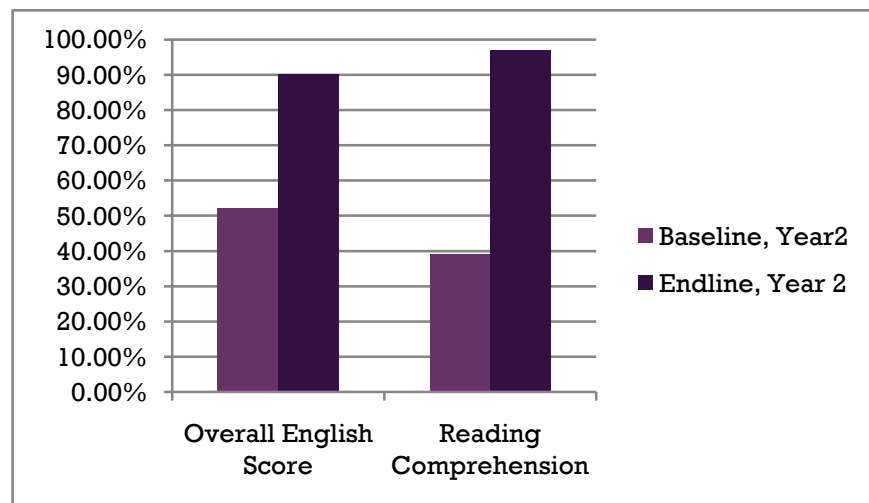
Grade 2 (English)

The Patang students in Grade 2, School 2, have overall done well in English, with a very high average score of 90%. They have done especially well in Grammar, with a brilliant score of 97%, which is 18% higher than EWS, Non Patang and 13% higher than Non EWS students.

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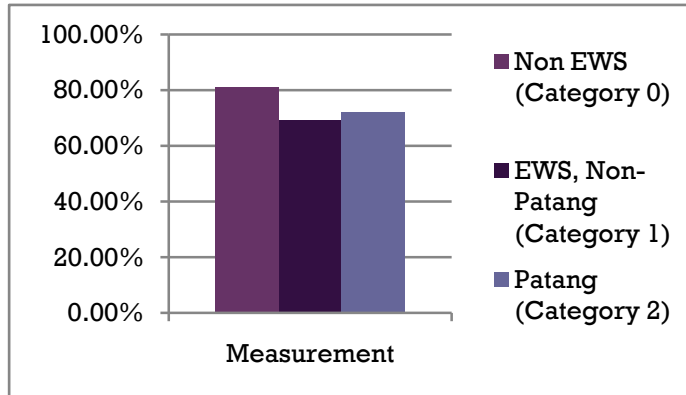
In comparison to baseline scores, the Patang students have shown phenomenal improvement, from 52% to 90% average scores. Their main area of growth has been Reading Comprehension (RC), where they have grown by an astounding 58%. As mentioned earlier, RC has been a challenge area for the Patang students and sustained efforts were made to inculcate this skill in them. This is a positive reflection of these efforts.



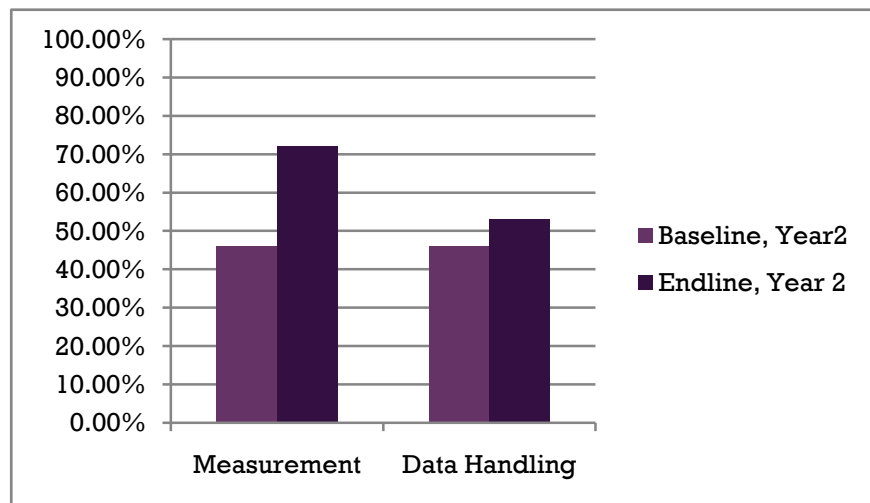
Grade 2 (Mathematics)

The Patang students have scored an aggregate of 58% in Number and Operations, which is not too far below the Non EWS students with 65%. Measurement is a strong area for them, scoring 72% on average, which is 2% higher than the EWS, Non Patang students. Overall, it is seen, that these students are strongest in Measurement.

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When the scores were compared to the baseline scores of Mathematics, there has been an improvement of 9%. Maximum improvement has occurred in the area of Measurement followed by Data Handling.

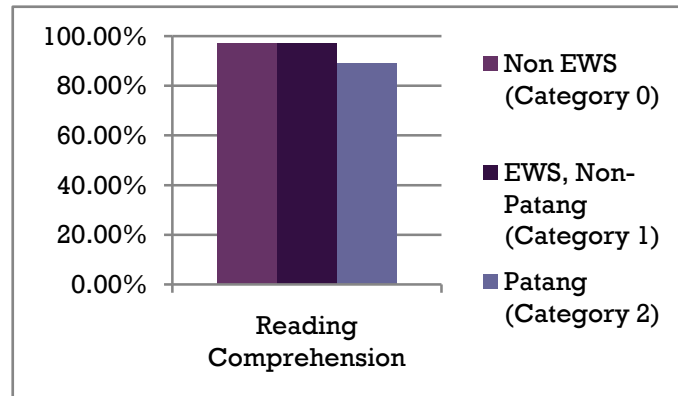


Grade 3 (English)

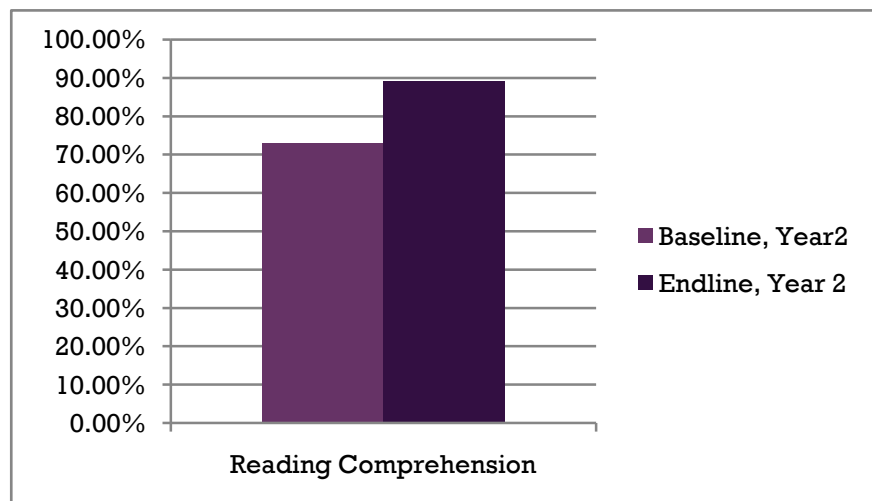
The Patang students of Grade 3, School 1, have done better than EWS non-Patang students in Grammar. However, Non EWS students have done better than the rest of the two student groups with a 71%, especially doing well in Reading Comprehension with a 97%. The Patang students have scored an 89% which is certainly a good performance. This has been

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an important area of intervention for Patang. Reading Comprehension has been a struggle for the Patang students and teachers, and as a result the team focused on increased support in the area. Students scoring an aggregate percentage of 89% is a clear reflection of the fact that the efforts worked.



In comparison to Baseline scores, the students have grown overall by 8%, with maximum growth in Reading Comprehension. This is in cohesion to the reasons mentioned above.



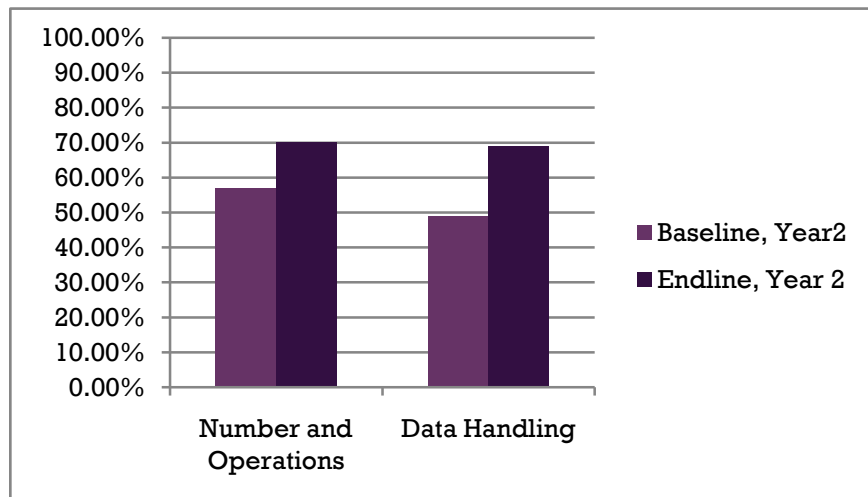
Grade 3 (Mathematics)

In Mathematics, the Patang students have scored above 70% in both Number and Operations and Data Handling, which are evidently the skills that they are good at. However, in comparison to the other two groups, the Patang students have performed better than the EWS Non Patang in Number and Operations, but have not performed well in Data Handling.

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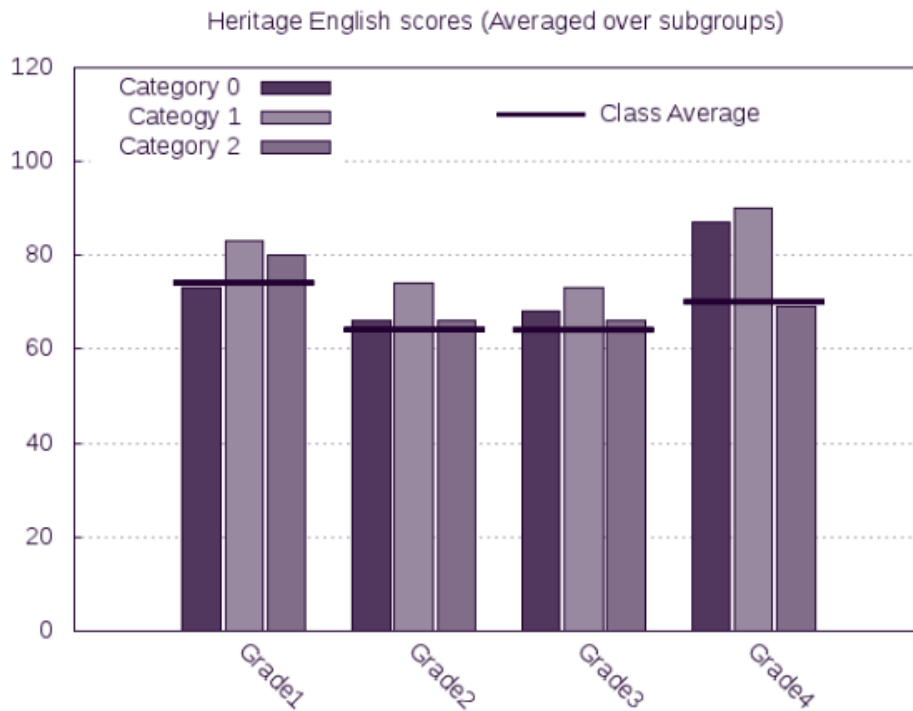


When compared with the baseline scores, it was seen that students improves overall by 17%, with maximum growth in Number and Operations and Data Handling. These are both areas where they had not performed very well at baseline, hence, when the results were shared with the teachers, it is a reflection of their sustained efforts over the year.



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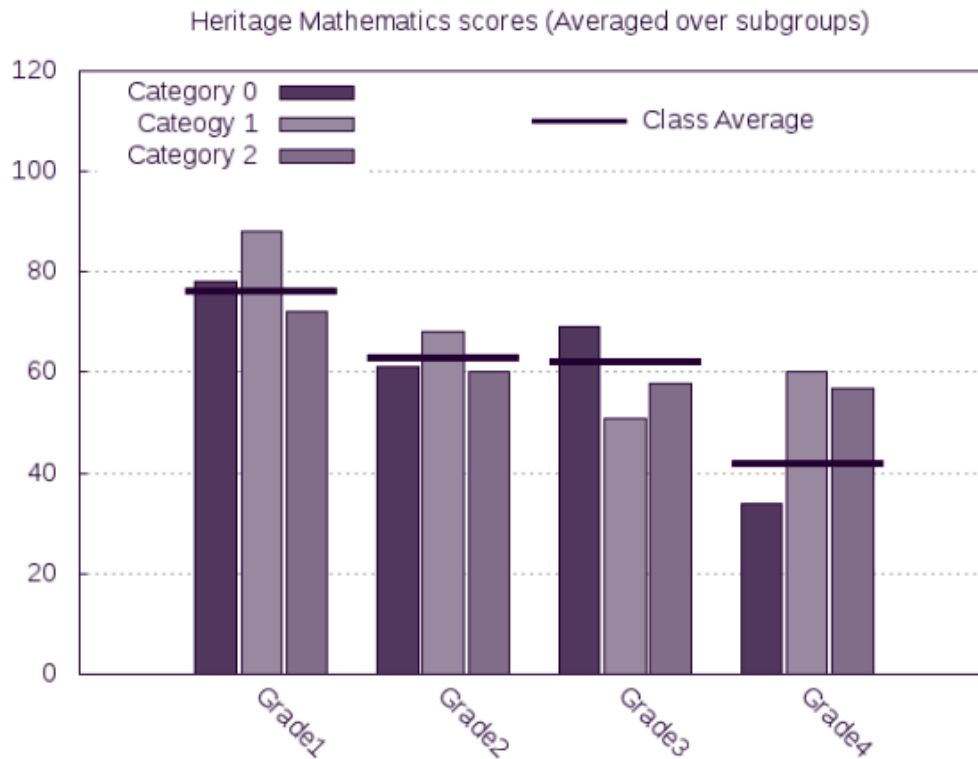
A4. School 2 – Endline Analysis



In School 2, English scores, it can be seen that the EWS, non Patang category has consistently outperformed all other groups. This is owing to the reason that, when the students were selected for Patang remedial classes, all the EWS students were taken in, except for the ones that were exceptionally bright students and were doing well academically and socially. Hence drawing a comparison between EWS, Non Patang and Patang, is of no significance. For the purpose of a meaningful analysis, we will only be drawing comparison between Non EWS students and Patang students.

In Grade 1, it can be seen that Patang students have done exceptionally well at 80% as compared to the Non EWS students who have scored 72%. In Grade 2, Patang students are at par with the Non EWS students scoring 66% overall, which is a positive reflection of support received at Patang. English is commonly a high struggle area for EWS students, due to their lack of exposure to the language. However, both groups have performed equally well. As we move to Grades 3 and 4, it is seen that the Patang students are performing at the lowest point, in comparison to both groups. The reason for this is, that the lower grades were given additional support from their crucial foundation years, whereas these students started with academic gaps, which have been widening over time, despite efforts by the Patang intervention.

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In School 2, Mathematics scores, the same trend continues in Grades 1,2 and 4, where the EWS, Non Patang outperform both other student groups.

It can also be seen that in most grades the Patang students have a lower average score in comparison to the Non EWS group. In Grade 4, the Patang students have performed exceedingly well in comparison to the non EWS group. This is mainly due to the fact, that after results from our baseline tests we put numerous efforts into increasing the mathematical ability of our students.

A5. SKILL WISE ANALYSIS – School 2

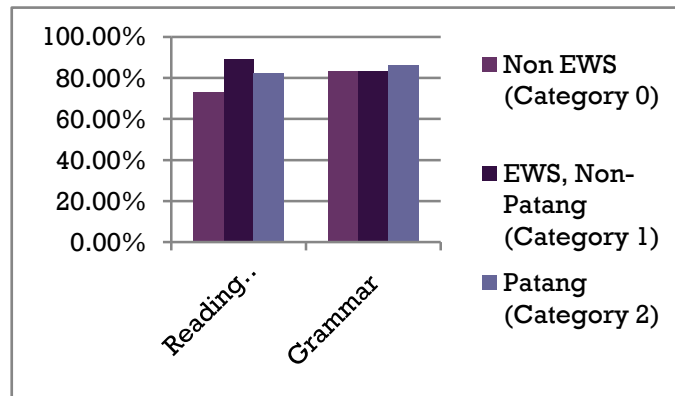
Grade 1 (English)

On an average as a class the Grade 1 Heritage students have done well both in English at 80% aggregate score. The Standard Deviation for English is (1.43) for Patang students, which is significantly lower than overall and Non-EWS (Category 0) students SD values(2.93, 3.28 respectively). This indicates that Patang students are a more cohesive batch of students than the rest, and have less variation in their scores.

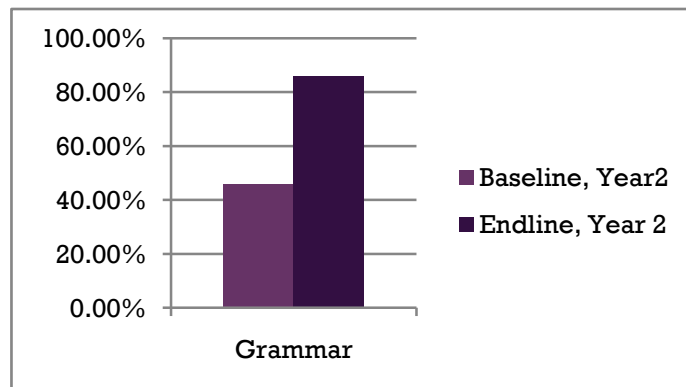
The Patang students are found to have done better in Grammar than Non EWS students. In Reading Comprehension as well, we find that Patang students have scored 6% better than

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Non EWS students. This again indicates that the additional support for better reading comprehension practices in Patang classrooms had a positive outcome.

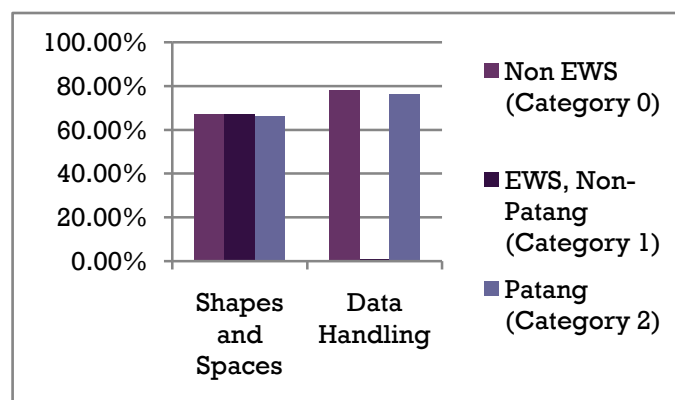


In comparison to Baseline data, it can be seen that students have grown in English overall by 7%. However, there has been phenomenal growth in grammar, from 46% to 86%. During the baseline, it was observed that students had performed well in Vocabulary and Reading Comprehension, but needed to work on their grammatical skills. Corresponding feedback was shared with the teacher, and the results show the impact of her efforts.



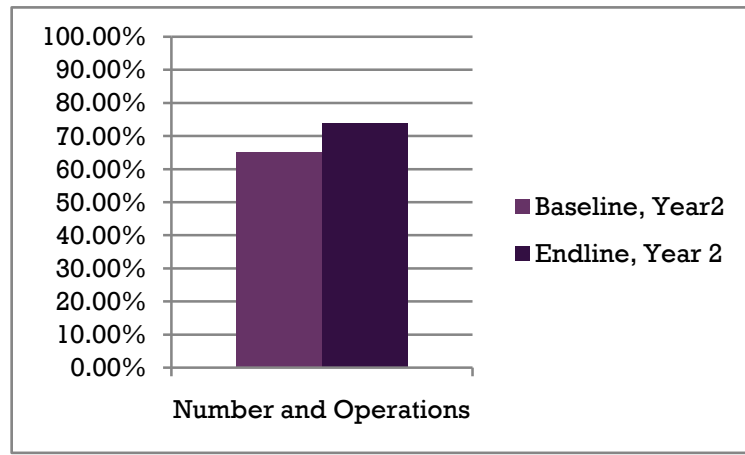
Grade 1 (Mathematics)

The Patang students have performed well in Mathematics at 72% aggregate. In Mathematics, Data Handling and Shapes and Spaces are the two areas where the Patang student have performed at par with the Non EWS students. This can be explained by the fact that Patang students, tend to be better at pictorial questions, which require less understanding on English and higher focus on logical application.



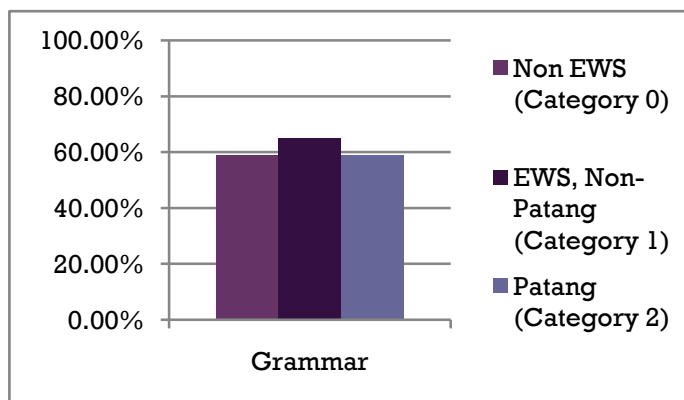
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As compared to Baseline data, it was seen that students did not do better in the assessment, scoring a 72% in Endline, while they scored a 74% in Endline. However, they did grow in the skill of Number and Operations, substantially.



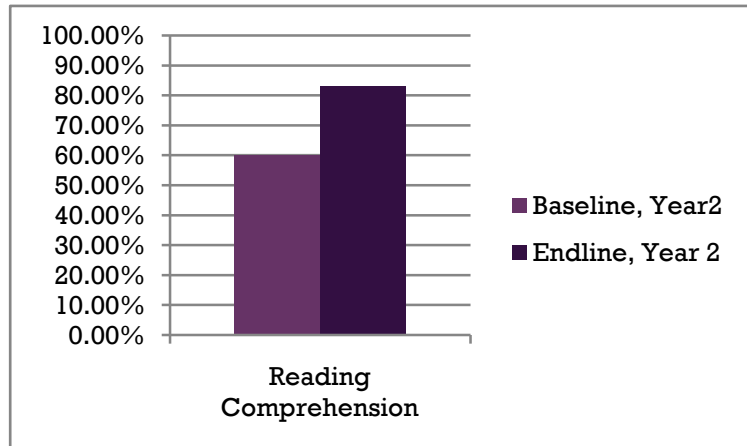
Grade 2 (English)

The Patang students in grade 2, have performed at par with the Non EWS students, matching up to the Non EWS students specifically in Grammar, which is seen to be their strength.



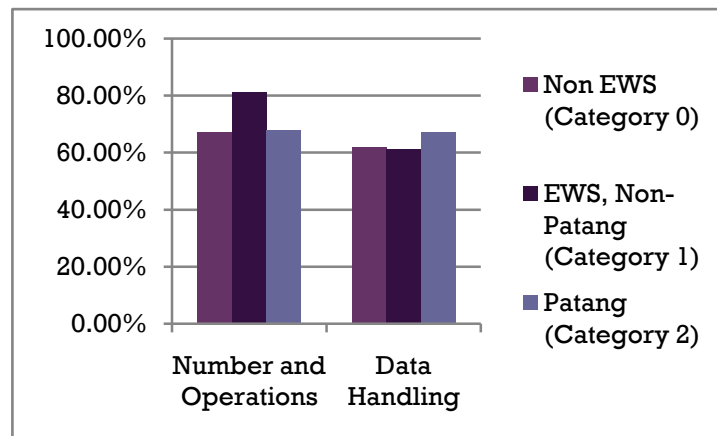
In comparison to Baseline assessments, the overall performance in English for students dropped from 70% to 66%, however, it is important to note, that after the baseline assessment was conducted, Patang, Grade 2, saw a number of new admissions. Hence the sample set changed over the two assessments. Despite that, it is observed that student performance in Reading Comprehension increased by 23%.

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Grade 2 (Mathematics)

The Patang students have also done well in Mathematics, with an aggregate score of 60%, outperforming the Non EWS students in Data Handling and Number and Operations. This suggests that, the students have honed their skills through extra support in the remediation classes. Data Handling has been observed to be strength of the Patang students, as most questions are pictorial and hence there is no language barrier.

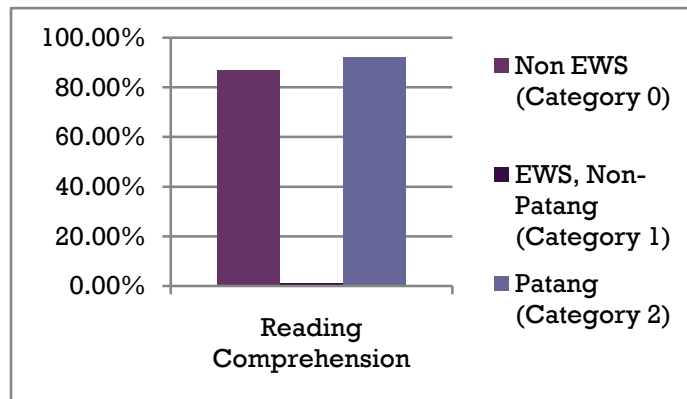


In comparison to the Baseline data, the students have dropped in their performance at Endline, from 80% to 60%. However, this can be explained with the change in sample set as mentioned above.

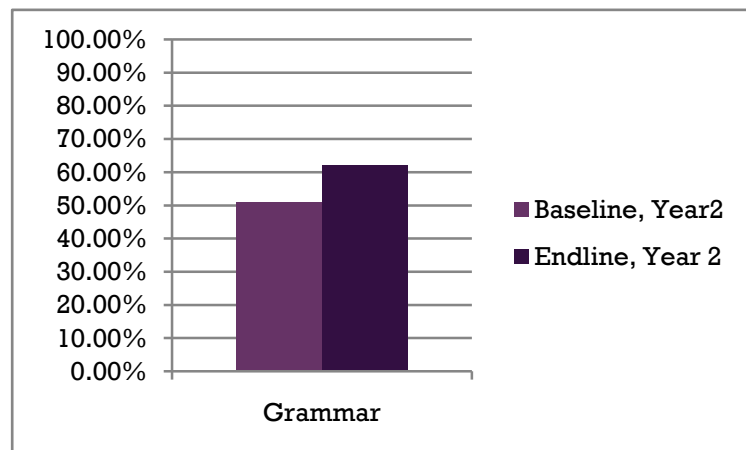
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Grade 3 (English)

From the collected data, Patang students have done exceptionally well in Reading Comprehension, with an average of 92%. This is again, a reflection of the successful support that was provide to Patang classrooms, since it had been an area of struggle for Patang teachers.



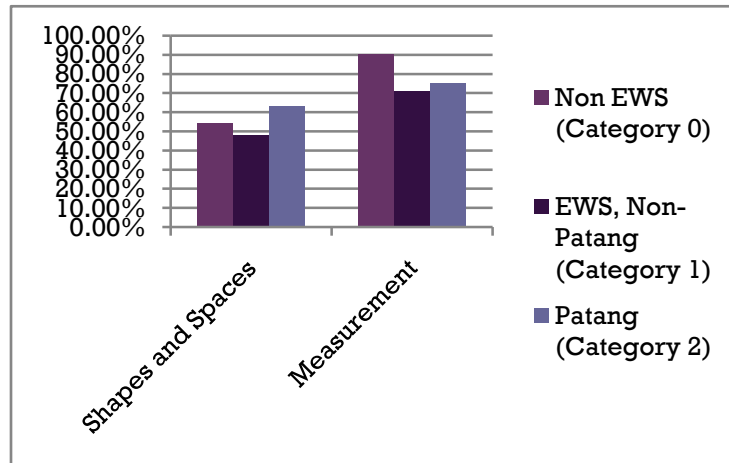
In comparison to Baseline data, it can be seen that Patang students have improved by 9% in overall English score, with an 11% increase in Grammar score. They have maintained a 90% above score in Reading Comprehension through both Baseline and Endline assessments.



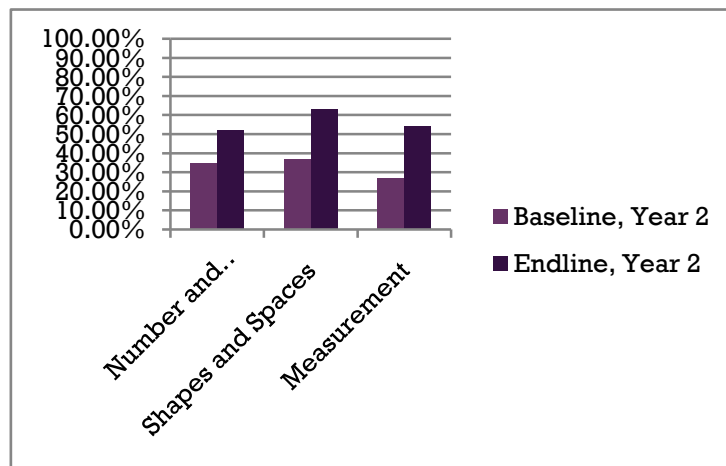
Grade 3 (Mathematics)

The Patang students have performed 9% lower than Non EWS students in Mathematics. The skills where the students have done relatively better are Shapes and Spaces and Measurement, which are pictorial questions and hence tend to require a lower level of comprehension and mastery over English.

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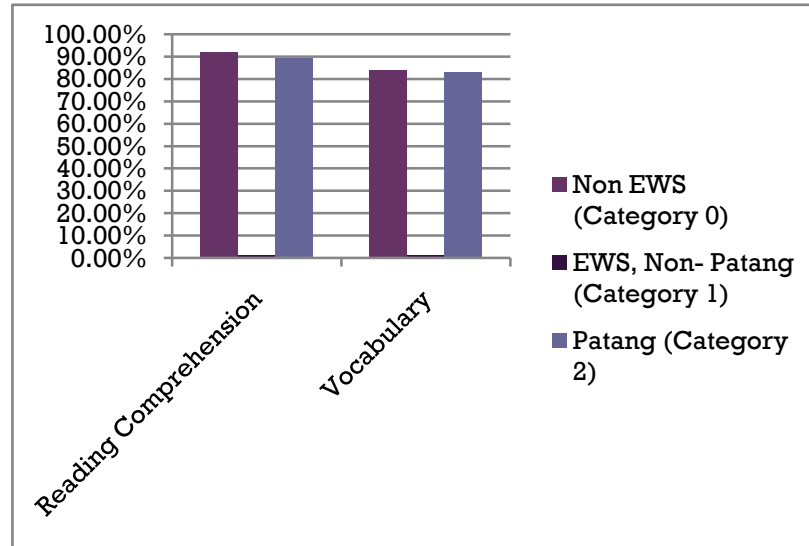
In comparison to Baseline data, the Patang students have grown by 23% overall. The skills which they have most developed are Number and Operations, Shapes and Spaces and Data Handling. The graph below shows the magnitude of growth from Baseline to Endline.



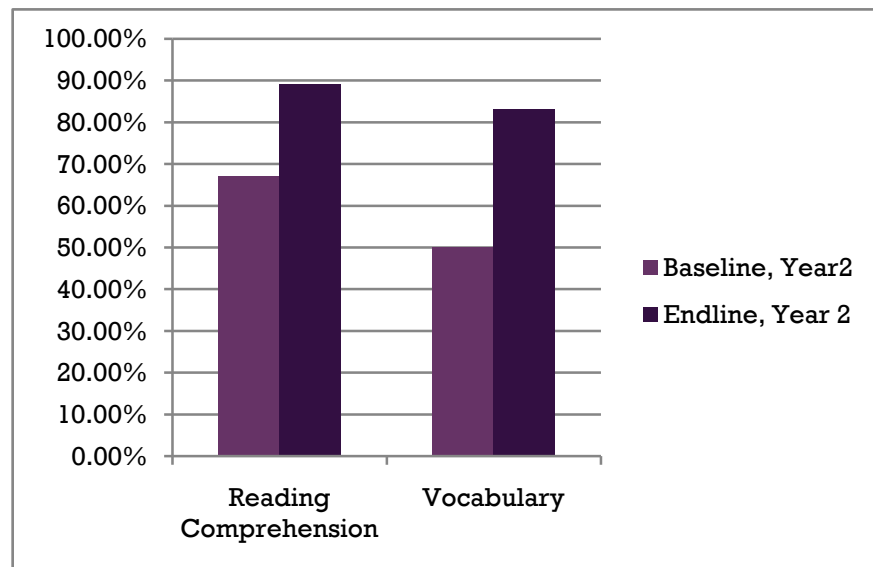
Grade 4 (English)

The overall average of Patang students in English is 69%, however, they have scored well in reading Comprehension with an average of 89%, showing that the additional efforts of the Patang teachers in this area have been fruitful. They are also at par with the category 0 students in Vocabulary at 83%.

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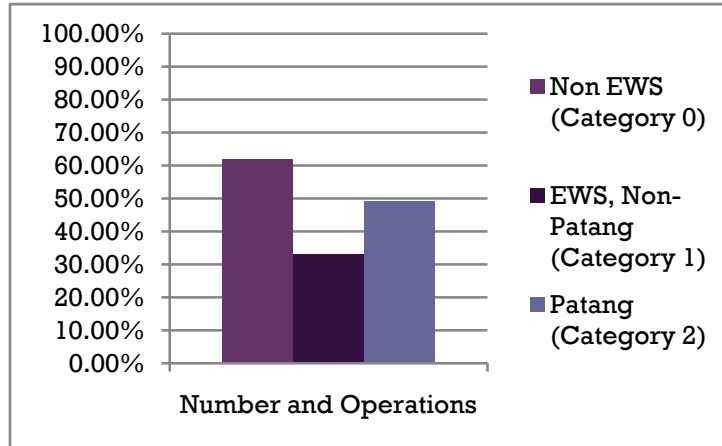
In comparison to Baseline scores, it can be seen that Patang students have improved overall by 14%, with maximum improvement in Grammar and Reading Comprehension.



It is important to note that the Patang students have not performed well in Mathematics, in Grade 4, with an average of 42%. However, there has been an improvement from baseline, where they scored 34% aggregate. There have also been new admissions after baseline, resulting in a change in the sample set.

They have performed the best in Number and Operations with an average of 42% as compared to the Non EWS students who scored 62%.

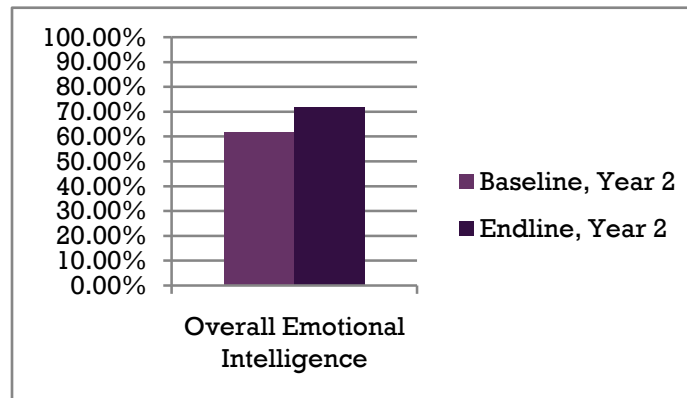
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B. Psychometric Assessments Case Studies

Case Study #1

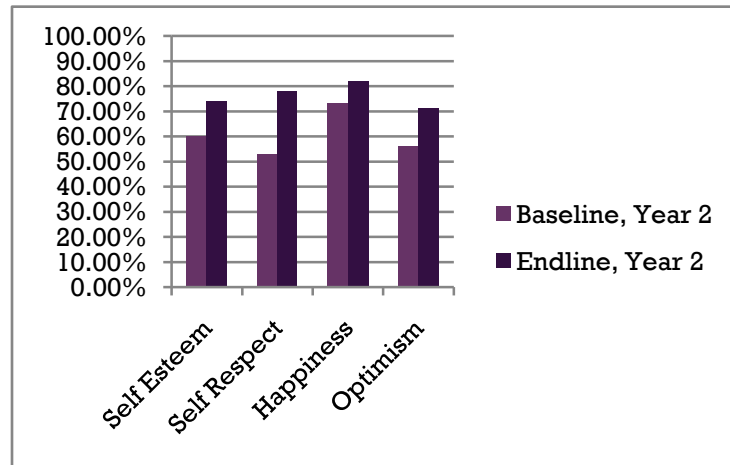
Grade 3, School 2



In the initial months of Patang, if any team member was asked about the most challenging class, without batting an eyelid, this Grade 3 classroom would be the response. As one walked in to this Grade 3 classroom, what was most striking was the hyperactivity and reduced respect for the teacher. The students' behavior was the biggest barrier to their learning. It had always been a set of very bright students, who worked well individually, but the classroom environment was never conducive to learning. Hence, it was one of the Patang classrooms, where the team made sustained efforts to work with the students and support the teacher. Life skills was given utmost importance during instructional time, and we did many activities with the students to help build Emotional Intelligence.

Through the year the class grew immensely in Self Esteem and Self Respect, this in turn helped them to hold themselves accountable for their actions, and learn to respect themselves and their peers. The initial months saw aggression in the classroom which often translated to a negative classroom environment. Through the year, with great efforts from their teacher, they also grew in Happiness and Optimism, creating an environment in the classroom that is conducive to learning.

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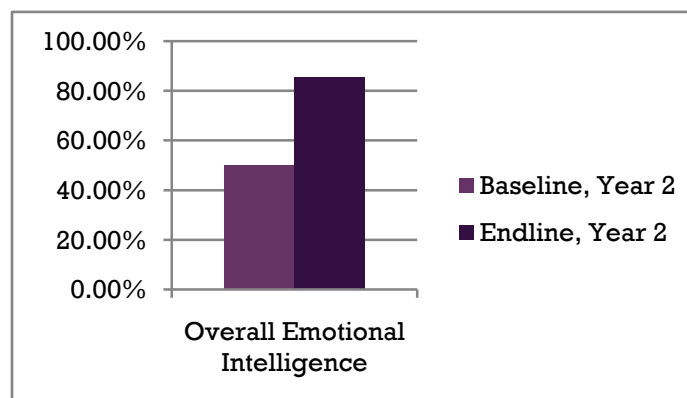
Case Study #2

Avika, Grade 1, School 1

Avika, a child in Grade 1, always had potential, but somehow was very slow in class work, low in motivational levels and often seen distracted by any small event in the classroom. Often, when the rest of the class was in the playground, Avika was seen drudgingly completing her work, unaffected by the fun her peers seemed to be having. She had few friends and stayed to herself.

Her class teacher often mentioned to the team, that it is a wonder how Avika excels at every instance when she completes her assignments, however, those instances are rare. On advice of the team as well as through sincere efforts, the teacher began building a relationship with Avika. She soon discovered that Avika was a child who held relationships in utmost regard. Once she felt the connection with her teacher, she was a different person. Through interaction with her father during parent workshops, we realized how important it was to build a connect with her. Her father would mention, that she is so disciplined and well behaved when he is around, but if he is at work, she would be a different person. This led us to realise the importance Avika laid on relationships.

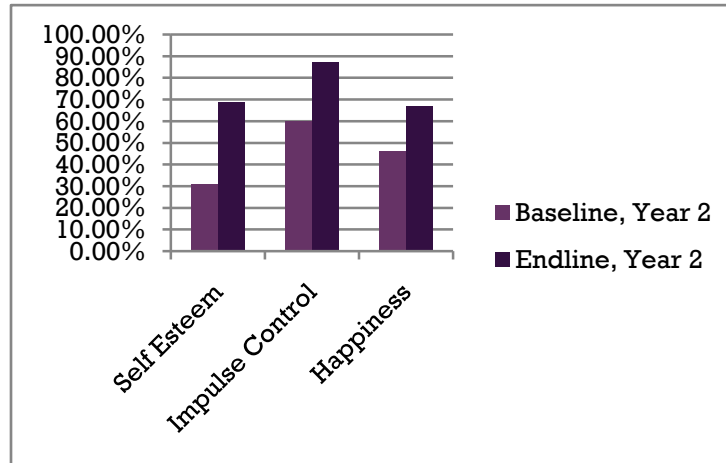
Towards the end of year 2, Avika had become a happy child, with lots of friends. She loved going to the playground, chatting with her friends and learning English, which is her favourite subject. The small efforts of the teacher led to great results.



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Her emotional intelligence rose from 50% to 85.7%.

She particularly grew in Self Esteem, Resilience, Impulse Control and Happiness. Through working on her life skills, Avika grew and exceeded all expectations.



C. Social Assessments

Patang Students

Interaction among peers

One of the questions the *Patang* students were asked was about their friends, and who they interacted with in the break time. This was to understand to the interaction between the two student groups. Based on the data collected, it was observed that in both schools combined only 5 out of 74 students, in end-line, limited the mention of their friends to EWS students (3 in school 1 and 2 in school 2). However, all other students mentioned students as their friends, from both student groups. This reflects a very high percentage of interaction among 93% of the students surveyed.

The next set of questions, were pertaining to the students being asked in a simplified way, if any peers use derogatory language or inappropriate behavior against them. 16 students from School 1 and 22 students from School 2 responded yes. The incidents that are the most striking were, when a Grade 4 child choked up and said, that his classmate troubles him and say "Bad things about his family, that they have a bath once a year". Another child was teased due to his skin colour. 10 students; 14% of the students surveyed (6 students from School 1 and 4 from School 2) stated instances when they were hit often by other students.

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However, students tend to have daily quibbles as part of time spent in school, and other than the few above mentioned instances, there have been no specific complaints or issues that were stated.

In the experience of the team, the socio-economic differences between students rarely penetrate into their interactions within school, especially at a primary level. This is further proven through the data, as mentioned above.

Table 1. Hygiene and Cleanliness among EWS students

Hygiene related practices followed by PATANG students at Endline. 2015-16	
Details regarding hygiene parameters for total no. of students.	Frequency of responses
No. of students interviewed who were enrolled in PATANG centre,	75
Students who reported to have brushed teeth every day	71
Students who reported to have cut nails	59
Students who reported to have washed hands before lunch	66
Students who reported to have washed hands after lunch	64

During Endline, as seen above, out of the 75 students interviewed, 71 students reported to have brushed teeth every day. 66 students stated that they washed hands before eating food. 64 of them reported that they washed hands after eating food. 59 out of the 75 interviewed shared that they regularly cut the nails. This is indicative of a high level of hygiene among the students.

Similarly, during baseline, all students, EWS and non-EWS, when asked, about washing their hands before meals, cutting nails and having a bath, were all seen, to meet expectations.

Patang students facing discrimination or inappropriate behavior from peers

The next set of questions, were pertaining to the students being asked in a simplified way, if any peers use derogatory language or inappropriate behavior against them. Among the 75 students interviewed, 16 students from School 1 and 22 students from School 2 responded yes. The incidents that are the most striking were, when a Grade 4 child choked up and said, that his classmate troubles him and say “Bad things about his family, that they have a bath once a year”. Another child was teased due to his skin colour. 10 students; 14% of the students surveyed (6 students from School 1 and 4 from School 2) stated instances when they were hit often by other students.

However, students tend to have quibbles as part of time spent in school, and other than the few above mentioned instances, there have been no specific complaints or issues that were stated.

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In the experience of the team, the socio-economic differences between students rarely penetrate into their interactions within school, especially at a primary level. This is further proven through the data, as mentioned above.

Experience at the Patang Centre

When asked about their experience at Patang students shared that they liked the allied activities planned along with study circles. These activities included worksheets for English and Maths, drawing/ coloring, singing, craft activities, movie time, and time for playground activities. A few students shared that they were tired to attend Patang classes as these classes were organized after the school timing. Students were not scared of the teachers in Patang center, as there was a good balance of study and fun activities. They liked solving word puzzles, Maths sums and fun worksheets.

One of the students explained the rule the teachers made in PATANG class, according to the rule, when students performed well, the teacher gave them a space for participating in fun activities.

A student was recorded saying “ *If we get 15 stars we get drawings, 30 stars we do swings, and for movie 60 stars and 100 for party*” [School 1, Grade 2]. Students acknowledged the value created with the learning atmosphere at PATANG centre. One of them felt that “ *Patang will make me intelligent*” [Student, School 1, Grade1]. Another one shared that “*(PATANG centre)helps in improving English and Maths.*” [Student, School 1, Class 1 A] Another student explained that “*I don’t need a tuition because of PATANG class, the teacher helps me whenever I am confused*” [Student, School 1,Grade3]

Patang Parents

23 Parents were surveyed through individual interviews, and the table below shows the educational profile of the parents, while 5 focus groups conducted with 22 parents from both schools were analysed using thematic analysis to understand the parents’ experiences in the school.

Parental aspiration regarding education for their children.

Qualitative notes from five focused group discussions (FGDs) highlighted that for most parents, education was seen as a means to escape poverty and improve their finances and to ensure that their child gets a better upbringing and a better future than theirs. The admission in an elite private school was viewed as a crucial means to contribute to their child's future.

23 Parents were surveyed through individual interviews, and the table below shows the educational profile of the parents.

Table 2 Educational Qualification of Patang Parents at Endline 2015-16:

	Both Schools
No education	4

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Below 5th	1
8th	2
10th	6
12th	4
BA	5
MA	1
Total	23

These aspirations and hopes from an elite private education were also reflected in the theme regarding the admission process. Almost all parents applied to several schools in order to increase their child's chances of admission through the lottery system.

One of the parents stated his hopes,

"If we could all get admission in this kind of school...then I wouldn't have to drive a rickshaw or be poor...I wish our parents had money they could put us in this school. Today my child studies here, I feel very good, my children's fate is that he studies here." [Parent, Patang project]

Parents used several factors to decide which school they would want finally admit their child into. These factors included reputation and location of the school. A very interesting factor was the presence of discrimination that the parents experienced when interacting with the school authorities.

Parental fears and opinions regarding the discrimination against their children in elite private schools.

In the process of selecting elite private schools, parents reflected upon the possibility of discrimination that the child may face in the school based on their interaction with school authorities in the initial phase. Several parents said that when their child had been admitted, they had a very strong fear that their child would be discriminated against in an elite private school and the kind of impact that such discrimination would have on their child. Parents were afraid that the 75% children (children from non-EWS families) would humiliate them, or that their child would compare himself/ her with other child and feel bad about his or her circumstances.

One of the parents verbalized his fears.

"This thinking, yes....we are removed this thinking from our minds, for the first year it was there...I used to be so anxious, one time I remember at the reception...I was just thinking what if my child is discriminated against? I would rather put him in the government school, that's acceptable, but...here...I won't be able to tolerate it." [Parent, PATANG project]

The Patang parents were asked through individual interviews, about whether they felt if their child had faced any discrimination. 20 out of the 23 stated that their child had not faced any discrimination.

The table below highlights the nature of discriminatory experience faced by PATANG students and reported by parents. These include instances of behavioral complaints/ discriminatory experience reported by Patang parents

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Table 3. Behavioral complaints, discriminatory experiences reported by Patang parents at Endline 2015-16

No. of PATANG parents interviewed from the selected schools	24
No. of parents received any complaint that reported discrimination	1
No. of parents who did not receive any complaint.	19
No Response	4

One parent from School 1 stated, that her child told her “no one plays with her child, [other students] hit her and she plays alone”. Another parent said, their child mentioned that “others kids aren’t scolded but we are”. This shows that majority of parents i.e 87% do not face discrimination, as they could not site anything specific. However, a few parents do feel that their child is discriminated against.

Parental perceptions regarding the relationship between EWS and Non-EWS parents

These fears rooted in class differences were reflected in the nature of the relationship between EWS and non-EWS parents, most EWS parents mentioned that they experienced a strong class distinction between them and the 'richer' parents. They described them as the "English speaking big man" and stated that they should only interact with those who are "at the same level". Several parents mentioned that they were intimidated by them and were afraid to talk to them. According to the parents, the effort to interact must be made by the non-EWS parents as well- that they cannot "force them to interact with us" and that "it depends on them".

"Jo high (class) parents hotehaiwohfaltukibatteinjkrteinhain teacher se (bachen toilet, khaanpeena). Doosre log wait karrahehotehainaurmujhebohotburalagtahai"

Translation: "The 'high class' parents keep talking about unnecessary things, and others are waiting in line. I feel very bad"

Parental involvement in child's learning

An important theme in the focus groups revolved around concerns in the area of parental involvement in education, looking at how parents tried to involve themselves and what were the barrier and challenges that they faced in the process

Most parents believed that they needed to pay attention to the child's academic needs and gave time to support the child's education. Parents often faced financial constraints in helping and supporting their child, they also feel that "money is not more important than the child"

On the other hand, several parents highlighted the kinds of barriers that they face in providing academic support to the child. Some parents mentioned that they were not comfortable talking to their child about academics. Many parents said that they faced

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difficulty in understanding the homework given to the child and often found themselves in a position where they had to rely on someone else to provide academic help.

To understand the parental involvement of the parent in their child's learning, they were asked about attending Parent Teacher Meetings (PTM), and how they felt during the interaction. All parents responded that they had attended the PTM's held by the school, though some not regularly. When asked if they are able to raise their concerns in these meetings, 100% of the parents responded affirmatively.

One parent said, "Yes, they [teachers] are ready to listen" while another said "She [teacher] tells me about studies. I ask about his [child's] behavior".

The following table assesses parental involvement by taking into consideration attendance of Patang at PTMs

Table 4. Parental involvement in parents- teachers assembly (PTM) meetings

A total no. of parents interviewed from the selected schools	24
Parents who attended PTA	19
Parents who did not attend PTA	1
Parents who did not respond to the question.	4

Out of the 24 parents interviewed, 19 mentioned that they regularly attend PTMs. Only one parent could not attend the meeting due to office work.

16 out of 24 interviewed Patang parents informed that they ask their child everyday about their studies. One of them shared that he gets to interact with his child regarding studies on a weekly basis. 7 of them did not answer the question. The table below presents, the nature of parental involvement, in regularly asking the child about his/her studies.

Table 5 Parental involvement in child's studies: How often do you ask child about his studies?

A total no. of PATANG parents interviewed from the selected schools	24
Parents who said they keep a daily track of their child's studies.	16
Parents who said they keep a weekly track of their child's studies.	1
Parents who did not respond to the question.	7

When students were asked about who helps them with their homework, out of the 75 Patang student responses analyzed, in most of the households, mothers (23), siblings (14) and private tutors (10) support students in completing the homework every day. Only 2 students shared that no one helps them in completing the homework at home. This shows that even

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though parents are interested to keep track in their child's learning, they may not be equipped to do so.

This situation was further complicated by the fact the often teachers advised the parents to not send the child for tuitions. The school believed that tuition teachers use a different methodology than the one used in school, which often created confusion for the child. However, for many parents, tuition teachers were the only option for academic support. To them, the tuition teachers was someone they could communicate with far more easily and comfortably than with the school teacher and helped ensure that the child completed his or her homework.

Table 5 Who helps PATANG students in completing homework at home?

Name of the category	Frequency of responses.
Mother	23
Siblings	14
Private Tutor	10
Mother and Sibling	9
Father	2
Father and Sibling	2
Mother and Father	4
Private tutor and mother	2
Other	5
No Response	2
No	2
Total students interviewed	75

Perception of Patang parents regarding Patang Centre

When talking about Patang project, for most parents, Patang served as a substitute for tuition. Patang class was seen as an extension of school and it allows parents to not spend money on sending their children for tuition. Overall, parents primarily associated Patang center with academic help. All parents observed an improvement in their child's studies and academic performance that was attributed to Patang.

Patang Teachers

Degree of Parental involvement in child's studies and learning

The Patang teachers were asked about the degree of parental involvement of the students that attend the Patang classes. All of the teachers responded positively, stating that parents try to keep track of the child's progress as much as they can, and there is a visible willingness to be involved. All teachers named a minimum of 3 students in each class, who track their child's learning extremely regularly. Many of these students are ones who had additional challenges of behavior and academics, and as the team has observed, due to

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parental support and teacher efforts, the students have improved leaps and bounds. Apart from the parents that keep track very regularly, all teachers mentioned that the parents are concerned and make efforts.

One teacher stated, *“They have been trying their best as per their level”*.

Another teacher said, *“They are really bothered about English. They make the children study at home and write as well”*.

A Grade 2 teacher mentioned, *“When they are involved it is directly related with the child's progress.”*

Impression and Degree of Support from School teachers

When the Patang teachers were asked about their interaction with the mainstream school teachers, 7 out of the 10 interviewed, mentioned that teachers had been co-operative and approachable. They cited positive instances of interaction.

One of the teachers said, *“They are very cooperative. They used to share Math and English worksheets”*.

A Grade 1 teacher mentioned that *“PTMs helped bring both groups together”*.

However, some of the teachers felt that the school teachers held biases and a teacher from School 1 said, *“They still have a bias about these kids. They try to work with the ones who have improved, but those who are still struggling, the teachers are still not bothered.”*

Another teacher remarked that, *“[The attitude] Differs from person to person, but [they are] not very friendly. They consider us [Patang teachers] as outsiders. Some of them were friendly and nice.”*

Overall, from the interviews, it was seen that there has been a mix of experiences and the perspectives vary based on the variety of interactions. There are school teachers who are supportive and helpful, while others are not, and there is not overall pattern leaning towards either or.

Challenges with the EWS students faced in Patang classes

The teachers were asked if there were any specific concerns or challenges they faced in the Patang remedial classes that they held after school. The challenges that the teachers faced were, “Low concentration level and hyperactivity” “Speaking in English” “Disciplinary problems”.

When asked about how they overcame these challenges, they additionally mentioned many strategies that they used to help improve the students' performance.

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A Grade 3 teacher said, *“Children have done extremely well due to individual attention. They became more confident”*, she further explained how their improvement was encouraging for her and hence kept trying to innovate.

A Grade 1 teacher explained that, *“I’ve been friendly with kids and they think of me as a kid. Am very approachable, they have no fear”*.

During the teacher trainings, the teachers had a session on behavior management through trackers, a teacher mentions that, *“the star chart that she used in class made children listen”*.

Overall, the teachers felt they faced many challenges, however, they were trained well and held the capacity to innovate to deal with the challenges, to help improve student learning outcomes.

School Teachers

Perceptions of teachers regarding Discrimination and Derogatory remarks/inappropriate behavior used against Patang students and Classroom solutions.

15 school teachers were interviewed from the two selected schools as part of the year 2 baseline social assessment. 48 students were enrolled in Patang project from their classes. Teachers reported 6 instances in which they observed derogatory remarks/ inappropriate behavior among Patang students.

During endline, the focused group discussion highlighted the nuances of the points of views of the teachers further, regarding the behavioral complaints received against students belonging to economically weaker section. Many teachers held the view that children belonging to the EWS category have inappropriate language and behavior, alongwith hygiene habits, which they attribute to their home environments.

However, some teachers clarified that foul or abusive language and hygiene were not issues isolated to children from the EWS category. They also believed that children belonging to the EWS category had a learning trajectory that was different from the rest of the class.

While some teachers mentioned that the children were too young to understand class differences, others highlighted how children from the EWS category experienced class distinctions in their day to day experiences with their peers. These could be through differences in the food that children get from home or the kinds of vacations or trips the children go to. Teachers mentioned how children from the EWS often feel inferior and intimidated by their richer classmates.

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Table 6. Description of instances in which teachers notices derogatory remarks against/ inappropriate behavior towards Patang students and results

- **Use of inappropriate language:** The teacher discussed the issue with both the students involved in the conversation.
- **Issues related to maintaining discipline and punctuality:** One of the students did not obey rules, and came late in the class, the teacher discussed the issue with the concerned student
- **Regularly complaining:** One of the teachers observed that students enrolled in Patang center were regularly complaining, and also stated that they were not aware of their economic status.
- **Complaints regarding food habits:** *“Kids say, food in their lunch box stinks.”* [SchoolTeacher]

The teacher dealt with the situation by holding a conversation with the class. She stated, *“We speak to the students and tell stories and anecdotes about how different people like different food. As far as possible we try to avoid situations that show differences. Therefore EWS students also get to eat their food on plates, for example.”* [ST, School 1]

- **Use of bad language, NON EWS students don't wish to sit next to EWS students,**
One of the teachers pointed out that, *“Sometimes kids say 'we don't want to sit with these (EWS) children', kids use bad language.”* [ST, School 1] The teacher addressed the problem in a generic manner in front of all students in the class. She said, *“(I) talked to the whole class about acceptable language, without pinpointing any one student.”* [ST,School1]
- **Non EWS parents do not want their kids to sit next to EWS students. One of the teachers pointed out concerns raised regarding seating arrangement in the class. She said,**
“Some kids or their parents ask for them not to be seated with EWS kids” [ST, School 1] The teacher encouraged all students to be friends with each other in the class. She emphasized, *“we discuss how in class we are all friends.”* [ST, School 1]
- **Stealing, violence, and use bad languages :** One of the teachers stated that, *“stealing, violence, use of bad language had been the issues in the past, Counsellors help deal with such instances, depends on severity of the situation”* [ST, School 1]

Perception of school teachers regarding parental involvement of Patang parents

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Out of the 15 teachers interviewed, 14 reported to have parental involvement among parents whose children were enrolled in the class. Teachers acknowledged that Patang parents raised concerns related to academic performance of their children. They attended parents-teachers assembly (PTA) meetings.

Based on the interactions with parents of students from EWS category, who were enrolled in Patang centre, teachers shared their impressions and observations. They acknowledged the efforts made by Patang parents.

One of the teachers stated, *“They [Patang Parents] put their kids in tuition. Try and get help if they can't do it themselves. They want to help”* [ST, School 2]

Teachers also shared their impressions of parent- child relationship,

“A's mother is smart, educated but A doesn't talk to her properly” [ST, School 2] *“B's father takes interest. Always well turned out. He is picking up because the parents are showing interest. He has picked up English”* [ST, School 2]

“C's father sits with him and teaches him” [ST, School 2]

However, some of the teachers felt that parental involvement was limited to attending the Parents Teacher Assembly meetings.

“Parents are interested to the point of showing up for PTMs. Only about 10% put more effort than that.” [ST, School 1]

Only one among the fifteen teachers stated that she did not get a chance to interact enough with PATANG students.

“Not interacted enough to know” [ST, School 2]

Overall, with regard to parental involvement of EWS parents, most teachers stated that EWS parents were not as involved in their child's education as their Non EWS counterparts. However, some teachers mentioned that there were variations in involvement within both categories. With regard to reasons behind lack of parental support or involvement, teachers cited four main reasons-

- Lack of ability or confidence in one's ability to provide support,
- Lack of financial or cultural resources,
- Lack of education, and
- Lack of interest.

While some teachers suggested that the EWS home environment was not conducive for the child's growth, they were also asked to highlight examples of EWS children wherein increased parental involvement led to academic or behavioral growth in the child. Several teachers also highlighted the EWS parents' desire and eagerness to support their children, emotionally and academically.

Role played by teachers in ensuring integration between EWS and non-EWS students

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With regard to inclusion, most teachers defined inclusion as lack of distinction between, and equal participation, of all sections of society in the school and the classroom. While the teachers maintained that all stakeholders must be involved in ensuring social and academic inclusion, they saw themselves as role models and facilitators of inclusion in the classroom. Teachers identified how they attempt to be sensitive to learner's diverse contexts and learning needs in the classroom. Teachers cited school training and workshops, school counsellors and special educators, and Patang as sources of support in the inclusion process.

When seen from EWS parents' perspective, one of the significant factors that assured parents of integration among EWS and Non-EWS students was the pivotal facilitator's role played by the teachers. In terms of the child's relationship with the teachers most parents from EWS category talked about the kind of attachment the child has with teacher; one parent even mentioned how the teacher gives the child extra books to read once she noticed that the child enjoys reading.

Several parents described the kind of support that they have received from the teacher, "*Schoolachaa support karta par usseacha teacher support kartihai*"

Parents talked about the positive interactions they've had with teacher and gave examples of good teachers. For some parents, teachers have helped with matters of discipline, while for others, the teacher has supported them by explaining what the parent did not understand about the child's academic work. Impressions of school teachers about Patang Centers.

All the teachers interviewed acknowledged the positive role played by PATANG center. Impressions shared by the teachers emphasized the following,

One of them stated that "(PATANG) is a well-structured framework, good form of reinforcement; it's helping them (students)" [School teacher, School 2]

According to a few others, "*They (Patang students) started making an effort for speaking in English. General awareness grew.*" [School teacher, School 2]

All the teachers acknowledged the efforts made by Patang project with the remarks that "*Patang is helpful/good*" "*Have seen improvement in my students*"

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Impression of Patang teachers

Table 7 Impressions of school teachers regarding PATANG teachers.

Total no. of school teachers interviewed from the selected schools	15
PATANG teachers are good.	8
Hardly interacted with PATANG teachers	4
No Response	3

When probed further to understand impressions of school teachers regarding Patang teachers. 8 amongst 15 interviewed, during baseline teachers stated that Patang teachers were good, and did well in the class. 4 teachers said, they hardly interacted with Patang teachers. Three teachers did not respond to the question. They were additionally asked for feedback of the Patang centre.

The feedback provided by teachers and school management for ensuring further improvement for Patang center activities is collated in the tables below. The teachers deemed the following areas important in the context of the work done in Patang centers. They emphasized the efforts for improving English, Hindi and Mathematics skills, personalized attention for students, co-ordination between Patang and school teachers, and need for using innovative techniques such as meditation to imbibe the value of discipline among Patang students.

Table 8 Feedback provided by teachers for further improvement among PATANG centre.

Need to build confidence amongst students for the spoken English Component.

Creative writing should be emphasized upon

Need to focus on comprehension and application of concepts.

They need to reinforce the concepts done in class as well as the basics, for example in english go beyond phonics and into grammar as well.

Teacher-Student ratio in the class

We need more coordination between Patang teachers and school teachers.

Patang teachers need to work on discipline, and also settle the children down before starting to teach. Maybe some meditation before and after class.

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During the focus group discussions in Endline, the teacher's opinions about Patang were discussed, focusing on what they see as the positive and negative aspects, as well as the qualities that they associate with the Patang teachers and the kind of relationship they share with them.

With regard to the positive aspects of Patang, school teachers said that the Patang led to improvement in academics and in behaviour. With regard to academics, teachers stated that EWS children have improved in English writing and comprehension, and that the "children in sync with the curriculum." In terms of behaviour, teachers talked about how Patang has increased the students' confidence and how their behaviour in the class has improved as well. Teachers observed how fond children were of their Patang classes and were enthusiastic to discuss what they had learned in their Patang class in their regular classrooms as well. Several school teachers were appreciative of Patang's effort in providing homework support, "they have been doing some fun sheets in the Patang class, which is good because there is no help at home" and stated that Patang has helped them gain a better understanding of the EWS children.

With regard to the Patang teachers, the school teachers stated that they were open to feedback and gave individualised attention to the children. One teacher mentioned how her interactions with the Patang teacher changed her perspective towards an EWS child, "teachers want to talk about children - they had a total different perspective about her - i got to know about it and then used it for my class." Teachers mentioned that they would want to interact with the Patang teachers on a regular, structured basis to ensure they everyone was on the same page with regard to the teaching and curriculum. This was also related to the fact the teachers believed there to be a gap between the school and Patang curriculum, "we felt a gap between what we wanted and what was happening in Patang classes"

As compared to baseline, it can be seen that the students saw great improvement in Patang students as their feedback was actively incorporated from baseline.

Non EWS Students and Patang Students (Drawing Task)

As part of the social impact with the students, at Endline, we conducted a drawing task based on a study by Aronsson and Andersson (1996), wherein they examined how children represent themselves and their teachers in drawings of the classroom. We adapted their methodology in order to observe if there were any differences between EWS and non EWS children in their representations of the classroom.

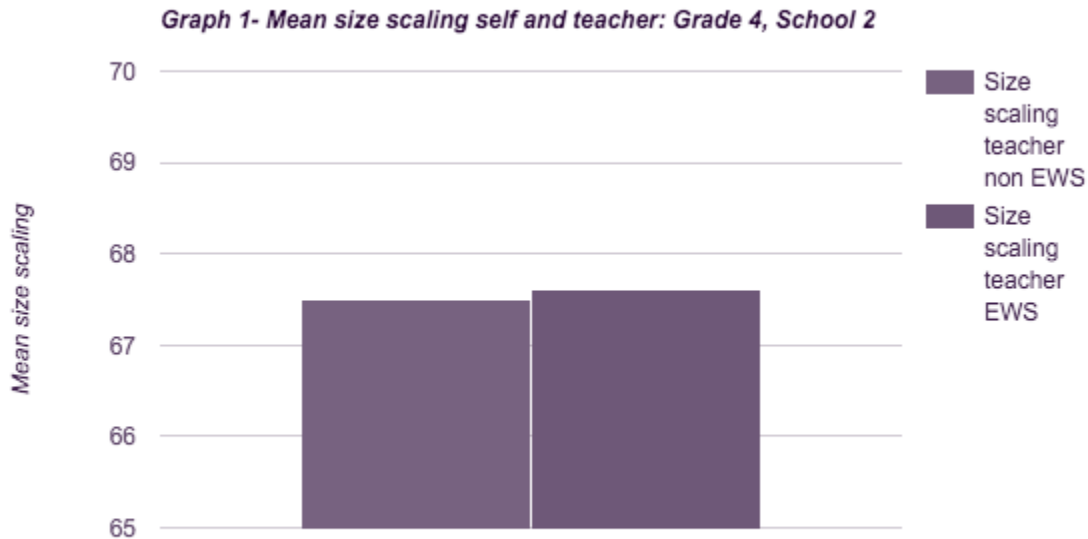
In the original study, which involved a comparison between children's drawing in Sweden and Africa, they found Swedish children's drawings to contain representations that were focused on the child, while the drawings of the African children were focused more on the teacher. These differences were found by assessing differences in the size, facial detail, spatial organisation, and role of the teacher and the student.

This methodology focuses on social scaling, which is based in the idea of hierarchies in children's art. We felt that using the concept of social scaling might help us understand whether EWS and non EWS children have different representations of the classroom. That is,

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to examine whether their socio-economic status had an impact on how they perceived relations with their teachers and their classmates.

In terms of differences in size of self and teacher, t-tests did not reveal any significant differences between EWS and non-EWS children in grade 1, 3, and 4 in both schools (Graph1)

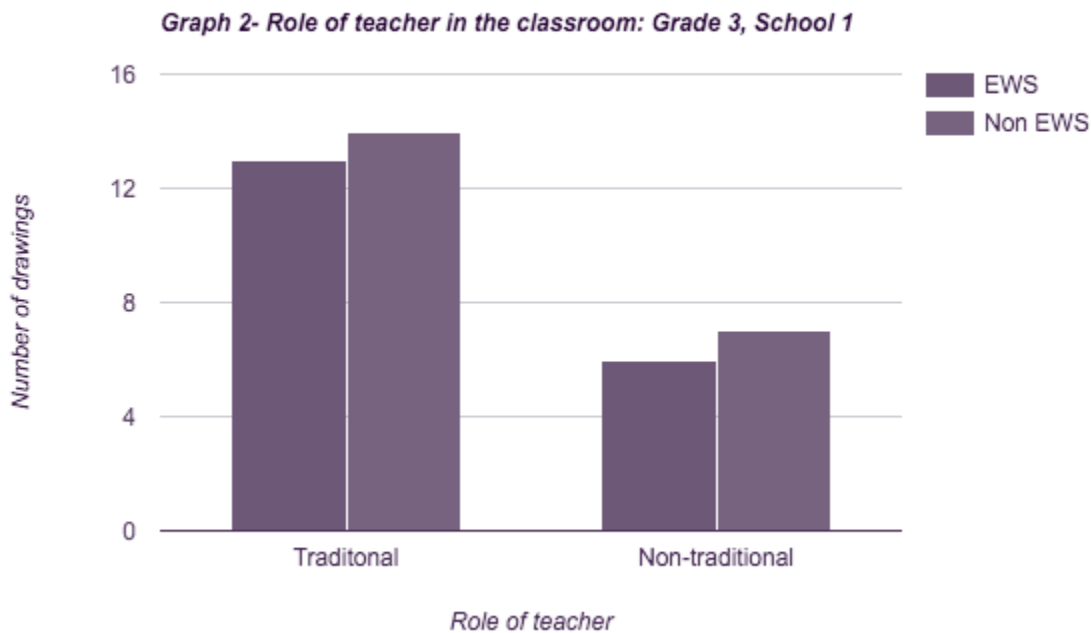


However, in grade 2 for both schools, we found a significant difference between EWS and non-EWS students, such that EWS students had drawn themselves greater than their teachers, when compared to non-EWS students, thereby producing more child centered images.

When looking at differences in size of self and classmates, we only found significant differences in grade 1 students of school 1, where non-EWS students had drawn themselves as greater than their classmates, and in grade 3 of school 2, where EWS students had drawn themselves as greater than their classmates.

Through chi-square test of association, we found no significant differences between EWS and non-EWS students in the role of the teacher in the classroom (Graph 2). Thus, most students, regardless of socioeconomic status, drew the teacher in a traditional position, either behind a desk or in front of a blackboard.

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When examining differences in facial details and spatial organisation of the self, classmate, and teacher in the children's drawings of the classroom, no clear differences or patterns emerged across grades or schools when comparing EWS and non-EWS students.

Overall, the fact that we did not uncover any patterns of differences in EWS and non-EWS children could be due to the fact that the child's socio-economic status has little impact on how they perceived relations with their teachers and their classmates. That is, EWS students do not relate to their classroom differently from their non-EWS peers. However, it would be tenuous to make such a strong claim based on this data for several reasons.

Firstly, the data did not distinguish between EWS students who attend Patang and EWS students who do not attend Patang. This was done since we wanted to ensure equal numbers of EWS and non-EWS students. Our initial attempt was to create three categories- EWS, Patang, and non-EWS. However, given the small number of EWS students who do not attend Patang, EWS and Patang data was combined to obtain a larger sample size overall. It then becomes difficult to understand, from the art activity alone, how Patang might have had an impact the kind of experiences EWS children who attend it. It is for this reason that we conducted individual interview surveys with the Patang children.

Secondly, another reason that we did not find any significant difference between EWS and non-EWS children could be that EWS children perhaps do not experience class based distinction within their classroom, but in their peer relations. This is something that several teachers mentioned in the focus group when talking about how EWS children experience class distinctions.

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While some of them said that the children are too young to understand class differences, or are not unaware of them, several teachers stated that EWS children often feel inferior before their non-EWS counterparts, especially when they see the kind of food the children get in their tiffins or hear about the kind of vacations they go for. Since the drawing task primarily focused on the relationship between the child, the teacher, and their classmates as confined to the classroom, these aspects, which are grounded in the children's peer relations, could not be observed.

School Management

Overall Impression of Inclusion

The school management (SM) was interviewed to understand their perspectives on the provision and its implementation and if there are any specific challenges or areas of struggle for them.

It was mentioned that, initially “there were numerous complaints about hygiene”. Additionally an SM member stated, “Yes, complaints come, we [the school] try to work on parent level as well as school level. [The complaints are] usually about hitting. [The EWS students have] stealing habits as well.”

When asked what they do about situations like these, one of the counselors stated, they do “informal assessments - observe, talk to teachers, parents [understand larger environment]”

They also mentioned some exceptional students from the EWS category. A grade 1 child was mentioned as “brilliant in academics and a great Kathak dancer”.

When asked if EWS parents feel comfortable interacting with school teachers, one SM member said, “Not very much. Very few parents have time. To a certain extent this is more of a problem with EWS parents [though this is true with all kids]”

However, they all acknowledged the support of Patang and said, “It's wonderful, it's a great opportunity for the kids to learn more.” A member summed up Patang well saying, “The work is good for the kids to make them independent individuals”.

Overall, it was seen, that even though there are complaints about EWS students, it is something that the school management has been actively working towards with school teachers and Non EWS parents. They also acknowledged the importance of the role played by Patang to help create an inclusive environment in the school.

Support received by the school management to address the issues of discrimination.

FGD narratives highlighted impressions of parents around the concerns of discriminatory experiences. Many parents in School 2 stated that they had never been discriminated against in any way by the school- they stated that they never felt that they were treated differently, been spoken to badly, or “felt that they were EWS parents”. One of the parents elaborated on his fear.

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"When we came to school, I felt very good. The principal called the parents, she spoke to us very nicely...explained that both rich and poor come here to study and that your children will never feel that your child is an EWS student, because other children will never know and your child will never know that they are EWS...there will be no discrimination." [Parent, Patang Project]

The parents said that they felt welcomed in the school 2 because of the way they principal addressed them. In fact, parents talked about how the school made an effort to assuage their fears that their child would not be discriminated against.

Table 9 Feedback provided by school management for further improving Patang project activities

Patang teachers should be involved in mainstream classroom observation exercise to be able to merge the teaching practices.

Need to focus on basic concepts of Mathematics and English.

When the above feedback is considered, it is important to note that Patang teachers conducted mainstream class observations, however, it was not always beneficial to the productivity of the children in the class. The presence of an external figure could be distracting to young students, in fact Patang students would often be seen losing concentration on seeing their Patang teacher in the classroom.

Non-EWS Parents

Since Non EWS parents are a stakeholder that is most distanced from our intervention, there has been little direct impact on them. However, to understand inclusion from their perspective, they were interviewed over the phone. They were asked if they had faced any issues regarding inclusion, or received any complaints from their child about students belonging to the EWS category.

Table 10. Behavioral complaints reported by NON-EWS children about their peers.

No. of Non-EWS parents interviewed from the selected schools 39

No. of parents received any behavioral complaints. 6

No. of parents who did not receive any complaint. 33

33 parents, 91% of parents surveyed, (from non-EWS category) did not receive any complaint from their child about their peers. 6 parents reported such complaints. The nature of these complaints revolved around seating arrangements, teasing issues, use of inappropriate language, playing in the water and instances of bullying. None of the parents

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specifically complained about EWS students. They encouraged their children to hold a conversation with their peers to resolve the issues.

Patang Team

The team members from the Patang team, have worked with all stakeholders in both schools. Through conversations and interactions, they were able to gauge the school environment with respect to inclusion.

When asked about having observed any discrimination through language or behavior, a team member quoted saying, *“There have been times, when teachers/principal have expressed their biases about the Patang students. While it doesn't normally affect the child directly, it is still insidious at an institutional level”* while another said, *“Teachers and school management have fixed pre-conceived notions about the students, which sometimes cloud their judgements”*.

One of the instances mentioned by a team member : *“One incident happened when a Non-EWS parent walked into the Patang class and told her child that if he misbehaves, he will have to attend the Patang centre. (As a punishment)”* This suggests that in the experience of the team, even though schools are making efforts towards inclusion, there is an existing bias that needs to be worked upon, to improve the overall quality of inclusion.

When asked about any specific patterns of behavior observed among EWS students, all team members could recall instances of violence specifically hitting. There have been few instances stated regarding inappropriate language, however, violence remains one of the main observations. Since the team regularly interacts with EWS parents, they were also asked if the parents have shared any struggle regarding their child's behavior. All members mentioned that parents have come and shared instances where parents find behavior management of their child challenging.

Validated through interaction with the EWS Parents, the team also mentioned, that a minimum of 50% parents are actively involved in their child's learning, however they face challenges with managing time, and are burdened due to work pressure.

As a team that spent the year interacting and learning through various mediums, one of the key suggestions given by the team are, that the existing biases need to be overcome. Workshops on inclusion, sensitization and shedding mindsets can go a long way in further enhancing and enabling the school environment to be inclusive.

V. CONCLUSION

Through our intervention at *Patang*, we were able to reach out to several stakeholders in the school, such as - the EWS students, the EWS parents, school teachers and school management. While the journey has been challenging and there have been many obstacles, we have also had many proud moments and highlights.

Some of the innovative aspects of *Patang* include the focus on the social emotional learning of the students; the workshops we conduct for parents with the goal of enabling them to participate in the school and empowering them to create a conducive learning environment at home; and the focused collaboration between the school and *Patang*, to ensure academic and emotional growth of the child.

In the first year, our work was limited to the EWS students and their parents, however upon reflection, we realized that for inclusion to take place, we have to extend our intervention to the non-EWS students and parents as well. Therefore, in the second year, we started having conversations with the school leaders about the need to work with the non-EWS students as well. We were able to do both academic and social assessments with all students in the school.

Another thing we learnt was that, we have to empower the EWS parents to support their children. Parental engagement is extremely important, since children spend maximum amount of time at home. Thus, we conducted regular parent workshops with the *Patang* parents, with the goal of giving them tools and strategies to support their children; both academically and emotionally. Since, every family is different, we recognized instances when group workshops or a group intervention was not suitable. There, we followed a case based approach with *Patang* parents and children.

While working with the EWS students and parents was our primary focus in the school, our interactions with the school teachers and school management were crucial aspects of the project. Collaborations between the school teachers and *Patang* teachers, led to each side getting valuable insights about children, which in turn, led to better academic and social growth of the children.

The multiple conversations we had with the school leaders in both our intervention schools were also very useful. With each meeting, the relationship became stronger. Working in the two schools, we also realized the importance of the school leader's mindset, and how they can motivate the different stakeholders in the school.

We have described the impact of the work we have done at *Patang*, explained our approach and discussed our learnings from the project in the manual - "Soaring high with Project *Patang*: Enabling inclusion under RTE Section 12(1)(c)". We hope that the information provided is useful to schools that want to become inclusive and that we can together ensure that each child admitted under the EWS quota feels at home.

VI. ANNEXURE

List of Abbreviations

Academic

1. *EngT* : Total in English
2. *RCT* : Total in Reading Comprehension
3. *GT* : Total in Grammar
4. *VT* : Total in Vocabulary
5. *FT* : Total in Factual
6. *IT* : Total in Inference
7. *NOT*: Total in Numbers and Operations
8. *SST* : Total in Shapes and Space
9. *MT* : Total in Measurements
10. *DHT* : Total in Data Handling

Psychometric

11. *EI* : Emotional Intelligence
12. *II* : Interpersonal Intelligence
13. *SE* : Self Esteem
14. *SR* : Self Respect
15. *R* : Resilience
16. *DT* : Distress Tolerance
17. *IC* : Impulse Control
18. *H* : Happiness
19. *O* : Optimism

Academic

Endline Year 2, Grade and Category Wise

Grade 1,School 1 :

Table D1. Endline Data for All Students.

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN	0.66	0.59	0.82	0.68	0.70	0.83	0.61	0.60	0.67	
SD		2.81	1.97	0.58	0.84	3.61	1.21	1.16	1.30	1.00
MEDIAN	9.00	4.00	2.00	3.00	12.00	5.00	2.00	3.00	2.00	
MODE		10.00	5.00	2.00	3.00	14.00	6.00	2.00	4.00	2.00

Table D1A. Endline Data for Category 0 Students

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN		0.67	0.62	0.81	0.66	0.72	0.84	0.62	0.64	0.72
SD		2.93	1.93	0.62	0.92	3.67	1.19	1.18	1.28	0.97
MEDIAN	9.00	4.00	2.00	3.00	13.00	5.00	2.50	3.00	2.00	
MODE		10.00	5.00	2.00	3.00	14.00	6.00	2.00	4.00	3.00

Table D1B. Endline Data for Category 1 Students

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN		0.55	0.39	0.79	0.67	0.63	0.76	0.57	0.53	0.60
SD		2.39	1.75	0.49	0.73	3.78	1.43	1.16	1.37	0.89
MEDIAN	7.00	2.00	2.00	3.00	11.00	5.00	2.00	2.00	2.00	
MODE		4.00	0.00	2.00	3.00	11.00	5.00	2.00	1.00	2.00

Table D1C. Endline Data for Category 2 Students

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	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN	0.69	0.58	0.89	0.74		0.64	0.81	0.61	0.50	0.52
SD	2.24	2.00	0.42	0.18		2.88	1.11	1.06	1.21	1.03
MEDIAN9.00	4.00	2.00	3.00		10.50	5.00	2.00	2.00	2.00	
MODE	10.00	5.00	2.00	3.00		10.00	5.00	2.00	2.00	2.00

Grade 2, School 1:

Table D2. Endline Data for All Students.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.64	0.82	0.58		0.62	0.68	0.78	0.28	0.63	
SD	2.49	0.92	1.78		2.44	1.30	0.81	0.37	0.68
MEDIAN8.00	3.00	5.00		10.00	5.00	3.00	1.00	2.00	
MODE	9.00	3.00	6.00		10.00	5.00	3.00	1.00	2.00

Table D2A. Endline Data for Category 0 Students.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.85	0.88	0.84		0.65	0.67	0.61	0.81	0.50	
SD	2.21	0.72	1.94		2.64	1.16	0.95	0.76	0.72
MEDIAN10.00	3.00	8.00		11.00	5.00	2.00	3.00	2.00	
MODE	11.00	3.00	8.00		11.00	5.00	2.00	3.00	2.00

Table D2B. Endline Data for Category 1 Students.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.81	0.87	0.79		0.60	0.63	0.49	0.69	0.55	
SD	3.17	0.84	2.51		2.94	0.92	1.08	1.00	0.68
MEDIAN10.50	3.00	8.00		10.00	5.00	1.00	2.00	2.00	
MODE	11.00	3.00	8.00		12.00	5.00	1.00	3.00	2.00

Table D2C. Endline Data for Category 2 Students.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.90	0.72	0.97		0.58	0.58	0.50	0.72	0.53	
SD	1.19	0.99	0.43		2.59	1.11	0.96	0.80	0.76
MEDIAN10.00	2.50	8.00		10.00	4.00	1.50	2.00	1.00	
MODE	11.00	3.00	8.00		11.00	5.00	1.00	3.00	1.00

Grade 3, School 1 :

Table D3. Endline Data for All Students.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.64	0.83	0.61		0.63	0.65	0.52	0.83	0.59
SD	3.62	0.71	3.03		3.01	1.58	0.81	0.58	1.03
MEDIAN11.00	2.00	9.00		9.00	4.00	2.00	2.00	2.00	
MODE	12.00	2.00	10.00		9.00	3.00	2.00	2.00	2.00

Table D3A. Endline Data for Category 0 Students.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.71	0.97	0.67		0.78	0.80	0.61	0.86	0.88
SD	1.61	0.30	1.51		2.32	1.31	0.79	0.50	0.70
MEDIAN11.00	2.00	9.00		11.00	5.00	2.00	2.00	3.00	
MODE	12.00	2.00	10.00		12.00	6.00	2.00	2.00	3.00

Table D3B. Endline Data for Category 1 Students.

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	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.62	0.97	0.57		0.63	0.59	0.47	0.74	0.79
SD	1.90	0.25	1.88		3.08	1.81	0.81	0.68	0.89
MEDIAN10.00	2.00	8.00		10.00	4.00	1.00	2.00	3.00	
MODE	9.00	2.00	7.00		10.00	5.00	1.00	2.00	3.00

Table D3C. Endline Data for Category 2 Students.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.65	0.89	0.62		0.67	0.70	0.57	0.71	0.69
SD	2.11	0.56	1.73		3.27	1.21	0.88	0.73	1.03
MEDIAN10.00	2.00	8.00		11.00	5.00	2.00	2.00	2.00	
MODE	12.00	2.00	10.00		12.00	5.00	2.00	2.00	3.00

Grade 1, School 2 :

Table H1. Endline Data for All Students.

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN 0.74	0.76	0.83	0.68		0.76	0.81	0.66	0.80	0.77	
SD	2.93	1.77	0.61	0.83		4.30	1.50	1.22	1.24	0.99
MEDIAN10.00	5.00	2.00	3.00		14.00	5.00	3.00	4.00	3.00	
MODE	11.00	6.00	2.00	3.00		16.00	6.00	3.00	4.00	3.00

Table H1A. Endline Data for Category 0 Students.

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN 0.72	0.73	0.83	0.66		0.78	0.82	0.67	0.81	0.78	
SD	3.28	1.93	0.65	0.95		4.02	1.45	1.18	1.15	0.90
MEDIAN10.00	5.00	2.00	3.00		14.00	5.00	3.00	4.00	3.00	

Table H1B. Endline Data for Category 1 Students.

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN 0.83	0.89	0.83	0.75		0.88	0.89	0.67	1.00	1.00	
SD	0.82	0.94	0.47	0.00		0.82	0.47	1.25	0.00	0.00
MEDIAN10.00	6.00	2.00	3.00		15.00	5.00	3.00	4.00	3.00	

Table H1C. Endline Data for Category 2 Students.

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN 0.80	0.82	0.86	0.75		0.72	0.74	0.66	0.73	0.76	
SD	1.43	1.24	0.45	0.00		5.71	1.78	1.30	1.62	1.21
MEDIAN10.00	5.00	2.00	3.00		15.00	5.00	3.00	4.00	3.00	

Grade 2, School 2 :

Table H2. Endline Data for All Students.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.64	0.82	0.58		0.62	0.68	0.78	0.28	0.63	
SD	2.49	0.92	1.78		2.44	1.30	0.81	0.37	0.68
MEDIAN8.00	3.00	5.00		10.00	5.00	3.00	1.00	2.00	

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Table H4. Endline Data for All Students.

	EngT	RCT	VT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.70	0.92	0.84	0.65		0.57	0.59	0.63	0.57	0.10
SD	2.99	0.52	0.37	2.60		5.22	3.61	0.65	1.53	0.30
MEDIAN13.00	3.00	1.00	9.00		13.00	9.00	1.00	3.00	0.00	
MODE	13.00	3.00	1.00	9.00		12.00	8.00	1.00	4.00	0.00

Table H4A. Endline Data for Category 0 Students.

	EngT	RCT	VT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.87	0.92	0.84	0.67		0.60	0.62	0.67	0.63	0.13	
SD	2.81	0.53	0.37	2.38		5.16	3.62	0.63	1.50	0.33
MEDIAN13.00	3.00	1.00	9.00		13.00	9.50	1.00	3.00	0.00	

Table H4B. Endline Data for Category 1 Students.

	EngT	RCT	VT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.90	1.00	1.00	0.68		0.34	0.33	0.50	0.38	0.00	
SD	0.50	0.00	0.00	0.50		7.50	5.00	1.00	1.50	0.00
MEDIAN13.50	3.00	1.00	9.50		7.50	5.00	1.00	1.50	0.00	

Table H4C. Endline Data for Category 2 Students.

	EngT	RCT	VT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.69	0.89	0.83	0.49		0.42	0.49	0.33	0.33	0.00	
SD	2.36	0.47	0.37	1.95		3.90	2.69	0.47	1.11	0.00
MEDIAN9.50	3.00	1.00	6.00		9.50	7.50	1.00	1.50	0.00	

Baseline Year 1 in comparison with Endline Year 2, Grade Wise

Grade 1, School 1 (Grade 2 at the end of next year).

Baseline Data for Year 1

	Total	FT	IT	VT	RCT	MathT(NOT)
MEAN	0.58	0.53	0.45	0.77	0.50	0.59
SD	1.56	0.96	0.56	0.55	1.27	5.87
MEDIAN4.00	2.00	0.75	1.75	2.50	17.65	

Endline Data for Category 0 Students. Grade 2 School 1.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.85	0.88	0.84		0.65	0.67	0.61	0.81	0.50	
SD	2.21	0.72	1.94		2.64	1.16	0.95	0.76	0.72
MEDIAN10.00	3.00	8.00		11.00	5.00	2.00	3.00	2.00	
MODE	11.00	3.00	8.00		11.00	5.00	2.00	3.00	2.00

Endline Data for Category 1 Students. Grade 2 School 1.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.81	0.87	0.79		0.60	0.63	0.49	0.69	0.55	
SD	3.17	0.84	2.51		2.94	0.92	1.08	1.00	0.68
MEDIAN10.50	3.00	8.00		10.00	5.00	1.00	2.00	2.00	
MODE	11.00	3.00	8.00		12.00	5.00	1.00	3.00	2.00

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Endline Data for Category 2 Students. Grade 2 School 1.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.90	0.72	0.97	0.58	0.58	0.50	0.72	0.53	
SD		1.19	0.99	0.43	2.59	1.11	0.96	0.80	0.76
MEDIAN	10.00	2.50	8.00	10.00	4.00	1.50	2.00	1.00	
MODE		11.00	3.00	8.00	11.00	5.00	1.00	3.00	1.00

Grade 2 School 1 (Grade 3 at the end of next year).

Baseline Data for Year 1

	EngT	FT	IT	CT	RCT	VT	GT
MEAN	0.59	0.81	0.21	0.42	0.61	0.67	0.53
SD	3.25	1.04	0.41	0.44	1.34	0.71	1.49
MEDIAN	7.75	3.00	0.00	0.50	3.50	1.50	2.50

	MathT	NOT	MT	DHT
MEAN	0.73	0.72	0.87	0.77
SD	6.86	5.73	0.34	1.12
MEDIAN	21.00	1.00	3.00	
MODE	22.5	18.5	1	3

Endline Data for Category 0 Students. Grade 3 School 1.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.71	0.97	0.67		0.78	0.80	0.61	0.86	0.88
SD	1.61	0.30	1.51		2.32	1.31	0.79	0.50	0.70
MEDIAN	11.00	2.00	9.00	11.00	5.00	2.00	2.00	3.00	
MODE		12.00	2.00	10.00	12.00	6.00	2.00	2.00	3.00

Endline Data for Category 1 Students. Grade 3 School 1.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.62	0.97	0.57		0.63	0.59	0.47	0.74	0.79
SD	1.90	0.25	1.88		3.08	1.81	0.81	0.68	0.89
MEDIAN	10.00	2.00	8.00	10.00	4.00	1.00	2.00	3.00	
MODE		9.00	2.00	7.00	10.00	5.00	1.00	2.00	3.00

Endline Data for Category 2 Students. Grade 3 School 1.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.65	0.89	0.62		0.67	0.70	0.57	0.71	0.69
SD	2.11	0.56	1.73		3.27	1.21	0.88	0.73	1.03
MEDIAN	10.00	2.00	8.00	11.00	5.00	2.00	2.00	2.00	
MODE		12.00	2.00	10.00	12.00	5.00	2.00	2.00	3.00

Grade 1 School 2 (Grade 2 at the end of next year).

Baseline Data for Year 1

	EngT	FT	IT	VT	RCT	MathT (NOT)
MEAN	0.71	0.78	0.63	0.69	0.72	0.80
SD	2.03	1.03	0.60	0.68	1.51	1.82
MEDIAN	5.50	3.00	1.50	1.50	4.50	12.00

Endline Data for Category 0 Students. Grade 2 School 2.

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	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.66	0.85	0.59	0.61	0.67	0.79	0.29	0.62	
SD		2.28	0.84	1.68	2.69	1.35	0.89	0.33	0.68
MEDIAN	8.00	3.00	5.00	11.00	5.00	3.00	1.00	2.00	
MODE		9.00	3.00	6.00	11.00	5.00	3.00	1.00	2.00

Endline Data for Category 1 Students. Grade 2 School 2.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.74	1.00	0.65	0.68	0.81	0.78	0.33	0.61	
SD		1.46	0.00	1.46	0.90	0.47	0.75	0.00	0.37
MEDIAN	9.00	3.00	6.00	10.50	6.00	2.50	1.00	2.00	
MODE		9.00	3.00	6.00	10.00	6.00	3.00	1.00	2.00

Endline Data for Category 2 Students. Grade 2 School 2

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.66	0.83	0.59	0.60	0.68	0.75	0.21	0.67	
SD		2.82	1.00	1.85	2.50	1.30	0.66	0.48	0.87
MEDIAN	8.00	3.00	5.00	10.00	5.00	2.00	1.00	2.00	
MODE		8.00	3.00	5.00	10.00	6.00	2.00	1.00	2.00

Grade 2 School 2 (Grade 3 at the end of next year).

Baseline Data for Year 1

	EngT	FT	IT	CT	RCT	VT	GT
MEAN	0.43	0.63	0.44	0.19	0.50	0.63	0.28
SD	3.04	0.99	0.50	0.39	1.58	0.56	1.21
MEDIAN	4.63	2.00	0.00	0.00	2.50	1.00	0.88

	MathT	NOT	MT	SST	DHT
MEAN	0.81	0.80	0.78	0.86	0.82
SD	4.47	3.57	0.83	1.07	0.46
MEDIAN	29.50	20.00	2.00	4.00	4.50

Endline Data for Category 0 Students. Grade 3 School 2.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.68	0.87	0.65	0.69	0.71	0.54	0.90	0.67	
SD		2.81	0.62	2.34	2.60	1.46	0.78	0.49	0.90
MEDIAN	11.00	2.00	9.00	10.00	4.00	2.00	2.00	2.00	
MODE		12.00	2.00	10.00	11.00	6.00	2.00	2.00	2.00

Endline Data for Category 1 Students. Grade 3 School 2.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.73	1.00	0.69	0.51	0.52	0.48	0.71	0.38	
SD		0.76	0.00	0.76	2.36	0.99	0.73	0.49	1.12
MEDIAN	11.00	2.00	9.00	6.00	3.00	2.00	1.00	1.00	
MODE		11.00	2.00	9.00	5.00	3.00	2.00	1.00	0.00

Endline Data for Category 2 Students. Grade 3 School 2.

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.66	0.92	0.62	0.58	0.52	0.63	0.75	0.54	
SD		2.11	0.37	2.08	2.71	1.45	0.93	0.50	1.22
MEDIAN	10.00	2.00	8.50	8.00	3.00	2.00	1.50	1.50	
MODE		9.00	2.00	10.00	8.00	2.00	2.00	1.00	3.00

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Grade 3 School 2 (Grade 4 at the end of next year).

Baseline Data for Year 1

	EngT	FT	IT	CT	RCT	VT	GT
MEAN	0.39	0.45	0.23	0.20	0.31	0.40	0.28
SD	3.29	1.33	0.60	0.49	1.56	0.75	1.21
MEDIAN	7.00	2.00	1.00	1.00	3.00	1.00	1.50

	MathT	NOT	MT	DHT
MEAN	0.50	0.47	0.53	0.65
SD	2.78	2.42	0.80	0.49
MEDIAN	14.50	2.00	3.00	

Endline Data for Category 0 Students. Grade 4 Heritage.

	EngT	RCT	VT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.87	0.92	0.84	0.67		0.60	0.62	0.67	0.63	0.13
SD		2.81	0.53	0.37	2.38		5.16	3.62	0.63	1.50
MEDIAN	13.00	3.00	1.00	9.00		13.00	9.50	1.00	3.00	0.00

Endline Data for Category 1 Students. Grade 4 School 2

	EngT	RCT	VT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.90	1.00	1.00	0.68		0.34	0.33	0.50	0.38	0.00
SD		0.50	0.00	0.00	0.50		7.50	5.00	1.00	1.50
MEDIAN	13.50	3.00	1.00	9.50		7.50	5.00	1.00	1.50	0.00

Endline Data for Category 2 Students. Grade 4 School 2

	EngT	RCT	VT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.69	0.89	0.83	0.49		0.42	0.49	0.33	0.33	0.00
SD		2.36	0.47	0.37	1.95		3.90	2.69	0.47	1.11
MEDIAN	9.50	3.00	1.00	6.00		9.50	7.50	1.00	1.50	0.00

Baseline Year 2 in comparison with Endline Year 2, for Patang Students (Category 2 only) Grade Wise

Grade 1, School 1

Baseline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN	0.44	0.49	0.50	0.30		0.55	0.64	0.54	0.46	0.52
SD	3.68	2.10	0.98	1.37		4.73	1.30	1.58	1.58	1.31
MEDIAN	5.00	3.00	1.00	0.00	10.00	4.00	2.00	2.00	2.00	

Endline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN	0.69	0.58	0.89	0.74		0.64	0.81	0.61	0.50	0.52
SD	2.24	2.00	0.42	0.18		2.88	1.11	1.06	1.21	1.03
MEDIAN	9.00	4.00	2.00	3.00	10.50	5.00	2.00	2.00	2.00	
MODE	10.00	5.00	2.00	3.00		10.00	5.00	2.00	2.00	2.00

Grade 2, School 1

Baseline Academic Data for Year 2 (Category 2 only).

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	EngT	GT	RCT		MathT	NOT	SST	MT	DHT
MEAN	0.52	0.60	0.39		0.49	0.52	0.48	0.46	0.46
SD	1.89	1.53	0.83		2.91	1.34	1.01	1.16	0.95
MEDIAN5.00	4.00	1.00		8.00	4.00	1.50	1.00	1.00	
MODE	5.00	4.00	1.00		8.00	4.00	2.00	1.00	1.00

Endline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN 0.90	0.72	0.97		0.58	0.58	0.50	0.72	0.53	
SD	1.19	0.99	0.43		2.59	1.11	0.96	0.80	0.76
MEDIAN10.00	2.50	8.00		10.00	4.00	1.50	2.00	1.00	
MODE	11.00	3.00	8.00		11.00	5.00	1.00	3.00	1.00

Grade 3, School 1

Baseline Academic Data for Year 2 (Category 2 only).

	EngT	GT	RCT		MathT	NOT	SST	MT	DT
MEAN	0.57	0.54	0.73		0.50	0.57	0.47	0.63	0.49
SD	4.19	3.58	0.88		2.90	1.31	0.80	0.77	1.02
MEDIAN7.00	7.00	2.00		8.00	3.00	1.00	1.00	2.00	
MODE	7.00	4.00	2.00		8.00	3.00	1.00	2.00	2.00

Endline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.65	0.89	0.62		0.67	0.70	0.57	0.71	0.69
SD	2.11	0.56	1.73		3.27	1.21	0.88	0.73	1.03
MEDIAN10.00	2.00	8.00		11.00	5.00	2.00	2.00	2.00	
MODE	12.00	2.00	10.00		12.00	5.00	2.00	2.00	3.00

Grade 1, School 2

Baseline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN	0.73	0.73	0.46	0.92		0.74	0.65	0.73	0.81	0.85
SD	2.76	1.82	0.92	0.80		4.05	1.44	1.14	1.05	0.84
MEDIAN9.00	5.00	1.00	3.00		13.00	4.00	3.00	3.00	3.00	

Endline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN 0.80	0.82	0.86	0.75		0.72	0.74	0.66	0.73	0.76	
SD	1.43	1.24	0.45	0.00		5.71	1.78	1.30	1.62	1.21
MEDIAN10.00	5.00	2.00	3.00		15.00	5.00	3.00	4.00	3.00	

Grade 2, School 2

Baseline Academic Data for Year 2 (Category 2 only).

	EngT	GT	RCT		MathT	NOT	SST	MT	DHT
MEAN	0.70	0.76	0.60		0.80	0.78	0.90	0.67	0.90
SD	0.49	0.40	0.40		1.28	0.98	0.46	0.63	0.46
MEDIAN6.00	4.00	2.00		13.50	6.00	3.00	2.00	3.00	

Endline Academic Data for Year 2 (Category 2 only).

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	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.66	0.83	0.59	0.60	0.68	0.75	0.21	0.67	
SD		2.82	1.00	1.85	2.50	1.30	0.66	0.48	0.87
MEDIAN	8.00	3.00	5.00	10.00	5.00	2.00	1.00	2.00	
MODE		8.00	3.00	5.00	10.00	6.00	2.00	1.00	2.00

Grade 3, School 2

Baseline Academic Data for Year 2 (Category 2 only).

	EngT	GT	RCT		MathT	NOT	SST	MT	DT
MEAN	0.57	0.51	0.95		0.35	0.35	0.37	0.65	0.27
SD	2.61	2.74	0.30		2.10	1.14	0.83	0.64	0.75
MEDIAN	9.00	7.00	2.00	5.50	2.00	1.00	1.00	1.00	

Endline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.66	0.92	0.62	0.58	0.52	0.63	0.75	0.54	
SD		2.11	0.37	2.08	2.71	1.45	0.93	0.50	1.22
MEDIAN	10.00	2.00	8.50	8.00	3.00	2.00	1.50	1.50	
MODE		9.00	2.00	10.00	8.00	2.00	2.00	1.00	3.00

Grade 4, School 2

Baseline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	GT	VT		MathT	NOT	SST	MT	DHT
MEAN	0.55	0.67	0.54	0.50		0.34	0.37	0.50	0.13	0.00
SD	1.50	0.71	1.12	1.00		2.69	2.29	0.71	0.50	0.00
MEDIAN	11.00	2.00	7.50	1.00	6.50	5.00	1.00	0.50	0.00	

Endline Academic Data for Year 2 (Category 2 only).

	EngT	RCT	VT	GT		MathT	NOT	SST	MT	DHT
MEAN	0.69	0.89	0.83	0.49		0.42	0.49	0.33	0.33	0.00
SD	2.36	0.47	0.37	1.95		3.90	2.69	0.47	1.11	0.00
MEDIAN	9.50	3.00	1.00	6.00		9.50	7.50	1.00	1.50	0.00

Psychometric

Grade 1 School 1.

Psychometric Data Baseline Year 2.

	EI	II	SE	SR	R	DT	IC	H	O
MEAN	0.61	0.62	0.66	0.57	0.63	0.49	0.54	0.66	0.60
S.D.	14.94	5.11	3.34	1.51	1.33	2.33	2.73	2.43	2.31
MEDIAN	83.00	25.50	20.00	6.00	6.00	8.50	12.00	6.00	

Psychometric Data Endline Year 2.

	EI	II	SE	SR	R	DT	IC	H	O
MEAN	0.70	0.70	0.75	0.53	0.72	0.60	0.65	0.79	0.78
SD	6.18	2.05	2.43	1.33	1.51	2.00	2.48	0.46	0.92
MEDIAN	1	01.00	28.00	23.00	6.00	8.00	6.00	10.00	12.00

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Grade 2 School 1

Psychometric Data Baseline Year 2.

	EI	II	SE	SR	R	DT	IC	H	O
MEAN	0.61	0.57	0.67	0.54	0.63	0.53	0.59	0.67	0.71
S.D.	16.09	5.45	5.18	2.02	2.09	1.66	2.11	2.84	2.14
MEDIAN	88.00	24.00	22.00	6.00	7.00	6.00	9.00	11.00	8.00

Psychometric Data Endline Year 2.

	EI	II	SR	SE	R	DT	IC	H	O
MEAN	0.62	0.56	0.57	0.60	0.62	0.52	0.76	0.72	0.65
SD	13.38	2.25	1.18	4.25	2.51	1.40	2.90	2.71	2.02
MEDIAN	85.00	23.50	6.00	17.00	5.50	6.00	13.00	10.00	7.50

Grade 3 School 1

Psychometric Data Baseline Year 2.

	EI	II	SE	SR	R	DT	IC	H	O
MEAN	0.67	0.66	0.71	0.56	0.59	0.59	0.61	0.73	0.78
S.D.	14.70	4.43	3.26	2.23	1.16	0.52	3.49	2.49	1.60
MEDIAN	93.00	26.00	20.00	5.00	6.00	6.00	10.50	10.50	8.00

Psychometric Data Endline Year 2.

	EI	II	SR	SE	R	DT	IC	H	O
MEAN	0.70	0.68	0.61	0.78	0.69	0.57	0.56	0.79	0.80
SD	16.94	4.30	2.56	2.84	2.13	2.13	3.97	2.32	1.57
MEDIAN	94.00	25.00	6.00	24.00	7.00	6.00	8.00	12.00	8.00

Grade 1 School 2

Psychometric Data Baseline Year 2.

	EI	II	SE	SR	R	DT	IC	H	O
MEAN	0.60	0.69	0.66	0.66	0.39	0.19	0.49	0.73	0.62
SD	12.39	3.79	2.95	1.66	2.60	1.89	2.98	1.78	1.55
MEDIAN	86.50	29.00	20.00	7.00	2.50	2.00	6.00	11.50	6.50

Psychometric Data Endline Year 2.

	EI	II	SR	SE	R	DT	IC	H	O
MEAN	0.60	0.59	0.57	0.65	0.56	0.48	0.58	0.66	0.62
SD	9.42	3.83	1.07	2.13	0.62	0.95	1.26	1.14	0.70
MEDIAN	86.00	22.00	5.00	19.00	6.00	5.00	9.00	10.00	6.00

Grade 2 School 2.

Psychometric Data Baseline Year 2.

	EI	II	SE	SR	R	DT	IC	H	O
MEAN	0.60	0.59	0.54	0.65	0.71	0.73	0.16	0.66	0.77
SD	18.27	6.17	3.54	1.60	1.90	1.54	2.50	3.11	1.99
MEDIAN	92.00	24.00	17.00	7.00	8.00	8.00	4.00	11.00	12.00

Psychometric Data Endline Year 2.

	EI	II	SR	SE	R	DT	IC	H	O
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Patang Endline Report

MEAN	0.63	0.69	0.51	0.72	0.56	0.26	0.66	0.72	0.56
SD	21.92	5.48	2.22	4.87	2.77	1.91	3.06	2.46	3.45
MEDIAN	99.00	30.00	4.00	23.00	6.00	4.00	12.00	12.00	8.00

Grade 3 School 2

Psychometric Data Baseline Year 2.

	EI	II	SE	SR	R	DT	IC	H	O
MEAN	0.62	0.67	0.60	0.53	0.60	0.59	0.56	0.73	0.56
SD	28.09	6.78	6.49	2.49	2.57	2.88	4.52	3.32	3.67
MEDIAN	87.00	31.00	19.00	5.00	6.50	6.50	9.00	12.50	5.00

Psychometric Data Endline Year 2.

	EI	II	SR	SE	R	DT	IC	H	O
MEAN	0.72	0.71	0.74	0.78	0.68	0.60	0.63	0.82	0.71
SD	13.30	4.67	1.67	2.19	1.53	0.85	2.06	1.82	1.08
MEDIAN	97.00	28.00	7.00	23.00	7.00	6.00	10.00	12.00	8.00

Grade 4 School 2

Psychometric Data Baseline Year 2.

	EI	II	SE	SR	R	DT	IC	H	O
MEAN	0.89	0.89	0.99	0.83	0.84	0.56	0.91	0.98	0.91
SD	2.59	3.11	0.73	0.70	0.49	1.40	1.67	0.45	0.99
MEDIAN	124.00	35.00	30.00	8.00	8.00	5.00	14.00	15.00	10.00

Psychometric Data Endline Year 2.

	EI	II	SR	SE	R	DT	IC	H	O
MEAN	0.92	0.96	0.96	0.99	0.61	0.95	0.96	0.98	0.62
SD	2.93	1.74	0.92	0.40	0.30	0.50	0.49	0.64	0.40
MEDIAN	129.00	39.00	10.00	30.00	6.00	9.50	14.00	15.00	6.00

Social Questionnaires

Questionnaires for Patang students

Outcome: Patang students not discriminated by use of derogatory language or in-appropriate behaviour during the time of mutual interaction by the concerned stakeholders. (Any remark directed towards a student for casting aspersion on her by reason of his/her economic condition and or social background, either voluntarily or involuntarily, will be construed as derogatory remark). (Any form of subtle or overt perceived prejudice based on bullying or physical violence, will be construed as in-appropriate behaviour)

1. Who are your friends?
2. Who do you play with at school during your **lunch break**?
3. How many of these students are present here at the centre? (write the names)

Number of EWS friends: _____

4. Did anyone use any sort of derogatory remarks against you in school? (Ask in an in-direct way) (Hindi translation might be required)

Patang Endline Report

Outcome: Patang parents were able to raise concerns in individual PTM.

21. Have you attended any individual PTM?

I. Yes

II. No--→Skip to question no. 25

22. If yes, how have been the interactions with the school teacher?

23. Are you able to raise your concerns in PTM's?

I. Yes--→ Skip to question no 26

II. No

24. If no, why not?

25. Why have you not attended any PTM's so far?

Outcome: Patang parents not discriminated against by the use of derogatory language and behaviour from school teachers, other parents and school management.

26. Have you received derogatory remarks from anyone?

I. Yes

II. No --→ Skip to question 35

27. If yes, from whom did you receive these remarks from?

I. School teachers

II. School management

III. Patang teachers

IV. Parents of non- EWS students

V. Others (Please specify)

28. Can you please share what happened?

29. Have you told anyone about this incident?

I. Yes

II. No --→ Skip to question no 34

30. Who did you tell it to?

I. Schools Teachers

II. School management (including principal)

III. Patang Teachers

IV. No one

31. What did they do about it?

32. Were you satisfied with the intervention?

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I. Yes --→ Skip to question no 34

II. No

33. If not, what else do you think could have been done in that situation?

34. Did anybody else do or react regarding this incident when it was happening? Please elaborate.

Outcome: Patang parents understand the need to be more involved in the child's education to know what the student is learning.

35. How often do you ask your child about his/her studies?

I. Daily

II. Weekly

III. Once in 2 weeks

IV. Monthly

V. Do not ask

VI. Others (Please Specify)

36. Do you check your child's diary every day?

I. Yes

II. No--→Skip to question no 38

37. If yes, why do you think it is important?

38. If not, why not?

39. Are the notes in the diary written in Hindi or English?

I. Hindi

II. English

III. Both

40. Do you have difficulties in understanding the notes in diary if written in English?

I. Yes

II. No--→ Skip to question no 42

41. If yes, what do you do about it?

Outcome: Students participate in extra-curricular activities.

42. Do you know whether your child is participating in any extra-curricular activities?

I. Yes

II. No--→ Skip to question no 44

43. If yes, which all?

44. If no, why not?

Outcome: Patang teachers are not biased against Patang students and other students.

45. Do you like the Patang teacher at the centre?

I. Yes

II. No--→ Skip to question no 46

46. If no, why not?

Other questions:

47. Why have you chosen to send your child to Patang centre?

48. What additional activities do you want for your child at the Patang centre?

Patang Endline Report

6. How many Patang parents have complained regarding the above mentioned issues in the last one month?
7. How many complaints have you received for Patang students from the school teachers in the last one month?

Outcome: Patang parents understand the need to be more involved in the child's education to know what the student is learning.

8. How many Patang parents are actively involved to know about the child's progress in class?
9. What is your observation on parental involvement in their children's education?

Evaluation of School Teachers:

10. What is your impression about the school teachers?
11. What are your suggestions for them towards further improvement of the children as far as academic and social integration is concerned?

Other Questions:

12. What do you think has worked so far in your work?
13. What are the challenges you are facing while working with the students.
14. What kind of additional support do you think you need for improvement in your work?
15. How has been your coordination with the community social worker? Please elaborate on what has worked as well as areas of challenges including your suggestions for better coordination.

Questionnaires for School teachers

Outcome: Patang students not discriminated by use of derogatory language or in-appropriate behaviour during the time of mutual interaction by the concerned stakeholders. (Any remark directed towards a student for casting aspersion on her by reason of his/her economic condition and or social background, either voluntarily or involuntarily, will be construed as derogatory remark). (Any form of subtle or overt perceived prejudice based on bullying or physical violence, will be construed as in-appropriate behaviour)

6. Have you seen anyone using derogatory language and/or in-appropriate behaviour against the Patang students in the last one month?
 - I. Yes
 - II. No --> Skip to question no 10
7. If yes, who used this kind of derogatory language or inappropriate behaviour?
 - IX. Students belonging to non EWS category.

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- X. Students belonging to EWS category who come to the centre
- XI. School teachers
- XII. Parents of non EWS students
- XIII. School management staff
- XIV. Non teaching staff at school
- XV. Patang teachers
- XVI. Others (Please specify)

8. How many such incidents happened in the **last one month**? (gauge if these incidents are quite common or not)

9. Can you please elaborate on one such incident?

10. How did you come to know about it?

- I. I was a witness to the incident
- II. Received a complaint from the concerned parties
- III. Received a complaint from the concerned students' parents
- IV. Got to know about it from other staff (teaching and non-teaching)
- V. Others (Please Specify)

7. Did you do something about it?

- I. Yes
- II. No---→ Skip to question no 9

8. If yes, what did you do?

9. What was the general reaction of the class when the incident happened?

Outcome: Reductions in complaints against Patang students regarding hygiene and cleanliness.-

10. How many Patang students faced complaints regarding hygiene and cleanliness in the last one month?

- I. _____
- II. None --→ skip to question no 12

11. If yes, what were those complaints about? (Tick more than one option if needed)

- VIII. Dirty clothes
- IX. Dirty shoes
- X. Uncut nails
- XI. Not taking shower
- XII. Not washing hands before and after meals
- XIII. Body odour
- XIV. Other (Please Specify)

Outcome: Patang students do not drop-out due to integration issues with different stakeholders.

12. How many Patang students have dropped out of class in the current academic year?

- I. _____
- II. None ----→ Skip to question no 14

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13. What were the issues of drop-out?

Outcome: Reduction in usage of abusive language, violence and socially unacceptable behaviour (as perceived by concerned stakeholders) by the Patang students

14. Have you lately noticed any of the following behaviours in the Patang students? (Tick more than one option, if needed)

- V. Usage of unacceptable language- table- no of children
- VI. Violent Behaviour
- VII. Socially inappropriate Behaviour
- VIII. Other (Please specify)
- IX. None--→ Skip to question no 16

(Please note in detail)

15. How many Patang parents have complained regarding the above mentioned issues in the last one month?

Outcome: Patang parents understand the need to be more involved in the child's education to know what the student is learning.

16. How many Patang parents are actively involved to know about the child's progress in class?

17. What is your observation on parental involvement in their children's education?

Evaluation of Patang teachers:

18. What is your impression about the Patang centre?

19. What is your impression about the Patang teachers?

20. What are your suggestions for them towards further improvement of the children as far as academic and social integration is concerned.

Coding Framework for Art Activity

1. *Coding of size scaling (pupil-teacher ratios).* The heights of the teacher and the target pupil were measured separately. The overall height of a figure was defined as the vertical distance from the top of the head (excluding hair and ears, if any) to the lowest extremity (Silk & Thomas, 1988). If one of the figures was in a seated position, comparisons would concern the area that was visible in both persons, for instance bottom to top of head. The pupil-teacher ratios in millimetres were transformed into percentages.

2. *Coding of detailing.* The target pupil (indicated as self) and teacher in the drawing were scored with respect to who had the most detailed face. A maximum score of 2 points (2 +0 or 1 +1) was assigned to the two target figures together. Coding: 0 = least detailed face; 1 = detailed face; 2 = most detailed face.

3. *Coding of centrality.* The target pupil (indicated as self) and teacher in the drawing were scored with respect to centre position on the paper and centrality in a pictorial arrangement (e.g. top figure of a

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triangular arrangement with other figures facing top figure). The coding schemes are based on the relative centrality of the target pupil vs. the teacher. A maximum score of 2 points (2 +0 or 1 + 1) was assigned to the two target figures together. Coding: 0 = not in a spatially central position, that is, not in a central position on the paper; 1 = in a spatially central position, that is, in a central position on the paper or in a central position in a pictorial arrangement; 2 = the most focused person in the drawing with respect to centre position and pictorial arrangement.

4. *Coding of social distance between teacher and pupil.* Teacher representations were classified in terms of their positions in the classroom. The teacher figure was coded as distanced if s/he was seated behind his desk or in front of the blackboard. S/he was coded as less distanced if s/he had moved away from his or her traditional position, closer to the pupils. Coding: 0 = social distance (traditional distance); 1 = reduced distance (teacher has moved away from the traditional position).

Questionnaire for School Management

Outcome: Understanding the perceptions of school management staff for the EWS students.

1. What is your impression of an EWS student?

a. They are weak at studying as they have bad environments at home

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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b. They are hygiene conscious

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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c. They use foul language frequently

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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d. They misbehave and disturb the class

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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e. They hit other children

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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f. They spoil school property

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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g. They never complete their homework

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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h. They aren't interested in school

Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
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Outcome: To evaluate behaviour of EWS students in schools.

2. Have there been any complaints from school teachers about the EWS students?

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3. What do you do in case of an EWS student misbehaving in the classroom?

4. Do EWS students participate in the extra-curricular activities of the school? Can you share a specific instance?

5. Any exceptional EWS student you can think of?

6. Are there any processes in place to help EWS students cope up with class content?
7. Have you interacted a lot with any of the EWS students? Please share your thoughts.

8. Have you been able to fill the 25% seats, is there any vacancy?

Outcome: Patang parents understand the need to be more involved in the child's education to know what the student is learning.

9. Can you cite some instances where 75% parents have complained about the EWS students.

10. Have parents complained to you about *Patang* parents?

11. What do you do in the case of an EWS child dropping out of school?

12. Have the parents of EWS students been addressing their concerns to teachers?

13. What is your observation on parental involvement in their children's education? Can you give an estimate of the number of Parents who are actively involved?

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14. Have the school teachers or support staff complained about the *Patang* teachers?

15. What is your experience and opinion about the *Patang* teachers?

Evaluation of Patang Programme

10. What, according to you, is working for the Patang centre?

- I. Studying at the centre
- II. In classroom activities (e.g. art and craft)
- III. Studying with friends
- IV. Outside classroom activities (e.g library, AV room)
- V. *Patang* teachers
- VI. Others (Please specify)

11. Do you like the *Patang* teachers? If Yes, why? If No, why not? (Please note in detail)

- I. Yes
- II. No

12. What are your suggestions for them towards further improvement of our model? How can we work better with you next year as far as academic and social integration is concerned?

Questionnaires for Non-EWS Parents

1. Have you received any behavioural complaints (bad language/inappropriate behaviour) from your wards about any peers in school?

- I. Yes
- II. No--→ Skip to question no 10

2. How many times have you received such complaints in the last one month?

3. If yes, whom did you receive these remarks about? (Tick more than one options if needed)

- XVII. Students belonging to non EWS category.
- XVIII. Students belonging to EWS category who come to the centre
- XIX. School teachers
- XX. Parents of non EWS students
- XXI. School management staff
- XXII. Non teaching staff at school
- XXIII. *Patang* teachers
- XXIV. Others (Please specify)

4. Can you please share one such incident and why did it happen?

5. Have you told anyone about this incident?

- I. Yes
- II. No--→ Skip to question no 9

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6. If yes, who did you tell it to?
- VI. Schools teachers
 - VII. School management (including principal)
 - VIII. No one
 - IX. Others (Please specify)
7. Was something done based on your intimation to that person?
- I. Yes
 - II. No--→ Skip to question no 9
8. Were you satisfied with the intervention?
- I. Yes
 - II. No
9. If not, what else do you think could have been done in that situation?
10. Have you received any complaint from school teachers regarding your child's appearance in school in the **last one month**?
- I. Yes
 - II. No--→Skip to question no 14
11. How many complaints have you received from school regarding your child's appearance in school in the **last one month**?
12. What sort of complaints did you receive? (Tick more than one options if needed)
- XV. Improper Uniform (Clothes/Shoes)
 - XVI. Uncut nails
 - XVII. Not taking shower
 - XVIII. Washing hands before and after meals
 - XIX. Body odour
 - XX. Other (Please Specify)
13. What measure did you take after receiving each of the above mentioned complaints? (Ask for each sort of complaint and also note if she has not taken any measure for any of the complaints)
14. Have you noticed any behavioural change in your child lately like usage of unacceptable language/violent behaviour/socially inappropriate behaviour, which is of concern to you?
- I. Yes
 - II. No --→ Skip to question no 23
15. If yes, what? (Tick more than one option, if needed)
- X. Usage of unacceptable language
 - XI. Violent Behaviour
 - XII. Socially in appropriate Behaviour
 - XIII. Other (Please specify)
- (Please note in detail if the answer to above is 1, 2, 3, 4 or a combination of these)
16. Have you done anything at home to deal with this situation?
- I. Yes
 - II. No --→ Skip to question no 18
17. If yes, what have you done?
18. Was the action you took effective to bring about change in your child?

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19. Have you received any complaint from school about this problem?

I. Yes

II. No --→ Skip to question no 23

20. If yes, who did you receive the complaint from? (Tick more than one option if needed)

V. School teachers

VI. School management

VII. Others (Please specify)

21. How many complaints have you received from the school in **last one month**?

22. Do you know what's happening in your child's learning at school?

23. How do you learn about child's progress in school?

24. How often do you ask your child about his/her studies?

I. Daily

II. Weekly

III. Once in 2 weeks

IV. Monthly


V. Do not ask

VI. Others (Please Specify)

25. Do you check your child's diary regularly (daily)?

II. Yes

II. No--→Skip to question no 28



26. How often do you check it?

27. If yes, why do you think it is important?

28. If not, why not?

29. What do you know about the Patang centre?