SOARING HIGH WITH PROJECT *PATANG*

A guidebook to enable inclusion in schools under RTE Section 12(1)(C)

No Dream Is Too Big !!

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ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

Patang, an action research pilot, aimed at ensuring academic and social inclusion of children from socioeconomically disadvantaged communities in unaided private schools. We worked with the EWDS students, parents, teachers and school management in two private schools. "Soaring high with Project Patang: Enabling inclusion under RTE Section 12(1)(c)" is a compendium of our best practices and our endeavours to bring about inclusion in these two schools.

The first section of the manual provides an introduction to the Right to Education Act and specifically to the concerns regarding the section 12 (1) (c). It sets the context for the forthcoming sections and highlights the reasons behind making our model focus within the classrooms.

The second section focuses on understanding the concerns of each stakeholder involved in the schooling community. It talks about their needs and resulting consequences.

The third section of the manual talks about the Patang approach towards supporting the EWDS students. This part of the manual is the crux of our work and provides decision makers in schools with clear actionables towards making their schools inclusive. The section focuses on the four key stakeholders - EWDS students, EWDS parents, school teachers and school leaders. The part A of the third section, focuses on why and how we ran the after school remediation centres in both the schools, where our team and teachers supported the students in academics as well as life skills. It also highlights a few case studies, where the team had to adopt student specific approaches to cater to certain students who were struggling behaviourally.

The part B elaborates upon Patang's work with the EWDS parents. Based on several conversations with the parents, we realised that the EWDS parents feel unequipped to support their children academically. Therefore, we designed a series of parent workshops, covering themes such as - stress management, conflict resolution, growth mindsets, child sexual abuse and curriculum support. The main aim of these workshops was to start a dialogue with the parents, give them a safe space to voice their concerns, and provide them with tools and techniques to support their children. It also gives some case studies highlighting individual need-based counselling that we provided to the parents.

In the part C, this manual talks about capacity building of teachers. The biggest challenge for teachers is the fact that they have to teach a mixed classroom, in terms of learning levels as well as socioeconomic backgrounds of children. It is therefore necessary that teachers be trained properly to teach effectively in such classrooms. We have elaborated on trainings that could be done for teachers, and the support that can be provided to them by the school

Part D describes the importance of the school leader in setting the atmosphere and culture of the school. The mindset of the school leader invariably determines the mindset of the other stakeholders in the school. Therefore, if the school leader believes in the importance of inclusion, every other stakeholder will also believe the same and will work towards it. He/she needs to guide and support the teachers, student and parents of the school to work towards bringing about inclusion. Here, we have also described the importance of impact assessments for a school leader to understand the effectiveness of any intervention they have put in place to support the EWDS students.

The fourth section of the manual contains insights from our work with both the schools. It starts by discussing the results from the impact assessments we conducted at both the schools. It provides the readers with alternate models being implemented successfully in other schools and also discusses the limitations of the Patang model. The fifth and final section of the manual, provides a few concluding remarks for the manual and shares our hope for enabling inclusive schools all across India.

COMMONLY USED ABBREVIATIONS

RTE: Right To Education

EWDS: Economically Weaker and Disadvantaged Section

Non-EWDS: General category, not from Economically Weaker and Disadvantage Section

PTM: Parent Teacher Meetings

RC: Reading comprehension

DISE: District Information System for Education

CCS: Centre for Civil Society

TMF: Tech Mahindra Foundation

PTR: Pupil Teacher ratio

I. Introduction

In 2009, the Indian Parliament passed the Right of Children to Free and Compulsory Education Act (RTE). The Section 12 (1) (c) of the act states - "[The school shall admit] to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory education till its completion…"[1]The act applies to all non-minority aided and unaided private schools.

The 'State of the Nation: RTE Section 12(1)(c) – 2015 (Provisional)' report published by Central Square Foundation observes that very few states and fewer schools therein are actually admitting children under the provision. It notes, "according to data from the District Information System for Education (DISE) the state fill rate – share of available seats filled by the mandate – has increased from 14.66 percent in 2013-14 to 15.12 percent in 2014-15, the most recent year for which DISE data is available."[2]

Over the last six years this provision has been contested widely in schooling community owing to its cost implications on private schools. The discourse has focused on the major challenge of getting eligible children enrolled in private schools, however there are numerous problems with the provision. The key concerns are mapped below.

Centre for Civil Society observed in 2011[3] that while there are numerous system level issues; the bigger challenge is post enrolment inclusion of the children admitted under the provision. A 2014 Oxfam study consolidates CCS's observation by saying: "Parents faced difficulties in providing academic support, but were able to provide material support to their children in the form of clothes, food, supplies etc. Schools had very little idea on how to foster inclusion, and teachers were not equipped to do so. Most schools had admitted the children but were not committed to bringing fundamental changes in attitudes or pedagogies that would foster inclusion."[4]

Broadly, Patang, which was an action research pilot, focused on:

1. Understanding challenges of inclusion in private schools enrolling EWDS students under the reservation category

2. Efforts required to address these challenges

3. Policy implications to promote inclusion in schools

One of the key objectives of the pilot was to provide immediate support to students and parents. In the longer run the project aimed to create wider acceptance, both within the schooling community and among policymakers, of the thought that merely a reserved quota would not adequately address this challenge of inclusion of diverse communities in unaided private schools. It requires sustained efforts from all stakeholders, especially the school management, principals, teachers and parents, to ensure that an inclusive approach becomes routine discourse within our schools.

The project worked with a single focus, i.e. academic and social inclusion for Economically Weaker Section (EWDS) students in private schools, engaging with as many stakeholders as possible to maximise impact. Further, we observed, exchanged information with, and most importantly learned from several other organisations, individuals and schools who have worked or are working on this

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1 http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf (Accessed on April 2016)

2 http://rte25.in/wp-content/uploads/2016/03/State-of-the-Nation-RTE-Section21c_2015-Provisional.pdf (Accessed on April 2016)

3 http://righttoeducation.in/sites/default/files/Perception%20study%20on%20the%20imple-mentation%20and%20impact%20of%20Clause%2012.pdf (Accessed on March 2017)
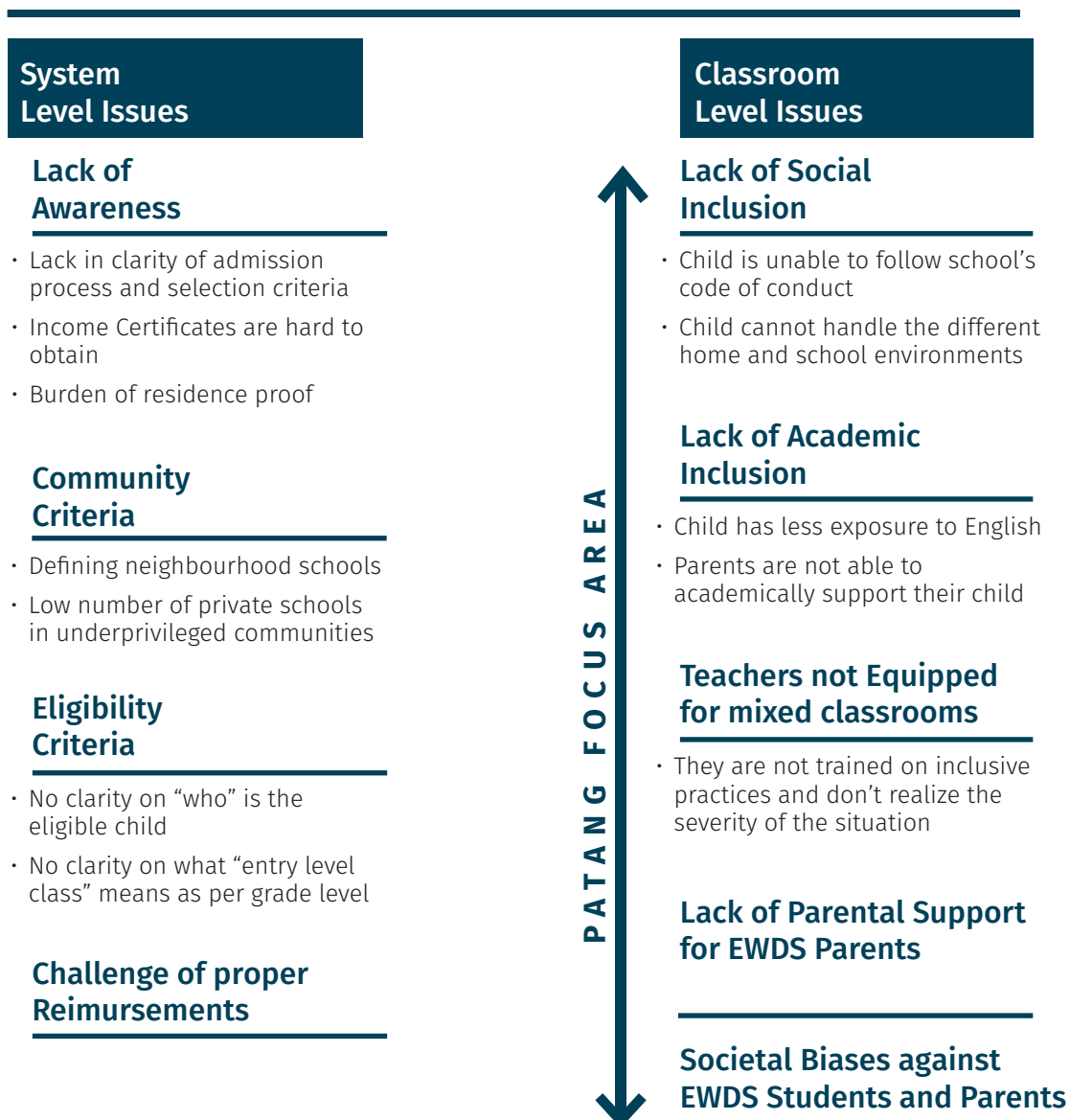
4 https://www.oxfamindia.org/sites/default/files/wp-inclusion-of-marginalised-children-in-private-unaided-schools-190314-en_0.pdf (Accessed on April 2016)

cause.

Patang has seen a visible difference 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 and an atmosphere of inclusion. To arrive at these outcomes, the Patang team had to constantly invent and reinvent newer strategies, project activities and align the schools on the same during implementation.

This guidebook is an effort towards creating an implementation manual to help willing schools become inclusive. It details the measures taken at a broader level as well as smaller scale strategies and tools used in classrooms with various stakeholders on a daily basis. Also included, are a number of alternate models which, along with the learnings from Patang's activities, can be adapted in different contexts for successful inclusion programs for EWDS students in private schools. The goal is to create a model that is sustainable and effective for schools that do not have an intervention or solution for academic and social inclusion for students admitted under the EWDS quota. Even where the model may not apply in its entirety due to differences in contexts, this manual seeks to provide schools with adequate strategies, techniques, and alternative models such that the schools can develop their own unique model drawing upon the best practices shared here.

RTE Section 12 (1)(c)
Key concerns with 25% reservations

System Level Issues

Lack of Awareness

- Lack in clarity of admission process and selection criteria
- Income Certificates are hard to obtain
- Burden of residence proof

Community Criteria

- Defining neighbourhood schools
- Low number of private schools in underprivileged communities

Eligibility Criteria

- No clarity on "who" is the eligible child
- No clarity on what "entry level class" means as per grade level

Challenge of proper Reimursements

Classroom Level Issues

Lack of Social Inclusion

- Child is unable to follow school's code of conduct
- Child cannot handle the different home and school environments

Lack of Academic Inclusion

- Child has less exposure to English
- Parents are not able to academically support their child

Teachers not Equipped for mixed classrooms

- They are not trained on inclusive practices and don't realize the severity of the situation

Lack of Parental Support for EWDS Parents

Societal Biases against EWDS Students and Parents

PATANG FOCUS AREA

II. Defining the problem of inclusive education for stakeholders

Before the project started in both the schools, the team conducted a needs assessment to understand the needs of the different stakeholders being affected by Section 12 (1)(c) of RTE. The different stakeholders identified were - school management, school teachers, EWDS student, parent of the EWDS student, general category student, parent of the general category student and support staff.

At ProjectPatang, we have especially focused on the needs of the EWDS Students, EWDS Parents, School Teachers and School Management. The reason we chose to directly work with these stakeholders is due to their degree of need. While we recognised that to bring about inclusion in the school, we can't limit our intervention to just the EWDS category, the students and parents of this category have the highest need. EWDS students are often not school ready and therefore sometimes struggle to fit in the classroom and may act out. Added to this, they lack exposure to the English language. At Patang, we realised these needs, and designed our intervention to focus on supporting these students in building life skills and literacy and numeracy.

In most cases EWDS parents are not proficient in English. They also tend to feel obliged to the school. Due to these reasons, they hesitate to communicate with school teachers and management. Along with this, they also feel demotivated because they are unable to support their children academically. Our intervention at Patang, focused on building their confidence to speak to the school, and empowering them to support their children. We were able to accomplish this through our parent workshops and individual conversations with parents.

Our intervention model would not be possible without support from school teachers and management. It is for this reason that we worked on building a positive and healthy relationship with them. Without valuable insights from school teachers on their observations about the Patang students, we would not have been able to provide streamlined support.

While the focus in this manual will be on these stakeholders, an attempt has been made to share relevant ideas and context for all stakeholders involved in the schooling community. Patang helped start discussions about inclusion and its importance in the school. It also made school teachers and management reflect upon the fact, that while it is very important to support the EWDS students and parents, inclusion cannot be made possible without sensitizing the non-EWDS students and parents.

Note: These observations are made on the basis of focus group discussions and intervi with stakeholders in the two Patang schools. These needs are not exhaustive and are not representative of every individual within the stakeholder group.

Stakeholder Needs Assessment

Stakeholder: EWDS Child

CAUSES	NEED	CONSEQUENCES
The contrasting environments at home and school are seen daily by the child	Child cannot handle the different home and school environments	The child suffers from low self esteem
Child has less exposure to English and other subjects and certain aspects of the curriculum have not been contextualised for the student	Child cannot cope academically	Child feels inadequate in a classroom where he/she is unable to follow the curriculum
Child is not school-ready	Child is unable to follow school's code of conduct	School feels that the child is behaving inappropriately
Child can perceive the difference between himself and his peers.	Child does not feel emotionally included in the school	EWDS Child disrupts class

Stakeholder: EWDS Parent

CAUSES	NEED	CONSEQUENCES
They are unaware about their child's right to education	Parent finds it a privilege to be a part of elite schools, and don't see it as a right they deserve	Parent feels that they cannot question school authority
They feel inadequate as they cannot converse in English	Parent cannot talk to the school about their needs	Parents don't feel confident to communicate their needs to the school which results in a gap in the child's growth
The emphasis on English language, hinders them from being able to help their kid academically	Parent doesn't have the know how to academically support their kids at home	The child finds it difficult to cope academically and may be sent to tuitions which can be counter productive
Financial limitations create problems for the parents	Lack of exposure and access for the child	The child may feel inadequate in comparison to the other students

Stakeholder Needs Assessment

Stakeholder : School Teachers supporting both EWDS and non-EWDS children

CAUSES	NEED	CONSEQUENCES
They are not trained on inclusive practices and don't realize the severity of the situation	Teachers cannot cope with the academic and social needs of EWDS children	They may either end up alienating the child or lower the level of classroom teaching
They may imbibe the societal biases around class structures	Teachers and school staff/ management tend to have biases about the EWDS children and parents	They tend to develop stereotypes about EWDS children and parents
The needs of EWDS and non-EWDS parents differ due to difference in socioeconomic background	Teachers need to cater to a more diverse group of parents, with different concerns, and challenges.	The teachers may have to work with the parents to help them build an environment at home that is conducive to learning.
Due to the provision, a school has additional financial stress	Teachers see EWDS children and parents as a burden on their school's resources	They don't see them as being a part of the school and have fewer expectations from them

Stakeholder: School Management supporting both EWDS and non-EWDS children

CAUSES	NEED	CONSEQUENCES
School Management is not equipped to deal with social inclusion issues that arise out of mixed-classroom situations.	Schools are burdened with greater teacher training requirements and aren't able to identify inclusionary practices in their schools.	School suffers and is not able to implement inclusionary practices
While the government is expected to provide a sum of INR 1190 per child admitted under Section 12(1)(c),often, the amount may not actually cover the costs and/or reimbursement may not be timely.	They suffer from an added financial pressure.	Schools stretch their finances, and often end up viewing the kids as the reason for the financial stress
They imbibe the societal biases around class structures	School management has biases about the EWDS children and parents	They tend to develop stereotypes about EWDS children and parents

Stakeholder Needs Assessment

Stakeholder: General category student		
CAUSES	NEED	CONSEQUENCES
Child is told by authority/ parents to not sit with/interact with EWDS kids due to their mental models about these kids	Child does not become friends with EWDS kids	Both groups do not benefit from each other as intended by the provision
Child feels unable to understand his new peers	Child makes fun of/bullies/targets the EWDS child	Both groups do not benefit from each other as intended by the provision

Stakeholder Needs Assessment

Stakeholder: General category parent		
CAUSES	**NEED**	**CONSEQUENCES**
Parents don't understand the value of such inclusion and worry about the EWDS kids becoming bad influencers for their kids	Parents feel apprehensive about their child's well being (academic rigour, use of abusive language and poor hygiene)	Parents do not allow their children to interact with EWDS kids
Parents have mental models about the EWDS parents which they find difficult to overcome	Parents do not interact with EWDS parents	Parents escalate small matters to the school management, which acts as a burden for the school management and makes the EWDS parent/child the target

We started to answer the question – How do we keep students engaged, who would come to our after-school classes after a long day at school ?

Patang Story:1

A day in a Patang Classroom

We created Patang with the vision of integrating the students from economically weaker sections in their classes. We do this by running after school learning centres that help their academic and social progress. However, we did not want the students to feel bored and exhausted. Hence, we started to answer the question – How do we keep students engaged, who would come to our after-school classes after a long day at school? The answer was to keep the classes interesting so that the students enjoy and learn at the same time.

We observed a lesson in Grade 3 that was both energizing and helped accelerate the students' learning. While teaching Prepositions, Ms. Mohan chose difficult words for making sentences that the students can use in their day-to-day life. For example, "Sagar knocked at the door", "The teacher asked us not to indulge in fighting" and "I acted upon the teacher's request". They enacted each of these sentences through role-play. According to the teacher this would help increase confidence of the students.

Even though some of these activities may pose difficulty since the class can go haywire, the retention of concepts as assessed in the following classes was much higher than those lessons, which were taught through the regular lecture mode. It also succeeds in engaging the students. Activity based learning is also effective in channelizing the energy of hyperactive students and getting them to focus on the lesson.

As part of the project, we also focus on building life-skills of children and helping them develop values. Moving on from prepositions, Ms. Mohan shared a short story about a father and his son with the class.

The son had two apples and his father asked for one. After asking his father to wait, the son started eating both the apples. At this point, the teacher asked her class about the probable response of the father. The students answered that he must have been upset at his son's behaviour and might have hit him. The conclusion however, was starkly different. The son tasted both the apples and handed the sweeter one over to his father. Through narrating instances like these, Ms. Mohan helps the students think critically, while at the same time building their values.

Ms. Mohan's lesson is exemplar of our efforts towards holistic personality development of Patang students. We focus on academic progress and personality development without taking the light-heartedness away.

III. The Patang Approach towards supporting EWDS students

A. Holistic development and growth of EWDS students

Patang intervention areas:

· Determining existing gaps in a child's learning

· Ensuring that the gaps are plugged

· Assessing the child's emotional intelligence

· Working on life skills with children

· Child specific intervention as and when required

· Tracking the growth of each child regularly

EWDS Student

At Patang, we chose to do after school remediation. Based on our experience, there are several reasons for this:

1. Children attending a remedial class during school hours will not be entirely invested in it, because he/she would be aware that his/her friends are either playing or doing other activities.

2. It is important for the students to hone and develop their skills in co-curricular activities, which may be compromised if remediation is held during that time.

3. Teachers would have to use up their free period to provide remediation.

In an after school remediation model, none of these problems exist. At Patang, we kept the centre open for all students who needed academic support, regardless of whether they belonged to the EWDS category or the non-EWDS category.

The class teachers were asked to identify students who needed extra academic support based on their evaluation. At Patang, we wanted to keep the teacher to student ratio (PTR) to a maximum of 1:15, therefore we asked the class teachers to pick only the high need students. The students identified by the teachers were admitted into Patang class. In both schools, we had students from the EWDS category as well as students from the non-EWDS category.

At the centres, we focused on academic as well as behavioural support. Once the students had been admitted, they were expected to attend the Patang class everyday after school hours. Our classes would go on for an average of 1.5 hours. A child's journey through Patang has been illustrated in the Journey Map in the next couple of pages.

As the students were asked to attend Patang classes based on their teacher's evaluation, the Patang teachers were encouraged to regularly coordinate with school teachers to align the learning outcomes and methodology of teaching. Non-alignment would lead to a child being confused and the support being counterproductive.

ACADEMIC SUPPORT FOR STUDENTS

The first step at Patang was to identify where the gap in learning existed. We conducted assessments to understand how well the students understood basic concepts from earlier grades. Whenever we found cases of children not being at their grade level, we administered lower/higher grade level papers to ensure we understood the child's learning level.

Members of our team also mentored the teachers on how to breakdown the learning objectives. For example, if a student was struggling with the concept of increasing and decreasing order in mathematics, the teacher would break down the objective and start with the basic concept of place value. Using this approach the teacher would get a clear understanding of the concepts the child was struggling with.

Since the students in the Patang class had different learning levels, individualised support was essential. To make sure that this happens, we divided the classrooms according to different learning levels. An instance of this has been that, in one of our schools, Grade 1 had three Patang teachers, one teacher had the students with the lowest learning levels, the second worked students whose learning levels lay in the middle according to the levels of the class, and the third worked with the students whose learning levels were higher than the class average. This ensured that each child attending the Patang class was benefitting from it.

Another aspect we focused on at Patang was building strong student teacher relationships. This helped tremendously. Through individual conversations with the child, the teacher would understand the home environment and background of the child.

In several cases, if the teacher identified a need, she would provide individualised support to students during Patang lunchtime, while the other students were eating and finishing other work. This helped with students who needed one-on-one attention, but didn't get it in the mainstream classroom.

At Patang, we aimed to empower the parents to support their children. We did this by giving them tools and techniques to support their child both academically and behaviourally. Through several conversations, Patang teachers aimed to support parents at their homes. For example, a teacher realised that one parent had a laptop at home and that this child was struggling with phonics and needed extra support. She gave the parent a number of videos on phonics, and asked him to show the child one video everyday. This reinforcement helped the child pick up phonics.

LIFE SKILL SUPPORT FOR STUDENTS

Life skills refer to social and emotional capacities and competences that help individuals deal with demands and challenges of daily life. Increasingly, research has begun to show the positive outcomes associated with imparting life skills education in the classroom. Social and emotional capacities have been found to affect - and even determine - the ability to listen and communicate; to concentrate; to recognise; understand, and solve problems; to cooperate; to modulate their emotional states; to become self-motivating; to resolve conflicts adaptively; in short, to develop in a holistic manner.

The rationale behind developing a life skills curriculum comes from Patang's focus on social inclusion- to create a safe environment for children. The children at Patang centre come from families who struggle to make ends meet

Journey Map

An EWS child joins a private school

But the child is unable to keep up academically.

Child is not school ready and misbehaves.

Child enrolls in Patang classes.

Child receives academic support and support on life-skills.

Parental engagement is also provided at Patang.

Child and parents feel academically and socially included.

and often the difference between their home and school environment can trigger stress and confidence issues. The curriculum aims at ensuring that the children at Patang centre feel emotionally included in the school and classroom environment and can thrive when the circumstances are not conducive.

The curriculum focuses on social emotional learning, which is the ability to understand, process, manage, and express the social and emotional aspects of our lives. Children of all ages can develop and enhance these skills. They are critical for emotional wellbeing and life success.

The implementation of the life skills curriculum was done through three important ways.

The first was to develop a 'Life Skill Training Handbook', which comprised age appropriate resources that are helpful in equipping children with emotional and social skills. Based on extensive research, the handbook included activities that teachers could incorporate within their lesson plans. The skills focused on were: Intrapersonal Skills, Interpersonal Skills, Adaptability, Stress Management and Mood Management. Each section was further divided into sub-skills that addressed Happiness, Resilience, Self awareness and Self-regulation.

LIFE SKILLS	AREA OF FOCUS	ACTIVITY
Self-regulation: Ability to monitor & regulate one's own behaviour.	To help with aggression and issues of discipline	Meditation, Listening exercises (combining reading comprehension)
Teamwork and sense of belonging: Building a sense of community	To impart values of sharing and teamwork	Creating class goals and class values
Self-efficacy and growth mindsets: An individual's belief in his or her capacity to execute behaviours to perform appropriate tasks, An individual's belief that their intelligence is malleable and can be changed.	To challenge self-defeating beliefs and low self-esteem	Growth mindset videos, Observation of growth mindset feedback

The second was to plan areas of focus within a particular academic term. The plan was created to ensure that life skills were integrated into the classroom, keeping in mind the data from the psychometric assessments, observations of the teachers, as well as observations of the community social workers. For example, the following plan was created for a period of 2 months:

Lastly, teacher trainings and modeling of lesson plans were conducted to ensure effective implementation of the life skills curriculum.

Day to day implementation of the life skills curriculum was done by teachers. They were asked to observe and reflect on their experiences with implementing the life skills curriculum. Feedback from these observations and reflections was used to improve existing lesson plans.

"

"Without Patang class I can't speak in English."

– a student

"

TRACKING EACH *PATANG* STUDENT

In order to continuously track a student's progress, the team developed a growth scale to clearly identify the academic and social growth of a child. We wanted to understand every child's growth. It had been observed that often teachers are able to observe the growth, but there are only two ways that the progress can be broken down. Either the teacher uses class tests as a means of understanding academic progress in the child. Though, this would be an extremely detailed growth trajectory of a child with weekly inputs. Or it can be observed over a timeline that spans over months, as is the case with annual exams. These could provide valuable insights but cannot always determine in what area there has been development. Similarly, it is even more difficult for a teacher to determine the social growth of a child, without having a specific structure, that is divided into milestones, that can track progress.

The growth rubrics (sample - Appendix 2) were developed to help the teacher breakdown the child's learning into subjects and further into specific areas within a subject. Since Patang has been focusing on Mathematics and English, these were created for both subjects. These specific areas were further broken down into 4 levels, reflecting the growth trajectory that a child goes through. For example, English was divided into grammar, reading, comprehension and writing. These were further divided into 4 levels for each of those areas.

After the growth rubrics were developed, the senior project associate held individual meetings with each teacher, as part of the vision and goal setting. During the meeting, as a first step, we identified the class goals and then used the growth rubrics to identify the current level of each student in their class. Once the teacher had identified where each child was currently, the next step was to set mid-year and end-year goals that they would aim to achieve as the academic year progressed.

At the end of the meetings, the teachers were inspired and knew exactly where their students were and what areas they were going to be working on. They were encouraged to not aim for necessarily high goals, but realistic achievable goals that would ensure the students grasped the concepts well.

After the conduction of the mid-year assessments, these goals were revisited through individual meetings, to remind them and reinforce their work in the classroom. Most of the teachers were on track with the goals they had set for the students, which reflects that having a clear path helped them perform well in their classroom.

STUDENT SPECIFIC INTERVENTIONS - CASE STUDIES

At the after school centres, we worked with students on both academic and life skills support. However many times, this support wasn't enough. Due to biases held by school teachers and peers, many times the EWDS students were blamed for actions they hadn't done. They also had a tendency to get into fights with other students in school. We saw students act out, not sit in class, behave aggressively and disturb the other students. In such cases, we had to provide individual support to the students. To understand why they were misbehaving, we would have individual conversations with them and counsel them. Having these individual conversations really helped because it built a relationship of trust between the student and the teacher/coordinators. It also helped in making the children feel like their problems and concerns were being heard.

1.

Student A: Student A is an EWDS student in one of the schools we worked with. He was in Grade 4 and his teachers felt he was struggling academically. They thought he needed the extra support being provided by Patang. We assessed his level at the time of joining the centre, and found that he was best suited to join us at Grade 2 level. This caused numerous problems; first, he did not understand why he was being made to sit with children who were 2 years younger than him, and this caused him to act out in Patang class. Second, the content being taught in the Grade 2 Patang class was irrelevant for him and therefore he would be distracted throughout. In order to solve this problem, and to make Student A see value in the Patang class, we had individual conversations with him, explaining why he needed to attend Patang class. Once he had progressed far enough with his basics, his Patang teacher also made sure that she would divide the blackboard into two parts; one half had Grade 4 work for Student A, while the other half had Grade 2 work for the rest of the students. Slowly, he made friends and started feeling like he was a part of the class.

2.

Student B: Student B is a student in Grade 2. Initially, he was aggressive and used to act out a lot in class. He also had a tendency of giving up if a task given in class was challenging. There were many instances of violent behaviour in his Patang class as well. Through individual conversations with him, we realised that the reason he was aggressive, was because other children in his class would make fun of him and accuse him of things, such as stealing, misbehaving etc. His Patang teacher put in immense effort with Student B. She would have conversations with him everyday, asking him about his day at school and what he learnt. The team also counseled Student B on a regular basis. The Patang teacher made him understand the importance of self- regulation. Over the two years, there has been a tremendous change in Student B.

3.

Student C: Student C initially came across as very hyperactive. He had a tendency to lie and blame other students whenever they complained about him. If he was asked to stop doing something, such as, rocking the chair; he would deliberately continue doing it. He acted rebelliously in class and did not have any friends.

Through conversations with him and his family, the team members realised that the problem lay in the fact that he did not feel connected to anybody at home. Therefore, the first step was to build a positive relationship with him and make him feel loved. His Patang teacher realised was that giving him responsibilities was helping. So she would give him important tasks to keep him engaged in class. The school counsellors worked with him almost everyday for a month along with support and guidance from the school teachers. These techniques have helped so much that everyone is astounded at his transformation, both academically and behaviourally.

4.

Student D: Student D is a Grade 1 child. He was acting out in class because of problems at home. We had conversations with his grandmother and mother to understand the situation at his home. The problem is that he lives with his grandmother, and not his mother. His mother visits him once or twice in a month. His mother leaving him has a negative effect on him, and makes him act out in the classroom. One day, in Patang class, he refused to sit in class or participate in any activity. The community associate sat with him and spoke to him separately. Unfortunately, this is a complex situation, given the family circumstances. We have had several individual conversations with him to keep him motivated.

How do you implement direct support for EWDS students in your school ?

Wherever the RTE provision has been implemented, there is a dire need to work with EWDS students. All students need our help and the more we can help these students, the more impactful our entire classroom will become. The following are a few techniques that a school can use to provide support for EWDS students:

1. Remedial classes to address academic needs at an individual level

2. Increasing the number of conversations with EWDS students based on need

3. Focusing on holistic development of children

4. Support from school counsellors for students and parents

5. Assessing the growth of children closely to get feedback on your efforts

Creating growth mindsets in students requires a consolidated effort from both teachers and parents.

Patang Story:2

How words can shape a classroom ?

What happens when a child struggles with a tricky math question? What happens when a child gets a bad grade on an English dictation? What goes through the child's mind in that moment? For most children, the first thought is to give up, to say to themselves, "I am not smart enough", "I never get good marks so I must not be smart", "I need to be quicker otherwise the teacher will think I am not smart." According to Carol Dweck, a psychologist at Stanford University, these children possess a fixed mindset, a belief that being smart is related to innate ability. However, there are children who possess what she calls a growth mindset, who believe that in struggles and in failure, there is an opportunity to exert greater effort, to find new strategies, and to challenge themselves. What differentiates these children is the kind of feedback and praise they receive from their parents and their teachers.

To highlight how feedback leads to fixed and growth mindsets, we organised a session on "Creating Growth Mindsets in the Classrooms" (Appendix 4) as part of our teacher training workshop. The focus of the session was on understanding how students view their own intelligence and how that impacts motivation and their love for learning. The workshop emphasised that praising the process and the strategies employed by the child creates growth mindsets, while praising the outcomes or marks obtained leads to the creation of growth mindsets. The session had a huge impact on Rakhi ma'am, who teaches grade 1 at one of the schools

According to Rakhi ma'am, "I was taken aback after the session and I began to think about the impact of my words in the classroom." After the workshop, Rakhi ma'am changed the way in which she gave feedback to her students, using phrases such as "We can all try to do it together" and "I trust you, you can do it, I know you can try."

Changing the words and phrases that she uses to deliver feedback has had a huge impact on Payal. By encouraging Payal to "take her performance to the next level" and reminding her to "continue to do better," Rakhi ma'am has observed that Payal has become far more confident of herself in the classroom. As Rakhi ma'am says, "Payal has become more settled in class. She listens carefully, wants to share her experiences with her classmates, and participates actively in the classroom." She has observed a similar change in Aryan and Alok.

By just changing the language of feedback, Rakhi ma'am has managed to change the culture of her classroom, and this change has been most visible in the ways the children talk to each other and compliment each other. During a classroom activity in February, Shubham began to narrate a story that he had read. As he finished his story, Vidhi, his classmate, got up to tell Rakhi ma'am that "Shubham was smart because he tried." The idea that someone is smart because they put in effort is the essence of the concept of growth mindset. What is remarkable is that the language that Rakhi ma'am uses with her students has communicated this complex phenomenon to 6 year olds. We also realised that children's vi about intelligence are not only shaped in the classroom, but also in their homes. Thus, creating growth mindsets requires a consolidated effort from both teachers and parents. In January 2016, we organised a workshop for our parents at both the schools, highlighting the impact of their words on their children's achievement and motivation. One of our parents shared a poem with the other parents, 'Koshish karne waloon ki haar nahin hoti' (those who try, do not fail) by Harivansh Rai Bachchan, driving home the point far more succinctly. We hope to continue seeing students understand that intelligence is not about innate capacities or abilities, but about hard work and challenge.

B. Parental Engagement and Support

Patang intervention areas for supporting parents:

- **Understanding the context of each parent and family**

- **Parent workshops to create conducive learning environments at home**

- **Counselling sessions for parents as and when required**

- **PTMs including both Patang and school teachers**

EWDS Parents

One of the most innovative aspects of Patang is the work we do with the Patang parents. We conducted twenty three parent workshops in the two schools. As mentioned in the stakeholder needs assessments (In Section II), two of the major needs of EWDS parents were-

1. Parents are not comfortable talking to the school about their needs

2. Parents don't know how to academically support their child

Based on our conversations with parents, we realised that parents wanted to learn English because they felt it would help them in being at par with non-EWDS parents and aiding their child's education. We conducted a few classes with the Patang mothers. However, they were not proving to be impactful. We slowly realised that emotional support was more important. The want to learn English came from a perceived lack in abilities to be a good parent. However, we did not feel that it was true as all of them wanted to be and do the best that they can for their child. The aim of parent workshops then, was to further that will and help them all grow.

In order to address these needs, we designed a series of parent workshops, covering different themes. The main aim of the parent workshops was to equip parents with strategies to support their child emotionally and academically; and to empower them to be able to address their needs to school teachers and management. In the table below, are the main themes of the parent workshops:

WORKSHOP FOCUS AREA	WORKSHOP OBJECTIVE
Orientation and communication with school	To acquaint the EWDS parents with our work at Patang and help them develop communication strategies for school
Stress management and self regulation	To ensure parents can handle stressful environments and help build resilience of kids.

WORKSHOP FOCUS AREA	WORKSHOP OBJECTIVE
Resilience/ Confidence Building	To help parents find their strengths and focus on them, rather than their weaknesses
Curriculum Support	To equip parents with ways in which they can check the child's academic growth even without knowing the content
Conflict Resolution	To understand the other person's perspective and approach situations accordingly in a conflict.
Growth Mindsets	To help parents understand the difference between fixed and growth mindsets and equip them with strategies to create a growth mindset in their children.
Focus group discussion on parent experiences with RTE and the school	To understand the vi of parents on their relationship with different stakeholders and help address the same
Identifying, Preventing and Responding to Child Sexual Abuse	To help parents understand how to deal with abuse and sexuality with their children.

Orientation and communication with the school:

This was our first parent workshop in both schools. The goal of this workshop was to introduce the work we do and the Patang team to all the parents. We also wanted to focus on discussing the problems faced by our children in school and think about concrete solutions to address these. The discussions were held in smaller groups of 5-6 parents each. The main problems the parents came up with were:

1. Children are struggling with English.

2. They are not listening to parents at home and lying.

3. Children are misbehaving in class.

After having identified the problems, each group took up one problem and tried to come up with a list of solutions that parents could adopt to address these problems. Some of these solutions were:

1. Giving children incentives and rewards at home, such as - the mother cooking the child's favourite food if he/she behaves well for one week.

2. Doing speaking and phonics activities with them so that they become more confident in English.

3. Parents should spend some time with the kids at home and talk to them about their day.

We got feedback at following workshops about how parents had tried these techniques and what had worked for them.

"

"Padhai ke baare mein baatchit toh karti hun lekin jab mujhe kuch nahi aata hai toh dar lagta hai." *(I discuss (with teachers) about (my child's) studies, but because I don't know I feel scared.)*

– a mother

"

Stress Management and Resilience Building:

This theme was covered over two parent workshops. At these workshops we discussed the meaning of stress and how it can have a negative effect on our health and relationships. In the first workshop, we focused on helping parents identify stressors in their lives, and thus manage stress. The second workshop focused on understanding the idea of resilient parenting including communicating openly with the child. After having a discussion we helped parents assess themselves to understand how resilient they are. The main takeaways for the parents, from these two workshops were, the importance of managing stress and how to be empathetic while talking to children.

Curriculum Support:

This was one of our most successful parent workshops(Appendix3). In this workshop, we discussed tools and strategies parents could use to support their child's learning at home. We spoke about how it is not important to know the English language to create a learning environment at home. We provided strategies and ideas to help them encourage their children to think; and thus create a positive learning environment. Some of the strategies we shared with the parents were:

1. Reading n with the children and connecting it to their daily life.

2. Having conversations with children about their day at school and what

they learnt.

3. Asking their child to teach them whatever was taught in school, as a revision technique.

4. Telling children stories from their own childhood; to build listening skills in children.

These also acted as ways for parents to spend quality time with their children. The parents found this workshop extremely valuable and gave us positive feedback as well.

Enabling Growth Mindsets:

Another very interesting workshop we had with the parents was on growth mindsets. The purpose of the session was to make parents understand how their children think about intelligence and how that affects their academic performance as well as their attitude towards learning. We started by explaining the concepts of fixed mindsets - a belief that one's intelligence cannot change; and growth mindsets - a belief that in struggles and in failure, there is an opportunity to find new strategies and challenge one's brain. We then moved on to discuss how mindsets are created by the kind of feedback and praise children receive from their parents and teachers. This workshop was well received by the parents and they were motivated to change the way they give feedback to their children.

Identifying, Preventing and Responding to Child Sexual Abuse:

We invited experts from "School of Life"[14] to facilitate this workshop. The need for a workshop on child sexual abuse was primarily grounded in ensuring that Patang parents have access to information about child sexual abuse and the ways to tackle this issue. This need came from conversations with parents, teachers, and from observations by the Patang team in the classroom.

The workshop was designed to enable parents to identify child sexual abuse and

4 School of Life is an initiative of the TSE Foundation, which aims to create a safer world for children, free of abuse and violence against children. An important aspect of their work is conducting workshops with parents and educators to create an ecosystem conducive for children's safety.

understand its impact, learn age-appropriate messages to impart sexual safety skills to their children, as well as critical information and skills for responding to incidents of sexual abuse. The parents acknowledged the need for this kind of dialogue with their children and were enthusiastic about implementing the strategies explained in the workshop.

PARENT SPECIFIC INTERVENTIONS - CASE STUDIES

While we tried our best to address the needs of the parents through the parent workshops, there were instances when individual conversations and counseling were required. The community engagement associate, who was present in school everyday, would be available to talk to parents on an individual basis. A few examples of situations when individual counseling was required are listed below.

1.

Student's mother: A Grade 4 student, became very violent in the middle of the year. We would get constant complaints of him behaving violently and using abusive language from his Patang classmates. Through several conversations, the community engagement associate and Patang teacher learned that he used to attend tuition after Patang, where older boys bullied him. These boys physically and verbally abused him everyday. The community engagement associate called his mother to school and explained the situation to her. They also convinced her to withdraw her son from that tuition, since the Patang class was already serving the purpose. Withdrawing this student from the tuition, really helped in changing his behaviour and made him feel invested in Patang class.

2.

Student's mother and brother: A Grade 1 student, was being subjected to physical abuse at his home. His elder brother of 17 years hit him all the time. This was causing him to act out in school and in Patang class. The community engagement associate and the Patang teacher called his mother and brother to school and counseled them, explaining to them, the harm the violence was doing. It took several conversations with the mother to make her understand that she had to control her older son's actions, and now the violence in this student's home has reduced.

3.

Student's mother: There were instances, in the Patang class, when a Grade 1 student would behave inappropriately. She would make inappropriate comments about private body parts and talk to her classmates about them. The school counsellors and Patang intervened to help her parents deal with the issue.

Another opportunity for parents to voice their concerns to the school teachers and Patang teachers are the parent teacher meetings (PTM). In both the schools, we had PTMs, which were attended by both the Patang teachers and the school teachers. This platform also gave an opportunity to the Patang teachers and school teachers to share their observations about the children and work collaboratively towards their academic and behavioural growth.

How do you support EWDS parents and include them in your school?

The following are a few techniques by which a school could engage and involve the EWDS parents, so that they also feel included in the school.

1. A meeting/conversation with the school leader at the start of an academic session helps parents feel welcome.

2. Including the EWDS parents in the school's Parent Teacher Association can help parents have more ownership within the school.

3. Ensuring all school communication happens in both Hindi and English.

4. Workshops with EWDS parents on curriculum and homework support

5. Regular PTMs so that the EWDS parents get an opportunity to interact with the teachers.

6. Monthly meetings with the school counsellors, if required for specific students.

The *Patang* Approach

ACADEMICS

Ensuring academic inclusion of students and parents of economically weaker sections.

SOCIAL

Increasing social inclusion of children through community engagement, teacher training and changing mindsets.

RESEARCH

Impact assesment of the project to assess the Patang approach.

DOCUMENTATION

Developing a compendium of best practices that can be used to advocate among various stakeholders.

Support from Patang, his school teachers, as well as a positive environment at home, have helped Shivam grow academically as well as behaviourally.

Understanding Shivam

This is the story of Shivam, who has shown immense growth, in both the Patang class and his regular school classes.

Shivam joined the school in Grade 1, last year. At the time he joined, he could neither read nor write. This made him inattentive at school. Not only would he not pay attention, but he would also disturb the children sitting around him. His class teacher, Jyoti Ma'am, recommended that he join the Patang remedial classes.

He soon joined Nudrat's (Patang teacher for Grade 1) class. After observing his behaviour for a while, she realised, that Shivam was not a naughty child. He was acting out only due to his lack of understanding. She had also been noticing similar traits in other children of her class. Like Shivam, most of the children in her class were struggling with basic reading. To overcome this problem, she focused on phonics in the first few months. She also read aloud short stories containing lots of pictures in her classes. This contributed towards building Shivam's interest in class. He also started trying to read on his own and became sincere in class.

"I would encourage Shivam to try to read the text below the pictures in story books. Slowly, he became interested in reading." – Nudrat Ma'am

The class teacher, also noticed this positive change in him and appreciated him for it. Once he started showing sincerity in class, she also started making an extra effort to help him. She would have one on one conversations with him and made sure that he followed classroom content.

"The one on one conversations helped Shivam become more confident in class. He did not hesitate to get his doubts clarified." – Jyoti Ma'am

Both Shivam's class teacher, as well as his patang teacher, worked hard with Shivam. While teachers are important in a child's life, it is not possible to create long-term impact without the support of his/her parents. Shivam's parents took interest in their child's well being. His mother picks him up everyday after Patang class and always asks Nudrat about his behaviour and academic levels. His father also talks to the teachers several times.

"They would take books from me and help him read at home. They would also make sure he completed all his homework." – Nudrat Ma'am

Support from Patang, his school teachers, as well as a positive environment at home, have helped Shivam grow academically as well as behaviourally. He continues to be an inspiration for all other children and for the project as a whole.

C. Capacity Development of teachers

Patang Intervention areas for our teachers :

- Setting a vision for each classroom

- Ongoing mentorship and support for teachers

- Regular classroom observations to monitor growth

- Developing better relationships between Patang Teachers, and School Teachers and Support Staff

- Conducting teacher training forums based on needs of the classroom

Teacher

TEACHER TRAINING TO HANDLE MIXED CLASSROOMS

Each classroom has different kinds of learners, at different learning levels. Thus, it is very important for a teacher to be trained to handle a mixed classroom. Especially in the context of the Section 12 (1) (c) provision, our teachers today are dealing with students in a unique context, coming from EWDS homes but placed in elite English-medium schools. The pedagogy required is often unique, and not one in which teachers are traditionally trained. This, along with the ever-evolving needs of students and consequent need for evolution in teaching practices, is why at Patang there is a strong emphasis on in-service skill development.

Some of the trainings that we provided to our teachers and are a must for all schools trying to be more inclusive are:

Mindset change workshops: Teachers imbibe societal biases like any of us. It is important to work on those biases and ensure that our mindsets are not hurting the child's growth.

Setting high expectations: We have found that having high expectations for our children helps create an impact. It is important to remember, that all children beyond their backgrounds, need the support, motivation and belief that they can achieve anything they put their minds to.

Behaviour management strategies: When EWDS students enter a classroom, most of them are not school ready. This causes several behaviour problems in the classroom. A session on how to manage different types of behaviour, by using a tracker system, or positive reinforcement; could be very helpful for the teacher.

Differentiation and Lesson Planning: Differentiation involves providing different students, in the same classroom, different avenues to learn. It is useful to have a session for teachers on how to develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Since students in our classrooms have different culture, socioeconomic status, language, gender, abilities, and personal interests; teachers should take these differences into account when planning the curriculum, and the specific lesson.

Teaching English as a Second Language: It is important to enable teachers get tools that can help them become more effective while teaching English to a mixed classroom. EWDS students lack exposure to the English language and considering that the parents are unable to support them, it can become a big challenge in the classroom. However, if teachers are trained to introduce English as a second language, that helps them address the needs of all students.

Creating a classroom culture: Since students in our classrooms come from different socioeconomic backgrounds, how a teacher sets the culture in the classroom at the beginning of the year is very important. He/she should enable students to interact with each other in a productive and empathetic manner. Setting up structured spaces for students to interact freely, such as circle time can help teachers address sensitive issues with the entire class.

Reaffirming the importance of life skills: When students are not school ready and don't know how to behave in a school, incorporating and integrating life skills into the academic curriculum becomes extremely important. We would recommend that ongoing sessions on life skills should be held for teachers.

We had noticed that while there was growth in both language and mathematics, the growth visible in the students' language skills far outstripped their growth in Mathematics.

Hence, we partnered with Jodo Gyan, an organization trying to find workable solutions to the problems in classroom practices in Mathematics. The teachers felt that it was very helpful to teach students mathematical concepts they were struggling to grasp because it provided visual and concrete representation.

Each training conducted contributes to the growth of the teachers, and therefore more importantly the students. The sessions should be selected based on the needs of teachers, drawn from conversations and observations, as well as from student-generated data.

TRACKING EACH CLASSROOM

To best achieve effectiveness in the Patang classrooms, it was important to keep the students at the centre of the project. The vision document was designed to help teachers set goals for their classroom, giving them a structured template. This ensured that the teachers were able to creatively envision their classrooms, yet have an outline of what elements to include. Moreover, it ensured they knew where they wanted to be at the end of the year, so that they could work constructively to facilitate the growth of each child. The template included a section on both academic as well as social goals.

The vision documents worked as individual classroom goal documents for the academic and social aspects in a classroom. This helped the teacher visualize what areas of growth she would be working on through the school academic year.

An important aspect of the vision setting exercise was that it pushed the teachers to think of all their students, and set individual academic goals for each child, for each subject (Mathematics and English). In the area of social inclusion and social growth goals, the teacher was asked to think about what values/ social skills the class most needs (Teamwork, Patience, Independence, etc). After identifying the high-need areas for social growth, the vision document also required for setting certain value goals that would be worked upon over the year, collectively for the class.

To be able to set clear visions for their classroom, it is essential that the teachers understood their students and the needs of the classroom, well. For this reason, the vision documents were filled by teacher [with the support of a team member] after a month of them being in classroom; this gave them enough time to get a good grip of where their classroom stands and what areas they would most like to work on.

Once the mid-year assessments were conducted for all the Patang students,

> **"**
> *"When we have functions/annual days, all students participate. Parents are invited so that is a time for them to interact and can bring about inclusion."*
>
> *– teacher on meaning of inclusion*
>
> **"**

the data for each class was distilled and analysed for each student and each learning objective.

A conversation was held with each teacher based on the vision documents as well as the data from the mid-year assessments, where detailed academic goals for each student had been set at the start of the year. Their performance in the mid-year assessment was measured against those goals, and they were modified if required.

Each data point was compared with its equivalent from the baseline data. In this way the team and teachers were able to recognise areas where there had been growth. Therefore the teacher could reflect upon and recognise which approaches in the classroom had proved most effective. The data also provided the teachers with the information required to plan for the coming months so as to achieve the goals that had been set for each student. The focus was on areas that the students found most difficult, and topics which the students had mastered was not be repeated in class apart from periodic reinforcement.

This process helped maximise the impact of the after-school classes for each child. From the start, as each teacher decided the learning levels and set an appropriate target for each child, there was always a student goal for planning individual as well as class interventions. The vision that each teacher had worked on was tailor made for each child, rather than a one-size fits all approach. Therefore each assessment, interaction or conversation could be followed up to enhance child growth.

ONGOING MENTORSHIP AND SUPPORT FOR TEACHERS

To enable excellent teaching we ensured teachers had on-going support in the form of regular classroom observations, conducted by members of the team for each teacher, both on request from teachers and otherwise.

The reasons for such visits are manifold – regular visits ensure a third party perspective on the lessons, giving rise to observations that the teacher may not be able to make, or that the students don't realise, or cannot express. Further, each team member brings an experience and expertise of their own, which can enhance the teacher's own skills. The visits establish context of the classroom, leading to more effective, targeted strategic help from the team. They also hold teachers accountable for their lessons, while also reassuring them of our support. It is essential that teachers feel visits are for support and not censure.

To create a standardised structure, on the basis of which the teachers would be observed, an observation template (Appendix 5) was created. This ensured that the teachers' growth could be tracked over a series of observations, done by all team members. Any team member who spent more than fifteen minutes in the classroom, filled up the form, as a record of the progress and proceedings in the classroom. The same form could also be used for peer observations, if teachers wished to observe their coworkers.

The template was developed, keeping in mind the areas in a classroom that must be observed, to help increase the productivity of the teacher's time in a classroom. We observed areas such as subject matter expertise, organisation, rapport with students, teaching Methods, delivery, sensitivity to students; and the physical aspects of the classroom to provide the logistical understanding of the classroom i.e number of students, seating arrangement, etc.

The observations were recorded both qualitatively as well as quantitatively, with a rough score on 5 being given to the teacher on each aspect.

The debriefs from the observations would follow a simple format, with the observer highlighting areas of strength and areas with room for improvement; this would be followed by the observer and teacher working together on an action plan for a more effective way forward.

A quick glance at the data from two of the observation forms helps illuminate this process. In August, the observation for one of the teachers shows that the teacher had good content and delivery, but needed to maximise impact by working on the technical aspects of her lesson, especially around behaviour and organisation.

This teacher worked extremely hard on behaviour management and classroom organisation with the support of the team, even eventually leading a session on classroom management strategies at one of the teacher workshops. The results of this class in the academic assessments also reflected a similar growth, with the teacher attributing a large part of that growth to her classroom management skills. We also encouraged teachers to actively reflect on their classroom activities (Appendix 6) and hence the teacher was able to analyse her own growth.

In this way, classroom observations and the learnings from them can go on to have significant positive effects on student growth.

"

"If a child has specific needs, we need to be able to handle it in a manner so that he/shegets what is being done in class"

– teacher on meaning of inclusion

"

How do you enable teachers to create a culture of inclusion in your school ?

1. Regular workshops for teachers on inclusive classroom practices.

2. Classroom observations to provide help and feedback.

3. Holding a session at the beginning of the year on the importance of inclusion.

4. Helping teachers create levelled grouping systems so they understand about each child's growth.

5. Setting up a collaboration time amongst teachers, especially if there are different teachers who take remedial lessons, to share best practices and come up with inclusive strategies and practices for the classroom.

6. Using insights from data to build and lead curriculum.

7. Promoting bilingual classrooms to help all children equally.

8. Keeping a stationary bank in the class can help students who cannot always afford to buy new stationery.

The students' responses and participation also demonstrated growth of comprehension in the classroom. Students were more confident in answering questions, which reflects a good understanding of the texts.

Patang Story:4

Increasing Reading Comprehension Skills in Patang Classrooms

Since the beginning of Patang one of our key focus areas has been building up English proficiency levels for our children, especially considering the socioeconomic and cultural backgrounds of the students. A 2003 study by University of Kansas, states:

"A child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family".

We recognised "Reading Comprehension" as one of the major areas of intervention within English as a Second Language for our classrooms. Keeping this in mind, we put in numerous efforts to come up with detailed approach for the intervention.

Through classroom observations, baseline assessment data and conversations with school teachers, the team sought to identify, the high need areas within English. Below is the Need Analysis, as discussed with the team.

We realised that even though students were able to read, comprehension was a challenging area, especially in the lower Grades (1 and 2). Hence, the team brainstormed on how to build strong lessons on reading comprehension, by developing a detailed approach.

As previously identified, the Patang teachers specifically struggled with using school texts during the Patang classes, because they were of a higher level than the current level of the students. The team decided to create lesson plans using school texts.

Instead of explaining classroom strategies, we felt it would be more useful for teachers to see them being used in their classrooms. The stories were done as a "read aloud", where the teacher reads out the story. This is based on the fact that in primary grades, students' 'listening level' often surpasses their 'reading level'. Previously, the students in the Patang classrooms were focusing on reading and understanding the story, however, a step prior to that is listening and understanding. This is a skill that was well developed through the intervention and the students comprehension levels improved a great deal.

Two team members then modeled the lesson plans in each of the Patang classrooms over two days, and the teachers were to observe the lessons. On day 1, the first half of the lesson plan was modelled, and the teachers only observed. On day 2, the teachers carried out the second half of the lesson plan, while being coached by the team members. Hence, we were able to give them concrete and classroom-specific feedback on how to improve their Reading Comprehension lessons.

The teachers immediately felt the effectiveness of these lesson plans, and Vandana Ma'am mentioned –

"Introducing new vocabulary with drawings at the beginning of the lesson helped reinforce word meanings more effectively." – Vandana, Grade 1 Teacher

The final step to the approach included, designing high-quality lesson plans for the teachers, similar to the ones created earlier. However, these lesson plans were created using storybooks based on Indian context. These lesson plans, along with the storybooks were provided to the teachers. The team, then conducted observations, where the teachers independently delivered the given lesson plans in their classroom.

Since then the classroom observations have shown a considerable improvement in the reading comprehension lessons. The teachers gave great feedback, where they mentioned that they learnt to carry out lessons a lot more effectively.

"I never thought of teaching critical thinking as part of reading comprehension lessons, and always dealt with them separately." – Shikha, Grade 2 Teacher

The students' responses and participation also demonstrated growth of comprehension in the classroom. Students were more confident in answering questions, which reflects a good understanding of the texts.

D. Role of the School leaders

School leaders set the culture and atmosphere of the school, motivating the students and teachers to excel. They have the most authority amongst all stakeholders within the school. Therefore, the mindset of the school leader is very important. If the school leader believes inclusion is important, then every other stakeholder will also think the same and will work towards it.

The school principal of one of the intervention schools was very invested in the idea of inclusion. She believed it to be an important value of the school. At the beginning of the academic session, she invited all the EWDS parents for a meeting, where she told them that their children would be treated the same as any other child in the school. This meeting was very impactful for both the EWDS parents and the teachers of the school. It made the EWDS parents feel like an important part of the school. The meeting also assured them that their children would be taken care of in the school. It helped the school teachers see their school principal's investment in the importance of inclusion, and motivated them to work towards it as well.

In our experience, for inclusion to take place, the school leader needs to believe that it matters. He/she needs to put structures in place to help bring about inclusion; and guide the teachers, students and parents of the school.

Secondly, the school leader can set the tone for the school by allowing more conversations on inclusion. For example, Patang collaborated with Amnesty International[15] to organise workshops in the two schools so as to create a safe and open space for Patang teachers and school teachers to talk about human rights, education, and social and academic inclusion in the classroom.

The workshop facilitated a discussion about human rights and inclusive school practices, and how different stakeholders must be involved in conversations about inclusion in the classroom. The workshops led to creative ways through which teachers, parents, and school administrators could ensure that every student is treated equally and how they could create more discussions around Human Rights Education in the school.

Thirdly, in case the school sets up some form of intervention to support the EWDS students, it is extremely important for them to regularly assess the impact and document the intervention. School leaders are the best people to lead these impact assessments which can give a clear understanding of the impact and effectiveness of the intervention that has been set up. The following pages

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5 Amnesty International launched their Human Rights for Education Programme, working with students, teachers, parents, and administrators in schools across India to bring conversations about human rights into the school and the classroom.

contain further details.

IMPACT ASSESSMENTS AND ANALYSES

"Measurement is the first step that leads to control and eventually to improvement. If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it." – H. James Harrington

At Patang we conducted the impact assessment to evaluate the effectiveness of the model. It helped us assess and determine the growth of the EWDS students in both academic ability and social skills. The academic assessments helped us know the areas where focus was required and then further track the growth of the EWDS students. Along with academic assessments, we also conducted social assessments, to understand how socially included the child was feeling in the school.

To maintain the validity of assessments, teachers were not involved in the assessment process. The Patang team, along with external volunteers, conducted the assessments. The academic assessments were conducted for all students of the school (EWDS and non-EWDS). The social assessment was administered to all the stakeholders- EWDS students, EWDS parents, non-EWDS students, non-EWDS parents, school teachers, Patang teachers, school management and school support staff.

We also developed assessments to evaluate the child's emotional intelligence. It was an important source of information about each students' development with respect to different life skills. Through baseline and endline assessments62, we could assess the impact of Patang life skills training program and identify target areas of students with respect to life skills that should be focussed on.

A crucial site for understanding social inclusion is within the classroom itself. Particularly, how children relate to their classroom setting, their teachers, and their classmates. During our initial assessment, we tried to understand these complex structures by talking to the students. However, we soon found that such young children could not express themselves freely in conversation.

In order to understand whether there were any differences between EWDS and non-EWDS children in how they represented their classroom life, we designed a drawing task. Drawing is effective because it gives children time to think about what they wish to portray. It allows children "the freedom to express vi, imagination, and interpretation of the surrounding world in their own terms" (Sapkota & Sharma, 1996).

It is important to assess all the stakeholders as it leads to insights into the different mindsets and opinions about inclusion. It also helps the school understand which stakeholders to work with to make their school environment an inclusive one.

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6 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 for each child on areas of Interpersonal Intelligence, Self-Regulation, Selfesteem, Resilience, Distress tolerance, Impulse Control, and Happiness

How can school leaders to create a culture of inclusion in the school?

1. Understanding their own mindsets on inclusion and working on them

2. Creating a culture of inclusion and fostering conversations on inclusion with the school teachers and staff

3. Meeting both sets of parents (EWDS and non-EWDS) to ensure they understand the value of an inclusive school

4. Assessing the school's inclusiveness on a regular basis

IV. Learnings and limitations
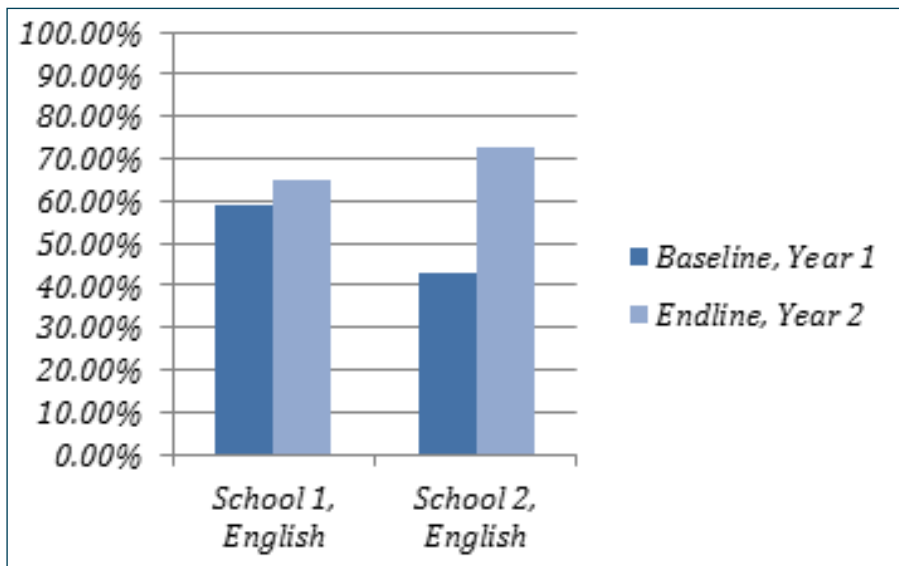
A. Insights from assessments

A1. UNDERSTANDING ACADEMIC GROWTH USING INSIGHTS FROM ASSESSMENTS

It was crucial for us to understand the impact of the project and our model so that we could help schools create similar models. Overall, we saw the Patang students flourish and grow in most skills. The methodology for these assessments has been shared in Appendix 7a.

Below, we list some of the key findings from our 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.

For example, for students who moved 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%.
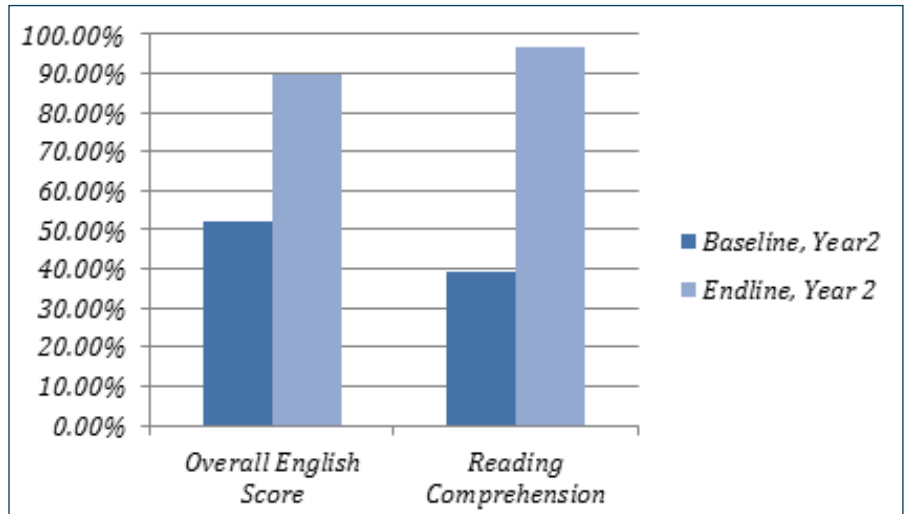

2. In general, an observation through the computed tables of baseline and endline assessment reveals that **Patang's intervention makes the set of students perform more coherently**, as they have a low standard deviation in comparison to other sub groups.
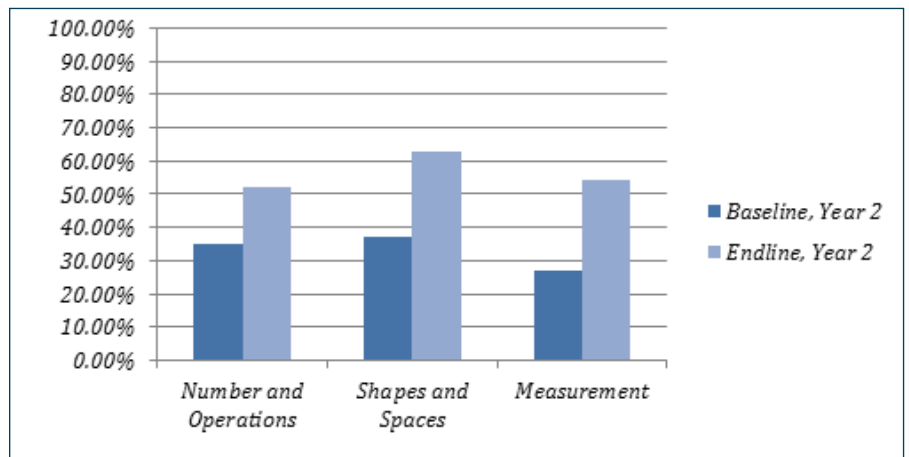
3. Consistently, Patang students have **performed relatively better in English than in Mathematics.** This can be attributed to the high need of the English intervention and hence the increased focus on it in the remedial classes.

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.

In comparison to baseline scores of Year 2, the Patang students of Grade 2 in School 1 have shown phenomenal improvement, from 52% to 90% average scores. Their main area of growth has been Reading Comprehension (RC), where students 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.

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. In comparison to Baseline data, the Patang students of Grade 3, School 2 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.

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 students (except Grade 2 Mathematics) have performed better than the average of the class and the EWDS Non-Patang students in both Mathematics and English.

8. A significant correlation has been found between the performance in Interpersonal Intelligence and Mathematics in general. Most often it is seen that students 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.

A2. UNDERSTANDING SOCIAL INCLUSION USING INSIGHTS FROM ASSESSMENTS

We conducted stakeholder-wise analysis to understand each stakeholder through the two years of the intervention. The methodology for each kind of assessment is attached in Appendix 7b. Some of the key insights from the data are shared below.

Patang Students: The socioeconomic 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 EWDS and non-EWDS 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 intervi 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.

A Patang student explained that *"I don't need a tuition because of Patang class, the teacher helps me whenever I am confused"* [Student, Grade 3]

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. Parents used several factors to decide which school 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.

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]

87% of parents surveyed, said they do not face discrimination, as they could not cite anything specific. However, a few parents do feel that their child is discriminated against.

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]

Most EWDS 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.

The table below shares the nature of parental involvement in regularly asking the child about his/her studies. 24 parents were interviewed.

PARENTS INVOLVEMENT IN CHILD'S STUDIES	HOW OFTEN YOU ASK CHILD ABOUT HER STUDIES ?
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

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.

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

A teacher stated, *"They [Patang parents] have been trying their best as per their level"* while another teacher mentioned, *"When they are involved it is directly related with the child's progress."*

School Teachers: Many teachers held the view that children belonging to the EWDS category have inappropriate language and behavior, along with poor hygiene habits, which they attributed to their home environments. However, some teachers clarified that foul or abusive language and hygiene were not issues isolated to children from the EWDS category.

· 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.

Some teachers mentioned that the children were too young to understand class differences; others highlighted how children from the EWDS 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 EWDS often feel inferior and intimidated by their richer classmates.

The teacher dealt with such a 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 EWDS students also get to eat their food on plates, for example."*

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 EWDS parents' perspective, one of the significant factors that assured parents of inclusion among EWDS and Non-EWDS students were the school teachers. Hence, they play a pivotal role.

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

Non-EWDS Parents: 91% of parents surveyed, (from non-EWDS category) did not receive any complaint from their child about their peers. None of the parents specifically complained about EWDS students. They encouraged their children to hold a conversation with their peers to resolve the issues.

Non-EWDS Students: As part of the social impact with the students, at end-line, 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 EWDS and non EWDS children in their representations of the classroom.

Overall, we did not uncover any patterns of differences in EWDS and non-EWDS children. This 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, EWDS students do not relate to their classroom differently from their non-EWDS 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 EWDS students who attend Patang and EWDS students who do not attend Patang. This was done since we wanted to ensure equal numbers of EWDS and non-EWDS students. Our initial attempt was to create three categories- EWDS, Patang, and non-EWDS. However, given the small number of EWDS students who do not attend Patang, EWDS 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 EWDS 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 EWDS and non-EWDS children could be that EWDS 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 EWDS children experience class distinctions. 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 EWDS children often feel inferior before their non-EWDS 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.
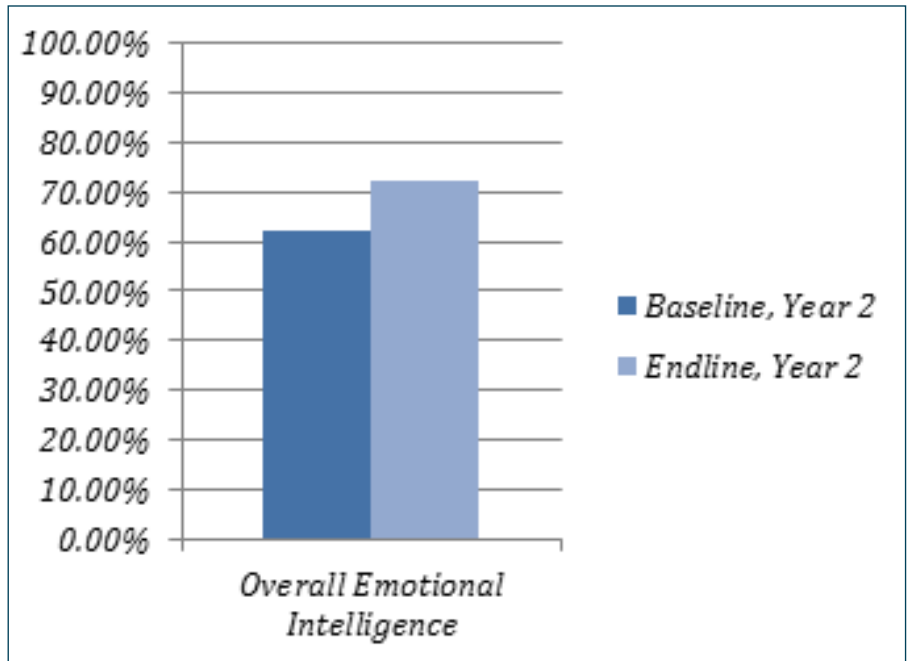
A3. UNDERSTANDING EMOTIONAL INTELLIGENCE AND MEASURING GROWTH

During year 1 of Patang, we realised 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 may trigger 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.

Envisioning holistic personality development of students, Patang began its life-skills training programme with its primary focus on Emotional Intelligence, that is, 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. We developed assessments to help us understand and track the emotional growth of children (Appendix 7c).

Patang students are found to improve in Happiness and Optimism index. We have also found that they have improved in Resilience. There is a 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.

Case Study: 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 classroom, the most striking bit 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 were 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.

B. Learning from other Schools

OPTION	CLASSES LED BY	TIMINGS	COST INCURRED BY SCHOOL
School staff as volunteers	School teachers/ counsellors	After School, students stay back like they did for Patang	None/Minimal
School students as volunteers	Students of grades 9-12	After School, students stay back like they did for Patang	None
Parent Volunteers	General category parents	During school hours (during performing arts/ games period)	None
After-School Remediation	Teachers hired for after school remediation	After School, students stay back like they did for Patang	Expensive
External Expert	Someone trained in teaching English as a Second Language	After school, different sets of students stay back each day	Medium expensive

We interacted with numerous schools and saw them doing amazing work with their community to ensure that the school was an inclusive, and safe learning space for all. The table below, highlights some of the examples and ideas that a school can explore to help address academic needs of students.

C. Limitations of Patang

We have tried to list all of the limitations that we experienced, so that all schools can learn from them and develop models of their own that address these beforehand.

OVERALL CHALLENGES

1. The model is expensive, and may not be affordable for every school

2. Ensuring quality education in every classroom could be challenging

3. The existing mindsets of people are very hard to change

4. While remedial help is required by students in all schools, often we found schools are stretched for time, have limited teacher capacity and no infrastructure for remedial spaces.

5. We were unable to train the school teachers on social inclusion practices and differentiation practices.

6. We were unable to work with the non-EWDS students and their parents. Truly bringing about inclusion is impossible without that.

EWDS STUDENTS

1. Students get tired after a whole day of school and therefore may not be able to focus during Patang class.

2. Many students go for tuitions after Patang class. This makes their day exhaustingly long.

3. Students may wonder why he/she needs to attend extra class, while other students in their class don't have to. In the long run, this may lead to an inferiority complex in the child if not addressed.

EWDS PARENT

1. Most parents expect that Patang teachers will help students finish their school homework and may not understand the need to work on Maths and English first.

2. Since Patang classes run after school, some parents find it difficult to pick their children up.

3. Parents feel that their child gets very tired at the end of the day.

4. It is difficult to manage expectations of all parents with our workshops, as the community needs are diverse.

5. Parents have very real time constraints as most of them cannot afford to take a day's leave without getting their pay cut.
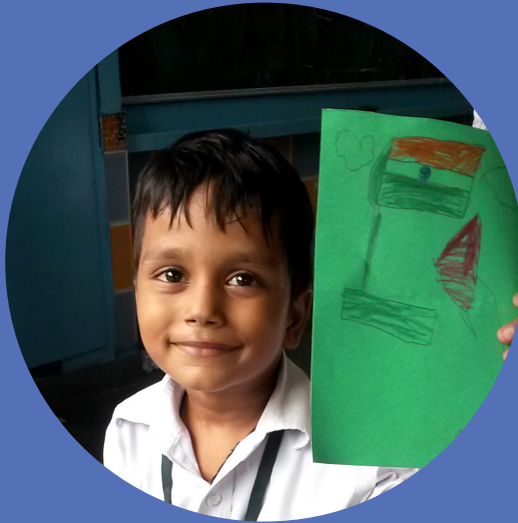
SCHOOL TEACHER

1. Since Patang was an external party in the school, communication with teachers can be difficult.

2. No formal time was allocated for regular meetings between Patang teachers and school teachers due to time constraints in the school. Sometimes, this led to communication gaps.

3. Communication gaps can lead to different pedagogies being used at the Patang class and in the school.

4. Teachers could feel that the responsibility of the EWDS child is no longer theirs and could hold the Patang teacher accountable for the child's academic growth.

5. Patang centres run after school hours; this makes it difficult for school teachers to observe Patang classes.

6. Motivating teachers to see value in life skills and social emotional learning is

required and difficult.

SCHOOL MANAGEMENT

1. Being an external party, getting permissions for anything, such as conducting impact assessments or having a parent showcase was a challenge.

2. Members of school management may have certain mindsets, making it difficult for an external party to explain the importance of inclusion.

3. School management may be unwilling to take up the extra pressure of hiring teachers and setting up an after school remedial centre.

4.School management is hesitant in allowing an external party work with the non-EWDS students and parents; making our impact limited.

The stories of these three students are proof that each and every child has tremendous potential. All we need to do is realise that and guide our students to realise it as well.

Patang Story:5

The three Musketeers

This is a story about three Grade 1 students who attend Patang class and how they have grown both academically and behaviourally, over the past year.

Manav was a cute, fun loving boy but it was impossible to keep him sitting in one place. He was completely disinterested in what was being taught and was a challenging student. Anuradha ma'am, his Grade 1 teacher claimed that he had an extremely short attention span, which was the reason for his distracted nature and lack of interest.

A team member, who substituted in the class once said, *"Manav would just not sit in one place. As soon as I started teaching, he jumped out of the classroom window! I didn't know what to do!"* – Unnattee

Over the year, Anuradha ma'am realised that Manav is a very bright boy and works well with positive reinforcement. She started appreciating him for small things such as, sitting in his place and listening to the teacher, completing all of his work, and finishing his lunch on time. This helped develop a relationship of love and trust between Anuradha ma'am and Manav. Over the year, Manav has shown immense growth in academics. His school teachers feel the same.

Devika is a quiet and shy girl, who is strong in Maths, but struggles with English. Due to this, initially she was hesitant and never tried to answer questions in class. Another reason for her quiet nature was the fact that she was always compared to her best friend, Ritika, who generally performed well in English.

Anuradha ma'am realised this, and, in personal conversations with Devika, made her understand that she should only compete with herself. Instead of giving Devika ten new words to learn, Anuradha ma'am would make her learn three words. This really helped build Devika's confidence.

Now, Devika tries to answer questions in class and she has also started writing simple sentences in English. She exemplifies a child who needed some individual attention from the teacher to achieve her potential.

Meet Shubham, one of the most energetic children in Anuradha ma'am's class. Whenever you walk into the class, you will see him either sliding on the floor or jumping on a chair.

Anuradha ma'am realised that the only way to make Shubham listen to her was to build a relationship with him and keep him busy all the time.

"I gave Shubham a lot of practice work to do. This helped him revise what was going on and also helped keep him busy." Anuradha Ma'am

She also realised, through individual conversations with Shubham, that another reason for him "acting out," was the fact that his elder brother (17 years old) hit him at home. This was a big problem and needed immediate attention. With the help of Manyata, the Community Engagement Associate, she explained to Shubham's brother and mother that violence at home was causing more harm than good. It took many conversations with the mother to make her realise that she needed to make sure her elder son would not use violence as means for obedience.

Now Shubham is one of the most invested students in the class. While he still loves to run around and jump on chairs, his work is always complete and his academic growth is commendable.

The stories of these three students are proof that each and every child has tremendous potential. All we need to do is realise that and guide our students to realise it as well.

V. Conclusion

Through our intervention at Patang, we were able to reach out to several stakeholders in the school, such as - the EWDS students, the EWDS 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 included a focus on the social emotional learning of the students and workshops for parents to enable them to participate in the school and empower them to create a conducive learning environment at home. Patang also worked in collaboration with the school to ensure academic and emotional growth of the child.

In the first year, our work was limited to the EWDS students and their parents, however upon reflection, we realised that for inclusion to take place, we have to extend our intervention to the non-EWDS 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-EWDS 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 EWDS 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 recognised 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 EWDS 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 realised the importance of the school leader's mindset, and how they can motivate the different stakeholders in the school.

We have described the work we have done at Patang, explained our approach and discussed our learnings from the project. We hope that the information provided here is useful to schools that want to become inclusive and that we can together ensure that each child admitted under the EWDS quota feels at home.

APPENDICES

Appendix 1a : Life Skills lesson plan for Self Awareness

I AM A HAPPY BOOK

Objective: The students should be able to look back at their day in retrospect and learn the good and the bad that happened. This journal will help them in understanding how something or someone makes them feel and whether their behaviour is as per their expectations and in accordance to the town rules (classroom rules developed in an earlier activity).

Procedure:

STEP-1: Tell the students about the purpose of the activity; "Today we will think about how we are as citizens. Did we follow the rules, were we good to each other, and what could we do better tomorrow?"

STEP-2: Introduce the rubric

The students will then be introduced to the rubrics attached which the teacher may discuss in circle time every week.

	Was I a good citizen ?	The good things that happened today	The bad things that happened today	I should thank (name of the person)
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

Appendix 1b: Life skills lesson plan for self regulation

DREAMTIME : CALMING ACTIVITY

Class value: "You are your own teacher!"

Objective: Students will meditate and calm down before the Patang class starts.

Procedure:

Facilitators will make all students sit on their desks with their palms on the table, facing upwards, with their eyes closed.

The facilitator will guide the students through the meditation by saying the following:

"Slowly breathe in and breath out. 1... Breathe in, 2... Breathe out. 1... Breathe in. 2... Breathe out (If you want you can make the children count their breaths). Now slowly relax your arms, relax your fingers, relax your legs, feet and toes. Feel them sinking into the ground. You are now walking into a big green forest. There are lots of tall trees around you. Birds are chirping. The cool breeze is blowing on your face. It is a beautiful day. Think about the trees around you. Think about the birds. Listen to their voice." (Let the sound play for 1-2 minutes depending on the classroom atmosphere of the day).

To bring them back: "Now it is time to come back. Slowly start walking out of the forest. Say bye to the trees, say bye to the birds, say bye to breeze. Now slowly come back to your classroom (teacher can discuss plan for the day). Slowly open your eyes. You are now ready to face the day!"

The facilitator can play soft music to go with their voice as well. (Music will be provided by the Life Skills Trainer).

The students will do this for about 5 minutes in the first week, and then the facilitator will slowly go among the students and tap on each students shoulder, indicating him or her to quietly get up.

The time period will increase to 7 minutes in the second week.

Once the mediation is over, normal class will resume.

Appendix 2: Academic and Social growth rubrics (Sample)

ACADEMIC RUBRIC (ENGLISH AND MATHS)

Objective Name	Level 1	Level 2	Level 3	Level 4
AREA: Grammar				
	Students are confused about the concept	Students are learning	Students can attempt assessments with teacher support	Students can attempt assessments independently
AREA: Reading				
	Students are grasping phonics	Students have mastered phonics	Students are beginning to read grade level text with some hesitation	Students are able to read grade level text
AREA: Comprehension				
	Students can read but are unable to comprehend	Students can read and comprehend with the help of pictorial texts	Students can read and are beginning to comprehend grade level text	Students can read and comprehend grade level texts independently and answer questions
AREA: Mathematics (Number and Operations, Measurement, Data Handling and Shapes and Space)				
	Students are confused and need clarity on underlying concepts for the grade level objective	Students have mastered underlying objectives and are beginning to understand grade level objective	Students are clear and can answer direct questions on grade level objective	Students can analyze and apply grade level objective to critical thinking questions

SOCIAL SKILLS RUBRIC (LIFE SKILLS)

	Level 1	Level 2	Level 3	Level 4
GOAL.1: Students become more confident of their performance in studies. **AREA: Intrapersonal Intelligence: Self-awareness, Self-regulation, Self-esteem; Resilience**				
Objective: They pay full attention	The students were distracted during the class-	The class was getting distracted because of a few students disturbing the class	They make an effort of minimizing disturbances e.g. noises other students make and focus instead on class activity.	The students were completely engrossed in the classroom activity.
GOAL.2: Students become aware about their strengths and weaknesses **AREA: Intrapersonal Intelligence: Self-awareness, Self-regulation, Self-esteem; Resilience and Optimism**				
Objective: They engage in tasks involving their strengths and make efforts to get better.	Seem uninterested and distracted in class.	Interested but unaware about what they can do well.	Interested but apprehensive in demonstrating their strengths	Aware and excited about doing what they can do well.
GOAL.3: They respect their classmates and school staff (Whether EWDS or Non-EWDS) **LIFE SKILLS: RELATIONSHIP BUILDING & EMPATHY**				
Objective.1 They interact politely with others.	Disrespectful and impolite	Make an attempt to understand others; slightly egocentric.	Respect others but their manner of interaction is indecent.	Interact politely with everyone.
Objective.2 They are not biased towards anybody on the basis of stature or gender.	Disrespectful and impolite.	Make an attempt to understand others; slightly egocentric.	Respectful but manner of interaction is indecent and shows bias.	Interact politely with everyone sans bias.

Appendix 3: Academic and Social growth rubrics (Sample)

Introduction: (10 minutes)

After reinforcement of why parent workshops are important, introduce Curriculum Support workshop to parents.

"In today's workshop, we will discuss tools and strategies you can use to support your child's learning at home. We may feel that we can't create a learning environment at home due to our lack of English language knowledge, however that is not true.

To create a learning environment at home, we need to encourage our children to think. Today, we will show you some strategies, that aren't time consuming, for you to create a thinking and learning environment at home, for your child."

Tools and Structures :

1. **Phonics– English to Hindi sheet:**

We will share the phonics sheet with the parents and explain how to use it to reinforce the letter sounds. Some activities that can be introduced on the basis of the sheet:

- They can pick a letter and make the children think of 10 words starting with that letter (English/Hindi)
- They can pick a letter and make the children write 5-6 words with that letter and draw a picture of the word.

2. **Sight word list for parents– English to Hindi:**

We will share a sight word list with the parents. These are basic words that are not phonetic, but a child should know how to read them. Parents can revise 5-6 words each week with the children. They can even make the children write these words.

3. **Difficult words list:**

We will share this list with the parents every month. The parents can refer to the list to help the children revise these words at home.

For all of the above exercises, reading skills in Hindi will be required, but discuss ways around that - take the help of anyone at home or around who can read either English or Hindi, train those other people the way the parents are being trained today, and monitor the child's revision with them.

4. **Reading n with the children- connecting it to their daily life:**

Parents can start reading the npaper or watching the n with the children everyday. Once or twice a week, they can have a discussion about the n and how it is relevant to their lives. Get the child to read as well, and support their reading if it's the npaper [whichever language]. Model guided reading [while following with the finger, stopping at long words, etc.]

Eg: Talk to the children about the Chennai floods. Tell them about floods, why they occur. This can lead to a discussion about global warming and how we need to do our bit. They can ask the children what they think they should do to save the environment- put the lights and fans off, don't waste paper, say no to plastics, don't waste water, don't burst crackers, use natural colours on Holi etc.

5. **Conversational tools– Using repeated question and answers and real life situations to reinforce learning:**

Ask your kids about the things they've learnt in school that day. Ask them questions about it, push them to explain better, that'll help solidify their conceptual understanding. Even where the kids don't know the answer, ask them to follow up with the teacher[s] in school. Try to get them to apply basic

maths wherever possible, even reading [reading road signs, shop names, etc. things that are easy to follow up on].

When a child is explaining a concept [mathematical, or a grammar rule] *ask why a certain thing is a rule, ask how it's used, ask what if questions, ask them what the relevance of what they learn is.*

When a child is telling a story, or summarising a chapter, ask them factual questions: *who, what, when, where. Ask about why, as per the kids.* There are no right or wrong answers here, but kids can still be encouraged to think *[he did this because he's a bad boy: why is he a bad boy? If he had not done this, would he be a bad boy? Then why did he do this?]. What would you do if you were there?* Change aspects of the story and ask them what they think would happen next.

6. **Non-content aspects of support- Asking questions about child's school life:**

Ask children questions about their school day and beyond school. Encourage children to think about their actions and reactions.

Talk to them about your day, your work, ask them questions about it: *why do I do what I do, who does it benefit, if you were doing it how would you do it and so on.* Encourage their questions also, try to explain it to them and answer all their questions.

Sample conversation:

C: Aaj Ram aur Golu ko zamin pe bithaya pure din, Golu bahut roya.

P: Kya kiya un ne?

C: Ladai kar rahe the.

P: Kisi ko chot lagi?

C: Nahi, par ek kursi toot gayi.

P: Kaise tooti? Teacher ne kya bola … so on. Pull all the facts out.

P: Kyun lad rahe the woh?

C: Ram ne Golu ka khana gira diya.

P: Kyun? Galti se hua tha ya fir jaan ke?

C: Jaan ke giraya, kyunki Golu ne Ram ko gali di thi.

And so on, for further details. Then,

P: Acha. Aap kya kar rahe the is time.

P: Aapka khana girata Ram to aap kya karte? Ya fir agar Golu tumhe gaali deta.

P: Teacher ne sahi kiya? Zamin pe bithane se asar kya hua? Aap ko kya lagta hai, unko kaise punish karna/samjhana chahiye?

7. **Picture story for children given every two weeks:**

We will also talk about the uses of wordless picture books - Making the child tell the story to the parent, parents can ask questions about the story, Patang teachers can introduce 5-6 new words from the picture book.

8. **Using storytelling effectively:**

Parents may feel intimidated by books but they should be encouraged to share stories with their children. While they may have a limited repertoire of fairy and folktales, they are familiar with stories of their own family. Thus the family history can be shared. Children can gain new insights into their own relatives by hearing stories about a grandparent's first job and how grandma and grandpa met. Family traditions can also be shared through such storytelling. Parents can also ask basic factual questions while telling the kids the story. This will help develop their listening skills.

9. Parents can play games (dissociative or vocabulary games) with their children:

For example for the dissociative game, describe a scene with many elements, ask the child to draw along with yours. Easy scenes with big, easy to draw items [houses, shops, people, vehicles]. After they're done, get them to explain every element of their picture to you [maybe even label and show their Patang teachers in class].

Closing: (10 minutes)

Reinforce the idea that to create a learning environment for the child, it isn't necessary that the parents know english. It is important to encourage their children to think. In the same vein: that hindi conversations and so on are just as important [more so, when it comes to early cognition and concept building].

Ask the parents if they think the tools we have introduced would be helpful.

Appendix 4: Teacher workshop plan to create growth mindset classrooms

1. Establish high expectations (not just high standards): Research shows that this increases motivation in vulnerable students. So let students know that you are challenging them because you know that all of them have the ability to meet those expectations. For example:

· Use lesson-framing language that outlines high expectations. For example, when introducing a new topic, you can tell your students, "This will be a challenging concept to learn, but all of us can reach the goal. I want you to stretch."

· Write comments to your students that contain specific feedback on ways to improve, along with an explanation that you are providing it because you believe they have the capacity to develop a high level of skill in that area.

Use the following language to communicate high expectations:

· *I know you (all) have the ability to do this, so I have set the bar high.*

· *Be sure to communicate with me about your progress so I can provide support to you.*

· *This is challenging, but rewarding!*

· *When you master this learning, you can be proud because this isn't easy.*

· *I have seen you stretch and succeed in the past. Let's do it again.*

2. Celebrating mistakes: Let your students know that you value challenge-seeking, learning, and effort above perfect performance, and that the amount of progress they make individually is more important than how they compare to others. Make it clear that mistakes are to be expected and that we can all learn from them. For example:

· At the beginning of the year, write a letter to your students saying how much you look forward to supporting their individual growth, and explaining that mistakes are welcome in your classroom.

· When you introduce a new topic or assignment, tell students they should expect to find some things confusing and to make initial errors. Ask kids to share their "best" mistake of the week with you, and what they learned from it (and do the same yourself).

Use the following statements when introducing a new topic, skill, or assignment in class:

· *Today's learning objective will give everyone an opportunity to stretch.*

· *Today, your brain will get stronger.*

· *I'd like everyone to share one thing that is really confusing with their partner.*

· *This is just the first draft. You'll have lots of chance to improve it.*

· *You won't be graded on this - it's a risk- free zone!*

· *We're in the learning zone today. Mistakes are our friends.*

3. Give feedback that focuses on process: Help your students understand the many ways to employ effort effectively, such as seeking out challenges, setting goals and making plans, using creative strategies, and sticking with it when they are having difficulty. For example:

· Recognise your students' effort and teach them to use it to self-assess and build on their effort strategies.

· Give feedback that is appropriate to the situation--for example, don't praise effort if the student did not work hard.

4. Introduce students to the concept of the malleable mind: Recent research in neuroscience shows that our brains develop through effort and learning, and that they are more malleable than previously thought. Teaching this can be a powerful way to help students develop a growth mindset about their own ability. For example:

- Have your students read and discuss an article about the malleable brain. Let students know that when they are practising hard things their brains are forming new connections and making them smarter. Instead of feeling dumb when they struggle, they will learn to "feel" those connections growing.

- Teach students about how the brain changes with learning and how they can build their brains with effective learning strategies.

In order to create a "risk-free" classroom environment where all students are willing to take on challenges and push themselves, it is important to make the focus on learning clear, make it safe to risk mistakes, and communicate a high confidence in all students' ability to rise to the learning challenges.

Appendix 5: Classroom Observation Template

Teacher: _____

Classroom/School _____

Peer/Observer: _____

Date and Time _____

Use criteria that apply to format of course observed.

REVIEW SECTION	DESCRIPTION/ COMMENTS	RATE (OUT OF 5
1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)		
2. ORGANISATION (organises subject matter; subject preparation is thorough; states clear objectives; emphasises and summarises main points, meets class at scheduled time)		
3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)		
4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)		
5. PRESENTATION (ensures classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)		
6. MANAGEMENT (uses time wisely; maintains discipline and control; displays good behavior management)		
7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)		
8. ASSISTANCE TO STUDENTS (assists students with academic problems; gives individual attention to high-need students)		
9.PERSONAL (evidences self-confidence; maintains professional comportment and appearance)		
10.PHYSICAL ASPECTS OF CLASSROOM (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)		

Patang Classroom Observation Debrief Sheet (Only to be filled by Senior Project Associate):

Overall Score: ___/50

Strengths Observed:

Suggestions for Improvement:

Way Forward and Timeline:

Appendix 6: Teacher Reflection Template

Patang places a strong emphasis on teacher's professional and capacity development. Extensive research shows that reflection is a handy tool to understand how well you are doing, and how to become better. At the end of each week, our teachers would reflect on a shared document that the entire team had access to. This helped the team track both areas of concern for the teacher so adequate support could be provided, and facilitated sharing of ideas and best practices.

The documents aimed to catalyse reflection and thought along the following themes, Evidence of Effectiveness in the Classroom; Relationships with the Students; Strategies; Areas of Growth; Peer Support; Stakeholder Relationships; and Life Skills in the Classroom.

Several teachers reflected upon how forming a relationship with the students at a personal level is beneficial to their effectiveness as a teacher. One of the teachers commented,

"Yes, with time I have come to know each child individually and found out his or her strengths and weaknesses, and this has helped me in planning out my lessons accordingly and paying attention to each child personally."

All the teachers commented on how sharing strategies and information about students was extremely helpful. They were satisfied with their interactions with all the stakeholders, except they would have liked more chances to interact with Patang parents, and would have liked more support, from the support staff and administration of the schools.

TEACHER REFLECTION TEMPLATE	
Q1. What evidence do I have that my students actually achieved learning outcomes this week?	
Q2. Is my relationship with the students helping them learn better?	
Q3. What new strategies have I tried lately that might benefit a student I am struggling with?	Rate yourself (1-5)
Q4. In what ways am I challenging students who are clearly being successful in my classroom?	Rate yourself (1-5)
Q5. In what areas can I still improve professionally?	
Q6. What's stopping me from improving in these areas?	
Q7. In what ways can I support my colleagues in their student's learning?	
Q8. How do I describe my relationships with the other stakeholders of the project? (School management, parents, Patang core team, Patang teachers etc)	Rate yourself (1-5)
Q9. Describe the life skills activities you conducted in class in the previous week.	

Appendix 7a: Methodology for understanding academic growth

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 finalised 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.

Appendix 7b: Methodology for understanding social inclusion

The assessments focused on identifying the current levels of inclusion and explored the existing mindsets of people regarding EWDS students. 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 extracurricular activities. The basis for these parameters was to understand how far the biases and mindsets may come into play in the child's overall growth in school.

There are certain mindsets about EWDS 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." [7]

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 (EWDS and non EWDS). Within that, two areas, 'social interaction with peers' and 'participation in extracurricular activities' has been looked at to understand the level of interaction between the student groups.

The team used a set of tools to truly understand each stakeholder, from structured intervi, focus group discussions to drawings.

CONDUCTION OF ASSESSMENTS - INTERVI :

Individual structured intervi were conducted with stakeholders to obtain quantitative and qualitative data. The interview schedule focused on understanding stakeholders' experience with inclusion, school support, actual or perceived discrimination, parent teacher meetings, complaints regarding the child's behavior or appearance, involvement in the child's education, participation in extracurricular activities, and experience with the Patang team and teachers.

All stakeholders were asked a series of questions, which were applicable to their group. Each questionnaire was administered for about 5-15 minutes.

The School Management was additionally, asked to respond to a series of statements on a scale of Strongly Agree to Strongly Disagree. The interaction with students was done in the way of an informal conversation, to be able to receive honest and unbiased answers.

The assessments were conducted in both intervention schools by the Patang team from Centre for Civil Society.

CONDUCTION OF ASSESSMENTS - FOCUS GROUP DISCUSSIONS (during Endline Assessments):

Focus groups [8] have often been used to research issues that are considered to be sensitive, due to the "personal nature of the issues, under investigation as well as the potential for embarrassment, offence and/or social censure on disclosure of associated attitudes and/or behaviors" (Lee, 1993). During the baseline analysis we realised that Patang parents and school teachers were not able to share their thoughts freely in an interview structure.

Focus group were seen as a useful means to talk to parents their experiences with key stakeholders in the school, since this setting provides for inherent support wherein parents could feel free to share their narratives in the presence of other parents who have had similar experiences. As with the focus groups with the parents, we believed that a focus group discussion with school teachers would create a supportive, empowered environment to discuss sensitive issues within their classrooms.

The topic guide for both the focus groups was designed keeping in mind the existing survey intervi that had been conducted during the baseline assessments.

7 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.

8 A group of individuals with some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way to gain information about a specific or focused issue.

The guide for parents covered parents' experiences with the overall admission process and the school administration, as well as their relationship with the school teachers, their own children, the 75% parents and children, and the Patang team. The topic guide for teachers focused on the kinds of challenges teachers might face in trying to manage academically and socially inclusive classrooms, teachers' perceptions regarding any discrimination faced by EWDS children in schools, and their vi regarding parental involvement in education.

At the beginning of each focus group, the researcher provided a brief introduction regarding the purpose of the focus group and a round of introductions was carried out. Each focus group was approximately an hour long. Focus groups were conducted in English/Hindi depending on the participant's preference. It was ensured that everyone in the group had an equal opportunity to contribute to the discussion.

CONDUSCTION OF ASSESSMENTS - DRAWING TASKS FOR ALL STUDENTS (During Endline Assessments)

A crucial site for understanding social inclusion is within the classroom itself. Particularly, with how children relate to their classroom setting, their teachers, and their classmates. In order to understand whether there were any differences between D and non-EWDS children in how they represented their classroom life, a drawing task was designed. During the baseline analysis we realised that students were not able to share their thoughts freely in an interview structure, and hence thought of creative alternatives.

The drawing task used in this study was based on a study by Aronsson and Andersson (1996), who conducted a comparative study of children's representations of themselves and their teachers in drawings of classroom life in Sweden and Africa.

Children were asked to draw on the topic "Me and my classroom". The children were instructed to "Draw yourself and your teacher when you are working in the classroom. If you want, you can draw some of your classmates and as much as you want of your classroom". Once the children were done, they were asked to label themselves, their teacher, and their classmates.

The drawings were coded based on the coding framework developed by Aronsson and Andersson (1996). The coding framework was modified to suit the needs of this study. This involved coding the ratio of the heights of the target pupil (indicated as self) to the teacher in mm (heights of the teacher were averaged in the case of multiple teachers), the ratio of the heights of the target pupil to the classmates in mm (heights of the classmates were averaged in the case of multiple classmates), coding the target pupil, the classmates, and teacher with respect to who had the most detailed face, the target pupil, the classmates, and the teacher with respect to centre position on the paper and centrality in a pictorial arrangement, the social distance between the target pupil, the classmates, and the teacher.

Based on the codes, the drawings of EWDS and Patang children were compared to the drawings of the non-EWDS children. The assessment design, delivery and analysis was conducted by the Patang team.

Appendix 7c: Methodology for assessing emotional intelligence

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

Following were the key objectives of the assessment –

1. To get an idea about the students' development with respect to different life skills.

2. To assess the impact of Patang life skills training program for students.

3. To have an objective data for reference and correlation to our classroom observations.

4. To assess target areas of students with respect to life skills that should be focussed on class and individual level.

The results acted as guiding tools for the teacher and community associates in assessing the development needs of each student and the impact of life skills training provided during the sessions.

Appendix 8: Other intervention models supporting students

The Patang team visited numerous other private schools to understand their vi on inclusion and learn more about the support they are providing to EWDS students. The insights have been summarised below.

The Shri Ram School: The Shri Ram School, strongly believes in tapping the enormous resource of Parents, that all schools have to offer. They embrace parent participation in all spheres of learning. 'The Parent Teacher Association' comprises the senior management functionaries of the school as well as parent representatives. The 'Udaan' programme has been initiated by a group of parents and it is the parent volunteers who are carrying it forward with support and guidance from the school. The programme was designed to provide support to the EWDS students after school. However, the design of the programme involved after-school classes, which was not parent-friendly, as the parents required to be home after-school hours with their kids. Hence, the approach was modified, to enable remediation during school hours.

The current model includes, parent volunteers, who hold classes twice a week, for improving proficiency in English for the students. Their primary focus area is English, and the classes are held during school hours, twice a week. The curriculum followed is using Kids Box ESL program, which focuses on teaching English as a Second Language, in which all parent volunteers have been trained.

The structures are built in to the school day, making it less exclusive. The part of the model that makes it high impact is that the ratio of teacher: student is 1-3. Hence, the high level of individual attention is what makes it work effectively. Additionally, the school is very sensitive and ensures that teachers give diary notes in Hindi, communicate with parents on a regular basis and take ongoing assessments to gauge the student's' level.

Key Takeaway: Mobilisation of the parent community, which fulfils the purpose of the model being self-sustaining, and also works as a system that helps sensitize the parent community and as an off-shoot, the students.

St. Mary's School: Meeting the St. Mary's School principal provided an interesting perspective to the 25% Reservation, under RTE Section 12 (1) (c). The conversation was around how students from different backgrounds, have always existed in schools. Two areas that are of most significance are parents' income and parental involvement. It is important to realise the importance of parents and understand the kind of support they can provide.

Two anecdotes shared were: (1) Students in St. Mary's would return from vacations, with books lost or tattered. However, on delving deeper, it was found that they stayed on the streets/under flyovers etc. Hence, it an unreasonable expectation for them to be able to keep the books safe for 60 days, so the school provided them storage space. (2) Students who were not dressed well, were given a bathroom in school, to shower, so they could look presentable. Over-time, they built hygiene habits within themselves, and felt embarrassed to bathe in school. This worked as a medium that made sure that all students, to avoid being sent in for a bath in school, came well dressed to school. The school believes more in providing life skills and values, rather than focusing on direct curriculum support. They have a "social worker" in the school that is solely responsible for the students and for support and communication with the parents.

They run after-school classes, for spoken English and usability of grammar, which is lead by an external trainer, who follows the American School "access programme" on English as a second language. This is in collaboration with the school "social worker", since the school believes that the after-school classes/

remediation should not be only externally lead. The main purpose of these classes is to build confidence in the students in English-Speaking. Hence, role-plays, public speaking activities and conversational English remain the main focus. Another interesting aspect that was observed in the classes was peer evaluation. All students presented their work to each other and corrected each other's mistakes.

Key Takeaway: The children were speaking in English with great confidence, and using it to present concepts of General Knowledge, Science, EVS and other subjects. Hence, it was interesting to see, that while keeping English as the main area of focus, the students were able to apply and improve in all other subjects. The school principal's played a vital role in ensuring the effectiveness of the programme.

Bluebells School: The Bluebells School runs after school classes in English, for their students as remedial classes that are attended by anyone who needs support. The focus of these classes is fundamental knowledge of English, and is not linked to the school curriculum, as they realised the need for language fluency is more important for these students. Students from Grades KG, 1 and 2, have after-school classes, which are held by a former Senior English teacher, who used to work at the school. The "booster" classes that are held from Grades 3, 4 and 5, have been outsourced to Ghadiok Foundation. They also provide food, to the students who stay back. These classes focus on English along with addressing social inclusion, are primarily led volunteers who have completed and been trained for the Teach India programme, by British Council. The program focuses on "English for Employability", and hence stresses on improving Spoken English skills. Both sets of remediation classes are held twice a week, for one hour and focus solely on English language development.

Key Takeaway: In all other models, it has been seen, that the schools either rely on internal volunteers for remedial support or entirely external organisations. However, Bluebells has managed to create a balance between having a former teacher volunteer (internal) and Ghadiok foundation (external) to cater to the students. This is especially remarkable, since they are self-aware and have identified their own areas of expertise. The junior grade classes focus on curriculum (phonics, grammar etc, which students struggle with in the classroom) and the Grades 3, 4 and 5, are supported in spoken English and inclusion.

Chinmaya Vidyalaya: Chinmaya Vidyalaya runs an after school remediation centre within their school premises called "Jagriti". This centre runs for Grades 1-5 and has a parallel system running after school. There is a co-coordinator who comes in after school hours, and manages the programme. The students are also provided with fresh lunch, after which their classes begin. Jagriti has employed teachers, who come in after school, only for the remediation classes. The entire programme is solely initiated by the school and all costs are borne by them. The teachers focus on all subjects taught in the school and work very closely in-line with the school curriculum. They remain in close contact with the mainstream school teachers, and are aware of the curriculum progression, in detail. An interesting aspect was that, despite it being a programme for junior grades, there are designated teachers for Mathematics and English.

Key Takeaway: This is the first programme which is entirely run by the school. The school has employed additional teachers, and a co-ordinator, and there is no external support. This is a reflection of the high level of sensitization and motivation within the school.

ABOUT THE AUTHORS

Soaring high with Project Patang: Enabling inclusion under RTE Section 12(1)(c) is an effort of Patang, Centre for Civil Society. The implementation manual will help schools set up inclusive structures in their schools by providing a comprehensive view into our approach and sharing both learnings and limitations. The manual hopes to spark widespread conversation and dialogue on inclusion across the country.

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