

Classification:
Internal



PARIVARTAN
A step towards sustainable progress

Impact

Assessment

**FOCUSSED
DEVELOPMENT
PROGRAMME**

Patang Centres

January 2023





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Abbreviations

FLN	Foundational Literacy and Numeracy
MoE	Ministry of Education
NAS	National Achievement Survey
ASER	Annual Status of Education
NEP	National Education Policy
DT	Diagnostic Test
CPMR	Child Progress Monitoring Record
FGD	Focus Group Discussion
RTE	Right To Education
KII	Key Informant Interviews
QEAT	Qualitative Evaluation & Assessment of Teachers
EoT	End of Term

Tables

Table 1: Key project activities, outputs and outcomes

Table 2: Stages of Impact assessment study

Table 3 : School visited in Dec 2022



Executive Summary

Efforts have been made through the years to prioritize pre-primary and primary education as well as enrolment for children in schools with schooling made free and compulsory for children between the years of 6-14 through the Right To Education (RTE) Act. National Education Policy (NEP) 2020 also recognizes developing FLN skills in early grades as building blocks of learning that determine the success of schooling later in life. A National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education with a target of creating learning pathways and enabling environments so that every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III.

In 2018, HDFC Bank partnered with Vipra Foundation (earlier known as 'Save The Children India Foundation') to support and facilitate quality education for school children from fifteen primary and upper primary schools located in various districts of Mumbai and Thane through a remedial programme - Patang Centres. The objective of the intervention was bridging the learning gap in math and language among selected children from Grade 1 – 7, thereby making them competent enough to attend and thrive in the age-appropriate grades. The key components of the programme were academic achievement using personalized learning materials, innovative teaching methods and holistic development of the children, thereby impacting their learning levels.

The Patang teachers worked in tandem with the teachers in the intervention schools, thereby, impacting the lives of the selected children in the regular classes also. In 2020, regular offline Patang classes were discontinued due to the pandemic. The Patang teachers used online mode to stay connected with the children. Overall, the children faced disruption in their learning leading to low learning levels in literacy and numeracy in the subsequent years.

In November 2022, HDFC Bank engaged Primus Partners to conduct an impact assessment of the Patang Centre Remedial Programme from 2018-2021. The objective of the study was to assess the impact of the programme activities. The study was designed and executed using the Theory of Change approach. The areas of enquiry aimed to understand the perception and feedback of the stakeholders using both qualitative and quantitative data collection methods. A mix of focused group discussions (FGDs) and Key Informant Interview (KIIs) tools were used with the stakeholders. As part of the study, field visits were conducted in December 2022 whereby the team visited 7 schools in Mumbai and interacted students, teachers, parents, Patang teachers and mentors. An important task during the visits was administering reading and math assessment to students from Grade 5 – 9 who were a part of the Patang Centre classes from 2018 - 21. The questionnaires for FGDs, KIIs, reading and math assessment tools have been added as Annexures.

The interactions with various stakeholders gave the team insights about various interventions such as the Diagnostic test, co-curricular activities, during the project. They also highlighted the challenges faced by the Patang teachers while conducting their classes.



Key findings of the study:

For impact of a project, it is important to have a clear understanding using secondary as well as Primary data. While the secondary data was available with us (provided by Vipla team), we planned visits to 10 schools in Mumbai and Thane to collate primary data from Dec 27th-29th 2022. The agenda was to conduct focus group discussions and one-to-one interviews with the school students & teachers, parents as well as Patang teachers and mentors and gather insights.

Vipla team had identified 210 students in the schools who were a part of the Patang classes in 2018-2020. However, we could meet only 130 children in 7 schools within Santacruz, Sion and Lower Parel as Vipla team could not get permission to interact with students in some schools.

The key findings are based on the observations made during the interactions with the mentioned stakeholders:

- 95% of children we met indicated that they loved coming to school during the Patang classes in 2018 - 2020 because the classes made learning fun and joyful.
- 80% of children talked about the interactive sessions with activity-based teaching methods of Patang classes as the standout factor as it focused on personalized teaching through activities and worksheets.
- Almost all the children interviewed remembered and recollected taking active part in craft classes, rangoli making, dance and drama and other activities. They have continued to participate during their regular classes indicates the motivation and confidence built in the children during the Patang classes.
- About 72% of children mentioned that they were able to share their problems with the Patang teachers because the teachers were approachable and friendly.
- The school teachers talked about the impact of Patang classes in improving the learning levels of the children in other subjects during regular classes as well.
- The parents were highly appreciative of the Patang teachers and their level of involvement especially during the pandemic when online teaching and sharing of resources was initiated by the Patang centres.

01

Introduction



1.1 Background

Foundational years of a child play an important role in their future learnings. Children are curious and as an instinct become interested in objects and activities around them. They actively look for answers to questions and seek to find meaning of their experiences which eventually helps them in their later years.

The RTE Act 2009 mandates that free pre-school education should be given to children in the age group 3-6 years. However, existing data and studies show that ground realities are different from policy norms. A critical concern today is the persistent low levels of learning in primary grades, year after year (ASER Centre, 2006-2017), which may be in large part because children are unprepared for school and/or schools are unprepared for children.¹ This could be because many children enter formal schooling before age 6 without exposure to early childhood education and therefore are not ready for school. This leads to children already “behind” or beginning to “fall behind” early, thus making it difficult for them to “catch up” later. Thus, the emerging issue is—when can we say that children are ‘ready for school’ or alternatively, what constitutes school readiness?

The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. Thus, under the no detention policy students are promoted from one grade to another without proper evaluation of their learning levels in most of the public schools. This leads to many students being promoted to a higher grade without obtaining the age-appropriate learning level. On the other hand, the pedagogy followed in the public schools is usually rote based, with very low accountability from the teacher. This results in low learning levels and the students either drop out of formal school or continue to carry these learning gaps to higher classes.

The focus of National Achievement Survey (NAS) 2021 was on competency-based assessment in language, mathematics, environmental science, social science, and English for students in Class 3rd, 5th, 8th and 10th. According to the 2021 NAS report, the learning levels of school students in almost all subjects, including mathematics and language, dropped as they progressed to higher classes.² The average performance of Class 3 children in Math was 61% which dropped to 57% in Class 5, 51% in Class 8 and further to 44% in Class 10. A similar pattern is visible for language with Class 3 average performance at 64% which dropped to 61% at Class 5, 60% at Class 8 and 52% in Class 10. While most of the states performed significantly below the overall national score, some states such as Kerala, Rajasthan, Maharashtra and Punjab performed better than the national average.

Thus, it becomes imperative that the approach and focus during the early years be on play-based activities that strengthen skills like reasoning, decision making and problem solving. Children need to be provided with ample opportunities to explore and achieve their potential.

¹ The India Early Childhood Education Impact Study), UNICEF 2017
² <https://nas.gov.in/report-card/nas-2021>



1.2 About HDFC Bank CSR

HDFC Bank helps transform lives of millions of Indians through their social initiatives. They are committed to ensuring holistic and sustainable development of their communities. Their CSR initiatives, through direct and indirect interventions, are also aligned with global goals. These initiatives come under the umbrella of 'Parivartan', and the aim is to contribute towards the economic and social development of the country by sustainably empowering its communities. Parivartan has been a catalyst in making a difference in the lives of people through its interventions in the areas of **rural development, education, skill development and livelihood enhancement, healthcare & hygiene, and financial literacy.**

The HDFC Bank CSR flagship Program "Holistic Rural Development Program" (HRDP) on Rural Development caters to the needs of the rural communities in multiple focus areas. The "Focused Development Projects (FDP)" includes projects where partners are supported to work on a singular focus area in a cluster of villages or in a large geographical area where development is lagging. The Bank chooses an implementing partner with expertise in one of the focus areas and works towards improving the lives of the target beneficiaries around that focus area. The progress of all the projects under these programs are assessed through systematic routine monitoring guided by a structured TOC with independent evaluations also conducted to assess the effectiveness of projects under these programs.

Education is a key focus area for the bank. HDFC Bank Parivartan's education programmes focus on teacher training³, scholarships, career guidance and infrastructure support to enhance the quality of learning across the country.



2,78,000+
Schools covered



19,73,000+
Teachers trained

³ Source: <https://v.hdfcbank.com/csr/initiatives/education.html>, Jan 2023



1.3

About Vipla Foundation

Vipla Foundation³ (earlier known as Save The Children India) is a non-profit organization that envisions India as a child-friendly nation. Established in 1988, the foundation works towards empowering women and children from slum communities in and around Mumbai, Thane, and Pune and reaches out to over 10,000 children directly and 30,000 children indirectly every year.

The foundation is committed to preventing exploitation and all other forms of discrimination of vulnerable women and children and works towards empowering them to lead a life of dignity, self-respect, and independence. Their programs focus on providing access to quality education and life skill development opportunities to these underprivileged communities so as to enable them to grow to their fullest potential. Their Balwadi Project and Patang Remedial Education Program together take forward their mission to ensure that nothing stops the vulnerable children of India from learning, growing and flourishing.


³ <https://www.viplafoundation.org/>





1.4 Impact Assessment

Primus Partners was assigned to undertake an impact assessment study to assess the impact of the program 'Patang Centre Remedial Program' implemented by Vipla Foundation supported by HDFC Bank from 2018 – 2021 in fifteen schools of across districts of Mumbai and Thane, Maharashtra.

Key objectives of the assessment were:

- 
 To assess the impact of the Patang Centre Remedial Programme

- 
 To gather feedback of the stakeholders and beneficiaries on the programme

- 
 To analyze the data collected through interactions with the beneficiaries

The study aimed to understand the overall process of the programme through analysis of the secondary data collected and further corroborating it with inferences from focus group discussions and key informant interviews with stakeholders.

In addition, this impact assessment tried to understand the overall processes undertaken by HDFC Bank and Vipla Foundation in implementing the project activities, key milestones achieved, impact created by these activities, challenges faced, and the way such challenges were handled.





1.5

Our Approach

The impact assessment was to be conducted after one year of completion of the project implementation.

The key focus was to study the processes used while implementing the program in the schools, understand the effect of these processes on the beneficiaries - school students and Patang teachers and identify challenges faced by the beneficiaries during the implementation of the program. A variety of assessment tools and already existing monitoring data as well as school data was also to be studied.

Table 1: Key project activities, outputs and outcomes

Outcomes	Proposed Means of Verification	Reference
Joyful learning for students	<ul style="list-style-type: none"> Qualitative data : FGDs with students about quality of teaching, nature of activities conducted in class, ability to learn, impact of extra-curricular activities, interest in learning and attending school, self-perceived improvement in own learning Qualitative data : FGDs with parents about perception of improvement in student interest in attending school and in learning 	<p>Annexure V</p> <p>From each school, 10 to 15 students covering all age groups</p> <p>Parents of 5 to 7 children from selected schools</p>
Improvement in learning levels of Patang participants	<ul style="list-style-type: none"> Quantitative data : CPMR (Child progress monitoring record) for daily progress in Math and language by each student Quantitative data : Reading and math assessment conducted to understand the level achieved 	<p>Data of all students participating in the Patang programme</p> <p>Annexure VII</p>
Perceived effectiveness, impact and sustainability	<ul style="list-style-type: none"> Qualitative data : FGD with teachers of the schools visited during the study 	<p>School Teachers and Head Masters of 2-3 schools</p> <p>Annexure Vi</p>
Outputs	Means of Verification	Reference
Patang Teachers using effective pedagogies for concept clarity for different age groups	<ul style="list-style-type: none"> Key informant interviews with Patang mentors FGD with Patang teachers on quality of training provided and outcomes for children as a result of new pedagogies applied 	<p>Annexure III</p> <p>Annexure IV</p>
Regularity in attendance in Patang Centre and School	<ul style="list-style-type: none"> Time series data from Patang Centre and School before, during and after Patang Centre intervention 	<p>Attendance data of all students enrolled in Patang Centres</p>



1.6 Methodology

The methodology adopted for the study was spread over three stages as highlighted below using both qualitative and quantitative data.

The proposed sample size was **210 children from a total of about 600** studying in the 15 schools under the project. The challenge was to connect with the children who had attended the classes during 2018-2021 as most of the children had either passed out of the school or had exited from formal education.

The participating schools were approached and **130 students from 7 schools** were identified with the help of the Patang Mentors and teachers as some schools did not get the requisite permission .



Table 2: Stages of Impact assessment study

02

Desk View Findings



2.1

About Patang Centre Remedial Programme

Patang Centre Remedial programme, supported by HDFC Bank, was implemented in **15 schools of Mumbai and Thane** districts of Maharashtra between August 2018 and September 2021 by Vipla Foundation.



The areas targeted were slum communities and municipal schools in Lower Parel, Wadala, Santacruz Vikhroli, Kurla E, Kalwa E and Sion



The overall goal of the project was to improve literacy and numeracy levels for marginalized children between the age group 6 to 14 years by facilitating quality education and helping them to be at par with their age - appropriate grades through various child friendly interventions. This helped build their self-confidence and motivated them to attend the schools regularly, thus resulting in a decrease in dropout rates.



All the activities at the centres were supported by local authorities - Municipal corporation, Education Department, community stakeholders, school authorities, parent community and students.

Interventions under the Patang Centre program



Diagnostic test – 2018-19 and 2019-2020



Training of Patang teachers & mentors



Patang remedial classes



Co-curricular activities



Interaction with school teachers and parents



Endline assessment- 2018-19



2.2 Key Interventions

2.2.1 Diagnostic Test

The diagnostic test (DT) was the first step to plan the framework for the intervention. The objective of the diagnostic test was to get an understanding of the current learning level in language and math skills of children from grades 1 – 7 who were performing below average in the regular language and math class. The Patang teachers conducted the DT for academic year 2018-19 and 2019-20 supported by the teachers from respective schools shortlisted for this project.



The selected children (as per the list shared by the teachers of respective Class/School) took the DT based on age-appropriate skills in language and math skills.



The test was conducted at two levels – written and oral. Subject specific scoring sheets were prepared to maintain consistency across schools and Patang teachers.



The objective was that the scores would provide a baseline of the language and math skills for the selected children to be enrolled in Patang classes.



The analysis of the DT scores was used to identify the learning gaps in numeracy and literacy. The interventions for the remedial classes were planned based on these learning gaps and age-appropriate skill levels which were essential for the children.

The children were divided into **five levels** based on their individual scores in the diagnostic test using a robust rubric of assessment criteria.



- Level 1 : 0-5 marks
- Level 2 : 6 – 10 marks
- Level 3 : 11-15 marks
- Level 4 : 16-20 marks
- Level 5 : 21 – 25 marks



Diagnostic Test Question Papers

The Diagnostic test was conducted to determine the learning levels among children and to provide baseline of the competencies in Language and Math. The test was conducted through oral and written format to assess the competencies in Language and Math and was administered one on one to all children in the age group of 5 to 12 years in the selected schools (Annexure Table-3). Each child was marked at the highest level that she or he could reach comfortably.

As a part of the study, the question papers were analysed to understand the level of difficulty and age-appropriateness.

Math Tool



- The focus of the oral and written test was to assess attainment of age- appropriate math skills by each child . The questions were based on skills such as identifying numbers from 1 to 9, writing numbers in correct order from 11 to 99, computing the sum of 2-digit numbers, subtraction problem with borrowing or comprehending word problems related to real life problems.

Language Tool



- The focus of the oral test was checking whether a child can read letters and words or speak a simple sentence or paragraph to assess age – appropriate **listening, speaking and reading** skills.
- The written test focussed on reading a given text, comprehending it and answering questions based on the text to test **writing** skills.
- In totality, the language test covered all age - appropriate **listening, speaking , reading and writing skills.**



Analysis - Diagnostic Test Results

The diagnostic test was conducted for academic year 2018-19 as well as for academic year 2019-20.. Based on the scores, the children were divided into levels and the interventions were planned accordingly.

Highlights of Academic year 2018-19

600 students

took part in the Diagnostic Test

About 65%

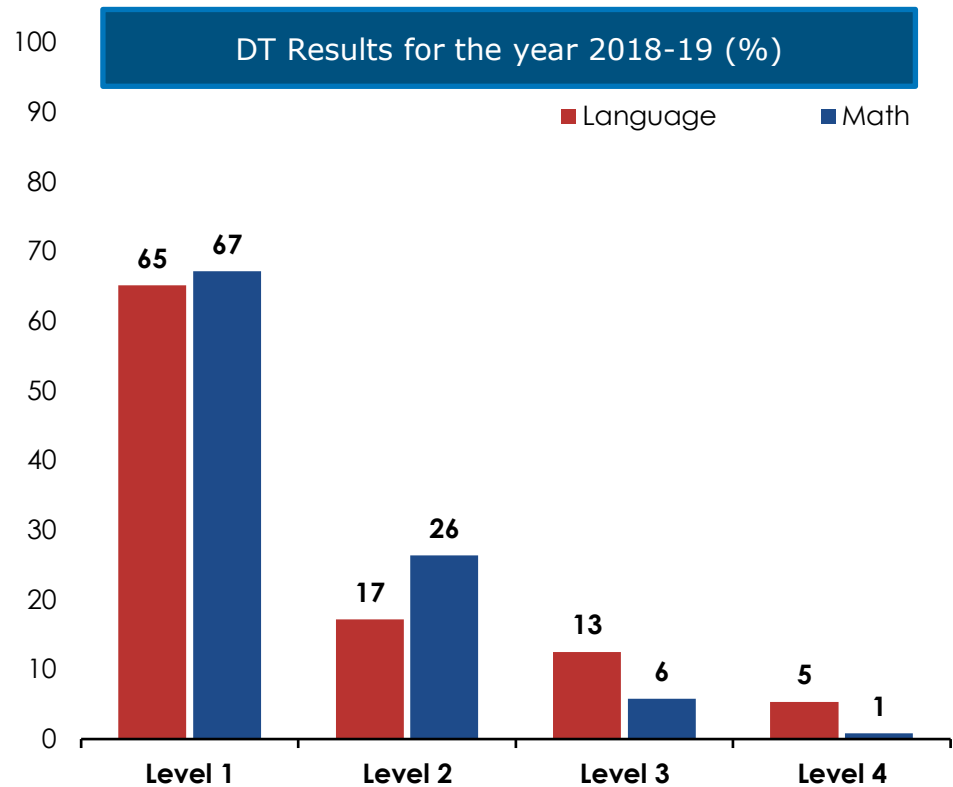
Of children who appeared in the Language DT were placed at Level 1

About 67%

Of children who appeared in Math DT were placed at Level 1

About 40%

Of Level 1 children in both Language and Math DT were from Class 4 to 8



Highlights of Academic year 2019-20

600 students

took part in the Diagnostic Test

About 30%

Of children who appeared in the Language DT were placed at Level 1

About 52%

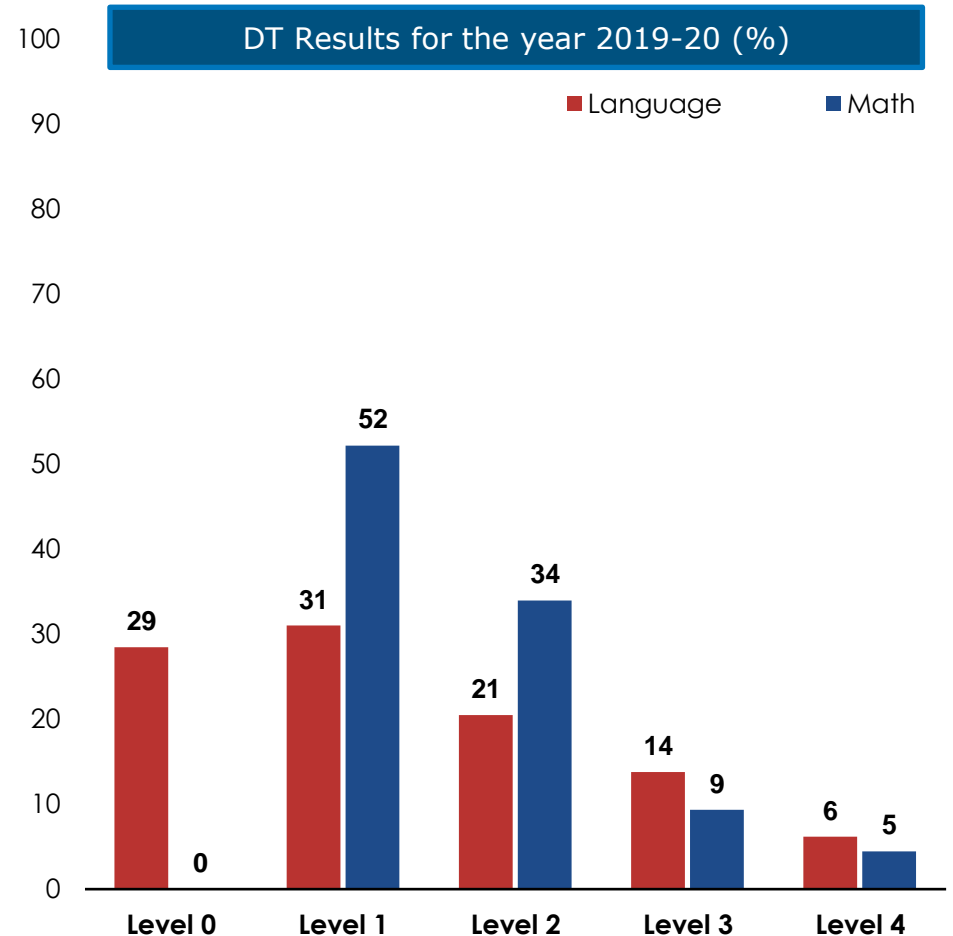
Of children who appeared in Math DT were placed at Level 1

About 42%

Of Level 1 Math children were from Class 4 to 7

Shift of about 30%

Children to Level 2 as well in Math





2.2.2 Capacity Building of Patang Teachers and Mentors

Capacity building of teachers and Mentors was an important part for the success of this programme. The teachers were trained on subject specific pedagogy using innovative and personalized learning materials. The teachers were also observed on a weekly basis and feedback was provided to them to improve their skills.



Patang Mentors and teachers were oriented about the objectives of the remedial program at the onset of the programme.



Within the QEAT, the Patang Mentors observed and assessed the sessions conducted by the Patang teachers regularly. The Mentors looked into aspects



Capacity building trainings were scheduled on a yearly basis. The teachers were trained in subject-specific pedagogy, TLM making, activity-based curriculum, class management and child behaviour. These trainings would help the teachers conduct remedial sessions at the Patang centres efficiently and effectively so as to achieve the desired outcomes.



New trainings were planned and scheduled based on the observations of the Patang classes by Patang Mentors. The gaps in pedagogy and other aspects were identified for future trainings.



The Qualitative Evaluation & Assessment of Teachers (QEAT) was conducted in September-October 2019 with the purpose of assessing the knowledge, skills and attitudes of teachers. It was administered again as an endline assessment by the Patang mentors in February 2020. The assessment consisted of a paper-pencil test to evaluate the subject knowledge of the teachers in Math and Language.



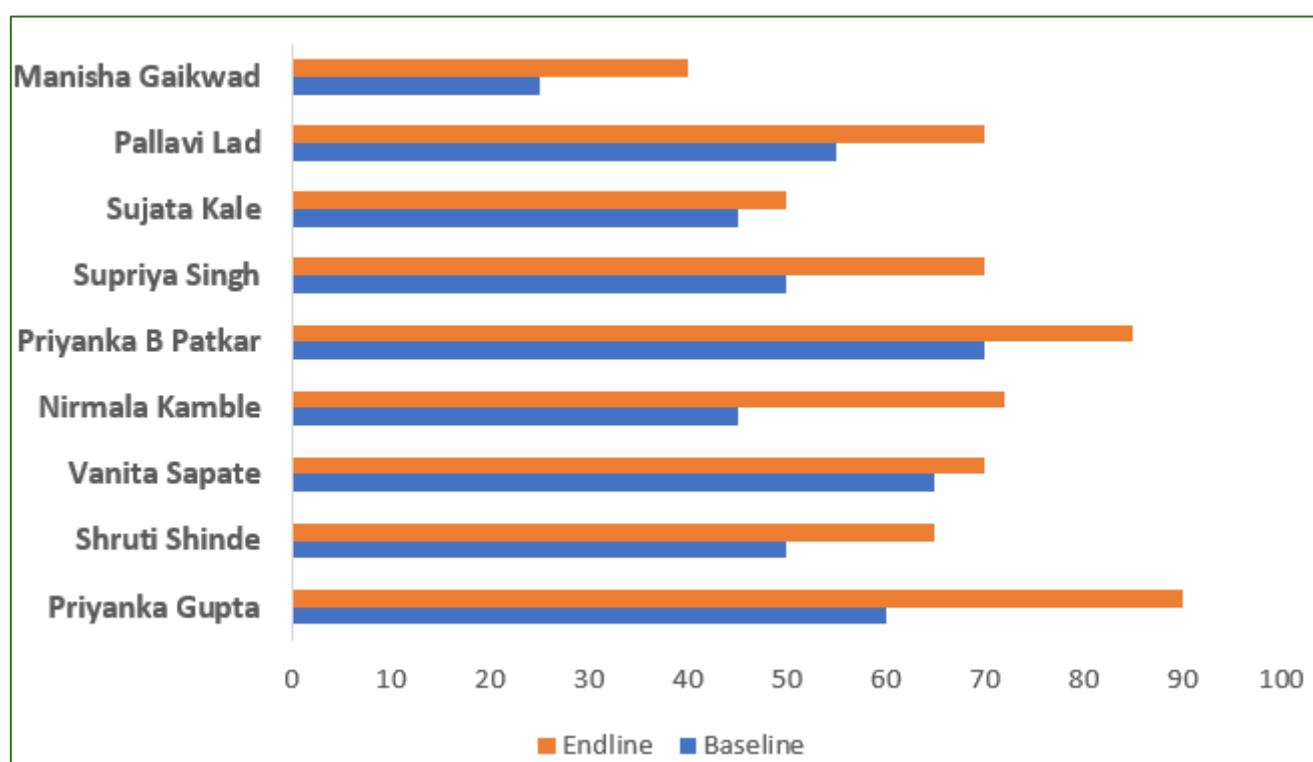
An online teacher training was also conducted in the month of June 2020.



Qualitative Evaluation & Assessment of Teachers (QEAT)

The Qualitative Evaluation & Assessment of Teachers (QEAT) was conducted at the beginning of the year (September-October 2019) and again for endline assessment by the Patang mentors in February 2020 depicted in the table shown above,

The objective was to understand the subject proficiency of the teachers so that necessary support could be provided to them.



The Patang teachers were also observed and assessed by the Patang Mentors during regular school visits. The Patang mentors gave regular feedback to the Patang teachers on areas of improvement.

The Patang teachers were observed on Daily Lesson Planning, Classroom Setting, Classroom Routine, Print Rich Environment, Knowledge of Subject Matter, Classroom Instructions, Questioning and Classroom Culture.

100%

Patang teachers and mentors interviewed found the trainings beneficial especially the subject-specific trainings, and felt that these trainings boosted their confidence.



2.2.3 Patang Classrooms

The Patang classrooms were run as multi-grade and multi-level classrooms where children from Class I to VII would receive focused teacher support to improve their literacy and numeracy skills. This helped the children adjust better to the pace of learning in their regular classrooms and motivated them to attend school regularly.

For 2018-19

Daily 4 batches

90 min duration per batch

Teacher - Student ratio of 1:15 in each batch

Students in each batch divided into groups as per learning level

The Patang classes were conducted for full day during school hours.

The children were assigned worksheets and teaching - learning material, as per their learning, thus making learning useful for the children.

Each batch had their time divided into Language session, Math learning and co-curricular activities.

The progress of the children was regularly monitored, and children were tested after completion of every concept. The progress of milestones was recorded in CPMR (Child Progress Monitoring Record) along with the daily attendance.

The teacher-student ratio of 1:15 in each batch of Patang Centre helped the children get personalized attention and guidance from the teacher and in small peer learning groups.

Parents were also involved in their children's progress, by actively participating in the PTA meetings with the Patang teachers, mentors & fellow parents/guardians.

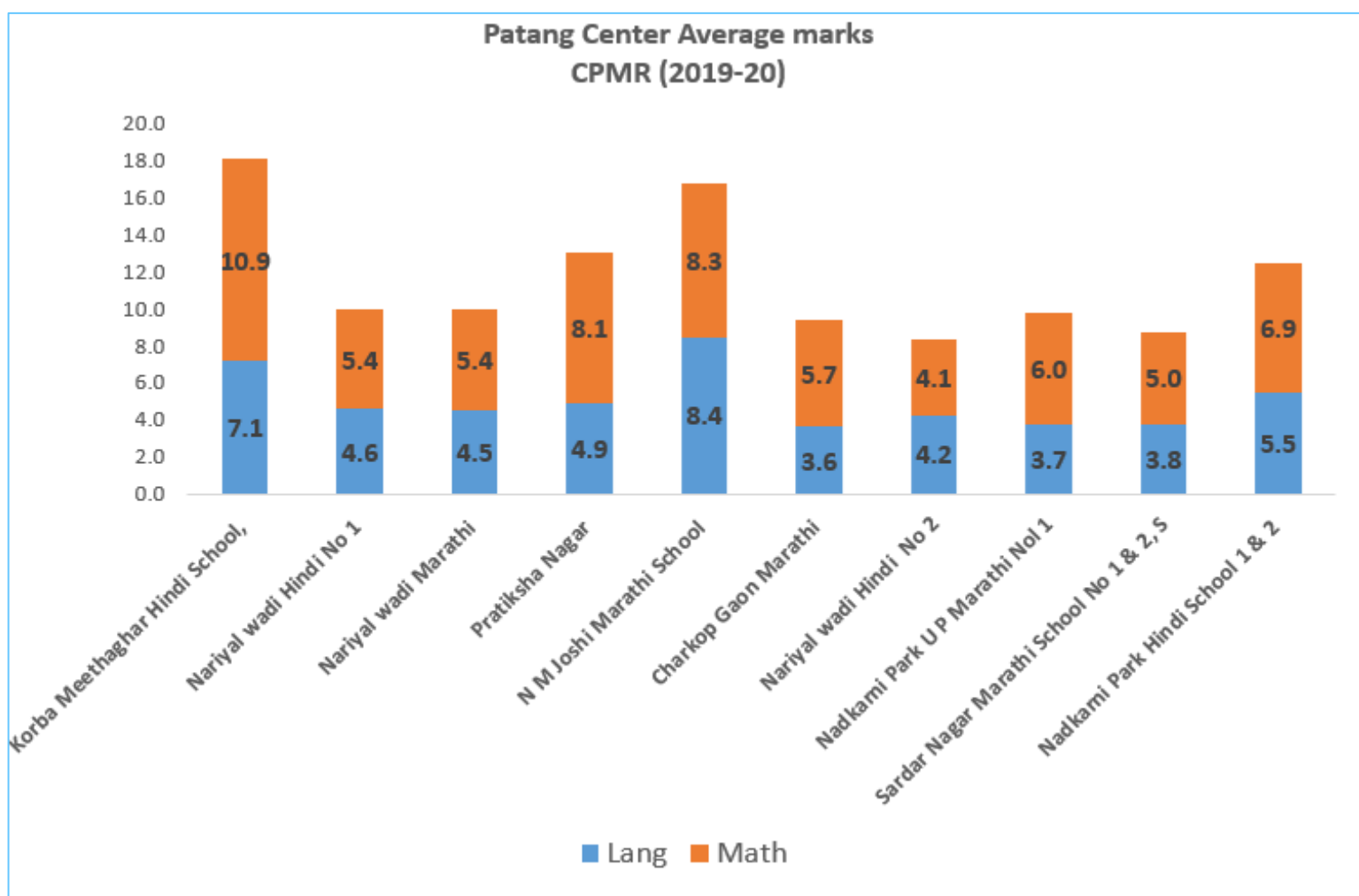
The Patang teacher in each class taught the children using an activity-based approach to provide learning support to students in a joyful environment.



For 2019-20

CPMR | Child Progress Monitoring Record

The progress of the children was regularly monitored using assessments which were level based. The Patang teachers also conducted regular assessments after completion of every concept to understand the learning improvements and gaps. Based on the scores, the child was moved across levels. The student data was maintained as CPMR (Child Progress Monitoring Record) along with the daily attendance.



CPMR Data courtesy : Vipla Foundation Records



Classification: Internal



For 2020-21



Patang centres had to shut down due to COVID. Patang teachers initiated the **#PatangAtHome initiative**, with the help of WhatsApp groups. This ensured deep penetration in communities and reaching out to the children and parents to continue learning even while at home through educational content and self-learning videos.



Another aspect added along with online education of the students was imparting behaviour change knowledge through videos to help the communities cope with the problems during the pandemic.



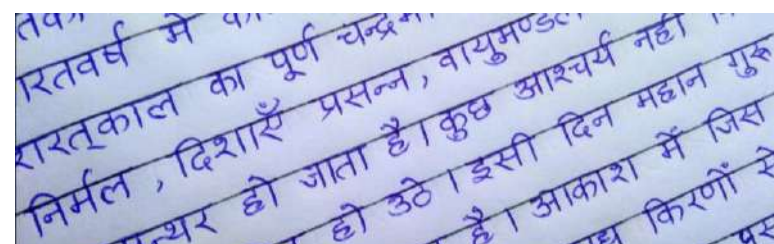
Endline Assessment scheduled in March and Summer Camp scheduled in April could not be conducted as planned due to the sudden closure of schools and nationwide lockdown imposed since March 2020.



CPMR scores (recorded till February 2020) were used to understand the progress made by children in their Patang classrooms.



Key challenge faced was reaching out to the beneficiaries. Most parents didn't have smartphones and network connection was low in some areas. Also because of loss of daily wages, the parents migrated to their villages.



Language Skills

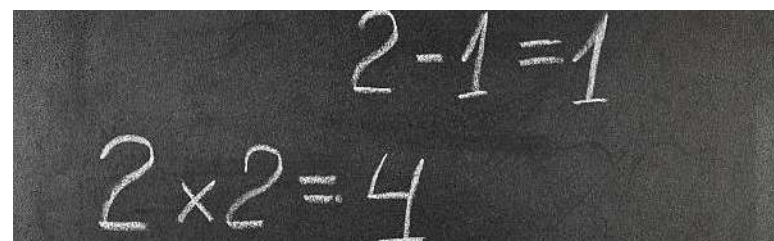


About 65%

Of children showed **improvement of one learning level**

About 10%

Of children progressed by **two learning levels**



Math Skills



About 70%

Of children showed **improvement of one learning level**

About 7%

Of children progressed by **two learning levels**



2.2.4 Co-Curricular Activities

With a focus on holistic development and fostering curiosity and creativity among the school children, various activities were conducted. These activities helped boost the confidence of the students enrolled in the Patang classes.



The children participated in a wide range of extracurricular activities, ranging from Metric mela, Rangoli Making, Fancy dress competitions, drawing and elocution, which greatly aided in the overall development of their personality.



A Sports Day event was also organized in the month of January 2020 with a large number of children taking an active part in the same.



All children who participated were appreciated and rewarded in front of the whole school.



80% Of School teachers mentioned that the academically weak children are often not included in such activities in the regular school. Thus, awarding them in competitions organized by Patang Centre teachers boosted their confidence.



2.2.5 Home Visits

Frequent home visits were conducted by Patang teachers to reach out to parents and the community to increase their accountability thereby leading to reducing dropout rates.


70% parents
 Interviewed (telephonically) knew about the Patang classes and were satisfied with the improvement in reading skills of their children


Most parents said they would want their younger children to also attend these classes



2.2.6 Monitoring and Mentoring

To increase the accountability of teachers and assess the quality of education imparted, Patang mentors were allocated dedicated Patang centres.

 The Mentors visited these centres 8-10 times per month to interact with the school authorities and observe the Patang sessions.

 **Each Patang Class was observed by the Mentor during each visit to the school. Post the class observation, the mentors interacted with the Patang teachers and provided them with constructive feedback on the session. Based on their reports, further training and orientation programs were planned for the teachers**

90% teachers
 Of Patang interviewed felt that these observations and feedback helped them in improving the learning levels of the children

All Patang mentors mentioned that the teachers took the feedback positively and paid attention to individual learning gaps thereby helping the children learn better.



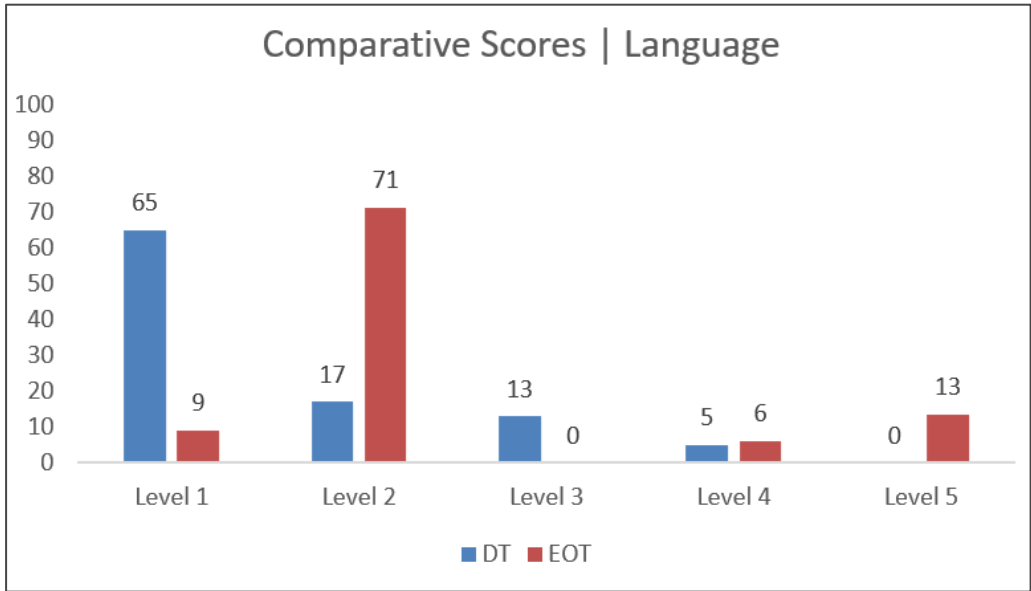
2.2.7 End of Term(EoT) 🗨️



An end of term assessment was conducted for 2018-19 to assess the progress made in improving the learning levels of children. The data indicates that children responded to the activities and pedagogy by showing remarkable improvement in both Language and Math.

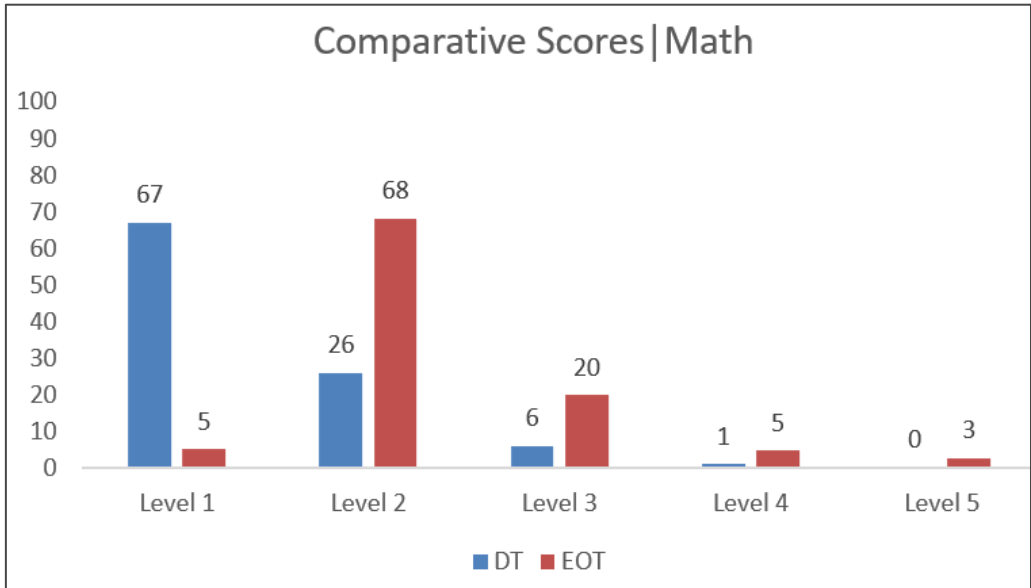
Due to the Covid pandemic, the endline for 2019-20 batch of students were not scheduled. However, online classes were conducted to engage them at some extent.

530 children appeared in the Language and Math EoT in 2019 as compared to **600** who appeared for the Diagnostic test in 2018



71 % Of children who appeared in the Language EoT jumped from Level 1 to Level 2 showing remarkable improvement.

68 % Of children who appeared in the Math EoT jumped from Level 1 to Level 2 showing improvement in Math skills.



8% children moved to Level 4 & 5 in Math.

03

**Impact of
Patang
Remedial
Programme**



Impact Study

The Patang Centre Remedial Programme funded by HDFC Bank was implemented by Vipra Foundation from 2018-2021 impacted children from Class 1 – 7 who were lagging behind and were not able to achieve the age-appropriate learning levels in math and language. The children were provided with personalized guidance and support to overcome the learning gaps through various interventions.

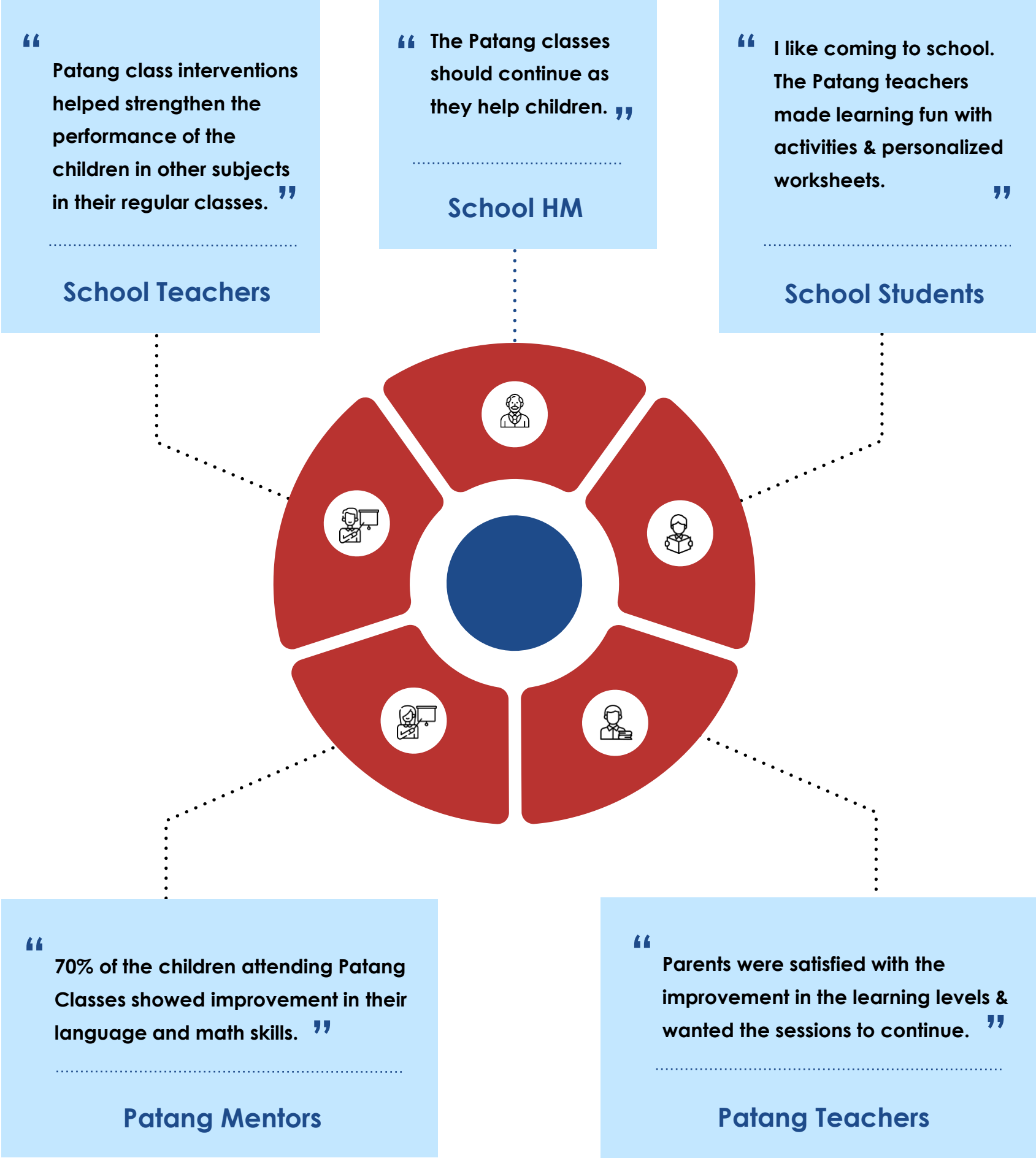
To study the impact of the programme, the Primus team visited the following schools in Mumbai from 27th – 29th December 2022 and interacted with the various stakeholders and beneficiaries through Focus group discussions and Key informant interviews:

Table 3: List of Schools visited | Dec 2022

S No	School name	Medium	Date	Shift	No of children
1	Nariyalwadi Hindi School	Hindi	27 th Dec 2022	Morning	15
2	Nariyalwadi Hindi School	Hindi	27 th Dec 2022	Evening	18
3	Nariyalwadi Hindi School	Marathi	27 th Dec 2022	Morning	12
4	Nariyalwadi Hindi School	Marathi	27 th Dec 2022	Evening	14
5	Sardar Nagar, Marathi School No 1&2	Marathi	28 th Dec 2022	Morning	15
6	Pratiksha Nagar, Marathi School No 1 & 2	Marathi	28 th Dec2022	Morning	16
7	N.M Joshi, Marathi school,	Marathi	28 th Dec 2022	Afternoon	40
8	Meeting with Patang Mentors and teachers	Hindi	29 th Dec 2022	Morning	11



Observations





Assessment

To understand the impact of the Patang Centre Remedial programme, Primus team interacted with about 130 students and administered a **reading and math assessment** keeping in mind the age-appropriate learning outcomes for children from 6 to 14 years.

Key Findings - Numeracy

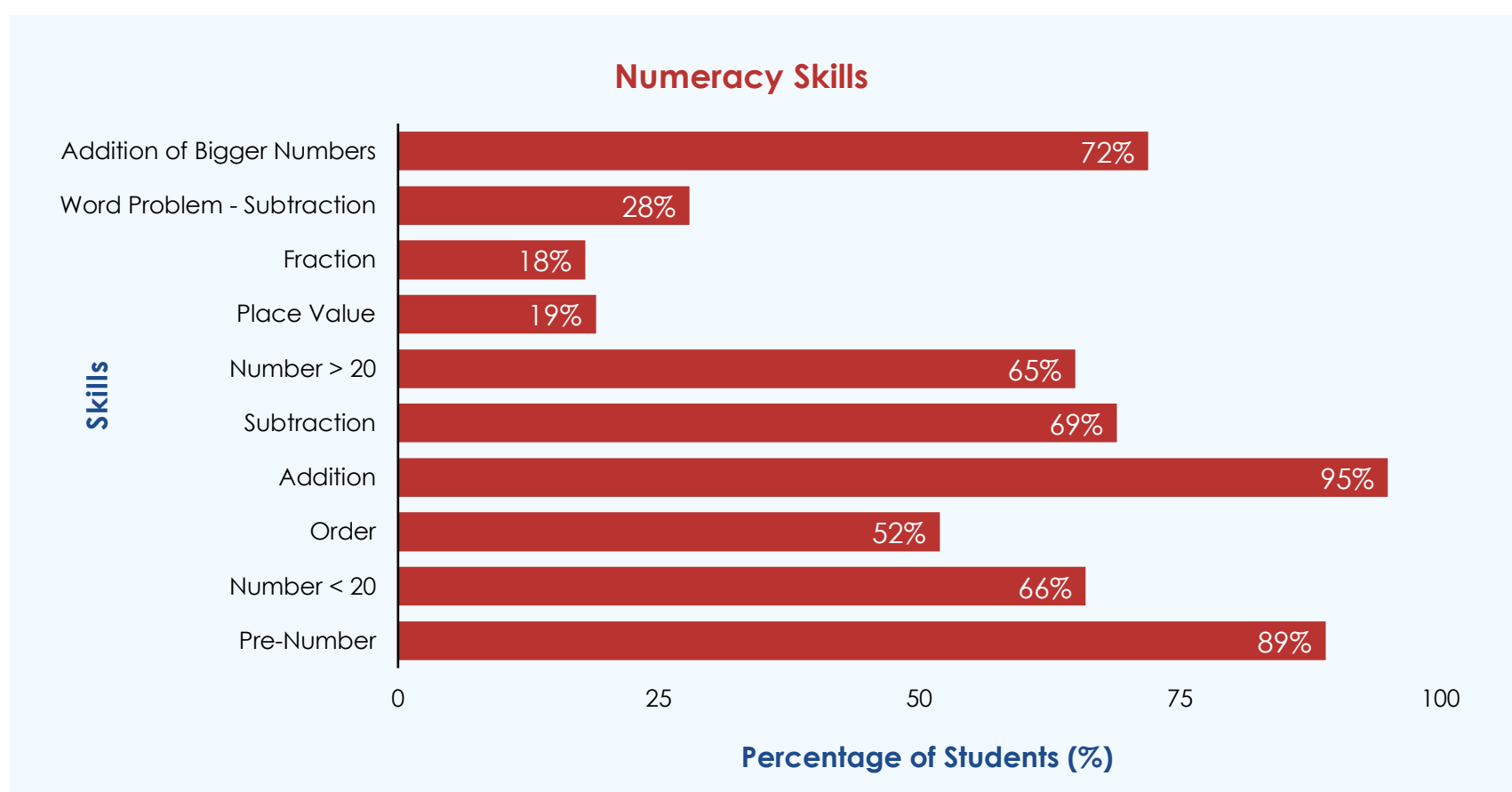
The numeracy test focussed on whether a child could recognise numbers from 1 to 9, recognise numbers from 11 to 99, do a 2-digit numerical subtraction problem with borrowing, or correctly solve a simple addition word problem.

- a. 130 children took part in the numeracy assessment from various schools.
- b. Most of the children who participated were from Class 4 – 7 with maximum students from Class 5 and 6

- c. 90% of the children were comfortable reading the question paper.

- d. But about 60% of them who could read couldn't comprehend the word problem and needed support while answering the question.

- e. Simple addition and subtraction could be answered by most of the children, but place value and word problems were a weak spot.

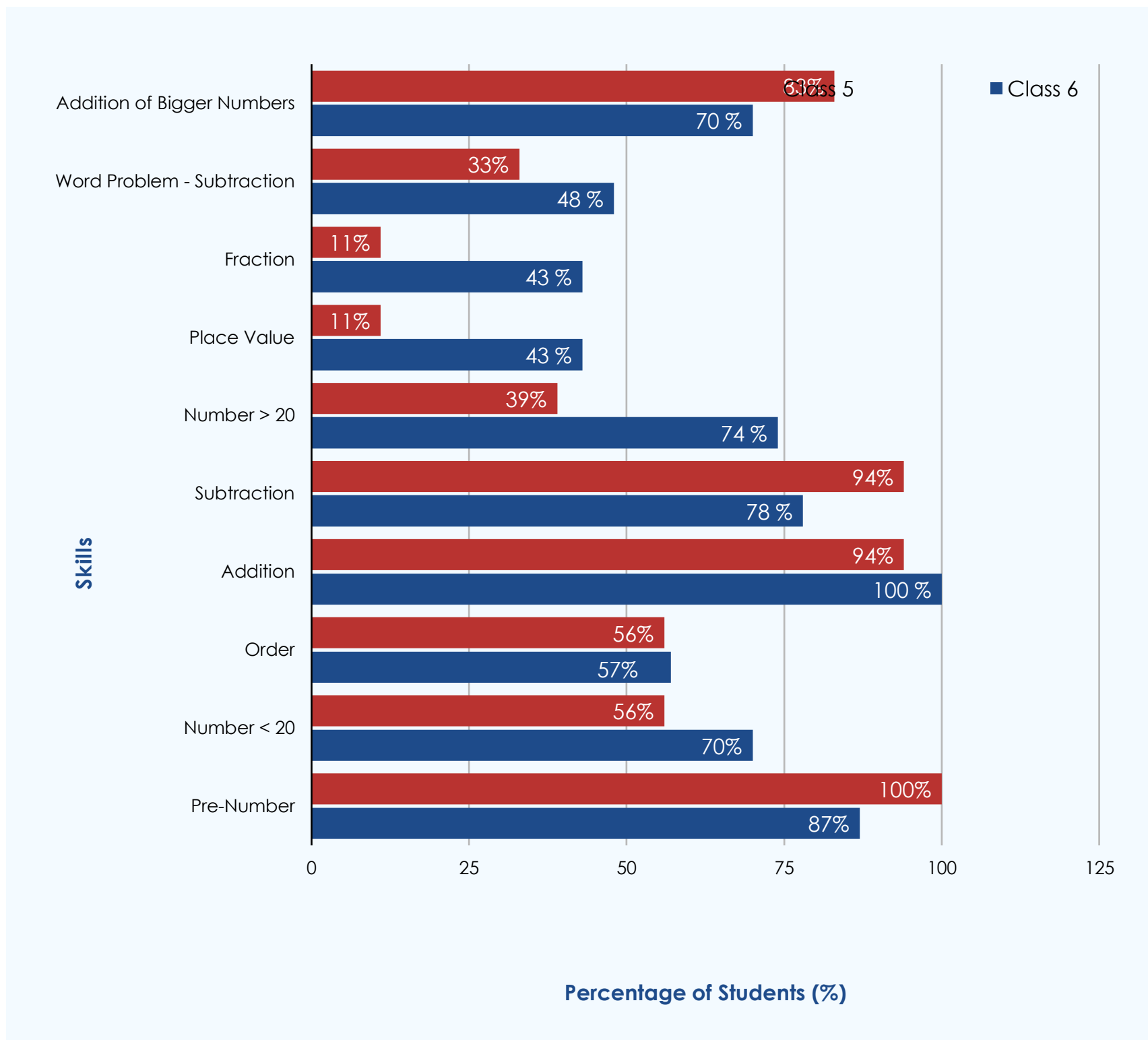




Key Findings - Numeracy (contd.)

An interesting insight when we looked at the data of Class 5 and 6 closely.

- 43% Class 6 children were able to solve fraction and place value questions as compared to only 11% children from Class 5.
- On the other hand, Class 5 children performed better while solving questions based on addition of 4 digit numbers and subtraction



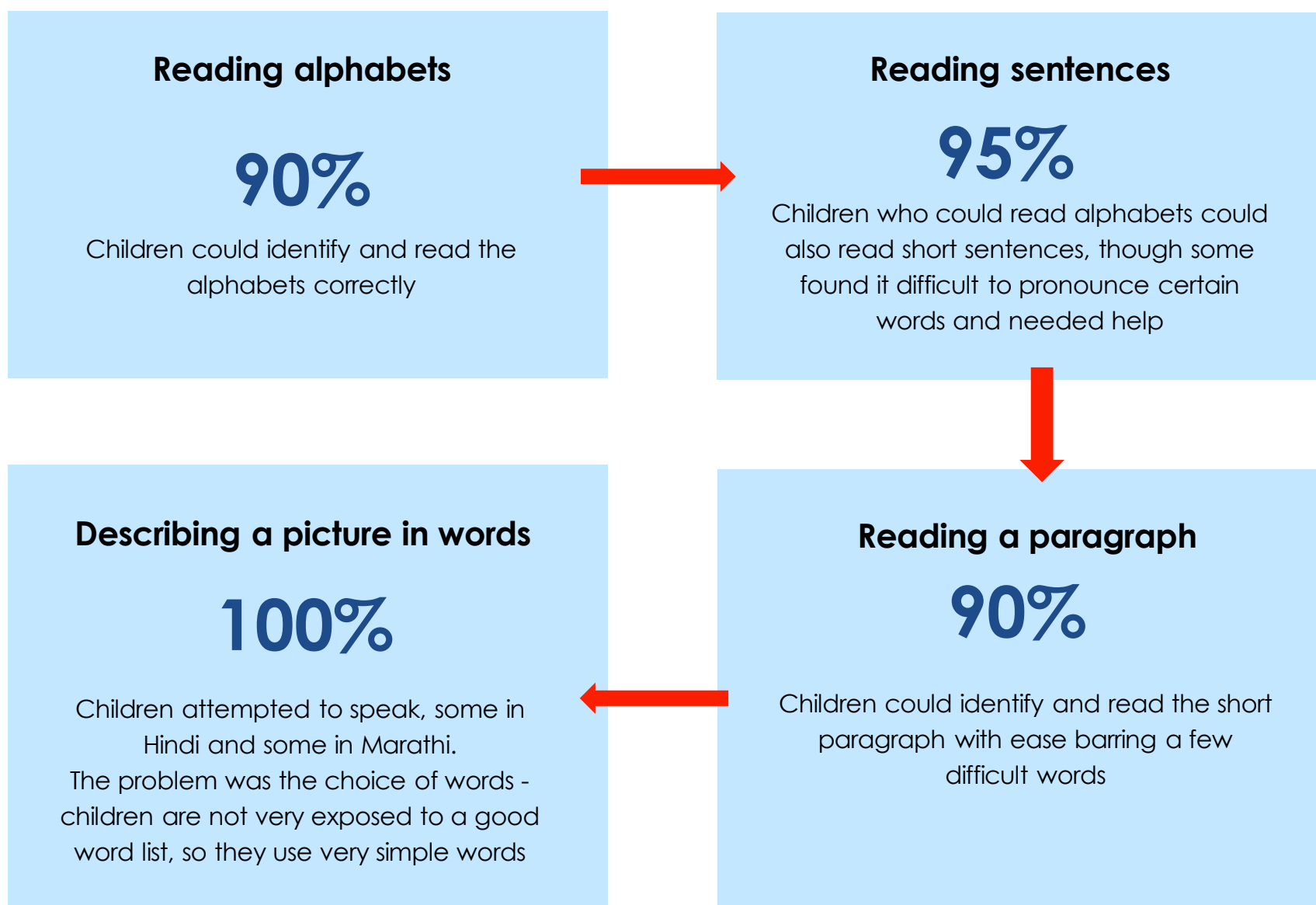


Key Findings - Literacy - Reading Skills

The reading assessment in Hindi / Marathi was conducted with **48 children** chosen randomly across the 7 schools. It was a one-to-one assessment of reading skills .

- Most of the children chosen were from Class 5 and 6 as they had been a part of the Patang Classes .

- The idea was to assess reading skills of the children from identifying alphabets, to short sentences leading to a paragraph and the highest level being able to describe a picture in their own word using correct vocabulary, thereby completing the entire cycle of Listening – Speaking – Reading.





Our Recommendations

1

During our interaction with the School teachers as well as Patang teachers , it was discussed that the students would benefit if the duration of the Patang classes was increased from 90 min to 120 min each day. It would give the Patang teachers more time with each child within each level.



2

In the schools we visited , the medium of instruction from Class 1 for Math and from Class 5 for EVS was English. Most of the children are still not comfortable with their mother tongue. Thus, English could be included as an intervention to build communication skills in the children.



3

The Patang classes were disrupted during the pandemic. This led to learning loss for the children especially if their parents could not afford a mobile phone To sustain the impact and ensure that the children attain the required learning levels, it is important to build the capacity of the School teachers as well along with the Patang teachers and mentors.



Literacy

4

The sessions should progress from the familiar to the unfamiliar word lists which can be referred to from the school text books.



5

Alphabet recognition is a need which must precede word recognition whether they are 2-3-4 letter words.



6

Word list which is contextual and easily identified in the immediate environment can be used. Words which can form a part of active vocabulary should be used in the beginning.



7

A whole language approach using Listening – Speaking – Reading - Writing (LSRW) skill progression would be useful. Listening and speaking practice is a pre-requisite and activities that build in these skills are most needed.



8

Technology tools can be used to aid with audio-visual recognition as building blocks of reading.



Math

9

It is recommended to use structured instruction in numeracy moving from simple to complex using 'Concrete-Pictorial-Abstract' approach laying emphasis on concept clarity rather than rote learning.



10

Use of puzzles and board games to be encouraged which will support development of visualization and problem-solving abilities in the children from an early age.



11

Motivate students to communicate about their experience of solving a problem using mathematical vocabulary which will develop logical thinking.



12

Math concepts to be connected to real - life contexts will also help in a deeper understanding of concepts and their application in real life instead of rote learning.





Case Studies

Case Study 1 Tanisha Vijay Kadam

Tanisha Vijay Kadam is a student at Nariyal wadi Marathi Medium School.

Tanisha belongs to the lower socio-economic background and stays in a nearby slum community with her mother and her maternal grandmother.

The diagnostic test at Patang center revealed that Tanisha had difficulty in forming grammatically correct sentences. She worked sincerely and has shown remarkable improvement in her writing skills this year and can independently write grammatically correct meaningful sentences extensively. Introducing her to various forms of writing like notice, advertisement, letter and story really helped in evoking her interest in writing. She is able to write sentences on her own which depict her thought and imagination.



“I enjoy spending time at Patang classroom as I feel free and without fear. The Patang teacher helps me understand a topic or concept with examples and doesn’t reprimand me for not knowing.”



Case Study 2 Sabir Ayub Bhagwan



Sabir Ayub Bhagwan is a student of at Nariyalwadi Marathi Medium School. He was enrolled as a Level-1 student in Patang classroom. He is from a lower socio-economic background.

Sabir was identified by his class teacher as a student who struggles to read and write letters of the alphabet and in doing basic operations in Math. On recommendation of the class teacher, Sabir was given a diagnostic test at Patang center which revealed that he indeed has difficulty in identifying letters and doing basic Math operations as he scored very low on the test. Based on his scores, he was placed in Level-1. The Patang teacher identified that Sabir faced difficulty in Language and Math in school because they are taught in Marathi while his first language was Urdu and Hindi. This made it difficult for him to read and comprehend in the classroom.

After joining Patang classes, Sabir slowly picked up on his writing skills where he soon learnt to write names of things he drew. He also started practicing letter formation and identifying letters through its sound-symbol connection. The teacher involved him in discussions in the classroom to develop his oral competencies and to make him feel more comfortable and confident in class.

Sabir mentioned that he liked reading in class where he could flip through the pictures in the story-books and tried to read the story. He also enjoyed finding words from the word wall in his classroom and felt very happy when he found the right word.



Conclusion

Poor learning levels among children at various stages of school has become a cause of concern. Research shows that children who are unable to develop foundational literacy and numeracy by the end of Class 3 continue to perform low and are unable to cope with school curriculum in later years of schooling. This may also lead to low self-esteem and lack of confidence in dealing with problems. Such children are at a great risk of dropping out of school. Developing a strong hold on the language lays the foundation for other subjects as well as promotes 21st century skills such as understanding, reasoning, critical thinking and creativity. Thus it is important to create and implement programmes which promote literacy and numeracy for children during their foundational years.

Keeping this as context, the Patang Centre Remedial programme has helped children gain access to an interactive learning experience to help them improve their language and numeracy skills, thereby achieving age-appropriate learning levels. The personalized curriculum and workbooks given to the children supported them in filling the learning gaps, thus ensuring that they became motivated to be regular to school. The school teachers and parents were also appreciative of the efforts of the Patang teachers in providing their children an equal opportunity towards holistic education.



Annexures



Annexure I

Table 3 | School Data

The Patang Classes were conducted in schools across various locations

S. No.	Centre Name	Location	Number of students *
1	Tagore Nagar Mun Urdu School	Vikhroli (East)	60
2	HP Keluskar School	Kurla E	60
3	Kalwa Marathi Municipal School	Kalwa W	60
4	Kajuwadi School	Thane W	60
5	Anand Nagar School	Kalwa E	60
6	N M Joshi Marathi Municipal School	Lower Parel	60
7	Nariyal wadi Hindi Municipal School No 1	Santacruz	60
8	Nariyal wadi Hindi Municipal School No 2	Santacruz	60
9	Nariyal wadi Marathi Municipal School	Santacruz	60
10	Pratiksha Nagar School	Sion	60
11	Nadkarni Park U P Marathi School	Wadala	60
12	Nadkarni Park Hindi School	Wadala	60
13	Charkop Gaon Marathi Municipal School	Kandivali	60
14	Korba Mithagar Hindi School	Wadala	60
15	Sardar Nagar Marathi School	Sion	60

* Note: The actual enrolled number of children varied over years due to reasons including increase in program target, exit of students who attained better learning levels and entry of new students.



Annexure II

Sample Diagnostic Test - Math Oral

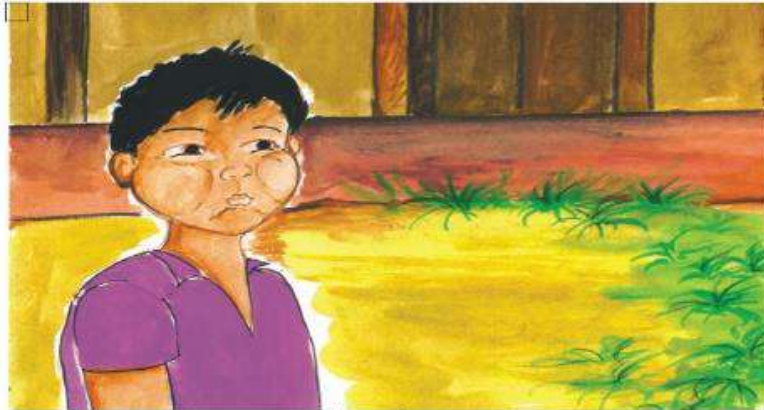
For Class 4		Diagnostic Test – 2018-19 मौखिक और प्रात्यक्षिक (Oral & Practical)				कुल अंक- ५		
अ.क्र	कक्षा संकल्पना	For class 4 प्रश्न	अंक	१	२	३	४	५
				सामग्री				
१	भूमितीय आकृतियाँ	कार्डके उपर दी गई आकृती का नाम बताओ।	१	वृत्त	न्यूनकोण	समकोण	अधिककोण	त्रिभुज
२	संख्याज्ञान	बच्चों के सामने कुछ सिक्के तथा नोट रखो। गिनकर लिखने को कहो।	१	३४२	११०	२००	१३४५	५५६०
३	गुना	मौखिक- गुना करो।	१	५×७	८×६	५×५	८×०	९×६
४	मापन	पट्टी के सहायता से चिजोंकी लम्बाई नापने के लिए बोलो।	१	टेबल	फलक	किताब	चटाई	वर्कबुक
५	कालमापन	घड़ी दिखाके घड़ी में कितने बजे है यह बच्चों से पूछो।	१	९:००	१:००	ढाई	४:३०	सवा

Sample Diagnostic Test – Language Oral

2018-19 Language Assessment Record Sheet (Grade 2 & 3 - Hindi)					
Teacher Name: _____		Center Name: _____		Center Code: _____	
S. No.	Objective	Student Name and Level			
सुनना बोलना और पढ़ना					
1	परिचित शब्दों और नामों को कविता, कहानी, ब्लैकबोर्ड या शब्द कार्ड आदि में पहचानना				
2	शब्दों तथा छोटे-छोटे वाक्यों को प्रवाह में पढ़ पाना				
3	अर्थ समझ कर पढ़ पाना				
4	अक्षर पहचान पाना				
5	मात्राएँ पहचान पाना				
6	चित्रों पर विवरण सुनाना, खुल कर अपनी बात कह पाना, सुनी हुई बात पर अपनी सहमति या असहमति व्यक्त करना				

Sample Diagnostic Test – Language Written

"तोता" कहानी पढ़कर इन प्रश्नों के उत्तर दो



एक दिन माधव आँगन में कुल्ला कर रहा था।



उसकी नज़र चौकी पर बैठे एक तोते पर पड़ी।



माधव ने काजल को तोता दिखाया।



तोता धीरे-धीरे चल रहा था।

प्र.1. माधव ने आँगन में क्या देखा?

प्र.2. तोता कैसे चल रहा था?

Sample Worksheets – Language Written and Math

Sample Worksheets











Level 2 – Hindi and Math

दिनांक :

3

3.11

* चित्र के जगह उसका नाम लिखो और कहानी आगे बढ़ाओ।

एक था  और एक  था। दोनों टहल रहे थे।  को रास्ते में एक  मिली तो  ने  से पूछा, तुम कहाँ जा रही हो। तो उसने बोला मैं मेरे दोस्त  भाई से मिलने जा रही हूँ।  ने पूछा क्यों मिलने जा रही हो?  बोली, मेरा और  का झगडा हो गया है।

.....

.....

.....


.....

I Learnt


Comparative Words & Geometrical Shapes

Notice: The right side numbers represent marks. Total Marks: 10

Q. 1. Draw a 5 laddu in bowl and 2 outside the bowl. (1)
 घाटी के अंदर 5 लड्डू और बाहर 2 लड्डू निकालो।



Q. 2. Draw the sun above the cloud and ball below the tree. (1)
 बादल के ऊपर सूरज बनाओ और पेड़ के नीचे गेंद बनाओ।



Q. 3. Read and draw. (1)
 There are 7 spoons, bowls are less than spoons.
 7 चम्मच है चम्मच से कम कटोरी है।

Q. 4. Draw the following shapes. (1)
 नीचे दी गई आकृतियाँ निकालो।

1) Rectangle (आयत) - 2) Triangle (त्रिभुज) -

6

कृती- २

स्तर १ और २

पास-दूर

बच्चों से पूछो -

- पाठशाला के पास कौन रहता है? पाठशाला से दूर कौन रहता है?
- ब्लैकबोर्ड मेरे पास है या दूर?
- सूरज हमसे पास है या दूर?
- बच्चों को उनसे पास-दूर वाली चीजों के नाम पूछो।



इसी तरह के प्रश्न पूछकर बच्चों को पास-दूर यह संकल्पना समझाओ।

कौनसा गमला सबसे पास है?

कम-ज्यादा, समान

- हाथ में कुछ ब्लॉक्स लो। बच्चों से पूछो -
 कौनसे हाथ में ज्यादा ब्लॉक्स है? कौनसे हाथ में कम?
- बच्चों के सामने एक पूरी भरी हुई बोतल और एक आधी भरी हुई बोतल रखो।
- उन्हें पूछो कौनसे बोतल में ज्यादा पानी है?
 कौनसे बोतल में कम पानी है?
- कक्षा में लड़के ज्यादा है या लड़कियाँ?
- कक्षा में खिडकियाँ ज्यादा है या दरवाजे?
- आपके बस्ते में कापी ज्यादा है या किताबें?

कौनसे हाथ में ज्यादा ब्लॉक्स है?





Annexure III

QUESTION PROMPTS FOR KEY INFORMANT INTERVIEWS

PATANG CENTRE MENTORS

Objective : To understand the impact of the Patang classes on the learning outcomes

Format : Face-to-face meeting with the mentors

Time : Each interview (15-20 minutes)

1. About the Mentor

Name:

Age:

Qualifications:

Total experience as teacher/ mentor:

Years of experience at Patang Centres:.....

Which Centres were you looking after?

2. About the Project

a. How did you come to know about the Patang Centre project?

.....

b. How were you selected for the project implementation?

.....

c. Were you oriented about the Patang Centre objectives?

.....

d. What was your understanding of the program objectives?

.....



e. What training did you receive before or during the project implementation?

.....

f. How frequently were the trainings conducted?

.....

g. How were they beneficial for you? Rate them on a scale of 1 -5.

1	2	3	4	5
Not at all	To some extent	Neutral	Most of it was useful	Very beneficial

h. What criteria was followed for selecting the students for the centres?

.....

i. How were the diagnostic tests conducted?

.....

j. Were the reports of the diagnostic test used to list the problem areas and learning gaps with respect to learning?

Yes / No

k. Were these learning gaps discussed with the teachers implementing the program and the school teachers?

Yes / No

l. Were the results of the diagnostic tests used to plan the syllabus and worksheets? **Yes / No**

m. Please tell us how the centre was functioning? How were you monitoring the centres and contributing towards progress of the children?

.....

n. What was the impact of your work on the students? Rate it on a scale of 1-5.

1	2	3	4	5
No impact	To some extent	I am not sure	Most students benefitted	All students benefitted

3. Teacher-Learning Process

a. How many Patang Centres / teachers were you responsible for?

.....



b. How were the students grouped ?

.....

c. What was the schedule for the classes?

.....

d. How often did you observe the classes?

.....

e. What was done to ensure the attendance and regularity of the students for these classes?

.....

f. Did the teachers follow a structured lesson plan? **Yes / No**

g. What were the various activities and TLMs used by the teachers to ensure effective learning of concepts?

.....

h. How often did the teachers assess the students in class to understand learning gaps?

i. What was the process and personalized attention given by teachers to ensure improvement in learning difficult concepts?

.....

j. How would you rate the quality of teachers on a scale of 1-5 ?

1	2	3	4	5
Not competent at all	Somewhat competent	Neutral	Mostly competent	Very competent

k. What gaps did you observe in the teaching quality and/or teaching-learning process? Were you able to resolve these?

.....

l. Did you interact with the parents of the students attending the Patang centre classes? **Yes / No**

m. If yes , what was their feedback on the Patang classes? Please share anecdotes.

.....



4. Overall Program Review

a. According to you, what were the difficulties faced by the students before joining Patang center?

.....

b. Did the Patang centre classes address these difficulties? If so, how?

.....

c. Did you feel attending these classes enhanced

i. students' interest in learning? **Yes / No**

ii. attending school regularly? **Yes / No**

iii. overall improved the learning of the students in your regular classroom? **Yes / No**

d. What was the level of improvement on a scale from 1 -5?

1	2	3	4	5
Not at all	Very few students showed improvement	Some students showed improvement	Most students showed improvement	All students showed improvement

e. Do you remember any student/s who showed remarkable improvement due to the Patang centre classes? Please share any case studies.

.....

f. Did you see a remarkable change in the learning of the students with reference to the endline assessment results? What impact do you feel the program has created?

.....

g. In what ways could the program have been improved to create further impact?

.....



Annexure IV

QUESTION PROMPTS FOR KEY INFORMANT INTERVIEWS

PATANG CENTRE TEACHERS

Objective : To understand the impact of the Patang classes on the learning outcomes

Format : Face-to-face meeting with the teachers

Time : Each interview (15-20 minutes)

1. About the Teacher

Name:

Age:

Qualifications:

Experience as teacher with Patang Centre:

Overall experience as a teacher

Which Patang Centre are you working at?

2. About the Project

a. How did you come to know about the Patang Centre project?

.....

b. How were you selected for the project implementation?

.....

c. Did you appear for the Teacher assessment?

.....

d. Did the result of the assessment help you understand your learning gap? **Yes / No**



e. If yes, in what way?

.....

f. What training did you receive before or during the project implementation?

.....

g. How many trainings did you receive? What was the interval of these trainings or were the trainings need based?

.....

h. How did the trainings benefit you? Rate them on a scale of 1 -5.

1	2	3	4	5
Not at all	To some extent	Neutral	Most of it was useful	Very beneficial

i. Were you oriented about the Patang Centre objectives? **Yes / No**

j. What was your understanding of the project objectives?

.....

k. How were the diagnostic tests for the students conducted?

.....

l. Were the insights / analysis of the diagnostic test used to list the learning gaps? **Yes / No**

m. Were these learning gaps discussed with you before the project implementation?

n. Were the insights / analysis of the diagnostic tests used to plan the syllabus and worksheets for each class?
Yes / No

o. Were you involved in planning the syllabus and creating the worksheets for the classes? **Yes / No**

3. Teacher-Learning Process

a. How many Centres / classes were you responsible for?

.....

b. How were the students grouped ?

.....



a. What was the schedule for the classes?

.....

b. What was done to ensure the attendance and regularity of the students for these classes?

.....

c. Did you seek help from schoolteachers to ensure regular attendance in the Patang classes? **Yes / No**

d. Did you prepare / follow a structured lesson plan? **Yes / No**

e. What were the various activities and TLMs used to ensure effective learning?

.....

f. How often did you assess the students in class to understand learning gaps?

.....

g. What was the process followed by you to ensure that the students understood the difficult concepts?

.....

h. Did you give personalized guidance to the students who were lagging behind?

.....

i. Did you interact with the parents of the students? **Yes / No**

j. If yes, what was their feedback on the Patang classes? Please share anecdotes.

.....

k. Were your classes observed by the Mentors? **Yes / No**

l. Did you receive constructive feedback / suggestions on the teaching - learning or other aspects?

.....

m. Did you discuss any special cases with the School teachers – students who were doing well and students who were not doing well?

.....

4. Co-curricular Activities

a. Did you observe any overall change in the students as a result of the co-curricular activities conducted by the Patang centre?

.....



5. Overall Program Review

a. What was the overall impact of the project ? Please tell us in detail.

.....

b. According to you, what were the difficulties faced by the students before joining the Patang centre project?

.....

c. Did the Patang centre classes address these difficulties? **Yes / No**

d. If yes, how?

.....

e. How was the scenario before implementation of the project?

.....

f. Did you observe any change in the students after participating in this project? **Yes / No**

g. Did you feel attending these classes enhanced

i. students' interest in learning? **Yes / No**

ii. attending school regularly? **Yes / No**

iii. overall improved the learning of the students? **Yes / No**

h. To what extent did were the students interested in these classes? Rate on a scale from 1 -5

1	2	3	4	5
Not at all	Very few students were interested	Some students were interested	Most students were interested	All students were interested

i. Do you remember any student/s who showed remarkable improvement due to the Patang centre classes? Please share any case studies.

.....

j. Did you see a remarkable change in the learning of the students with reference to the endline assessment results?

.....

k. In what ways could the project have been improved to create further impact?

.....



Annexure V

QUESTION PROMPTS FOR KEY INFORMANT INTERVIEWS FOR SCHOOL STUDENTS

- Objective** : To understand the impact of the Patang classes on the learning outcomes
- Format** : Face-to-face meeting with the students
- Time** : Each interview (15-20 minutes)

1. About the Student

Name:

Age:

Current Class:

School and Address:

Year and Class in which you were member of the Patang Centre:

2. About the Project

- a. How did you come to know about the Patang classes?
.....
- b. How were you selected for the Patang classes?
.....
- c. Did you appear for the Diagnostic Test? **Yes / No**



d. Did the test help you in understanding your progress and problem areas? **Yes / No**

e. If yes, to what extent was the understanding? Rate it in the scale from 1-5

1	2	3	4	5
Not at all	To some extent	Some problem areas were identified	Most problem areas got identified	All problem areas were identified

3. Teacher-Learning Process

a. What was the schedule for the classes you took part in?

.....

b. Were you regular in attending these sessions? **Yes / No**

c. If yes, what was so interesting about the Patang classes? You can choose more than one option

- The teacher used learning aids to help me understand concepts
- The teacher helped me personally if I did not understand a concept
- The classes were a lot of fun with lots of activities
- Any other

d. How often were you assessed by the teacher in class to understand your learning gaps?

.....

e. How did the Patang center teacher help you if you found some concept difficult? Did they use any personalized way to help you understand the concepts?

.....



f. Do you think that attending the Patang classes helped you in understanding concepts in other classes as well? Rate it on a scale of 1 - 5

1	2	3	4	5
Not at all	Very few concepts were understood	Some concepts were understood	Most concepts were understood	All concepts were understood

4. Co-curricular Activities

a. Did your school conduct co-curricular activities?

.....

b. Did you also attend co-curricular activities conducted by the Patang centre teachers?

Yes / No

c. Did you enjoy the activities? Rate it on a scale of 1 - 5

1	2	3	4	5
Not at all	To some extent	I was okay with some activities	I enjoyed most of the activities	I enjoyed all the activities

d. Which activities did you like the most ?

.....

5. Overall Program Review

a. According to you, what are the difficulties in learning faced by you?

.....

b. Did the Patang centre classes address these problems in making you learn better?

Yes / No



c. What challenges did you face during the Patang centre classes?

.....

d. What was the overall impact of the Patang classes on you? You may choose more than one option.

- Improvement in the learning levels
- Improvement in school attendance
- Learning new skills and concepts
- Any other

e. In what ways could the classes be improved to make them more interesting and engaging?

.....



Annexure VI

QUESTION PROMPTS FOR KEY INFORMANT INTERVIEWS

FOR SCHOOL TEACHERS

Objective : To understand the impact of the Patang classes on the learning outcomes

Format : Face-to-face meeting with the school teachers

Time : Each interview (15-20 minutes)

1. About the Teacher

Name:

Age:

Qualifications:

Total Experience:

School and Address:

Teaching which Class and Subject:

2. About the Project

a. How did you come to know about the project?

.....

b. Were you oriented about the Patang Centre objectives?

.....

c. What was your understanding of the project objectives?

.....

d. Were you aware of the diagnostic test conducted in the program? **Yes / No**



e. If yes, how were the diagnostic tests for the students conducted?

.....

f. Did you make any contribution in the process? **Yes / No**

g. If yes, how did you contribute?

.....

h. Were the reports of the diagnostic test used to list the learning gaps among students?

Yes / No / Don't Know

i. Were these learning gaps discussed with you before the program implementation? **Yes / No**

j. Were the insights / analysis of the diagnostic tests used to plan the syllabus and worksheets for each class?

Yes / No

k. Were you involved in planning the syllabus and creating the worksheets for the classes? **Yes / No**

l. How involved were you with the Patang centre implementation – daily / weekly / monthly?

.....

m. What overall changes did you observe after implementation of the project as compared to before implementation of the project?

.....

3. Teacher-Learning Process in the Patang Centres

a. How were the students grouped?

.....

b. What was the schedule for the classes in the Patang Centre?

.....

c. What was done to ensure the attendance and regularity of the students for these classes?

.....

d. Did the Patang teachers seek your help in ensuring regular attendance at their classes? **Yes / No**



- e. Did the Patang teachers follow a structured lesson plan? **Yes / No / Don't Know**

- f. What were the various activities and teaching-learning materials (TLMs) used by Patang teachers to make learning engaging for students to ensure effective learning?
.....
- g. How often were the students assessed to understand learning gaps?
.....
- h. What was the process followed by the Patang teachers to ensure students understood difficult concepts ?
.....
- i. Was individual attention paid to those students with learning issues? **Yes / No**
- j. Do you recall any case studies of students who showed remarkable improvement in your regular classes due to the Patang centre intervention?
.....
- k. Did you observe any classes conducted by the Patang teachers? **Yes / No**
- l. If yes, did you give any constructive feedback / suggestions on the learning or other aspects?
.....
- m. Did you interact with the parents of the students attending the Patang centre classes? **Yes / No**
- n. If yes , what was their feedback on the Patang classes? Please share anecdotes.
.....
- o. Did the Patang teachers discuss any special cases with you – students who were doing well and students who were not doing well?
.....

4. Co-Curricular Activities

- a. Did your school conduct co-curricular activities before the Patang Centre started in your school?
.....



b. Did you observe any overall change in the students as a result of the co-curricular activities conducted by the Patang centre?

5. Overall Program Review

a. Please share your observation on students' learning levels before implementation of the project. According to you, what were the difficulties faced by the students?

b. Did the Patang centre classes address these difficulties? **Yes / No**

c. If yes, how?

d. What is the overall impact of the project?

e. Did you feel attending these classes enhanced

i. students' interest in learning? **Yes / No**

ii. attending school regularly? **Yes / No**

iii. overall improved the learning levels of the students (especially in Math and Language) in your regular classroom? **Yes / No**

f. What was the level of improvement on a scale from 1-5?

1	2	3	4	5
Not at all	Very few students showed improvement	Some students showed improvement	Most students showed improvement	All students showed improvement

g. Do you remember any student/s who showed remarkable improvement due to the Patang centre classes? Please share any case studies.

h. The program ended in 2021. Was the program sustainable? Has there been steady improvement in the students' learning outcomes since then?


i. In what ways could the program have been improved to create further impact?

Annexure VII


Math Assessment Tool


The sample was tested on their numeracy proficiency using the 'Math Assessment tool'. The numeracy test was administered individually to understand the level of the selected sample in various math skills such as place value, addition, subtraction, fractions based on age appropriate learning outcomes for Grade 5-7.

Math Assessment Tool





प्रश्न.१) ज्यादा के समूह को ✓ ऐसा निशाना लगाओ।
जास्त संख्या असलेल्या समूहाला ✓ अशी खूण करा





प्रश्न.२) दिए गये बंडल और तीलियों के लिए सही संख्या कौन-सी होगी?
खाली देण्यात आलेल्या बंडल आणि माचिसच्या काड्या यांच्याकरिता उचित संख्या कोणती ?


प्रश्न.३) संख्या बढ़ते क्रम में लिखो।


23	32	15	29
----	----	----	----

पुढील संख्या चढत्या क्रमाने लिहा

--	--	--	--

प्रश्न.४) चित्र गिनो। संख्या लिखो और जोड़ करो।
चित्रे मोजा, त्यांच्या पुढील रकान्यात त्यांच्या संख्या लिहा आणि बेरीज करा



→


→

+

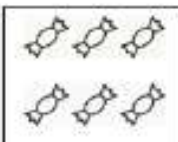
=

प्रश्न.५) खाली जगह में कितने वस्तुएँ होंगी?
खालील रिकाम्या जागेत किती वस्तू असतील ?



+

=



Math Assessment Tool



प्रश्न.६) दिए गये बंडल और तीलियों के लिए सही संख्या कौन-सी होगी?

खाली देण्यात आलेल्या बंडल आणि माचिसच्या काड्या यांच्याकरिता उचित संख्या कोणती ?



प्रश्न.७) 895 में 9 का स्थानीयमान है-

८९५ मध्ये ९ चे स्थान कोणते आहे ?

प्रश्न.८) चित्र में $\frac{1}{3}$ भाग को प्रदर्शित करने के लिए कितने खाने रंगे जायेंगे?

$\frac{1}{3}$ भाग दाखविण्याकरिता खालील चित्रात किती चौकोन रंगवावे लागतील ?

प्रश्न.९) रोहित के पास २१५ रुपये थे। उसने १०८ रुपयों कि किताबे खरीदी,तो उसके पास कितने रुपये बचे?

रोहित कडे २१५ रूपये होते. त्यातून त्याने १०८ रूपयाची पुस्तके विकत घेतली, तर त्याच्याकडे किती रुपये शिल्लक राहिले

सै	द	इ

प्रश्न.१०) जोड़ो।

बेरीज करा

ह	सै	द	इ
५	०	३	२
+ १	४	६	५



Hindi Assessment Tool

The sample was tested on their reading proficiency using the 'Reading tool'.

The reading test was administered individually to understand the level of the selected sample in reading skills - Identifying alphabets , reading short sentences, and a paragraph and describing a picture.

1. पढ़ो।

क	अ	द	र
कं	म	का	घ
वी	आ	मी	का
मा	दा	दा	रा

2. पढ़ो।

मकड़ी रानी खबर है लाई
चींटी ने कि हाथी से लड़ाई
हाथी घुस बैठा मटके के अंदर,
मटके में थे ढाई बंदर।
रोया हाथी जिनको देख,
मटका बना समंदर एक।
तभी उड़ता आया मच्छर,
उसने पैर जमाया कसकर।
फूटा मटका बहा समंदर,
निकल पड़े सब हाथी बंदर।

3. नीचे दी हुई कहानी पढ़ो

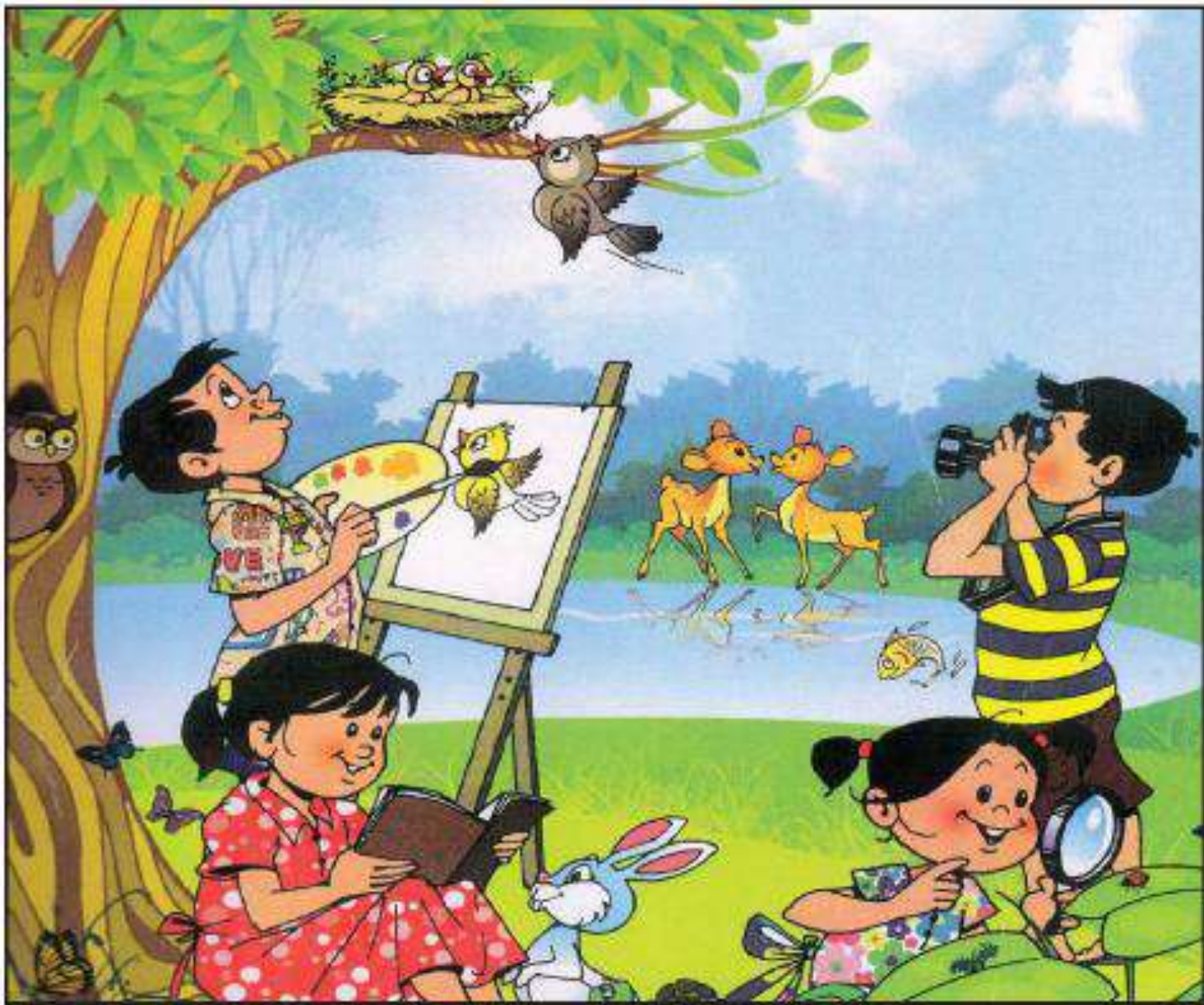
एक था बगुला। और एक था बंदर। दोनों एक बरगद के नीचे रहते थे।
वैही पास में एक नदी भी थी, लेकिन नदी में पानी नहीं था। पानी तो बारीश आने पर ही आ सकता था। तो बगुला और बंदर दोनों बारीश ढूँढ़ने के लिए निकल पड़े।
रास्ते में मिली एक बिल्ली। बंदर ने पुछा, " बिल्ली! बिल्ली! हमें बारीश कहाँ मिलेगी?"
बिल्ली ने कहा बारीश तो बादल के पास मिलेगी। दोनों आगे बढ़े। उन्हें रास्ते में बहुत मित्र मिले।



Hindi Assessment Tool - Reading



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