**Impact Assessment Study of Parent’s Training Workshop conducted by Pratham Foundation, Mumbai**

**Prof Chandan Singhavi & Dr Prema Basargekar**

**K. J. Somaiya Institute of Management Studies & Research**

**Mumbai**

**Email:** [**chandans@somaiya.edu**](mailto:chandans@somaiya.edu)

[**prema@somaiya.edu**](mailto:prema@somaiya.edu)

**Impact Assessment Study of Parent’s Training Workshop conducted by Pratham Foundation, Mumbai**

**Introduction:**

Pratham Foundation is one of the pioneering non-governmental organizations working in the field of providing quality education to unprivileged class in India. It has undertaken several projects such as remedial classes, library projects, vocational training, use of ICT, improving basic reading and learning skills, etc. Urban Programme is one of them. It has four components viz: Balwadi (preparing children between 3 to 5 age group for formal schooling), support classes (remedial classes for children between 1 to 5 standards in reading and numeracy skills), library (strengthening the habit of reading) and learning camps (to provide learning support to weak students). Parent’s education/ training programme is one of the components. Pratham foundation believes that active and positive involvement of parents is extremely important for building child’s social, emotional and cognitive development especially in the early childhood period. Conducive environment at home and constructive relationship with the parents help the child to build confidence and facilitate learning. This report tries to assess the impact of parent’s education/ training programmes on the overall educational achievements of the children. It uses the data collected by the foundation for one year i.e. 2014-15.

**Need for Parents’ education/ training programmes:**

The Foundation believes that the lack of supportive environment at home is one of the crucial challenges of child’s education. Even though parents are aware about importance of education in child’s life, they are seldom aware about age-appropriate competencies to be developed at various stages of life. Even though parents are eager to facilitate child’s learning process, they need more awreness related to what is holistic development and the role of parents in achieving this. The foundation believes that parent’s education is important to achieve following objectives:

* To bring out common understanding between parents and teachers
* To improve the attendance of the children in Balwadis
* To increase the awareness amongst the parents about the curriculum and teaching methodologies used to teach children in balwadis
* To inculcate the confidence level of the parents in guiding their wards in learning process
* To improve the participation of parents in the overall learning process of their wards
* To create awareness amongst parents about inculcating good habits related to sanitation, health and nutritious food in their wards
* To increase the awareness related to the provisions available for special children for the respective parents

**The process of communicating with parents:**

The Foundation seeks to communicate with the parents through various ways such as when the parents come to drop and pick-up their children, calling meetings to communicate about technical issues or policies, conducting open-house, doing home visits as well as by conducting work-shops of the parents. For each activity the Foundation has designed a systematic format to bring out uniformity and standardization across all the branches.

**Parents training programme:**

This report specifically focuses on impact assessment of parent;\’s training programme. The training programme of the parents is found out to be necessary as it is known that 80% of the brain is developed during the age group of 0 to 8 years. The child learns a lot before they are admitted in pre-school or in balwadi. As the child mainly learns through observation, imitation and experience in the early childhood, the role of the parents is extremely important to bring out conducive environment and understand the child’s physical, emotional and intellectual capacities as well as needs. Parent’s training programmes aims to build these capacities of the parents.

**Modalities of the training programme:**

The foundation follows following steps to implement training programme:

* Collection of household data – parents’ demographic profile, etc
* Introducing training programme to the parents
* Determination of suitable dates, timings, place
* Formation of groups
* Conducting training programmes once/ twice in a month for 20 minutes per group

**Training modules and its timetable:**

The parent’s training programme is designed to build skills and knowledge of the parents related to education and role of parenting in education process of a child. The details of these two components are given below:

* Knowledge: child development, how children learn, role of parents in learning process of a child, health, nutrition, safety and sanitation requirements of the child
* Skills: storytelling, picture reading, free conversation, numerical skills, observation skills, experiential learning, etc.

The training has a good mix of theory and activities. The parent’s training programme involves following modules / sessions:

* Building observation skills of the parents relating to parenting (how child learns, etc)
* Building consensus among teachers and parents related to inculcating good habits, manners, etc.
* Developing the importance for regularity in attendance in schools/ balwadis, helping parents building discipline for the child
* Helping parents to improve communication with the child by emphasizing on language building as a base for communication
* Improving the involvement of parents in school activities
* Improving involvement of parents in child’s development at home
* Helping parents improve vocabulary of the child through various activities such as reading books, storytelling, narration, observation, etc.
* Helping parents to improve themselves as parents/ persons through training in self-awareness, time management, interpersonal skills, etc.

**Planning and timetable of the training programme:**

The following table provides the summary of the sessions covered month-wise.

Table 1: Month-wise timetable of Parent’s Training Programme:

|  |  |  |
| --- | --- | --- |
| Sr. No. | Month | Module/ session |
| 1 | July | Introduction, self-awareness, building awareness related to pre-primary learning process and the methodologies used for the same |
| 2 | August | Improving parenting skills in communication, language development, storytelling, etc |
| 3 | September | Improving parent’s understanding related to child’s basic needs related to health, nutritious food, etc; pre-school and pre-writing capacity development of the child; helping parents to build simple numeracy and motor skills of the child |
| 4 | October | Helping parents improve communication with the child; helping them build child’s basic numeracy and reading skills |
| 5 | November | Building awareness of parents related to experiential learning methods |
| 6 | December | Building self-awareness of the parents and making them aware about healthy parenting |

**Objectives of the study:**

The basic objective of the study is to make an impact assessment of the programme. The specific objectives are as follows:

**Descriptive analysis:**

1. What is the demographic profile of the children going for balwadi programme? How are they spread across wards, schools, TM nagar, etc? What is the gender and age classification?
2. What are the basic features of the schools involved in the programme? What is their ownership pattern, medium of education, type of balwadi programme?
3. What is the demographic background of the parents? What is the parent’s educational level? What are their occupations? How much time they devote for child every day?
4. What are the overall progress made by the children in building language, numeric and mathematical skills?
5. What is the overall response of the parents to attend the workshops? How did it change over number of workshops?

**Inferential analysis:**

1. How does the performance of the child changes with change in ward, T.M nagar, unit, gender, school, medium of education, etc.
2. What is the relationship between parent’s educational level and performance of the child?
3. What is the relationship between parent’s occupation and performance of the child?
4. What is the relationship between the daily time spent with the child and the performance of the child?
5. What is the relationship between training programmes attended by the parents and the performance of the child?

**Data Analysis:**

Data analysis is covered in two parts viz descriptive and inferential analysis. The descriptive analysis provide the overall information about the programme and help in assessing the progress. The inferential analysis will help in identifying the causal relationships between different variables which can guide in future programmes.

**Descriptive analysis:**

Following tables give the description of demographic features of the parents and the children.

**Table 2: Gender-wise classification of children attending Balwadi programme:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Gender | |
|  |  |  | Male | Female |
| 1 | HW | 284 | 135 | 149 |
| 2 | KE | 185 | 98 | 87 |
| 3 | KW | 116 | 53 | 63 |
| 4 | PN | 341 | 172 | 169 |
| 5 | PS | 62 | 34 | 28 |
| 6 | RN | 283 | 151 | 132 |
| 7 | RS | 199 | 123 | 76 |
|  | **Total** | **1470** | **766** | **704** |

The Table 3 shows that proportion of male children in the total is 52 percent and that of female children is 48 percent.

**Table 3: Age-group wise classification children attending Balwadi Porgrmme:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of Children | Age Groups | | |
|  |  |  | 3 to 5 years | 5+ to 8 years | 8+ and above |
| 1 | HW | 284 | 92 | 153 | 39 |
| 2 | KE | 185 | 67 | 114 | 4 |
| 3 | KW | 116 | 42 | 66 | 8 |
| 4 | PN | 341 | 171 | 138 | 32 |
| 5 | PS | 62 | 26 | 29 | 7 |
| 6 | RN | 283 | 116 | 131 | 36 |
| 7 | RS | 199 | 97 | 84 | 18 |
|  | **Total** | **1470** | **611** | **715** | **144** |

Proportion of children belonging to different age groups is 41.5 percent (for the age group of 3 to 5 years), 48.6 percent (5 to 8 years) and 9.8 percent (above 8 years).

**Table 4: Standard-wise classification of children covered under the Porgramme:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of Children | Standard | | |
|  |  |  | Balwadi | Standard 1 | Standard 2 |
| 1 | HW | 284 | 118 | 60 | 106 |
| 2 | KE | 185 | 84 | 54 | 47 |
| 3 | KW | 116 | 55 | 35 | 26 |
| 4 | PN | 341 | 210 | 53 | 78 |
| 5 | PS | 62 | 26 | 13 | 23 |
| 6 | RN | 283 | 158 | 61 | 64 |
| 7 | RS | 199 | 142 | 25 | 32 |
|  | **Total** | **1470** | **793** | **301** | **376** |

Proportion of children belonging to balwadi programme is as high as 53.9 percent. Proportion of students attending first standard is 20.4 percent followed by 25.6 attending second standard.

**Table 5: Ownership Type-wise classification of schools:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of schools | Ownership Type | |  |
|  |  |  | Private | BMC | Not mentioned |
| 1 | HW | 184 | 43 | 132 | 9 |
| 2 | KE | 101 | 45 | 56 |  |
| 3 | KW | 61 | 14 | 47 |  |
| 4 | PN | 131 | 80 | 51 |  |
| 5 | PS | 36 |  | 36 |  |
| 6 | RN | 126 | 92 | 33 | 1 |
| 7 | RS | 57 | 47 | 10 |  |
|  | **Total** | **696** | **321** | **365** | **10** |

Proportion of schools owned by BMC is 52.4 percent followed by 46.1 percent of private schools. Ownership type of nearly 1.4 percent of the schools is not mentioned.

**Table 6: Classification of schools as per Medium of Education:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of schools | Medium of Education | | | |  |  |
|  |  |  | Not mentioned | Marathi | Hindi | Urdu | Arabi | Gujrathi |
| 1 | HW | 184 | 6 | 30 | 51 | 97 |  |  |
| 2 | KE | 101 |  | 40 | 59 | 1 |  | 1 |
| 3 | KW | 61 |  | 8 | 2 | 51 |  |  |
| 4 | PN | 131 |  | 29 | 99 | 1 | 2 |  |
| 5 | PS | 36 |  | 2 | 27 | 7 |  |  |
| 6 | RN | 126 | 1 | 88 | 37 |  |  |  |
| 7 | RS | 57 |  | 39 | 18 |  |  |  |
|  | **Total** | **696** | **7** | **236** | **293** | **157** | **2** | **1** |

Table 6 shows that there is a good mix of schools having different medium of education. Nearly 33.9 schools have Marathi medium, 42.1 percent have Hindi medium, 22.6 percent have Urdu as a medium of education.

**Table 7: Type of Balwadi:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of schools | Type of Balwadi | | |
|  |  |  | Balwadi | Anganwaid1 | Out of Balwadi |
| 1 | HW | 184 | 55 | 45 | 16 |
| 2 | KE | 101 | 30 | 54 |  |
| 3 | KW | 61 | 5 | 46 | 2 |
| 4 | PN | 131 | 75 | 131 | 1 |
| 5 | PS | 36 | 26 |  |  |
| 6 | RN | 126 | 28 | 126 | 4 |
| 7 | RS | 57 | 36 | 106 |  |
|  | **Total** | **696** | **255** | **508** | **23** |

Out of total 696 schools where training programme is implemented, nearly 73 percent are attached to Anganwadi programme. Nearly 36.6 percent of schools have their own balwadi programmes.

**Table 8: Classification of parents as per mother’s educational level:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no | Wards | No of children | Mother’s educational level | | | | | | |
|  |  |  | Uneducated | 1st to 4th | 5th to 8th | 9th & 10th | 11th & above | Not reported | Total |
| 1 | HW | 284 | 86 | 23 | 87 | 32 | 5 | 50 | 283 |
| 2 | KE | 185 | 54 | 8 | 69 | 38 | 4 | 13 | 186 |
| 3 | KW | 116 | 23 | 10 | 43 | 16 | 11 | 13 | 116 |
| 4 | PN | 341 | 98 | 2 | 107 | 73 | 16 | 45 | 341 |
| 5 | PS | 62 | 31 | 2 | 17 | 3 | 1 | 8 | 62 |
| 6 | RN | 283 | 54 | 10 | 112 | 69 | 13 | 25 | 283 |
| 7 | RS | 199 | 14 | 13 | 76 | 71 | 10 | 15 | 199 |
|  | Total | 1470 | 360 | 68 | 511 | 302 | 60 | 170 | 1470 |

Mother’s educational level is an important barometer to test the effectiveness of the programme. It is seen that nearly as high as 24.5 percent of mothers are uneducated. Nearly 4.6 percent of mother have education up to 4th standard followed by34.8 percent up to 8th standard and 20.5 percent up to 10th standard. Only 4 percent of the mothers have education above 10th standard. Almost 12 percent have not reported educational level of mothers.

**Table 9: Classification of parents as per father’s educational level:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no | Wards | No of children | Father’s educational level | | | | | | |
|  |  |  | Uneducated | 1st to 4th | 5th to 8th | 9th & 10th | 11th and above | Not reported | Total |
| 1 | HW | 284 | 57 | 15 | 88 | 63 | 10 | **51** | 284 |
| 2 | KE | 185 | 28 | 2 | 56 | 70 | 17 | **13** | 186 |
| 3 | KW | 116 | 21 | 7 | 48 | 22 | 5 | **13** | 116 |
| 4 | PN | 341 | 46 | 1 | 67 | 115 | 67 | **45** | 341 |
| 5 | PS | 62 | 9 | 0 | 11 | 30 | 4 | **8** | 62 |
| 6 | RN | 283 | 24 | 4 | 76 | 116 | 38 | **25** | 283 |
| 7 | RS | 199 | 1 | 6 | 47 | 96 | 34 | **15** | 199 |
|  | **Total** | **1470** | 186 | 35 | 393 | 512 | 175 | 170 | 1471 |

Table 10 shows that nearly 12.6 percent of fathers are uneducated. Around 2.4 percent of fathers have education up to 4th standard followed by 26.7 percent up to 8th standard and 38.8 percent up to 10th standard. Around 12 percent of the fathers have education above 10th standard. Almost 12 percent have not reported educational level of fathers.

**Table 10: Classification of parents as per mother’s occupation:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no | Wards | No of children | Mother’s occupation | | | | | |
|  |  |  | Small Business | House Maid | Home Maker | Service | Others | Total |
| 1 | HW | 284 | 9 | 53 | 168 | 2 | 52 | 284 |
| 2 | KE | 185 | 1 | 12 | 152 | 6 | 14 | 185 |
| 3 | KW | 116 |  | 15 | 87 |  | 14 | 116 |
| 4 | PN | 341 | 2 | 4 | 281 | 8 | 46 | 341 |
| 5 | PS | 62 |  |  | 54 |  | 8 | 62 |
| 6 | RN | 283 | 25 | 34 | 181 | 16 | 27 | 283 |
| 7 | RS | 199 | 9 | 24 | 129 | 12 | 25 | 199 |
|  | **Total** | **1470** | 46 | 142 | 1052 | 44 | 186 | 1470 |

Most of the mothers for whom the programme is organized are home makers (71 %) followed by house maids (9.6 %). Nearly 3.1 percent have their small business and 3 percent are working as salaried persons. Almost 13 percent belong to ‘others’ category which includes retired people or not reported.

**Table 11: Classification of parents as per father’s occupation:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. no | Wards | No of children | Father’s occupation | | | |
|  |  |  | Business | Service | Driver | Others |
| 1 | HW | 284 | 54 | 74 | 55 | 101 |
| 2 | KE | 185 | 23 | 131 | 12 | 19 |
| 3 | KW | 116 | 33 | 13 | 39 | 31 |
| 4 | PN | 341 | 62 | 149 | 57 | 73 |
| 5 | PS | 62 | 27 | 22 | 5 | 8 |
| 6 | RN | 283 | 23 | 167 | 61 | 32 |
| 7 | RS | 199 | 15 | 134 | 24 | 26 |
|  | **Total** | **1470** | 237 | 690 | 253 | 290 |

Nearly 47 percent of the fathers are working as a salaried people followed by 16 percent as small businessmen. Nearly 17 percent are working as drivers and nearly 20 percent of the fathers are either operating their small business like sellers/ traders or have not reported their occupation.

Table 12 describes the details about willingness of mothers to spend their time with the child. Nearly 39 percent show willingness to spend half an hour with the child followed by 16 percent willing to spend 15 minutes per day with their children. Only 6.6 percent of the mothers have shown willingness to spend around one hour every day and very negligible proportion of mothers have shown interest to spend more than one hour every day with their children. Nearly 38 percent have not reported.

**Table 12: Classification of children as per Parent’s willingness to spent time with the child:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Willingness to spend time: Parent | | | | | |
|  |  |  | 0 to 15 Mins | 15+ to 30 Mins | 30+ to 60 Mins | 60+ & above minutes | Not reported | Total |
| 1 | HW | 284 | 99 | 94 | 5 | 1 | 85 | 199 |
| 2 | KE | 185 | 36 | 97 | 10 |  | 42 | 143 |
| 3 | KW | 116 | 31 | 69 |  |  | 16 | 100 |
| 4 | PN | 341 | 37 | 133 | 92 | 3 | 76 | 265 |
| 5 | PS | 63 | 11 | 20 |  |  | 32 | 31 |
| 6 | RN | 283 | 77 | 114 | 10 | 1 | 81 | 202 |
| 7 | RS | 199 | 11 | 148 | 6 |  | 34 | 165 |
|  | **Total** | **1470** | **302** | **675** | **123** | **5** | 365 | 1105 |

Table 12 provides the details related to willingness of parents to spend time with the child. Nearly as large as 26 percent have not reported. Around 46 percent are willing to spend 30 minutes per day with the child followed by 21 percent 15 minutes per day. The proportion of parents willing to spend up to one hour or more than one hour every day with the child is around 9 percent.

**Table 13: Progress of the children in language skills:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no | Wards | No of children | Language skills | | | | | |
|  |  |  | Preliminary | Letter recognition | Simple words | Difficult words | Sentence | Total |
| 1 | HW | 166 | 11 | 83 | 71 | 1 |  | 166 |
| 2 | KE | 101 | 74 | 20 | 3 | 4 |  | 101 |
| 3 | KW | 61 | 2 | 38 | 17 | 3 | 1 | 61 |
| 4 | PN | 132 | 41 | 43 | 26 | 19 | 3 | 132 |
| 5 | PS | 36 | 11 | 23 | 2 |  |  | 36 |
| 6 | RN | 125 | 29 | 55 | 28 | 10 | 3 | 125 |
| 7 | RS | 57 | 5 | 15 | 34 | 2 | 1 | 57 |
|  | **Total** | **678** | 173 | 277 | 181 | 39 | 8 | **678** |

Table 13 describes the progress of the children made in building language skills before implementation of the programme.. They are presented in a progression manner such as preliminary understanding, letter recognition, understanding simple words followed by difficult words and finally understanding full sentence. It is seen that nearly 25.5 children have preliminary understanding followed by 40.8 percent recognize letters, As many as 26.7 percent know simple words and 5.7 percent know difficult words. Only 1.2 percent of the children know full sentence.

**Table 14: Progress of the children in Numeracy skills:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no | Wards | No of children | Numeracy skills | | | | | |
|  |  |  | Preliminary | No. 1 to 9 | No. 10 to 20 | No. 21 to 50 | No. 51 to 100 | Total |
| 1 | HW | 166 | 6 | 82 | 72 | 6 |  | 166 |
| 2 | KE | 101 | 64 | 15 | 1 | 3 | 18 | 101 |
| 3 | KW | 61 | 1 | 35 | 20 | 4 | 1 | 61 |
| 4 | PN | 132 | 37 | 19 | 29 | 23 | 24 | 132 |
| 5 | PS | 36 | 4 | 7 | 19 | 6 |  | 36 |
| 6 | RN | 125 | 25 | 32 | 23 | 26 | 19 | 125 |
| 7 | RS | 57 | 5 | 4 | 26 | 20 | 2 | 57 |
|  | **Total** | 678 | 142 | 194 | 190 | 88 | 64 | 678 |

Table 14 describes the progress of the children in building numeracy skills. Around 21 percent of the children have preliminary numeracy skills. Nearly 29 percent children know numbers up to 9 and 28 % know numbers up to o 20 each. Around 13 percent of children know numbers up to 50 followed by 9 percent children who numbers up to 100.

**Table 15: Progress of the children in Mathematical Skills:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no | Wards | No of children | Mathematical skills | | | | | |
|  |  |  | Addition of two single digits | Subtraction of two single digits | Addition of double digits | Subtraction of double digits | Word problems - addition | Word problem - subtraction |
| 1 | HW | 250 | 109 | 53 | 19 | 1 | 43 | 25 |
| 2 | KE | 17 | 16 | 1 |  |  |  |  |
| 3 | KW | 41 | 24 | 5 |  | 12 |  |  |
| 4 | PN | 79 | 39 | 32 | 1 | 1 | 3 | 3 |
| 5 | PS | 14 | 7 | 7 |  |  |  |  |
| 6 | RN | 129 | 47 | 20 | 6 | 5 | 25 | 26 |
| 7 | RS | 65 | 39 | 23 | 2 | 1 |  |  |
|  | **Total** | 595 | **281** | **141** | **28** | **20** | **71** | **54** |

Mathematical skills of the children are measured by looking at various skills acquired by the children in addition, subtraction, and the word problems related to addition and subtraction. Nearly 47.2 percent of the children can do addition of two single digits followed by 23.7 percent who can do subtraction of two single digits. Only around 5 percent and 3 percent respectively can do addition of two digits and subtraction of two digits. Nearly 12 percent respectively can do word problems related to addition and 9 percent can do word problems related to subtraction.

**Table 16: Proportion of parents attending workshops: (August)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Type of Workshops | | |
|  |  |  | Balwadi | 1st and 2nd std | NR |
| 1 | HW | 284 | 109 | 156 | 19 |
| 2 | KE | 185 | 81 | 95 | 9 |
| 3 | KW | 116 | 50 | 45 | 21 |
| 4 | PN | 341 | 202 | 126 | 13 |
| 5 | PS | 62 | 26 | 36 | 0 |
| 6 | RN | 283 | 158 | 83 | 42 |
| 7 | RS | 199 | 132 | 54 | 13 |
|  | **Total** | **1470** | **758** | **595** | 117 |

Nearly 51.5 percent of the parents have attended Balwadi workshops followed by 40.5 percent attained workshop organized for 1st and 2nd standard students. Eight percent are not reported.

**Table 17: Details of the Home Visits made by the staff: (August)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Workshops | Home visits | | NR |
|  |  |  |  | Yes | No |  |
| 1 | HW | 284 | 56 | 214 | 1 | 13 |
| 2 | KE | 185 | 59 | 102 | 20 | 4 |
| 3 | KW | 116 | 35 | 60 |  | 21 |
| 4 | PN | 341 | 92 | 240 | 2 | 7 |
| 5 | PS | 62 | 33 | 29 |  | 0 |
| 6 | RN | 283 | 152 | 81 | 8 | 42 |
| 7 | RS | 199 | 55 | 37 | 95 | 12 |
|  | **Total** | **1470** | **482** | **763** | **126** | 99 |

Table 17 shows that overall 33 percent children’s parents have been approached through workshops. Nearly 52 percent of the parents are approached through home visits. Only 8.5 percent are not approached and 6.7 percent have not reported.

**Table 18: Frequency of Home Visit (August)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | No. Of Visits | | | | | |
|  |  |  | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | HW | 284 | 79 | 128 | 17 | 21 | 1 | 19 |
| 2 | KE | 185 | 53 | 128 |  |  |  |  |
| 3 | KW | 116 | 41 | 54 |  |  |  |  |
| 4 | PN | 341 | 13 | 187 | 115 | 17 |  |  |
| 5 | PS | 62 | 19 | 43 |  |  |  |  |
| 6 | RN | 283 | 19 | 147 | 67 |  |  |  |
| 7 | RS | 199 |  | 65 | 26 |  |  |  |
|  | **Total** | **1470** | **224** | **752** | **225** | **38** | **1** | **19** |

Nearly 15 percent of the children had at least one home visit followed by 51 percent two visits and 15 percent three visits. The proportion of children having home visits four or more is 4 percent.

**Table 19: Details of the Activities conducted by the Parents: Storytelling (August)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Storytelling | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 192 | 79 | 13 |
| 2 | KE | 185 | 139 | 42 | 4 |
| 3 | KW | 116 | 65 | 30 | 21 |
| 4 | PN | 341 | 291 | 43 | 7 |
| 5 | PS | 62 | 36 | 26 | 0 |
| 6 | RN | 283 | 187 | 24 | 72 |
| 7 | RS | 199 | 65 | 122 | 12 |
|  | **Total** | **1470** | **975** | **366** | 129 |

Nearly 66 percent of the parents have participated in storytelling activity. 25 percent have not participated and remaining have not reported.

**Table 20: Details of the Activities conducted by the Parents: Picture Reading (August)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Picture Reading | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 185 | 86 | 13 |
| 2 | KE | 185 | 128 | 53 | 4 |
| 3 | KW | 116 | 60 | 35 | 21 |
| 4 | PN | 341 | 292 | 42 | 7 |
| 5 | PS | 62 | 36 | 26 | 0 |
| 6 | RN | 283 | 172 | 39 | 72 |
| 7 | RS | 199 | 91 | 96 | 12 |
|  | **Total** | **1470** | **964** | **377** | 129 |

Almost 66 percent of the parents have participated in picture reading activity. 26 percent did not participate and eight percent of the parents have not reported.

**Table 21: Details of the Activities conducted by the Parents: Colours & Shapes (August)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: colours and shapes | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 181 | 90 | 13 |
| 2 | KE | 185 | 99 | 82 | 4 |
| 3 | KW | 116 | 60 | 35 | 21 |
| 4 | PN | 341 | 205 | 129 | 7 |
| 5 | PS | 62 | 35 | 27 | 0 |
| 6 | RN | 283 | 152 | 60 | 71 |
| 7 | RS | 199 | 50 | 137 | 12 |
|  | **Total** | **1470** | **782** | **560** | 128 |

Nearly 53 percent of the parents have taken part in Colours and Shapes activity. 38 percent did not take part and nine percent of the parents have not reported.

**Table 22: Details of the Activities conducted by the Parents: Conversation (August)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Conversation | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 182 | 89 | 13 |
| 2 | KE | 185 | 141 | 40 | 4 |
| 3 | KW | 116 | 65 | 30 | 21 |
| 4 | PN | 341 | 185 | 149 | 7 |
| 5 | PS | 62 | 37 | 25 | 0 |
| 6 | RN | 283 | 186 | 25 | 72 |
| 7 | RS | 199 | 85 | 102 | 12 |
|  | **Total** | **1470** | **881** | **460** | 129 |

Almost 60 percent of the parents have participated in conversation activity. 31 percent have not participated in this activity and nine percent of the parents have not reported.

**Table 23: Proportion of parents attending workshops: (September)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Type of Workshops | | |
|  |  |  | Balwadi | 1st and 2nd std | NR |
| 1 | HW | 284 | 112 | 163 | 9 |
| 2 | KE | 185 | 60 | 117 | 8 |
| 3 | KW | 116 | 55 | 61 | 0 |
| 4 | PN | 341 | 210 | 128 | 3 |
| 5 | PS | 62 | 26 | 36 | 0 |
| 6 | RN | 283 | 158 | 133 | 0 |
| 7 | RS | 199 | 133 | 54 | 12 |
|  | **Total** | **1470** | **754** | **692** | 32 |

Nearly 51.2 percent of the parents have attended Balwadi workshops followed by 47 percent attained workshop organized for 1st and 2nd standard students. Nearly 2 percent are not reported.

**Table 24: Details of the Home Visits made by the staff: (September)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Workshops | Home visits | | NR |
|  |  |  |  | Yes | No |  |
| 1 | HW | 284 | 93 | 188 |  | 3 |
| 2 | KE | 185 | 68 | 101 | 9 | 7 |
| 3 | KW | 116 | 34 | 82 |  | 0 |
| 4 | PN | 341 | 137 | 197 | 7 | 0 |
| 5 | PS | 62 | 25 | 37 |  | 0 |
| 6 | RN | 283 | 188 | 94 | 1 | 0 |
| 7 | RS | 199 | **58** | 91 | **38** | 12 |
|  | **Total** | **1470** | **603** | **790** | **55** | 22 |

Table 24 shows that overall 41 percent children’s parents have been approached through workshops. Nearly 54 percent of the parents are approached through home visits. Only 3.5 percent are not approached and 1.5 percent have not reported.

**Table 25: Frequency of Home Visit (September)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | No. Of Visits | | | |
|  |  |  | 1 | 2 | 3 | 4 |
| 1 | HW | 284 | 140 | 111 | 23 | 1 |
| 2 | KE | 185 | 89 | 86 |  |  |
| 3 | KW | 116 |  | 109 |  |  |
| 4 | PN | 341 | 3 | 185 | 146 |  |
| 5 | PS | 62 | 15 | 16 | 31 |  |
| 6 | RN | 283 | 65 | 207 | 11 |  |
| 7 | RS | 199 | 17 | 112 | 19 |  |
|  | **Total** | **1470** | **329** | **826** | **230** | **1** |

Nearly 22.3 percent of the children had at least one home visit followed by 56.2 percent two visits and 15.6 percent three visits.

**Table 26: Details of the Activities conducted by the Parents: Counting (September)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Counting | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 215 | 66 | 3 |
| 2 | KE | 185 | 127 | 50 | 8 |
| 3 | KW | 116 | 84 | 32 | 0 |
| 4 | PN | 341 | 319 | 22 | 0 |
| 5 | PS | 62 | 38 | 24 | 0 |
| 6 | RN | 283 | 257 | 26 | 0 |
| 7 | RS | 199 | 143 | 44 | 12 |
|  | **Total** | **1470** | **1183** | **264** | 23 |

Nearly 80.4 percent of the parents have participated in ‘counting’ activity. 18 percent have not participated and nearly 2 percent have not reported.

**Table 27: Details of the Activities conducted by the Parents: Days of the week (September)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: days of the week | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 189 | 92 | 3 |
| 2 | KE | 185 | 135 | 42 | 8 |
| 3 | KW | 116 | 88 | 28 | 0 |
| 4 | PN | 341 | 268 | 73 | 0 |
| 5 | PS | 62 | 42 | 20 | 0 |
| 6 | RN | 283 | 217 | 66 | 0 |
| 7 | RS | 199 | 125 | 62 | 12 |
|  | **Total** | **1470** | **1064** | **383** | 23 |

Almost 72 percent of the parents have participated in the ‘Days of the week’ activity. 26 percent did not participate and two percent of the parents have not reported.

**Table 28: Details of the Activities conducted by the Parents: Name of the month (September)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Name of the month | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 149 | 132 | 3 |
| 2 | KE | 185 | 114 | 63 | 8 |
| 3 | KW | 116 | 89 | 27 | 0 |
| 4 | PN | 341 | 176 | 165 | 0 |
| 5 | PS | 62 | 33 | 29 | 0 |
| 6 | RN | 283 | 146 | 137 | 0 |
| 7 | RS | 199 | 115 | 72 | 12 |
|  | **Total** | **1470** | **822** | **625** | 23 |

Nearly 56 percent of the parents have taken part in the ‘Name of the month’ activity. 42.5 percent did not take part and 1.5 percent of the parents have not reported.

**Table 29: Proportion of parents attending workshops: (October)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Type of Workshops | | |
|  |  |  | Balwadi | 1st and 2nd std | NR |
| 1 | HW | 284 | 189 | 84 | 11 |
| 2 | KE | 185 | 83 | 98 | 4 |
| 3 | KW | 116 | 60 | 45 | 11 |
| 4 | PN | 341 | 210 | 131 | 0 |
| 5 | PS | 62 | 26 | 36 | 0 |
| 6 | RN | 283 | 158 | 125 | 0 |
| 7 | RS | 199 | 131 | 54 | 14 |
|  | **Total** | **1470** | **754** | **692** | 32 |

Nearly 51.2 percent of the parents have attended Balwadi workshops followed by 47 percent attained workshop organized for 1st and 2nd standard students. Nearly 2 percent are not reported.

**Table 30: Details of the Home Visits made by the staff: (October)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Workshops | Home visits | | NR |
|  |  |  |  | Yes | No |  |
| 1 | HW | 284 | 118 | 145 | 10 | 11 |
| 2 | KE | 185 | 99 | 61 | 20 | 5 |
| 3 | KW | 116 | 35 | 80 | 1 | 0 |
| 4 | PN | 341 | 167 | 174 |  | 0 |
| 5 | PS | 62 | 27 | 35 |  | 0 |
| 6 | RN | 283 | 121 | 153 | 9 | 0 |
| 7 | RS | 199 | 69 | 114 | 2 | 14 |
|  | **Total** | **1470** | **636** | **762** | **42** | 30 |

Table 30 shows that overall 43.2 percent children’s parents have been approached through workshops. Nearly 52 percent of the parents are approached through home visits. Only 3 percent are not approached and 2 percent have not reported.

**Table 31: Frequency of Home Visit (October)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | No. Of Visits | | | | |
|  |  |  | 1 | 2 | 3 | 4 | 5 |
| 1 | HW | 284 | 47 | 107 | 114 | 4 | 1 |
| 2 | KE | 185 | 45 | 116 |  |  |  |
| 3 | KW | 116 |  | 102 | 7 |  |  |
| 4 | PN | 341 | 2 | 164 | 173 |  |  |
| 5 | PS | 62 |  | 3 | 24 | 35 |  |
| 6 | RN | 283 | 18 | 115 | 111 | 33 | 6 |
| 7 | RS | 199 | 71 | 77 | 37 |  |  |
|  | **Total** | **1470** | **183** | **684** | **466** | **72** | **7** |

Nearly 12.4 percent of the children had at least one home visit followed by 46.5 percent two visits and 32 percent three visits. Nearly 5 percent of the children had visit more than 3 times.

**Table 32: Details of the Activities conducted by the Parents: Letter reading (October)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Letter reading | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 174 | 99 | 11 |
| 2 | KE | 185 | 126 | 55 | 4 |
| 3 | KW | 116 | 98 | 18 | 0 |
| 4 | PN | 341 | 283 | 58 | 0 |
| 5 | PS | 62 | 38 | 24 | 0 |
| 6 | RN | 283 | 215 | 68 | 0 |
| 7 | RS | 199 | 102 | 83 | 14 |
|  | **Total** | **1470** | **1036** | **405** | 29 |

Nearly 70 percent of the parents have participated in ‘letter reading’ activity. 28 percent have not participated and nearly 2 percent have not reported.

**Table 33: Details of the Activities conducted by the Parents: Number reading (October)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Number reading | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 199 | 75 | 10 |
| 2 | KE | 185 | 118 | 63 | 4 |
| 3 | KW | 116 | 98 | 18 | 0 |
| 4 | PN | 341 | 314 | 27 | 0 |
| 5 | PS | 62 | 48 | 14 | 0 |
| 6 | RN | 283 | 230 | 54 | -1 |
| 7 | RS | 199 | 108 | 77 | 14 |
|  | **Total** | **1470** | **1115** | **328** | 27 |

Almost 76 percent of the parents have participated in the ‘Number reading’ activity. 23 percent did not participate and 2 percent of the parents have not reported.

**Table 34: Details of the Activities conducted by the Parents: Comparison (October)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Name of the month | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 148 | 125 | 11 |
| 2 | KE | 185 | 109 | 72 | 4 |
| 3 | KW | 116 | 98 | 18 | 0 |
| 4 | PN | 341 | 227 | 114 | 0 |
| 5 | PS | 62 | 42 | 20 | 0 |
| 6 | RN | 283 | 166 | 116 | 1 |
| 7 | RS | 199 | 84 | 102 | 13 |
|  | **Total** | **1470** | **874** | **567** | 29 |

Nearly 59 percent of the parents have taken part in the ‘Comparison’ activity. 39 percent did not take part and 2 percent of the parents have not reported.

**Table 35: Proportion of parents attending workshops: (November)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Type of Workshops | | |
|  |  |  | Balwadi | 1st and 2nd std | NR |
| 1 | HW | 284 | 108 | 163 | 13 |
| 2 | KE | 185 | 84 | 101 | 0 |
| 3 | KW | 116 | 45 | 54 | 17 |
| 4 | PN | 341 | 199 | 142 | 0 |
| 5 | PS | 62 | 26 | 36 | 0 |
| 6 | RN | 283 | 158 | 125 | 0 |
| 7 | RS | 199 | 131 | 54 | 14 |
|  | **Total** | **1470** | **751** | **675** | 44 |

Nearly 51 percent of the parents have attended Balwadi workshops followed by 46 percent attained workshop organized for 1st and 2nd standard students. Nearly 3 percent have not reported.

**Table 36: Details of the Home Visits made by the staff: (November)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Workshops | Home visits | | NR |
|  |  |  |  | Yes | No |  |
| 1 | HW | 284 | 152 | 119 |  | 13 |
| 2 | KE | 185 | 111 | 67 | 7 | 0 |
| 3 | KW | 116 | 64 | 34 |  | 18 |
| 4 | PN | 341 | 108 | 233 |  | 0 |
| 5 | PS | 62 | 32 | 30 |  | 0 |
| 6 | RN | 283 | 140 | 140 | 3 | 0 |
| 7 | RS | 199 | 72 | 113 |  | 14 |
|  | **Total** | **1470** | **679** | **736** | **10** | 45 |

Table 36 shows that overall 46 percent children’s parents have been approached through workshops. Nearly 50 percent of the parents are approached through home visits. Only 1 percent are not approached and 3 percent have not reported.

**Table 37: Frequency of Home Visit (November)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | No. Of Visits | | | | | |
|  |  |  | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | HW | 284 | 7 | 63 | 118 | 54 | 24 | 5 |
| 2 | KE | 185 | 14 | 102 | 33 | 29 |  |  |
| 3 | KW | 116 |  | 18 | 49 | 31 |  |  |
| 4 | PN | 341 |  | 103 | 222 | 16 |  |  |
| 5 | PS | 62 |  | 8 | 9 | 45 |  |  |
| 6 | RN | 283 | 35 | 128 | 111 | 9 |  |  |
| 7 | RS | 199 |  | 59 | 80 | 6 |  |  |
|  | **Total** | **1470** | **56** | **481** | **622** | **190** | **24** | **5** |

Nearly 4 percent of the children had at least one home visit followed by 33 percent two visits and 42 percent three visits. Nearly 15 percent of the children had visit more than 3 times.

**Table 38: Details of the Activities conducted by the Parents: Letter reading (November)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Letter reading | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 235 | 35 | 14 |
| 2 | KE | 185 | 169 | 16 | 0 |
| 3 | KW | 116 | 86 | 13 | 17 |
| 4 | PN | 341 | 265 | 76 | 0 |
| 5 | PS | 62 | 51 | 11 | 0 |
| 6 | RN | 283 | 225 | 57 | 1 |
| 7 | RS | 199 | 118 | 64 | 17 |
|  | **Total** | **1470** | **1149** | **272** | 49 |

Nearly 78 percent of the parents have participated in ‘Letter reading’ activity. 19 percent have not participated and nearly 3 percent have not reported.

**Table 39: Details of the Activities conducted by the Parents: Number reading (November)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Number reading | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 263 | 7 | 14 |
| 2 | KE | 185 | 167 | 17 | 1 |
| 3 | KW | 116 | 86 | 13 | 17 |
| 4 | PN | 341 | 303 | 38 | 0 |
| 5 | PS | 62 | 49 | 13 | 0 |
| 6 | RN | 283 | 207 | 72 | 4 |
| 7 | RS | 199 | 112 | 73 | 14 |
|  | **Total** | **1470** | **1187** | **233** | 50 |

Almost 81 percent of the parents have participated in the ‘Number reading’ activity. 16 percent did not participate and 3 percent of the parents have not reported.

**Table 40: Details of the Activities conducted by the Parents: Addition with object (November)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: addition with object | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 284 | 205 | 65 | 14 |
| 2 | KE | 185 | 156 | 28 | 1 |
| 3 | KW | 116 | 86 | 13 | 17 |
| 4 | PN | 341 | 251 | 90 | 0 |
| 5 | PS | 62 | 42 | 19 | 1 |
| 6 | RN | 283 | 172 | 111 | 0 |
| 7 | RS | 199 | 111 | 74 | 14 |
|  | **Total** | **1470** | **1023** | **400** | 47 |

Nearly 70 percent of the parents have taken part in the ‘addition with object’ activity. 27 percent did not take part and 3 percent of the parents have not reported.

**Table 41: Proportion of parents attending workshops: (December)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Type of Workshops | | |
|  |  |  | Balwadi | 1st and 2nd std | NR |
| 1 | HW | 284 | 118 | 166 | 0 |
| 2 | KE | 185 | 84 | 101 | 0 |
| 3 | KW | 116 | 54 | 61 | 1 |
| 4 | PN | 341 | 210 | 131 | 0 |
| 5 | PS | 62 | 26 | 36 | 0 |
| 6 | RN | 283 | 158 | 125 | 0 |
| 7 | RS | 199 | 142 | 57 | 0 |
|  | **Total** | **1470** | **792** | **677** | 1 |

Nearly 54 percent of the parents have attended Balwadi workshops followed by 46 percent attained workshop organized for 1st and 2nd standard students.

**Table 42: Details of the Home Visits made by the staff: (December)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Workshops | Home visits | | NR |
|  |  |  |  | Yes | No |  |
| 1 | HW | 284 | 171 | 99 | 1 | 13 |
| 2 | KE | 185 | 147 | 33 | 5 | 0 |
| 3 | KW | 116 | 32 | 71 |  | 13 |
| 4 | PN | 341 | 190 | 150 | 1 | 0 |
| 5 | PS | 62 | 62 |  |  | 0 |
| 6 | RN | 283 | 142 | 138 | 3 | 0 |
| 7 | RS | 199 | 118 | 63 | 2 | 16 |
|  | **Total** | **1470** | **862** | **554** | **12** | 42 |

Table 42 shows that overall 59 percent children’s parents have been approached through workshops. Nearly 38 percent of the parents are approached through home visits. Only 1 percent are not approached and 3 percent have not reported.

**Table 43: Frequency of Home Visit (December)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | No. Of Visits | | | | |
|  |  |  | 1 | 2 | 3 | 4 | 5 |
| 1 | HW | 284 |  | 25 | 119 | 108 | 18 |
| 2 | KE | 185 |  | 86 | 60 | 34 |  |
| 3 | KW | 116 |  | 5 | 59 | 31 | 8 |
| 4 | PN | 341 |  | 106 | 185 | 50 |  |
| 5 | PS | 62 |  | 4 | 12 | 46 |  |
| 6 | RN | 283 | 24 | 155 | 102 | 2 |  |
| 7 | RS | 199 |  | 58 | 53 | 71 | 1 |
|  | **Total** | **1470** | **24** | **439** | **590** | **342** | **26** |

Nearly 2 percent of the children had at least one home visit followed by 30 percent two visits and 40 percent three visits. Nearly 25 percent of the children had visit more than 3 times.

**Table 44: Details of the Activities conducted by the Parents: Letter reading (December): Only for Balwadi children**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Letter reading | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 118 | 93 | 15 | 10 |
| 2 | KE | 84 | 78 | 6 | 0 |
| 3 | KW | 54 | 42 | 7 | 5 |
| 4 | PN | 210 | 166 | 44 | 0 |
| 5 | PS | 26 | 19 | 7 | 0 |
| 6 | RN | 158 | 150 | 8 | 0 |
| 7 | RS | 142 | 95 | 37 | 10 |
|  | **Total** | **792** | **643** | **124** | 25 |

Nearly 81 percent of the parents have participated in ‘Letter reading’ activity. 16 percent have not participated and nearly 3 percent have not reported.

**Table 45: Details of the Activities conducted by the Parents: Number reading (December) Only for Balwadi children**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Number reading | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 118 | 89 | 19 | 10 |
| 2 | KE | 84 | 78 | 6 | 0 |
| 3 | KW | 54 | 37 | 12 | 5 |
| 4 | PN | 210 | 165 | 45 | 0 |
| 5 | PS | 26 | 21 | 5 | 0 |
| 6 | RN | 158 | 145 | 13 | 0 |
| 7 | RS | 142 | 95 | 37 | 10 |
|  | **Total** | **792** | **630** | **137** | 25 |

Almost 80 percent of the parents have participated in the ‘Number reading’ activity. 17 percent did not participate and 3 percent of the parents have not reported.

**Table 46: Details of the Activities conducted by the Parents: Science (December):**

**Only for Balwadi children**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Science | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 118 | 63 | 45 | 10 |
| 2 | KE | 84 | 66 | 18 | 0 |
| 3 | KW | 54 | 37 | 12 | 5 |
| 4 | PN | 210 | 103 | 107 | 0 |
| 5 | PS | 26 | 13 | 13 | 0 |
| 6 | RN | 158 | 126 | 32 | 0 |
| 7 | RS | 142 | 83 | 49 | 10 |
|  | **Total** | **792** | **491** | **276** | 25 |

Nearly 62 percent of the parents have taken part in the ‘Science’ activity. 35 percent did not take part and 3 percent of the parents have not reported.

**Table 47: Details of the Activities conducted by the Parents: Letter Barakhadi reading (December): Only for 1st & 2nd standard children**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Letter Barakhadi reading | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 166 | 153 | 10 | 3 |
| 2 | KE | 101 | 88 | 13 | 0 |
| 3 | KW | 62 | 45 | 9 | 8 |
| 4 | PN | 131 | 119 | 12 | 0 |
| 5 | PS | 36 | 33 | 3 | 0 |
| 6 | RN | 125 | 123 | 2 | 0 |
| 7 | RS | 57 | 35 | 16 | 6 |
|  | **Total** | **678** | **596** | **65** | 17 |

Nearly 88 percent of the parents have taken part in the ‘Letter Barakhadi reading’ activity. 10 percent did not take part and 2 percent of the parents have not reported.0

**Table 48: Details of the Activities conducted by the Parents: Addition with numbers (December): Only for 1st & 2nd standard children**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Addition with number | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 166 | 153 | 10 | 3 |
| 2 | KE | 101 | 87 | 14 | 0 |
| 3 | KW | 62 | 45 | 9 | 8 |
| 4 | PN | 131 | 120 | 11 | 0 |
| 5 | PS | 36 | 32 | 4 | 0 |
| 6 | RN | 125 | 120 | 5 | 0 |
| 7 | RS | 57 | 34 | 17 | 6 |
|  | **Total** | **678** | **591** | **70** | 17 |

Nearly 87 percent of the parents have taken part in the ‘Addition with number’ activity. 10 percent did not take part and 3 percent of the parents have not reported.

**Table 49: Details of the Activities conducted by the Parents: Science (December): Only for 1st and 2nd standard children**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: Worksheet | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 166 | 134 | 29 | 3 |
| 2 | KE | 101 | 87 | 14 | 0 |
| 3 | KW | 62 | 45 | 9 | 8 |
| 4 | PN | 131 | 94 | 37 | 0 |
| 5 | PS | 36 | 18 | 18 | 0 |
| 6 | RN | 125 | 91 | 34 | 0 |
| 7 | RS | 57 | 30 | 21 | 6 |
|  | **Total** | **678** | **499** | **162** | 17 |

Nearly 74 percent of the parents have taken part in the ‘Science’ activity. 24 percent did not take part and 2 percent of the parents have not reported.

**Table 50: Details of the Activities conducted by the Parents: Worksheets solved by parents (December): Only for 1st & 2nd standard children**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sr. no. | Wards | No of children | Activity: worksheet | | |
|  |  |  | Yes | No | NR |
| 1 | HW | 166 | 162 | 1 | 3 |
| 2 | KE | 101 | 86 | 15 | 0 |
| 3 | KW | 62 | 49 | 5 | 8 |
| 4 | PN | 131 | 127 | 4 | 0 |
| 5 | PS | 36 | 36 |  | 0 |
| 6 | RN | 125 | 113 | 12 | 0 |
| 7 | RS | 57 | 35 | 16 | 6 |
|  | **Total** | **678** | **608** | **53** | 17 |

Nearly 90 percent of the parents have taken part in the ‘worksheet’ activity. 8 percent did not take part and 2 percent of the parents have not reported.

**Inferential analysis:**

As mentioned earlier, inferential analysis tries to find out the causal relationship between different variables and helps in testing the hypotheses. The list of the hypotheses covered in the study is given below:

1. **The impact of the prgramme in terms of building skills:**

1.1: Is there is significant difference in the performance of the children between pre and post training programmes in building language skills?

1.2: Is there is significant difference in the performance of the children between pre and post training programmes in building numeracy skills?

1.3: Is there is significant difference in the performance of the children between pre and post training programmes in building arithmetic skills?

1. **The relationship between educational background of the parents and the attendance of the workshops:**

2.1: Is there any significant difference in the attendance of workshops by the parents between different educational backgrounds of the mother?

2.2: Is there any significant difference in the attendance of workshops by the parents between different educational backgrounds of the father?

1. **The relationship between occupational background of the parents and the workshops attended:**

3.1: Is there any significant difference in the attendance of workshops by the parents between different occupational backgrounds of the mother?

3.2: Is there any significant difference in the attendance of workshops by the parents between different occupational backgrounds of the father?

1. **The relationship between no of home visits made and the workshops attended:**

4.1: Is there any significant difference in the attendance of workshops by the parents between different no of home visits?

1. **The relationship between type of the ownership of schools and the skills acquired by the children:**

5.1: Is there is significant difference in the performance of the children in language skills between different schools classified as per type of ownership?

5.2: Is there is significant difference in the performance of the children in numeracy skills between different schools classified as per type of ownership?

1. **The relationship between the medium of school and the skills acquired by the children:**

6.1: Is there is significant difference in the performance of the children in language skills between different schools classified as per medium of education?

6.2: Is there is significant difference in the performance of the children in numeracy skills between different schools classified as per medium of education?

1. **Performance of the children pre and post training programme:**

**1.1: Is there is significant difference in the performance of the children between pre and post training programmes in building language skills?**

The language skills of the children are measured in terms of progressive order of 1) basic recognition of lines, 2) recognizing letters, 3) recognizing simple words, 4) recognizing difficult words and 5) recognizing sentences. The Graph 1 and Graph 2 give the details of progress made by children before and after training programme.

**Graph 1:** **Language Skills of the Children before Workshop**

**Graph 2:** **Language Skills of the Children after Workshop**

Graph 1 shows that the number of children belonging to the first category of ‘recognizing lines’ and ‘recognizing letters’ were as high as 19 % and 43 % of the total number of children in pre workshop period. This has significantly reduced in post workshop period. Graph 2 shows that this proportion is as low as less than 1 percent. On the other hand the number of children at the higher progression level such as ‘recognizing difficult letters’ and ‘recognizing sentences’ have increased from 7 % to 67 % of the total in post workshop period.

The Paired Sample T-test was used to find out the statistical significance in the difference in pre and post training programme. It is given in Table 23.

**Table 23: Improvement in the Language Skills in Pre and Post Training Programme:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Mean of Language Progress** | **Number** | **Std. Deviation** | **Std. Error Mean** | **Significance value** |
| **Pre workshop language progress** | 2.15 | 646 | .91 | .03606 | .000 |
| **Post workshop language progress** | 3.96 | 646 | .91 | .03618 |

Table 26 shows that the mean of language progress has increased from 2.15 to 3.96 in pre and post workshop period. The difference is found out to be statistically significant as P < 0.05. Hence it can be concluded that workshop has helped children learn language skills.

**1.2: Is there is significant difference in the performance of the children between pre and post training programmes in building numeracy skills?**

Numeracy skills of the children are measured in terms of progression moving from 10 elementary recognition, 2) recognizing 1 to 9 numbers, 3) recognizing 10 to 20 numbers, 4) recognizing 21 to 50 numbers, 5) recognizing 51 to 100 numbers. Graphs 3 and 4 show the picture of pre and post difference in numeracy skills acquired by the children.

**Graph 3:** **Numeracy Skills of the Children Before Workshop**

**Graph 4:** **Numeracy Skills of the Children after Workshop**

The Graph 3 shows that the proportion of children having only elementary knowledge and knowledge to recognize up to 9 were as high as 22 % and 30 % of the total in the pre workshop period. It has significantly gone down in post workshop period. The Graph 4 shows that the proportion of children having knowledge to recognize ‘21 to 50’ numbers and ’51 to 100’ numbers have increased from 14 % and 10 % respectively to 33 % and 49 % respectively.

The Paired Sample T-test was used to find out the statistical significance in the difference in pre and post training programme. It is given in Table 24.

**Table 24: Improvement in the Numeracy Skills in Pre and Post Training Programme:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Mean of Language Progress** | **Number** | **Std. Deviation** | **Std. Error Mean** | **Significance value** |
| **Pre workshop Numeracy skills progress** | 2.61 | 646 | 1.23 | .04 | .000 |
| **Post workshop Numeracy skills progress** | 4.27 | 646 | .84 | .03 |

Table 27 depicts that the mean of numeracy skills progress has increased from 2.61 to 4.27 in pre and post workshop period. The difference is found out to be statistically significant as P < 0.05. Hence it can be concluded that workshop has helped children learn numeracy skills.

**1.3: Is there is significant difference in the performance of the children between pre and post training programmes in building arithmetic skills?**

Arithmetic skills of the children were measured by looking into progression such as 1) elementary knowledge, 2) ability to make addition of single digit, 3) ability to make subtraction of single digit, 4) ability to make addition of double digit, 5) ability to make subtraction of double digit, 6) ability to solve simple word problems related to addition & 7) ability to solve simple word problems related to subtraction. Graphs 5 and 6 show pre and post workshop pictures.

**Graph 5:** **Arithmetic Skills of the Children before Workshop**

**Graph 6:** **Arithmetic Skills of the Children after Workshop**

The Graph 5 and Graph 6 show the Arithmetic skills acquired by the children before and after workshops. Since there is no clear progression in this parameter, the numbers do not sum to total number of students as each child might show multiple talents. Graph 5 shows that though majority of the children have ability to do elementary level of arithmetic problems, very few percentage of children could do word problems. The proportion of children able to do word problems related to addition and subtraction has significantly increased in the post workshop period as depicted in Graph 6.

1. **Relationship between Attendance of workshop and parental background:**

**2.1: Is there any significant difference in the attendance of workshops by the parents between different educational backgrounds of the mother?**

The ANOVA test was used to find out to see whether there is a statistically significant difference between the number of workshops attended by the mothers and their educational background.

**Table 25: Educational Status of Mothers and the Workshops Attained**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | Educational background of the mothers | Total No | Avg no of workshops attended | Std Dev | Std Error | Sig |
| 1 | Illiterate | 360 | 2.5 | 1.3 | .0 | 0.19 |
| 2 | Edu up to 4th standard | 68 | 2.2 | 1.5 | .1 |  |
| 3 | Edu Up to 8th standard | 512 | 2.4 | 1.5 | .0 |  |
| 4 | Edu up to 10th standard | 302 | 2.3 | 1.6 | .0 |  |
| 5 | Education above 10th standard | 60 | 2.6 | 1.6 | .2 |  |
|  | Total | 1302 | 2.4 | 1.5 | .0 |  |

The above table shows that average number of workshops attended by mothers belonging to the group of education higher than 10th standard is highest at 2.6 followed by 2.5 of ‘illiterate’ group. But the difference across the groups is statistically not significant as P>.05. Thus it can be concluded that the educational level of the mothers doesn’t affect the number fo workshops attained by them.

**2.2: Is there any significant difference in the attendance of workshops by the parents between different educational backgrounds of the father?**

The ANOVA test was used to find out to see whether there is a statistically significant difference between the number of workshops attended by the fathers and their educational background.

**Table 26: Educational Status of Fathers and the Workshops Attained**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | Educational background of the fathers | Total No | Avg no of workshops attended | Std Dev | Std Error | Sig |
| 1 | Illiterate | 186 | 2.7 | 1.4 | .1 | .021 |
| 2 | Edu up to 4th standard | 35 | 1.8 | 1.6 | .2 |  |
| 3 | Edu Up to 8th standard | 393 | 2.4 | 1.5 | .0 |  |
| 4 | Edu up to 10th standard | 512 | 2.4 | 1.5 | .0 |  |
| 5 | Education above 10th standard | 175 | 2.5 | 1.5 | .1 |  |
|  | Total | 1301 | 2.4 | 1.5 | .0 |  |

The table reveals that average number of workshops attained by fathers is 2.4. It is highest among the group of ‘illiterate’ which is 2.7 followed by father belonging to the group of having education above 10th standard. The difference is found out to be statistically significant as P < 0.05.

The above two tables reveal that there are two groups of parents who are relatively active as compared to the others. They are the parents who are either illiterate or have education more than10th standard. The reason could be that both these groups have realized the significance/ importance of education either due to its exclusion or inclusion in improving the standard of living.

1. **Relationship between attendance of workshop and the Occupational background of the parents:**

**3.1: Is there any significant difference in the attendance of workshops by the parents between different occupational backgrounds of the mother?**

The ANOVA test was used to find out to see whether there is a statistically significant difference between the number of workshops attended by the mothers and their occupational background.

**Table 27: Occupational Status of Mothers and the Workshops Attained**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | Occupational background of the mothers | Total No | Avg no of workshops attended | Std Dev | Std Error | Sig |
| 1 | Small business | 46 | 1.5 | 1.7 | .2 | 0.000 |
| 2 | House maids | 142 | 2.1 | 1.6 | .1 |  |
| 3 | Home makers | 1051 | 2.5 | 1.4 | .04 |  |
| 4 | Service | 44 | 2.0 | 1.8 | .2 |  |
| 5 | Others | 19 | 2.3 | 1.7 | .3 |  |
|  | Total | 1302 | 2.4 | 1.5 | .0 |  |

The average number of workshops attained is 2.4. the average workshops attained by home makers is highest at 2.5 followed by 2.3 belonging to ‘others’ category. The difference across the categories is found out to be statistically significant as P < 0.05. Thus we can conclude that participation of home makers in the workshops is significantly higher than other groups.

**3.2: Is there any significant difference in the attendance of workshops by the parents between different occupational backgrounds of the father?**

The ANOVA test was used to find out to see whether there is a statistically significant difference between the number of workshops attended by the fathers and their occupational background.

**Table 28: Occupational Status of Fathers and the Workshops Attained**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | occupational background of the fathers | Total No | Avg no of workshops attended | Std Dev | Std Error | Sig |
| 1 | Small business | 237 | 2.4 | 1.4 | .0 | 0.281 |
| 2 | Company | 86 | 2.7 | 1.3 | .1 |  |
| 3 | Driver | 252 | 2.3 | 1.6 | .1 |  |
| 4 | Unemployed | 19 | 2.7 | 1.5 | .3 |  |
| 5 | Seller | 80 | 2.2 | 1.4 | .1 |  |
| 6 | Service | 604 | 2.4 | 1.5 | .0 |  |
| 7 | Others | 24 | 2.5 | 1.4 | .2 |  |
|  | Total | 1302 | 2.4 | 1.5 | .0 |  |

The average number of workshops attained by fathers is 2.4. It is highest in two categories viz Unemployed and people working in companies. Yet the difference across the categories is not statistically significant and P > 0.05.

The two tables related to occupations of mother and fathers reveal that the parents are willing to participate more actively and devote more time if their occupation permits them.

1. **Relationship between Number of home visits made and the attendance of the workshops by the parents:**

**4.1: Is there any significant difference in the attendance of workshops by the parents between different no of home visits?**

The ANOVA test was used to find out to see whether there is a statistically significant difference between the number of workshops attended by the parents and the number of home visits made.

**Table 29: Number of home visits and Workshops attained by the parents:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | Number of home visits | Total No | Avg no of workshops attended | Std Dev | Std Error | Sig |
| 1 | 1 | 224 | 2.5 | 1.5 | .1 | 0.032 |
| 2 | 2 | 752 | 2.4 | 1.5 | .0 |  |
| 3 | 3 | 225 | 2.6 | 1.4 | .0 |  |
| 4 | 4 | 38 | 2.2 | 1.5 | .2 |  |
| 5 | 5 & 6 | 20 | 3.3 | 1.0 | .2 |  |
|  | Total | 1259 | 2.5 | 1.5 | .0 |  |

The data reveals that average number of workshops attained is 2.5. The highest number of workshop attained is 3.3 which is for the category of visits 5 & 6, which is maximum. It is followed by the category of 3 visits. The difference across the categories is found out to be statistically significant as P < 0.05.

1. **Relationship between the type of ownership of the schools and the achievements of the children in language and numeracy skills:**

**5.1: Is there is significant difference in the performance of the children in language skills between different schools classified as per type of ownership?**

The schools selected for the programme are either owned by Mumbai Municipal Corporation or are privately owned. The ANOVA test was used to see if the difference across the achievements of the children is significantly different due to difference in the type of ownership. This is tested for three parameters such as language skills and numeracy skills for post workshop data.

**Table 30: Children’s achievements in Language skills as per ownership of schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | Type of ownership of schools | Total No | Mean score achieved by the children | Std Dev | Std Error | Sig |
| 1 | BMC | 365 | 3.71 | 1.25 | 0.65 | 0.62 |
| 2 | Private | 321 | 3.76 | 1.32 | 0.74 |  |
|  | Total | 686 | 3.73 | 1.28 | 0.49 |  |

The above table reveals that the mean achievements in language skills are higher among the children from private schools (3.76) as compared to BMC schools (3.71). The difference across the schools is statistically not significant as P > 0.05.

**5.2: Is there is significant difference in the performance of the children in numeracy skills between different schools classified as per type of ownership?**

**Table 31: Children’s achievements in Numeracy skills as per ownership of schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | Type of ownership of schools | Total No | Mean score achieved by the children | Std Dev | Std Error | Sig |
| 1 | BMC | 365 | 3.89 | 1.25 | 0.06 | 0.006 |
| 2 | Private | 321 | 4.16 | 1.32 | 0.07 |  |
|  | Total | 686 | 4.02 | 1.28 | 0.05 |  |

The above table reveals that the mean achievements in numeracy skills are higher among the children from private schools (4.16) as compared to BMC schools (3.89). The difference across the schools is statistically significant as P < 0.05

1. **Relationship between the medium of education of the schools and the achievements of the children in language and numeracy skills:**

**6.1: Is there is significant difference in the performance of the children in language between different schools classified as per medium of education?**

There are mainly three medium schools viz Hindi, Urdu and Marathi. There is also a small representation of Arabi and Gujarati schools. But that sample is omitted as it is not adequate to draw any conclusions. An attempt is made to find out whether there is any statistically significant difference in the language and numeracy skills achieved by the children across different medium schools.

**Table 32: Children’s achievements in Language skills as per medium of education in the school:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | Medium of education | Total No | Mean score achieved by the children | Std Dev | Std Error | Sig |
| 1 | Hindi | 318 | 3.57 | 1.63 | 0.09 | 0.003 |
| 2 | Urdu | 157 | 3.12 | 1.34 | 0.10 |  |
|  | Marathi | 255 | 3.62 | 1.52 | 0.09 |  |
|  | Total | 730 | 3.49 | 1.54 | 0.05 |  |

The above table shows that the average score of children in language skills achieved by children in Marathi medium schools is significantly higher (3.62) as compared to children from Hindi medium schools (3.57) and Urdu medium schools (3.12). The ANOVA test shows that the difference across the schools is statistically significant as P < 0.05.

**6.2: Is there is significant difference in the performance of the children in numeracy between different schools classified as per medium of education?**

**Table 33: Children’s achievements in Numeracy skills as per medium of education in the school:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sr. No | Medium of education | Total No | Mean score achieved by the children | Std Dev | Std Error | Sig |
| 1 | Hindi | 318 | 3.61 | 1.64 | 0.09 | 0.002 |
| 2 | Urdu | 157 | 3.59 | 1.48 | 0.11 |  |
|  | Marathi | 255 | 4.04 | 1.57 | 0.09 |  |
|  | Total | 730 | 3.76 | 1.59 | 0.05 |  |

The table 33 depicts that the average score of children in numeracy skills achieved by children in Marathi medium schools is significantly higher (4.04) as compared to children from Hindi medium schools (3.61) and Urdu medium schools (3.59). The ANOVA test shows that the difference across the schools is statistically significant as P < 0.05.

**Conclusions:**

The conclusions drawn by data analysis are summarized below:

1. **Overall programme scenario:** The programme is run in total 7 wards in Mumbai. Nearly 52 percent of these represent male children and 42 percent girl children. It covers in all 1470 children belonging to the age group of 3 (minimum) to 13 (maximum) years. The distribution of children among the age groups of 3 to 5 years (mostly pre-primary section) and 5 + to 8 years ( mostly 1st and 2nd standard) is more or less equitable. Ten percent of the children belong to the age group of above 8 years. Overall 54 percent are going to pre-primary schools.
2. **Type of schools:** The programme covers a good mix of different types of schools. Nearly 52 percent are the schools governed by Bombay Municipal Corporation (BMC) and remaining 46 percent are private schools. The medium of education is also varied. Nearly 34 percent are Marathi medium followed by 23 percent hindi medium. It should be recognized that even many other medium schools such as Urdu, Gujarati and Arabic are also covered by the programme. Nearly 73 percent of these schools are attached with government sponsored Anganwadi programme.
3. **Parental background:** The parental background is assessed in two forms: the educational level of mothers and fathers and the occupational status of mothers and fathers. The data reveals that educational level of mothers is relatively weak. Nearly 25 percent of the mothers are illiterate and only 20 percent have passed 10th standard. Similarly nearly 12 percent of the fathers are illiterate and 39 percent have passed 10th standard. The data related to the occupational status reveals that majority of the mothers are home makers (71 %) followed by house maids (10%). Most prominent occupation of the father is service (47 %) followed by small business (16 %). It must be noted though that various other categories of occupations such as driver, sellers, etc are represented in the parent’s groups. It can be concluded therefore that the programme has reached the weaker section of the society.
4. **Time spent with the child:** the data related to willingness of parents to spent time with their wards shows that only 39 percent of the mothers and 8 percent of the fathers are willing to spend at least 30 minutes with their wards every day. Only 7 percent of mothers are willing to spend one hour every day with their wards.
5. **Children’s language, numeracy and mathematical skills:** The level of children’s skills in these three domains is captured by the data. The analysis shows that 12 percent of the children know basic language skills and only 0.5 percent of the children know full sentence. 9.6 percent of the children know preliminary numeracy skills and only 4 percent know numbers up to 100. 19 percent of the children know basic additions and only two percent know the word problem in mathematical skills. It can be concluded therefore that the level of skills acquired by the children is relatively low.
6. **Pre and post workshop performance:** The pre and post workshop data clearly shows that there is a marked improvement in the abilities of the children in all the three domains such as language, numeracy skills and arithmetic skills. This difference is shown in absolute number of children able to do the difficult task as well as by the Paired sample T test run to test the difference across pre and post workshop period. It can thus be concluded that the workshops have resulted in improving the cognitive abilities of the children.
7. **Workshops:** Nearly 52 percent of the workshops are conducted for pre-primary education and 41 percent are conducted for 1st and 2nd standard. The parents are approached through various ways such as home visits, and workshops. Nearly 52 percent of the parents are approached through home visits. 15 percent are have been visited at least once and more than 51 percent are visited at least twice.
8. **Activities conducted in the workshop:** Four main activities such as Story-telling, Picture reading, Colours and Shapes and Conversation are conducted in the workshops. The parent’s participation in these activities is captured in the data. It shows that in all the activities around 60 percent of the parents were actively involved which is a positive indicator.
9. **Attendance in workshops:** An attempt has been made to see the relationship between the number of workshops attained by the parents (dependent variable) and parent’s educational status, occupational status and number of home visits made. The analysis reveals that parents with either very low level of literacy (illiterate) or better level of literacy (passed 10th standard) are more likely to attend the workshops. Occupational relationship shows that homemakers are distinctly more likely to attend the workshops as compared to other occupational groups. It is also seen that there is a positive relationship between number of home visits made and the parental attendance of the workshops.
10. **Ownership of schools:** The data reveals that the overall performance of the children coming from private medium schools is relatively better than children coming from BMC schools. The difference is found out to be statistically significant in case of numeracy skills. It is not found out to be statistically significant in case of language skills.
11. **Medium of schools:** Medium of education can have a significant impact on the programme outcomes either directly or indirectly. It is also seen that the performance of Marathi medium schools is comparatively better than that of Hindu or Urdu medium schools.

**Suggestions for the organization:**

1. Some of the data which is valid for analysis is not yet coded. For instance data related to nagars, schools, teachers, cannot be used as it is not maintained in proper formats.As far as possible the coding should be done at the time of surveying only.
2. The quantitative data compiled by the organization can be supported by some qualitative data. For instance focus group discussions of parents, survey/ interviews of the teachers can add value to the analysis by helping understanding the nuances in the programme which may not always get captured by the quantitative data. It may also help in getting good suggestions to improve the programme for the future.
3. It is suggested that the organization should collect data from the parents especially related to behavioural changes in inculcating good habits in children such as discipline, punctuality, independence, self-reliance, cleanliness, etc.
4. Teacher’s feedback is also essential to find out the difference between the children whose parents attended the workshops and whose did not.
5. One of the objectives of the programme is to encourage the education of special children who need additional attention. As the data is not collected, it cannot be validated. Hence it is suggested that the organization should collected data of the special children in terms of case studies, interviews of the parents, etc.
6. Parent’s difficulties in attending the workshops should be recorded in order to find out the possible solution.

**Suggestions towards the usefulness of the study:**

1. The study is important for providing an impartial and neutral picture of the parents training programme as it is done by the third party. The study also provides the statistically proven results of the impact assessment which can be verified.
2. The study can be used for convincing all the stakeholders about the importance of the parents training programme. For instance it can be used in the following ways:
3. Parents: The study has proved that patents active role in learning is extremely useful for children’s educational progress. Thus it can be used to convince parents to attend the workshops regularly.
4. Trainers: The study shows the impact of that home visits, parents’ educational levels on the attendance of workshops. This will help trainers to focus their activities in more efficient ways.
5. Investors: the study will help in convincing investors about the positive impact of the programme.
6. Children: Finally the study shows that the ultimate beneficiaries are the children who get additional support from the parents in terms of spending more time and higher level of interactions and more involvement in the studies.
7. Employees: The study will also help employees of Pratham Foundation to boost their morale.

**Future scope for further study:**

The Parents Training Programme also addresses behavioural changes in children such as higher discipline, punctuality, cleanliness, etc which will have a long term benefit. This is not captured in the present data. The future study can cover this information through survey of the parents and assess its impact.

Secondly, there is also scope for finding out the ultimate impact of this programme on the children’s learning abilities in terms of various skills such as arithmetic, numeracy and language skills, etc.

There is also a scope to improve the programme by undertaking suggestions from parents and trainers which can be covered through survey.

**References:**

* Importance of Parents Involvement in Child’s Development: A marathi document published by Pratham Foundation
* Secondary data collected by Pratham Foundation
* Black W, Babin B and Anderson R ( 2015), Multivariate Data analysis (7th Edition), Pearson publication