

IMPACT ASSESSMENT REPORT

SUPPLEMENTARY COACHING SUPPORT PROGRAMME

Accelerating Learning Opportunities

IN AMDANGA & GAIGHATA BLOCKS, NORTH 24 PARGANAS, WEST BENGAL
OCTOBER 2021 - JUNE 2022



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Foundation

BARASAT UNNAYAN PROSTUTI

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Background

The year 2020 has put almost 320 million children in India out of the sphere of formal education owing to outbreak of COVID. The outbreak of corona virus across the globe has put the entire population under different challenges. The most affected are the children and adolescents among all other categories of populations. During the last two years, India has also witnessed the similar situation and large number of people have lost their lives. Long closure of academic institutions has put children within their home and several studies have shown that only about 22% children in India could access online education facility over the last two years. The online education system has created digital divide among the children for not having the scope of accessing smartphones and internet. The online education facility though was not that effective in reaching out to the last child in the community and it resulted as large number of children estimated to have gone out of the sphere of education and got involved in labour or have become victims of child marriage. Human trafficking has also increased to a greater extent. There have been some initiatives from the government schools to reach out to the students over WhatsApp and video calling but such facility did not work at all for majority of the students. In fact, the way such online classes have been conducted, were mostly based on one way communication. Children or their parents were not allowed to speak or ask anything. Only few chapters were explained from the teacher's end and some worksheets were distributed from the schools during distribution of monthly mid-day meal. There was no contact (both direct and virtual) between students and teachers. Parents in rural areas lost their livelihoods due to countrywide lock down and that too pushed them to involve their children in some forms of earning sources. A large number of families or family heads had to struggle to get back to their native villages during this period and that incurred huge expense on travel. The overall socio-economic conditions of the families were at stake which largely affected the children across all communities.

Subsequent to this, the two cyclones namely 'Amphan' and 'Yaas' have also destroyed the lives of the communities. The children have suffered a lot and in combating the situation. Large number of families have been affected by the two cyclones by means of losing their agricultural lands and destruction of the habitations. Several families had to take shelter in temporary places during that time, as their houses had submerged under water.

In addressing the academic loss of the children in the two intervention locations, namely Amdanga and Gaighata Blocks, Barasat Unnayan Prostuti has taken an initiative to cater to the children by providing supplementary education support to keep the children within the sphere of education and save them from being dropped out and become child labourers. There was community urge to make some arrangements for the studies of their children as several families did not have the capacity at that time to provide private tuition owing to poor family economic condition. This support was thus planned to reach out to the children, those who could not access the online or offline mode to studies during lock down period.

Purpose of the Impact Assessment

Barasat Unnayan Prostuti (BUP) has implemented the supplementary education centre programme for 9 months reaching out to 300 children in Amdanga and Gaighata Blocks in North 24 Parganas, supported by Paul Hamlyn Foundation. The schools were closed due to outbreak of corona virus and subsequent lock down in the country. Children in the communities did not have access to digital education facility for several reasons. The government schools had taken few steps to keep the children within the sphere of education but such facility was inadequate and did not reach majority of the children across the state. The programme was launched to cater to the learning gaps among the children which have caused due to closure of schools.

After having implemented the programme for last 9 months, BUP intends to an account of the impact created among the children and with the communities to understand the effectiveness of the intervention and explore other issues that have emerged out of the intervention.

Objectives of the Assessment

Based on the above situation and subsequent initiatives taken from BUP, the present impact assessment has been undertaken on the following objectives:

- a. To assess the academic improvement and intellectual development among children towards understanding the impact of the intervention.
- b. To understand the impact of the training inputs to the teachers and its application in filling up the learning gaps among children.
- c. To understand the impact of the intervention among the parents and larger communities towards keeping the children within the sphere of education and saving them from being child labourers.

Methodology

The process of impact assessment has been done from two angles, namely the academic aspects and social aspects. The assessment involved following processes:

- a. Individual child assessment of different classes has been done with 70 percent sampling from each class covering two locations.
- b. The assessment process with children has been undertaken on the following criteria
 - a. Reading skills
 - b. Writing skills
 - c. Arithmetic skills
 - d. Intellectual skills
- c. Separate set of questions for each class and subject were prepared and random selection of children has been done from across the centres.
- d. Focused Group Discussion (FGD) with the coaching teachers has been done in each of the two locations namely Amdanga and Gaighata.
- e. Two Focused Group Discussion (FGD) sessions with parents and community people have been conducted in both the locations.

Findings from the Children Learning Status

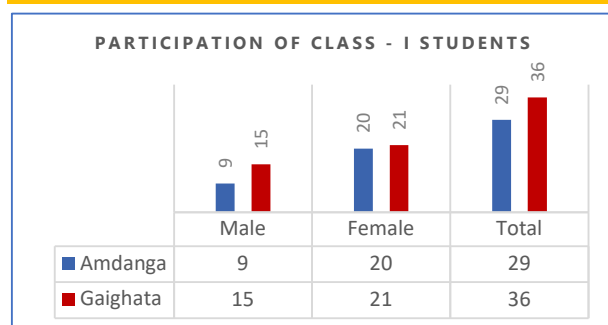
In course of understanding the improvement among the children through the coaching support, a set of questions were prepared for Class – I, II, III & IV based on the inputs provided to the children. The questions have been framed in consultation with the project team and training resource person. Children have been involved into different process of assessment at the respective centres and the project team members have collected the data.

Following are the findings from the assessment process conducted among 207 children out of the total 300 children. Some children were not available at the time of assessment process due to attending their schools.

Location	Male		Female		Total		
Age Group →	5 to 8	9 to 11	5 to 8	9 to 11	5 to 8	9 to 11	
Amdanga	26	18	37	25	63	43	106
Gaighata	30	14	33	24	63	38	101
Total	56	32	70	49	126	81	207

This table gives an overall status of the children covered under the assessment process. Participation from Amdanda has been 51 percent while it has been 49 percent for Gaighata. Out of the total participation 43 percent children are male while the remaining 57 percent are female. On account of the age wise distribution, 61 percent children were in the 5 to 8 years age group and 39 percent children were in the 9 to 11 years age group.

Analysis of Findings for Class – I



The graph indicates that 65 children of Class – I have taken part in the assessment process, of which 29 were from Amdanga and 36 were from Gaighata. Among them, 37 percent were male students and remaining 63 percent were female students.

Among them 26 percent students have attended the coaching classes for over 9

months, while 74 percent have attended the coaching classes between 6 to less than 9 months.

Ability to Read Bengali Alphabets				
	Amdanga	Gaighata	Total	
Can Read All Alphabets	23	23	46	71%
Can Read 3 to 5 Alphabets	3	10	13	20%
Can Read the Vowels only	3	1	4	6%
Cannot Read Any Alphabet	0	2	2	3%
	29	36	65	100%

The table indicates that out of the two locations, 71 percent children can read Bengali alphabets, while 20 percent can read up to 3 – 5 alphabets, 6 percent can read only the

vowels and 3 percent are unable to read any alphabet in Bengali language.

Ability to Read Bengali Words				
	Amdanga	Gaighata	Total	
Can Read All Words	19	18	37	57%
Can Read 2 to 4 Words	8	12	20	31%
Can Read the Vowel Based Words	1	2	3	5%
Cannot Read Any Word	1	4	5	8%
	29	36	65	100%

The table indicates that 57 percent children in Class – I standard have improved in reading Bengali words, subsequently another 31 percent are also close to them. Remaining 13 percent children would require further inputs to

improve upon their reading skills of Bengali words. The overall status in this regard is quite satisfactory that 87 percent children have shown remarkable progress through the coaching support.

Similarly, it has come out that 83 percent children in Class – I standard have improved in Bengali words writing skills, while 11 percent can write few words and 6 percent are unable to write any word.

Ability to Write Bengali Words				
	Amdanga	Gaighata	Total	
Can Write All Words	18	23	41	63%
Can Write 2 to 4 Words	5	8	13	20%
Can Write the Vowel based Words	5	2	7	11%
Cannot Write Any Word	1	3	4	6%
	29	36	65	100%

This is indicative that an average of 87 percent children in Class – I standard have improved in reading Bengali alphabets, words and writing skills while attending the coaching centres. The time when this coaching programme was initiated, the children were almost at the level of zero and the inputs over 9 months have brought about meaningful impact in their learning status.

Ability to Read English Alphabets				
	Amdanga	Gaighata	Total	
Can Read All Alphabets	21	19	40	62%
Can Read 3 to 5 Alphabets	4	11	15	23%
Can Read the Beginning Alphabets	2	3	5	8%
Cannot Read Any Alphabet	2	3	5	8%
	29	36	65	100%

In terms of skills improvement in English language for Class – I standard students, it shows that almost 85 percent students have improved over reading English alphabets. At the

same time, the remaining children would require further guidance and follow up to improve upon their English reading skills.



Ability to Read English Words				
	Amdanga	Gaighata	Total	
Can match all big & small letters	22	24	46	71%
Can match 2 to 4 big & small letters	3	6	9	14%
Can only match which are similar in looks	4	2	6	9%
Cannot match any similar letter	0	4	4	6%
	29	36	65	100%

Similarly, the reading skills of English words has also improved for 85 percent children while the remaining children would require further input and guidance in this regard.

In terms of writing skills improvement, 83 percent children have shown appropriate improvement, while 17 percent children would require further support to improve upon their English writing skills.

Ability to Write English Words				
	Amdanga	Gaighata	Total	
Can write all letters properly in the blanks	19	23	42	65%
Can write 2 - 5 letters in the blanks	3	9	12	18%
Can only fill up first line properly	3	1	4	6%
Cannot write any alphabet	4	3	7	11%
	29	36	65	100%

The overall status for English alphabets & words reading and writing skills have improved for over 84 percent children studying in Class – I. The inputs and guidance from the teachers in both locations have been useful for majority of the children to overcome learning loss and get back to normal course of academics.

In terms of arithmetic skills improvement among children of Class – I standard, the table shows that 83 percent children have improved in reading numbers,

Ability to Read Numbers				
	Amdanga	Gaighata	Total	
Can Read All Numbers	19	20	39	60%
Can Read 3 to 5 Numbers	6	9	15	23%
Can only read single numbers	3	5	8	12%
Cannot Read Any Number	1	2	3	5%
	29	36	65	100%

while 12 percent have slightly improved in reading numbers and 5 percent could not show any improvement in this regard.

Ability to Match Numbers				
	Amdanga	Gaighata	Total	
Can match all number with the next one	21	21	42	65%
Can match 2 to 4 numbers with the next one	4	8	12	18%
Can only match single unit numbers	3	3	6	9%
Cannot match any number	4	1	5	8%
	32	33	65	100%

The ability of matching numbers among children of Class – I standard shows that 83 percent have improved in matching before & after numbers. At the initial stage, children were unable to do

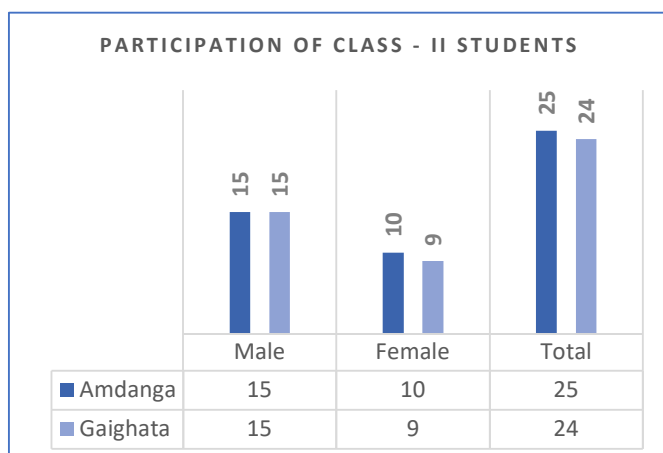
this but through the constant effort of the teachers and support of the guardians, it has been possible to bring the children at this level. The continued effort has helped children to move ahead with remembering the number matching process and subsequently writing the same. It shows that 77 percent children have improved in both the areas, while 14 percent children could write few numbers.

The overall status for Class – I indicates that more than 85 percent children have

Ability to Match & Write Numbers				
	Amdanga	Gaighata	Total	
Middle numbers are all spelled correctly	19	20	39	60%
2 to 4 middle numbers are spelled correctly	4	7	11	17%
Only able to write number in the middle of the unit number	4	5	9	14%
Cannot write any number	2	4	6	9%
	29	36	65	100%

been benefitted with the supplementary coaching support and that has ensured their continuation of studies after reopening of schools in the post pandemic phase.

Analysis of Findings for Class – II



In the assessment process, 49 children from the two intervention locations have taken part, of which 25 are from Amdanga and 24 from Gaighata. 61 percent among them are male while 39 percent are female. It has come out that 67 percent children from both the locations have attended the coaching classes in between 6 to 9 months, while 33 percent have attended the class for over 9 months.

Ability to Read Bengali Words				
	Amdanga	Gaighata	Total	
Can Read All Words	14	15	29	59%
Can Read 3 to 5 Words	10	8	18	37%
Can only read words without vowels	1	1	2	4%
Cannot Read Any Words	0	0	0	0%
	25	24	49	100%

This table indicates that reading ability of Bengali words has improved among 96 percent children which is adequately impressive. During the initial days, children were unable to read anything that they learnt in school. Since the

children were out of academic sphere that had put them into such unlearning situation. However, this supplementary support has certainly worked for large number of children to revive their age-appropriate learning abilities.

Similarly, it is also visible that 76 percent children have improved in making words from different alphabets, while another 12 percent have improved but are bit behind from the larger group of children. Only one among the 49 children could not perform in

Ability to Make Bengali Words				
	Amdanga	Gaighata	Total	
Able to make all words across letters with letters	16	21	37	76%
Can make words across letters with 2 to 4 letters	4	1	5	10%
Can make words across letters with 1 to 3 letters	4	2	6	12%
Cannot Make Any Word	1	0	1	2%
	25	24	49	100%

this process. The overall status is adequately satisfactory and would help the children to get back to regular studies without any hindrance.

This table shows that children has improved in their listening and writing skills. It shows that

Listen and Write Bengali Words				
	Amdanga	Gaighata	Total	
Can write all the letters by listening	14	19	33	67%
Can write by listening to 2 to 4 letters	3	5	8	16%
Can write by listening to 1 to 3 letters	4	0	4	8%
Cannot Write Any Word by listening	4	0	4	8%
	25	24	49	100%

over 83 percent children have improved in following dictation and writing accordingly. This is quite impressive that children can understand the instruction and follow the same to write words. There

are only about 16 percent students who would require further guidance to improve upon their listening and writing skills.

English Writing Ability				
	Amdanga	Gaighata	Total	
Can write all the letters caps & small	12	20	32	65%
Can write 3 - 5 letters caps & small	6	3	9	18%
Can write 1 - 2 letters caps & small	3	1	4	8%
Cannot write any letters caps & small	4	0	4	8%
	25	24	49	100%

The ability of the children in writing English letters have improved to a greater extent as it shows that over 83 percent children have shown improvement in writing capital and small letters. Another 8 percent

children are bit behind but they have also overcome the unlearning situation. Only about 8 percent children could not cope up with the leaning inputs and would require further inputs.

Word Making with Picture				
	Amdanga	Gaighata	Total	
Can write all the word as per picture	13	19	32	65%
Can write 3 - 5 words as per picture	2	4	6	12%
Can write 1 - 2 words as per picture	1	1	2	4%
Cannot write any word as per picture	9	0	9	18%
	25	24	49	100%

This table indicates the improvement of intellectual abilities among the children. Children are able to relate to the pictures and write the name of the object accordingly. It shows that 77 percent children have improved upon their intellectual skills and are able to follow the pictures. Only about 4 percent children could follow the instruction partially, while about 18 percent children not understand the inputs. This requires further guidance and follow up.

Understanding the meaning and identifying the word is one of another intellectual skills and over 85 percent children have shown satisfactory performance. It shows that the abilities to identify the

appropriate words and rearranging them in order has been well captured and spelt out by the children

Ability to Re-Arrange Jumbled Words				
	Amdanga	Gaighata	Total	
Can arrange all the jumbled words	14	22	36	73%
Can arrange 3 - 5 jumbled words	4	2	6	12%
Can arrange 1 - 2 jumbled words	2	0	2	4%
Cannot arrange any jumbled word	5	0	5	10%
	25	24	49	100%

during the assessment process. Only about 14 percent children would require further follow up in this regard and such support can help them overcome the situation.

This table indicates that about 86 percent children in this category are able to read the number in appropriate manner while remaining 14 percent would require further input to improve upon their

skills of reading numbers. This is indicative that the support for arithmetic skills development has worked for majority of the children.

Ability to Read Numbers				
	Amdanga	Gaighata	Total	
Can Read All Numbers	17	19	36	73%
Can Read 3 to 5 Numbers	2	4	6	12%
Can only read single numbers	1	1	2	4%
Cannot Read Any Number	5	0	5	10%
	25	24	49	100%

After being able to read the numbers, it has been tested that almost 74 percent children are

Ability to Write Numbers				
	Amdanga	Gaighata	Total	
Able to write all numbers in order	13	20	33	67%
Able to write 2 - 6 numbers in order	3	0	3	6%
Able to write the single unit numbers	3	4	7	14%
Cannot write any number	6	0	6	12%
	25	24	49	100%

able to write numbers based on dictation. Another 14 percent are bit slower to follow the dictation but remaining 12 percent have not improved in this process of writing numbers as per instruction. Following instruction is one of the important aspects for the children, however it is observed that long

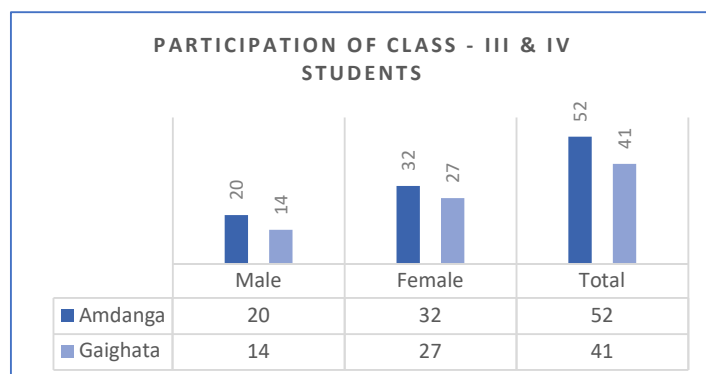
disconnection with studies and closure of schools have put the children into deep crisis that they would require further time to overcome the situation.

Similarly, it is also important for the children to arrange the numbers in order when split around. The table indicates that about 80 percent children are able to arrange the before and after numbers in order, while 10 percent

Ability to Write Before Numbers				
	Amdanga	Gaighata	Total	
Able to write all previous numbers correctly	15	20	35	71%
Able to write 2 - 6 previous numbers correctly	2	2	4	8%
Able to write 2 - 4 previous numbers correctly	5	0	5	10%
Cannot write any previous number	3	2	5	10%
	25	24	49	100%

children from Amdanga can do it partially and remaining 10 percent are unable to do the same of their own. This is also an impact of the long closure of schools, as children forgot almost everything and thus need more time to recover from the learning loss.

Analysis of Findings for Class – III & IV



In the process of the assessment of the children of Class – III & IV have been clubbed together keeping the assessment tools same for them. The inputs have been given keeping them in same groups. The basic understanding and skills required to be same and thus no division of assessment process for these two

classes have not been changed. Out of the 207 children took part in the assessment process, 93 children were from Class – III & IV of which 37 percent were male and 63 percent were female. It has also come out from the assessment that 82 percent children have attended the coaching classes for 9 months and remaining 18 percent have studied between 6 to 9 months.

The table indicates that 77 percent children have adequately improved upon reading Bengali sentences of different types, while 14 percent children are slow in progress and 10 percent require further inputs to get in tune with reading appropriately. This is satisfactory as majority of the children have been able to grasp the classroom transaction process within short span of time.

Ability to Read Bengali Sentence				
	Amdanga	Gaighata	Total	
Can Read All Sentences	22	26	48	52%
Can Read 2 to 3 Sentences	13	10	23	25%
Cannot read words and sentences with consonants and vowels	9	4	13	14%
Can't read any words or sentences	8	1	0	10%
	52	41	93	100%

Bengali Word Fill in the Gaps				
	Amdanga	Gaighata	Total	
Able to make all the words by placing letters in the blanks	38	34	72	77%
Able to make 3-4 words by placing letters in the blank spaces	10	5	15	16%
Can make 2 words by putting letters in blank spaces	2	1	3	3%
Can't make a single word by putting letters in the blanks	2	1	3	3%
	52	41	93	100%

Continuing with the earlier abilities, it has been found that 94 percent children are adequately skilled to follow the Bengali fill-in the gaps exercise. Only 6 percent children could

not make it up to the desired mark. However, with further guidance they would be able to cope up with the changing environment.

Bengali Sentence Making				
	Amdanga	Gaighata	Total	
Able to make sentences by putting letters in the blanks	30	27	57	61%
Able to make 3-4 sentences by putting letters in the empty cell	13	13	26	28%
Able to make 2 sentences by putting letters in the empty cell	3	0	3	3%
Can't make a sentence by putting letters in the blanks	6	1	7	8%
	52	41	93	100%

In terms of assessing the abilities of the children regarding making sentences from Bengali words, it has been observed that 89 percent children have performed accordingly while the remaining 11

percent children would require further input to improve upon this skill. However, it is quite satisfactory to see that majority of the children have come up with good performance within a period of maximum 9 months.

The reading ability of the children of Class – III & IV has also improved for 84 percent children to a satisfactory level, while 14 percent have started coping with the learning inputs and 2 percent still require guidance to overcome the situation.

English Reading Ability				
	Amdanga	Gaighata	Total	
Can read all words	15	19	34	37%
Able to read 3-5 words	30	14	44	47%
Can only read 3 letters	5	8	13	14%
Cannot read any word	2	0	2	2%
	52	41	93	100%

Children had almost forgotten to identify and read the words but the constant efforts by the coaching teachers have enabled them to overcome the learning loss and come up to this level.

Pairing English Words				
	Amdanga	Gaighata	Total	
Can match all the pairs	31	24	55	59%
Can match 2-3 pairs	9	14	23	25%
Can match only one pair	7	3	10	11%
Not able to march any pair	5	0	5	5%
	52	41	93	100%

Continuing with reading the words and understanding the meaning, children have simultaneously improved upon pairing the English words. 84 percent children in this group

have appropriately could do the pairing and that too also by understanding the meaning of the words. Another 11 percent could pair only one word and 5 percent could not do any of the pairing. But it shows, that majority of the children have been able to understand the meaning of the words and perform accordingly with the desired standard.

English Fill in the Blanks				
	Amdanga	Gaighata	Total	
Can fill up all the blanks	16	18	34	37%
Can fill up 2 - 3 blanks	19	18	37	40%
Can fill up 1 - 2 blanks	13	3	16	17%
Not able to fill up any blanks	4	2	6	6%
	52	41	93	100%

In the same manner, performance of the children is equally satisfactory for English word fill-in the gaps. This indicates that

teachers have taken appropriate care in guiding the children to learn and exercise the same. The table shows that 77 percent children have improved in fill-in the gaps for English words, while 17 percent have learnt it to some extent and 6 percent could not grasp it. They would require further input to improve upon this skill.

This table indicates that the arithmetic skills among children has improved to a greater extent.

93 percent children have come up with adequate skills to read all the numbers asked to them, while 6 percent could perform to a lower scale and 1 percent could not do anything. Children

Ability to Read Numbers				
	Amdanga	Gaighata	Total	
Can Read All Numbers	37	24	61	66%
Can read 5 - 10 numbers	12	13	25	27%
Can read 2 - 6 numbers	2	4	6	6%
Cannot read any number	1	0	1	1%
	52	41	93	100%

have been able to understand the classroom transaction and performed accordingly. The constant effort of the teachers has enabled them to improve upon this skill.

The table below is also an implication of the arithmetic skill improvement among children. It

Ability to Write Numbers in Order				
	Amdanga	Gaighata	Total	
Can complete all numbers in order	45	37	82	88%
Can complete 2-6 numbers in order	4	3	7	8%
Cannot write any number	3	1	4	4%
	52	41	93	100%

shows that 96 percent children have shown appropriate performance in the writing the numbers in order.

This guidance of the teachers has created positive changes among the children.

Ability to do Additions				
	Amdanga	Gaighata	Total	
Can complete all addition	35	33	68	73%
Can complete 3 - 4 addition	2	8	10	11%
Can complete only 2 additions	5	0	5	5%
Cannot complete any addition	10	0	10	11%
	52	41	93	100%

It shows that 88 percent children have improved upon addition skills in arithmetic, 5 percent could perform at a lower level, while 11 percent would require further guidance for

their improvement in this regard.

Reflection from the Focused Group Discussion with Parents

Location: Madhabpur and Harpara Villages

Panchayat: Beraberia Block: Amdanga

In course of reviewing the process of supplementary coaching support to the children in the above locations, a process was undertaken to understand the perception of the parents of the children. This process has been undertaken to glance through the views of the parents on the entire initiative and impact that has been created through the same. The coaching support has been continued for 9 months across 10 field locations.

Benefits of the Coaching Support

Parents have expressed their satisfaction over the initiative of providing coaching support to the children particularly during the pandemic period while the schools were closed for over two years. The closure of schools had pushed the children into extreme learning loss situation and this coaching support has open the door as saviour for the children to regain their learning loss. At the same time, it has been useful for such parents who are unable to provide coaching support to their children due to loss of occupations during lock down period.

Access to Online Education

The children in these villages have not been fortunate to receive any forms of online education support during pandemic period. The children were provided with some academic worksheets to fill up and submit at the time of collection of monthly mid-day meal. Children were not allowed to go to schools during this period of lock down.

Impact of the Coaching Support

The parents have very clearly mentioned that the coaching support has been adequately effective in reviving the academic aspects. The particular improvement has been observed in areas of alphabet and word identification, reading of words and texts along with writing small text. At the same time the children have shown improvement in mathematical skills, as mentioned by the parents.

Impression about the Teachers

The parents showed adequate satisfaction over the performance, behaviour and attitude of the teachers. This is important to note that the parents have visited the coaching centres to

observe the coaching classes and interaction among teachers & students. Some parents though mentioned about minimal scolding by the teachers but none of them have mentioned about any physical torture or maltreatment by the teachers towards the children. It has also come out from the discussion that children used to inform at home about the lessons being taught and also about the home work.

Impact of the Coaching Centres

The coaching centres have not only helped children to regain interest in studies but also saved the children from dropping out of schools. The children have learnt drawing, dancing and craft work apart from regular studies. This additional input has not only earned the confidence of the parents but also facilitated the children to come up with their inherent creative skills. The long school closure had put the children into an uncertainty about continuing their studies but these coaching centres have come up as saviour for the children from being lost in the crowd and losing all chances of further studies.

Need for Continuing the Coaching Centres

So far as the parents are concerned, all of them have mentioned the requirement of continuing with the centres in future as the children have benefitted a lot while attending the centres. The guidance of the coaching teachers and caring attitude has built a level of confidence that the parents would continue to send their children. In fact, the parents have agreed to contribute a mere amount for their children so that the coaching centres can continue to operate.



Reflection from the Focused Group Discussion with Parents

Location: Mahishakati Village

Panchayat: Shimulpur Block: Gaighata

A similar process has been followed for Mahishakati village with the parents of the children. This process of focused group discussion has not only put forth the issue of education of the children but also facilitated the parents to explain the usefulness of the coaching support at times of school closure. The participation and expression of the parents were adequately impressive.

Benefits of the Coaching Support

The supplementary coaching support for about a year has certainly been useful for the children in the locality. The parents have mentioned that the coaching support has been a window of hope for their children to continue the studies, while the schools were closed for over two years. Children practically did not study at home and there was hardly anyone to guide them in their studies. The digital learning support were not available to these children as parents were not in a position to provide smartphone and data recharge. At the same time, it has been useful for such parents who are unable to provide coaching support to their children due to loss of occupations during lock down period.

Access to Online Education

Access to online education remained a distant dream for majority of the children in this area. There were some arrangements from government schools to provide academic instruction over WhatsApp and video calling but such support did not reach the children in these villages. The children had received some academic worksheets to fill up and submit at the time of collection of monthly mid-day meal, through their parents and they were not allowed to go to schools during this period of lock down.

Impact of the Coaching Support

With full support on the coaching support provided from BUP, the parents have expressed their satisfaction and mentioned that it has been adequately effective in reviving the academic loss among the children. The particular improvement has been observed in areas of text reading, addition, subtraction, multiplication and

learning tables. At the same time the children have shown improvement in writing skills as well.

Impression about the Teachers

Parents have expressed satisfaction over the teaching skills, behaviour and attitude of the teachers. It has been mentioned that teachers have been adequately caring and supportive towards the children, which made them confident to send their wards regularly to the centres. Such care and support also made it happen that the children used to come to the centre even before the scheduled time. Parents have often visited the coaching centres to observe the coaching classes and interaction among teachers & students. Some parents though mentioned about minimal scolding by the teachers but none of them have mentioned about any physical torture or maltreatment by the teachers towards the children. Children used to inform at home about the lessons being taught and also about the home work.

Impact of the Coaching Centres

The arrangement of supplementary coaching support has not only helped in reviving the studies of the children who could not access any forms of studies during lock down but also saved them being victims of child labour or human trafficking. Apart from academic inputs and guidance the children have also learnt drawing, dancing and craft work. This additional input has not only earned the confidence of the parents but also facilitated the children to come up with their inherent creative skills. Uncertainty about continuing with studies during the lock down had put the children and their parents into a difficult situation but these coaching centres have come up as saviour for the children. The centres have helped children to overcome the learning loss and continue with their respective studies.

Need for Continuing the Coaching Centres

The parents feels that the coaching centres need to be continued as it has immensely helped the children to get interested in studies and revive their learning loss. In fact, parents are ready to contribute some amount per month for the



operating cost of the coaching centres. There are several parents who do not have the ability to provide private tuition and this coaching support would certainly be useful for their children.

Reflection from the Focused Group Discussion with Coaching Teachers

Location: Madhabpur, Bodai and Harpara Villages || Panchayat: Beraberia || Block: Amdanga

Location: Mahishakati and Shimulpur Villages || Panchayat: Shimulpur || Block: Gaighata

The coaching centres have been facilitated by the Youth Leaders in their respective locations. Since they have been involved as youth leaders to strengthen the safety net thus it was easy for them to identify the children in their areas and provide them necessary support for continuing studies.

Opinion about Coaching Programme

The overall opinion of the teachers indicates that this initiative has certainly been beneficial for the children to get back to regular studies and prevented them from being dropped out or child labour. It has not only regained the confidence of the parents but also the children to overcome their learning loss.

Benefits of the Coaching Centres

Long school closure had put all the children into deep uncertainty about continuing with their studies and parents had no option left with them. The coaching classes has at least created an environment for regular studies for the children and regained the learning loss. The coaching support has helped mostly the children from economically poor families, as large number of families have lost their regular income during lock down and it was impossible for them to provide private tuition to their children during that period.

Impact of Teachers Training

The overall feedback about the training of accelerated teaching method is adequately satisfactory. The teachers mentioned that they have never experienced such impactful and useful teaching techniques. It has helped them

understand the concept of addition, subtraction, carried subtraction, simple method of multiplication and division. The use of flash cards and logography has also helped them deliver the concept of objects, words and colours etc. The classroom transaction through activity-based teaching has also been useful for keeping the interest among the children.

Experience during Coaching Classes

Teachers at both the locations have mentioned that before the training they were bit confused about how to go about reviving the learning loss among the children. But the training has helped them plan accordingly and deliver effectively in the classes. Children had forgotten almost everything and it was difficult to decide about where to start and how to proceed. The training inputs have certainly helped them to plan and execute the same with children of different classes. It was not easy to cater to the children as majority of them had forgotten everything and had no guidance at home either. But slowly, it has been possible for them to overcome the situation and cope up with the pace of learning among children of different classes.

Response from Children

The participation of the children in the entire process of coaching programme has been meaningfully satisfactory. At the initial phase, children were required to be called for the classes but gradually the children started coming to the centre quite before the scheduled time. With active involvement of the teachers, there has been improvement among the children in their reading, writing and arithmetic skills. Children got interested to the coaching classes and after few days it has been observed that they have been coming of their own, and they used to come prepared with the home work.

Support from the Parents

Initially the parents were bit confused about the functioning and regularity of the coaching classes but gradually they got the confidence over the teachers and continued to send their children. They used to visit the centre often to observe the classes and tried to understand what

were being taught. Parents have extended all cooperation to the teachers and contributed some amount for operating cost of the centres.

Impact of Coaching among Children

Satisfactory improvement has been observed among children in their reading, writing and arithmetic skills. Apart from regular studies, children have improved upon their socio-emotional skills by means of explaining their name, address and other common relationship. The first two months were quite challenging to keep the children interested towards the coaching classes but after about 3 months, the situation started changing and now the children continue to come on a regular basis and have also started attending school after reopening. The additional inputs for drawing, games and storytelling have also encouraged the children and their parents to continue with the centres.

Need for Continuing the Coaching Class

It has been observed that the coaching centres could bring back the school children into main sphere of education during school closure and has also helped in reviving their learning loss. Children from poor economic backgrounds have attended the coaching classes and shown remarkable improvement in their performance. At the same time the parents have supported the process. It would be useful if the coaching classes be operated for few more months by the time the parents are able to overcome the financial loss. There is further need to ensure continuation of the parent's participation and contribution towards the operation of the coaching centres.



Reflection from the Focused Group Discussion with Community People

Location: Madhabpur, Bodai and Harpara Villages || Panchayat: Beraberia || Block: Amdanga

Location: Mahishakati and Shimulpur Villages || Panchayat: Shimulpur || Block: Gaighata

In the process of implementation of the supplementary coaching programme during lock down and school closure, one of the major stakeholders have been the community people. The entire process of community-based coaching programme could be implemented with support from the larger communities and community representatives. The community people are quite well aware about the field programmes of Barasat Unnayan Prostuti and such understanding has enabled this coaching programme to take place in appropriate manner with adequate support from the respective communities.

Challenges for Children during School Closure

It was undoubtedly a great challenge for all the parents to guide their children in studies at the time of lock down and several families had no scope to access online education facilities.

Impact of the Coaching Programme

In both the locations, communities have clearly mentioned that the coaching programme has certainly been beneficial for the children of their communities as schools remained close for over two years. The coaching teachers have been cordial and caring towards the children and helped them learn drawing, craft, dance and drama apart from regular studies. The inputs during last 7- 8 months have been really useful for the children to regain their learning loss and overcome the challenges of attending schools as it reopened after two years.

Need for Continuing the Coaching Class

As mentioned by the community representatives that it would be useful if the coaching classes be continued. In that case, they would extend some support for carrying on the classes. They along with some parents agreed to contribute some amount per month as part of meeting up the operating cost of the coaching classes.



Conclusion

Barasat Unnayan Prostuti (BUP) with support from Paul Hamlyn Foundation (PHF) has implemented the supplementary coaching support programme covering 300 children from the 20 programme intervention villages. This assessment process has been able to reach out to 207 children among the 300 children and each of these children have been assessed on their language (Bengali & English) and Arithmetic skills. At the same time, perception from the guardians, community people and coaching teachers have been taken into consideration to understand the impact of the intervention. Following are some of the significant observations:

1. The supplementary coaching support has become a window of opportunity for the children and the parents to revive the academic loss of the children. Long closure of schools had put the children into entire darkness and there was hardly any hope left with the parents about reopening of the schools.
2. During the difficult time of COVID third wave, operating this coaching support was really a challenge as parents were not sure about sending their children to the coaching classes, but continuous effort and follow up by the coaching teachers have made it possible and 300 children across Amdanga and Gaighata Blocks have participated in the process.
3. The overall situation shows that about 90 percent children have been able to revive their learning loss and has started attending schools after reopening. This is important to note that neither of these 300 children could access the online education facility owing to poor family economic condition and thus this coaching support has absolutely worked as great support for the children.
4. Parents have also extended all the support including contributing little amount per month for the coaching programme and simultaneously the community stakeholders have also cooperated in the process of arranging space, electricity for the coaching classes.
5. About 12 percent children in average could not perform as according to the inputs given at the coaching classes and they would require further guidance to overcome the poor learning status. There could be other factors other than economic condition that have created hindrances for them to move with same pace like others.
6. The overall performance shows that children of Gaighata is comparatively better than the children of Amadnaga, however the reason for such difference in performance could not be retrieved.
7. The parents and community stakeholders have expressed their satisfaction over the entire initiative and hard work of the coaching teachers. They have mentioned that teachers have taken adequate care and provided guidance to the children with appropriate attention.
8. None of the parents have complained about any forms of punishment by the teachers, and this was probably the main reason for the children to continue at the coaching classes and excel in their academics.

Recommendations

Considering the immense support and active participation of the children, parents and the larger communities, following are some of the recommendations to take forward the agenda in future....

1. The closure of schools due to the pandemic had put the parents into deep uncertainty about continuation of studies of their children. But with the initiation of this coaching programme, they have supported to the extent possible. It has come out from the focused group discussion with the parents that they are ready to contribute to continue the coaching classes. This area may be explored across both the project locations.
2. Families of several children do not have the ability to spend for coaching support and this supplementary coaching support has become a window of opportunity. It may be taken into consideration that the coaching class may be continued with partial support from the parents and community. This would help large number of children to continue their studies and also prevent them from being child labourers.
3. Children have the abilities to learn beyond text books and such qualities may be explored along with provisions for orienting them on Child Rights issues.
4. The continuation of the coaching classes is desirable for the children as they have shown remarkable performance and regain their learning loss. The parents have also asked for continuing the coaching classes that needs to be taken into consideration. The community people have also asked for continuing the coaching classes, as they are also ready to provide necessary support for the benefit of the children of their neighbourhood.
5. Schools may also be taken into consideration to provide required educational tools and arrange for visiting teachers to conduct special session with these children as may be required.

Barasat Unnayan Prostuti - Paul Hamlyn Foundation Project : Academic Assessment of Students at the Coaching Centres

Basic Information

Select Block Name

- ☐ Amdanga
☐ Gaighata

Select Supervisor Name

- ☐ Pompey Maity
☐ Susanta Mondal
☐ Satya Mondal
☐ Sujata Adhikary

Select Centre Name

- ☐ Indrapur Education Centre
☐ Beraberia Education Centre
☐ Harpara Education Centre
☐ Bodai Education Centre
☐ Durlovpur Education Centre
☐ Shimulpur Education Centre
☐ Mahishakati Education Centre
☐ Jadovpur Education Centre
☐ Ramchandrapur Education Centre
☐ Bhaduria Education Centre

Information About the Student

এখানে ছাত্র বা ছাত্রীর তথ্য লেখার পরে, সেই ছাত্র বা ছাত্রী যে ক্লাসে পরে সেই অনুযায়ী বিভিন্ন বিষয়ের নম্বর দেওয়ার জন্য প্রযোজ্য অংশগুলি সক্রিয় হবে। অন্যথায় যেটা যার জন্য প্রযোজ্যও নয় সেটা নিষ্ক্রিয় হয়ে থাকবে।

Child Name

Age**Gender**

- ☐ Male
☐ Female
☐ Third Gender

Guardian Name**Child Class**

- ☐ I
☐ II
☐ III
☐ IV

School Name

- ☐ Jadavpur Aboitonik Prathamik Vidyalaya
☐ Vidyasagar Shishu Shiksha Kendra
☐ Ramchandrapur Colony R P Vidyalaya
☐ Mahishakati Swamiji Shishu Shiksha Kendra
☐ Biswakabi Shishu Shiksha Kendra
☐ Dakshin Thakur Nagar R P Vidyalaya
☐ Beraberia Aboitonik Prathamik Vidyalaya
☐ Bodai Aboitonik Prathamik Vidyalaya
☐ Bodai Shishu Shiksha Kendra
☐ Indrapur Aboitonik Prathamik Vidyalaya
☐ Durlabhpur Prathamik Vidyalaya
☐ Madhavpur Prathamik Vidyalaya
☐ Belu Prathamik Vidyalaya
☐ Harpara Prathamik Vidyalaya
☐ Other (please specify)

Any disability of the Child

- ☐ Yes
☐ No

Duration of Study at this Centre

- ☐ One Year
☐ >9 months - <one year
☐ >6 months - <9months
☐ >3 months - <6months
☐ <3 months
☐ Other (please specify)

Child Academic Status Update

If Child Class is I:

For Class - I

Ability to Read Bengali Alphabets (Class-I)

- ☐ সব বর্ণ পড়তে পারে - Score-5
☐ ৩ থেকে ৫ টি বর্ণ পড়তে পারে - Score-3
☐ শুধুমাত্র স্বরবর্ণ পড়তে পারে - Score-2
☐ কোনো বর্ণই পড়তে পারে না - Score-0

Put Score

Ability to Read Bengali Words (Class-I)

- ☐ সব শব্দ পড়তে পারছে - Score-5
☐ ২ - ৪ টি শব্দ পড়তে পারছে - Score-3
☐ শুধুমাত্র স্বরবর্ণ যুক্ত শব্দ পড়তে পারছে - Score-2
☐ কোনো শব্দই পড়তে পারছে না - Score-0

Put Score

Ability to Write Bengali Alphabet (Class-I)

- ☐ পরের সব বর্ণ সঠিক লিখতে পেরেছে - Score-5
- ☐ পরের ২-৪ টি বর্ণ সঠিক ভাবে লিখতে পেরেছে - Score-3
- ☐ শুধু স্বরবর্ণ লিখতে পেরেছে - Score-2
- ☐ কোনো বর্ণই লিখতে পারছে না - Score-0

Put Score**Ability to Read English Alphabets (Class-I)**

- ☐ Can read all the alphabets - Score-5
- ☐ Can read 3 to 5 alphabets - Score-3
- ☐ Can read the beginning alphabets - Score-2
- ☐ Cannot read any of the alphabets - Score-0

Put Score**Ability to Match English Alphabets (Class-I)**

- ☐ Can match all big & small letters - Score-5
- ☐ Can match 2 - 4 big & small letters - Score-3
- ☐ Can only match which are similar in looks - Score-2
- ☐ Cannot match any similar letter - Score-0

Put Score**Ability to Write English Alphabets (Class-I)**

- ☐ Can write all letters properly in the blanks - Score-5
- ☐ Can write 2 - 5 letters in the blanks - Score-3
- ☐ Can only fill up first line properly - Score-2
- ☐ Cannot write any alphabet - Score-0

Put Score

Arithmetic / Mathematical Ability (Part-I) - (Class-I)

- ☐ সব নম্বর পড়তে পারছে - Score-5
- ☐ ৩ - ৫ টি নম্বর পড়তে পারছে - Score-3
- ☐ শুধু এককের নম্বর পড়তে পারছে - Score-2
- ☐ কোনো নম্বরই পড়তে পারছে না - Score-0

Put Score

Arithmetic / Mathematical Ability (Part-II) - (Class-I)

- ☐ সব নম্বরের পরের টির সাথে মেলাতে পারছে - Score-5
- ☐ ২-৪ টি নম্বরের পরের টির সাথে মেলাতে পারছে - Score-3
- ☐ শুধু এককের নম্বরের পরেরটির সাথে মেলাতে পারছে - Score-2
- ☐ কোনো নম্বরই মেলাতে পারছে না - Score-0

Put Score

Arithmetic / Mathematical Ability (Part-II) - (Class-I)

- ☐ মাঝের নম্বরগুলি সব সঠিক ভাবে লিখতে পেরেছে - Score-5
- ☐ ২ - ৪ টি মাঝের নম্বরগুলি সঠিক ভাবে লিখতে পেরেছে - Score-3
- ☐ শুধু এককের নম্বরের মাঝের নম্বর লিখতে পেরেছে - Score-2
- ☐ কোনো নম্বরই লিখতে পারছে না - Score-0

Put Score

If Child Class is II:

For Class - II

Ability to Read Bengali Words (Class-II)

- ☐ সব কটি শব্দ পড়তে পারছে - Score-5
- ☐ ৩ থেকে ৫ টি শব্দ পড়তে পারে - Score-3
- ☐ শুধু স্বরচিহ্ন ছাড়া শব্দ পড়তে পারছে - Score-2
- ☐ কোনো শব্দই পড়তে পারছে না - Score-0

Put Score

Ability to Make Bengali Words (Class-II)

- ☐ বর্ণের সাথে বর্ণ জুড়ে সব শব্দ বানাতে পারছে - Score-5
- ☐ ২ থেকে ৪ টি বর্ণের সাথে বর্ণ জুড়ে শব্দ বানাতে পারছে - Score-3
- ☐ ১ থেকে ৩ টি বর্ণের সাথে বর্ণ জুড়ে শব্দ বানাতে পারছে - Score-2
- ☐ বর্ণের সাথে বর্ণ জুড়ে শব্দ বানাতে পারছে না - Score-0

Put Score

Listen and Write Bengali Words (Class-II)

- ☐ শুনে শুনে সব বর্ণগুলি লিখতে পারছে - Score-5
- ☐ ২ থেকে ৪ টি বর্ণ শুনে শুনে লিখতে পারছে - Score-3
- ☐ ১ থেকে ৩ টি বর্ণ শুনে শুনে লিখতে পারছে - Score-2
- ☐ শুনে শুনে কোনো বর্ণ লিখতে পারছে না - Score-0

Put Score

English Writing Ability (Class-II)

- ☐ Can write all the letters caps & small - Score-5
- ☐ Can write 3 - 5 letters caps & small - Score-3
- ☐ Can write 1 - 2 letters caps & small - Score-2
- ☐ Cannot write any letters caps & small - Score-0

Put Score

Word Making with Picture (Class-II)

- ☐ Can write all the word as per picture - Score-5
- ☐ Can write 3 - 5 words as per picture - Score-3
- ☐ Can write 1 - 2 words as per picture - Score-2
- ☐ Cannot write any word as per picture - Score-0

Put Score

Rearranging Jumbled Words (Class-II)

- ☐ Can arrange all the jumbled words - Score-5
- ☐ Can arrange 3 - 5 jumbled words - Score-3
- ☐ Can arrange 1 - 2 jumbled words - Score-2
- ☐ Cannot arrange any jumbled word - Score-0

Put Score

Arithmetic / Mathematical Ability : (Part-I) - (Class-II)

- ☐ সব নম্বর পড়তে পারছে - Score-5
- ☐ ৩ - ৫ টি নম্বর পড়তে পারছে - Score-3
- ☐ শুধু এককের নম্বর পড়তে পারছে - Score-2
- ☐ কোনো নম্বরই পড়তে পারছে না - Score-0

Put Score

Arithmetic / Mathematical Ability : (Part-II) - (Class-II)

- ☐ সব নম্বর সাজিয়ে লিখতে পেরেছে - Score-5
- ☐ ২-৬ টি নম্বর সাজিয়ে লিখতে পেরেছে - Score-3
- ☐ শুধু এককের নম্বর সাজিয়ে লিখতে পেরেছে - Score-2
- ☐ কোনো নম্বরই সাজিয়ে লিখতে পারেনি - Score-0

Put Score

Arithmetic / Mathematical Ability : (Part-III) - (Class-II)

- ☐ সব আগের নম্বর সঠিক ভাবে লিখতে পেরেছে - Score-5
- ☐ ২- ৬ টি আগের নম্বর সঠিক ভাবে লিখতে পেরেছে - Score-3
- ☐ ২- ৪ কি আগের নম্বর সঠিক ভাবে লিখতে পেরেছে - Score-2
- ☐ কোনো নম্বরই ঠিক সঠিকভাবে লিখতে পারেনি - Score-0

Put Score

If Child Class is one of III, IV:

Class - III & IV

Ability to Read Bengali Sentence - (Class-III & IV)

- ☐ সব বাক্য পড়তে পারছে - Score-5
- ☐ ২ - ৩ টি বাক্য পড়তে পারছে - Score-3
- ☐ যুক্তাক্ষর ও স্বরচিহ্ন দিয়ে শব্দ ও বাক্য পড়তে পারছে না - Score-2
- ☐ কোনো শব্দ ও বাক্য পড়তে পারছে না - Score-0

Put Score

Bengali Word Fill in the Gaps (Class-III & IV)

- ☐ ফাঁকা ঘরে অক্ষর বসিয়ে সবকটি শব্দ বানাতে পারছে - Score-5
- ☐ ফাঁকা ঘরে অক্ষর বসিয়ে ৩ - ৪ টি শব্দ বানাতে পারছে - Score-3
- ☐ ফাঁকা ঘরে অক্ষর বসিয়ে ২ টি শব্দ বানাতে পারছে - Score-2
- ☐ ফাঁকা ঘরে অক্ষর বসিয়ে একটিও শব্দ বানাতে পারছে না - Score-0

Put Score

Bengali Sentence Making (Class-III & IV)

- ☐ ফাঁকা ঘরে অক্ষর বসিয়ে সবকটি বাক্য বানাতে পারছে - Score-5
- ☐ ফাঁকা ঘরে অক্ষর বসিয়ে ৩ - ৪ টি বাক্য বানাতে পারছে - Score-3
- ☐ ফাঁকা ঘরে অক্ষর বসিয়ে ২ টি বাক্য বানাতে পারছে - Score-2
- ☐ ফাঁকা ঘরে অক্ষর বসিয়ে একটিও বাক্য বানাতে পারছে না - Score-0

Put Score

English Reading Ability (Class-III & IV)

- ☐ Can read all words - Score-5
- ☐ Able to read 3-5 words - Score-3
- ☐ Can only read 3 letters - Score-2
- ☐ Cannot read any word - Score-0

Put Score

Pairing English Words (Class-III & IV)

- ☐ Can match all the pairs - Score-5
- ☐ Can match 2-3 pairs - Score-3
- ☐ Can match only one pair - Score-2
- ☐ Not able to march any pair - Score-0

Put Score

Fill in the Blanks (English) (Class-III & IV)

- ☐ Can fill up all the blanks - Score-5
- ☐ Can fill up 2 - 3 blanks - Score-3
- ☐ Can fill up 1 - 2 blanks - Score-2
- ☐ Not able to fill up any blanks - Score-0

Put Score

Arithmetic / Mathematical Ability (Part-I) - (Class-III & IV)

- ☐ Can read all numbers - Score-5
- ☐ Can read 5 - 10 numbers - Score-3
- ☐ Can read 2 - 6 numbers - Score-2
- ☐ Cannot read any number - Score-0

Put Score

Arithmetic / Mathematical Ability (Part-II) - (Class-III & IV)

- ☐ Can complete all numbers in order - Score-5
- ☐ Can complete all numbers in order - Score-3
- ☐ Can complete 2-6 numbers in order - Score-2
- ☐ Cannot organise numbers in order - Score-0

Put Score

Arithmetic / Mathematical Ability (Part-III) - (Class-III & IV)

- ☐ Can complete all addition - Score-5
- ☐ Can complete 3 - 4 addition - Score-3
- ☐ Can complete only 2 addition - Score-2
- ☐ Cannot complete any addition - Score-0

Put Score

Overall Observation by the Assessor

Subject : Bengali

Hint: যে ছাত্র/ ছাত্রীর তথ্য নেওয়া হচ্ছে তার বাংলা বিষয়ে সামগ্রিক উন্নতি/ একই অবস্থা/ অবনতির কথা নিচের বক্সে লিখতে হবে। যিনি তথ্য সংগ্রহ করছেন তার পর্যবেক্ষণ প্রতিটি অংশগ্রহণকারী ছাত্র/ ছাত্রীর মূল্যায়নের জন্য গুরুত্বপূর্ণ।

Subject : English

Hint: যে ছাত্র/ ছাত্রীর তথ্য নেওয়া হচ্ছে তার ইংরেজি বিষয়ে সামগ্রিক উন্নতি/ একই অবস্থা/ অবনতির কথা নিচের বক্সে লিখতে হবে। যিনি তথ্য সংগ্রহ করছেন তার পর্যবেক্ষণ প্রতিটি অংশগ্রহণকারী ছাত্র/ ছাত্রীর মূল্যায়নের জন্য গুরুত্বপূর্ণ।

Subject : Mathematics

Hint: যে ছাত্র/ ছাত্রীর তথ্য নেওয়া হচ্ছে তার অঙ্ক বিষয়ে সামগ্রিক উন্নতি/ একই অবস্থা/ অবনতির কথা নিচের বক্সে লিখতে হবে। যিনি তথ্য সংগ্রহ করছেন তার পর্যবেক্ষণ প্রতিটি অংশগ্রহণকারী ছাত্র/ ছাত্রীর মূল্যায়নের জন্য গুরুত্বপূর্ণ।

IMPACT ASSESSMENT REPORT

SUPPLEMENTARY COACHING SUPPORT PROGRAMME

IN AMDANGA & GAIGHATA BLOCKS, NORTH 24 PARGANAS, WEST BENGAL
OCTOBER 2021 - JUNE 2022



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