A Report on Bridging the Divide
(Back up Support Coaching Centre) 2019-2020

Implemented By
Hijli INSPIRATION

Supported By
Asha for Education
Fact Sheet

Name of our Programme - Sathi for Education under Bridging the Divide

A Joint Programme of - Hijli INSPIRATION & Asha for Education

Project Area - Kamarhati Municipality & Panihati Municipality, Barrackpore Sub-Division, North 24 Parganas, West Bengal, INDIA

No of Children - 141 upto December 2019 (Class V to X)
                 70 from January 2020 (Class VII to X)

No of Centres - 6 (Six)

Medium of Instruction - Bengali (4), Urdu (2)

Period - April 2019 to March 2020
Background of the Programme

**SATHI for Education Support** project for back up support, aimed at retention of children in the formal school system, is operational since the last four years at two locations under Kamarhati Municipality and Panihati Municipality. INSPIRATION being the implementing agency of the project intends to achieve the best within its limited scope.

This programme has been able to make children more or less regular in schools by inculcating the school going habit among them as well as through academic preparedness. For this, the organization has undertaken an intensive backup support programme in line with the school curriculum. Back up support helps the children to cope with classroom teaching.

Manpower of the Programme

<table>
<thead>
<tr>
<th>Name</th>
<th>Designation</th>
<th>Qualification</th>
<th>Duration of work with us</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uttam Dey</td>
<td>Programme Coordinator</td>
<td>MSW</td>
<td>19 years</td>
</tr>
<tr>
<td>Bablu Manna</td>
<td>Project coordinator – for Back up Support Centre</td>
<td>MSW</td>
<td>14 years</td>
</tr>
<tr>
<td>Poulami Patra</td>
<td>Project coordinator – for Gender Sensitisation Programme</td>
<td>Diploma in Psychological Counselling</td>
<td>8 years</td>
</tr>
<tr>
<td>Aasia Khatoon</td>
<td>Volunteer</td>
<td>Graduate</td>
<td>14 years</td>
</tr>
<tr>
<td>Samma Parveen</td>
<td>Volunteer</td>
<td>Graduate</td>
<td>3 years</td>
</tr>
<tr>
<td>Rita Hari (Banerjee)</td>
<td>Volunteer</td>
<td>Madhyamik</td>
<td>12 years</td>
</tr>
<tr>
<td>Tamali Das</td>
<td>Volunteer</td>
<td>Higher Secondary</td>
<td>11 years</td>
</tr>
<tr>
<td>Md. Nadim Ansari</td>
<td>Volunteer</td>
<td>Graduate</td>
<td>7 years</td>
</tr>
<tr>
<td>Binod Ram</td>
<td>Volunteer</td>
<td>Graduation Pursuing</td>
<td>4 years</td>
</tr>
<tr>
<td>Gobinda Chakraborty</td>
<td>Special Teacher in English</td>
<td>Graduate</td>
<td>22 years</td>
</tr>
<tr>
<td>Md. Aziz</td>
<td>Special Teacher in Mathematics</td>
<td>B. Sc.</td>
<td>3 years</td>
</tr>
</tbody>
</table>

Centre Locations of the Programme

<table>
<thead>
<tr>
<th>Centre – 1 &amp; Centre – 2</th>
<th>Group of Friends</th>
<th>Aasia Khatoon (Urdu) Samma Parveen (Bengali)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed December 2019</td>
<td>36, Craig Street, Kamarhati, Kolkata – 700058</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre – 3 &amp; Centre – 4</th>
<th>Israil Colony, Agarpa Jute Mill, 3No. Gate, Kamarhati, Kolkata – 700058</th>
<th>Rita Hari (Bengali) Tamali Das (Bengali)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed December 2019</td>
<td></td>
<td></td>
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</tbody>
</table>

| Centre – 5              | Gaushia Ishlahi Central Committee 3/12A, Kankinara Line Craig Street, Kamarhati, Kolkata - 700058 | Md. Nadim Ansari (Urdu) |
| Closed December 2019    |                                                                        |                           |

| Centre – 6              | Five Star Sports & Welfare Society 26 Creag Street, Kamarhati, Kolkata - 700058 | Binod Ram (Bengali) |
| Closed December 2019    |                                                                        |                           |

| Centre 1,2,5 & 6 From January 2020 | Millat e Islamia Social Welfare Society, Kamarpara, Kamarhati, Kolkata - 700058 | Aasia Khatoon (Urdu) Samma Parveen (Bengali) Md. Nadim Ansari (Urdu) Binod Ram (Bengali) |
Objective of the Programme

Main objective of the Bridging the Divide (Backup Support Coaching Centre) project is to eradicate the dropout students and improve the quality education among slum children. INSPIRATION being the implementing organization of the project intends to achieve the best within its limited scope. It is indeed true that mainstreaming in formal school at present is relatively straight forward especially after the enactment of RTE Act throughout the country. However, the major challenge is retention of the children within the educational milieu who are facing different socio-economic constraints.

Total six Centres are operational creating to around 141 children in difference classes—V to XI of six Centres, four centres are located at Kamarhati Municipality area and two are located at Panihati Municipality area.

The class specific gender disaggregated children profile has been provided below:

The chart shows the class and gender distribution of students across six centres and all classes

The aim of the programme is two-fold –

i) Strengthening curricular learning levels of children

ii) Strengthening basic learning skills, which comprises reading, writing in vernacular, English, and computation level.

The Interactions with schools have indicated that a majority of the children are regular in schools and in general are performing well. They are equally regular in the Centres, which are indicative of their retention within the education system.

The activities and initiatives that have taken place have been enumerated below:

A) Educational Level test for basic skills

Educational level tests have been conducted on all students to determine the language; vernacular and English reading and writing skills besides basic computing proficiency. The test is conducted with a set of standard tools and includes all the enlisted children across all classes, who are part of the project. The test was conducted on 142 students.
**A.1) Language Proficiency**

**A.1.1) Reading Skill**

A standard testing tool is used to determine the grasp a student has on each of the taught languages. A student's ability to comprehend and replicate is influenced by the ability to read and write in the vernacular hence skill in mother tongue is essential. The test shows that 59% students can read a story and 77% can read a paragraph in Bangla. The other medium of education is Urdu, the test shows 73% student can read story and 79% can read a paragraph fluently in Urdu. Besides learning their vernaculars, students are also taught English, which has gained popularity as the global language for communication. There are 41% students who can read a story in English and 59% are able to read a paragraph. A little bit of emphasis on reading, both in vernacular and English is required, to improve the grades. The table shows the percentage of students who are equipped with proper reading skills in various languages.

<table>
<thead>
<tr>
<th>Language</th>
<th>Bangla Story</th>
<th>Bangla Paragraph</th>
<th>Urdu Story</th>
<th>Urdu Paragraph</th>
<th>English Story</th>
<th>English Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>59%</td>
<td>77%</td>
<td>73%</td>
<td>79%</td>
<td>41%</td>
<td>59%</td>
<td></td>
</tr>
</tbody>
</table>

The graph depicts the performance of the students in language reading skill of students

**A.1.2) Writing Skill**

The students were also assessed on their ability to write. It has been seen that 57% students are at the story level in Bangla and 75% students are at the paragraph level in Bangla. There are 61% students who are at the story level in Urdu and 71% students are in the paragraph level in Urdu. It has been observed that writing as an exercise needs a lot of practise amongst all the students across all the centres.

It has been observed that students have become more competent in the writing, compared to the previous year.

The table shows the writing capacity of students in vernaculars.

<table>
<thead>
<tr>
<th>Language</th>
<th>Bangla Story</th>
<th>Bangla Paragraph</th>
<th>Urdu Story</th>
<th>Urdu Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>57%</td>
<td>75%</td>
<td>61%</td>
<td>71%</td>
<td></td>
</tr>
</tbody>
</table>
The graph shows the writing skill of students in particular vernaculars.

A.2) Computation Proficiency

Computation skills or basic calculation abilities are the essential skills that a child must know to be academically competent. Computation skill is also an essential life skill to enable the child to be independent.

From the level test conducted on the children, it is obvious that most children can efficiently solve a subtraction; 82% children are at this level, therefore this indicates that they are confident in doing simple addition. Amongst all the students across the 6 centres, 50% students are at the division level. While a good 94% are able to identify two digit numbers.

Compared to the previous year, students have performed better in subtraction this year. The number reading skill (1-9) too has improved considerably.

The table shows the computation skills of students of all six centres.

<table>
<thead>
<tr>
<th></th>
<th>Division</th>
<th>Subtraction</th>
<th>Number 10-99</th>
<th>Number 1-9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50%</td>
<td>82%</td>
<td>94%</td>
<td>99%</td>
</tr>
</tbody>
</table>

The graph shows the performance of students in basic computation.

The level test was conducted on 142 children to determine their proficiency in reading, writing and computation; which are considered the foundation for academics. The performance in reading skill, especially in Bangla and English reflects the need of improving the reading practise at the centres. A day has been dedicated for reading books, beyond their school text books, both in vernacular and English. The other major area that needs to be improved is computation skill; strategic and innovative teaching could aid in improving the grades of the students. Some improvements have been noticed in certain aspects from the previous year, especially in writing and computation also.
A.3) Felicitation of the best performer at the level test

As a mark of appreciation of their efficiency, some of the students who had performed better than the others were awarded based on the performance at the level test. They had done exceptionally well, like reading a story fluently, take a dictation in vernacular and English and also solve divisions. The selected students were the ones who were above class VI and they were also observed to be consistent performers in their respective centres.

B) Achievements of students in Madhyamik- 2019

Nasim Akhtar, Isha Das, Sagorika Khatoon had appeared in Madhyamik, 2019. They have been in the Sathi Centre since their childhood and have been enormously supported by the volunteers. It is sad, that Mohammed Chand was unable to clear the board exam and he decided to discontinue education. The senior volunteers Aasia Khatoon, Rita Hari Banerjee and Tamali Das made repeated attempts to retain him in academics, but his unwillingness and need to financially support his family overcame the need to continue his education. The rest of them have enrolled themselves in streams of their choice in the local high schools. A fairly large batch of students have appeared in Madhyamik 2020; results are awaited.

<table>
<thead>
<tr>
<th>Isha Das</th>
<th>Nasim Akhtar</th>
<th>Sagorika Khatoon</th>
</tr>
</thead>
</table>

C) Capacity Building and Workshops for volunteers

Capacity building trainings are known to be effective to respond to the growing needs and challenges of a professional. Volunteers, the support system and the major contributors in the centre management and operations of the project often face overwhelming situation while at work. For all practical purposes, building their capacity is, ultimately, stimulating growth and excellence.

A capacity building training was provided on team building and the necessity of each member acting out the individual parts to their capability. The message was delivered through games, activities and drawings. The participants were also exposed to various probable practical situations and how they would effectively respond to them. Each situation was efficiently dealt with; feasible solutions and parent engagement was noteworthy in all the suggested solutions.

A training on Child rights and child protection was organised at Hijli INSPIRATION office. The training was aimed at informing the personnel involved in the project about child rights and child protection. Besides this, they were also oriented on the child protection policy of the organisation.
The major objectives of the programme are mentioned below –

- Understand the basic concept of child right and child protection
- Understand the importance of child protection policy
- Understand and link the core principles of child protection in their area of work.

In the wake of the hour, besides the community at large, parents and teachers or individuals in direct contact with the child have to be sensitized on the concept of child protection and the consequences of the being involved in child abuse. The child protection policy of the organization, was discussed with the participants. They were informed that it was essential to adhere to the child protection policy and code of conduct enshrined in it. The policy stands strong on protection of child rights and lays down distinct code of conduct that must be abided by staff and or any associate of the organization. Besides a whole list of compliances on code of conduct, the policy also states that one must comply with international and national legislation in relation to laws relating to children, ensure physical safety of children and provide them a healthy, safe and learning environment.

D) Student and parent engagement initiatives by the volunteers

The well-being and proper development of each child is what matters the most to each volunteer. They leave no stone unturned and often go beyond the duties of the centre management, to ensure that each child under their care continues to pursue education despite all odds.

One of the senior volunteers Aasia Khatoon noticed one of her students Sabbir Ali, of Class V, otherwise a regular, missing classes quite frequently. A visit to the child’s house brought Aasia to face one of the grim and deep embedded challenges in the area; child labour.

The mother shared how increasingly difficult it was getting for her to meet the shooting expenses of the family, therefore engaging her child in a part time engagement was the ideal way out.

Sabbir, a bright little boy was perhaps suffocating under this undesired burden on him, which had begun to take its toll on the boy. Aasia managed to convince the mother not to weigh the child down, who is a very promising and efficient child indeed, under the burden of additional financial support for the family. To everyone’s relief, Sabbir, has been pulled out of work now.

Israel Colony, known for its infamous incidents of raids on the hooch dens, child marriages, eloping, unfortunately have the reruns of the incidents. Though the numbers have declined considerably, but there are a couple of stray incidents that occur. Shabana Khatoon, a student of class X, at Rita Hari Banerjee’s centre, began with becoming irregular and then in a few days completely staying away from the centre.
Repeated home visits and interaction with the parents did not seem to work out effectively, unless it was shared by the student herself that she was rather looking forward to marriage than securing a future through education or school. She discontinued going to school, which definitely put her parents and the teachers at the Sathi centre, in a very difficult situation. The volunteers feared the worst and were pre-empting a marriage; however, they never gave up on pursuing Shabana and made her see the prospects that were awaiting her, upon completion of secondary level education. That she was on the threshold was more crucial to encourage her. A reluctant Shabana, did start coming to the centre, but on her own terms; that she had come of age and wanted to get married and was only willing to appear for the board examination because her prospective in-laws wanted her to do so. But it was nothing less of a triumph for the volunteers and also the parents who never gave up on persuading her.

E) Stakeholder Involvement

*Mothers / Parents Involvement*

Parents are the most important stakeholders in the scope of work. Here, in Kamarhati, their engagement with the students is noteworthy. Their willingness to know about their child and extending their support through supervision at home makes it a little easier for some children and volunteers too. They best assess the progress of the child, their views can be counted upon, hence exchanging views, and understanding their perspective is equally important.

The volunteers have conducted mothers meeting every month. The meetings were conducted to make mothers aware of the progress of the children. Take their views on the child’s performance.

Besides discussing academic performance, about issues that might affect the child’s development the parents on a couple of occasion have taken a firm stand to support the field team. Long years of association have earned the trust of the community, and they realise anything that is done will be in the best interest of the child and in the best interest of the project too. Therefore, be it voicing their opinion against the unfair demand of the club, to hike the monthly rental or spreading the word about “STeP” programme, another programme on livelihood generation through appropriate training, run by INSPIRATION, have been done through active participation and community engagement.

F) Bridging STeP and Sathi for Education

“STeP”, acronym for Smile Twin Learning e Programme, is a skill development training programme which aims at livelihood generation for the youth, especially in urban slums. This is a successful project carried out by INSPIRATION in association with Smile Foundation. The project provides appropriate training to youth who have ideally completed at least higher secondary level of education and is in search of a living. STeP, as the name suggests is the ideal step that is required to be taken on during the transition to livelihood after completing education. Hence, this initiative was taken to act as the bridge between education and livelihood.
The idea was to reach out to the community and create some awareness about the scope that lay ahead for individuals on completion of the course. The response was favourable; Saba Khatoon, a pass out from Sathi centre had been lauded. She had taken the training and had successfully secured a job too.

G) Supporting children in need

Children are the most vulnerable individuals and they need some additional care, love and supervision. At Kamarhati, every child is vulnerable and susceptible to danger. Two of our students met with some unfortunate accidents and dealt with fateful turn of event.

Nirmala Das a class VII student has lost her mother. Her mother was suffering from various illnesses for the quite a few months. Nirmala was raised by her mother; not much is known about her father. Her mother made a living off begging and barely managed to take proper care of the daughter. She is now being taken care of by neighbours, there are just a few relatives of her who have stood by her. INSPIRATION has taken this child under its fold and regularly provides her nutrition supplement, hygiene products and bears the educational expenses too.

Nasim Akhtar, had been put to work at the local jute mill during the session break after Madhyamik. Unfortunately, he met with an accident at work and fractured both his legs. His medical expenses were met by the factory and they took good care of him. Besides this he was provided nutrition supplement too. The entire team visited him and followed up with him regularly. Nasim has completely recovered and is studying in class XI now.
About 50 children and their families benefitted from a very relevant initiative by one of the organization working in Kamarhati. They were identifying children without an Aadhar Card and helping those families to prepare them at minimum cost. The volunteers spread the word among the children and their families and many of them now have the Aadhar card.

H) Scrap Book Preparation

Children of Sathi centers prepare an individual scrapbook. Scrapbook development is being encouraged to instil a sense of identity in them. It starts with the different attributes of the child including name, guardian’s name, address etc. The scrapbook includes documents like school result, Ration card, Adhar Card etc. Some of them have included poems written by them or paintings done by them. They keep adding various relevant things to the scrapbook. Scrapbook has drawn immense interest.

To add to the overall excitement and innovative spirit, students are encouraged to participate in different programmes for an exposure as well as for their cultural and cognitive development.

I) Special Day Celebration

Students and the volunteers of Sathi Centre celebrated various special days to mark the particular occasion. This year they celebrated-

**Earth Day celebration**: To mark the Earth Day, the students prepared charts and posters with messages to save the planet, plant trees, forbid the use of plastic, save water and other relevant issues were prepared by the students. They were guided by the caregivers to prepare the charts and then explained the messages as well.

**Environment Day celebration**: Some new initiatives have been taken to make the students aware about their surroundings. Students and teachers at Kamarhati are gradually being made conscious on the various pertinent issues that one must be aware of. A rally was organized to generate awareness on air pollution and its effects on the environment. The rally began at 5.30 PM from Craig Street; 76 students and 8 teachers were part of this. Placards conveying strong messages on the effects of air pollution and ways to curb it were prepared by the students which were displayed during the rally.

**Iftar celebration**: The holy month of Ramadan is spent in prayers and doing good to others. To soak in the flavours of the month, an Iftar celebration was decided. Most of the children in the Sathi centres were observing fast and this was a way to participate with them in the celebration. They got to spend time with each other, have fun and not study. After some time, everyone gathered for prayers and after prayer, they broke the fast with refreshment, consisting of a Litchi, banana, cucumber, channa, savoury, rasna.

**Teacher’s Day**: Children expressed their love and respect for their teachers through song and dance. They made grand arrangements for the teachers and kept everything a secret. Teachers too expressed their admiration for the students with some unusual refreshment.
Children’s Day: Children’s day was celebrated at respective centres, volunteers entertained the students with songs, games, interactive sessions and refreshment.

J) Exclusive visits from Asha for Education

Padmanava Sen from Asha for Education visited the Centre on 13th February 2020. The students were greatly happy after this visit. He interacted with the children individually as well as with volunteers and Team Member Uttam Dey and Poulami Patra.

H) Gender Sensitization Workshops

The approach this year onwards have been changed a little. The workshops are now being conducted to enable the volunteers to make some effective changes in their classes with regard to gender sensitivity inclusion. They are being trained to address the issues in a manner that would attract the attention of the parents and also the children.

Through the workshop, they learnt the need of having effective communication skills that need to be adopted to address issues arising within the centre and from the community. The participants have been sensitized on sexual abuse and the fact that both the genders are at equal risk of being a victim was brought to light. Some pertinent topics like human trafficking, sexual abuse, child marriage, child labour, harassment domestic rape and sexual abuse. The volunteers have been explained about the stages of growing up, from infancy to adolescence. This is an important subject to understand to track the growth aspects in a child.

I) Internships and exposure visit

Sathi for Education, being one of the oldest programme of the organization, is established as a model and learning centre for individuals or projects or organizations who want to develop the concept of setting up a similar education centre. A comparatively new project in the organization called the Green Panchayat for Sustainable Development have just started rolling, at Chatra in Baduria Block of North 24 Parganas. Besides working on a safe water practice, organic farming, women empowerment through SHG activities the project also focusses on education. Community volunteers from Green Panchayat for Sustainable Development project, were brought for an exposure visit to Kamarhati. Two back up support centres are being initiated in the Green Panchayat for Sustainable Development project fold; hence, the project personnel were taken for a visit to help them have an overview of back up support centres.

The organization also took up some internship activities like every year. The interns were from various universities, who were doing their study on the development sector. The interns have contributed to the project in various ways like child data collection for developing the MIS and also conducted a study on the rising trends of child marriage in certain pockets of the community.

Challenges faced

There have been several challenges that have not been overcome and in certain case could not be avoided. Child marriage and eloping is a rising trend and there have been a couple of such instances particularly at Israel Colony. In one particular case the family on either side have not accepted such union and that leaves this young couple more at the face of various abuse. Such marriages are not reported and sometimes intervention itself is a huge challenge.
There have been a couple of drop outs too. Repeated persuasion have not yielded, where the financial constraints of the family were too huge to be shared by the younger members of the family.

The increasing addiction to smart phones, especially among the adolescents in the community is having adverse effects. They are at the risk of receiving unsolicited inappropriate information. They are found to have very little attention span, which, needless, to say is making imparting lessons a lot more challenging.

Neither of the categories of individuals were found to have very definite future plans and the short-term gratification or the immediate needs were overwhelming than having future plans or long term goals.

A Story of Change

Simran Parveen, student of volunteer Samma Parveen, could not be promoted to class X, owing to poor performance in the annual examination. It is besides the fact that she was battling personal turmoil, which can be identified as a very typical adolescent issue. Assuming the issue to be too personal to be discussed, but sensing the repercussions, she tried keeping everything at bay from her parents. During one of the innumerable interactions that the adolescent students have with the centre teachers, namely the volunteers, Samma, her teacher at the centre sensed the severity of the situation, that Simran was in. However, it was not too long before the mother sensed the tension and took a stern step, most unsuitable to be meted to an adolescent. A whiff of which, made Samma immediately jump to action and the girl was literally saved from a catastrophe. The struggle was yet to be over, with no inclination to continue education and lack of motivation, Simran decided to discontinue education and stopped going to school. She was yet to come to terms with reality and too embarrassed to repeat a year, for the second time. Knowing the adverse effects of coercion on an adolescent, but the necessity of completing the secondary level education, Simran was given the option of being enrolled in the OPEN SCHOOL, which offered more flexibility and no embarrassment to her. Her parents were informed about this. Simran was enrolled by her parents in the open school in the month of December and this was facilitated by Rita Hari Banerjee and Tamali Das; and since then she has begun to do remarkably well.
Issues worth pondering

However, there are several issues, which need further and deeper intervention. Some of these are:

- Need for a more holistic approach addressing the issue of inclusion. Health and education supplement. Hence there is a need for promoting healthy habits and hygienic behavior.
- Insufficient health and sanitation infrastructure restrict healthy behavior. Hence, there is need for awareness to promote access.
- Adolescent issues have to be dealt separately and adolescent health and livelihoods need to be integrated with education programmes.
- Child Labour is the biggest issue of Kamarhati and Panihati Municipality area. Most of the children are working in different sectors to support the family’s income. Most of them are very poor and lacks the ability to support their children's education. Dedicated approach has to be taken up to handle this issue. Subsistence level socio-economic status restricts children from attending schools.
- Funding problem is the biggest issue of this programme. CSR also biggest issue. Community need and pressure also there.

Future Planning

- **Focused attention on strengthening basic skills**: Reading, writing and computation are the basic skills that need to be strengthened among our children beyond their curricular to ensure sustained learning outcomes. The method of basic skill development will follow a rigorous approach based on tried and tested methods. The volunteers would be further trained in the approach for efficient delivery.
- **Focus on adolescent mental health**: Adolescents being at the transitional stage between child and adulthood are faced with diverse mental and physical conditions, which cause detracted behaviour. Proper nurturing through dedicated sessions, activities and counselling will be able to address such issues. Adolescent counselling will be merged with gender sensitivity workshops.
- **Continuing gender sensitization**: Gender sensitisation is a process, which needs to be undertaken on a longer timeframe. While the last two years has set the stage and the participants have started acknowledging the aspect of gender equity, it needs to be sharpened and harped further for meaningful transition and to ensure behavioural changes to a moderate extent at least within their limited societal domain. This is expected to spark some changes amongst some with a multiplier effect within the society.
- **Introduce child rights, formally, in the scope of work**: Child rights education would entail teaching and learning about the provisions and principles of the Convention on the Rights of the Child (CRC) as well as the ‘child rights approach’ to help empower both children and adults to take action and put children’s rights into practice in their day-to-day lives – at home, at school, in the community.
**Brief report on activities conducted during lockdown due to COVID 19**

With the suspension of physical center activities, the volunteers are now adopting new approaches to connect with the students so that they are not away from books and the learning environment and that a schedule that is usually followed on regular days is adhered to. To help the students continue with their daily lessons and keep them involved in academics, the teacher volunteers have gone a step ahead to make use of the time. In the absence of physical interaction students and teachers are keeping in touch over the phone and are trying to make productive use of their time.

**Activity accomplished**

<table>
<thead>
<tr>
<th>Time period</th>
<th>Activity detail</th>
</tr>
</thead>
</table>
| **Week 1**  | • Students are being monitored over the phone and are being assigned lessons.  
• Volunteers are assigning tasks, which includes spelling, questions from a particular lesson taught, sums, etc. to students over the phone or through WhatsApp and the students are exchanging their tasks in the similar manner  
• Students are being encouraged to indulge in creative engagements, which will later be used in their scrap books, which they update periodically with their creative and academic content  
• No students or their families have been reported to be ill |
| **Week 2**  | • Students are being monitored over the phone and are being assigned lessons.  
• One of the volunteers have created “WhatsApp” group with the students who have access to android phones. The teacher assigns work to the students in the group and they share their assignments in the group for the teacher to get them corrected.  
• Students without access to android phones are being imparted lessons over one on one calls or “conference call” in small batch of 2/3 students.  
• Students without access to phones are being contacted through their neighbours or any kin.  
• One of the volunteers have prepared a more feasible and relevant schedule to conduct classes through conference calls at the convenient time of students.  
• Students are being engaged with learning games, handwriting assignments, creative writing etc. Some students are learning craft on “YouTube” and carrying out similar activities at home with materials available around.  
• Volunteers are engaging parents to support students at home with lessons and take revision.  
• No students or their families have been reported to be ill.  
• The parents, mostly daily wage earners and especially the mothers who work as domestic help has been out of work, since the lockdown. Some of these mothers have been asked to collect their salary for the month while some are dealing with no work no pay. Some families especially in Israel Colony have complained of food shortage at home, however, with the public distribution system now functional this situation will be taken care of. Besides this, one of the volunteers is in touch with the local councilor and ration dealers to facilitate the arrangements of staple food items and groceries for these families. |

**DISCUSSION TIME**

Monday - Class 8 and class 9  
Wednesday - class 9 and class 10  
Friday - class 8 and class 10  
Sunday - class 10(optional)  

❖ This schedule has been shared by Md. Aziz  
(Additional Teacher: Mathematics)
Activity during Lock Down
Institute for planning Innovative Research, Appropriate Training And Extension (INSPIRATION)

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