MUKTI
MAKE-UP-THE-GAP
A Remedial Education Programme through Content Development
A Remedial Education Programme through **Content Development and Teachers’ Handbook Development** for proper Intervention by trained tutors

**1. The Idea behind MAKE-UP-THE-GAP Remedial Education Programme:**

In the Sundarbans regions of West Bengal as well as most of the underdeveloped rural areas of West Bengal and of India, due to low and many a times no income in the family, most of the young boys and girls are compelled to drop out from school midstream and start migrating in search of job to help their family, thus, making them vulnerable, especially the girls who have been reported to be sexually and emotionally abused at the tender age. On the other hand, those who could afford to continue their education, though with great difficulty, are unable to comprehend the academic content and learn to use them in practical situation when they need it. As a result, there is evidence of poor academic performances resulting to drop out from school at an early age.

To fill these gaps, MUKTI started Mukti Support School in 2006 and are serving more than 1000+ children on yearly basis with an objective to provide educational support to the school students, who belong to the poorest of the poor of the society, side-by-side their regular formal school education course to supplement their learning opportunity from Std. V – X and guiding them towards continuous improvement in their academic performances in the school in all 4 major subjects successfully with sympathy, support, assistance and aid of its mentors.

Now, though, Education is not only one of the most affected sectors from Covid-19 pandemic, but also the none the less the worst affected sector. Schools were closed since March 2020. Students living in the remotest part of the state and those who do not have smartphone and internet connectivity at their vicinity were amongst the topmost victims. These rural children are now lagging from all those who had all the facilities to make full or some use of Digital Mode of Education. These underprivileged children are still struggling to cope up with their learning gap of 2 years caused by the global pandemic and are reeling under circumstantial constrains.

In 2022, As we are progressing ahead with a greater number of beneficiaries, thus we request you to help us in taking a step towards the filling of educational gap amongst rural children; those are finding it difficult to pursue their education in such pandemic times. This being the third year of the pandemic, millions of students have dropped out from education due to their poverty and irregularities in studies and millions are about to welcome the same consequence being unable cope up with their inability to bridge the gap of their learning as always and agreed by all educationists that educational system builds up one upon another and if there remains some gap in the base level the development of the learner becomes highly susceptible to be undermined.

This ‘MAKE-UP-THE-GAP’ remedial bridge course in for their education along with a carefully premeditated, well-structured, well-designed study material is the need of the hour for the neediest people who wants to achieve something workable even if not big in their life. Through this initiative we could together ease their apprehensions and fear and can make them follow their current course of education to its right place.

[www.muktiweb.org](http://www.muktiweb.org)

**2. Need of the ‘MAKE-UP-THE-GAP’ Remedial Classes**

- Education gap is now more widened. Children who are now shifted to two upper classes are not being able to cope-up with the current scenario resulting to being more muddle-headed with almost no perception about their learning target.

- Digital discrimination has widened the gap between learners from different socio-economical background as children with deprived background has almost no access to digital education.

- Teachers could not teach using Digital Platform well due to their limited digital knowledge and lack of well-planned effort to upgrade them to the new system and method.
• Teachers are finding it hard to manage with the changed scenario after Covid with much more trouble in their usual multilevel classroom where often literacy have eroded due to lack of or no exposure or culture.

• A wide gap has developed in understanding ability of learners after reading any text yielding to a clearly perceptible deterioration of their reading quality.

• Drop out is a big threat now, especially for the learners who are in the arena or field of education for the first time in their family and even locality.


• The aim of this program is to bridge the educational gap caused due to digital discrimination and to develop a more structured communicative way of learning and teaching.

• To design more supplementary educational content for students of standard 5 to 10 that would complement the materials developed by the Department of Education, Government of West Bengal.

• To decrease the drop-out rate.

• To incorporate good teaching and learning techniques and ensure that the education is effective.

• To inculcate value education among the deprived & underprivileged children.

4. Requirement & Sustainability

• A huge percentage of unfortunate students of Bengal fail to acquire 50% of his/her learning achievement goals that is not different from Covid-aftershocks-on-education. The statistical publications of WBBSE approves it, more than half of the students of West Bengal fail to learn half of their learning-achievement-targets.

• So, if such methodology of replenishing back can be developed and implemented, it may in long run, help the unfortunate students of this country where learning occurs merely accidentally.

• Student of class VI who is now promoted to class VIII without any proper perception of content from class VI & VII. This educational gap in perception have obviously created a sense of fear amongst children as a consequence of which they are losing their self-confidence and hence there is a sharp increase in number of dropouts

• A group of expert teachers from each subject for each standard/class – will develop the content, one content for at par above and one for at par below

• A 30-40 page of remedial content will be developed to fill this educational gap for each subject for each standard/class

• ++ A remedial teaching handbook for the teachers of the Mukti Support Schools will also be developed for each subject and each class.


To assess the base line of the learner a well-designed structured diagnostic achievement test of the learner will be taken which will comprise (i) a written test for Mathematics and Science and (ii) face to face reading skill cum reading comprehension test and written test for both first and second Languages.

On the basis of the outcome of the test score and analysis of the test score, groups will be formed with similar students requiring similar remediation.
Continuous Comprehensive Evaluation of the learners’ learning will be done formulating monthly Achievement Tests. The students’ performance in their regular school evaluation will also be analysed by the Monitoring Teachers and will be incorporated in this Continuous Comprehensive Evaluation (CCE).

Mukti Support School System will also develop its own evaluation tool for each subject for each standard based on the specific learning competency goals on half-yearly basis and if required, update the subsequent plan and structure of the remediation programme accordingly.

To assess the base line of the learner a well-designed structured diagnostic achievement test of the learner will be taken which will comprise

(i) a written test for Mathematics and Science
(ii) face to face reading skill cum reading comprehension test and written test for both first and second Languages.

On the basis of the outcome of the test score and analysis of the test score, groups will be formed with similar students requiring similar remediation.

Competent Group  Semi-competent Group  Incompetent Group

Implementation of remedial learning intervention through -
(a) 'Make-up-the-gap' - study cum practice material for students
(b) Teacher’s handbook for proper implementation of Mukti - Make-up-the-Gap' initiative

Continuous Comprehensive Evaluation of the learners’ learning will be done formulating monthly Achievement Tests. The students’ performance in their regular school evaluation will also be analysed by the Monitoring Teachers and will be incorporated in this Continuous Comprehensive Evaluation (CCE).

Developing its own evaluation tool for each subject for each standard based on the specific learning competency goals on half-yearly basis and if required, update the subsequent plan and structure of the remediation programme accordingly.

Review and if needed revise and update the programme
A road map for class group V to X

A) Identifying the essential learning competencies that the students need to surely acquire in the previous off-school or home-study period (may be in last two years).

B) Devising achievement test to access how far those ‘essential learning competencies’ have been achieved

C) Based on the score of that achievement test students will be placed in three groups Competent

(i) Competent Students who are at per with the base level of their learning prerequisite competency level.

(ii) Semi-competent Students who could have managed to learn some of the basic learning prerequisite competencies (may be, who knows but unable to use)

(iii) Incompetent Students who could not manage to learn any of the basic learning prerequisite competencies (may be, who does not know and surely unable to use)

D) The following actions is planned for the three groups of students:

The competent group of students do not need any special intervention. So, they will be assisted to carry on their regular learning course.

The semi-competent group of students will be exposed to those learning competencies that they have failed to acquire or achieve whenever that learning competency is a prerequisite for the learning competency that s/he is going to learn in his/her regular course of learning.

The Incompetent group of students will be exposed to those basic learning competencies that they have failed to acquire or achieve before they start to read the regular course of his/her present class. This will be done within the first six months of their present class. → then the first half of their present course of learning will be taken. → the second half of their present course will be brought forward in the similar manner on the next year of their course.

E) So, within two year the students of all three groups may be at same level of exposure to possibility of learning situations

6. Implementation Strategy

A) Teacher’s Selection

The teachers for designing the course and the course material will be selected from the mainstream experienced teachers who have exposure to course designing and some experience to work with West Bengal Board of Secondary Education and preferably some exposure to NCERT.

B) Pedagogy to be followed to build curriculum

The Pedagogy of REMEDIAL TEACHING will be followed to activate or enforce if not to traverse the curriculum. The accepted and agreed methods of remedial teaching blended with the regular eclectic methods of teaching will be followed for semi-competent student groups and incompetent student groups of Class V to IX and the crash-course methodology will be followed for semi-competent and incompetent group of students of class X.

C) Material, Knowledge & Guidelines to build content

• The coursebooks and the very recently published Bridge course books [namely Sikhon Setu & Pathon Setu] designed by the West Bengal Board of Secondary Education for each class and for each subject will be treated as source material for building the content.

Additional materials to supplement and complement the Bridge-course will be developed based on the principal of replenishing the specific learning lacuna and providing the learners more opportunity
to practice through well-made cognitive communicative tasks and get feedback and reformulate their understanding on the target competency and re-practice through different cognitive communicative tasks. Interesting, modern, and localized issues will be used simultaneously for the learner’s spontaneous involvement.

• The body of knowledge that is available and is up-to-date and that goes with the learners’ previous knowledge will be used to build the content.

• The basic guidelines that will be used to build the content of learning is the compatibility to the learner’s psychological attachment. The content should be liked by the learner. The content should not be uninteresting and alien to the learner.

D) TASK

Tasks will be devised considering the specific functional purpose of the specific student group at any point of learning situation by an expert group of teachers. It will be a continuous process and would consider the feedback available from the student at any stage of learning.

7. Summary of the Proposed Solution

• Preparation of class wise make-up-the-gap study material creation and support handbook for students

• Preparation of module for subjects like Bengali, English, Maths and Science where 2 years of revision needs to be done total for four subjects each class.

• Training of the MSS teachers by Experts Teachers group on how to implement the remediation.

• Preparation of Assessment Tool to help the teachers to assess students learning outcome.

• Implementation of the Assessment Programme to access learners’ progress time to time.

+ Analysis of the Assessment score of the students and if required reformulate and update subsequent remediation programme accordingly

• Using Mukti Academy Platform for both teachers & students based on their level of understanding.

• Textbooks and curricula could illustrate ideas and concepts through concrete examples that are familiar to rural students.

• (Aspiring) rural teachers should be encouraged to work more flexibly with the standard content and adapt it more to the realities of remote rural or merely engaging rural students in exercises that stimulate them to identify how their own lives relate to textbook representations.

• More varied and authentic representations of rural life would assist children to relate their education to their own current and future lives

8. Proposed Budget

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Subjects</th>
<th>Content development Cost</th>
<th>Total classes</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maths</td>
<td>35,000</td>
<td>6</td>
<td>2,10,000</td>
</tr>
<tr>
<td>2</td>
<td>English</td>
<td>35,000</td>
<td>6</td>
<td>2,10,000</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>35,000</td>
<td>6</td>
<td>2,10,000</td>
</tr>
</tbody>
</table>
9. Conclusion

Mukti has been working in the field of education since 2006 with the support of its volunteers, mentors, sponsors, and aiders. At present we have 25 Mukti Support Schools with nearly about 3500+ students admitted per year. Mukti’s work in the field of education has received great response from the community members. Besides coaching support, MSS also takes care of the school dropouts by paying regular home visits, by conducting parents-teacher meetings. This effort of ours is slowly reducing the dropout rates in the villages. There is a huge increase in student enrolment in our MSS program. We lay special emphasis on the girl’s education at village. We are also providing livelihood opportunities to the educated unemployed youth in their vicinity only. The unemployed youths are now holding some job in the form of a coaching teacher.

It aspires to be successful in the above-mentioned ‘Make-up-the-gap’ remedial educational venture with the support of its volunteers, mentors, sponsors, and aid providers.

---

**Note from Asha Bangalore steward (March 1, 2022):**

2 Lakh (Maths) and 2 Lakh (English) – total 4,00,000 INR is considered for support. Mukti is requested to arrange remaining funds from other sources/donations.