

**REPORT
ON
SPECIAL COACHING CAMP**

(Schools with Maximum Minority, Girl's and Schedule caste Students)

2011-12



**KOLKATA KONSULTANTS
ED 130 Rajdanga Main Road
Kolkata – 700107**

Minority Schools

A. Introduction:

Lot of children fail to be at the desired level in the class and often are designated as slow learners or underachievers. Special Coaching Camp is about identifying the slow learners and giving them the necessary guidance to help them overcome their problems. A slow learner is one whose performance is very dismal in the examination. He/She is neither mentally retarded nor is on the lower rungs of intelligence scale. The reasons for some students learning slowly can be many. An effort to find out the reasons especially in terms of government schools will show that: i) most of the government schools are overcrowded, ii) the schools lack proper educational environment and infrastructure, iii) in many cases students are the first generation learners and fail to receive proper back-up support from the families; also the economic condition of the parents prevents them from providing tutorial support to their children, iv) there are few children who are shy and quite, who never takes their problems in understanding the subject matter to the teacher and hence neglected, v) ill health or lack of proper nutritional support and vi) less exposure to the subject taught and parental background.

This slow learning has resulted into children failing to get promotions, getting scolding from teachers for not being able to reproduce the desired level of educational standard in the class, losing interest in studies that leads to dropping out of school. Sarva Shiksha Mission (SSM), a flagship programme of Government of India, has been working towards achieving universalization and ensures the Elementary Education with the partnership of the State Governments in ensuring free and compulsory education to all children in the age group of 6-14 years. Till date all strategies and programmes adopted by SSM has been to include the out of school children or children who have never been to school or dropped out, back to the education system. Special Coaching is one such programme that has been invited to address the need of the under average students of the schools.

B. Objective:

With an objective to provide back-up support to the weaker children of the schools, that are not always possible by the school authorities due to the over pressure of the educational system and the limited resource at hand, Sarva Shiksha Mission through the NGOs conducted the special coaching classes. The weaker children, who could be potential dropouts of future, were provided with teaching and nutritional support to motivate them to be in the mainstream education.

C. Duration of the Projects (School Wise):

Category of school	School Name	Duration	Has continued (Month)
Minority	Monu Memorial Institution	September- February	6th
	Khidderpore Muslim High	September- February	6th
	Gobra Kazi Nazrul Satabarshiki Shikshayatan	September- March (except- October)	6th

D. Schools provided with special coaching support: (Minority)

Category of school	School Name
Minority	Monu Memorial Institution
	Khidderpore Muslim High
	Gobra Kazi Nazrul

E. Interventions:

E.I. Educational Support: As assigned by SSM, Kolkata, Special Coaching Camp classes were held in seven schools by Kolkata Konsultants for six months before the final exams for students of classes V-VIII. 100 No. of weak students from all the four classes were taught for five days a week. The subjects that were given emphasis on were English, Mathematics, Physical Science and Geography. Subject specific teachers were chosen in consultation with the respective teachers. The school authority also extended their support in choosing the weaker children, providing space and moral support in making the programme successful

Table1. Timings of Special Coaching in both the schools:

Category of School	Schools Name	Timings
Minority	Monu Memorial Institution	5.00 pm – 7.30 pm
	Khidderpur Muslim High	5.00 pm – 7.30 pm
	Gobra Kaji Satabarshiki	7.30 am - 10.00 am

It was decided in consultation with the head of the institute of both the schools that the teachers for special coaching classes will teach the course subjects wise that is on progress in the class so that the children find it easy to clear their doubts and difficulties.

Table 2. Class wise segregation of gender

a) Monu Memorial Institution: **(Minority Category)**

Class	Male	Female	Total
Class V	16	21	37
Class VI	18	15	33
Class VII	10	8	18
Class VIII	5	7	12
Total	49	51	100

b) Khidderpore Muslim High School is a Boys school. **(Minority Category)**

Total: - 100 Students (all are boys and 25 in each class)

c) Gobra Kazi Nazrul Satabarshiki Shikshayatan: (Minority Category)

Class	Male	Female	Total
Class V	6	23	29
Class VI	10	11	21
Class VII	6	19	25
Class VIII	7	18	25
Total	29	71	100

E.II. Nutritional Support: Most of the children attending these government schools come from lower middle class communities or sometimes even poorer. Both the parents in most of the cases engage themselves right from the morning for different livelihood options in order to sustain their families. As a result the children are left at home unattended or doing some household chores or managing the younger siblings. This leads them often attending schools either unfed or underfed. Keeping in view the nutritional status of the children SSM, Kolkata arranged for small tiffin for the children at Rs. 5.00

per child per day. The overall objectives was to keep the children attached with the schools for longer hours, providing them educational support and nutritional support so that they are motivated and takes interest in their education – thus reducing the dropout rate.

The children were given bread, banana, cake, sweets, puffed rice with googhni, biscuits, samosas, etc. At **Gobra Kazi Nazrul Satabarshiki Shikshayatan**, the children came in the morning to attend the classes. So after having the tiffin some children continued the normal classes that started from 11.00 am while many went back took bath and came for the normal school. At **Monu Memorial Institution and Khidderpore Muslim High School**, the children were given the tiffin first and then the special classes started. This was because the special classes started after the normal school hours that got over at 5.00 pm. The students attending the special coaching classes stayed back after school.

F. Findings

- a) **Initiative of the parents:** Before the launching of the remedial classes a joint meeting was held that was attended by the parents/guardians of the children, school authorities and the representatives of Kolkata Konsultants. Through this meeting the objective of the programme was shared with the parents and guardians. They were very enthusiastic and thanked the SSM for taking such initiative. The parents agreed that their socio economic background prevented them from providing proper educational support and care to the children at home. They assured that they will make sure that the children

attend the special coaching classes regularly. They also requested that such classes to be held throughout the year and not for only two months. As the news of the special coaching classes spread parents of many children those who were not selected for the classes came and requested the special coaching teachers and even the Head Master to include their children in to the classes.

b) **Child Profile:** This was done by the exclusive initiative of **Kolkata Konsultants**. The child profile of all the students attending the remedial classes were prepared in order to keep a track of these children in future. Through the profile the organization tried to assess the socio economic status, educational status and the progress they made during the two months when they were provided with the special coaching support.

b.I.) Socio economic background: The analysis of the child profile shows that the children come from relatively weaker section of the community where the family size is about 5.5 in the area where Gobra Kazi Nazrul Satabarshiki Shikshayatan is located and 5.8 in the area of Monu Memorial Institution and 6.1 in the area of Khidderpore Muslim High School for Minority schools.

- a) **Monu Memorial Institution (MMI):**
- b) **Khidderpore Muslim High School (KMHS):**
- c) **Gobra Kazi Nazrul Satabarshiki Shikshayatan (GKNSS):**

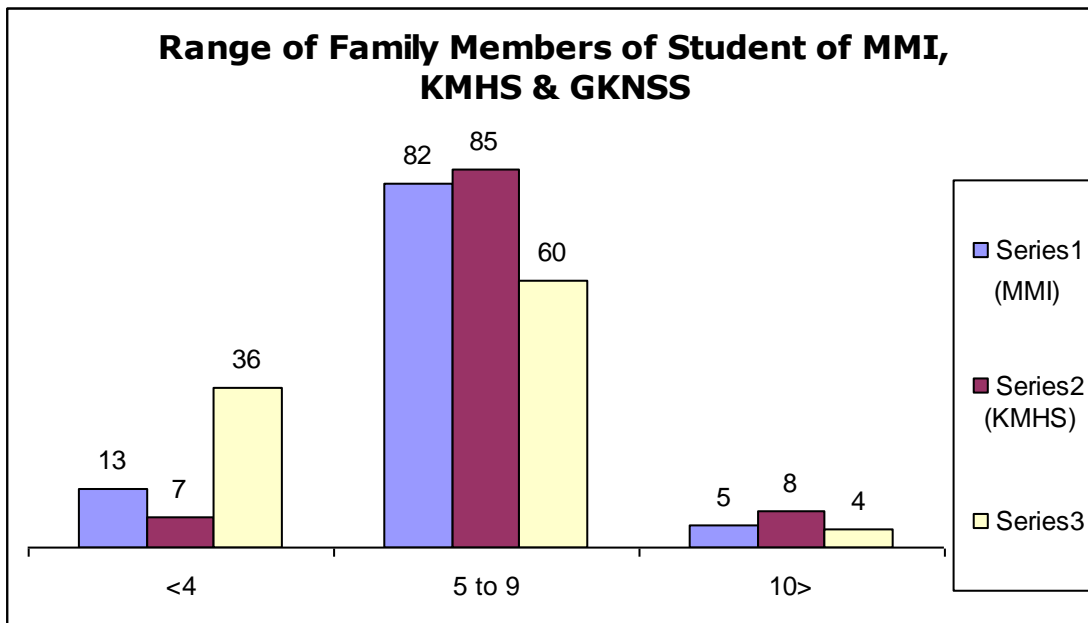


Figure: 1

The monthly income range of the families sending their children to Gobra Kazi Nazrul Satabarshiki Shikshayatan (GKNSS) and Monu Memorial Institution (MMI) are much less in comparison to that of the Khidderpore Muslim High School (KMHS). 89 families sending children to GKNSS, 27

families sending to KMHS and 66 families sending children from MMI earns as low as 3000 per month.. For these families the Special Coaching Camp programme was a boon for the education of their children.

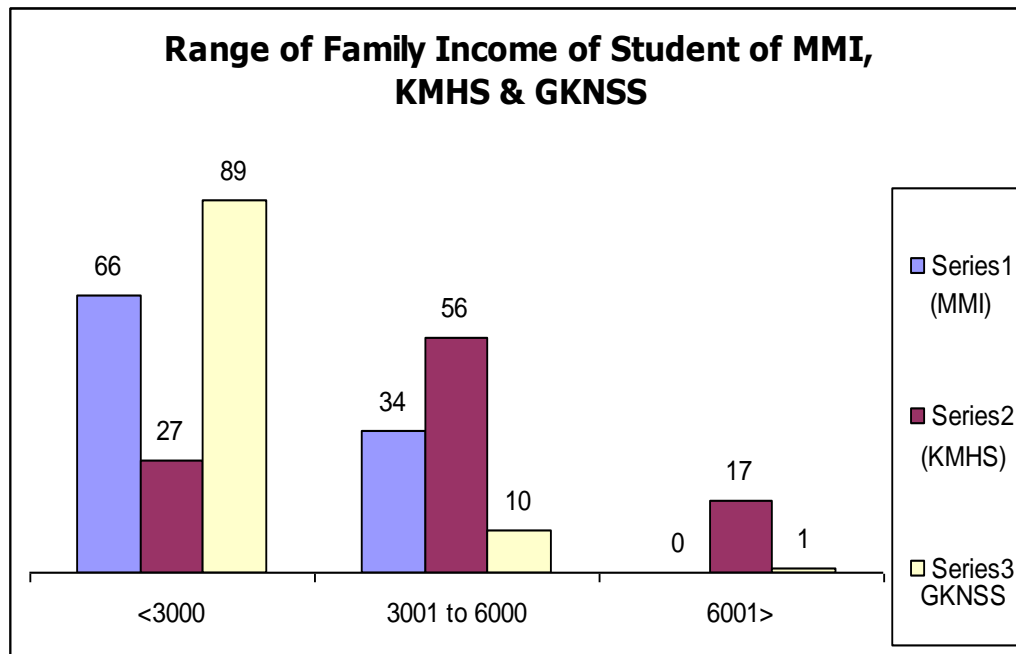


Figure: 2

The analysis of **occupational Pattern** of the parent shows that most of them belong to the unorganized sector. There are few women headed families too who work as domestic helps to support the families.

Occupational Status:

Sl.No.	Occupational Category	School Name			Total
		Monu	Khidderpore	Gobra Kazi	
01	Business	16	45	25	86
02	Service	42	24	28	94
03	Driver	4	15	12	31
04	Daily Labour	22	8	9	39
05	Tailor	3	4	12	19
06	Others	13	4	14	31
Total		100	100	100	300

From the above Table, we find the representation a huge number of parents are engaged with the Small Business and service. Many children come from women headed families and very few families headed by the elder brothers. Most of the mothers from both the religion are housewives. Those who work out of them maximum are domestic helps.

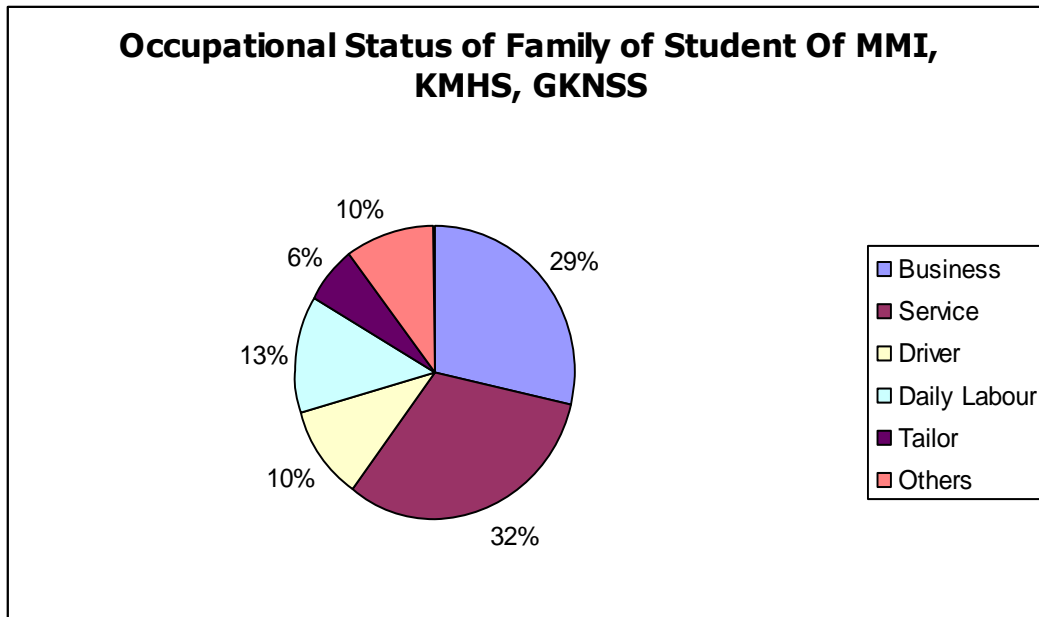


Figure: 3

b.II.). **Education Status of the Parents:** The education level of the parents does not allow them to provide support to the children or help them with their studies at home. The percentage of illiteracy is high among the mothers. The education level of the fathers are maximum up to Class VIII, secondary or higher secondary level.

The parents were very keen about the Special Coaching Camp programme and as it is obvious from the tables above that both their education and socio-economic condition prevent them from giving the necessary support and attention needed for a child's education.

b.III.). **Education Status of the Children:** The selection of the children was done by the head of the institution in consultation with the respective class teachers. In this regard the result of the Fourth (4th) unit test was also taken into consideration.

Finally the progress of the Special Coaching Camp was assessed on the basis of the result of the 4th unit. The schools had their 3rd unit test just before the remedial classes began while the 4th unit test was held when the remedial classes were on progress. The Remedial teachers have taken Review Test for proving the improvement. The figure below gives the representation of the marks obtained by the students of all the four classes together in the 4th unit test and Review Test.

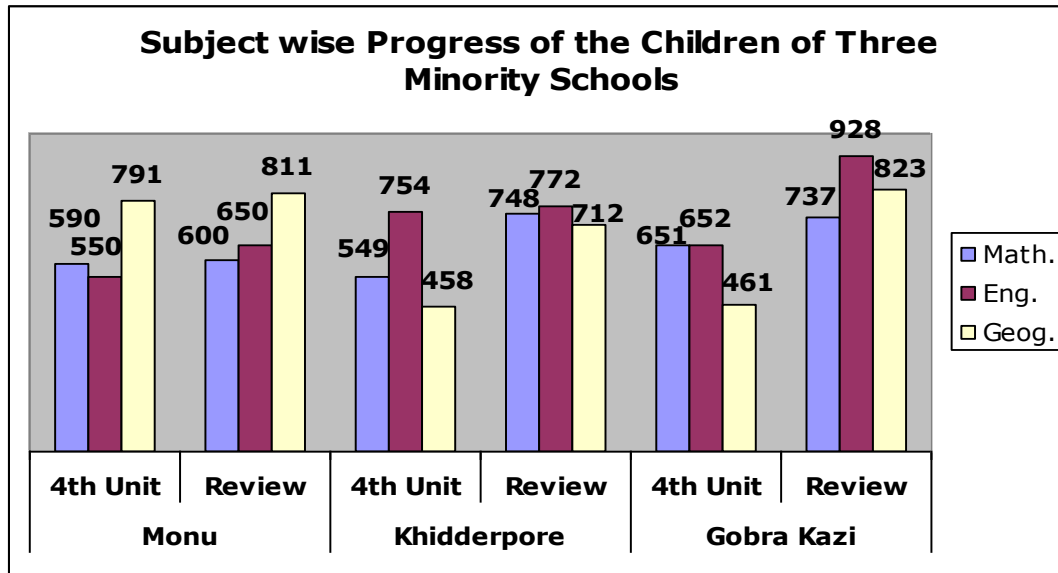


Figure: 4

In The above figure we have gotten the result of three subjects. At Monu Memorial Institution (MMI) and Khidderpore Muslim High School (KMHS), the 4th subject is Urdu, and the students have gotten 60-80% Marks in review test. At Gobra Kazi Nazrul Satabarshiki Shikshayatan (GKNSS) the 4th subject is General Science and more students have gotten above 50% Marks.

c) . **Nutrition Status:** Through the nutritional status the organization tried to consider the food intake by the children before coming to school as it is very essential. An unfed and underfed child can never pay the due attention in class when the study is in progress in comparison to a child who has come eaten something. The hunger factor has a direct impact on the educational progress of a child. As mentioned by the Head Master of Gobra Kazi Nazrul Satabarshiki Shikshayatan the assessment of the child profile revealed that most of children out of 100 attending the Special Coaching Camp classes come to school without eating anything at home.

However the other children from both the children have some food before coming to school though it is difficult to judge the quantity and quality of the food that adds to the nutritional status of the children. The type of food intake by the children before coming to the school has wide range as mentioned by the children.

Observation:

- ❖ The overall programme was a success that was equally appreciated by the teachers and authorities of the schools. The schools extended all kinds support that was possible for them.
- ❖ The parents assured that the children would attend the Remedial classes regularly and the strength in all the classes remained full.
- ❖ This initiative if continued in future for longer period would benefit the students in improving their quality education and will help in growing interest in their studies thus reducing the dropout rate. Children often dropout in classes VII or VIII, when they require some back up support that their parents or guardians are unable to provide.
- ❖ The nutritional support not only added to the nutritional status of the children to some extent, it also provided a hidden interest among the children to attend the classes.
- ❖ Looking in to the increasing cost of things in the market it is felt that an increased food amount per student would have helped in providing little better food with slight more quantity.
- ❖ The administrative cost was too brief in respect to the amount of follow-up required for quality out-put of this type of programme.

- ❖ A full fledged programme on Special Coaching Camp will be able to create a major impact on the quality of education in the schools that lack sufficient teaching staff or children lacking behind due to financial reason, hunger factor, or that matter any other cause.

Conclusion:

On the verge when a major initiative under the Alternative and Innovative Education Scheme under SSM, Kolkata is reaching towards an end line, it is expected that there will be an increase on the enrolment status of the schools to some extent. At this stage the remedial classes will be able to provide the requisite support needed by the students and also the schools. The Special Coaching Camp classes might be able to give some scope with the system to develop innovative ways to enhance learning achievements among children at the elementary level.

Girl's Schools

A. Introduction:

Lot of children fail to be at the desired level in the class and often are designated as slow learners or underachievers. Special Coaching Camp is about identifying the slow learners and giving them the necessary guidance to help them overcome their problems. A slow learner is one whose performance is very dismal in the examination. He/She is neither mentally retarded nor is on the lower rungs of intelligence scale. The reasons for some students learning slowly can be many. An effort to find out the reasons especially in terms of government schools will show that: i) most of the government schools are overcrowded, ii) the schools lack proper educational environment and infrastructure, iii) in many cases students are the first generation learners and fail to receive proper back-up support from the families; also the economic condition of the parents prevents them from providing tutorial support to their children, iv) there are few children who are shy and quite, who never takes their problems in understanding the subject matter to the teacher and hence neglected, v) ill health or lack of proper nutritional support and vi) less exposure to the subject taught and parental background.

This slow learning has resulted into children failing to get promotions, getting scolding from teachers for not being able to reproduce the desired level of educational standard in the class, loosing interest in studies that leads to dropping out of school. Sarva Shiksha Mission (SSM), a flagship programme of Government of India, has been working towards achieving universalization and ensures the Elementary Education with the partnership of the State Governments in ensuring free and compulsory education to all children in the age group of 6-14 years. Till date all strategies and programmes adopted by SSM has been to include the out of school children or children who have never been to school or dropped out, back to the education system. Special Coaching is one such programme that has been invited to address the need of the under average students of the schools.

B. Objective:

With an objective to provide back-up support to the weaker children of the schools, that are not always possible by the school authorities due to the over pressure of the educational system and the limited resource at hand, Sarva Shiksha Mission through the NGOs conducted the special coaching classes. The weaker children, who could be potential dropouts of future, were provided with teaching and nutritional support to motivate them to be in the mainstream education.

C. Duration of the Projects (School Wise):

Girls	Kasba Jagadish Vidyapith	September- March (except- October, December)	5th
	Ballygunge Vidyalaya	September- March (except- October)	6th

D. Schools provided with special coaching support:

Girls	Kasba Jagadish Vidyapith
	Ballygunge Vidyalaya

E. Interventions:

E.I. Educational Support: As assigned by SSM, Kolkata, Special Coaching Camp classes were held in seven schools by Kolkata Consultants for six months before the final exams for students of classes V-VIII. 100 No. of weak students from all the four classes were taught for five days a week. The subjects that were given emphasis on were English, Mathematics, Physical Science and Geography. Subject specific teachers were chosen in consultation with the respective teachers. The school authority also extended their support in choosing the weaker children, providing space and moral support in making the programme successful.

Table1. Timings of Special Coaching in both the schools:

Girls	Ballygunge Shilpa & Shikshayatan	8.00 am - 10.30 am
	Kasba Jagadish Vidyapith for Girls	3.30 pm – 6.00 pm

It was decided in consultation with the head of the institute of both the schools that the teachers for special coaching classes will teach the course subjects wise that is on progress in the class so that the children find it easy to clear their doubts and difficulties.

E.II. Nutritional Support: Most of the children attending these government schools come from lower middle class communities or sometimes even poorer. Both the parents in most of the cases engage themselves right from the morning for different livelihood options in order to sustain their families. As a

result the children are left at home unattended or doing some household chores or managing the younger siblings. This leads them often attending schools either unfed or underfed. Keeping in view the nutritional status of the children SSM, Kolkata arranged for small tiffin for the children at Rs. 5.00 per child per day. The overall objectives was to keep the children attached with the schools for longer hours, providing them educational support and nutritional support so that they are motivated and takes interest in their education – thus reducing the dropout rate.

The children were given bread, banana, cake, sweets, puffed rice with googhni, biscuits, samosas, etc. At **Ballygunge Vidyalaya O Shilpo Shikshayatan**, the children came in the morning to attend the classes. So after having the tiffin children continued the normal classes that started from 11.00 am. At **Kasba Jagadish Vidyapith for Girls**, the children were given the tiffin first and then the special classes started. This was because the special classes started after the normal school hours that got over at 3.30 pm. The students attending the special coaching classes stayed back after school.

F. Findings

- a. **Initiative of the parents:** Before the launching of the remedial classes a joint meeting was held that was attended by the parents/guardians of the children, school authorities and the representatives of Kolkata Konsultants. Through this meeting the objective of the programme was shared with the parents and guardians. They were very enthusiastic and thanked the SSM for taking such initiative. The parents agreed that their socio economic background prevented them from providing proper educational support and care to the children at home. They assured that they will make sure that the children attend the special coaching classes regularly. They also requested that such classes to be held through out the year and not for only two months. As the news of the special coaching classes spread parents of many children those who were not selected for the classes came and requested the special coaching teachers and even the Head Master to include their children in to the classes.
- b. **Child Profile:** This was done by the exclusive initiative of **Kolkata Konsultants**. The child profile of all the students attending the remedial classes were prepared in order to keep a track of these children in future. Through the profile the organization tried to assess the socio economic status, educational status and the progress they made during the two months when they were provided with the special coaching support.

Socio economic background: The analysis of the child profile shows that the children come from relatively weaker section of the community where the family size is about 4.0 in the area of Kasba Jagadish Vidyapith and 4.2 in the area of Ballygunge Vidyalaya O Shilpo Shikshayatan for Girls Category Schools.

- a) Kasba Jagadish Vidyapith for Girls (KJVG)
- b) Ballygunge Vidyalaya O Shilpo Shikshayatan (BVSS)

The 46% family sizes of the students of Kasba Jagadish Vidyapith for Girl's and Ballygunge Vidyalaya O Shilpo Shikshayatan are below 4 members, 51% family size of the schools are 5 to 9 members and 3% are above 10 members.

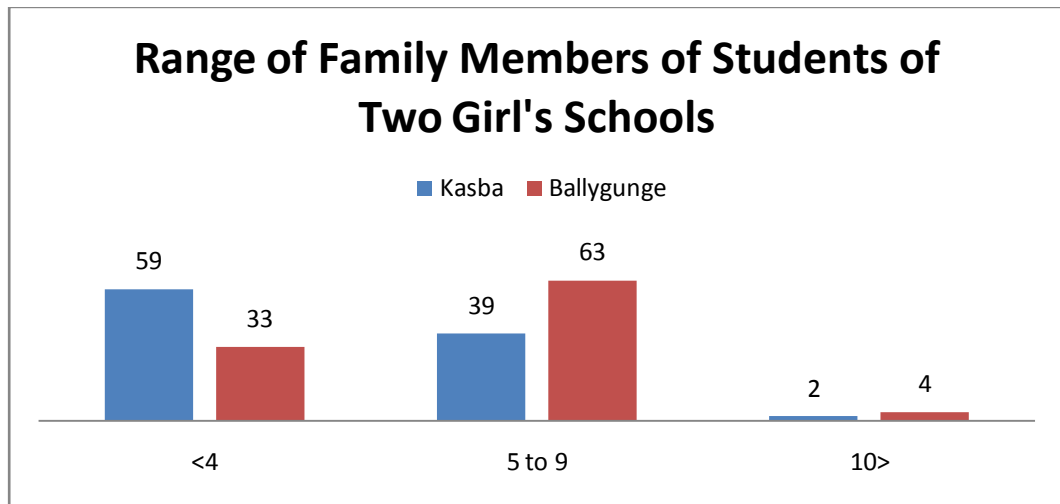


Figure: 1

40 families sending children to Kasba Jagadish Vidyapith for Girls, 55 families sending to Ballygunge Vidyalaya O Shilpo Shikshayatan instead of 100 Families earn as low as 3000 per month. For these families the Special Coaching Camp programme was a boon for the education of their children.

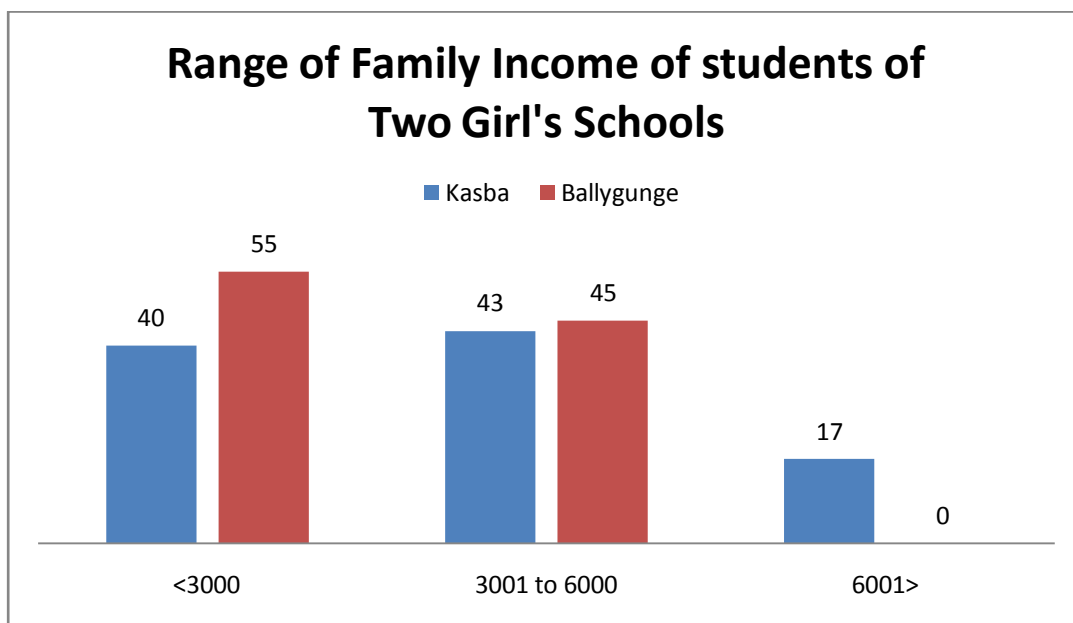


Figure: 2

The analysis of **occupational Pattern** of the parent shows that most of them belong to the unorganized sector. There are few women headed families too who work as domestic helps to support the families.

Occupational Status:

Sl.No.	Occupational Category	School Name		Total
		Kasba	Ballygunge	
01	Business	25	31	56
02	Service	19	35	54
03	Driver	14	9	23
04	Daily Labour	35	9	44
05	Tailor	0	3	3
06	Others	7	13	20
Total		100	100	200

From the above Table, we find the representation a huge number of parents are engaged with the Small Business, service and Daily Labour. Many children come from women headed families and very few families headed by the elder brothers. Most of the mothers from both the religion are housewives. Those who work out of them maximum are domestic helps

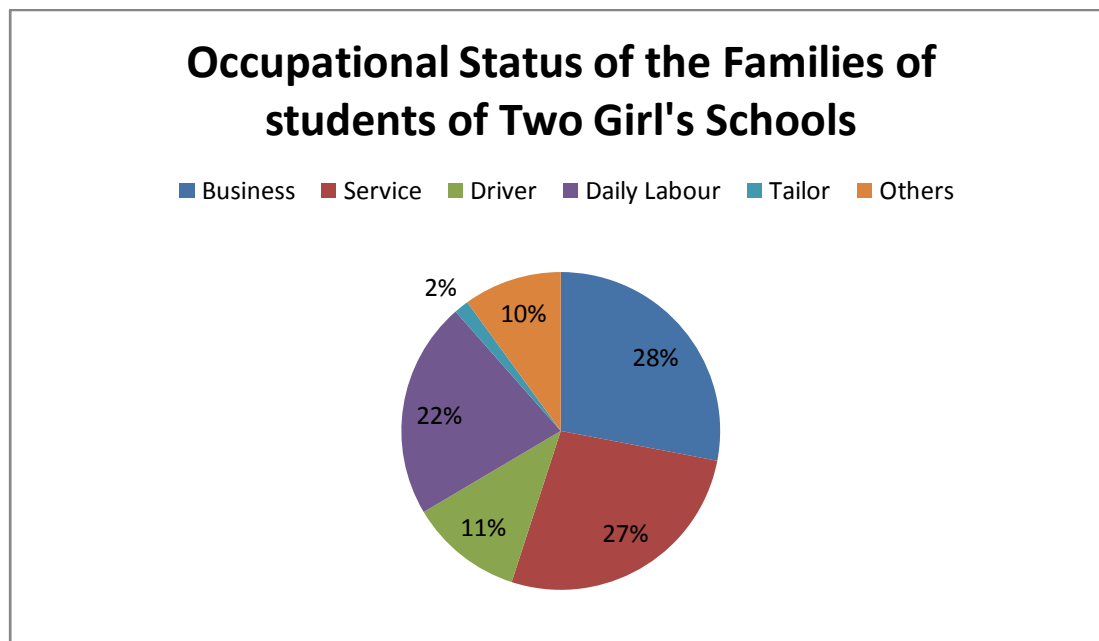


Figure: 3

b.II.). **Education Status of the Parents:** The education level of the parents does not allow them to provide support to the children or help them with their studies at home. The percentage of illiteracy is high among the mothers. The education level of the fathers are maximum up to Class VIII, secondary or higher secondary level.

The parents were very keen about the Special Coaching Camp programme and as it is obvious from the tables above that both their education and socio-economic condition prevent them from giving the necessary support and attention needed for a child's education.

b.III.). **Education Status of the Children:** The selection of the children was done by the head of the institution in consultation with the respective class teachers. In this regard the result of the Fourth (4th) unit test was also taken into consideration.

Finally the progress of the Special Coaching Camp was assessed on the basis of the result of the 4th unit. The schools had their 3rd unit test just before the remedial classes began while the 4th unit test was held when the remedial classes were on progress. The Remedial teachers have taken Review Test for proving the improvement. The figure below gives the representation of the marks obtained by the students of all the four classes together in the 4th unit test and Review Test.

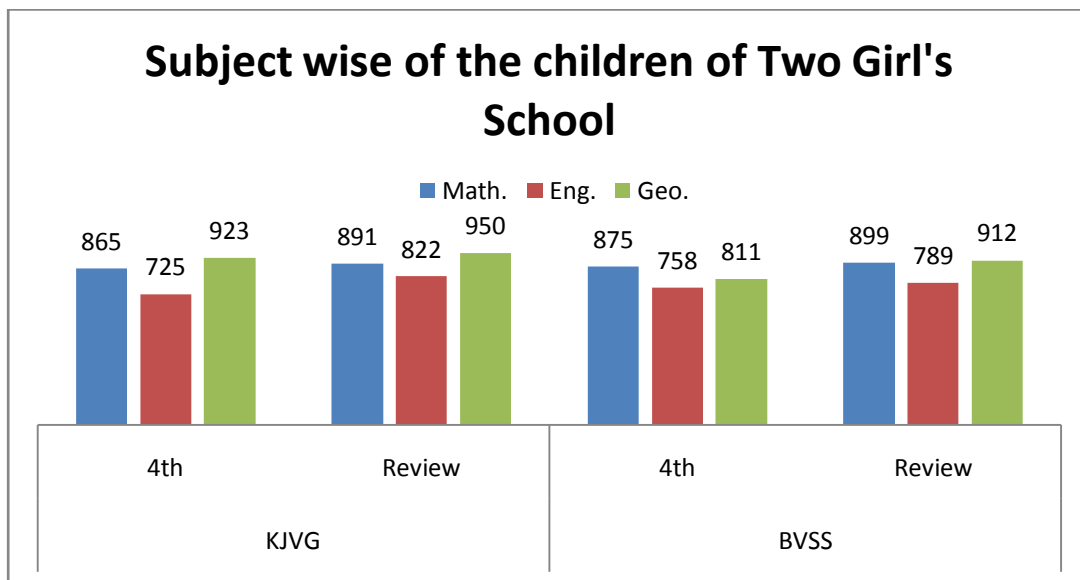


Figure: 4

In The above figure we have gotten the result of three subjects. At Kasba Jagadish Vidyapith for Girl's (KJVG), the 4th subject is History and the students have gotten above 50% marks and Ballygunge has science as a 4th subjects and students have gotten 50-60% marks.

c) . **Nutrition Status:** through the nutritional status the organization tried to consider the food intake by the children before coming to school as it is very essential. An unfed and underfed child can never pay the due attention in class when the study is in progress in comparison to a child who has come eaten something. The hunger factor has a direct impact on the educational progress of a child.

However the other children from both the children have some food before coming to school though it is difficult to judge the quantity and quality of the food that adds to the nutritional status of the children. The type of food intake by the children before coming to the school has wide range as mentioned by the children.

Observation:

- ❖ The overall programme was a success that was equally appreciated by the teachers and authorities of the schools. The schools extended all kinds support that was possible for them.
- ❖ The parents assured that the children would attend the Remedial classes regularly and the strength in all the classes remained full.
- ❖ This initiative if continued in future for longer period would benefit the students in improving their quality education and will help in growing interest in their studies thus reducing the dropout rate. Children often dropout in classes VII or VIII, when they require some back up support that their parents or guardians are unable to provide.
- ❖ The nutritional support not only added to the nutritional status of the children to some extent, it also provided a hidden interest among the children to attend the classes.
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- ❖ A full fledged programme on Special Coaching Camp will be able to create a major impact on the quality of education in the schools that lack sufficient teaching staff or children lacking behind due to financial reason, hunger factor, or that matter any other cause.

Conclusion:

On the verge when a major initiative under the Alternative and Innovative Education Scheme under SSM, Kolkata is reaching towards an end line, it is expected that there will be an increase in the enrolment status of the schools to some extent. At this stage the remedial classes will be able to provide the requisite support needed by the students and also the schools. The Special Coaching Camp classes might be able to give some scope with the system to develop innovative ways to enhance learning achievements among children at the elementary level.

Schedule Caste Schools

A. Introduction:

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B. Objective:

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C. Duration of the Projects (School Wise):

Schedule Caste	Santoshpur Shikshayatan	September- March (except- October, December)	5th
	Chowbaga High School	September- March (except- October)	6th

D. Schools provided with special coaching support:

Schedule Caste	Santoshpur Shikshayatan
	Chowbaga High School

E. Intervention

E.I. Educational Support: As assigned by SSM, Kolkata, Special Coaching Camp classes were held in seven schools by Kolkata Consultants for six months before the final exams for students of classes V-VIII. 100 No. of weak students from all the four classes were taught for five days a week. The subjects that were given emphasis on were English, Mathematics, Physical Science and Geography. Subject specific teachers were chosen in consultation with the respective teachers. The school authority also extended their support in choosing the weaker children, providing space and moral support in making the programme successful.

Table1. Timings of Special Coaching in both the schools:

SC	Santoshpur Shikshayatan	3.30 pm - 6.00 pm
	Chowbaga High School	7.30 am -10.00 am

It was decided in consultation with the head of the institute of both the schools that the teachers for special coaching classes will teach the course subjects wise that is on progress in the class so that the children find it easy to clear their doubts and difficulties.

Table 2. Class wise segregation of gender (School Wise):

a) Santoshpur Shikshayatan

Class	Male	Female	Total
Class V	19	2	21
Class VI	18	19	37
Class VII	9	12	21
Class VIII	15	6	21
Total	61	39	100

b) Chowbaga High School

Class	Male	Female	Total
Class V	6	17	23
Class VI	7	20	27
Class VII	12	13	25
Class VIII	15	10	25
Total	40	60	100

E.II. Nutritional Support: Most of the children attending these government schools come from lower middle class communities or sometimes even poorer. Both the parents in most of the cases engage themselves right from the morning for different livelihood options in order to sustain their families. As a result the children are left at home unattended or doing some household chores or managing the younger siblings. This leads them often attending schools either unfed or underfed. Keeping in view the nutritional status of the children SSM, Kolkata arranged for small tiffin for the children at Rs. 5.00 per child per day. The overall objectives was to keep the children attached with the schools for longer hours, providing them educational support and nutritional support so that they are motivated and takes interest in their education – thus reducing the dropout rate.

The children were given bread, banana, cake, sweets, puffed rice with googhni, biscuits, samosas, ets. At **Chowbaga High School**, the children came in the morning to attend the classes. So after having the tiffin

some children continued the normal classes that started from 11.00 am while many went back took bath and came for the normal school. At **Santoshpur Shikshayatan**, the children were given the tiffin first and then the special classes started. This was because the special classes started after the normal school hours that got over at 3.30 pm. The students attending the special coaching classes stayed back after school.

F. Findings

- a. **Initiative of the parents:** Before the launching of the remedial classes a joint meeting was held that was attended by the parents/guardians of the children, school authorities and the representatives of Kolkata Konsultants. Through this meeting the objective of the programme was shared with the parents and guardians. They were very enthusiastic and thanked the SSM for taking such initiative. The parents agreed that their socio economic background prevented them from providing proper educational support and care to the children at home. They assured that they will make sure that the children attend the special coaching classes regularly. They also requested that such classes to be held through out the year and not for only two months. As the news of the special coaching classes spread parents of many children those who were not selected for the classes came and requested the special coaching teachers and even the Head Master to include their children in to the classes.
- b. **Child Profile:** This was done by the exclusive initiative of **Kolkata Konsultants**. The child profile of all the students attending the remedial classes were prepared in order to keep a track of these children in future. Through the profile the organization tried to assess the socio economic status, educational status and the progress they made during the two months when they were provided with the special coaching support.
 - b.1.) Socio economic background:** The analysis of the child profile shows that the children come from relatively weaker section of the community where the family size is about 3.9 in the area of Santoshpur Shikshayatan sand 4.2 in the area of Chowbaga High School for the Schedule Caste Category Schools.

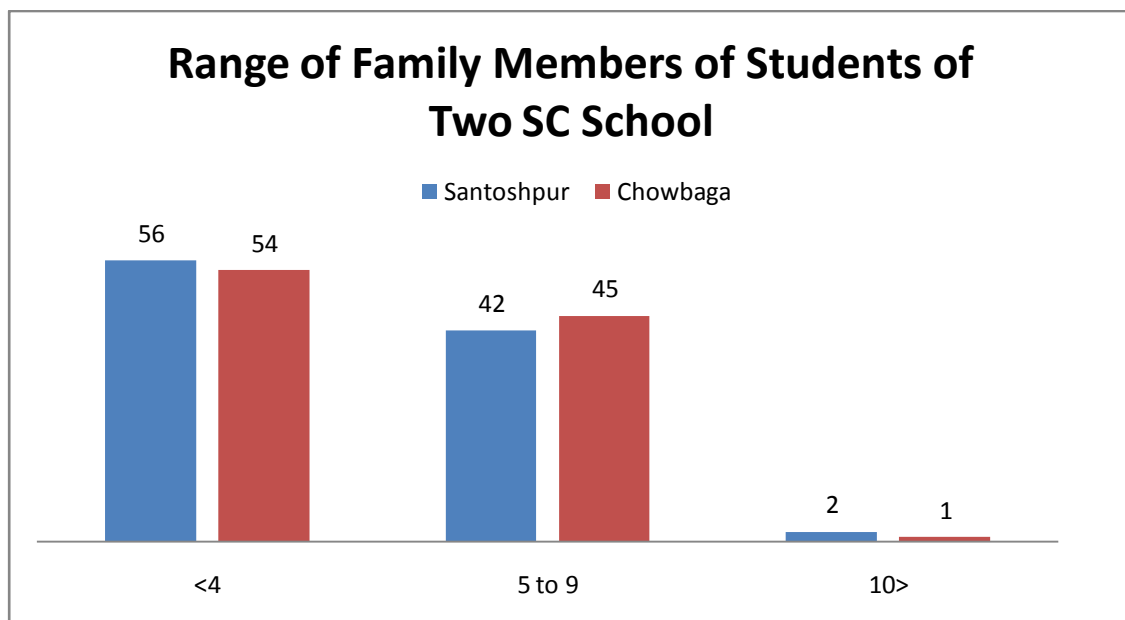


Figure: 1

The monthly income range of the families of the students of Santoshpur Shikshayatan and Chowbaga High school is very low. 86 families sending children to **Santoshpur Shikshayatan** and 98 families sending to **Chowbaga High School** earns as low as 3000 per month.. For these families the Special Coaching Campprogramme was a boon for the education of their children.

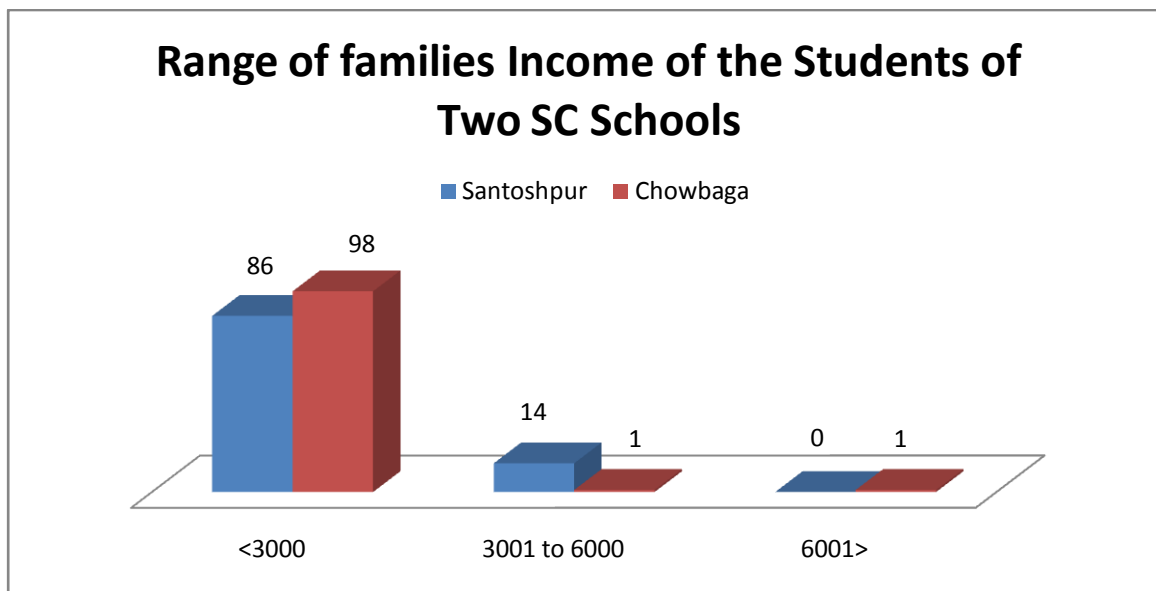


Figure: 2

The analysis of **occupational Pattern** of the parent shows that most of them belong to the unorganized sector. There are few women headed families too who work as domestic helps to support the families.

Occupational Status:

Sl.No.	Occupational Category	School Name		Total
		Santoshpur	Chowbaga	
01	Business	12	5	17
02	Service	0	1	1
03	Driver	Figure: 2	8	36
04	Daily Labour	41	44	89
05	Tailor	4	0	4
06	Others	15	42	57
Total		100	100	200

From the above Table, we find the representation a huge numbers of parent are engaged with the Daily Labour. Many children come from women headed families and very few families headed by the elder brothers. Most of the mothers from both the religion are housewives. Those who work out of them maximum are domestic helps.

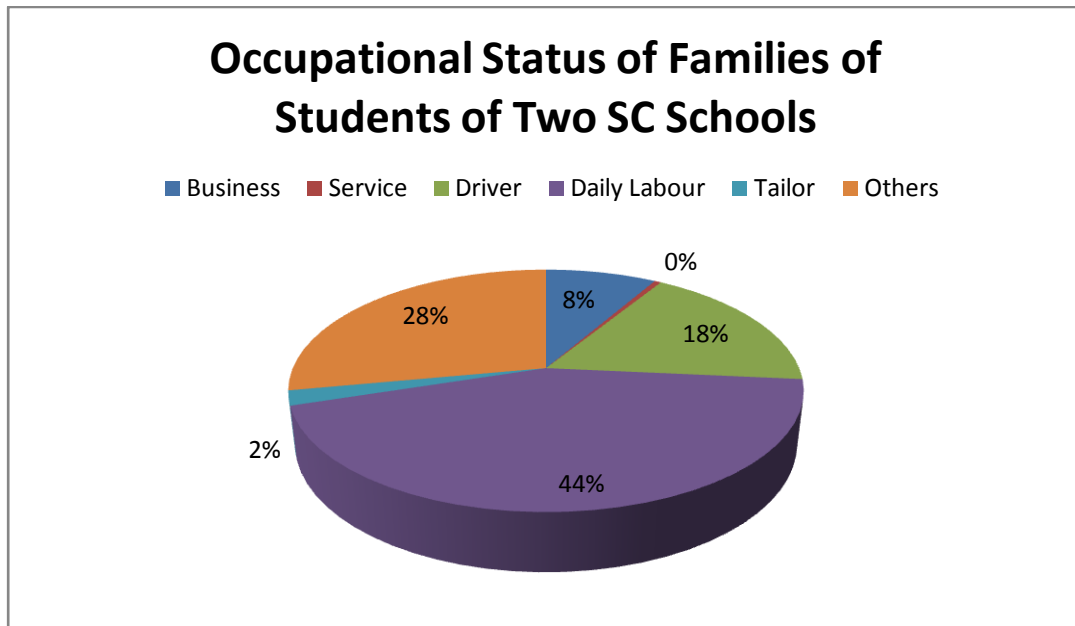


Figure: 3

b.II.). **Education Status of the Parents:** The education level of the parents does not allow them to provide support to the children or help them with their studies at home. The percentage of illiteracy is high among the mothers. The education level of the fathers are maximum up to Class VIII, secondary or higher secondary level.

The parents were very keen about the Special Coaching Camp programme and as it is obvious from the tables above that both their education and socio-economic condition prevent them from giving the necessary support and attention needed for a child's education.

b.III.). **Education Status of the Children:** The selection of the children was done by the head of the institution in consultation with the respective class teachers. In this regard the result of the Fourth (4th) unit test was also taken into consideration.

Finally the progress of the Special Coaching Camp was assessed on the basis of the result of the 4th unit. The schools had their 3rd unit test just before the remedial classes began while the 4th unit test was held when the remedial classes were on progress. The Remedial teachers have taken Review Test for proving the improvement. The figure below gives the representation of the marks obtained by the students of all the four classes together in the 4th unit test and Review Test.

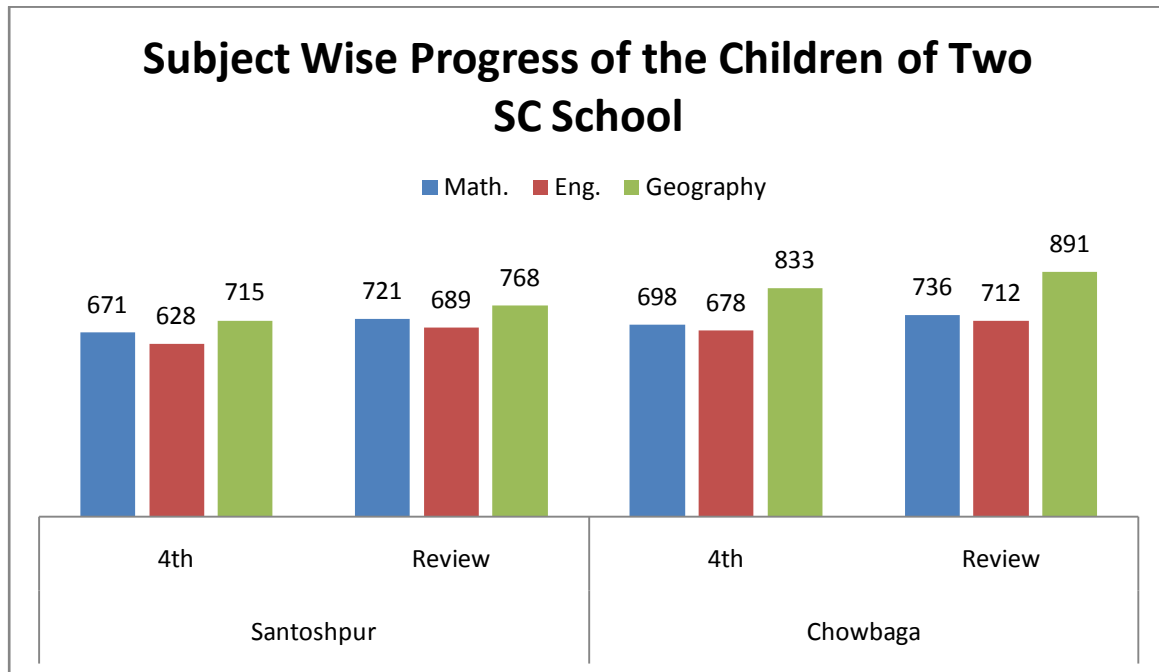


Figure: 4

In The above figure we have gotten the result of three subjects. At the Santoshpur Shikshayatan, the 4th subject is General Science, and the students have gotten above 60% Marks in review test. At Chowbaga High School, the 4th subject is Bengali above 60% Marks also.

c) . **Nutrition Status:** through the nutritional status the organization tried to consider the food intake by the children before coming to school as it is very essential. An unfed and underfed child can never pay the due attention in class when the study is in progress in comparison to a child who has come eaten something. The hunger factor has a direct impact on the educational progress of a child.

However the other children from both the children have some food before coming to school though it is difficult to judge the quantity and quality of the food that adds to the nutritional status of the children. The type of food intake by the children before coming to the school has wide range as mentioned by the children.

Observation:

- ❖ The overall programme was a success that was equally appreciated by the teachers and authorities of the schools. The schools extended all kinds support that was possible for them.
- ❖ The parents assured that the children would attend the Remedial classes regularly and the strength in all the classes remained full.

- ❖ This initiative if continued in future for longer period would benefit the students in improving their quality education and will help in growing interest in their studies thus reducing the dropout rate. Children often dropout in classes VII or VIII, when they require some back up support that their parents or guardians are unable to provide.
- ❖ The nutritional support not only added to the nutritional status of the children to some extent, it also provided a hidden interest among the children to attend the classes.
- ❖ Looking in to the increasing cost of things in the market it is felt that an increased food amount per student would have helped in providing little better food with slight more quantity.
- ❖ The administrative cost was too brief in respect to the amount of follow-up required for quality out-put of this type of programme.
- ❖ A full fledged programme on Special Coaching Camp will be able to create a major impact on the quality of education in the schools that lack sufficient teaching staff or children lacking behind due to financial reason, hunger factor, or that matter any other cause.

Conclusion:

On the verge when a major initiative under the Alternative and Innovative Education Scheme under SSM, Kolkata is reaching towards an end line, it is expected that there will be an increase on the enrolment status of the schools to the school to some extent. At this stage the remedial classes will be able to provide the requisite support needed by the students and also the schools. The Special Coaching Camp classes might be able to give some scope with the system to develop innovative ways to enhance learning achievements among children at the elementary level.

