

Schooling and Learning Improvement Programme for children in Bongaigoan

Impact Report

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Executive Summary

India has achieved near universal enrollment in primary education. Despite this commendable achievement, the educational sector is plagued with various problems which need focused intervention.

Assam has its problems associated with the educational sector. The large inflow of immigrants from neighbouring Bangladesh over-stretches its educational infrastructure. The language divide poses a serious challenge. A large section of the population speaks Bengali whereas the medium of instruction in schools remains Assamese. The state also has a severe lack of teachers. The teacher student ratio remains dismal. In addition, a significant part of the state is highly flood prone. This impact assessment was carried out in the Bongaigoan district of Assam and the area of intervention is highly vulnerable to floods. The villages where this intervention is carried out are regularly washed away. This induces a seasonal migration of a large section of the villagers and their families, who migrate to distant brick kilns to work as labourers. They are highly vulnerable and the education of their children is hampered by this migration.

An important feature of the intervention carried out by Jubayer Masud Educational & Charitable Trust (JMECT) is to provide educational support to these highly marginalised and vulnerable children. It is also actively involved in relief work during the floods. The impact assessment entailed several interactions with the programme(s) beneficiaries and their parents. They appreciated the work done by the organisation in such challenging circumstances.

The end line assessments indicate that the programme has enhanced the educational quality of students. Most of these children receive no educational assistance from their parents and the organisation plays the important role of providing educational support. The assessment indicated that writing and comprehension skills are weak among the children and need special focus.

The impact assessment report indicates that the organisation is working among a highly marginalised and vulnerable community. The commitment that is shown by the staff is highly commendable. The organisation has scope for improvement but given their limited resources, they have been making positive impact. They can improve their contribution by improving the quality of their teachers. Additionally, as the area of intervention is highly marginalised, the organisation can focus more on initiating programmes related to livelihood for the community so

as to arrest the migration. As the students attend classes from October to May, a focused and structured approach for this period can yield better results. The impact assessment indicates that the organisation needs to improve organisationally. A certain degree of professionalism can enhance their performance.

Introduction

India has made long strides in providing accessible education. The government's focus on universal education has achieved positive results. Above 97% of India's children are enrolled in primary schools. However, there remain challenges. Of the myriad and diverse challenges faced by India's education sector, climate induced distress migration and displacement forms a formidable category in many states. Challenges for India is particularly daunting as it is the seventh largest country in the world with a diversity of landscapes and regions, each with its own needs to adapt to and tackle the impacts of climate change.

Drought has affected about a quarter of India's 1.3 billion people, according to a submission to the Supreme Court by the central government recently. Flooding in Jammu and Kashmir last year, in Uttarakhand in 2013 and in Assam in 2012 displaced nearly 1.5 million people. Research originating in the north eastern Indian state of Assam and in Bangladesh has estimated that around a million people have been rendered homeless due to erosion in the Brahmaputra river basin over the last three decades.

The situation remains pertinent globally as well. According to Internal Displacement Monitoring Center (IDMC), an average of 22.5 million people has been displaced each year by climate or weather-related disasters in the last seven years, equivalent to 62,000 people every day. Climate change is only expected to make such trends worse in the coming decades. The International Organization for Migration (IOM) estimates that between 25 million and 200 million people could be displaced by 2050 because of climate change.

The north eastern state of Assam remains highly vulnerable to floods. In the devastating June-July 2012 floods, about 4.65 lakh hectares of land was submerged, 23 of the 27 districts in Assam had more than 5% of the total geographical area submerged and about 3829 villages were marooned and 23.08 lakh people were affected. In 2017, 144 people were reported to have died in Assam. The state has a total geographical area (TGA) of about 78,438 square kilometres and forms a part of the Brahmaputra basin. Each year, the mighty Brahmaputra River traversing across the length of Assam causes huge destruction and irreparable loss to the state's economy which is largely agrarian. The role of the government needs to be improved in this respect. According to a report submitted by The Comptroller and Auditor General (CAG) in July 2017,

which covered flood management projects, and river management activities including dams in 17 states and union territories from 2007-08 to 2015-16, it was observed that delays in release of first installment of central assistance to state governments was recorded in 48 projects. Additionally, against a target of installing 219 telemetry stations (recording and transmitting readings of the flood forecasting instrument) between 2012 and 2017, only 56 had been installed as of August 2016. 59% of the existing telemetry stations were non-functional, resulting in non-availability of real-time data for the corresponding periods.

Vulnerability is essentially a detrimental social response to environmental events and changes. It can be defined as the likelihood of injury, death, loss, disruption of livelihood or other harm in an extreme event, and/or unusual difficulties in recovering from such effects. In the context of disasters, vulnerability may refer to a set of conditions and processes resulting from physical, social, economical and environmental factors, which increase the susceptibility of a community to the impact of hazards.

A large section of marginalised communities in Assam are highly vulnerable to periodic floods. Significant losses to livelihood and property are reported yearly from the flood prone districts of Assam. Seasonal flood induced migration and a shift in livelihood patterns are also a regular feature of several districts of Assam. In the Bongaigaon district where this impact assessment was carried out, a large section of the agrarian population shifts to the clay brick industry due to inability to pursue agricultural activities during the flood months.

Education is severely affected by floods in many of the districts in Assam. With roads flooded across Assam, access to education is restricted while floodwaters remain high. Many schools remain closed due to the floods. The economic distress associated with the loss of livelihood, property and the associated forced migration have detrimental impact on education. As things stand, the state's education system remains under pressure due to a continuous inward migration from Bangladesh. Extensive flooding related distress adds to the burden on the state's already stretched education sector. Economic impoverishment sidelines educational commitments for a large section of the marginalised population. Climatic distress and related displacement only increases vulnerability in terms of education in the flood prone areas of the state.

Assam and Bongaigoan District

The north-eastern state of Assam has several challenges pertaining to the educational sector. Language remains a problem, with the Assamese-Bengali divide remaining a pertinent social issue with serious ramifications on the educational sector. Large-scale migration from neighbouring Bangladesh stretches the educational resources of the state. The problem is more explicit in the districts which are adjacent to the border with Bangladesh. The state is also plagued by regular flood induced displacement. A large section of the population of these flood prone districts remains highly vulnerable. Their flood induced vulnerability is expressed in the educational sector.

For Assam, 22% of children (between 6-14 years of age) go to private schools. Around 17.2% of students in standard three can read material meant for standard two in the state. It is substantially lower than the national average which stands at 25.1%. Only 22.2% of standard five children in Assam can read material meant for standard one. The percentage of children in standard three who can do subtraction is around 26.5% and that is lower than the national average which stands at 27.6%. ASER 2016 also points out that only 16.4% of children in standard five can recognise numbers from 1-9 and around 37.6% of students in the same class can recognise numbers from 10-99. Regarding English reading, 10.7% of children in standard five cannot recognise capital letters, while 25.4% can comprehend small letters and 27.2% children can comprehend simple words and only 22.3% children can comprehend simple sentences. 53.2% of children in the same class can tell the meaning of the words read by them and around 54.2% of children can tell the meaning of sentences read by them. In Assam, around 38% of children in standard five can read material meant for standard two. The national average stands around 47.8%. Only 13.6% of standard five children can do division which is significantly lower than the national average that stands at around 25.9%. The report points out that the teacher-pupil ratio in Assam was 1:35 in 2016. It has seen a marginal increase as compared to the previous year but remains significantly lower than the national ratio that stands at 53. In case of classroom teacher ratio, Assam stands at par with the national ratio at 73.5. One can understand the overwhelming dependency on government education in the state as 73.6% of children (between 7-10years) are enrolled in government schools. ASER reports that around 44.7% schools in the state were observed to have total enrolment and in 58.6% schools, standard two students were observed to be sitting with

children from other classes. This indicates that many schools do not have adequate classrooms. 2016 data show that around 59.3% schools have available library books and 1.3% schools have computers in the state. The national average regarding computers is around 20%.

As per the Census data of 2001, the demographic profile of the Bongaigoan district where this impact assessment was carried out shows that 45.08% of the total rural population in the district belongs to the minority community of which Muslims comprise 94%. The population density in the district with 420 persons per square kilometre and is significantly higher than the state average which stands at 340 persons as per the 2001 census. With a total of 168556 households, the district comprises 145300 rural households and 23256 urban households. The literacy rate in the district as per the Census, 2001 is lower than the state average. Although the female literacy rate in the urban areas of the district is same as that of the state average for urban female, in rural areas the female literacy rate is much lower than the state average which clearly shows the poor status of educational attainment for women. Literacy rates in the district indicate that literacy rate for Hindus are not only the highest among the religious groups of the district but are also significantly higher than the district average rural literacy rate. The literacy rate of the Muslims is much below the average rural literacy rate of the district and this holds true for the Muslim female literacy rate in rural areas as well. This low level of literacy and consequent educational attainment has its bearing on the employment and livelihood opportunities of the Muslim community of this district. The main reason for educational backwardness of Muslims is poverty due to which children are forced to drop out after the first few classes. This is particularly true for Muslim girls.

An estimate of the teacher pupil ratio in the district shows that for every 51 primary students there is one teacher while in middle school the number of students is only 19 per teacher in this district. In high school and higher secondary education, the teacher student ratio stands at 11 students per teacher. The high student teacher ratio in the primary level is perhaps one reason for high dropout rate from primary to middle level school. The density of primary school in the district was estimated at 38 schools per 100 square kilometre area in 2005.

Educational establishments in Bongaigaon district (2004-05)

Educational establishments	Numbers
LP School	966
Middle school	288
ITI	1
High school	187
HS School	19
College	32

Source: Statistical Handbook, Assam, 2006

ASER reports that enrolment for the age group 6-14 has been 96% or above in India since 2009. This proportion increased from 96.7% in 2014 to 96.9% in 2016. Nationally, the proportion of children in standard three who are able to read at least standard one level text has gone up slightly, from 40.2% in 2014 to 42.5% in 2016. In states like Punjab, Uttarakhand, Haryana, Chhattisgarh, Gujarat, Maharashtra and Telangana there has been a marked improvement. All these states show an improvement of more than 7 percentage points since 2014. Although low, the all India (rural) figures for basic arithmetic have improved slightly for standard three in 2016 as compared to 2014. This is the first year since 2010, that there is an upward trend in the arithmetic figures. Children's ability to read English is slightly improved in standard three but remains relatively unchanged in standard five. In 2016, 32% children in standard three could read simple words in English as compared to 28.5% in 2009.

About Jubayer Masud Educational & Charitable Trust

Jubayer Masud Educational & Charitable Trust (JMECT) - a public charitable trust was formed in 2007. The mission of JMECT is to promote education, the values of human rights and humanitarianism. Through its various programmes the organisation works for peace, communal harmony, social development, child and women welfare, social justice and empowerment, education and self-employment. It is also committed to support the development of the area. The

development process requires a bridge between the government and the public. It works in partnership with the government and other like-minded organisations.

JMECT has been intervening in the educational sector for the children in need, along with other social services, in the district of Bongaigaon of Assam since 2008. Tata Trusts has started funding this organisation from November 2014 for the 'Schooling and Learning Improvement Programme for Children in Bongaigaon'. The organisation also provides other humanitarian services to this marginalised and remote area of Assam, where people face numerous challenges to meet their basic survival needs.



The JMECT Office

The area where the organisation works is flood prone and is regularly overwhelmed by the two mighty rivers, Eie and Manas. The floods wash away a substantial part of human settlements and have disastrous consequences for the marginalised population. As has been mentioned in the journal of the JMECT, *Somoyor Aahban* (Issue XI, March 2017), and the organisation provides relief and rehabilitation services to the flood victims. In fact, merely launching educational programmes for the marginalised people seems meaningless if they remain exposed to natural calamities in their day-to-day lives. The organisation focuses on a holistic development of the people living in this flood ravaged area and tries to ensure basic education to the children in primary and pre-primary level.

Methodology

JMECT has been supported by the Trust since 2014 in the optimum functioning for its 14 learning centres in addition to 14 Pre Primary (PP) learning centres. For proper consideration of the work and challenges of the organisation, a field visit along with interaction the different stakeholders of the organisation was essential. An in depth field study was conducted in the month of September for a week where nine learning centres were visited and assessment of 145 students were taken in L1- Assamese, L2- English and Mathematics. Apart from this, there were focus group discussions with volunteer teachers and other staff, parents and government representatives. The learning centres that were visited were at convenient sampling method. The students who took the end line tests were selected on a random basis after sampling the centres on a convenient basis.

Meeting the team of JMECT

The meeting with the JMECT staff revealed that the organisation had to gain the trust of the community when they initiated their work. There were misconceptions regarding their work. The organisation was seen as an external agent and it took time to establish an organic relationship with the community. The organisation had to rest fears and apprehensions related to religious conversions.

The meeting revealed that the organisation, through its various projects, cover around four Gram Panchayats (GPs), namely Lengtisingh GP, Borigaon GP, Nashatrabagekhaiti GP, Dumerguri and Santoshpur GP. In absolute terms, the



Staff meeting

organisation covers an area of around 15 square kilometres and eight villages. The discussion also revealed that the organisation tries to hold regular meeting with the teachers but such meeting are not too frequent due to various problems and manages to hold only one meeting per month.

Abdul Jallil Ahmed, Secretary, JMECT informed that they assign one teacher for the PPcentres. Similarly, they also engage one teacher for the Pull Out (PO) centres where the maximum number of students is 15 and the minimum number is 10. For the Remedial Centres (RC), there are two teachers assigned per centre and the average student strength is around 20. We were informed that in case of selection of children for Pull Out centres, a base line tool is used. The students are either dropouts or mainstreamed yet irregular. The organisation is attempting to mainstream dropouts along with making their development grade specific through this programme. In case of Remedial Centres, weak students are also identified. However, this is not linked to grades and students from Pull Out centres can also attend Remedial Centres. As far as governmental support is concerned, the meeting revealed that the government doesn't intervene directly but all the centres are based in government schools. The meeting also brought out that the organisation plans to intervene in the secondary level. From the discussion we gathered that IT training is not imparted in the centres and many centres are yet to receive electricity. Additionally, we came to know that since the centres remain closed during the monsoons due to excessive flooding, the organisation conducts their staff training during the monsoons so that the classes are not disrupted. The orientation programme lasts for one or two days.

Meeting with parents

The group discussion with the parents exposed the vulnerability of the community. They informed that their villages are highly prone to floods and very often, their villages flush out following floods in the adjoining rivers. Since most of the community is engaged in agriculture, they remain vulnerable as regular floods render agriculture redundant as most of their farm lands



Meeting with the parents at the model school

remain submerged for a substantial amount of time. Resultantly, the economic condition of the community is poor and the community is mostly reluctant to stay under such vulnerable situations. This is one of the prime reasons of the seasonal migration undertaken by a large portion of the community who finds seasonal employment in brick kilns away from their

native villages. This seasonal migration generally takes place after the floods and in the month of October. It is not until March-April that the villagers return to their native villages.

The parents themselves knew that this migration uproots their children and negatively impacts their children's education but they expressed their helplessness. However, they highly appreciated the work of the organisation and the teachers, who play a significant role in mainstreaming these children when the children rejoin school after returning from the brick kilns. Many of them drop out as they fail to cope and are then mainstreamed by the JMECT teachers.

Community perception regarding JMECT

The interaction with the community leaders comprising of village locals, parents and JMECT staff exposed that they were initially suspicious of the organisation's activity. They suspected it to be conceived so as to facilitate the conversion of the local community (to Christianity).

However, the continuous work of the organisation among the community has eliminated such suspicions. The community leaders hold the secretary of this organisation, Abdul Jallil Ahmed in high regard. They informed that the centres have been helpful and were appreciative of the role played by the JMECT teachers. They also accepted that due to the intervention of the organisation, dropouts have considerably reduced. They informed that in some schools as the number of dropouts is very less, the weak students are sent to the centres and they stand benefitted.

The meeting with the community leaders exposed another important aspect. They informed that the teacher student ratio in most of the schools remains very poor and they students suffer. In such a scenario, the centres become very useful as they help the students cope with the state curriculum followed by the school, which due to the poor teacher student ratio, the students fail to comprehend. Apart from appreciating the work done by the organisation, the community leaders expressed the need to increase the number of teachers in the schools.

Interaction with volunteer teachers (VT) of JMECT

The meeting revealed that there were initial obstacles from the community in regard to the



Meeting with the teachers of the learning centres

various programmes of this organisation. One of the participating teachers informed, “Primarily we started convincing the mothers in the families as they are the ones who are present at the home for the maximum time. Mostly, the fathers are away for earning livelihood. Hence it was very important to take the mothers into account. Now they are much more aware and very much willing to send their

kids to the learning centres.”

As the centres are benefitting the children, the parents are now eager to send their children. The importance of literacy has dawned upon the parents, most of who are themselves illiterate, and now they wish for a better future for their children. The meeting also revealed that the parents now understand the need to educate the girl child and are also taking positions against child marriage.

Talking about the high rate of drop outs, the teachers opined that economic hurdles, lack of interest and awareness, child marriage and child labour were some of the contributing factors. However, they highlighted the phenomenon of seasonal migration of the community to brick kilns as labourers due to flooding and the resultant damage to their indigenous occupation which is agriculture. The teachers stated that because of this practice, many of the children are being taken away mid-session and then brought back at an odd junctures. After these children rejoin, they find it extremely difficult to cope and eventually drop out.

The meeting also informed that the teachers use TLMs extensively. They use charts and other objects to enhance the learning experience for the children. They informed that around 95% of the students are successfully mainstreamed and they retain themselves at schools following their mainstreaming. Regarding the male female ratio in the centres, the teachers said the ratio is maintained well and in some centres, female students outnumber their male counterparts. They

also informed that they regularly meet the parents and Saturdays are exclusively kept for this. The VTs accepted that the centres do not have first aid boxes and that they do not specifically impart hygiene ethics to the participating students. They also suggested that the concerned age group should be expanded to 14 years for the programmes to be more effective.

Meeting with the members of School Monitoring Committee

The meeting the SMC and *Matrigoth* members brought to the fore their general satisfaction with the work the JMECT had undertaken. The students show a lack in confidence as they are absent from school for a significant amount of time. After coming to the centres, the students have regained some confidence. This seemed like an important outcome of the centres. The meetings informed that the community initially feared religious conversion when JMECT first began its work. However, as the project grew, such suspicions were laid. The community now wants expansion of the RCs in order to bring in students till class VIII. The groups were vocal about the poor condition of the government schools. They were concerned about the lack of teaching staff, their general unwillingness and the poor infrastructure. In such a situation, they felt that JMECT was the only agency that could help their children in education. We were also informed that in most cases, SMC meetings take place once or twice each month. However, in the meetings, the silence of the most female members was disturbing. It was felt that they were restricted in their articulation due to the presence of male members. Separate meetings with the mothers would have helped to give a clearer picture of the situation there.



SMC and *Matrigoth* meeting

Meeting with the block officer

The impact assessment included a meeting with the block officer, Mr. Bimal Behra. He informed that the governmental authorities do not directly intervene in the functioning of JMECT or any

other such organisation. They respond if the concerned organisation appeals for help. He informed that the government officials interact formally with the JMECT officials twice or thrice a year. These are mostly meetings which deal with the educational development of the Bongaigoan district.

The meeting also revealed that each school comprises of School Monitoring Committee (SMC) and *Matrigoth*, which is the mothers group. In this meeting Mr. Behra informed that though there are *Matrigoths* in every school, they are not very vocal. However, most of them want their children to complete their education.

Centre observation

We initiated our centre visits with JM Academy, a model school in Santoshpur part II, which is



run by the organisation. It may be pointed out that Tata Trust is not funding JMECT for running the model schools. But the pre-primary level of this school is supported by the Trust. One our way to the model school we came across the Santoshpur Part 2 South LPS. The school building has been largely grabbed by the river in a recent flood. We heard from the JMECT staff that because of

the massive devastation of the school building, classes are being held in the flood washed open fields or under the trees around the school premise. Santoshpur Part 2 South LPS supports Pre Primary (PP) and Remedial Centres (RC) centres.

The office of the organisation is not far from this school. They area is highly flood prone and vast stretches are regularly inundated. It has a devastating influence on the people and their livelihood. The current year has been no exception. The dilapidated village paths bore witness of the recent floods.

The JM Academy was established by JMECT in 2009 and caters to students belonging from pre-primary sections to class VIII. Pre-primary (PP) level is divided into two categories namely *praak* and *ankur*. It would be relevant to point out that since 2014, JMECT takes care of the PP levels with the support of the Tata Trusts. This school came into existence as an attempt to minimise the irregularities of the government schools. Two teachers are supported by the grants received from the Tata Trusts. Government schools are marked by paucity of teaching staff. One or two teachers have to manage a huge population of students. Common people in this region are mostly economically marginalised. Education is a mere luxury. The government schools with their shortcomings have failed to address the gap in education. Such state of affairs had inspired JMECT to set up a model school. Later in 2014, with the financial support from the Tata Trusts the organisation ventured to open various RCs, PPs and POs Centres in different parts of the Bongaigaon district. The main thrust of the model school is to impart practical education to the students so that they can be in a position to solve the problems of their daily living. The children are made to acquire knowledge by field observation along with theoretical learning.

We heard that Santoshpur part I along with a major portion of part II, Dumerguri part I and part II are completely been washed away by the flood of the adjoining rivers during the rainy season. In view of this alarming situation, an alternative model school consisting PP and Classes I to V was established in a rented building in Dumerguri in the year 2015. This area is comparatively well suited to handle the flood situation. The school authority has also booked land for the construction of a new building. The secretary of JMECT has expressed his willingness to maintain both the model schools at Dumerguri and Santoshpur, provided the national road construction activities help to minimize the problems emanating from the overflowing rivers.

The indigenous population in the intervention area usually engage themselves in brick kilns, where labourers are in demand during and after floods. In some instances, they also seek temporary shelter in other states and search for odd jobs. The impact of this migration is reflected in the list of enrolled school students. As families move out of the area, there occurs a noticeable gap in attendance of students. This gap in education arising from migration is a common feature of all the centres run by JMECT.

JMECT is receiving financial assistance from Tata Trusts to run learning centres to arrest the gap in the education level of primary school children. There are basically two types of centres,

namely PO and RC. The former takes care of the slow learners. Special coaching helps the slow learners cope with school lessons. JMECT staff single out these students from others in their classes by means of base line tools. They then conduct a special programme for them in the school premises during the school hours (9am to 12.30 pm). This are termed as Pull Out centres as the weak students are pulled out from their classmates. There are six Pull Out centres running under the supervision of JMECT and funded by TATA Trusts.

As has been mentioned earlier, the second of these centres tries to provide remedial coaching to students who fail to cope with the lessons taught in government schools. Learning assessment of the children is carried on in RCs. The weak students mostly come from economically marginalised backgrounds. There is lack of awareness among the parents and guardians regarding the importance of education. JMECT tries to impart remedial lessons. After the schools get over, the support centres with the selected batch of students start their learning programme. There are eight remedial centres under JMECT. We were informed that out of these, four centres work from 1pm to 3pm and the other four centres function between 3pm and 5pm. The primary sections of government schools (standard II to V as students of class I learn together with pre-primary students) come under its purview.

Apart from the Pull Out and Remedial Centres, JMECT also conduct pre-primary (PP) classes in various government schools of the region. Programmes have been initiated by JMECT to inculcate the habit of regular attendance among school going children. This might lead to a decrease in drop-outs. JMECT plans to initiate holistic development of the children. They have developed language corners, cognitive corners, creative corners and games and recreational corners for developing various skills of the children in their centres. In most of the pre-primary centres students of class I are incorporated. There are 14 PP centres of which two are operating in the model schools.

JMECT has provisions for a mobile library for all the centres. The condition of the library is not too satisfactory. It is seldom used by students. We were informed that the library visits each centre once a week. It has around 500 books.

As it was our function to assess the role of JMECT and its educational programme, we planned to visit some of the centres run by the organisation. The centres were selected after consulting

the JMECT staff. We selected some centres where classes in both PP and PO are conducted along with regular primary level classes of the government schools. The first centre to be visited was Dumerguri Purbapara LPS.

We visited the class room allotted to students selected for PO. We were informed that a total of eleven students belonging to classes II to V are supported here. We also met PP students. We were surprised to see that the class of PP and class I was held together. One teacher is supposed to teach all the students. Differences in sitting arrangements of the children indicated the differences in the standards. We were reported that thirteen students are enrolled. But we witnessed more than 30 students attending classes. We were told that the children who have not yet enrolled are also given support.

The teachers reported that due to huge losses to life and property during the floods, many people residing in the area migrate to brick factories in search livelihood. While shifting, they take their children along, causing a downfall in student strength. This sojourn usually takes place in the month of October. They work in the factories for some few months before returning to their native villages. This has led to what may be labeled as a seasonal nature of learning and which has its negative impact on the quality of learning.

We also paid a visit to Parerchar LPS where both PP and PO centres are run by JMECT. We noticed that the students are relatively regular. Some of the parents visit these centres frequently to encourage their children. We met a few of them who spoke very highly of the JMECT's effort. We also noticed sincerity among both students and the teachers. The flood issue with its concomitant consequences remains a constant feature of almost all the centres run by JMECT.

We had also selected Jharpara Bapuji Girls LPS where JMECT conducts PP classes. This centre can be singled out for its positive performance. We have reserved this centre for an individual case study.

We visited some RCs in the course of this impact study. Unlike in POs, grade of the child is not the concern in RCs. On the contrary, these centres attempt to ensure general learning of the students. We visited four such centres. The first one to be visited was 576 No. Dumerguri LPS. A total of 16 students from class II and class III were present while 15 students from classes IV and V had turned up. The teachers informed us that two of their students have recently left to

join madrasas. We were also told that before the intervention, the children of the school used to waste their time after school.

Children who fail to cope up with school learning are benefitted by attending these remedial classes. The shortage of teachers in government schools is one of the major reasons of the growing need for these remedial centres. Parents were impressed with the performance of this centre as it provides much needed learning support to the children. They demanded to include students up to class VIII under the ambit of this centre. Many of the parents also spoke of the positive role taken by JMECT during the floods.

The second centre to be visited was the one at Surendra Das LPS. Here the total strength of the



Centre at Surendra Das LPS

students belonging to classes II to V was 41.

We met the students and their teachers. This centre appeared to be similar to the previous one. The location of the school, however, is somewhat better from the previous one as it is generally not overrun by flood water. Students in this centre have shown their

eagerness in learning and are improving gradually. Inspired by this phenomenon, the

teachers are also in favour of extending their support till class VIII. But basic health issues were not up to the mark. There was no first aid box. Electricity is yet to reach this centre. The school as well as the centre does not have access to clean drinking water. After the school gets over, the children are provided with midday meal. The RC starts from 3pm and is organized for two hours. The parents whom we met advocated for the expansion of this programme so as to include students of higher classes as well. They also informed that they would want the centres to take up health issues and raise awareness against social evils like child marriage. The home visits arranged by the JMECT staff have had positive ripples and parents have been encouraged to send their children to schools regularly.

The other centres to be visited were Rajkanto LPS and Nobojyoti LPS. The condition of the road leading to Rajkanto LPS at Bharalipara is almost un-motorable. We were intimidated earlier that

the Remedial Centre at Rajkanto LPS commences immediately after the government school closes for the day. The working hour of the RC is from 1pm to 3pm. We had also been informed that many children do not attend the RC after their school gets over. Two rooms are used for conducting the classes of the RC. These two rooms are opposite each other and are separated by an open space. In one side of the building one room is allotted to the students of classes II and III. One teacher was seen to conduct these two combined classes. The total student strength was observed to be around 20. But we observed that many of them had left the premise after the school got over.

The room opposite was allotted to the students of classes IV and V. All the students are under one teacher hinting towards the poor teacher-student ratio. Attendance in this centre is an issue as students leave for home right after school gets over.

We met the School Monitoring Committee (SMC) president and some other members. They emphasized on the economic marginalisation of the local people. Most of the students come from Bharalipara, which is a place not too far from the centre. Many of their parents are fishermen. Others earn their living by providing manual labour. Regular absenteeism and lack of attention is a common feature of this centre. Teachers use TLMs in classes for making the lesson interesting. They do not have access to mobile library. Health issues are also neglected in this centre. It does not have any supply of filtered drinking water for its students or teachers. No separate toilets for girls and boys were observed. It is marked by the lack of arrangement of first aid.

The Nobojyoti LPS is precariously located. Communication to this centre is exceedingly difficult. The surrounding population is highly marginalised. The school building resembled village huts and was made of corrugated tin set on wooden frames. The students seemed sincere in their efforts. Students of classes II and III were sitting in one corner of a large room making two separate rows and were under the care of a single teacher. Similarly, another corner of the room served the requirements of classes IV and V. We asked a few questions to the students. They answered satisfactorily. The walls of the class room were displaying different educational charts that serve as learning aids. These TLMs are extensively used in all the POs, PPs and RCs. We also talked to the teachers of this centre. They seemed honest to the cause. They also

expressed their satisfaction with their students. There were more than 30 students present on the day that we visited.

The table below tries to give a comparative picture of the centres across certain elementary criteria.

Table 1: Comparative picture of the different centres across select variables

Category - PP

Name of the School	Quality of education	Migration due to flood	Group learning method*	Health awareness	Guardian's support
Dumerpuri Purbapara LPS	Good	Yes	Yes	Not up the mark	Yes
Parerchar LPS	Good	Yes	Yes	Not up the mark	Yes
JharparaBapuji Girls LPS	Very Good	Not much	Yes	Very satisfactory	Yes
Model School (JM Academy)	Good	Yes	Yes	Yes	Yes

Group learning method is beneficial for students at the PP level and therefore we have used this as an indicator instead of library facility which is less used by the children.

Category – PO

Name of the School	Quality of education	Migration due to flood	Library facilities	Health awareness	Guardian's support
Dumerpuri Purbapara LPS	Good	Yes	Not so much	No	Yes
Parerchar LPS	Good	Yes	Not so much	No	Yes

Category - RC

Name of the school	Quality of education	Migration due to flood	Guardian's support to JMECT program	Library in use
576 Dumerguri LPS	Good	Yes	Yes	Not very satisfactory

Surendra Das LPS	Good	Not so much	Yes	Not upto the mark
Nabojyoti LPS	Good	Yes	Yes	Not very satisfactory
Rajkanto LPS	Not satisfactory	Yes	No	Not at all

Case Study

A detailed account of our visit to the centres has already been given. Two centres can be seen as case studies.

Jharpara Bapuji Girls LPS:

We visited the Jharpara Bapuji Girls LPS where a pre-primary section is conducted entirely by JMECT and is funded by Tata Trusts. We reached the school at around 10.30 in the morning. We were greeted by the head master and his colleagues.

The classroom where the pre-primary classes were held also had students from Class I. It has already been mentioned that while rendering support to the pre-primary level, JMECT also takes care of class I. Therefore, students of class I were also assigned their respective seats in the same classroom. However, the sitting arrangements of different levels differed. Two separate groups were formed class-wise. A lady teacher was in charge of supervision of both these groups. The teacher was found to be sincere. She arranges her class time in such a way that she can manage both the pre-primary and the Class I students. She was using TLMs. The children were perceptibly enjoying their academic experience. Their enjoyment reflected in their faces and in their gestures. They also responded satisfactorily and smartly to all our queries. Group learning was encouraged among the pre-primary kids.

Our interaction with the school staff and the parents informed us that the school emphasizes on incubating basic sense of hygiene among its students. We noticed a developed sense of health awareness among the students. They are used to washing their hands before taking any food. It is to be noted that this school provides mid-day meals to the pre-primary children as well. The school has arrangement for filtered drinking water for the students. There are separate toilets for

boys and girls. The head master informed about the home visit by JMECT staff every Saturday. No classes are held on that day. The purpose is to make the parents aware of the importance of basic education. Most of the parents depend on their daily wages. They work as rickshaw pullers or as *bidi* binders. Some work as manual labourers. They are illiterate in most of the cases and spend a life of tremendous uncertainty. They cannot afford the luxury of enquiring whether their children attend school every day. In this situation, JMECT has decided to devote their staff in awareness generating programme by arranging home visits on Saturdays. The head-master also informed that the attendance of the PP students is very satisfactory. In comparison to the students of classes II to V, the students of PP level show greater regularity in their school attending behaviour. According to the head of the school, this is possible because of the weekly intervention planned by JMECT.

The parents of the PP level were present on the day of our visit. They spoke highly of JMECT and also of the role of the head-master for taking interest in the education of their children. The school building like other school buildings in the area is regularly ravaged by floods. But steps have been taken by the authority to minimize damage. We must iterate that we observed positiveness in the functioning of PP and class I in this school.

Interaction with the Headmasters (HMs) of the some schools

The meeting with three HMs brought out that they too were affected by the lack of teachers in the schools. As a result, they appreciated the work that JMECT was doing for the children. The HM of Parerchar Part 1 LPS, Mr. SK Syed Ahmed informed the home visits that the VTs of JMECT make to the communities have helped to build awareness among the families regarding the need for education. The communities have certainly undergone some changes over these three years in the perception towards sending their wards to school. However, the floods pose a huge threat to lives as well as the future of the children. Not only are children vulnerable at this time but they are also forced to migrate with their families for the search of work. Once they come back they lose their confidence. However, most HMs failed to see much hope in altering the situation and building the awareness among the families beyond a point.

Analysis of the Endline Assessment of a sample of students

The endline assessment which was administered by the VTs at the centres was taken by 145 students across all the centres. Among these 145 students 45 students took the Assamese or L1 test and 50 different set of students took the Mathematics (Math) and English (L2) test. The tools used had been developed by Vikramshila Education Resource Society. The tools designed, tested students on primary level concepts of Mathematics, first language and second language. All the students spanning from classes 1 to 5 took the same test using the same tool.

English as second language

The tool that tested 50 students spanning from classes 1 to 5 looked at proficiencies like letter recognition, reading competency and writing competency, and comprehension skills. The average score of the students in L2 is 67%. In letter recognition as shown in Fig. 1 we see that all the students can match capital and small letters. Sound recognition and writing skills also strong among the students.

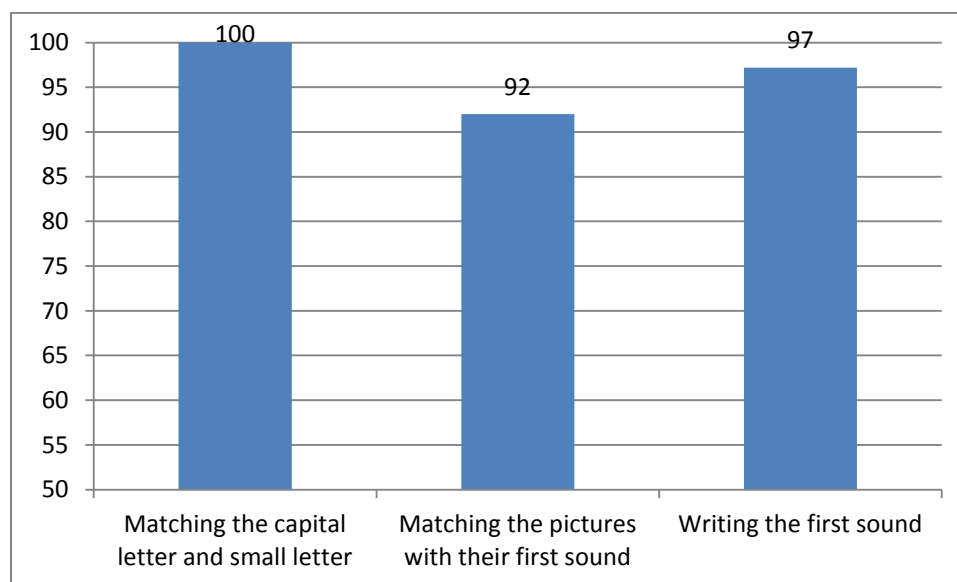


Fig. 1: Average percentage scores of the students in Letter Recognition

In the next segment we look at comprehension and writing skills among the students. Here, in Fig. 2 we see that 77% of the students can recognize pictures. However, only about 30% students

can write about the pictures or answer questions from a given excerpt. This shows that writing and comprehension skills are weak among the children and call for attention.

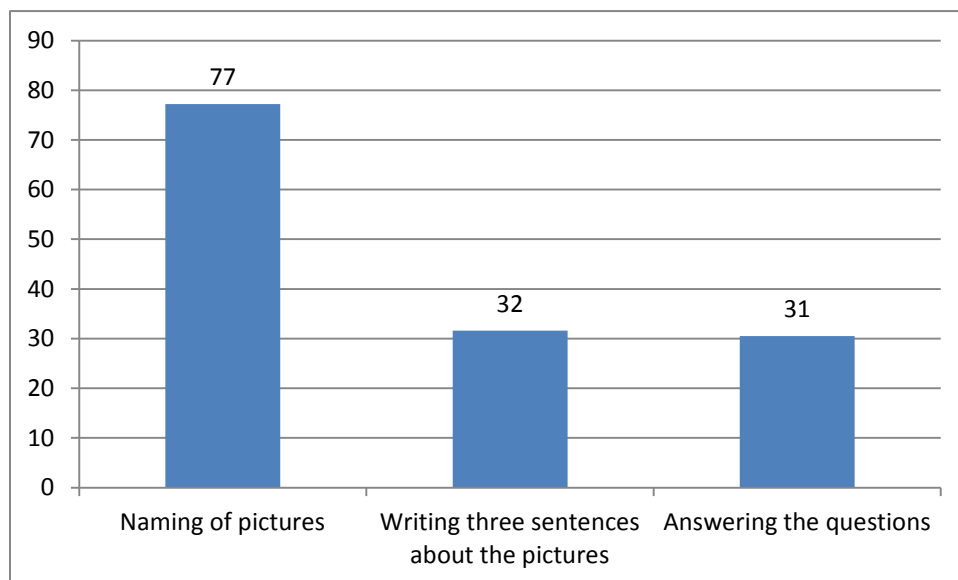


Fig 2: Average percentage scores of the students in Sound and Picture Recognition

Lastly, the students were tested on their reading skills. In this case, Fig 3 shows that 96% of the students can read letters where as only 64% can read words and 55% can read sentences. With little focus reading as an area would be easier to improve than comprehension and writing skills.

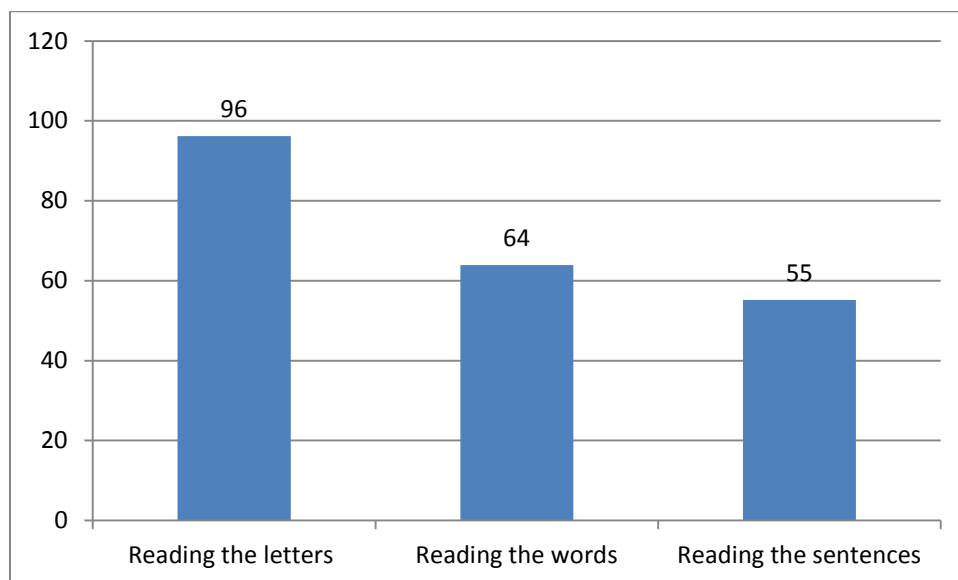


Fig 3: Average percentage scores of the students in Reading Competency

Basic Numeracy

This test was taken by 50 randomly selected students. The average percentage score of these students in the primary section is 60%. Mathematics was tested on areas like, Number concept, ordering of numbers, place value, four operations, fractions, time and money, and shapes keeping it in lieu with the NCF 2005. We notice that in the area number concept almost all the students could answer these questions correctly (Fig. 4).

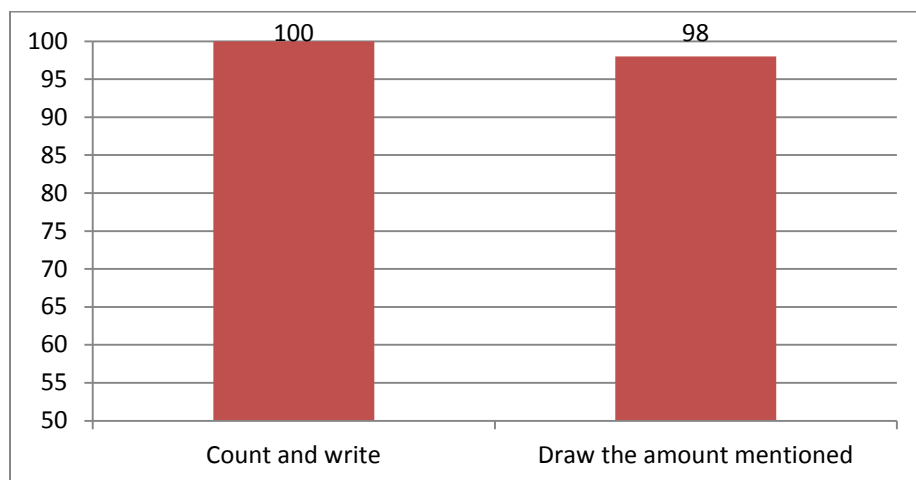


Fig. 4: Average percentage scores of the students in Number concept

This was followed by questions on ordering of numbers. Fig. 5 tells us that the average percentage score of students was quite. In ascending order it is as high as 96% and in descending order of numbers it is 88%.

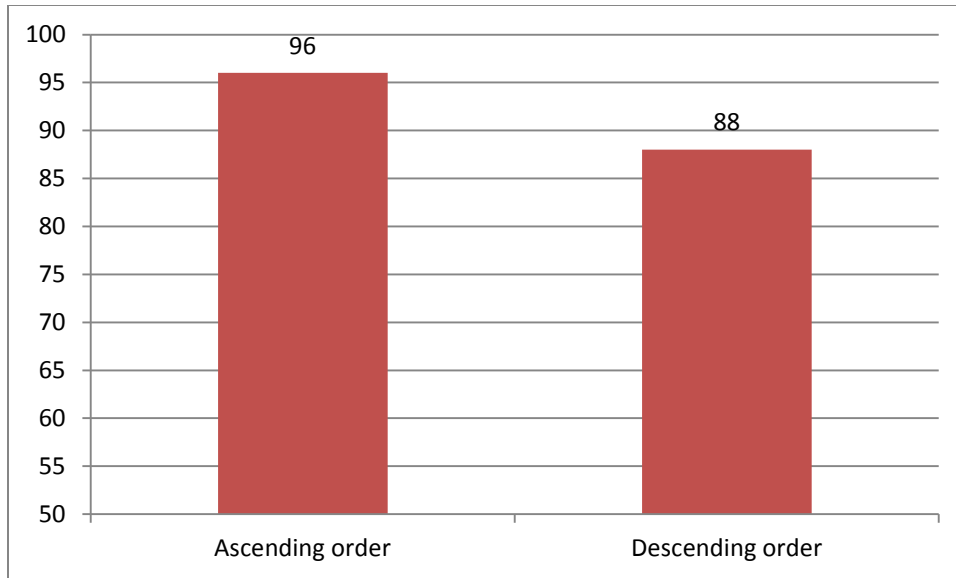


Fig 5: Average percentage scores of the students in Number sequencing

The next graph (Fig. 6) shows the average percentage score of the students in identification of values. Largely this too deals with the concept of numbers. The average score for writing the value in numbers is high (94%) as compared to writing in words (72%).

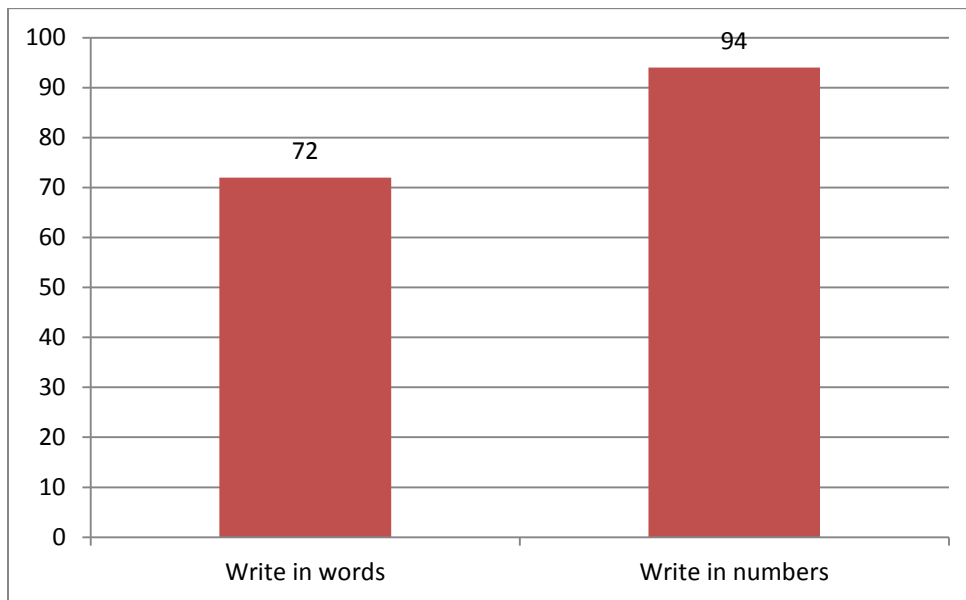


Fig 6: Average percentage scores of the students in Number concept with writing

The subsequent questions look the concept of place value among the students. Fig. 7 shows that simple identification of place value is not a problem among the children, the average score for

this quite high (92%). Whereas writing the place value in words or identification of the place value of a given value needs improvement. The average score in these is about 60%.

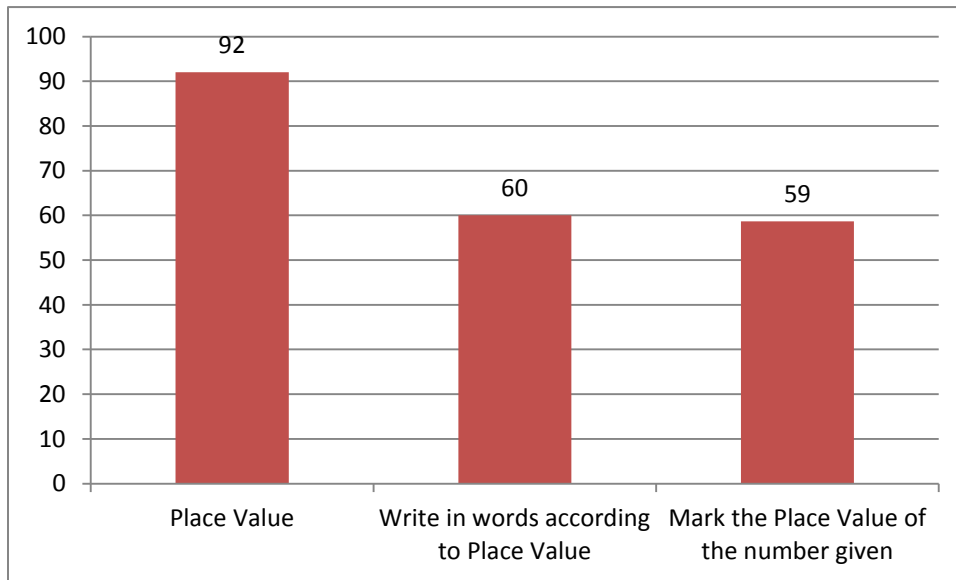


Fig. 7: Average percentage scores of the students in Place Value

We now come to the four operations. Here (Fig. 8) we see that the average score for addition and subtraction is high (95% and 87% respectively). However, the average score starts falling in the case of multiplication and division (49% and 35% respectively). It is also low in case of problem sums.

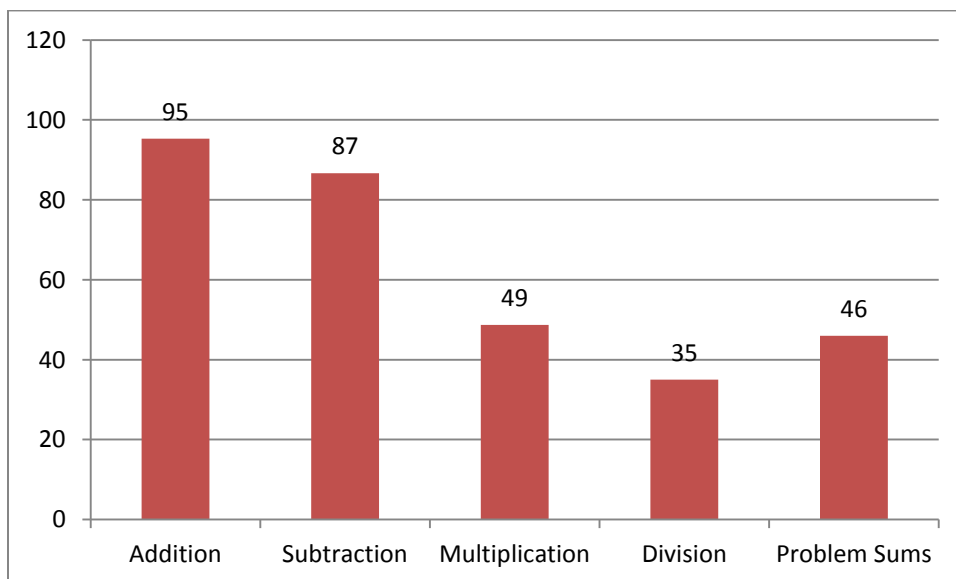


Fig. 8: Average percentage scores of the students in Four Operations

We now move to the concept of Fractions (Fig. 9). In this concept the average of score of the students is fairly well at 76%. Most students are able to identify and draw the fractions.

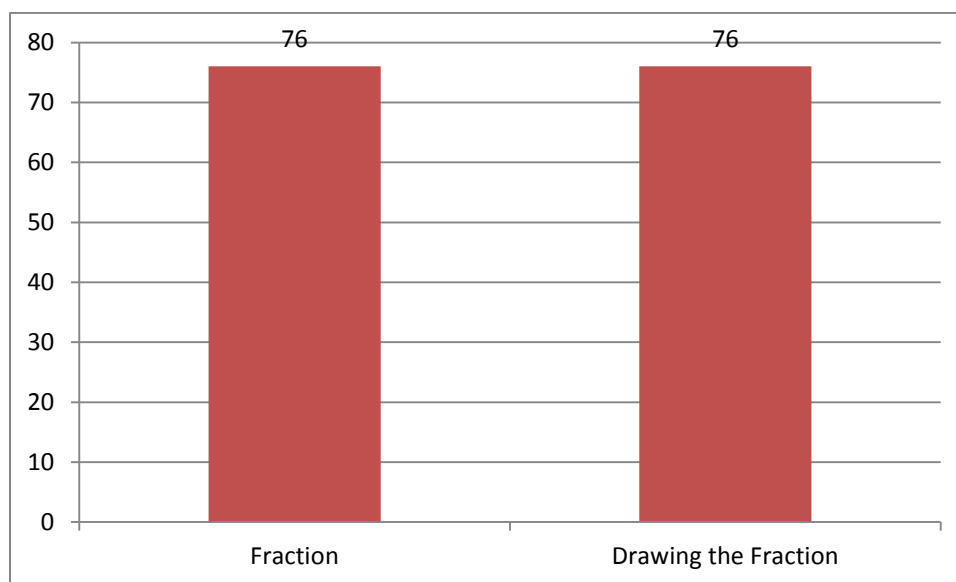


Fig 9: Average percentage scores of the students in Fractions

Fig.10 shows that average score of the students in the concept of shapes varies between identification (94%) and writing the shapes in words (73%). This signifies that the students are acquainted with the concept and have internalized it well; however, they find it difficult to write it words.

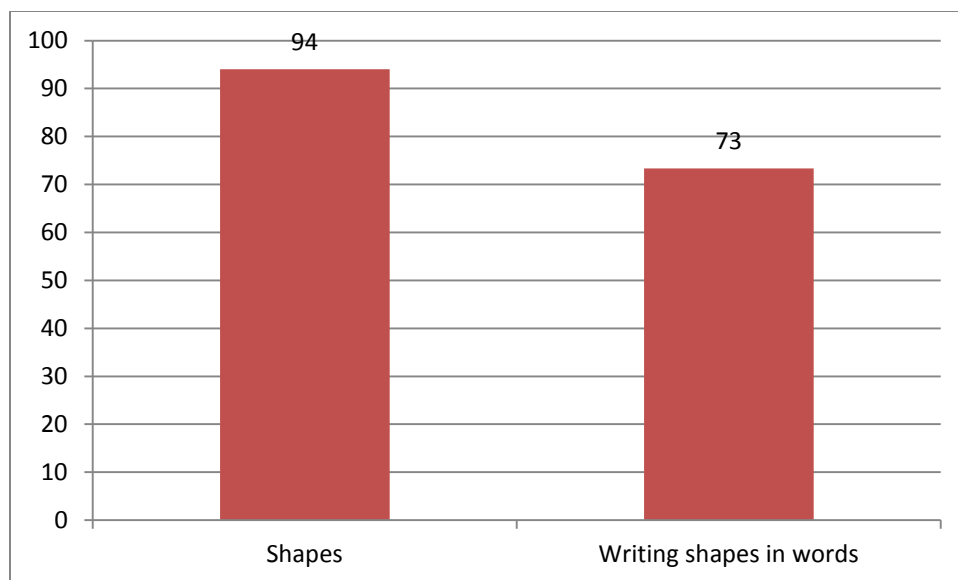


Fig. 10: Average percentage scores of the students in Shapes

Finally, the concepts tested was time and money once again a concept enumerated in the NCF 2005. Fig. 11 tells us that here to the students have internalized the concept well but they find it difficult to write in words.

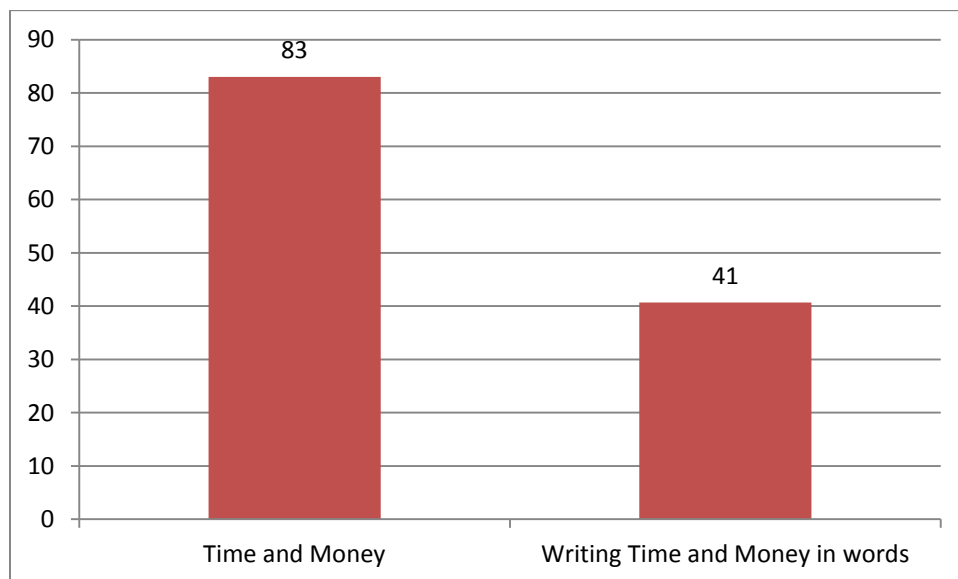


Fig. 10: Average percentage scores of the students in Time and Money

First Language- Assamese

The Endline test on first language, Assamese was conducted on 45 randomly selected students from all the centres. The competencies can be clubbed under listening and speaking, word and letter knowledge and reading and comprehension skills, and writing skills.

In the first few questions, dealing with listening and speaking it is seen that the students have scored well (Fig. 11). The average score of the students is almost 90% and above in the three areas: Pronunciation, listening skills and sense of *Barna* and *Dhani*.

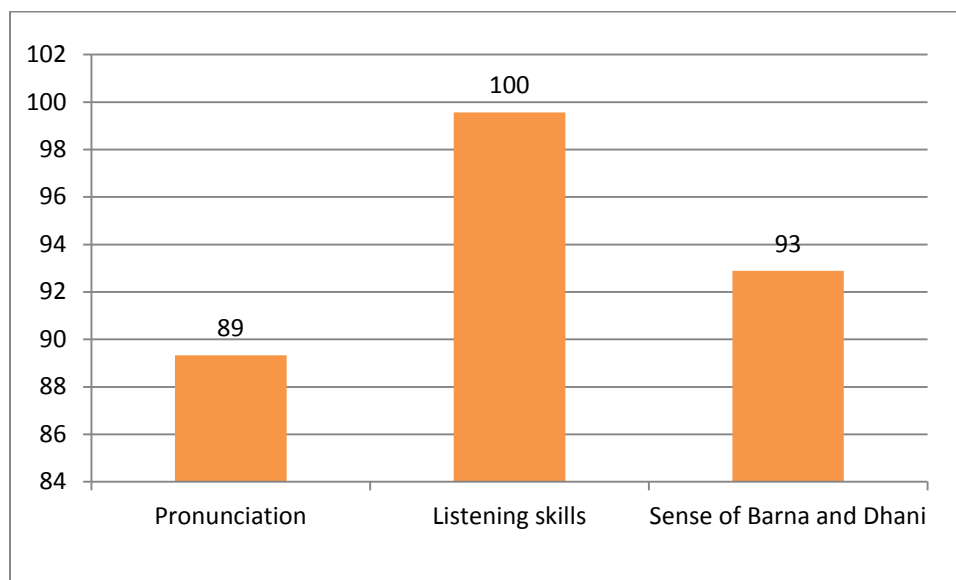


Fig 11: Average percentage scores of the students in Listening and Speaking

In Fig. 12 we look at reading comprehension as a competency among the children. Once again this is in lieu with the principles of NCF 2005. We see that students are comfortable reading known passage and words. However, no student could read an unknown passage. This shows that intervention is needed in this area to pull the students up and reach desired levels.

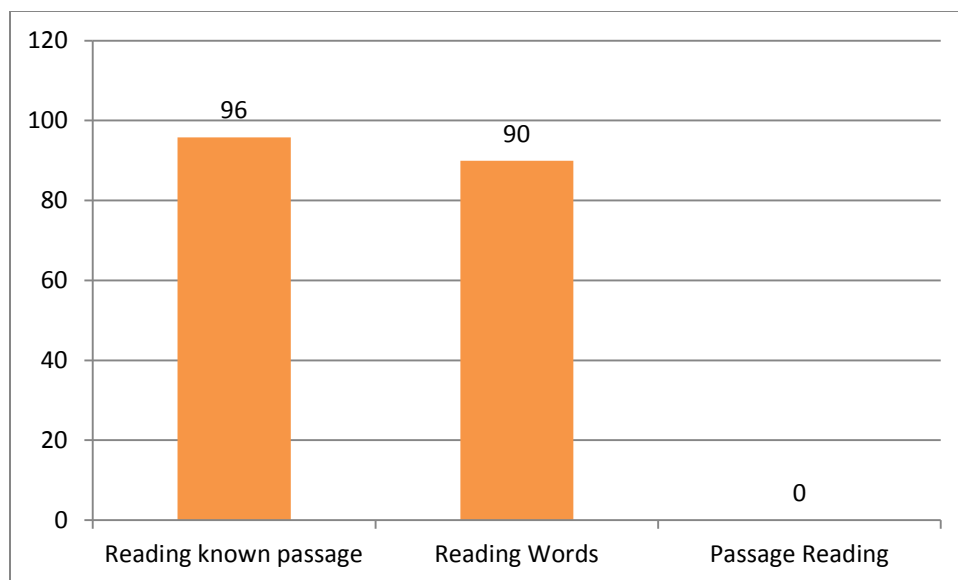


Fig 12: Average percentage scores of the students in Word knowledge and Reading skills

Follow by this is reading competency. Fig. 13 shows that the average score of the students in reading is not too high compared to the listening-speaking. Reading fluency of sentences has an average score of 47% and comprehension's is 23%. However, the fluency in reading a passage is poor among the children (3%).

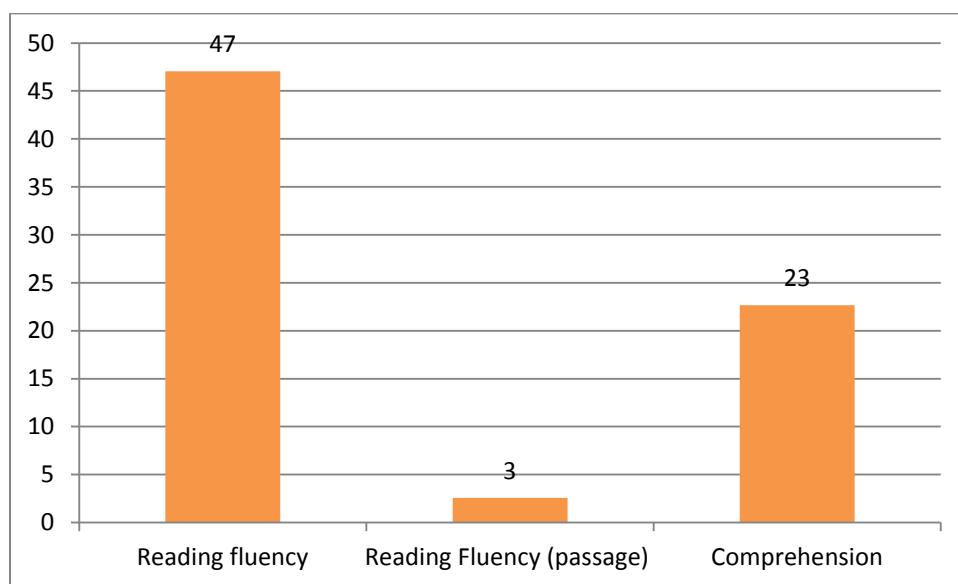


Fig. 13: Average percentage scores of the students in Reading fluency and Familiar sounds

The next two questions pertained to dictation and sentence writing. The end line data shows that not a single student could score anything in these two questions. This shows that the students have difficulty in writing their first language. They can recognize the letters and read up to the word level and to a small extent till sentence level but, focus needs to be put on reading passages, comprehension and primarily on writing.

The endline test which was taken on three subjects- L1, L2, and Mathematics gives us a picture that students have better grasp over L2- English and Mathematics as compared to L1- Assamese. This is probably pointing towards a language divide between the home language of the child and the language being taught in school.

Role of Vikramshila as a Resource Agency

The region of intervention for JMECT is extremely marginalised and the efforts undertaken by the organization requires external support. The people working for the organisation, in most cases, remain entrenched by the regressive values of the social system of their intervention. There is need for them to upgrade themselves so as to impart education to children and create social awareness among the members of the community efficiently. It is here that Vikramshila intervenes and plays its role as a resource agency for JMECT. Primarily, Vikramshila is responsible for training the teachers of the centres run by JMECT. The tools developed by Vikramshila make learning enjoyable for the students.

Vikramshila trains the JMECT teachers to teach the children through teaching and learning materials (TLM). The students can collect knowledge of an item of education from charts prepared in a child-friendly way. These TLMs contain illustrations and pictures to orient the students. This method has greatly enhanced the system of learning. The local teachers in many cases, because of the lack of their exposure to the outside world, fail to comprehend the usefulness of these student-friendly tools for developing their perception. In view of this, Vikramshila imparts training to the teachers so that the latter can use of this method. This training is required to develop the subject pedagogy among the teachers.

Vikramshila staff usually pays four annual visits to the centres on a rotational basis. They usually organize three to four training workshops for the JMECT teachers on a yearly basis. However,

the training programme is often hampered due to inaccessibility of many centres during the monsoons. Apart from equipping the teachers with proper training, Vikramshila is also helping JMECT in preparation of the policy manual for the organisation. It also involves itself in improving the administrative structure of this organisation and help in writing the proposals and reports.

Vikramshila has recently suggested setting up two core groups for the efficient functioning of the centres. It has identified four efficient members of the staff for framing a core group for JMECT. This administrative core group is in charge of taking important decisions on behalf of JMECT. Vikramshila has also planned an academic core group consisting of two efficient teachers from each of the three subjects, English, Assamese and Mathematics, in addition to two teachers from the pre-primary level. This group of eight is in charge of mentoring the JMECT teachers in general. These core groups are to deliver their roles for enhancing the efficiency of JMECT.



ECE Materials and work of the students

Probable areas of development and recommendations

Alternative source of income for households: From the field visits and the FGDs with the parents it was clear that flood and migration are the two main concerns of the area. In such a situation where survival becomes difficult education turns into a luxury. It would help to work in the area of providing skill training to households which would help to generate income in the months of flood. Though this goes beyond the ambit of education per se but in order to keep the children in schools and reduce migration alternative sources of income need to be gleaned out in those areas for the families to survive.

Infrastructure and teaching materials: The learning centres have access to school resources like electricity, blackboards and others. Keeping in mind the safety of children, it is important to have first aid boxes in the centres. Medical help is mostly at a distance from the centres making first aid a necessity. Another important point that came up during the meeting with the teachers and also seen in the centre visits is that the materials they develop for the children are mostly on paper so that they can be replaced in quick succession and children can have something new to learn from. However, due to rain and other problems the materials are washed out or made unusable. For this reason if a few of the important materials can be made with more permanent material, it will prove beneficial. However, this would increase the cost of producing these materials.

Teacher training: The volunteer teachers show dedication and commitment to their work. They too are adversely affected by the floods, making the daily commute to centres a challenge and dangerous. Despite this they maintain regularity at the centres as far as possible. They have undergone a series of training from technical partner Vikramshila Education Resource Society. Despite this, the need for further training was palpable. More importantly, in the teachers' meeting itself the VTs themselves asked for more training that are easy for them to understand and employ. This would help them to grow and deal with children at different age groups, competency levels more skillfully. However, it was felt that they were probable less aware of the details and objectives of the programme as whole. They focus exclusively on teaching the children at their respective centres which renders them incapable of looking at the larger

objective and aspects of the programmes undertaken by JMECT. Training sessions, briefing them about organisational goals, principles, the different type of centres that are in function and their purposes are needed at the earliest.

Library activities: The mobile libraries are an innovative practice. However, the frequency and reach of the students is restricted owing to infrastructural problems. Focus should be paid to make them more accessible to the children and also more frequent. Library activities should also be worked upon to improve reading among the children as that is an area which needs immediate attention. Also, each centre could have small portable libraries for the children which age, grade and level appropriate books. The mobile libraries have books mostly on general knowledge (GK) and biographies. The children, given their language proficiency will be unable to use such books.

Focused intervention from April to October: The area witnesses mass migration from the month of October each year when families move to brick kilns after the floods for livelihood options. The children also travel with the parents in most cases, as a result they are absent from school for roughly 6 to 7 months. This gives causes tremendous gaps in learning. They attend school from May onwards, once again a time when floods are rampant, disrupting classes. The face time with the children in thus limited. The intervention in the next phase can be strategized in order to optimize the use of this short time that the teachers have with children at the learning centres. The timings can be increased by an additional hour each or following the Vikramshila pedagogy, learning camps can be organized at regular intervals to give a thrust to the children and help them reach a position from where they can move on to POs or RCs later.

Residential school for the children: Another alternative to reduce dropout is to have an interim residential school as a part of the model school. This could sound ambitious but given the nature of problem in the area and the lukewarm efforts of the government a residential school functional during flood and migration prone months for the most vulnerable children may help to retain them in school. However, this should only be treated as a short term solution to the problem. In the long run, families need to be trained in disaster management along with additional options for income generation without migration.

Clarity in the type of centres: The children in some cases attend both the POs and RCs if organisation feels that they need the support from both the type of interventions. However, this

needs to be well explained to the VTs and also there seems to be a lack in the selection process and the rationale behind it. A well thought out planning for each child would help to have more clarity in this regard. Moreover, the VTs could develop child portfolios for each child in order to plot their progress and also plan the nature of the support needed by the child.

Organisational development: There is a strong need to work on the structure and professional aspects of the organisation. JMECT is strongly committed to their ideals and are driven by emotions. However, the fluid structure of the organisation may pose problems as the nature and the reach of the work is expanding. The presence of communal unrest in the area and a not so favourable system it is even more important that JMECT works towards setting up a strong organisation which will be in a position to influence policies at the local level.

Support from government system needed: JMECT runs its learning centres within the government schools itself. They have a fairly good relation with the school headmaster and the teachers. However, they have limited access to the SSA (*Sarva Shiksha Abhiyan*) officials and also SMC (School Monitoring Committee) members. There are no regular meetings with the SMCs. Notably, it was also felt from the field visit that the SMCs itself are not well functioning in most schools. There is enough need for the organisation to integrate with the SSA and SMC in order to function as a strong civil society organisation in such a vulnerable area. Similarly, the organisation also does not receive much support from the Panchayat either. In the coming years, liasoning with local levels of government and the school administrative system should be prioritized.

Best practices of the organisation

Strong motivation and commitment of the staff: It is indeed commendable that the team of JMECT shows commitment to the cause to such an extent. They travel to the centres despite the floods and poor attendance of the students. The area is a conflict prone one where they face natural as well as communal hazards. The remoteness, lack of resources and education adds to the problems. This has not barred the centres from functioning. It is important to learn from such an organisation how to sustain its programmes despite such hurdles. Their challenges and methods to overcome them need to be well documented for similar organisations to learn from.

Integration with similar organisations: JMECT has been able to find and integrate with like-minded organisations to make its work more effective. Despite being located at distant area with restricted resources it is admirable that they have been able to connect to the larger civil society movement in the country. Though it has a far way to go but so far the work has begun on the right note.

Education as the key focus of the organisation: Mr. Ahmed's background as a teacher has helped the organisation to rightly identify education as the main road to development and ending communal tensions in the area. Although, the families there are not in a position to send their wards to school but the presence of JMECT has at least ensured enrolment into the school system.

Transit School: The organisation, in order to reach out to the children who migrate with the parents has opened a transit school with 2 teachers in the brick kiln at Batabari, Abhoypuri. There 55 children receiving education despite being away from the school they are enrolled into or their native village. This endeavour surely attempts to reach the 'last mile child'.

Summary of the different programme components and their status

Programme component	Target to be met	Target Status	Target Achieved	Comments	Suggested action points
Supplementary Learning Centres	14 learning centres including 8 Remedial Centres (RC) and 6 Pull Out Centres (PO). Along with this, there are 14 PP centres	The learning centres as a whole are much needed in the communities. They are regular and cater to a significant population of the students in the particular government schools. TLMs were also present in the classrooms along with	The 14 learning centres and 14 PP Centres in – government schools. This caters to a students' force of about 1000.	Learning levels are still not too high due to the problem of migration, general absenteeism and also capacity of the VTs. There is overlap in the type of centres that the students attend. We found some overlaps in the PO and RC. The	Since this is the main focus of the organisation it is important that more thrust is given on the learning centres. The VTs need further training. Also, the selection of the students in POs and RCs need to be more structured based on baseline tests in

		access to the mobile library.		organisation has decided to give some students access to both PO and RCs keeping in mind their need and level of competency. However, the VTs are not sure about such arrangements which may lead to confusion while plotting the progress of a child vis-à-vis the intervention.	both cases. Since the POs mostly deal in basic literacy the TLMs and teaching strategy need to reflect that further. The PPs are good place to bridge the language which was seen in the endline assessment.
Mainstreaming activities	Ensuring timely enrolments and tracking of the students in order to prevent dropouts	JMECT works in the ambit of the schools and the focus is mostly on the children already enrolled. Also, it seemed that dropout in the area does not happen in the way it is seen in other places. Here the dropouts are more seasonal in nature paired with migration.	This could not be observed.	Seasonal migration leads to seasonal dropouts. When the children are back in the village it seems that they attend school.	JMECT has to plan activities for children while they attend school. The issue of mainstreaming is different in nature here. Residential schools, alternative employment training to households intensive learning support to the children while they attend school could be considered in the coming phase.

<p>Improving learning levels</p>	<p>Improving the learning level among the students who have been inducted into the learning centres. The idea is to bring them to a learning level not less than 2 years appropriate to their age.</p>	<p>The field team in its interaction with the children and volunteer teachers and centre observation felt that the students need to be given intensive support in Language. Additionally, focus needs to be given on the state curriculum as well eventually. Currently, several students lack basic literacy.</p>	<p>The Endline results of the sample of students show that the average score in English (L2) is 67%, in Math it is 71% but in Assamese (L1) it is only 42%. This shows that most students are competent to handle primary level Math and English (L2) but they face difficulties in Assamese (L1) which points towards a language gap.</p>	<p>The tool used to take the Endline test was the same as the one used for Baseline and midline. As a result it may so happen that the students memorized the questions and that may have affected the outcomes</p>	<p>Separate assessment tools could be used in the Baseline and Endline while keeping the competencies same. Also, greater focus is needed in L1.</p>
<p>Library activities</p>	<p>Mobile library which will cater to all the centres.</p>	<p>The mobile library caters to the children of PO and RC mainly. It attempts to develop language and reading skills among the children while helping these children from print deprived families to nurture a liking for books.</p>	<p>The mobile library visits each centre once a week. It has over 500 books, mostly books on GK and biographies.</p>	<p>The visits of the mobile library are not too regular. Also, the books too difficult for the students to read. Grade and competency specific books are needed. Also, library activities are absent.</p>	<p>The idea of having a mobile library is innovative and also suitable given the circumstances. However, gaps have been found in language skills among the children much focus needs to be given on library and reading based activities. Language skill can be nurtured among the children through</p>

					<p>planned library activities which will develop the love for reading and critical thinking among the children. The books have to be relevant to the competency level of the students.</p> <p>Information and ideals disseminating books will not be able to serve this purpose. Purchase of grade specific books should be focused upon.</p> <p>Small libraries in each classroom can also be planned. If the classes have a repository of some simple story books in vernacular then it will help the children take a liking towards books.</p>
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<p>Staff capacity building</p>	<p>Periodical training by Vikramshila across three years</p>	<p>The different trainings that were organised catered to the specific needs of the organisation. The sessions were planned and from the discussion with the staff of the JMECT it was felt that they are comfortable with the resource agency and the level of the trainings. However, gaps are still seen which can be reduced with sustained efforts from Vikramshila</p>	<p>Over the three years JMECT has received 23 support sessions under the following heads: 3 in ECE, 6 in Primary level, 10 field based support, 2 organizational development workshops, 1 session of accounts and administration, and 2 exposure visits to Bhopal and Mednipore</p>	<p>Some of the scheduled trainings had to be cancelled due to floods in the area. The pedagogy of the resource agency reflects in the classrooms. There is the need for further support from Vikramshila in the coming years especially in the area of improving learning levels among the children given the very short period.</p>	<p>One trained person from Vikramshila can be placed at Assam to help in the running of the centres and for hand holding support for about 6 months each year. Additionally, the training sessions need to increase in number. At the onset, organisational principles, functioning, and organogram needs to be well explained to the staff. This would help to clear doubts in the aspect of the nature of the work that JMECT undertakes.</p>
<p>Community training for flood relief</p>	<p>Conduct flood safety trainings for the community with <i>Gramya Vikas Mancha</i></p>	<p>It was difficult to understand the impact of the trainings on the community as such but JMECT organizes such trainings based in the need of the communities</p>	<p>Yearly one or two such trainings are organized</p>	<p>Flood relief training did not appear to be as important as learning centres or the model school for the reason that the organisation's capacity lies in the area of education mostly.</p>	<p>Since acute flooding is a problem in the area it is important that such trainings are regularized. Also, along with these trainings JMECT could help the community to be involved in other source of</p>

					livelihood apart from agriculture so that the seasonal migration can be reduced to some degree.
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Conclusion

JMECT as an organisation has embarked upon a task which has the potential to alter the social fabric of the area. It attempts to reduce communal tension through the means of education. This in itself gives the organisation a push. The Trust and Vikramshila has also supported the JMECT in many ways and that reflects in the approach of the staff of the organisation. They focus mostly on the students who are within the fold of the government schools and try to improve the level of learning among them. This makes the function smoother rather than being involved in too many aspects. However, since the problem in the area is far too complex, JMECT along with TATA Trusts could go beyond the purview of education and also start working in the field of disaster management, employment options and sustainable development. If we look at education itself, there is a need to have more such organisation in delicate areas like this. As such further support from the Trust in the coming years would probably help to reduce seasonal migration and gradually improve learning levels of the children. The efforts of JMECT in building a banana plantation to reduce migration by introducing a livelihood option for the families there must be mentioned here. More such efforts will help to further check the problem of disaster induced migration. The organisation also needs to develop itself in the years to come and ingrate with the government system to have a greater impact on policy making and on the quality of education given in schools. As a whole, three years is just the beginning to even mitigate a part of the problem that is at hand.

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Annexure

List of Abbreviations:

- 1) JMECT- Jubayer Masud Educational & Charitable Trust
- 2) FGD- Focus Group Discussion
- 3) VT- Volunteer Teacher
- 4) TLM- Teaching Learning Materials
- 5) SSA- *SarvaSiksha Abhiyan*
- 6) SMC- School Monitoring Committee
- 7) ITE- Integrated approach to Technology in Education
- 8) Fig- Figure
- 9) L1- First Language
- 10) L2- Second Language
- 11) NGO- Non Governmental Organisation
- 12) ASER- Annual Status of Education Report
- 13) IDMC- Internal Displacement Monitoring Center
- 14) CAG- The Comptroller and Auditor General
- 15) TGA - Total Geographical Area
- 16) IOM- The International Organization for Migration

- 17) PP- Pre Primary
- 18) GP- Gram Panchayats
- 19) RC- Remedial Centre
- 20) PO- Pull Out Centre

Plan for five days:

Day 1 (Saturday): Visit model centre

Day 2 (Sunday): Meeting with teacher staff and board member (JMECT)

Day 3 (Monday): Centre visit, meet Govt. Teacher and parents

Day 4 (Tuesday): SMC meet and Govt. Block level govt. Official meet

Day 5 (Wednesday) District level govt. Official Meet

The Endline Tools

The English Endline Tool

The Assamese Endline Tool

The Mathematics Endline Tool