Atmashakti Trust has been working in Odisha and Uttar Pradesh with the broad objectives of creating awareness on rights and entitlements among the most marginalised rural community with an emphasis on Adivasis and Dalits. We facilitate the formation of rural level Sangthans who then take up various issues related to their circumstances with local administration.

Recently during the pandemic time, we were able to help around 85000 people (approx 17000 families) rendered jobless with all resources exhausted, by providing two weeks dry ration. We also provided 8200 meals to 1640 families who were returning home.

Mission 3-5-8 -

Vision-

The primary and secondary data indicates a huge gap in learning outcomes of the students of classes 3/5/8. Using the current situation as an opportunity as schools are closed there should be a national-level effort to bridging the gaps by August 15. Also, policymakers should ensure an effective ongoing remedial system so that these gaps are minimised in future.

Mission-

Mission 3-5-8 aims towards activating the education system in all states of India to bridge these learning outcomes and achieve the same by the Independence Day. Also, the government should ensure basic infrastructure in all primary schools.

The Primary data from the studies conducted by us as well as secondary data from Niti Ayog and ASER attest to the fact that there is a huge learning outcome deficit across almost all students enrolled in a government school. Whereas the reason for this is manifold - poor infrastructure, teacher absence, poor quality of teaching, irregular student attendance etc. It is indeed, shocking that 23% of class eight students are not proficient in their mother tongue and can barely cope with class three-level.

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We feel COVID has given a unique opportunity to rectify the same by -

A) Ordering remedial classes while schools are closed. These will be in a group of 5-6 students only (suggestions in annexure -1)

B) Undertake basic school infrastructure improvement -

- Making toilets functional.
- Accessibility to safe drinking water.
- Functional kitchen space.
- construction of boundary walls.
- Whitewashing the schools and other minor repairs of doors/ windows
- Ensuring the electricity connection and lights/fans

These small activities will also provide livelihood opportunities under MGNREGA in the rainy season, mitigating the economic hardships of some of the returning "Shramiks".

Annexure-1- Suggestion for implementation-

Survey Model Adopted:

Atmashakti Trust conducted a series of surveys to assess the level of learning outcomes in the Government schools in the Berhampur GP of Krushnaprasad Block, Puri, Odisha. During the process, 4 villages (Berhampur, Maensa, Khirisahi & Bhabanipur) were covered out of the total 5 villages.
The organization adopted the ASER (Annual Status of Education Report) Model to assess the level of learning of the students in the school. (For more details ASER, please look up, www.asercentre.org)

Survey & Testing Process:

The data on the schools, number of students, teachers and infrastructure available was collected through secondary data by the volunteers by the organization. The student's testing was conducted by volunteers, after their orientation on the ASER model. For instance, Class 5 students would be tested on Class 4 curriculum. If the student passes the test, then he/she will be marked as passed in his standard and no other test is required. But in case he/she fails the test, then the volunteer will take the test on Class 3 Curriculum (in descending order) with the same student to know the exact learning standard of the student and mark them accordingly. The same testing rules will be applied to all students/classes and conducted for 3 subjects - English, Maths & Oriya.

On average, it took 20-25 minutes per student to complete the test, so it was possible to test about 20 students per day. For Class 6 and above, we engaged the teachers to

help in the testing process and in some villages, we were able to engage the educated youth as well. It is also possible to get students of Class 8 and above to do testing for students till Class 5, and at times to do the testing in small group size of 2-3 students for lower classes. The ideal ratio for testing would, however, be a 1:1.

Following is one of the sample survey of Puri, District, Odisha-

CLASSES: 2-10
TOTAL STUDENT WHO APPEARED FOR TEST: 429

Villages	Class/ Strength	Odiya	Maths	English
Berhampur	2-10/ 224	56	176	117
Maensa	2-7/ 51	17	45	28
Bhabanipur	2-5/16	0	9	16
Khirisahi	2-7/138	102	138	138

Follow up plan and suggestion-

Based on the survey results, the team worked out a plan to start remedial teaching for a specific period of time. Since there were limited volunteers, the immediate plan was to start remedial classes focusing on Maths & Oriya in the First Level and then include English in the Second level. Given the time & resource constraint, we worked on a volunteer/ student ratio of 1: 6 and started teaching the children in each of the school on a rotational basis. Classes were conducted 6 days in a week, starting from 10 AM- 5 PM with a 1-hour lunch break in between (1-2 PM).

Till date, we have successfully conducted remedial classes for roughly 1000 students and based on our experience, we would like to put forth some recommendation;

1. The government should take advantage of this lockdown period to initiate remedial classes for weaker students so that they are at par with the other students, once regular school starts

2. The government should issue directives to all stakeholders involved (school management committees, teachers, officers at the block & villages levels) to draw up a plan for remedial classes and instruct them to start work immediately. The stakeholders at each village can draw up their own teaching plan and schedule, which could be implemented effectively in their respective village schools

3. To ensure that students attend the remedial classes regularly, we suggest providing each student with a snack every day when they are at school. This could include different varieties of fruits and cooked food items like a boiled egg, samosas, jalebis, kachori etc

4. The government should do a primary survey of all the schools vis-a-vis basic infrastructure and work on improving them wherever required during this time (For example, making toilets functional, accessibility to clean drinking water, functional kitchen space, setting up boundary walls, whitewashing the schools and other minor repairs of doors/ windows, electricity connection/light/fan etc.). These small activities will also provide livelihood opportunities under MGNREGA in the rainy season, mitigating the economic hardships of some of the returning "Shramiks".

5. The government can identify and share various online educational resources, alternate teaching modules with the teachers with a mandate to the teachers to study them and to use them to make the classes more fun and interactive for the students
The pandemic has adversely affected everyone's life. However, if there is even a small opportunity during this pandemic to work on improving the education of the children, we would strongly recommend the government to take initiative and use this lockdown period to engage in improving the quality of education.

Annexure-2 - Primary data (from the studies conducted by us)-
STATE WISE CLASS WISE (Class 3, 5&8) STUDENTS TEST REPORT

Background: Amidst the Covid-19 crisis, a group of civil society organizations felt the urgent need to bridge the learning gaps that arose between the privileged and the underprivileged sections of the society. To bridge the gap, a campaign namely Mission 3-5-8 was organized jointly by the organizations to revive the education system which had collapsed all over the country because of the pandemic.

To facilitate the campaign, an exclusive sample study was conducted by the organizations in five states namely Odisha, Bihar, Uttar Pradesh, Chattisgarh & Delhi on **Student-level mapping**. The main objective was to identify the student's exact level of learning vis-a-vis the standard expectation and to bridge the learning gaps by engaging effectively with the concerned authorities.

Study Area: Odisha (Rural, Coastal & Slum), Bihar, Uttar Pradesh, Chhattisgarh & Delhi

State-wise Organization who supported the survey: Atmashakti trust initiated this process in collaboration with Odisha Shram Jeebee Manch (OSM) & Mahila Shram Jeebee Manch Odisha (MSMO) in Odisha, Sonbhadra Vikas Sangathan in UP, Jana Adhikar Kendra in Bihar, Dalit Adivasi Manch in Chhatisgarh & Ideal Youth and Welfare Society in Delhi

Subject Tested: Language, Mathematics & English

Classes Tested: 3, 5, 8

Total number of students who were tested in class 8 for competence up to class 7 and below (all states combined): 964

Out of this number:

- 49.79 %, 54.35 % and 79.14 % passed the test in English, Maths and language respectively

- 35.16%, 29.35 % and 15.66 % needed remedial class for Class 6 in English, Maths and language respectively

- 10.78 %, 10.68 % & 3.94 % needed remedial class for Class 5 in English, Maths and language respectively

- 2.80 %, 4.97 %, .72 % needed remedial class for Class 4 in English, Maths and language respectively

- Less than 1% needed remedial class for Class 3 in English, Maths and language respectively

- Less than 1% needed remedial class for Class 2 in all subjects

Total number of students who were tested in class 5 for competence up to class 4 and below (all states combined): 1250

Out of this number:

- 41.04 %, 48.72 % & 71.12 % passed the test in English, Maths & Language respectively

- 37.84 %, 33.92% & 20.64 % needed remedial class for Class 3 in English, Maths and language respectively

- 19.04 %, 14.64% & 7.68% needed remedial class for Class 2 in English, Maths and language respectively

- 2 % and less needed remedial classes for Class 1 in all subjects

Total number of students who were tested in class 3 for competence up to class 2 and below (all states combined): 1055

Out of this number:

- 56.58 % & 73.36% passed the test in Maths & Language respectively
- 43 % & 26.63 % needed remedial class for Class 1 in Maths and Language respectively.

Students Teacher Ratio (Niti Aayog-secondary report): The fact that is hidden in the immense variation of student-teacher ratio across states in India. As expected, Bihar takes the top ranking with a teacher-student ratio of 57. Uttar Pradesh, Odisha, Delhi, and Chhattisgarh follows shortly, with a student-teacher ratio of 45, 33, 28 and 26 respectively in primary schools.

Infrastructure Status: There are numerous studies suggesting that students studying in schools with poor infrastructure can have lower scores than those with access to better infrastructural facilities. An overcrowded classroom with a chaotic learning environment can adversely affect a student's learning capabilities. The Niti Aayog report states that 93% of government schools are running without a computer, 23% without a ramp, 79% without a playground, 81% does not have electricity, 2% does not have boy's toilets, 1% does not have girl's toilets & 0.4% are running without proper buildings. The same abysmal situation prevails as well in the other states which were surveyed. In states where the school basic infrastructure is in a bad state, the government needs to provide immediate attention to the betterment of students learning.
The state-wise tests and subsequent reports have shown the abysmal condition of the government education system prevalent across the country.

Please find below the table of reference (class wise & subject wise testing of students of all states)

AREA WISE ENGLISH TEST REPORT OF CLASS-8 STUDENTS:

SL.#	NAME OF THE AREA	TOTAL STUDENTS TESTED	PASSED	AT STD-6	AT STD-5	AT STD-4	AT STD-3	AT STD-2	AT STD-1
1	TRIBAL DOMINATED AREAS, ODISHA	794	402	287	79	20	02	04	00
2	SLUM, BHUBANESWAR	23	10	11	01	00	01	00	00
3	PURI (COSTAL), ODISHA	28	25	00	00	00	00	03	00
4	ROHATAS, BIHAR	17	05	10	02	00	00	00	00
5	BALUDABAZAR, CHHATISHGARH	32	16	11	04	01	00	00	00
6	SONBHADRA, UP	48	10	13	15	06	04	00	00
7	DELHI	22	12	07	03	00	00	00	00
	TOTAL	964	480	339	104	27	07	07	00

The test report revealed that Class 8 students of all 5 states did not meet the expected standard in English. It was found that 48% in Odisha, 71% in Bihar, 79% in Uttar Pradesh, 50% in Chhattisgarh & 45% in Delhi were below the expected standard. Altogether, 11% of the students were at the primary level.

AREA WISE MATH TEST REPORT OF CLASS-8 STUDENTS:

SL.#	NAME OF THE AREA	TOTAL STUDENTS TESTED	PASSED	AT STD-6	AT STD-5	AT STD-4	AT STD-3	AT STD-2	AT STD-1
1	TRIBAL DOMINATED AREAS, ODISHA	794	433	236	77	47	01	00	00
2	SLUM, BHUBANESWAR	23	14	07	01	00	01	00	00
3	PURI (COSTAL), ODISHA	28	15	05	04	00	00	04	00
4	ROHATAS, BIHAR	17	16	01	00	00	00	00	00
5	BALUDABAZAR, CHHATISHGARH	32	21	08	02	01	00	00	00
6	SONBHADRA, UP	48	16	21	11	00	00	00	00
7	DELHI	22	09	05	08	00	00	00	00
	TOTAL	**964**	**524**	**283**	**103**	**48**	**02**	**04**	**00**

In Mathematics test the report was also not satisfactory. Out of the total numbers of students tested, it was ascertained that 67% in UP, 45% in Odisha, 34% in Chhattisgarh & 59% in Delhi did not meet the expected standard. On the whole, 11% of the students were in the primary standard as per the report.

AREA WISE LANGUAGE TEST REPORT OF CLASS-8 STUDENTS:

SL.#	NAME OF THE AREA	TOTAL STUDENTS TESTED	PASSED	AT STD-6	AT STD-5	AT STD-4	AT STD-3	AT STD-2	AT STD-1
1	TRIBAL DOMINATED AREAS, ODISHA	794	625	128	31	06	01	3	0
2	SLUM, BHUBANESWAR	23	18	03	01	0	01	0	0
3	PURI (COSTAL), ODISHA	28	28	00	00	00	00	00	00
4	ROHATAS, BIHAR	17	14	03	0	0	0	0	0
5	BALUDABAZAR, CHHATISHGARH	32	29	01	01	01	0	0	0

6	SONBHADRA, UP	48	27	16	05	0	0	0	0
7	DELHI	22	22	0	0	0	0	0	0
TOTAL		**964**	**763**	**151**	**38**	**07**	**02**	**03**	**00**

In the language test conducted, despite it being their mother tongue, the test report established that 21% of students in Odisha, 18% of students in Bihar, 9% of students in Chhattisgarh & 44% of students in UP did not meet the expected standard.

AREA WISE ENGLISH TEST REPORT OF CLASS-5 STUDENTS:

SL.#	NAME OF THE AREA	TOTAL STUDENTS TESTED	PASSED	AT STD-3	AT STD-2	AT STD-1
1	TRIBAL DOMINATED AREAS, ODISHA	989	411	400	169	09
2	SLUM, BHUBANESWAR	33	22	11	00	00
3	PURI (COASTAL), ODISHA	66	15	03	34	14
4	ROHATAS, BIHAR	38	30	06	02	00
5	BALUDABAZAR, CHHATISHGARH	49	11	20	17	01
6	SONBHADRA, UP	52	13	24	13	02
7	DELHI	23	11	09	3	00
TOTAL		1250	513	473	238	26

The data shows that 59% in Odisha, 21% in Bihar, 75% in Uttar Pradesh, 78% in Chhattisgarh & 52% in Delhi were below the expected standard. After the assessment, it was found that 19%, 13%, 5%, 35% & 25% of students in Odisha, Bihar, Delhi, Chhattisgarh & UP respectively were still at Class 2 level.

AREA WISE MATH TEST REPORT OF CLASS-5 STUDENTS:

SL.#	NAME OF THE AREA	TOTAL STUDENTS TESTED	PASSED	AT STD-3	AT STD-2	AT STD-1
1	TRIBAL DOMINATED AREAS ODISHA	989	481	370	130	08
2	SLUM, BHUBANESWAR	33	17	16	00	00
3	PURI (COASTAL), ODISHA	66	09	02	29	26
4	ROHATAS, BIHAR	38	32	06	00	00
5	BALUDABAZAR, CHHATISHGARH	49	26	13	10	00

6	SONBHADRA, UP	52	27	15	10	00
7	DELHI	23	17	02	04	00
TOTAL		**1250**	**609**	**424**	**183**	**34**

The study report showed that 53%, 16%, 26%, 47%, and 48% of students in Odisha, Bihar, Delhi, Chhattisgarh & UP respectively were unsuccessful in the test. One of the compelling theory that emerged from the test was that 36% of students in Odisha, 16% in Bihar, 9% in Delhi, 27% in Chhattisgarh & 29% of the students in UP were at Class 3 Level. Overall, 15% of the students as a whole were at Class 2 Level.

AREA WISE LANGUAGE TEST REPORT OF CLASS-5 STUDENTS:

SL.#	NAME OF THE AREA	TOTAL STUDENTS TESTED	PASSED	AT STD-3 LEVEL	AT STD-2	AT STD-1
1	TRIBAL DOMINATED AREAS, ODISHA	989	700	224	65	00
2	SLUM, BHUBANESWAR	33	23	10	00	00
3	PURI (COASTAL), ODISHA	66	30	00	29	7
4	ROHATAS, BIHAR	38	32	06	00	00
5	BALUDABAZAR, CHHATISHGARH	49	39	08	02	00
6	SONBHADRA, UP	52	42	10	00	00
7	DELHI	23	23	00	00	00
TOTAL		**1250**	**889**	**258**	**96**	**07**

From the above report of language test, it was clearly found that despite the language being their mother tongue, 31% students of Odisha, 16% in Bihar, 20% in Chhattisgarh & 19% of the students from UP failed in the subject. It was further summarized that 22%, 16%, 16% & 19% of students from Odisha, Bihar, Chhattisgarh and UP respectively were at Class 2 Level.

AREA WISE MATH TEST REPORT OF CLASS-3 STUDENTS:

SL.#	NAME OF THE AREA	TOTAL STUDENTS TESTED	PASSED	AT STD-1 LEVEL	FAIL
1	TRIBAL DOMINATED AREAS, ODISHA	825	468	352	05
2	SLUM, BHUBANESWAR	31	17	14	00
3	PURI (COASTAL), ODISHA	62	11	51	00
4	ROHATAS, BIHAR	43	25	18	00
5	BALUDABAZAR, CHHATISHGARH	20	14	06	00

6	SONBHADRA, UP	46	39	07	00
7	DELHI	28	23	05	00
	TOTAL	1055	597	454	05

The test reports showed that 43 in rural, 45% in the slum, 82% in Coastal Odisha, 42% in Bihar, 18% in Delhi, 30% in Chhattisgarh & 15% students in UP were below the expected level of learning. Also, the report clearly revealed that these students were at Class 1 Level, emphasizing that fact that there is a gap of two levels amongst these students.

AREA WISE LANGUAGE TEST REPORT OF CLASS-3 STUDENTS:

SL.#	NAME OF THE AREA	TOTAL STUDENTS TESTED	PASSED	AT STD-1 LEVEL	FAIL
1	TRIBAL DOMINATED AREAS, ODISHA	825	621	204	00
2	SLUM, BHUBANESWAR	31	21	10	00
3	PURI (COASTAL), ODISHA	62	23	39	00
4	ROHATAS, BIHAR	43	16	27	00
5	BALUDABAZAR, CHHATISHGARH	20	20	00	00
6	SONBHADRA, UP	46	45	01	00
7	DELHI	28	28	00	00
	TOTAL	1055	774	281	00

The language test report reveals that 25% in rural, 32% in the slum, 63% in Coastal Odisha, 63% in Bihar & 15% of students in UP are short of their level of learning. And most importantly 27% as a whole from the students tested were found to be at Class 1 Level, despite it being their first language (mother tongue).

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