

ORGANIZATIONS SUPPORTING CHILD EDUCATION IN INDIA



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SOCIAL INTERNSHIP

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Introduction

“Children are like buds in a garden and should be carefully and lovingly nurtured, as they are the future of the nation and the citizens of tomorrow. Only through right education can a better order of society be built up.”

-Former Prime Minister, Pandit Jawaharlal Nehru

The youth are the future of the country and for them to be properly educated is a must. Apart from getting the chance to be a better human being, there are various other reasons why education should not be compromised on. By providing quality education to the underprivileged, these children can secure the living of their parents and a brighter life to their children. The underprivileged girls will get an equal opportunity to be an employee and a skilled worker by getting educated. These girls will also put an end to social evils like child marriage and dowry which can be seen widely in the rural areas. If these underprivileged children do not get access to education, they might end up doing illegal activities such as gambling, drugs, etc. Approximately, more than 55 million children do not what it feels like to study in a classroom. Other million more are getting education but not getting it adequately. The challenge the world is facing right now is not just limited to providing access, but to also assure progress. These days education has become so costly that the lower section of society cannot afford education even though they want their children to get a proper education.

“Education is the key to the cages these little children are trapped in.”

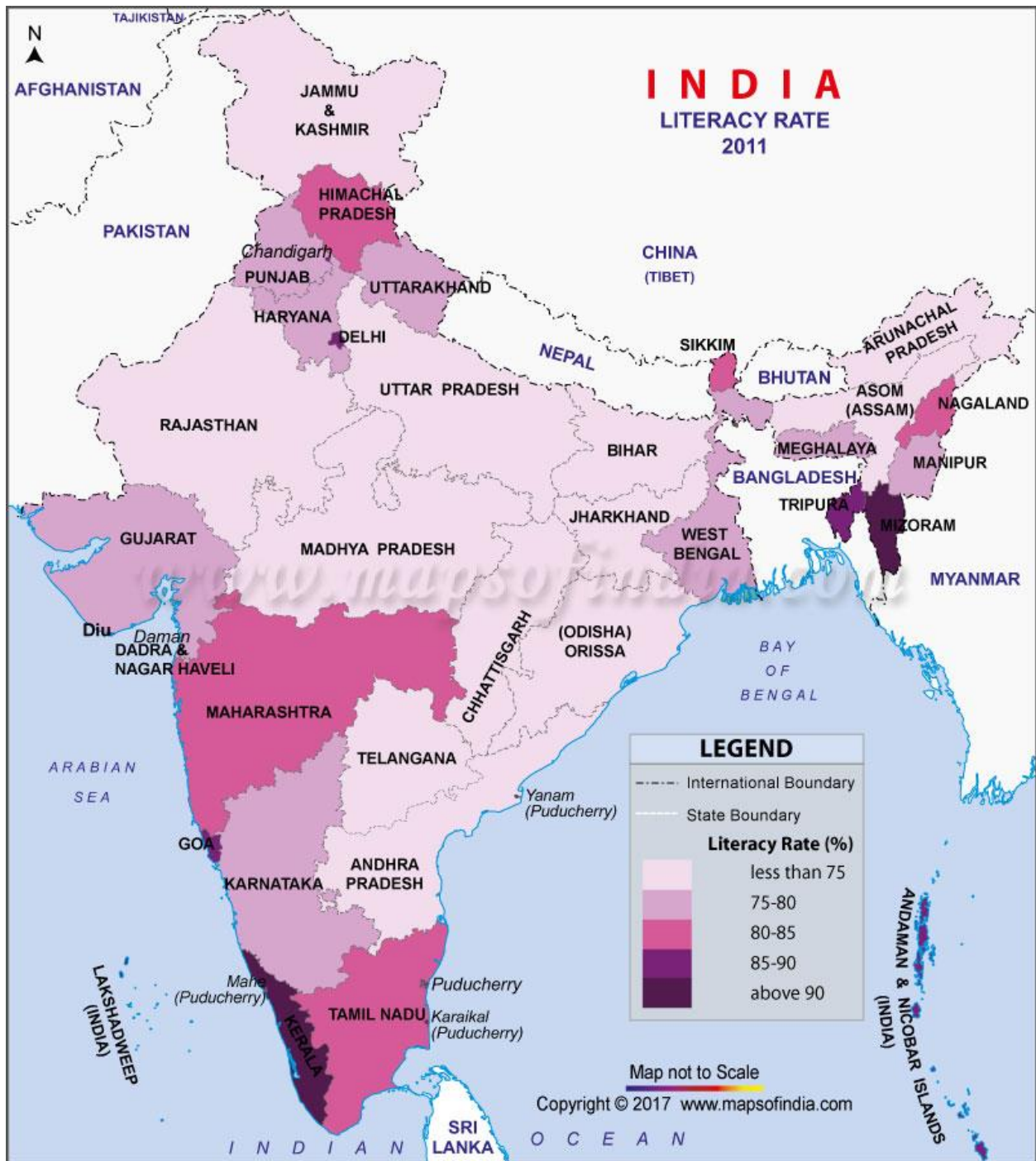
Books are the only way by which these children can breathe out the toxicity that surrounds them. Education gives them an opportunity to believe, to hope. Books make them believe that there is something better for them other than being a labor.

Even though things are changing for the better, yet we see that the literacy rate in India is only 72.98% as opposing to that of Russia or United Kingdom (literacy rate almost 100%). There are three main causes for this:

Poverty: At present approximately 60% of the population is living below the poverty line due to which these people are not being able to arrange proper education and the other basic necessities for their children or even for themselves.

Population: A major problem in rural areas is the large number of members in the families. These people are not aware of the importance of family planning and for their livelihood they send their children to work in industries, factories, restaurants, etc. rather than sending them to educational institutions.

Provisions made by the government cannot reach the rural areas and for this reason, they are not aware of the rights and laws that have been made to benefit them.



Statistics of Education for Underprivileged Children in India

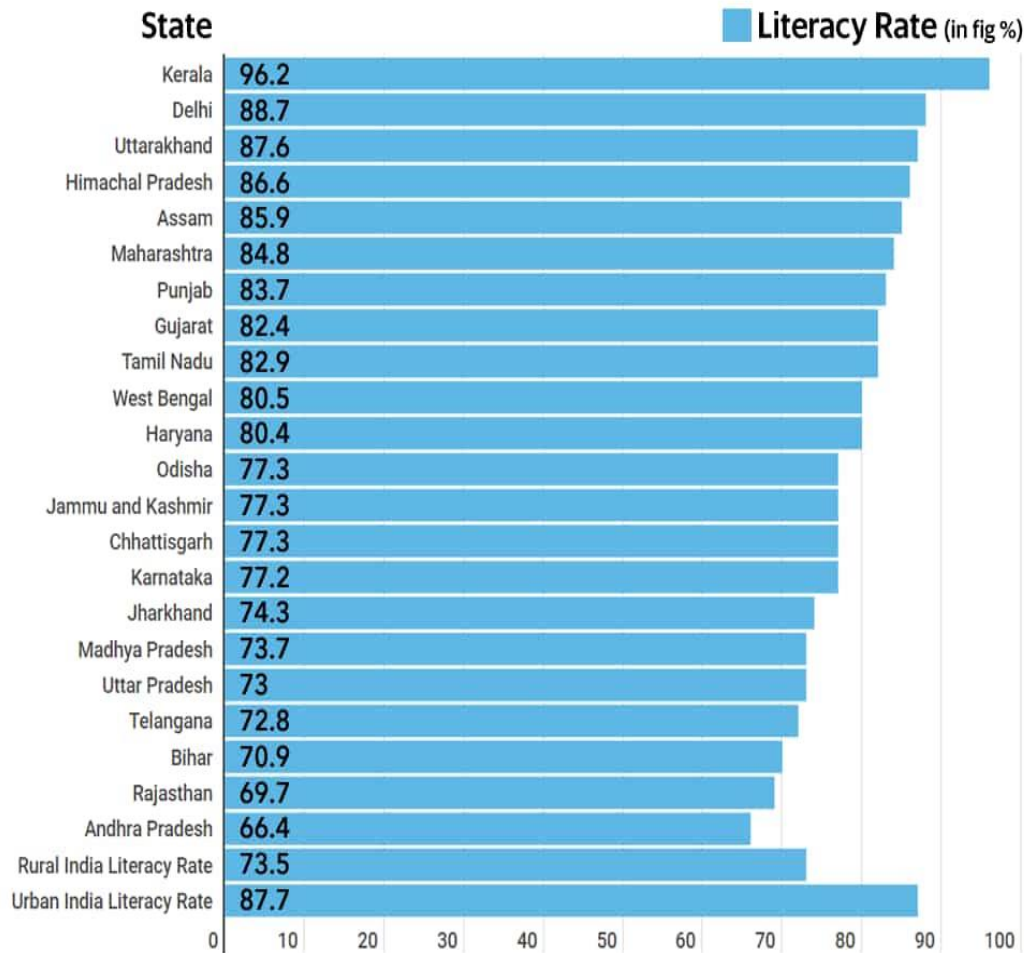
Despite the fact that India's children represent more than 33% of its populace, their inclinations have never been given need. Also, their rights have been disregarded each and every day.

- In India, only 53% of population have a primary school.
- In India, only 20% of population have a secondary school.
- On an average an upper primary school is 3 km away in 22% of areas under habitations.
- In nearly 60% of schools, there are less than two teachers to teach Classes I to V.
- On an average, there are less than three teachers per primary school. They have to manage classes from I to V every day.
- Dropout rates increase alarmingly in class III to V, its 50% for boys, 58% for girls.
- 1 in 40, primary school in India is conducted in open spaces or tents.
- More than 50 per cent of girls fail to enroll in school; those that do are likely to drop out by the age of 12.
- 50% of Indian children aged 6-18 do not go to school.

NUMBER OF VILLAGES/TOWNS BY RANGE OF LITERACY RATE & SEX, INDIA, 2001.

Range of Literacy (Percent)	Persons		Males		Females	
	No. of Villages	No. of UAs/Towns	No. of Villages	No. of UAs/Towns	No. of Villages	No. of UAs/Towns
Nil	3,077	0	3,546	0	9,899	0
Less than 10	8,664	0	4,516	0	28,412	0
10-25	31,494	0	14,410	0	90,198	17
25-50	162,727	122	72,057	33	244,760	475
50-75	294,596	1,740	237,381	624	186,245	2,638
75 or above	93,055	2,516	261,630	3,721	33,029	1,248
Total*	593,613	4,378	593,540	4,378	592,543	4,378

Source : Primary Census Abstract, Census of India 2001 Note: *Excludes villages/UA/Towns with no Male/Female population.



Government Aid

India has taken incredible steps in further developing admittance to quality instruction, expanding primary school enlistment and lessening the quantity of out-of-school children.

These accomplishments have been supported by key laws, policies and approaches like the Right of Children to Free and Compulsory Education (RTE) Act (2009), the National Early Childhood Care and Education (ECCE) Policy (2013). Nonetheless, challenges do remain.

An expected 6.1 million kids out of school in 2014 decreased from 13.46 million of every 2006. Out of 100 understudies, 29 percent of young ladies and young men exit school prior to finishing

the full pattern of elementary education, and frequently they are the most minimized youngsters. (Source: SRI-IMRB Surveys, 2009 and 2014)

Around 50% of youths don't finish secondary education, while roughly 20 million youngsters not going to pre-school. (Source Rapid Survey of Children 2013-2014 MWCD)

A big part of elementary school-going kids – which comprises almost 50 million youngsters – not accomplishing grade fitting learning levels. (Source: National Achievement Survey, NCERT 2017).

- **Right of Children to Free and Compulsory Education (RTE) Act (2009)**

The RTE Act provides for the right of children to free and compulsory education till completion of elementary education in a neighborhood school. It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

It makes provisions for a non-admitted child to be admitted to an age-appropriate class.

It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

It lays down the norms and standards relating inter alia to pupil-teacher ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

- **The National Early Childhood Care and Education (ECCE) Policy (2013)**

The cardinal principles informing this policy are universal access, equity and quality in ECCE and strengthening capacity. These are considered interdependent and complementary to each other and integral to the program of ECCE. There can be no access to ECCE, unless it is of an acceptable quality, affordable and is available to all.

In furtherance of the vision of the policy, the government shall be guided by the following objectives:

1. Facilitating comprehensive childcare supports, infrastructure and services aimed at holistic well-being of children and responsive to their developmental needs.
2. Ensure adaptive strategies for inclusion of all children.
3. Build human resource capacity of ECCE across sectors to enhance and develop quality services for children and their families.
4. Set out the quality, standards and curriculum framework for ECCE provisions and ensure their application and practice through advocacy and enforcement.
5. Raise awareness and understanding about the significance of ECCE and promote strong partnerships with communities and families in order to improve the quality of life of young children through institutional, programmatic and technological means.

Organizations supporting education in India

1. Smile Foundation : an NGO for poor child education, is an NGO in India directly benefitting over 15,00,000 children and their families every year, through more than 400 live welfare projects on education, healthcare, livelihood and women empowerment, in over 2000 remote villages and slums across 25 states of India.

2. Teach For India: Founded in 2007 by Shaheen Mistri, an alumna of St. Xavier's College, Mumbai and Manchester University, UK, and promoter of Akanksha Teach For India (TFI) is an NGO which recruits top-ranked, idealistic college graduates and professionals to teach for two years in under-served, low-income schools to reduce inequity in education. Their plan is to expand geographically and teach 1 million students by 2022.

3. Asha for Education: Founded in 1991 by three Indian students at the University of California, Berkeley, USA, Asha for Education (AfE) supports 200 projects providing education to socio-economically disadvantaged children in India. Their mission is catalyse socio-economic change in India through the education of underprivileged children.



Organizations supporting girl child education in India

4. Educate Girls: Launched in 2007, Educate Girls is a Mumbai-based NGO whose mission is to enroll the country's estimated 3 million out-of-school girl children back into the education system. Currently, its operations are focused in 8,000 government primary schools in ten remote districts of Rajasthan. The objective is to work in the most educationally backward regions of India with a three-pronged focus to increase enrolment, retention/attendance of girl children, and to improve learning outcomes of all children in primary education.

5.IIMPACT: Registered as an NGO in 2003 by Class of 1978 graduates of the Indian Institute of Management, Ahmedabad (IIM-A), IIMPACT addresses the challenge of educating girl children in remote, backward rural areas of the country. IIMPACT is wholly focused on dispensing primary education (K-V) to out-of-school girl children in the 6-14 age group. Its objective is to equip girl children with reading, writing and maths competencies.



Improvements that can be made in education for the underprivileged in India

- 1. Establish a reading mission:** If we can ensure that 80% of our children can read and write well in any one language by the time they are nine years old, we would have solved 80% of our educational problems. Reading has to become a focus area of both action and measurement and a movement which involves all
- 2. Work on mindsets through public education campaigns:** Public education campaigns should be aimed at prospective teachers to attract talent to the sector to make them aware of what constitutes a good teacher and at existing teachers to make them understand that every child can learn well if supported etc.
- 3. Infrastructure facilities** – Better infrastructure must be provided especially in Government schools. Since Government is now focussing on digital education, they must undertake steps to provide all necessary facilities in the Government schools and rural areas as well
- 4. Making education affordable** – There are Government schools and educational Institutions which are affordable but lack in terms of infrastructure and quality. On the other hand, there are various private education institutions which demand high fees and have better infrastructure and equipment to study. This disparity must be worked upon and the Government must make education affordable and accessible for all .

5.Student-teacher ratio – The number of students in search of proper education is way more in comparison to the teachers and faculty available. Thus, qualified teachers must be appointed to impart knowledge to the future of the country

OBJECTIVES

The goal of the Education to the underprivileged in India is to:

1. Give basic literacy to all underprivileged children making them eligible to understand various government schemes and benefit from different government initiatives. They will learn about the multiple organizations working upon similar education programmes.
2. Educating children about the significance of maintaining a clean environment and the advantages of doing so.
3. Facilitating vocational schooling to the kids to lessen their ability hole and assist them in getting hired or beginning their enterprise.
4. Promoting moral education and ethical training amongst kids to help them be accountable citizens.
5. Promoting rural improvement sports within the localities surrounding the place of our training intervention.

CHALLENGES:

1. Lack of transparency and awareness: As per various surveys conducted, only 12% of the developmental scheme reaches the rural areas of India. The main reasons for this are corruption and lack of awareness.

In India, most government-run literacy programmes fail to provide jobs or a means of subsistence, causing public dissatisfaction. As a result, we intend to address this as a long-term goal by offering as many necessities as possible through literacy and spreading awareness among vulnerable children.

2. Government-run pre-school centres are of poor quality: Many government-run centres are currently operating, and the government runs these centres as part of its “Aganwadi” programme. As a result, several financial bodies have inquired why a programme is being operated concurrently with a government programme. In reality, these are paper tigers, and education is

imparted only to a few of the students there. Only paper entries get accepted in most of the centres, and youngsters are called on a specified day of the month to demonstrate their strength.

3. High expense of private schooling: After a few years of study, 50% of the children have to abandon their schools because the private schools, to make more money, continuously raise their fees year after year, and when it becomes unmanageable, impoverished parents toss their children out of schools.

4. Poor Family Background: A majority of the families living in rural areas/slums do not have enough money to provide a good education for their children. Due to poverty and hunger, children are cut off from their schooling and health care, thus, restricting their fundamental rights and threatening their futures.

SKILLS REQUIRED

1. Communication Skills:

Teachers must possess exceptional communication skills. They must communicate effectively with individuals of various ages, including co-workers, students, parents, and supervisors. Educators must effectively present knowledge, comprehend other points of view, and justify their teaching decisions.

2. Treating everyone equally

Equality is the most crucial stage in developing a relationship with pupils. Not every kid is perfect; some are differently-abled, while others are not. Some students are quick learners while others are not. As a result, it is the teacher's responsibility to impart knowledge equally and ensure no discrimination among the students.

3. Enthusiasm:

A teacher who is enthusiastic about the lessons they teach and inspires their students to share their enthusiasm is considered the favourite instructor in the eyes of students. Students speak their minds out with such teachers, which helps connect with them at personal and professional levels.

4. Empathy

If you show empathy to the kids, they will learn to manage their emotions and treat each other with care. Building healthy social-emotional skills in the pupils will benefit the class and the future classrooms.

5. Critical Thinking

Dealing with pressure to tackle a variety of difficulties within a short period. Answering challenging questions on the spot, resolving arguments, developing new lesson plans, teaching

games, and dealing with other personal challenges amongst students are skills that come under critical thinking.

Conclusion

This report summarises our interactions with several foundations, as well as our online participation in their youth development programmes. We've learned more about policies and theories, as well as how they're put into effect. While conducting our internship, we were involved with their study and development programme. The Programme, on the other hand, is a micro initiative that has a positive impact on India's bigger macro policy. We believe that this added value to what they were already doing by reminding them of the relevance of their programme and the need to always enhance intervention strategies in light of the constantly changing situations in communities.

Knowledge is power. Information is liberating. Education is the premise of progress, in every society, thus Indian children need to be educated so that they can make their own future and the future of the country. Organizations supporting education are the ones that can make changes nevertheless there are many other factors too that must be taken into consideration too . There is still a mile to go. Education is the one main key that can change the future of this country , just how the quote goes “**Padhega India tabhi toh badhega India**”.

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