



## Foreword

Over the last two decades globally we have witnessed rapid changes and upheavals in the socio-economic and political conditions. Amidst this India has evolved as a powerful nation. Brand India has deployed an economic model driven by the free market and privatisation. Despite being rated as a fastest growing economy its growth does not seem to have positively impacted the children.

The Child Development Index (CDI) released by Save the Children, a UK based NGO ranks India 112 out of 141 countries. Children are forced to migrate and economic migration displaces them. Increased numbers of children are subsisting on streets. They are being trafficked within and across borders, and rising numbers of children are engaged in part or full-time labour. What is more, children no longer seem to be the wealth of the nation with India scoring high on malnutrition, child labour, child sexual abuse and other child rights indicators in the world.

We have come to terms with the fact that globalization creates both winners and losers. Children are the worst sufferers in the process. They are voiceless and vulnerable. They do not form a political lobby and are unable to advocate for their own wellbeing. The wellbeing of India in future is directly dependent on the investments we make in our children today who will be citizens of tomorrow.

Through the We Care internship our MBA students got an opportunity to critically examine issues of child survival, child development and child protection in India. The ten articles contributed by the students in this anthology highlight the understanding students have gained in examining various issues of inequities which children face and strategies deployed by the NGOs, governments and corporates to address the same. The discomfort experienced by the students has triggered them to conceive new ideas and perspectives on the subject. It is a matter of great pride for me to see that our students are actively involved in helping NGOs to revise and scale up their development model to reach out to more children in need of care and attention.

The optimism in me informs me that despite facing atrocities India's children have radiance and shine. Resilient and lively, they continue to smile and give hope. India may recognize its 41% child population as a demographic dividend, but cannot harp on it if it fails to neglect child rights. Brand India's GenNext can be strengthened only through bridging the gaps to treat children with fairness and equity.

Dr. Rajan Saxena

Vice Chancellor, NMIMS

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*We Care: Civic Engagement* initiative is in its fourth year of its execution. We take this opportunity to sincerely express our gratitude to Shri Amrish Patel, Chancellor, NMIMS, Dr. Rajan Saxena, Vice-Chancellor, NMIMS, Dr. M.N. Welling, Pro Vice-Chancellor, and Dr. Debashis Sanyal, Pro-Vost, Management Education & Dean, School of Business Management for their pro-active stance in supporting *We Care: Civic Engagement* internship and its augmented features.

We would like to acknowledge the support extended by the office bearers of Shri Vile-Parle Kelvani Mandal (SVKM) and Ms Nimisha Dalal, Executive Assistant to the Chancellor, who have always nurtured the *We Care* initiative. We look forward for their continuous support.

We specially thank all the student contributors of this publication. Despite their various commitments, some contributors took lot of interest in developing their articles/case studies.

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Last but not the very least, we have to thank our families – the ones at home whose rights invariably take back seat in the course of our frenzied attempts to bring the anthology to this shape. Without their silent but constant support we would not be able to function!!!

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## Preface

The School of Business Management, NMIMS has a mission to socially responsible professionals for both public and private sector organizations. To accomplish this, the School has institutionalized *We Care: Civic Engagement* programme as an integral part of the MBA programme since 2010.

The present publication *Brand India Gen Next: Bridging the Gaps for Equity & Inclusion* is an outcome of the experiences gained by our students through the *We Care: Civic Engagement* internship. It provides insightful details of issues faced by children, their vulnerabilities and strategies to address the same.

The publication consists of three sections. Section I presents, "*Child Protection in India: Status Update*". The article reviews the efforts taken by the government to protect children in India and the current status of children.

Section II consists of seven articles which highlight the efforts taken by NGOs to improve the quality of education. The first article, *Multimedia Toolkit for Teaching Science*, assesses the efforts taken by Idea Foundation, Pune to develop scientific temperament amongst children and analyses the impact of the physical learning environment on students' retention levels.

The second article, *Educating the Children of Sex Workers*, highlights the problems faced by the children of commercial sex workers in general and gaining access to formal education in particular. To address these issues the authors recommend devising a child education sponsorship model to assess the criticality of needs of CSWs' children and connect them accordingly with the donors.

*High Hopes Shadowed by High Risers: Case of Towards Future*, is the third article. An attempt has been made by the authors to examine the issue of school drop outs, child marriage and child labour in the villages where the NGO has commenced its intervention.

The fourth article, *Reviving Aarohan's Approach towards Education*, examines the education support model developed by Aarohan to retain children in the education system. Attempts have been made to analyse the issue of school drop outs and its causative factors. As poverty is a major contributor for children to be out of school, the author makes several recommendations to the NGO to develop its financial sustainability through adoption of appropriate social marketing communication strategies.

The fifth article, *Profiling Teachers and their Impact on Academic Performance*, makes an attempt to study the impact of qualification, age and experience of the teachers on the quality of education imparted by them. The article highlights that commitment and motivation of teachers makes a big difference in imparting quality education and thereby improving the academic performance of students.

High and increasing unemployment rate amongst the youngsters is a major cause of concern. To address this issue various skill-based and domain specific subjects and training programmes are offered to young adults. The sixth article *Step by STeP towards Employability* examines the effectiveness of Smile Twin e-Learning Program (STeP) with regard to its inputs in the areas of Basic Management and Retail Management. The article makes few recommendations to improvise the inputs and address the challenges faced by the trainees to join the retail sector.

Corporate India is making an effort to improve the access of poor children to schools in general and girl child in particular. The seventh article, *HPCL's contribution to Girl Child Education*, briefly describes and assesses the impact of the partnership between HPCL and KC Mahindra Trust to improve girl child's access to education.

Section III of the anthology comprises three articles which highlight the issues centered around children in difficult situations. The first article in this section *Safety and Security of Adolescent Girls*, examines the severity of negligence, abuse and violence faced by girls residing in the slums of Hyderabad.

The second article, *Institutional Care: Case of Anwasha*, portrays the life of children in the shelter home and issues faced by the care givers and its impact on development of children.

The third article in this section, *Integrated Child Protection Scheme in Sundergarh*, makes an assessment of the school drop outs and child labour in the region and its causative factors.

It has taken us over ten months to enable students to draft their articles and subsequently edit them. Despite observing due diligence in correcting the document, there is a possibility of grammatical/typographical errors in the publication. Readers are requested to kindly excuse us for the same.

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## Prologue

India's economy over the last decade looks in many ways like a success story. The economy has experienced a rapid economic growth rate, more foreign investment, and a boom in the information technology sector. It is estimated by the Center for Economics and Business Research (CEBR) that India will become the Commonwealth's largest economy by 2018. In 2024, India will become the world's third largest economy from its present status as fourth-largest. Today Brand India matters to the world and indeed has lot of strengths to offer to the world. But to be in a position to do so it has to improve radically the lives of hundreds of millions of its own citizens and specially its children

India has the largest child population in the world. Over 17 % of the world's children live in India. Though children constitute over 41 % of India's population, they are vastly neglected. The Status Report on Child Rights in India 2013, highlight that:

- Every second child in India is malnourished
- 11.8% children in India are engaged in some form of child labour
- National Dropout Rate at the Elementary Level is over 40%
- Nearly 45% girls get married before the age of eighteen years
- Only 54% children received full immunization
- 47 out of every 1000 live births do not complete their first year of life

Reports of various child rights organizations like CRY, HAQ, Bachpan Bachao Aandolan, UNICEF highlight that children's issues remain largely invisible and de-prioritized as they do not constitute the vote bank. Political issues like caste, inflation, reservation and so on could make or break a government but children's issues do not have such an impact on the course or consequence of elections and governments. Consequentially there are inadequate government initiatives to address their needs and interests. In India, there exists a huge gap between stated commitments to children's rights and execution of the same by the government. It can be inferred by the budgetary cuts on child welfare allocations that the Gen Next is not treated with equity and surely is not part of the mainstream agenda of the government.

However non state actors like CRY, HAQ, Bachpan Bachao Aandolan, Eureka Foundation, Aarohan, Childline, DivyaDisha, Smile Foundation and others NGOs are making impressive efforts to cater to various needs of children and treat them with equity. Through the *We Care: Civic Engagement* internship programme the students got exposed to the issues faced by children and strategies adopted by the NGOs to deal with them. The internship experience has enabled them to appreciate and inculcate values like 'sensitivity towards the under-privileged' and a 'humanitarian attitude'.



The current publication *Brand India's Gen Next: Bridging Gaps for Equity and Inclusion* is an outcome of the projects handled by the students in their internship organizations. The articles presented in this publication indicate that the MBA students are keen to see that India should be seen as just, equitable, inclusive and a child friendly nation.

Prof Debashish Sanyal,  
Vice-Provost- Management Education &  
Dean, School of Business Management



## Section I

*As India surges ahead towards attaining super power, its children are still lagging behind in accessing care and attention. The present article makes an attempt to examine the current status of child care in India.*

## Child Protection in India: Status Update<sup>1</sup>

**Abstract:** As India races towards achieving superpowerdom, its children are still far behind in terms of healthcare, education and other facilities. The present article makes an attempt to examine the current status of child care in India. The first section of the article gives conceptual clarity on the definition of child in India under various laws and information about Child Rights. The constitutional provisions, policies and programmes to execute child rights are covered in Section II. Despite the efforts taken by governments and NGOs, the situation of children in India is alarming and disturbing. The discussion on this aspect is covered in Section III. While issues pertaining to child survival, development and protection are on the rise, the government has significantly cut the budgetary allocations for child welfare. The analysis of budgetary allocations is dealt in Section IV of the article. Section V offers concluding remarks with the emphasis that although India has a large number of laws to protect and promote the rights of children, children's concerns are viewed primarily as a welfare issue, rather an issue of rights.

### 1. Introduction

India has the world's largest child<sup>2</sup> population at 400 million. The country has 20 per cent of the 0- 4 years' child population of the world (Unicef India, 2011). The Status Report on Child Rights (2013) emphasizes that, "Though children constitute one third of India's population, our country has repeatedly failed to uphold the rights of its children and the situation of our children remains extremely dismal in all child rights related indicators viz education, nutrition, health, development and protection. There is a serious and urgent need for all of us to be committed towards children."

#### 1.1 Who is a Child ?

A child domiciled in India attains majority at the age of 18 years. However, various legal provisions address children with differing definitions. The age at which a person ceases to be a child varies under different laws in India.

Childline 1098 (n.d) states, "The Child Labour (Prohibition and Regulation) Act, 1986 defines a child as a person who has not completed fourteen years of

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<sup>1</sup>Prof Meena Galliara, Director, JasaniCenter for Social Entrepreneurship & Sustainability Management, NMIMS

<sup>2</sup>Article 1 of the United Nations Child Rights Convention (UNCRC) defines child as "A person below the age of 18 years unless, the law of the country sets the age of adulthood younger."

age. The Factories Act, 1948 and Plantation Labour Act 1951 states that a child is one that has not completed fifteen years of age and an adolescent is one who has completed fifteen years of age but has not completed eighteen years of age. According to the Factories Act adolescents are allowed to work in factories as long as they are deemed medically fit but may not for more than four and half hours a day. The Motor Transport Workers Act 1961, and The Beedi And Cigar Workers (Conditions Of Employment) Act 1966, both define a child as a person who has not completed fourteen years of age. The Merchant Shipping Act 1958 and Apprentices Act 1961 do not define a child, but in provisions of the Act state that a child below fourteen is not permitted to work in occupations of the act. The Mines Act, 1952 is the only labour related act that defines adult as person who has completed eighteen years of age (hence a child is a person who has not completed eighteen years of age).

The Prohibition of Child Marriage Act, 2006 states that a male has not reached majority until he is twenty-one years of age and a female has not reached majority until she is eighteen years of age. The Indian Majority Act, 1875 was enacted to create a blanket definition of a minor for such acts as the Guardians and Wards Act of 1890. Under the Indian Majority Act, 1875 a person has not attained majority until he or she is of eighteen years of age. This definition of a minor also stands for both the Hindu Minority and Guardianship Act, 1956 and the Hindu Adoption and Maintenance Act, 1956. Muslim, Christian and Zoroastrian personal law also upholds eighteen as the age of majority. The first Juvenile Justice Act, 1986 defined a boy child as below sixteen years of age and a girl child as below eighteen years of age. The Juvenile Justice (Care and Protection of Children) Act, 2000 has changed the definition of child to any person who has not completed eighteen years of age." (Childline 1098,n.d)

## 1.2 Child Rights

Universally child rights are defined by the United Nations and United Nations Convention on the Rights of the Child (UNCRC). According to the UNCRC, Child Rights are minimum entitlements and freedoms that should be afforded to all persons below the age of 18 regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to all people everywhere. There are four broad classifications of these rights as stated below:

1. Right to Survival: A child's right to survival begins before a child is born. According to Government of India, a child life begins after

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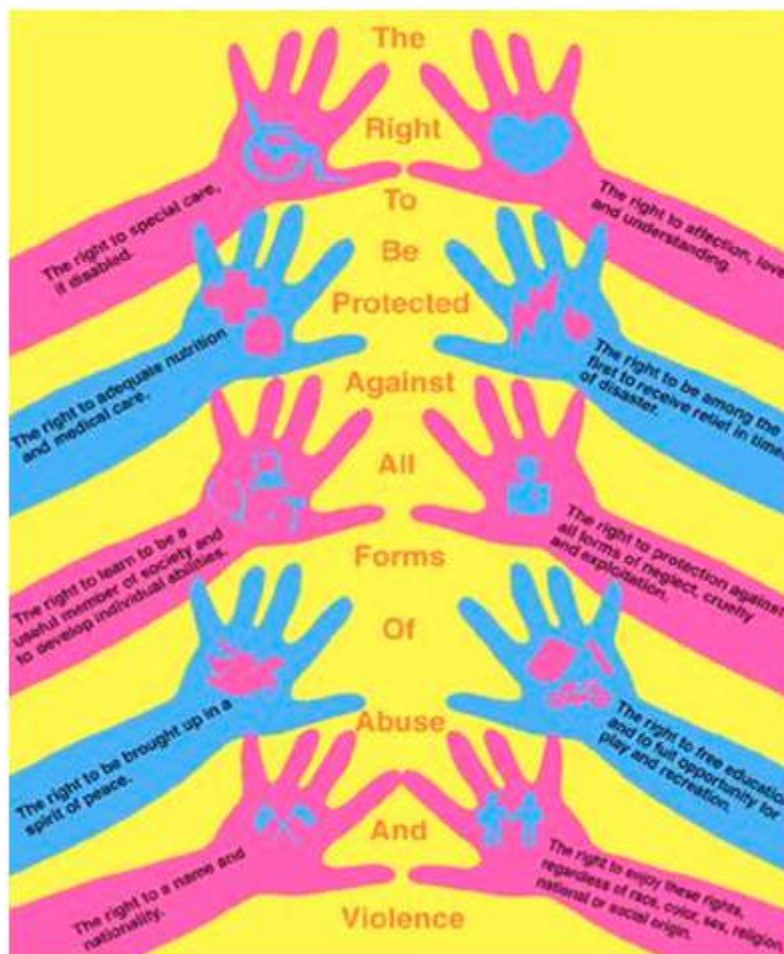
twenty weeks of conception. Hence the right to survival is inclusive of the child rights to be born, right to minimum standards of food, shelter and clothing, and the right to live with dignity.

2. Right to Protection: A child has the right to be protected from neglect, exploitation and abuse at home, and elsewhere.
3. Right to Participation: A child has a right to participate in any decision making that involves him/her directly or indirectly. There are varying degrees of participation as per the age and maturity of the child.
4. Right to Development: Children have the right to all forms of development: Emotional, Mental and Physical. Emotional development is fulfilled by proper care and love of a support system, mental development through education and learning and physical development through recreation, play and nutrition.

India has made some significant commitments towards ensuring the basic rights of children through its constitutional, policy and programme provisions.

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### Rights of a Child



## II. Constitutional Provisions

Several provisions in the Constitution of India impose on the State the primary responsibility of ensuring that all the needs of children are met and that their basic human rights are fully protected. Children enjoy equal rights as adults as per Article 14 of the Constitution. Article 15(3) empowers the State to make special provisions for children. Article 21 A of the Constitution of India directs the State to provide free and compulsory education to all children within the ages of 6 and 14 in such manner as the State may by law determine. Article 23 prohibits trafficking of Human beings and forced labour. Article 24 on prohibition of the employment of children in factories etc, explicitly prevents children below the age of 14 years from being employed to work in any factory, mine or any other hazardous form of employment. Article 39(f) directs the State to ensure that children are given equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against moral and material abandonment. Article 45 of the Constitution specifies that the State shall endeavour to provide early childhood care and education for all children until they complete the age of 6 years. Article 51A clause (k) lays down a duty that parents or guardians provide opportunities for education to their child/ward between the age of 6 and 14 years. Article 243 G read with schedule-11 provides for institutionalizing child care to raise the level of nutrition and the standard of living, as well as to improve public health and monitor the development and well being of children in the Country.

Several provisions in the Constitution of India impose on the State the primary responsibility of ensuring that all the needs of children are met and that their basic human rights are fully protected

### 2.1 National Policies and Programmes for Children

Rao & Bishnoi (2007) in their report UNICEF India - The children - The history of child rights in India highlight that India is implementing a number of Child centric policies addressing the issues of Child Survival, Child Development and Child Protection. The important among them are:

1. National Policy for Children 1974 is the first policy document concerning the needs and rights of children. It recognizes children to be a supremely important asset to the country. The goal of the policy is to ensure the constitutional provisions for children and the UN Declaration of Rights are implemented. It outlines services that the state should provide for the complete development of a child, before and after birth and throughout a child's period of growth for their full physical, mental and social development.

2. National Policy on Education (NPE), 1986 was called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide.

3. National Policy on Child Labour, 1987 deals with the action plan for tackling the problem of child labour. It envisaged a legislative action plan focusing and convergence of general development programmes for benefiting children wherever possible, and project-based plan of action for launching of projects for the welfare of working children in areas of high concentration of child labour.

4. National Nutrition policy, 1993, was introduced to combat the problem of under nutrition. It aims to address this problem by utilizing direct (short term) and indirect (long term) interventions in the area of food production and distribution, health and family welfare, education, rural and urban development, woman and child development etc.

5. National Population Policy 2000 aims at improvement in the status of Indian children. It emphasizes free and compulsory school education up to age 14, universal immunization of children against all vaccine preventable diseases, 100% registration of birth, death, marriage and pregnancy, substantial reduction in the infant mortality rate and maternal mortality ratio etc.

6. National Health Policy 2002 aims to achieve an acceptable standard of good health amongst the general population of the country. The approach is to increase access to the decentralized public health system by establishing new infrastructure in deficient areas, and by upgrading the infrastructure in the existing institutions. Overriding importance is given to ensuring a more equitable access to health services across the social and geographical expanse of the country.

7. National Charter for Children (NCC), 2003 highlights the Constitutional provisions towards the cause of the children and the role of civil society, communities and families and their obligations in fulfilling children's basic

National Policy on Education (NPE), 1986 was called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities

needs. Well-being of special groups such as children of BPL families, street children, girl child, child-care programmes, and educational programmes for prevention from exploitation find special mention in the NCC. It secures for every child its inherent right to be a child and enjoy a healthy and happy childhood, to address the root causes that negate the healthy growth and development of children, and to awaken the conscience of the community in the wider societal context to protect children from all forms of abuse, while strengthening the family, society and the Nation.

The Charter provides that the State and community shall undertake all possible measures to ensure and protect the survival, life and liberty of all children. For empowering adolescent, the Charter states that the State and community shall take all steps to provide the necessary education and skills to adolescent children so as to equip them to become economically productive citizens.

8. National Plan Of Action For Children (NPA), 2005 was adopted by Government of India in the pursuit of well-being of children. NPA has a significant number of key areas of thrust out of which the one's relating to child protection are:

1. Complete abolition of female foeticide, female infanticide and child marriage and ensuring the survival, development and protection of the girl child
2. Addressing and upholding the rights of children in difficult circumstances
3. Securing for all children legal and social protection from all kinds of abuse, exploitation and neglect.

The Charter provides that the State and community shall undertake all possible measures to ensure and protect the survival, life and liberty of all children

Various schemes / programmes are implemented by different Central Ministries, following the guidance of the national policies. The State/ UT Governments also execute numerous programmes from time to time for improving the status of children. Some of them are listed below:

1. Integrated Child Development Service Scheme
2. Integrated Child Protection Scheme
3. National awards for Child Welfare
4. National Child Awards for Exceptional Achievements
5. Rajiv Gandhi ManavSeva Awards for Service to Children
6. Balika Samriddhi Yojna
7. Nutrition Programme For Adolescent Girls



8. Early Childhood education for 3-6 age group children
9. Welfare of working children in need of Care and Protection
10. Childline services
11. Rajiv Gandhi National Creche Scheme for children of working mothers
12. UJJAWALA : A Comprehensive Scheme for Prevention of trafficking and Resue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation
13. Sarva Shiksha Abhiyan
14. National Rural Health Mission
15. Rajiv Gandhi Scheme for empowerment of Adolescent Girls – SABLA
16. DhanaLakshami – Conditional Cash Transfer for Girl Child with insurance cover
17. National Commission for Protection of Child Rights

## 2.2 National & State Commissions

The Commissions for the Protection of Child Rights Act, 2005 provides for the Constitution of a National and State Commissions for protection of Child Rights in every State and Union Territory. The functions and powers of the National and State Commissions are:

1. Examine and review the legal safeguards provided by or under any law for the protection of child rights and recommend measures for their effective implementation.
2. Inquire into violations of child rights and recommend initiation of proceedings where necessary.
3. Spread awareness about child rights among various sections of society.
4. Help in establishment of Children's Courts for speedy trial of offences against children or of violation of Child Rights.

The Commissions for the Protection of Child Rights Act, 2005 provides for the Constitution of a National and State Commissions for protection of Child Rights in every State and Union Territory

Today, several charity-funded non-profit organizations are working alongside government agencies to bring some stability to the accelerating imbalance in the Indian society. Addressing issues related to under-privileged children is an important subset of such activities. Appropriate grooming in the formative years is helping empower the young generation with the skills and knowledge to take control of their lives. However, while the potential exists, with even a modest financial aid from the burgeoning upper/upper-middle class, to transform primary education, health, and sanitation among children in India, there is a concerning lack of interest, trust and urgency in the situation at hand. International aid covers only about US\$1 per primary school-age child.

### III Impact: Situation of Child in India

Despite laws, policies, programmes and commitments, however, the actual situation for India's children vis-à-vis sex ratio, child mortality, early childhood care & protection, education, child labour and other aspects is alarming. The gist of the current situation is elucidated in the subsequent discussion.

#### a. Sex Ratio

Children in India 2012- A statistical approach, report published by Government of India highlights that, "The overall sex ratio of the Country is showing a trend of improvement, whereas the child sex ratio is showing a declining trend. During the period 1991 -2011, child sex ratio declined from 945 to 914, whereas the overall sex ratio showed an improvement from 927 to 940. As per Census 2011, the State/ UTs with alarmingly low (<900) child sex ratio are, Haryana (830), Punjab (846), Jammu & Kashmir (859), Delhi (866), Chandigarh (867), Rajasthan (883), Maharashtra (883), Uttrakhand (886), Gujarat (886), Uttar Pradesh (899). The State/ UTs which are having better ( $\geq 950$ ) child sex ratio are Mizoram, (971), Meghalaya (970), A & N Islands (966), Puducherry (965), Chattisgarh (964), Arunachal Pradesh (960), Kerala (959), Assam (957), Tripura (953), West Bengal (950)." (p7)

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#### b. Child Mortality

With regard to child mortality Children in India Report (2012), states that India contributes to more than 20 per cent of the child deaths in the world. In India about 1.83 million children die annually before completing their fifth birthday – most of them due to preventable causes. Only four diseases – respiratory infections, diarrhoeal diseases, other infectious and parasitic diseases and

malaria – account for about half of under-five deaths in India. Respiratory infections and diarrhoeal diseases together contribute to 36 per cent of all deaths in children under five years of age. Most of these are preventable through proper low cost preventive measures and treatment.

The report further states that, “In 2010, the neo-natal mortality rate (neo-natal deaths per thousand live births) at national level is at 33 and ranges from 19 in urban areas to 36 in rural areas. Among bigger states, neo-natal mortality rate is highest in Madhya Pradesh (44) and lowest in Kerala (7).

In 2010, IMR is reported to be 47 at the national level, and varies from 51 in rural areas to 31 in urban areas. Infant mortality has declined for males from 78 in 1990 to 46 in 2010 and for females the decline was from 81 to 49 during this period. Female infants experienced a higher mortality rate than male infants in all major states. The under five mortality rate is higher for females than males as in 2010, U5MR stood at 64 for females whereas it is 55 for males.” (p8)

### **c. Infant Deaths**

The Sample Registration System, in 2010, estimated that, out of the total deaths reported, 14.5% are infant deaths (< 1 years), 3.9% are deaths of 1-4 years children, 18.4% are deaths of children of 0-4 years and 2.7% deaths pertained to children of 5-14 years. The percentage of infant deaths to total deaths varies substantially across the states. From moderate level of 2.8% in Kerala, 5.0% in Tamil Nadu to as high as 21.8% in Rajasthan, 21.2% in Uttar Pradesh, 20.4% in Madhya Pradesh with other states figuring in between these states. The percentage of under five deaths to total deaths ranges from 3.2% in Kerala 5.9% in Tamil Nadu to 27.6% in Uttar Pradesh, 26.6% in Rajasthan, 26.4% in Madhya Pradesh, 26.7% in Bihar while other states figure in between these states.

The Sample Registration System, in 2010, estimated that, out of the total deaths reported, 14.5% are infant deaths (< 1 years), 3.9% are deaths of 1-4 years children, 18.4% are deaths of children of 0-4 years and 2.7% deaths pertained to children of 5-14 years

### **d. Immunization**

As per Coverage Evaluation Survey, 2009, at national level, 61% of the children aged 12-23 months have received full immunization. The coverage of immunization was higher in urban areas (67.4%) compared to that in the rural areas (58.5%). About 75.5% of children of less than one year belonging to the highest wealth index group are fully immunized while only 47.3% from the lowest quintile are fully immunized. The full immunization coverage of children age 12-23 months is highest in Goa (87.9%), followed by Sikkim

(85.3%), Punjab (83.6%), and Kerala (81.5%). The full immunization coverage is lowest in Arunachal Pradesh (24.8%).

### Immunization



#### e.HIV/AIDs

The percent distribution of HIV infections for the age group 0- 15 years has increased from 4.20% in 2008 to 4.36% in 2009, indicating increased number of HIV infected children in 2009.

#### f.Education

The Education Report highlights that, Gross Enrollment Rate at upper primary level is low, but had shown considerable improvement of 16.8 percentage points in the four years between 2005 and 2009. Net Enrollment Rate at upper primary is a cause of concern. It varies from 35.76% in Sikkim to 90.51% in Tamil Nadu. Thus, although more children are entering the education system, many are not progressing through the system. Upper primary NER at 58.3% gives a clear indication of the ground to be covered. The share of girls in the total enrolment at primary and upper primary level was 19% and 46.5% respectively in the year 2005-06; this increased to 48.5 and 48.1 at primary and upper primary levels respectively in 2009-10.

The Education Report highlights that, Gross Enrollment Rate at upper primary level is low, but had shown considerable improvement of 16.8 percentage points in the four years between 2005 and 2009

#### g.Child Slavery & Labour

Child labour and slavery remain a pernicious problem. Other forms of forced and child labour have recently emerged in export-oriented industries: the child labour found in the manufacture of sporting goods in Punjab would become legal under the proposed "reforms"; forced labour of girls and young women, notably in the spinning mills of Tamil Nadu, forms part of the supply chains that provide cheap clothes to northern hemisphere high streets. (Mcquade, 2015)

Those affected by these slavery abuses – poor girls and young women, Dalits and people from other minority groups – are precisely the people that the laws governing India's labour market are meant to protect. It is estimated by the International Labour Organization (ILO) that 218 million children aged between 5-17 are engaged in child labour the world over. An estimated 13% children in India between the ages of 5 and 14 are engaged in child labour activities (TOI, 2014). India has seen a sharp drop in the number of child labourers in the last decade, down to 4.3 million from 12.6 million, according to census data. Child rights activists, however, dispute the numbers, saying the decline is due to under-reporting because of fear of prosecution but officials crediting the improvement to increased school enrolment ( Chauhan, 2015).

A large number of child labourers continue to work in several industries such as fireworks, matchboxes, footwear and carpet making, where children are in high demand owing to their nimble fingers, necessary for intricate designs. Activists say children are often preferred because they can be forced to work long hours with poor pay.

While prohibiting employment of children below the age of 14, the Centre decided on May 13, 2015 to let children work in family enterprises and in the audio-visual entertainment industry, except the circus, provided their school education is not affected. The government justified the exceptions to strike “a balance between the need for education for a child and reality of the socio-economic condition and social fabric in the country”. ( Indian Express, 2015)

### Child Labour in India



A large number of child labourers continue to work in several industries such as fireworks, matchboxes, footwear and carpet making, where children are in high demand owing to their nimble fingers, necessary for intricate designs. Activists say children are often preferred because they can be forced to work long hours with poor pay



## **h. Crime against Children**

Crime in India (2013) Report, states that a total of 58,224 cases of crimes against children were reported in the country during 2013 showing an increase of 52.5% from 2012. The major crimes were abetment to suicide (49.3%) and rape (44.7%). Uttar Pradesh accounted for 16.9% of total crimes committed against children reported in the country. The next in order was Madhya Pradesh (14.2%), Delhi (12.4%) and Maharashtra (11.0%).

A total of 221 cases of foeticide were reported in the country during 2013 as compared to 210 cases in the year 2012 indicating arise of 5.2%. Madhya Pradesh, Rajasthan, Haryana and Uttar Pradesh have reported 79 cases, 34 cases, 21 cases and 17 cases respectively of such crimes.

### **Crime Against Children**



According to Komal Ganatra, Director of Policy Research and Advocacy, CRY, in 2015-16, only 0.41 percent of GDP has been earmarked for the children who constitute more than 40 percent of the population of India. There has been a 29% cut in the budget for programme for children

## **VI. Budgetary Allocations**

It can be inferred from the preceding discussion that the situation of children in India is a great matter of concern. Yet, the Union Budget does nothing to serve the children of this nation. Chowdhury (2015), underscores that the share in the budget for children has been going down systematically. According to Komal Ganatra, Director of Policy Research and Advocacy, CRY, in 2015-16, only 0.41 percent of GDP has been earmarked for the children who constitute more than 40 percent of the population of India. There has been a 29% cut in the budget for programme for children. In absolute terms, child budget has decreased from Rs. 81075.26 crore in 2014-15 to Rs. 57918.51 crore in 2015-16.

The cuts have been in schemes launched to address a range of issues including malnutrition, right to education, health, child protection and to support disadvantaged groups - the scheduled tribes and castes. Activists argue that while allocations in these areas have always been significantly less than what's required, the cuts will further ensure that some schemes can't be launched at all.

The Integrated Child Development Services (ICDS) scheme has been hit by a 54.19% cut. The budget for NHRM - Reproductive and Child Health Flexible Pool has been cut to the tune of 21.63%. The SarvaShikshaAbhiyan and Mid-Day Meal scheme too have taken cuts - by 20.74% and 30.11% respectively. Allocations for pre-matric and post-matric scholarships for minorities, contribution to the Tribal Sub Plan and Children most neglected in the 2015-16 Union Budget: Child rights organisations and child protection scheme have all been cut. (Youth kiAwaaz, 2015).

## V. Conclusion

National data establishes that approximately 100 million children are in the poorest wealth quintile. In globalised India poor children are witnessing worsening levels of basic health, nutrition and shelter. They are suffering as a result of social sector cutbacks/policies and programmes and development initiatives that deprive communities and families of access to and control over land, forest and water resources they have traditionally depended on. One half of all the poor children belong to the Scheduled Castes and Scheduled Tribes groups and they continue to be at a significant disadvantage in terms of MDGs 1, 2, 3, 4, 5 and 7 ( Unicef India, 2011).

Even today, after six decades of independence and despite various legal, constitutional, policy and programme provisions the condition of children remains a cause of concern in the country. The statistics emanating from various censuses, surveys and administrative records underlines this.

Although India has a large number of laws to protect and promote the rights of children, children's concerns are viewed primarily as a welfare issue, rather an issue of rights. A lot needs to be done to improve their condition in all realms of child survival, child development and child protection.

National data establishes that approximately 100 million children are in the poorest wealth quintile. In globalised India poor children are witnessing worsening levels of basic health, nutrition and shelter



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## Section II

*This section consists of seven articles which highlight the efforts taken by the NGOs to improve the quality of education.*

## Multimedia Toolkit for Teaching Science<sup>1</sup>

**Abstract:** For an emerging and developing country like India, development of children holds the key to the progress of the nation itself. Science requires both expertise on the part of the teacher and interest on the part of the student. As a part of the We Care: Civic Engagement project at Initiatives in Development and Education for All (IDEA) Foundation, the interns were assigned a project of developing and implementing study modules for Science across their study centres. Preliminary visits were conducted to assess the situation at the study centres. Intervention material, which included presentations, videos and experiments, was prepared and taught at the centres. Effectiveness of the material and mode of teaching was evaluated post the sessions. It was observed that students studying in a hygienic and spacious environment tend to show a higher level of interest and grasp the concepts faster. It was also found out that a practical approach to learning science is more effective than a theoretical approach.

### I. Introduction

The future of a Nation lies in the hands of its children. For an emerging and developing country like India, development of children holds the key to the progress of the nation itself. Education is not only a right in itself, but an “enabling right”- a critical instrument for bringing about “social, economic and political inclusion and a durable integration of people, particularly those ‘excluded’ from the mainstream of any society”

Kothari Commission has rightly remarked that, “Destiny of India is being shaped in her classrooms”. It was said so, as classroom is considered as a holy place, and books as the bible, in a child’s life. However, as true and sacred this sentence may sound, currently, 4 per cent of children in India never start school, 58 per cent do not complete primary schools and 90 per cent do not complete school, as per the Teach for India organisation (Teach for India, n.d.). The fact that only 10 per cent of the children go on to college is a depressing situation. According to the Census 2011, literacy rate in India for children between the age group of 7-14 years of age was 74 per cent. Most children do not have access to quality education and approximately 50 per cent of all children drop out before they complete their elementary education. Secondary education covers children aged between 14 and 18 years, a group comprising 88.5 million children (Government of India, n.d.).

Kothari Commission has rightly remarked that, “Destiny of India is being shaped in her classrooms”

<sup>1</sup>Mr. Apurv Datar and Ms. Nikita Sharma, MBA Batch 2013-2015. They were placed as an intern in IDEA Foundation, Pune for the We Care : Civic Engagement Internship between February 4-23 2014.

India's educational system is classified into primary, secondary, senior secondary and college education. A significant characteristic of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society and employability oriented vocational training.

The value of education has been well appreciated in Maharashtra. As per Census 2011, Maharashtra's literacy rate is higher than the national average and second highest among major states in the country. Male literacy rate has reached almost 90 per cent and female literacy rate has crossed 75 per cent. Gender gap in literacy rate has also been reducing.

In spite of the progress in Maharashtra with respect to education, there are challenges that are being faced in this space and there still lies a great scope of improvement. Pune, being the hub to India's engineering and knowledge based industries, lacks a strong primary education system in terms of infrastructure and quality of education.

According to census 2011, the largest population group in Pune is that of the industrial workers which accounts to approximately 49.74 per cent. Thus it is imperative to provide affordable and quality education. It has a sex ratio of 938:1000 and an even lower sex ratio of 897:1000 in the 0-6 age group.

Urban Pune is managed by two corporations on the basis of area divisions, namely Pune Municipal Corporation (PMC) and Pimpri-Chinchwad Municipal Corporation (PCMC). These urban areas along with Pune rural comprise what is known as Pune Zilla Parishad. Therefore, public education in the city is handled by three education departments. The PMC has its own Shikshan Mandal Karyalaya; the PCMC has primary and secondary education board while the Zilla Parishad has primary and higher education department that oversees the entire district especially the higher education institutes (Symbiosis School of Economics, n.d.).

The Right to Education Act, 2009 has been implemented in Pune, and has generated varied results. The 25 per cent quota has made it easier for economically weaker sections' families to enroll their wards in private English medium schools. But it also has, severely affected the already waning popularity of Marathi medium schools as more and more children shift to English medium schools. The local education departments are in charge of implementing the RTE under the support of the Sarva Shiksha Abhiyan. As per 2011 census, literacy rate of Pune is 77.31 per cent which is slightly higher than the country average of 74.04 per cent. This is attributed to Pune's rich cultural and historical background as an education hub. But Pune being one of top 10 growing cities in India still has a substantial literacy divide between its urban and rural areas.

As per Census 2011, Maharashtra's literacy rate is higher than the national average and second highest among major states in the country. Male literacy rate has reached almost 90 per cent and female literacy rate has crossed 75 per cent. Gender gap in literacy rate has also been reducing

## II. Organization Profile

Initiatives in Development and Education for All (IDEA) Foundation was established in 2000 with the main objective of providing easy access to education for the marginalised sections of the society and to tackle the problem of school dropouts. Furthermore, it runs programs to help women as well as youth to become self sustained in the long run. It was started by a team of qualified and experienced social scientists and social workers, to deal with the problems in education and developmental issues of the marginalized people, realizing the need for adopting a holistic approach to minimize school dropout. Currently the organisation is functioning from Maharashtra.

IDEA's main ideology is to make education more accessible to children and to reduce the number of school dropouts. A number of activities are undertaken by the organisation like providing education to underprivileged children by running study centres across Pune in various slums, vocational programmes for women and youth, and providing them training at a minimal charge, sponsorship programs for students who cannot afford education and Activity Based Learning (ABL) courses in government schools as prescribed by the Maharashtra State Education Board. These activities are in-line with the vision and mission of IDEA Foundation (Idea Foundation, n.d.).

## III. Problem Identification

The concentration in the study Centres at IDEA Foundation has always been on the subjects of Mathematics, English, Marathi and Hindi. These subjects are considered to be the basics of an education system as they teach one to read, write and calculate which is sufficient for the basic progress of an individual. Science, on the other hand, requires both expertise on the part of the teacher and interest on the part of the student. Some concepts of science can become very difficult to grasp and if interest and curiosity is not generated at an early age then children tend to move away from the subject or in extreme cases develop a strong dislike for it.

With this in mind, IDEA Foundation was looking at developing an interesting and interactive course in science for students of standard 5<sup>th</sup> to 7<sup>th</sup>. In the study centres, science was taught to students only through one-off workshops which were too few and too far apart. They were looking at developing a course which would be in-line with the school curriculum and could be taught throughout the year.

The concentration in the study Centres at IDEA Foundation has always been on the subjects of Mathematics, English, Marathi and Hindi. These subjects are considered to be the basics of an education system as they teach one to read, write and calculate which is sufficient for the basic progress of an individual

**a) Objectives**

As a part of the *We Care: Civic Engagement* project at IDEA Foundation, the interns were assigned a project of developing and implementing study modules for science across their study centres, with the following objectives.

- To evaluate the existing status of study centres of IDEA Foundation
- To develop intervention material for conducting sessions on various topics in science
- To measure effectiveness of the intervention material prepared

**b) Methodology**

Multiple sessions were conducted across eleven batches in seven study centres in Pune namely, Shrivandhara, Shastri Nagar, Lokmanya Nagar, Ramnagar Office, Khanvasti, Ramnagar Arya Vidyalaya and Lamanvasti, during the course of this study. The concentration of this study was mainly on 235 students from standard 5<sup>th</sup> to 7<sup>th</sup>. Each batch of students was handled by a teacher appointed by IDEA Foundation amassing to eleven teachers.

Interviews and discussions were the major tools of data collection used during the course of the study. Since science was not a regular subject of teaching, the NGO did not have tests to measure the retention of subject matter. Hence entry level oral questions at the beginning of the session and discussions with students were the only sources of feedback.

To evaluate parameters like scale of difficulty of the modules to be prepared, understanding level amongst students and the infrastructure available for conducting classes, an interview with the teacher in-charge at the Shrivandhara study centre was conducted. To understand the students' perspective in this regard, focussed group discussions were conducted with the students.

To evaluate parameters like scale of difficulty of the modules to be prepared, understanding level amongst students and the infrastructure available for conducting classes, an interview with the teacher in-charge at the Shrivandhara study centre was conducted

**Visit to Shrivandhara Study Centre**





In order to decide the curriculum for science modules to be developed, discussions were held with Mrs. Mrinal Badawe, Program Head at IDEA, and two teachers from study centres. Precaution was taken to keep it in sync with the prescribed syllabus in schools. This served as the basis for various power point presentations and experiments for the subject.

The syllabus included topics like Solar System, Human Respiratory System, Natural Disasters, Nutrition and Health, Circulatory System, Diseases, Effects of Heat, States of Matter, Famous Scientists – Inventors and Inventions.

Videos were collected from the internet to support the presentations. Since all the videos were in English, it was ensured that they would be easy to understand for the children who were not very well-versed with the language. Though the presentations were in English, all key words and terms were translated into Marathi on the slides to aid the students' understanding.

After developing some basic content in Science, visits to the study centres run by IDEA Foundation across Pune were carried out. Power point presentations and videos were shown on laptops to the students.

#### **Session on Solar System at Khanvasti Study Centre**



In order to decide the curriculum for science modules to be developed, discussions were held with Mrs. Mrinal Badawe, Program Head at IDEA, and two teachers from study centres

After finishing one round of presentations in all the study centres and gauging the reaction and enthusiasm shown by the students, a set of experiments in science and activities were developed for the next visit. These included a Model of Breathing Mechanism, Magnetic Pencils, Heat and Pressure – Picking up a glass with a balloon, Heat and Pressure – Water rising in an Inverted glass, Effects of Heat – Bending Matchstick, Surface Tension.

Apart from the experiment and activities demonstrated at the study centre, a document containing over 200 experiments was compiled from open resources and given to IDEA Foundation for their use.

**Activity- Magnetic Pencils**



**Activity- Heat & Pressure**



**Activity- Heat & Pressure**



**Activity- Effects of Heat**



It became imperative to measure the effectiveness of the teaching process and intervention material and thus gauge the understanding of the students. To facilitate this, revision sessions were held at the beginning of each class. Regular feedback from teachers and students helped in modifying the teaching method and material as required.

The program head provided an end-of-assignment feedback after speaking to the teachers across all the study centres that were visited.

#### **IV. Findings & Discussion**

##### **a) Status of Schools**

During the visits, the centres were evaluated on five parameters namely hygiene, availability of space, facilities (basic infrastructure), enthusiasm shown by students and the level of awareness amongst students (See Table 1). Level of hygiene was decided on the basis of general cleanliness in the surrounding areas, inside the classroom and that of the students. Adequacy of the space available was evaluated on the basis of the usable area in the centre and the

number of students visiting the centre. The facilities available at the centre like study material, educational toys, stationery, furniture and toilets were taken into consideration while giving a rating. The enthusiasm of students and their general level of awareness were gauged through observation during the sessions.

Also, Maths, English and Marathi are being taught regularly at the centres. Teaching of science is left only to volunteers whose visits are too few and at far apart centres.

**Table 1**  
**Analysis of Study Centres**

Centre	Parameters				
	Hygiene	Availability of Space	Facilities	Enthusiasm Shown by Students	Level of Awareness amongst Students
Shravandhara	Good	Good	Good	Good	Good
Shastrinagar	Average	Good	Average	Average	Average
Lokmanya Colony	Poor	Poor	Poor	Good	Average
Ramnagar Office	Good	Good	Good	Good	Good
Khanvasti	Poor	Average	Average	Average	Average
Ramnagar, Arya Vidyalyaya	Good	Poor	Average	Average	Average
Lamanvasti	Poor	Poor	Poor	Average	Poor

The environment in which learning happens has a direct relationship with the amount and speed of learning. The more conducive the environment, the higher is the learning

It was observed that there was a need to improve the general level of hygiene at all the centres. Available space was adequate at all the Centres except at Lamanvasti and Lokmanya Nagar. This may have hampered the learning process and restricted the level of interaction and participation by students. Some centres were poorly lit in the evening.

The environment in which learning happens has a direct relationship with the amount and speed of learning. The more conducive the environment, the higher is the learning. Basic hygienic facilities are imperative to smooth learning. Hence the availability of basic facilities like electricity should be kept in mind while scheduling evening sessions.

### **b) Effectiveness of Intervention Material**

Effectiveness was measured in terms of retention of concepts through oral tests which were based on teachings of the subject in the previous classes.

The general enthusiasm and level of awareness among students was above average and the response to the sessions conducted was encouraging. Retention of concepts taught in the previous sessions during revisions with students was high in spite of them not having taken any notes. They quoted snippets that they had seen in the videos while explaining the concepts which shows that an audio-visual medium of teaching helps them in a better retention of concepts.

The children were a mix of English, Marathi and Hindi medium school students with most of them having their mother tongue as Marathi. Hence, the Marathi translations of key scientific terms on the slides aided their learning. It was observed that, if their existing knowledge and familiarity with a particular language is used to teach new concepts in a new language, then the learning became easier.

The students found that the sessions where the experiments were conducted were more interesting than the ones which just showed them presentations and videos. The response to the experiments in science and activities conducted was overwhelming and students were highly inquisitive about the way the experiment works and the science behind it. They tried the experiments that were shown to them at home again.

These students face a number of hardships while growing up. Access to education and study material is low. They develop a practical outlook to life and become street smart as a result of their lifestyle and environment. Hence, the use of practical experiments in teaching science creates greater interest and has a larger impact on them than theoretical classroom sessions.

The students found that the sessions where the experiments were conducted were more interesting than the ones which just showed them presentations and videos

## **V. Recommendations**

Based on the findings of the researchers following recommendations have been made:

### **a) Increase Frequency of Sessions on Science**

Currently, Maths, English and Marathi are being taught regularly at the centres. Teaching of science is left only to volunteers whose visits are too few and at far apart centres. To ensure continued enthusiasm and interest among students, the frequency of these sessions must be increased. Though the level of

enthusiasm shown is generally good at all the centres, frequent tests will help them retain what they have learnt.

**b) Training for Teachers**

Regular teachers need to take up the responsibility of conducting these sessions themselves. IDEA Foundation should provide training to its teachers in the basic operation of laptops to show the presentations and videos collected by the researchers. One or two laptops should be sufficient to conduct at least one session in each centre every week. They can be passed around in the various study centres.

**c) A Mix of Theory and Experiments**

The students found that the sessions where the experiments were conducted were more interesting than the ones which just showed them presentations and videos. They tried the experiments that were shown to them at home again. The sessions which are to be conducted in future should include teaching through experiments as well as presentations and videos. Theoretical concepts must be taught by showing a related experiment. The mapping created in their mind between a theoretical concept and an experiment related to it will help them retain the learning for a longer period.

**d) A Common Science Fair**

The month of February is celebrated as the month of science at the study centres. A few children had Science Day coming up at the end of February in their respective schools. IDEA Foundation should arrange a Science Fair for all its study centres across Pune where children from all the centres will come together to showcase their experiments. Activities and experiments can be developed individually or in groups. For this purpose, a document containing over 200 science experiments that the students can choose from has been provided.

The month of February is celebrated as the month of science at the study centres. A few children had Science Day coming up at the end of February in their respective schools

**VI. Conclusion**

IDEA Foundation needs upgradation in few of the study centres in terms of hygiene, availability of space and other facilities provided. This would lead to an increase amount of learning amongst the students.

IDEA Foundation has teachers for various subjects but, it lacks teachers in the field of Science. This makes it imperative for the organization to have more number of trained Science teachers who will understand the psychology of the students and thus identify effective methods of teaching. The teachers should

conduct these sessions more frequently. Thus, trained teachers will make a lot of difference.

Co curricular activities like holding Science Fair will develop an additional interest amongst the students as it will be conducted for all the centres on one common day. The students will feel the celebratory spirit and enjoy the learning process.

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## Educating the Children of Sex Workers<sup>1</sup>

**Abstract:** *This article provides insights into the needs of the children of sex workers in India and examines the reasons behind the current state of affairs. The primary research data analysis draws attention towards the problems of the Commercial Sex Workers (CSWs) and their children. These issues include social discrimination, poverty and risk of contracting sexually transmitted diseases. Also, Aastha Parivaar currently does not have any fixed model in place that can standardize the process of providing sponsorships to the children of the CSWs. There is a strong need to identify the needs of individual sections of CSWs and provide aid to them accordingly. Therefore, a Child Education Sponsorship Model has been recommended to modify and streamline the existing processes at Aastha Parivaar.*

### I. Introduction

India has the second largest population of billionaires in the world. The dichotomy of this situation is that it is also a home to a huge chunk of the world's poor. One of the most shocking outcomes of this is the number of children that remain unaware of what normal lives should be like, and the conditions in which they live in. Many children do not have access to basic education, food, sanitation and secure housing. Societal pressures, lack of access to basic amenities, poverty and the lack of basic education cut them off completely from the normal world. Though many children have dreams of studying and achieving great heights in life, they are forced into sex trade.

The practice of prostitution started in India during the ancient ages when there was a *Nagarvadhu* or bride of the town who entertained the rich. In today's age, this practice is a business transaction that helps in feeding the hungry families of poor India. The number of women involved in the flesh trade today is staggering. There are three million CSWs in India. Maharashtra has the highest contribution to the number of sex workers. Around 14.2 per cent of all the CSWs in India are from Maharashtra. Mumbai is seeing an alarming growth in the number of child sex workers that enter the trade for various reasons. More than 40 per cent of the girls enter the sex trade before 18 years of age. Many disappearances of children are linked with sex trade. In 2012, around 38000 girls went missing from the streets of India and are still unaccounted for.

The practice of prostitution started in India during the ancient ages when there was a *Nagarvadhu* or bride of the town who entertained the rich. In today's age, the practise is a business transaction that helps in feeding the hungry families of poor India

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<sup>1</sup>Ms. Harshitha Neti, MBA Batch 2013-2015 was placed as an intern in Aastha Parivaar, Mumbai for the We Care: Civic Engagement internship between February 4-23 2014.



Children are easy targets to this dark trade and poverty is the main reason why they enter into the same trade as their mothers. In order to keep them away from this trade, educating them and providing them with alternate employment opportunities has become imperative. To address this issue, Aastha Parivaar, a leading NGO which is based out of Mumbai has undertaken tremendous efforts.

## II. Organisation Profile

Aastha Parivaar was born of Family Health International 360's Aastha project, an HIV/AIDS intervention funded by the Bill and Melinda Gates Foundation's India AIDS Initiative (Avahan) to address the health needs of sex workers across Mumbai and Thane. From the project's inception in 2004, Aastha Parivaar has become the umbrella organisation representing various sex worker communities in these areas— street-based, brothel-based, home-based, lodge-based, floating populations, Male Sex Workers (MSWs) and hijra/transgender sex workers. Aastha Parivaar is the federation providing financial and administrative support to 13 registered Community Based Organisations (CBOs) which operate at the field level to enable these different sex worker populations to voice their needs, address them and increase the capacities of individuals in the sex worker community. The issues addressed by Aastha Parivaar currently include family planning, increasing health awareness, human rights, rapid crisis intervention and legal awareness, literacy, providing alternative livelihoods, and ensuring education for children.

Aastha Parivaar has become the umbrella organisation representing various sex worker communities in these areas— street-based, brothel-based, home-based, lodge-based, floating populations, Male Sex Workers (MSWs) and hijra/transgender sex workers

### A CBO Meeting in Progression



From the field level to the top management, the sex workers themselves determine Aastha Parivaar's activities and oversee implementation. This means that the community itself is accountable for the results of the organisation's

programmes, ensuring both maximum effectiveness and empowerment. Transparency and centralization play a great role in the functioning of the NGO.

Currently, Aastha Parivaar sponsors five children per year and takes care of their education, nutrition and all-round well-being. However, there is no structure to assess the needs of these children and map them with the sponsors. This is where Aastha Parivaar assigned the interns of *We Care*, the project of developing a holistic child sponsorship model to help the children of sex workers.

### III. Problem Identification

#### a. Objectives

As a part of the *We Care: Civic Engagement* project at Aastha Parivaar Foundation, the interns were assigned a project which was divided into two parts. The first part involved analysing the current state of the children of CSWs and studying their needs. The second part involved designing a sponsorship model for child education. Following are the objectives listed part-wise:

##### Part 1:

- To study the problems of CSWs
- To study the issues faced by the children of CSWs
- To study the causative factors of the aforementioned problems

##### Part 2:

- To design a Child Education Sponsorship Model which would aid in standardizing the process of the child education sponsorship programme at Aastha Parivaar

#### b. Methodology

A purposive sampling method was used, subject to availability by using the snowball sampling technique (Shohel, 2013). Entire CSW population under Aastha Parivaar's purview was classified into eleven different Strata (11 CBOs) across Mumbai region, which is based on the geographical location as well as typology of the sex workers in these CBOs. For the purpose of the study, various key stakeholders of the commercial sex trade ecosystem were surveyed which provided an all-round perspective of the issues faced by the target population. The details of the sample surveyed are given in Table 1 below.

Currently, Aastha Parivaar sponsors five children per year and takes care of their education, nutrition and all-round well-being. However, there is no structure to assess the needs of these children and map them with the sponsors

**Table 1**

**Key Stakeholders of Commercial Sex Trade System who were Surveyed**

Sr. No.	Stakeholders Surveyed
1.	CSWs
2.	Children of CSWs
3.	Matrons
4.	CBO's Staff Members

Special attention was given to the sampling of CSWs as they were able to provide the researchers with information which was rich quantitatively as well as qualitatively. Around 100 female CSWs were selected across eleven CBOs representing different typologies in order to collect socio-economic information. CSWs with different typologies of sex workers such as floating and lodge-based sex workers, bar dancers, home-based sex workers, brothel-based sex workers were identified.

The criterion for selecting a CSW was that she should have at least one child. They were interviewed individually and in some cases in a group setting at their respective CBO offices. A fair representation of the population was ensured.

**Data Collection**

Rapid appraisal method was used for this study since it offered a useful set of research and appraisal tools to obtain information in a timely and cost-effective manner from local populations about their conditions and their needs. Primary as well as secondary data was collected to gain an insight into the current scenario and the problems faced by the community members.

**1. Primary Data Collection**

Two key rapid appraisal tools were used. The first tool was structured and semi-structured interviews, focussed group discussions and group interviews. The second one was structured observations which aimed at gaining insights and familiarity with the relatively tabooed lives of CSWs.

Special attention was given to the sampling of CSWs as they were able to provide the researchers with information which was rich quantitatively as well as qualitatively

- **Structured and Semi-Structured Interview**

In this method a series of in-depth interviews were conducted with members of the community about the societal problems faced by them and their children. The interviews were carried out in a semi-formal setting where the CSW mothers were encouraged to share as much information and difficulties faced by them with respect to their child's educational and health needs. Unstructured interviews were instrumental in establishing rapport with the CSWs and their exploratory nature enabled the researchers to bring out the qualitative aspects of the research.

- **Structured Observation**

In this approach, several weekly CBO progress tracking and review meetings involving the NGO managers, CBO level executives and community members were attended with the purpose gaining insights to the problems faced by the CSWs. These meetings featured discussions about a wide range of issues faced by the community members which formed an essential source of insights for achieving the objective of the study.

## 2. Secondary Data Collection

The online resources including websites of leading NGOs in child education, sex-workers welfare, women empowerment domain provided the essential background for this research. Aastha Parivaar's current and past years' annual reports were a rich source of information about status of the relevant work being done in this regard and helped build on the foundation laid by them.

In order to arrive at the Child Education Sponsorship Model, a set of evaluation parameters were developed which helped in prioritizing children according to the urgency of their needs.

## IV. Findings of the Research

Findings of the research have been divided into Part 1 and Part 2.

### Part 1:

Based on the analysis of the excerpts of the interviews with CSW key population and other important stakeholders, the main problems faced by the CSW community and their children were categorized into three major areas which are listed below.

*"My 7 year old son told me that he does not want to go to school because children from other communities behave badly with him. They abuse him; call him names like son of a prostitute. Some of them even told him that you have no father and your mother does a bad business"*

**a) Social Discrimination**

Social discrimination takes several forms. It describes a phenomenon where there is a deliberate and explicit policy to exclude a specific individual or a social group from some possible opportunities. Social discrimination also occurs when supposedly neutral provisions, criteria or practices disadvantage individuals due to their social status or due to capabilities derived from a socialisation differentiated by social status (Prakash, n.d.).

The children of the CSWs often face subtle discrimination in different walks of life. A sex worker's child often finds it difficult to get acceptance with other community children, who owing to the stigmatization impressed on their mind by their parents about CSW community, often behave badly with these children.

Miss Savita, a CSW mother affiliated to Vishwas Sehat Mahila Mandal, Malwani, stated, *"My 7 year old son told me that he does not want to go to school because children from other communities behave badly with him. They abuse him; call him names like son of a prostitute. Some of them even told him that you have no father and your mother does a bad business"*.

There is a huge social taboo associated with the children of sex workers. They are looked down upon by their peers and teachers which prevents them from becoming strong and confident individuals. Sometimes other children use rough and abusive language for the children of CSWs causing them grief and insecurity. This forces the parents to hide their identity to save their children from such social abuse. It also deprives the parents from personally participating in the child's educational development. In some cases, especially in the case of a brothel based CSW, the mother has to keep her child away in trust funded hostels where the child is away from the dark and depressing environment and can focus on his studies without being distracted or discriminated.

Miss Rupali, a Kamathipura based CSW said, *"My 14 year old daughter stays in a hostel in Aurangabad. She is studying there since she was 5 years old. I get to meet her only twice or thrice a year during festivals. I miss her a lot. But I am happy that she has been doing well in her studies and will soon be appearing for her SSC examination. I want her to become a doctor"*.

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## b) Poverty and Lack of Support System

Poverty is one of the main issues due to which children of sex workers cannot afford good quality education. A lot of sex workers' children drop out of schools before they reach 9<sup>th</sup> or 10<sup>th</sup> grade. This is because there is no proper support from their families with regards to providing higher education. Financial constraint is also very often a strong contributor to this phenomenon.

There is a lack of proper infrastructure, teachers, educational support and basic facilities in government schools. The government provides facilities such as free uniforms, books and other school necessities. However, there are a lot of glitches in the process of these support items reaching the intended children in time.

Miss Shobha, a CSW member of CBO, Kranti Mahila Sanstha, Gowandi, describes her experience as, *"Public schools in our locality are in shambles. The students do not have proper benches to sit and the teachers are very few in numbers as compared to the number of students in the school. Our children do not get adequate personal attention from the teachers, so we have to send them to private tuitions"*.

The girl child is at a greater disadvantage as compared to the male child. She is neglected by the society as well as by her family. Most of the society assumes that the girl child is going to follow her mother's profession.

Miss Shabana, a mother of three children from Dharavi said, *"I have three children, two sons and one daughter. Both sons are studying in an English medium private school. My twelve year old daughter who is the youngest and the brightest among my children is studying in 7<sup>th</sup> standard in a municipal school. But there is a huge pressure from my family to discontinue her education after her SSC examinations and marry her off as early as possible. I strongly want her to continue her education till graduation, and I am willing to take on my family over this issue, but I am deeply in need of financial resources and wonder how I would be able to make financial provision for her higher studies"*.

*"Public schools in our locality are in shambles. The students do not have proper benches to sit and the teachers are very few in numbers as compared to the number of students in the school. Our children do not get adequate personal attention from the teachers, so we have to send them to private tuitions"*

## c) Health Related Problems

There are a lot of health problems in the CSW community as they are exposed to a lot of Sexually Transmitted Diseases (STDs). HIV-AIDS is a deadly disease that is widespread among this community.



Owing to the various intervention initiatives provided by NGOs like Aastha Parivaar, there is a welcome change in the levels of awareness that the CSWs have about healthcare, prevalent diseases and in the matters of cleanliness and hygiene. Aastha Parivaar is actively engaging itself in providing good quality facilities to the CSW community like condoms, health education and classes on vocational skills. This has had a definite positive impact on the lives of women who are closely associated with the NGO. Therefore, health related problem, if any, is mainly seen in the older generation of sex workers who are around 40-50 years in age.

Miss Pratibha, a CBO Executive at Kamyab Mahila Mandal, Dharavi explains, *“We organise monthly health camps for the didis (CSWs) where they are provided with free medical check-up and medicines. We also arrange puppet shows to effectively demonstrate various real life scenarios in a CSW encounters during her daily chores and how she can protect her health by using simple means like use of condoms or other contraceptives”.*

While the initiatives taken up by Aastha Parivaar are commendable, there is a lot of scope for further initiatives to be taken up, owing to the disparity of knowledge and resources between the underprivileged CSW community and the normal population. The factors identified for this dichotomy are poverty, education, social taboos, lack of exposure and lack of proper schemes to help this needy community. With the advent of newer methods to provide this community with remedial solutions for alternate employment options, there is still hope that the members of these underprivileged classes can still be uplifted.

*“We organise monthly health camps for the didis (CSWs) where they are provided with free medical check-up and medicines. We also arrange puppet shows to effectively demonstrate various real life scenarios in a CSW encounters during her daily chores and how she can protect her health by using simple means like use of condoms or other contraceptives”*

### Health Campaign for the CSW Community





**Part 2:**

The children of sex workers due to social stigmatisation live in a closed universe. Their lack of social interaction with other communities causes their further entrapment in the vicious cycle of this profession. But gradually over the years, the outlook of the community members has evolved and they now see education as their best hope for breaking the shackles of their sorry state of affairs.

Miss Haseena Shaikh, a CSW, states that, *"I have enrolled my children into private schools even though I do not quite have the capability to sustain their expenses. But I am willing to work my heart out just to see my children get the best education that I believe will enable them to become self-dependent and breakout of this hell. I do not want them to be like me, I do not want to cut their wings. They should be free to choose whatever they want to do when they grow up. I wish I had also gone to school"*.

*"I have enrolled my children into private schools even though I do not quite have the capability to sustain their expenses. But I am willing to work my heart out just to see my children get the best education that I believe will enable them to become self-dependent and breakout of this hell"*

**Designing the Child Education Sponsorship Model (CESM)**

The need assessment outlined the various areas of improvement where children need support from sponsors. It also helped in understanding the current situation of child sponsorship at Aastha Parivaar so that further changes could be incorporated. Currently, Aastha Parivaar has no process to prioritize children to receive sponsorships due to their dearth of resources or urgency of needs. It also does not have any framework for categorizing children or identifying donors willing to contribute. The selection of children for sponsorship is typically done at the CBO level by their respective presidents on a case to case basis.

Two models have been designed by the researchers, one for funding the holistic development of children and the other for a particular necessity. The models designed by the researchers brings a modification in the existing processes to ensure a long-term oriented child sponsorship program and aims at scaling and structuring the existing efforts by the NGO to provide financial or in kind assistance to the children of sex workers.

The models also provide a comprehensive framework for assessing the needs of the CSWs' children by developing a set of evaluation parameters to determine the urgency/criticality of their needs and fulfil those needs by connecting them with appropriate donors and providing them with the required resources.

## Categorizing Children

The CESM makes an effort to identify the most vulnerable sections of children from the community of sex workers. These children are to be categorized into the following priority brackets:

### (a) Most Susceptible to Social Illness

Children who are HIV infected (Children as well as parents are HIV positive), HIV affected (Child whose parents are HIV positive, but the child itself is NOT HIV infected), Single parent/No immediate parents (The child who has lost either or both of his/her parents who were sex workers) are among the most vulnerable categories and need maximum possible external assistance for them to pursue and complete their basic education.

### (b) Severely Financially Constrained

In most financially constrained CSW families, the girl child is most likely to be the victim of circumstances as she is susceptible to be dragged into the vicious cycle of her mother's vocation. Thus girl child education is the foremost priority of the organization. This category also includes children from a family with many dependents and a single earner where the sole earner bears the responsibility of feeding the entire family which makes the education of children infeasible.

## Donor Identification

The CESM also creates a platform where the donors (individual or corporate) can actively participate in the educational development of the CSWs' children.

### (a) Type of Donors (Individual/ Corporate donors)

Individual donors are single donors who are interested in taking up the complete sponsorship for a child which encompasses the educational aid, nutritional needs, clothing and healthcare needs of the child. However, they might also choose to sponsor only one or more specific needs of the child according to their interest such as uniforms, food, educational aid or economic aid. Corporate donations are received as a part of the CSR initiative of the company. This would involve a long term tie-ups with the corporates. For example, this would facilitate communicating with the corporates about the requirements of the child and receiving funding for the same.

### (b) Programme the Donor is willing to Support

After identifying the prospective donors, Aastha Parivaar can get in touch with the donors by means of a formal application process. Donors are requested to

In most financially constrained CSW families, the girl child is most likely to be the victim of circumstances as she is susceptible to be dragged into the vicious cycle of her mother's vocation

fill up the details about their preferences, such as their willingness to sponsor a girl child or a boy child or a particular grade or any scholarship program.

### **Resource Identification**

The need assessment pointed out at a few gaps that can be filled by allocating required resources which are as follows:

#### **(a) Teachers**

Aastha Parivaar can get into tie-ups with NGOs like Bhoomi and Teach4India where volunteers can teach at the required time and area. The areas of delivery are chosen such that the volunteers extend their existing programmes to admit new children, such that a greater number of children are educated.

#### **(b) Financial Resources**

Aastha Parivaar ensures that the donors' funds are disbursed properly and the sponsorship programme is executed in a seamless manner as planned.

#### **(c) Material Resources**

The model also makes provisions for donors who wish to donate their old clothes, books, toys and such usable items for the children. Aastha Parivaar through its familiarity and understanding of the community ensures that these items are distributed fairly across the needy children.

### **Details of Model 1- Sponsoring a Child's All-Round Development**

This model has a one-to-one mapping of the child with the sponsor/ donor. The donor gets to choose from a pool of children interested in pursuing their studies, but, sadly, do not have the resources and the encouragement to do so. The list of all such needy children is made by Aastha Parivaar after days of consulting with its 11 CBOs which consist of Female Sex Workers (FSWs). The 12<sup>th</sup> and 13<sup>th</sup> CBOs consist of Transgender Sex Workers (TSWs) and Male Sex Workers (MSWs) who do not have children. The sponsors are given a brief profile description of all the children waiting to receive sponsorships. However, there are no photographs on display. This can be done using various mediums, the easiest and the most cost effective option is uploading it on the website of the organization. Upon looking at the history and brief profiling of the children, the donor can decide which child he/she wants to sponsor and fills up the application form accordingly.

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### **The Process Flow**

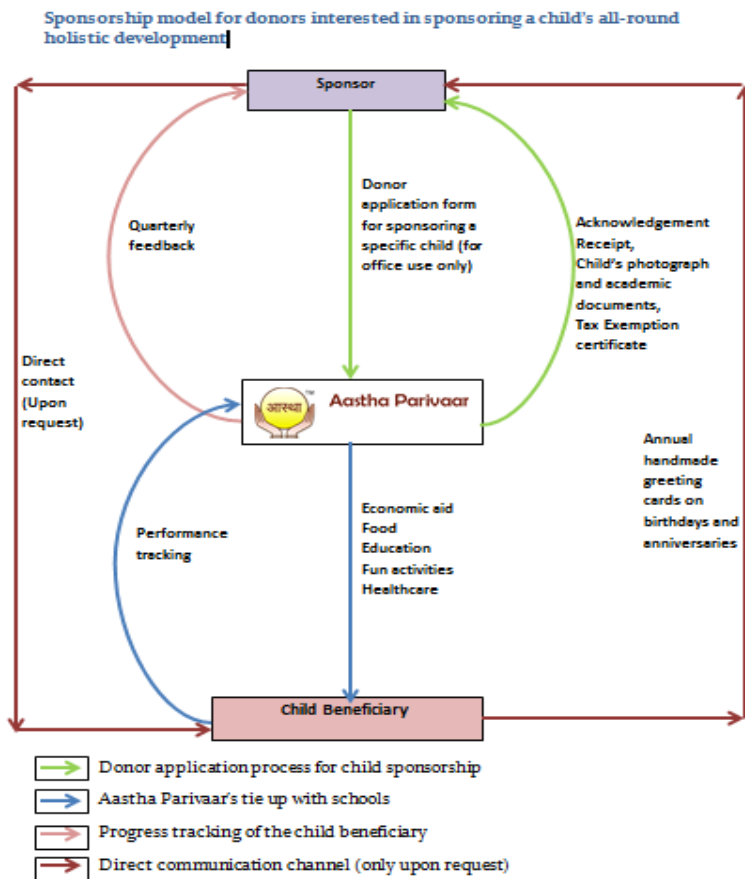
This model begins with Aastha Parivaar specifying a pool of underprivileged children on various mediums, which could include its website, or using posters and pamphlets. Then, upon receiving a set of prospective sponsors, the organization validates the donor's financial details. After the receipt of the funds or items for use, the organization sends back an acknowledgement receipt to the donor, along with the photograph and other details as requested. In case the aid received from the donor is monetary, the organization also sends along a tax exemption certificate. This is shown by the green arrows in the diagram.

Next, the organization ensures that it receives regular updates about the child's performance from the school he/she is enrolled in. These progress tracking results are updated into a quarterly report and submitted to the donor. If the donor wishes to receive reports with greater frequency and in smaller intervals, he/she may opt to do so. These transactions are shown by the blue and pink arrows in Figure 1 below.

The beneficiary child sends handmade greetings and wishes to his/ her sponsor on annual events like birthdays and anniversaries. The donor may opt to visit and personally interact with his beneficiary upon prior agreement with the organization, after receiving addresses and such details from the organization. These transactions are depicted by the maroon arrows in the Figure 1 below.

Figure 1

**Model 1- Sponsoring a Child's All-Round Development**



It is important to note that the donor can be an individual or an organization such as a corporate, where there is a prior tie up with Aastha Parivaar, and the employees are prompted to choose from a wide array of options they wish to sponsor for a child

**Details of Model 2- Sponsoring Any One Necessity of a Child**

In this simpler and more common model, there is no direct contact between the sponsor and the beneficiary child. This is because no donor is individually and directly responsible for the overall developmental package for a child. In this case, however, it is important to note that the donor can be an individual or an organization such as a corporate, where there is a prior tie up with Aastha Parivaar, and the employees are prompted to choose from a wide array of options they wish to sponsor for a child. These options are predetermined by Aastha Parivaar according to the child requirements and put forth to the employees as a set of choices to best suit their pockets and interests.

### **The Process Flow**

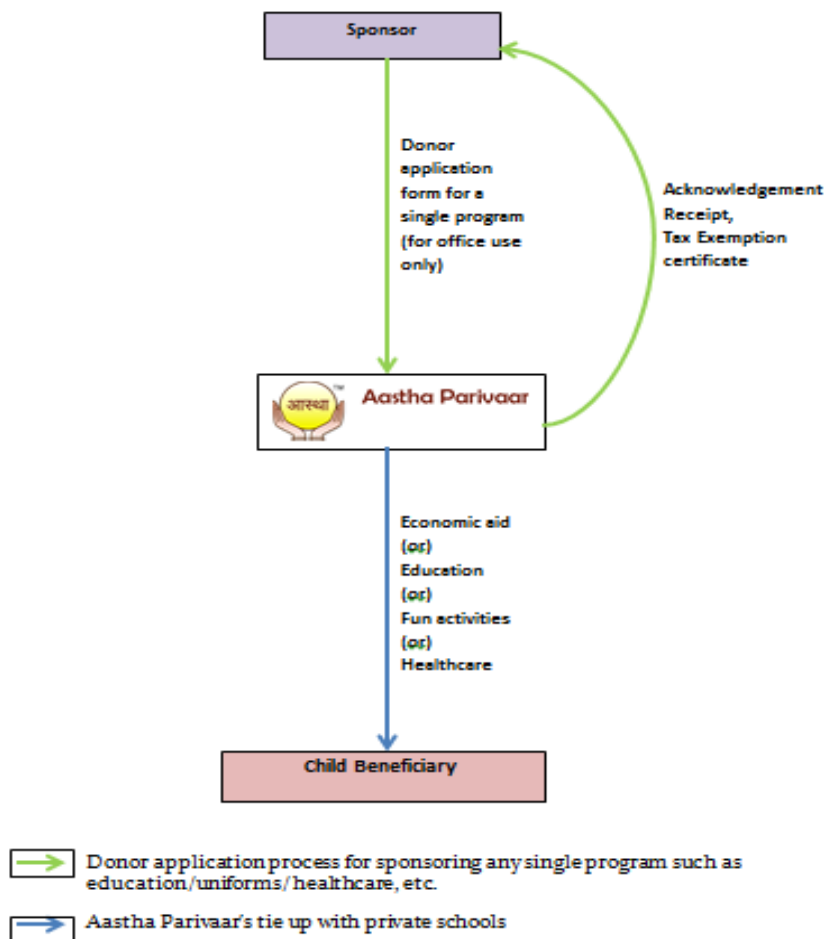
The model begins with Aastha Parivaar specifying a pool of underprivileged children on various mediums, which could include its website, posters and pamphlets and showcasing it to the donors/sponsors. Then, upon receiving a set of prospective sponsors, the organization groups them under various heads according to their preferences and the items they are willing to sponsor for the children for example, clothing and uniforms, old toys and clothes donation, educational aid, financial aid, healthcare, and so on. After validation of the donor's financial details and after the receipt of the funds or items for use, the organization sends back an acknowledgement receipt to the donor. In case the aid received from the donor is monetary, the organization also sends along a tax exemption certificate. This is shown by the green arrows in the Figure 2 below.

However, unlike in the previous model, there is no scope for the donors to interact with their beneficiaries. This is because they are not singly responsible for any child's development process. The only interaction that the donor is allowed to have is with Aastha Parivaar. These transactions are shown by the blue arrows in the Figure 2 below.

Figure 2

Model 2- Sponsoring Any One Necessity of a Child

Sponsorship model for donors interested in sponsoring any one necessity



V. Recommendations

Currently, few children are receiving assistance from Aastha Parivaar in terms of financial, behavioural or education support. There is no proper methodology to identify the affected and needy children and prioritize them according to any parameters. In conjunction with implementing the suggested model which addresses the above issues, Aastha Parivaar can scale up these efforts by teaming up with other NGOs that are actively engaging in the welfare of social workers to derive a mutually beneficial relationship. The organization should collaborate with other NGOs that can bring in their expertise and experience in providing specific skills based on vocational training to the growing teenagers. These efforts will provide the growing CSW children with an opportunity to



learn and acquire vocational skills which can pave the way towards financial independence.

The organization should also work towards the long term orientation of streamlining this sponsorship process by encouraging good record keeping of all the children under each Community Based Organization. Creating awareness about the importance of education in the minds of both the mothers and the children under Aastha Parivaar is also important which would lead to maximum reachability of the organization and the impact of its work.

The need assessment of the community led to identification of the issues faced by the CSWs and their children. The children were exposed to a lot of social stigma such as discrimination, health related issues, poverty and lack of support system

## VI. Conclusion

The need assessment of the community led to identification of the issues faced by the CSWs and their children. The children were exposed to a lot of social stigma such as discrimination, health related issues, poverty and lack of support system. Hence, they are in need of proper care, education and financial aid. Support of the donors/sponsors has been identified a very essential aid in this regard.

The models designed map the requirements of the children to appropriate donors/sponsors and look after the holistic development of children as well as any necessity they may have. Unless aforementioned issues are addressed, social inclusion of this community and proper development of the children will not happen. Hence, more sponsors/donors should volunteer for it.

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## High Hopes Shadowed by High Risers: Case of Towards Future<sup>1</sup>

**Abstract:** *The Right of Children to Free and Compulsory Education Act is a landmark legislation expressing India's commitment to achieving the Millennium Development Goal 2 and to ensure access to education for children without any bias against caste, gender or class. Realizing this need Towards Future, Kolkata has set up pre-primary and primary schools in and around the developing areas of Kolkata. The present study examines the condition of socio-economic issues still prevalent in the society and assesses the plans of the NGO to expand its operations to other villages.*

### I. Introduction

#### Child Education Scenario in West Bengal

India has built up strong human resources in the fields of scientific and technological capabilities, humanist and philosophical thoughts and creativity. The need for literate population and universal education for all children was recognized as the crucial input for nation building and the same was given due consideration in the enactment of the constitution as well as in successive five year plans. Presently, there is a wide variation in literacy rates across states. According to 2011 census data, literacy rate of West Bengal is 77 per cent compared to 93.9 per cent for Kerala. In comparison to other states too, West Bengal ranks quite low in literacy and there is a need to intensify the drive to achieve universal education in the state (Census, 2011). Understanding the social and economic processes which create barriers in Universal Education is important, especially for those who are currently in the school going age.

#### Child Education Scenario in North 24 Parganas

North 24 Parganas is one of the major districts in the state with a sizeable literate population of around 78 lakhs, highest in the state. In comparison to the state average of 77 per cent, North 24 Parganas features in the top 3 districts of the state in terms of literacy rate which is 85 per cent. In spite of the huge literate population, there is significant disparity in the rural and urban literacy rate. Mainly dominated by urban population which has a literacy rate of around 90 per cent, the rural population is far behind with a literacy rate of only 78 per

According to 2011 census data, literacy rate of West Bengal is 77 per cent compared to 93.9 per cent for Kerala. In comparison to other states too, West Bengal ranks quite low in literacy and there is a need to intensify the drive to achieve universal education in the state

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<sup>1</sup>Mr. Sourabh Bhowmik, Ms. Tejal Mehta, Ms. Swati Deb and Mr. Pratik Das MBA Batch 2013-2015. They were placed as an intern in Towards Future, Kolkata for the We Care: Civic Engagement internship between February 4-23 2014.

cent. Though the Central and State governments have enacted enough schemes to improve the state of education, the data gives a clear indication that proper implementation of the schemes have not taken place. More importantly, in a region dominated by urban population, the flow of information about the schemes and educational initiatives should have taken place more easily to the rural population of the district. But that has not been the case.

## II. Organization Profile

Towards Future registered in 2008 works for the socio-economically challenged people with special focus on education and health of children and women. It is also committed to protect and conserve ecology and environment. The core areas of operation are to offer opportunities for basic education, provide access to primary and vocational education, reduce infant mortality, improve health and hygiene of socio-economically underdeveloped areas, promote sustainable economic development and promote women empowerment. Towards Future has partnered with several organizations such as Wipro Care, ActionAid and Give India to fund and operate its projects efficiently.

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**Children at a Cultural Event Organized by Towards Future**



Towards Future runs several projects to provide access to education to several hundred students of the villages of Mahammadpur and Kashinathpur (See Table 1 below).

**Table 1**

**Projects Run by Towards Future in Mahammadpur & Kashinathpur**

<b>Project</b>	<b>Objectives</b>
KidzPlanet Learning Center	The primary school for economically challenged residents of Mahammadpur aims to minimize the number of drop outs before secondary level
Beyond the Future (BTF) Wipro Cares Learning Centre	This learning centre provides basic education to children who are not going to schools and tries to mainstream them into formal schools
Shishumon	The project aims at giving a pre-school exposure to strengthen the child's performance in school and give them self-confidence about their future
SMILE	It is a sponsorship program for child education wherein people can show compassion and help sponsor the education of one or several children

**III. Problem Identification**

The research project undertaken was to identify the major reason behind the huge drop-outs in the children of the target villages identified by the NGO, Towards Future. The project also revolved around the efforts that are required for providing inclusive education and eradicate social evils like child marriage in the area.

**Kids at Towards Future**



**a) Objectives**

The specific objectives of the project were:

- To assess the status of school-dropouts
- To assess the status of child marriages
- To analyze the status of child labor

**b) Methodology**

A descriptive study was undertaken where around 500 families were interviewed in the villages of Jatragachi, Purbapara, Paschimpara & Madhyampara or Hindupara. The various population segments who served as the sample for primary research included the following:

- Head of families
- Dropouts in various families (both girls and boys)
- Children currently in transition from primary to secondary schools
- Teachers in primary and secondary schools and
- Principal of the major school in the area

In accordance with the above requirements, tools in the form of questionnaires were developed and used for various target samples and also one to one interaction with the sample population. The data collected was then analyzed using single frequency data analysis methodology and the conclusions were arrived at using that.

**IV. Findings and Discussion of Results**

**a) Drop-Outs from Schools**

Dropouts constitute those children who have not been able to continue their studies and had to leave the school. Table 2 below shows the dropouts at significant stages of educational levels of the children of the villages surveyed. The data captured represents the number of dropouts as a student shifts from one level of educational system to another.

Dropouts constitute those children who have not been able to continue their studies and had to leave the school. The data captured represents the number of dropouts as a student shifts from one level of educational system to another

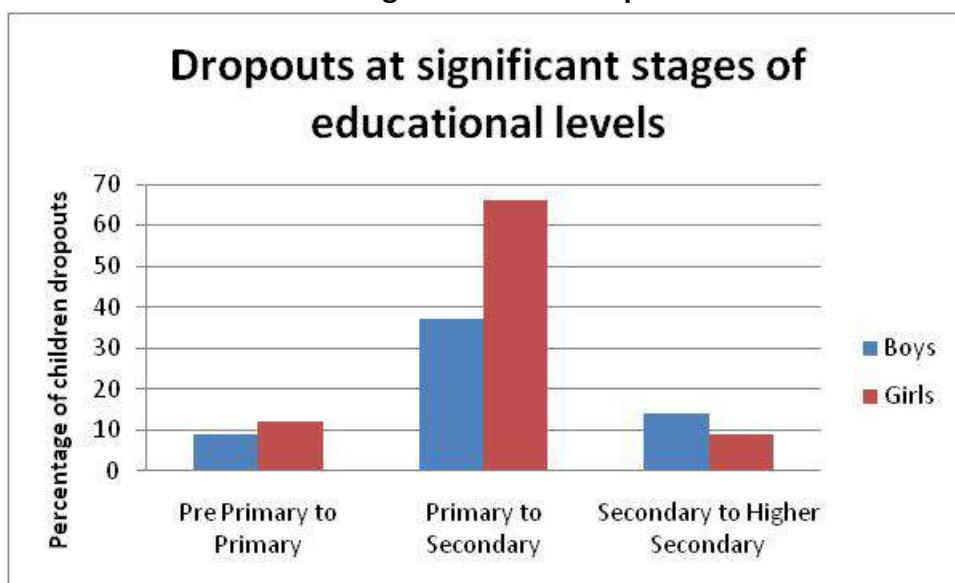
**Table 2**

**Status of School Dropouts**

Level of Education	Total Number of Students	No. of Dropouts	
		Male	Female
Pre-primary (Age<3yrs)	111	-	-
Primary (Age 3-6 yrs)	38	5	21
Secondary (Age 6-14yrs)	394	81	54
Higher Secondary (Age 14-18yrs)	212	16	13
<b>Total Number of Dropouts</b>		190	

Figure 1 below shows percentage dropout at different levels of education.

**Figure 1**  
**Percentage of Children Dropouts**





It can be inferred from the above figure that in the post primary education section more than half of the students dropped out of the schools due to economic or social pressures. Percentage of girl dropouts was greater than that of the boys' as their families got them married at a very early age. The discussion with the NGO authorities revealed that negligence towards studies and easy availability of low-skill jobs are the primary reasons of dropout of boys from school.

Dropouts decreased significantly in the higher-secondary level which shows that some students continue their education post the 'primary-section hurdle'. However, in higher secondary section the number of dropout of boys was more than that of girls. This was mainly due to picking up of jobs as the means of livelihood by the boys.

Lack of interest in studies, poverty, poor quality of education and failure in examinations were the primary reasons for dropping out of school. Financial reasons often played a critical role in most cases and there was an overlap between 'School Issues' and 'Family Issues'. Parental separation and ill health often led to the need for girl children to work or stay back at home to care for younger siblings. Older boys dropped out to find work. Alcohol abuse, dependency, and illicit brewing of alcohol by the parents were issues in some cases. The outcome was family bickering, quarrels, and the development of problems in children. Lack of money for education, poor parental literacy, and a general lack of alternatives were other reasons for dropout. Some families pointed out issues such as an inability to buy textbooks and lack of transport to attend school. Several had failed a class and dropped out of school in subsequently. Some were moved to a different school and later stopped attending. Financial issues remained significant in most cases of dropout in the villages of Jatragachi and Chapna.

#### b) **Child Marriage**

Child marriage is a formal marriage or an informal union entered into by an individual before reaching the age of 18. UNICEF defines child marriage as marriage before 18 years of age (Child Line India, n.d.). Gender wise distribution of child marriage cases where the age of the child was less than 18 is given in Table 3 below.

Lack of interest in studies, poverty, poor quality of education and failure in examinations were the primary reasons for dropping out of school. Financial reasons often played a critical role in most cases and there was overlap between 'School Issues' and 'Family Issues'

**Table 3****Gender Distribution of Child Marriage Cases**

<b>Sex</b>	<b>Number of Children</b>
Male	62
Female	76
Total	138
Percent of total children	18 per cent

It was observed that most of the child marriage cases were reported in the Paschim and Purbaparas where majorly Muslim community resides. Child marriage has many causes like cultural, social, economic and religious. Parents who cannot provide for the basic needs of their children may give a young daughter in marriage, so they have one mouth less to feed and to ensure that she is supported. Discussion with the local community revealed that the major reason behind the more number of child marriage in the community was that the demand for dowry increased with the girl's age. Local perceptions regarding an ideal age of marriage are tied to economic factors such as dowries and bride price.

Child marriage is a product of cultures that devalue women and girls and discriminate against them. The discrimination often manifests itself in the form of domestic violence, marital rape, and deprivation of food, lack of access to information, education and healthcare. Protecting girls against dishonor such as pregnancy without marriage, is a frequently cited reason for child and early marriages in these villages as parents fear their teenage daughters might elope and bring disgrace to the family name. Where child marriage is prevalent there is strong social pressure on families to either conform or face ridicule, disapproval or family shame. Girls who are married at a very young age experience educational, social, and personal disadvantages for a lifetime. Although laws prohibiting child marriage exist in most countries, addressing both minimum age and consent, they are rarely enforced in the hinterlands much to our dismay! The battle to end child marriage is global and the road is long.

Child marriage is a product of cultures that devalue women and girls and discriminate against them. The discrimination often manifests itself in the form of domestic violence, marital rape, and deprivation of food, lack of access to information, education and healthcare

**c) Child Labor**

Child labor is the practice of having children engaged in economic activity, on part-time or full-time basis. The practice deprives children of their childhood, and is harmful to their physical and mental development.

Of the 755 children in the village, a total of 17 instances of child labor were found from the survey. Most of the cases of child labor were of boys working at nearby construction sites on per day wage basis. It can be logically inferred that most of them were dropouts who would work as helpers/assistants in their family business or in other local shops. The major reasons found which were responsible for cases of child labor in the villages are poverty, parental illiteracy, widespread social apathy and tolerance of child labor. Non-availability of and non-accessibility to schools also triggers parents to get their children involved in menial tasks and later make them the bread-earners of the family as a single earning member is not able to sustain the entire household expenses.

Employers prefer children as they constitute cheap labor and they are not able to organize themselves against exploitation. Also in these remote villages, there is ineffective enforcement of the legal provisions pertaining to child labor which makes it easier for people to exploit the innocent children. The major cause of child labor in rural West Bengal is poverty, other causes include overpopulation, illiteracy, and lack of awareness, due to which child labor is prevalent.

**V. Recommendations**

The United Nations Convention on the Rights of the Child (commonly abbreviated as the CRC, CROC, or UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. In India, there is a law that children under the age of 18 should not work, but there is no outright ban on child labor, and the practice is generally permitted in most industries except those deemed "hazardous" as the children working need immediate monetary benefit which diverts them away from getting educated.

Adoption of education is a slow process in the villages of Jatragachi as people donot see any immediate tangible benefits associated with it. First generation learners of the family need to take this struggle ahead and highlight the importance and significance of being educated and leading a life with dignity. Extensive impoverishment, entrenched hierarchical social divisions and the lack of correlation between educational attainment and job opportunities are the major hurdles in attaining higher enrollment rates at primary schools.

Child labor is the practice of having children engaged in economic activity, on part-time or full-time basis. The practice deprives children of their childhood, and is harmful to their physical and mental development

After working and overseeing the operations of Towards Future, it is recommended to the organization to improve their performance and solve the necessary and immediate social issues plaguing the area through collaboration with other NGOs and government bodies that work in this domain. Formation of Self Help Groups comprising of the women population who are good at embroidery and handicrafts can also be done.

It was found that many women who did the household activities had a lot of idle time throughout the day when their husbands went to work. They were interested to work during that idle time so that they would also be able to support their family economically. The only criteria they had was that they would prefer to work from home. It has been recommended that the organization, Towards Future, should provide or arrange for some kind of training related to handicrafts which would help them get a job. For example, partnering with brands like 'FabIndia' which deals into selling of hand-made products manufactured in villages would help them address their economic problems. Enabling women in such a manner will lead to better living condition of the family. This would reduce the pressure that is being built up on the child.

Apart from educating the children in the villages, if the organization could select a few students who have shown good abilities in understanding and are able to pick up the concepts quickly and then guide them on one-on-one basis thus ensuring that they remain in touch with studies till they graduate with good results. These children could in turn carry on peer teaching. This would later help the organization and enhance the image if they could create at least one example who would gain skills through education and get a stable job and later would be as an aspiration for many students to come to school in that village.

It was found that many women who did the household activities had a lot of idle time throughout the day when their husbands went to work. They were interested to work during that idle time so that they would also be able to support their family economically

## VI. Conclusion

The surveyed villages had low levels of education. Towards Future is playing an important role in spreading the awareness, creating an educational base by imparting primary education as well as fighting against the social evil of girl child marriage. It was noticed that the elders in the families have understood the importance of education for their sons and daughters. The awareness level among the villagers regarding various government education schemes have increased and subsequently the number of families are availing the schemes being offered. After studying the various aspects of the social ill-treatment meted out to children in one of the urban locations in a metro city of the country, it is clear that only urbanization is not the solution to the development of a sustainable society. The population at the bottom of the pyramid needs to

be given proper opportunity and children should not be deprived of basic education; then only the Millennium Development Goals can be achieved and the future of India can be in safe hands.

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## Reviving Aarohan's Approach towards Education<sup>1</sup>

**Abstract:** To address the issue of illiteracy various NGOs have come up in and around Delhi. Aarohan is one of the leading NGOs which has taken upon itself the task of increasing the literacy ratio of the region. The present article examines the education support model developed by Aarohan to retain children in the education system. Attempts have been made to analyse the issue of school drop outs and its causative factors. As poverty is a major contributor for children to be out of school, the intern makes several recommendations to the NGO to develop its financial sustainability through adoption of appropriate social marketing communication strategies.

### I. Introduction

Illiteracy is regarded as one of the major problems that Indian society is facing today. Adding to that, population migration has put more stress on the underprivileged sections of the society since they move to urban areas in search of work, and also make their children work to add to the family income. This results in these children not getting education and creates a vicious cycle of illiteracy and poverty. In a country like India, literacy is the main foundation for social and economic growth. Over the years, India has changed socially, economically, and globally. After the 2011 census, literacy rate of India 2011 was found to be 74.04 per cent. Compared to the adult literacy rate here the youth literacy rate is about 9 per cent higher. Though this seems like a very great accomplishment, it is a matter of concern that still so many people in India cannot even read and write. The number of children who do not get education especially in the rural areas is still high. Though the Government has made a law that every child under the age of 14 should get free education, the problem of illiteracy is still at large (Census of India, 2011).

Literacy rate in Delhi has seen an upward trend and is 86.21 percent as per 2011 population census. Of that, male literacy stands at 90.94 percent while female literacy is at 68.85 percent. In 2001, literacy rate in Delhi stood at 81.67 percent of which male and female were 87.33 percent and 75.24 percent literate respectively. In actual numbers, total literates in Delhi stands at 12,737,767 of which males were 7,194,856 and females were 5,542,911 (Census of India, 2011).

After the 2011 census, literacy rate of India 2011 was found to be 74.04 per cent. Compared to the adult literacy rate here the youth literacy rate is about 9 per cent higher. Though this seems like a very great accomplishment, it is a matter of concern that still so many people in India cannot even read and write

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<sup>1</sup>Ms Stutee Arora, MBA Batch 2013-2015. She was placed as an intern in Aarohan, Delhi for the We Care : Civic Engagement internship between February 4-23 2014.

Article 21-A and the RTE Act came into effect on 1<sup>st</sup>April, 2010. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, establishes that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards (MHRD, 2009).

With the literacy rate of 74.04 per cent, and fragmented condition of education, it is important that the problem of illiteracy is identified and nipped in the bud.

To address the issue of illiteracy various NGOs have come up in and around Delhi. Aarohan is one of the leading NGOs which has taken upon itself the task of increasing the literacy ratio of the region. Aarohan's main initiatives are centered on this issue of children who either did not go to school or had to drop out due to family issues. It is estimated that there are close to 100,000 lakh migrants in Jagdamba camp alone, the area identified by Aarohan to carry out its initiatives.

## II. Organisation Profile

Aarohan, is a registered organization which commenced its operations in Delhi in 2005. It majorly functions in and around National Capital Region. Vision of Aarohan is to provide quality education to every child in the country, regardless of their social or economic standing. Aarohan is mainly working in the area of education for underprivileged children of the society, women and community members. It works with children who have never been to school or are school dropouts, who come from the lowest economic strata of our society. Aarohan envisions an India, where quality education will be received by each and every one in the country, regardless of their social or economic standing (Aarohan, 2014).

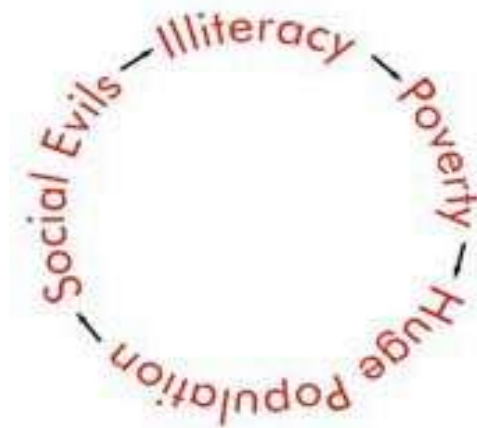
The organization believes that education is the key to resolve many social issues and can play an effective role to break the vicious cycle of illiteracy as shown in Figure 1.

The Right of Children to Free and Compulsory Education Act, 2009 represents the consequential legislation envisaged under Article 21-A, establishes that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards



**Figure 1**

**Vicious Cycle of Illiteracy**

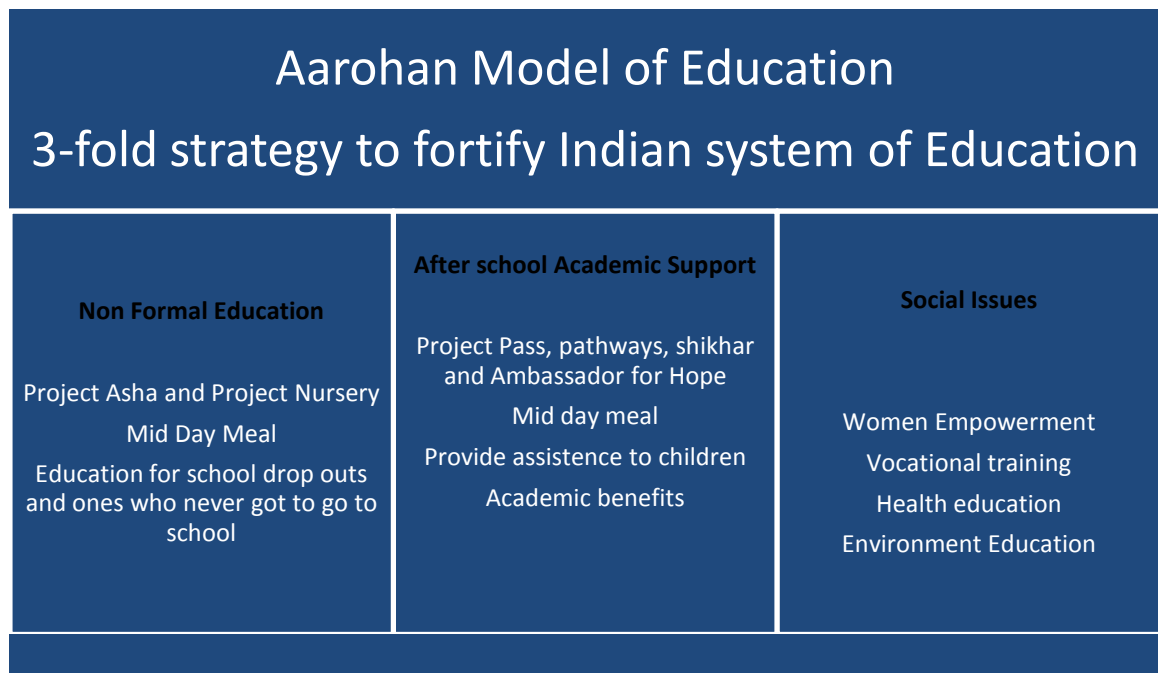


(Source: Aarohan website)

Aarohan's main focus is helping children living below the poverty line gain admission in Government schools. Subsequently, their academic pursuits are being supported so that they do not drop-out from schools. It follows a threefold strategy to fortify the Indian education system as shown in Figure 2.

**Figure 2**

**Aarohan Model of Education**



(Source: Aarohan website)

The goal of Aarohan is to improve the standing of the poor, underprivileged and marginalized sections of the society through capacity building for self-development, self-awareness, self-realization and self-sufficiency. Currently 15 qualified teachers are teaching 700+ students and more than 150 volunteers are facilitating the process.

### III. Problem Identification

Despite the efforts taken by Aarohan, it has experienced various bottlenecks in terms of sustainability. The organization felt that it lacked visibility amongst the corporate world. Consequentially, they were unable to attract corporate funding to the extent that was required. Also, it faced challenges with its operational system. Problems like lack of infrastructure, funding coupled with high dropout rate, lack of motivation of students triggered them to review and revise their approach.

#### *We Care* Interns with Students at Aarohan



The goal of Aarohan is to improve the standing of the poor, underprivileged and marginalized sections of the society through capacity building for self-development, self-awareness, self-realization and self-sufficiency

#### a) Objectives

It is in this context, the *We Care* interns were assigned with the task of conducting a rapid appraisal of Aarohan with the following objectives.

- To study the reasons for drop out among children
- To study the reasons for lack of visibility of Aarohan in larger society
- To design and implement corrective actions to enhance off line visibility of Aarohan by tying with corporate
- To design a sustainable model for child education including vocational training, coaching and other services.

### **b) Methodology**

Descriptive study was undertaken to study the reasons for dropout of children. Data for understanding the causative factors for dropouts, lack of motivation to attend school, curriculum gaps and other challenges was collected with the help of a structured questionnaire. The questionnaire consisted of parameters like reasons for dropout, family problems, and challenges in understanding course, and drivers for sending children to school. In all, 62 students studying from nursery to 10<sup>th</sup> standard and 34 parents were interviewed on the basis of designed questionnaire.

In order to observe student's daily schedule and school infrastructure, two schools at Jagdamba and Malviya Nagar, New Delhi were visited.

Aarohan's website and Facebook account were analyzed with reference to their activities and to check the presence of NGO on social media sites.

## **IV. Findings& Discussions**

### **a) Dropout**

A dropout is a pupil who leaves the school before the completion of a school stage or leaving at some intermediate or non-terminal point of a given level of education(NCERT).

In the current study, it was observed that the dropout rate in Malviya Nagar was as high as 54.8 per cent in the nursery section and 63 per cent in middle school. It was disheartening to see that the living conditions in the camp were not congenial as the camp is built just around an open sewer. Many of the families seemed to be living a hand-to-mouth existence. Basic facilities like drinking water and sanitation were also missing.

To a large extent, parents felt that sending children to school was a waste of time. They were unable to understand the true value of education and the kind of investment that it would eventually turn out to be. Most of the men had very low income and indulged in drinking. This led the women in the house to work for their livelihood. Consequentially, many school going kids had to stay at home to take care of their siblings. This impacted their education.

Discussion with parents revealed that children drop out of school for various socio economic reasons. Specifically, students dropped out in fifth standard because they were pressurised by their parents to earn and support their families. Girls got married earlier and were inhibited from continuing school. Poverty compels these children to start earning early in life. They become extra earning hands in the family. It was also reported that, at times, children become

To a large extent, parents felt that sending children to school was a waste of time. They were unable to understand the true value of education and the kind of investment that it would eventually turn out to be

victims of domestic violence and drug abuse. Many a times, children fulfil their basic requirements by adopting malpractices like stealing.

Discussion with one of the parents revealed that they had 12 mouths to feed and only four members were earning in the family. In such a situation they could not let their kids study for long. Their monthly savings were not enough to support household expenses establishing that when families are in hand to mouth condition, education takes a back seat.

## **b) Social Media Presence**

### **i) Online Visibility**

Analysis of Facebook pages, website, and Gudville site, revealed that Aarohan does not have a wide presence on social media networks. It was found that Facebook account of Aarohan was dormant. The account was spammed with fake accounts which were linked with Aarohan's page. Discussion with the coordinator revealed that existing staff did not have the technical expertise to manage social media appropriately. The organization did not make this a priority because of unawareness of its importance with reference to brand building. Effectively the NGO was less known across different social media channels.

Based on the analysis of website and Facebook page of Aarohan, gaps in social media presence of NGO were identified. Consequently its account was updated and promoted to get more publicity

### **Designing and Implementing Corrective Action**

Based on the analysis of website and Facebook page of Aarohan, gaps in social media presence of NGO were identified. Consequently its account was updated and promoted to get more publicity. Recent events and achievements of Aarohan were posted online on its Facebook page to display its initiatives. E-posters were designed for Aarohan and its cover page was revamped. Also, Aarohan was promoted in the 'Gudville' campaign which is an online initiative for fund raising, by sending requests to more than 1000 people. Further, collaboration was done with online partners for sale of paintings by the children at Aarohan for fund raising and branding of the NGO. As a part of their AIDS awareness campaign, banners and invites were made and sent to all friends and associates of Aarohan. Website was tracked on a daily basis and it was observed that there was a considerable improvement in its visibility. In order to make it sustainable, staff members of Aarohan were trained.

### **ii) Offline visibility**

It was observed that Aarohan's offline visibility was not standardised and effective. They lacked proper communication across different channels and their promotions lacked a consolidated message. Their efforts were diluted in the

purview of lack of significant visibility and media of communication. On scrutiny of Aarohan's brochure, corporate presentations and other related promotional material, it was found that there was tremendous scope for improvement. The corporate presentations designed by Aarohan lacked updation and appropriate appealing structure. The presentations did not highlight the credibility of its work. The brochures lacked programme information and specifications.

Discussion with Aarohan staff revealed that Aarohan had not updated its corporate database for the last three years. No dedicated staff or help was available to establish contacts with corporate. Since corporates are located in Gurgaon and Noida which are geographically at a far off distance from Aarohan's office, it was difficult to spare time to visit them on a regular basis. It was also reported that the staff had constraints of transportation and availability of corporate executives on mutually convenient time. Many a times, it was difficult to find alignment between Aarohan's and the corporate's interest in the social agenda. This had resulted into less funds and sponsorships for the NGO.

Discussion with Aarohan staff revealed that Aarohan had not updated its corporate database for last three years. No dedicated staff or help was available to establish contacts with corporates

### **Designing and Implementing Corrective Action**

In order to enhance offline visibility it was decided to remedy the problem from the NGO's and corporate's end.

#### **1. From NGO's End**

Firstly, Aarohan's corporate database was updated, which was almost 2-3 years old. Companies were chosen on the basis of their involvement in CSR activities. This would give them a good list to begin contacting companies from. Power point presentation highlighting the major work and achievements of Aarohan was prepared. It focused on the vision and mission, various projects undertaken and a brief about the methodology followed to bring about a difference in the lives of the under-privileged members of the society. A standard mail with introduction and an inline image was created to be sent to all corporates with presentations. Fund raising communication for Aarohan highlighting different initiatives and sponsorship/partnership options was created. Detailed proposal for their 'Adopt a Child' campaign was created including the breakup of costs for this project.

Vocational training proposal of Aarohan was revamped. This included various vocational training programs that are part of Aarohan such as dance, art and computer training.

As a part of their AIDS awareness drive, Aarohan conducted rallies and campaign drives. An event was organized at Select City Walk Mall, Saket along with other students. It included planning, organising and execution of the event. Work



started by securing permissions from the DCP (Police, South Distt., HauzKhas), DCP Traffic and the Mall. A Facebook event banner was created, highlighting the message to spread awareness about AIDS and creating awareness about the issues plaguing AIDS awareness efforts. Entire event was handled from anchoring to video making, participating in flash mob, to presenting a report to be presented to their sponsors GAIL, as well as a report for their own record keeping.

A Facebook event banner was created, highlighting the message to spread awareness about AIDS and creating awareness about the issues plaguing AIDS awareness efforts

## 2. From Corporates' End

Corporates such as Mahindra Comviva, HCL Technologies, Noida and Airport Authority of India, Lodhi Road were visited. Power point presentation made for NGO was presented and major activities of Aarohan were highlighted. This led to increased visibility and credibility of Aarohan among corporate. HCL Technologies planned to sponsor vocational training of students by involving employees. NGO's 'Adopt a child' programme also got responses.

Poster highlighting the activities of Aarohan is displayed in Fig 3 below.

Figure 3

### Poster Highlighting Aarohan's Activities

**Projects**

Vocational Training	Teach The Mother	Health
<ul style="list-style-type: none"><li>• Imparts skills in spoken English, computer</li><li>• Traditional dance like Kathak</li><li>• Other arts and crafts classes which can later become a respectable source of livelihood</li></ul>	<ul style="list-style-type: none"><li>• Empowers illiterate mothers through functional educational to become independent</li><li>• Main components are mother and child care, health and hygiene, awareness about their legal rights, addressing adolescence issues and developing vocational skills</li></ul>	<ul style="list-style-type: none"><li>• Important to partner with the government, businesses and other organizations to raise health awareness issues</li><li>• Improve performance and reliability of the health system in slums</li></ul>

Based on the data analysis, few models were streamlined to make them effective. Through presentation and communication with corporate, branding activities helped in building association and vouch for sponsors. Timeline of various project initiatives were determined. Women's empowerment was the key focus in designing these projects and the challenges faced by them were kept in mind.

**c) Model**

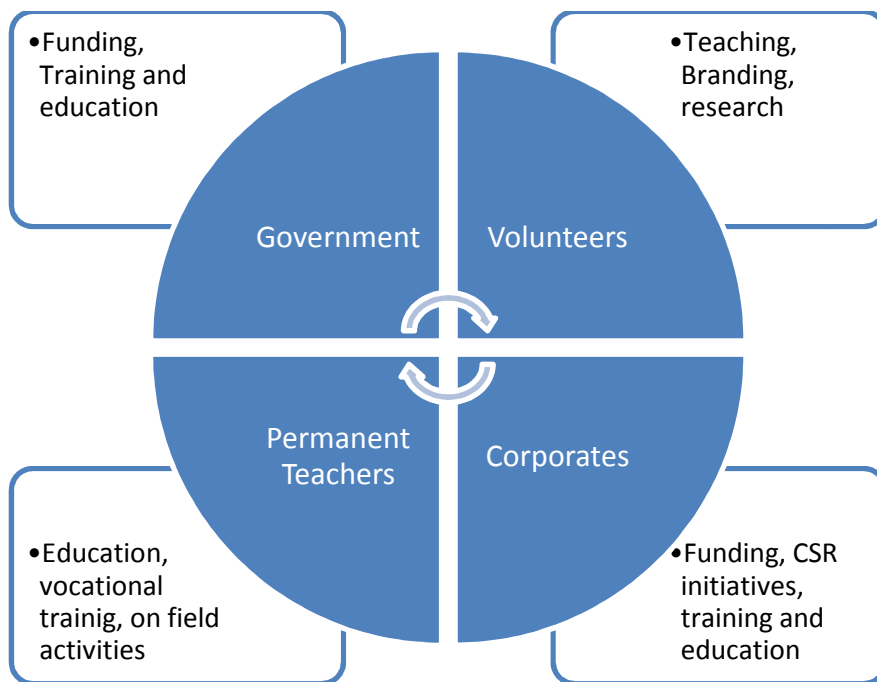
A sustainable model was suggested which included a continual engagement of four major stakeholders in streamlining processes at the NGO. Currently, teachers and volunteers don't associate with the NGO for long duration because of lack of timely funds. For smooth functioning of NGO, they were largely dependent on government for funds. All the projects were stalled in the middle due to lack of funds as Government funding takes time of its own depending on approvals and quarter cycles. Thus, it was suggested that all the stakeholders should be involved simultaneously. This will be possible through proper branding and awareness drive. Once corporate and government support along with volunteers and teacher is in place, it is possible to plan yearly calendar of events in advance. When events calendar is prepared, it is easy to pitch to sponsors in time and get support in terms of infrastructure and logistics. Once Aarohan is able to establish credibility among various stakeholders there will be lesser scope for any bottleneck to hinder. To improve their branding initiatives a dedicated team will be required to pitch to corporates in advance; improve their website and update their social media pages regularly; reach to more schools, colleges and garner support from volunteers; regularly connect with governmental institutions to ensure funds are available on time. Once this gap is minimised, all processes will be streamlined and benefits of their efforts will reach out to more kids. The Figure 4 below exhibits the elements of the suggestive model.

All the projects were stalled in the middle due to lack of funds as Government funding takes time of its own depending on approvals and quarter cycles. Thus, it was suggested that all the stakeholders should be involved simultaneously



Figure 4

Model Suggested



**V. Recommendations**

Following recommendations based on the findings were made to Aarohan in order to build their brand and get more corporate partnership.

Aarohan should appoint dedicated and trained staff to manage their website on a day to day basis. Continual updating of the social media is strongly recommended. The marketing collaterals should be designed with the focus on branding. Corporates should be visited more often. Personnel from the corporate should be invited on different occasions to strengthen the relationship between the two organizations.

In order to strengthen their efforts in reducing child drop out, parent education initiatives are required to be undertaken, this will create awareness of Right To Education Act 2009, and facilities provided by the government to increase literacy in India. Home based education could be provided to girls who drop out for various reasons. Presently training in Spoken English, Dance, Art and using Computer are provided. This could be strengthened by providing more vocations which girls at home can pursue as their livelihood. School drop outs could be channelized to vocational training.

## VI. Conclusion

NGOs like Aarohan are in need of trained staff at all levels for their varied activities. They also need to build their brand which will help them develop corporate partnership. What they mainly lack is the managerial support. Professionally trained manager will be able to take them to higher scales, in terms of their scope as well as reach. Programmes like women empowerment and taking street children to schools along with vocational training will build a better society which will ultimately be literate as well as employed. Only then the tagline of Aarohan – Harbinger of Hope will be fructified.

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## Step by STeP Towards Employability<sup>1</sup>

**Abstract:** *High and increasing unemployment rate amongst the youngsters is a major cause of concern. To address this issue various skill-based and domain specific subjects and training programmes are offered to young adults. We Care interns placed in Smile Foundation Kolkata studied the effectiveness of inputs provided to its trainees in the areas of Basic Management and Retail Management designed for the Smile Twin e-Learning Program (STeP). The article authored by Ms Smriti Sahay captures the observations collated by the interns in this context and makes few recommendations to improvise the inputs and address the challenges faced by the trainees to join the retail sector.*

The unemployment rate for youngsters aged between 15 and 29 has increased marginally in India between 2009-10 and 2011-12 while the overall unemployment rate has remained almost unchanged during the same period

### I. Introduction

The unemployment rate for youngsters aged between 15 and 29 has increased marginally in India between 2009-10 and 2011-12 while the overall unemployment rate has remained almost unchanged during the same period. About 285 million Indians fall in the 15-29 age group, which is about 9 per cent of India's population of 1.2 billion people. They are also the ones joining the workforce. Increase in the unemployment rate by one percentage point in a period of two years hints that youngsters are facing difficulties in getting jobs. A study conducted by the National Sample Survey Office on one lakh households across India also showed that those with secondary and higher secondary as minimum education qualification were the worst-affected. In this regard an NSSO official remarked that at this level of educational qualification, there is maximum competition for jobs. The NSSO also said the unemployment rate for youngsters was higher in urban areas than that in rural India. The unemployment rate for the youth was 5 per cent for rural males and females, and 8 per cent and 13 per cent for urban males and females, respectively (Chauhan, 2014).

The current state of unemployed and underprivileged youths of the country is deplorable. The challenges faced by them are mainly due to the inadequate

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<sup>1</sup> Ms Smriti Sahay has authored this article with the permission of Ms Swati Dugar & Mr. Raunak Kedia, MBA Batch 2013-2015 who were placed as interns in Smile Foundation, Kolkata for the We Care : Civic Engagement internship between February 4-23 2014.

education system. A mismatch exists between what is taught in academics and the skills that are required to be possessed for earning a livelihood. The government education system for the marginalized society does not focus on building students personality, spoken English skills and computer skills which are the key factors holding back students from smaller towns to join the employable force of the country.

The ones, who are lucky enough to get education, look for jobs after completion of their education. But, a very few of them land up with one as evident by the unemployment figures mentioned above.

In this regard, Smile Foundation and its partner organization BITAN are working to make the underprivileged and unemployed youths more self-reliable by offering them domain specific subjects.

## II. Organization Profile

Smile Foundation is a national level development organization directly benefitting more than 300,000 underprivileged children, youth and women annually through 158 projects on subjects like education, healthcare, youth employability and empowerment of women and girls across 25 states of India. The organization believes that education is both the means and an end to a better life. Education is the most powerful catalyst for social transformation. The organization also works in the area of providing necessary skills to the youth to enhance their employability and earnings. In this regard, the organization increases the awareness of the target population on a range of issues from healthcare to appropriate social behavior to understanding one's rights. It also provides the youth with various programs and training sessions in different domains. The aggregate effect of all of this helps the target population to evolve as better citizens.

Smile Twin e-Learning Program (STeP) is one such program which provides sustainable livelihood for underprivileged youth. Till today this program has enabled 13,750 youth with employability skills, placing 9850 of them in 140 leading brands in the retail and service sectors across India. Inadequate English speaking skills, low self-confidence level and computer skills are key factors holding back students from smaller towns to join the employable force of the country. Thus this national level program empowers urban underprivileged youth with market-oriented job skills such as English, basic computer, personality development, retail management and relevant soft skills in tandem

The organization believes that education is both the means and an end to a better life. Education is the most powerful catalyst for social transformation. The organization also works in the area of providing necessary skills to the youth to enhance their employability and earnings

with market requirement. It empowers the youth and provide them with placement assistance to get placed in the fast emerging retail and service sector in India (Smile Foundation,n.d.).

### III. Objectives

The dependency of the organization on various subjects to train the youth and improve their employability makes the measurement of the effectiveness of such subjects provided imperative. This will help in the identification of the glitches in the system and in further streamlining of the process.

In this context the project assigned to We Care interns had the following objectives:

- To measure the effectiveness of the subjects viz, Basic Management and Retail Management designed for the STeP program
- To design the syllabi for Retail Management and Basic Management
- To study the challenges students faced in joining the retail sector

#### **We Care Intern Interacting with the Students at BITAN**



Smile Twin e-Learning Program (STeP) is one such program which provides sustainable livelihood for underprivileged youth. Till today this program has enabled 13,750 youth with employability skills, placing 9850 of them in 140 leading brands in the retail and service sectors across India

#### IV. Methodology

Purposive sampling was used for the study. The survey population was chosen such that each type of stakeholder is represented properly in data collection as shown in Table 1 below. Ex-students of BITAN were chosen as they were able to give a thorough end to end analysis of the system.

**Table 1**

**Sample Distribution**

Designation	Sample Size
Top management – Secretary	2
Trainer	2
Present students at BITAN	25
Ex-students of BITAN	6

Researchers used different tools to capture the data form the target groups. Table 2 below gives the various tools used for different target groups along with their purpose.

**Table 2**

**Tools of Data Collection**

Sr. No	Tools used	Target group	Purpose
1	Face to face and telephonic interviews	Top Management, Trainers and Ex-students	To study their perceptions and challenges in running the programme
2	Structured observation and focused group discussions	Students	To study the present structure and their concerns about placement
3	Written tests	Students	To measure the level of learning

In order to evaluate the effectiveness of Basic Management and Retail Management subjects, in terms of level of understanding, eight achievement

tests based on the contents of these two subjects (four tests on each course) were administered to students. Structured observation method was used for an in depth analysis of the present status of program and the learning of the students from it. Each and every student was encouraged to participate freely in order to understand the challenges they face in learning the subjects.

The researchers analyzed the curriculum of Basic Management and Retail Management subjects. Course on Retail Management was prepared using the book provided by the Smile Foundation, the training material used at Spencers for a sales associates and understanding the work that was done by the placed students at Big Bazaar. While designing the curriculum due consideration was given to the background of the students and what would be useful for them during their jobs in retail sector. The Basic Management course was designed in such a manner that the students are able to relate it to their lives and have a more effective learning through practical situations. Examples from the students' lives were taken to explain them concepts like planning, goal setting and time management. Both the subjects were designed keeping in mind its practical application during their jobs and how it would lead to a change in their lives.

In order to make a complete package for the course syllabus, blue print for the question paper was designed, taking into account the objectives of the course, content areas and type of questions.

Need assessment session was conducted at Ward No. 3, Budge Budge. This was done to identify the unemployed youths of the area and to understand the needs and wants of under privileged unemployed youths.

**Need Assessment Session at Ward No. 3, Budge Budge**



In order to evaluate the effectiveness of Basic Management and Retail Management subjects, in terms of level of understanding, eight achievement tests based on the contents of these two subjects (four tests on each course) were administered to students



## V. Findings and Discussion

### (a) Effectiveness of Subjects in Basic and Retail Management

The atmosphere at BITAN was very good and the faculties were very friendly in nature. These positive attributes were observed through the interactions with different stakeholders. The group interactions with the students and the faculties revealed that the STeP program has helped in building the personality of students, inculcated self-confidence and positive thinking in them. It has also helped them in earning a livelihood and supporting their families.

It was observed that the enrollment rate in both these subjects was low and the popularity of the STeP program was also reducing day by day. While analyzing SteP program it was found that, there was no permanently appointed faculty to teach Basic Management and Retail Management subjects. The subjects were not taught regularly throughout the tenure of the course which is six months.

The students at BITAN were from the underprivileged, marginalized and minority society. They were mostly unemployed and in the age group of 18-25 years. Their educational qualifications varied from class 10 to post graduation. However, most of the students were pursuing their graduation. They had studied from a Bengali medium government school. This has resulted into their lack in self-confidence and poor spoken English skills. The absenteeism in Spoken English classes was alarmingly high. This was mainly due to the fact that large amount of home assignments were given and the students did not have any support at home to help them with these assignments. Hence, it resulted into the skipping of classes. The students found it difficult to attend classes if arranged in the daytime due to other study related or work related commitments. This led to high irregularities amongst the students who were scheduled for daytime classes.

The students at BITAN were from the underprivileged, marginalized and minority society. They were mostly unemployed and in the age group of 18-25 years. Their educational qualifications varied from class 10 to post graduation

The eight tests that were conducted to examine the effectiveness of the program as well as level of understanding amongst the students exhibited the following results. Figure 1 below shows the percentage of students that appeared for Basic Management tests. On an average 70 per cent students appeared for the same.

**Figure 1**

**Percentage of Students who Appeared for the Basic Management Tests**

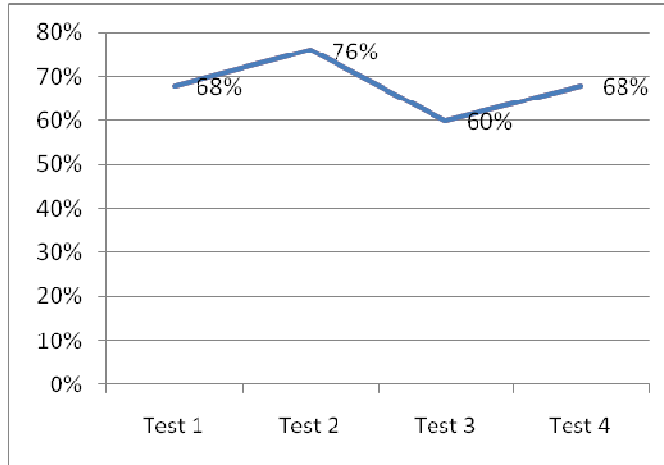


Figure 2 below shows the maximum, average and minimum marks obtained by the students in the four tests. The average marks obtained by the students across all 4 tests was 56 per cent.

**Figure 2**

**Percentage of Marks Obtained by the Students in Basic Management Tests**

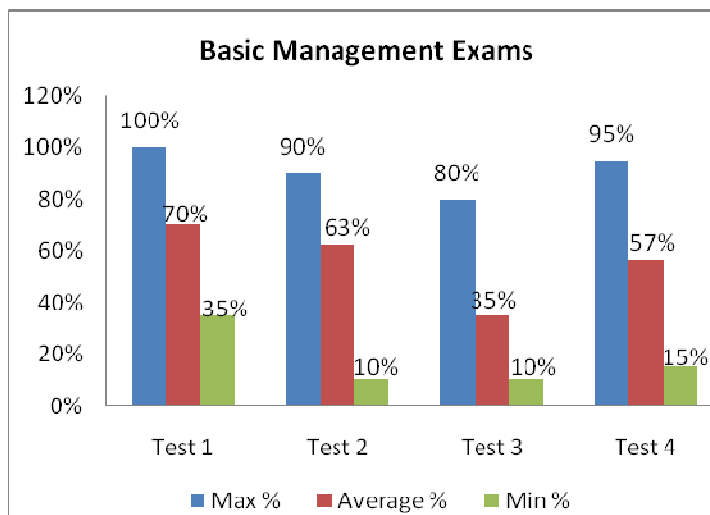


Figure 3 below shows the percentage of students that appeared for Basic Management tests. On an average 70 per cent students appeared for the same.

**Figure 3**

**Percentage of Students who Appeared for the Retail Management Tests**

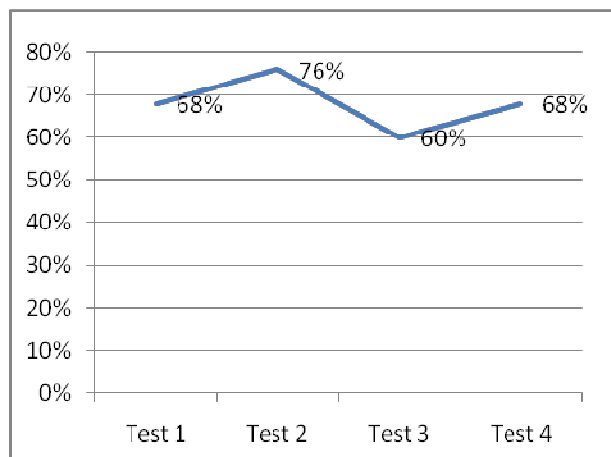
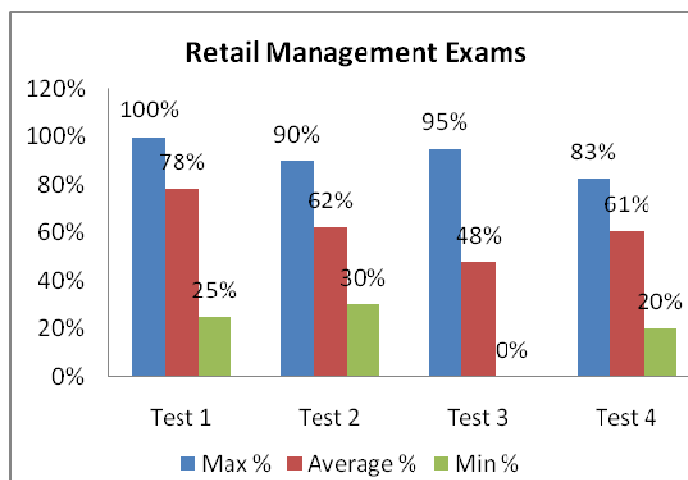


Figure 4 below shows the maximum, average and minimum marks obtained by the students in the four tests. The average marks obtained by the students across all 4 tests was 62 per cent.

**Figure 4**

**Percentage of Marks Obtained by the Students in Basic Management Tests**



The results obtained show that, in spite of various restraining factors, the students on an average were able to score more than 50 per cent marks. The attendance in the tests was always more than 65 per cent on an average. This was mainly due to lack of dedicated faculties, irregular attendance during classes and low morale and lack of confidence amongst the students having a non-English medium background. In addition to this, many of the students were identified as first generation learners. Hence, they lacked the support of their families.

It was also observed that the syllabi of both the subjects were too lengthy with some redundant topics.

### **(b) Designing Syllabi**

The course structure was very lengthy as far as the time at hand for teaching was considered. The course content of both the subjects were irrelevant and beyond the grasping capabilities of the students. After going through the syllabus of Retail Management, the researchers observed that topics like Retail in India, Retail Strategy were redundant. The topics did not have practical applications. Taking into consideration, all the inputs from various stakeholders, the researcher designed the syllabus for Retail Management, which is presented in Exhibit 1.

A similar analysis of the course content of Basic Management showed that topics like, Organizing, Decision Making, and Monitoring & Controlling were not given adequate importance. Certain parts of the syllabus were also found to lack practical application. Exhibit 2 shows the syllabus designed by the researchers.

The proposed blue print of the question paper had 20 per cent essay type, 50 per cent short answer type and 30 per cent objective type of questions.

The course structure was very lengthy as far as the time at hand for teaching was considered. The course content of both the subjects were irrelevant and beyond the grasping capabilities of the students

### **(c) Challenges in Joining the Workforce**

One on one interview with the students revealed that in spite of the training there were certain factors which were preventing the students from joining the retail sector. The students were not willing to work in retail sector mainly because of the long working hours, long distance of Budge to central Kolkata, inconvenient duty time, safety issues for females and family restrictions for the females of Muslim community. Inability to speak English fluently was also

identified as a major challenge which was preventing the students from joining the workforce. Most of the customers who shop at place like Spencers, Big Bazaar interacted with the people on the shop floor in English. This made the employed students uncomfortable and brought down their morale at work as they were not able to understand or reply in the same language. In addition to this, meager wages was another inhibiting factor.

## VI. Recommendations

The first generation learners should be provided constant support and motivation to carry on with the course. Workshops should be conducted to educate the family members of this learning class about the importance of education. The efforts of the students should be recognized appropriately to keep the level of motivation and morale high.

The teaching pedagogy employed should be highly interactive - class quizzes and pictorial representations using PowerPoint presentations could be used for explaining concepts. Efforts should be made to keep students continually involved in the learning process. All the subjects should be conducted regularly throughout the six months. Redundant topics should be deleted and contemporary topics should be added.

Since the students have mostly done their schooling from a Bengali Medium Schools, the course books could be more useful if the books were translated in their regional language. Students could be given an option to write their exams in their regional language. Training programmes for spoken English and soft skills should be organized to boost the confidence of the students.

Since, the main challenge identified for joining the retail sector is the distance. It is proposed that the HRs of retail outlet to come up with their company specific conveyance facility. The shift timings should be suitably arranged for the female employees. Coaching and mentoring facilities should be provided at the workplace till the new joiners get settled in their jobs. An attempt should be made to provide on-the-job training especially for retail and sales jobs to prepare them for meeting the market requirements.

## VII. Conclusion

The first generation learners should be provided constant support and motivation to carry on with the course. Workshops should be conducted to educate the family members of this learning class about the importance of education

Current STeP faces lot of challenges in terms of enrollment, drop out and employability of students. If the recommendations made above are implemented, Smile Foundation will have greater success in terms of implementation of Basic and Retail Management programmes. This will help local students to earn better living. Smile Foundation will achieve its objectives if it builds the management programmes around students' needs and brings faculty from the industry to bridge the gap between theory and practice.

### Exhibits

#### Exhibit 1: Syllabus for Retail Management

Objective: The course aims at understanding the fundamentals of retail sector, pricing mechanism, consumer behavior and customer relationship management.

Sr. No.	Topic
1	Introduction to retail sector, FMCG, company, need of a retailer, different retail formats – pros and cons with examples, functions of retail, sections of a supermarket, retail as a career – sales associate, cashier and store manager
2	Consumer behavior, consumer buying behavior, types of consumer decision making, level of Involvement – examples of low involvement and high involvement goods, influence on situational behaviors on shopping behavior
3	Retail promotion, need of retail promotion, paid and unpaid promotions, personal and impersonal promotion, flexible, credible and content specific promotions, advertisements, sales promotion
4	Retail pricing, M.R.P, factors for deciding the price, pricing strategies
5	Customer Relationship Management (CRM), need of CRM, importance of CRM, activities done by retailers to build customer relationship, loyalty card – how does a loyalty card help, benefits a customer gets from a loyalty card
6	Store atmospherics, types of store atmospherics – interior, exterior, store layout and visual merchandizing, role of atmospherics in retail

## Exhibit 2: Basic Management

Objective: The course aims at understanding the concepts of management, goal setting, planning, negotiation, conflict, leadership and communication skills.

Sr. No.	Topic
1	Introduction to Basic Management, basics of an organization, key components of an organization, levels in an organization, managers and operatives, functions of an organization
2	Goal setting, goals of the students, goal setting tips
3	Planning, importance of planning, long term and short term planning, students' plan for themselves
4	Time management, importance of time management, common rules for managing time
5	Conflict management, types of conflict-constructive and destructive, resolution of a conflict, negotiation skills
6	Basics of leadership, importance of leadership, factors of a good leadership
7	Communication skills, communication process, tips to enhance communication skills

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## Profiling Teachers & Their Impact<sup>1</sup>

**Abstract:** Eureka Child Foundation, Chennai runs after school tuition centres all over Tamil Nadu. The objective of the project was to profile the teachers of Eureka and assess their performance on the academic improvement of the children. Extensive primary research was conducted and many interesting conclusions were arrived at. It was found that education and experience levels of teachers are not the only parameters which led to good performance of the students.

### 1. Introduction

#### 1.1 Current Scenario

Today about 99 percent of the students in the villages of Tamil Nadu (TN) are going to school (Pratham, 2014). But if we take a closer look at what they are actually learning, a stark difference between expected and actual levels can be noticed. There is a high chance that a fifth standard child today, is not able to comfortably read a second standard text, even in their own native language, which is Tamil. The scenario in mathematics is even worse, as students are unable to solve simple addition or subtraction problems. This is the status of learning across the state.

One glance at the statistics provided in the Annual Statistics of Education Report (ASER) in 2013 shows that the state of education in rural areas of Tamil Nadu is quite appalling, for a state that boasts of a very high literacy rate. Table 1 below highlights that 54 percent of the students in standard sixth cannot read a class two text book.

Today about 99 percent of the students in the villages of Tamil Nadu (TN) are going to school (Pratham, 2014). But if we take a closer look at what they are actually learning, a stark difference between expected and actual levels can be noticed

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<sup>1</sup> Mr. Sriram D S, Mr. Praveen Srivatsan and Mr. Vivek Hariharan, MBA Batch 2013-2015. They were placed as interns in Eureka Child Foundation, Chennai for the We Care : Civic Engagement internship between February 4-23 2014.

**Table 1**

**Tamil proficiency levels in Tamil Nadu**

<b>% Children by Class and their reading level of Tamil (2013)</b>						
Std	Not even letter	Letter	Word	Level 1 (Std 1 text)	Level 2 (Std 2 text)	Total
1	53.4	34.2	10.3	1.8	0.3	100
2	22.0	35.9	32.8	7.6	1.6	100
3	8.9	35.9	40.7	21.1	7.9	100
4	4.0	9.9	33.8	35.1	17.2	100
5	2.7	7.4	22.6	35.5	31.9	100
6	1.5	3.5	17.8	31.0	46.1	100
7	0.8	3.0	11.4	29.2	55.5	100
8	0.3	1.8	7.2	22.4	68.3	100
<b>Total</b>	<b>11.2</b>	<b>14.3</b>	<b>22.0</b>	<b>23.3</b>	<b>29.3</b>	<b>100</b>

Source: ASER Report, 2013

Table 2 below shows that about 64 percent of the students belonging to standard eighth cannot do elementary subtraction.

**Table 2**

**Arithmetic proficiency levels in Tamil Nadu**

<b>% Children by Class and Arithmetic Level (2013)</b>						
Std	Not even 1-9	Recognize Numbers		Can subtract	Can Divide	Total
		1-9	10-99			
1	41.8	40.3	17.0	0.8	0.1	100
2	14.9	29.6	51.9	3.5	0.2	100
3	4.3	16.1	61.1	17.8	0.7	100
4	2.0	6.8	48.8	38.4	4.1	100
5	1.7	4.0	39.5	40.8	14.0	100
6	0.9	2.4	32.8	40.5	23.4	100
7	0.8	1.8	30.1	37.7	29.7	100
8	0.2	1.3	23.4	36.1	39.1	100
<b>Total</b>	<b>7.9</b>	<b>12.3</b>	<b>38.0</b>	<b>27.4</b>	<b>14.3</b>	<b>100</b>

Source: ASER Report, 2013

## 1.2 Quality of Education

The Right to Education (RTE) Act 2009 mandates that appointment of teachers in schools should be made on the basis of their qualifying the Teacher Eligibility Test (TET). Moreover, the National Council of Technical Education (NCTE) dictates that an aspiring teacher should have secured a minimum of 45% in their class 12 exams if they had passed after 2002, and 50% if they had passed earlier. Also, they are expected to have passed the two year Diploma in Teacher Education. The eligibility criteria for reserved candidates has been further reduced by the affirmative action in all the states, including Tamil Nadu (CareerIndia, 2008) This could be one of the reasons for low quality of education in states like Tamil Nadu.

To make matters worse, in government schools, multiple classes (Class 1-5) are clubbed in the same classroom. This creates crowding and results in lack of personal attention to the students, which is of paramount importance especially in early school education.

The content used by the teachers in schools is not interesting and fails to create effective learner engagement. To overcome the problems of teaching content, NGOs have taken steps to develop interesting study material; however, the new materials developed are also not being used effectively in classes by the teachers.

## 2. Organization Profile

To address the issues of providing quality education to the children, Balaji Sampath<sup>2</sup>, a social entrepreneur, started Aid India. Eureka Child Foundation was founded 15 years ago under its aegis with the help of volunteers which included people from BITS and IIT (Aid India, 2009).

Eureka SuperKidz is Eureka's flagship program. It is currently active in 600 villages across Tamil Nadu (Eureka Child, 2013) . The project addresses the need for quality academic support to poor children in order to improve their Tamil, English, Math & Science learning. Eureka has set up after school centres to impart quality education to the kids who do not have access to quality education.

The Right to Education (RTE) Act 2009 mandates that appointment of teachers in schools should be made on the basis of their qualifying the Teacher Eligibility Test (TET)

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<sup>2</sup> Mr. Balaji Sampath is an alumnus of IIT Madras and a PhD from Maryland University

### Kids during a Group Activity



Eureka runs after school centres which provide coaching to the students to enhance their learning levels. The Foundation has a strong research team that provides skill-specific solutions and generates attractive resource material for children

#### 2.1 Intervention Model

Eureka runs after school centres which provide coaching to the students to enhance their learning levels. The Foundation has a strong research team that provides skill-specific solutions and generates attractive resource material for children. Books, activity kits and other learning resources reach the poorest students through specially designed books by Eureka. Eureka hires and trains Eureka Block Trainers with the necessary skill sets to use the resource material and deliver the best possible learning to the students. It is called “Train the Trainers” programme.

The Eureka Block trainer is then allocated to a block of villages in which he has to recruit and train local teachers for teaching the students. These teachers are usually people hired from the same village, who volunteer their time for teaching. These teachers are normally housewives, college students or school teachers. They impart inputs in basic Maths, English and Tamil to the students.

The funding for the programme primarily comes from large companies and organizations. However, even individuals from villages contribute to the success of the programme.

## 2.2 Evaluation Technique – The Skill Chart

In order to monitor the academic performance of the students, Eureka has developed a Skill chart. The skill chart contains the list of skills that are to be imparted to the students. The charts are handed out to the Eureka Teachers (ETs) in each village and the ETs have to make monthly evaluations on the students. Once a teacher is satisfied that a student has acquired the necessary skill in the skill chart, a tick mark is made against the student's name in the relevant box. Ticks are the measures which Eureka uses to assess whether the student has acquired the skill. A project manager covers a block of approximately 30 villages and collects the data given by the trainers through the skill charts and collates the same. Subsequently the data is forwarded to Chennai and is maintained in a central database.

## 3. Problem Identification

There is a general perception among various stakeholders related to the education industry that the qualification and experience of a teacher has a direct relationship with the quality of education imparted. The conceptualizers of the Eureka SuperKidz programme have a different view. They believe that when it comes to providing primary education, even teachers without qualification and teaching experience can bring about significant improvement in the children. From experience, they have intuitively realized that it is the commitment and motivation of these teachers to learn and impart knowledge, that makes a difference to children's learning. Unfortunately, this has been a major critique against the working model of the Eureka SuperKidz programme. To introspect into the validity of its model, Eureka decided to conduct the study on their teachers with the help of We Care interns from NMIMS.

The scope of the project was to determine whether the qualifications and experience of ETs had any relationship with the level of improvements shown in the students that they handled. It is assumed that the students' performance is an outcome of teacher's efforts.

The study had following objectives:

1. To profile teachers with different academic background, demographics and experience
2. To assess, analyse and compare teachers' performance
3. To derive a composite effectiveness score on the basis of classes taught and qualifications of teachers

In order to monitor the academic performance of the students, Eureka has developed a Skill chart. The skill chart contains the list of skills that are to be imparted to the students

### 3.1 Research Methodology

Exploratory research design was adopted to achieve the objectives. Following parameters were identified for the study:

- a) Demographic and educational profile of teachers and their tenure
- b) Level as well as size of the class of instruction
- c) Academic level of students

The Eureka Superkidz program covers about 600 villages in Tamil Nadu. Every village has a center with three teachers and thus the population of teachers is about 1800. The total sample in the study comprised of 33 teachers teaching across standards first to eighth. Care was taken to ensure geographical spread and representativeness of the sample. Data from the teachers was collected on the basis of the ability of a teacher to improve the quality of education.

#### Kids at Eureka



To map the development of the child, Eureka Foundation uses a skill chart. Teachers' performance was measured using the growth (increase) in the number of ticks gained by the students over a course of six months from the skill chart. Questionnaire was formulated to profile each Eureka teacher (ET). Data was collected from the teachers with the help of the structured questionnaire and video interviews.

The Program Managers and Eureka Block Trainers of the villages were interviewed to obtain qualitative feedback of functioning of the system and prevalent issues. Other stakeholders such as students, parents and government school teachers were also interviewed to assess their perception of the initiative. All the interviews were video captured to ensure that no details are lost for the

To map the development of the child, Eureka Foundation uses a skill chart. Teachers' performance was measured using the growth (increase) in the number of ticks gained by the students over a course of six months from the skill chart

purpose of collating data. Skill charts were collected from every ET in order to measure the performance of the students in various subjects.

### 3.2 Data Analysis

#### 3.2.1 Measurements:

Based on discussion with Eureka management, the measures for the performance of ETs and students were finalized.

#### 3.2.2. Teachers' Classification

Teachers were classified into high, moderate and less qualified/experienced based on their education and experience. For demographic profiling single frequencies were calculated.

The first category was "highly qualified/experienced" which included teachers who had completed PG/B.Ed. and had some teaching experience or had teaching experience above 10 years. The second category was "moderately qualified/experienced" which included teachers who had completed or pursuing their B.Ed. and had no teaching experience or those who had teaching experience between 1-10 years. The third category was "less qualified/experienced" which included teachers who had completed UG, 10<sup>th</sup>, 12<sup>th</sup> or lesser and had no teaching experience.

#### 3.2.3 Measuring Teacher's Performance using Ticks Growth

'Ticks Growth' (TG) was the parameter used to analyze the ability of a teacher to improve the quality of the students. It was measured as a percentage growth of the total number of ticks on the skill chart (overall and subject wise) of a particular teacher in December 2013 as compared to June 2013. This parameter for every teacher was then collated to find the average growth rate of the whole program as well as ET wise.

Teachers who had TG greater than 120 percent of the average TG of the overall programme were graded as "Above Average", teachers having TG between 80 to 120 percent of the average TG were graded as "Average" and teachers having TG below 80 percent of the average TG were graded as "Below Average".

#### 3.2.4 Measuring Students' Quality

'Ticks Growth' (TG) was the parameter used to analyze the ability of a teacher to improve the quality of the students. It was measured as a percentage growth of the total number of ticks on the skill chart (overall and subject wise) of a particular teacher in December 2013 as compared to June 2013



'Ticks per Person' (TPP) was the parameter used to analyze the quality of students. It was measured as the ratio of total number of ticks on the skill chart (Overall and Subject Wise) of a particular batch to its batch size in December 2013. This parameter for every group of students under an ET was collated to find the average student quality across the whole program as well as ET wise.

Batches who had TPP greater than 120 percent of the average TPP of the overall programme were graded as "Above Average", batches having TPP between 80 to 120 percent of the average TPP were graded as "Average" and batches having TPP below 80 percent of the average TPP were graded as "Below Average".

### 3.3 Categorizing Teachers

Based on the combinations of the values of TPP and TGs, the whole program's effectiveness was assessed by categorizing teachers into Top, Middle and Bottom categories.

#### 3.3.1 Top Category

The teachers who were doing well in TPP as well as TG were classified in this category. Table 3 shows the various combinations of TPP's and TG's for this category.

**Table 3**  
**"Top" Category**

<b>Ticks per Person</b>	<b>Ticks Growth</b>	<b>Inference</b>
Good	Good	The teacher has managed to improve the students quality to 'good' from either 'average' or 'low'
Average	Good	The teacher has managed to improve the quality of struggling students to 'average'

### 3.3.2 Middle Category

The teachers who were doing moderately in TPP as well as TG were classified in this category. Table 4 shows the various combinations of TPP's and TG's for this category.

**Table 4**

#### **Middle Category**

<b>Ticks per Person</b>	<b>Ticks Growth</b>	<b>Inference</b>
Good	Average	The teacher has managed to improve the students quality to 'good' from 'above average'
Average	Average	The teacher has managed to improve the students quality to 'average' from 'below average'
Bad	Good	The teacher is capable of making a significant improvement but the students quality is extremely low
Good	Bad	The students were already of good quality. There hasn't been much impact due to the teacher or there wasn't much scope for improvement
Bad	Average	The teacher is capable of making a small improvement but the students quality is extremely low

### 3.3.3 Lower Category

The teachers who were not doing well in TPP as well as TG were classified in this category. Table 5 shows the various combinations of TPP's and TG's for this category.

**Table 5**

**Lower Category**

<b>Ticks per Person</b>	<b>Ticks Growth</b>	<b>Inference</b>
Average	Bad	The students were already average but the teacher hasn't been able to help them improve
Bad	Bad	Struggling students stuck in the hands of incapable teachers

Based on the above analysis, the following break-up for the 3 categories was found as shown in Table 6.

**Table 6**

**Category Details**

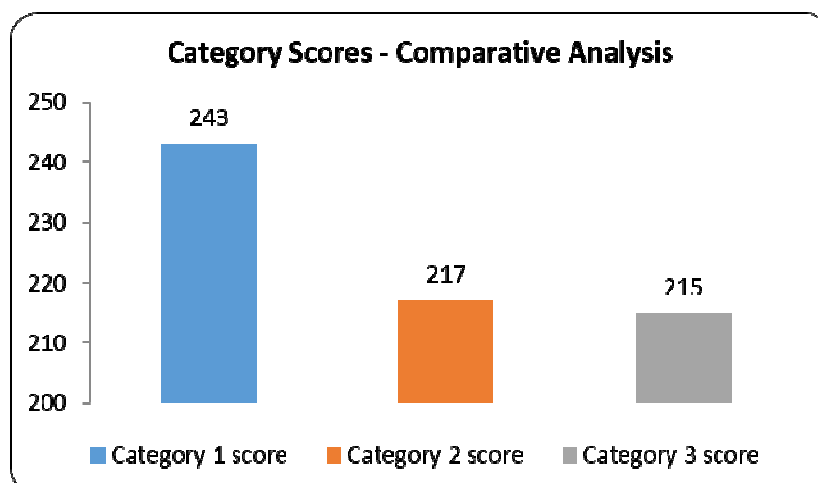
<b>Category</b>	<b>Total</b>	<b>Highly Qualified /Experienced</b>	<b>Moderately Qualified/ Experienced</b>	<b>Less Qualified/ Experienced</b>	<b>Average Enrollment</b>	<b>Average Tenure</b>
Top	14	4	5	5	15.5	1.6 years
Middle	12	2	4	6	14.8	2.2 years
Lower	7	1	3	3	16.7	2.5 years
Overall	33	7	12	14	5.5	2 years

### 3.3.4 Comparing the Categories

To come up with a comparative analysis of Brackets, a score of 3 was given to top category teachers, a score of 2 was given to average category teachers and a score of 1 was given to lower category teachers. These scores were multiplied with the percentage point contribution in each bracket analysis. For instance, 57 percent of highly qualified/experienced teachers are in top category, 29 percent in average category and 14 in lower category. Thus the highly qualified/experienced score would be  $57*3+29*2+14*1 = 243$ . The scores of teachers from varying educational background/experience are shown in Figure 1.

Figure 1

Comparative analysis of teachers from different backgrounds



To come up with a comparative analysis of Brackets, a score of 3 was given to top category teachers, a score of 2 was given to average category teachers and a score of 1 was given to lower category teachers

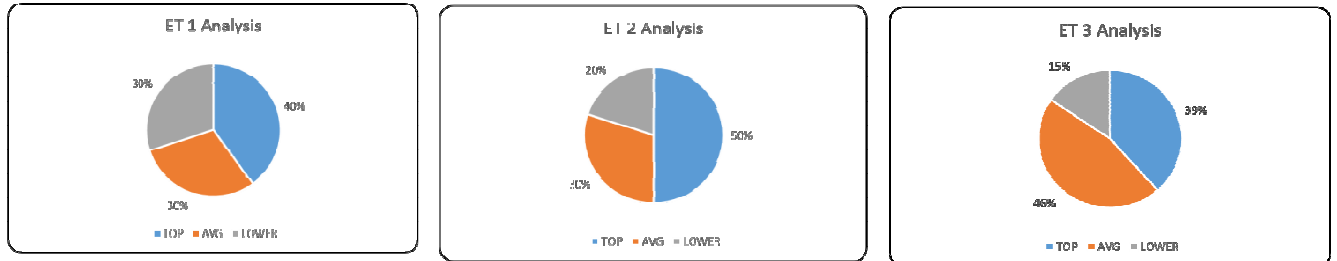
ET wise analysis was done to understand which ET was doing better. Figure 2 below shows that there is a good distribution of all three categories across ETs.

ET 2 are teachers teaching class IV and V. ET 3 are teachers who teach students from classes VI to VIII.

There is a decreasing trend of proportion of lower performing ETs from ET1 to ET3.

Figure 2

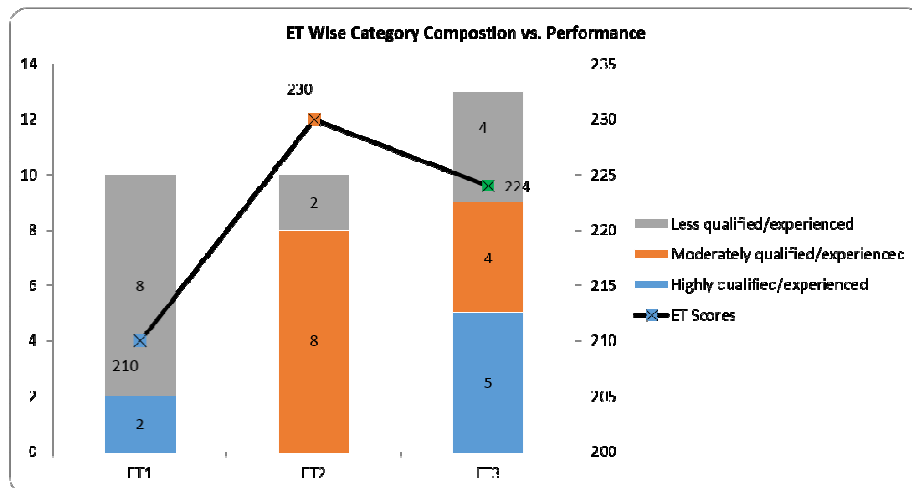
ET Analysis



Proportion of Category wise teachers across each ET category was analysed and also a score was given for each ET category using the following methodology: A score of 3 was given to top category ETs, a score of 2 was given to average category ETs and a score of 1 was given to lower category ETs. These scores were multiplied with the percentage point contribution in each category analysis. For instance, 40% of ET1 are in top category, 30% in average category and 30% in bottom category. Thus the category 1 score would be  $40*3+30*2+30*1 = 210$ . This is shown in Figure 3.

Figure 3

ET Category wise Composition vs. Performance



**IV. Findings and Discussion:**

**4.1 Demographic and Educational profiling:**

Before profiling the teachers, it was expected that most of the teachers would be well educated or experienced. However, it was found that the teachers were from a wide range of age, education and experience levels. Table 7 below shows the category wise, ET wise and gender wise split of teachers.

**Table 7**  
**Profiling of Teachers**

Male	Marital Status		Category			ET Wise		
	Single	Married	Highly qualified/experienced	Moderately qualified/experienced	Less qualified/experienced	ET1	ET2	ET3
	3	1	1	0	3	2	1	1
Female	Marital Status		Category			ET wise		
	Single	Married	Highly qualified/experienced	Moderately qualified/experienced	Less qualified/experienced	ET1	ET2	ET3
	19	10	6	12	11	8	9	12

It was observed that 88 percent of the teachers were female and this could be because more number of female teachers were available and the Eureka management have a pre conceived notion that female teachers would perform better due to the natural affection towards children and availability of their free time.

It was found that 14 teachers were in the Top category, 12 in the middle category and 7 in the lower category. Among the highly qualified/experienced teachers (7), 4 were in top category, 2 in middle category and 1 in lower category. Among the moderately qualified/experienced teachers (12), 5 were in top category, 4 in middle category and 3 in lower category. Among the lesser

qualified/experienced category, 5 were in top category, 6 in middle category and 3 in lower category. It was observed that there was no direct relationship between qualification/experience and performance (category). This could be because teaching elementary things such as addition, subtraction and reading depends mainly on the motivation level of the teacher rather than the educational background/experience. A case in point is Mr. Raghupathy, a teacher who is a 12<sup>th</sup> standard student teaching in the Sayanavaram village. He was classified in the top category and the major reason for his batch doing well was that he did not just stick to Eureka's methods but also came up with innovative ways to teach the students. For example, instead of using Eureka's cards to teach subtraction, he uses chocolates. This gets the students interested to learn. When we tried to understand his motivation to teach, he recounted that he did not get much support during his primary education days and he does not want the same to happen to the kids of his village.

Table 8 below shows the ET wise categorization of the teachers according to performance:

**Table 8**

**ET wise categorization by Performance**

	<b>Top</b>	<b>Middle</b>	<b>Lower</b>	<b>Total</b>
<b>ET1</b>	4	3	3	10
<b>ET2</b>	5	3	2	10
<b>ET3</b>	5	6	2	13

Among 10 ET1 teachers, 4 were in the top, 3 in the middle and 3 in the lower category. Among 10 ET2 teachers, 5 were in the top, 3 in the middle and 2 in the lower category. Among 13 ET3 teachers, 5 were in the top, 6 in the middle and 2 in the lower category. Majority of the ET3 teachers were performing well as these teachers had good teaching experience in schools and also wanted to share their knowledge with the Eureka students. Teachers such as Mr. Rajendran were encouraging students to study harder by giving small incentives such as chocolates or pens to the toppers. This motivated the students to work harder and resulted in better batch performance.

A case in point is Mr. Raghupathy, a teacher who is a 12<sup>th</sup> standard student teaching in the Sayanavaram village. He was classified in the top category and the major reason for his batch doing well was that he did not just stick to Eureka's methods but also came up with innovative ways to teach the students



It was observed that highly qualified/experienced teachers are doing relatively well in comparison with the other two categories. However, moderately and less qualified/experienced teachers had a very similar composite score. This could be because of the difference in educational qualification/experience.

When an ET wise comparison was done, ET2 performed better than ET1 and ET3. One surprising thing to note was that although the composite score of ET2 was the highest, there were no highly qualified experienced/teachers in this category. Another interesting finding was that highly qualified/experienced teachers teaching ET1 were in the below average category. This goes on to suggest that for ET1 and ET2, there is no direct relationship between teacher qualification and performance and it is probably the motivation level of the teacher which results in better performance.

Only 13 percent of unmarried ETs are in Bottom Category whereas 36% of married ETs are in Bottom category. About 12 percent of the ETs were male and none of them were in the Bottom Category. 12 percent of the total ETs were aged 30 plus and all of them figured in the Top Category. 59 percent of the ETs who had non – teaching aspirations fell in the Top Category in comparison with 25 percent of ETs with teaching aspirations who fell in the Top category. Thus it can be concluded that the assumption that only well-educated and experienced teachers perform well is not acceptable. Also, male teachers are also performing well which is against the assumption that only female teachers can handle school children well.

#### **V. Conclusions and Recommendations:**

Aspiring to become a teacher or not does not have any relevant relationship with performance. Thus, while recruiting ETs, this factor need not be given major consideration. A majority of people who are not students and employed only with Eureka are in Top category. This could mean higher commitment towards the programme. The Sample suggests having a good mix of moderately qualified/experienced and less qualified/experienced teachers to be recruited for ET 1 & ET2 and only highly qualified/experienced teachers for ET3.

Eureka should consider recruiting more male ETs since none of the interviewed male ETs are in the lower category. They should also consider recruiting more ETs aged 30+ since all the interviewed ETs aged 30 plus fall in the Top category.

Eureka should study using past data whether ET performance has declined with increase in tenure (Average tenure shows negative relationship with

It was observed that highly qualified/experienced teachers are doing relatively well in comparison with the other two categories. However, moderately and less qualified/experienced teachers had a very similar composite score

performance). A pilot study with two ETs instead of three (classes 1-4, 5-8) with increased remuneration could be considered to see if performance and quality of recruits improve. This is because it is possible that better salary could attract better teachers to become ETs. More competitions and extracurricular activities could be included. Summer camps in the villages (to aid retention) as well as Chennai (only for top students to provide advanced training) should be conducted to encourage students to study.

There should be more stringent guidelines for updating and monitoring skill charts. We came across a few teachers who had their own ways of evaluating students on the skill chart. Extra fee collection should be documented to understand the support and attitude of parents towards the programme.

The research can be extended by using this framework to study more ETs and also perform a more robust overall analysis and ET wise analysis. Technology based learning by using Skype can be pilot tested in few villages. This would help better English training for teachers and students in villages, since English levels of the ETs are low.

In what is expected to be an exciting next 10 years, the education levels of today's school going students is what will drive India's growth. For education to be good, good teachers are essential. Thus it is believed that this framework will help in its own small way in improving the quality of education in our country.

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## HPCL's Contribution to Girl Child Education<sup>1</sup>

**Abstract:** Literacy in India is the key for socio-economic progress. Although the Indian literacy rate has grown in the past few years, it is still much below the world average literacy rate. Furthermore, there is a wide gender disparity in literacy rates in India. Women have a much lower literacy rate than men. Efforts by the government and private organizations are thus being made towards educating the girl child. As a part of its CSR initiative, HPCL has committed to support the Nanhi Kali Initiative (Girl Child Learning). It has partnered with K.C. Mahindra Education Trust (KCMET) and Nandi Foundation for the sponsoring of 7552 Nanhi Kali girls in India. The present article is the outcome of Ms. Urvi Parikh's We Care: Civic Engagement internship with HPCL, Mumbai in February 2014. It is a study of the Nanhi Kali Initiative and its partnership with HPCL and highlights the importance of girl child education. The article also provides recommendations to HPCL to increase its association with the initiative.

The Ministry of Education clubs girls with scheduled castes and tribes as the three most backward groups in education. Girls are marginalized in the context of accessing education at all levels

### I. Introduction

The literacy rate in India has always been a major area of concern. As per Census 2011, the literacy in India is 74.04 per cent; the male literacy rate being over 80 per cent and female literacy rate being 65.46 per cent (Census, 2011)

Although there have been outstanding examples of individual achievements by women and a definite improvement in their general condition over the last few years, women still constitute a major part of the under-privileged society. The Ministry of Education clubs girls with scheduled castes and tribes as the three most backward groups in education (Azad India Foundation, 2014). Girls are marginalized in the context of accessing education at all levels. In India, 4 per cent of children never go to school, 58 per cent do not complete primary school and 90 per cent do not complete school (Teach for India, 2012).

The government and NGOs have been working in spreading awareness through various campaigns and advertisements. The government has started various schemes like Mid-Day Meal, Sarva Shiksha Abhiyan, Mahila Samkhya for elementary education, Rashtriya Madhyamik Shiksha Abhiyan, Adolescence Education Program for Secondary Education and so on. UNICEF, NGOs and other bilateral agencies have partnered with the government to improve literacy levels

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<sup>1</sup> Ms. Urvi Parikh, MBA Batch 2013-2015. She was placed as an intern in HPCL, Mumbai for the We Care: Civic Engagement internship between February 3-23 2014.

in different states that have a large number of out-of-school children or dropouts, with a focus on girls of marginalized and minority communities having the highest levels of illiteracy.

The efforts being made to reduce the disparity between the enrollment of boys and girls have helped reduce the gap in the urban areas but it is still prominent in the rural areas. The reasons for these are both economic and social.

Public sector corporations like HPCL are making an effort to address the issue of girl child education in India through its commitment to Corporate Social Responsibility (CSR).

## II. Organization Profile

HPCL is a socially responsible Government of India enterprise with a Navratna Status. HPCL uses core competency, expertise and technology of their business to reach the common people, especially the under privileged. HPCL's strategy is to develop capacity in the community and improve the quality of life through various development programmes. The company specifically gives emphasis on girl child education.

### Strategy of Promoting Girl Child Education

HPCL promotes girl child education by partnering with the Nanhi Kali (NK) Initiative of K.C. Mahindra Education Trust (KCMET). HPCL has been supporting Nanhi Kali since 2010; 7552 Nanhi Kalis every year. HPCL perceives addressing the issue of girl child education and achieving gender equality to be one of the greatest challenges that need to be overcome for a better socio-economic situation. HPCL's intervention to solve this growing issue includes providing material support to the first generation girl child learners from communities which are educationally and economically backward. The major component of the project is to provide academic and social support to the girl child to continue her education and to meet the challenges of the modern era educational setup. Through this planned intervention HPCL has been able to reduce the dropout rate of girls from schools, prevent child marriages and promote higher education for girls.

### Nanhi Kali

Project Nanhi Kali was conceptualized in 1996 at KCMET with the objective of providing primary education to the underprivileged girl children in India. It is jointly managed by KCMET and Nandi Foundation. The organization works with 21

HPCL promotes girl child education by partnering with the Nanhi Kali (NK) Initiative of K.C. Mahindra Education Trust (KCMET). HPCL has been supporting Nanhi Kali since 2010; 7552 Nanhi Kalis every year

NGO partners at the grass root level providing support to the girls, who are studying in government schools. To support a Nanhi Kali for a year, a donor has to contribute INR 2400/- for sponsoring a girl child studying in class 1 to 5 and INR 3600/- for sponsoring a girl child studying in class 6 to 10. Till date more than 81,000 girls across nine states in India have benefitted through this initiative. This project has helped in reducing the dropout rates of girls, overcoming the practice of child marriage, and increasing the attendance and educational performance of girls.

**Nanhi Kalis in their Classroom**



Project Nanhi Kali was conceptualized in 1996 at KCMET with the objective of providing primary education to underprivileged girl children in India. It is jointly managed by KCMET and Nandi Foundation

### **HPCL's Support**

HPCL supported a total of 7,552 girls in the year 2012-2013 as a part of their HPCL NK Project reaching across India. Of the 7,552, 1,443 NKs are from the government schools in Gavanpada and nearby localities surrounding the HPCL refinery in Mumbai.

The total sponsorship of the 7,552 NKs is INR 23,973,108/- of which the sponsorship for the 1,443 NK from the Gavanpada region is INR 4,172,400/-.

To review and take stock of the partnership between KCMET and HPCL, the *We Care* intern was assigned with the task of examining the functioning of the NK project supported by HPCL.

### III. Project Handled

#### a) Objectives of the Research:

1. To study the partnership between HPCL and KCMET for the Nanhi Kali initiative.
2. To study the challenges faced by the stakeholders of this initiative
3. To recommend ways to enhance HPCL's engagement with the Nanhi Kali initiative.

#### b) Methodology

A descriptive methodology was adopted for attaining the objectives of the research. The respondents for the study were

1. KCMET executive and staff
2. Public School teachers and NK teachers
3. Recipients of NK project – the NK girls

For understanding the Nanhi Kali initiative, two centers of Nanhi Kali in the Gavanpada region were visited. To gather data on academic performance and attendance the researcher conducted interviews with the school teachers and the NK teachers. Data was collected during working hours, on the challenges faced by them in converting new NKs and retaining the converted ones. Interviews were conducted with the executive head of resources at KCMET and the coordinator of Mumbai branch.

Data was also collected for the dropout and replacement rates, the challenges faced by KCMET in the execution of this initiative and the strategies to overcome the problems.

The partnership between HPCL and KCMET was studied mainly by using such secondary resources available like the Memorandum of Understanding (MoU) between HPCL and KCMET.

Data was collected during working hours, on the challenges faced by them in converting new NKs and retaining the converted ones. Interviews were conducted with the executive head of resources at KCMET and the coordinator of Mumbai branch



### Nanhikalis



To study the partnership between HPCL and NK, data was gathered from office records. To study the challenges faced by the stakeholders in this initiative, data was gathered from 40 respondents which included the KCMET staff, teachers and the girls

#### IV. Findings and Discussion of Results

On the basis of the interviews conducted and data collection, following findings were made by the researcher:

##### (a) The Reach

The partnership between HPCL and KCMET was started in the year 2010, when HPCL realized the need to address the issue of girl child education. It took up sponsoring of the Nanhi Kali girls as a part of its CSR. As per the MoU entered into by Hindustan Petroleum Corporation Limited and K.C. Mahindra Education Trust, every girl child must be provided with quality school education for which HPCL agreed to renew the sponsorship for the education of the 7552 NKs which includes 1443 NKs from the entire Gavanpada region surrounding the HPCL refinery in Mumbai.

The total sponsorship of the 7552 NKs is INR 23,973,108/- of which the sponsorship for the 1443 NKs from the Gavanpada region is INR 4,172,400/-.

The partnership between HPCL and KCMET was started in the year 2010, when HPCL realized the need to address the issue of girl child education. It took up sponsoring of the Nanhi Kali girls as a part of its CSR



According to the MoU, the execution is carried by KCMET while HPCL provides material support, academic support, assessments and follow-ups. It also helps with capability building of teachers, sensitization of the community on gender disparities and formation and training of the NK clubs towards building the leadership skills and confidence level of NKs.

According to the MoU, HPCL would gain visibility through the incorporation of its logo on the material provided by KCMET to the NKs, and appropriate display of its logo during special events organized by KCMET. In addition to this, the uniform of the NKs will also display the HPCL logo. The MoU also indicated that adequate publicity will be given to HPCL during press releases.

**(b) Monitoring & Reporting**

HPCL managers monitor the disbursement of materials. Annual reports containing all the relevant information of the project are submitted by KCMET to HPCL as per the schedule given in the MoU. It was found that HPCL receives its visibility as mentioned in the MoU.

**(c) Challenges Faced by Stakeholders**

The discussions with NKs and teachers highlighted that they are aware of HPCL's contribution. However, challenges were faced throughout the value chain which includes the KCMET head and members, the coordinators, the Nanhi Kali teachers, the public school teachers, the girls and their families. The proceeding paragraphs elucidate the same.

**(i) Dropout Rate**

The main challenge that was faced was a high dropout rate. If a NK opts out of a school from one region to move to a school where there is no NK center, this dropout is known as a positive dropout, since the girl continues her education. However, sometimes the NK opts out of the formal education system due to reasons like affordability or family responsibility and she is unable to continue her education. This is regarded as a negative dropout. As per an NK teacher, the rate of positive dropouts has been around four to five girls across all classes per year since the last two years. But the negative dropout rate has been around ten to eleven girls across all classes per year. The Nanhi Kali initiative is, therefore, trying to reduce the number of negative dropouts.

The main challenge that was faced was a high dropout rate. If a NK opts out of a school from one region to move to a school where there is no NK center, this dropout is known as a positive dropout, since the girl continues her education

**(ii) Migration**

Another challenge faced by the NK girls is migration. Sometimes NKs have to migrate from one place to another because of parents' job transfer or a job change. In such a case, if the new region does not have a NK centre the girl ceases to be a NK. The migration rate is ten to eleven girl children across all classes per year for the last two years. In this case, parents are not willing to send the NKs for education as they believe that the time spent in travelling could be utilized in some other useful activity like learning household chores. Also safety is an issue when it comes to travelling long distances to the NK centers. Hence, efforts are to be made to retain as many NKs as possible.

**(iii) Gathering Critical Mass**

The discussion with KCMET highlighted that a new project development is challenging. Commencing a new project requires a minimum number of girls for at least a minimum time period (critical mass) which was found to be difficult. Corporate funding was not easily available for the new projects.

**(iv) Parental Barrier**

It emerged from the discussion that convincing parents to send their girl child to school and to pay for their daughter's education in private schools was difficult. One NK teacher revealed an instance where she had to convince the parents for six months to send their child to school.

**(v) Lack of Teachers**

Many girls drop out after primary education because parents are not comfortable in sending their daughters to schools where there are no lady teachers.

90 percent of the rural areas did not have secondary schools and the girls had to travel long distances for secondary education. Finding qualified teachers for secondary education was a challenge. Hence the quality of education suffers.

It emerged from the discussion that convincing parents to send their girl child to school and to pay for their daughter's education in private schools was difficult

**Recommendations**

**(i) Increase in Engagement**

Education to girl child cannot be dealt in isolation. Currently the contribution of HPCL to NK initiative is only in monetary terms. However, it proposes to increase its engagement much beyond its financial commitment. It plans to increase its employee engagement for providing emotional support to NKs. This engagement

will help in increasing awareness regarding the NGO and increase monetary contributions.

**(ii) Additional Support**

The extra-curricular support to NKs can be provided by leveraging its other programmes with the existing NGOs. For instance, initiatives of HPCL like Unnati, which works for providing computer education and Swavalamban, which provides skill development for youth, for basic vocational training, may be extended to NKs. This will help in the overall development of the girls.

**(iii) Empowerment of Girl Child**

HPCL can help in the planning of NK 2.0 which is teaching girls beyond education i.e. empowerment of the girl child. It deals with issues of health and security, computer literacy, English speaking and other related areas. It can help conduct workshops addressing these areas. It can also hire agencies for special workshops and to help the girls build their career for instance workshops on health, security and safety, English speaking. It can tie up with a placement agency to help the 12th grade passed Nanhi Kali to obtain internship or a job, which utilizes the vocational training provided to the Nanhi Kali. HPCL can provide for the fees charged by the placement agencies.

**(iv) Overall Counseling & Care**

HPCL can also have employee group visits conducted at the schools of NK to have a discussion with the girls on various topics like introduction to professional life, their career goals, various career options, the corresponding studies required and career counseling. They can also organize some fun activities, celebrate NKs' birthdays, organize trekking at some place nearby, go for picnics or participate with the NKs on special occasions like sports day or cultural events. This will enhance the social development of the girls and educate them about social etiquettes. The employees can help in providing training to the teachers during their free time. This would help solve the problem of quality of education. The employees can also help in spreading awareness regarding the cause of NK (girl child education) in various areas. They can go along with the NK staff for the sensitization programs. Seminar for the girls and their parents may be arranged for enlightening them about the importance of education, RTE, RTI, and human rights.

The employees can also help in spreading awareness regarding the cause of NK (girl child education) in various areas. They can go along with the NK staff for the sensitization programs

**(v) Commuting Facilities**

HPCL can provide transportation facilities which will ensure the safety of the students. This will help minimize the dropout rates due to long travelling hours and migration. This will aid in scaling up education of more number of NKs so as to not deprive any NK of their education.

**(vi) Increase Visibility**

HPCL may organize marathons which would help raise awareness as well as funds. It can have website forums for information about the various NGOs it supports. Such activities will act as a promotional event thereby increasing Nanhi Kali's visibility

**V. Conclusion**

The socio economic composition of children who drop out of school in India suggests that education deprivation occurs most among the urban poor, rural and tribal children and within each category, the situation of girls is worse than boys because of the perceived and actual costs to households of girls' schooling. Nanhi Kali initiative works for the cause of girl education and HPCL contributes to this good cause to bring about a change in the society. By partnering with the NK initiative, HPCL is able to address three important Millennium Development Goals (MDGs) namely Right to Education, Gender Equality and Empowering Women, and Eradicating Poverty. To see that the girl child education is enhanced, HPCL needs to support the NK initiative beyond monetary terms.

By partnering with the NK initiative, HPCL is able to address three important Millennium Development Goals (MDGs) namely Right to Education, Gender Equality and Empowering Women, and Eradicating Poverty

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### Section III

*This section comprises of three articles which highlight the issues centered around children in difficult situations.*

## Safety & Security of Adolescent Girls <sup>1</sup>

**Abstract:** *In order to attain the UN Millennium Development Goals (MDG) of promoting gender equality and empowering women, safety and security of adolescent girls is an imperative issue for India. To address the issue of protection of adolescent girls and enable them to speak out against abuse, Divya Disha, Hyderabad has been working towards child rights and empowerment through their project Bala Raksha. The present article is the outcome of Mr. Aditya Anand Chegu & Ms. Sravanthi Karoor's We Care: Civic Engagement with Divya Disha in February 2014. The study deals with the analysis and understanding of the survey conducted with adolescent females across 17 notified slums in the municipal limits of Greater Hyderabad.*

### I. Introduction

The Oxford Dictionary defines child abuse as “Physical maltreatment or sexual molestation of a child” (Oxford Dictionaries, 2014). However, this definition does not completely cover the manner in which a child may be abused. To understand the nature of abuse and the impact it has on society, a much more accepted method of classification by division into broad categories needs to be applied. The United Nations Child Rights Convention defines it as, “Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity.”

The Study on Child Abuse – India (2007) highlights that the total percentage of adolescent children reporting physical abuse in the state of Andhra Pradesh (AP) was 22 per cent (Kacker, Varadan and Kumar, 2007). Amongst these, 64 per cent of children have reported that they have experienced one or more forms of physical abuse. The report also observes that girls (38.5 per cent) are more sexually abused than boys (29.2 per cent). It further highlights that more than 10 per cent of adolescents were subjected to corporal punishment at school. More than 55 per cent of adolescent children reported that they were working for seven days a week from which 60 per cent were females. Reporting on the issue of sexual assault informs the fact that 13.7 per cent of the respondents have reported sexual assault, which is very high as compared to the national average of 5.69 per cent. Specifically, 41 per cent of the respondents who reported sexual assault were adolescents. AP has also reported high incidences in specific activities of abuse such as being forced to exhibit or touch private

Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity

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<sup>1</sup> Mr. Aditya Anand Chegu and Ms. Sravanthi Karoor, MBA Batch 2013-2015. They were placed as interns in Divya Disha, Hyderabad for the We Care: Civic Engagement internship between February 4-23 2014.



body parts, being photographed indecently and other forms of sexual maltreatment.

To address the above issues of children in Andhra Pradesh a number of NGOs like CEAD, ACTION, Samskar are making efforts. Divya Disha is one of the pioneering NGOs in Andhra Pradesh which is active in the protection of the rights of children.

## II. Organization Profile

Divya Disha was established in 1987. Over a period of 26 years of work with children and young people, Divya Disha has been instrumental in empowering, building communities and individuals. (Divyadisha, 2014). The geographical scope of Divya Disha covers Hyderabad, Rangareddy, Srikakulam, Medak, Nalagonda, Warangal and Mahbubnagar Districts.

The thrust areas of Divya Disha are education of children, protection of child rights in general and of the girl child in particular, rehabilitation of street children, providing primary education for children living in slums and at construction sites, ensuring the right to education for child domestic workers, campaigning for the rights of children in Government, private and community schools, working with adolescent girls and young people and working on issues related to HIV/AIDS, sex & sexuality.

Divya Disha was established in 1987. Over a period of 26 years of work with children and young people, Divya Disha has been instrumental in empowering, building communities and individuals

### Children Federation at Divya Disha



### Child Rights Week at Divya Disha



To address the problems of children, Divya Disha has two major programmes

#### **(a) Childline 1098**

CHILDLINE 1098 ("Childline India", 2014) service is a 24 hour free emergency phone outreach service for distressed children in need of care and protection that is administered in AP by Divya Disha.

#### **(b) Empowerment – Bala Raksha**

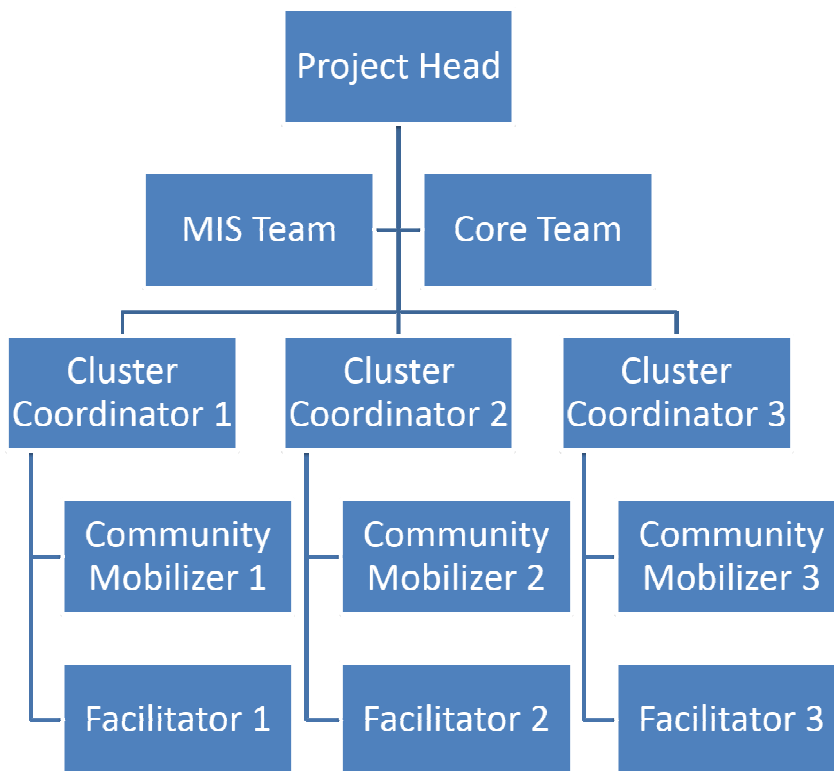
Divya Disha in collaboration with the Bernard Van Leer Foundation (BVLF) is implementing Bala Raksha Project in 20 slums within the span of Greater Hyderabad Municipal Corporation (GHMC) to create a safe and healthy environment for children, by focusing on improving the eight components (Water, Sanitation, Air, Power, Soil, Transport, Housing, and Public Space) in these slums. The goal of the Bala Raksha Project is to facilitate, a supportive and congenial environment for physical, emotional and educational growth of children in the urban slums of Hyderabad.

The goal of Bal Raksha Project is to facilitate, a supportive and congenial environment for physical, emotional and educational growth of children in the urban slums of Hyderabad

Figure 1 below describes the organizational chart for executing the Bala Raksha Project

**Figure 1**

**Organizational Chart: Bala Raksha Project**



Each slum covered by Divya Disha has a Child Development Center (CDC) which is headed by a Community Mobilizer (CM). To assist the CM, a facilitator is appointed to ensure smooth functioning of the CDC. One Cluster Coordinator (CC) is appointed for two slums and he acts as a link between the slum and the office. The cluster coordinators report to the Project Head. A Management Information System (MIS) and a Core team (responsible for the supporting functions) assist the Project Head.

**(c) Community Empowerment**

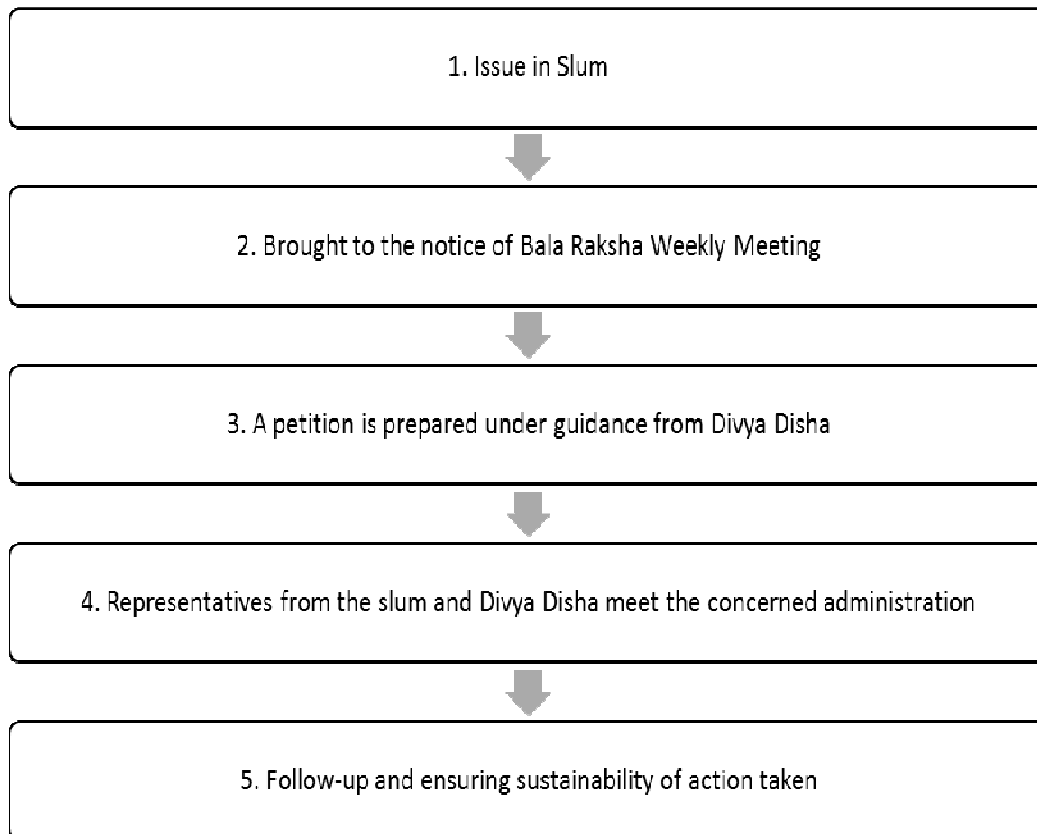
Bala Raksha is attempting to provide an avenue for the community to help themselves and improve from within by identifying their problems and priorities. In order to empower the community to address their issues and facilitate participative decision making committees like children's committee, mother's committee, youth committee, stakeholder's committee and basti (slum) leaders committee have been formed in all these slums. These communities conduct regular meetings to recognize the issues and problems prevalent in the locality. The issues that the community people have raised are subsequently forwarded to the concerned department of the local/district administration. Figure 2 depicts the various steps involved in this process.

**A Committee Meeting in Progression**



**Figure 2**

**Process of Addressing Issues in Slum**



### III. Problem Identification

One of the pressing issues that falls under the purview of the Bala Raksha project is the safety of adolescent females in urban slums. In this context, Divya Disha decided to conduct a baseline study to gather data on the prevalence of maltreatment amongst adolescent females in the vicinity. In line with UNICEF, Divya Disha has categorized maltreatment, as Negligence, Abuse, Violence and Exploitation (Childlineindia, 2014). Each of these categories has its own distinct connotation and thus requires differential treatment. The *We Care* interns were requested to undertake the baseline study of Bal Raksha project with the following objectives.

#### (a) Objectives

- To study the nature of negligence and severity among adolescent girls in the notified slums in Hyderabad
- To study the nature of abuse, places of abuse and severity of abuse with reference to above mentioned girls
- To study severity of violence for the afore mentioned
- To correlate the incidence of abuse with violence and exploitation as observed above

#### (b) Methodology

The study was conducted in Telugu through a paper-based survey consisting of 30 close ended questions. The survey covered overall 740 respondents spread across 17 notified slums. Sampling of the subjects was done with the help of existing database of Divya Disha which enlists family wise details of the slum dwellers. Staff members of Divya Disha stationed in the slums assisted the researchers in conducting the survey which helped in removing the language barrier between the researchers and the respondents.

After the survey was conducted, the questionnaire and the responses were translated into English and entered in a spreadsheet format. Data related to the maltreatment of adolescent female child with respect to negligence, exploitation, abuse and violence was analysed. The nature of abuse followed by its frequency and severity has been compared for different slum areas.

In line with UNICEF, Divya Disha has categorized maltreatment, as Negligence, Abuse, Violence and Exploitation. Each of these categories has its own distinct connotation and thus requires differential treatment

## IV. Survey Findings and Discussion

The survey findings explicate the observations made on the nature and the severity of acts like, negligence, exploitation and violence.

### 1. Negligence

Negligence is a form of maltreatment, a deficit in meeting basic needs including the failure to provide basic physical, health care, supervision, nutrition, emotional, education and/or safe housing needs ("Child Neglect", 2014).

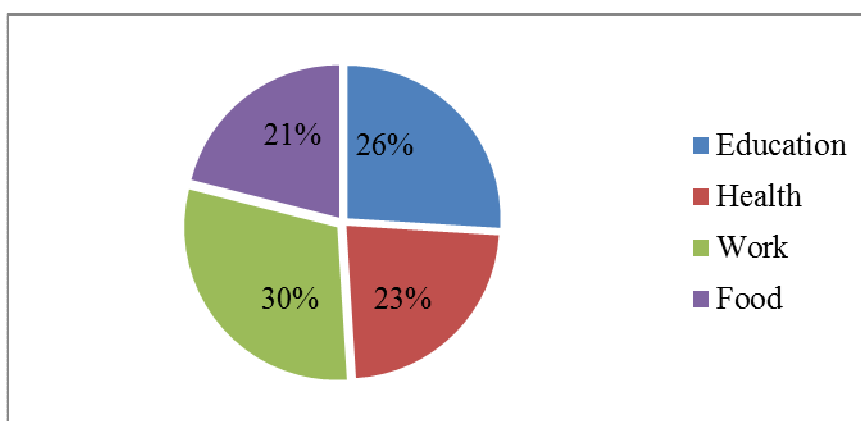
#### 1.1 Nature of Negligence

The data observes that from a total of 740 respondents, 41 per cent reported negligence. The four areas of negligence that have been highlighted by the survey were education, health, work and food. All the respondents of the 17 notified slums faced negligence in one or more of these areas repeatedly. Education and work related areas together faced 56 per cent of the total negligence followed by health and food as shown in Figure 3 below.

The four areas of negligence that have been highlighted by the survey were education, health, work and food. All the respondents of the 17 notified slums faced negligence in one or more of these areas repeatedly

**Figure 3**

**Nature of Negligence**

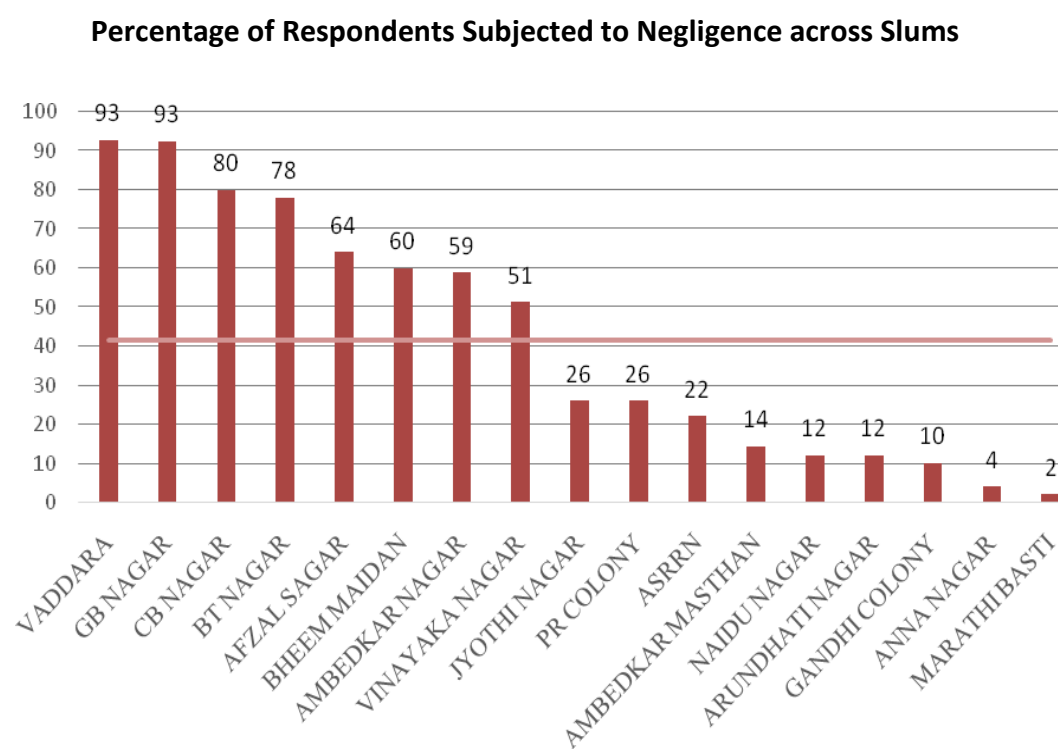


Discussion in this context with Mr. Dasarath, a cluster coordinator, revealed that a major cause of negligence was the lack of proper awareness on the part of the respondents about their rights in terms of education and work. The mere status of them being girls was sufficient enough for the family to pull them out of the formal education system or force them to sacrifice their needs. Consequentially this impacted their physical and emotional well-being.

## 1.2 Severity of Negligence

Figure 4 below shows that maximum number of respondents are facing negligence in Vaddara, GB Nagar followed by CB Nagar. The bastis at Vaddara, GB Nagar, Bheem Maidan, BT Nagar, Afzal Nagar, Ambedkar Nagar and CB Nagar faced highest proportions of negligence. Further probe in this regard with the Cluster Coordinator revealed that large family sizes and inadequate housing facilities may be the causative factors for the negligence of the girl child.

**Figure 4**



## 2. Exploitation

Exploitation is the abuse of a child where some form of remuneration is involved or whereby the perpetrators benefit in some manner – monetarily, socially, politically etc. (Actions for the Rights of Children - Abuse and Exploitation, n.d.).

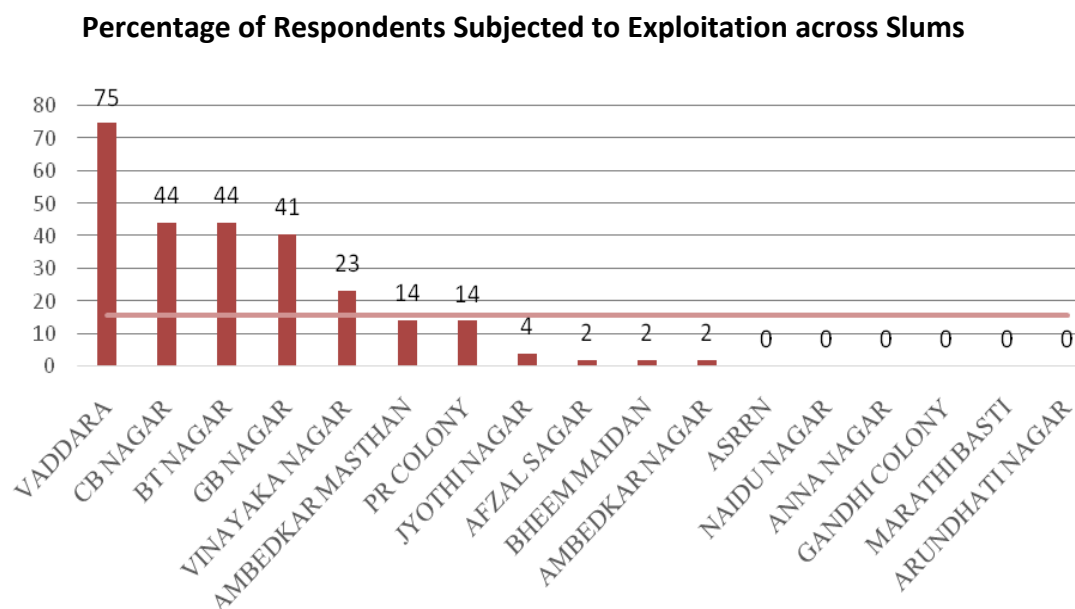
### 2.1 Severity of Exploitation

Figure 5, shows that more than 70 per cent of respondents were exploited in Vaddara followed by CB Nagar, GB Nagar and BT Nagar. The discussion with the cluster coordinator revealed that the adolescents work as home helpers or lend their services as labour to the micro enterprises in the vicinity. It was reported by the respondents that they faced physical exploitation and that they were



cheated at their workplace through unreasonable working hours or severe underpayment.

Figure 5



In comparison to other bastis higher levels of exploitation were observed in Vaddara, followed by CB Nagar, , BT Nagar, and GB Nagar.

### 3. Abuse

According to Childline India, Child abuse has many forms: physical, emotional, sexual, neglect, and exploitation. Any of these that are potentially or actually harmful to a child's health, survival, dignity and development are abuse. (Childlineindia.org.in, 2014)

#### 3.1 Nature of Abuse

In the context of this study, respondents were asked to describe the nature of their abuse, whether physical, mental or sexual.

As displayed in Figure 6, 85 per cent of the victims faced mental abuse followed by 14 per cent of victims who were subject to forms of physical abuse.



Figure 6

Nature of Abuse

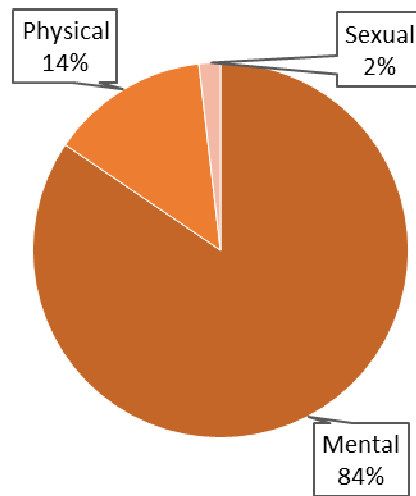
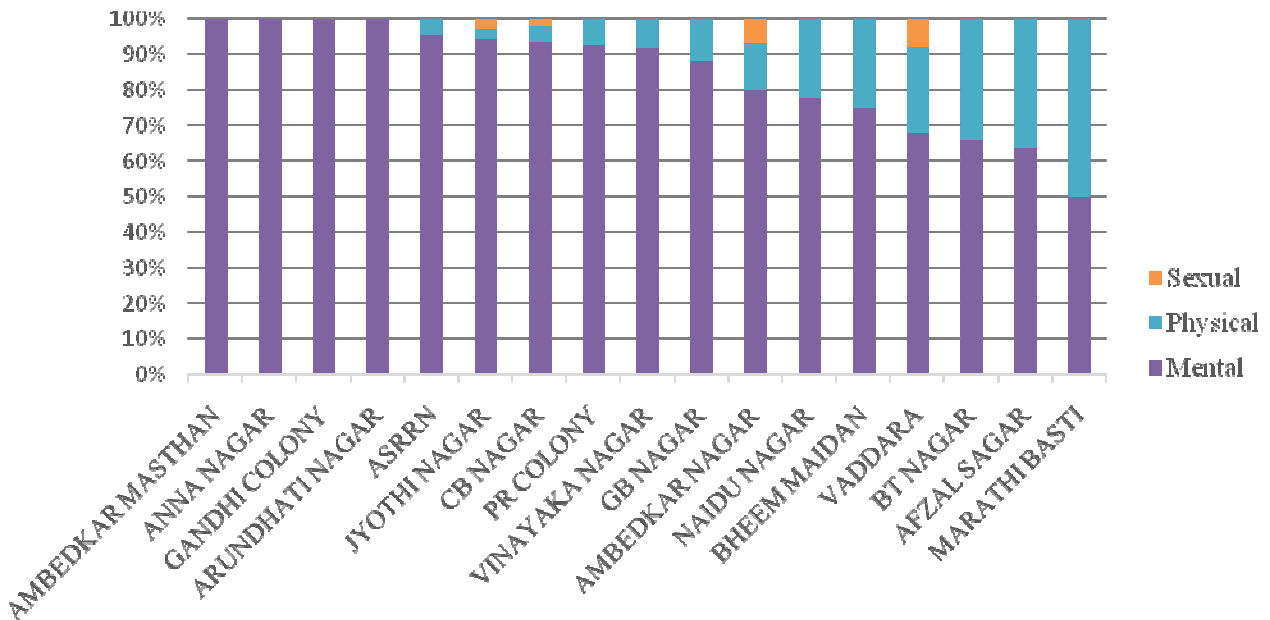


Figure 7 below displays nature of abuse across 17 slums. Ambedkar Mastan, Anna Nagar, Gandhi Colony and Arundhati Nagar have reported incidences of mental abuse.

Figure 7

Nature of Abuse across Slums



When asked about the likely places of abuse, the respondents reported that abuse generally takes place while accessing public water sources, while commuting to work or college and during public defecation.

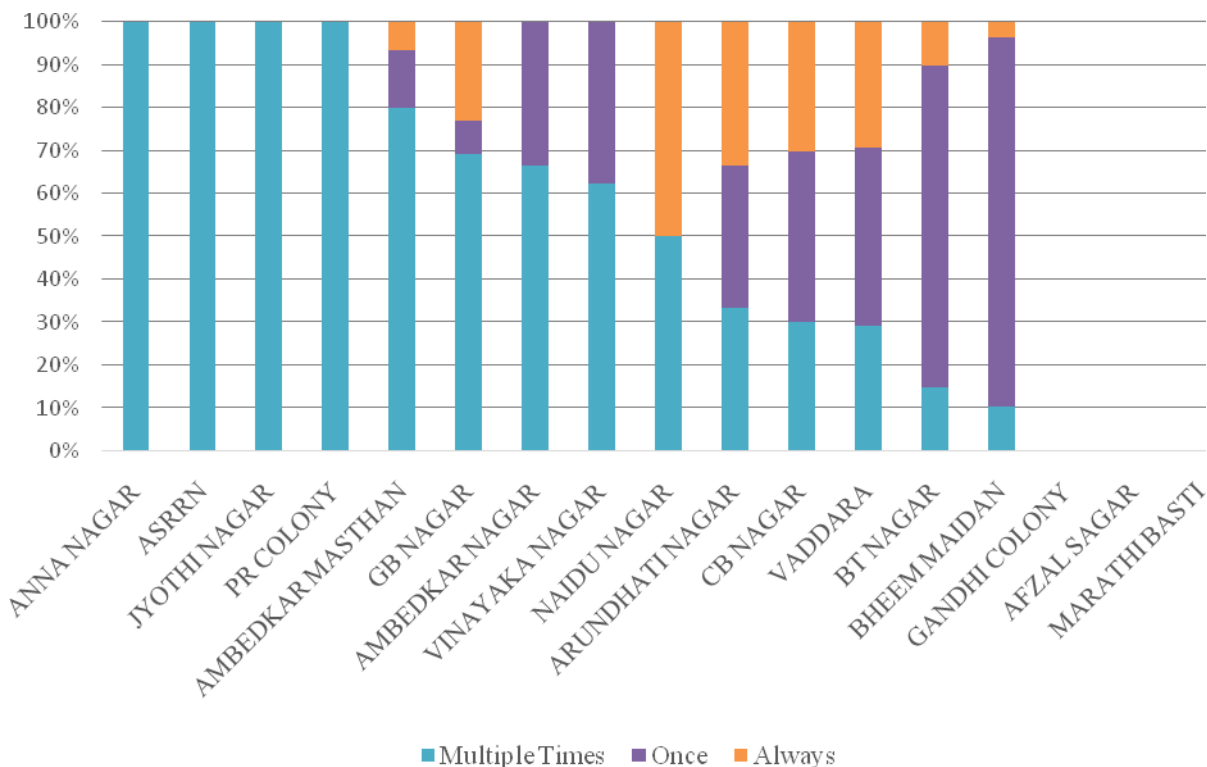
Apart from the shame and abuse meted out due to the public defecation on the edge of the adjacent Musi river, a resident also revealed that cases of children dying by slipping and falling into the river during defecation have been observed

### 3.1.1. Abuse during Public Defecation

Lack of sanitation facilities was a source of abuse in most of the slums. Slums having minimum sanitation facilities showed a higher rate of abuse compared to the ones that had the basic sanitation facilities. In Figure 8 below, it can be observed that Jyothi Nagar, ASRRN and Anna Nagar faced repeated abuse during public defecation due to lack of sufficient sanitation facilities. Interview with some of the residents in the Vaddara slum revealed that they had been staying there for over 25 years without proper sanitation facilities. Apart from the shame and abuse meted out due to the public defecation on the edge of the adjacent Musi river, a resident also revealed that cases of children dying by slipping and falling into the river during defecation have been observed. The resident also showed the researchers an unfinished toilet opposite her house, which she had to abandon building due to financial constraints.

Figure 8

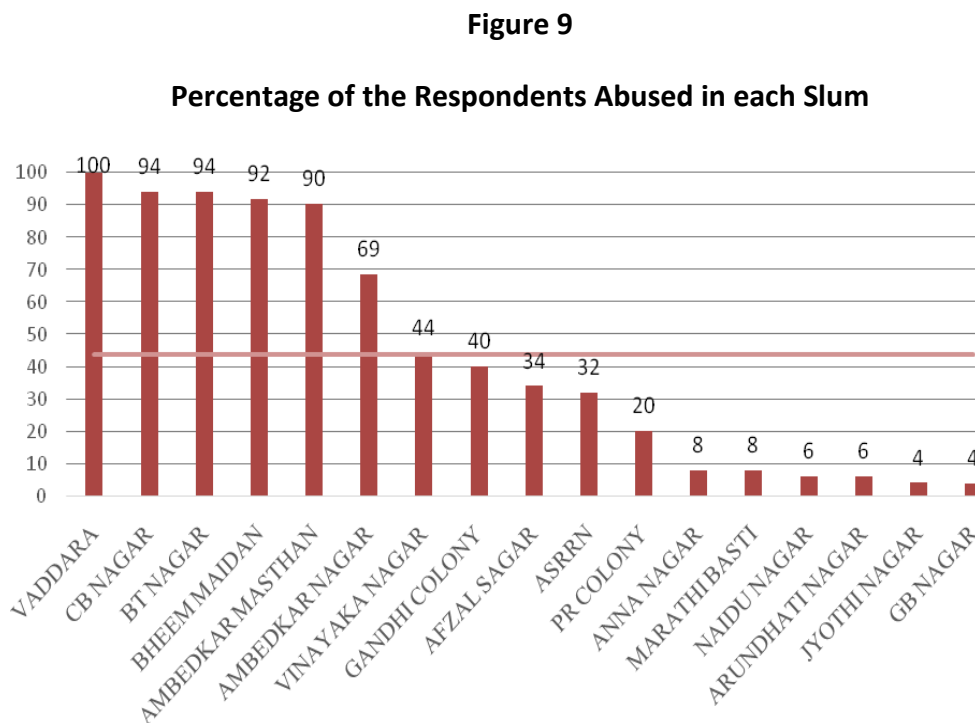
Abuse during Public Defecation



More than 55 per cent of the respondents have been abused more than once as per the survey results with more than 25 per cent of them being repeatedly abused.

### 3.1.2 Abuse while Accessing Public Water Sources

Slums that are most affected while accessing public water resources are Vaddara, CB Nagar, BT Nagar, Ambedkar Masthan and Bheem Maidan with over 90 per cent of the respondents in these areas being subject to abuse as shown in Figure 9 below.



Lack of drinking water pipelines coupled with sporadic arrival of the municipality supply through water tankers at inaccessible locations is a major issue that many adolescent girls face

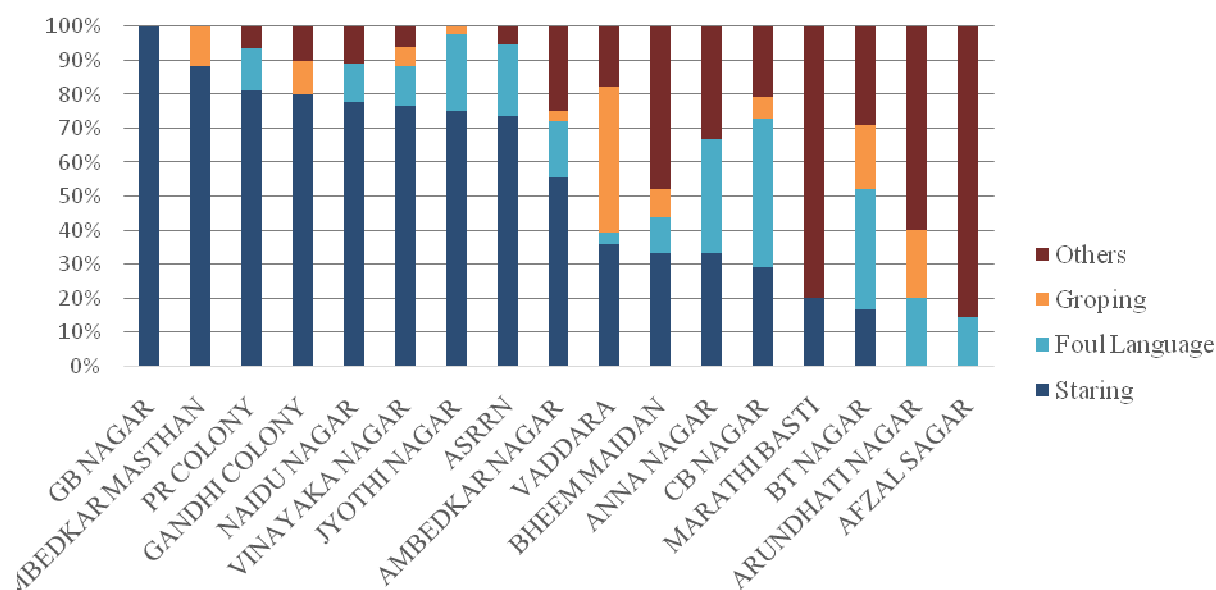
Lack of drinking water pipelines coupled with sporadic arrival of the municipality supply through water tankers at inaccessible locations is a major issue that many adolescent girls face.

### 3.1.3 Abuse during Travel/Commute

Respondents reported that abuse while travelling was another area of concern. Victims faced abuse in the form of strangers staring at them during commute, followed by instances of groping and the usage of foul language. Figure 10 displays the nature of abuse reported across various locations of study.

Figure 10

Nature of Abuse during Commuting/Travel



The forms of abuse vary from slum to slum, but glaring seems to be a persistent source of harassment for adolescent girls across all the slums. In particular, Vaddara, CB Nagar, Vinayaka Nagar, BT Nagar, Jyothi Nagar, Ambedkar Masthan and Bheem Maidan appear to be problematic, with more than 7 out of 10 respondents experiencing some kind of abuse.

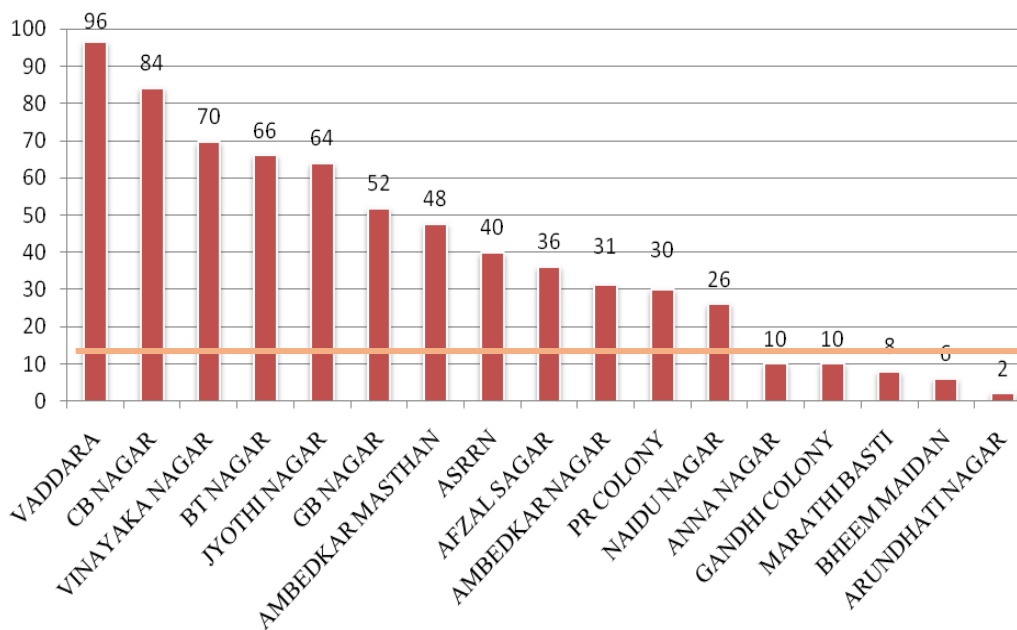
During interviews, the residents of CB Nagar slum revealed that they were apprehensive of visiting their Anganwadi centre on the periphery of the slum, fearing abuse from a group of boys loitering near the centre. Observing this problem, Divya Disha personnel talked to the local administration and had the centre shifted to a much more accessible and well-lit location.

### 3.2 Severity of Abuse

It was observed that the percentage of abused victims was extremely high in Vaddara basti, followed by CB Nagar and Vinayaka nagar (See Figure 11 below).

Figure 1

Percentage of Abused Victims across Slums



World report on violence and death by WHO defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

Nearly two out of every five of the total respondents surveyed, have responded that they were victims of abuse in one or the other way. Another shocking observation was that more than 41 per cent of respondents have been a victim of repeated abuse.

#### 4. Violence

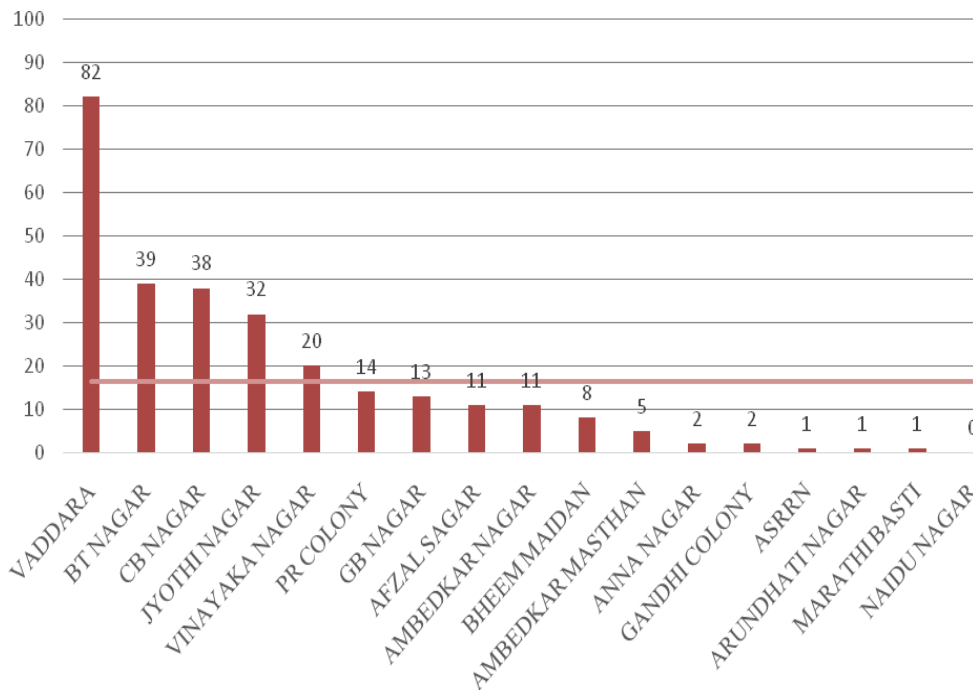
World report on violence and death by WHO defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation. (Krug et al., 2002)

##### 4.1 Severity of Violence

Figure 12, below shows that maximum number of respondents facing violence were from Vaddara followed by CB Nagar and Ambedkar Mastan.

Figure 22

Percentage of Victims of Violence in each Slum



Through correlation analysis, the likelihood of one phenomenon in the presence of the other was estimated. Statistical analysis reveals a strong correlation between the incidence of abuse and incidence of violence across slums

On an average, around 16 per cent of the 740 respondents reported being subject to some form of violence.

However, Marathi Basti and Arundhati Nagar respondents reported that they were not subject to any maltreatment. This may be attributed to the fact that they may be wary of the stigma associated with revealing sensitive information. As helping people vocalize their issues is a primary driver of Bala Raksha, subsequent phases in the project would be instrumental in giving people the power to speak up.

### 5. Correlation

Through correlation analysis, the likelihood of one phenomenon in the presence of the other was estimated. Statistical analysis reveals a strong correlation between the incidence of abuse and incidence of violence across slums (with a correlation coefficient of 0.73). This indicates that violence can be expected to be present if abuse is found as unchecked abuse can gradually precipitate into violence or exploitation if not stemmed in the root.

To conclude, safety and security of adolescent girls in the urban slum are in dire need of transformation and have to be quickly and adequately strengthened to allow them to grow and prosper.

## V. Discussions

A combination of multiple risk factors result in the occurrence of child abuse. In most cases it started off with negligence leading to exploitation and abuse and finally resulting in violence. Abuse and neglect occur mostly in those families due to many reasons.

Poverty and unemployment causes depression amongst the inhabitants and this often leads to child abuse. Larger than average family size and inadequate housing are causative factors leading to neglect and hence, deprive the child of basic facilities. Dangerous neighbourhoods/ violent communities are contributing factors for abuse which later results in violence. In some cases, gender discrimination leads to parents neglecting the female child and depriving them of all basic facilities as compared to the male child.

An individual who was abused as a child may also repeat the same behaviour with others. Lack of knowledge about child upbringing can also lead to negligence and exploitation. An important point to understand is failure to recognise and accept that child abuse usually takes place at home or with known people rather than with unknown people.

## VI. Recommendations

Safe/protective environment should be developed for children living in slums through effective interventions and outreach services. Also procedures and standards for effective child protection service should be laid down, and standard protocols on child protection mechanisms should be promoted. Professional help could be provided to the victims in the area of medical treatment, trauma counselling, legal support and police intervention. There is a need to set up awareness campaigns about the child rights and familiarize people on the subject of abuse. People should be made aware of Childline 1098, to report abuse.

There is a need to set up effective community based monitoring and tracking mechanisms to rescue and rehabilitate the children suffering from abuse and help them by providing training on self-protective strategies. Self-defence training should also be given to girls.

The execution of above recommendations can help in reducing the instances of child abuse in the community.

## VII. Conclusion

Divya Disha in collaboration with BVLF has implemented Bal Raksha Project which is active in twenty slums with a goal of creating safe and healthy

An individual who was abused as a child may also repeat the same behaviour with others. Lack of knowledge about child upbringing can also lead to negligence and exploitation

environment for children. This initiative has provided a structure to the slum dwellers which has enabled them to address their problems through the formation of various committees. But, the efforts of the various committees formed are not reflected in the reduction of nature and severity of negligence, abuse and violence in the areas under observation. Abuse has gone unchecked which has resulted into violence and exploitation. Therefore, proper training, monitoring and empowering will ensure safe environment for the girls.

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## Institutional Care: Case of Anwasha<sup>1</sup>

**Abstract:** *“Every right implies a responsibility; every opportunity an obligation; every possession a duty.” So, as India’s youth move ahead in taking up important responsibilities, it’s essential that they understand the gravity of making the life of the social deviants better. NMIMS provides a golden opportunity to its students in getting in touch with the so called backward section of the society through its We Care Civic Engagement program.*

*The article is based on the first hand experiences of working in a shelter home called ‘Anwasha’ where 60 children from the nook and corner of Tripura reside. The article examines the level of satisfaction experienced by the children with regard to their stay at Anwasha and their special interests. An attempt has also been made to examine the issues faced by care givers.*

As per the UNICEF report, it is estimated that 2.1 million Indian children die before reaching the age of 5 every year – four every minute - mostly from preventable illnesses such as diarrhea, typhoid, malaria, measles and pneumonia

### I. Introduction

In India, close to 1.3 million children die every year of malnutrition. Worldwide, over 100 million children are underweight. Although it is a serious problem in Sub-Saharan Africa, the problem prevails much in South Asia, especially in India. While getting the right amount of nutrition is an issue for the children, more critical issue like being an orphan is something that haunts the Indian children (Singh, 2013).

According to a study done by SOS Children’s Village, about 20 million children in India are orphan (Hindustan Times, 2011). Some of these orphans, if lucky enough, are either taken for institutional care or foster care. However, in India the concept of foster care is still not so prevalent. The condition of children in India is critical (Foster Care India, n.d.).

However, the situation in India is graver than it seems. As per the UNICEF report, it is estimated that 2.1 million Indian children die before reaching the age of 5 every year – four every minute - mostly from preventable illnesses such as diarrhea, typhoid, malaria, measles and pneumonia (Nutrition and

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<sup>1</sup>Mr. Abhishek Pal and Mr. Dipanjal Deb, MBA Batch 2013-2015. They were placed as an intern in VHAT, Tripura for the We Care: Civic Engagement internship between February 4-23 2014.

Malnutrition in India, n.d.). Every day, 1,000 Indian children die because of diarrhea alone. Efforts have been taken by Ministry of Women and Child Development (WCD) in the field of child protection and safety. These include introduction of foster care, easing adoption norms, creating awareness about child sex abuse in schools and renewed focus on reducing malnutrition among children (Ministry of WCD Government of India, Annual Report 2012-13).

Nearly half of India's children- approximately 60 million - are underweight, 45% have stunted growth (too short for their age), 20% are wasted (too thin for their height, indicating acute malnutrition), 75% are anaemic, and 57% are deficient in Vitamin A (Singh B. , 2013) There needs to be firm actions from our side and a duty towards the society to take care of the children of India for a better and brighter India. Not only the government but also the people of India need to work together to curb these issues

### 1.1 Child Care in Tripura

The major problem that leads to issues in child care and protection in the North Eastern States is the increasing poverty level. This has resulted into negligence of child care, education and violence against women. These areas need to be looked into with great emphasis. No matter how much the government looks at infrastructure development, until basic facilities are provided to the poor and homeless, child care negligence will always remain. Although the north-eastern states are little better if compared to other Indian states with respect to child malnutrition, it's not enough (Panagariya, 2013). More efforts are required to deal with these issues.

To help the children who are deprived of these basic amenities and are in danger in Tripura, organizations like Voluntary Health Association of Tripura (VHAT) have developed various interventions like access to elementary education, execution of right to education, ensuring execution of child rights and elimination of all forms of violence against children and women.

The major problem that leads to issues in child care and protection in the North Eastern States is the increasing poverty level. This has resulted into negligence of child care, education and violence against women

## II. Organization Profile: Voluntary Health Association of Tripura (VHAT)

VHAT believes in 'Making health a reality for the people of Tripura'. The goals and objectives of the organization are to promote health, education, environment and socio-economic status of the people of Tripura. It aims to achieve this through building capacity of civil society organizations and direct

interventions. To protect children from vulnerabilities it has set up open shelter home like Anwasha.

## 2.1 Anwasha

Anwasha Child Protection Centre is an open shelter home for the children in crisis, registered under Social Welfare Department as per ICPS under Ministry of Women and Child Development. Voluntary Health Association of Tripura (VHAT) has been running this home since April 2005 with the objective of protecting orphan children from vulnerabilities. The center caters to street children, rag pickers, victims of addiction and violence. In addition it also gives shelter to children rejected by the parents, abandoned children, victims of insurgency or children eligible for getting emergency services.

The center has 60 children who are kept under the care of three house mothers and five supporting staff. Anwasha provides basic facilities like shelter, nutrition, education, recreation, medicare support and life skill development of the orphaned and underprivileged children.

### III. Problem identification

Institutional care of children has its own problems. Though children get their minimum requirements fulfilled, there is always dearth of love and affection. This impacts the personality of children. As VHAT aims at developing children's personalities and enabling them to be well informed citizens, it wished to introspect in Anwasha's approach of dealing with children. In this context, the *We Care* interns were requested to undertake a micro study which would highlight the current scenario of various issues faced by children and their interest areas.

Institutional care of children has its own problems. Though children get their minimum requirements fulfilled, there is always dearth of love and affection. This impacts the personality of children

### 3.1 Objectives of the Study:

- To study the level of satisfaction about quality of food
- To identify areas of interest or hobbies of children
- To study level of openness of children with strangers
- To recommend areas of improvement for the NGO in order to ensure better functioning

### ***We Care Interns Interacting with Kids at Anwasha***



### **3.2 Methodology**

To achieve the above objectives exploratory research design was adopted. Data was collected from 60 children, three house mothers and support staff with the help of a structured questionnaire, focused group discussion, observation and in depth interviews.

Data from children was gathered on the following parameters:

1. Satisfaction with regard to educational facilities, quality of food, water, hygiene and recreational facilities
2. Children's hobbies (i.e., sports/dancing/singing/etc.)

Data from house mothers, staff and support staff was gathered on the following parameters:

1. Quality of infrastructural facilities like kitchens, toilets and rooms
2. Personal leaves and holidays

### **IV. Findings and Discussion:**

The data collected from the children highlighted the following:

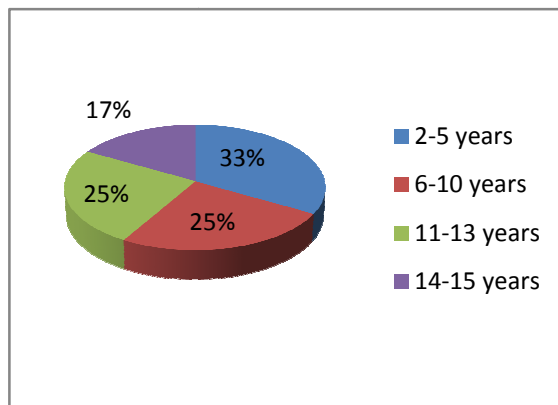
VHAT aims at developing children's personalities and enabling them to be well informed citizens, it wished to introspect in Anwasha's approach of dealing with children

## I) Children

a) **Age profile:** Children ranged from 2 years to 15 years in age. The percentage of children in the highest age group is minimum (17%) and that in the youngest group is the maximum (33%). Figure 1 below shows children's age profile. It was observed that the children go to school for their education. Young children are sent to pre-primary class and older children to nearby government schools from class I to X.

**Figure 1**

**Children's Age Profile**

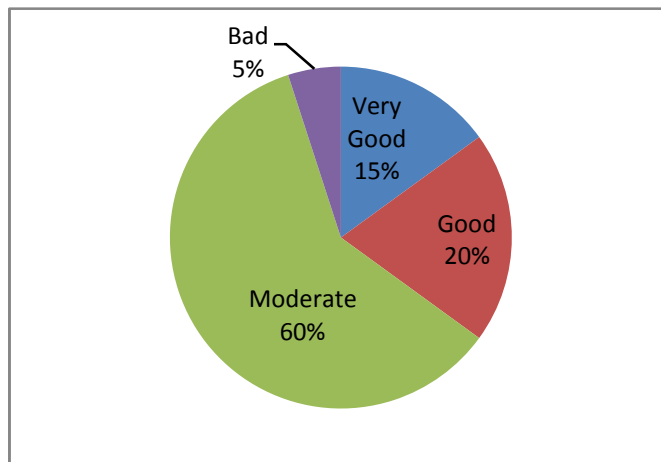


**Kids Engaged in their Activities**



**b) Basic Facilities:** Anwasha shelter home provides basic minimum needs like food, water, hygiene, education and recreational facilities to children. Multinational nonprofit organization is providing funding for these efforts to Anwasha. It provides clean drinking water, nutritious food and healthcare. Regular medical checkup and vaccinations are provided by the organization to Anwasha. When asked about the quality of food, 60% said that they were moderately satisfied with the quality of food provided to them. 15% children said that the quality of food was very good. Only 5 % reported that the quality of food served was bad. See Figure 2 below.

**Figure 2**  
**Quality of Food**

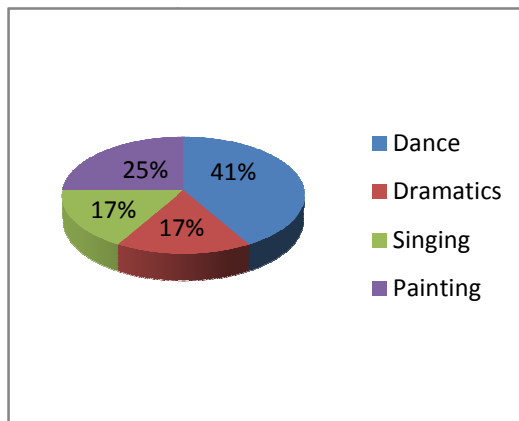


When asked about what they would like to do in leisure time it was observed that many children were interested in dramatics, dance and singing. But they lacked the confidence to come forward and present themselves

**c) Hobbies:** When asked about what they would like to do in their leisure time it was observed that many children were interested in dramatics, dance and singing. But they lacked the confidence to come forward and present themselves. Around 41% of them were interested in dancing and 25% in painting. The rest were interested in dramatics and singing (See Figure 3 below).

**Figure 3**

**Hobbies**



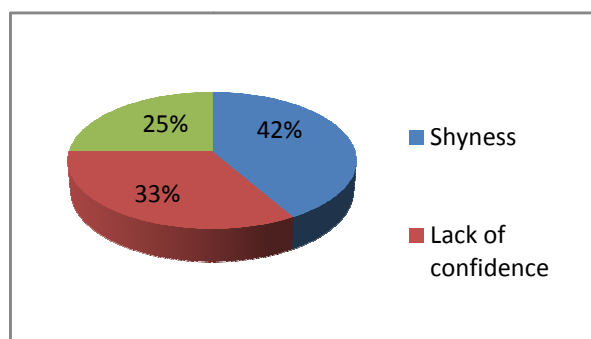
It was observed that the facilities of developing the hobbies were not available to the children. When the matter was discussed with Anwasha authorities, it was pointed out that the centre is not in a position to provide such facilities due to financial crunch. This also might be due to unawareness of the benefits of such activities and its impact on academic and personal life of children. Attitude of the centre towards providing these facilities also plays an important role in such a case. Children might find it uncomfortable to talk to outsiders about these facilities not being provided due to their shy nature or apprehension.

**d) Level of Sharing:** The discussion with the children revealed important observations. The children were often reluctant to speak about their feelings to any other person and that most of them were not competent enough with respect to their age and the standard they studied in. Lacking in ability to express openly may be due to inadequate counseling sessions. Around 42% were shy, 33% lacked confidence and 25% were unable to express their feelings (See Figure 4 below).

The children were often reluctant to speak about their feelings to any other person and that most of them were not competent enough with respect to their age and the standard they studied in



**Figure 4**  
**Level of Sharing**



This might be due to sensitive nature of children. The shyness to speak openly and freely might also be due to their earlier experiences in the centre. The centre, if is treating them as truants and social deviants then there might be lack of concern on the part of the centre. Also as generally seen in other shelters, these children have access to basic minimum requirements of food, clothes etc. But the approach to their holistic development is missing. For a holistic development child needs to be intellectually, socially, emotionally stimulated. This is generally lacking in Anwasha. The centre also might have its own limitations in terms of appropriate manpower, finance and time to cater to the needs of the children.

Children were very sensitive while revealing information about their families. They did not want to talk or discuss anything about their families. Around 57% of the children were reluctant to share their past experiences and around 29% shared only after they developed some rapport with the researchers.

Children were very sensitive while revealing information about their families. They did not want to talk or discuss anything about their families

## II) House Mothers and Support Staff

The interview with the house mothers revealed that the job of a house mother was not an easy one. It is mandatory for them to stay within the premises of the shelter home and there are no defined working hours (they are practically working throughout the day). So they get stressed out very often and hence productivity level is very poor. The job description of the staff did not clearly define the scope of their work. As a result, most of them refused to own up responsibilities and passed the



buck to somebody else. This resulted in chaos and impacted the quality of life of children.

It was further observed that it is very difficult for a house mother to give full attention to each child. There were only three house mothers for 60 children. Because of this broad span of control, the children bonded very less with the house mothers. In fact the title of 'House Mother' was just notional.

The house mothers pointed out that there was lack of support from local people in terms of monetary contribution and moral assistance. As a result, not all the children could get access to the resources that would cater to their all-round development.

It was also observed that the house mothers were not competent enough to handle children with varying needs. The interviews with staff also revealed that they were just doing their duty as a routine, without any emotional connect with the children. All the staff members pointed out financial crunch as one of the most important reasons for not getting the things done as they should have been ideally. Lack of transparency across the centre also contributed to this state of affairs.

## **V. Recommendations**

If Anwasha has to emerge as a model open shelter home for the children in crisis, it is recommended that it adopts certain changes in its operations as discussed in the preceding paragraphs.

Sensitization of local community is very important in order to get financial contribution and moral support. Anwasha should create awareness among the community by involving the community in its programmes. Good work by the resident children should be displayed to the community.

Anwasha should hire B.ED trained staff to improve the teaching pedagogy. This would ensure that the children will become more competent and have a good educational foundation for higher education. Additional academic support should be provided to these children in the form of enhanced academic supervision through conducting support classes for addressing subjects like Maths, Science,

The house mothers pointed out that there was lack of support from local people in terms of monetary contribution and moral assistance. As a result, not all the children could get access to the resources that would cater to their all-round development

and English. There is a need to inculcate reading habits through creating a good library.

Apart from external support, internal operations need to be well monitored and managed. Division of work should be judicious and clear. A supervisor should be appointed in order to monitor that the allotted tasks are completed by the concerned person and there is minimal overlap of work and no confusion in owning up responsibilities.

The centre staff should identify the interest areas of children and help them focus on their strengths and guide them properly. This would nurture their talent, raise their confidence and also give them the spirit of living a life that they have the right to. It would further help them to get over the trauma of the incidents that happened in their past. This should be done with care and affection, which the children at young age need the most.

Counseling sessions should be organized regularly to help children come out of their complexes. The children will become strong and bold to face life more confidently. The house mothers would play a very important role here. But, they are not at their productive best all the time because of the nature of work. To make the job of the house mothers enjoyable, the rotation policy could be introduced in their work arrangement. They should be allowed a leave of 2-3 days every month when they could go home and spend time with their own family members. The ratio of house mothers to children should be increased to a decent level (like 1:10) to ensure that every house mother can give proper attention to the children who are under her supervision. Appropriate training should be given to house mothers and support staff. Proper monitoring system should be developed and constructive suggestions be provided. Incentives for house mothers and support staff should be given to improve their commitment and involvement in the work.

Counseling sessions should be organized regularly to help children come out of their complexes. The children will become strong and bold to face life more confidently

## VI. Conclusion

The idea of institutional care is not only about providing the means of sustenance but also creating a platform for the children to become the architect of their own future. Small efforts in this aspect can make a big difference and Anwasha can become an example for other shelter homes in Tripura. Introduction of child friendly measures will have long

term impact on the future development of the state which in turn would have tremendous influence on the State's growth aspirations. Voluntary organization cannot work in silos without the cooperation of the society. Hence, it is imperative that each one of us must start owning up responsibilities and contribute in our own way.

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## Integrated Child Protection Scheme in Sundergarh<sup>1</sup>

**Abstract:** India, home to more than one – fifth of the world's child population, still faces various issues with respect to child protection like school dropouts and child labour. Government has introduced many schemes over the years to address the core issues of child development and child protection. In 2009, government implemented Integrated Child Protection Scheme (ICPS) with a purpose of bringing existing child protection schemes under one umbrella and strengthen child protection at family and community level.

In order to study the status of implementation of ICPS, research was carried by NMIMS interns in association with Voluntary Institution for Sustainable Social Training & Reconstruction (VISSTAR) in Sundergarh district and recommendations were made for improving the implementation of these schemes. The study showed that there were high number of school dropouts due to inadequate infrastructure in villages, lack of qualified teachers and high cost of secondary education. Child labour was prominent in villages which were located close to mines or factories.

### I. Introduction

India is home to almost 19 percent of the world's children and more than one third of the country's population, around 440 million, is below 18 years. "India's children are India's future as strength of the nation lies in a healthy, protected, educated and well-developed child population that will grow up to be productive citizens of the country" (Integrated Child Protection Scheme, 2006). In 2009 the central government approved the Integrated Child Protection Scheme (ICPS) and began implementing the extensive task of building a protective environment for children in difficult circumstances as well as for other vulnerable children ("Child Protection and child Rights", n.d. para 1).

India's children are India's future as strength of the nation lies in a healthy, protected, educated and well-developed child population that will grow up to be productive citizens of the country

### 1.1 Integrated Child Protection Scheme (ICPS)

"ICPS brings together existing child protection schemes of the Ministry of Women and Child Development under a comprehensive umbrella and integrates additional

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<sup>1</sup>Mr. Jinesh Vora, Mr. Abhishek Panda, Mr. Bharat YNV & Mr. Pratyush Panda, MBA Batch 2013-2015. They were placed as an intern in VISSTAR, Rourkela for the We Care : Civic Engagement internship between February 3-23 2014.

interventions for protecting children. The purpose of ICPS is to create a database for child protection services, strengthen child protection at family & community level and ensure appropriate inter-sector response at all levels" ("Ministry of Women & Child Development", n.d., para 2).

To study the status of implementation of schemes under ICPS in Sundergarh district, Voluntary Institution for Sustainable Social Training & Reconstruction (VISSTAR), a leading NGO in the field of child protection, was assigned with the responsibility of conducting the survey.

**Children Residing in Slums in Odisha**



VISSTAR is a non-political, non-religious and non-profit making organization and was registered as a Public Trust in the year 1999. VISSTAR started its operations in Rourkela, Sundergarh district, Odisha with an objective to work for the development of the downtrodden and the under-privileged sections

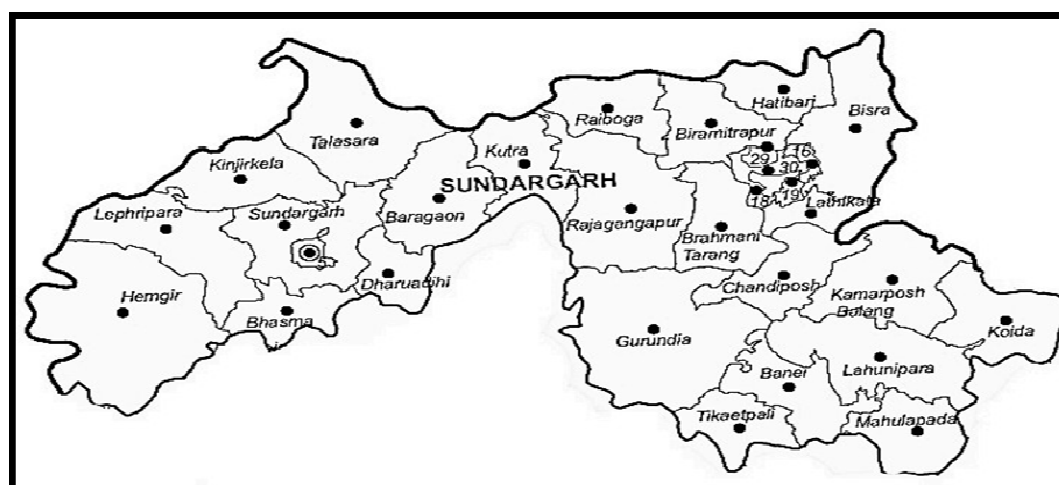
## **II.VISSTAR**

VISSTAR is a non-political, non-religious and non-profit making organization and was registered as a Public Trust in the year 1999. VISSTAR started its operations in Rourkela, Sundergarh district, Odisha with an objective to work for the development of the downtrodden and the under-privileged sections. VISSTAR has been actively working in different blocks of Sundergarh to promote awareness regarding child education and child protection. VISSTAR has been conducting the surveys in the villages in various blocks of Sundergarh to identify the major issues prevailing in villages, finding the reasons for successful/unsuccessful implementation of child protection schemes, suggesting the areas of improvement and the role NGOs could play in effective implementation of such schemes.

### III Purpose of the study

Child education and child labour are two major indicators to assess the successful implementation of government schemes. The main aim of the project for the *We Care* interns was to help VISSTAR in conducting surveys in the 14 villages (See Fig 1), to collect data from Anganwadi centers and households and to identify overall problems with respect to the implementation of ICPS.

**Figure 1**  
**Villages covered under ICPS**



Child education and child labour are two major indicators to assess the successful implementation of government schemes

#### 3.1 Objectives of the Study

- To study the present status of Integrated Child Protection Scheme implementation in Sundergarh district
- To make recommendations for improvement in implementation or introduction of new potential measures

#### 3.2 Methodology

This descriptive study was carried out with a sample size of 760 households spread across 14 villages in different blocks of Sundergarh district.

The issues were categorized under the following headings:

- School Dropouts
- Child Labour

The questionnaire was developed by including parameters like family size, number of children below the age of 18, education of children and whether children were facing any of the above mentioned issues. For the purpose of data collection, interview with family members were conducted (father / mother / guardian) with the help of a structured questionnaire.

In order to collect the data required for identifying issues related to ICPS, various steps were followed. To fulfill the objectives of the project, one village from each block of Sundergarh district was identified from multiple villages per block. The final selection of a village was based on factors such as population, contacts with local ward members and distance from city.

After identifying the villages to be surveyed, a point of contact was finalized in the village. The team from VISSTAR then conducted door-to-door survey and used a questionnaire to collect data about the parameters in the first phase. Second phase of data collection was from Anganwadi centres to assess whether the centres met the basic requirements of infrastructure, staff, toilets, cooking facilities etc. Simultaneously, a map of each village was drawn as the researchers went from door to door and numbered each household. This ensured reusability and integrity of the data being collected while giving a complete picture of each village.

Social mapping was a tool used to analyze the data that was collected from household survey and Anganwadi centres. All the child related issues in each village were identified and grouped into separate categories mentioned earlier. This helped in the understanding of severity of different issues in different villages, their potential causes and the ways in which they can be resolved.

*"In our village, children prefer working as daily labourers under NREGA rather going to school after Class X as it will get them Rs.150 per day"*

#### **IV. Survey Findings**

After conducting household survey and interviewing people in different villages, it was observed that there were different sets of issues, some of the villages had low female literacy while schools in some villages had a high drop out rate among students from schools while other villages had issues related to child labour. Survey also highlighted the problems that people in the villages were facing such as water shortage, no electricity, poor connectivity to towns and unavailability of dispensaries. For instance Ms. Gita from Sanjudali village shared, *"In our village, children prefer working as daily labourers under NREGA rather going to school after Class X as it will get them Rs.150 per day"*.



Table 3 below enlists the observations regarding 14 villages.

**Table 3**  
**Observations**

<b>Village</b>	<b>Observations</b>
Kunmuru	The village had large number of dropouts, most of the children dropped out after Class X. The major reasons being lack of supervision from parents, involvement of children in helping their parents in farming and the limitation of anganwadi to accommodate only 25 children.
Liang	The village had few dropouts due to more number of anganwadis, primary schools and schools especially for girls. Village had good infrastructure in terms of roads, houses, water and electricity.
Badambahal	Child labour was prevalent due to presence of factories in nearby localities.
Kuleipeeth	This village being small in lacked proper connectivity even to the nearest town. Hence transportation was a big issue for people who commute daily to towns for a living.
Gariamunda	The major issue in this village was the child dropout. The reason being mines located nearby which employed children for various purposes. Many children could not continue their higher education because colleges were too far (In most cases, more than 15 Kms) and they were unable to pay fees. One encouraging aspect was that the families were sending their girl child to school and wanted them to complete atleast secondary education.
Dengrapali	Most of the social schemes of the government were successfully implemented. Sarpanch was very active and created awareness among villagers to educate their children.
Badkudar	This was a remotely located village; had no electricity and lacked proper means of transport for people to connect with the nearest towns which made it difficult for the children to commute to the schools in towns.
Sanramchinda	This was a very small village (consisting of only 4 families). Anganwadi



	was very far due to which small children could not go alone.
Badibahal	In this village, the farmers asked their sons/daughters to assist them in their farms due to which the education of children was neglected and led to eventual drop out. This trend has the potential to become more prevalent if proper actions are not taken.
Sanjudali	The villagers failed to realize the importance of formal education, they reasoned that jobs which involved manual labour could be found even for those who did not go to schools. For someone who studied till class 10, ended up doing manual labour which someone who did not study at all had been doing for some years from now, leading to loss of revenue for those many years. Proper guidance and counseling is needed to apprise them about the benefits.
Thakurpali	Interesting to note that the parents never discriminated between male and female child. Drop outs were mostly because parents did not counsel their children about the benefits of studying. They seconded their decision to drop out.
Khamarsatkhuta	It was a small village in terms of population but all the houses were scattered. The nearby location of anganwadi and school prompted most of them to attend primary and secondary education.
Bijudih	Percentage of orphaned children was relatively high here and the guardian/caretaker of these children failed to provide them proper education as they themselves found it difficult to make both ends meet.
Kumakela	In this village, children with single parent were dropping out of schools due to financial problems. In addition to this, child marriage was a problem because most of them did not have knowledge about the legal permissible age of marriage.

## V. Analysis & Discussion

It can be inferred from the above data that the most common issues prevalent in the villages were school drop outs and child labour. The dropout from schools occurs at various stages of education of children due to multiple reasons as elucidated below.

**a. Financial Factors:** Children dropped out of school mainly due to financial problems at home. Students hardly continued with their education after class X due to the cost factor and absence of higher education facilities in the vicinity. Commuting to far off places for seeking education was difficult because facilities for commuting were limited and also it involved financial cost and time. Speaking on this issue Mr. Tirkey from Thakurpali village stated, *"I cannot spend INR 23000/- for my kids' higher education, when I have to think of feeding a family of seven and also investing in the fields, to prepare for the next season of harvesting. I do not have so much money"*.

**b. Low awareness and lack of infrastructure:** In villages like Kuleipith and Dengrapali, villagers were not aware about the various government schemes, initiatives such as RTE, Integrated Child Development Services, child helpline, amongst many others. Some of the villages were located in very remote location and lacked proper connectivity with nearby towns. Due to poor local administration they lacked proper infrastructure such as primary schools, anganwadis, roads and dispensaries.

**c. Lack of teachers:** There were very few teachers in primary schools. Therefore, it was difficult to provide adequate care and quality education.

In some villages like Liang and Dengrapali, the authorities such as sarpanch and staff, were highly efficient. They took initiative and encouraged implementation of schemes. They made sure that relevant steps were taken in areas of concern. Each village with its separate sets of issues required the sarpanch to act differently. The sarpanch has a very important role to play, they were the link between the villagers and various government authorities, and thus had to be as approachable as possible.

*"I cannot spend INR 23000/- for my kids' higher education, when I have to think of feeding a family of seven and also investing in the fields, to prepare for the next season of harvesting. I do not have so much money"*

## VI. Recommendations

To overcome the issue of understaffed schools, the schools should be audited properly and new teachers who are adequately qualified to teach and attend to children's needs be appointed as soon as possible which would lead to giving proper attention

and care to the students. A reasonable teacher to student ratio needs to be maintained in order to give the students a fighting chance at their education.

Location of the Anganwadis should be such that it is easier for the kids to commute on a day to day basis. This would encourage the parents to send their children to Anganwadis instead of schooling them at home.

To make the parents supportive of their kids' education, it has been recommended that a special group, which operates at district level, should be established under ICPS which plans and conducts sessions for parents in different villages to increase awareness about education so that they can provide a conducive environment for their children at home.

It has been suggested that the sessions conducted in villages spreading awareness also talk about higher education and ways of financing the same to prevent the dropouts of young adults post class X. Further village panchayats should provide certain monetary benefits to families who send their children for higher education to aggressively encourage this.

Regular scheduled visits from doctors needs to be ensured and monitored to provide adequate care for children. It is recommended that first aid kits be provided in schools and Anganwadis. In addition to this, proper training should be provided to the employees of the organizations involved so that they can deal with any situation that warrants their attention. Monthly or bi-weekly surprise audits should be done at all manufacturing facilities and plants in nearby areas to ensure that minors aren't employed in these facilities.

In some villages like Liang and Dengrapali, the authorities such as sarpanch and staff, were highly efficient. They took initiative and encouraged implementation of schemes

In order to improve literacy rate among girl children, awareness among parents has to be created regarding making their children self-dependent and role of education in helping their children lead a better life.

Organizations like VISSTAR would be able to carry out their tasks better and contribute more significantly with a little help from the government. The sessions could discuss latest technology that can be used, latest changes in methodology and best practices among other things. Government could also contribute by allocating a small part of their entire budget for rewards and recognitions to those involved for their contributions in this field of work. This would help these organizations and its people to be work driven and competitive.

## VII. Conclusion

The research revealed that though in some of the villages like Liang and Dengrapali, implementation of schemes resulted in increase in number of girl child going to school, few children are dropping out in the age group of 8 – 16. In many villages school drop outs along with child labour was a major issue. This study shows that reduction in child labour and school drop outs is possible if there is effective improvement in implementation of schemes, creating awareness about relevance of education among parents as well as the entire community.

Organizations like VISSTAR work on project to project basis to change the grass root scenario. They have limited financial resources and work force. Governments should fund such NGOs and seek their active partnership in addressing the issues of children who are going to be the citizens of tomorrow. If the right investment is not made today, then the India's future will surely be in danger.

This study shows that reduction in child labour and school drop outs is possible if there is effective improvement in implementation of schemes, creating awareness about relevance of education among parents as well as the entire community

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## Epilogue

The story of Brand India is one of progression, achievements and gaps. Though children constitute 41 per cent of our population our country has repeatedly failed to uphold the rights of its children. Despite progressive developments in terms of policy planning and programming in the last decade, the prevailing child development indicators notify that there are serious inadequacies in the existing policy approach, its execution and financial investments.

High malnutrition rates, poor sanitation, poor quality of education, and persistent disparities between states, economic and social inequity between social groups create vulnerable conditions and place children in the high risk category. The effects of poor childhood education, health and development will have implications across generations. Consequentially, this will impact social inequality and reduced productivity. India's recurring inability to meet its own constitutional provisions as well as other international obligations like United Nations Convention on the Rights of the Child and MDGs is a testimony of the priority we accord to protect children.

Ironically, India was one of the first countries in the world to have a separate Budget for children, and, yet, in 2014-15, out of every 100 rupees allocated in the Budget, the share of children was only Rs. 4.52. Child welfare has never received more than 5 per cent of the total Union Budget allocation in the last 15 years. The current government's programmes are tailored towards its 'Make in India', 'Skill India' vision. Accordingly the budget has focused heavily on infrastructure, renewable energy, agriculture and defence. Consequentially, child welfare is subjected to budgetary cuts. How can a country where children do not have equity and are excluded be considered as a Developed Nation? It is true that there are competing demands on the government, but the dismal conditions to which our underprivileged children are subjected to cannot be discounted.

The New Companies Act 2013 mandates corporations to invest 2 per cent of its profit in socially responsible initiatives listed in Schedule VII of the Act. Investment in child welfare activities like education, health and so on is covered in the list. A review of CSR activities conducted by a few corporations in India reveals that they do have some programmes for children under their social initiatives. However, they are not adequate, considering the magnitude of the problem. With a few notable exceptions, most of the CSR initiatives which address children's issues do so more from welfare or a charity approach. It is very rare to come across an initiative which addresses children's issues from a child right approach.

The articles in this anthology indicate that till fundamental issues like improving children's access to quality education, quality health care, child labour, discrimination based on caste and gender are not addressed we will not be able to strengthen Gen Next.

The articles also cumulatively indicate that interventions designed by NGOs as well as corporations to strengthen the citizens of tomorrow can make a difference only at the micro level. As the destiny of the nation is shaped entirely by its citizens, it is imperative that government take appropriate steps in protecting children through its proactive engagement. Only then we can say that Brand India believes in equity and inclusion of its Gen Next.

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## **About the JasaniCenter for Social Entrepreneurship and Sustainability Management**

The JasaniCenter for Social Entrepreneurship and Sustainability Management, NMIMS, has been established to execute social commitments of NMIMS University. The center addresses social concerns through its comprehensive academic, training, research, and field interventions. Its interventions include contributions to the professional development of executives working for the social sector, capacity building for the resource poor and social entrepreneurship development. The center supports a variety of curricular, extracurricular and career programs to provide MBA students as well as corporate executives with the tools and opportunities to engage effectively with the social sector. The center offers a uniquely architected MBA programme in Social Entrepreneurship which aims at developing a new generation of change makers/leaders who can create global social impact by combining passion of a social mission along with a business-like discipline, innovation, and determination.

As a catalyst and innovator, the center's mission is to create a new generation of businessleaders and social entrepreneurs who are knowledgeable about and are committed to create a sustainable society. The center's objectives serve as a bridge between academia, the corporate world and the civil society organizations. The research, as well as the teaching strengths combined with the experiential learning approach and guiding principles of the center, connect sustainability focused knowledge and research to students, businesses and the civil society organizations. The center has increasingly been involved in research and providing consultancy in areas of management of social enterprises, CSR, micro-enterprise management, disaster management, impact assessment and conducting social audits.