

Importance of Girl Child Education Preface

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I have been working with NIPUN as a volunteer for the past two years and have been a part of a number of programs that have been initiated by them. I started a program of my own called "PITARA- the Treasure of Joy" under which I held hobby classes for the children at NIPUN during the summer vacations of 2014 and 2015 and taught them English.

To understand the impact of the initiative on the lives of the girls, I carried out one on one discussion with a lot of girls in the community, understood their way of living, expectations, environmental impact and their ambitions. Also, a lot of discussions and deliberations were done with Mr. Pradeep Kumar, Secretary, NIPUN, Ms. Jyoti Sehrawat, Project Manager and Ms. Tarannum, teacher of the NIPUN pathshala. Based on those discussions and interactions, a plan was chalked out to conduct the research.

I. Importance Of Girls' Education

Napoleon Bonaparte says that "Give me an educated mother I will give you an educated nation."

Education is a basic right and more importantly a catalyst for economic growth and human development. It is a crucial tool for breaking the barrier of poverty. Specifically, primary education is the critical enabler required to improve the economic and social scenario in many pockets of the nation. We also need to ensure equal status for the girl as citizens in their own right. For any country to progress, one half of its population cannot be denied the right to education. This denial is also gross violation of many rights enshrined in the Indian Constitution, primary among them being the right to education and the right to equality.

Education is very important for every child whether boy or girl. There are many disparities between women and men across the world and they remain persistent in the areas of access to resources, opportunities and in the matter of human rights.

It is sad that some communities still discriminate against the education of the girl child, not realising that illiterate girls grow up to be illiterate women. This results in lopsided development as it denies equal opportunities to equal citizens. According to UNESCO Institute for Statistics (UIS), there are 757 million adults, including 115 million youth, who still cannot read or write a simple sentence. Women account for two-thirds of all illiterate adults (63%), and the gap is nearly as wide among youth. Young women make up 59% of the 115 million illiterate youth. South and West Asia and sub-Saharan Africa are far from gender parity: women aged 15 years and older are 24% less likely to be literate than men in the same age group. Meanwhile, youth in East Asia and the Pacific have reached gender parity, joining adults and youth in Central Asia, Latin America and the Caribbean, and Central and Eastern Europe. About 57 million children around the world are not going to school. According to the report, 'Children Still Battling to go to School', in the countries affected by the conflict, 95% of the 28.5 million children who are not getting a primary school education live in low and lower-middle income countries – 44% in sub-Saharan Africa, 19% in south and west Asia and 14% in the Arab states, UNESCO said. Girls make up 55% of the total and were often the victims of rape and other sexual violence that accompanies armed conflicts, UNESCO said.

India is signatory to many international commitments on women's and girl's development and has its own national commitment for development and education of girls. The first reference to equal opportunities for education of both boys and girls is made in India's National Policy on Education, 1968. One of the principles of the development of education in the country listed in the 1968 policy was:

Equalisation of Educational Opportunity: "(C) The Education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation."

Why Girls' education is important?

The importance of the role of women in the society cannot be overlooked. Especially important is their role as the traditional primary caregiver to the children. When the women are given opportunity to have a voice in charting their own destinies, they can improve their lives and the lives of their children who are the future of a country.

Future Educated Generations: An African proverb says, "If we educate a boy, we educate one person. If we educate a girl, we educate a family – and a whole nation." By sending a girl to school, she is far more likely to ensure that her children also receive an education. As many claim, investing in a girl's education is investing in a nation.

DECREASE INFANT MORTALITY: Children of educated women are less likely to die before their first birthday. Girls who receive an education are less likely to contract HIV & AIDS, and thus, less likely to pass it onto their children. Primary education alone helps reduce infant mortality significantly, and secondary education helps even more. Awareness about diseases leads to healthy population and prevention of diseases. In India, for example, the infant mortality rate of babies whose mothers have received primary education is half that of children whose mothers are illiterate.

DECREASE MATERNAL MORTALITY: Educated women (with greater knowledge of health care and fewer pregnancies) are less likely to die during pregnancy, childbirth, or during the postpartum period. Increased education of girls also leads to more female health care providers to assist with prenatal medical care, labour and delivery, delivery complications and emergencies, and follow-up care.

DECREASE CHILD MARRIAGE: Child marriage – in some cases involving girls as young as 6 or 8 – almost always results in the end of a girl's schooling. The result is illiterate or barely literate young mothers without adequate tools to build healthy, educated families. On average, for every year a girl stays in school past fifth grade, her marriage is delayed a year. Educated girls typically marry later, when they are better able to bear and care for their children.

DECREASE POPULATION EXPLOSION: Educated women tend to have fewer (and healthier) babies. According to a UNESCO, literate women had an average of 2.5 children while illiterate women had an average of six children.

INCREASE INVOLVEMENT IN POLITICAL PROCESS: Educated women are more likely to participate in political discussions, meetings, and decision-making, which in turn promote a more representative and effective government.

DECREASE DOMESTIC & SEXUAL VIOLENCE: Educated girls and women are less likely to be victims of domestic and sexual violence or to tolerate it in their families.

DECREASE SUPPORT FOR MILITANCY: As women become more educated, they are less likely to support militancy and terrorism than similarly educated men.

IMPROVE SOCIOECONOMIC GROWTH: Educated women have a greater chance of escaping poverty, leading healthier and more productive lives, and raising the standard of living for their children, families, and communities. They can share the burden of men in the different walk of life. They can serve the society as teachers, lawyers, doctors and administrators. They can work at banks, hospitals, government offices and large businesses. They can play an important role during war.

MORE PRODUCTIVE AT WORK: An educated woman will also be more productive at work -- and better paid. Indeed, the dividend for educational investment is often higher for women than men. Studies from a number of countries suggest that an extra year of schooling will increase a woman's future earnings by about 15 per cent, compared with 11 per cent for a man.

II. Barriers To Girls' Education

There is no controversy about the fact that education is a fundamental human right. As far back as the 1960s, the right to education has sat comfortably in human rights frameworks and discourses. It is agreed that access to education ends generational cycles of poverty and provides a foundation for sustainable development. Every child is therefore entitled to it. Yet more than 72 million children in the world are out of school and almost 60 percent of them are girls (UNICEF/ UNESCO). The tragedy of this failure is that an unthinkable number of girls are being abandoned to a bleak future. Why is this so?

The south Asian region fares very poorly in the education of girls and women. It is estimated that nearly half of the world's illiterate women live here. Gender disparities are pervasive across all levels of education. Widespread poverty and discriminatory cultural practices emanating from patriarchal mind-sets are some of the reasons for the persistence of this gender gap in education. Despite egalitarian development policies, which do not get translated on the ground, negative practices against girl child persist. The 2001 census showed that India has only 933 females for every 1000 males and in the age group of 0-6 years this statistic is down to 927 females for every 1000 males.

In many countries it is very much clear that the girl is discriminated against from the earliest stages of life, through her childhood. It is more common in countries where men outnumber women and particularly in Third World countries. The gender gap in education can be understood only in the wider context of female disadvantage in India. Gender bias pervades all spheres of life and society and influences political decision making as well as intra- familial attitudes and values. The nature and intensity of this bias varies across economic systems and regions and over the life cycle of individuals within households. This cycle of disadvantage starts before birth and continues into the old age. The problem is further aggravated when class, caste and religious discrimination compound gender disadvantage. The bias against educating young girls is deep rooted in the cultural and social traditions of developing and under developed world. Young girls are

expected to help their mothers in household chores, take care of young siblings and are also expected to take care of other household responsibilities by contributing to the family income. Young girls are expected to eat the last and the least as compared to their brothers.

Each passing day is the infringement of the rights of these girls. They are denied the basic right to life itself. Millions of young girls die before seeing their first birthday. Those who are lucky to have survived are denied basic rights including health, food and education. Girls lead a life of neglect and rejection and are considered to be a burden by their parents. Destitute families often cannot afford to send all their children to school. If it means choosing between sons and daughters, girls usually lose out. Even in cases where primary education is free, hidden costs such as books, supplies, uniforms or food may prohibit sending girls to school. Girls are often considered 'temporary property' as they move to their husband's home after marriage; it is not thought to be economically sound to invest in their future only to see another family reap the reward. It is considered more economically viable to spend money educating a son who will remain at home. This reduces parental incentives in the education of girls. Thus most of them are married off early and are left to fend for themselves with basic, or even less, skills and knowledge.

By now it is clear that gender disparities cannot be considered in isolation. In order to view the gender discrimination holistically it is utmost important to see larger picture, which will include the gender gap, the caste gap, the income gap and the indifference in attitude and practices against girl child in the Indian context. Poverty reinforces gender inequality. Girls born into poor households face far more restricted opportunities for education than girls born into wealthy households. Women belonging to scheduled caste tribes or minority communities have fewer opportunities compared to general category households.

As if family pressures (through socialisation and gender roles) were not enough, schools themselves hurt the cause of girls' education. There are few women teachers, especially in higher levels of education, to provide much-needed role models for young girls. Furthermore, textbooks reinforce gender stereotypes, with boys depicted as intelligent and active and girls as passive and docile. The curricula choice offered by most schools often excludes girls from mathematics, science and technology, and pushes them towards food and nutrition or fashion and fabrics, subjects deemed to prepare them for social care work. As a result, girls drop out when classes are not relevant, and at completion, fail to compete with their male counterparts for meaningful employment.

Illiterate parents or guardians have little awareness of importance of education, particularly for girl child.

Financial constraints of various types and crisis at home (no parental support, densely populated houses with poor light etc) snub need to study. Other costs such as lost income or household labour also derail girls' chances of attending school. If household money or chores are needed, girls often land up in the paid child labour force or are required to fetch water, find firewood and care for younger siblings or ill family members, while their parents work to make a living.

Peer pressure from non- school going friends who discourage the pursuit of education.

Lacks of aspiration as the only professional options are the traditional ones which don't require education.

Discrimination or perception of discrimination by higher caste peers and teachers at school discourage them to attend school.

Perception of the value role and abilities of young girls are bought into the classroom. Girls are often expected to conform to the values and norms of the male dominating society, in which little or no encouragement is provided for them to develop their own aspirations.

Poverty, both at the state and household level, is a major factor, but so too are cultural and social constraints that interact with poverty to setup barriers to girls' education.

III. Girls' Education: Key To Development

"There is no tool for development more effective than the education of girl." Kofi Annan, Former UN Secretary General, April 2003.

Education has a crucial role to play in breaking the cycle of female disadvantage. It provides skills to enhance capabilities and serves as catalyst for emancipator struggles. Education is a way of bringing about attitudinal changes and should also be used as a way of simultaneously preparing boys to accept girls as equal.

Education for girl child has a long term economic implications for the nation. It is important to understand that increasing the number of girls in school, and thereby increasing the number of literate adult women has a positive effect on both economic growth and social well-being.

Discrimination against women by restricting access to schools, hospitals and jobs is costing Asia-Pacific countries nearly **80 billion** dollar a year (United Nations Report, UN Economic and Social Commission for Asia and the Pacific). Thus it is crucial to understand it is important not only from a human rights perspective but also makes excellent economic sense for the nation at the macro level.

The benefits of the girls, education accrue from one generation to the next. For example the likelihood of children enrolled in school increases with their mother's educational level. Women's extra income also has a greater impact positive impact on the household investments in nutrition, health and education of children.

That women might have the chance of a healthier and happier life should be reason enough for promoting girls' education. However, there are also important benefits for society as a whole. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen.

Education is the key to building human capital and human capital the vital ingredient in building a nation.

IV. Present Education Status

The importance of education in India is indeed rising with passing time. Though India has always been a great source of learning for many years, it still needs to improve not just on the quality of education but also on the number of people being educated. In India, still many are deprived of education mainly due to poverty and less accessibility educational services. The lack of education, adds to the vulnerability of children for forcing them into social evils of child labour and crime.

The Indian education landscape saw significant developments during the 11th Plan. There was a surge in school enrollments, and gender and social category gaps in enrollments narrowed considerably. Expansion of school infrastructure and facilities significantly widened access to schooling, and incentives and child entitlements, such as textbooks, mid day meals and uniforms began reaching a considerably large number of children. The most significant development, however, was that Article 21-A, inserted in the Constitution of India through the Constitution (86th Amendment) Act, 2002 to make elementary education a fundamental right, and its consequential legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, became operative on 1st April 2010. This development has far reaching implications for elementary education in the years to come: it implies that every child has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Schooling facilities in India

The country has witnessed substantial increase in the number of primary and upper primary Schools in recent years. As per Statistics of school education, 2009-10,) there are 1449420 educational institutions in the Country.

School-age population by education level

Pre-primary	72,502,983
Primary	122,520,399
Secondary	167,369,665
Tertiary	115,676,751

V. Gross Enrollment Ratio

	2004	2005	2006	2007	2008	2009	2010	2011
Pre-primary education								
Total	34.7	39.8	40.4	47.9	54.5	54.1	55.8	58.1
Female	35.5	40.9	41.6	49	55.7	55.3	57.4	59.8
Male	34	38.7	39.4	46.9	53.3	53.1	54.2	56.7

Education Expenditures

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Government expenditure on education										
as % of GDP		3.3	3.1	3.1	...	...	3.2	3.3	3.9	3.9
as % of total government expenditure		11.6	11.5	11.8	...	...	10.8	11.7	14.2	14.2
Government expenditure per student (in PPP\$)										
Primary education		272.5	290.9	401.4	432.7
Secondary education		424.4	436	469.8	...	...	488	548.6	691.8	725.4
Tertiary education										

NIPUN

“Nipun” –a Hindi word, meaning ‘one who is skilled’- is a Non- Government Organisation founded primarily to enhance quality of the life of poor and vulnerable, by a group of socially conscious development workers in 2005. Children and youth are its target group, with physically and mentally challenged children and adults forming a priority category. Pre, Non-formal and Remedial Schools, community Health Programmes and Promotion of Self –Help Groups form its major categories.

Vision and Mission of NIPUN

VISION
“A literate, healthy and self-reliant community”
MISSION
“Identify and work with socially and economically backward people, especially girls and differently abled”
“Enhance people’s skills, especially of the youth”
“Promote community self-reliance through community participation”

Nipun has made a modest beginning with community organisation, enhancing skills of children and youth and educational activities in the slum areas in West Delhi. The approach of the organisation is to organise and sensitise members of the community about their developmental needs and initiate them to address those needs, develop their capacities, utilise local wisdom, encourage community participation, apportion and delegate responsibilities, develop linkage, maintain follow up and feedback, with emphasis on treating family as the basic unit for development.

Nipun’s Identity

REGISTRATION NUMBER	S-51786 OF 2005
PLACE OF REGISTRATION	DELHI
DATE OR REGISTRATION	22 FEBRUARY 2005
PAN NO.	AAAAN5097K
FCRA	REGISTERED TO RECEIVE FOREIGN CONTRIBUTIONS VIDE MINISTRY OF HOME AFFAIRS, G.O.I. FCRA NO. 231661212 DATED 25/04/2011

Nipun’s Pilgrimage

2004-05:

The secretary of the organisation, who is one of the founder members, started teaching two girl children of his domestic helper, at his home. Soon similar children in the vicinity, who were of school going age but not going, expressed interest in studying. This led to deliberation about the issue with his like-minded friends and eventual establishment of NIPUN.

2005-06:

‘Juggi-Jhompri Cluster’- a conglomeration of unauthorized, make-shift, plastic sheet roofed huts, which crop up as an adjunct of posh colonies of MeeraBagh was identified as a first project location; a Non-formal Education Centre (NFE) was started in a space provided by the community under the shade of a tree. The strength of the NFE School had gone up to 18 by that time.

2006-07:

A six month long admission drive was conducted in various slum clusters of West Delhi, comprising individuals, family-wise and community meetings, for motivating the children, especially girls, who never attended school or had dropped out from school. More than 165 children were admitted to the nearby MCD/ Govt. Schools. Remedial school, known as 'NipunBastiPathshala' was started with 35 girl children, to provide additional coaching to such school-going children, so as to prevent them from dropping out.

2007-08:

Total strength of students enrolled in the preschool, remedial and non-formal education centres of NIPUN has been on increase. 95 boys and 215 girls have been mainstreamed in the nearby MCD/Govt. Schools. Besides, community health activities were started with the collaboration of government and likeminded Non-Government Organisation.

2008-09:

Vocational training programmes (Cutting and Tailoring and Beauty Culture, Handicrafts, etc) were introduced; 215 children were provided educational support besides vocational training. Started activities for identifying and mainstreaming the Differently Abled.

2009-10:

NIPUN finished its fifth year of service for the underprivileged children of Delhi. NIPUN started working at new areas like NihalVihar, Bangali Camp (about one km from MeeraBagh Slum). NIPUN also started working for unemployed youth by running Livelihood Programmes, Vocational Training Centre and Job Placement.

2010-11:

Association With Various Foundations



**The India Sponsor
Foundation**

The India Sponsor Foundation is a registered not for profit organisation, set up in February 2001. Its goal is to accelerate the pace of social development, by working through the Voluntary Sector in India. It believes in supporting innovative grass root organizations that target marginalized groups and offer transparency and scalability. The India Sponsor Foundation is a one-stop portal that allows collaboration between NGOs, Volunteers, Donors, Corporates, the Government and other organisations.

The India Sponsor Foundation is the brainchild of a group of IT professionals who wanted to use their IT skills and network to further the cause of the Voluntary Sector. This was also an answer to NRIs and other Indian philanthropists who wanted to be certain they could contribute to the social cause in India with assurances of credibility and accountability.

Working Of Isf

- ✚ ISF works through voluntary organisations that have dedicated people, clearly defined objectives, and meet the criteria for selection
- ✚ Connect donors to NGOs through their portal and other networks
- ✚ Promote corporates to work with and partner NGOs
- ✚ Encourage NGOs to share information and experiences with each other
- ✚ Facilitate NGOs in their activities by providing links to relevant government sites, funding organisations, support and training organisations and details of resource persons
- ✚ Provide an update for all funds donated to projects recommended by ISF
- ✚ Reach out to beneficiaries and stakeholders

VI. Meera Bagh Community

Geographical Location:

The community is an urban slum cluster located at Meerabagh (PaschimVihar), the western part of Delhi. In front of the community is the Rohtak Road (NH10), and the Outer Ring Road passes through its middle and several corporate houses are located on the other side of the Highway. One side of the community is DDA flats of paschimvihar and other side of the community is outer ring road and other side is State Bank Nagar on back side of the community is naala.

History Of The Community:

The history of MeeraBagh can be traced back to 1980 when some migrant workers came to Delhi in search of jobs. These people belonged to the northern states like Uttar Pradesh, Bihar, Uttarakhand, Madhya Pradesh etc. 31 years ago DDA constructed flats in PaschimVihar, the labour working in DDA flat settled in MeeraBagh near Naala (main sewer of west Delhi), it was the main reason for the establishment of this slum community. Firstly some telephone workers made kachcha houses here and started living there, after that some labourers also came here and made chappars and started living here. In the beginning there were 4-5 kachcha houses, now there are around 2000 pakka houses.

The People:

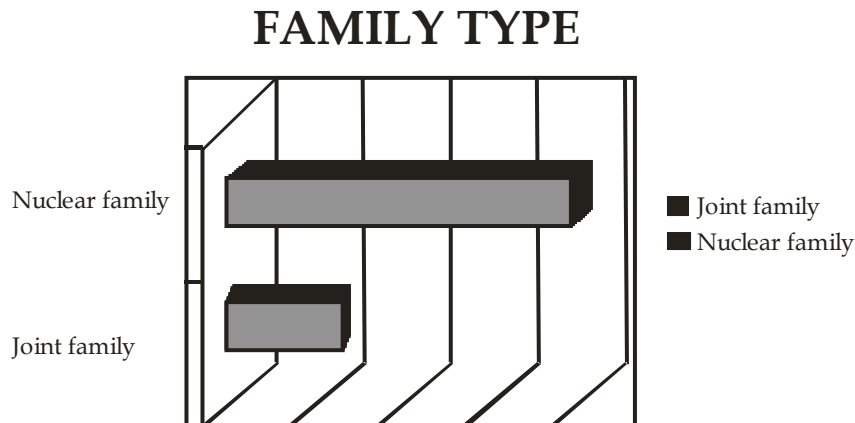
The community comprises mainly of migrant population largely from Bihar, Rajasthan, Haryana, Orissa, Uttar Pradesh and also from West Bengal. They have migrated in search of better living conditions and better job prospects as agricultural activities in their native villages could not provide for the needs and requirements of the family.

Demographic Profile:

Population: The total population of whole of the MeeraBagh community area can be estimated to be around more than 16 thousand. The majority of population consists of the migrants people from Bihar, constituting approximately 50% of total population .The rest of the population consists of small number of people from Haryana, Uttar Pradesh, Bengal, Rajasthan and Madhya Pradesh.

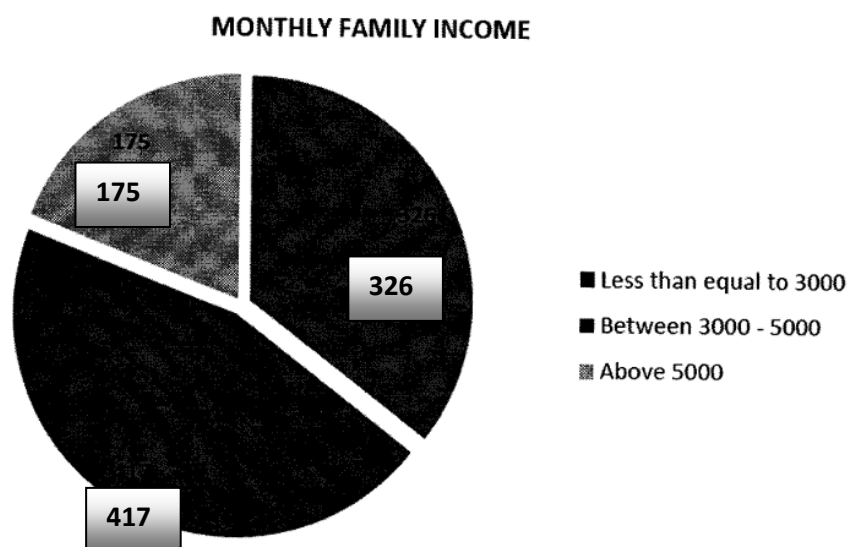
Family Size:

In the community there are mostly people live in nuclear family, they have mostly 5-7 members in the family. Some family have 2-3 children and some family have 5-6 children also.



Economic Profile:

The community is not very well off economically. Majority of the people are involved in seasonal occupations and unorganized sectors. These include activities like domestic servants, drivers, workers at showrooms, security guards, daily wage laborers, rag pickers, tailors, rickshaw pullers, stall owners etc. However, with employment opportunities on the rise as compared to a decade back, 82% of the household by now, own a Television Set. Besides, some 55% of the household own a refrigerator. But the average monthly salary of majority of families lies around Rs. three to five thousand. Only two or three people are in government jobs and two boys of the community have got the job in police and they don't live there now.



Education:

There are no single schools in the community. Children do not have any other option that to go to the government school which is too far away from the community, hence as a results the dropout cases in the community are more. Add to that, the dropout cases among girls is even higher. In the community around 95% people are illiterate but today 90% children go to the school. The nearest M.C.D school is 5 km far from the community.

VII. History Of Girls Going To School Initiative

The aim of NIP UN is to provide value-based education of discipline, self-reliance, love and kindness. The center caters to the children from economically and socially weaker sections of the society. The children come from the encroached narrow streets and single room houses in and around the community of JJ Clusters, MeeraBagh, spread over an area of 2km radius with around 2000 families. The children are mainly first generation learners. Their parents are mainly factory workers, vendors, rickshaw pullers, casual labours, support staff etc. The girl child have been mainstreamed to the nearby MCD/Govtschools located at MeeraBagh through Girls Going to School Campaing by conducting Remedial Education classes and regular monitoring of the students who are not attending the Remedial Education Centers of NIPUN with the support of India Sponsor Foundation

Objective of the Project:

- ✚ To organize remedial education classes for the girls who are attending MCD / Govt. schools and are weak in studies.
- ✚ To follow up the girls who have been mainstreamed to MCD / Govt. Schools but are not attending the REC's of NIPUN and to reduce the dropout rate.
- ✚ To develop and implement Management Information System for proper tracking of the girls.
- ✚ To develop linkages with the MCD / Govt. schools and education department for further sustenance of education of the children.
- ✚ To develop and implement Teaching Learning Materials (TLM) as per the requirement of the individual child.
- ✚ To provide quality education and to ensure Minimum Level of Learning.
- ✚ To promote the system of Multi Grade teaching in the REC's.
- ✚ To organize exposure visit outside the classroom.
- ✚ To ensure maximum community participation for the sustainability of the project.
- ✚ To conduct door to door surveys and to identify the girls who never attended schools or are dropped out and to motivate them to take admission in MCD / Govt.schools.
- ✚ To create awareness among the community people to enroll their children especially girls to school.

Implementation Process

- ✚ The process of providing quality education to children through Remedial Education centers of NIPUN included:
- ✚ In the first phase initiated the process of recruitment of teachers and coordinator.
- ✚ Organizing orientation session with the newly appointed team and to brief them about the objective of Girls Going to School project.
- ✚ Identification of a space for organizing remedial education classes by way of organizing regular community meetings.
- ✚ Motivate the students especially girls to attend the RECs of NIPUN for improvement in studies.
- ✚ Arrange and development of Teaching Learning Materials (TLM) for Multi Grade teaching.
- ✚ Implementation of proper Management Information System for model RECs.
- ✚ Organizing community meetings with all the stakeholders like men, women, children youth and local leaders for motivating them to enroll the dropped out lot of school going children, specially girl child to MCD /Govt. School.
- ✚ Advocacy with MCD / Govt. Schools through meetings, visits and different kinds of child oriented activities.
- ✚ Organizing extracurricular activities for latent talent development at the RECs and MCD I Govt. School.
- ✚ Appraise individual child performance through weekly, monthly and annual test.
- ✚ Keeping proper tracking records of the child in the catchments area and out of the catchments area to avoid dropouts.

VIII. Key Activities Conducted

Environment and AasPas initiative

- ✚ Students of remedial education centers organised a project work on Aas Pass. The aim of this program was to generate environmental and nature conservation awareness among the students.
- ✚ To create awareness about the environment.
- ✚ To form eco club.
- ✚ How to save natural resources
- ✚ To create awareness on Safe Drinking Water.

Formation of eco club

An eco club was formed with a group consisting of 10 children of the REC. These children created awareness among their family and neighbour about the issues related to environment and healthy living.

Workshop for parents and children

Workshops were done for the parents and children of the community of MeeraBagh by the teachers and experts.

The topics which were discussed in the workshop were: _

- ✚ How to save electricity - By using CFLs instead of bulbs.
- ✚ Not to misuse/waste drinking water
- ✚ Not to use polythene bags - Jute bags may be used instead of that
- ✚ Segregation of household waste into bio degradable and non bio degradable.

47 parents attended these workshops and benefited with valuable knowledge.

Summer Vacation activities:

To increase the retention of the students who were enrolled in the RECs of NIPUN during the mid summer, different kinds of summer vacation activities were conducted

The main objectives behind organizing the summer vacation activities were as follows: -

- ✚ To increase retention of the children during the summer vacation by organizing different kind of fancy &playful activities.
- ✚ To increase the latent talent activities of the children
- ✚ To ensure that the children engaged in good practices instead of roaming in the lanes.

The activities which were carried out during the summer vacations for the children of NIPUN were Drawing, Craft, Clay work, Music & Dance, Collage making, Mask making, First - aid box, Personal health & hygiene.

Few parents of the children also participated during the activities and at same time also arranged waste materials for preparing of different activities.

Community Mobilization Programs:

To ensure that the girls are going to schools, a series of community awareness programs are organized in the center of NIPUN and various parts of MeeraBagh community for the parents of the children who are attending the RECs of Nipun and as well as for the girls who were dropped out or never attended to school.

Rallies

Rallies were conducted in the community of MeeraBagh to sensitize the people of the area for taking admission to the MCD / Govt. Schools for their children especially for the girl child. Hundreds of children move around the communities of Rajasthani, Bhojpuri and Bengali basti of MeeraBagh by holding banners, placards, hording and by shouting slogans like

**"AaoAao School Chale" and
"LadkaLadkiEkSaman,SabkoShikchhaSabkoGyan".**

The outcome of the rallies is that the Community people show interest in their child's education and come forward to NIPUN BastiPathsala for admission in MCD / Govt. Schools.

Dakhila Camp

Nipun workers organize MCD / Govt. schools Dakhila campaign during this quarter. The main objectives behind organizing the camps is to motivate and counsel the parents, especially to the girl child who have never attended to any school or are dropped out. Also following information is spread about the systems, procedures and documents required for MCD / Govt. School admission:

- ✚ Date of birth certificates issued by Govt. Hospital/1st Class Magistrate / Notary / Death & birth registrar
- ✚ Level of the students
- ✚ Address proof (Those who don't have affidavit)
- ✚ Passport size photograph

Awareness on MCD/Govt. School Admission

In the beginning of every academic year awareness programs organized at NIPUN bastipathsala on Admission in MCD/Govt. Schools. It catered to following issues:

- ✚ Requirements of certificates for taking admission in MCD schools,
- ✚ Different kinds of procedures required for taking admission
- ✚ Importance of education and Ladli scheme provided by Delhi Govt.

Mother's meeting

Mothers meeting are one of the specific awareness programs of Girls Going to School Initiative during the meeting procedures of taking the admission in the MCD / Govt. schools are explained to the mothers. At the same time information on Ladli Scheme of Delhi Govt. is shared to the participants.

Meena Film show

Film Shows are shown to parents of the students who are not attending MCD / Govt. schools and also to girls who are attending the RECs of NIPUN on '**Meena film**' & '**Going to School**'.

Counseling

Individual counseling session was conducted with 42 parents on MCD / Govt. school admission, regularity of the child at the RECs and MCD schools. The outcome after conducting the above activities was very much outstanding, parents were very much encouraged about their child's education and 243 children (136 female & 107 male) took admission to MCD / Govt. School.

Art & Craft Workshop

In the month of June/July 2015, summer vacation activities were concluded with a 3 days workshop which was organized by resource person from Center for Culture Resource and Training. During the workshop 62 girls of NIPUN BastiPathsala were trained to make book binding, envelope, bags and clay molding.

* All these girls have now moved on to higher secondary classes and their interviews have been taken and mentioned in the report below

Education Out Side Classrooms

The main objectives behind organizing an educational trip for students of RECs of NIPUN is to impart knowledge to the children about Indian history. At the same time the children will also have an exposure and an innovative way of learning. On numerous occasions children have visited India Gate, Red Fort, Akshardhammandir, Raj Ghat etc.

Community Awareness Program

On 23rd July 2011, a discussion on Anganwadi and community services was held. 10 key persons from the community attended the same at NIPUN BastiPathshala, I.I. Cluster, MeeraBagh. On the day Mr. Madan Lal from Mobile Creche in the 2nd half talked about the services of Anganwadi, immunization and community participation.

Mr. Pradeep Kumar, Secretary of NIPUN informed the participants about the importance of Anganwadi program, requested the community to avail maximum anganwadi services and monitor quality and quantity of nutrition which is being provided by the Anganwadi. At the same time requested to all the key persons who have attended the meeting to further disseminate the above information to the whole community, especially in the B-Block area of MeeraBaghJhuggi.

Street Play

On 24th July' 2015, a street play "GaliGali Shor" was organized behind the Sulabh Complex at B-Block, MeeraBaghJhuggi with the help of Mobile Creche. The main objectives of organizing the street play were to disseminate information on the following issues: -

- ✚ Child Care
- ✚ Recreation of a child
- ✚ Nutrition and Diet
- ✚ Safety of a child
- ✚ Rights of the child

Hundreds of children, youth and mothers actively participated and watched the street play.

Case Studies

I went on and interacted with the girls who are currently studying at NIPUN and those who have passed out and are now working.

During our interaction, I got them to fill out a questionnaire (given below) and spoke to them about their lifestyles, hobbies and aspirations.

Questionnaire

1. Name:
2. Age:
3. Class:
4. Family Size:
5. Father's occupation:
6. Mother's occupation:
7. What are your hobbies?
8. For how long have you been studying with NIPUN?
9. How many times in a week do you attend classes?
10. Has NIPUN helped you in school?
11. Why do you want to study?
12. What are your future plans?
13. Will you recommend NIPUN to other people?
14. What changes have you observed in yourself?

A Lighted Candle

15. Name: Geetika
16. Age: 15 yrs

Currently studying in class 9, Geetika lives in a family of 5, with her brother, sister and parents. Her father works as a car mechanic and her mother works as a daily wage laborer.

She enjoys dancing, drawing and playing badminton with her friends. She has been studying at NIPUN since the crèche. She continued coming to the NGO till class 8 but then left because of the absence of a teacher. She feels that NIPUN has helped her a lot with her school work and she understood more when she came to the evening classes at the NGO.

Geetika believes that NIPUN has helped her utilize her time better and has made her more knowledgeable. She wants to continue her studies and become a bank accountant.

SAILING THROUGH LIFE AND TIMES

1. Name: Simran
2. Age: 11 yrs

Currently studying in class 6, Simran lives in a family of 6, with her brother, 2 sisters and parents. Her father works as a daily laborer and her mother is a housewife.

She enjoys dancing, craft activities and playing kabaddi with her friends. She has been studying at NIPUN since the crèche. She comes to the NGO daily in the evening for the extra classes. She feels that NIPUN has helped her a lot with her school work and she understood more when she came to the evening classes at the NGO.

Simran believes that NIPUN has helped her learn new ideas and concepts and the teachers there have solved the problems that she faces in school. She wants to grow up to be dancer.

The Torch Bearer

1. Name: Naina
2. Age: 14 yrs

Currently studying in class 9, Naina lives in a family of 6, with her 4 sisters and parents. Her father works as a security and her mother is a daily wage laborer.

She enjoys dancing and singing. She has been studying at NIPUN since the crèche. She continues coming to the NGO daily for the evening classes. She feels that NIPUN has helped her a lot with her school work and she understood more when she came to the evening classes at the NGO.

Naina believes that NIPUN has helped her diversify her interest to sports and dance and has made her more aware of things around her. She wants to continue her studies in medicine and grow up to be a doctor.

Reaching For The Stars

1. Name: Muskaan
2. Age: 10 yrs

Currently studying in class 6, Muskaan lives in a family of 5, with her brother, sister and parents. Both her father and mother work as daily wage laborers.

She enjoys drawing and painting. She has been studying at NIPUN since the crèche. She continues coming to the NGO daily for the evening classes. She feels that NIPUN has helped her a lot with her school work and she understood more when she came to the evening classes at the NGO.

Muskaan believes that NIPUN has helped her in building her personality and in teaching her new things. She wants to continue her studies in English and wants to become a teacher.

Breaking The Shackles

1. Name: Kumkum
2. Age: 11 yrs

Currently studying in class 7, Kumkum lives in a family of 6, with her 4 sisters and parents. Both her father works as a security guard and her mother work as a daily wage laborer.

She enjoys drawing, dancing and playing kabaddi. She has been studying at NIPUN since the crèche. She continues coming to the NGO daily for the evening classes. She feels that NIPUN has helped her understand new concepts and thus she has been able to perform better in school.

Kumkum believes that NIPUN has helped her in building her confidence and has made her a better public speaker. She enjoys the educational trips that they go on through the NGO. She wants to continue her studies and become a teacher so that she can be self-reliant.

Fighting Against All Odds

1. Name: Kajal
2. Age: 13 yrs

Currently studying in class 7, Kajal lives in a family of 6, with her brother, 2 sisters and parents. Her father works as a painter and her mother is a housewife.

She enjoys acting, dancing and watching movies. She has been studying at NIPUN since the crèche. She has stopped coming to the Ngo as she gets help at home from her siblings. She feels that NIPUN has helped her a lot with her understanding her school work.

Kajal believes that NIPUN has helped her in learning dance, self defence and increased her general knowledge. She wants to be become a lawyer.

Dreams Unlimited

1. Name: AzraKhatun
2. Age: 14 yrs

Currently studying in class 8, Azra lives in a family of 7, with her 2 brothers, 2 sisters and parents. Her father works at a cycle repair shop and her mother is a housewife.

She enjoys playing badminton, sewing and listening to music. She has been studying at NIPUN since the crèche. She continued coming to the NGO till 7th grade but then left due to the absence of a teacher. She feels that NIPUN has made studies a lot more interesting for her and she looks forward to going to school now.

Azra believes that by coming to the NGO regularly, she has developed good hygiene and etiquettes. He has made new friends at the NGO and has done a lot of fun activities with them. She wants to continue her studies and become a doctor.

Discovering Life As It Unfolds

1. Name: Nazia
2. Age: 10 yrs

Currently studying in class 6, Nazia lives in a family of 8, with her 2 brothers, a sister, grandparents and parents. Her father is a tailor and her mother is a daily wage laborer.

She enjoys singing, cooking and applying henna. She has been studying at NIPUN since the class 1. She continues coming to the NGO daily for the evening classes. She feels that NIPUN has helped build her fundamentals and made her get a strong base in her studies.

Nazia believes that coming to the NGO has been vital in building her personality and in teaching her new things. She wants to continue her studies and wants to become a police officer.

Loaded With Life

1. Name: Sneha
2. Age: 8 yrs

Currently studying in class 4, Sneha lives in a family of 5, with her 2 brothers and parents. Her father works as a driver and her mother works as a daily wage laborer.

She enjoys drawing and playing with her friends. She has been studying at NIPUN since the class 1. She continues coming to the NGO daily for the evening classes. She feels that NIPUN has helped her a lot with her school work and she understood more when she came to the evening classes at the NGO.

Sneha believes that NIPUN has helped her in building her artistic skills. She wants to continue her studies in Mathematics and wants to become a teacher.

Supports The Cause

1. Name: Sonpari
2. Age: 12 yrs

Currently studying in class 6, Sonpari lives in a family of 6, with her brother, 2 sisters and parents. Both her father and mother work as daily wage laborers.

She enjoys singing and painting. She has been studying at NIPUN since the crèche. She continues coming to the NGO daily for the evening classes. She feels that NIPUN has taught her a number of useful things and has always been vital in solving her problems.

Sonpari believes that NIPUN has helped her in learning life skills and cleanliness. She wants to continue her studies in English and wants to become a teacher and someday open a school of her own.

IX. Analysis And Recommendations

Based on the interactions done with the community and these girls, below is the analysis and recommendations for NIPUN so as to improve continuously and strive towards the betterment of the community.

- The girls mentioned that they come to NIPUN only because they like their teacher. Thus it is important for NIPUN to continue getting teachers from the community itself so that the girls are comfortable with them and the enrolment of the students increases.
- The girls also enjoy doing fun activities and learning new art forms. Therefore more classes and workshops should be held so that these children have a continued interest in the NGO and keep coming for their studies as well.
- There is a dearth of awareness among people about the importance of education and so more rallies and nukkadnataks must be held in order to let people know about the relevance of sending their child to school and making them self-reliant.
- At the end of the day, NIPUN needs to be a process driven organisation and not person driven and hence even if a person leaves it, the activities must continue as it is and for this the credibility of the organisation needs to be deeply engraved in the community along with strong processes on behalf of NIPUN to hold it strong.

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