



VILLAGE FIELDWORK SEGMENT
RURAL ACTION COMPONENT (RAC) REPORT

**REASONS BEHIND THE LACK OF PARTICIPATION OF CHILDREN BELONGING
TO THE SCHEDULED TRIBE IN SCHOOL**

Village: Mahuapur

Gram Panchayat: Mahuapur

Block: Suriyawan

District: Bhadohi

State: Uttar Pradesh

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Uttar Pradesh

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Preface

About FARF

Fundamental Action & Research Foundation (FARF) is a non-profit organization based in Bangalore. FARF's journey started in 2014 in Bangalore by dedicated people who wanted to work voluntarily for farmers, creating awareness & bring transparency in implementation of government policies and local education, health and transport infrastructure development project.

FARF's scopes of work are to focus on few core verticals in rural development: Fundamental Action:

Digital Services: FARF is providing digital services to rural people in villages. Digital services include application of Income certificates, Caste certificates, domicile certificates etc. There is no fee for poor people in rural places.

Poor Child Education Support: FARF's has adopted around 30 poor children in few villages in Bhadohi district (Uttar Pradesh) and sponsored their fee, bags, shoes, etc. in good private school.

FARF's Adarsh Gram Yojana (FAGY): FARF adopted around seven villages to make them ideal and work on rural development at ground level. Door-to-door survey was conducted in 2017 in these villages to understand their problems and make the comprehensive reports to pursue them with various stakeholders.

Video Documentary: To resolve the issues at ground level, FARF has made numerous videos and do share with Government officials to look into the matter on urgent basis. Some of the videos are upload at YouTube Channel called "FARF Bhadohi".

Research:

Collect socio-economic and agriculture data and research to enhance benefits of various planning and strategies. Research work and data sharing is in progress in collaboration with various research institutes and social sectors. FARF's social media & digital team share the informative facts with rural people so that they can be well aware and be benefited with ongoing Government schemes.

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CHAPTER 1: EDUCATIONAL POLICIES

1.1 Introduction:

We the students of Institute of Rural Management (IRMA) arrived in the village Mahuapur on 3rd October 2019 for our Village Field Work segment. As a part of our Rural Action Component, the FARF organization assigned us with the duty to examine the state of education in the village and to reflect upon the reasons behind the lack of participation of children belonging to the scheduled tribe in schools. During our stay we conducted a research regarding the same and in this report we would be discussing some of our observations.

1.2 Government schemes for education:

Education has been the prime focus of the government of India for quite some time now. For promoting education in the country, the government tries to come up with various policies and schemes. We identified some schemes that were applied in Mahuapur. Those are:

1.2A Mid-day Meal Scheme:

The Mid-day Meal Scheme is a school meal program of the Government of India designed to better the nutritional standing of school-age children nationwide. The program supplies free lunches on working days for children in primary and upper primary classes in government, government aided, local body, Education Guarantee Scheme, and alternate innovative education centers, Madrasa and Maqtabas supported under Sarva Shiksha Abhiyan, and National Child Labor Project schools run by the ministry of labor. Serving 120,000,000 children in over 1,265,000 schools and Education Guarantee Scheme centers, it is the largest of its kind in the world

1.2B Right to Education:

The right to education encompasses both entitlements and freedoms, including the:

- right to free and compulsory primary education
- right to available and accessible secondary education (including technical and vocational education and training), made progressively free
- right to equal access to higher education on the basis of capacity made progressively free
- right to fundamental education for those who have not received or completed primary education
- right to equality education both in public and private schools
- freedom of parents to choose schools for their children which are in conformity with their religious and moral convictions
- freedom of individuals and bodies to establish and direct education institutions in conformity with minimum standards established by the state
- academic freedom of teachers and students

1.2C Integrated Child Development Services:

Integrated Child Development Services (ICDS) is a government programme in India which provides food, preschool education, primary healthcare, immunization, health check-up and referral services to children under 6 years of age and their mothers. The scheme was launched in 1975, discontinued in 1978 by the government of Morarji Desai, and then relaunched by the Tenth Five Year Plan.

Tenth five-year plan also linked ICDS to Anganwadi centers established mainly in rural areas and staffed with frontline workers. In addition to fighting malnutrition and ill health, the programme is also intended to combat gender inequality by providing girls the same resources as boys.

CHAPTER 2: SITUATION IN MAHUAPUR

2.1 Schools Available in Mahuapur:

Based on the policies of government we observed that the village has proper education facilities which includes:

- Anganwadi 1
- Anganwadi 2
- Anganwadi 3
- Primary School
- Secondary School



Fig: Schools in Mahuapur

2.2 Facilities Available in Schools:

The schools available in the village do not charge anything from the students as they are Nishulk Vidyalaya. Some of the other facilities include:

- Free Books
- Free Uniform
- Free Shoes
- Free Bag
- Mid-Day Meal

CHAPTER 3: FINDINGS

3.1 Observations:

When we enquired regarding this to the people of the scheduled tribe they said that the school was inside the village and they lived on the outskirts and because of the distance their kids do not feel comfortable going to school. The kids also have to cross a railway line which runs inside the village and the parents are concerned about the security of the kids so they don't send them to school.

But when we further evaluated the situation and discussed it with other villagers, we found that it was due to the prominence of child labor in the village that the families didn't want their kids to work. One kid earns around 450 rupees per day by loading of trucks. The greed to earn more has enticed the parents to stop the child from going to school.



Fig: Mushairo ki Basti (Scheduled Tribe)

3.2 Recommendations:

After talking to the villagers and researching about the topic further we came up with some recommendations that might help in increasing the participation of children in school. These include:

- 1) Educating the people about the importance of education and the doors they can open after the educate themselves.
- 2) Start a pickup service inside the village to pick and drop the kids.
- 3) Implement Child Labor Laws strictly in the village.
- 4) Contact contractors and ask them not to allow kids to work in their plants.
- 5) Collaborate with the schools to organize fun activities in the village that will attract the kids to school.

3.3 CONCLUSION:

Governments are investing more than ever before on educating their citizens, eager for them to compete in the global workforce. A growing global middle class is spending more of its own money on educating their families. Employers are looking for a new sort of colleague - someone with the skills to flourish in the 21st century. Combined with technologies that continue to develop at breakneck speed, the result is a world that has the want, and the means, to learn at scale. Yet there is so much to be done. One in five adults lack the written communication skills they need to progress in life, and 57 million children do not know what it's like to step inside a classroom. Many millions more are in education, but not learning effectively.

One of the biggest investments to be done in the current era is to invest in the youth of the country. Educating the youth will not only secure the coming years of the country but the coming decades too. Let us move forward and take steps for a better tomorrow.