

**Evaluation of Quality Education Projects in
Dahanu, Palghar, Pimpri-Chinchwad, Maharashtra**

Dissertation Submitted to



The IIHMR University, Jaipur

for the partial fulfilment of the award of the degree of

Master of Business Administration (MBA)

In

Development Management

By

Mr. Sahil Pralhad Mohape

Under the Supervision and Guidance of

Dr. Kajal Sitlani

Assistant Professor and PhD Programme Coordinator

2023

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DECLARATION BY STUDENT

At this moment, I declare that this dissertation titled **Evaluation of Quality Education Projects in Dahanu, Palghar, Pimpri-Chinchwad, Maharashtra** is the bonafide record of my original research work. I say that it has not been submitted to any other university or institution for the award of any degree or diploma. Information derived from the published or unpublished work of others has been duly acknowledged in the text.

Sahil Pralhad Mohape

Date: 03 June 2023

CERTIFICATE

This is to certify that **Mr. Sahil Pralhad Mohape**, in partial fulfilment of the requirements for the award of the degree of MBA Development Management from the IIHMR University, Jaipur, has completed his internship at EDUCO from February 20-May 19, 2023.

Place: Mumbai

Date: 03 June 2023

Mr. Bharat Nayak, Program Manager,
EDUCO

CERTIFICATE

This is to certify that the dissertation titled **Evaluation of Quality Education Projects in Dahanu, Palghar, Pimpri-Chinchwad, Maharashtra** is a record of the research work undertaken by **Mr. Sahil Pralhad Mohape** in partial fulfilment of the requirements for the award of the degree of MBA Development Management from the IIHMR University, Jaipur under my guidance and supervision and his approach to the research study has been sincere, scientific, and analytical.

Faculty Guide
IIHMR University, Jaipur

School Dean
IIHMR University, Jaipur

Date: 03 June 2023

Date: 03 June 2023

Abstract

A study was conducted in the villages of Dahanu, Pimpri Chinchwad and Velhe, Maharashtra to know the Results of Evaluation of Quality Education project. The proposed activity was to guide the right-based approach where the focus was to strengthen the school system by building capacity of the teachers to improve the quality of education for students in three geographical locations- Velhe block of Pune, Pimpri Chinchwad Municipal Area of Pune District and Dahanu Block of Palghar District of Maharashtra. The sample size was calculated using Simple random sampling methods. In the first stage, the evaluator selected the primary units of the sample by extracting 10% of the total units, i.e., the number of schools. The data was analyzed by KOBO Toolbox application.

It was observed that the project had a positive impact on students, increasing their confidence. The presence of Community Learning Centres has contributed to a decline in parents' migration, as it provides education locally. Additionally, the initiative has raised awareness about the needs of adolescents. Regular teacher's parents meeting and the introduction of activity-based learning in CLCs have further enhanced the relevance of the program. These efforts have resulted in increased students' enrolment and confidence. It was noted that the students enjoyed reading book which were provided by mobile library. The student's parliament helped students to raise their problems in front of school administration and gram panchayat. The enrolment of the students increased in the school due to activity-based learning.

Key Word: Community Learning Centres, Mobile Library, Activity Based Learning, Students Enrolment.

Acknowledgement

I would like to express my sincere gratitude to all those who have supported and contributed to the successful completion of this research project. First and foremost, I am deeply grateful to my mentor, **Dr. Kajal Sitlani, Assistant Professor and PhD Programme Coordinator**, for her guidance, encouragement, and valuable insights throughout the entire research process. Her expertise, feedback, and support have been instrumental in shaping our research and achieving our goals. And **Dr. Ratna Varma, Assistant Professor**, for suggesting to me such a fruitful organization for my research and learning.

I would also like to thank the participants of this study, whose willingness to share their experiences and insights has made this research possible. Their time and effort are greatly appreciated.

I would like to extend my gratitude to my Organisation mentor **Mr. Bharat Nayak, Program Manager, EDUCO India**, and other colleagues for their thoughtful feedback and discussions have been immensely valuable in shaping my ideas and perspectives.

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Chapter 1: Introduction

India is a Country where quality education has been a subject of complex debates. It covers various issues such as school environment, teachers' skills, curriculum, learning outcomes, age-appropriate Education, pedagogy, language, gender inclusion, etc. There are several arguments around poverty and the social environment around the educational attainment of children that is required for children's overall well-being and social transformation. One of the arguments for making Education compulsory for children claims that the social return of quality education is higher than other interventions for overall development (Psacharopoulos & Patrinos, 2018). In a country like India, where gender inequality in Education has been quite extreme, the diverse social and cultural realities further embellish the gender gap in access to Education (UNESCO, 2019). Looking at the primarily accepted fact that lack of quality education cripples the lives of millions of children in rural areas, the fate of poor urban children trapped by the dynamic forces of metropolitan cities is still unexplored. The increasing trend of rural-to-urban migration has made the urban sphere a place of lawless lives for millions of children in India. The evidence shows that children constitute more than 32% of the total urban population, with a large portion living in urban slums having the least access to quality education. There are 22.72 million children aged 5-18 years in slum areas who are out of school. These children have lost an opportunity for age-appropriate Education mainly due to poor access to quality education. Poor-quality education leads to poor learning outcomes, pushing children out of the education system and leaving them vulnerable to child labour, abuse, and exploitation. Every child in India has the fundamental right to quality education, which helps them acquire basic literacy and numeracy, enjoy learning without fear, and feel valued and included, irrespective of where they come from (UNICEF, 2023).

1.1 Structure of India's Education System

Schools in India are divided into Pre-primary Education, Primary Education and Secondary Education. Pre-primary Education is for the Age group of 3 to 6 years. The pre-primary schools prepare children to develop them mentally, emotionally, and physically. The primary education is between class 1st to class 8th. The students in classes from 5th to 8th are considered upper primary, and those in 1st to 4th are considered lower primary. Secondary Education comprises 9th and 10th whereas 11th to 12th is under higher secondary Education.

Chapter 2: Review of Literature

Title: Education in Rural Areas

Author: Dr. Radhika Kapur

November 2018

Scenario of Rural India's Education Sector

96.5% of children with age group of six to fourteen age group in rural India are enrolled in schools; 71.1% of the enrolment are in government schools whereas 24.3% are enrolled in private schools. The dropout rate of girls age group of 11 to 14 have dropout from 6.8% in 2009 to 5.9% in 2010. There is an increase in the percentage of five-year-olds enrolled in schools from 54.6% in 2009 to 62.8% in 2010.

Title: An analysis of COVID-19 Impact on Indian Education System

Author: Mukesh Rawal

January 2021

Impact of COVID-19 on Indian Education

The COVID-19 pandemic has had a big impact on education in India. It has brought many challenges, but it has also created opportunities. The government and education stakeholders have started using digital technologies to enable open and distance learning, considering the current crisis. However, India is not fully prepared to provide education to everyone using digital platforms. Students who do not have access to digital resources will suffer because they cannot take advantage of online learning like others. It is important to prioritise the use of digital technology to benefit all young students in India.

Title: Annual Status of Education Report (ASER),2022, Nipun Bharat Mission

January 2023

As per the ASER, 2022 the country has seen an increase in the enrolment of the children in government schools. There is a decrease in the basic reading and arithmetic skills in young children in class 3 and class 5 in India. As per the data the overall enrolment (Age group 6-14) has increased from 97.2% in 2018 to 98.4% in 2022. The enrolment of students in government school has increased from 65.6% in 2018 to 72.9% in 2022. The decrease in the proportion of girls not enrolled in schools for the age group 11-14 from 4.1% in 2018 to 2% in 2022 is a significant improvement and a positive development. This indicates that efforts to promote gender equality in education have been effective and have helped to increase the enrolment of girls in schools.

Parameters	2018	2022	Trend
Children in std 1 st to 8 th taking paid private tuition classes.	26.4%	30.5%	Positive
Children in std 3 rd able to read and write.	27.3%	20.5%	Negative
Average Teaching Attendance	85.4%	87.1%	Positive
School with Drinking Water Availability	74.8%	76%	Positive

Table 1

Chapter 3: Objective

The evaluation study is proposed to measure the success and progress in terms of the objectives and results with the following specific goals:

- To examine the strengths and weakness of School Transformation project and Quality Education interventions in Palghar and Pune.
- Accessibility of quality education in a safe and enabling Environment for Children and adolescents.
- To create a baseline for monitoring benchmarks and evaluating future projects.

Chapter 4: Methodology

This chapter describes the detailed description of methods and procedures employed in conducting the research, like the type of sampling, data collection, and instruments used. The details of the methodology followed for the present investigation are presented under the following subheads.

- Method of Data Collection
- Area of the study
- Sample size
- Tools and techniques used for the collection of data.
- Analysis

4.1 Method of Data Collection:

Learning Assessment Tools	Children enrolled in the Schools and Aanganwadi centers at different age groups: Age 3-6 years Age 7-13 years Age 14-18 years	The educational assessment was conducted with rights holders and compared with government data.
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4.2 Area of Study

The area of the project study is focused on different geographical regions based on the partnering organizations involved. For instance, the Pratham organization covers 76 villages in the Velhe block of the Pune district. Similarly, the vipla foundation focuses on 63 schools in the Pimpri Chinchwad municipal corporation area of the Pune district. The Matru Schaya Society Welfare Society (MSSWS) operates in the Dahanu block of the Palghar district, where they cover 55 schools.

4.3 Sample Size

The sample size will be calculated using **Simple random sampling methods**. In the first stage, the evaluator will select the primary units of **the sample by extracting 10%** of the total units, i.e., the number of schools.

Where N = Total number of primary units selected from the total units

m = a Total number of secondary units chosen from each primary team.

Total units of schools = 194 (76 in Velhe, 63 in Pimpri Ch, 55 in Palghar)

Stage one of sampling:

Primary units - n_1 (10% of the total units), i.e., $194 \text{ schools} \times 10\% = \mathbf{20 \text{ schools}}$
(58 Responses were Recorded)

4.4 Tools and techniques used for collection of data.

Considering the study's objective and variables, a comprehensive, structured questionnaire was prepared with open-ended and close-ended questions. The questionnaire was filled with individuals. The study went through an individual survey and observations.

4.5 Analysis

The following techniques were used in the study based on the nature of the data and the study's objective.

- For completion of the objective, the respondents' data were analyzed in the KOBO toolbox to obtain the statistics from the survey forms.
- A case study was also developed to show the completion of the objectives.

Chapter 5: Analysis and Results

5.1 Respondents Age

The report presents an analysis of the age distribution of the respondents in a survey. The survey collect data from 58 participants.

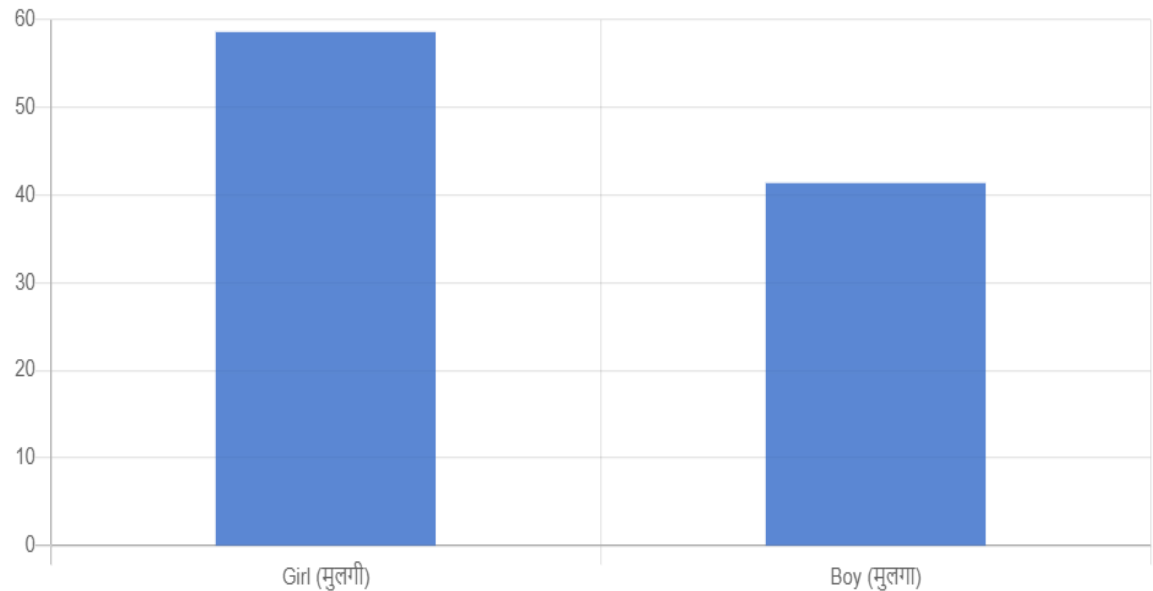
Mean	Median	Mode
12.17	12	13

Table 2

The analysis suggests that most of the respondents are around 12 or 13 years old, with a few younger participants that bring down the average age. The mode of 13 indicates that 13-year-olds are the most common age group in the survey.

5.2 Respondents Gender

The report analyses the gender distribution of the respondents in a survey. The data collected from 58 participants aimed to understand the proportion of boys and girls in the sample population.



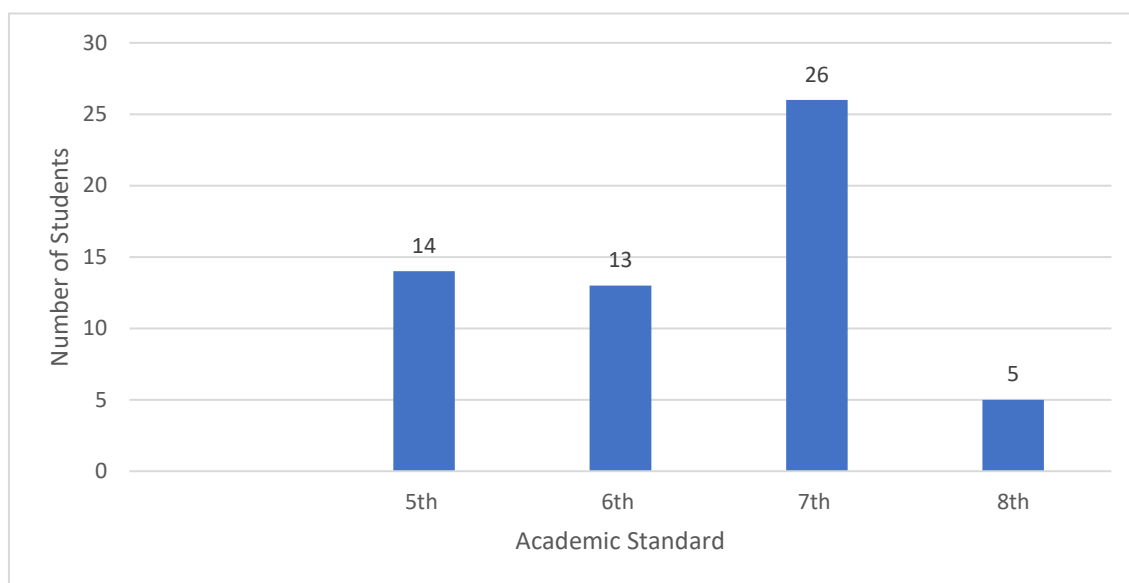
Graph 2

Out of the 58 respondents, 34 identified as girls, accounting for approximately 58.62% of the total. On the other hand, 24 respondents identified as boys, representing approximately 41.38% of the total.

Based on the analysis of the respondents' gender distribution, it can be concluded that the sample population consisted of a higher percentage of girls (58.62%) compared to boys (41.38%).

5.3 Respondents Academic Year

This report presents an analysis of the academic year distribution among respondents in a survey. The survey collected data from 58 participants, and the objective was to determine the academic year or grade level in which the respondents were currently enrolled.

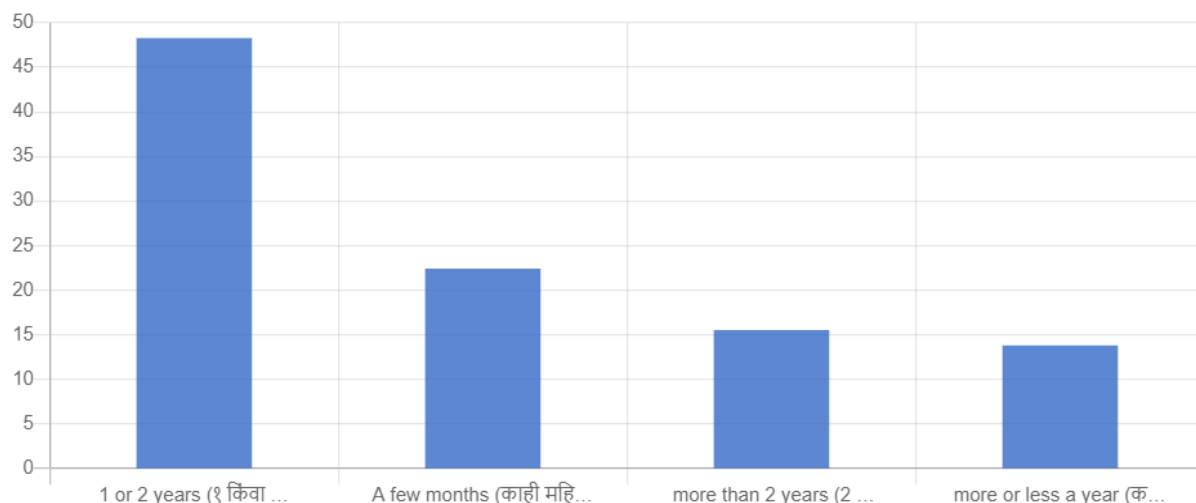


Graph 3

The analysis of the academic year distribution among the respondents in the survey says that 14 students are from 5th grade, whereas 13 students are from 6th grade, 26 students are from 7th grade and 5 students are from 8th grade. Most of the students are from 7th grade.

5.4 Respondents' duration of participation in project

This report analyses the duration of participation in project activities among the respondents. The survey collected data from 58 participants, aiming to understand the length of time they have been involved in the project.



Graph 4

Based on the analysis of the respondents' reported participation durations, it can be concluded that the largest group (48.28%) had been participating in the project for 1 or 2 years. This indicates a significant portion of the respondents have had a medium-term commitment to the project.

Additionally, 22.41% of the respondents reported participating in project activities for a few months, indicating a relatively shorter duration of involvement.

smaller percentage of respondents (15.52%) reported being engaged in the project for more than 2 years, suggesting a long-term commitment to the project.

13.79% of the respondents reported participating in the project for approximately a year or slightly more or less than a year. This indicates a moderate duration of involvement.

5.5 Respondents learning satisfaction and relevance

report analyses the respondents' perceptions regarding their ability to learn things that interest them and are useful for their personal development. The survey collected data from 58 participants, and the objective was to understand whether they felt they had gained valuable knowledge aligned with their interests.



Graph 5

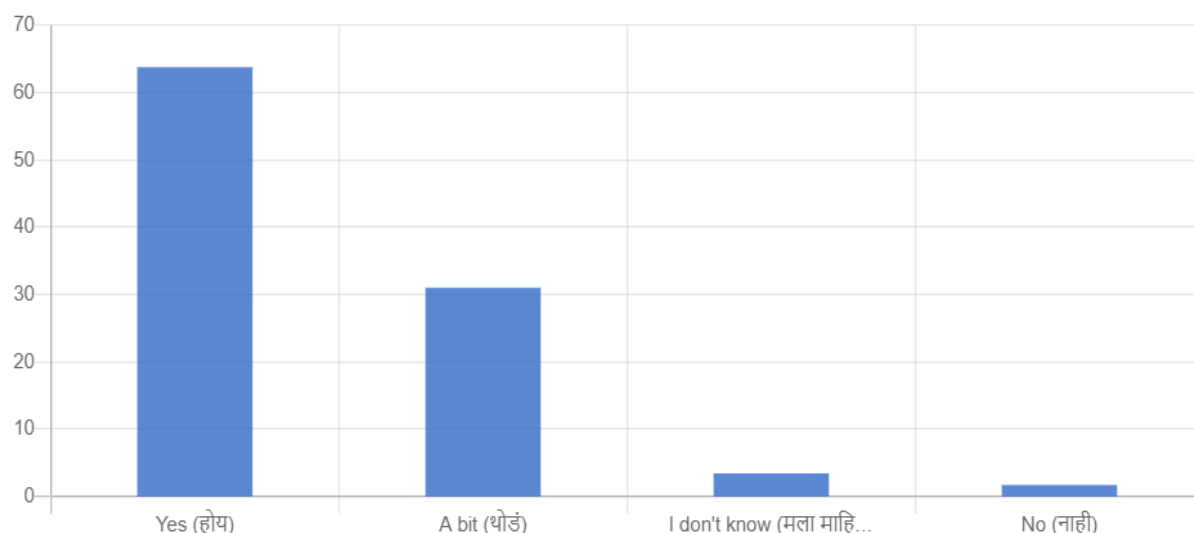
Based on the analysis of the respondents' perceptions, it can be concluded that most participants (89.66%) reported that they were able to learn things that interested them and would be useful for their personal development at school. This suggests that the educational environment played a significant role in providing relevant and engaging learning opportunities.

A smaller percentage of respondents (6.9%) indicated that they learned such things within their family or community. This suggests that the participants' social environment also contributed to their knowledge acquisition, albeit to a lesser extent.

A very small number of respondents (3.45%) expressed uncertainty regarding their learning sources, stating that they did not know where they acquired knowledge aligned with their interests and usefulness.

5.6 Respondents social and economic education at school

The report analyses whether schools provide education about the social and economic situation in the respondents' community, municipality, and country. The survey collected data from 58 participants, aiming to understand whether schools engage in conversations about the social and economic aspects of their surroundings.



Graph 6

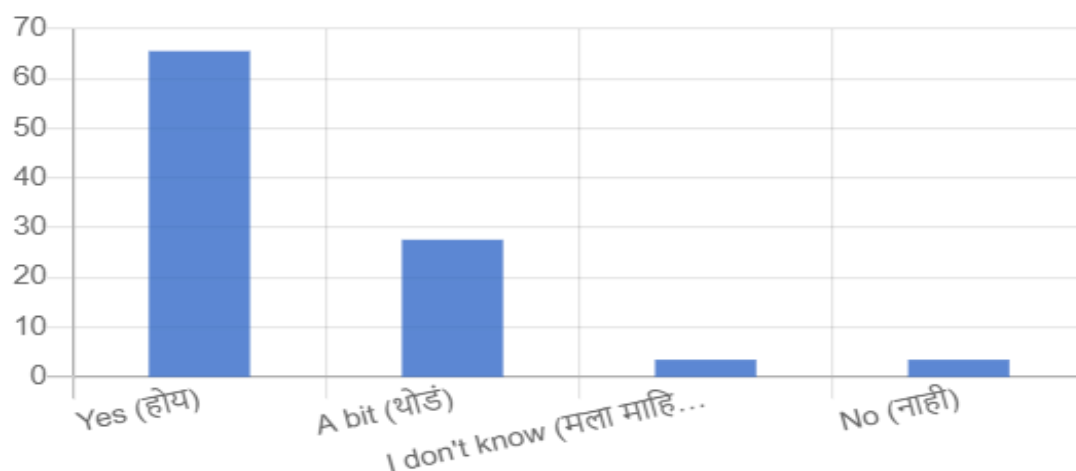
Based on the analysis of the respondent's perception, it can be concluded that the majority (63.79%) reported that schools do talk to them about the social and economic situation in their community, municipality, and country. This indicates that schools actively engage in conversations and education surrounding the social and economic aspects of their surroundings, promoting a broader understanding of the world.

A significant percentage (31.03%) indicated that they receive some information about the social and economic situation, but to a lesser extent. This suggests that the depth and extent of social and economic education may vary among different schools or educational contexts.

A small number of respondents (3.45%) expressed uncertainty, stating that they did not know if schools discuss the social and economic situation. This indicates a lack of clarity or awareness among these participants regarding the specific focus of social and economic education at their school. Only one respondent (1.72%) reported that schools do not talk to them about the social and economic situation, suggesting a potential gap in social and economic education in that case.

5.7 Analysis of language of instruction

This report analyses whether respondents learn in their own language as the language of instruction. The survey collected data from 58 participants, aiming to understand the extent to which respondents receive education in their native language.



Graph 7

Based on the analysis of the respondent's perspective, it can be concluded that a majority (65.52%) reported that they do learn in their own language as the language of instruction. This indicates that a significant proportion of respondents could receive education in their native language, facilitating comprehension and effective learning.

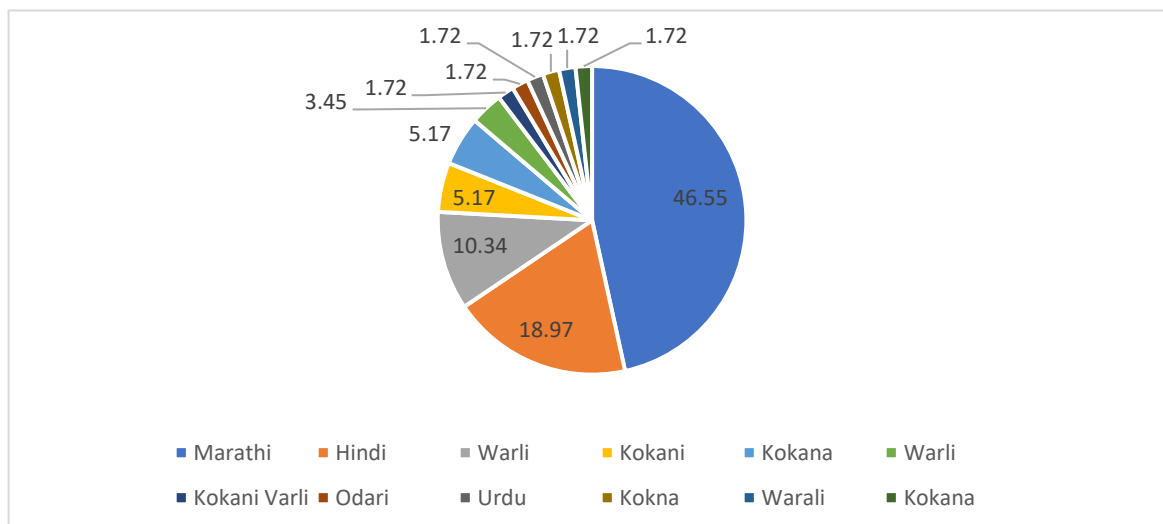
A notable percentage (27.59%) indicated that they learn a bit in their own language, suggesting a partial use of their native language in the instructional process. This implies that while some educational content is delivered in their language, there may be a mix of languages used during instruction.

A small number of respondents (3.45%) expressed uncertainty, stating that they did not know if they learn in their own language. This indicates a lack of clarity or awareness among these participants regarding the language used in their educational setting.

Similarly, another small group of respondents (3.45%) reported that they do not learn in their own language. This suggests that for these individuals, the language of instruction is different from their native language, which may present challenges in comprehension and learning.

5.8 Analysis of Respondents First Language

This report analyses the first language of the respondents. The survey collected data from 58 participants to understand the distribution of different languages spoken as the respondents first language.



Graph 8

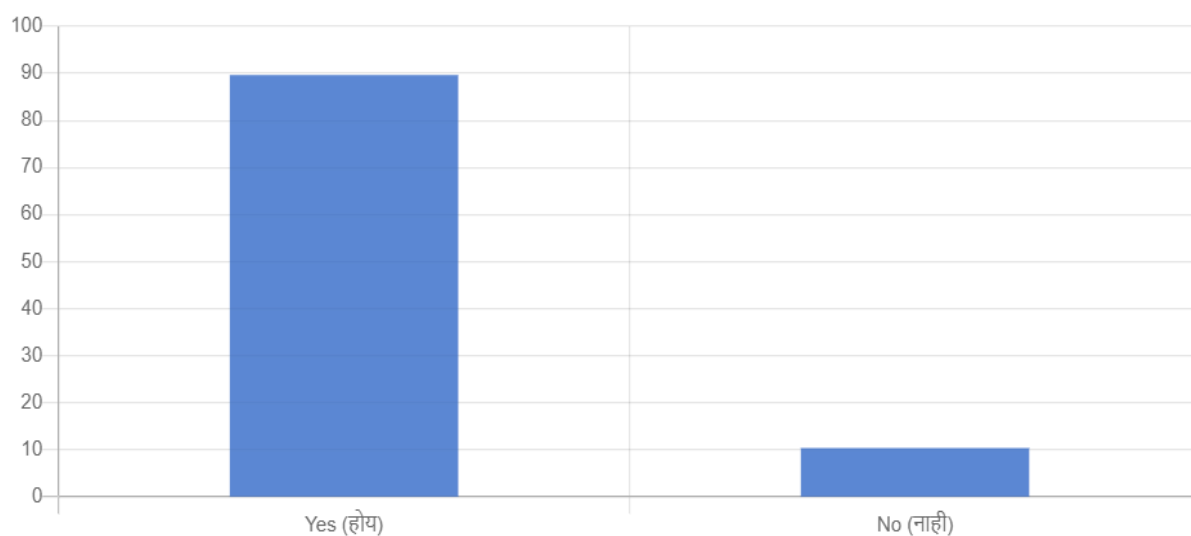
Based on the analysis of the respondents first language, it can be observed that Marathi is the most reported first language, with 46.55% of the respondents identifying it as their primary language. This indicates a significant presence of Marathi speakers among the participants.

Hindi is the second most prevalent first language, reported by 18.97% of the respondents. This suggests a considerable number of Hindi speakers among the participants.

A variety of other languages were also reported as respondents' first languages, including Warli, Konkani, Varli, Konkani Varli, Odari, Urdu, warily. These languages were reported by smaller percentages of respondents, ranging from 1.72% to 10.34%.

5.9 Respondents Knowledge about children and adolescent's rights

The report aims to analyse the respondents' knowledge regarding the rights of children and adolescents. The survey collected data from 58 participants, seeking to understand their familiarity with the rights that protect and promote the well-being of young individuals.



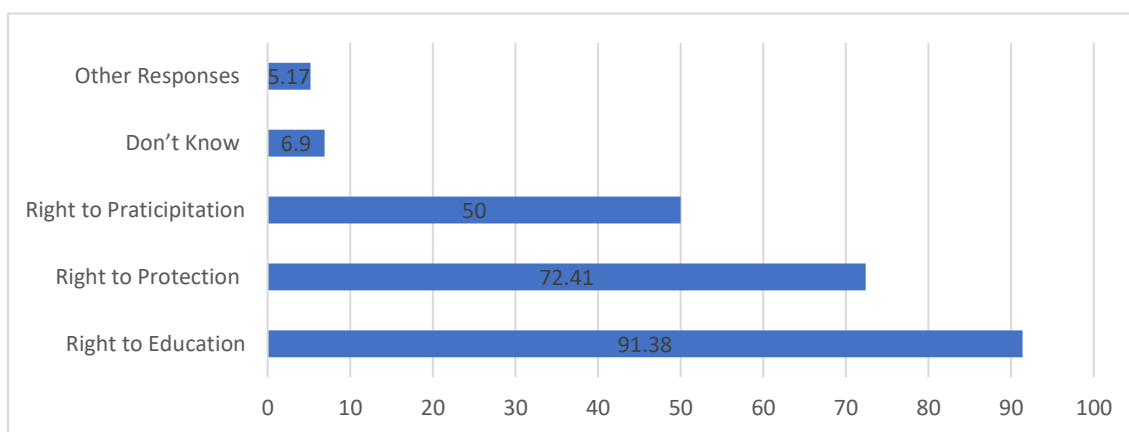
Graph 9

Based on the analysis of the respondent's knowledge, it can be concluded that a significant majority (89.66%) indicated that they know about the rights of children and adolescents. This suggests that most of the participants have awareness and understanding of the rights that safeguard the well-being and development of young individuals.

On the other hand, a small percentage (10.34%) reported that they do not know about the rights of children and adolescents.

5.10 Respondents' knowledge of specific rights of children and adolescents.

This report analyses the respondents' knowledge regarding specific rights of children and adolescents. The survey collected data from 58 participants to understand their awareness of certain rights that are crucial for the well-being and development of your individuals.



Graph 10

Based on the analysis of the respondent's knowledge, it can be concluded that a significant majority of participants have learned about the right to education (91.38%) and the right to protection (72.41%) of children and adolescents. This indicates a good level of awareness regarding these fundamental rights that aim to ensure access to education and safeguard children and adolescents from harm.

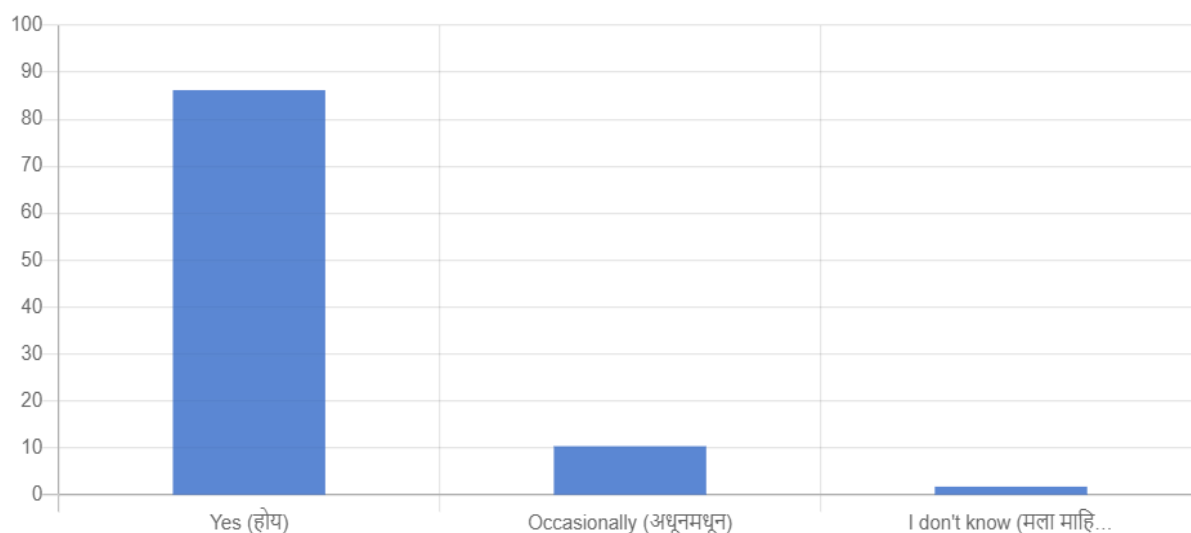
Approximately half of the respondents (50%) reported learning about the right to participate and be considered. This right emphasizes the importance of involving young individuals in decision-making processes that affect them. It is encouraging to see that a considerable number of participants have acquired knowledge about this empowering right.

A small percentage of respondents (6.9%) reported not knowing any of the specific rights mentioned in the survey. This highlights the need for further education and awareness-raising initiatives to ensure that all individuals, including children and adolescents, are informed about their rights.

A few respondents (5.17%) provided other responses, which were not specified in the report. These responses could indicate additional rights or perspectives that participants have learned about, highlighting the diverse range of knowledge, and understanding among the respondents.

5.11 Perception of teaching effectiveness and support

The report aims to examine the respondent's perception of the teacher's ability to explain concepts effectively and help in understanding the taught material. The survey collected data from 57 participants, seeking insights into their experiences with teaching methods and support provided by their teachers.



Graph 11

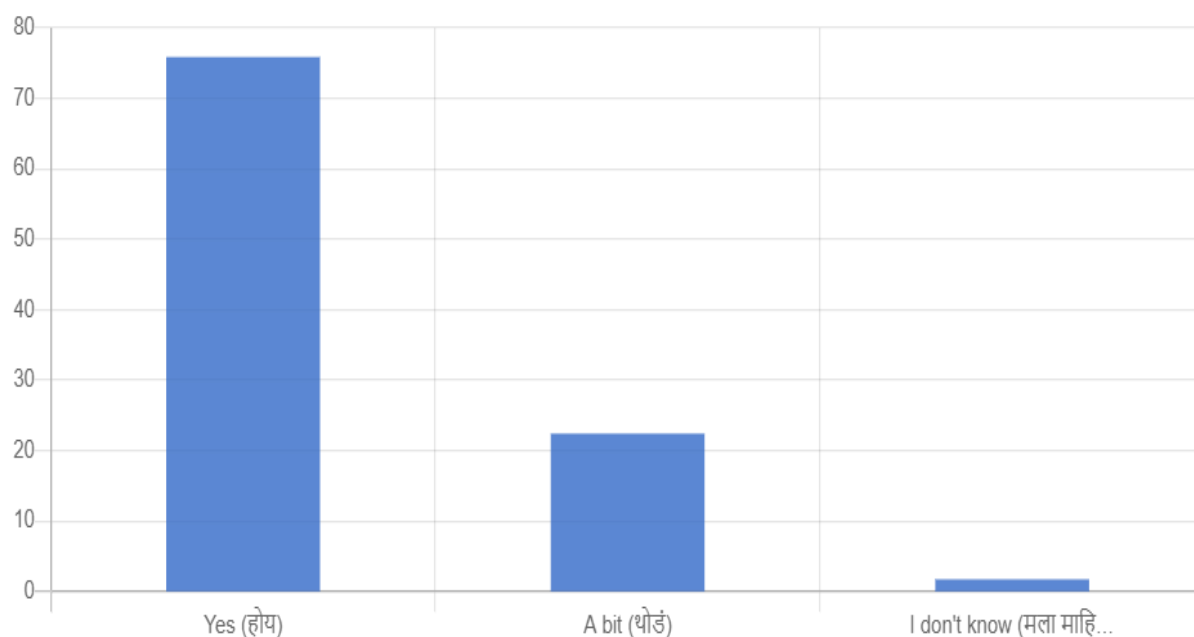
Based on the analysis of the respondent's feedback, it can be concluded that most of the participants (86.21%) reported that their teacher explains concepts well and helps them understand the taught material. This suggests that the teachers are effective in their communication and instructional methods, providing clear explanations and facilitating comprehension among the students.

a smaller percentage of respondents (10.34%) mentioned that the teacher occasionally explains concepts well and helps. This suggests that while there may be instances where the teaching effectiveness and support are not consistent, overall, the respondents still perceive their teacher to clarify the material.

It is worth noting that a single respondent (1.72%) indicated that they do not know whether the teacher explains concepts well and helps. This could be due to various factors, such as limited interaction with the teacher or a lack of awareness of their own learning experience.

5.12 Impact of Exams and evaluation on continuous learning.

The report aims to investigate the perceived impact of exams or evaluation on the respondents continuous learning. The survey collected data from 58 participants, seeking insights into how assessments contribute to their learning progress and understanding of the taught material.



Graph 12

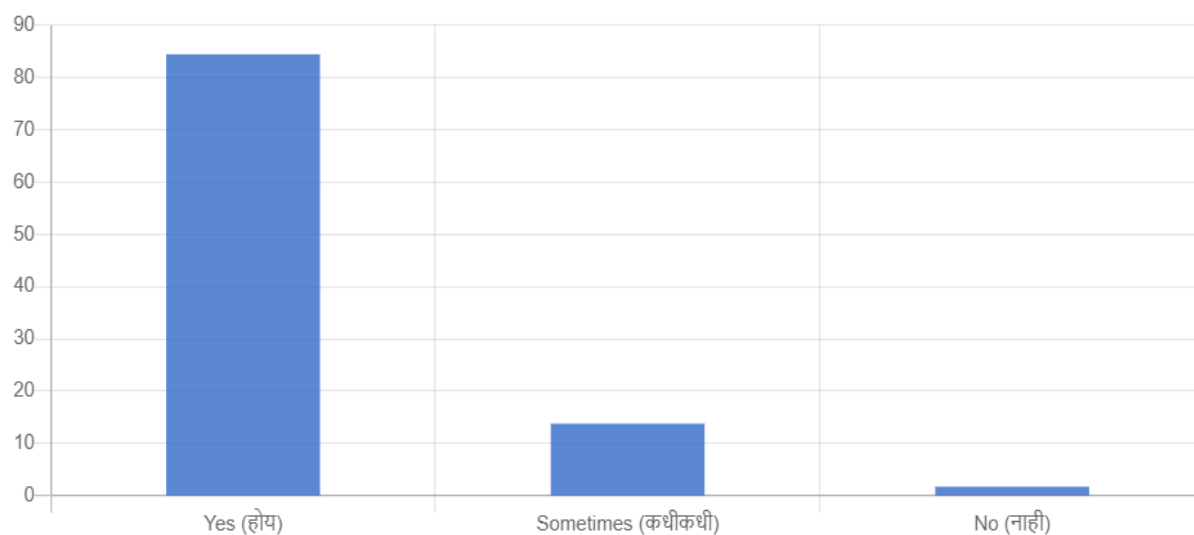
Based on the analysis of the respondent's feedback, most of the participants (75.86%) reported that exams or evaluations/corrections do help them in continuing their learning. This suggests that assessments play a positive role in their educational journey by providing feedback, identifying areas for improvement, and reinforcing learning.

a notable percentage of respondents (22.41%) mentioned that exams or evaluations/corrections help them to some extent. This indicates that while assessments have a positive impact, there might be room for improvement in terms of their effectiveness in supporting continued learning.

It is important to acknowledge that a single respondent (1.72%) expressed uncertainty regarding the impact of exams or evaluations/corrections on their learning. This could be attributed to various factors, such as limited experience or a lack of awareness of the direct influence of assessments on their learning progress.

5.13 Availability of Material and books for learning

This report examines the availability of material and books for learning among the respondents.



Graph 13

Based on the analysis of the respondent's feedback, most participants (84.48%) reported having the materials and books they need for their learning. This indicates that most respondents have access to the necessary resources to support their educational endeavours.

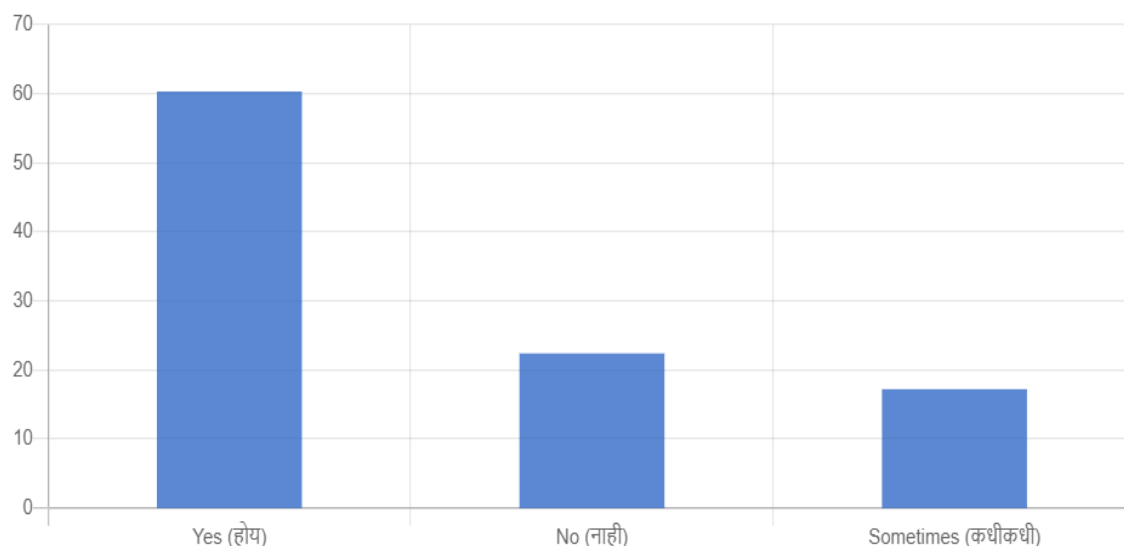
a notable percentage of respondents (13.79%) mentioned having access to materials and books only sometimes. This suggests that while they may have access to some resources, there might be instances when they face limitations or challenges in obtaining all the required materials.

It is important to note that a single respondent (1.72%) indicated not having the materials and books they need. This could be attributed to various factors such as limited availability, financial constraints, or other circumstances that hinder access to the required resources.

most participants reported having the materials and books they need for their learning. This indicates that they have access to the necessary resources to support their educational journey.

5.14 Access to internet and tech equipment's for online learning

This report examines the availability of internet access and technological equipment's among the respondents for the purpose of the online learning and information search.



Graph 14

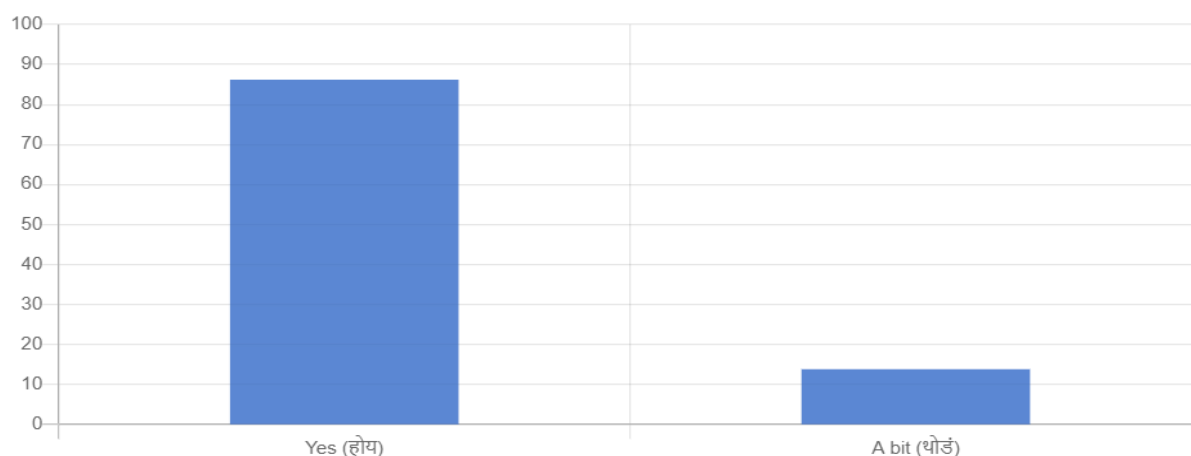
Based on the analysis of the respondent's feedback, most participants (60.34%) reported having access to the internet and tech equipment for online learning and information search. This indicates that a significant proportion of respondents have the necessary resources to engage in online educational activities.

a notable percentage of respondents (22.41%) mentioned not having access to the internet and tech equipment. This could be due to various factors such as limited availability, financial constraints, or lack of infrastructure in their respective areas. The absence of these resources might limit their ability to participate in online learning and leverage the benefits of online information search.

a portion of respondents (17.24%) reported having access to the internet and tech equipment only sometimes. This suggests that while they may have intermittent access, there might be limitations or challenges in consistently utilizing these resources for online learning and information search. In conclusion, a significant proportion of respondents reported having access to the internet and tech equipment for online learning and information search. This indicates that they have the necessary resources to engage in online educational activities.

5.15 Adaptation of teaching methods to students need.

This report examines whether teachers adapt their teaching methods to cater to the individual needs of their students.



Graph 15

Most respondents (86.21%) acknowledged that teachers adapt their way of explaining subjects according to the needs of the students. This suggests that teachers make conscious efforts to tailor their teaching methods to cater to the unique requirements and learning styles of their students. By adapting their explanations, teachers create an inclusive and effective learning environment that promotes understanding and engagement among students.

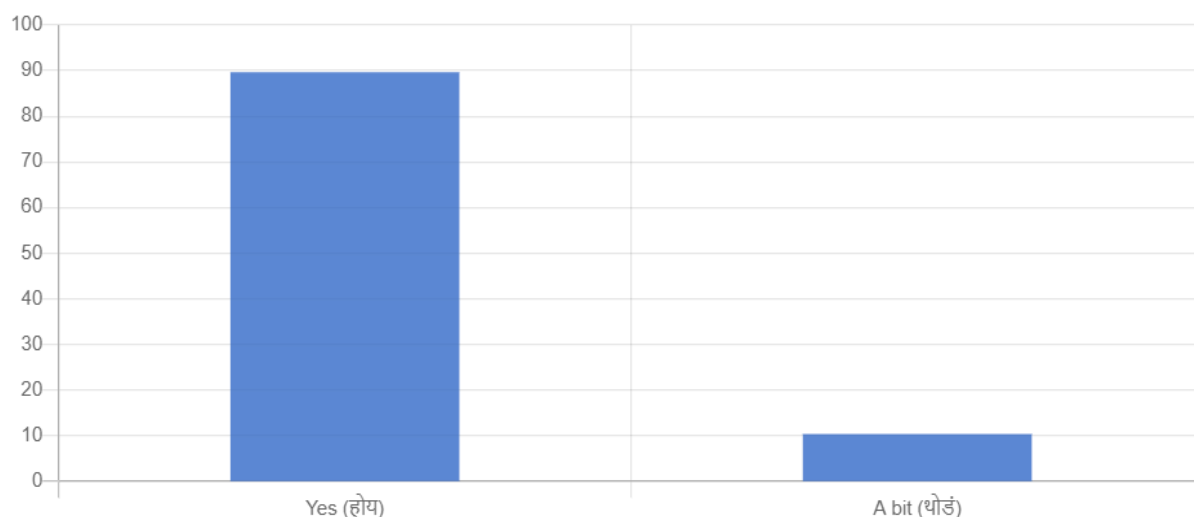
a small percentage of respondents (13.79%) mentioned that teachers only adapt their explanations to a certain extent, indicating a partial adjustment to student needs. It is possible that these respondents perceive a need for further adaptation or feel that more could be done to address individual student requirements.

the results indicate that a significant proportion of respondents perceive teachers as being responsive to the needs of students by adapting their teaching methods. This adaptability enhances the learning experience by ensuring that students receive instruction in a manner that suits their individual learning preferences and challenges.

In conclusion, most respondents acknowledged that teachers adapt their explanations according to the needs of the students. This adaptive approach promotes effective learning by accommodating the diverse learning styles, abilities, and requirements of students.

5.16 Sense of safety in the educational environment

The report explains the perception of students regarding their sense of safety at school or in their educational space.



Graph 16

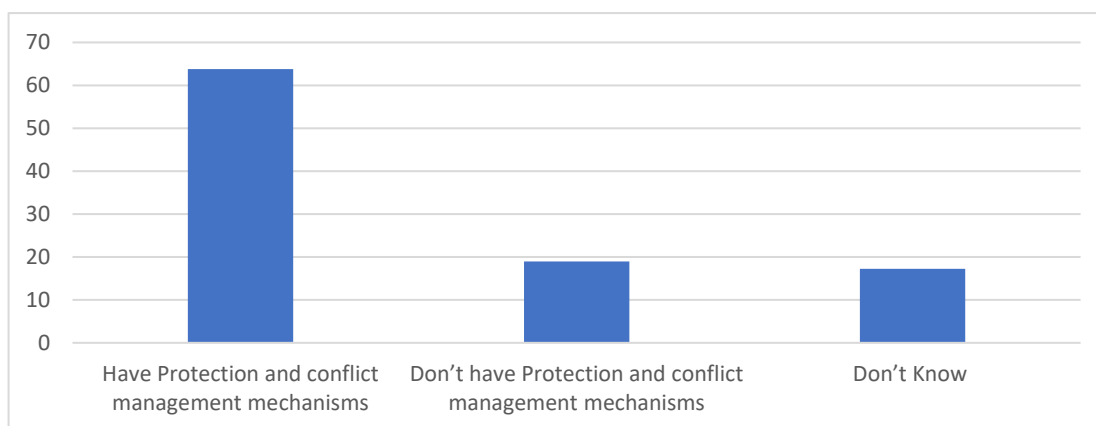
Most respondents (89.66%) expressed feeling safe at school or in their educational space. This suggests that the educational environment provides a sense of security and fosters a supportive atmosphere conducive to learning. Feeling safe in the educational space is crucial for students' well-being and their ability to focus on their studies without distractions or concerns about personal safety.

However, a small percentage of respondents (10.34%) indicated feeling only somewhat safe or expressed minor concerns about their safety in the educational setting. It is important to acknowledge that even with overall positive perceptions, there may be specific factors or incidents that contribute to these feelings. It is essential for schools and educational institutions to address these concerns promptly and implement measures to ensure the safety and well-being of all students.

Most respondents expressed feeling safe at school or in their educational space, indicating that the educational environment is perceived as secure and supportive. However, it is crucial to address any concerns or incidents that contribute to feelings of insecurity to ensure that all students can learn and thrive in a safe and nurturing educational environment.

5.17 Protection and conflict management mechanism

Based on the responses the presence of the protection and conflict management mechanism at their school or educational institutions is as followed.



Graph 17

Most respondents (63.79%) reported that their school or educational institution has protection and conflict management mechanisms in place. These mechanisms can include a child protection committee, mediation services, a letterbox for sending suggestions, complaints, or commendations, risk management training, and other related initiatives.

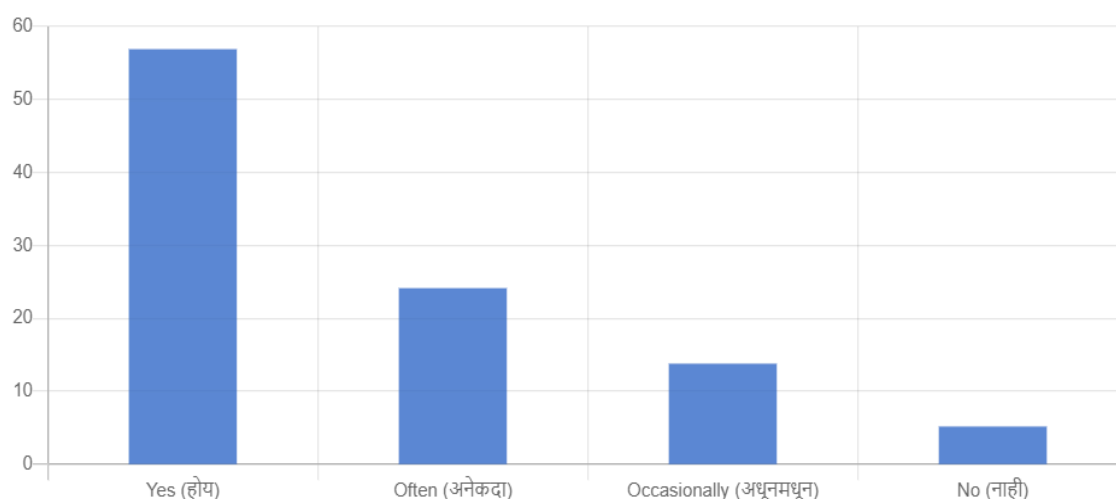
A significant number of respondents (18.97%) stated that their school does not have such mechanisms in place. It is important to recognize that the absence of these mechanisms does not necessarily imply a lack of concern for student safety or conflict resolution. It could indicate a need for further efforts in establishing or improving these systems in the educational setting.

A portion of respondents (17.24%) indicated that they were unsure or did not have knowledge about the presence of protection and conflict management mechanisms at their school. This suggests a potential lack of awareness or communication regarding these initiatives within the student body.

Having protection and conflict management mechanisms in place promotes a safe and inclusive learning environment where students can voice their concerns, seek assistance, and have their conflicts resolved through appropriate channels. It is essential for schools and educational institutions to regularly assess and enhance these mechanisms, ensure their effectiveness, and promote awareness among students, teachers, and staff.

5.18 Students' participation in the resolution of conflicts/problems at their school

Based on the responses, the extent of student participation in the resolution of conflicts/problems at their school is followed.



Graph 18

Most respondents (56.9%) reported that students participate in the resolution of conflicts/problems at their school. This indicates that students are actively involved in addressing and finding solutions to issues that arise within the school environment. Their participation can take various forms, such as expressing their concerns, providing input, contributing to discussions, and collaborating with teachers, staff, and peers to resolve conflicts or problems.

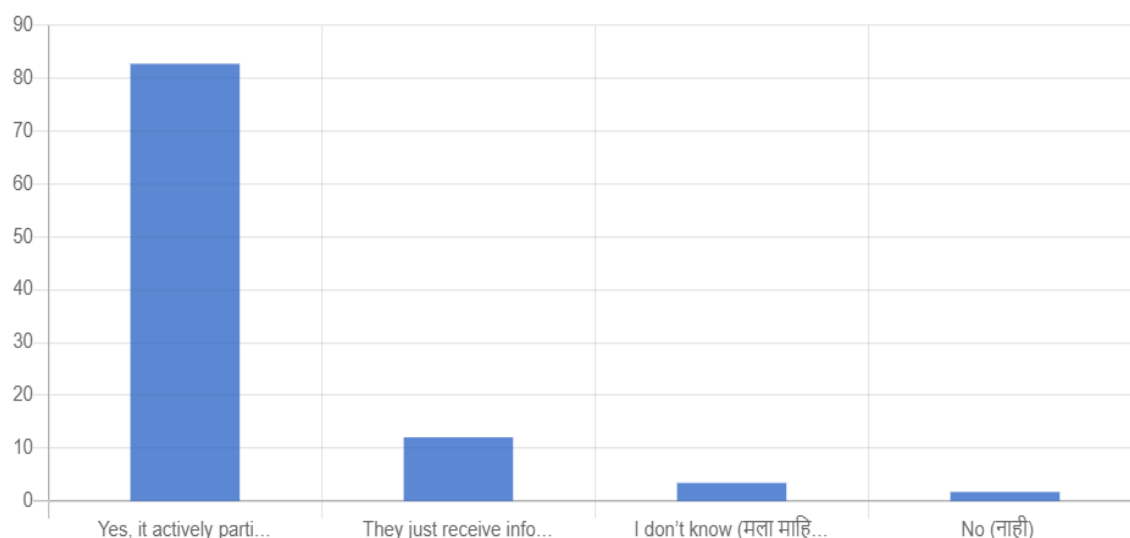
A significant portion of respondents (24.14%) mentioned that student participation in conflict resolution occurs often. This suggests that students are regularly engaged in the process of problem-solving and actively contribute to finding resolutions to conflicts within the school community.

some respondents (13.79%) reported that student participation in conflict resolution happens occasionally. This implies that while students are not consistently involved in every conflict resolution process, they do have opportunities to participate in resolving conflicts on certain occasions.

small number of respondents (5.17%) stated that students do not participate in the resolution of conflicts/problems at their school. This may indicate a lack of structured mechanisms or opportunities for students to engage in conflict resolution processes or a limited awareness of such opportunities among the students' body.

5.19 Participation of respondent's family in school

The report examines the participation of family members in school.



Graph 19

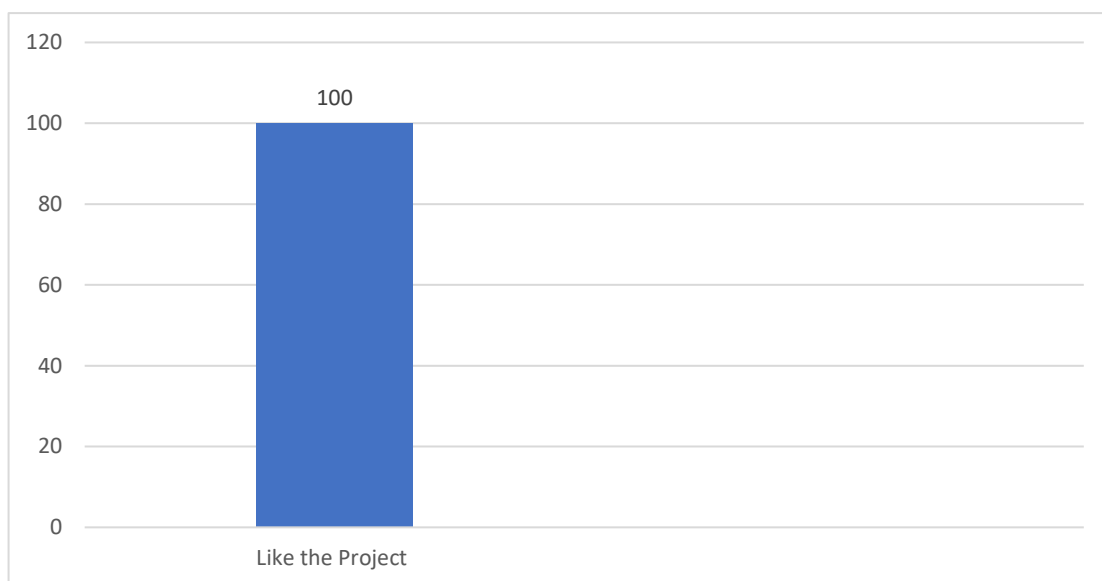
Out of 58 respondents who answered this question, 48 (approximately 82.76%) indicated that their family actively participates in the school. This means that these families are actively involved in school-related activities, events, and initiatives. They may participate in parent-teacher meetings, volunteer for school events, contribute to fundraising efforts, or engage in other forms of involvement to support the school and their child's education.

On the other hand, 7 respondents (approximately 12.07%) mentioned that their family receives information about the school but may not actively participate in school activities. These families may stay informed about school events, updates, and their child's progress through communication channels established by the school, such as newsletters, emails, or online platforms.

Two respondents (approximately 3.45%) answered "I don't know," indicating that they are unsure about their family's level of participation in the school. It suggests a lack of knowledge or awareness of their family's involvement.

5.20 Respondents' views about the project

All 58 respondents answered that they like the project and the activities they participate in with Educo, and they like it a lot.

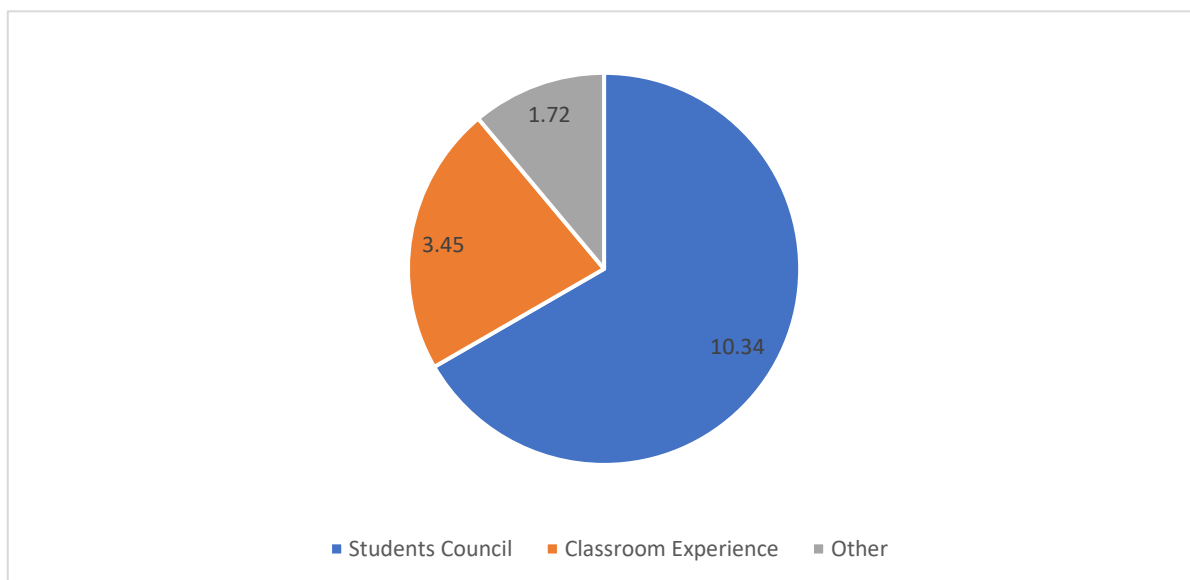


Graph 20

This indicates that all the respondents have a positive view of the project or activities they engage in with Educo. They expressed a high level of satisfaction and enjoyment in their participation. It suggests that the project or activities provided by Educo are engaging, meaningful, and enjoyable for the respondents. This positive response from all the participants reflects a successful and well-received program provided by Educo.

5.21 What did you like the most about the project.

10.34% responded that they like the student's council the most. Whereas 3.45% mentioned about the classroom experience similarly 3.45% expressed that they like everything about the project.



Graph 21

There were several individual responses that mentioned specific activities, such as changemaker, library, learning at school, support centre, basic education, gender equality, child rights, learning and teaching by CLCs (Community Learning Centres), drawing, playing, dancing, singing, exercise etc. Each of these activities was mentioned by one respondent (1.72% each).

Chapter 6: Case Study

THE IMPACT OF COMMUNITY LEARNING CENTERS (CLCs) ON SCHOOL CHILDREN



The Covid-19 pandemic had a significant impact on the education sector in India, with many schools closing and students facing challenges in continuing their studies. To address this issue, the Matru Schaya Social Welfare Society (MSSWS) in Shilonda, Palghar district of Maharashtra, launched an innovative initiative called Community Learning Centres (CLCs). This case study aims to examine the impacts of CLCs on students and parents in the region.

The CLCs were established to provide a safe and supportive space for children to continue their education, even when their schools were closed. The team at MSSWS recognized the challenges faced by students in rural areas, where access to educational resources was limited, and poor internet connectivity made online learning difficult. The CLCs were designed to provide access to trained teachers, resources, and materials to support students' learning.

Trained teachers staffed the CLCs called Shikshan Doot, who provided instruction in various subjects, including mathematics, science, and language arts. The teachers were typically recruited from the local community, which helped to create a more inclusive and supportive learning environment. The children were also given access to books, writing materials, and other resources to support their learning.

The CLCs positively impacted student attendance, enthusiasm, and activity level. Teachers reported improved satisfaction with their performance and teaching activities, and there was an increase in the sharing of learning experiences with parents. The CLCs also addressed gender equality issues, as girls had equal access to education. Parents reported an improvement in their children's communication and interaction skills, and their ability to speak up about issues in the community.

According to Ms Anita Bhujala, a parent of a student named Ashish Bhujala, shared that “My child used to struggle with reading and speaking with others. In fact, when someone tried to talk to him, he would run away. However, after gaining confidence through the Community Learning Centres (CLCs), he is now able to raise issues and speak up like other students they even addressed the need for toilets to the Gram Panchayat. Before the CLCs were introduced, students would fail to read and write until the 5th standard”.

“Earlier parents do contribution to the salary of Shikshan Doot but during Covid-19, due to financial conditions they were also unable to contribute but, in such circumstances, the education and classes by CLCs were going on”.

“Now, the Children are happy, Ulhas sir doing really hard work, my child daily goes to school”

Therefore, she said I am grateful for the positive impact that CLCs have had on her child and other students in the community.

Chapter 7: Conclusion

Through analysing the data, it can be concluded that, the project had a positive impact on students, increasing their confidence. The presence of Community Learning Centres has contributed to a decline in parents' migration, as it provides education locally. Additionally, the initiative has raised awareness about the needs of adolescents. Regular teacher's parents meeting and the introduction of activity-based learning in CLCs have further enhanced the relevance of the program. These efforts have resulted in increased students' enrolment and confidence.

The introduction of a mobile library and annual events organized by the organizations have further enriched the learning experience. The introduction of Bal Sansad (Children's Parliament) has actively engaged students, leading to increased participation. The improvement in teaching methods is also mentioned, indicating the positive impact on educational outcomes.

Teaching quality has improved compared to before, leading to better learning experiences for the students.

Regarding the sustainability, there are some challenges to address. The initiatives require more funding to sustain their operations effectively. There is a need to increase the payment of CLC teachers. The School Management Committee, has become an active committee, contributing to the overall improvements of the schools.

Overall. The project has successfully brought about positive changes in the school and the lives of the students, indicating the importance of continuing such initiatives for the betterment of education.

Chapter 8: Recommendations

Considering the study, the following points are recommended.

- a. Duration of Community learning centres should be increased.
- b. More Staff and Teachers required to handle large number of children.
- c. Payment of CLC Teachers should be increased.
- d. Infrastructure of the classroom should be improved like lights, fans, and Toilets.
- e. Digital learning should be provided to students.
- f. Computer lab and Library should be provided.
- g. Need for the career Guidance sessions.
- h. Uniforms should be provided to students.

Chapter 9: Limitations of the study

a. Time taken to build reputation among children:

Being outsider, students were felling hesitate while giving the responses. Hesitation was the great barrier for the study.

b. Limited time period:

Shortage of time was also a limitation in the study.

c. Single Researcher:

Being a single researcher, it was difficult to cover each village.

d. Language Barrier

The languages spoken by the respondents was tribal language therefore it was difficult to understand.

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Annexure

Interview Questions:

1. Age
2. Gender
 - Girl
 - Boy
 - Other
3. What year are you in?
4. How long have you been participating in the project activities?
 - A few months
 - More or less a year
 - 1 or 2 years
 - More than 2 years
 - I don't participate in any projects
5. At school, do they talk to you about your culture and the traditions in your community?
 - Yes
 - A bit
 - No
 - I don't know
6. At school, do they talk to you about the social and economic situation in your community, municipality, country?
 - Yes
 - A bit
 - No
 - I don't know
7. Do you learn in your own language?
 - Yes
 - Sometimes
 - No
 - No, but I'd like to

8. What is your first language?
9. Do you know the rights of children and adolescents?
 - Yes
 - No
10. Can you name at least three of them?
11. Have you learnt new things about some of the following rights of children and adolescents:
 - Right to Education
 - Right to protection
 - Right to participate and taken into account
 - Other
 - I don't know any of them
12. Do the exams or evaluations/corrections help you to continue learning?
 - Yes
 - A bit
 - No
 - I don't know
13. Do you like your school/educational space, its installations and equipment?
 - Yes
 - A bit
 - No
 - I don't know
14. Do you have the materials and books you need?
 - Yes
 - Sometimes
 - No
15. Do you have access to the internet and tech equipment for learning online and looking for information?
 - Yes
 - Sometimes
 - No

16. Do you learn in your own language?

- Yes
- Occasionally
- No
- I don't know

17. Have you felt discriminated against at school for any reason?

- No
- Yes, because of my gender
- Yes, because of my sexual identity
- Yes, because of my ethnic origin or language
- Yes, because of my physical appearance
- Yes, because of my disability or special needs
- I don't know

18. Do the teachers adapt the way they explain their subjects according to the needs of the students?

- Yes
- A bit
- No
- I don't know

19. At your school are there any protection and conflict management mechanisms (child protection committee, mediation, a letterbox for sending suggestions, complaints or commendations, risk management training, etc.)?

- Yes
- No
- I don't know

20. Do students participate in the resolution of conflicts/problems at school?

- Yes
- Often
- Occasionally
- No

21. Do the teachers give you information about school democracy/participative school management?

- Yes
- Occasionally
- No
- I don't know

22. In your class or group are there any mechanisms for joint decision-making such as assemblies, consultations, etc.?

- Yes, quite often
- Sometimes
- No
- I don't know

23. In your school, are there any mechanisms for democratic child/youth participation in which you can make proposals and put them into practice?

- Yes
- No
- I don't know

24. Does your family participate in school?

- Yes, I actively participate
- They just receive information about it
- No
- I don't know

25. Do you think that the opinions you express on issues in favour of your rights and wellbeing are taken into account by your environment, family, community and local government?

- Yes, in my family
- Yes, among children and adolescents
- Yes, in my community
- Yes, at school
- Yes, in local associations
- Yes, in local government
- In none of the above

26. Do you like the project or activities you participate in with Educo?

- Yes, a lot
- A bit
- No
- I don't know

Translated Questions for Field Interviews

1. वय
2. लिंग
 - कन्या
 - पोरगा
 - इतर
3. तुम्ही कोणत्या वर्षात आहात?
4. आपण प्रकल्पाच्या उपक्रमांमध्ये किती काळ भाग घेत आहात?
 - काही महिने
 - वर्षातून कमी-अधिक
 - १ किंवा २ वर्षे
 - मी कोणत्याही प्रकल्पात भाग घेत नाही.
5. शाळेत ते तुमच्याशी तुमची संस्कृती आणि तुमच्या समाजातील परंपरांबद्दल बोलतात का?
 - हो
 - थोडे से
 - नाही
 - मला माहित नाही
6. शाळेत ते तुमच्याशी तुमच्या समाजातील, नगरपालिका, देशातील सामाजिक आणि आर्थिक परिस्थितीबद्दल बोलतात का?
 - हो
 - थोडे से
 - नाही
 - मला माहित नाही
7. तुम्ही स्वतःच्या भाषेत शिकता का?
 - हो
 - कधीकधी
 - नाही
 - नाही, पण मला आवडेल
8. तुमची पहिली भाषा कोणती?
9. मुले आणि किशोरवयीन मुलांचे अधिकार तुम्हाला माहित आहेत का?
 - हो
 - नाही

10. त्यापैकी किमान तीन जणांची नावे सांगू शकाल का?
11. मुले आणि किशोरवयीन मुलांच्या खालीलपैकी काही अधिकारांबद्दल आपण नवीन गोष्टी शिकलात का? .
- शिक्षणाचा अधिकार .
 - संरक्षणाचा अधिकार .
 - सहभागी होण्याचा अधिकार आणि विचारात घेतला .
 - इतर .
 - मी त्यापैकी कोणालाही ओळखत नाही.
12. परीक्षा किंवा मूल्यमापन / सुधारणा आपल्याला शिकणे सुरू ठेवण्यास मदत करतात का?
- हो
 - थोडे से
 - नाही
 - मला माहित नाही
13. आपल्याला आपली शाळा / शैक्षणिक जागा, त्याची स्थापना आणि उपकरणे आवडतात का?
- हो
 - थोडे से
 - नाही
 - मला माहित नाही
14. आपल्याला आवश्यक असलेले साहित्य आणि पुस्तके आपल्याकडे आहेत का? .
- हो
 - कधीकधी
 - नाही
15. ऑनलाइन शिकण्यासाठी आणि माहिती शोधण्यासाठी आपल्याकडे इंटरनेट आणि तंत्रज्ञान उपकरणांमध्ये प्रवेश आहे का?
- हो
 - कधीकधी
 - नाही
16. तुम्ही स्वतःच्या भाषेत शिकता का? .
- हो .
 - अधूनमधून .
 - नाही .
 - मला माहित नाही
17. तुम्हाला शाळेत कोणत्याही कारणास्तव भेदभाव वाटला आहे का? .
- नाही .
 - होय, माझ्या लिंगामुळे .

- होय, माझ्या लैंगिक ओळखीमुळे .
- होय, माझ्या वांशिक उत्पत्तीमुळे किंवा भाषेमुळे .
- होय, माझ्या शारीरिक स्वरूपामुळे .
- होय, माझ्या अपंगत्वामुळे किंवा विशेष गरजांमुळे .
- मला माहित नाही

18. विद्यार्थ्यांच्या गरजेनुसार शिक्षक आपले विषय समजावून सांगण्याच्या पद्धतीशी जुळवून घेतात का? .

- हो .
- थोडे से .
- नाही .
- मला माहित नाही

19. तुमच्या शाळेत संरक्षण आणि संघर्ष व्यवस्थापन यंत्रणा (बाल संरक्षण समिती, मध्यस्थी, सूचना, तक्रारी किंवा प्रशंसा पत्र पाठविण्यासाठी लेटरबॉक्स, जोखीम व्यवस्थापन प्रशिक्षण इ.) आहेत का?

- हो .
- नाही .
- मला माहित नाही

20. शाळेतील संघर्ष/ समस्यांच्या निराकरणात विद्यार्थी भाग घेतात का?

- हो .
- वेळोवेळी .
- अथूनमथून .
- नाही

21. शिक्षक तुम्हाला शालेय लोकशाही/सहभागी शाळा व्यवस्थापनाची माहिती देतात का? हो .

- अथूनमथून .
- नाही .
- मला माहित नाही

22. आपल्या वर्गात किंवा गटात सभा, सल्लामसलत इत्यादी संयुक्त निर्णय घेण्याची काही यंत्रणा आहे का? .

- होय, बर्याचदा .
- कधीकधी .
- नाही .
- मला माहित नाही

23. तुमच्या शाळेत लोकशाही बाल/युवकांच्या सहभागासाठी अशी काही यंत्रणा आहे का ज्यात तुम्ही प्रस्ताव तयार करू शकता आणि ते आचरणात आणू शकता?

- हो
- नाही

- मला माहित नाही
24. तुमचे कुटुंब शाळेत सहभागी होते का?
- होय, मी सक्रियपणे भाग घेतो .
 - त्यांना फक्त त्याबद्दल माहिती मिळते. .
 - नाही .
 - मला माहित नाही
25. आपल्या हक्कांच्या आणि कल्याणाच्या बाजूने असलेल्या मुद्द्यांवर आपण व्यक्त केलेली मते आपले पर्यावरण, कुटुंब, समुदाय आणि स्थानिक सरकार विचारात घेतात असे आपल्याला वाटते का?
- होय, माझ्या कुटुंबात .
 - होय, मुले आणि किशोरवयीन मुलांमध्ये .
 - होय, माझ्या समाजात .
 - होय, शाळेत .
 - होय, स्थानिक संघटनांमध्ये .
 - होय, स्थानिक सरकारमध्ये .
 - वरीलपैकी कुठल्याही गोष्टीत
26. आपण एडुकोसह भाग घेणारा प्रकल्प किंवा क्रियाकलाप आपल्याला आवडतात का? .
- होय, खूप काही .
 - थोडे से .
 - नाही .
 - मला माहित नाही