

**“Assessment of Digital Education & Skill Training Centre for
COVID-19 affected families-**

Scope and Challenges”

**With special Reference to Panipech Kalakar Basti of Jaipur
district in Rajasthan.**

By

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Sincerely

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SUMMARY

This study attempts to understand challenges and scope of Education for COVID - 19 Affected Families who are participated in the digital E-Learning and Skilling Program of DHARA Sansthan in Panipech Kalakar basti of Jaipur.

Objectives of the study -

- To determine the status of Education Availability for the COVID - 19 affected families.
- To study the quality of Education.
- To determine the scope and challenges to access education and skilling for COVID - 19 affected families.

RESEARCH METHODOLOGY -

Area of study – Four Area of Jaipur District.

(Area name - Panipech, Jaisinghpura, Ghirdharipura, Sanjay Nagar).

Sample size – 30 students of digital E-Learning participants and 30 participants (Women) of Skill training batch. 26 respondents (women) are seasonal labour and 2 were retail shop person. All 30 respondent belongs to Jaipur from different village.

Study Period – 3 Months.

Data collection Source – Primary Data collected from the families on their field through Focused Group Discussion and Personal Interview.

Data Analysis – MS-Excel

Data Collection Procedure – In-depth Interview of COVID - 19 affected families and observation checklist.

Universe and Unit of Study:

Four Areas of Jaipur District (Panipech, Jaisinghpura, Ghirdharipura, sanjay nagar).

Overview of the Research Area:

In this region the govt. facilities and infrastructure is not so good. the major source of livelihood are seasonal labour, and Horse making activities. The status of Education is not good and it is unable to generate adequate income to fulfil their daily requirement of their family. The living standard of the community is poor. Most of the families are residing in tin shade house or few are residing near footpath.

Major Findings:

- Students are not having access of the E-learning assets lack of financial problem. Digital education program has benefitted more to board students and cover their chapters with the help of digital education program
- More than 60% out of total enrolled students, do not have any internet access but they get benefitted with this program and get regular online classes.
- 98% of trainees were involved in daily wages and after enrolment of three months 76% became self-employed.
- 90% women were housewife and after enrolled in stitching course, they became a livelihood earning partner of their house.

Conclusion:

Digital E- Learning and Skilling Centre is a good initiative by DHARA Sansthan for the COVID affected families to enhance their livelihood skill and connect their children to regular access to education through E-Learning platform. Skilling training Centre reduce their migration but ground reality slum area people are having many problems regarding electricity, basic health facility access and other social welfare schemes. The innately motivated learners are relatively unaffected in their learning as they need minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

Chapter 1: Introduction

The study attempts to understand challenges and scope of Education for COVID - 19 affected families who are participants in the Digital E-Learning programme of DHARA Sansthan in Four blocks of Jaipur district.

“Touching rural lives through better health and educational outcomes”

DHARA is a non-profit development organization working since 1989. The organization has been working in multitudinous sectors for the past 26 years. To address these problems, DHARA initiated its intervention in core areas like Health, education, child protection, Livelihood and Sanitation etc. DHARA and its team are committed to working with the underprivileged.

DHARA – It follows the principles of development of resources and their productivity through optimum utilization and their efficient management, focusing on incorporation of sustainable development aspects. Also through mainstreaming of the deprived region with multidimensional development for overall upliftment of the community with sustainability. DHARA would institute a participatory field monitoring system. This system was providing regular assessments of the performance of the project implementation. It was also assessed progress towards achievement of objectives, timely completion of planned activities, effectiveness of implementation (e.g., Scheduling, training, organizing activities), and monitoring.

Our Vision: We envision for betterment of the poorest of the poor communities through addressing their most impactful needs.

Our Mission: To serve individuals and families in the poorest communities through improvement of health, hygiene, the support of education, the alleviation of poverty and protection of the local natural resources.

Objective of the Organization

- To build the capacity of the community by an awareness generation programme.
- To provide primary education facilities.
- To provide health care to the mother and child through women group.
- To form the village development committee to identify their problems and work together

with them to come up with solution.

- To work towards abolishing social evils like dowry, superstition etc.

To achieve these objectives the project will undertake following activities:

- Monthly contact drive with each family.
- Motivating them for further education, inculcating learning habits.
- Running a book bank and sharing of women development reading material.
- Facilitating poor girls for further education.
- Special guidance in education camps for adolescent girls
- Health counselling

Chapter 2: Review of Literature

The following selected reading material give us an overview of the issues related to education and E-learning platforms during pandemic and themes of discussion in the context of Child Education. The section also briefly outlines some successful case stories of improvement of education level.

Poor community and tech-driven education during pandemic.

According to NSSO data, In India the economic factors is one of the most critical to school children dropping out of school. During this pandemic and lockdown more than 1.4 million of migrant workers and others working in the unorganized sector has been affected adversely (90% of India's population is engaged in disorganized work). The migrant workers have either moved back to their home along with their children or are unable to send remittance home during pandemic and lockdown. In such a situation, the focus on technology- driven education platforms or E-learning is preventing many children to access their classes and academic curriculum in the country.

Internet access among the vulnerable community and education:

According to NSSO data 2017-18, In comparison to rural and urban household internet accessibility, the rural Indian households have 15 % internet access where urban have 42 %. According to a survey, Girls or females above five years in rural Indian households the internet access percentage is only 8.5 %. Due to non-availability and affordability of poor families in rural areas, girls faces more domestic duties which also inducing their inability to access online education. Also due to male prioritize the male child have primarily access to the gadget for online education.

According to UN Report, During the COVID-19 pandemic lockdown, Majority of students could not get access to online classes due to lack of many things i.e. lack of basic knowledge to use e- leaning platforms, lack of internet and electronic gadgets at their home during pandemic when the online classes were started. This is the common problem for the countries who are under developed or developing countries of South Asia, along with sub-Saharan Africa. These were the most affected region, and thereby Indian students suffered due to high density population and limited resources and infrastructure.

Approximately 1.3 billion people of age group 4 -18 years almost two-third of the world's children did not have internet connections in their houses and so they lag behind to access their regular online classes and this situation prevented them from learning vital skills needed to emulate in the modern economy. Age group of 14-24 years were unconnected at their home which are almost 64 % of the total population of this age group which is almost 759 million.

According to India today report, the children of country who are belonging to lower or lower middle class have the least access to internet as India's 90 % of the population is engaged in unorganized sector.

As per Gyan Pathak, 2020 the internet accessibility between high income countries and India has a huge gap. In India, only 15 % of people under 24 years age, 18 % of age group 14-24 years and 13 % of age group 3-17 years have the accessibility of the internet whereas high income countries have this percentage 85 %, 89 %, 86 % for the respective age groups. In South Asia countries, there is huge gap in rural – urban internet accessibility that is 9 % in rural areas as compared to urban which 23 %. Approx. in India the Internet infiltration may be 51 % as compared to 2016 that was 3.8 %. The quality of internet connection is not so good in rural and outskirts areas of small towns.

“A tool which can make learning process more student centric, better flexible and more innovative can be termed as online learning. Learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students” **(Singh & Thurman, 2019)**

As old pattern of education, students are found that they are very less prepared for many e-learning and academic-type competencies. Even they are also found that they are very less pre-prepared for maintaining an equilibrium among their work, families, social lives and study lives when they are in an online learning environment as it is stated by (Parkes et. al, 2014).

According to Baytiyeh 2018 that there are many natural calamities occur certainly and uncertainly which causes badly disruption in education systems. Sometimes the infrastructure were destroyed and a no. of students future got jerk during these calamities and the education got braked in the

mid for some duration.

“Disruption of education can leave children at risk of child labour, early marriage, exploitation, and recruitment into armed forces”. When disasters and crises (man-made and natural) occur, schools and colleges need to be malleable and should find new ways to continue with teaching– learning activities (**Chang-Richards et al., 2013**).

According to Huang et al., 2020, Availability of sufficient communication technology infrastructure, open online courses in the form of digital learning resources, e-books, e-notes, and other learning tools are the most important medium in this severe situation with reliability. According to Martin 2020, During online education an educator must keep five things in mind which are very important that are instructions, motivation, content, mental health and relationships.

FIELD CASE STORIES:

CASE STOTY 01:

“Laxmi a girl who always dreamt to become an independent girl capable of taking her own decision. Little shy yet determined to become a successful person one day. Due to COVID - 19 her dreams shattered when she stopped her education even after scoring 64% in her 12th because her family cannot afford her college fee which is just 4100 INR for a year. She realized if she will not study further her family will get her married in year itself like her other 2 sisters. They also left their education because the family was not able to support it. Laxmi was determined to complete her graduation and she is the first girl in her whole family to get an admission in a college. She is first girl in family who will be a graduate. She wants to become a Fashion designer and open her own boutique one day to support her father and younger siblings to complete their education and fulfill their own dreams like her.”



CASE STORY 02:

“Before the COVID - 19 pandemic, Ruksar's husband used to work as daily wage laborer where he used to do loading and unloading of goods with some commercial transport agency. He used to earn around 13000-14000 per month. Similarly, Ruksar herself used to run small tailoring shop but after COVID - 19 and due to sudden lockdown their work got affected. Ruksar's husband dropped drastically from 13000 per month to merely 3000-4000 per month and her own shop got totally shut down. It is because of this she was not able to pay the house rent and for the monthly ration. The family went deep in debts due to the whole situation.

She was desperately looking for support and wanted to re-open her shop to start earning to provide for her family. Her sheer hard work and



commitment towards her work motivated us to help Ruksar re-open her shop again with new sewing machine.”

CASE STORY 03:

“Sangeeta is born and raised in Bombay. She has polio since her birth. Her family used to live near the railway tracks in Mumbai. They often used to go for toilet near these railways tracks. One day she went to the toilet near these tracks and had met with an accident because of which she lost both her legs sadly in 2007. Through a common relative she was then married to man who lost his 1st wife in 2011. After her marriage she moved to Jaipur and since then she has been living here with her husband, 3 children, 2 relatives and one daughter in-law. She lives in a Basti known as Kalakar Colony in Panipech, Jaipur famous for artisans who makes toys like elephant, Horses and plays drums etc. They used to make horses, elephants and other toys for meeting their ends but due to COVID - 19 and sudden lockdown in the whole country. They lost their only livelihood. We have now helped her to set up her own vegetable stall on which she works from 7 am to 7 pm.”



CASE STORY-04

“Saina bano is women of kalakar basti get married at the age of 20. She is illiterate and never went school in her childhood. she is a single parent right now for their children because her husband is in jail because of some issue. she said that he is in jail because of some trap she doesn't have that much of money for their bail also. Saina bano is troubled a lot in the time of COVID because she faced lots of problem. She doesn't have food as well as money for their survival. Saina has 2 children both are very young. She wants to earn some money for their family and children. so, she come in the center to learn stitching. After look up on her problem. we provide stitching session to her for their livelihood



Chapter 3: Design and Methodology

Overview of the Research Area:

It is a Slum Area of Jaipur district surrounded out of city area. In this area 90% population is ST and SC in which the major no. of family is Meena families.

In this region the govt. facilities and infrastructure are not so good. The major source of livelihood are daily wages, selling tissue paper and seasonal items taking in hands on traffic lights, road sides and Horse making activities. The status of Education is not so good and it is unable to generate adequate income to fulfil their daily needs of their family.

DHARA Sansthan is implementing a project name “Digital E-Learning and Skilling project” which is funded by BOSCH (Education and Skilling Development Fund) department CSR (Corporates social Responsibilities) activities.

Methodology:

Area of study – Four Areas of Jaipur District.

(Area name - Panipech, Jaising Pura, Ghirdharipura, Sanjay Nagar).

Sample size – 30 students of digital E-Learning participants and 30 participants (Women) of Skill training batch. 26 respondents (women) are seasonal labour and 2 were retail shop person. All 30 respondent belongs to Jaipur from different village.

Study Duration – 3 Months.

Source of Data – Primary Data collected from the participants on training center and field through personal interview and focused group discussions. Some of the details about the region is taken from authentic websites an google.

Analysis of Data- MS Excel

Process of Data Collection – In-depth Interview of COVID effected families and observations checklist.

OBJECTIVE:

- To compose the status of education availabilities for the COVID - 19 affected families.
- To study the quality of Education.
- To compose the scope and challenges to accessibilities education for COVID – 19 affected families

Chapter 4: Analysis and Findings:

Current Status of Skill Learning Training project in Panipech Kalakar Basti:

- Digital education program has benefitted more to board students and cover their chapters with the help of digital education program
- More than 60% out of total enrolled students, do not any internet access but they get benefitted with this program and get regular online classes.
- 98% of trainees were involved in daily wages and after enrolment of three months 76% became self-employed.
- 90% women were housewife and after enrolled in stitching course, they became a livelihood earning partner of their house.



GRAPH REPRESENTATION:

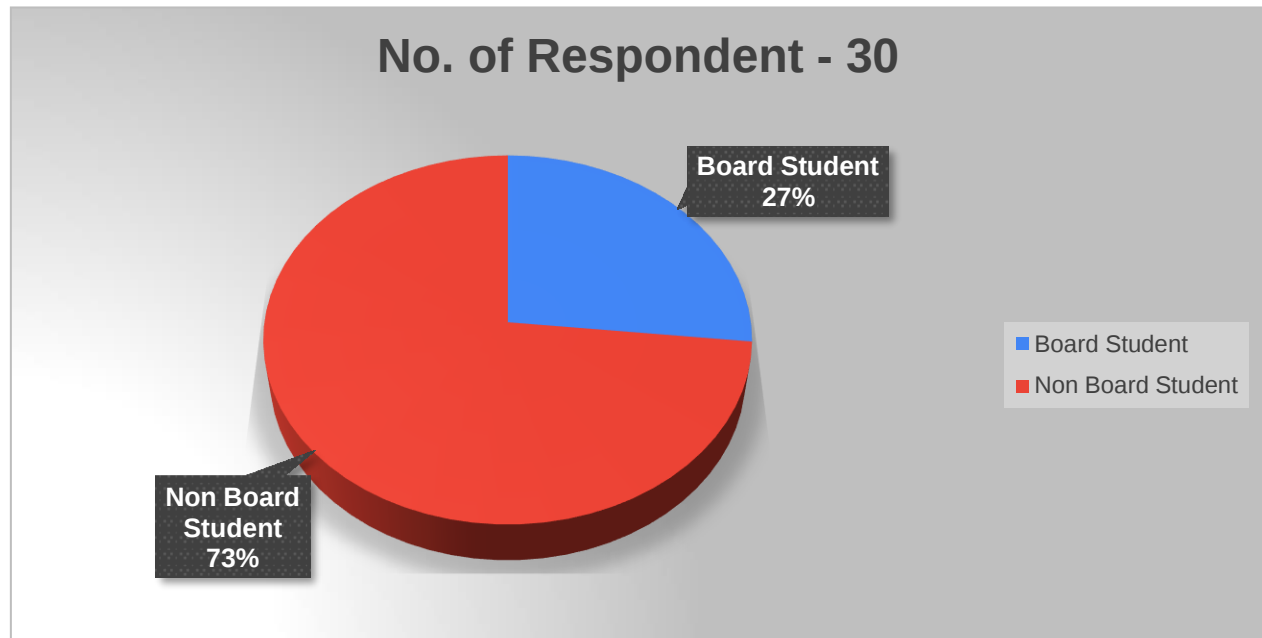


Figure 01: This shows that out of total respondent 8 students were from Board students and 22 were from non-board students.

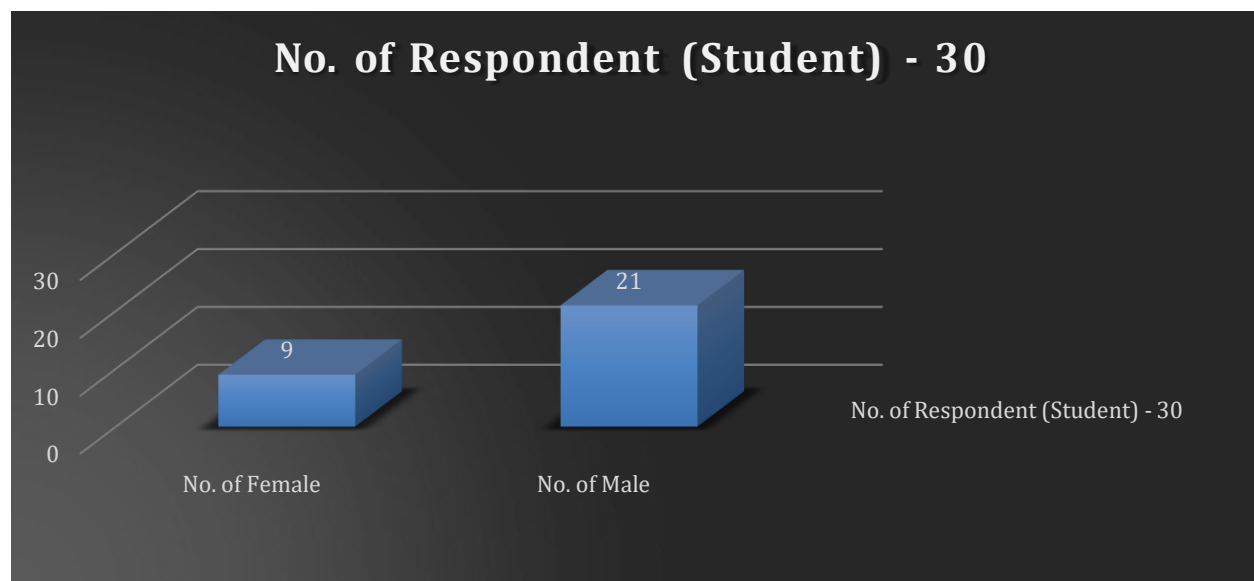


Figure 02: This Graph represents that out of total respondent 9 students were female students and

21 were male students who were enrolled in Digital Education Program.

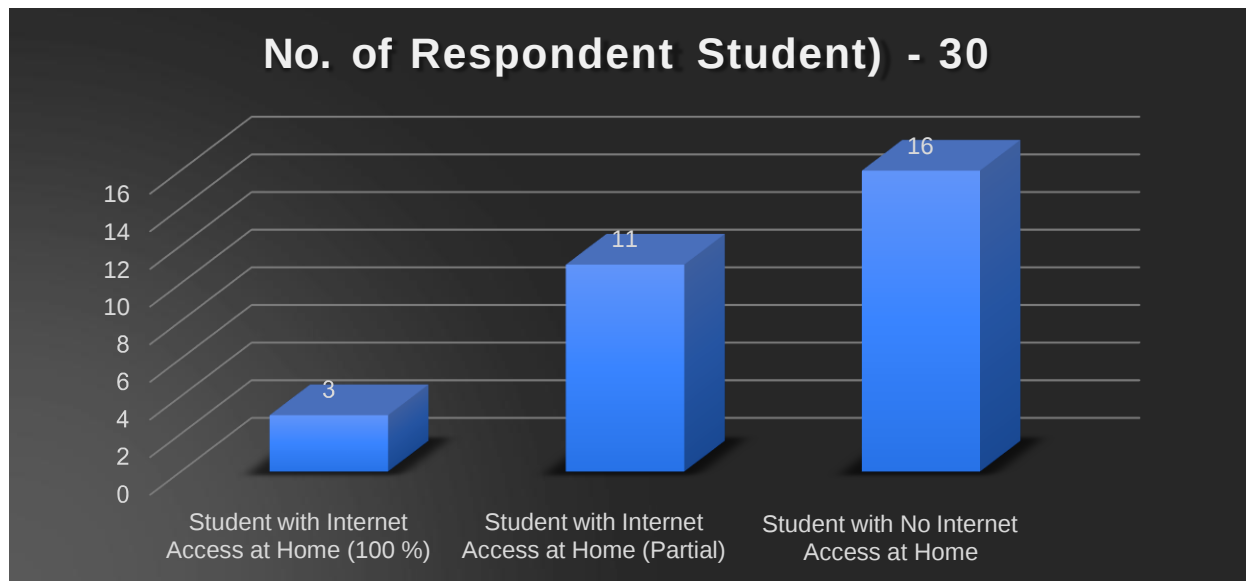


Figure 03: This Graph represents that out of total respondent, 3 students having internet facility at their home, 11 students having Partial access of internet and 16 students do not having any internet access at their after and for them Digital education center is the only source of access of E- learning.

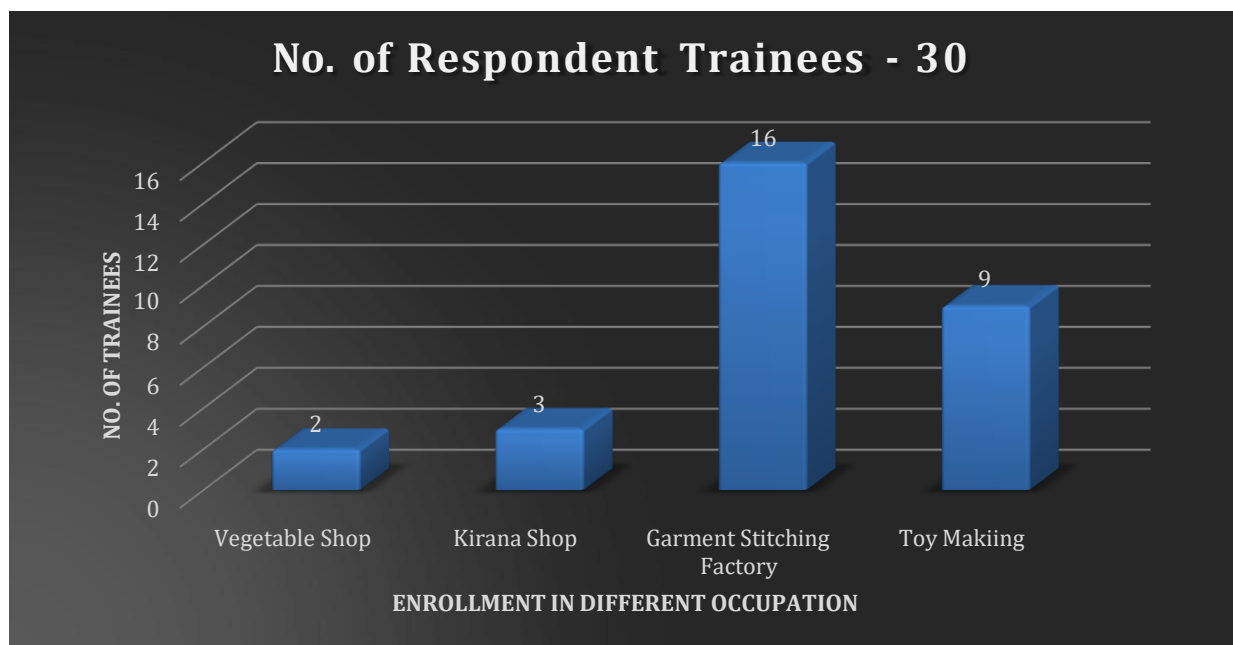


Figure 04: This Graph represents that out of total 30 respondent, 2 trainees were engaged in Vegetable shop, 3 in Kirana Shop, 16 trainees were enrolled in Garment stitching factory and 9 were in toy making to enhance their livelihood after getting training at Skill training center.

Chapter 5: Conclusions: Challenges and Scope for Market Linkages

Conclusion:

One of the adversely affected sectors during this COVID-19 lockdown is education sector in India. Though it has devised many challenges, various opportunities are also full-blown. The Indian Govt. and different stake holders of education have found out the probability of Open and Distance learning by adopting different digital technologies to cope up with the present crisis of COVID-19.

India is not fully equipped to make education reach all corners of the nation via digital platforms. The students who aren't privileged like the others will suffer due to the present choice of digital platforms. The priority should be to utilize digital technology to create an advantageous position for millions of young students in India. It is need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19 like situations. Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum exploitation of online platforms. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID19. As online practice is benefitting the students immensely, it should be continued after the lockdown. Further detailed statistical study may be undertaken to explore the impact of COVID-19 on education system of India.

Challenges:

- Accessibility of Digital Learning - flexibility, educate pedagogy, life-long learning and educational policy. Many countries have constitutive issues with a reliable Internet connection and access to digital devices. Electricity shut down and lack of electrification in adverse geographical region it is also a challenge to regular access of the Digital learning platform.
- Affordability to everyone – In several developing countries, the economically undeveloped or backward children are incapable to grant online learning devices, the online education poses a risk of unveiling to increased screen time for the learner. Therefore, it has become essential for students to engage in offline activities and self-exploratory learning.
- Lack of parental guidance - especially for young learners, is another challenge, as both parents are working. There are practical issues around physical workspaces conducive to different ways of learning.

The innately motivated learners are relatively unaffected in their learning as they need

minimum supervision and guidance, while the vulnerable group consisting of students who are weak in learning face difficulties. Some academically competent learners from economically disadvantaged background are unable to access and afford online learning.

Scopes:

- Transparency in girl's education.
- 30 students stitching batch we have provided 3 months training after that they all are joined the global stitching company with 15000 per month salary base.
- Direct support livelihood – we have provided sewing machine covid effected families we have supported them government schemes to link beneficiaries like Jandhan Yojana and Ujjla Yojana one scheme one family.
- Students are not having access of the E-learning assets lack of financial problem. Digital education program has benefitted more to board students and cover their chapters with the help of digital education program. More than 60% out of total enrolled students, do not have internet access but they get benefitted with this program and get regular online classes.
98% of trainees were involved in daily wages and after enrolment of three months 76% became self-employed. 90% women were housewife and after enrolled in stitching course, they became a livelihood earning partner of their house.

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