

Second Chance Education

Dissertation Submitted to



The IIHMR University, Jaipur

For the partial fulfilment for the award of the degree of

Master of Business Administration (MBA)

In Rural Management by

Pratibha Jain

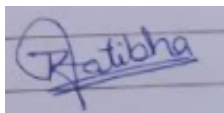
Under the Supervision and Guidance of

Professor Sazzad Parwez

2021

DECLARATION BY STUDENT

I hereby declare that this dissertation titled Second Chance Education is the bonafide record of my original research work. I declare 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 Information derived from the published or unpublished work of others has been duly acknowledged in the text.



Pratibha Jain

02/07/2021

CERTIFICATE

This is to certify that dissertation titled Second Chance Education is a record of the research work undertaken by Pratibha Jain in partial fulfilment of the requirements for the award of the degree of MBA Rural Management from the IIHMR University, Jaipur under my guidance and supervision and her approach to the research study has been sincere, scientific, and analytical.

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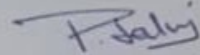
Date: June 20, 2021

This is to certify that **Ms. Pratibha Jain**, a student of Masters in Rural Management, Indian Institute of Health Management and Research University has successfully completed three-month dissertation from March 22, 2021 to June 19, 2021 at Manjari Foundation under the guidance of Mr. Prabhu Lal Salvi. She has worked on project titled **"Second Chance Education"**.

We wish her the best for her future endeavours.



Yours sincerely



Prabhu Lal Salvi

Team leader (Dissertation preceptor)

Manjari Foundation

Abstract

This research paper main objective to get more knowledge about second chance education. To understand how Manjari foundation implementing in ground to all activities. By this research paper we will get how work has done in covid-19 time. For writing this research paper I used ground level activities like FGD or personal interview of women. Find out what problem facing by women or getting answer why they are not getting education on time. The study attempts to find out the impact of education on women in rural community. The key study is to identify various reasons behind very less literacy rate of education in rural women and to see how successful and effective second chance education project is in Jaisalmer. To get the required information, primary and secondary data have been used. Primary data was collected through interviews with key informants, interacting with concerned officials and through formulating goggle questionnaires. The secondary data comprise of web browsing through sources such as organizational records, past research papers and understood through systematic desk review. So by this research paper we will get many different points.

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Chapter 1

Introduction

In India Second Chance Education are making the various changes and creating its significant impact on the people for the socio and economically growth and the development of the entire society for the benefits to the next generations, knowledge should be empowered. Knowledge is playing very important or vital role in Development. Knowledge connects people with the resources around them. Using these resources people can gain protection or can be safe in bad times or in problematic times and people can explore for great opportunities or employment that are available on that time. Manjari's educational programs are geared to impart practical, working knowledge to all rural women or vulnerable girls that help them to overcome obstacles, get protection from harmful social norms and access to new opportunities, employment and also to assert their rights and entitlement. Overall literacy rate works out to be 64.8 %, the male literacy rate is 75.3% and that for females is 53.7%, showing a gap of 21.6 percentage points between the sexes at the national level. About 65 million girls across the world remain out of school, and most of them belong to the underdeveloped and developing countries.

Women are playing a vital or important role in a nation's development. It is a necessary or important step for all countries, not only underdeveloped but also developing countries to improve condition of female education (vulnerable, rural women) .in India there are only 34 % women are formally employed in India in the various different sector the less female participation in many areas in the workforce has impact on the Indian economy and the sustainable growth of the women, the social status changes can be triggered by uplifting them towards the workforce to increase the economic opportunities. For the progress of the nations and to achieve the development goals of the nations as the welfare of the society, all can be only achieved by giving the equal opportunities to women and empowering then because women are contributing more for their families and the societies for their socioeconomic status. So for uplifting their status women need to be educated. This study is to discuss the issues regarding dropping out from school of the rural women and educate through open school in rural India. In this paper is mostly based on for the identification of the issues and problem, in this modern era in India, there are more and many numbers of the rural women are coming forward and taking up the educational activity especially from this open school, For the social development can be encourage the rural women education in the rural areas. Women are play a vital role in economic development. They can use their skill and start their

work by their own. Education uplifts the capacity of the social status of women in the rural areas in India. So, the promotion of education has been recognized and implemented as the most important strategy for making them independent and economic empowerment. At the household level, education play important role in ensuring the survival of poor household and in building up women confidence, skills and socio-economic status. In India also the education level of women is very low in the rural areas and their knowledge are also very low.

Objective of the Study

- 1) Main purpose to study is to know education of rural women in India.
- 2) To suggest some idea or strategies to increase in numbers of women education and can reduce crime against women .Present study is an exploratory study based on primary and secondary information.

Objectives of the Programme

1. To find out the reasons for women dropping out of school.
2. To find out the impact of lack of education on the earning capacity of women school dropouts.
3. To find out what skills women school dropouts would like to learn if given a second chance opportunity at education.
4. To find out the impact on women school dropouts who have availed the opportunity of the second chance at education.

The study shows that women school dropouts realize that lack of a formal education impeded their progress. It restrict them to taking up menial and domestic jobs to make a living These jobs, besides being low paying affect their health due to the physical work involved in them. Poverty and family circumstances were the main reasons for their dropping out of school. Even though, most of the respondents' parents were illiterate and did not consider education to be important, the women respondents felt the need to educate their children to ensure a better life for future generations. A majority of respondents were enthusiastic about availing a second chance at education. They wanted to learn income generation skills and English speaking skills and they were willing to make time for the same. The impact on women respondents who attend these programs were very encouraging for the facilitators. After attending the programs they were able to speak with confidence. There was a visible positive

change in their body language and there was as no trace of diffidence. The program also gave them the confidence to monetize the skills learnt and improve their earnings.

Chapter 2

Literature review

This research is mainly about Slovakia. Opportunities education out of marginalized adult women or girls are poorer than people are in elementary schools and secondary schools people are in Slovakia. Replaced by higher education activities or other measures for marginalized communities. The problem is the implementation of higher education and balance consultation, which does not adapt to the particularity of the target group. Adult females or marginalized girls Yes Unable to to Reading or writing (illiterate) or Basic ability level is very low, easy to misjudge their own attributes 4 or 44 44 44 understand words The meaning is that they don't know. At the decision-making, management, and executive levels of the system of elementary and secondary schools, access is required for adult Roma from marginalized communities to receive second chance education. At the same time, based on the findings of the study, it may be stated that adult Roma who have never been educated are not ready to be taught in general. A few of them cannot examined or type in, or their perusing, composing and numeracy aptitudes are at a really moo level. They live 'here and now' and they utilize techniques of survival in destitution. Assist professional or retraining instruction, accomplishing, at slightest, auxiliary professional instruction, is considered advantageous for (Roma as well as non-Roma) grown-ups, as this sort of encourage instruction requires a certain level of essential competences from its members.

Chapter 3

Methodology

The study adopted a conceptual approach and observations of the women education in rural areas. Duration of study- 3 months Research Design- The descriptive research design will be used for this study, includes quantitative and qualitative data. Data type- Primary data will be collect through Interview and focus group discussion will be used to gather data of the dropping out local women. If there will be need of counselling we can organize individual counselling of women or her family members.

Survey - An open-ended questionnaire was framed by the experts. The questionnaire was content validated and their suggestions were incorporated. A personal data sheet covering the respondent's age, education, occupation, parents' education, age of marriage, number of children and the schooling details of their wife, daughter were also covered in the questionnaire.

Chapter 4

Services provided by the Organization

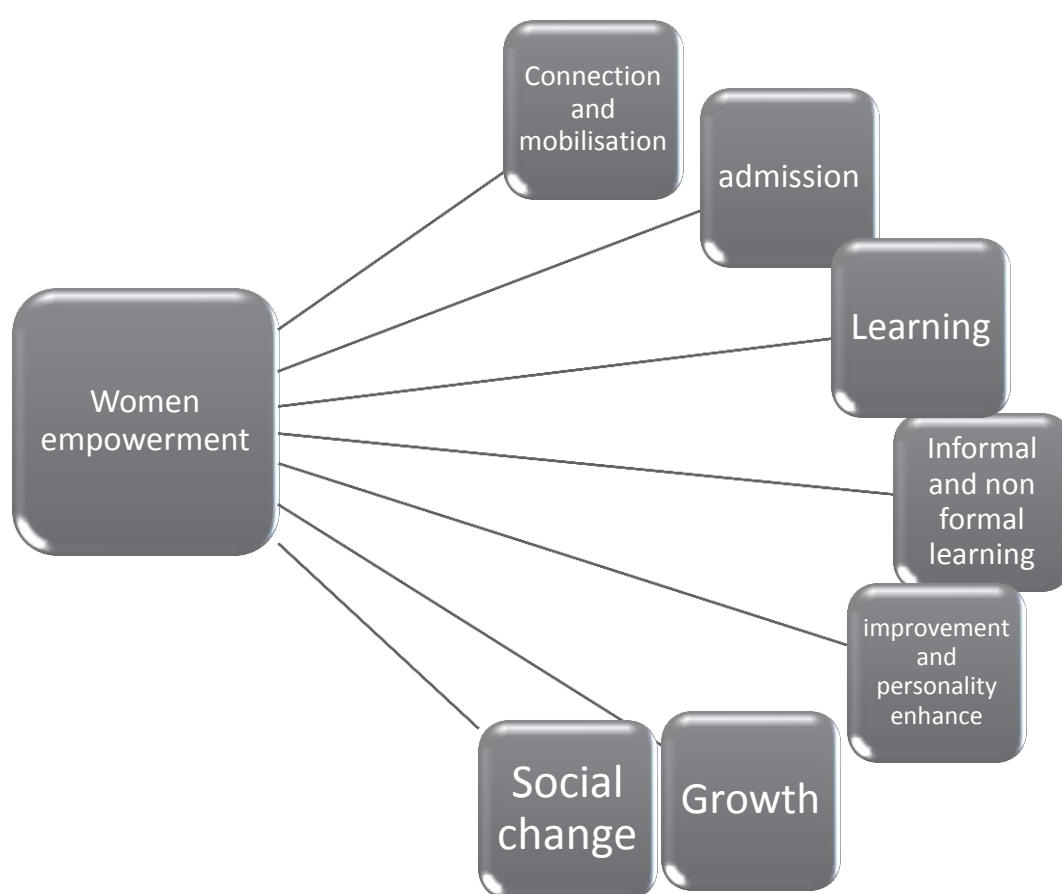
Manjari Foundation believes that knowledge of women should be empowered. Knowledge is playing very vital role in Development or in growth of human beings. Knowledge connects people with the resources around them. By using all these resources people can safe in bad times or in problematic time and can be explore for greater opportunities that are available on time. Manjari's educational programs are geared to impart practical, working knowledge to all rural women or vulnerable girls that help them to overcome obstacles, get protection from harmful social norms and access to new opportunities, employment and also to assert their rights and entitlement.

Manjari Foundation is working to enhance educational and learning pathways for all vulnerable and marginalized women, that can get availability of all things easily, and ensuring no one should be left behind, by helping of UN-Women SCE PROJECT. SCE is an initiative, aimed at changing the lives of women. If women will educate then women can earn and this financial inclusion help them to become more empower. Second Chance Education (SCE) program support those women who are not able to take benefit of government education scheme, SCE helps the world's most disadvantaged woman and young Girls along the path to employment for learning. With the support of UN Women and PRADAN, through this initiative we aspire to reach out most disadvantaged women and young women in Rajasthan. The program aims to provide comprehensive solutions for qualitative learning, employability and entrepreneurial opportunities to marginalized women and young women who have missed out an education.

With the focus area of Baran, Chittorgarh and Jaisalmer, the Second Chance Education and Vocational Learning (SCE) Programme will enhance the learning and employment pathways for women and young girls and enable them to

- Access and get benefits from quality educational content, materials and vocational trainings.
- Achieve upward mobility, self-development and overcome the cycle of poverty and marginalization

- Access quality education and employment pathways through enhanced multi sectorial policy and financing frameworks that enabling scaling of successful SCE solutions. Through the joint collaboration with Pradan and UN Women, Manjari will reach out around 5000 women age group of 18-35 years in next two years. We envisioned that project will help women and young girls to come out from the discriminatory gender based practices and will also provide second chance for education which will lead for employment and sustainable livelihoods as well.



The Second Chance Education primarily centred powerless ladies and youthful young lady ladies who have missed their instruction. This program give ladies effectively get to to memorize, can be utilized and diminish destitution, increment employment opportunities. In arrange to realize objective of this, the program will got to address the obstructions that caused the ladies to drop out of instruction & to break down all destructive social rules and controls and obstructions anticipating. Ladies begin important work and effectively taking an interest in society. Through these endeavours, the program begin to work towards improve gender-balance approaches and monetary changes at nearby and national levels, guaranteeing an empowering environment for long enduring alter is made and supported.

Numerous challenges confronted by marginalized ladies & young ladies, youthful ladies and ladies is monstrous. This reflects the socio-economic and gender-based obstructions to instruction confronted by young ladies and youthful ladies like early marriage and pregnancy, destitution geographic segregation, destructive diverse social standards, numerous diverse sorts of oppressive laws, or numerous other risky learning situations that by implication or straightforwardly hurt ladies physically or rationally, destitute framework and learning substance all these components impact ladies. In this world most distraught marginalized young ladies and ladies will have a moment chance or moment opportunity to realize instruction, quality learning, and business enterprise and work results. The UN Women's Moment Chance Instruction and Professional Learning Program fundamental objective is to bring almost transformative alter in defenceless or marginalized ladies or youthful girl's lives. The UN Women aim will ensure no one is left behind.

Details of Learner's (area wise)

URBAN AREA Table1.1

S.NO.	Jaisalmer semi urban	No. of candidates
1	BELDARON KI DHANI	1
2	BASANPEER	4
3	JODHA GAON	1
4	SOOH GAON	1
5	RP COLONY	4
6	ANCHALVANSHI COLONY	1
7	BABAR MAGRA	4
8	BEEDA GAON	1
9	GITA ASHRAM	1
10	HOUSING BOARD	1
11	KALAKAR COLONY	2
12	KANOI GAON	3
13	KOTHARI GAON	4
14	LATHI	3
15	MADHOPUR GAON	1
16	MAJDUR PARA	2
17	MOHANGARGH	2

18	RAMDEORA	14
19	RAVATARI GAON	2
20	RSM COLONY	2
21	SELAT GAON	1
22	SEUWA	1
23	VALMIKI COLONY	9
24	SUMALIYA GAON	1
25	GANDHI COLONY	4
	TOTAL	70

As we can see in table 1.1, here all details of semi urban area. As here mentioned 23 semi urban areas within 12 km areas of Jaisalmer city covered. As here mentioned how many candidates from each area and how we are following all candidates for giving proper guidance. In semi urban area overall 70 candidates are there, and for following some candidates who is living nearby of office they are coming hub center for study on daily basis and getting 4 hours class on Monday to Saturday. On Sunday they are coming for giving test. This is how we processed learners study on hub center. Some of them who is not able to come because as we know Jaisalmer is so scattered, they are facing problem to come on hub center so Manjari provide them cadres who is living in their village or nearby. Cadres are taking classes of students and almost cadres are females.

In table 1.2 as we can see all Rural areas detail is there, for approaching Rural areas learners Manjari provide cadres, where learners number are very less there are volunteer for addressing them or approaching them. As we see in below tables there is list of cadres who is handling 2-3 villages.

RURAL AREA Table 1.2

S.NO.	VILLAGE NAME	NO. OF CANDIDATES
1	AMARSAGAR	21
2	BADA BAGH	8
3	BHEEL BASATI	55
4	GAFFUR BHATTA	19
5	JAITHWAI	3
6	ROOPSI	12

7	KISHAN GHAT	6
8	DARBARI KA GAON	3
9	RANEESAR COLONY	11
10	BHOO	7
11	Jaisalmer semi urban	70
	TOTAL CANDIDTES	215

Name of the districts	Total numbers of candidates enrolled	Name of the educators currently on board	Subjects chosen	Number of candidates chosen the subject
Jaisalmer	79	Sunita (Bheel Basti, Kishan Ghat, Raneesar Colony)	10th Class (Hindi, Home Science, Painting, Business Studies, Social Science, Indian Culture & Heritage) 12th Class (Hindi, Home Science, Painting, Commerce/Business Stud, Physical Education, Environmental Studies)	79
	8	Kavita (Bada Bagh)	10th Class (Hindi, Home Science, Painting, Business Studies, Social Science) 12th Class (Hindi, Home Science, Painting, Commerce/Business Stud, Environmental Studies, Data Entry)	8
	13	Ramat (Bhoo)	10th Class (Hindi, Urdu, Home Science, Painting, Business Studies, Social Science) 12th Class (Hindi, Urdu, Home Science, Painting, Commerce/Business Stud, Environmental Studies,)	13
	21	Uma (Amar Sagar) Identified Educator	10th Class (Hindi, Home Science, Painting, Business Studies, Social Science) 12th Class (Hindi, Home Science, Painting, Commerce/Business Stud, Environmental Studies)	21
	19	Priyanka (Gaffur Bhatta) Identified	10th Class (Hindi, Home Science, Painting, Business Studies, Social Science) 12th Class (Hindi, Home Science, Painting, Commerce/Business Stud, Environmental Studies)	19
	95	Needs to identified more educators due to	10th Class (Hindi, Home Science, Painting, Business Studies, Social Science, Data Entry) 12th Class (	95

		Candidates are scattered in different location and distance are also far and candidates are also in number is low Needs to make proper plan to brought them in one platforms and out of 95 candidates ask for self-study as well	Hindi, Home Science, Painting, Commerce/Business Stud, Environmental Studies, Political Science)	
Total	235			235

As we can see in table 1.3, all details of students with their cadres. And cadres who are teaching all subject whatever students have in their class. In these table 20 students who give exam in December and 215 students who give exam on June but because of covid they didn't give. In these 235 students 20% learners are married women, who drop out because of many reasons, and they get another chance for taking action to enrol their name for further study.

Enrolled Candidates Details:-

In this table 1.4 there are all educator's data are mentioned. In SCE project dropping women are getting enrolled through National Institute Open School. Where women can complete their secondary and senior secondary studies. Those women who didn't went school from primary; they also can be complete 10th and 12th by NIOS. NIOS is very flexible open school, where villagers easily enrolled their name and complete their studies. Women are studying Hindi, Home Science, Painting, Business Studies, Social Science; Indian Culture & Heritage in our hub center same as well in village.

Fig 1.3 Work process table

Three Levels of Study:-



Official
Level



Educator
Level



Candidate
level

Details of Cadres Table 1.4

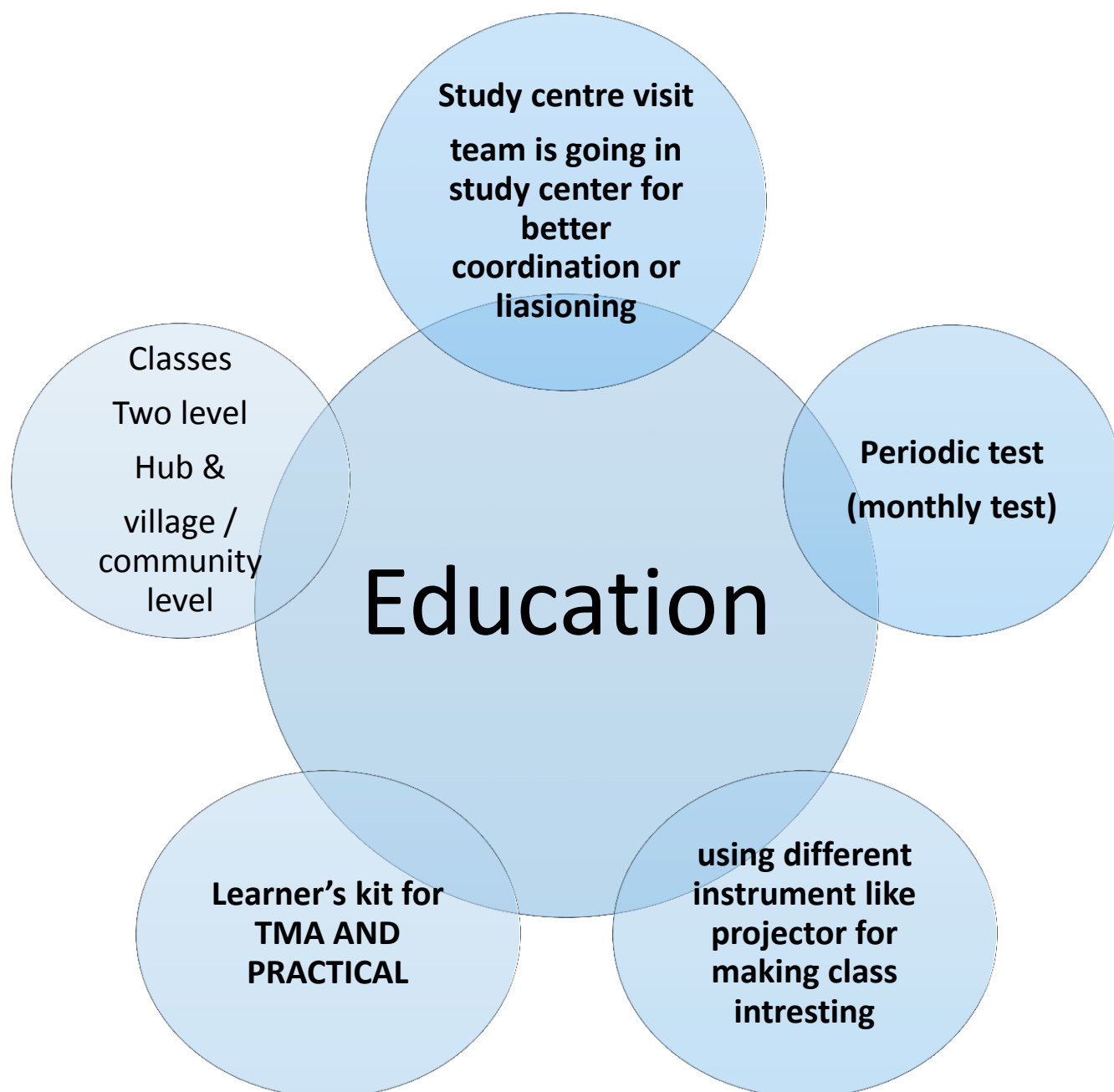
S.NO.	NAME	POST	VILLAGE NAME
1	SUNITA	EDUCATOR	BHEEL BASTI, RANISAR, VALMIKI COLONY
2	RAMAT	EDUCATOR	BHOO
3	KAMAL KISHORE	EDUCATOR	AMAR SAGAR, MUL SAGAR
4	KAVITA	EDUCATOR	BADA BAGH
5	DIMPAL	EDUCATOR	RAM DEORA
6	BHAWNA	EDUCATOR	KISHAN GHAT, JETHWAI
7	MANCHHA RAM	EDUCATOR	KATHORI

In this table 1.4 all cadres detail is mentioned, who is handling villages. As here we can see 80% are women who are educator. They are playing major role for community.

The Second Chance Education Program will contribute to the taking after results:

- a. More marginalized ladies and youthful ladies get to and advantage from tall quality instructive materials, materials and learning roads.
- b. More marginalized ladies and youthful ladies advantage from expanded business, business, and entrepreneurial openings.
- c. Low negligible ladies and ladies are denied instructive openings due to hurtful and unfair social standards.
- d. More marginalized ladies and youthful ladies have made strides instruction and business through improved multi-sectorial arrangement and financing systems, which are able to upgrade fruitful SCE solutions.

We believe that change is the most essential capability of learning and learning - as a process or an outcome - is intrinsically empowering.



Glimpses: -



Lots OF Time girls feel demotivating because of many reasons like work pressure, family pressure and all, then she think she should leave this study, she start dropping out from classes, she compromised by herself only. For motivating them we are showing them motivational video, picture or any story that can help them to learn that **DON'T STOP, FIGHT FOR YOU & BE EDUCATED**

Education during Lockdown Period

Due to the pandemic Covid-19 disease, it was a big challenge for these learners to have continuous classes in the village level and at the hub level. But now we are able to start village level class and hub level classes and did the cloze test and ensure to conduct classes twice in a week. Also making practical files for January examination.

We are conducted regular class, solving old question paper, conduct Test paper for practicing examination. Candidates whose exams will be schedule in the month of June 21. Practical File Prepared & exam preparation training conducted for enhancing reading & writing skills.

1. A separate what's App group of class 10th and 12th has been formed.
2. Online class is being conducted, in which educator shares through chapter of videos and photos.
3. The chapter is describe to students through phone video call or What's App
4. We have started the TEST LEARN TEST THEORY. After every chapter is over, a test is taken in which the candidates write their answers and share it on what's App.
5. A close test is being done once a month to know their writing and reading ability.
6. Sending notes to candidates who are unable to connect to what's App.
7. Cross learning practice is being conducted among the participants.

Subject selected by candidates- Hindi, home science, social science, Indian heritage and culture, painting.

Learner's kit for TMA AND PRACTICAL - All enrolled candidates have been received learners' kit for better exercise and start TMA preparation And practical file Preparation with the help of Manjari Foundation.

Lesson planning – All educators have lesson planning for measure the incremental growth among learners and complete the course as per plan and examination.

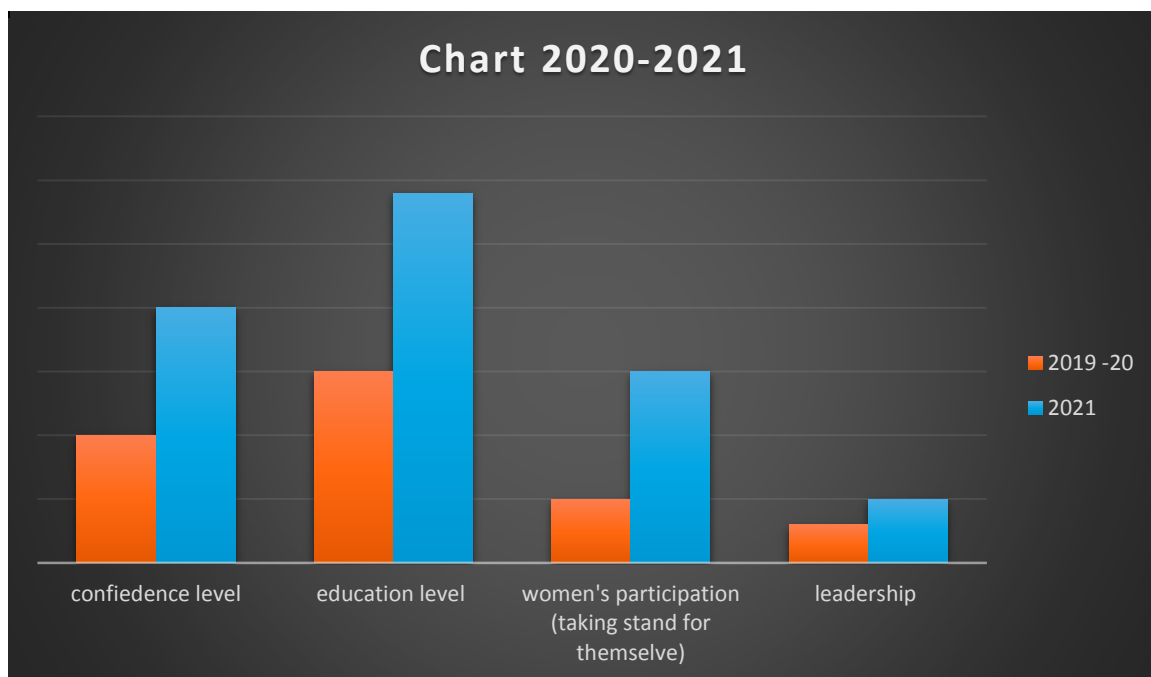
Periodic test- Each month all educators will complete the periodic test of each learners.

Study centre visit- Our team /theme member frequently visit / meeting with study centre in charge for better coordination and liaisoning.

Challenges:-

- Jaisalmer is so scattered so reach out to all women is difficult.
- Rules and regulations on women are so tough, they can't go outside.
- Religion and old culture takes it backward.
- Drop out numbers of women is continuously increasing.
- Patriarchy society does not allow to women for studying and getting aware.

(Husband doesn't allow his wife to go in gender awareness training.)



As we can see in this chart 2020-21 is bringing lots of changes in their life, confidence level of women is increasing, her decision making power is going too strong for herself same as well child life, their knowledge & understanding is improving and now they are playing vital role in children's life. So it's good that some improvement is there.

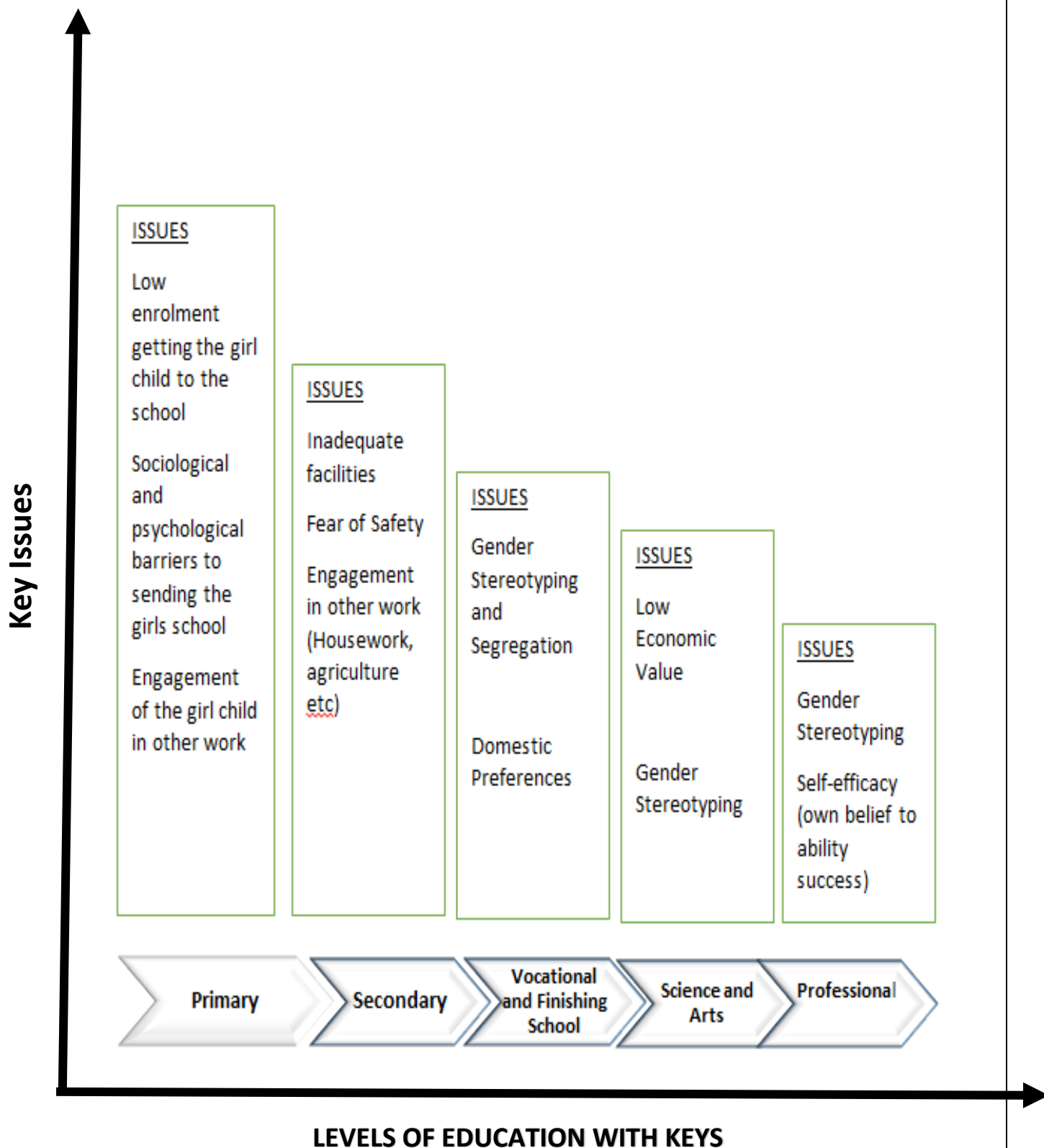
Key Learning: -

- Grass root level work
- Repo building within community
- Monitoring and evaluating of specific Theme

Key Learning of women:-

- Able to raise their voice against crime
- Able to establish strong network
- Literacy rate increase
- Improvement in Communication
- Start to take care of children education
- Discrimination reduce between boys and girls
- Getting other social knowledge (about pension, other government scheme and special days like women's day)

DURING THIS SECOND CHANCE EDUCATION PROGRAM, WE HAVE OBSERVED SOME ISSUES IN THIS REGION, WHY WOMAN CAN'T GO TO SCHOOL OR UNABLE TO ACCEESS THE BASIC NEED OF EDUCATION.



Chapter 5: Success Stories

JOURNEY OF BEBI DEVI'S LIFE

Second chance education

It is story of Baby Devi. The Baby Devi was born in 1987. Her child marriage took place in 1990. She was sent to her law's home in 1996. She completed her Studies from government school till 2nd class. She have her parents, four sisters,

& two brothers.

She belongs to a poor family. She was trying something to read & write she was able to read but she



doesn't know how to write. Her family was not allow her to go school because after marriage of her elder sister her parents told her to help her mom in house work. She was so excited for her study but because of her family financial condition was not good she was not able to continue her study

further. One of her brothers studied till 5th class in private school but he was not able to read properly. She told her father, she want to go school but they stop her and her mom teach her house work. When she got married she was only

one who knows how to read. Her father-in-law tells her for reading the letter and appreciate her, but they don't want

her to study further. She got married in the village where there is no school. No one motivates

Her for going

School. After marriage society stop her for further study, ladies of her law's family told her what you will do after study

CHALLENGES

FACED BY HER:

She is belonging from poor family. She have eight members in her father family, it was difficult for her father to expend money in her study. She got child marriage in 3 years age. She studied till 2nd class and it is very challenging for her to again start her study after 29 years. She have to do her house work & take care of her 4 children. She is also doing job because her family condition is also not good, so after complete her work she came at hub centre by walk.

you have to cook food like us, so you have no need to study. Lots of time she was depressed but she always want to be literate women. After sometime of marriage god gives her children. She has four children.

Her husband earns 8000 Rs. per month. When her children was going school she was sitting with them, not for



teaching them but try to learn from them. As she thought there is no age for Learning. She faces financial issues as the study of 4 students is so expensive. So she start working as a maid in an army school. She makes tea in the school. It seems from her appearance that she was literate, but in reality, she was illiterate. She

was being asked by her neighbor that if she is going in army school. She replied that she goes there but she is working as a maid there. It made her feel embarrass in front of society. She was crying in-front of her children.

She felt embarrassing in front of others because she is illiterate. She shared her one story when she felt so embarrassing. Once she went to her Guru Maharaj Seva.

And she was asked to generate receipts, but she was not able to write the names. Lots of time this type of situation came in her life but she faced and fight with all. She faced all the challenging situation with courage.



TRANSFORMATION IN HER LIFE

THROUGH SCE: Once she met with our educator, she told her that Manjari Foundation gave her a second opportunity to study through the project second chance Education. Then she discussed with her husband that she want to study and she want to become a teacher in same school where she is making tea. Then Baby Devi filled form by help of our educator. She is studying in class 10th now. She walks 3 km every day to come to the hub center. She is very bright full.

She find herself lucky that she got the opportunity to read and write through SCE project of Manjari Foundation. She thanks to all the Jaisalmer team and Manjari Foundation.

Chapter 6

Conclusion and Recommendation

Second chance education is very good project and its really helping women not only to semi urban women but helping rural area women, who want to be literate but many reasons stop them. This second chance education programme helping those poor rural women who are not able to pay fee. UN Women funding Manjari for implement this project on ground and UN Women pay all women fee in this covid-19 time. Number of students were increased because women don't need to pay and 215 women enrolled for 10th and 12th class from National Institute Open School. Now women is getting knowledge out of home also like aware about their health children, what would be good for their children life and start to take decision for her life also.

I will recommended for more awareness between women, need motivation and providing easily accessible classes, so they will able to attend classes and can complete their education. There should be more ground level activities so that they can understand value of education. Second chance is very good platform to again start their study.

Reference: -

<https://www.researchgate.net/publication/344288475> CULTURALLY RESPONSIVE
TEACHING OF ADULT ROMA IN SECOND CHANCE EDUCATION

<https://www.manjarifoundation.in/education-programs/>

<https://lifeliteracyandthepursuitofhappiness.wordpress.com/>

Submitted to S.P. Jain Institute of Management and Research, Mumbai

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