**Concept Note on**

**Remedial Education for Slum Children in Bhubaneswar**

Organization Details:

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**Title of the Project: Educate 3000 marginalised slum children in Odisha**

**Context:**

Bhubaneswar, the capital of the state of Odisha and a major hub of the east coast railway, attracts a large number of impoverished, homeless, and unemployed families who migrate from rural areas. 40% of 1.3 million population of larger Bhubaneswar resides in 436 slums. Migration continues to increase resulting in increased number of slums and its residents.

With the Right to Education Act 2009 in force, children living in slums still do not have adequate access to government schools. The key barriers include physical distance of schools, over-crowded class rooms and uninteresting methodology. Most of the slum children are first generation learners and receive minimal support from parents. In addition the Government schools do not appropriately plan to address their education needs discouraging their enrolment and eventually leading to high rate of drop-outs from school.

Without proactive intervention and counseling, the slum children also get employed at a young age. Hence, they often fall prey to all kinds of hazards including diseases, drugs, and alcohol and anti-social activities.

**Overview of the organization and the intervention:**

Ruchika Social Service Organization started its program in April 1985 for children with the ideology and overwhelming credo *"if the child cannot come to school then the school must go to the child".*

Since the enforcement of Right to Education Act 2009, Ruchika has built strong focus and expertise in improving quality of education. Ruchika has pioneered a competency based methodology and friendship education strategy in its education program being implemented in 100 slums across Bhubaneswar. The intervention aims to review and improve the learning competencies in three core subjects – English, Odia and Maths. The teachers also assist the children in helping their friends in learning the competencies, by forming pairs and groups as necessary. This process has enabled not only in learning but also in reviewing and planning their school tasks and preparing for school assignments.

Prior to intervention, the school children in these sites have been securing an average of 24% in core subjects of English, Maths and Odia. Five-year programme support has resulted in marked improvement in the academic proficiency of these children, as most of them have secured more than 71% in aggregate in the core subjects (English, Math and Odia). The school children who were not part of the programme secured an average score of 40% in the three core subjects. The improved results have also enabled in delimiting the rate of drop out to 5% and increasing the enrollment of 95% of the children into government schools.

**Proposed Intervention**

The Programme Objective of the proposed intervention is reaching out to needy children in 50 slums (out of 100 slums) of Bhubaneswar to increase academic proficiency and targeting a significant reduction of drop-out in the schools as well as ensuring Right to Education Act, 2009 is operational in its true spirit in the target area.

The proposed Remedial Education Programme would be implemented in 50 slums, out of the currently operational in 100 slums of Bhubaneswar. The programme would focus on improving the lives of the marginalized slum children through a three-pronged approach:

* Specialized Remedial Education which enhances academic proficiency. The approach identifies children with low proficiency and designs appropriate before or after school support including competency building, counseling parents and children, family visits, etc.
* Community mobilization to raise awareness on quality education and greater involvement of the parents and community at large in the education system
* Specific activities with school authorities and the Education Department (of Government of Odisha) to ensure quality of education as well as realization of maximum provisions of Right to Education Act 2009

The direct target group for the intervention would be 1,500 children between the age group of 6 – 14 years studying in grades 1-8, their parents and teachers and the community members of 50 slums. The programme would run 75 centers for grades 1 to 5 and 100 centers for grades 6 to 8. The remedial education centers would cater to 20 to 40 children in each slum. Indirectly around 5,000 slum children would benefit from activities related to enrolment, counseling and engagement with school authorities.

**Project Activities:**

The key project activities are listed in the table below:

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| **Remedial Education** | |
| Diagnostics | * Slum children with low proficiency will be identified. * Individual child’s concerns and reasons for lagging behind will be diagnosed. |
| Development plan | * Before / after school remedial education support plan developed based on diagnosis. * Competency based training plan and learning aids developed. * Teacher trainings * Monitoring matrix developed |
| Remedial learning | * Successful methods of education adopted to enhance the proficiency level of children at a faster rate. * Counseling provided to the children, and their parents. * Family visits |
| **Community Mobilization** | |
| * Community will be sensitized through different meetings, individual interaction, and distribution of communication materials on Right to Education Act 2009. * Mechanisms put in place, such as education committees in all the targeted slums to enhance community participation and to enable all children to go to school. * Capacity building of committee members. | |
| **Engagement with school authorities** | |
| * Mechanisms put in place to integrate all children into the school system and with regular attendance. * Mechanisms put in place to involve parents in the school management and feedback mechanisms * Coordination with school authorities in diagnosing and monitoring progress of remedial centre children | |

**Expected Results:**

* 95% of the children (in target area) are enrolled in the school
* Children supported through the programme maintain 75% annual attendance in the school.
* Drop-out rate will be limited to 5% by the end of third year.
* The academic proficiency of 6,000 children is enhanced. 60% of the children secure more than 60% marks in core subjects – English, Math and Odia by the end of first year and 70% by the end of 5th year of intervention.
* 50 education committees in place by the end of first year.
* The government school teachers are able to learn successful teaching methodologies.
* Proper Continuous and Comprehensive Evaluation (CCE) methods of assessment are followed in the government schools.