

Contribution of NGOs in the Education of the Children of Migrant Labourers in Vadodara City

K K Dutta

Research Scholar, Navrachana University, Vadodara

Dr. Vandana Talegaonkar

Associate Professor, Navrachana University, Vadodara

Abstract

One of the major focus of New Education Policy, 2020 is the education of the marginalized section of society which is stated as, "It aims at equitable and inclusive education for every child in the country, with a special focus on under-represented groups (URGs)." In many urban centers of India, the underprivileged children which includes street and slum children, children of construction labour mainly belong to short / long term migrant family, have migrated from rural to urban (from other states and /or within states/region) for better life / earnings (Bhagat, 2017). They live in cramped houses or shabby dwellings where the basic facilities such as sanitation, drinking water, electricity etc. are very poor (Thomas, 2015). These underprivileged children are generally deprived of mainstream education and mainstreaming them is a big challenge in attaining the goal of universal primary education and inclusive growth in India (Roy, 2015). Implementation of RTE Act 2009 requires massive mobilization on an unprecedented scale and seamless collaboration between government, public, business and social organization to enroll eligible children in school (CII, 2013). A study was undertaken to understand the contribution of NGOs in the education of underprivileged children of Vadodara city. Vadodara based registered NGOs, engaged in educational development of underprivileged children, were selected using purposive sampling for the study to understand their purpose & goal, organization structure, main activities, best practices in education of underprivileged children, success stories and challenges faced. Sample size was 9 NGOs and 2-3 functionaries from each NGOs (n = 23). Primary data was collected through unstructured interview and secondary data was collected from annual reports, brochures, web site of the NGO. The key findings are: 1) NGOs volunteers / teachers teach the children at Anganwadi centers (AWC), slum areas, streets, railway stations and provide basic facilities free of cost. Majority of children are enrolled in schools which follows formal or nonformal education system. (2) Some NGOs have created hostel facilities where underprivileged children stay along with NGO volunteers/teachers. (3) NGOs sponsor school fees/tuition fees / scholarships / counseling / arranging bank loans. (4) The sources of funds are from Corporates, NRIs, individuals, own esteem members and Parent organization. (5) Raising fund is a major challenge due to unpredictability around quantum of donation from donors/corporates and availability of skilled manpower in fund raising. Getting fund from Sarva Shiksha Abhiyan (SSA) is very difficult due to delay, deterrent and conditions imposed by Government in availing the fund, 6) Factors such as clean & hygiene teaching places, fund, legal aspects, various risks & their mitigation, skilled manpower, leadership development, training of teachers, communication among stake holders, periodical management committee review, and contingency plan emerged as major challenges and critical for the sustainability of NGO, 7) Other findings are attrition / retention, poor education level of Government schools. Majority of the NGO members believe that for holistic development, shelter, food, cloths, sports & cultural activities, health, basic facilities, nonformal / informal education system and mainly emotional bonding between children and NGO volunteers/teachers are essential due to typical characteristics of these children, 8) Success stories are, children with no educational background / engaged in begging / working as child labour, are now studying in schools / started earning their own livelihood through NGOs interventions.

Key words: National Education Policy, Educational development, Non-Governmental Organizations, Underprivileged children

Date of Submission: 03-10-2023

Date of Acceptance: 15-10-2023

I. Introduction

The instrumental use of education leading to an improved life and an improved society is recognized in a general sense. There are various indicators which demonstrate an improvement and betterment of nation, society and an individual's life such as Human Development Index, Gross Domestic Product and Gross National Income. The story of an improved life told by these is not always a complete story. Though India's gross national income

(GNI) increased by a staggering 266.6 percent between 1990 and 2017, but in 2018, India is in 114 th place out of 179 countries in terms of GNI per capita and India's current Human Development Index (HDI) rank is 129 out of 189 countries (UN, 2019), which is even less satisfactory. Education plays a vital role in eliminating various obstacles such as poverty, unemployment, lack of skills, low production etc. and improves quality of life. (Mamun, 2013). By increasing level of schooling and high literacy rate, the community, the society and the nation at large gets the benefit and support the development of a nation. The extent of reach of schooling to all sections of society thus is an important aspect. This paper presents study on the initiatives taken in the non-formal education by Non-Governmental Organizations in schooling of underprivileged children in society.

Approximately half of India's population, 1.2 billion people are under age of 26, and it is forecasted that it will be the youngest country in the world with a median age of 29 (NEP, 2020). Though young age population is a blessing for a nation, but it is a big challenge too. If this young age population is not nurtured properly in the areas of education, job opportunities, social responsibility and social development, extracurricular activities, skill development and entrepreneurship, the potential of this population will be lost. Managing this population section thus is a significant challenge for the nation. It is worth noting that National Education Policy (NEP), 2020 focuses on addressing the changing dynamics of the population's requirement with regard to quality education (in both formal and informal education system), innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. For education of the children of migrant labourers, street children, children with special need (CWSN), NEP recommended multiple pathways for learning such as formal, non-formal, informal education system under Open and Distant Learning (ODL), National Institute of Open Schooling (NIOS).

Current status of education and its challenges in India

The current literacy rate for India as per census 2011 is 74.04% (Male 82.14% and Female 65.46%). It is 78.04% (Male 85.75% and Female 69.68%) for Gujarat. Education is recognized as a right as per the declaration by UN General Assembly in 1948. Government of India (GoI) also identified education for all as one of the prime focus area and a fundamental right of all. As per the Periodic Labour Force Survey (PLFS) 2017-18 survey report released by the Government Of India, more Indians are finishing schools than before and illiteracy rate has slumped (PLFS, 2017-18). This may be supporting government's various actions to promote education in the country under Right To Education Act (RTE) and Rashtrya Madhyamik Shiksha Abhiyan (RMSA), but the 2018 Annual Status of Education Report (ASER) of rural education finds that only 50 percent of all students in class V could read texts meant for Class II students. The education status in many urban government and private schools is not much different than that of rural schools. The present need is to focus on quality education and strengthening primary and secondary education system. The most radical suggestion in NEP 2020 is including pre-school education (early childhood care and education) in the formal/nonformal education system. The NEP makes a case for scientific pre-school education citing neuroscience research, which shows that 85 percent of a child's brain development takes place prior to age 6. It also refers to a 1992 National Council of Education Research and Training (NCERT) study on 30,000 children that showed a direct correlation between exposure to pre-school education and retention and attendance rates, and most significantly, learning outcomes in primary school and above. Education in Pre-school with proper nutritional food, hygiene conditions, emotional care, mentoring, and imbibing social value system has an impact even on the economic development of individuals and countries. After this general discussion on status of education, it is important to understand the status of education of underprivileged children.

Status of urban underprivileged children

Urbanisation, a historical process, brings economic development and social transformation (Bhagat, 2014). Urban centers which provide vital links to the rural areas are instrumental in rural development. On the other hand, substantial urbanization and equity in distribution of social and economic resources remain a great challenge globally, and more so for those countries which have been urbanizing faster. As per state of world population report, 50% world population stays in urban area. The trend of migration from rural to urban has increased in India. Urbanisation has increased from 27.81% in 2000 to 31.16% in 2011. Urbanisation in India is a consequence of demographic explosion and poverty induced rural-urban migration (Bhagat, 2014). There is an emergence of the ideology of the "Son of the soil" which is leading to ethnic conflict in different parts of India. There is a need to harness properly the positive impact of migration and improve integration of migration into development planning (Chakraborty, 2014). However, urban planning is a failure in India. The 'city plan' of urban areas hardly addresses concerns of migrants (Sharma, 2017). The urban planners discuss the issues of urbanization and provide smart solutions, but they completely miss accounting for migrant workers as part of city.

In many cities of India, the underprivileged children which includes street & slum children, children of construction labour, mainly belong to short term or long-term migrant labourers who have migrated from rural to

urban (from other states and /or within states/region) for better life / earnings (Parveen, 2014). The economic survey of India 2017 estimates that the magnitude of inter-state migration in India was close to 9 million annually between 2011 and 2016, while census 2011 pegs the total number of internal migrants (accounting for inter and intra state movement) in the country at a staggering 139 million (Sharma, 2017). Uttar Pradesh and Bihar are the biggest source state, followed closely by Madhya Pradesh, Punjab, Rajasthan, Uttarakhand, Jammu and Kashmir and West Bengal. The major destination states are Delhi, Maharashtra, Gujarat, Tamil Nadu, Andhra Pradesh and Kerala. The condition of stay of these underprivileged parents and their children in urban cities is very poor. They live in cramped houses or shabby dwellings, without proper sanitation facilities, clean drinking water, electricity (Thomas, 2014; Nilika Dutta, 2018). The children do not go to school and play in streets. Without schooling, they generally start working at early age. Even in many construction sites of India, the promoters does not provide proper shelter for their labour and the labour camps are lacking basic facilities of sanitation, drinking water, medical facilities, hygiene conditions and lastly environment for child education. Many migrant labourers stay in cramped one-room rented house without any basic facilities (Selas, 2014). The children do not go to school. They are locked up by parents while they go to work, or are seen roaming in the streets (Navya, 2017). The parents staying on streets, slums and in construction sites do not encourage education of the child. Due to poor economic conditions, the parents engage their children in informal sectors or force them to beg or sale products in streets, railway stations, bus stand etc. to add on their income. Girls are asked to do house works rather than sending them to schools. The parents working at construction sites feel that education of their child is meaningless because of their short duration of stay at one site (they move from one construction site to other construction site). Therefore, the underprivileged children are generally deprived of mainstream education. It is estimated that 11 million children live on the streets of India and 35 million children in India are aged 6-14 are not in school (World Vision India, www.worldvisionindia.in/savelife/index). It is very difficult for government institutions and social institutions to motivate these children and mainly their parents for attending school to bring them at par with mainstream children. Mainstreaming these children in development process is a big challenge in attaining the goal of universal primary education and inclusive growth in India (Roy, 2015).

Status of migration in Gujarat

In Gujarat, 41.62 lakh migrants have made the state their home (Census, 2011)) whereas 15.6 lakh Gujaratis have migrated to other states in the country. Out of 41.62 Lakhs of migrants, 35.3 lakh are in Urban areas and 6.3 lakh in Rural areas. Total male migrants population is 23.33 lakh and female migrant population is 18.39 lakh. People have migrated from various states to Gujarat for mainly better work opportunity and earnings. The table 1 given below shows the distribution of rural urban migration from originating state to state of Gujarat.

Table 1

Distribution of rural urban migration from originating state to state of Gujarat

States on India	Migration to Urban sector (in Lakhs)	Migration to Rural sector (in Lakhs)
Uttar Pradesh	9.2	0.86
Maharashtra	8.27	1.52
Rajasthan	6.46	1.6
Bihar	3.4	0.62
Madhya Pradesh	2.16	0.81
Odisha	1.7	0.14
West Bengal	0.84	0.13
Kerala	0.51	0.04
Jharkhand	0.44	0.09

Source: Census, 2011

NGOs in Educational Development of underprivileged children

India's official planning system and the market economy had failed to make a significant impact or change in alleviating India's poverty and inequality (Asha Kapur Mehta, 2017). This gave rise to doubt about the ability of the institutional structures of democracy, legislatures, parties, unions, panchayats to address the problem, and need of economically poor section. The policies formulated by government were either not suitable enough to reduce poverty and inequality, and/or not implemented effectively. As government machineries are unable to address various issues of underprivileged section of our society, it is Voluntary organisations /NGOs who are coming forward to support this underprivileged section of our society. They work with a vision to uplift underprivileged and address the issues such as poverty, literacy, health, population, women empowerment, environment, community regeneration, rehabilitation (Schabenland, 2016; Khandpekar, 2016; Pincus, 1973). NGOs being non-profit making organisations, are closer and accessible to the target groups, flexible in administration, quick in decision making, timely in action and facilitating the poor people towards self-reliance ensuring their fullest participation in the holistic development process. In a joint survey by CII and Deloitte (CII, 2013), finds that in order to meet government's intent of education for all, there is a need of skilled and motivated

teachers in large numbers. The report also recommended that government should support the NGOs in various areas such as training of NGO teachers by the academies, amend RTE Act to allow recognition of special schools run by NGOs, government to invite private corporates and NRIs to channelize private investments for infrastructure development for special bridging schools run by NGOs, long term funding to NGOs by corporates and renewable – for a period of 3 years minimum and minimum amount to be guaranteed each year. Bangladesh which holds one of the largest primary education systems in the world (UNICEF, 2009) is finding very difficult to meet government’s compulsory primary education act with a target of education for every child (Mamun, 2013). NGOs in Bangladesh are heavily involved to increase the clientele of disadvantaged or underprivileged children belongs to primary school age group who are still out of school or have dropped out from the formal primary school (Mamun, 2013). Therefore, the NGOs actions can be both a combative and constructive force laying the groundwork for building a better society for the underprivileged section of the society. Indian government can improve the effectiveness of primary education by increasing its collaboration with NGOs (Jagannathan, 2001).

Study of Vadodara based NGOs

The NGOs operating in Vadodara can be classified on the basis of two major factors, which include their operational level or their co-operational level. Their main aim is to up-lift the underprivileged section of the society and support emergency services. Various focus areas are education, community development, healthcare, nutritional food for children, sports & cultural activities, women empowerment, environment, relief activities, advocacy, financial support to bright children for higher studies, child labour protection, child abuse and sexual harassment, family planning etc. (Schwabensland, 2016). All such programmes are designed by the NGO authorities and their remaining tasks are carried out or implemented with the help of volunteers. A study of Vadodara based NGOs dealing with education of the children of migrant labourers was conducted. These NGO’s main focus is educational development of the children and provide them nutritional food, medical assistance, engaging them in sports & cultural activities and soft skill training for holistic development.

Objectives of study

1. To study the initiatives for education of children of migrant labourers taken by NGOs
2. To study the challenges faced by NGOs in education for children of migrant labourers
3. To study the achievements of the NGOs in education for children of migrant labourers

Design of the study

The design of the study is a case study

Procedure for selection of the cases

In the above perspective, nine Vadodara based NGOs who are registered under society act, and are active in the field of education were selected for study using purposive sampling to understand their purpose & goal, organization structure, main activities, best practices, success stories (impact on beneficiaries) and major challenges faced. The criteria of selecting these NGOs are: a) established more than 5 years, b) working for underprivileged children for their education, health, sanitation, skill development, community development etc., c) Substantial contribution towards the transformation of many underprivileged children. The name and year of establishment of the NGOs studied are given in Table 2. All the NGOs satisfy the stringent conditions of transparency, governance and demonstrate impact on beneficiaries and represent most mature Vadodara based NGOs in the sector in-terms of size and scale.

Table 2
Name and year of establishment of the NGOs

Sr No.	Name of the NGO	Year of establishment	Sr No.	Name of the NGO	Year of establishment
1	Baroda Citizen Council (BCC)	1960	6	Mahavir Foundation Trust (MFT)	2000
2	Vikas Jyot Trust (VJT)	1973	7	Don Bosco –Snehalaya (DB)	2001
3	Sahaj	1981	8	Xavier Kelavani Mandal (XKM)	2004
4	United Way of Baroda (UWB)	1986	9	Srotoshwini Trust (STTR)	2010
5	C R Kothari Memorable Charitable Trust (CRKMCT)	1996			

Sources of data

The sources of data were the functionaries of the NGOs and the documents of the NGOs

Nature of data

The nature of data - qualitative

Sample

The sample identified were nine NGOs. The participants were functionaries (Management Committee members & other functionaries) from each NGO. Total functionaries interviewed were twenty-three (n = 23). The sample size of each NGO is given in Table 3 below.

Table 3

NGOs	<i>Sample size of each NGO</i>									Sub-total
	BCC	VJT	Sahaj	UWB	CRKMCT	MFT	DB	XKM	STTR	
MC members	1	-	1	-	1	2	1	1	2	9
Other functionaries	1	2	2	1	-	2	2	-	4	14
Total	2	1	2	1	1	3	3	1	6	23

Due to non-availability of functionaries, uniform sample size could not be maintained for all NGOs

Tools

The tools for the study were observations, and un-structured interviews. The tools were used to explore the factors contributing towards the educational development of children of migrant labourers. The aspects covered were NGOs vision/mission statement, main activities, operational model, organization, operating centers, number of children (boys and girls), education system followed, monitoring system of children performance, attrition / absenteeism and reasons, factors motivating the children to study and involvement in extracurricular activities, Success stories, sources of fund, collaboration with Corporates/Government agencies/ other NGOs, challenges faced and being faced in operating the NGOs,

Data collection

Two way data collection was made: a) Primary data collection through unstructured interview, b) Secondary data collection from annual reports, brochures, web site.

Data Analysis of NGOs

The data collected in the survey were analyzed using the technique of content analysis.

Findings of the study

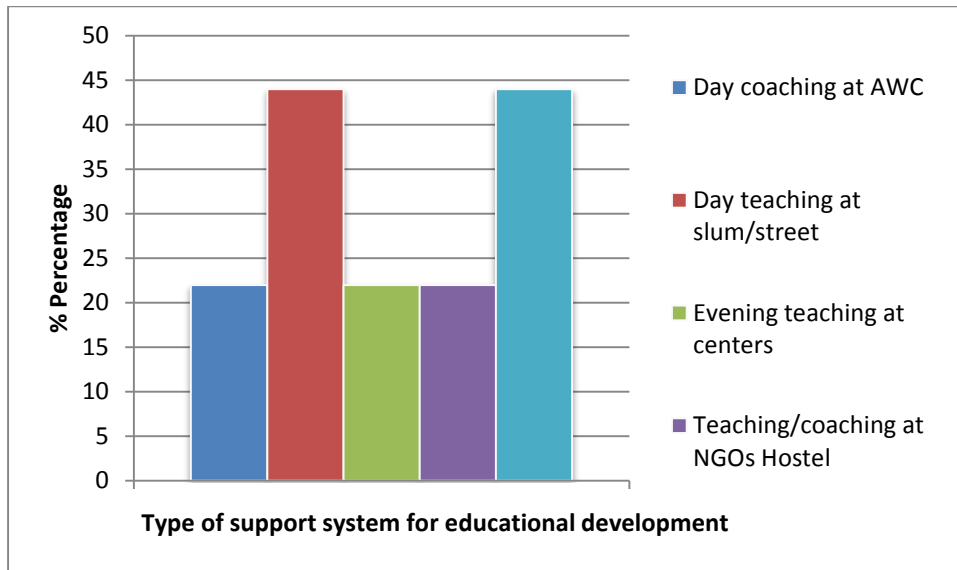
The major findings of the study are presented below.

(i) Type of support system for educational development

Figure 1- Graph given below is depicting the type of support systems like teaching at Anganwadi Center, in streets, in slum areas, railway station, providing tiffin, medical support, scholarships, counseling, mentoring, sports & cultural activities etc.

- 2 out of 9 (22 percent) NGOs send their volunteers and /or paid teachers to Anganwadi Centers (AWC) for teaching basic subjects, mentoring, games, provide them tiffin, medical support. They also encourage the parents of all nearby areas to send their children for study at the AWC
- 4 out of 9 (44 percent) NGOs send their volunteers/ paid teachers to streets, slums, railway stations and teach them basic subjects, counsel, provide tiffin, medical assistant, get Adhar cards made. Some NGOs involve their mother in making house hold products which the NGO sales. Profits are shared with their mothers. Many children are enrolled in school following NIOS system
- 2 out of 9 (22 percent) NGOs teach the children in the evening at their own centers. These students attend government / private schools in day time. They provide evening snacks/ milk etc.
- 2 out of 9 NGOs (22 percent) have their own hostel facilities where the teachers teach them as per state board syllabus. The children attend government / private schools. All expenses such as food, school fees, cloths, medical, books etc. are borne by the NGOs.
- 4 out of 9 (44 percent) NGOs provide only schools fees, tuition fees, scholarships, facilitate bank loans for higher education

Figure 1- Graph
Type of support system for educational development

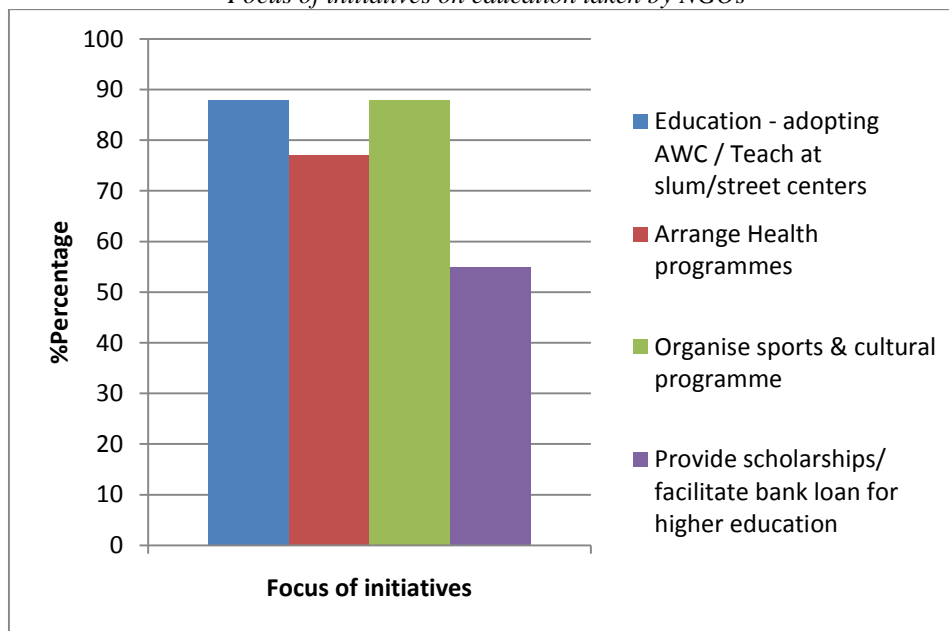


(ii) Focus of initiatives of different NGOs

All the NGOs have taken many initiatives such as increasing the clientele of underprivileged children under their operation, open new activity centers with new volunteers, and introduce new projects and new activities. Their main focus remains holistic development of the children with quality education. Figure 2-Graph given below depicts the focus of initiatives on education taken by NGOs.

- 8 out of 9 (88 percent) of NGOs taken initiative on education by adopting AWC, reach the children of slum/streets where they stay and teach them on various subjects
- 7 out of 9 (77 percent) of NGOs arrange regular health programmes for the children
- 8 out of 9 (88 percent) of NGOs arrange annual sports and cultural events for the children
- 5 out of 9 (55 percent) of NGOs support tuition fees/ scholarships and or facilitate bank loans for bright students for higher studies

Figure 2- Graph
Focus of initiatives on education taken by NGOs

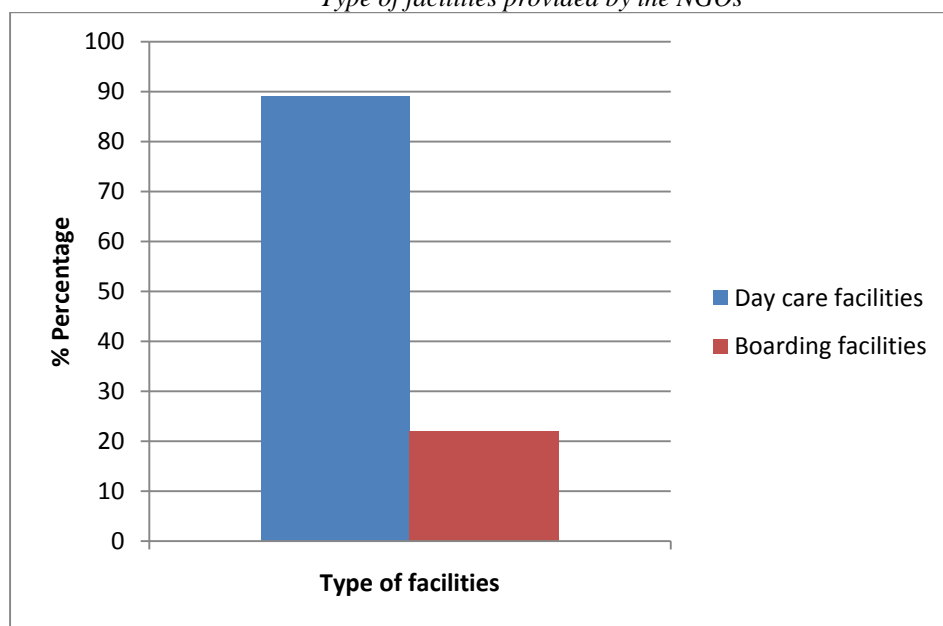


(iii) Boarding and Day care facilities

Motivating the children and their parents to attend formal or informal schooling needs huge effort. The NGO volunteers go to the grass root level and try to understand the difficulties or inertia of the underprivileged section towards education. With tenacity and perseverance of the NGO volunteers, the children slowly find interest in learning and attaining formal or nonformal schools. The teaching environment created by the NGOs makes these children comfortable and make learning interesting. Figure 3-Graph given below depicts the type of facilities provided by the NGOs.

- 8 out of 9 (88 percent) of NGOs have day care education arrangement. Teachers / volunteers go to slum area / streets / AWC to provide teaching, sports, tiffin etc.
- 2 out of 9 (22 percent) of NGOs have developed hostel campus wherein the children stay at free of cost. The teachers/ volunteers teach them in the morning or in the evening depending upon the school timing, which includes coaching as per state syllabus, arts and crafts, physical activities, meditation, music etc.

Figure 3-Graph
Type of facilities provided by the NGOs

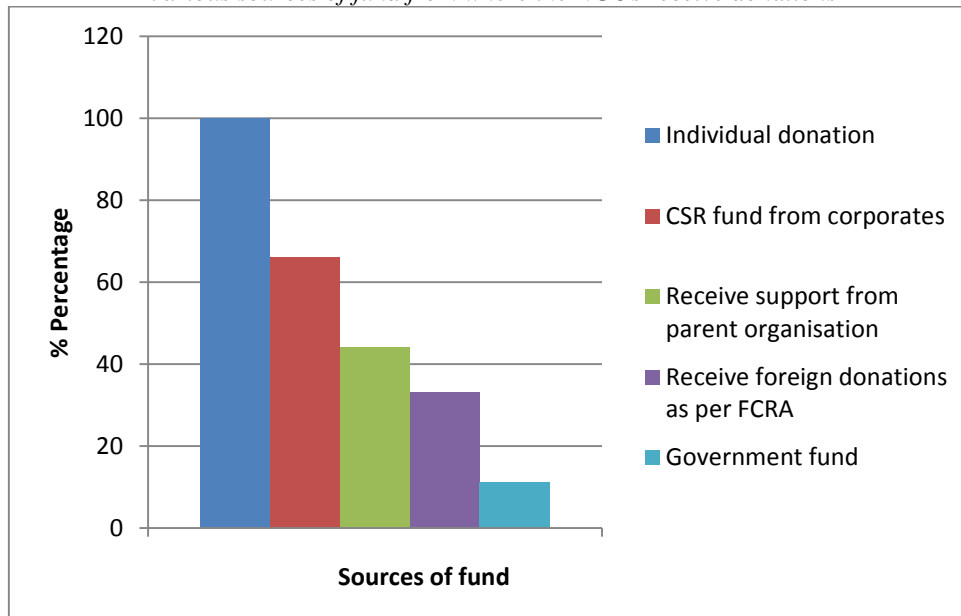


(iv) Sources of Fund

The NGOs mainly run by a core group of likeminded people and many volunteers. It is their innate desire to serve the society mainly for educational development of the children. Majority of the NGOs members generally do not have requisite experience and skills to raise funds for their projects and/or to meet running expenses. They approach individuals, institutions, corporates, NRIs etc. for donations. Figure 4-Graph given below depicts the various sources of fund from where the NGOs receive donations for their projects and /or running expenses.

- All the 9 (100 percent) of NGOs receive donations from individuals
- 6 out of 9 (66 percent) of NGOs get CSR fund from Corporate. However, they do not get CSR fund from same organization every year. They have to approach new Corporates for fund. Majority of the corporates give fund for projects (like buildings/ infrastructure facilities etc.) and not for running expenses.
- 4 out of 9 (44 percent) of NGOs receive fund from their parent organization
- 3 out of 9 (33 percent) of NGOs receive foreign donations through FCRA account

Figure 4-Graph
Various sources of fund from where the NGOs receive donations

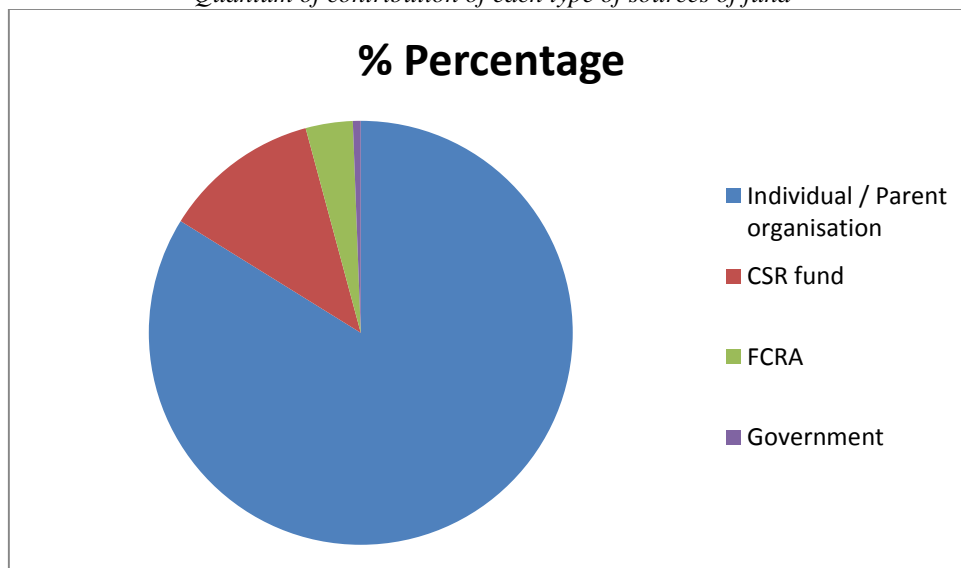


(v) Quantum of fund contribution by various sources

Though the contribution of NGOs towards educational development of underprivileged children are well understood and recognized by many individuals, institutions, corporates, government bodies, the funds are not coming in equal proportion to the financial capacity of the sources. The Figure 5-Graph highlights the quantum of contribution of each type of sources of fund from where NGOs receives in the form of donation.

- 9 out of 9 (100 percent) of NGOs receives donations from individual
- 6 out of 9 (66 percent) of NGOs received donations from CSR fund of Corporates
- 1 out of 9 (11 percent) of NGOs get government fund for their specific projects
- 3 out of 9 (33 percent) of NGOs get donations from abroad through FCRA account
- 4 out of 9 (44 percent) of NGOs get grants from their parent organization and/or from family’s Trust fund

Figure 5-Graph
Quantum of contribution of each type of sources of fund



(vi) Challenges faced by NGOs

Various challenges faced by the Vadodara based NGOs are presented below.

- The major challenge is raising fund for running of the NGO activities. The donors (individual or Corporate or Government or Trust) generally commit for a year only and that too for projects. They generally discontinue in subsequent years. Therefore, NGOs has to find and approach new sources for raising fund in every financial year. NGO's are short of skilled and competent personnel who can mitigate the above constraints and raise the fund on regular basis to meet NGOs operational expenses.
- NGOs who visit the slums / streets are facing the problem of toilets, hygiene conditions, and drinking water facility. Municipal Corporation demolishes the temporary teaching sheds and asks the NGOs to relocate their operation.
- Many of the AWC centers do not have proper illumination, toilets, hygiene conditions and drinking water.
- Attrition/ drop out and retention of children. The reasons for drop out are relocation of family, early marriage. There is very little encouragement from parents to force their children to attend schools.
- Absenteeism is another big challenge. The children travel with their parents for attending marriage function, festivals. There is a pressure from parents to do house activities or they send the children for street selling of item for additional earnings.
- The entire respondent said that the quality of teaching in government schools is very poor. Children in primary and secondary section have difficulties in reading or writing. Children promoted to 9th and 10th standards cannot do basic mathematics and understanding of science, economics etc. is very poor.
- NGOs face problem of recruiting quality volunteers and teachers who can contribute in teaching the underprivileged children. The NGOs also face problem of training the teachers, retaining quality teachers
- Children attaining the study centers are from various schools. It was difficult to follow the syllabus and teaching plan for coaching. Many NGOs convinced their parents and put all children in one school and observed benefits in educational development of these children.

(vii) Success stories

The success stories of the NGOs are presented below.

All the NGOs studied, were started in a small scale with teaching few underprivileged children in AWC, in streets, at slums and railway station. With positive results, and support from the parents of the children, society, eagerness of the underprivileged children for education, all the NGOs have diversified their operations in education, health, environment, social values, counseling, hygiene environment, extracurricular activities, skill development, covering larger population of underprivileged children of Vadodara. The NGOs have transformed life of many underprivileged children with proper care, love and mentoring. Many of them have performed well in academics and professional career. Children who have no past educational background and admitted in 1st standard in open school at the age of 14, is now studying in 10th standard in a span of 5 years. Their learning and understanding is much better than that of mainstream children who studied in government/private school children under state board.

The children, who were earlier staying in streets/slums and were engaged in begging, are now studying in formal schools after attaching with NGOs. Some of them have already completed secondary education / higher secondary education / ITI grades and managing their livelihood with dignity. Similar aspirations were expressed by other children of the study centers. Some of them want to be a Police, some want to be a business person, someone want to be doctor/engineers and so on.

During interaction with one of the functionaries of a NGO, they narrated that the idea of construction of hostel to accommodate the underprivileged children has come from the request of a parent of migrant labor whose children were studying at NGO's one of the study center located at the construction site. Once the construction was nearing completion, they had to move to other city for work. As their children were performing well and were very keen to continue with studies under the Trust, their parent requested Trust Management to keep them with the Trustees. Else, their children will discontinue studies and whatever they have learnt will be lost. Good governance of NGOs in development of underprivileged children is well understood by the parents and the children which in-turn motivated the NGOs to find ways for creating better facilities for the underprivileged children to achieve a holistic development of these children.

Selected success stories

Specific success stories of learners are presented as a case presenting the learner

Mayur

Mayur was living in village with his parents. Their socio-economic condition is not good. Mayur is now studying in 6th grade, in Shree R.C. Patel Navyug school, Fhaetgunj. When he joined the PASS (Programme After School

Support) center run by Baroda Citizen Council, he was very weak in math. He was unable to count and didn't know tables too. After coming to PASS class, he learnt counting and now mastered the tables up to 15. He had problem in reading and writing Gujarati but with proper reaching in PASS center, he has improved a lot in reading and writing Gujarati. Apart from this, he was very shy and introvert when joined PASS. Now he gets involved in the playful activities, he talks with everyone and also shares things with his peers not only in PASS center but also in school. He is very eager to learn more.

Sangita

She hails from a very needy family. With the educational and financial support from Mahavir Foundation, Vadodara, she topped in Diploma (Mech) at MS University, Vadodara, and through campus placement, she got selected in ABB Ltd. Her father is very honest and hardworking man. In spite of Trust's refusal, he started repaying Rs.500 per month to MI, even before Sangita completed her studies.

Manoj

He doesn't know about his parents. He was wondering in Mumbai railway station and then Surat railway station. He was brought to Don Bosco Snehalaya. He successfully completed SSC examination in the year 2015 and then ITI course in 2016. He is now a qualified welder and working in Vadodara. He has made his own livelihood.

Mrunilanili

Mrunalini Bhavsar belongs to a poor family. Her mother, a cook, has to support her ailing husband, her younger brother and grandmother with a meager salary. Her father and society deprived Mrunalini of education. However, she put all effort to study for better future. She got financial support from SAHAJ and successfully completed her 12th standard and persuading bachelor degree in commerce. Her aim is to complete Master's degree.

Shalu:

She, her two sisters and one brother were staying with her parents in the street. They use to come to Footpath Pathshala (a mobile informal school of Srotoshwini Trust) for study. Two years back she lost her mother. Her father did not have any means of regular income, except some occasional low grade labour job. Their father approached the trust members and requested to keep his children with the trust. The trust officials accepted his request and accommodated them in one of the shelter of the trust. They adjusted very well with other children. Shalu lost her father few month back. While interacting with Shalu, she shared her painful memory before attaching with the trust. While staying in the street, she was selling variety of small toys, books etc. in nearby areas. She used to buy the items from Raopura/Nayamandir of Vadodara and sell them. She used to earn 10-20 Rupees a day and support the parent to meet daily needs. Now, Shalu has joined school in standard 1 and doing well. She is managing other children at hostel to follow discipline and study. She wants to be good human being and support the society.

Sanjay

He lost his parents at early age. His relatives were not ready to look after him. He was begging in Vadodara railway station. DBS brought him at their hostel campus. He has successfully completed S.S.C and H.S.C examination. Subsequently he admitted in ITI and completed the course in electronics trade. He is now a certified electrician and working in a hotel in Vadodara.

Ajay:

Ajay who was 14 years old when he joined the study center of the Srotoshwini Trust (NGO) at the construction site where his parents were working. He, his brother and two sisters were doing nothing at construction site except playing and unproductive activities. They had no educational exposure and were at Zero level. After joining the Trust's center, they started taking interest in education, sports, cultural activities, painting and music. Ajay is now studying at class 10th standard and his brother and sisters are in standards 7th and 10th standards respectively in Gujarati medium of a premier school of Vadodara. He is aspiring for technical course (ITI/Diploma) and wants to earn to look after his parents and to serve the society. Ajay can speak and write Gujarati & Hindi and English partially.

Chetan

Chetan Hadiya is now a petroleum engineer and working in Oil and Natural Gas Company Limited (ONGC), Navratna public sector company, Government of India. He belongs to a farmer family. He got educational support including scholarship from United Way Of Baroda (UWB). He is now more confident about making a better life for his family.

Jaykishan

Jaykishan, a student of MS University of Baroda stays on Dabhoi-Waghodia Road. However, Jaykishan's dedication for study keeps him travelling 15-20 KM to and fro every day to ace in his studies and fulfills a dream to support a struggling family. Jaykishan's father works at a garage shop, while his mother is a domestic helper. His parents are very hard working and ensure that their children get the right education to fulfill their dreams. Jaykishan is very studious and hardworking. He scored 84% in 12th standard in the commerce stream. He then

took admission in B Com at MS University and currently studying in first year. His dream is to become a chartered accountant after completing his graduation. He expressed his gratitude to Savera Educational Sponsorship program of Baroda Citizen Council for educational and financial support for last 6 years.

Krupa

Her father runs an Agarbatti lari and his income was not sufficient to fund her education expenses. But she wanted to continue study and aspire to complete her graduation for better livelihood and support her family. With the educational and financial support from Mahavir Foundation, she completed her graduation and MBA and got a job in Tata Consultancy Services, one of the top IT company in India.

Mena:

Mena, 11 years age, a destitute, was staying in the street of Vadodara with her adopted mother. She faced many challenges of ill health, hygiene conditions, lack of nutritional foods and social obstacles. She was 6 years old when one of the Srotoshwini Trust members talked to her mother and accommodated her in the hostel where other nine children were staying. She adjusted with others well. She started studying in Footpath Pathshala (a mobile informal school initiative of Srotoshwini Trust). Now she is going to formal school and studying in standard 4 Gujarati Medium. She can speak four languages and write in two languages. She has performed in many cultural events organized by the Trust in renowned auditorium of Vadodara city. She wants to be business women and has a dream of constructing a hostel for girls to promote girls' education.

II. Conclusion

The following conclusion can be drawn from the findings of this study.

Children of migrant labourers are deprived of basic facilities like proper shelter, nutritional food, hygiene conditions, medical facilities, clean drinking water etc. They stay in slums, streets, railway station. Their parents are largely illiterate and do not encourage for their education. Their parents either involve them for house hold works, labour work, selling products in streets and begging to earn money. Though, government has taken many initiatives to alleviate the poverty level, however government policies have not addressed the issues of migrant labourer and fulfilling the basic needs of their children including education. In order to address these issues, NGOs have taken proactive measures towards the holistic development of the underprivileged children including education. Many individuals, societies, Corporates and some government schemes support the NGOs by financing NGO's projects and running expenses. The children of migrant labourers exhibit more interest in learning and acquiring knowledge than the mainstream children. However, handling the children require different skills and approach. As the children are generally deprived of many social facilities and proper care from their parents due to poverty, they expect emotion, love, parental care etc. from the NGO volunteers, school teachers. They have the aspiration to have their own livelihood and live lifestyle better than there present state.

Some NGOs have created hostel facilities where underprivileged children stay along with NGO volunteers/teachers. They are provided with food, cloths, books, dresses, uniform and other basic needs free of cost. These children attain day or evening coaching by the NGO volunteers / teachers depending upon the school timing. These children go to government/ private schools which follows state syllabus and formal / nonformal education system. NGO officials feel that holistic development of underprivileged centers is better if they stay in hostel wherein infrastructure for education, library, sports, music, art & culture are available. The children grow in a positive environment. They also felt that children who never attended schools or school drop outs or over aged, educational development is better if they study in nonformal education system.

All the NGOs are finding it very difficult to raise funds from Government and Corporates, due to lack of skilled manpower and unpredictability around quantum of donation. The corporate funding are one time in many cases and mainly for NGO's infrastructure development and not for regular running cost. NGOs mainly depend on individuals and their parent organisations for running expenses. Many NGOs are having FCRA account but they get very little funds from foreign donors. Though government has initiated Sarba Shiksha Aviyan (SSA), delay, deterrent and conditions imposed in availing the fund from government fund like SSA is a major roadblock for the NGOs to get fund easily from government bodies. Majority of the NGOs operation model is not sustainable due to lack of resources such as funds, availability of skilled teachers/manpower, long-term funding by corporates/individuals, income generation scheme.

References

- [1]. Roy, Archana. (2015). Impact of rural-urban labour migration on education of children: A Case study of left behind and accompanied migrant children in India 2015. *Space and Culture, India* 2015, 2:4, Pages 17-34
- [2]. Confederation of Indian Industry (CII). A Report (2013): Urgent Need of NGOs in The Education Sector
- [3]. Bhagat, R. B. (2014). Urban Migration Trends, Challenges and Opportunities in India, *World Migration Report 2015*
- [4]. Ashok, Shruthi and Thomas, Neema. (2014). A Study on Issues of Inter State Migrant Labourers in India, *International Journal of Scientific & Engineering Research (IJSER)*, Volume 5, Issue 7, July-2014, Page 91-94
- [5]. Mamun, Abdullah. Al (2013). Non-Formal Education in Improving Quality of Life of Underprivileged Children, *Journal of Education and Learning*, Vol17(1) pp.11-20
- [6]. GOI(2019). National Education Policy-Draft (2019). Human resource development, Government of India

- [7]. Sharma, Krishnavatar. (2017). India has 139 million internal migrants. They must not be forgotten. Indian Economic Summit, 01 October 2017
- [8]. United Nations (2019), Human Development Report 2019. Table 1, Human Development Index, pp. 299-302
- [9]. Bhagat, R. B (2017), Migration and Urban Transitions in India: Implication of Development.
- [10]. United Nations Group Meeting on Sustainable Cities, Human Mobility and International Migration, UN/POP/EGM/2017/3, 5 September 2017
- [11]. United Nations, International Migration Report (2015), Department of Economics and Social Affairs, ST/ESA/SER.A/375
- [12]. Seven, Selas. Kallevik. (2014), The Impact of migrant labour on development of India: A Case study from the new city of Gurgaon, A Master's thesis in Economics and
- [13]. Development Geography, Department of Geography, University of Bergen, August 2014
- [14]. Chakraborty, Debasis (2014). Migration and Urban Informal Sector: A Study in West Bengal, Master Thesis, Department of Economics, University of Burdwan, West Bengal, 2014
- [15]. Khandpekar, Neeta.M. (2016). The Role of NGO's in Education System. Article in Episteme, Volume 5, Issue 3, Decemeber 2016
- [16]. GOI (2009). The right of Children to free and compulsory Education Act 2009, Ministry of Law and Justice, Government Of India
- [17]. Navya, P. K. (2017). Schooling the children of migrant labourers. India together, 27 January 2017
- [18]. Schabenland, C. (2016). Stories, visions and values in voluntary organisations. Routledge, 2016 M04, 1-232 pages
- [19]. Mehta, Asha, Kapur. (2017). Poverty Eradication – why do we always fail?. DownToEarth. <https://www.downtoearth.org.in/news/governance/> February, 01, 2017
- [20]. Jgannathan, Shanti. (2001). The Role of Non-Governmental Organisation in Primary
- [21]. Education: A Study Of Six NGOs in India. Policy Research Working Paper 2530, The World Bank, World Bank Institute, Robert MacNamara Fellowships Programme, January 2001.
- [22]. Dutta, Nilika. (2018). Street Children in India: A case study on the Access to health and Education. International Journal of Child, Youth and Family studies (2018). 9(1): 69-82
- [23]. Parveen, Shahina. (2014). Conceptual Meaning & Definition of Street Children.
- [24]. "Sociology"- An International Registered and Referred Monthly Journal, Vol. VII (11), January, 2014. Page no 78-80
- [25]. Pincus, A; Minahan, A. (1973). Social Work Practice: Model and Method. Itasca, IL: Peacock

K K Dutta, et. al. "Contribution of NGOS in the Education of the Children of Migrant Labourers in Vadodara City." *International Journal of Humanities and Social Science Invention (IJHSSI)*, vol. 12, no. 10, 2023, pp. 30-41. Journal DOI- 10.35629/7722