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Title of the Thesis	A study on Role and Effectiveness of Outreach Programmes in providing Elementary Education to Underprivileged Children in Delhi

Abstract:-

Despite the continuous efforts of the government, many children are still not enjoying the benefit of RTE Act. These children are slum, migrant and street children, refugees, linguistic and ethnic minorities (Ahmed 2010, p. 251). The reason can be anything; it could be the rigidity of curriculum and timings of the formal schools (Calloids 1998, p.22). The incapability of the formal education system to cover all children put a question on the capacity of the government whether financial or human to provide elementary education to all. From past approximately 15 years, the country has witnessed the number of programs for out of school children. As review of literature proved that there is no shortage of data but there is very little documentation on such different outreach programs providing elementary education. Outreach programs are proved to be the important strategies to achieve the goals of global policies (Baxter & Bethke 2009, p.27). But after the declaration of RTE Act, Indian Government do not recognize outreach programs as valuable substitute that help underprivileged children in exercising their right to education and emphasize only on the formal education as legitimate one. These programs are viewed as substitute that extend the coverage of education and it is important to examine their viability, impact and quality. Thus the present study is an attempt to answer one of the big and important question as to, What is the role and effectiveness of these outreach programs?

The Objectives of the study are:

1. To identify the outreach programs providing Elementary Education to Underprivileged Children in Delhi.
2. To assess the effectiveness of outreach programs in providing *accessible* and *inclusive education* to underprivileged children
3. To assess the effectiveness of outreach programs in providing *quality education* to underprivileged children.

4. To assess the effectiveness of outreach programs in providing *safe and respectful learning environment* to underprivileged children
5. To assess the effectiveness of managerial and administrative *functioning* of outreach programs.
6. To assess the impact of outreach programs on the *learning outcomes* of the children.
7. To study the impact of the selected outreach programs on the *well-being* of the children attending it.

Evaluation approach will be adopted using the techniques of Intensive Fieldwork, Case Studies and Survey. Through purposive sampling two programmes named Mobile schools and Parallel schools were selected. After that by using snowball sampling 4 NGOs running mobile schools and 5 schools running parallel schools were selected. At the third stage random sampling was used to select the sample of respondents which consisted of 4 Incharges, 10 teachers, 92 children, 90 parents, 3 social workers of mobile schools and 5 incharges, 10 teachers, 85 children and 50 parents of parallel schools. Self-made tools used for data collection were : organizational data sheet, Interview schedule for incharges, teachers, children and parents, achievement test for children and observation schedule.

Findings of the study are : The results showed that mobile buses proved to be effective outreach programs having ‘outcome’ and ‘impact’ on the lives of underprivileged children attending it. Mobile bus enables children in overcoming conversion factors that prevents children from going to school. Monitoring, tracking, focus group discussions and involvement of key stakeholders makes the program successful in delivering the ‘outcome’. Teaching of literacy and numeracy, value inculcation, opportunities to use creativity and imagination, by promoting lifelong learning, by having participatory and inclusive educational process and by creating child friendly classrooms, mobile buses are somehow successful in creating ‘impact’ on the well-being of the children. Mobile buses are successful in delivering quality education which benefitted the children by preparing them to use their knowledge in ways that improves their present well-being and future well-being.

Indian government need to change their attitude and realize that ‘attendance does not matter if not coupled with quality learning’ and should recognize outreach programs (and other non-formal education) as important elements for imparting right to education to those who really need it (Mc Millan 2011).