

Research article

Educational Resources for Underprivileged Children

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Received Date: 22 January 2024

Revised Date: 31 January 2024

Accepted Date: 03 February 2024

Published Date: 09 February 2024

Abstract: This report outlines educational challenges in Trichy, India, including high dropout rates, unaffordable education, teacher shortages, and infrastructure gaps in 80% of schools. It urges government action to address these issues, particularly in public schools facing absenteeism and mismanagement. The proposal suggests creating an interactive teaching tool for rural schools, promoting quality education at an affordable cost. Various initiatives by government and non-government organizations are discussed, aiming to uplift marginalized children. Using a mixed-methods approach, the study highlights positive impacts such as improved literacy and cognitive development despite persistent challenges like infrastructure constraints and teacher shortages. Key recommendations stress the need for sustained investment in educational resources for disadvantaged children. The report concludes as a valuable resource for those interested in ongoing efforts to improve educational opportunities for Trichy's disadvantaged youth.

Keywords: Educational resources, Government schools, Trichy, Underprivileged.

I. INTRODUCTION

The Right to Education (RTE) is a universal right to education, a right which is recognized as a human right. The International Pact of Economic, Social, and Cultural Rights states that everyone has the right to free, obligatory primary schooling. It also requires that everyone have access to high school education, primarily through the progressive implementation of free secondary education. The International Economic Treaty's Social and Cultural Rights Articles 13 and 14, as well as Article 26 of the Universal Declaration of Human Rights, all provide the right to an education. The 1960 UNESCO Convention against Discrimination in Education and the 1981 Convention on the Elimination of All Forms of Discrimination Against Women both reiterated the right to an education. The nation's economic standing, customs, population, etc., all influence education. While the right to education is widely acknowledged, there are notable differences at the national level. This indicates that while every person is entitled to the same laws regardless of national legislation, there are significant regional variations in the methods used to protect these rights.

Trichy, an ancient city in India's southern Tamil Nadu state, has a unique socio-economic structure which is characterized by a tapestry of diversity. However, unfortunately, this diversity is reflected in the disparities that prevail in its education system. Underprivileged children in Trichy often face barriers that prevent them from accessing quality education, perpetuate cycles of poverty and limit their potential for social mobility. In this context, a number of parties have worked to close the education gap and give resources that are specifically targeted at the most vulnerable, including governmental agencies, non-governmental organizations, and community-led projects.

The need for the current study arises from the pressing social imperative to address the pervasive educational disparities that impact the most vulnerable sections of the population. As a dynamic urban center, Trichy embodies a diverse socio-economic landscape where underprivileged children often face formidable barriers to accessing quality education. This research recognizes education as the cornerstone of individual development and societal progress and seeks to comprehensively evaluate the existing educational resources dedicated to underprivileged children in Trichy.

This research in Trichy explores barriers to quality education for underprivileged children. It emphasizes the universal right to education, as recognized by international agreements. Trichy's socio-economic disparities affect its education system, prompting various stakeholders to address these gaps. The study aims to uncover tailored educational resources for underprivileged children, examining both formal and informal pathways to enhance learning outcomes. The intention is not only to document resources but also to critically assess their impact, contributing to the dialogue on educational equity and fostering a more inclusive system in Trichy and beyond. The study also aims to deliver a number of benefits that contribute to the overall improvement in educational outcomes and opportunities for underprivileged children in the region.



II. LITERATURE REVIEW

The body of research demonstrates how crucial community libraries are to helping children from low-income families read, study, and get an education. Additionally, it supports their self-confidence and skill development. Through their library programs, a number of national and international organizations, NGOs, and public libraries are encouraging literacy throughout the world (Stilwell, 1989; Mostert, 1998; Dent and Yannotta, 2005). The term Community Library (CL) has been defined by different authors in various ways. Dent and Yannotta (2005) defined community libraries as "they are created by and for the local population to support their literacy needs and usually are not supported with government funds". Community radios also play a great role in learning among rural students (Srivastava, 2018). In Bihar, Basu studied women's education from 1904 A.D. until the present. The purpose of the study was to look into the reasons behind Bihar's women's educational backwardness. His main area of attention was the Sarva Shiksha Abhiyan, which has two components: it offers a broad, convergent framework for the execution of primary education schemes and a program with funding allocated for improving such education. Society needs to define the underprivileged children, and further, language, culture and quality of teachers also matter for their education (Udagama, 1981).

The responses have been collected from select schools as given below:

School-1: Bishop Heber Higher Secondary School Trichy

Bishop Heber School, also under government auspices, provides education up to the middle school level and primary education. This institution stands out for offering high-quality education at an affordable price, making it accessible to students who may not have the means to attend more expensive private schools. Bishop Heber School places a strong emphasis on identifying and nurturing students' talents and providing support tailored to their individual strengths. The school is recognized for creating a conducive environment for holistic development and is known for its excellence in both academic and sports-related activities. The institution is situated at Kilapalli Road, Tiruchirappalli Townhall, Trichy - 620002 (Near Minguard Gate, Thepakulam)

School-2: T.E.L.C Middle School Trichy

TELC Middle School in Trichy is a government-affiliated institution that caters to students falling under the LP (Lower Primary) and UP (Upper Primary) categories. Unfortunately, a significant number of students attending this school face challenges such as irregular attendance, primarily attributed to financial constraints and a lack of essential educational resources. In response to these issues, the school, with the backing of the government, is strategizing to implement awareness programs. These initiatives aim to address the disinterest exhibited by some students towards their education, emphasizing the importance of academic pursuits. The school's commitment to supporting students facing obstacles reflects a dedication to fostering a positive and inclusive learning environment. The school is located at Kalla Street, Big Bazaar, Tiruchirappalli, Tamil Nadu, Trichy – 620008

Survey research collects information through set questions, offering flexibility in participant recruitment and data collection. Data collection tools include questionnaires, structured for quantifiable responses, and interviews in this research and follow the TAILMRDCR model (Kumar, 2023). Open-ended questions encourage detailed responses, differing from closed-ended queries. Data is presented narratively, emphasizing context.

Data collection was done using three methods:

1. Questionnaire: A questionnaire is a data collection tool used to gather information from participants for the purpose of studying specific phenomena. It is designed to record the responses and quantify, analyzed, and interpret them to draw conclusions (Kumar, 2023).
2. Interviews: Conducting interviews is an integral and often indispensable component of the research process, particularly in the compilation of a research report. Interviews serve as a dynamic method for gathering firsthand information, insights, and perspectives from individuals directly associated with the subject of study.
3. Open-ended questions are a type of inquiry that encourages respondents to provide detailed and expansive responses, as opposed to closed-ended questions that elicit brief or specific answers.

III. RESULTS AND DISCUSSION

Figure 1 gives a clear understanding about the resources available for learning at schools. The respondents were asked about the availability of educational resources. It was found that 33 percent of the students are getting extra support such as tutors or any other academic support. Students are not depending upon the school for learning and their academic growth. In some schools, there was also the facility of computers or tablets having internet access (33%). It was followed by textbooks and other learning materials (29%) and extracurricular activities (5%).

Fig 1: Educational Resources

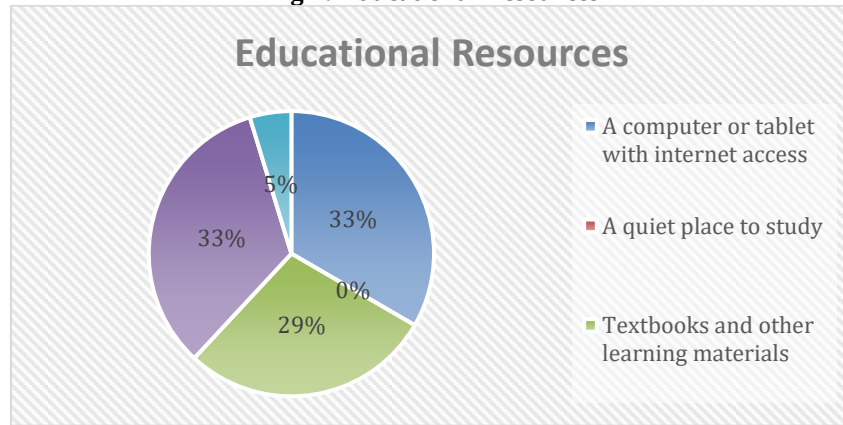


Figure 2 focuses on barriers existing in education at the schools. Students were asked about the different kinds of barriers which may stop them from getting an education. The results show that the financial barrier is the most important issue to be addressed. About 31 percent of the students are going through a financial crunch, and they are not able to continue their studies. Other reasons were cultural, language and transportation. The most pressing issue is financial constraints, affecting almost one-third of the respondents. Cultural, language, and transportation barriers also emerged as noteworthy challenges. Addressing these barriers requires targeted interventions, such as financial aid programs, cultural sensitivity in educational policies, language support initiatives, and improved transportation infrastructure to create a more inclusive and accessible educational environment for all students.

Fig 2: Barriers to Education

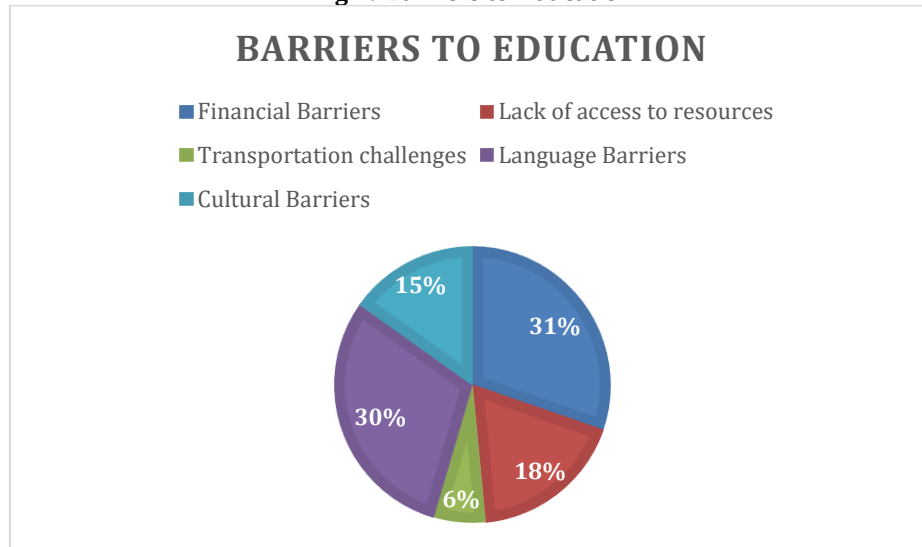
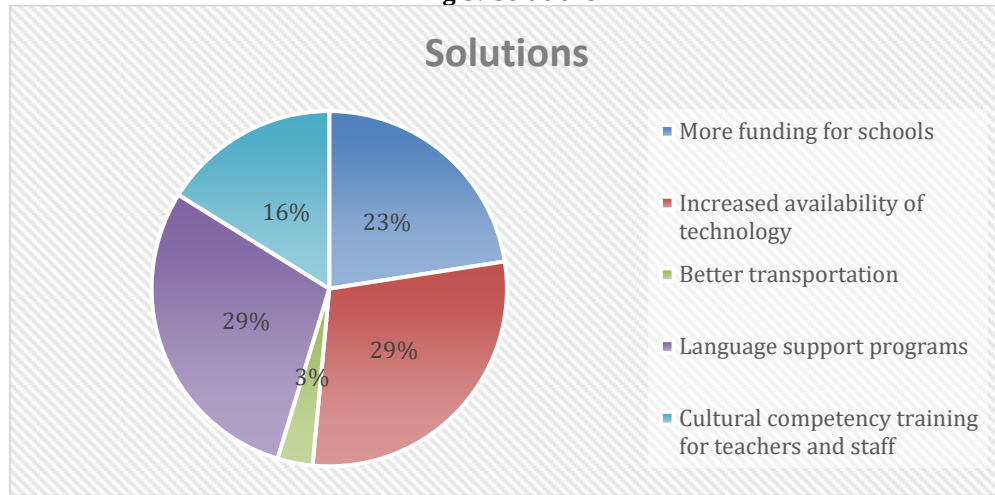


Figure 3 shows a few of the solutions opted for by the respondents at both schools. The respondents believe that technology integration, language support programs, and more funding are required for the education of school children. The respondents' solutions include leveraging technology to enhance learning, implementing language support programs to address language barriers, and advocating for increased funding to improve overall educational resources and opportunities. These solutions reflect a comprehensive approach to addressing the multifaceted challenges in the education system and ensuring a more inclusive and effective learning environment for school children.

Fig 3: Solutions



IV. CONCLUSION

The project showcased how targeted educational resources can transform learning outcomes for underprivileged children by prioritizing accessibility. Through accessible learning centers, mobile apps, and diverse materials, it broke down geographical and economic barriers (Ramamoorthy *et al.*, 2013). Continuous support, including follow-ups and mentorship, was integral for sustained development. In conclusion, the project serves as a beacon of hope, demonstrating the power of resource allocation and community engagement in enhancing educational opportunities for underprivileged children. The findings support the enhancement of traditional educational administration through the creation of new institutions, the introduction of fresh ideas, and the adoption of economical and successful techniques. This program will also have a community-based monitoring system.

V. REFERENCES

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