

**WITH NO HOPES, SUCCESS IN SSCE: A CASE STUDY OF GIRLS FROM  
KMMSG****Dr. Madhuri Isave<sup>1</sup> & Mrs. Geetanjalee C. Rao<sup>2</sup>**<sup>1</sup>Asso Prof, Tilak college of Education<sup>2</sup>PhD Student**Abstract**

*KMMSG is KusumbaiMotichandMahilaSevagram, near Bhide Bridge, Pune. And the Municipal Corporation school named Anusuyabai Khilare Primary School situated in the same premises. The girls from this orphanage attended SNTD Kanya Shala, Karve road, Pune. The girls were taken to and fro to this secondary school. This paper narrates the four factors equity, inclusion, learning and orphan girls. Shrikant Bolla and Malvika Joshi are a couple of examples with full support from home. Getting admission in MIT is much valuable for Malvika Joshi without doing SSC or HSC or Shrikant Bolla despite of his visual disability. On the other hand among 11 girls 8 girls passed SSC, is a great success not only for the girls who are stepping in the beautiful world outside their orphanage run by KMMSG, but also for the team of Ballaleshwar Pratishtan who tried to bring equity and inclusion through preparing the girls for SSC exam. with great efforts. Girls were taught here voluntarily. The method used to teach the orphan girls has proven to be useful for the disabled, marginalized and even for gifted children who have lost the hopes of getting education. This method has proven useful for the normal average children going to normal schools too.*

**Keywords:** Equity, Inclusion, Orphan Girls



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**1. Introduction**

It is said that 'Talent does not mean scoring good marks in one's studies, it deals with how much knowledge a person has regarding a particular subject'. Very true!

Following two cases would support this quote. The first one is Shrikant Bolla. He was a blind boy from remote village of Andhra Pradesh. In school he was made fun of, as if god has purposely made him a faulty piece. Because of his blindness he had to suffer a lot. Despite scoring a spectacular 90% in his X board exams, he was denied the science side. Unfortunately, his talent and capabilities were not appreciated, all because of his blindness.

Every applications that he sent to top engineering colleges like IIT and BITS Pilani, he was rejected a hall ticket. He didn't give up.

He applied to international universities and got through the Massachusetts Institute of Technology (MIT) in the US and also became the first international blind student to have made it there.

Now he is the CEO of a Rs 50 crore company named Bollant Industries that manufactures eco-friendly consumer packaging solutions and provides livelihood to the uneducated and differently-able individuals.

Another story is of Malvika Joshi from Mumbai. After learning till seventh standard she left school. She continued home schooling. Without doing SSC or HSC, she got admission in MIT. For three consecutive years, she was among the top four students who represented India at the Programming Olympiad.

How can one define success parameters of study? Do we get justice in conventional schools to groom higher qualities? Did Shrikant and Malvika get justice with inclusion and equity? Does formal education in India provide some such opportunities? Is Schooling enough for a person to live a comfortable life? Tuition, special coaching, extra facilities and regular schooling do all these things fulfill the objectives of national education? How can we bring equity and inclusion in practice?

## **2. Problem Statement**

### **i)Hypothesis**

A case study to bring Equity and Inclusion out of school walls with the orphan girls from KMMSG, Pune.

### **ii)Objective**

To prepare the orphan girls to face the regular SSC exam.of Maharashtra state and bring them in main stream of education.

### **iii)Scope**

This is a case study of all the orphan girls who have gone to school up to eighth standard and discontinued the school.

### **iv)Limitations**

The study is done only for orphan girls who have left the school from or after eighth standard and they were 11 girls.

## **3. Material and Method**

All the 11 girls described above were considered as a sample of the research. There was no pretest or posttest because the first question paper of each subject they solved was enough to get the idea of the girls' ability and knowledge of particular subject and even to know their 'language skills'.

A rigorous program was chalked with a few workshops, speeches of resource persons among our team of Shree Ballaleshwar Pratishtan under leadership of 'Limaye sir' the founder member of 'A Hundred days school' project.

Honestly telling, the girls responded well to this program not because their knowledge was getting updated but because they were getting homely atmosphere, motivation and of course motherly love in our company.

The program included many activities. The researcher, being an English teacher conducted many activities for the girls to develop their English language skills. The girls should get enough open air and time to play langadi, kho-kho, etc outdoor games.

Keeping away the proverb 'Play while paly and work while work' the researcher said that 'Work while play and Play while work'. She twisted proverb for developing vocabulary.

The girls played 'Langdi' a hopping game and while catching the other fellow they recited and repeated the spelling which they felt harder. It gave them rhythm and they could learn the spellings by heart. In the game the girls screamed spellings with excitement. It was a fun to see them playing with spelling.

Another activity was story telling in English. The researcher performed the activity. And the girls listened carefully to the story. This activity was to build their vocabulary and to develop their listening skill.

Thus 'Writing on the board' was the next activity to build confidence in the girls.

Reading loudly to make short stories was the next activity . The girls would read and underline a word or a sentence as a point to make a short story through the lesson from textbook.

Playing a game like Housey not with numbers but with English alphabets was the next activity. To build vocabulary this was very useful.

Last activity was interviewing the girls. It helped the girls to comprehend and grow confidence in them.

#### **4. Discussion**

Social inclusion is a very long process. Though we alone are unable to bring inclusion and equity together we can try for it. Being a teacher we have a very good chance not to allow the students to create a group as excluded group. Of course! It is not a one sided game. The children are affected the most by The people around the houses of the children. The environment in which the children live makes them think to do wrong things or not to cooperate with others. Then they are thrown out of the society.

The researcher believes that every Marathi child is brought up by making him listen to the stories from Ramayana, Mahabharata, Esop-niti, Panchatantra. Thus Ram, Krishna. Shivaji Maharaj become real heroes for the children. Then as they enter the next standard they are introduced to Lokamanya Tilak, Vallabhbhai Patel, Swami Vivekananda and many more. Slowly it is added to their knowledge that many of these heroes were non Maharashtrians.

The researcher heard about these things at the age of 5 to 6 years but nobody comforted her telling that they all were Indians and no the strangers. Unity in diversity was not taught then.

**Table no. 1 Beginning of inequity and exclusion**

God/Hero	Place	State
Ram	Ayodhya	UP
Krishna	Dwarka Mathura	Gujarath
Shivaji Maharaj	Pune	Maharashtra
Lokamanya Tilak	Ratnagiri	Maharashtra

Vallabhbhai Patel	Somnath	Gujarath
Swami Vivekananda	Kolkata	Bengal
Chacha Nehru	Kashmir	Kashmir

Here starts inequity and exclusion. The major issue with our education system is the educational inequity. Excellent education is not accessible to all children. It is availed only to them who can afford it. Our country has 2 national boards and 28 state boards. Each state has separate educational board.

One more thing is, lack of quality teachers. All teachers are not born teachers. Some of them do their job honestly and many of them wait for salary.

The professional growth of teachers is hardly taken care of. Neither talented nor top performers are appreciated many a times.

Taking all the things in consideration, the researcher analyzed the activities and kept the record. The girls were not given the idea that the record is being kept.

Other than conventional practice or regular studies many more ideas were used. To develop English language skills the Tables given below will throw some light on the process.

**Table 2 Developing English Language Skills**

Activities	Before	After
LL	20%	80%
Story telling	40%	95%
Writing on blackboard	10%	100%
Reading loudly	5%	80%
Playing Housey	15%	75%
Interviewing girls	5%	60%

**Table 4 Ratio showing expected changes**

Activity	Time	Observation
LL. (Learning by heart with Langdi)	20 min. Weekly twice	Enthusiastic in the beginning then stopped reciting while playing.
Story telling in English	10 min. Daily	Listened curiously
Writing on the blackboard	30 min. Weakly once	Participated with lack of confidence.
Reading loudly To make short stories	15 min. daily	Mixed response
Playing spell. Housey	Weekly twice	Enthusiastic Response
Interviewing girls	Weekly once	Reluctant to talk

Observations

**Table 3** Girl showed interest after 2 months

Interested in	Percentage
Language games	65%
Recitation-Words	50%
Music & poetry	80%
Outdoor games	70%
Reading books	60 %

While doing the activities the girls were happy that they were not studying. And they felt that they won't have to study. Slowly a bonding was created between the girls and the teachers.

Feedback Analysis

No equity and non Inclusion parameters	Before	After
Feeling unsecured	75%	10%
Lack of confidence	95%	40%
Showing reluctance	85%	5%

## 5. Conclusion

All the teachers can identify the obstacles for inclusion and equity. They are able to find out various activities and methods to overcome the obstructing factors of inclusion and equity. Teachers are an important factor who can develop their students in all aspects.

Teacher is very strong and he can remove inequity and exclusion. It is said that in other countries teachers are respected very much. We will have to wait for this day to come in our country.

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