

## Case Study: Ensuring Education and Welfare for Sharda Mehada, an Orphaned Girl Child

Name of the Child: Sharda Mehada

Father's Name: Late Chandarsingh Mehada

Mother's Name: Late Suma Mehada

Village: Chhota Khutaja

Block: Chandra Shekhar Azad Nagar

School: EGS Pujara Faliya, Chhota Khutaja

Scholar No.: 397

Date of Admission: 20/06/2024

Date of Birth: 01/01/2015

Class: 1st

### Background

Due to the COVID-19 pandemic, Sharda Mehada tragically lost both her parents and was left orphaned along with her elder brother. After the loss, the child's guardianship informally shifted to her paternal uncle's son, who was unwilling to take responsibility for Sharda's education. Consequently, she was taken along during seasonal migration and deprived of schooling.

Efforts were made by the field coordinator to counsel the guardian and inform him about the importance of education and relevant government welfare schemes.

However, he remained uncooperative. Despite several attempts, including phone conversations and home visits, Sharda's education remained neglected.



### Intervention

In the academic year 2024–25, the field coordinator persistently followed up with Sharda's family. Multiple phone calls were made to the family in Gujarat where they had migrated. Eventually, her elder brother agreed to bring Sharda back to the village for school enrollment.

Sharda did not have a birth certificate, which was a requirement for her school admission. The coordinator contacted the village secretary and supported the family in applying for the birth certificate through the Lok Seva Kendra (Public Service Center). The certificate was issued within 20 days.



Following this, Sharda was taken to the Aadhaar enrollment center to update her details and create her Aadhaar card.

### Rehabilitation and Enrollment

After further discussions with Sharda's paternal uncle, he agreed to take her into his care. The field team then coordinated with the teacher at the local EGS Pujara Faliya School and successfully enrolled Sharda in Class 1.

She was provided with textbooks, school uniform, and other learning materials by the school. Today, Sharda is happy and regularly attends school. With the help of the organization and local authorities, she has also been enrolled in the Mukhyamantri Bal Kalyan Yojana, a government welfare scheme for orphaned children.



### Impact

This case demonstrates the importance of sustained field-level efforts, interdepartmental coordination, and community engagement in ensuring that vulnerable children like Sharda are not left behind. With continued support, Sharda now has a chance at a brighter, more secure future through education.

## Case Study: Enrolling Asha into School – A Journey from Reluctance to Realization

Name of the Child: Asha

Father's Name: Mukesh

Mother's Name: Rambai

Village: Amby

School: NMS Amby

Scholar Number: 460

House Number: A-333

Age: 8 years

### Background

During a door-to-door enrollment campaign in Amby village, Udaigarh block, Field Coordinator Mukesh Paliya met 8-year-old Asha, the daughter of Mukesh and Rambai. Her parents are engaged in farming, while Asha stayed at home taking care of her younger siblings and playing with them.

When the coordinator initiated a conversation about enrolling Asha in school, her parents clearly stated that they did not wish to send her to school. On being asked the reason, they shared that Asha was needed at home to care for her younger siblings while they were away working in the fields. They questioned the purpose of schooling for a girl child in such circumstances.



### Intervention

Field Coordinator Mukesh Paliya patiently explained the importance of education and the long-term impact it can have on a child's life. Despite this, the parents remained unconvinced.

Mukesh then visited the village school and discussed Asha's situation with the school teacher. The teacher confirmed that Asha was of the right age and eligible to attend school, but her parents were not cooperating. Together, the teacher and the field coordinator decided to make a joint effort to persuade the family.



Two days later, both of them visited Asha's home and once again spoke to her parents. They explained the difference between an educated and uneducated person by sharing real-life examples. They emphasized how education could open up opportunities and cited their own experiences — how they could work in professional roles today because of being educated.

They also shared stories of successful local women such as Anganwadi workers, assistants, ASHA workers, and female teachers to inspire and convince the family.

### Enabling Enrollment

Moved by the conversation and examples, Asha's parents finally agreed to send her to school. However, it was found that Asha did not possess any official documents such as Aadhaar or a Samagra ID.

The field coordinator took proactive steps — first, he helped the family get Asha's birth certificate. Then, he accompanied Asha and her father to the Aadhaar enrollment center at the Udaigarh block. After the Aadhaar was generated, he contacted the village secretary and successfully had Asha's Samagra ID created.

Following this, Asha was officially enrolled in NMS Amby School.

### Impact

Today, Asha happily attends school every day with her friends. Witnessing her enthusiasm and transformation, her parents expressed deep gratitude to both the field coordinator and the teacher for their persistent efforts and support.

This case reflects how timely intervention, community engagement, and empathetic counseling can ensure education rights for children who are otherwise left behind due to social and economic constraints.

## Case Study: Sunil Solanki's Return to Education After Migration Disruption

### 1. Introduction

Sunil Solanki, a bright and hardworking student from Kasyakhali village, Petlawad Tehsil, Jhabua district, is currently studying in Grade 6. However, his journey in education has been full of obstacles. Due to financial hardship and adverse family circumstances, he became irregular in school and eventually dropped out. His family was extremely poor and dependent on daily wage labor. For Sunil, continuing his education seemed like a distant dream. But with the timely intervention of Sampark NGO, Sunil regained his right to education and took the first step toward a brighter future.



### 2. The Challenge: Poverty and Seasonal Migration

Sunil's family owned only two acres of unirrigated land, which yielded limited crops due to water scarcity and lack of farming resources. The income from agriculture was not enough to sustain the family.

Out of compulsion, Sunil's parents migrated frequently in search of labor work to nearby states such as Gujarat, Rajasthan, and nearby towns. Sunil had to accompany them, leaving his education behind.

Due to repeated school dropouts, Sunil started falling behind in his studies. His confidence declined, and he began to believe that he would never be able to study again. Eventually, he completely disconnected from school and lost all motivation.

### 3. Sampark NGO's Intervention – A Ray of Hope

In 2014, Sampark NGO identified Sunil's case while analyzing the issue of educational exclusion among migrant children in the region.

Understanding the underlying problem, the organization provided financial assistance to Sunil's family. This support helped stabilize their economic condition and reduced the need for frequent migration. Sunil's parents were now able to seek employment opportunities within the village.

As a result, both Sunil and his younger sister were re-enrolled in school and began attending regularly. For Sunil, this was a second chance — one he was determined not to waste.

### 4. Addressing Practical Barriers to Education

Although Sunil resumed schooling, he faced a new challenge — distance. The school was far from his home, and walking daily was both exhausting and time-consuming. This caused him to miss classes occasionally.

Sampark once again stepped in and provided a bicycle to ensure regular school attendance.

In addition, the organization supplied books, notebooks, a school bag, uniform, pencils, and other essential study materials. With these resources, Sunil could now focus on his studies without any logistical or financial worry.

### 5. A New Beginning: Confidence and Growth

Sunil started attending school regularly and began taking a keen interest in academics. His classroom performance improved significantly, and he became actively involved in sports, cultural programs, and academic competitions.

His teachers recognized his transformation and continued to encourage him. Sunil's growing confidence and academic success became a source of inspiration for other students.

Now, with pride in his voice, Sunil says:

*"I love going to school every day. I ride my bicycle and enjoy learning with my friends. My dream is to study hard and lift my family out of poverty."*

### 6. The Outcome – The Power of Education

Sunil Solanki's story proves that with timely support and the right intervention, no child needs to be left behind in education.



Thanks to Sampark NGO's dedication, Sunil not only returned to school but also rediscovered hope and purpose. He now understands the value of education and is striving to build a better future.

His journey is a beacon of hope for thousands of children who drop out of school due to poverty and difficult circumstances. With proper guidance and support, every child can dream, learn, and succeed.

## Case Study: Transforming a Family through a Daughter's Education

### Introduction

Education holds the transformative power to change lives and empower entire families. The story of Kala, a 10-year-old girl from Basar Kurd village, Kasrawad Block, Khargone District, Madhya Pradesh, is a shining example of how educating one girl can bring positive change to her family and community. Despite numerous challenges, Kala's journey from being an out-of-school child to a joyful student is a powerful tale of determination, support, and transformation.

### Background

Kala belongs to a marginalized family where her father works as a farm laborer. The family's livelihood depends on seasonal employment, forcing them to migrate to nearby towns during off-seasons. This frequent



migration disrupted the family's stability and made it extremely difficult for Kala to receive consistent schooling.

Moreover, the lack of essential identification documents like an Aadhaar card and Samagra ID became a significant barrier to her school enrollment.

### Challenges Faced

- **Frequent Migration:** The family's unstable, mobile lifestyle made it difficult to prioritize education.
- **Lack of Documents:** Absence of Aadhaar card and Samagra ID delayed Kala's school admission.
- **Parental Reluctance:** Kala's parents were unaware of the importance of education and showed little interest in enrolling her.
- **Over-Age Enrollment:** At 10 years old, Kala was above the typical age for admission to Grade 1, complicating the enrollment process.

### Intervention by Sampark Volunteer

During one of Sampark's educational awareness campaigns, volunteer Sukhdev Patel identified Kala's case and engaged with her family. He conducted multiple counseling sessions, explaining the long-term benefits of girls' education and how it could change their daughter's future.

Realizing the urgency of the documentation barrier, Sukhdev took personal responsibility for arranging Kala's Aadhaar card and Samagra ID. His proactive approach ensured that all documents were prepared in a timely manner.

### Enrollment and Support

Despite being older than the typical age for entry, Kala was admitted directly to Grade 3 with special permission from school authorities. Initially, she struggled to adjust in the new environment and lagged behind academically compared to her peers.

Recognizing this, the teachers provided additional academic support and one-on-one attention to help her catch up with the curriculum.

### Impact and Progress

With consistent guidance from teachers and encouragement from her family, Kala gradually began to improve in her studies. Today, she attends school regularly, enjoys learning, and actively participates in classroom activities. Her cheerful expression and eagerness to learn symbolize the positive transformation brought by education.

### Conclusion



Kala's journey highlights the critical role of community volunteers, awareness programs, and dedicated individuals in promoting girls' education. The combined efforts of Sampark, volunteer Sukhdev Patel, and supportive teachers gave Kala the opportunity to break the cycle of illiteracy and poverty.

Her story stands as proof that educating a girl can truly transform a family and uplift a community, paving the way for a brighter future.

Case Study: Subhash Bhuriya – Soaring to New Heights of  
Success

## 1. Introduction

- Name: Subhash Bhuriya
- Village: Moratla
- Class: 9th Grade
- School: Buniyadi Shala High School, run by Sampark
- Family Background: Subhash comes from an uneducated family with no inspiring environment for learning.
- Primary Challenge: Lack of interest in studies and fear of subjects like English and Mathematics.



## 2. Challenges Faced by Subhash

- Avoided participation in school activities.
- Faced time management issues that affected his academic performance.
- Deep fear of English due to his different mother tongue.
- Lack of proper guidance made learning English even more difficult.
- Unable to utilize his hidden talents such as strong memory, drawing skills, cooperative nature, and honesty.

## 3. Teacher's Intervention and Teaching Techniques

- Teachers first understood Subhash's challenges and worked to boost his self-confidence.
- Interactive and engaging teaching methods were introduced in the classroom.
- Subhash was encouraged to sit on the front bench to increase focus and participation.
- Regular practice with basic English words through repetition was introduced.
- Group discussions, word games, and interactive exercises were used to make learning fun and meaningful.

## 4. Positive Changes in Subhash

- Subhash's self-confidence began to grow.
- He started showing interest in learning English and began asking questions without hesitation.
- Other students in the class were also inspired and began participating in English lessons.

- The overall classroom environment became positive and energetic.

#### 5. Subhash's Success and Future

- Subhash now attempts to communicate in English without fear.
- His progress proves that with the right guidance, a motivating environment, and consistent encouragement, any student can overcome fear and achieve academic success.

#### 6. Conclusion

Subhash's journey clearly shows how quality education and the right motivation can bring transformational change in a student's life. He has not only become confident and focused on his future but also serves as an inspiration to his peers.

