

Qualitative and Quantitative Study on Community School Model

By

Ankit Bhargava

*Dissertation submitted for the partial fulfillment of the
MBA Rural Management*

Academic year, 2016-2018



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TO WHOMSOEVER MAY CONCERN

This is to certify that **Mr. Ankit Bhargava** student of MBA Rural Management from The IIHMR University, Jaipur has undergone dissertation at **Gayatri Seva Sanasthan, Udaipur** from **7th Feb 2018 to 5th April 2018**.

The Candidate has successfully carried out the study designated to him during dissertation training and his approach to the study has been sincere, scientific and analytical.

The Internship is in fulfillment of the course requirements.

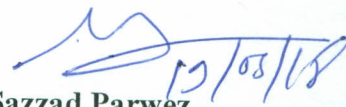
I wish her all success in all her future endeavors.



Dr (Col) Ashok Kaushik

Dean, Academics and Student Affairs

The IIHMR University, Jaipur



Dr. Sazzad Parwez

The IIHMR University, Jaipur



Reg. No. 48/87-88

GAYATRI SEVA SANSTHAN

गायत्री सेवा संस्थान

Date: 21.05.2018

This certificate is awarded to

Mr. Ankit Bhargava

In recognition of having successfully completion of his dissertation in

Gayatri Seva Sanasthan, Udaipur

And has successfully completed his study on

"Qualitative & Quantitative study on Community School Model"

(With special reference to the Udaipur district of Rajasthan)

Duration of three months (February 2018 - April 2018)

Organization:-

Gayatri Seva Sanasthan, Udaipur

He comes across as a committed, sincere & diligent person who has strong drive and zeal for learning.

I wish him all the best for future endeavors.

(Dr. Shailendra Pandya)

Joint director



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CERTIFICATE BY SCHOLAR

This is to certify that the dissertation title **"Qualitative & Quantitative study on Community School Model "**, submitted by **Ankit Bhargava** Enrollment No- **0009** under the supervision of **Mr. Sazzad Parwez** for award of **MBA in Rural Management** of the IIHMR University carried out during the period from **7th FEBRUARY 2018 to 4th April 2018** embodies my original work and has not formed the basis for the award of any degree, diploma associate ship, fellowship, titles in this or any other institute or other similar institution of higher learning.



Signature

ABBREVIATION

Sakhiyo ki baadi - skb

Government - Govt.

Education - Edu.

Right to education - rte

Schedule tribes - st

Resource teacher - rt

Block level coordinator - blc

Field visitor - fv

Open defecation free - odf

INTRODUCTION

India is the 2nd most populous democratic country in the world. It is the seventh largest country demographically. It is recognized for its diverse culture, religion, languages with a great history of warriors, freedom fighters. Now, things are slightly changed over time. Now, India is known as the seventh fastest growing economy in the world. Geographically & demographically the pattern of living with unique culture and customs differentiate people.

“You can tell the condition of a nation by looking at the status of it’s women.” – Jawaharlal Nehru

"I raise up my voice—not so I can shout, but so that those without a voice can be heard...we cannot succeed when half of us are held back." —Malala Yousafzai

Education a prime weapon, still strike in every policy whether it’s about the women empowerment or poverty reduction. Every citizen of India entitled with certain fundamental rights by the constitution of India.

RTE is one of them. “*What is RTE*”?

The Constitution 86th amendment Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right. The title of the RTE Act incorporates the words ‘free and compulsory’¹.

“RTE” had its impact on Fundamental Right, Fundamental Duties, and Directive principles of state policy. “Compulsory Education”, Is the key responsibility belong to the suitable Govt. to make the availability of free elementary education. to every child in the age group of 6 to 14. Govt. needed to ensure compulsory admission, attendance, and completion of elementary education. ‘Free’ means every child is free from liability to pay fee or charges which may be averted him/her from pursuing & completing elementary education.

RTE a key to development is worthless when the question is about poverty. Educational status of a nation may be one of the denominators for development but, food is essential to survive it cannot be substituted. The Richness of customs, tradition, culture, believe just make India incredible for foreign tourism.

Education system always has been a matter of debate. Comparison with ancient education is also not a new thing.

“Whom we should categorize as Educated or literate”?

“What about skill knowledge that wasn’t a part of education”?

¹mhrd.gov.in/rte

The education system is not the only issue in India. The major role is played by caste hierarchy, difference in customs, social & economic barriers. The scenario drastically changed after Late “Shri mati Kasturba Gandhi ji” stepped for girl education. As per traditional ideology & culture practices societies are governed. Shri mati Kasturba Gandhi ji got married to “Shri Mohandas Gandhi ji” at the age of 13. In India now, certain laws exist to restrict child marriage. Many schemes by govt. with community-based organizations continue to aware society i.e. “*Beti Bachao, Beti Padhao*”. Education brings equity, social harmony, Morality & logical understanding to humans. Society having patriarchal culture affects girl’s education. Even ideology exists that; she must marry at a certain age. All she needed to be taught is about how to cook. A change we are dreaming can only be witnessed through education The Issue never ends here.

Private capitalist investor raised a question on quality of education under RTE. Govt. also mandate or bound the private school to give free education to children from the poor economic background or disadvantaged group. 25% seats should be provided to these categories of children.

“Does better education mean better infrastructure, better technology material”? This pattern of education brings critics for RTE. There were two parallel dimensions “Private education system” & “Govt. schools”.

There is a wide gender disparity in the literacy rate in India: effective literacy rates (age 7 and above) in 2011 were 82.14% for men and 65.46% for women.

As per the detail from census, 2011 Rajasthan is India’s seventh most populated state has a population of 6.86 crores. The literacy ratio in male literacy stands at 79.19 percent while female literacy is at 52.12 percent. The literacy is still the biggest goal to reach, even after RTE act, 2009.

As per 2011 census over 81.5 lakh children are out of school – around 61 lakh of these have never been to school. As per another estimate, around 12% of these are in Rajasthan alone. (around 9,78,000). Majority of these are girls who lag due to various reasons such as access to the nearest school for cultural reasons like child marriage and girl sharing the responsibility of home care with the mother etc. Rajasthan is the only state in India where school dropout rate is increasing with each year. The proportion of Out of school girls between the age of 11 yrs and 13 years rose from 8.9% in 2011 to 11.2% in 2012 to 12.1% in 2013.

And there are several other facts about education in Rajasthan that causes a reason for concern. Some of these are:

- With the literacy rate of 67%, Rajasthan lagging behind Cameroon, Egypt, and Ghana.

- Female Literacy Rate (urban – 52.66% & rural – 45.8%) is worst than the average for the Arab world and fragile conflict-affected countries².

The Government of India with its certain criteria also define the “Rural” & “Urban”

- Urban Unit (or Town): All places with a municipality, corporation, cantonment board or notified town area committee, etc. (known as Statutory Town).

All other places which satisfied the following criteria (known as Census Town):

- A minimum population of 5,000.
- At least 75 percent of the male main workers engaged in non-agricultural pursuits; and A density of population of at least 400 per sq. km.

The question at a stake “what kind of development it is”?

Western Rajasthan Shares its boundary with Pakistan & Punjab. A farm activity is the main source of livelihood for most of the peoples. As water is an essential requirement for farm-based activities their dependence on rainfall is high. Rajasthan has tribal population of 13.5 % (9238534) as per census of 2011.

Who are the Schedule Tribes?

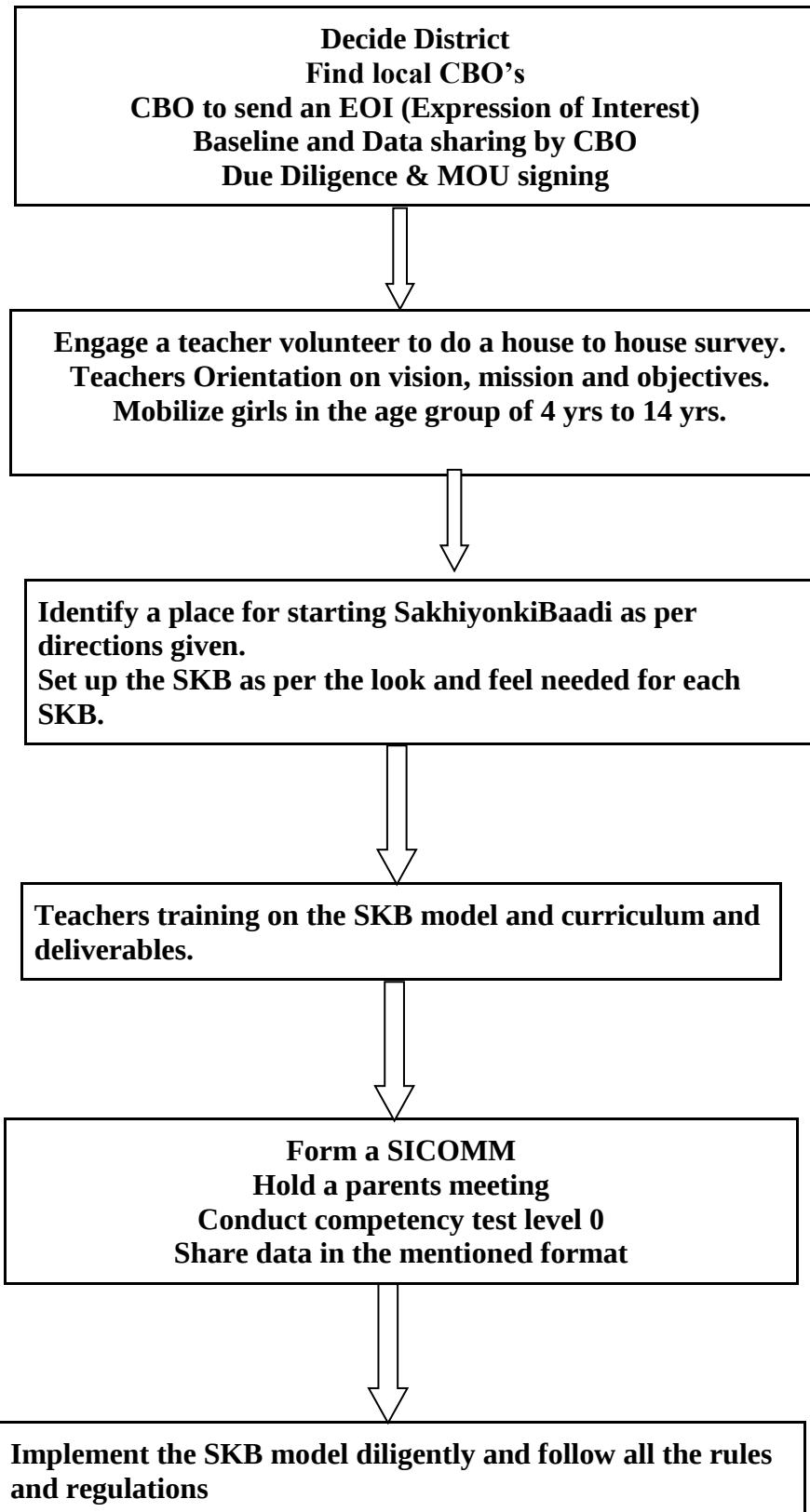
The Constitution of India, in Article 366, has defined the Schedule Tribes as such of those tribes which have been so declared by the Constitution Order under Article 342. With a population of more than 10.2crores, India has the single largest tribal population in the world. This constitutes 8.6 percent of the total population of the country (Census of India, 2011). Tribes were highly rich in their tradition & culture. Tribe’s communities were having a close relation with nature. Education is in fact, an input not only for the economic development of tribes but also for the inner strength of the tribal communities which helps them in meeting the new challenges of life. Tribes those who were the closer to nature deprived of education. Whom to be blamed either “policymaker” or “tribes” itself?

“Sakhion ki Baadi”

A drastic intervention called “Sakhion ki Baadi” is an intervention made with consortium between two organizations. Skb is a program of IIFL to achieve total literacy in young girls of Udaipur. It is a unique program that works at creating excitement among the girls regarding education and keeps them motivated to shift education as an important priority in their life. The name Sakhion ki baadi has been very carefully chosen with no reference to education, studies or school as the program is based on play way method of learning. Education can only happen subtly and through fun-based activities as this can be the only way to keep them motivated.

² http://www.business-standard.com/article/current-affairs/rajasthan-india-s-seventh-largest-state-lowest-in-female-literacy-117011100734_1.html

Flow Chart for starting a Sakhiyon ki Baadi



LITERATURE REVIEW

Just after the independence of India, Drastic amendments were made by the first Indian government by giving recognition to SC/ST's. Certain rules were formed to preserve the rights of these tribes. Education among the Tribes girls is still an issue. Many scholars researched the issue.

Universal Education is a large mountain to climb. Well, social barriers & behavior of our society just favoring towards ruining the dreams of education for Girls. How Aspiration of one can be a voice of 100's. As there is a price for everything but, it must be appropriate for the product Malala was shot just because she stepped out as a voice for Education of girls. "One child, one teacher, one book, one pen can change the world." (Malala Yousafzai). K. Sujatha in her study on the tribe of Andhra Pradesh, (2000) pointed that Poverty & poor economic Situation leads to a poor educational status of tribes. It is a prime cause of low involvement of tribe's in education among aboriginal. Health issues also cause hindrances which leads to low participation of tribal children in education activity.

The Tribal Affairs Conference (1954) organized by the GOI stratified in a report that differs state govt. were describe differ welfare schemes involving education of the tribes. Major hindrances were non instruction in local dialect. Conference prescribed major suggestions like appointing right kind of teachers, involving vocational training, and suggested grant to non-official agencies. Biswas (1954) Also discussed the problems in imparting vocational training & kind of education to be given to the tribes. In another paper (1955) by the Biswas suggestion were made in the introduction of Basic education & emphasize the need for Tribal Education.

A book titled 'A New Deal for Tribal India' by Elvin (1959) emphasised on School building, Type of school equipment, learning environment in school, the medium of instruction, education involving technical education and his discussion was also on economics.

Basu (1961) suggested about books, School building, vocabulary collection and about the educational scheme for tribes. He highly disagreed with the pattern of education towards the aboriginal population of India. Basu's viewpoint reflected that it was a matter of appropriate planning & pattern with supervision be in practice so that actual impact of it can be gained by the aboriginal. Basu tried to explain the interrelation between Anthropology & Education.

A slow progress of Tribal girls education were analyzed in a report of Andhra Pradesh Tribes Enquire Committee (1962) The indifference of educated tribal people was one of the significant findings of the committee. Certain recommendations were proposed about ashram school, religious education, and adult education funds and other educational facilities. Recommendations were made by the committee in enhancing literacy to make elementary education system efficient.

Srikant (1964) after independence captured the progress of Education among tribal areas. He laid emphasis on the need for trained teacher, ashram schools requirement, and tribal girl education & suggested that tribal education should be job oriented. Issue related to nomadic and semi-nomadic tribes, ashram school and hostel facilities had been discussed.

The Report of the Tribal Language Committee (1966) mentioned that the main focus should be on tribal language and its role as a medium of instruction. It also described the impact of imparting the education in other dialects other than mother tongue. the committee suggested for the recognition of tribal language as the media of instruction³.

NCERT (National Council of Educational Research and Training) conducted a seminar on the tribal education in India (1967)" and analyzed a variety of aspects in the context of availability & coverage, education facilities and also tried to know about the pattern of expenditure & utilization of the financial resources among tribe. Certain suggestions were regarding aims, and policy of tribal education, with the appropriate quality of the teacher, school facility.

METHODOLOGY OF RESEARCH

The study involved Qualitative & Quantitative methodology. An observational study was made about the tribe's livelihood activity & how these activities affected their education.

To determine reasons for

- 1) Drop out
- 2) Irregularity
- 3) Non enrollment.

As Sakhiyon ki Baadi centers were performing in 5 different Blocks of Udaipur. 10-12 centers were randomly selected and visited. Focus Group discussion was done with children parents, and Questionnaire was prepared for the center assessment.

OBJECTIVES of Study

- To know the main problems behind the out of school children in remote tribal areas.
- To know the status of SKB centers.

³ http://shodhganga.inflibnet.ac.in/bitstream/10603/21186/10/10_%20chapter%203.pdf

The creation of Community School

We can't deny or oppose the Govt. policy or program. "RTE" is a unique solution to eradicate illiteracy. Illiteracy is biggest hindrance or challenge for Govt. & its Bureaucrats. Tribe's community still resides away from development which is fascinating to urban world. Their pattern of looking at life is totally separate them from developing communities. Still, we can't ignore the issue related to health, education, infrastructure, transportation & many more that still arouse question on Govt.

Their scattered houses and dependency on live stocks & agriculture make them differ from even "Rural". Sometimes due to demographic issue Govt. unable to reach to ultimate beneficiary. Similarly, some norms of "RTE" also restricted "govt" Such as minimum no. of students required. The Fund is also a limited source to govt.

The Vision of Sakhiyon Ki Baadi (SKB)

1. All illiterate and out of school girls in age group of 4 yrs to 14 yrs. are enrolled in the SKB
2. Each girl is learning well and progressing successfully through the different competency levels.
3. Girls are regular in school and community is well engaged and participates in the school operations.
4. Girls are giving back to the community.

Color Coding of SKB's and Journey Map for each SKB

The density of population in Rajasthan at 200 per sq. km (2011 census) is one of the lowest in India. With villages and houses dispersed, implementing any program that needs some minimum number of beneficiaries becomes difficult. To add to the challenge are the formidable Aravalli's that makes commuting from one place to the other very difficult. Schools too are dispersed and often children stay out of school due to distance over and above other reasons. While the key focus of this program is mainstreaming of girls ie supporting them to become part of the organized education system, it may not be always possible. It is hence important to create a journey map for each SKB by thoroughly identifying and understanding all the different challenges.

Four possibilities have been identified and each with a unique color code which has a journey map. After baseline survey is done, each village should be color coded and the SKB must follow the defined respective color strategy.

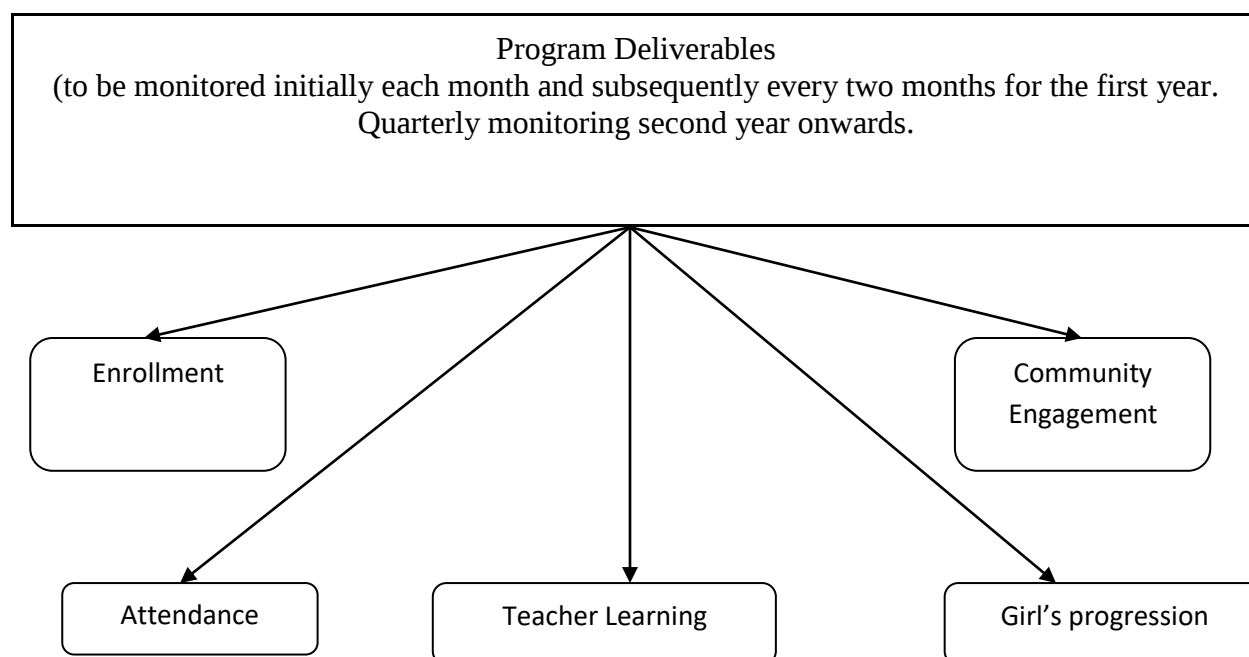
GREEN	BLUE	ORANGE	RED
Mainstream the girls • School in the vicinity. • Parents can be counseled to enroll girls back in the school.	Mainstream the girls • School in the vicinity • Parents unwilling to allow girls to enroll in formal school.	Possible to mainstream beyond a certain class • Only upper primary school in the vicinity	No scope for mainstreaming • No school in the vicinity.

STRATEGY

1) Conduct competency test and divide girls into learning level categories. 2) Create a map for each category i.e. which class can they be mainstreamed into? How many years of support (bridge) will be required? 3) Conduct parents meeting as per the category identified and take their consent for the plan of action based on the map created. 4) Visit to the nearby school and take the Principal and other authorities into cognizance. 5) Make a smooth transition. 6) Continue support for mainstreamed girls for at least one year. 7) Work with the	1) Work with the parents and community to understand the basic reasons behind an unwilling community. 2) Send the report to IIFLF for further deliberation. 3) Assume that community will someday come around – start the process of mainstreaming as described under Blue category	1) Understand the existing level of girls and divide them into categories as per learning levels. 2) Map journey for each category if it was possible for them to get mainstreamed and understand the no. of years required for each category. 3) Work with the community to explore possibility of mainstreaming. 4) Make a list of possible objections and share with IIFL.	1) Support girls to appear for class 5 exam of Rajasthan Board. 2) Understand the thinking of the community about girls education beyond 5th. 3) Share your findings with IIFLF
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community to change the narrative. 8) Share your strategy with IIFL			
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Sakhiyon ki baadi as mentioned is a very ambitious program. Needless to say a regular and strict monitoring of the program is the key to achieving the desired long term objectives. The regular monitoring of the program will be done on the following five deliverables:



Enrolment: Ensure that there are at least 30 girls in the age group 4 yrs to 14 yrs enrolled in each SKB.

Attendance: While we understand it is difficult to ensure 100% attendance of all enrolled girls from the first month itself (although this is desirable), it is important to ensure that third month onwards the average class attendance is at least 90%.

Teaching – Learning: While the ambiance and look and feel of each SKB is to be maintained as per instructions, it is important that the SKB model is diligently followed and teaching-learning takes place as per the SKB guidelines.

Progress of girls: Girls must progress through the different competency levels as defined and provided. In case there are girls who are slow learners or are not able to cope up or are not following the directions, such cases should be immediately reported for further inquiry.

Community engagement: Community is effectively engaged with a vibrant SICOMM and regular meetings are conducted.

Core Pillars of Education at Sakhiyon ki baadi:

Sakhiyon ki baadi is a holistic program which engages illiterate, school dropout girls and works with them to create happy, confident, educated girls capable of achieving their full potential.

The following are the core pillars on which the program is based:

- ❖ Play-way method. Girls must look forward to coming to SKB and for that teaching through games, music, drama and actions are a must.

- ❖ Focus on developing the following five skills:

- o Speaking (confident body language while speaking)
- o Listening (develops an ability to listen)
- o Reading (Reads with correct diction and pronunciation)
- o Writing (Can express thoughts and stories through words)
- o Thinking (Thinks, observes and internalizes)

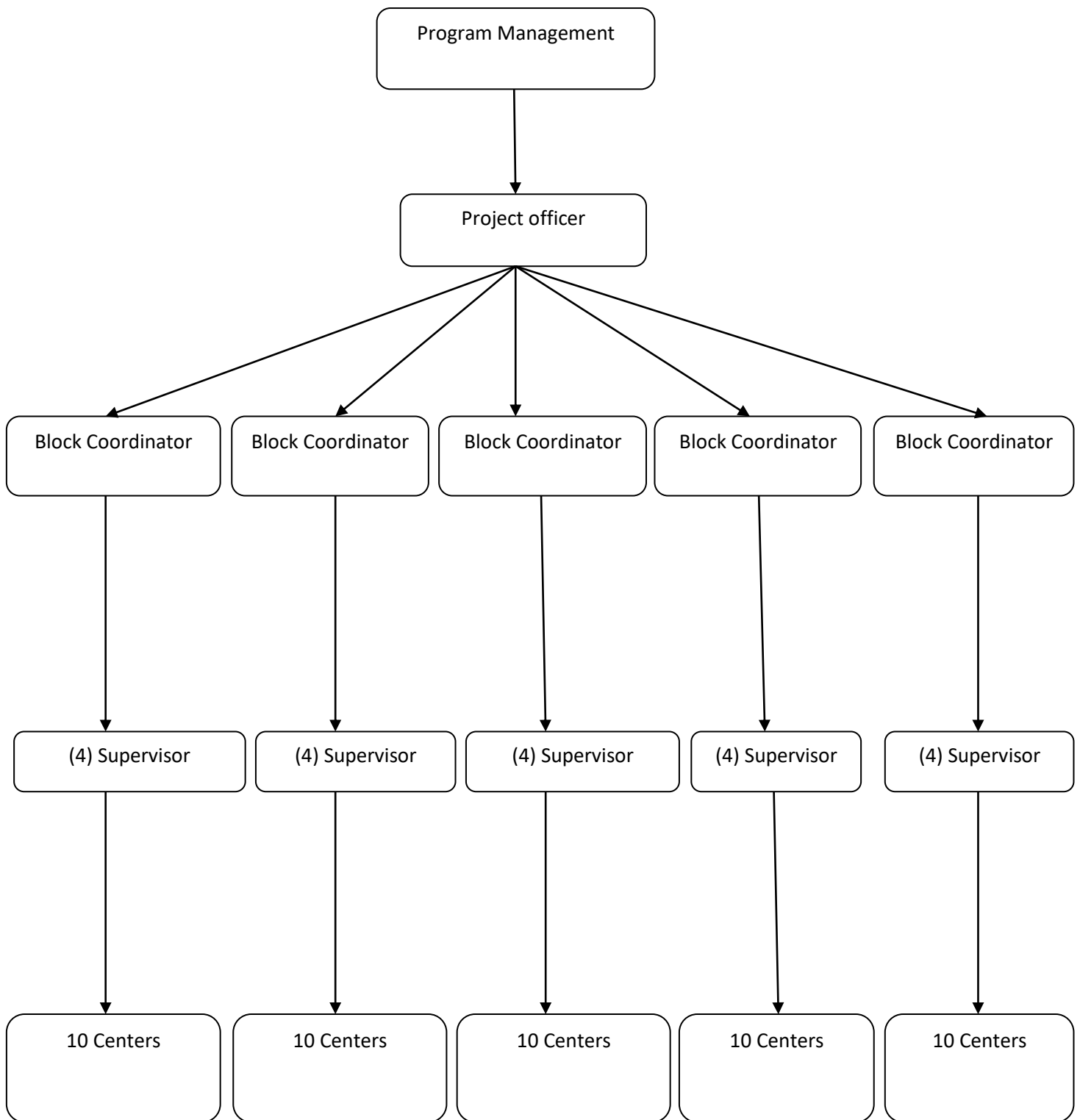
The different competency tests too are based on these five skills.

- ❖ Asking questions: SKB will encourage girls to ask questions. Each week question hour will be dedicated for asking questions. Stories and poetry discussions should be encouraged where each child asks questions to the peers.

- ❖ Local context: Teachers must use local context to teach a language. This is required for vocabulary building and develops their language skills.

- ❖ Practical exposure: Regular field trips must be encouraged when possible as providing necessary exposure to enable girls to relate to real life.

PROJECT ORGANOGRAM



Teacher & Teachers training:

Teacher is the most critical link in the entire program and the success of the program will be a function of how good and passionate the teacher is and how well is she getting trained.

To qualify teacher should be at least 18 years of age and must have passed at least 10th standard exam. In case teacher with 10th qualification is not available, case to case basis this can be discussed.

Teacher must perform multiple roles and more so in this case as SKB is trying to address an age-old problem which is very challenging. It is hence important that she is empathetic with the students. She knows them well and the families and background they come from. She must appreciate the challenges they face each day and how while currently education has no place in their life, the key aim of this program is to make education a priority. She must understand the strengths and weaknesses of each child and make a mental framework about each child. She must be especially careful about slow learners and girls with learning or any other disability. She must bring such girls to our notice. She must be driven by passion and must be aligned with the mission all the time.

Teachers' training is an important part of this program. We understand and appreciate the limitations of the teacher and hence regular, small teachers training programs with focused sessions must be encouraged. In this context, the following frequency is suggested:

Engage the teacher: Half day orientation program on vision, mission and objectives.

Appoint the teacher: Two days intensive training program inducting the teacher in the IIFLF SKB model of teaching learning.

Each Month: One-day meeting aimed at sharing of best practices and issues resolution.

Each Quarter: Two days program on teacher skill up gradation.

After first year: Four days residential program on teaching beyond IIFL workbooks.

Process to be followed each year monthly and quarterly meetings and up gradation workshops.

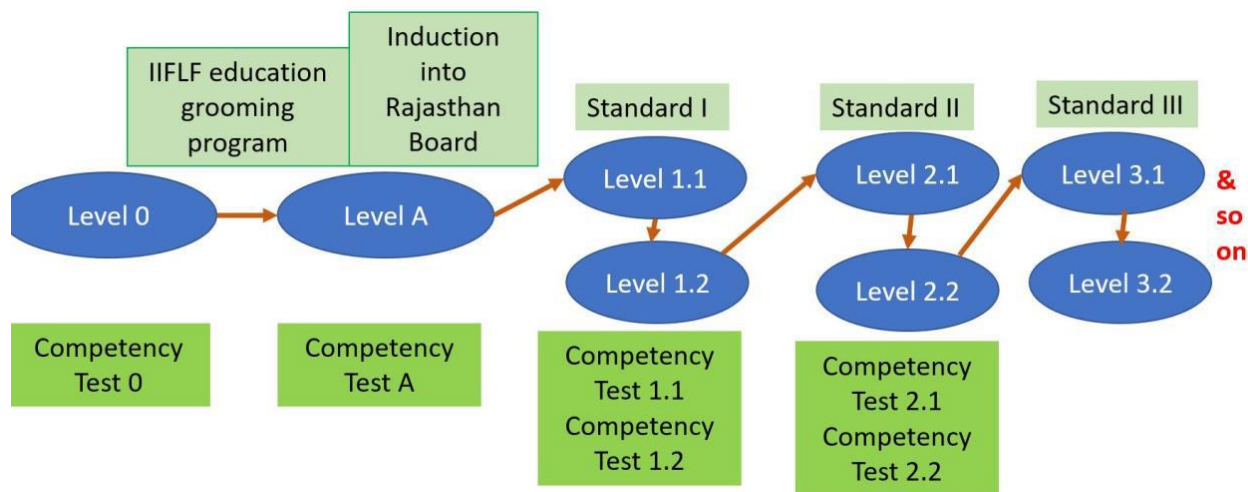
Teacher must be encouraged to make her own TLM's and use local context. She will be adequately awarded for performance.

Competency Tests:

As mentioned previously, all girls in SKB will be tested on four key skills: Speaking, Listening, Reading and Writing; all the tests are also based on testing these four skills. While teacher must give separate marks for each skill, she must submit a consolidated total after the test.

Level 0: Base level – to be given when the child starts the SKB. The purpose is to understand the level of the child – how much she knows or what she already knows. The inputs will help customize the program for her.

The competency levels and related tests follow the following pattern.



Unless the child gets full marks in competency test 0, she will not graduate to the next level and so on. The idea is to allow her to learn at her own pace without rushing her through the levels.

Wellbeing, attendance and motivation of each girl:

It is important that girls look forward to coming to SKB. They enjoy and learn while at SKB and develop and grow into thinking, caring educated girls capable of fulfilling her dreams.

Wellbeing: Ensure that the SKB is clean and is hygienic. There should be adequate natural light and girls feel safe. While choosing a place to start SKB, it is important that these precautions are taken.

Teacher can allocate duties to girls – two per week or per month as cleanliness monitors, whose job will be to ensure a clean and healthy ambience all the time.

Teacher must fill clean drinking water for the girls each day. Cleaning the utensil used for water storage regularly is also mandatory. It is teachers' responsibility to ensure that girl has access to clean drinking water while she is at SKB.

Attendance: Teacher must ensure that all the girls are regular in SKB and absenteeism is rare and for genuine reasons. If the girl is absent, teacher must visit her house as well as send one or two girls who stay in the vicinity to her house to find out the reasons. If required teacher must speak to the parents. In case teacher feels there is a problem, she must immediately inform the CBO as well as IIFLF.

Motivation: It is important that the girl stays motivated all the time and looks forward to coming to school. Appreciating her small achievements can go a long way to create and keep that motivation high. Teacher must give a star to her on her hand when she participates in class or

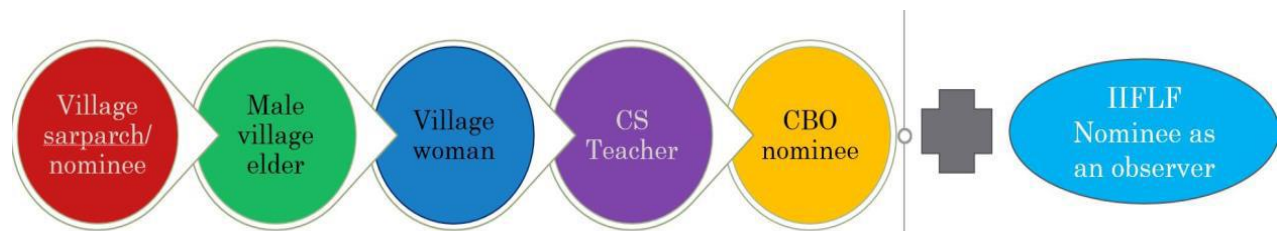
answers a question. Teacher can also make stars on small pieces of paper and give one paper star when she wants her parents to know about her achievement. Teacher can instruct a child to store all such stars carefully in her house and bring all of them during parents meeting. Girl with most stars can be rewarded. Giving badges when she moves through competency levels can also help sustain the motivation level.

Teacher can use her creativity to ensure well being, high attendance and super high motivation of the girls in her school. She must share what she was doing for this.

Formation of SICOMM:

SICOMM or SKB Inspirational Committee must be formed for each village to engage the community and make them participate proactively in the functioning and operations of the school. This is important as it will not only ensure high attendance levels as community in general and SICOMM in particular will become responsible for the success of SKB.

Constitution of SICOMM:



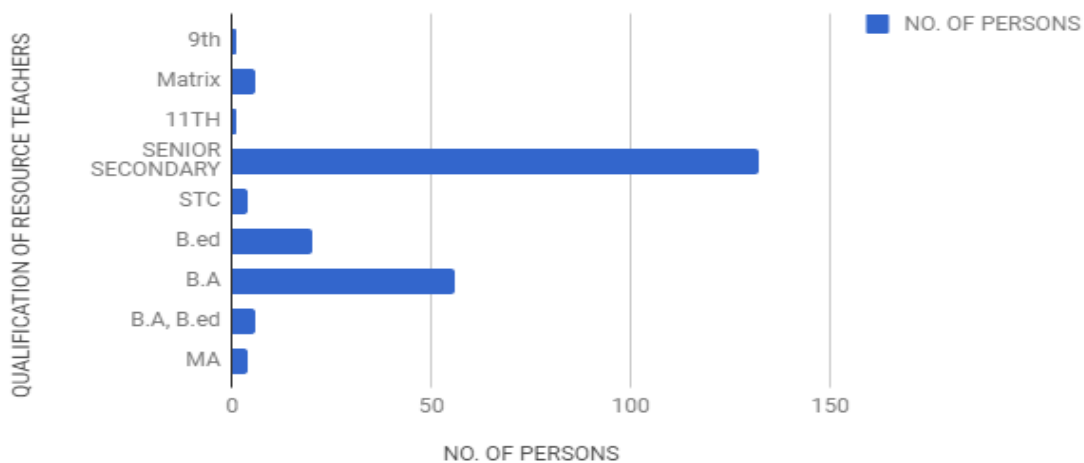
FINDINGS ANALYSIS

Table no: 1 **Resource teacher Qualification in 230 Centers**

QUALIFICATION OF RESOURCE TEACHERS	NO. OF PERSONS
9 th	1
Matrix	6
11 TH	1
SENIOR SECONDARY	132
STC	4
B.ed	20
B.A	56
B.A, B.ed	6
MA	4

Figure no: 1

NO. OF PERSONS vs. QUALIFICATION OF RESOURCE TEACHERS



The figure no:1 shows the Qualification of teachers involved in SKB center as a resource teacher. As 57 percent of the qualified teacher involved in SKB centers belonged to the categories of senior secondary. Second highest qualified teacher belonged to the B.A passed category with 24 percent. Only 3 percent of teachers were having qualification below senior secondary. Although Approximately 2 percent teachers were MA qualified. Majority of teacher were either senior secondary passed or approximately 39 percent of resource teacher appointed

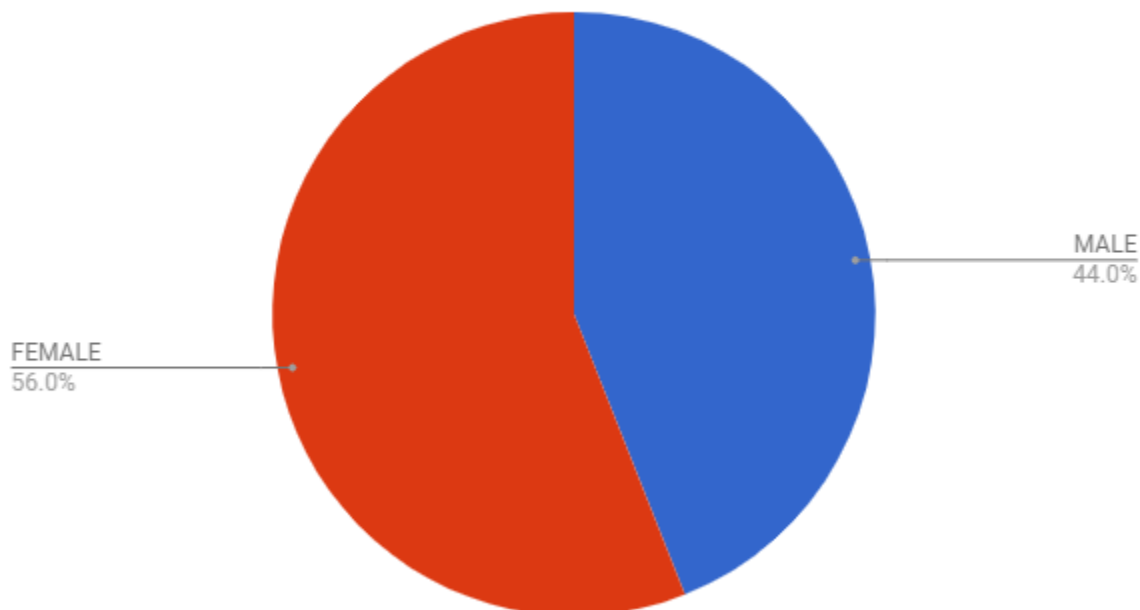
having B.ed, B.A, B.A, B.ed both & MA. As these teachers were selected from the community so, that it will reduce the cost of the project also save time. As the reason for select resource teacher within the community so that linguistic issue will not create hurdle in program also helpful in Building trust & cooperation between community & RT. It nitty-gritty of project as it is helpful in create Motivation and create awareness among the society about education.

Table no: 2 % of Gender wise involvement in SKB as a RT

GENDER	% OF GENDER AS A RESOURCE TEACHER
MALE	44%
FEMALE	56%

Figure no: 2

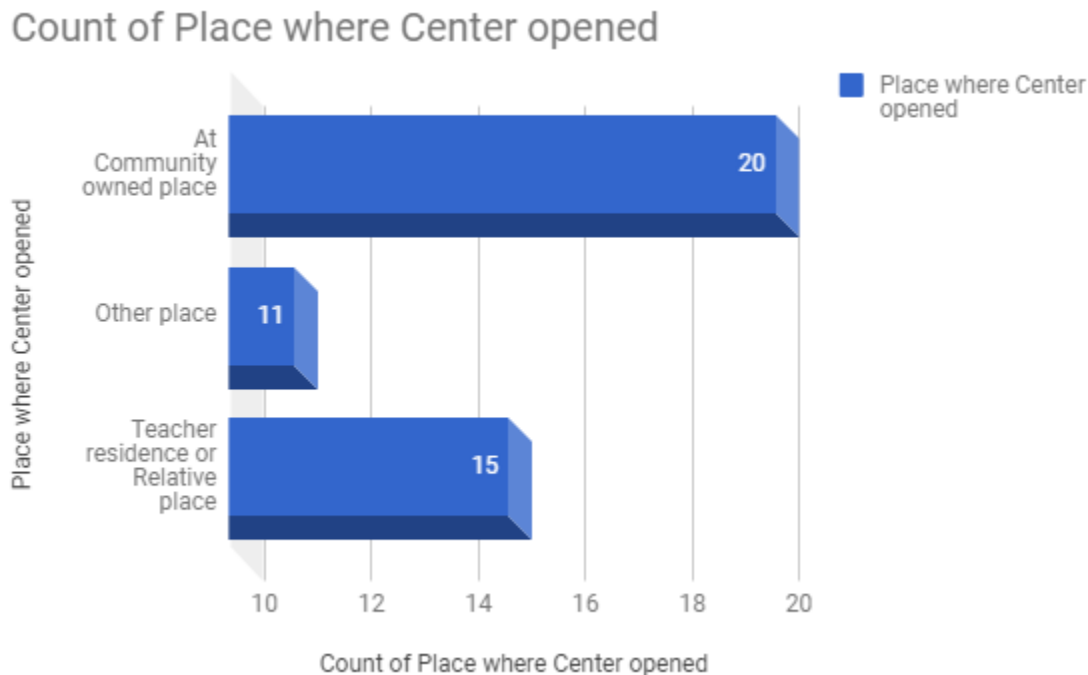
% OF GENDER AS A RESOURCE TEACHER



The table no 2 with pie chart reflects percent of gender involved in SKB centers as a resource teacher. In SKB program preference is given to women teachers. Only 56 percent of women were participated as a resource teacher. 44 percent of men were appointed as resource teacher. As area is tribe dominated. Their contribution shows empowerment but, it also reflects the true

picture as only few were capable to afford education. Only those who can afford allowed their girls to study. As involvement of community was one of priority requirement for the success of project. To avoid further complication like linguistic issue, trust issue. Remaining Male RT were appointed for center from the Local community.

Figure no. 3

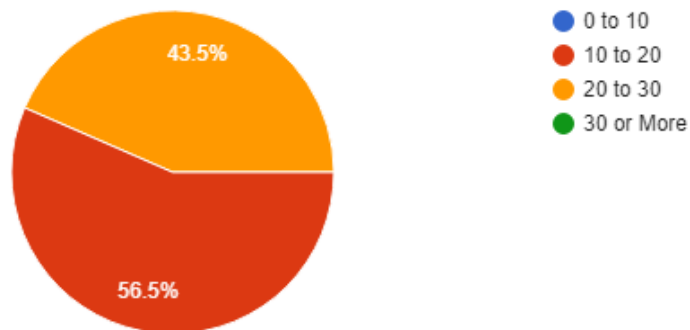


The figure no.3 bar diagram reflects, 43 percent of centers were operated at the place owned by community. Community shows their faith in educating their girls through SKB program. Teachers as a key stone came out offer their residence for SKB program approximately 32 percent of the center were running at teacher residence or at their relative residence. As community is not having proper place. Approximately 24 percent of the centers were operated at children parent home. Which sometime shuffle, this is also an issue. The issue regarding operating center on other places apart than at community owned place or due to non-availability of place causes hindrance among tribal girl education Some teachers operate schools at their own place which is parallel having two aspects to look at he may be properly operate or pay attention or may not be. Place is highly prioritized thing that is the base to operate school. But key point is involvement of community. If implementing organization purchase place, then they lost the interest of community.

Figure no. 4

Girls present during visit

46 responses

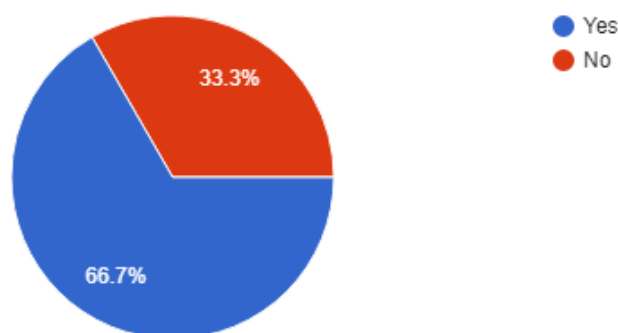


In figure no. 4, we found that approximately 56 percent of the girls were present at the SKB center. Irregularity is reflecting through data. Only 43.5 percent of centers have Strength of girls in between 20 to 30 were presented during visit. As food is primary requirement to survive it can't be substituted with education. Agriculture affect on education can easily be observed in tribe area. Tribal children always have shown absenteeism in harvesting season. Sometime this absenteeism takes a shape into irregularities or dropout. The 43.5 percent were present but, their attendance shows absenteeism. As project define the responsibility of RT. Neither RT or nor field supervisor counsel the child family. Even the block coordinator never asked about children attendance. Sometimes we look at the positive side but as the people working on different designation slowly create a comfort zone as community never realize the importance of education.

Figure no. 5

Does center received material

45 responses

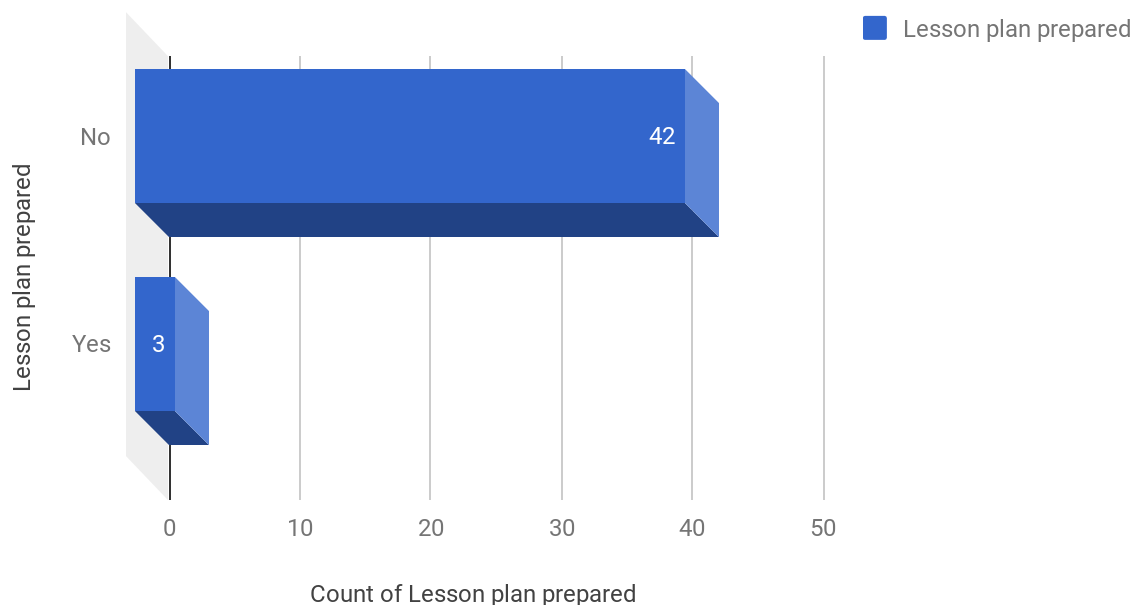


The figure no. 5, pie chart reflects the data of centers having education material. Nearly 33 percent of the centers were running without essential material. Which show improper facilities at

the center? Only 66 percent of the centers were having proper education material. Education mean read, write, speak, listen for these essential things two based on material reading material and writing material. 33 percent of the centers were just opened and children were there. Only formalities were going on. It's also arises question on the organization from top authorities involving the grass level authorities. It shows lack supply chain or improper communication among the top to bottom level authority. Proper monitoring with proper availability of resources and time management is required.

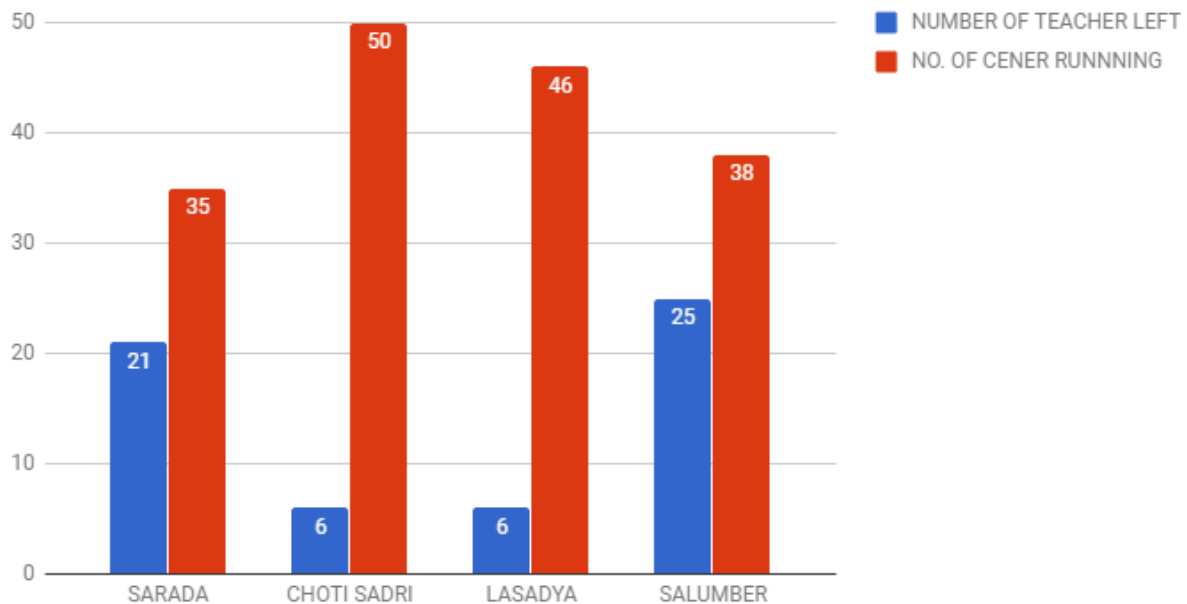
Figure no. 6

Count of Lesson plan prepared



As figure no. 6, bar diagram shows that 93 percent of the center were running without lesson plan. Monitoring and training should be given so that SKB program can achieve its aim & girls can be benefited through it. Only 7 percent centers were running with proper teacher plan. A lesson plan is prepared by the resource teacher involving what to teach? How to teach? But higher percent of RT never prepared their lesson plan. This reflects high irresponsibility attitude among the RT about Accountability. Major steps were required to monitoring. Teacher behavior will impact the program as they were the providers. But their casual attitude towards the project is impact the situation on dragging into the coercive side.

Figure no. 7



The figure no. 7 reflects the high attrition among the teacher. The data was collected among four different blocks of Udaipur. As started with Sarada block which is having 35 centers in running status out of which 60 percent of the resource teacher left. This is big issue as new teacher were required to be trained from starting, which is indicator of wastage of resources. Second Block with high RT attrition is Salumber. Which were having 38 centers in running with approximately 66 percent of teacher turn out of jobs. Whereas, Chotisardi & lasadya were having 12 percent & 13 percent of RT turn out Ratio. Lack of motivation & sometime feels pressure from authorities. Inappropriate salary as per their qualification is also an issue. Not only these were the issues but harassment by authority is also the biggest challenge for an organization.

OBSERVATIONAL FINDING

Phenomenal economic growth fact where breaking out to reach to the new heights. Forgotten the history and just concern on mesmerizing growth of economical & Industrialization. Revolutionaries were made to bring phenomenal changes to contribute to the nation and its growth. "Equality" why would only regime focus on it? Haven't we forgotten the recognized tribes?

Barter system still a part of our economy in informal way. System remembered as an historical method of transaction. During study we observed that tribes used to change goods with goods. Tribes need a revolution. Neither, they were concern about the manifesto of so called government nor with economic & social development of the nation.

Unemployment, Poverty, Migration, Poor living of standard, linked chain having a relation among each other. The so-called regime focuses on the empowerment & up gradation in Forest act. They also want improvement & development of tribes. Haven't we failed to analyze the actual needs? Survival is all based on food & habitat. Food to buy needs a certain amount of

monetary value. Employment is basis through which you can earn certain amount. Education is the primary basis through which you obtain a deserving job, which decides the financial amount that person deserves. Labor works all it requires a physical capability. Tribes of Udaipur in search of labor jobs migrate to Udaipur on a daily basis. Their migration had its impact on their children's education as they share the responsibility with their children to take care of the habitat. Why children should need to sacrifice their future. Reaching to stakeholders is never the achievement; other factors like unemployment, poverty and other issues affect education and how it should be tackled. That must need to be focus.

Agriculture is the source of livelihood for the tribes. The agriculture activity depends on the water. The major sources of water were dam water availability, mostly farmers wait for monsoon duration for cultivation. Agricultural activities based on prediction of meteorological department. Isn't it the most risky activity on which the tribe were depended. We observed that people having a small portion of land to cultivate. Some of them work as an agricultural labor. Rajsamand is one of block in Udaipur, which is having a Rajsamand lake, many for farmers were used to do fisheries even their child is also having an enough tactics of how to do fisheries. That fisheries activity also affects their education as they involved in fisheries activities and their parents used to migrate to Udaipur for labor work. A fishery is also prime source for them to earn which help them financially.

Open Defecation free India on which regime focus with prime priority. How could a regime make tribe to understand the importance of ODF? The centers of SKB were lacking behind on the sanitation issue. This must be on the prior basis to build and teach children to use for their health. It is not only the fault of tribe's community, but the organization should keep it as a compulsion. Whether it about Education or other issue related to the community all associated with certain behavior, pattern, or customs.

Teachers were having good qualification even MA. BA. But their knowledge reflection is totally below the level that was expected. As the teacher were primarily involved with the centers but their extraordinary degree with incapacities of understanding basic world turn and still arouse question on implementing organization. What is prior degree or extra ordinary knowledge?

"Dominance" of RT we would say that as all the RT belongs to the local community. With the internal support of local community and certainly told them what to say if someone ask about the center timing or about RT presence. We waited for more than 3 hours on few centers, but RT never came to run the center. Not only involvement of the community is required but also aware about the importance of center for their children. As they were the only who can do the real time monitoring. At few of the centers the issue regarding the attendance of student, when we used to take attendance through register our understanding changed as more than 30 students were present at the center but at the time attendance we found only 25-30 % of the student were those whose name was present in the attendance register.

RT attrition was high among the program this one not associated with single issue. As primary I found the issue related with delay in payment procedure, but this is not related with one time it is the matter that repeatable happened. Even the salary paid to RT is only INR 4000/-. Working culture environment is not safe for female RT.

A water facility wasn't available at the center. Even center were not having appropriate infrastructure. I observed that material supply was week as it just faults of both implementing as well as grant making organization. Material is essential important that that must be provided before the center inauguration. But instead of that the material supply was done when they certainly felt that now the monitoring was done by the grant making organization.

SUGGESTIONS

Sanitation facility should be provided at all the centers, not only to provide the sanitation facilities. But also maintain the cleanliness of these facilities. RT must aware children about the uses and benefit of facilities for their health.

Committee regarding Women issue should be constituted as we interacted with one of the kind of issue that was happened during our study. When RT share how his superior harassed her on duty time. Some take it as reputation issue for the organization so this matter was not much discussed. We strongly recommended the committee to form and strict rules need to be formed and committee must have authorized with a power of decision and capabilities to decide about the action. The committee must involve at least one independent member from outside the organization.

Monitoring and evaluation was essentially important for an organization to realize the difference between the actual and the decided. Here high patter of monitoring was required like picture with real time and date should be shared by the field coordinator. If any staff or RT not working in an ethical manner than strict action against that staff should be taken

Counseling of RT, field worker should be done. Some motivation scheme should be launched so that they feel competition among themselves and try to improve their capability.

Register must check by FV, that actual student who were enrolled present or not.

Conclusion

The Constitution amended fundamental rights, fundamental duties & Directive principal of state policy & make RTE act, 2009. Survival based on factors & education is one of them. Tribe stands with issues on alert like education, health, poverty, unemployment. Observation says tribe wasn't analyzing the benefits of education. SKB is program to motivate, empower the capabilities of tribe girls. Who belongs to the age group of 4 to 14 and prime target were those girls who were never enrolled, dropout. The study about the factors affecting tribe girl's education is essentially important. With the assessment of SKB centers we able to realize that organization fail to access the indicators. With this study the conclusion we reached to an aspect that the motive to improve or change is not enough. The morality or ethics with dedication create path to reach to a certain goal.

The implementing agencies work should be monitored & compare with other strata. As the program & project manager both resides at head office. How the change could be expected without knowing the issue of community & reality of grassroot situation. There is lack of

communication between the different levels of authority. Must needed two-way flow of communication. Lack of monitoring or communication leads towards the poor status of centers. The block level coordinator is responsible for field survey & with the help of Resource Teacher they must find places where new centers can be opened. First figure reflect adequate qualified Teachers were available, but lacked in pedagogy skills. As these RT belongs to same locality area lead to Dominance with the support of tribe community. RT was not Accountable even high indiscipline was observed. Involvement of female in the program is good, but organization is not paying proper attentiveness towards the issues. Even the voice is suppressed within the program. Committee is to be form. Is this empowerment we looking for? Photo taken by BLC reflects the discomfort of child.

Agriculture & fisheries were among the main source of generating the finance. These activities directly or sometime indirectly affect the program. Program like SKB is highly appreciate thought to empower & for sustainable growth. Indicator shows huge attrition among Resources Teacher. Collective actions never mean the donor and implementing organization looking to achieve a common goal. The issue with dropout, never enrolled girl should be prioritized, and the parents of these tribes should be counsel. Surprise visit should be planned with gap analysis among the RT to management.

This program also based on both elements “art & science”. Art to change behavior of tribe towards their girl’s education & art used to develop the pedagogy skills among the resource teacher. Whereas, science is what technical support can we used to improve the program.

APPENDIX 1

SKB center Assessment Questionnaire

To know the Actual performance of SKB

1. Center Name

2. Block Name

Mark only one oval.

- ☐ Sarada
☐ Salumber
☐ Lasadiya

3. Resource Teacher

4. Place where Center opened

Mark only one oval.

- ☐ At Community owned place
☐ Teacher residence or Relative place
☐ School that was closed
☐ Other place

5. Girls present during visit

Mark only one oval.

- ☐ 0 to 10
☐ 10 to 20
☐ 20 to 30
☐ 30 or More

6. Distance from Govt. School

Mark only one oval.

- ☐ Less than half km
☐ Appox. to 1 km
☐ More than 1 km
☐ 1.5 km

7. Does center received material*Mark only one oval.*

- ☐ Yes
- ☐ No

8. BLC visit to center*Mark only one oval.*

- ☐ Weakly
- ☐ In 15 days
- ☐ Monthly
- ☐ Not Visit After opening the center

9. Lesson plan prepared*Mark only one oval.*

- ☐ Yes
- ☐ No

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**IIFL-GSS
GIRLS CHILD EDUCATION PROGRAMME
Sarada-Udaipur**



STUDENT CASE STUDY

Introduction

Student name: Krishna Bheel

Centre name: Karoliya Bheel Basti

Father name: Mr. Mangiram Bheel

Mother name: Mrs. Bhuri Devi

Teacher name: Miss Lalita Bheel

Student age: 12yrs

Enrollment year: 2016

Learning level: level 3

Total no. of family members: 7 members

Brief write up on case study

12 yrs old girl child *Krishna Bheel* belongs to the homogeneous marginalized community, where mostly families are nomads, migrated from place to place in search of better employment and work. The family of child resides permanently in the locality, depends on agriculture and labor work. The family consists of seven member's i.e father, mother, one elder brother, two younger brothers and one younger sister.

Krishna Bheel enrolled to the skb from the starting phase via year 2016 and still she continues as a star child, groomed herself at the level 3, where she develops an understanding of learning, reading and writing. In addition to it, she is intellectually, emotionally too good to manage the task both at the home as well as at skb's. At home, she assists the family members, look after her younger brothers, sister and elder brother who is mentally retarded . At skb's, she regularly came for study, assists the teacher in teaching small children.

Initially, She is irregular due to involvement in Domestic work and lack of awareness among the parents in regard to Education. It is due to the efforts and hard work of teacher Miss Lalita Bheel to generate awareness and to make child on the position of sincerity and punctuality.

SKB girls education programme (ShakiyokiBaddhi) proves to be beneficial for the student like Krishna Bheel, who never enrolled to the school in her life and neither they got the chance for enrollment. The SKB's paves the gap of the child deprived of education and help them to intellect and sustain their life with Dignity.

