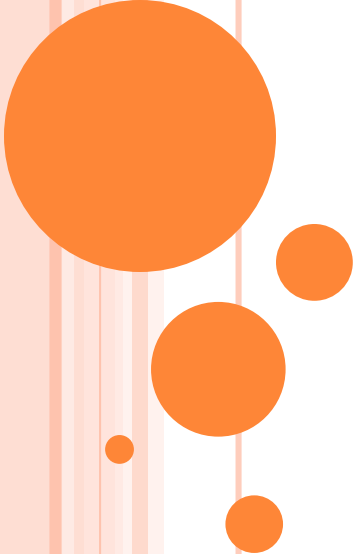




# **A STUDY ON COMMUNITY SCHOOL MODEL**

**“Sakhion ki Baadi” CSR Initiative towards Eradication of  
Illiteracy among tribe girls of Udaipur by 2030.**

Guided By  
Dr. Sazzad Parwez

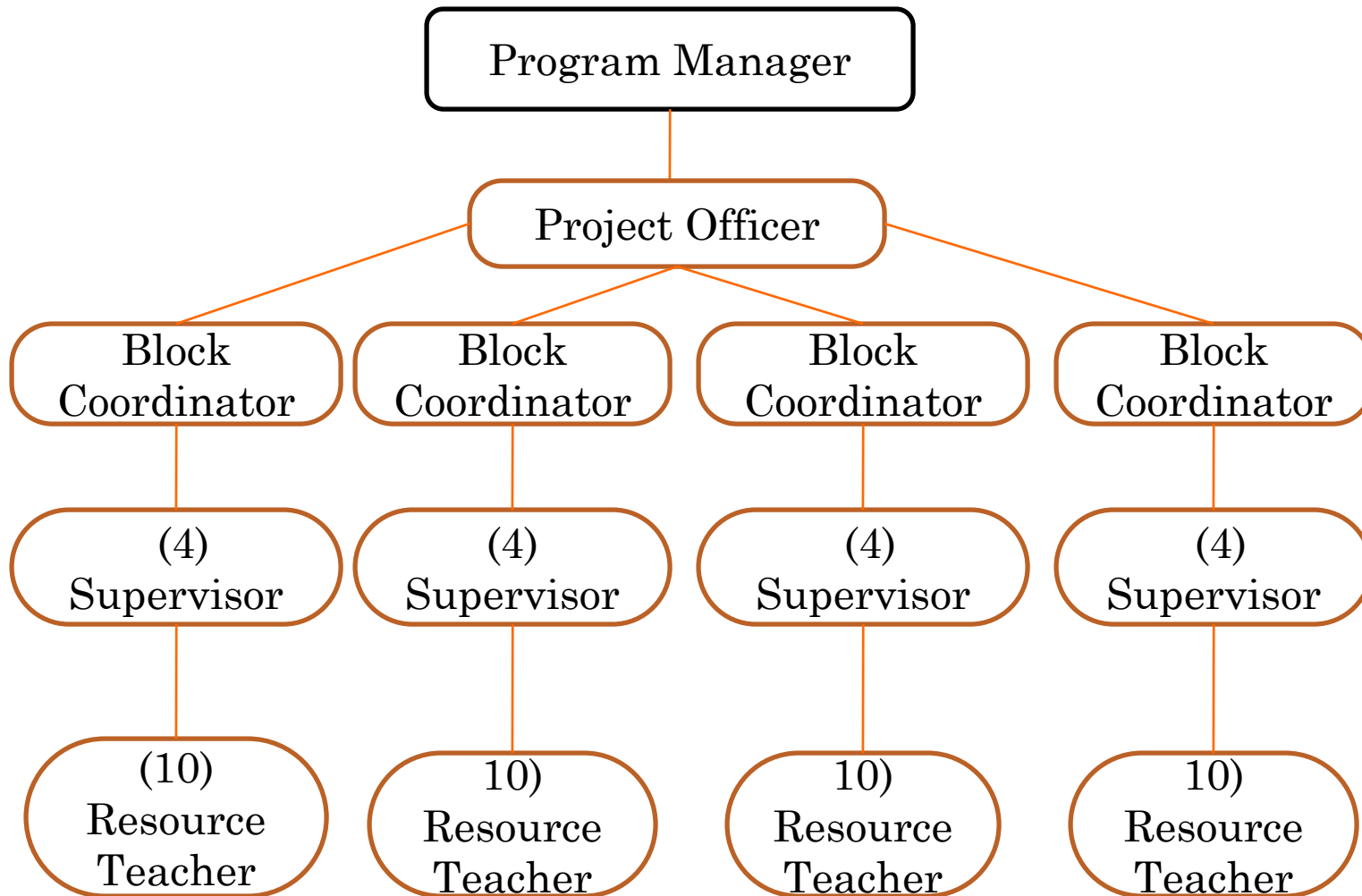
Submitted By  
Ankit Bhargava

# INTRODUCTION

- Sakhiyon ki baadi is a Education program which engages illiterate, school dropout girls and works with them to create happy, confident, educated girls capable of achieving their full potential.
- SKB is a program of basic education to achieve total literacy in age group of 4 yrs to 14 yrs among young girls of Udaipur.
- Sakhiyon ki baadi is based on play way method of learning.
- This program is CSR initiative.



# ORGANOGRAM



# INTRODUCTION OF BENEFICIARY

- 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.
- India has the single largest tribal population in the world. (More than 10.2 crore).
- This constitutes 8.6 per cent of the total population of the country.(As per census 2011)



# NEED OF SKB PROGRAM

- 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 census 2011)
- The literacy ratio male literacy stands at 79.19 percent while female literacy is at 52.12 percent.(as per census 2011)
- 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). (As per census 2011)



## CONTINUOUS...

- Female Literacy Rate (urban – 52.66% & rural – 45.8%)(As per census 2011).
- 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.
- Rajasthan share the tribal population 13.5 % (9238534).



# METHODOLOGY

- Study type: Exploratory Study.
- Study Area: Blocks of Udaipur( Sarada, Salumber, Lasadiya).
- Sample Size: 44 SKB centers were visited. Observation Study was made about the environment & Structured questionnaire was prepared to analysis about the SKB centers.
- Sample Selection: Systematic sampling
- Data Collection Tool: Structured Questionnaire tool & focused group Discussion.



# OBJECTIVES

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



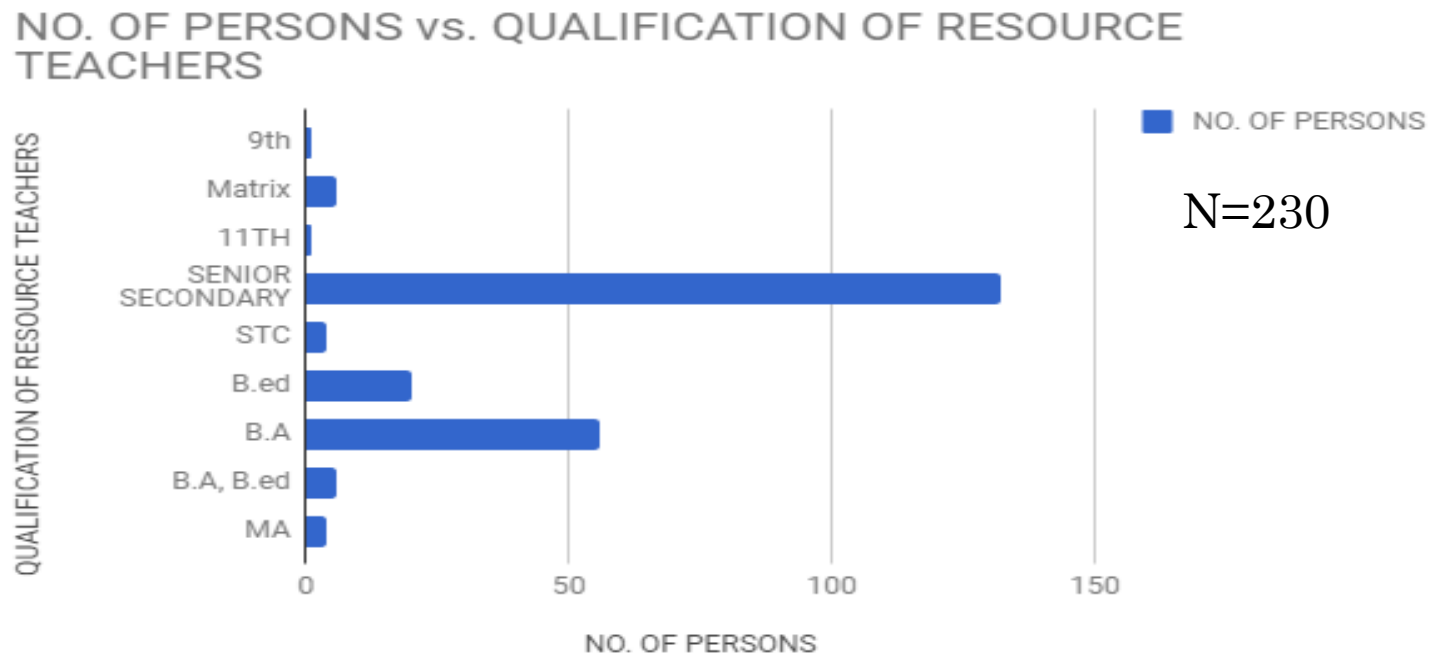
# ALLOCATION OF RESOURCES FOR BENEFICIARY

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



# FINDING & ANALYSIS

- **Figure No. 1**
- **Resource teacher Qualification in 230 Centers.**



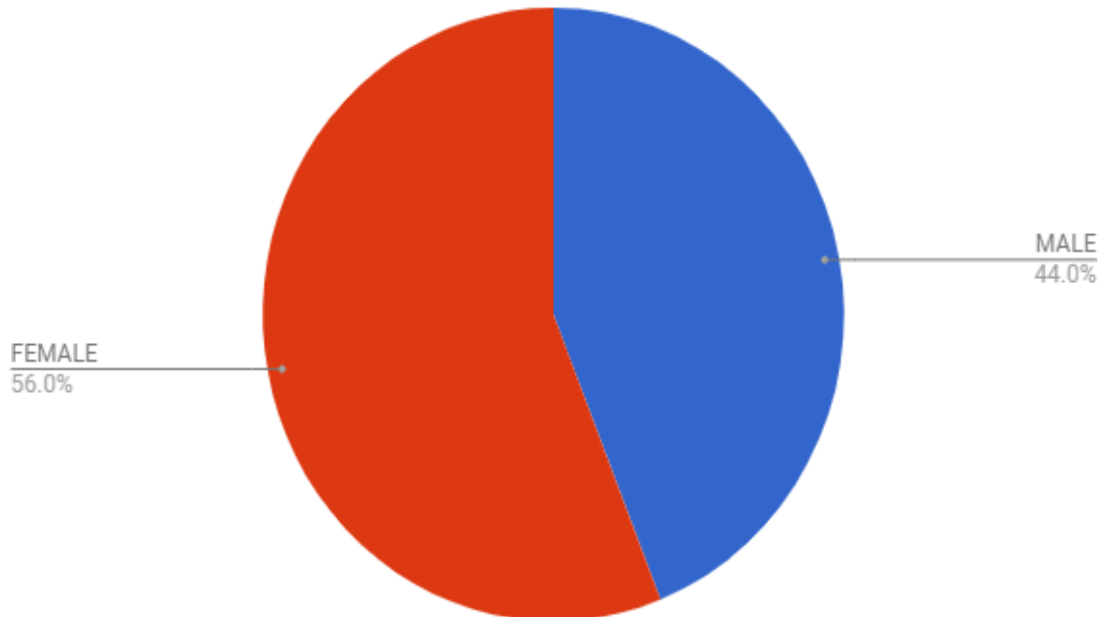
# Q: INVOLVEMENT OF GENDER INTO PROGRAM?

**Figurer No. 2**

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

% OF GENDER AS A RESOURSE TEACHER

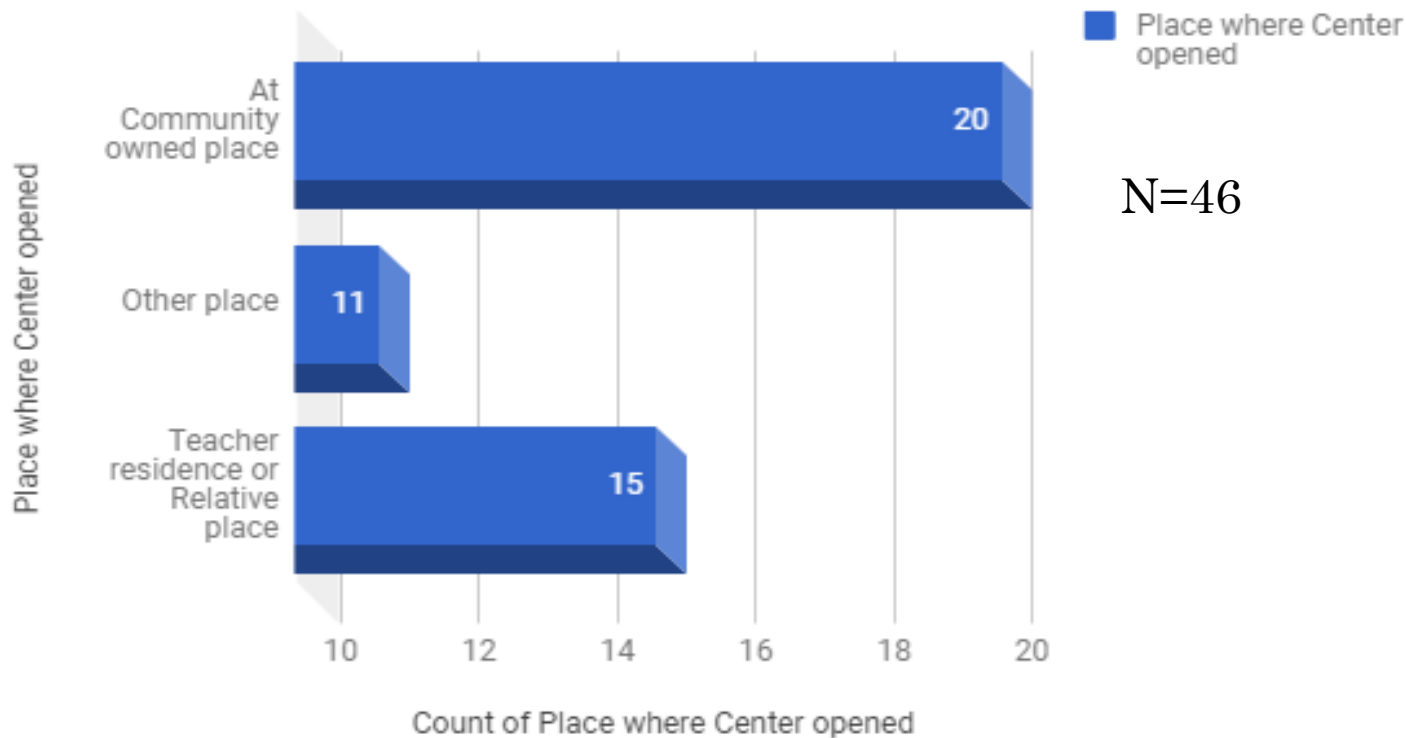
N=230



# Q: WHERE CENTERS WERE OPERATED?

Figure No.3

Count of Place where Center opened

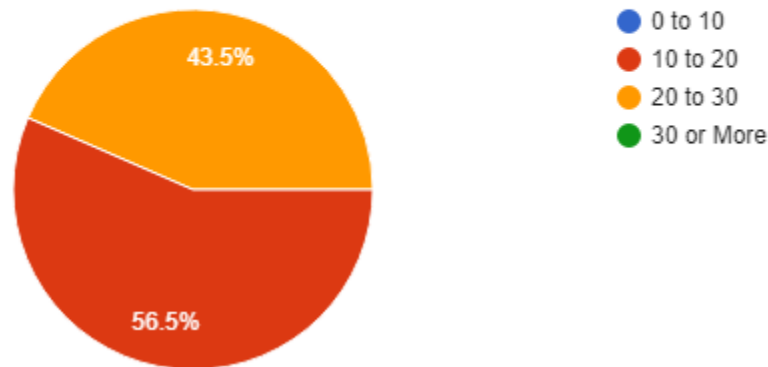


# Q: GIRLS PRESENT AT CENTER DURING VISIT?

Figure No. 4

Girls present during visit  
46 responses

N=46

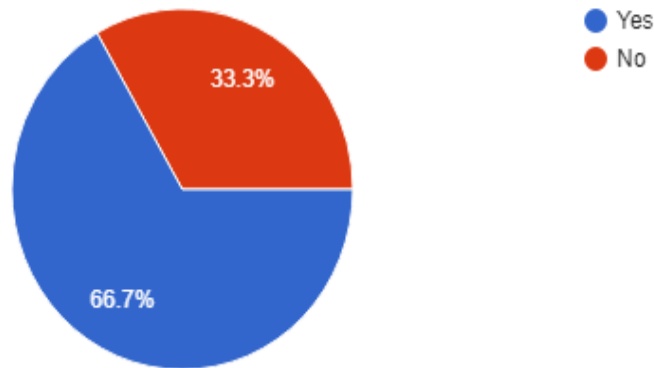


# Q: SHOWING “STATUS OF CENTER”

Figure No.5

Does center received material  
45 responses

N=45



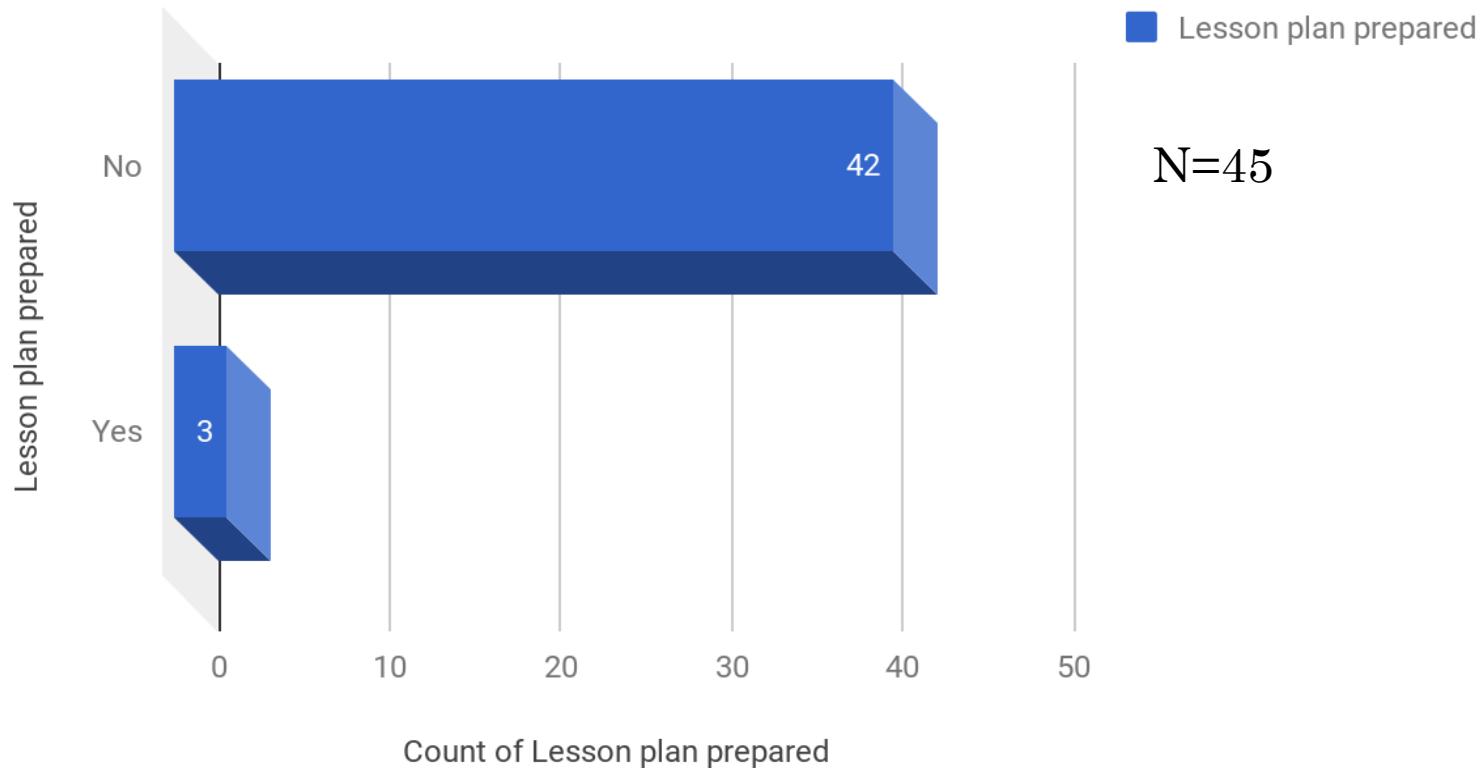
\*One of the respondent never answer about the question



# Q: REFLECTING THE “ACCOUNTABILITY” & “DEDICATION” OF RESOURCE TEACHER.

Figure No. 6

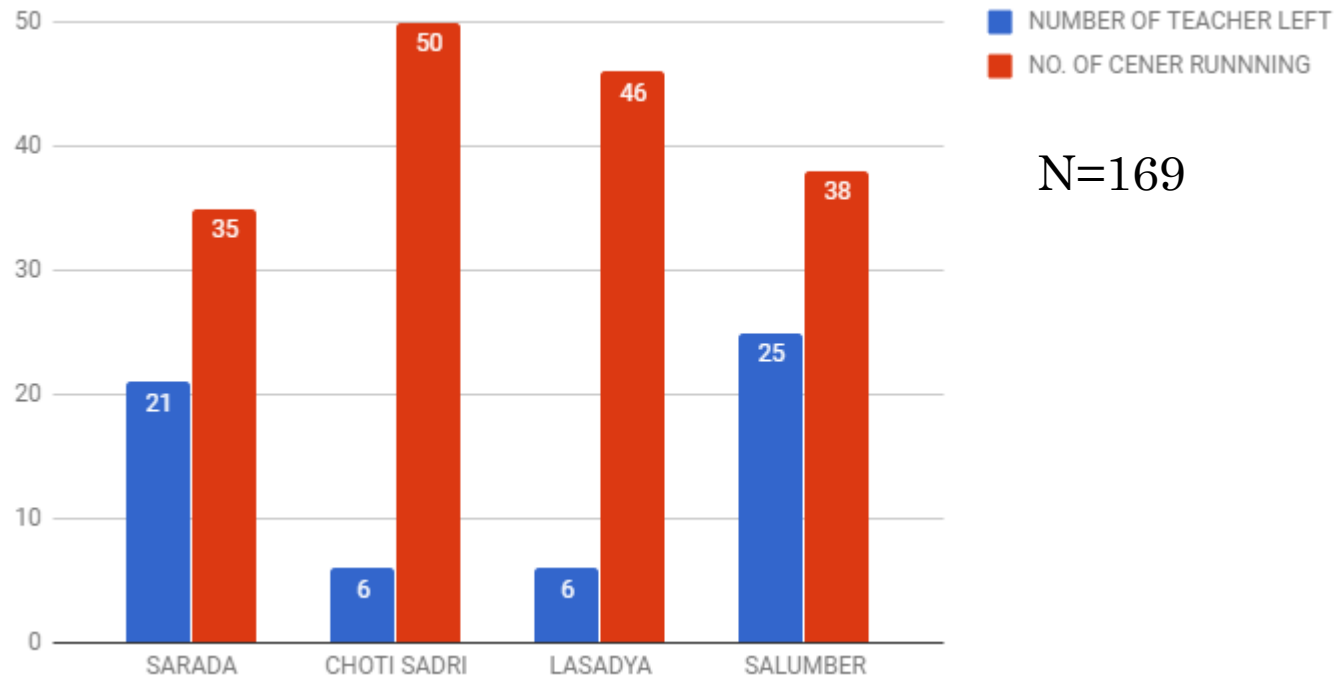
Count of Lesson plan prepared



\*One of the respondent never answer about the question

# Q: RECOURSE TEACHER ATTRITION AMONG THE CENTERS?

Figure No. 7



# OBSERVATIONS

- Barter system(Exchange of food grain with same price commodity).
- Migration to Udaipur in search of Labor work.
- Source of Livelihood:-Fisheries & Agriculture
- Sanitation facility
- Pedagogy skills were inadequate
- Dominance of Resource Teacher
- Communication lagging between differ level of hierarchy
- High attrition rate among Resource Teacher
- Low level of Reliability among Resource Teacher
- Lack of water facility, infrastructure



## SUGGESTIONS

- Women committee required into the program
- Sanitation facility should be build
- Motivation & counseling session should be involve
- Social Networking sites be used for monitoring
- Resource Teacher must be shuffle among centers
- Strong Inventory management Required
- Two way method of communication should be adopted
- Training should be given to resource teacher appointed



Thanking you

