

Organisation for Early Literacy Promotion (OELP)

Annual Report – 2012 to 2013



Submitted by

Secretary, OELP

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The Organization for Early Literacy Promotion (OELP) is a registered charitable society, which was registered in January 2008 under the Societies Registration Act of 1860, and which has been granted tax exemption under u/s 80G of the Income Tax Act 1961. The main activity of OELP is the implementation of the Early Literacy Project (ELP)

In the year 2006, the Organisation for Early literacy Promotion (OELP) began the Early Literacy Project (ELP) as a small search for ways of engaging and exciting young children, from evidently marginalized backgrounds, with reading and writing. We were interested in working with young children who had very little opportunity to read and write naturally in their homes and social worlds. Through this journey, which continues to unfold itself in organic ways, we have been able to identify two distinctly important aspects of reading programme for young beginners. These are:

1. A non threatening learning environment which provides a variety of opportunities for meaningful and enjoyable engagement with reading and writing which is sensitive to the children's worlds and experience
2. Planned opportunities for the development of reading and writing skills.

We found these two aspects complimented each other, and breathed life into our reading programmes. We believe that reading and writing are essential and empowering tools for becoming an insider and an active participant in the contemporary global world. Children from the communities that we are working with do not get to experience living connections with reading and writing. It is therefore important for the school to take on this role, so that the children are able to build strong foundations in reading and writing.

The highlights of the work undertaken by OELP in the year 2012 -13

1. Focus on building a meaningful, accepting and active learning environment in the classroom with a focus on language learning and reading and writing, along with a structured programme for skill development
2. Approval of OELP as a partner for providing Resource support and Training for Early Literacy by the Sir Ratan Tata Trust n in January 2013
3. Development and implementation of a model of exposure based training through the establishment of 20 demonstration sites for the expansion of the ELP interventions to other locations
4. Support to the implementation of the RTE act through engagement with SMCs and the community
5. Activities to promote a culture of reading through the ELP Library and Reading Programme
6. Formal permission from GoR to work in selected government schools in the Silora Block of Ajmer District
7. Advocacy, networking and systemic engagement with intensive engagement with the District and Block level Education authorities

Work undertaken in the last year (April '12 to March '13)

A. ELP intervention through remedial centers or Bal Sahyog Kendras

One of the core components of the early Literacy Project has been the setting up of Bal Sahyog Kendras (BSKs) in 20 villages of the Silora block, Ajmer district. The Bal Sahyog Kendras are remedial centers which are established within the government primary schools or in spaces provided by the community. The main thrust of the BSKs is to build a to build strong foundations in reading and writing for those children who fail to perform in school, as well as those children who remain excluded from mainstream education. The total number of children being covered in the last academic year is approximately 1000. An important focus of the BSK programme is on building strong foundations in reading and writing so that the children are able to become independent readers and writer and engage meaningfully with the school programme. However we believe for a programme to be rich in quality it is absolutely essential to focus the building of a facilitative learning environment which supports the building of learner confidence and self esteem and equips them for school expectations through active and meaningful engagement which is based on respect and sensitivity for other learners and for the learning environment. These aspects help to make the home to school transitions less threatening for young learners who are engaging with the written word and unfamiliar school environment for the first time.

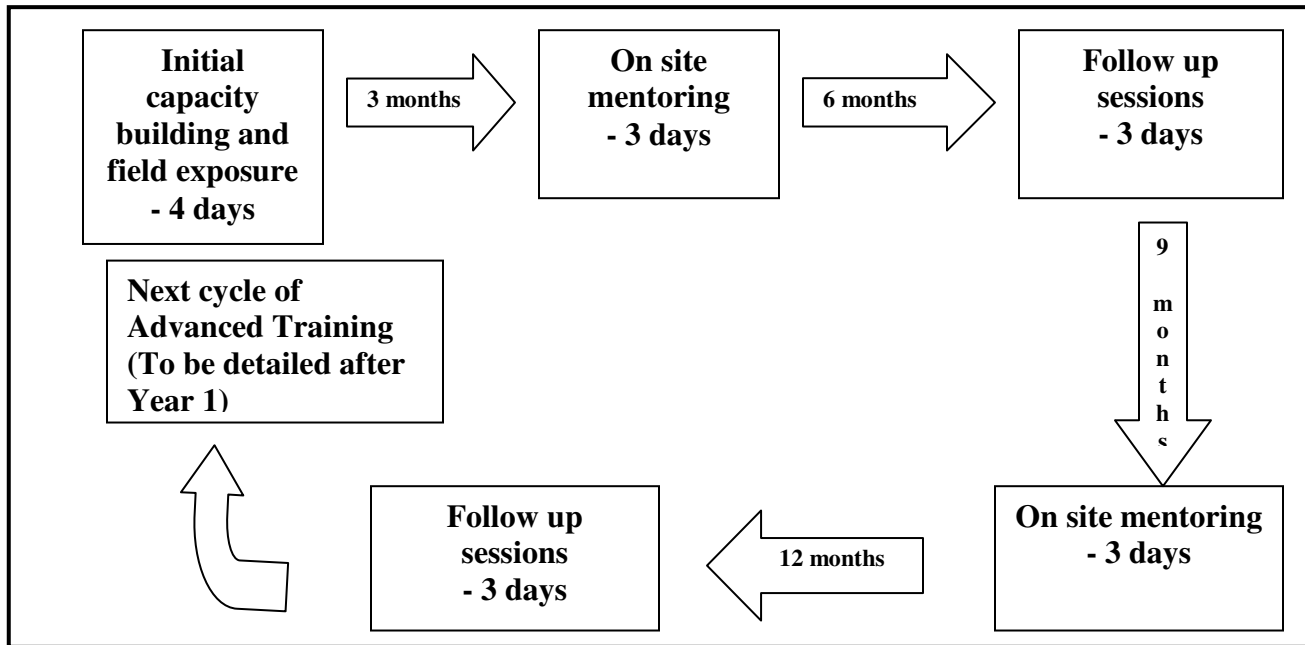
There are two categories of BSKs

a) BSK's in government schools – These centers run within the premises of the Government Primary school. The thrust of these centers is on providing remedial support for one year to low achieving children from Classes 2 to 5. The children who are enrolled in the BSK are identified on the basis of OELP's baseline test which covers all children from Classes 2 to 5. After one year of remedial support through the ELP interventions, children who have transitioned to the more advanced learning levels are mainstreamed, while those who are still at the initial level, and have not made advancements are put through an intensive 3 month skill based remediation with a focus on strengthening their foundation skills for reading and writing, so that they can be sent back to their classes. Children who do not move forward at the end of this three month period, remain in the BSK for another year.

b) Community based BSKs – The thrust of these centers is on children who have been excluded from schooling. These centers run in a space which is made available by the village community.. Most of these children are working in the day, the timings of these centers are decided as per the convenience of the children. Working with *out of school* children, is a vital component of the programme, as it focuses on bringing excluded children from marginalized communities into the ambit of mainstream schooling as an effort to implement the RTE Act,. The BSKs have been designed to provide non threatening buffer spaces which equip children from extremely disadvantaged and resource poor backgrounds, for schooling. OELP is already in the process of mainstreaming a few of the children from the community based BSK programme.

A table giving the existing enrollment and location of BSKs is given in Appendix 1

B. Exposure based training and Resource Support



Design of the exposure based training module

OELP has over the last few years been working with the out of school children and attempting to draw them into mainstream education. One of the components of this effort is to train local village youth in the ELP methodologies so that they can be placed in learning centers and help build foundational reading and writing skills in children who remain at the periphery and do not have access to education. OELP has in the past conducted several training for both government primary school teachers as well as education workers of NGOs. Based on the feedback and reflection on these experience an element of exposure based training has now been incorporated into these trainings. Form the 3rd to 4th July 2012 a pilot training was conducted in Singla for the SWRC education workers incorporating exposure to ongoing classroom situations.

We found that after an initial introduction to ELP methodologies exposing them to these practices within classroom situations help ground the training and stimulated active involvement on the part of the participants. One of the roles that OELP envisages for itself is that of a resource and training agency providing training and resource support to other GOs /NGOs working in the field of elementary education. .In the last five to six years ELP has developed a model for exposure based trainings of education workers and supervisors in equipping them with methodologies for strengthening foundational skills in early literacy for young learners, particularly from deprived sections of society with oral traditions.

The components of the exposure based training are the following -

1. Setting up of Demonstration Centers

An important component of the exposure based training programme is the provision of sessions which are designed to enable to direct observations and experience of classroom practices, assessments and classroom management techniques within BSKs. The exposure locations will include the following:

- a) Remedial centers / classrooms located within government schools
- b) Community based learning centers for children
- c) Workshops/ meetings with communities / SMCs

2. The selection of BSKs as demonstrations sites is based on the following considerations

- a) the levels of learners within the BSK
- b) the current status and level of the programme
- c) the level of experience and competence of the BSK worker.

Since the learners across the BSKs can be at different competency levels, a careful selection will enable us to expose the teacher trainee to a range of methodologies which are catering to learners at different competency levels. This will give the trainees a more holistic overview. Periodic field exposure is also being planned to ensure that the trainees get to experience the implementation of different methods which cater to learners at the initial and advanced levels.

3. Exposure based trainings – Training for organizations from Rajasthan, M.P, Bihar and Jharkand began from September onwards. Details are given in the table below –

Phase 1 of the Exposure Based Training Conducted from April 12 to March 13

Sr no	Month	No of days	Phase of Training	Organisation	No.	Level of training
1.	Sept 12	3 days	Onsite mentoring	Jan Sahas , MP (first batch)	15	Preraks, mobilisers and coordinators
2.	Oct 12	4 days	Introductory workshop	Alok – Bihar SPS, Torpa, Pratham and BVS	30	Coordinators, Supervisors and teachers /field workers
3.	Jan 13	4 days	Initial training workshop	Jansahas, MP (second batch) and SWRC, Rajasthan	16	Supervisors coordinators
4.	Jan 13	4 days	Initial training workshop	SWRC	22	Teachers
5	Feb 13	4 days	Initial training workshop	Jansahas, MP	30	Teachers and mobilisers
6.	March	4 days	Initial training workshop	Alok - Bihar; SPS, CWD, Torpa Jharkhand	24	Teachers

4 Resources support

OELP has developed a range of resource materials which include the following:

1. A resource pack for supporting phonological processing and beginning level reading and writing in Hindi based on OELP’s *Varna Samooha* approach

2. 80 skill practice worksheets and story and poem posters to supplement our existing resource material. This work has been supported by grants from SRTT and UNESCO

3. Demonstration films / power points on CDs

4. A competency based learner tracking system. This includes:

1. Learner profile folders
2. Periodic assessment through competency based test items, which are designed for three level groupings
3. Observation based checklists to be filled in by the education workers periodically for qualitative assessment of individual learners
4. Monitoring and supervision formats.

C. Focused interactions with education officials of the Government of Rajasthan, at the State, District and Block and Panchayat levels.

- Formal permission for the ELP work was received from GoR in February 2013
- Follow up written orders have been obtained from the Block SSA office, Kishangarh, Block.
- Formal written orders from the school principals assigning one government teacher to work with OELP in class 1.
- Senior SSA officials from the District level visited some of the ELP work sites.
- OELP has submitted a proposal for future collaborations with the GoR / SSA which includes training support to government school teachers. This proposal is under consideration. Meetings for taking this forward are proposed in April.
- **As a recognition of our work a building for the EALP field center was made available to OELP at no cost by the Sarpanch of Gram Panchayat Patan**

D. Supporting the implementation of the RTE Act

1. Meetings with SMCs and community members for Creating awareness of the provisions of the RTE Act.

Several meetings were held with parents and community members in the months of May and June'12 at the NAREGA sites. Follow-up meeting took place in October as well as January and February '13

Some of the issues discussed in the meetings that took place were .:

- **The initial round of meetings with the SMC and community members** discussed the following matters:
 - The need for improving the educational status of children
 - Setting up of the BSK

- Selection of the teacher
- Monitoring and follow-up
- Involvement of the SMC members in the running of the school
- **The later rounds of meetings** took up the following issues:
 - The quality of education in the schools
 - Ways of bringing the out-of –school children into school
 - Findings of the OELP house-to-house survey
 - Progress of the children in the BSKs
 - Sharing the children's profile folders
 - Issues related to organization and infrastructure

A table listing the dates and locations of the meetings is given in Appendix 2

2. Village survey for identifying out-of-school children

During the summer vacation in the months of May and June 2012, the BSK workers carried out a house to house survey in their respective villages, to identify the out –of-school children as well as build an understanding on the socio economic and educational profile of the village. This also provided an opportunity to the BSK worker to interact with the family members and understand the home influences. In order to build an understanding of the issue of exclusion the BSK workers were also asked to write case studies of children who had not been to school or had dropped out. As a part of the survey each BSK worker did a case study of one or two children who had dropped out of school. This exercise exposed them to the complexity of the issue and helped sensitise them.

Most of the community BSKs caters to the out-of-school children. Working with these children is proving to be very challenging, as they do not attend regularly. In some BSKs more than half the children migrate to nearby towns with their families for any where between four to six months. The process of enrolling the out-of-school children into the BSK or the government school is slow, but has begun. We have found that in the community BSKs it takes a year and a half to two years for children to pick up reading and writing skills and become fluent readers, provided they attend regular. We encourage these children to then enroll in government schools. Some children from the Kalyanipura BSK and Kerion ki Dhani have now enrolled in the nearby government school.

The findings of the village survey were also shared with the SMCs and the community members in the different villages and the out-of –school children identified. Lists of these children have been made. Parents are being contacted and the importance of sending children to school emphasized. This survey has helped promote dialogue with the village community. It is proposed to conduct a house-to-house survey in the remaining villages during the summer vacations.

A table giving the findings of the survey is given in Appendix 3

E. The library programme

OELP views the library programme as an effort to promote a reading environment within the BSKs and in the surrounding villages. The attempt is to provide children as well as members of the community an opportunity to interact with books and build a dynamic relationship with books. This programme has three components

a) The Field Library

ELP set up a field library in one of the rooms of the Patan Field Center. This is being conceptualized as a reading room cum lending facility with membership, which will cater to children from Patan and its neighboring villages. It is feeding the mobile libraries and the BSK based reading corners. It open for a few hours every day. There is a field librarian and a volunteer in charge of this library. They are under the Library Coordinator. The library if

supported by volunteers, depending on the need.. In addition to a reading room, this center also serves as an activity center for literacy activities.

In February 2013 OELP purchased approximately 4000 new books. A group of 8-10 young and enthusiastic school going volunteers was involved in covering and grading these books. They have begun to feel a sense of ownership, and are now involve din increasing the Library membership. Membership forms and cards have been developed for this purpose. Multiple copies of about 150 titles have been bought for the BSK Reading Corners.

b)The Mobile Library

The “mobile library on a mobike” began with great enthusiasm as a pilot project in 10 villages, with books that were donated by well wishers. The books are carried in two bags which have been attached to the mobike. Gradually over a period of time, we have made additions to the books, and new books are being introduced from time to time, to cater to the range of readers and their interests. However, we felt a need to streamline the processes of this programme, sicne they were becoming more of activity centers. We have therefore pulled back to 3 mobile libraries. The expansion of the mobile libraries will commence once the programme content and processes have been refined and thes elitraires become effective in promoting a culture of reading

c) The BSK Reading Programme

The Book Corner has been established as an important component of each BSK. Linkages of the BSK Book corner with the Field Library has been established. Every two months a bag with 25 – 30 books are sent for the reading corner to each BSK and the earlier lot of 25 books returned. In addition story plans with activities based on story books are worked out by the field library team. These plans are shared with the teachers at the teacher meeting. Four such plans are introduced in the BSK every month i.e. one per week. The capacity building of the BSK workers for engaging children in meaningful wasy with books has been an important focus area.

F. Learner tracking and Capacity building

1. Learner tracking and assessments

a) Tracking and assessment of new entrants in the BSKs. This includes the following:

- Competency based summative assessment through a systematic and structured approach which is regularly reviewed for effectiveness and responsiveness to situational variables.
- Formative assessment based on learner profiles and observation based checklists

b) Systematic Tracking of mainstreamed learners who have been through the ELP remedial interventions during 2011-12. Since ELP is an evolving programme this is being viewed as an important process which will provide feedback on the strengths as well as the gap areas within the ELP interventions and feed into the processes of programmatic review and evolution.

The tracking data of student performance levels and attendance data across four evaluations July-2012 to March-2013 across the Govt School and community based BSKs is presented in the tables below -

Table 1 –Tracking data of Student in BSKs started in July 2012

Evaluation	Evaln Month	Total BSKs	Total Student	B	G	Student Level			Absent	Migrate
						A	B	C		
Base Line Evaluation	July - 12	18	424	176	248	223	150	51	0	0
First Evaluation	Oct-12	13	341	150	191	59	82	195	5	0
Second Evaluation	Feb-13	11	289	128	161	39	63	125	34	28

Table 2 Tracking data of students in BSKs started in October 2012

Evaluation	Evaln Month	Total BSKs	Total Student	B	G	Total Absent	Student Level			Absent	Migrate
							A	B	C		
Base Line Evaluation	Oct-12	5	157	73	84	0	114	43	0	0	0
First Evaluation	Feb-13	5	157	73	84	28	31	29	69	16	12

Table 3 - Tracking data of students in BSKs started in Jan/Feb 2013

Evaluation	Evaln Month	Total BSKs	Total Student	B	G	Student Level		
						A	B	C
Base Line	Jan-13	3	134	65	69	78	56	0
Base Line	Feb 13	2	189	80	109	161	28	0

Table 4. showing percentage shift in levels (data from tables 1, 2 and 3 above)

	Evaluation	Month	% level A	% at level C	% shift from baseline to second evaluation
Table 1	Baseline	July 12	52%	2%	-Level A decreased by 39% -Level C increased by 30%
	Second evaluation	Feb 13	13%	43 %	
Table 2	Baseline	Oct 12	72%	0	Level A decreased by 48%. Level C increased by 53 %
	Second evaluation	Feb 13	24%	53%	

The above tables show a clear shift in the levels from A towards C from baseline to second Evaluation. In Table 1 - in the baseline evaluation the number of children at level A (the lowest level) is 52 % this number gets reduced to 13% in the second evaluation. Showing a decrease of 39%. Similarly there is a marked increase in the number of children at level C (the highest level) from baseline to the second evaluation. The number of students at level C in the baseline evaluation is 2%, and this number increases to 43% in the second evaluation., showing an increase of 30%.

Table 2 also brings out a similar shift in levels from A towards C. In this table at the time of the baseline evaluation the number of children at level A was 72% and this number was reduced to 24% in the first evaluation. Showing a decrease of 48%. A similar pattern can be seen for children at level C. In the baseline evaluation there was no child at level C, however in the second evaluation the number of children at level C was 53%, thereby showing an increase of 53%.

G. Capacity building and networking

Capacity building workshops and monthly planning and **review meetings** are conducted for the capacity building of the ELP BSKs to function as demonstration sites for exposure based training.

a) OELP team monthly review and planning meeting –

At the end of every month the OELP team meets to review the work plan for the month and plan for the next. Apart from reviewing the progress of each BSK areas which require further strengthening are identified and academic inputs worked out. These are then shared with the BSK workers in the monthly meetings.

b) Monthly meetings of the BSK workers-

These meetings are structured in a way that apart from routine reporting and documentation work they also provide for additional academic inputs and resource enhancement. An attempt is made to provide additional inputs at regular interval in order to sustain the dynamism. We also encourage interactions with outside resource persons as well as members of other organisations. In addition to the sharing at the monthly meetings the workers are also encouraged to visit other BSKs and learn from each other.

c) Capacity building and networking

From time to time workshops, exposure visits and training sessions are organized for capacity building of the OELP team

- **Workshop on Language-Story-Art in Panjim (Goa) from 18th to 21 April '12**
This workshop was organized by Bookworm, Goa. Four members of the OELP core team attended it. The workshop was designed to provide the participants with an experiential understanding of negotiating between the forms of language and using 'story' as a tool. Through a process of participation and reflection an understanding was built on the role and purpose of the language of a story and its linkage to reading and writing. It provided an opportunity for the participants to think more deeply about language and story in the classroom.
- **Workshops visits and interactions with members of other NGO**
During the last six months members from Bookworm Goa, and CLR Pune have visited the OELP project and interacted with the BSK workers as well as the OELP team. These visits provide valuable feedback and help identify areas for further work and strengthening.
- **Visit to Muskaan and Eklavya in Bhopal** –In December 12 Oelp team visited Bhopal to look at some of the work being done by Muskaan and the publication department of Eklavya.Future possibilities for coordination were discussed
- **A team from Quest Maharashtra visited the OELP BSKs** in December '12.
- **Workshop for introducing the Rim Jhim textbook** in the BSKs for children at level C was conducted on the 31st of January '13 by Dr Usha Sharma from the reading cell , NCERT
- **The OELP team visited the GDS project in Jawaja**, Rajasthan to explore possibilities of using the ELP methodologies for adult women members of SHG groups.

H. Professional development workshops and presentations

Over the past six months OELP has conducted the following workshops or training sessions for teacher sand teacher educators for GOs and NGOs and academic institutions

May: 4' 2012 - session on the ELP methods for the Faculty Development Programme for Teacher Educators of Haryana DIETs and other private Institutions offering 2 year D.Ed Programme at the SCERT in Gurgaon

June -Professional sharing /meeting with Jodo Gyan

August - 27 to 29 participation in the SARCON Conference on Early Childhood Education organized by the World Bank and Ambedkar University in New Delhi

September 4 to 6 — field review / capacity building workshop for the education workers and supervisors of Jan Sahas,in Dewas and Ujjain

Sept 13 - session on ELP methods for 25 field representatives from Room to Read as a part of their foundation course. The session also looked at the historical developments within the field of Early Literacy

Sept 19 DIET Moti bagh – presentation of Early Literacy methods for 150 first year student teachers

Sept 22 ad ay long session for the students of the Master's programme on Early Childhood Education at the Jamia Milia Islamia University, New Delhi

October

11 to 14 Workshop for partner organizations of Sir Dorabji Tata Trust in Betthia Bihar

Visit by Niju Mohan – Bookworm – Goa

November

Visit by Ravi Prakash –Senior Programme Officer, SDTT

December

Visit to Eklavya and Muskaan – Bhopal

Visit by QUEST team visit from Maharashtra

Meeting with Subir Shukla for material production

Meeting with Addl Commissioner, SSA Jaipur

January 2013

SRTT grant approval

18.01.13 – Visit by Ratna Maathur

Visit by SSA team

24.01.13 – Review of children’s literature – DEE Reading Cell, NCERT, Final meeting

February

OELP capacity building workshop – Dr. Usha Sharma - NCERT

March

SDTT partners training

Participated in NCERT Mathura Review -

Paper presentation at the First International conference on ECD at the Jamia Milia university

Meeting with Grameen Development Society, Jawaja to explore possibilities of working with SHGs

G Advocacy

- 1. Meetings with the school management-** During the months of July and August meetings took place with the school Principals and staff of all the government schools where the BSKs are located and future plans and strategies were discussed with them. In a number of schools the vacant posts for teachers have been filled so it will now be possible to work along with the government teacher for the ELP interventions. Apart from the BSK working as a remedial centre for children from classes 2 to 5 it is also proposed to work with class 1 along with the regular teacher
- 2. Meetings with the panchayat functionaries**
Meetings with the panchayat functionaries take place at regular intervals. Infact some of the monthly meetings in Patan take place in the panchayat premises. The Patan sarpanch visited the OELP BSKs and gave a positive feedback. The Patan Panchayat has given a building to OELP for housing the Field library.
- 3. Meetings with the SSA officials**
In the month of November and December '12 several meeting took place with the SSA Additional District Programme coordinator in Ajmer and the BRCF at Kishengarh .The purpose of these meetings was to explore possible areas of convergence, as well as getting official permission for the OELP work in the government schools.
 - a) Visit of the SSA team to the OELP BSKs-** On the 18th of Jan 13 a team of SSA officials including the Addl.DPC from Ajmer visited the OELP BSKs
 - b)Meeting with the Addl Commissioner SSA at Jaipur-** In the months of Nov, Dec and January 13 several meetings took place between the Addl. Commissioner SSA at Jaipur and members of the OELP Team.OELP handed over a proposal for future linkages with SSA.
 - c) In the month of February '13 OELP received a formal permission letter for working in the government schools in Silora Block, Ajmer district.**

d) Meetings with the officials of the Govt, Education dept in Ajmer and Silora- In the month of July the Assistant block education officer visited some of the OELP BSKs and gave a positive feedback In the months of December12, January and Feburary OELP team members have had meetings with the DEO and Addl. DEO in Ajmer and the BEO at Silora.Work in Silora block, selections of schools, teachers etc is now being worked out in consultation with the BEO.

Provisional Balance sheet and profit & loss accounts for year ending 31.03.12

To be presented to and passed by the OELP Executive Committee

Receipts* 31,70,105.00

Expenditures 21,57,284.04

Excess of Expenditure over Income 1,012,821.04

***Receipts included Grants of Rs.**

Grant from SRTT Rs. 15,00,000

Grant from SDTT Rs. 9,10,000

Local Contributions Rs. 4, 36,664

S. No.	Name of the Donee	Amount in Rupees
1.	Jean Menezes	50,000
2.	Ujala Hooda Trust	50,000
3.	Going to School	1,03,000
4.	Leelawati Sikhdar Charitable Trust	25,000
5.	Praveena Bhatnagar	10,000
6.	Jan Sahas	20,972
7.	Air Cdre (retd) V.M. Bhatnagar	1,5000
8.	A well wisher	2,00,000
9.	Sir Dorabji Tata Trust – donation towards resource kits	54,000
10.	Madhu. V. Sujanani	25,000
11.	Jan Sahas – contribution towards resource kits	37,500
	Total donations received	5,90,472

Other receipts (Bank interest, consultancy fee & Member subscription fee) **Rs. 1,69,883.00**

Bankers

1. Axis Bank Ltd, Green park , New Delhi 110016
2. State Bank of India, South Extension Part II, New Delhi 110049
3. State Bank of India, main branch Opposite the Collectorate, Ajmer 305001

Chartered Accountant

Adeesh Mehra & Co, Chartered Accountants
7/3 IInd floor,
Jangpura Extension
New Delhi 110014

Appendix 1

Current enrollment in the BSKs

	Village	Total No from classes 2 to 5			Total No in Class 1		
		B	G	T	B	G	T
1	Chundri	10	13	23	13	9	22
2	Gardha ki Dhani	16	23	39	7	3	10
3	Ramgarh	20	6	26	9	5	14
4	Nayagaon	11	15	26	5	10	15
5	Kankniawas	11	17	28	11	15	26
6	Phaloda	21	11	32	6	10	16
7	Singla	13	10	23	5	7	12
8	Patan	11	22	33	7	9	16
9	Mundoti	16	27	43	4	6	10
10	Devji ki Dhani	8	17	25	10	10	20
11	Rodawas	33	27	60	10	8	18
12	Relavata	24	27	51	4	9	13
13	Rampura	26	15	41	5	10	15
14	Naunandpura	37	40	77	18	16	34
15	Paner	43	69	112	21	25	46
16	Sursura	26	17	43	14	12	26
17	Bavri ki Dhani (Community BSK)	12	15	27			
18	Bagrion kiDhani(Com. BSK)	7	13	20			
19	Pedibhata (Com BSK)	1	19	20			
20	Phulolion ki Dhani(Com BSK)	4	25	29			
	TOTAL			778			313

Community based BSKs BSKs in Govt Schools

Appendix 2

Meetings with Parents and Community members

S.N	Village	SMC and Parent meetings					
		No. Present in June		No Present in Sept/ Oct		No. Present in Jan /Feb	
		SMC	Parents	SMC	Parents	SMC	Parents
1	Pedibhata	10	17	5	9	8	25
2	Bhojiawas	8	10	2	8	10	12
3	Nayagaon	14	12	6	10	11	15
4	Singla	8	26	5	17	10	22
5	Phaloda	10	21	6	14	12	18
6	Kankniawas	15	61	5	12	14	13
7	Nohria	8	25	3	8	-	-
8	Ramgarh	10	24	4	9	12	10
9	Kalyanipura	14	56	7	26	14	19
10	Bavri ki Dhani	4	10	2	7	4	8
11	Bagrion ki Dhani	3	11	4	6	5	6
12	Relavata	15	31	8	10	14	15
13	Mal ki Dhani	3	10	5	11	8	10
14	Kerion ki Dhani	4	56	7	15	-	-
15	Gardha ki Dhani	10	25	6	16	14	10
16	Bavri ki Dhani	4	8	5	13	6	5
17	Sursura			-	-	10	15
18	Chundri	10	8	4	8	12	15
19	Patan	15	10	10	24	16	19
20	Rodawas	-	-	6	7	14	10
21	Devji ki Dhani	-	-	3	7	6	10
22	Mundoti	-	-	-	-	10	10
23	Nuwa	-	-	-	-	5	10
24	Singhara	-	-	-	-	8	13
25	Naunandpura	-	-	-	-	6	10
26	Regrain ki Dhani	-	-	-	-	10	15
27	Paner	-	-	-	-	20	15
28	Paladi	-	-	-	-	10	20
29	Phulolion ki Dhani	-	-	6	9	10	15
30	Rampura	-	-	6	8	6	10
31	Thal	-	-	-	-	7	10
32	Chotantaraina	-	-	-	-	12	10

Appendix 3

Table showing the Educational Profile of the villages (May- June 2012)

S.N	Village	Total 6 to 14	Children excluded from school and dropouts			Govt. School	Private School	Night School	BSK	Excluded from School	Dropout
			B	G	T						
1	Bavri ki Dhani	32	7	7	14	0	2	13	3	3	11
2	Kerion ki Dhani	102	0	3	3	71	4	22	2	1	2
3	Chundri	81	4	1	5	54	22	0	0	4	1
4	Bagrion ki Dhani	21	3	5	8	0	0	0	13	3	5
5	Kalyanipura	252	22	31	53	169	10	11	9	41	12
6	Relavata	0	0	0	0	0	0	0	0	0	0
7	Mal ki Dhani	27	15	12	27	1	8	0	18	0	0
8	Phaloda	189	2	1	3	95	91	0	0	0	3
9	Bhojiawas	180	1	1	2	72	42	0	0	0	2
10	Pedibhata	81	11	4	15	25	19	2	20	11	4
11	Nayagaon	203	3	7	10	148	45	0	0	7	3
12	Singla	125	0	11	11	93	21	0	0	10	1
13	Ramgarh	55	0	4	4	48	1	1	1	3	1
14	Kankniawas	301	19	26	45	158	98	0	0	21	24
15	Nohria	240	4	16	20	180	38	2	0	13	7
16	Dhanadio ki Dhani	37	2	3	5	21	1	10		3	2

Source – OELP survey –June 2012