

PROMOTES GIRLS EDUCATION

**FOUNDATION TO EDUCATE
GIRLS GLOBALLY**

Annual Report 2008-09

**50 School Pilot Project
Jalore District**

By

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BACKGROUND:

Educate Girls Globally (EGG) a San Francisco, California based non-profit organization has been working in the area of girls' education since the year 2000. EGG has developed a model to improve existing government schools for girls' education, growth and development. Through its program, the EGG model attempts to create a practical methodology for gender sensitization, community empowerment and better school governance. The EGG model is scalable and the program lays great emphasis on sustainability of the implemented processes.

The Indian arm of EGG is the **Foundation to Educate Girls Globally (FEGG)**. The primary objective of FEGG is to successfully implement the model developed by EGG (USA) and through this promote the larger cause of girls' education in India.

In the desert state of Rajasthan, FEGG is a partner of the **Rajasthan Education Initiative (REI)**. The **MOU** signed between **FEGG** and the **Government of Rajasthan (GoR) in November 2005** identified **two blocks** in **Pali and Jalore** districts for implementation of the EGG model as a Pilot Project. These **blocks** were **Sumerpore block in Pali District and Aahore block of Jalore district**. FEGG worked in a total number of **fifty schools – twenty-five in each block** as listed in **Annexure 1**.

The study looked at the changes that had taken place in these schools after the FEGG project had ended and its impact on girls' education. The primary objective of this study was to understand the long-term sustainability of the EGG model and to assess the impact of this program on the issue of female literacy/girls education. The methodology, analysis and results (qualitative and quantitative) of this important study are presented in this report.

In past few decades India has made immense progress in the area of elementary education especially in terms of access to schools. However, while there has been progress in school enrolment, one section of the countries' children is yet to reap the benefits of this progress - girls.

In the context of girls' education, the state of Rajasthan stands out. Several districts such as Jalore, Pali and Sirohi lag behind in female literacy. The female literacy rate in Pali District is 44% as against 76% male literacy rate.

2. THE PILOT PROJECT

The FEGG model is one of community participation and community ownership of the local schools. FEGG believes that the model can only be successful, sustainable and scalable when the community mobilization strategy can be firmly established in the villages. The pilot project entailed visits to villages and schools where FEGG staff conducted in-depth community mobilization to create greater awareness for girl's education. The FEGG Staff held meetings with village and community leaders, headmasters, teachers, students and their parents.

The broad objective of the pilot was to develop and test a replicable, scalable model for improving girls' education towards ensuring that all girls in the age group of 6-14 years are in school.

2.1 Specific Objectives of the Pilot Project:

- Establish reliable data, analyze and identify "critical needs" for girls' education
- Reduce gender disparity in the schools
- Reduce drop out and enhance enrollment of girls.
- Ensure retention of girls through Quality Improvement (Whole School Development plans)

- Give the girls' a voice and leadership roles through the formation of Bal Sabha's in all the schools.

2.2 Scope

The geographical scale of this pilot extended as follows:

DISTRICT	BLOCK	No. of Schools	No of children enrolled		
			Boys	Girls	Total
Pali	Sumerpur	25	2720	4068	6762
Jalore	Aahore	25	2609	2292	5735
Total	2 blocks	50	5329	6360	12487

2.3 Project Components

- ❖ **School information Campaign (SIC)** served as a primary medium of collecting vital information to “establish” reliable data, analyze the situation of education and related socio-economic parameters, as well as in identifying “critical needs”.
- ❖ **Gram Siksha Sabha (GSS):** These were conducted in villages to mobilize communities to become active participants in their schools and to work together to improve the situation of girls' education.
- ❖ **Action Plan Formulation (Whole School Development Plan or WSDP):** At the GSS the communities identified the problems associated with girls' education and formulated action plans to tackle those issues.
- ❖ **Bal Sabha Formation:** Bal Sabhas were formed in all the 50 schools to enhance child participation, boosting the confidence and self-esteem of the girl child

3.EVALUATING THE PERFORMANCE OF THE PROJECT

In terms of evaluation of the community mobilization and sensitization strategy, most emphasis is laid on:

- Discovering how well the schools and the surrounding community have absorbed the model.
- As a result of this model, evaluating their ability to identify problems related to the areas of girls' education, enrollment, infrastructure improvement, adequate number of teachers and teaching resources.
- The objective of the model is to empower them to be able to effectively tackle those problems using their own resources.

To be able to evaluate the above we have analyzed the “**completed action plans**” for all the 50 schools in the two year pilot project. These are plans made by the community during the GSS.

To further understand the performance and effectiveness of the pilot, a three point metric was drawn up. The metric was used to measure the impact of community participation and involvement in the 50 schools.

3.1 The Evaluation Metric

The evaluation metric is as follows:

Level 1: This would comprise of schools that have NOT responded to the FEGG model.

In the last evaluation of the 50 schools in the pilot project, 6% of the schools were found to be in this level. These 6% were at the very bottom and signified 3 out of 50 schools that had failed to embrace the FEGG model even after repeated contact by FEGG staff with the school administration, SDMC and village community.

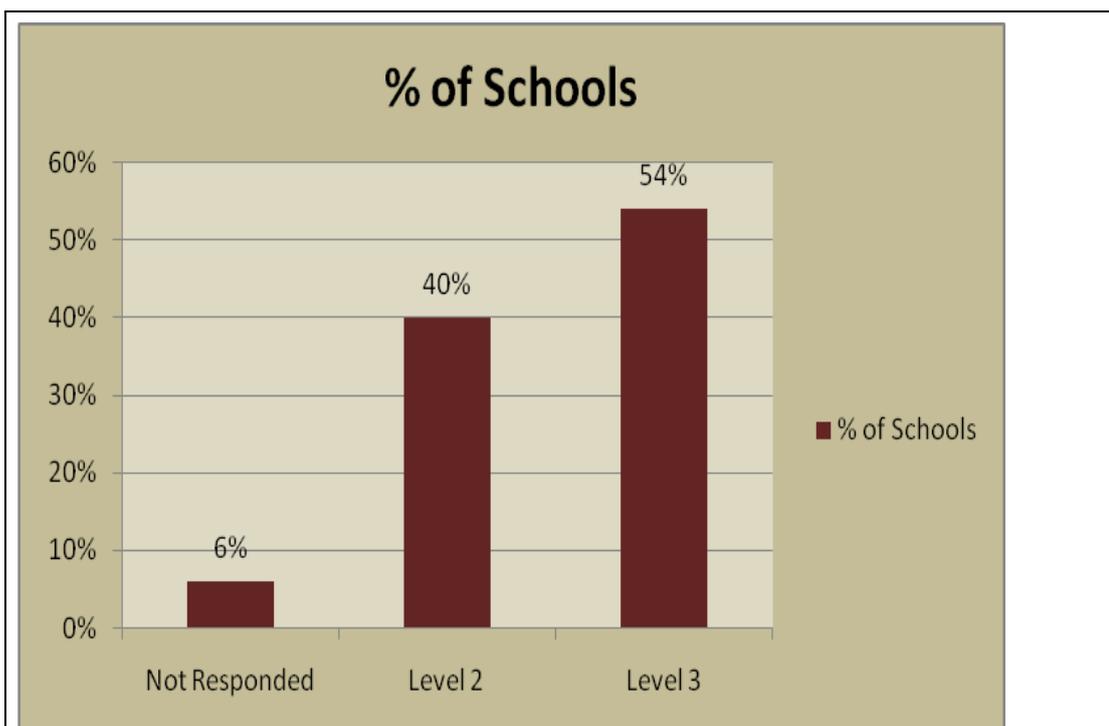
Level 2: The second level is for schools where the FEGG model is working well, though with support from local FEGG staff and government officials.

To reach the **second level** the schools would need to complete minimum of three action plans in two years and must have taken initiative to make further improvements to the school. These could be infrastructure improvements, or successful application or hiring of additional teachers. 40% of the 50 schools were found to be in this level.

Level 3: The third level reflects the number of schools that are working independently (without support from FEGG), conducting GSS meetings and implementing all the initiatives / action plans on their own.

This level is the most important measure of how sustainable the model is in the pilot project. It measures the percentage of schools that will continue to work towards betterment of the school and girls' education even after completion of the 2 year pilot project. FEGG estimates that at least 54% of the 50 schools would belong to this category. In addition to being responsive to the model, we also found that **50% of the project schools had accomplished infrastructure improvements during the duration of the project.**

Presented below is the graphical representation of the evaluation metric as applied to the 50 schools in the pilot project.



3.2 Natural Leadership

One of the common threads found in all the successful schools was the emergence of a “**Natural Leader**” through the process of community motivation and involvement. Wherever, FEGG had been able to successfully motivate the community members towards the issues of education, communities had witnessed the emergence of local leadership to take the process forward with much success.

4. SUSTAINABILITY OF THE PROJECT

At the end of the evaluation of the pilot project we had concluded that around 54% of the schools had understood and embraced the FEGG model and were now functioning without support from our staff. To take the work forward in these communities “Natural Leaders” had emerged as a result of FEGG staff’s efforts at community mobilization and implementation of the EGG model. We had assumed that because of these leaders the schools would participate in and work towards carrying out improvement projects and reforms as laid down in the objectives of the model.

To test this hypothesis, we went back to the schools a year after the pilot project ended. The intentions were:

- **To see how well those same schools were faring**
- **If they were still sustaining the same level of community involvement**
- **If they had failed to perform without FEGG support.**

4.1 Methodology

We chose a sample of the Jalore schools for this study.

- ◆ For the purpose of the study eighteen schools from the twenty- five schools of Aahore block of Jalore District were selected. See the full list of 18 schools in **Annexure 2** and their level at the end of the 2007 evaluation. We chose a sample of schools that represented the three levels metric to see how every level had performed a year later.
- ◆ A **questionnaire** was developed and used for the study. This questionnaire can be seen in **Annexure 3**. The people interviewed using the questionnaire were a combination of the natural leaders identified during the 2 year pilot, school teachers, SDMC members, elected panchayat members, local residents, school headmasters and children who are members of the Bal Sabha. In every village it was our attempt to interview as many of the people as were available. Community/Village Discussion: Group discussions were held with local residents of the villages to assess their views on the impact of FEGG's work.
- ◆ Basic data collection was done from school registers to measure enrolment of girls for this year as against the previous year.
- ◆ SDMC registers were reviewed for assessing the status of "Action Plans" prepared and completed. (Also to assess number of SDMC meetings conducted and the plans made and completed by the SDMC)

5. **SUSTAINABILITY AT THE END OF ONE YEAR**

Status of the eighteen schools before FEGG interventions:

✓ **Continuing and worsening teacher shortage:** Total number of teachers in the schools had gone down from 2007 to 2008 by almost 8%. Total number of teachers in 2007 was 103 and in 2008 had fallen to 95.

✓ **Drop in overall Student Enrollment:** Total student enrolment in the 18 schools fell. *With a 2% fall in enrollment for girls to almost 16% fall in enrollment for boys.*

✓ **Student/Teacher Ratio:** With the fall in number of teachers being offset by a fall in number of students, the student teacher ratio stayed the same at 40. See **Annexure 4** for consolidated data collected from the 18 schools.

To understand how sustainable the work of FEGG was in these schools we again looked at the number of “Completed Action Plans” as implemented by the SDMC and also collected detailed information from community members through direct interviews. Over all it was found that:

Action plans completed in one year of 2008 were almost 70% as compared with the number of action plans completed in the preceding two years (combined) of the pilot project.

✓ **All schools except for two of the 18 were doing better than in 2007.**

✓ **All except one, who were listed as “sustainable” continued to show the same strength!**

✓ All others in Level 2 moved up to Level 3 of the “sustainable” level.

✓ Only one school dropped from level 3 to level 2.

✓ Only one school had dropped from level 2 to level 1.

✓ **Seven schools improved their level from the last evaluation.**

✓ Out of the 7 schools that improved, 3 not only did well in the area of community participation but also showed an improvement in girls’

enrollment! This is when the overall trend indicates a reduction in girls' and boys' enrollment.

✓ Two schools worsened in their performance from 2007. They also saw a sharp reduction in student enrollment during the year.

Once again the results showed that the presence of a **"Natural Leader"** in the community helped to bring about further improvements in school functioning, infrastructure and in some cases even enrollment (List of the plans can be seen in **Annexure 5**).

✓ Percentage of Action Plans completed for "infrastructure improvements" were up from 30% to 60%. **This was double compared to the combined action plans completed over a period of 2 years between 2006 and 2007.**

✓ **More than 70% of the action plans that were made by the schools were completed during 2008. This showed a high level of activity and participation.**

After looking at the overall picture we tried to analyze the performance of individual schools compared to the previous years. The schools for this analysis were selected on the basis of their "Level" as per the previous evaluation. **Annexure 6** shows the comparison of schools by levels in 2007 and as they were found to be in 2008.

Schools that showed an improvement in community ownership and participation:

Case-studies

Bhanwari –Village Joda, Aahore.

Bhanwari was a school drop out. She discontinued school after class VII as her parents felt she was no longer a child and that time was right for her to get married. However, Bhanwari, wanted to study further but could not voice her desire.

Bhanwari



Bhanwari –Village Joda, Aahore

Initially, when FEGG workers visited her home to motivate her to re-join school, her parents resisted the move. FEGG workers with the help of Narayani Devi, over a period of time were able to convince Bhanwari's parents to re-enroll her in school, which they ultimately did.

In school, Bhanwari became a member of the Bal Sabha. She was elected the Bal Panch or leader of the children's group. She is a girl with leadership qualities. As a part of the Bal Sabha activities, Bhanwari helped identify and mobilise out of school girls and got them re-enrolled in school.

Today, Bhanwari is in class X and attends school in another village. Her village does not have a secondary school. She rides the bicycle to school. Along with her there are three other girls from the village who accompany her to school. She is a role model for the girls of her village.

Her parents are proud of the fact that she is now attending secondary school and now hope that she will be able to continue studying after the secondary level.

Moti Ram – Village Harji, Aahore.

Mr. Moti Ram is an elected representative of Harji village. Although he is a member of the Panchayat, he also is a natural leader. He takes great interest in the development of his village and is of the opinion that without educated people in the village, a village cannot make progress. FEGG field workers were able to convince him about the importance of girls' education.

He took the initiative to organise meetings with the village people and made it a point to attend most of the Gram Shiksha Sabhas (GSS). He, also, as an elected representative ensured that the Ward representative of the catchment area of the school was made responsible for his ward/area having no girls of school going age out of school.

It is due to his tireless efforts that a new school for children of marginalised/ backward tribes was constructed in the village in their hamlet thereby allowing access to school for children who were so far without this benefit.

FEGG is no longer working in village Harji, but Moti Ram's efforts and work to promote girls education has sustained and the village has seen overall improvements in not just girls' education but education of marginalized children.

Narayani Devi – Village Joda, Aahore.

Narayani Devi was fortunate to have been born to parents who understood the value of education and ensured that she receive at least secondary education.

She was married into a family in the village of Joda. When she came to the village as a newly married bride, she was surprised by the fact that girls were not being sent to school in the village. She thus became the only literate woman in the village. She made up her mind to change the situation. She had the support of her in-laws and her husband.

With their blessings she took the initiative to run a learning centre for women of the village under the adult literacy campaign of the government. Initially she faced immense opposition from different quarters of the village but she remained committed to the cause. She became a role model for them.

Soon her work was recognised by the government and this helped change the scenario of resistance in the village. Soon she was associated with the ICDS programme (a government run early childhood and care programme)

and now is often sought after by women of the village for advice and guidance.

Given her commitment to women's upliftment, she volunteered her time to mobilise parents of girls who had dropped out from school. This ensured that the girls could once again be reconnected to school.

Joda village's performance in the context of girls' education has improved and continues to get better with each passing year, partly due to the involvement and contribution of Narayani Devi.

Guda Indrapura: The FEGG model worked like a catalyst in this school giving birth to a "Natural Leader". In the 2007 evaluation, we had seen that this school had performed very badly. Even after repeated visits and work by our staff this school had failed to display much potential for improvement. **This school had remained at the bottom of our evaluation as one of the non-responding schools.** However, based on current evaluation we saw that the school was showing a marked improvement over the previous year. The community members were getting together to look at the issues pertaining to the school, thus showing a level of motivation that sustained beyond FEGGs' direct involvement. One of these community members is Mr. Hukum Singh, who has been making significant contributions to all school related work throughout 2008.

Within a year this school has successfully added a toilet, an extra classroom with ramp and has been able to petition successfully for two new female teachers. ***One of the most significant observations is that attitude towards girls' education is changing for the better and that for the 1st time 4 girls have taken admission in secondary school outside the village!*** Through discussions with the community members it was revealed that more girls are now attending school. Overall the number of out-of-school girls in the community has fallen and is now restricted to the Devasi community. Despite our reservations about community response, we were pleasantly surprised to

realize that the pilot project had worked as a catalyst to create a local advocate for girls' education. This local advocate was then able to take the objectives of the model and the general improvement work forward.

PS Kavrada: This was a school that was in Level 2 in the last evaluation. It was felt that although it had responded to the model it still required the support of FEGG staff to help them make, implement action plans and conduct community meetings to voice the need for girl's education. However, when we went back we saw that the SDMC meetings were regular and also GSS were being conducted throughout the year. The Head Master Mr. Balramji had taken on the role of "Natural Leader" for this school. Under his leadership and guidance the school has added a kitchen shed and a classroom this year. They have also worked hard to increase girl's enrollment in the school. Due to their work, while girls enrollment and total enrollment is dropping elsewhere, in their school it has actually gone up since 2007. As a result of their exemplary work, this school has now moved from Level 2 to Level 3 of our evaluation metric.

UPS-Palasiya: This school had made 5 action plans and completed 3 by Oct 2008. In this school the main initiative is not from the community but from the teachers who have pushed for infrastructure improvements. Their efforts have also led to an increase in girl's enrollment in the school. This school has also moved from Level 2 to Level 3.

UPS Sedariya Balotaan: In this school the sarpanch, Mr Jevarm Suthar, other members of the ward's panchayat and school teachers have been very proactive in their approach. They have been at the forefront of organizing village meetings, making and completing action plans. They have successfully procured electricity for the school and have also built an additional classroom. The improvement in this school's performance over last year is, however, marginal.

UPS Agwari: In this school several village volunteers have taken the initiative to organize GSS and to actively promote the issue of girl's education. Their names are: Mr Khanga Singh, Laxman Singh, Pradeep, Kasaram, and Muzafer. With their efforts the school has made 4 action plans in the last year and completed all 4 including getting an electricity connection, an extra classroom, a water tank and an electric motor (donated by a local businessman) and construction of a kitchen shed for cooking the mid-day meal. With the help of the volunteers there has been a big push in the village to enroll as many girls in school as possible. There is an estimate of only 2%-3% drop-out girls currently which is a substantial improvement over 15%-20% two years ago . This year their total enrollment of girls has also increased. Their efforts and hard work have been recognized and they were awarded the best school prize in the District for higher enrollment of girls. The increased attention and community participation in girls' issues is also showing results in terms of academic results. ***With increased support for their education 15 girls in this school got the 1st rank and 6 got 2nd rank in the 8th standard Board examinations.*** Their commitment to girls can also be seen in their continuation of the Bal Sabha structure as laid out in the FEGG model. It is the only school in all the 18 schools that we have evaluated, to have done so. The FEGG Bal Sabha structure gives a voice to girls and also encourages their participation in leadership roles. This has motivated the girls further in taking on responsibility for school activities.

UPS Rasiyvass: Here lead has been taken by community leaders Mr. Mohbat Singh, Premaram, Mogaram and Hiralalji. Through 2008 they have completed a kitchen shed, added 3 new classrooms to the school and also provided training in stitching to 20 girls from the school. As result of their efforts this year has seen excellent results with 7 girls completing class 7th and another 7 girls completing 8th grade. Even more significantly, for the first time, one of these girls will pursue further studies in the 9th grade outside the village. This is something that has happened here for the first time.

UPS Rodala: Mr. Sawai Singh the Vice Sarpanch is a major advocate for girl's education in this village. The SDMC here has been able to construct a kitchen shed, a toilet for boys and girls and also an extra classroom in the school. Through the various interviews in the village it became clear that people felt there was a change in people's attitude towards girls' education. This, they felt was the main reason for all the 10 girls who have completed grade 8 this year to have gone ahead and taken admission in grade 9. Usually that would not happen and parents would keep the girls home after they had completed the 8th grade.

6. Learning outcomes:

FEGG continues to refine its model for girls' education and through this 50 schools pilot project for the Rajasthan government the organization has learnt many valuable lessons for the future. Through critical evaluation it has become clear that the community mobilization tool is an effective and powerful tool to improve the state of Rajasthan's schools. Through the SIC and GSS, community can be empowered to take control of their problems and find effective solutions to the same. The pilot has also demonstrated that there are a considerable number of schools that are not just impacted but can be moved to the path of independent functioning even after a short 2 year project. **This study demonstrates that there is a level of sustainability built into the processes of the model.**

6.1 The key to sustainability - CHILDREN'S PARTICIPATION

BAL SABHAS: The concept of a Bal Sabha has been used to enhance child participation, boosting the confidence and self-esteem of the girl child. In the traditional set up of Rajasthan, girls grow up with the preset gender roles. So to even stand up and speak with confidence, in a male dominated society is a big achievement for these girls, who are on the road to being effective partners in community development.

Currently, the concept of a Bal Sabha pre-exists in the Government School framework with Saturday as the only gathering day. However, Bal Sabhas have not been formally constituted previously and have only served as a kind of get together where children would play games or just perform some cultural activities. Bal Sabhas have not been very active and taken seriously except for the initiative of the teacher.

In all the 50 schools, FEGG had constituted Bal Sabha's to give leadership position to the girls and increase their participation in school activities. These Bal Sabha members were elected democratically.



6.2 Structure of Bal Sabhas

The main positions in these Bal Sabhas were as follows:

- ***Bal Panch*** (Child President or Head) – Organizing the sabha as a leader and providing general guidance in all the activities.
- ***Saksharta Sachiv*** (Education Secretary) – Taking initiative to enroll and retain out of school or dropout children of the village.
- ***Swasthya Sachiv*** (Health Secretary) – The activities included ensuring that the children dress up cleanly, look tidy (hair, nails etc.), practice hygienic habits while eating and other health related activities. Their responsibilities also entailed overseeing health checkups in school, overseeing distribution and use of Iron tablets for young girls.
- ***Khel Sachiv*** (Sports Secretary) – Organizing sports activities in school.

- ***Prabandhan Sachiv*** (Administrative Secretary) – Managing the various affairs of the Bal Sabha and ensuring proper administrative control. Also looking after the school facility requirements and promoting it through Bal Sabhas.
- ***Sanskritic Sachiv*** (Cultural Secretary) – Organizing Cultural Programmes.

FEGG has found the Bal Sabha to be a really effective tool in community mobilization and gender sensitization. We also found that Bal Sabhas provided a forum for girls to voice themselves. They felt empowered to take on projects that had an impact on enrollment and retention of girls in school.

6.3 Tangible benefits

In one of the villages, the Education Secretary of the Bal Sabha alone achieved enrollment of 11 dropout girls in the mainstream school through the efforts of herself and her friends which were ably supported by local leaders. Girls were also found to be constantly upgrading the list of dropout village girls and seeking ideas to support their efforts in bringing these girls to school. Some Bal Sabhas were active and aware enough to send the names of dropout girls for the 6 month Bridge Course organized near their villages. The Bal Sabha Heads and some of its other members have made efforts to participate in the local Panchayat meetings (Village Local Government). Girls also enjoyed participating in the Bal Sabhas and used them to come together for various innovative activities.

Having successfully implemented the Bal Sabha structure in the all the schools for the pilot project, was further reaffirmation of the belief that this structure must be an integral part of mainstream classrooms. It has proven itself to be a powerful tool that can empower girls to have their voice heard, to infuse the confidence in them to participate in community mobilization and to create potential leaders among them. Bal Sabhas are indeed a powerful component of

the FEGG model and they have proven to be a tool whose eventual inclusion in the system should be immediately considered. The children themselves when given the right tools can transform their own lives and of those around them. The existing Bal Sabhas have shown how the children can play an important role in bringing drop-out girls back into the school system and also act to constantly monitor and upgrade the list of drop outs in their areas. It has also been observed that the health and hygiene aspect is visibly better in schools that have active Bal Sabha members to conduct regular cleanliness and hygiene checks on younger students. They are also effective role models for younger girls, and highlight the importance of girls' education to the community in a positive manner. However, this aspect of the FEGG model can only be sustainable with the mandate of the government. As we saw in all the 18 schools, apart from one, they had all reverted back to the old government structure for Bal Sabhas. Only one school has continued with the FEGG structure. This school has shown spectacular growth and results in the last year. They have won the best school prize in the District for their exemplary work. They are an example that the FEGG Bal Sabha structure is a very effective tool in promoting and strengthening girls' education programs.

CONCLUSION

Given the above findings, it is safe to conclude that the pilot project was not only a success but also sustainable.

✓ The strategies implemented in the pilot project continue to impact the schools positively.

✓ Community mobilization, GSS, SDMC meetings, identification and nurturing of "Natural Leaders" has meant continued community involvement and participation - Even a year after the end of the project.

✓ The community in general has shown a greater degree of sensitization towards girls' education and understands the need to make girls' education a

priority. Schools have made efforts to improve infrastructure, increase enrollment, decrease absenteeism and drop outs.

✓ Schools have also encouraged girls and their parents to go beyond completion of the 8th grade. Several schools have for the first time has girls who are enrolling beyond the 8th Grade. Some of these girls are pursuing their further education outside their own villages.

These are small but very significant steps towards improving girls' education in an area which has traditionally been one of the most backward in female literacy. These are real and quantifiable signs of hope that are now being carried forward by the community themselves!

The FEGG model has been adopted successfully and continues to show results in Jalore. **The primary recommendation of this report would be to encourage and institutionalize the FEGG Bal Sabha structure for all schools. This combined with the model's emphasis on encouraging "natural leaders" has great potential to increase the role of girls' in schools and to multiply the impact of other community mobilization efforts.**

List of schools in the Pilot Project from Pali and Jalore Districts.

25 schools in Sumerpur Block, Pali District

Name of School:

1. U.P.S. Rajpura
2. U.P.S Babaganw
3. U.P.S. Budganwda
4. UPS Anoppura
5. UPSG Chanod
6. UPS Bithudapiran
7. UPS Hingola
8. UPS Basant
9. UPS Khimada
10. UPS Naitra
11. UPS Koliwada
12. UPS Gogra
13. UPSG Khiwadi
14. UPSG Bankali
15. UPS Balopura
16. UPS Bitiya
17. UPS 02 Takhatgarh
18. PS 01 Takhatgarh
19. UPSG Pawa
20. PS Pawa
21. UPS Balana
22. UPSG Sanderao
23. UPSG Dujana
24. UPS Novi
25. UPSG Paladijod

25 schools in Ahore Block, Jalore District

Name of School

1. P.S. Pawata
2. U.P.S. Rasiavass Naya
3. U.P.S. Palasiya Kala
4. U.P.S. Sedariya
5. U.P.S. Harji
6. U.P.S Naya Bedana
7. U.P.S. Purana Bedana
8. U.P.S.G. Thawala
9. U.P.S. GudaBalothan
10. U.P.S.G. Agwari
11. U.P.S. Dayalpura
12. U. P.S. Madari
13. U.P.S. Joda
14. U.P.S. Sanvada
15. U.P.S. Chadarai
16. U.P.S. Thumba
17. U.P.S.G. Padarli.
18. U.P.S. Panchota
19. U.P.S. Tarwada
20. U.P.S. Rodala
21. P.S. Kavrada
22. U.P.S. Guda Indrapura
23. U.P.S.G. Valdra
24. U.P.S.G. Bhooti
25. U.P.S. Narwana

S.NO.	SCHOOL NAME	Level As per Final Evaluation
Level 1:		2007
1	Guda Indrapura	1
Level 2:		
1	UPS Guda Balatan	2
2	PS Kavrara	2
3	UPS Palasia Kala	2
4	UPS Sedaria Balotaan	2
5	UPSG Agwari	2
6	Naya Rasiyawas	2
7	UPS Rodla	2
Level 3:		
1	Valdra	3
2	UPS Naya Bedana	3
3	UPS Bhooti	3
4	UPS Purana Bedana	3
5	UPS Madari	3
6	UPS Harji	3
7	UPS Dayalpura	3
8	UPS Joda	3
9	UPS Pawata	3
10	UPS Sanvada	3

Questionnaire for Field Study- Jalore

VILLAGE/ SCHOOL PROFILE

Name of village & School	
Block	
District	
Type of School	
Name of Head Master	
Total No. of Teacher	
Total No. of Girls student in school	

A. Community:

1. Are Gram Shiksha Sabhas still being held by the SDMC and Community members?

2. If yes, who has taken the initiative to keep the GSSs going?

3. Have any Action Plans been prepared by the GSS? If, yes how many?

4. How many action plans were completed?

5. Has there been any change with respect to girls education in the village/catchments area of the school?

6. What are the issues which still negatively affect girls from being in school?

7. What is the number of girls approximately in this village/ catchments area who are still out of school?

B. School Head Master/ Teacher

1. What has the enrollment of girls in school this year been like when compared to the previous year?

2. Has there been any involvement of the community to increase the enrollment of girls in school this year? If yes, what?

3. What is the number / percentage of girls which dropped out of this school last year?

4. What is the number of girls so far this year, who have irregular attendance or have discontinued attending school? Any changes from last year?

Annexure 3

5. What according to you are the factors which affect girls from not attending school and remaining out of school?

6. Has the enrolment of girls increased this year?

7. What are the issues which still negatively affect girls from being in school?

8. What is the number of girls that have completed this section (PS/UPS) and gone to the next section (UPS/ Secondary)

C. BAL SABHA

1. How was the Bal Sabha formed?

2. How many children make up the BAL Sabha?

3. What are the activities that a BAL Sabha carries out in School?

4. Why is it essential to have Bal Sabha in school?

5. What are the different designations held by the members of the Bal Sabha?

6. Do Bal Sabha Members attend SDMC meeting? Or, any other meetings?

7. How may girls comprise the BAL Sabha in your school?

Annexure 4 : Consolidated data collected from the 18 schools in Jalore District. (Ahore Block)

SlNO	SCHOOL NAME	TYPE	TEACHERS 2008			Teachers 2007	STUDENTS 2008			Students 2007			Student teacher ratio 2008	Student Teacher Ratio 2007	No of Action plans made 2008	No of Action plan completed 2008	%age completed 2008	No. Of Action Plans Completed in the previous two years
			MALE	FEMALE	TOTAL		GIRLS	BOYS	TOTAL	Girls	Boys	Total						
1	Valdra	UPS	2	0	2	3	104	0	104	131	0	131	52	44	6	5	83	6
2	Guda Indrapura	UPS	5	0	5	5	78	193	271	80	134	214	54	43	4	3	75	2
3	UPSG Agwari	UPS	1	2	3	8	226	21	247	270	21	291	82	36	4	4	100	4
4	UPS Guda Balatan	UPS	3	2	5	7	56	50	106	74	66	140	21	20	3	1	33	3
5	PS Kavara	UPS	3	0	3	5	64	0	64	60	90	150	21	30	6	4	67	3
6	UPS Naya Bedana	UPS	7	0	7	3	117	114	231	88	86	174	33	58	5	4	80	5
7	UPS Bhooti	UPS	2	2	4	5	182	0	182	239	0	239	46	48	5	4	80	6
8	Naya Rasyawas	UPS	7	0	7	6	69	81	150	89	94	183	21	31	6	3	50	4
9	UPS Purana Bedana	UPS	6	0	6	7	77	81	158	146	136	282	26	40	5	3	60	9
10	UPS Madari	UPS	7	0	7	6	187	185	372	153	231	384	53	64	5	4	80	6
11	UPS Rodla	UPS	8	1	9	8	126	193	319	112	211	323	35	40	6	3	50	4
12	UPS Harji	UPS	5	2	7	8	276	211	487	155	268	423	70	53	7	5	71	10
13	UPS Palasia Kala	UPS	4	0	4	5	66	44	110	59	87	146	28	29	5	3	60	3
14	UPS Dayalpura	UPS	2	3	5	5	94	67	161	116	34	150	32	30	4	4	100	5
15	UPS Joda	UPS	7	0	7	7	170	150	320	123	136	259	46	37	8	7	88	8
16	UPS Sedaria Balotaan	UPS	4	1	5	7	87	81	168	125	146	271	34	39	3	2	67	3
17	UPS Pawata	UPS	4	1	5	2	68	78	146	73	95	168	29	84	4	2	50	6
18	UPS Sanvada	UPS	4	0	4	6	119	110	229	117	143	260	57	43	5	3	60	6
			81	14	95	103	2166	1659	3825	2210	1978	4188	40	41	91	64	70	93

-2% Drop in girls' enrollment

-16% Drop in boys' enrollment

*Details of Action Plans made and completed in Ahore block of Jalore District
For the year ending 2008*

School	Status of Action Plans	
	Action Plans Made	Action Plans Completed
1. P.S. Pawata	<ol style="list-style-type: none"> 1. Renovation of classrooms 2. Boundary wall construction 3. CRCF room construction 4. Toilet construction for girl's 	<ol style="list-style-type: none"> 1. Toilet construction has been completed 2. CRCF Bhawan construction completed
2. U.P.S. Rasiavass Naya	<ol style="list-style-type: none"> 1. Kitchen shed construction for mid-day meals cooking 2. 3 new classroom construction 3. To provide stitching training to girls in school 4. Up-gradation to school on secondary 5. Appointment 2 Female teachers in school 6. Construction of computer room 	<ol style="list-style-type: none"> 1. Kitchen shed construction completed 2. 3 new classrooms construction completed 3. 20 girls to provide stitching training and trained them
3. U.P.S. Palasiya Kala	<ol style="list-style-type: none"> 1. Electrification in school building 2. Installation the drinking water pipe line 3. Kitchen shed for mid-day meals cooking 4. Change school building from old building 5. Appointment of female teachers in school 	<ol style="list-style-type: none"> 1. Installation the water pipe line completed 2. Electrification in school building completed 3. Kitchen shed constructed
4. U.P.S. Sedariya	<ol style="list-style-type: none"> 1. School boundary wall construction 2. One classroom construction with Ramp 3. Electrification in school 	<ol style="list-style-type: none"> 1. Electrification in school completed 2. One classroom with Ramp completed

School	Status of Action Plans	
	Action Plans Made	Action Plans Completed
5. U.P.S. Harji	<ol style="list-style-type: none"> 1. Boundary wall construction opposite site of school. 2. Girls & boys for toilet construction 3. Construction on one additional classroom for students 4. Kitchen shed construction for mid-day meals cooking 5. Construction of one store room 6. Development the floricultural in school 7. Enrollment of dropped out girls in school 	<ol style="list-style-type: none"> 1. Girls & boys for toilet constructed 2. One classroom construction completed 3. Kitchen shed completed for mid-day meal cooking 4. One store room constructed by community donation 5. Enrollment of dropout girls in school
6. U.P.S Naya Bedana	<ol style="list-style-type: none"> 1. Kitchen shed construction for Mid day meal cooking 2. Electrification in school building 3. Installation drinking water tank 4. 3 new classroom construction with Ramp 5. Toilet construction for girls 	<ol style="list-style-type: none"> 1. Kitchen shed construction by Gram panchayat 2. Electrification in school included all classrooms by Bhamashah and community donation includes panchayat contribution. 3. 1 new classroom constructed out of 3 room proposed 4. Girls toilet construction completed
7. U.P.S. Purana Bedana	<ol style="list-style-type: none"> 1. Up-gradation up to Secondary class 2. Stitching training for girls 3. School Boundary wall construction 4. Electrification in school classrooms 5. 2 new classroom construction in school 	<ol style="list-style-type: none"> 1. Stitching training given to 20 girls and trained them 2. 2 rooms construction is complete 3. School Boundary wall construction completed.
8. U.P.S. Guda Balothan	<ol style="list-style-type: none"> 1. School boundary wall construction 2. Water tank repair 3. School play ground clearing and garden development 	<ol style="list-style-type: none"> 1. School ground clearing

School	Status of Action Plans	
	Action Plans Made	Action Plans Completed
9. U.P.S.G. Agwari	<ol style="list-style-type: none"> 2. Electrification in classrooms and installation Fans in each classrooms. 3. Construction of one classroom with Ramp 4. Construction of water tank with electric motor 5. Kitchen shed construction for mid-day meals cooking 	<ol style="list-style-type: none"> 1. Electrification in all eight classrooms 2. One classroom with Ramp constructed 3. One ground water tank constructed along with electric motor also donated by Bhamashah. 4. One set kitchen shed completed for mid-day meals cooking in school
10. U.P.S. Dayalpura	<ol style="list-style-type: none"> 1. Installation the windows in classrooms 2. Boundary wall construction in school 3. Repair the floor of classrooms and out site 4. Whitewashing in school 	<ol style="list-style-type: none"> 1. Installation of 8 sets windows in school 2. Flooring of classrooms and out site in school 3. One ground water tank constructed along with electric motor also donated by Bhamashah. 4. Boundary wall construction and increased height of wall completed
11 U. P.S. Madari	<ol style="list-style-type: none"> 1. Land allotment for school building construction 2. 3 classroom construction 3. Toilet construction for girls 4. Boundary wall construction 5. Kitchen shed construction 	<ol style="list-style-type: none"> 1. 1 Kitchen shed completed 2. Boundary wall construction completed 3. One class room construction awaiting for land allotment to construction 2 new classroom 4. Girls toilet construction completed

School	Status of Action Plans	
	Action Plans Made	Action Plans Completed
12. U.P.S. Joda	<ol style="list-style-type: none"> 1. 1 new classroom construction for girls computer training 2. Water tank construction for drinking purpose 3. Provide the computer sets in school 4. construction of one H. Master room 5. Stitching training for girls in school 6. Electrification in classrooms 7. Common Hall construction in school 8. 2 classroom construction 	<ol style="list-style-type: none"> 1. Drinking water tank construction completed 2. 1 room for girls construction is complete 3. Electrification in all class rooms completed 4. Installed 3 computer sets in school 5. 25 girls to provided stitching training in school during this year. 6. H.M office construction for got approval 7. 2 new Classrooms construction for got approval
13. U.P.S. Sanvada	<ol style="list-style-type: none"> 1. New girls school in Bhill Basti 2. Electrification in school building 3. H.M room construction 4. Construction toilet for boys 5. Boundary wall construction 	<ol style="list-style-type: none"> 1. H.M room construction work on going 2. Boundary wall construction completed 3. Electrification complete in classrooms
14. U.P.S. Rodala	<ol style="list-style-type: none"> 1. School up-gradation up to Middle class 2. 2 new class rooms construction 3. Installation of drinking water tank in school 4. Toilets construction for girls and boys 5. School building repairing 6. Kitchen shed construction 	<ol style="list-style-type: none"> 1. 1 Kitchen shed completed 2. One toilet for girls & boys 3. One class room construction
15. P.S. Kavrada	<ol style="list-style-type: none"> 1. 2 new class rooms construction 2. Kitchen Shed construction 3. Enrollment of out of school children's 4. Finalization of Mid day meals Menu 5. Formation of New SDMC 6. Plantation in school premises 	<ol style="list-style-type: none"> 1. 1 Kitchen shed 2. 1 class room construction work completed 3. Readmissions of dropout children's in school 4. Plantation in school premises

School	Status of Action Plans	
	Action Plans Made	Action Plans Completed
16.U.P.S. Guda Indrapura	<ol style="list-style-type: none"> 1. 3 Class room construction with Ramp 2. One Toilet construction 3. Appoint of Female teacher in school 4. Land allotment for school for play ground and school building 	<ol style="list-style-type: none"> 1. 3 class room construction work has been completed 2. Toilet construction completed 3. Two new female teacher posting in school
17. U.P.S.G. Valdra	<ol style="list-style-type: none"> 1. Reenrollment of dropout Girls 2. Full-fill the vacant teacher post 3. Bathroom construction 4. 3 new class room construction with Ramp in school 5. Kitchen shed construction 6. Plantation in school premises 	<ol style="list-style-type: none"> 1. One New teacher has been posted in school during this year 2. 2 class room construction work completed and 1 room construction with Ramp work on going 3. Bathroom constructed by Panchayat 4. Admissions of dropout children's in school 5. Bathroom construction work completed
18 U.P.S.G. Bhooti	<ol style="list-style-type: none"> 1. Kitchen shed construction for midday meals preparation 2. 2 class room construction 3. Installation drinking water tank in school 4. Mid day meals menu finalization 5. 100% dropout girls enrollment in school 	<ol style="list-style-type: none"> 1. Kitchen shed construction work has been completed 2. 2 new class room construction work completed 3. Drop out girls reenrolled during the Mukyamantri Maha Sambhal Avhiyan . 4. Drinking water tank installation also completed
Total	91	64