

BHOOMIHEEN SEWA SAMITI - ANNUAL UPDATE 2013-2014

- 1) Please give a class wise break up of number of students (from pre-primary to high-school). Also mention boy/girl ratio.

As on 31 May 2014

Class	No. of Students	Boys	Girls	Scheduled Caste children	Boy/Girl Ratio
0 (Pre-primary)	18	05	13	12	05/13
1	33	13	20	17	13 /20
2	35	08	27	18	08/ 27
3	40	19	21	16	19/21
4	35	17	18	15	17/18
5	30	17	14	15	17/41
Total Primary & Pre-primary	191	78	113	93	78/113
6	31	13	18	13	13/18
7	29	15	14	13	15/14
8	31	17	14	12	17/14
Total Middle School	91	45	46	38	45/46
9	21	12	09	09	12/09
10	15	03	12	05	03/12
Total High School	36	15	21	14	15/21
Grand Total	318	138	180	145	138/180

- 2) How many teachers are there in your school (specify break-up in pre-primary, primary, middle and high-school)?

Class	Teachers	Trainers	Other staff	Total
Class 0 (Pre-primary)	1 (Part time)		1 help (she prepares mid day meals for both primary and prep)	02
Primary	1 Head + 5 Teachers (including 1 computer teacher) + 1 Music Teacher		1 peon	08
Middle School	1 Head + 4 (paid by state government, but 1 teacher has since retired)		1 clerk, 2 peons – (paid by state government)	[08, all paid by state government. But 1 teacher has since retired]
High School	4 (Head Teacher of Primary also worked as Home Science Teacher. But this situation will change in 2014-15)			04
Computer Teachers (for classes 4 to 10)		3 Computer Teachers (but now only 2 are proposed)		03

Trainers		Sheet Metal 1, Radio & TV Repairs 1 Motor Winding 1 Tailoring 1 Beautician 1 (Agriculture, Mushroom, Vermi composting,) 1 PT Instructor 1		07 (04 full time) There is likely to be an addition of 1 in agriculture in 2014-15
Other Staff (at Headquarters at Allahabad)		3 Administrative staff + 1 part-time Accountant		04
Grand Total (Staff and teachers paid by Asha)				28

Note: HM (Primary School) also taught Home Science in High School, and Tailoring Trainer (a lady teacher) helped in the School Readiness Programme.

3) What was the dropout rate last year? What were the main reasons for drop out?

Class	Dropouts	Boys	Girls	Scheduled Caste	Reason
0 (Pre-primary)	Nil	Nil	Nil	Nil	Nil
1	01	01	--	01	One child left for Punjab with parents
2	02	--	02	02	Two children left for Punjab with their parents
3	Nil	Nil	Nil	Nil	
4	03	02	01	02	Three children left for Punjab with their parents
5	02	02	--	02	Two children left for Punjab with their parents
Total Primary & Pre-primary	08	05	03	07	
6	Nil	Nil	Nil	Nil	
7	Nil	Nil	Nil	Nil	
8	Nil	Nil	Nil	Nil	
Total Middle School	Nil	Nil	Nil	Nil	
9	Nil	Nil	Nil	Nil	
10	Nil	Nil	Nil	Nil	
Total High School	Nil	Nil	Nil	Nil	
Grand Total	08	05	03	07	

4) How was the school attendance last year? Do you see any trends over the years?

Class	Attendance Percentage
0 (Pre-primary)	76.07%
1	83.6%
2	76.51%
3	82.38%
4	82.06%
5	81.13%
6	72.2%

7	86%
8	90.5%
9	77.5%
10	90.4%

I don't think there is any trend.

5) *What would you say are the primary needs of the community that you serve? Have the economic and social conditions of the villages improved over the last few years? Why or why not?*

Vast social and economic changes are taking place, which are not always easy to interpret. During the MahaKumbh Mela in Allahabad, we sent the students of the 10th (both boys and girls) to Allahabad on a non-bathing day to have a look at the grandeur of the occasion. Some of the best restaurants of Allahabad had opened outlets in the Mela area. I advised the Principal to show the children around and feed them Jalebis (which I like). But the Principal rang up to say that the girls wanted to eat pizzas, and as a result the boys wanted the same; no one wanted Jalebis. I told him to go by the choice of the girls. The question is: how did these girls from backward caste and Dalit families get to know about pizzas? What are their sources of information?

It appears that middle class aspirations are becoming universal in India. Another indication is the change in the dress even of labourers. For school functions we often put up plays based on stories of Premchand. When the appropriate dress for a character is kurta pajama/dhoti, we find it very difficult to get them because no young man seems to wear them now.

Even poor villagers are now much more enthusiastic about education than before. There is a desire for upward mobility which explains Modi's great appeal. The economic conditions of the poor have improved, because labour rates have gone up, partly because of MNREGA rates, though the programme itself is hardly a success. In Aau, the redistribution of land is also a factor. On the other hand, agriculture is becoming more and more expensive and less and less profitable for all concerned.

6) *What are the specific challenges that girl students face? Have you considered any gender sensitivity programmes for the boys?*

Gender sensitivity is behaviourally ensured. But we are gradually shifting towards making our High School a school for girls only.

7) *What were the highlights of last year? What are some things that went well for the school?*

All our students passed their High School exam. Ten of them scored 1st division marks, 3 boys and 7 girls. Nevertheless, boys passing the 8th class from our school don't seem to want to study in our High School. (This is one of the changes taking place here.) Whatever the reasons, this is a clear trend. So we are thinking of gradually admitting more girls and making it more or less a Girls' High School. We will continue to have co-ed in the primary and middle schools.

The girls' trades are running very successfully.

In agriculture we produced 160 quintals Vermicompost and 80 quintals of Nadep organic fertiliser. Probably we will continue to do so. We were able to double the production of sugar cane from about Rs.15,000 to roughly Rs.35,000. This cannot become a trend because conditions for agriculture keep changing.

8) What are the primary areas that need improvement in the school in your opinion?

Teaching is the most basic area needing improvement. Good manpower is difficult to get. Our teachers need training. But training is successful only if the same teacher continues to teach for some years. We see this in the case of our middle school English teacher, who is permanent, and to some extent in the case of our primary school English teacher, who has perhaps crossed the age for applying for a government job. We are experiencing excessive turnover of teachers because of large-scale recruitment of teachers by government. We need to be able to hold a reasonable proportion of these teachers. Salaries have to be increased, and increased regularly.

9) What are the primary challenges in running the school?

Backwardness, lack of understanding of what education really is. This distorts expectations. Boys are taking their own decisions regarding the High School they will study in. They are clearly influenced by the tomtomming of certain Atarra schools and the complete absence of propaganda about our school. We have taken a decision to shift gradually to a girls' High School.

This will pose its own challenges. So far we admitted children at the High School stage only from our middle school. But now we will have to accept girls from other middle schools. This means undertaking the task of educating the uneducated – at the High School level.

10) Beyond the school, what changes do you see in the community over the past few years? What impact did that have for Bhoomiheen?

I have mentioned some of the changes under (5) above. And again when referring to the attitude of boys towards our High School.

Bhoomiheen has made a big difference in the education of Dalits and girls.

11) What has been your experience in finding local support for the school?

If you mean financial support, the experience has been very bad and disappointing.

12) What are your focus areas for the next year? Things that you want to work on in the short term and in the long-term both in terms of the school and outside.

Focus on educating girls and shift towards making the High School mainly a girls' school.

At the level of primary education, we need to work with mothers and guide them to change attitudes and practices relating to children's upbringing.

Enrich our teacher development programme.

13) Anything else that you would like to tell us?

Please provide more and more financial support.