

# BHOOMIHEEN SEWA SAMITI - ANNUAL UPDATE

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 July 2012

Class	No. of Students	Boys	Girls	Scheduled Caste children	Boy/Girl Ratio
0 (Pre-primary)	19	01	18	08	01/18 = 06%
1	37	09	28	18	09/28 = 32%
2	37	17	20	17	17/20 = 85%
3	35	18	17	16	18/17 = 106%
4	35	20	15	18	20/15 = 133%
5	34	13	21	13	13/21 = 62%
Total Primary & Pre-primary	197	78	119	90	78/119 = 66%
6	33	18	15	15	18/15 = 120%
7	35	21	14	16	21/14 = 150%
8	29	17	12	11	17/12 = 141.7%
Total Middle School	97	56	41	42	56/41 = 136.6%
9	16	04	12	06	04/12 = 33.3%
10	16	10	06	06	10/06 = 166.7%
Total High School	32	14	18	12	14/18 = 77.8%
Grand Total	326	148	178	144	148/178 = 83.14%

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
0 (Pre-primary)	1 (Parttime)		1 (help plus cook for primary and prep)	02
Computer Teacher (for classes 1 to 3)		1 Computer Teacher		01
Primary	5 + 1 Music Teacher		1 peon	07
Middle School	5 (paid by state government)		1 clerk, 2 peons – (paid by state government)	[8, all paid by state government]
High School	3			03
Trainers		Sheet Metal 1, Tailoring 1, Beautician 1, (Mushroom, Vermi composting, Agriculture) 1 Radio-TV Repairs 1, Motor Winding 1		6 (3 full time)
Computer Teachers (for classes 4 to 10)		3 Computer Teachers		03

Other Staff		3 Administrative staff at Headquarters (Allahabad)	1 Security Personnel	04
Grand Total (Staff and teachers paid by Asha)				26

Note: The girl who teaches Tailoring also doubles up as a teacher in the Pre-Primary class.

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	Nil	01	Nil	Withdrew Voluntarily
2	02	01	01	02	Left for Punjab with Parents
3	01	01	Nil	01	Left for Punjab with Parents
4	01	01	Nil	01	Left for Punjab with Parents
5	01	Nil	01	Nil	Withdrew Voluntarily
Total Primary & Pre-primary	06	03	03	04	
6	01	01	Nil	Nil	The student left for Ahmedabad to earn his livelihood
7	Nil	Nil	Nil	Nil	Nil
8	Nil	Nil	Nil	Nil	Nil
Total Middle School	01	01	Nil	Nil	
9	01	01	Nil	Nil	Father died; the boy stopped attending.
10	Nil	Nil	Nil	Nil	
Total High School	01	01	Nil	Nil	
<b>Grand Total</b>	<b>08</b>	<b>05</b>	<b>03</b>	<b>04</b>	

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

Class	Attendance Percentage
0 (Pre-primary)	71.57%
1	78.42%
2	79.54%
3	81.29%
4	79.16%
5	81.14%
6	80.31%
7	82.54%
8	83.27%
9	90.06%
10	71.37%

It is difficult to indicate trends, because there are many variables – holidays declared by the state government, unanticipated winter closures because of cold wave, problems of families arising out of fluctuations in agricultural production, etc.

5) Do you have a way to track students who graduate from the school? Roughly what percentage of them go for higher education?

We have a list of ex-students. We are trying to maintain contacts with them, and to an extent we are successful in this. But it needs to be understood that the concept of Alma Mater is essentially an urban one. For villagers loyalty to an institution is still an alien concept. Loyalty to individuals and groups, especially family and caste, is more natural for them. Our guesstimate is that roughly 25 to 30% of our students (boys and girls both) go for higher education, i.e. BA etc. With the starting of our High School this percentage will definitely go up.

6) *Over the years, have older students who had graduated many years back come back to serve the village or the school (as teachers or any other ways)?*

There is no such trend. The reason has been stated above. But some old students did apply in response to vacancies advertised. Our selections, however, are strictly on merit. In general students seek government jobs rather than opportunities for social service. This is true for the whole of India.

7) *What were the highlights of last year? Things that went well for the school & the community in general.*

The following vocational courses have received recognition from NIOS:

1. Tailoring
2. Beauty Culture
3. TV and Radio Repairs
4. Mushroom Production, and
5. Vermicomposting.

In addition, we are also run courses in sheet metal work and motor winding, although these are not yet recognised by NIOS.

Our students are taking the Vocational Education (skill development) programme quite seriously. Poor girls of the scheduled castes and backward castes have done well in the tailoring exam conducted by NIOS. The certificate received by them will stand them in good stead for life. Beauty culture exams will be held in the session 2013-14, and we expect the same excellent results. Boys are keenly interested in TV and Radio Repairs and Motor Winding, in which they are quite proficient. Unfortunately, NIOS has arbitrarily raised the minimum age for taking the certification exam from 14 to 18. So, unlike the girls, our boys will not be able to get a certificate from NIOS.

In agriculture, we are slowly progressing towards organic farming. We produce over 30 tons of organic compost (vermicompost and Nadep compost). However, we are yet to find a satisfactory alternative to chemical pesticides. We have been successful in Fish Farming and expect it to be profitable next year. Mushroom Production was successful.

There has been improvement in academics at our High School level, especially in English and Computers, which are important subjects for modern times. A boy got 75% marks in the subject, which is quite an achievement for a village boy and a village school.

8) *What areas need improvement in your opinion? What are the problems you faced last year? How do you plan to address those issues? How can Asha support you in those areas?*

The priority area where steady improvement is needed is academic teaching. Because of the massive expansion in primary education following the passing of the Right to Education Act, teachers at all levels are seeking to migrate to the government sector. This has de-stabilised our school. Regrettably, the quality of government schools is very bad. So the result of the migration of good teachers to government schools does not improve those schools; it merely spoils the good teachers and makes them bad. At the same time, the better voluntary schools like ours are needlessly de-stabilised. The net effect is to harm education in all sectors.

To counter this de-stabilisation, we urgently need to **increase the salaries of our teachers.**

Asha can help by increasing **financial support for teachers' salaries.**

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

1. Land re-distribution has been the single biggest event in Aau. It has encouraged the process of democratisation and to an extent liberated the deprived groups. Education in the largest sense has now become the most important need for them – and they seek it.

2. Girls are definitely becoming keener on education. Some of them have been repeatedly requesting us to upgrade the school to 12<sup>th</sup> level.

*10) 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.*

Although there is now a demand for upgrading our High School to the Intermediate (12<sup>th</sup>) level, the immediate and short-term task as we see it is **not Growth but Consolidation**. This means (1) Stabilising Finances; (2) Improving the Quality of Teaching; and (3) Improving the Quality of Vocational Education (Skill Development).

Our vocational education (skill development) programme has been inspected by NIOS. The inspectors have recommendation recognition/accreditation. When the Head Office grants us accreditation (as we hope it will), the school will acquire equivalence with an ITI (Industrial Training Institute). This is in addition to its being an academic institute. This will certainly be a valuable contribution to the area. A few days back I was in Aau, and some old students approached me for admission to our vocational courses.

So, for the **long-term**, development of vocational courses and upgradation to 12<sup>th</sup> level could be key objectives.

One change of policy that has occurred in UP is that Maths and Science are no longer compulsory for boys in High School, as they earlier were. We will of course continue to offer these subjects, but this change opens up the possibility of introducing **Commerce** as a subject in High School. This will go well with our vocational courses. This too is a **long-term** objective or possibility.

*11) Anything else that you would like to tell us?*

Please continue to support our work. Actually, we need more funds than before.

*12) How can Asha better serve your needs?*

In the ways already mentioned – by maximising financial support, especially for teachers salaries.