

Education for the Empowerment of Disadvantaged Children

**Project Accomplishment Report
April 2000 to July 2003**

**Project Supported By
UNDP-USAID**

**Implementing NGO
Centre for Rural Education and Development Action
CREDA**

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Summary

- The Centre for Rural Education and Development Action (CREDA) implemented a project entitled 'Education for the Empowerment of Disadvantaged Children' with support from UNDP-USAID. The duration of the project was from April 2000 to July 2003. The project envisaged coverage of 100 villages in Madihan block of Mirzapur district in Eastern Uttar Pradesh.
- Main components of the project were social mobilisation, girls' education, adolescent girls' education, primary school enrolment and retention, convergence with different actors and capacity building.
- Social mobilisation activities covered community, community leaders, panchayat members, parents, employers, schoolteachers, local non-governmental organisations and children. The ultimate aim of social mobilisation was to get the children out of work and into school with gender specific focus on the problems of adolescent girls. Social mobilisation was a dynamic process stretched over the entire project duration. A number of activities like rapport building, creating atmosphere for gender justice and equity, involvement of panchayats, formation of child labour vigilance committee and support to local actors were interwoven in it.
- Under girls' education component of the project 1,250 girls in the age group 8 to 14 years were withdrawn from all kinds of work and provided their basic right to education. Apart from the working girls, the project also covered potential girl child labour. The girls were provided education through 25 education centres set up for this purpose and each centre catered to 50 girls. These girls were provided education equivalent to fifth standard. At the end of their studies their examination was conducted by the district education authorities and all the girls passed out. A majority of these girls are continuing education in the next class.
- Four hundred adolescent girls and daughters-in-law (after this point referred to as adolescent girls) of age over 14 years were imparted education to take collective action on critical issues like gender equity. These adolescent girls were *not* withdrawn from work because in this group sharing burden of household work and in several cases earning some income becomes natural. These girls were imparted education over the next two-and-a-half years while they carried out their routine work and discharged their responsibilities.
- There were a large number of children of around six years age who could have been admitted to government primary schools but for motivation of the parents and school authorities. Also a majority of the drop outs in primary schools could be brought back to the fold of education again if their parents were motivated in a right way. Based on these premises the target was set to enrol 1,500 children in government primary schools and retain 500 drop out children in the schools in the years 2001 and 2003. These targets were met.
- A number of actors like district officials, judicial officials, police officials, education department officials, forest department officials, health department officials, panchayat representatives and media persons were involved with different activities of the project so as to maximise impact of the project.
- Need-based support was provided to 72 primary schools – 42 in 2001 and 30 in 2002 so to a certain extent they could overcome infrastructural constraints and their atmosphere is improved. The support was in the shape of seating mats, blackboards, tables and chairs.
- A number of training were conducted for building capacity of the project staff. In addition a number of workshops on different issues and excursion tours were organised so as to build capacity of different stakeholders.

1. Project Background

The Centre for Rural Education and Development Action (CREDA) implemented a project entitled 'Education for the Empowerment of Disadvantaged Children' with support from UNDP-USAID. The duration of the project was from April 2000 to July 2003. The project envisaged coverage of 100 villages in Madihan block of Mirzapur district in Eastern Uttar Pradesh.

Immediate objectives of the project were:

1. To undertake social mobilisation campaign in 100 villages of Madihan block of Mirzapur district in order to build a perspective and forge coalitions on the issue of education of child labours, potential child labours and disadvantaged children namely adolescent girls
2. (a) Approximately 1,250 children including adolescent girls and other working children are withdrawn from all types of work including potential child labour and get their basic right of education in 25 villages in Madihan block of Mirzapur district
(b) CREDA through resource organisation set up and run 20 educational centre for adolescent girls

The expected output of the immediate objective was that community leaders, panchayat members, parents, employers, school teachers, local NGOs, CBOs, government officials and children mobilised on the issue of getting children out of work and into school with gender specific focus on the problem of adolescent girls

Similarly expected output of immediate objectives 2(a) and 2(b) were: a. approximately 1,250 children including adolescent girls enrolled in community cottage schools run by CREDA, and, b. 20 educational centres for adolescent girls formed to take collective action on some critical issues such as gender equity

A number of activities were planned to achieve these immediate objectives and outputs. In the following pages a consolidated report of the project is being presented.

2. Social Mobilisation

The project envisaged involvement of a large number of stakeholders to attain its objectives. In view of this social mobilisation campaigns were taken up in 100 villages in the project block Madihan. The mobilisation activities covered community, community leaders, panchayat members, parents, employers, schoolteachers, local non-governmental organisations and children. The ultimate aim of social mobilisation was to get the children out of work and into school with gender specific focus on the problems of adolescent girls. Social mobilisation was a dynamic process stretched over the entire project duration. A number of activities were interwoven in it in such a way that often it became rather difficult to look at them separately – in fact one mobilisation activity flowed in from the other.

2.1. Rapport Building

This was the first activity under the project. The task was, however, relatively easier as the organisation already had presence in the area. Rapport building involved renewing contacts with different stakeholders like community members and leaders, panchayat members, parents, employees of children, school teachers, local NGOs, CBOs, government officials and children. The tools used for rapport building were meetings, rallies, focus group discussions and camps. Role plays and street plays were profusely used while implementing these tools. The list of the villages where rapport building was carried out is presented in Annexure I.

In all 1,622 meetings covered 49,062 people. The details of these meetings are given in table 2.1. The following issues were emphasised upon in these meetings:

- Exploitation of women
- Fundamental rights of women
- Gender equity
- Importance of girls' education
- Importance of adolescent girls' literacy
- Equality of wages between men and women
- Minimum wages
- Personal health and hygiene
- Attention and care on health issues of women and children
- Direct involvement of the women panchayat members in decision-making and avoidance of proxies
- Sensitisation of women on the need and importance of unity amongst them

- Sensitising the community on environmental issues
- Evil of child labour

Table 2.1: Details of meetings organised

Sl. No.	Year	No. of meetings held	No. of participants
1.	2000	72	12,094
2.	2001	489	12,491
3.	2002	374	10,050
4.	2003	687	14,427
	Total	1,622	49,062

In all 69 rallies were organised with participation of 12,189 people. These included volunteers, women's groups, project staff, adolescent girls, panchayat members, vigilance committee members and resource organisations. The purpose of the rallies was to bring out more people from the villages so they could take initiative in the project activities. The details of the rallies are given in table 2.2.

Table 2.2: Details of rallies organised

Sl. No.	Year	No. of rallies held	No. of villages covered	Approx. no. of participants
1.	2000	9	22	4,779
2.	2001	40	57	4,656
3.	2002	11	28	1,591
4.	2003	9	13	1,163
	Total	69	120	12,189

The community was sensitised on the following issues through these rallies:

- Gender bias
- Exploitation of women
- Working children
- Lack of quality education
- Disparity between wages of men and women
- Other social and gender related issues

Regular focus group discussions were held with the participation of project staff and volunteers. The details of FGDs held are given in table 2.3.

Table 2.3: Details of focus group discussions

Sl. No.	Year	No. of FGDs	No. of participants
1.	2001	45	674
2.	2002	13	272
3.	2003	7	82
	Total	20	1,028

The issues discussed were:

- Human rights with special emphasis on women's rights
- Childhood and child rights with special focus on girls
- Situation of living conditions of working girls in the project area
- Miserable condition and exploitation of working girls
- Health and nutritional conditions of women and children, especially girls
- Educational entitlement and behavioural patterns within the family and community
- Girls' education
- Withdrawal of children from work and their admission to schools
- Participation of women in panchayats
- Public distribution system
- Human rights with special focus on women's rights
- Government housing facilities for rural poor
- Sustainable livelihood
- Relation between mothers and daughters
- Decision making by women in society and family
- Enhancement community's knowledge on motherhood, children, reproductive health, nutrition, personal health and hygiene and sensitivity of the relationship between mothers and daughters

In all 20 camps, focused on gender issues, were organised for improvement of community knowledge with active participation of various stakeholders. Their details are given in table 2.4.

Table 2.4: Details of camps organised

Sl. No.	Year	No. of camps	No. of participants
1.	2001	12	543
2.	2002	12	1,496
3.	2003	8	2,009
	Total	20	4,048

A number of issues were tackled in these camps:

- Motherhood
- Childcare
- Reproductive health
- Importance of education of girls and adolescent girls
- Nutrition
- Child labour and its ill effects

- Sensitivity of relationship between mothers and daughters and mothers-in-law and daughters-in-law
- Knowledge of government schemes like old age pension, maternity benefits, etc.
- Knowledge of government development schemes like Indira Awas, Kol Awas, etc.
- Information related to panchayats

2.2. Creating Atmosphere for Gender Justice and Equity

Atmosphere was created for gender justice and equity through people's participation and social mobilisation. This was done through village level meetings, personal contacts, mass mobilisation and focused meetings. The targets of these activities were mothers' groups, women panchayat representatives and community leaders. Emphasis was laid on the following issues:

- Opportunities to the girl child for education
- Development and educational opportunities for adolescent girls
- Wage payment structure
- Workload on women
- Designation of responsibilities
- Right of expenditure to women
- Attention and care on health issues of women
- Direct role of panchayat representatives and avoidance of proxies
- Benefit of social security schemes for women

2.3. Community Mobilisation

Community was mobilised with twin objects: one, to set up 25 girls' centres, and, two, identification of 1,250 out of school girls in the age group 8 to 14 years for admission in these centres. As a result of community mobilisation efforts, parents, community members, panchayat representatives and mothers' groups realised importance of education of girls. They and the project staff together identified 1,250 girls for admission into the education centres for the girls. The mothers of these girls relieved the girls from all type of work so they could attend the schools. Also as a result of the efforts, 42 people in the villages parted away with mud and thatched houses for setting up education centres. Three gram panchayats spared their panchayat bhawans to run the centres from them. The list of the structures is given in Annexure II.

Role of community extended beyond providing space for setting up education centres. The community members actively participated in management of girls' and adolescent girls' education centres. In addition they provided cooking fuel and green vegetables for preparing mid-day food distributed to the students. The monetary cost of this contribution and rent of the space provided them works out to be nearly Rs 12.80 lakh as outlined in the table 2.5.

Social mobilisation activities led to creation of positive environment for education in the project villages. Even those parents whose daughters were engaged in some income

earning activities withdrew their daughters from those activities and got them enrolled in the education centres.

Table 2.5: Community contribution in kind

Sl. No.	Description	Contribution amount over years (Rs)				Total (Rs)
		2000	2001	2002	2003	
1.	Firewood	-	1,16,914	1,16,910	68,191	3,02,015
2.	Green vegetables	-	1,73,572	1,74,326	1,00,916	4,48,814
3.	Rent of premises	9,200	2,01,600	2,01,600	1,17,600	5,30,000
4.	Repairs of premises	-	-	15,728	-	-
	Total	9,200	4,92,086	5,08,564	2,86,707	12,80,829

2.4. Involvement of Mothers and Mothers-in-law

Mothers and mothers-in-law were found to be most important stakeholder in the project as it is with their permission only that the girls and adolescent girls, including daughters-in-law, could attend education centres. Attempts were made to change the mindset of the parents and in-laws of adolescent girls and daughters-in-law. An important point discussed was to make adjustment in household chores so adolescents could attend schools set up for them. Consensus building process between mothers and daughters on one hand and mothers-in-law and daughters-in-law on the other emerged as a strong point in changing the traditional attitude towards women empowerment.

A series of meetings focused on the following issues were held with them:

- Education of the girls, especially of adolescent girls
- Women's health
- Childcare
- Equality of wages between men and women
- Rights of women
- Setting up of women's groups

2.5. Involvement of Panchayats

In all 12 meetings with participation of 462 members were organised with the panchayat representatives. These meetings were targeted at conveying to them the ongoing activities and seek their cooperation. The panchayat members helped the project workers in setting up education centres in the villages of their respective gram panchayats. As a result of involvement of panchayat representatives three education centres were run from the panchayat bhawans.

The following issues were discussed with the panchayat representatives:

- Women's rights
- Childhood and child rights with special focus on girls
- Women livelihood related activities

- Government schemes and problems of women and children
- Cooperation of panchayats to girls' centres and adolescent girls' centres
- Role of women in panchayats' decision making
- Roles and responsibilities of panchayats in education of girls and adolescent girls

2.6. Child Labour Vigilance Committee

Twenty child labour vigilance committees (CLVCs) were set up to persuade parents to withdraw their children from all types of work, build pressure against migration of children, mobilise community against child labour and enrolment of girls and adolescent girls in education centres. CLVC members were directly involved in checking employment of children and planning and establishing the education centres for girls and adolescent girls. CLVC members also supported and assisted women's groups and community in enrolment of the girls, adolescent girls and out of school children.

During the project period 445 meetings of CLVCs with a participation of 2,813 members were held to discuss and take decisions on various facets of girl child labour and their education. The outcomes of these meetings were:

- CLVCs were able to persuade parents not to send their children, especially girls, to work
- The community members were sensitised about the importance of girls' education. They have started realising that if a girl is educated she can bring literacy to two families, that is, the family of her parents and in-laws
- The seasonal migration of girl child labours was checked. The seasonal migration was rampant during harvesting and sowing season, more particularly at the time of paddy transplantation
- Enrolment of out-of-school children increased in the project area
- Replacement of working girls was checked
- School attendance was increased

2.7. Exposure Trips for Adolescent Girls

In all 17 village level exposure visits were organised for 562 adolescent girls enrolled in adolescent girls' centres. The main purpose of the visits was to provide an opportunity of social interaction to the adolescent girls. The girls also had a chance to know each other, their villages, customs, centres' functioning, education programmes, etc.

The adolescent girls continued to discuss the following issues:

- Physical changes taking place in them
- Health, dowry and superstition
- Child marriage
- Girls education
- Perception of the society about girls

- Positive and negative aspects of their thinking about society
- Adjustment with the family
- Adjustment with the classmates
- Family atmosphere
- Government schemes like Balika Samridhi Yojana, Integrated Child Development Scheme

2.8. Support to Local Actors

Under this training and material support were provided to local NGOs, CBOs, panchayats, community leaders, women's groups and volunteers on the issue of adolescent girls and working children. Following the support mass awareness campaigns were organised on the issue of adolescent girls' education and working children in 100 villages with the participation of 45 school teachers, 55 panchayat representatives, 25 NGO/CBO representatives and community. Material support in the shape of handbills and posters was provided to panchayat representatives, women's groups, volunteer groups and general public to facilitate smooth mobilisation and sensitisation of the community. Wall writings were also taken up in the villages. Some wall writing slogans are given in Annexure III.

3. Girls' Education

Under girls' education component of the project 1,250 girls in the age group 8 to 14 years were withdrawn from all kinds of work and provided their basic right to education. Apart from the working girls, the project also covered potential girl child labour. The girls were provided education through 25 education centres set up for this purpose and each centre catered to 50 girls. These girls were provided education equivalent to fifth standard. At the end of their studies their examination was conducted by the district education authorities and all the girls passed out. A majority of these girls are continuing education in the next class.

3.1. Instructors' Recruitment and Training

In all 25 instructors, one each for each education centre, were recruited for the project. For recruitment of the instructors the following criteria was adopted:

- As far possible the instructor should be from the same village in which she has to teach
- Instructor should be minimum 10th standard pass
- Instructor must be woman
- She must be acceptable in the community
- She must have ability to motivate the parents for education of girls
- She must be ready to make home visit of the enrolled girls
- She must be ready to spare her time in social mobilisation campaigns
- She can interact easily in the classroom

Before finally selecting the instructors, written examination and interviews of the prospective candidates were held. Since women instructors were not available in all the villages nine men were also selected as instructors. Of all the instructors selected 19 were educated well beyond minimum qualification of 10th standard – 14 were educated up to 12th standard, four were graduates and one was post graduate with a degree in education.

After selection the instructors were provided two-day training to apprise them about the content and methodology of interacting with the enrolled children and activity planning for classroom education. An in depth training of the instructors spread over five days was held in January 2001. Two resource persons from the Department of Education, Uttar Pradesh, were hired for the training. During the training the instructors learnt teaching techniques, especially joyful learning methods, and developed innovative teaching material. These were used in the classrooms profusely. Apart from the government curriculum components like clean environment, personal health and hygiene, childhood and child right, social values and flora and fauna were included in the curriculum to add value to the education imparted.

3.2. Education Centres

Education centres for the girls were set up in collaboration with different stakeholders and community as outlined in section 2.3. The list of education centres is given in Annexure II. All education centres except two were started on December 8, 2000 and the rest on December 20, 2000. Over the next two-and-a-half years these education centres were hub of educational and other activities in the villages they were housed in. However, education centres at four villages had to be closed down on June 30, 2002 and another at another village on September 30, 2002, because of operational reasons. These were replaced by new ones immediately. The necessary details are presented in Annexure II. Girls studying in these centres were, however, not allowed to suffer and they were admitted to the nearest government primary school. These girls were continuing studies in their primary schools. New girls were admitted to the new schools that replaced the earlier ones.

For teaching non-formal education system of the Uttar Pradesh Government was followed with additions like social science, science, moral education, drawing and physical training. Family life education formed part of the education. Gyandeeep Part I and Part II for the first and second years were used for teaching the girls.

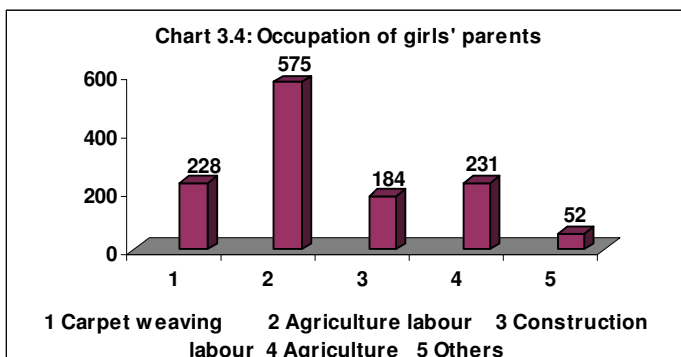
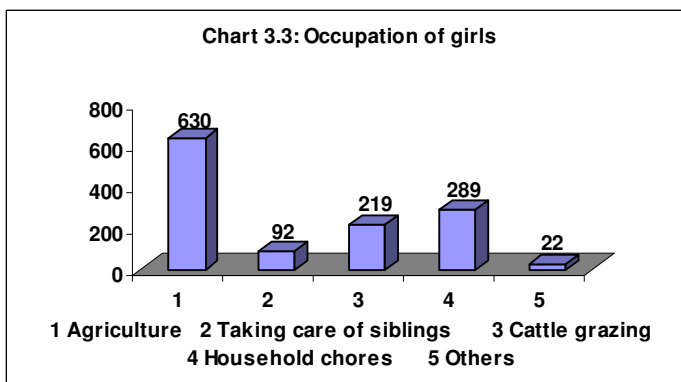
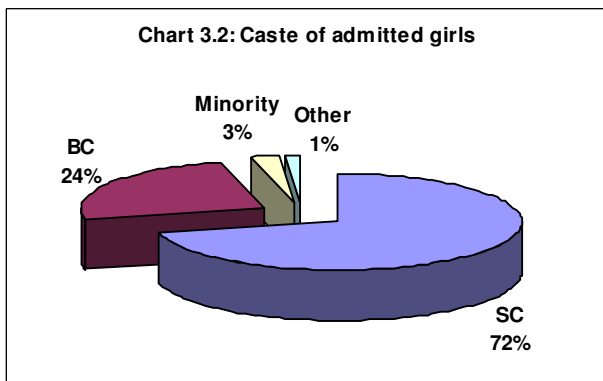
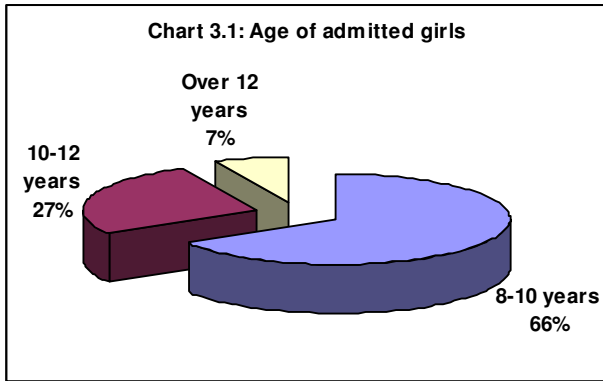
The education centres functioned from 6.30 in the morning till 11.00 in the forenoon during summers and from 9.30 in the morning till 3.30 in the afternoon during winters. All the children studying in the education centres were provided educational material like books, writing material, bags, etc. They were also provided nutritious mid-day meal. Periodic health check up of the girls was also carried out by the project director and sick girls were provided medicines. As a result every girl got medical attention and care.

Regular parent teacher meetings were organised in all the education centres throughout the project period. These meetings discussed regularity of the girls, support to the centres, behaviour of the girls, teaching methods, mainstreaming of the girls, atmosphere of the centres, child marriage, mothers' participation in home work, education as a mean of women empowerment, teachers' behaviour and personal health and hygiene.

3.3. Profile of Girls

Background information about the girls admitted was collected through a format specially designed for the purpose. The information was collected in terms of name, age, father's name, caste/religion, family occupation, average monthly income of the family, family size, type of work girl was involved and place of work. Information about the girls admitted was compiled in spreadsheets.

At the time of admission 66 per cent girls were in the age group 8 to 10 years, another 27 per cent in 10 to 12 years and the rest in over 12 years age group (chart 3.1). Nearly three fourths of the girls were Scheduled Castes, while nearly one-fourth belonged to Backward Class (chart 3.2). The rest, including Minorities and Others were negligible. As far as occupation of the girls was concerned the largest percentage of girls were engaged in agriculture related activities (chart 3.3). They were followed by the girls working inside homes and were grazing cattle. Again the largest percentage of parents of these girls was working as agriculture labour (chart 3.4). After that came agriculturists, carpet weavers and construction labours.



3.4. The Progress

In all 1,000 girls were able to complete full term of education. Five centres were closed down mid-way and these girls were admitted to government primary schools. Their internal examination was conducted. Five new centres were opened in place of the closed centres, but these 250 girls could not complete full term. But their examination was taken by the Education Department.

Of the 1,000 girls who completed full term 899 cleared it in first division, 99 in second division and two in third division. And of the 250 girls who completed part of the term but appeared in the examination 197 cleared it in the first division and the rest 53 in the second division.

If one looks at the staggered numbers, it is evident that in all 1,500 girls benefited from the project against the target of 1,250 girls.

3.5. Onto Further Studies

A majority of the girls who have cleared their examination were determined to pursue further studies despite their age. They were through the process of taking admission in the junior high schools or primary schools as the case may be.

4. Adolescent Girls' Education

Four hundred adolescent girls and daughters-in-law (after this point referred to as adolescent girls) of age over 14 years were imparted education to take collective action on critical issues like gender equity. These adolescent girls were *not* withdrawn from work because in this group sharing burden of household work and in several cases earning some income becomes natural. These girls were imparted education over the next two-and-a-half years while they carried out their routine work and discharged their responsibilities.

4.1. Instructors' Recruitment and Training

In all 20 instructors were recruited for 20 education centres. These instructors were essentially women. A five-day special training was organised for the instructors. Different techniques and innovative teaching aids were used to train the instructors so they could work with the adolescent girls as teacher, friend and guide.

4.2. Education Centres

Education centres for adolescent girls were established in collaboration with different stakeholders and community as outlined in section 2.3. The list of education centres for adolescent girls is given in Annexure II. All education centres started on January 15, 2001. However, education centres at six villages had to be closed down on June 30, 2002, because of operational reasons. These were replaced by new ones immediately. The necessary details are presented in Annexure II. New adolescent girls were admitted to the new centres.

The timing of education centres for adolescent girls was decided by the enrolled adolescent girls according to their convenience. Generally speaking, such education centres functioned on different time of the day. Mobile libraries were set up in 32 villages of the project area to develop reading habit among the adolescent girls. Supplementary nutrition was provided to all the adolescent girls as a part of mid-day meal scheme.

Two gender consultants were engaged to develop a special curriculum for education of adolescent girls. A three-day workshop was organised for this purpose and the project staff and animators participated in it. Material from the resource persons and resource organisation were collected for developing the curriculum.

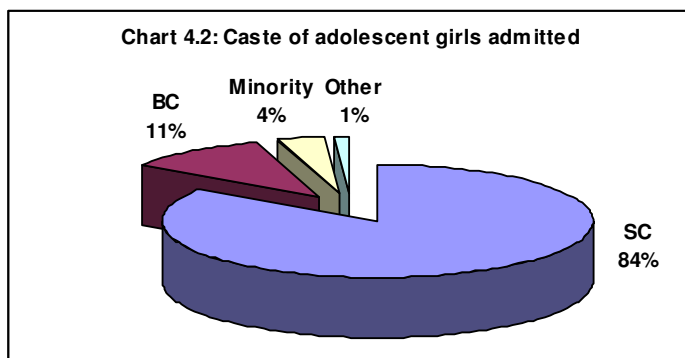
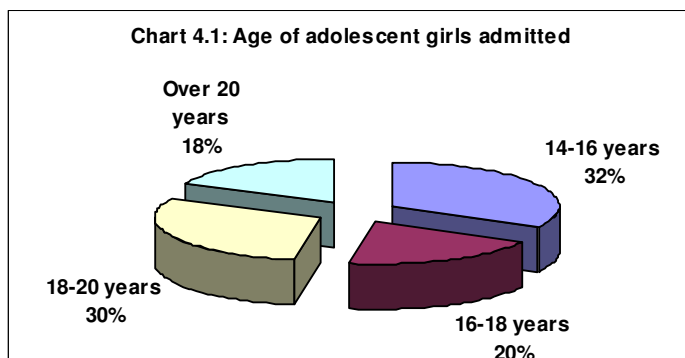
The education centres for adolescent helped in formation of groups of adolescent girls. They provided among other things the following:

- Open atmosphere to admitted adolescent girls
- Functional literacy
- Knowledge about women's rights

- Skill training
- Environmental education
- Family life education
- Knowledge about physical and mental changes in them
- Knowledge about behaviour
- Knowledge about adjustment in the society
- Knowledge about personal health and hygiene
- Knowledge about gynaecological disorders
- Knowledge about child health and childcare
- Knowledge about panchayats' function
- Knowledge about importance of education
- Knowledge about benefit of small savings

4.3. Profile of Adolescent Girls

Background information about the adolescent girls admitted was collected through specially designed formats. At the time of admission 32 per cent per cent belonged to 14 to 16 years age group and 30 per cent to 18 to 20 years age group (chart 4.1). Over three-fourth of the adolescent girls belonged to Scheduled Castes, while the percentage of adolescent girls belonging to Other group was lowest (chart 4.2).



4.4. The Progress

The life of the adolescent girls admitted to the education centres has changed considerably and for better. This statement is backed by a number of case studies (please see Chapter 11 Success Stories). At the end of the term an examination of the adolescent girls was taken Basic Education Department. All the adolescent girls cleared the examination with 7.0 per cent in first division, 27.5 per cent in second division and 65.5 per cent in third division.

4.5. Life Beyond Education Centres

A one-day convention was organised at Kakarad village with participation of community, women's groups, volunteers, adolescents and other stakeholders on December 31, 2001. The objective of this convention was to provide an open dais to adolescent girls so they could air their feelings. Five gram pradhans, four panchayat members, 400 adolescent girls, 45 school teachers, eight animators and over 500 villagers, especially women and adolescent girls from the project area attended the convention.

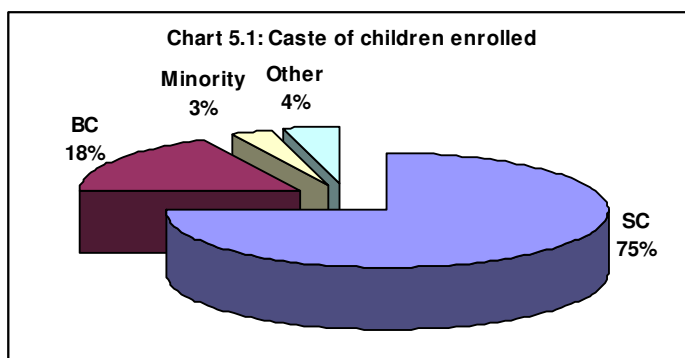
At the time of admission the youngest adolescent girls were at least 14 years old. After two-and-a-half years the youngest adolescent girls are nearing 17 years and are on threshold of their youth. At this stage they are not expected to join mainstream education system and neither their curriculum was designed in such a way that they could get entry into formal education system. But certainly these adolescent girls have turned into citizens who are equipped with reading and writing skills, are better organised and are well versed with the vagaries of lives. This indeed is a big achievement. But still bigger achievement will be visible when in the coming years they will treat their children in a sensitive manner and send them to schools for their overall well being.

5. Primary School Enrolment and Retention

The experience shows that there were a large number of children of around six years age who could have been admitted to government primary schools but for motivation of the parents and school authorities. Also a majority of the drop outs in primary schools could be brought back to the fold of education again if their parents were motivated in a right way. Based on these premises the target was set to enrol 1,500 children in government primary schools and retain 500 drop out children in the schools in the years 2001 to 2003. Before the start of enrolment and retention headmasters of government primary schools and district level officials of education department were contacted so as to facilitate the process.

5.1. Primary School Enrolment

As against the target of enrolling 3,000 children in primary schools 3,014 children were enrolled in 42 government primary schools. The maximum number of children were enrolled in the primary school at Khantara and minimum number of children in primary school at Kuhki. Of these 55.09 per cent were boys and 44.91 per cent were girls. Three-fourth of the enrolled children belonged to Scheduled Castes and nearly one-fifth to Backward Classes (chart 5.1).



5.2. Putting an end to Dropout – Retention

Out of the children who had dropped out of classes due to any reason 500 were brought back to the fold of education in the years 2001 and 2002. The retention took place in classes 2, 3 and 4 in 10 schools of the project area. Over three-fifth of retentions took place in class 2 meaning that there is a great tendency among the children to drop out after class 1. There is, therefore, urgent need to give special attention to this segment of children. Of the total children retained 62.5 per cent were boys and 37.5 per cent were girls.

5.3. Educational Kits

All the children who were enrolled and retained were provided educational kits. Each kit included text books, exercise books, pencils, erasers and drawing material placed inside bag. During the project period 4,014 children were provided educational kits.

6. Convergence with Different Actors

A number of actors were involved to facilitate implementation of the project. Their details have already been given in the previous chapters. Here we are concerned with five types of actors whose involvement led to planned and in some cases unplanned results.

6.1. District Officials

In collaboration with the District Legal Aid Committee, a special camp on legal issues and literacy was organised at Kanhaipur village on November 25, 2001. The District Judge, Civil Judge, Chief Judicial Magistrate, Sub-divisional Magistrate, tehsildar, police officers, officials of the forest department, block pramukh, block development officer, gram pradhans and other district and block level officials participated in this camp. In addition over 600 villagers, including men and women, were made aware of their legal rights through this camp. Some of the long pending disputes and other legal problems of the villagers were discussed and recorded in this camp. Additionally the following issues were raised and discussed in the camp:

- Old age, widow and disabled pension
- Bonded labour
- Child labour
- Minimum wages
- Dowry
- Child marriage
- Issues related to forests
- Fake bank loaning
- Mutation
- Laws related to Scheduled Castes and Tribes

Thirteen Kol (tribals) were identified as homeless in the project block. The district magistrate was approached with the list of these homeless tribals with a request to include them in the government housing scheme for Kols. All the 13 tribals were sanctioned Rs 20,000 each for construction of their homes.

6.2. Education Department Officials

A number of meetings were held with the officials of the district education department. The aim of these meetings was to establish rapport with them so as to facilitate mainstreaming of the girls in primary schools and enrolment and retention of the children. Constraints being faced by the government primary schools were discussed with the officials and offer of help to overcome these constraints was made to them.

6.3. Health Department Officials

Health department officials were involved to create awareness about health and to reach health services among the villagers. Three camps were organised to meet the purpose:

- A health camp was organised at Rah Kalan village with the active support of government health workers on November 10, 2001. Nearly 1,000 people, including women, children, adolescent girls and men, benefited from this camp
- A health camp was organised at Kakarad village on December 31, 2001. A total of 350 people including women, adolescent girls and men benefited from this camp
- A health camp was organised at Piori village with support from the government health workers on June 24, 2002. In all 304 villagers, including 139 women, 123 children and 42 men, benefited from this camp

With cooperation of the instructors and other programme workers on one hand and the government health workers on the other 2,256 children were administered Polio drops as a part of Pulse Polio Drive.

6.4. Health Check-up

During the entire project period regular health facilities including check-ups and medicines were provided by the project doctor to enrolled girls and adolescent girls. The following ailments were normally diagnosed:

- Anaemia
- Hypocalcaemia
- Gynaecological problems
- General diseases like respiratory tract infection, malaria, dysentery and malnutrition

Among the sick adolescent girls, nearly 50 per cent had anaemia, while another 50 per cent accounted for rest of diseases.

6.5. Media

During the project period good relations were established with media so the success stories could be put forth before a wider audience and build positive image about the work being done. Rapport was built with media persons at the local, state and national levels. As a result a number of news/articles were published in the newspapers and magazines. A few months after the start of the project the then US Ambassador to India Richard F Celeste and wife Jaqueline Celeste visited the project area. His visit was widely covered by several newspapers of repute.

7.Capacity Building

A number of training were conducted for building capacity of the project staff. Mention of these training is there at appropriate places in the report. In addition to the training a number of workshops on different issues and excursion tours were organised so as to build capacity of different stakeholders. Details of training, workshops and exposure tours are being given below.

7.1. Training and Workshops

a. Training for Joyful Learning

This was organised for the instructors of education centres from January 25 to 29, 2001. A trainer from outside was especially hired for the purpose. The role of instructors was outlined as one who took the children from lack of knowledge to knowledge. Methods of teaching Hindi and Mathematics in an interesting and joyful manner were explained to the instructors. Multi-level teaching was necessary to cater to the needs of children of different ages and qualifications.

b. Training for Supervisors

Supervisors were imparted training for a day on February 19, 2001 for monitoring. Different project related monitoring indicators were outlined at the training and the participants were imparted knowledge as to how they were going to monitor the progress of the project in the time to come.

c. Animators' Training

Animators were imparted training for three days from April 30, 2001 to May 2, 2001. The training began with the briefing of the project to the animators selected. Qualities of animators were brought out by group discussion. In the later stages of the training the animators were apprised of their works. After this animators were allocated villages.

d. Workshop for Course Development

A workshop for course development was organised from May 28 to 30, 2001. The workshop was attended by 17 participants and two trainers. The workshop began with lectures of resource persons. The lectures were followed by group discussions and question answer session. These brought out salient points on which the instructors wanted to impart training to the girls. It conspired that three traits need to be developed among the girls through education: constructive, behavioural and cooperative. On the basis of these traits course content was developed.

e. Animators' Training

A three-day training for animators was organised for animators from September 15 to 17, 2001. The topics covered included status of women, power of collectiveness, problems of villages, need of girls education and tasks of animators. A mix of training methodologies like lectures, small group discussion, songs and games were used.

f. Vocational Training

This training was aimed at developing certain skills among the adolescent girls along with education. The instructors of the adolescent girls' education centres were participants of this training organised from February 5 to 9, 2002. The skills were stitching and embroidery.

g. Capacity Building Training

A training was organised for instructors and supervisors for five days from February 26 to March 2, 2002. The issues addressed in the training included:

- Family culture
- Rights of adolescent girls and their place in the family
- Participation in decision-making in the family
- Rights of the adolescents and law
- Environment
- Gender
- Family life education

Three resource persons were hired from outside for imparting the training.

h. Gender Based Specific Issues

A two day workshop on the topic 'gender based specific issues' was organised on July 25 and 26, 2003, to discuss education of girls and women, health and rights of equality. In all 16 panchayat representatives, three teachers of government schools, project staff and adolescent girls and their parents participated in the workshop. The highlight of the workshop was group discussions on seven topics:

- Mean to break lack of interest of parents and society towards education of children
- Problems and solutions of rural adolescents, both boys and girls
- Opportunity of education to girls on the basis of people's participation
- Coordination of government and non-government organisations for education of adolescent girls
- Lack of interest poor families towards education of their children
- Reasons of child labour and means to combat it
- What could be done to stop exploitation and injustice of poor

The workshop observed that unless girls were educated equity in the society will be a far cry. It concluded that people should be exhorted to link the girls with mainstream of education.

7.2. Excursion Tours

a. To Gramras, Sevapuri

An exposure trip to the organisation Gramras in Sevapuri in Varanasi district was organised for the project staff, organisers and instructors on February 27, 2001. The 17-member team visited adolescent girls programme. Gramras is imparting residential education to adolescent girls.

b. To Different NGOs in Lucknow

An exposure trip was organised to Lucknow for the project staff, organisers and instructors from December 23 to 27, 2001. The 15-member team visited work area of Uttar Pradesh Voluntary Health Association, Self-Employed Women's Association and Literacy House. These organisations are engaged in adolescent girls education.

c. To CINI-Asha, Calcutta

An exposure trip was organised from July 21 to 26, 2002 to Kolkata for the project staff at CINI-Asha to see its project, learn by their experience and enhance capacity of self. The 10-member visiting team went to the programmes run by the organisation in urban areas of the city. The team visited Girls' Half Way House, Drop in Centre, Boys Centre, Coaching Centre and Tiljala Health Centre. It also visited some street children and slum children. The team was particularly impressed to see that the children learn skills along with education so they could become self-reliant after studies.

d. To CYSD, Bhubaneswar

An exposure trip was organised from February 21 to 25, 2003, to the Centre for Youth and Social Development in Bhubaneswar, Orissa to learn method of working of this organisation. Though the CYSD is working in a number of sectors, the visit was limited to see the work related to education, health, livelihood and self-help groups. The visit covered five villages in most challenging conditions. The learning of the 10-member team was that there were areas more difficult to work than their operational area and anything could be achieved with continued and dedicated work.

8. Miscellaneous Activities

A number of activities were carried out which were supportive of many activities of the project, but could not be classified under any particular head. Their account is given below.

8.1. Need Based Support

The government primary schools suffer from chronic infrastructural shortage and shortage of teachers. Under the project need-based support was provided to 72 primary schools – 42 in 2001 and 30 in 2002 so to a certain extent they could overcome infrastructural constraints and their atmosphere is improved. The support was in the shape of seating mats, blackboards, tables and chairs. The list of schools to which need based support was provided is given in Annexure VI.

In addition attempts were made to change attitude of teachers, leading to an increase in enrolment and personal attention to the students.

8.2. Mainstreaming

To ensure that benefits of the project to the girls and adolescent girls do not wither away, eligible girls were mainstreamed in appropriate classes of regular primary and junior high schools. When five educational centres for girls were closed down in the middle of 2002 almost all the girls studying in those centres were mainstreamed in the nearest government primary schools. For this special efforts were made with the education officials and parents of the girls were motivated to send their daughters to the primary schools.

As the girls completed their education in July 2003 they became equipped with education equivalent to fifth standard. Their examination was taken by the education department. These girls were going through the process of taking admission in standard sixth in junior high schools near to them.

8.3. Follow-Up

A follow-up strategy was formulated to ensure that the project activities moved in the right direction. The project envisaged removal of girls from all kinds of work and their linkage with education. It also envisaged linkage of adolescent girls and daughters-in-law with education. While removing the girls from work there was always a danger of new ones replacing them. To prevent this, the community was mobilised and village volunteers, panchayats and staff were involved. As a result of this replacement of girls on workplace almost stopped. Because of stoppage of replacement of girl child labours, gradually adult employment increased in cottage industry and farm sector.

8.4. International Women's Day

International Women's Day was celebrated on March 8, 2002 at Peori village. Nearly 450 women from 25 villages and 200 men, 100 adolescent girls, 25 panchayat members and 65 field staff participated in the celebrations. The women brought out a rally that traversed a distance of 2 km raising slogans like *ham bahenein mange teen adhikar roti, shiksha, poora pyar* (we sisters demand three rights food, education and full affection), *aadhi roti khayenge hak apana lekar manenge* (we will take half diet but will insist on our rights) and *ham sabka yeh abhiyan, aurat ko do shiksha gyan* (our campaign is for the education and knowledge of wome).

After the rally the women held a meeting in which women panchayat representatives and instructors and students of education centre spoke. The issues addressed included education, child labour, minimum wages, women's rights, dowry, agriculture, etc. It transpired at the meeting that women will have to come out of their homes to get their rights. At the end a cultural programme was also organised.

9. Success Stories

Each girl or adolescent girl was a story in herself. Coming from diverse backgrounds, the girls had one thing common – they were denied education in their childhood. The reasons were many: some had to look after their siblings and some had to do household chores so their mothers could go on work and earn a few extra rupees for the family. Others had to work themselves to earn those extra rupees. As the project progressed they became vocal and transformed themselves into altogether different persons. A few such success stories have been recorded and they are being given below.

1. Unwilling Mother Finally Sends Her Daughter to School

Seema, daughter of Shanti and Rampati, was studying at girls' education centre at Madaria village. Her parents were illiterate and she herself was the first generation learner. She was the oldest among the five siblings. Her mother, a farm labour, was not interested in sending her to school as she was the only responsible person to look after the younger ones, once the parents had gone to work. But with the increasing involvement of women in the project and willingness of her father, a carpet weaver, the mother also gave in. Before joining the school, Seema was engrossed in all the household chores, morning till late night. After she joined the school, the parents shared household work and Seema helped them in her spare time. When asked how she managed her schooling as well as household chores, she came the reply if she continued getting opportunity of education, she would always be happy in doing household work too.

2. From Carpet Weaving to School

Ranjana and Pushpa are residents of two distant villages Geruahi and Rah Kalan, respectively. The former is a Kol, a Scheduled Tribe, and the latter is a Baniya, a trading community. Location and castes apart, the common point between the two was that they were pushed into carpet weaving at a tender age of nine years for a pittance of Rs 100 to Rs 150 per month. That continued for years. They were afflicted with a multitude of diseases like backache, cough, eye ailments, fever, etc. When CREDA's staff went to their villages to hold intensive meetings and staged street plays, these adolescent girls decided to join the girls' education centres. Towards the end of the project both of them were 16 years old and were firm to continue their education, despite the fact that both hail from extremely poor families. They would, however, need handholding in the years to come.

3. Not Just Numbers and Alphabet, But Other Things Too

Radha Kumari was a student of girls' education centre at Kusumha. She is one of the four daughters of Babloo and Kalui Devi, the eldest one being married off, Radha at the close second. Though there is a government primary school in their village, none of the sisters was sent for studies by the parents as these girls were considered to be

source of the family's extra income. Radha was also involved as a farm labour like her mother. She also used to collect firewood from the forest to be sold for money. Once in the school she was regular and helped her parents in household chores in spare time. When asked about her life had changed in the school, she was quick in replying that behanji (instructor) did not only teach arithmetic and alphabets but also told about virtues like cleanliness, regularity, punctuality, etc.

4. Picking Up Books Eight Years After Marriage

Munni, wife of Awadhraj of Ahol village, was a regular student of adolescent girls' education centre being run in her village. Her illiterate parents used Munni as a wage earner for their family. She had to work as a farm labour and was kept busy looking after her younger siblings. As soon as the parents found a 'suitable' match for her she was married off to Awadhraj. As per Munni, she always wanted to go to a school but her parents made her an object of money making. It was after eight years of her marriage that adolescent girls' education was started in her village and she was allowed to attend the classes – much to the satisfaction and fulfilment of her 'forlorn' desire for education. She thanked her husband and mother-in-law for providing her the opportunity, which her parents had denied. Munni's mother-in-law sent her to the centre in time and also looked after her (Munni's) four children. Munni proudly said that whereas she did not know anything earlier she knew many things after having joined the centre. Besides getting elementary knowledge of numeracy and literacy, she learnt about the mannerisms, social evils, cleanliness, healthy environment, better neighbourhood, childcare and community participation.

5. Beyond Books Into the Realities of Life

Indrawati is daughter of Chhote Lal, a carpet weaver and Manjari Devi, a farm labour. Indrawati's life had been a tale of misery prior to her joining the girls' education centre run in her village. She used to leave home at 8 in the morning for cattle grazing and collecting firewood. It was not before 5 in the evening that she used to come back home from the forest. There had been a government primary school in her village but her parents were unable to send her to the school as there was no money for buying school bag, books, etc. When CREDA opened a girls' education centre at the village, offering free education and free books, stationery and bags, she persuaded her parents to enrol her in the school. That particular decision changed her life and the girl gained confidence. She had an illiterate elder sister of marriageable age with whom she compared herself and said when she looked at her sister, she was able to understand the difference between education and illiteracy.

With a spark of light in her eyes, she narrated one incident when she prevented her mother from being cheated. One day a hawker selling cloths came to her village. Her mother wanted to buy 80 cm of blouse piece for herself. The hawker cut the piece from the roll without measuring it. Her mother simply paid the money for that but she insisted that the cloth be measured with a tape. Finally when the piece was measured it came out to be only 70 cm. The hawker had to cut another piece of 80 cm for her mother.

10. People's Voices

- A new awakening has spread among the people with girls education and awareness drives. I would like the organisation to maintain continuity.

– *Chaturi Ram, Up Block Pramukh, Madihan*

- Girls attending CCSs run by the organisation have developed capacity of speaking, practical knowledge and self decision. We wish that support of the organisation is continuously available to our daughter and daughters-in-law.

– *Chandrawati Devi, Kshetra Panchayat member, Sirsi*

- Socio-economic development of girls, adolescents and women is possible only through education. For such initiative project duration is very short.

– *Baijnath, Gram Pradhan, Kanhaipur*

- The programme has given an opportunity to women and girls to learn quite a few things. But if it is stopped at this point we will be disappointed because we feel that it should continue.

– *Bhailal, Gram Pradhan, Raikal*

- With the opening of the education centre, girls and adolescent girls have come out and a feeling to do something has been inculcated among them. I am very happy that daughters and daughters-in-law of my village are progressing. I have been extending all my cooperation. Closure of this programme will be an injustice with them because they have just started walking and if the support is withdrawn they will fall. It is not proper to end it.

– *Ramjagi Maurya, Gram Pradhan, Peori*

- When my daughter-in-law enrolled herself in the centre I was very angry because I had to look after her little children. But gradually when I learnt what she was learning at the centre I felt that she was learning good things. She made me learn how to write my name. Now she is giving more attention to cleanliness. I request the organisation to conduct such a good programme for a long period.

– *Nanhka Devi, Mother-in-Law of a Student, Karkad*

- Earlier we used to think that educating the girls is a wastage. But now when our daughters have started going to the school we can notice the change among them. We now feel that earlier we were wrong. We feel that the programme must continue.

– *A Parent, Rampur Antari*

- Had the organisation not opened a school here my wife would have continued illiterate. When the school opened I told her she must attend the school daily even if household chores were not finished. Now she has learnt a lot. But with the closure of the school I am really sad. We wish that this programme is run further because she has to learn many more things.

– *Jeevan Ram, husband of Jairani, Adolescent Girls' Centre, Geruahi*

- The project has enabled us to think and understand to some extent. If it is discontinued we shall go back from where we had started.

– *Manju and Rajkumari, Adolescent Girls' Centre, Karkad*

- Earlier we felt that we will never be able to go to school because we are poor. When CREDA opened school we got ourselves admitted to the school against wishes of our parents. We learnt that education was our right. We wish to study further, but are very sad with the closure of the centre.

– *Bitna Devi, Shakuntala Devi, Ranjana Devi, Bhima, Students at the Adolescent Girls' Centre, Peori*

- Ever since I have started attending the school I have developed a way of thinking. I was feeling that I shall progress much with the cooperation of the organisation. But with the closure of the centre all my ambitions will die.

– *Soni Kumari, Girls' Education Centre, Kusumha*

Annexure I: List of Villages Covered

The following is the list of 100 villages which were covered by the project.

Sl. No.	Village	Gram panchayat	Sl. No.	Village	Gram panchayat
1.	Amoi	Amoi	51.	Lalapur	Lalapur
2.	Naudihwa	Amoi	52.	Deori/Nakti	Lalapur
3.	Khachaha	Amoi	53.	Sarsawa	Leduki
4.	Devri Dubar Khas	Amoipurwa	54.	Leduki	Leduki
5.	Pathraon	Amoipurwa	55.	Malua	Malua
6.	Amoi	Amoipurwa	56.	Karaunda	Malua
7.	Tauwa	Amoipurwa	57.	Pachokhar Khurd	Pachokhar Khurd
8.	Rajadhawa	Amoipurwa	58.	Khartara	Pachokhar Khurd
9.	Purwa	Amoipurwa	59.	Vichlipur	Pachokhar Khurd
10.	Pathraur	Amoipurwa	60.	Gidhnaha/Kusiarua	Padaria Kalan
11.	Bahuti	Bahuti	61.	Padaria Kalan	Padaria Khurd
12.	Banwaripur	Bahuti	62.	Marhia	Padaria Khurd
13.	Atari	Bahuti	63.	Padaria Khurd	Padaria Khurd
14.	Pachokhar Khurd	Bahuti	64.	Dadhia	Padaria Khurd
15.	Ghumachia	Bahuti	65.	Patehara	Patehara Kalan
16.	Mahmadawa	Banki	66.	Kedawa	Patehara Kalan
17.	Banki	Banki	67.	Baharchhat	Patehara Kalan
18.	Saharsa	Banki	68.	Pathehara Pahadi	Patehara Kalan
19.	Kharahia	Deori Uttar	69.	Patehara Kalan	Patehara Kalan
20.	Deori Uttar	Deori Uttar	70.	Shivpur	Patehara Kalan
21.	Mahuli	Deori Uttar	71.	Patehara Khurd	Patehara Khurd
22.	Chiksi	Gadhawa	72.	Sheetalgarh	Patehara Khurd
23.	Gadhawa	Gadhawa	73.	Babhani Thapanawa	Patehara Khurd
24.	Bahapeda	Gadhawa	74.	Peori	Peori
25.	Hardi/Hardihawa	Gadhawa	75.	Obradeeh	Peori
26.	Rajauha	Ghori	76.	Samsadia	Rah Kalan
27.	Bhadehatha	Ghori	77.	Rah Kalan	Rah Kalan
28.	Ghori	Ghori	78.	Sugapakh Kalan	Rajauha
29.	Gopalpur	Gopalpur	79.	Sugapakh Khurd	Rajauha
30.	Bedauli	Gopalpur	80.	Geruahi	Rakal
31.	Gulalpur	Gulalpur	81.	Tolgi	Rakal
32.	Dhobauha	Gulalpur	82.	Rakal	Rakal
33.	Ganjari Nai Basti	Gulalpur	83.	Reksha Khurd	Rampur
34.	Baghmaria	Hardi Mishra	84.	Rampur	Rampur
35.	Hardi Mishra	Hardi Mishra	85.	Rampur Antari	Rampur Antari
36.	Puranipur	Hardi Mishra	86.	Antari South	Rampur Antari
37.	Chaubepur	Hinauta	87.	Chalha	Rampur Antari
38.	Hinauta	Hinauta	88.	Kirha	Rampur Thakurdayal
39.	Gangapur	Hinauta	89.	Rampur Thakurdayal	Rampur Thakurdayal
40.	Kakarad	Kakarad	90.	Sonauha	Sherua
41.	Kanhaipur	Kanhaipur	91.	Sherua	Sherua
42.	Majhari	Khandawar Majhari	92.	Kusumha	Sherua
43.	Nevadhia	Kuhki	93.	Asadhi	Sirsi
44.	Kuhki	Kuhki	94.	Hinauti	Sirsi
45.	Gohia	Kuhki	95.	Sirsi	Sirsi
46.	Mehia Kalan	Kuhki	96.	Boda Khurd	Tulsipur
47.	Muskira	Kuhki	97.	Chhivlaha	Tulsipur
48.	Baraipur	Lalapur	98.	Nimdeeh	Tulsipur
49.	Devir Raja	Lalapur	99.	Tulsipur	Tulsipur
50.	Deubari Katai	Lalapur	100.	Boda Kalan	Tulsipur

Annexure II: List of Structures for Education Centres

Sl. No.	Centre location	Name of provider	Type of structure
Girls' centres			
1.	Banki	Radhey Shyam	Mud house
2.	Deori	Shivpoojan Maurya	Thatched house with space
3.	Deori Dubar Khurd	Ram Surat	Mud house with space
4.	Geruahi	Manoj	Mud house with space
5.	Kakarad	Chandrabali	Mud house
6.	Kanhaipur	Rama Shankar	Thatched house
7.	Kusumha	Vinod Vishwakarma	Mud house with space
8.	Leduki	Punwasi	Mud house with space
9.	Madaria	Nandu Kol	Mud house
10.	Mahamadawa	Chhote Lal	Mud house with space
11.	Majhari	Gram panchayat	Panchayat Bhawan
12.	Nevadiha	Khaital	Mud house
13.	Pachokhar Khurd	Krishna Pal	Mud house
14.	Padaria Kalan	Chaudhari Kol	Mud house
15.	Patehara	Binde	Mud house with space
16.	Pipraon (Rampur)	Bachcha Lal	Mud house with space
17.	Rah Kalan	Samya Lal	Mud house
18.	Rajapur	Ram Prasad	Mud house with space
19.	Rampur Antari	Prabhu	Thatched house
20.	Reksha Khurd	Ramesh Kol	Mud house
21.	Sarsawa	Ramraksha	Mud house with space
22.	Sherua	Ramjot Kol	Mud house
23.	Sirsi	Ramchandra Patel	Mud house with space
24.	Tolgi	Gangaram	Mud house
25.	Tulsipur	Gram panchayat	Panchayat bhawan
Replaced centres			
1.	Amoi		
2.	Gopalpur		
3.	Malua		
4.	Pasia (Badauli)		
5.	Taua		
Adolescent girls' centres			
1.	Asadhi	Ram Chandra	Mud house
2.	Banki	Ram Ratan	Mud house
3.	Boda	Mishri	Mud house
4.	Chhivalaha	Jaipat	Mud house
5.	Geruahi	Ram Dular	Mud house
6.	Kakarad	Gram panchayat	Panchayat Bhawan
7.	Kanhaipur	Gram panchayat	Mud house
8.	Kuhki	Durgawati	Mud house
9.	Majhari	Shiv Lal	Mud house
10.	Neemdeeh	Harishchandra	Mud house
11.	Nevadhia	Chhote Lal	Mud house
12.	Peori	Rajendra	Mud house
13.	Rah Kalan	Butla	Mud house
14.	Rajapur	Kripashankar	
15.	Rampur	Ganesh	Mud house
16.	Rampur Antari	Bhola	Mud house
17.	Samsadia	Devi	Mud house

18.	Sarsawan	Ram Nihore	Mud house
19.	Sirsi	Kamla	Mud house
20.	Tulsipur	Paran	Mud house
Replaced centres			
21.	Amoi	Ramdas	Mud house
22.	Bharehatha	Rajwanti	Mud house
23.	Khantara	Lodhari Devi	Mud house
24.	Matkhana	Saleha	Mud house
25.	Pattehara	Munni Lal	Mud house
26.	Saharasa	Kallan	Mud house

Annexure III: Some Wall Writing Slogans

The following are some of the slogans that were used in wall-writing:

- *Beti ko do shiksha daan, padh likh kar wah bane mahan*
Give education to daughter so she becomes great after studies
- *Ham sabka hai ye abhiyan, betiya paye shiksha, gyan*
This is our campaign that daughter receives education and knowledge
- *Aao milkar kadam badhayein, betiya ko ham school pathayein*
Let's take steps together to send the daughter to the school
- *Beti ki mat karo khilafat, aaj ki beti kal ki takat*
Don't oppose the daughter for she is the strength tomorrow
- *Roti, Shiksha, bharpoor pyar, beti ka bhi hai adhikar*
Food, education and love are rights of daughters too
- *Gaon ki betiya padhne jaye, ghar-ghar mein ujjyara laye*
Every home is livened up if daughter of the village goes out to study
- *Apna gaon ho achchha kab, betiya padhne jaye tab*
Our village will become better when daughter goes to study

Annexure IV: Background and Performance of Girls in Girls' Centres

Sl. No.	Location of girls' centres	Start date	Close date	Villages covered	Caste					Age group			
					SC	BC	Min	Other	Total	8-10	10-12	>12	Total
1.	Banki	08 Dec 2000	31 Jul 2003	Banki	34	08	07	-	50	27	19	04	50
2.	Deori	08 Dec 2000	31 Jul 2003	Deori, Deori Dubar 1, Deori Katai, Baraipur	25	25	-	-	50	34	13	03	50
3.	Deori Dubar Khurd	08 Dec 2000	31 Jul 2003	Deori Dubar Khurd, Hridaywa, Amoi Purwa	38	12	-	-	50	34	13	03	50
4.	Geruahi	08 Dec 2000	31 Jul 2003	Geruahi, Kanhaipur, Raikal, Chak Geruahi	37	13	-	-	50	29	17	04	50
5.	Kakarad	08 Dec 2000	31 Jul 2003	Karkad	23	23	04	-	50	45	05	-	50
6.	Kanhaipur	08 Dec 2000	31 Jul 2003	Kanhaipur	45	05	-	-	50	38	09	03	50
7.	Kusumha	08 Dec 2000	31 Jul 2003	Kusumha, Patehara Khurd	38	03	09	-	50	37	12	01	50
8.	Leduki	08 Dec 2000	30 Jun 2002	Leduki, Jhagadauha, Nautorawa	46	04	-	-	50	28	18	04	50
9.	Madaria	08 Dec 2000	31 Jul 2003	Madaria, Padaria Khurd	40	10	-	-	50	37	12	01	50
10.	Mahamadawa	08 Dec 2000	31 Jul 2003	Mahmadawan, Kedwa, Bahchhath	33	06	11	-	50	35	12	03	50
11.	Majhari	08 Dec 2000	31 Jul 2003	Majhari, Pathraur	34	15	-	01	50	34	13	03	50
12.	Nevadiha	08 Dec 2000	31 Jul 2003	Nevadiha, Kuhki, Gohia Kalan	35	15	-	-	50	38	37	05	50
13.	Pachokhar Khurd	08 Dec 2000	30 Jun 2002	Pachokhar Khurd, Khantara, Patehara Khurd	50	-	-	-	50	38	07	05	50
14.	Padaria Kalan	08 Dec 2000	31 Jul 2003	Padaria Kalan, Kusiyaria	44	06	-	-	50	16	34	-	50
15.	Patehara	08 Dec 2000	30 Jun 2002	Patehara Kalan, Patehara Pahari	50	-	-	-	50	35	12	03	50
16.	Pipraon (Rampur)	08 Dec 2000	31 Jul 2003	Pipraon, Rampur	39	06	01	04	50	41	07	02	50
17.	Rah Kalan	08 Dec 2000	31 Jul 2003	Rah Kalan, Samsadia	25	18	-	07	50	24	12	14	50
18.	Rajapur	08 Dec 2000	31 Jul 2003	Rajapur, Ghori, Kamlapur, Paniara	27	23	-	-	50	36	13	01	50
19.	Rampur Antari	08 Dec 2000	31 Jul 2003	Rampur Antari, Antari South, Antari North	14	33	-	03	50	29	15	06	50
20.	Reksha Khurd	08 Dec 2000	30 Sep 2002	Reksha Khurd, Shivpur	47	03	-	-	50	35	15	-	50
21.	Sarsawa	08 Dec 2000	31 Jul 2003	Sarsawan	46	03	-	01	50	28	15	07	50
22.	Sherua	08 Dec 2000	31 Jul 2003	Sherua, Sondahan, Chiksi	38	11	-	-	49	39	07	04	50
23.	Sirsi	08 Dec 2000	31 Jul 2003	Sirsi, Hinauti, Asharhi	30	20	-	-	50	24	19	07	50
24.	Tolgi	08 Dec 2000	31 Jul 2003	Tolgi, Deori alias Nakti	25	25	-	-	50	37	09	04	50
25.	Tulsipur	08 Dec 2000	30 Jun 2002	Tulsipur, Parasia, Barauha, Samsadia	32	16	-	02	50	30	15	05	50
	Total				895	303	32	18	1249	827	335	88	1250

Table continued on next page

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Sl. No.	Location of girls' centres	Children's occupation							Fathers' occupation							Results				Mainstreaming JHS
		01	02	03	04	05	06	Total	07	08	09	10	11	12	Total	1st	2nd	3rd	Total	
1.	Banki	25	06	06	13	-	-	50	14	24	02	08	-	02	50	50	-	-	50	Atraila
2.	Deori	25	05	12	06	-	02	50	17	19	05	05	01	03	50	50	-	-	50	Pathraur
3.	Deori Dubar Khurd	32	03	12	03	-	-	50	08	17	20	05	-	-	50	50	-	-	50	Pathraur
4.	Geruahi	41	-	09	-	-	-	50	11	29	02	08	-	-	50	49	01	-	50	Kanhaipur
5.	Kakarad	35	03	05	06	-	01	50	06	19	14	09	-	02	50	50	-	-	50	Karkad
6.	Kanhaipur	11	-	-	39	-	-	50	08	39	-	03	-	-	50	26	24	-	50	Kanhaipur
7.	Kusumha	27	03	04	15	01	-	50	08	03	34	04	-	01	50	45	05	-	50	Rajauha
8.	Leduki	34	03	12	01	-	-	50	02	28	14	04	02	-	50	NA	NA	NA	NA	Leduki*
9.	Madaria	09	02	02	37	-	-	50	07	24	01	18	-	-	50	15	34	01	50	Padaria, Rajauha
10.	Mahamadawa	13	04	08	25	-	-	50	04	18	08	19	-	01	50	48	02	-	50	Karkad
11.	Majhari	23	03	15	09	-	-	50	10	18	03	18	-	01	50	47	03	-	50	Pathraur
12.	Nevadiha	30	01	08	03	-	08	50	24	09	09	02	-	06	50	48	02	-	50	Karkad
13.	Pachokhar Khurd	33	03	08	04	-	02	50	13	28	07	02	-	-	50	NA	NA	NA	NA	Patehara Kurd*
14.	Padaria Kalan	17	03	01	27	-	02	50	04	43	01	01	-	01	50	50	-	-	50	Padaria Kalan
15.	Patehara	10	24	08	08	-	01	46	03	06	38	-	01	02	50	NA	NA	NA	NA	Patehara*
16.	Pipraon (Rampur)	39	02	08	02	-	-	50	32	15	-	01	01	01	50	50	-	-	50	Padaria
17.	Rah Kalan	19	05	09	15	-	02	50	15	17	06	12	-	-	50	50	-	-	50	Samsadia
18.	Rajapur	30	04	15	01	-	-	50	14	17	02	17	-	-	50	48	02	-	50	Atraila
19.	Rampur Antari	27	03	07	13	-	-	50	-	32	-	18	-	-	50	50	-	-	50	Santnagar, Kanhaipur
20.	Reksha Khurd	29	02	07	12	-	-	50	19	26	01	03	-	01	50	NA	NA	NA	NA	Reksha Khurd
21.	Sarsawa	31	02	05	12	-	-	50	03	42	-	02	-	03	50	42	7	01	50	Atraila
22.	Sherua	17	-	33	-	-	-	50	03	17	17	13	-	-	50	50	-	-	50	Rajauha
23.	Sirsi	25	-	13	12	-	-	50	-	28	-	22	-	-	50	50	-	-	50	Atraila, Santnagar
24.	Tolgi	20	01	-	26	-	03	50	02	25	-	23	-	-	50	31	19	-	50	Kanhaipur
25.	Tulsipur	28	10	12	-	-	-	50	01	32	-	14	-	23	50	NA	NA	NA	NA	Santnagar*
	Total	630	92	219	289	01	21	1246	228	575	184	231	5	47	1250	899	99	2	1000	

Notes

01: Agriculture
07: Carpet weaving
NA: Not available

02: Taking care of siblings
08: Agriculture labour
* These are primary schools

03: Cattle grazing
09: Construction labour

04: Household work
10: Agriculture

05: Firewood collection
11: Tailoring

06: Others
12: Others

The centres at Leduki, Pachokhar Khurd, Patehara, Reksha Khurd and Tulsipur were closed down at the dates mentioned against them. The children from these schools were admitted to the primary schools. They were replaced by five centres as in the following table.

Sl. No.	Location of girls' centres	Start date	Close date	Villages covered	Caste					Age group			
					SC	BC	Min	Other	Total	8-10	10-12	>12	Total
1.	Amoi	01 Jul 2002	31 Jul 2003	Amoi	45	05	00	00	50	35	12	03	50
2.	Gopalpur	01 Jul 2002	31 Jul 2003	Gopalpur	38	03	05	04	50	38	07	05	50
3.	Malua	01 Jul 2002	31 Jul 2003	Malua, Dadhia	49	00	01	00	50	28	18	04	50
4.	Pasia (Badauli)	07 Oct 2002	31 Jul 2003	Pasia, Bedauli, Naudihawa	29	18	00	03	50	38	11	01	50
5.	Taua	01 Jul 2002	31 Jul 2003	Taua, Kacharia, Amoi	20	30	00	00	50	30	15	05	50
	Total				181	56	06	07	250	169	63	18	250

Sl. No.	Location of girls' centres	Children's occupation							Fathers' occupation							Results				Mainstreaming JHS
		01	02	03	04	05	06	Total	07	08	09	10	11	12	Total	1st	2nd	3rd	Total	
1.	Amoi	16	18	08	00	08	00	50	00	00	12	23	00	00	50	29	21	-	50	Amoi*
2.	Gopalpur	20	15	12	03	00	00	50	06	12	17	15	00	00	50	41	09	-	50	Gopalpur*
3.	Malua	17	15	10	05	00	03	50	09	16	08	13	00	04	50	45	05	-	50	Malua*
4.	Pasia (Badauli)	10	13	04	19	04	00	50	07	10	24	05	00	04	50	34	16	-	50	Badauli*
5.	Taua	13	12	09	15	00	01	50	12	09	13	14	00	03	50	48	02	-	50	Amoi Purwa*
	Total	77	75	46	46	17	10	250	41	55	83	80	11	23	250	197	53	-	250	

NA: Information not available

*These are primary schools

Annexure V: Background and Performance of Students in Adolescent Girls' Centres

Sl. No.	Centre location	Start date	Close date	Villages covered	Age group					Caste					Result			
					14-16	16-18	18-20	>20	Total	SC	BC	Min	Other	Total	1st	2nd	3rd	Total
1.	Asadhi	15 Jan 2001	31 Jul 2003	Asadhi	1	7	6	6	20	13	7	-	-	20	2	3	15	20
2.	Banki	15 Jan 2001	31 Jul 2003	Banki	8	6	2	4	20	14	-	6	-	20	3	7	10	20
3.	Boda	15 Jan 2001	31 Jul 2003	Boda	7	3	9	1	20	15	4	-	1	20	2	6	12	20
4.	Chhivalaha	15 Jan 2001	30 Jun 2002	Chhivalaha	7	1	7	5	20	19	1	-	-	20				
5.	Geruahi	15 Jan 2001	31 Jul 2003	Geruahi	9	7	2	2	20	20	-	-	-	20	3	5	12	20
6.	Kakarad	15 Jan 2001	31 Jul 2003	Karkad	14	2	3	1	20	18	-	2	-	20	3	9	8	20
7.	Kanhaipur	15 Jan 2001	31 Jul 2003	Kanhaipur	9	2	9	-	20	16	3	-	1	20	2	4	14	20
8.	Kuhki	15 Jan 2001	31 Jul 2003	Khuki	5	2	3	10	20	19	1	-	-	20	-	7	13	20
9.	Majhari	15 Jan 2001	31 Jul 2003	Majhari	5	4	11	-	20	20	-	-	-	20	-	11	9	20
10.	Neemdeeh	15 Jan 2001	31 Jul 2003	Neemdeeh	10	1	7	2	20	14	6	-	-	20	3	2	15	20
11.	Nevadhia	15 Jan 2001	31 Jul 2003	Nevadhia	2	3	8	7	20	20	-	-	-	20	-	5	15	20
12.	Peori	15 Jan 2001	31 Jul 2003	Peori	7	5	5	3	20	14	6	-	-	20	5	9	6	20
13.	Rah Kalan	15 Jan 2001	30 Jun 2002	Rah Kalan	-	3	12	5	20	19	-	-	1	20				
14.	Rajapur	15 Jan 2001	30 Jun 2002	Rajapur, Kamlapur	5	10	1	4	20	19	1	-	-	20				
15.	Rampur	15 Jan 2001	31 Jul 2003	Rampur	14	6	-	-	20	4	8	6	2	20	-	3	17	20
16.	Rampur Antari	15 Jan 2001	31 Jul 2003	Rampur Antari	3	4	9	4	20	17	3	-	-	20	-	9	11	20
17.	Samsadia	15 Jan 2001	30 Jun 2002	Samsadia	7	2	3	8	20	18	2	-	-	20				
18.	Sarsawan	15 Jan 2001	30 Jun 2002	Sarsawan	4	6	9	1	20	20	-	-	-	20				
19.	Sirsi	15 Jan 2001	31 Jul 2003	Sirsi, Hinauli	10	2	5	3	20	20	-	-	-	20	-	4	16	20
20.	Tulsipur	15 Jan 2001	30 Jun 2002	Tulsipur	5	2	8	5	20	20	-	-	-	20				
	Total				132	78	119	71	400	339	42	14	5	400	23	84	173	280

Adolescent girls' centres at Chhivalaha, Rah Kalan, Rajapur, Samsadia, Sarsawan and Tulsipur were closed down and six new centres were opened in their place. The progress of the students in these centres is given on the next page.

New centres in place of the centres closed down

Sl. No.	Centre location	Start date	Close date	Villages covered	Age group					Caste					Result			
					14-16	16-18	18-20	>20	Total	SC	BC	Min	Other	Total	1st	2nd	3rd	Total
1.	Amoi	01 Jul 2002	31 Jul 2003	Amoi	4	6	9	1	20	20	0	0	0	20	0	4	16	20
2.	Bharehatha	01 Jul 2002	31 Jul 2003	Bharehatha	2	4	5	9	20	18	2	0	0	20	1	5	14	20
3.	Khantara	01 Jul 2002	31 Jul 2003	Khantara	7	1	7	5	20	19	1	0	0	20	0	9	11	20
4.	Matkhana	01 Jul 2002	31 Jul 2003	Matkhana	10	7	3	0	20	0	6	14	0	20	3	2	15	20
5.	Pathehara	01 Jul 2002	31 Jul 2003	Pathehara	2	6	7	5	20	20	0	0	0	20	1	3	16	20
6.	Saharasa	01 Jul 2002	31 Jul 2003	Saharasa	0	3	5	12	20	20	0	0	0	20	0	3	17	20
	Total				25	27	36	32	120	97	9	14	0	120	5	26	89	120

Annexure VI: Schools of Need based Support

The following are the locations of the government primary schools to whom need based support was provided:

1.	Amoi I
2.	Amoi II
3.	Asadhi
4.	Atraula Pandey
5.	Banaki
6.	Boda
7.	Deepnagar
8.	Devari Kalan
9.	Kakarad
10.	Kanhaipur I
11.	Kanhaipur II
12.	Karaonda
13.	Kedava
14.	Khandvar Majhari
15.	Khantara
16.	Kuhki
17.	Kusumha
18.	Lalapur
19.	Leduki
20.	Mahmadava
21.	Malua
22.	Neemdeeh
23.	Nevdiha
24.	Padaria Kalan
25.	Patehara Kalan
26.	Patehara Khurd
27.	Pathror
28.	Peori
29.	Rah Kalan
30.	Raikal
31.	Rajaoha
32.	Rampur Antari
33.	Rampur I
34.	Rampur II
35.	Reksha Khurd
36.	Saharsa
37.	Santnagar
38.	Sarsawan
39.	Sherua
40.	Sirsi
41.	Sirsi Band
42.	Tolangi