



**DHAATRI**

A Resource Centre for Women and Children

**A Report on the Status of ST Children and  
Dhaatri's Education Programme  
in Panna and Ganj Basoda, Madhya Pradesh  
- 2023-24**



# **A Report on the Status of ST Children and Dhaatri's Education Programme in Panna and Ganj Basoda, Madhya Pradesh - 2023-24**

## **Introduction**

Dhaatri works as a Resource Centre for women and children's rights. Our work is spread across the rural pockets of Madhya Pradesh, Telangana, Jharkhand, Rajasthan, and Gujarat. We work with Adivasi/ST children on their fundamental right to education and health in the mining affected villages of Madhya Pradesh in two districts - Panna and Vidisha (Ganj Basoda).

Our vision for children is rooted in the understanding that education is a critical tool to prevent child labour. We believe that our role is not to replace the government, as the state has the fundamental duty to provide universal primary education but to enable children from these marginalised communities to exercise their fundamental rights to education and social security. This report focuses on Dhaatri's interventions aimed at addressing the complex challenges faced by children from adivasi communities in some of the mining-affected villages of Panna and Vidisha districts in Madhya Pradesh through our ecological education programme.

## **Panna District**

Dhaatri is actively engaged in addressing the multiple challenges faced by Adivasis in the Panna Tiger Reserve (PTR) area, which includes (the Sor Gond, Nand Gond, and Raj Gond) families in Madhiyan, Kaimasan, Bador, Manor, Madla, and New Zalar panchayats. Here the communities confront the dual issues of forced relocation by the Panna Tiger Reserve and the diamond mining that resulted in a complex socio-economic vulnerability. The region has a historical backdrop of diamond and stone mining, both small-scale and unregulated.. Adivasis, primarily engaged in construction and mining activities, confront severe occupational health issues such as Tuberculosis and Silicosis, resulting in a disproportionately high incidence of mortality and widowhood. Consequently, women-headed households find themselves compelled to withdraw their children from school where most children from middle school level start working in the mines or on daily chores.

In addition to these challenges, seasonal migration further worsens the situation, causing children to be irregular at school and facing significant learning barriers. This systemic marginalisation propels them into a perilous cycle of bonded labour, substance abuse, and social insecurity. The relocated colonies, where many of these families reside, lack even basic amenities such as Anganwadis, primary schools, transportation facilities, and identity cards required for school admission. The prevalence of illiteracy and the struggle for survival have collectively hindered these families from accessing essential entitlements for their children through governance channels. Dhaatri works closely with these families, facilitating them to access basic entitlements, and to demand for improved public health facilities. More recently, a focused initiative on children's education through setting up education centres – a response to the challenges increased by the COVID-19 pandemic, was taken up.

### **The total population of Children in Panna**

**Table No. 1**

| <b>Age-wise category in village</b> | <b>ST</b>  | <b>Other communities</b> | <b>Total child Population</b> |
|-------------------------------------|------------|--------------------------|-------------------------------|
| Madhiyan                            | 69         | 14                       | 83                            |
| Kaimasan                            | 57         | 18                       | 75                            |
| Bador                               | 182        | 67                       | 249                           |
| Manor                               | 123        | 0                        | 123                           |
| New Zalar                           | 14         | 35                       | 49                            |
| Madala                              | 37         | 30                       | 67                            |
| <b>Total</b>                        | <b>482</b> | <b>164</b>               | <b>646</b>                    |

### **Ganj Basoda Block, Vidisha District**

In Ganj Basoda Block, Dhaatri works in 10 villages on Children's rights, Education (Nahariya, Bhilai, Barodiya, Khajuri, and Kucholi) and health issues ( Saheba, Saheba Tapra, Nahariya, Bhilai, kucholi, Lamaniya, Shankarghd, Khajuri, Barodiya). The Sahariyas, a PVTG tribe, face severe challenges due to

unregulated mining, leading to poverty, debt, malnutrition, and health issues like tuberculosis and silicosis. Child and adolescent labour in mining and construction are common.. Similar to Panna, many families have lost adult male members, leaving widows and children dependent on precarious daily wage labour. Limited access to education due to risky transport compounds the problems, especially for adolescent girls and boys going to high school.

**Table 2: Total Child Population in Ganj Basoda**

| <b>Age-wise category in village</b> | <b>ST</b>  | <b>Other communities</b> | <b>Total children Population in village</b> |
|-------------------------------------|------------|--------------------------|---|
| Nahariya                            | 106        | 14                       | 120   |
| Barodiya                            | 47         | 137                      | 184   |
| Bhilai                              | 119        | 157                      | 276   |
| Khajuri                             | 132        | 45                       | 177   |
| Kucholi                             | 32         | 93                       | 125   |
| <b>Total</b>                        | <b>436</b> | <b>446</b>               | <b>882</b>                                  |

### **Objectives of the Education Programme (2023-24)**

- Increase student enrollment in government schools and Dhaatri education centres.
- Assist students for improvement in their academic performance and learning levels.
- Strengthening the intergenerational knowledge exchange of cultural practices and ecological knowledge through education.

### **1. Education Centers - *Bal-Angans***

#### **1.1. Structure of the Bal Aangans Education Centres**

Our education centres operate at the village level which means that each village has an education centre. There are two field coordinators who supervise the functioning of all the education centres in both Panna

and Ganj Basoda. At the village level, there are community educators who are young people with relatively better levels of education, responsible for running the centres and coordinating with stakeholders namely Panchayat leaders, Anganwadi Sevika, and ASHA Workers.

In Panna there are a total of 6 Bal Angans (Madhiyan, Kaimasan, Bador, Madala, New Zalar, and Manor) and in Vidisha, there are 5 Bal Angans( Nahariya, Bhilai, Barodiya, Khajuri, and Kucholi ). Community educators conduct lessons on a daily basis at the **Bal Angans**, conduct home visits, track migration among children and undertake village-level surveys to monitor the ground situation regularly.

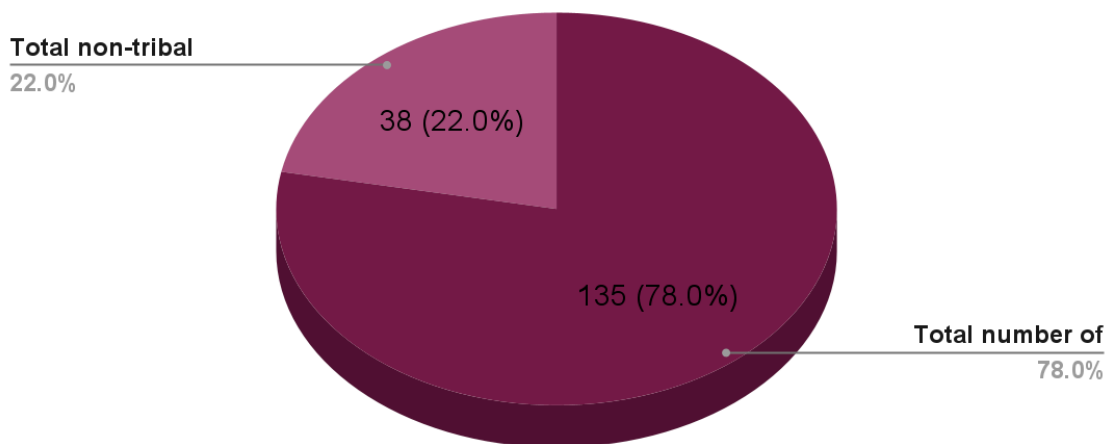
**Table No. 3 - Total student population in the Bal Angans in Panna<sup>1</sup>**

| Sr.No. | Bal Angans Name | Total number of ST students | Total non-ST students | Average no of students per Bal Angans |
|--------|-----------------|-----------------------------|-----------------------|---------------------------------------|
| 1      | Madhiyan        | 25                          | 6                     | 31                                    |
| 2      | Kaimasan        | 24                          | 7                     | 31                                    |
| 3      | Madala          | 26                          | 0                     | 26                                    |
| 4      | Bador           | 21                          | 3                     | 24                                    |
| 5      | New Zalar       | 9                           | 22                    | 31                                    |
| 6      | Manor           | 30                          | 0                     | 30                                    |
|        | <b>Total</b>    | <b>135</b>                  | <b>38</b>             | <b>173</b>                            |

<sup>1</sup>The numbers presented in the table are based on the primary data collected by the attendance.

**Figure 1**

### Total numbers of students in Panna Bal Angans



As per the data provided in Table 4 and Figure 1, ST students constitute 78% (135) of the overall student population in the 6 Bal Angans at Panna, with the remaining 22% (38) representing the non-tribal student population.

**Table No. 4 - Total student population in the Bal Anagan centres in Ganj Basoda <sup>2</sup>**

| Sr.No. | Bal Angans Name | Total number of ST students | Total number of non-ST students | Avg number of students per Bal Angans |
|--------|-----------------|-----------------------------|---------------------------------|---------------------------------------|
| 1      | Nahariya        | 54                          | 7                               | 61                                    |
| 2      | Barodiya        | 21                          | 39                              | 60                                    |
| 3      | Bhilai          | 21                          | 24                              | 45                                    |

<sup>2</sup> The numbers presented in the table are from attendance records of educators.



|   |              |           |           |           |           |           |           |
|---|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | Kaimasan     | 19        | 24        | 14        | 12        | 15        | 13        |
| 2 | Madhaiyan    | 15        | 17        | 15        | 14        | 17        | 18        |
| 3 | Bador        | 15        | 14        | 15        | 12        | 12        | 13        |
| 4 | New Zalar    | 17        | 16        | 23        | 9         | 7         | 10        |
| 5 | Madala       | 17        | 18        | 17        | 13        | 13        | 12        |
|   | <b>Total</b> | <b>83</b> | <b>89</b> | <b>84</b> | <b>60</b> | <b>64</b> | <b>66</b> |

\* low attendance in these months due to festivals and school exams. Some children migrate from the village with their families for seasonal labour.

**Table No. 6 - Months July - Dec - Average Daily Attendance of students in Ganj Basoda**

|               |                               | <b>Daily Average Attendance of students</b> |             |             |            |            |            |
|---------------|-------------------------------|---|-------------|-------------|------------|------------|------------|
| <b>Sr.No.</b> | <b>Name of the Bal Angans</b> | <b>Jul*</b>                                 | <b>Aug*</b> | <b>Sep*</b> | <b>Oct</b> | <b>Nov</b> | <b>Dec</b> |
| 1             | Nahariya                      | 22  | 15          | 16          | 23         | 20         | 37         |
| 2             | Bhilai                        | 10  | 13          | 14          | 15         | 19         | 20         |
| 3             | Barodiya                      | 11  | 15          | 19          | 14         | 23         | 30         |
| 4             | Khajuri                       | 14  | 10          | 12          | 9          | 10         | 18         |
| 5             | Kucholi                       | 15  | 12          | 0           | 18         | 14         | 16         |
|               | <b>Total</b>                  | <b>72</b>                                   | <b>65</b>   | <b>61</b>   | <b>79</b>  | <b>86</b>  | <b>121</b> |

- Attendance is low due to heavy rains and migration



## **Activities in Baal-Aangan- community education centres:**

### **a. Evening classes & nature-based education activities**

We understand that Adivasi communities have a very strong ecological knowledge which is not acknowledged in formal education, alienating children from their ecosystems. Therefore, we follow a social and ecological pedagogy that enables children to learn from nature and from their elders and through this, improve their confidence in connecting with formal education.

At the Bal Aangans, educators adopt a multifaceted approach to foster children's holistic development. In mathematics, children learn addition and subtraction, and measurement through interactive activities involving tree leaves, flowers, and birds. The concept of increasing and decreasing numbers is taught using the height of trees, while natural colors are created from the various locally available resources like mud, leaves, barks, charcoal, etc..

Language, mathematics, and English are integrated into the curriculum through games, complementing traditional teaching methods. Biodiversity walks in the adjacent forest helps children learn about their biodiversity, identify flora and fauna, and medicinal herbs, and learn to make home remedies. They document the birds and insects, map their villages, and document these through writing, art and craft work, and songs. Children are also learning to make their own water harvesting pits, making their own drinking water treatment units at the centres, tracking the temperatures and rainfall and tracking their forest produce like mahua and other species that they collect.

Health and nutrition are crucial components of children's well-being. We distribute nutrition kits at the Bal Aangans, including local seasonal forest fruits, flowers, and vegetables like Mahua, Chiroji, and Palash flowers and wild greens. Monthly BMI monitoring ensures that children's growth and development are tracked. We work with ASHA workers to help in health assessment, deworming, and other primary health support.

Storytelling sessions are intertwined with Adivasi stories to instill creativity and imagination in children. These efforts enable educators to meticulously track and evaluate students' learning progress while imparting cultural practices and ecological knowledge. Through these comprehensive endeavors, the Bal Aangans center holistically nurtures the physical, intellectual, and creative growth of each child.



Source: Photo taken during the field visit.

## b. Community libraries

In Panna, three out of the six education centers house community libraries, located in Bador, Kaimasan, and Madla. Similarly, in Vidisha, two out of five centers have libraries, situated in Nahariya and Barodiya. These community libraries are not just repositories of books; they are vibrant hubs of learning where children can read books other than textbooks. Setting up these small community libraries provides a window to storytelling, reading, and writing and, igniting the interest to read among children.



Source: Community library -Photo taken by educators

## 2. Educators' Training:

### a. Monthly and quarterly training –

We conduct regular monthly online and offline workshops and training sessions. These sessions cover a range of topics from basic English grammar to technical skills, the art of storytelling, mathematics, children's health, water purifying methods, children's hygiene, tracking the migration of children, linking with government schools, and providing documentation support for school admissions. The aim is to provide a comprehensive platform for educators to enhance their skills and ability to implement the education programme. By fostering a culture of continuous learning and professional development, the initiative seeks to empower the youth themselves.



Source: Photo taken during the field staff meeting.

This year, we conducted the below workshop and training 1. The Community Educators' Workshop incorporating natural resources into teaching methods. From using tree leaves and flowers to teach mathematics concepts like addition and subtraction to exploring the height of trees to explain increasing and decreasing numbers, these activities offer a refreshing and interactive way to learn.



Source: Photo taken during "Community educators' workshop".

2. The Youth Leadership Training in Ganj Basoda focussed on leveraging drama and interactive activities to address social issues and empower young leaders. By engaging youth in meaningful activities, we are not just building skills but also fostering leadership and cultural awareness.



Source: Photo taken during "Youth Leadership Training".

3. The Biodiversity Workshop in Udaipur, Rajasthan provided educators with valuable insights into local herbs, cultural practices, and environment conservation. Learning how to restore water resources and crops while understanding seasonal variations in fruits, flowers, and vegetables enhances both their teaching capabilities and their connection to the environment.



Source: Photo taken during "Biodiversity workshop, Udaipur Rajasthan".

4. The Analog Forestry Workshop in Kotgiri, Tamil Nadu, equipped educators with combining their traditional ecological knowledge with formal scientific assessment of forest health and understanding of biodiversity, soil testing techniques, and environmental conservation practices. By delving into concepts like the physiognomic formula and seral structure of natural forests, educators gained a deeper understanding of biodiversity and ecological balance along with practical sessions for the application of these methods in their own villages to restore their biodiversity, involving children and women.



Source: Photo taken during "BiodiversityWorkshop, Kotagiri".



## **b. Education Progress Review —**

Initially, teachers faced many difficulties while teaching children, such as a lack of understanding of teaching methods, fear of public speaking, and inability to handle a large number of children. However, after participating in training sessions, workshops, and monthly meetings which were practically implemented in their daily activities at the Bal Angans, much improvement was discernible among the teachers, such as:

- **Understanding pedagogy and teaching methods:** Participation in workshops facilitated significant improvement. Workshops covered various topics including teaching techniques (using games, addressing in English), mathematics, language (Hindi, English), and herbal knowledge.
- **Increased Confidence:** Educators reported increased confidence in teaching and managing children after attending workshops and gaining experience.
- **Enhanced Teaching Methods:** Adopting innovative teaching methods, such as using games to teach mathematics, improved learning outcomes for children.
- **Technical Skills Development:** Educators acquired technical skills like updating Excel sheets, creating emails, Managing mobile storage, Online meetings, and managing nutrition kits, which enhanced their technical skills and abilities.
- **Community Engagement:** Educators became more involved in community outreach, conducting home visits, and women's meetings, school and Angnwadi visits addressing village problems, and advocating for children's education (e.g., providing bicycles for school transportation).
- **Improved documentation skills:** Educators learnt to create detailed reports, documenting attendance, curriculum planning, and village surveys, which helped in tracking progress and addressing challenges.
- **Health and Nutrition Awareness:** Educators gained knowledge about nutrition and health, leading to an improved understanding of nutrition's impact on children's health and learning.
- **Personal Growth:** Educators are also improving their personal academic growth in the process as many of them are enrolled in BEd, MEd, and other courses.
- **Positive Impact on Children:** Educators observed positive changes in children's learning behaviors, such as increased participation, improved understanding, and better health outcomes.

### c. Lesson Planning —

We are working on a curriculum focused on teaching subjects through engaging activities rooted in local ecology, cultural traditions, and forest resources. By compiling stories from the community, we aim to connect forestry, biodiversity, and homestead-related activities with children, creating a rich learning experience that resonates with their surroundings.

### 3. Nutrition Programme

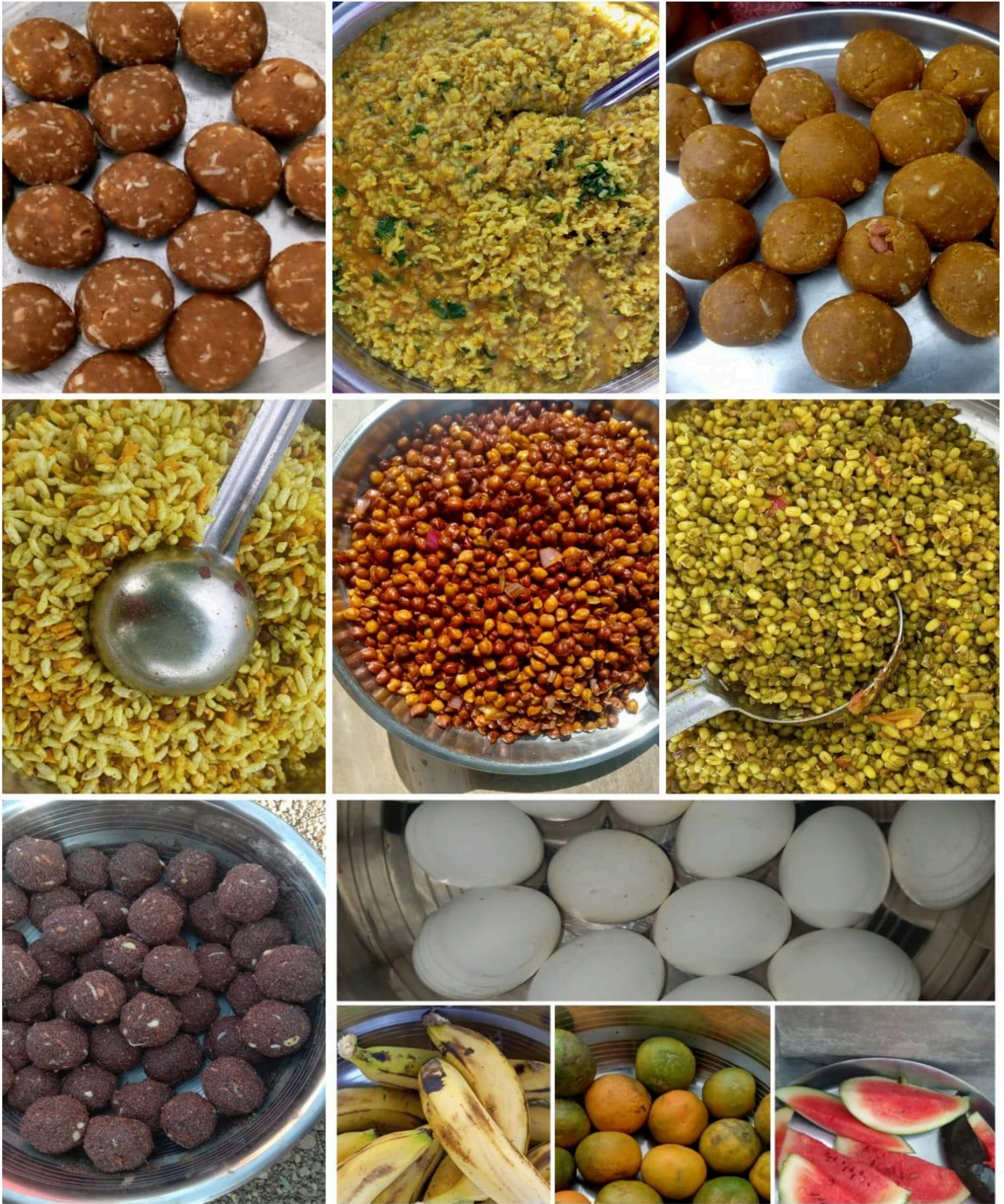
#### a. Nutrition at the *Bal Angans* -

Starting a nutrition program for the children attending our Bal Angans in the Panna and Ganj Basoda area on February 15th was a joy to all in the community. In response to the pressing issue of malnutrition among children and the challenge of school dropouts for various reasons, our organisation initiated a nutrition program through philanthropic support from **Dignity Foundation**. This has also provided a small economic support for the women who are engaged in cooking the meals. Below is a sample menu:

**Table No. 7 - Nutrition Kit Sample Menu Chart**

| Day       | Menu  |
|-----------|---|
| Monday    | Egg or Seasonal Fruits  |
| Tuesday   | Boiled Chana  |
| Wednesday | Moong Dal sprouts, Moong Keer,                                    |
| Thursday  | Mahua Halwa, Puffer Rice Mixture, Tendu Keer, Mixture with Mahua, |
| Friday    | Kichadi- Chawal, Mung daal, veg and palak- millet based           |
| Saturday  | Laddu— Bajara /Ragi / Besan                                       |

Children are working on the seasonal wild food calendars as part of their education projects and to learn about the abundance of nutrition from their own forest. Inadvertently, it also brings a call for social transformation as non-ST families were reluctant to allow their children to eat the food cooked by the Sahariya and Gond women. However, children have broken this barrier and it has reduced the social stigma of discrimination as children eat together in the Bal Angans.



*Source: Photo taken during Nutrition kit making in the Panna and Ganj Basoda.*

The impact of our nutrition program extends beyond merely addressing nutritional deficiencies. We are gratified to note a corresponding increase in the number of children attending classes at our Bal Angans since this programme was initiated and we anticipate that this will correspondingly improve school attendance and retention. This trend reiterates the universally recognized fact that nutrition extension has direct correlation to improving school attendance and performance.

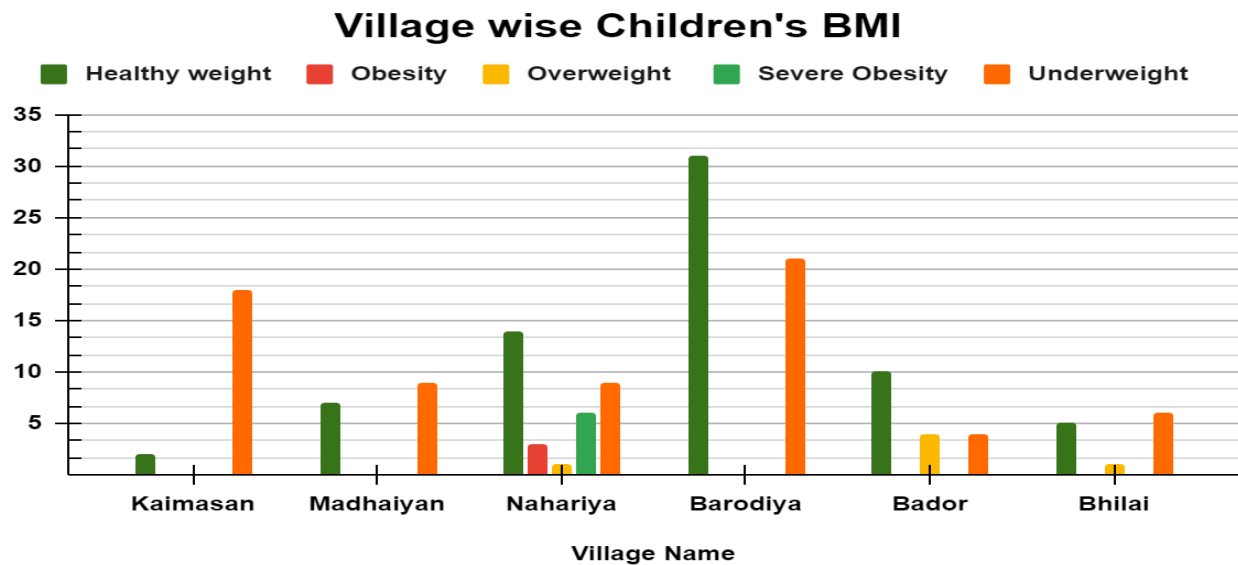
**b. Health assessment and follow-up –**

The baseline health assessment conducted with every child included recording physical health indicators through standard measures like measuring BMI, and documenting health conditions based on observations and testimonies from parents and educators. Health conditions were documented to assess any existing medical concerns or conditions that may impact the child's growth and learning abilities. Observations play a crucial role in identifying any visible signs or symptoms, behavioral patterns, or environmental factors that could influence health outcomes. By collating these aspects, the health assessment aims to support the child's overall health and facilitate appropriate interventions or support as needed.

**Table: 8**

| Village Name | BMI Category   |          |            |                |             |            |
|--------------|----------------|----------|------------|----------------|-------------|------------|
|              | Healthy weight | Obesity  | Overweight | Severe Obesity | Underweight | Total      |
| Kaimasan     | 2              | 0        | 0          | 0              | 18          | <b>20</b>  |
| Madhaiyan    | 7              | 0        | 0          | 0              | 9           | <b>16</b>  |
| Nahariya     | 14             | 3        | 1          | 6              | 9           | <b>33</b>  |
| Barodiya     | 31             | 0        | 0          | 0              | 21          | <b>52</b>  |
| Bador        | 10             | 0        | 4          | 0              | 4           | <b>18</b>  |
| Bhilai       | 5              | 0        | 1          | 0              | 6           | <b>12</b>  |
| <b>Total</b> | <b>69</b>      | <b>3</b> | <b>6</b>   | <b>6</b>       | <b>67</b>   | <b>151</b> |

Figure 3



The above data represents the distribution of Body Mass Index (BMI) categories across six villages: Kaimasan, Madhaiyan, Nahariya, Barodiya, Bador, and Bhilai. The total number of children covered is 151. The majority of children, 69 individuals (45.7%), fall into the "Healthy weight" category. However, there is also a significant number of children, 67 (44.4%), in the "Underweight" category, pointing to malnutrition issues. On the other hand, "Obesity" and "Severe Obesity" are relatively rare, with only 3 (2%) and 6 (4%) individuals respectively, and the "Overweight" category includes just 6 children (4%).

When examining each village individually, Barodiya stands out with the highest numbers in both the "Healthy weight" (31) and "Underweight" (21) categories. Kaimasan and Madhaiyan have no cases of overweight or obesity, which might be a concern since 90% and 56% of their populations are underweight, respectively, suggesting widespread undernutrition. Nahariya shows a wider range of BMI categories, having the highest numbers for "Obesity" (3), "Overweight" (1), and "Severe Obesity" (6), indicating a mix of nutritional issues. Bador displays a moderate distribution, with most people in the "Healthy weight" (10) category and a few in "Overweight" (4). Bhilai, with a smaller population of 12 individuals, has a mix of "Healthy weight" (5), "Overweight" (1), and "Underweight" (6).

Overall, undernutrition is a significant concern. Although obesity-related problems are less common, they are still present in certain villages.



Source: Photo taken during children's health assessment in Panna and Ganj Basoda.

### c. Training and follow-up with cooks

Our Nutrition training program for cooks focused on essential skills and knowledge, starting with comprehensive instruction on sanitation to ensure a hygienic cooking environment. We also provided detailed training on how to prepare a variety of snacks, emphasizing local recipes from wildfood, nutrition, hygiene and creativity.

In our nutrition follow-up sessions, we addressed the difficulties cooks encountered while making snacks, offering solutions and additional guidance as needed. We monitored their attendance to ensure regular participation and consistency in skill development. Additionally, we gathered feedback on the taste and quality of the snacks to ensure that they met our standards and satisfied our children.



Source: Photo taken during Nutrition kit-making training in Panna and Ganj Basoda.

#### 4. Engagement with Community and School Management

##### a. Migration tracking –

The vulnerability of children is directly linked with the stark realities of extreme poverty gripping their families. Relying on unstable income sources, often tied to labor in the mines, these families struggle to meet even their most basic needs. Compounded by the necessity of seasonal migration for work across different states, they face various challenges, from unstable living conditions to limited access to essential services. Within this context, children's education suffers greatly. The demands of migration disrupt their school attendance, leading to a gradual disengagement from education.

In Bal Angans, we have started a system of maintaining migration registers to track and support migrating families. Our educators gather comprehensive information from these families, including the migrant's name, number of family members, ages, genders, castes, and contact details if available. We also record the date of migration, the destination (state, district, village), and the means of migration. Additionally, we note the duration of their stay and their employment details. This information helps us study migration patterns and understand the reasons behind these movements. By having contact information, we can follow up with the children to ensure their continued education and well-being.

**Table No. 9 - Migration in Panna**

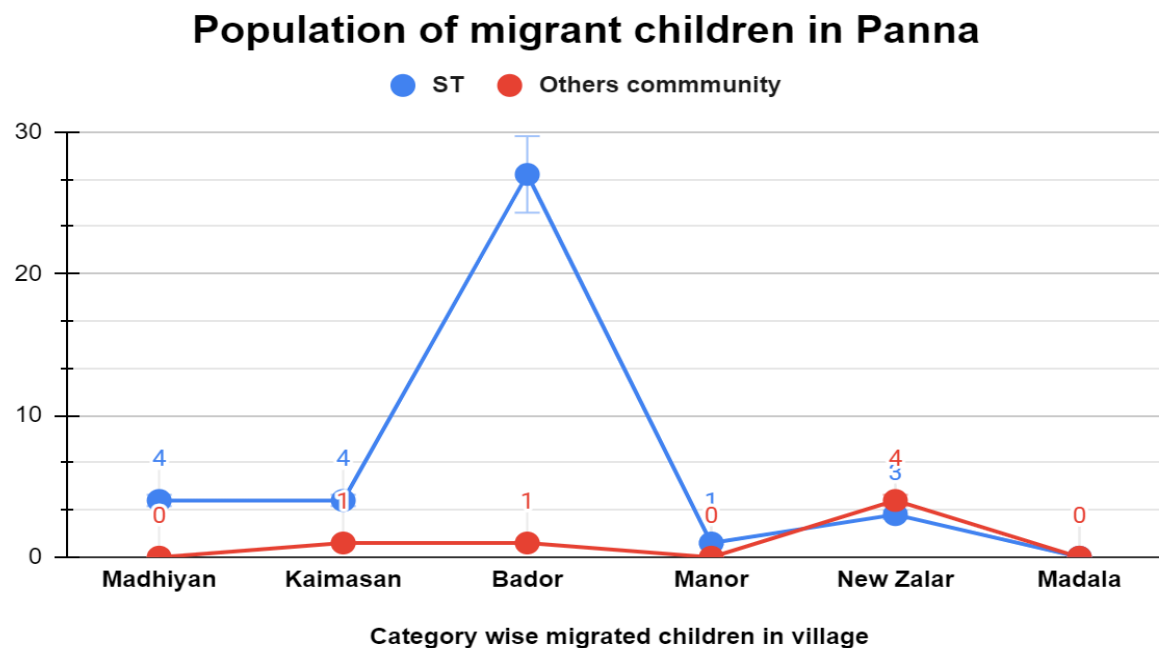
| <b>Population of migrant children in Panna</b>    |                    |                        |
|---|--------------------|------------------------|
| <b>Category-wise migrated children in village</b> | <b>6 -18 age</b>   |                        |
| <b>Name of the center</b>                         | <b>ST children</b> | <b>Other community</b> |
| Madhiyan  | 4                  | 0                      |
| Kaimasan  | 4                  | 1                      |
| Bador   | 27                 | 1                      |
| Manor   | 1                  | 0                      |
| New Zalar   | 3                  | 4                      |
| Madala  | 0                  | 0                      |



|              |           |          |
|--------------|-----------|----------|
| <b>Total</b> | <b>39</b> | <b>6</b> |
|--------------|-----------|----------|

Source: Data collected by Educators

**Figure 4**



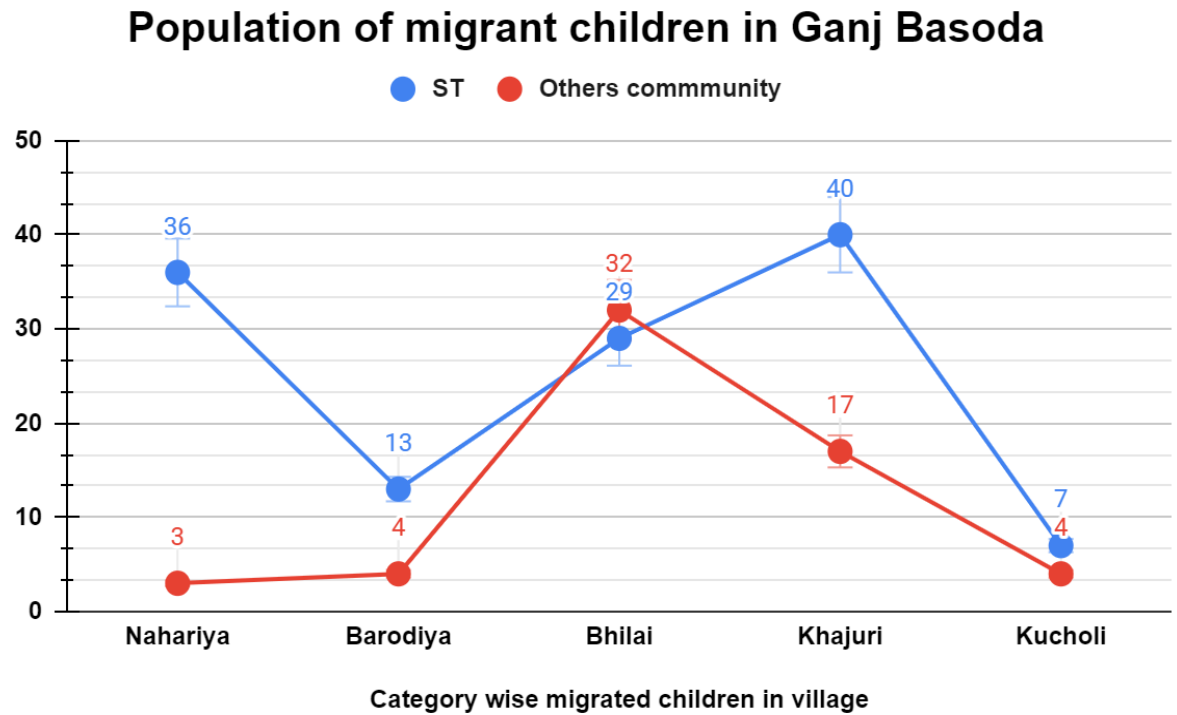
**Table No. 10 - Ganj Basoda**

| <b>Trends in migrant children in Ganj Basoda</b>  |                         |                        |
|---|-------------------------|------------------------|
| <b>Category-wise migrated children in village</b> | <b>6 -18 age</b>        |                        |
|   | <b>Scheduled Tribes</b> | <b>Other community</b> |
| Nahariya  | 36                      | 3                      |
| Barodiya  | 13                      | 4                      |
| Bhilai  | 29                      | 32                     |
| Khajuri   | 40                      | 17                     |
| Kucholi   | 7                       | 4                      |

|              |            |           |
|--------------|------------|-----------|
| <b>Total</b> | <b>125</b> | <b>60</b> |
|--------------|------------|-----------|

Source: Data collected by Educators

**Figure 5**



#### **b. Community meetings and awareness programmes**

Our community engagement initiative prioritizes ensuring every child's right to education by addressing documentation barriers for families, especially those with school dropout children or children not admitted. Through home visits, we offer motivation to go to school and Bal Anagan. Our engagement extends to fostering relationships with local schools and government departments and conducting regular follow-up to ensure educational needs are met. By collaborating closely with stakeholders, we aim to create sustainable pathways for educational access and success, empowering families and building a supportive community environment for all children.



Source: Photo taken during Community women's engagement meeting in Panna.



*Source: Photo taken during Community women's engagement meeting in Ganj Basoda.*

### **c. Documentation support**

Many children do not have birth certificates because there are not many institutional deliveries. Also due to a lack of awareness, parents of the children did not register their child's name in the Panchayat within 21 days after the birth and the Asha workers did not even visit their homes during the registration period, so there's no official record of these births.

This causes bottlenecks for children to get admission in school. Without a birth certificate, children cannot get mandatory documents like Aadhaar card or caste certificates, which means they cannot go to school. This creates a cycle where many children drop out because they don't have the supporting documents for proof. Dhaatri is helping these children get the documents they need and coordinating with the government to streamline the process.

**Table No.11 - Types of Documents Lacking in Panna**

| <b>Document Issue</b>      |                          |                    |                   |                          |
|----------------------------|--------------------------|--------------------|-------------------|--------------------------|
| <b>Name of the village</b> | <b>Birth certificate</b> | <b>Aadhar Card</b> | <b>Samgrah ID</b> | <b>Caste certificate</b> |
| Madhaiyan                  | 0                        | 0                  | 0                 | 0                        |
| Kaimasan                   | 2                        | 2                  | 0                 | 0                        |
| Bador                      | 11                       | 11                 | 0                 | 0                        |
| Madala                     | 0                        | 0                  | 0                 | 0                        |
| New Zalar                  | 0                        | 0                  | 0                 | 0                        |
| Manor                      | 11                       | 11                 | 11                | 0                        |
| <b>Total</b>               | <b>24</b>                | <b>24</b>          | <b>11</b>         | <b>0</b>                 |

*Source: Data collected by Educators*



Source: Photo taken while presenting the document issues before the "Child Protection Commission" at Ganj Basoda.

**Table No. 12 - Lack of Documents in Ganj Basoda**

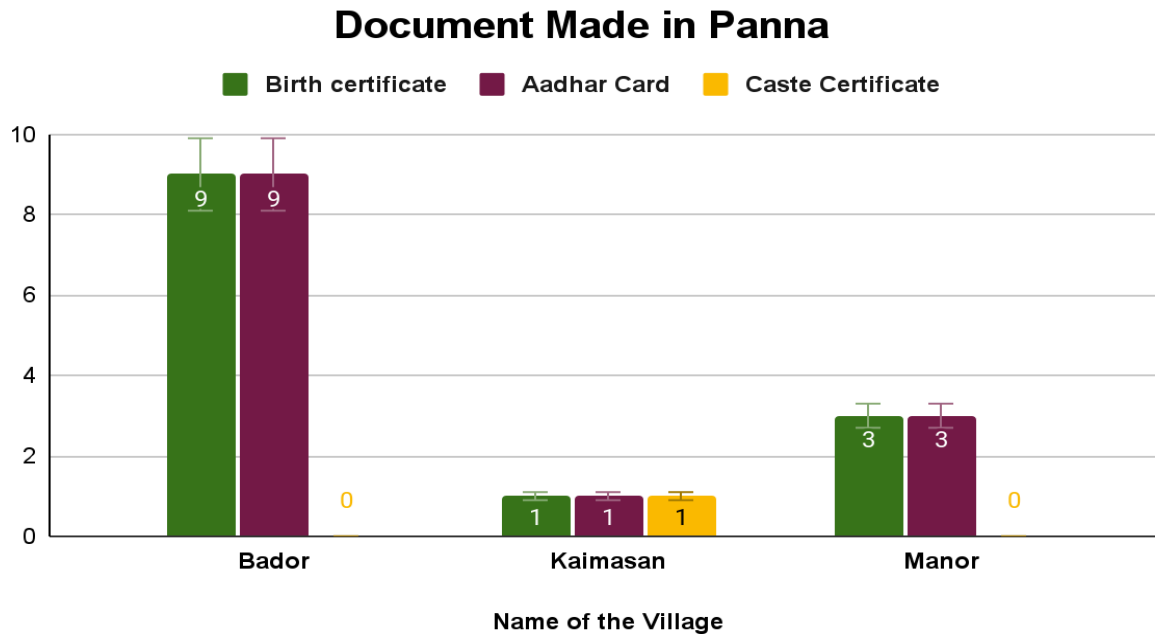
| <b>Documents Facilitated</b> |                          |                    |                   |                          |
|------------------------------|--------------------------|--------------------|-------------------|--------------------------|
| <b>Name of the Village</b>   | <b>Birth certificate</b> | <b>Aadhar Card</b> | <b>Samgrah ID</b> | <b>Caste certificate</b> |
| Bhilai                       | 18                       | 37                 | 54                | 7                        |
| Barodiya                     | 18                       | 7                  | 8                 | 24                       |
| Nahariya                     | 10                       | 16                 | 16                | 9                        |
| Khajuri                      | 2                        | 32                 | 3                 | 1                        |
| Kucholi                      | 10                       | 12                 | 24                | 6                        |
| <b>Total</b>                 | <b>58</b>                | <b>104</b>         | <b>105</b>        | <b>47</b>                |

*Source: Data collected by Educators*

**Table No.13 - Documents Made in Panna**

| <b>Documents Facilitated</b> |                          |                    |                          |
|------------------------------|--------------------------|--------------------|--------------------------|
| <b>Name of the Village</b>   | <b>Birth certificate</b> | <b>Aadhar Card</b> | <b>Caste Certificate</b> |
| Bador                        | 9                        | 9                  | 0                        |
| Kaimasan                     | 1                        | 1                  | 1                        |
| Manor                        | 3                        | 3                  | 0                        |
| <b>Total</b>                 | <b>13</b>                | <b>13</b>          | <b>1</b>                 |

**Figure 6**



**d. Follow up with government schools and departments**

The educators and Dhaatri maintain regular communication with government schools to gather important data such as student enrollment, attendance, dropout rates, and various issues like migration. They personally visit students who have dropped out of school to provide support and motivation to both students and parents. They help in obtaining necessary documents like Aadhar cards, birth certificates, and caste certificates from government authorities to facilitate the re-enrollment of these children in school.

Dhaatri works closely with government schools to track student migration patterns, identify dropouts with the help of government teachers and works closely with them to bring children back into school. Efforts have been made to address gaps in the education system by reaching out to district authorities. Requests have been made to address issues like long walking distances to schools, fear of wildlife attacks while going to school, poor transportation and infrastructure and inadequate criteria for distributing bicycles, all of which contribute to high dropout rates. Additionally, requests for seasonal hostels, addressing substance abuse, malnutrition concerns, water quality issues, and poor school infrastructure have been represented to the district authorities. We follow up with the officials on a regular basis, and are currently requesting for



village-level camps for verification and providing documents to the children like birth certificates, samagra cards, and caste certificates.

**e. Fees and other education support to students of high schools**

We have extended financial and other education material support to high school students who dropped out last year and those who are unable to pay their school fees/ exam fees. This initiative aims to address the problem of students dropping out of school at middle and high school levels, in order to sustain their high school and college education.

**Table No. 14 -E.1– Fee Support**

| School fees support students |          |          |              |          |          |
|------------------------------|----------|----------|--------------|----------|----------|
| Panna                        |          |          | Ganj Basoda  |          |          |
| Bal Aangan Center            | ST       | Others   |              | ST       | Others   |
| Madhaiyan                    | 1        | 0        | Nahariya     | 2        | 0        |
| Kaimasan                     | 0        | 0        | Bhilai       | 0        | 0        |
| Badol                        | 0        | 0        | Badodiya     | 0        | 0        |
| Madala                       | 0        | 0        | Kucholi      | 0        | 0        |
| New Zalar                    | 0        | 0        | Khajuri      | 0        | 0        |
| <b>Total</b>                 | <b>1</b> | <b>0</b> | <b>Total</b> | <b>2</b> | <b>0</b> |

In the academic year 2023-24, we provided fee support to a high school student from Madhayan village in Panna district, along with two tribal students from Ganj Basoda.

**Table No. 15 - Education material**

| <b>Standard</b>          | <b>Education Material</b>  |
|--------------------------|--|
| Anganwadi - 2nd Standard | Slate, Chalk, Pencil, Erasers, All in One ( A-Z ) book, Drawing Books, Colours pen, Shopner.         |
| 3rd - 5th Standard       | Pencil, Erasers, A -Z book, Drawing Books, Colours pen, Shopner, Small and big Notebook, Pen, Scale. |
| 6th -9th Standard        | Pen, Pencil, Erasers, Scale A-Z book, Geometry Box, Colours pen, Shopner, Small and Big Notebook.    |



Source: Photo taken during education material distribution in Ganj Basoda.

## E.2 – Cycle Distribution

There are hurdles in the government Bicycle scheme for children going to high school as these are only provided to students attending from neighbouring panchayats and not from the same panchayat, even if the school is located far from the habitation. Most of the children in Ganj Basoda are out of school due to this limitation and therefore Dhaatri has tried to help those children with Bicycles through raising donations. We distributed 20 cycles in the initial phase.



Source: Photo taken during Cycle distribution in Ganj Basoda.

### Some details of Out-of-school children

**Table No 16 - Out-of-school children in Panna**

| Age-wise category in village | Out-of-school children |                  |           |                  |           |                  |             |                  | Total children population |
|------------------------------|------------------------|------------------|-----------|------------------|-----------|------------------|-------------|------------------|---------------------------|
|                              | 6- 10 Age              |                  | 11-14 Age |                  | 15-16 Age |                  | 17-18 Age c |                  |                           |
|                              | ST                     | Others community | ST        | Others community | ST        | Others community | ST          | Others community |                           |
| Madhiyan                     | 1                      | 0                | 0         | 0                | 3         | 0                | 0           | 0                | 4                         |
| Kaimasan                     | 4                      | 1                | 0         | 0                | 0         | 0                | 0           | 0                | 5                         |
| Bador                        | 2                      | 0                | 3         | 0                | 3         | 0                | 19          | 1                | 28                        |
| Manor                        | 4                      | 0                | 1         | 0                | 0         | 0                | 0           | 0                | 5                         |
| New Zalar                    | 0                      | 0                | 0         | 1                | 2         | 1                | 1           | 2                | 7                         |
| Madala                       | 0                      | 0                | 0         | 0                | 0         | 0                | 0           | 0                | 0                         |
| <b>Total</b>                 | <b>11</b>              | <b>1</b>         | <b>4</b>  | <b>1</b>         | <b>8</b>  | <b>1</b>         | <b>20</b>   | <b>3</b>         | <b>49</b>                 |

Source: Data collected by Educators

**Table No.17 - Out-of-school in Ganj Basoda**

| Age-wise category in village | Out-of-school children |                  |           |                  |           |                  |             |                  | Total children population |
|------------------------------|------------------------|------------------|-----------|------------------|-----------|------------------|-------------|------------------|---------------------------|
|                              | 6- 10 Age              |                  | 11-14 Age |                  | 15-16 Age |                  | 17-18 Age c |                  |                           |
|                              | ST                     | Others community | ST        | Others community | ST        | Others community | ST          | Others community |                           |
| Nahariya                     | 0                      | 0                | 2         | 0                | 14        | 1                | 21          | 2                | 40                        |
| Barodiya                     | 4                      | 0                | 5         | 1                | 1         | 1                | 3           | 2                | 17                        |
| Bhilai                       | 14                     | 6                | 20        | 16               | 0         | 6                | 0           | 4                | 66                        |
| Khajuri                      | 0                      | 2                | 12        | 1                | 10        | 3                | 18          | 11               | 57                        |
| Kucholi                      | 1                      | 0                | 3         | 0                | 3         | 1                | 2           | 3                | 13                        |
| <b>Total</b>                 | <b>19</b>              | <b>8</b>         | <b>42</b> | <b>18</b>        | <b>28</b> | <b>12</b>        | <b>44</b>   | <b>22</b>        | <b>193</b>                |

Source: Data collected by Educators

### Children's academic levels through our assessment modules:

For student progress analysis, the curriculum is structured across **three levels of proficiency in Mathematics, English, and Language skills**. In the first level of mathematics, students focus on foundational numerical concepts such as numbers from 1 to 100, and basic arithmetic operations including

addition, subtraction, multiplication, and division of single-digit numbers. They also learn multiplication tables from 2 to 10. In English, they cover fundamental aspects like the alphabet, letters, words, sentences, and vowels. Additionally, they are introduced to basic language structures such as Varnmala.

Moving to the second level, students can work with numbers up to 1000 and arithmetic operations, including double-digit numbers. Multiplication tables up to 15, introductory concepts in geometry, fractions, decimals, and percentages. In English, basic vocabulary, and identification of objects are the main focus.

In Level 3 understanding of geometry, decimals, fractions, and percentages; in English, language structure, vocabulary including basic sentence construction and basic reading are learnt. Using these levels as a reference, we have a curriculum and lesson planning. We have successfully tracked and assessed students' learning progress up to December 2023 in both Panna and Ganj Basoda areas.

**Table No.18- Children’s Level in Panna**

| Age-wise children level in center | Level 1st |           |           |          | Level 2nd |           |           |          | Level 3rd |          |           |          | Total Children population |
|-----------------------------------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|-----------|----------|-----------|----------|---------------------------|
|                                   | 0-5       | 6-10      | 11-14     | 15-18    | 0-5       | 6-10      | 11-14     | 15-18    | 0-5       | 6-10     | 11-14     | 15-18    |                           |
| Madhiyan                          | 1         | 16        | 0         | 0        | 0         | 4         | 0         | 0        | 0         | 4        | 3         | 0        | 28                        |
| Kaimasan                          | 7         | 13        | 1         | 0        | 0         | 1         | 2         | 0        | 0         | 0        | 1         | 0        | 25                        |
| Bador                             | 0         | 15        | 3         | 0        | 0         | 3         | 4         | 0        | 0         | 0        | 0         | 0        | 25                        |
| Manor                             | 4         | 25        | 9         | 1        | 0         | 1         | 0         | 0        | 0         | 0        | 0         | 0        | 40                        |
| New Zalar                         | 0         | 10        | 2         | 0        | 0         | 0         | 4         | 0        | 0         | 0        | 1         | 0        | 17                        |
| Madala                            | 0         | 7         | 4         | 0        | 0         | 3         | 5         | 0        | 0         | 0        | 5         | 0        | 24                        |
| <b>Total</b>                      | <b>12</b> | <b>86</b> | <b>19</b> | <b>1</b> | <b>0</b>  | <b>12</b> | <b>15</b> | <b>0</b> | <b>0</b>  | <b>4</b> | <b>10</b> | <b>0</b> | <b>159</b>                |

Source: Data collected by educators' assessment

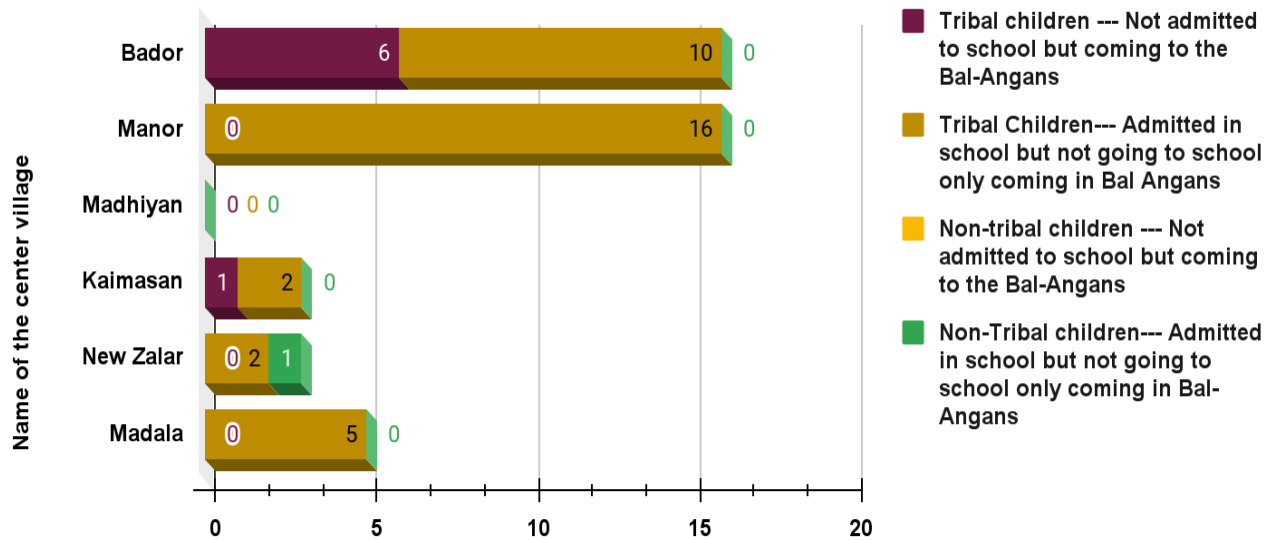


|   |              |          |           |           |          |          |          |
|---|--------------|----------|-----------|-----------|----------|----------|----------|
| 1 | Bador        | 6        | 10        | 16        | 0        | 0        | 0        |
| 2 | Manor        | 0        | 16        | 16        | 0        | 0        | 0        |
| 3 | Madhiyan     | 0        | 0         | 0         | 0        | 0        | 0        |
| 4 | Kaimasan     | 1        | 2         | 3         | 0        | 0        | 0        |
| 5 | New Zalar    | 0        | 2         | 2         | 0        | 1        | 1        |
| 6 | Madala       | 0        | 5         | 5         | 0        | 0        | 0        |
|   | <b>Total</b> | <b>7</b> | <b>35</b> | <b>42</b> | <b>0</b> | <b>1</b> | <b>1</b> |

Source: Primary data through community survey

Figure 7

### School drop out & not admitted but coming in Bal Angans children population in Panna





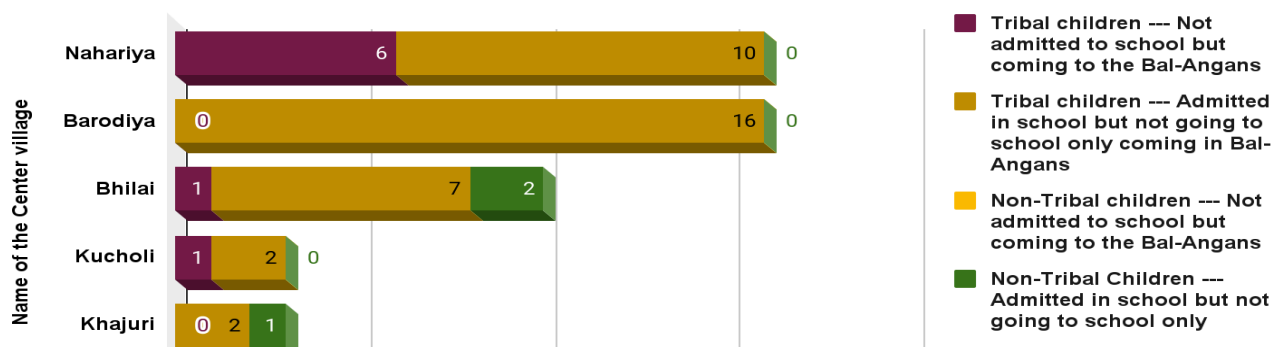
**Table No.21 - Ganj Basoda**

| Sr. No. | Name of the center | ST  |  |           | Non-ST  |  |          |
|---------|--------------------|---|--|-----------|---|--|----------|
|         |                    | Not admitted to school but coming to the Bal Angans | Admitted in school but not going to school only coming in Bal Angans | Total     | Not admitted to school but coming to the Bal Angans | Admitted in school but not going to school only coming to Bal Angans | Total    |
| 1       | Nahariya           | 6   | 10   | 16        | 0   | 0  | 0        |
| 2       | Barodiya           | 0   | 16   | 16        | 0   | 0  | 0        |
| 3       | Bhilai             | 1   | 7  | 8         | 0   | 2  | 2        |
| 4       | Kucholi            | 1   | 2  | 3         | 0   | 0  | 0        |
| 5       | Khajuri            | 0   | 2  | 2         | 0   | 1  | 1        |
|         | <b>Total</b>       | <b>8</b>  | <b>37</b>  | <b>45</b> | <b>0</b>  | <b>3</b>   | <b>3</b> |

Source: Primary Data through community survey

**Figure 8**

**School drop out & not admitted but coming in Bal-Angans children population in Ganj Basoda**



### Details of Children Irregular to school:

Many children face significant challenges that hinder their regular school attendance, like chronic physical and mental health issues, ill health, fear of wildlife attacks, migration and poverty in the family, domestic violence, substance abuse, working in the mines or the need to care for younger siblings. These are dominant factors that prevent regular attendance.

**Table No.22- Panna**

| <b>Category-wise Population in village</b> | <b>ST</b>  | <b>Others community</b> | <b>Total Irregular children population in school</b> |
|--|------------|-------------------------|--|
| Madhiyan                                   | 12         | 3                       | 15   |
| Kaimasan                                   | 15         | 12                      | 27   |
| Bador                                      | 14         | 5                       | 19   |
| Manor                                      | 70         | 0                       | 70   |
| New Zalar                                  | 2          | 2                       | 4  |
| Madala                                     | 5          | 0                       | 5  |
| <b>Total</b>                               | <b>118</b> | <b>22</b>               | <b>140</b>   |

*Source: Data collected by school attendance*

**Table No. 23 - Ganj Basoda**

| <b>Category-wise Population in village</b> | <b>ST</b> | <b>Others community</b> | <b>Total Irregular children population in school</b> |
|--|-----------|-------------------------|--|
| Nahariya                                   | 14        | 3                       | 17   |
| Barodiya                                   | 16        | 48                      | 64   |

|              |           |            |            |
|--------------|-----------|------------|------------|
| Bhilai       | 21        | 34         | 55         |
| Khajuri      | 27        | 4          | 31         |
| Kucholi      | 13        | 51         | 64         |
| <b>Total</b> | <b>91</b> | <b>140</b> | <b>231</b> |

Source: Data collected by school attendance

### Outreach Strategy

To help improve children's learning and keep them on track, we take several important steps. We track attendance every day to spot any patterns of absenteeism and address issues quickly. Each week, we review each subject with the students to make sure they understand and remember what they've learned in class.

We pay special attention to children who might drop out, those who attend irregularly, and those who have moved. By visiting their homes, we can talk to their families, understand their problems, and provide the support they need. This personalized approach helps keep kids in school and attending regularly.

We also stay in close contact with local government schools. By visiting these schools regularly, we gather feedback, share ideas, and make sure our methods are working and meet the required standards. This teamwork between schools, families, and education officials creates a supportive environment is envisaged as a strategy to bring and retain children in school.

**Table No. 24 Panna - Taking Care of Siblings:**

| Age-wise category in village | 6- 10 age children population |                   | 11-14 Age children population |                   | 15-16 Age children population |                   | 17-18 Age children population |                   |
|------------------------------|-------------------------------|-------------------|-------------------------------|-------------------|-------------------------------|-------------------|-------------------------------|-------------------|
|                              | ST                            | Other communities | ST                            | Other communities | ST                            | Other communities | ST                            | Other communities |
| Madhiyan                     | 0                             | 0                 | 0                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| Kaimasan                     | 5                             | 0                 | 2                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| Bador                        | 10                            | 0                 | 5                             | 0                 | 1                             | 0                 | 5                             | 0                 |

|              |           |          |          |          |          |          |          |          |
|--------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Manor        | 8         | 0        | 2        | 0        | 0        | 0        | 0        | 0        |
| New Zalar    | 5         | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| Madala       | 0         | 0        | 0        | 2        | 0        | 0        | 0        | 0        |
| <b>Total</b> | <b>28</b> | <b>0</b> | <b>9</b> | <b>2</b> | <b>1</b> | <b>0</b> | <b>5</b> | <b>0</b> |

Source: Data collected through community survey

**Table No. 25 - Ganj Basoda**

| Age-wise category in village | 6- 10 age children population |                   | 11-14 Age children population |                   | 15-16 Age children population |                   | 17-18 Age children population |                   |
|------------------------------|-------------------------------|-------------------|-------------------------------|-------------------|-------------------------------|-------------------|-------------------------------|-------------------|
|                              | ST                            | Other communities | ST                            | Other communities | ST                            | Other communities | ST                            | Other communities |
| Nahariya                     | 1                             | 0                 | 2                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| Barodiya                     | 0                             | 0                 | 0                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| Bhilai                       | 0                             | 0                 | 0                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| Khajuri                      | 0                             | 0                 | 2                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| Kucholi                      | 0                             | 0                 | 3                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| <b>Total</b>                 | <b>1</b>                      | <b>0</b>          | <b>7</b>                      | <b>0</b>          | <b>0</b>                      | <b>0</b>          | <b>0</b>                      | <b>0</b>          |

Source: Data collected by basic survey



Children and adolescents working in brick kilns. *Source: Photo taken during a field visit in Panna.*



Children Taking care of younger siblings. *Source: Photo taken during a field visit in Ganj Basoda.*



Children have many household chores and drop out of school. *Source: Photo taken during a field visit in Ganj*

Basoda.



Source: Photo taken during a field visit in Ganj Basoda.

**Children engaged in sibling and household care activities:-**

**Table No. 26 - Panna**

| Age-wise category in village | 6- 10 age children population |                   | 11-14 Age children population |                   | 15-16 Age children population |                   | 17-18 Age children population |                   |
|------------------------------|-------------------------------|-------------------|-------------------------------|-------------------|-------------------------------|-------------------|-------------------------------|-------------------|
|                              | ST                            | Other communities | ST                            | Other communities | ST                            | Other communities | ST                            | Other communities |
| Madhiyan                     | 0                             | 0                 | 0                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| Kaimasan                     | 2                             | 0                 | 6                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| Bador                        | 11                            | 0                 | 6                             | 0                 | 2                             | 0                 | 2                             | 1                 |
| Manor                        | 5                             | 0                 | 3                             | 0                 | 0                             | 0                 | 0                             | 0                 |
| New Zalar                    | 2                             | 0                 | 0                             | 0                 | 0                             | 2                 | 0                             | 0                 |
| Madala                       | 0                             | 0                 | 4                             | 0                 | 2                             | 0                 | 0                             | 0                 |
| <b>Total</b>                 | <b>20</b>                     | <b>0</b>          | <b>19</b>                     | <b>0</b>          | <b>4</b>                      | <b>2</b>          | <b>2</b>                      | <b>1</b>          |

Source: Primary Data through community survey



**Table No 27- Ganj Basoda**

| Age-wise category in village | 6- 10 age children population |                   | 11-14 Age children population |                   | 15-16 Age children population |                   | 17-18 Age children population |                   |
|------------------------------|-------------------------------|-------------------|-------------------------------|-------------------|-------------------------------|-------------------|-------------------------------|-------------------|
|                              | ST                            | Other communities | ST                            | Other communities | ST                            | Other communities | ST                            | Other communities |
| Nahariya                     | 9                             | 1                 | 12                            | 3                 | 4                             | 0                 | 0                             | 0                 |
| Barodiya                     | 1                             | 0                 | 4                             | 0                 | 1                             | 1                 | 1                             | 1                 |
| Bhilai                       | 4                             | 3                 | 5                             | 8                 | 0                             | 0                 | 0                             | 0                 |
| Khajuri                      | 0                             | 0                 | 3                             | 0                 | 0                             | 1                 | 0                             | 6                 |
| Kucholi                      | 0                             | 0                 | 7                             | 0                 | 3                             | 0                 | 0                             | 0                 |
| <b>Total</b>                 | <b>14</b>                     | <b>4</b>          | <b>31</b>                     | <b>11</b>         | <b>8</b>                      | <b>2</b>          | <b>1</b>                      | <b>7</b>          |

Source: Primary Data through community surveying



Poor and unsafe roads: Source: Photo taken during a field visit in Ganj Basoda



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for Women and Children



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