

Annual Education Report 2022-23

Dhaatri Trust



Introduction and background of the situation of Adivasi children in Panna and Vidisha, Madhya Pradesh

Problems faced by children in Panna:

Dhaatri is working in the Panna Tiger Reserve (PTR) affected villages with mainly Sor, Nand and Raj Gonds in Bador, Manor, Madla, Janakpur and Janwar panchayats and Nayi Basti relocated colony. Some of these villages were forcibly relocated and others are under constant threat of eviction. This area is also historically affected by diamond and stone mining, partly legal and partly illegal. Adivasis work in construction and mining activities and suffer from serious occupational health problems. This has led to a high incidence of death and widowhood with women- headed households being forced to pull their children out of school after primary and

middle levels. Further, seasonal migration has led to children being irregular to school and having severe learning challenges that pushes them into a vicious web of bonded labour, substance abuse and social insecurity. Relocated colonies have barely any facilities for basic amenities like anganwadis, primary schools, transport or even identity cards to get admission in schools or colleges. Illiteracy and distress of survival have together prevented these families from approaching governance bodies for their children's entitlements. Dhaatri has been working with these families for recognition of their basic entitlements, public health facilities and education of children. The latter is a recent initiative since the Covid 19, as a process of building multi-strategic interventions for the protection and education of children.

Problems faced by children in Ganj Basoda, Vidisha:

Similar to Panna, the tribals in Ganj Basoda are affected by informal and illegal mining operations where they work as daily wage labour. They belong to the PVTG Sahariya tribe, highly impoverished, indebted and malnourished. High prevalence of tuberculosis and silicosis among these communities has led to a high incidence of child and adolescent labour in the mining and construction industry. As in Panna, most families have lost their adult men leaving behind young widows forced to rely on the daily wage labour of their children. Access and transport facilities to educational institutions being limited and risky has compounded the problems for adolescent girls and boys. Dhaatri is collaborating with a community group called PRASOON for education support to Sahariya children.

Education Programme 2022-23

Dhaatri works with Adivasi Children in 4 villages in Nahariya, Shankargad, Bilay, and Khajuri of Ganj Basoda and in the six villages Madla, Madaiyan, Kaimasa, Bador, New Jalarkammriya and Jankapur Nayi Basti in Panna.

Main Objectives and Methodology of the programme:

1. Ensuring retention of Adivasi children in middle and high school level
2. Improving the quality of learning of primary and middle school children
3. Strengthening intergenerational cultural and biodiversity knowledge through education.



Activities under the Education program of Dhaatri

Dhaatri covers the following activities as part of our Community Education Programme for Adivasi Children in Panna and Vidisha:

1. Community Education Centres

1. Training of Educators -monthly and quarterly
2. Lesson Planning and follow-up with Educators -weekly and monthly
3. Daily evening classes for all children
4. Children's camps for drop out children and children in school
5. Biodiversity and cultural education activities
6. Community Libraries



2. Community Engagement

1. Preparing a Migration Tracking Plan and module
2. Training Educators on tracking migration and linking children with destination sources
3. Partnering with community institutions – Anganwadis, primary schools, Gram Sabhas, ASHA workers in collaborative tracking, monitoring and motivation for retention

3. Engagement with government schools

1. Survey and tracking of children in school by Educators and project team
2. Linking with local govt schools for tracking and motivation
3. Engaging with education and tribal welfare dept on school facilities and gaps
4. Engaging with district authorities for linking the DMF funds to children's education

1. Activities conducted in Evening Education Centres for children of primary and middle school

The Evening Centres are a place where the children go after school, to learn in a fun and playful way. The Centres mainly focus on building the children's age specific and class specific levels to supplement what is taught in the government schools so that the gaps during migration and absence from school are covered by our educators. We mainly cover basic language, maths and science lessons from the text books through games, activities, art and basic subject lessons.



Centres in Panna

Number of students in each centre – sex wise break up:

Name of the centre	Boys	Girls	Total
Madla	11	9	20
Madaiyan	11	11	22
Keimasan	9	13	22
Bador	5	23	28
New Jalarkammriya	6	8	14
Nayi Basti	11	12	23

Centre – class wise break up

Centre name	1 st Class	2 nd Class	3 rd Class	4 th class	5 th Class	6 th Class	7 th Class	8 th Class	9 th clas s	0-5 y	Not enrolled in school	Total
Madla	0	1	2	5	8	0	3	1	0	0		20
Madaiyan	6	3	5	4	3	1	0	0	0	0		22
Kamation	2	5	3	1	3	2	2	0	2	2		22
Bador	7	3	0	2	2	0		2	0	7	5	28
New jalar Kamariya	4	2	3	2	1	0	0	0	0	2		14
Nayi Basti	2	5	4	1	2	2	1	0	1	0	3	19

Centres in Vidisha

Number of students in each centre – sex wise break up:

Name of the centre	Girls	Boys	Total
Bhilay	14	9	23
Khajuri	17	11	28
Nahariya	21	20	41
Shankarghad	12	17	29

Centre – class wise break up

Centre name	1 st class	2 nd class	3 rd class	4 th class	5 th class	6 th class	7 th class	8 th class	9 th class	0-5 y	Total
Nahariya	8	8	9	6	4	1	4	0	0	1	41
Bhilay	2	7	3	3	1	1	0	0	1	5	23
Khajuri	4	0	5	1	3	9	2	4	0	1	29
Shankarghad	2	2	4	4	6	3	0	2	0	5	28



2. Teacher Training and Pedagogy Support

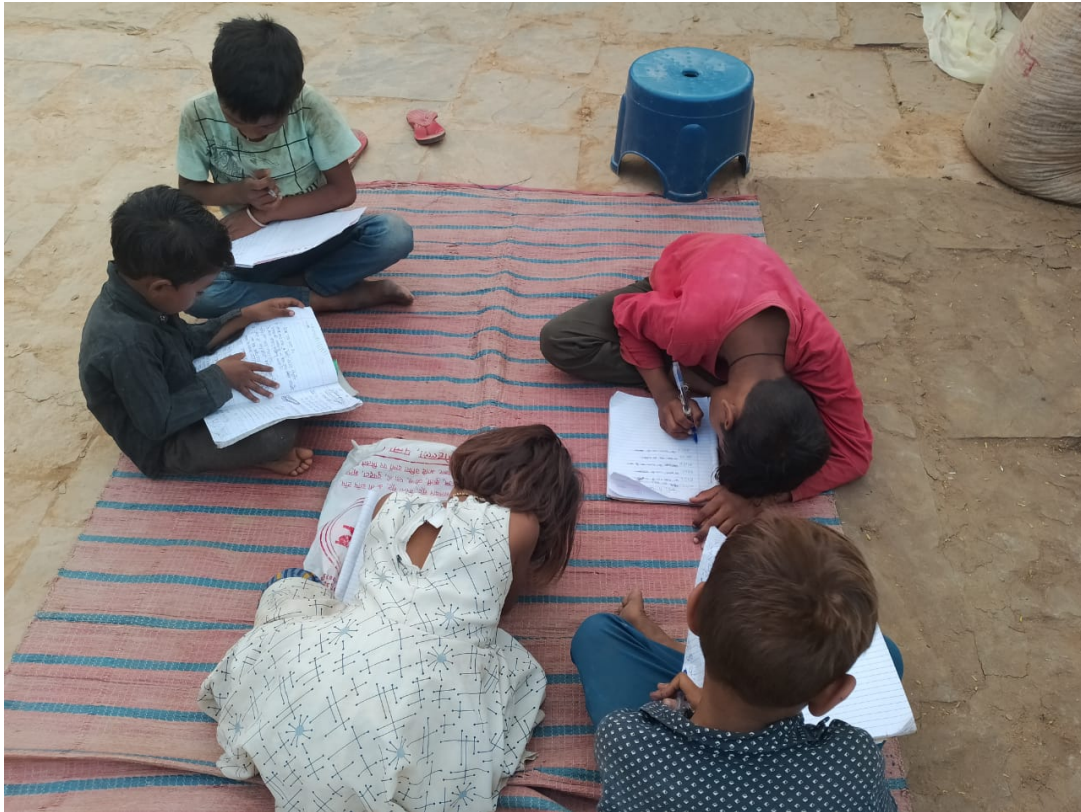
The educators are youth from the community and have different levels of education. Some are still in college, while others are undergoing teacher training. As they are not trained teachers, Dhaatri has an in-house training programme that is customised to the needs of the Centres. We conduct quarterly and monthly trainings based on the levels of the children and of the educators. We conducted two workshops in the year at Hyderabad and monthly trainings in the field. We also have weekly online review meetings and lesson planning. The main content of these workshops is to give creative skills to the educators on handling multi-level children, have practice sessions on each subject, an understanding of pedagogy and child development, preparing lesson plans and teaching aids for the quarter.



Curriculum planning and seasonal activities

The evening centres follow a Dhaatri-developed curriculum which is aligned with the curriculum of Government schools. The main subjects that the teachers teach are Hindi, Maths, and English. The children are split into 3 levels in each subject. In Mathematics, the students in Level 1 (which is usually students in classes 1-3) should know the numbers 0-100, Addition with 1 & 2 digits, Subtraction, Basic Division, and the Tables of 2, 3, and 5. If the students can master all those, they can enter Level 2. Level 2 (which is usually students in classes 4-5) involves

Multiplication and Division with 3 digits, Basic Geometry, Odd and Even Numbers, Fractions, and Decimals. In Level 3 (which is usually students in classes 6-7), they learn tables 7, 8, 9, 10, 11, and 12, and other lessons in their state syllabus.



Languages Hindi and English are split the same. In Level 1, the kids should know the Alphabet, Sentence formation, and Matras. Level 2 involves Sentences, Tenses, Genders, Reading and Writing, and Numbers. Level 3 contains Games, Storytelling, and reading in the library. Just like with Maths, they should always be able to master all topics before they enter a new level. Constant repetition is again key to learning.

Additionally, the children learn adivasi history from elders of the villages through stories and Biology and Biodiversity with plants and nature surrounding them. Dhaatri is providing a lesson plan for every month that the teachers can work with. Dhaatri encourages the teachers to engage with nature based activities like Biodiversity-mapping and cultural education activities as a regular part of their schedule. This could be things like water testing, biodiversity mapping, learning one traditional song every month, inviting an elder to tell a story (could be history),

drawing or writing down a recipe, and activities related to current festivals or other events. They also track the seasonal wild food and farming. This year the children and educators came up with many activities, songs, artwork and stories on their own.



The following are some examples of the activities conducted in the Centres

1. **Get-to-know activity:** A questionnaire was given for getting to know their interests and we had also asked them to draw their village surroundings.
2. **Leaf collection:** The kids were asked to collect leaves that were found around them and write some information about it.
3. **Pictionary:** A game where a kid is told a word and they are supposed to draw it out in such a way that the rest of the group can guess it. We gave them a list of words for them to draw. But due to some miscommunication between us and the volunteer, the activity was not conducted in the desired fashion.
4. **Dream recollection:** The kids were asked to write about their latest dream.
5. **Story building:** We conducted an activity where the kids are seated in a circle and a piece of paper is passed around. Each kid had to write only one word in relation to the previous word written by another kid hence building a story.
6. **Video Introduction:** The kids introduced themselves in a video format and they also sang a song as a group.

7. **Tiger sighting:** A questionnaire about tiger sightings was given for them to answer. However, we were told that the kids do not visit the forest. So they answered the questions with the help of their parents.
8. **Draw yourself:** The kids were asked to draw themselves.
9. **Story writing:** We gave the starting two lines of a story and the kids were asked to continue it in their own way.
10. **Drama:** We told the kids to enact the story that they had written. We chose the characters from all the stories that they submitted.
11. **Mahua tree:** The kids wrote about the tree and its benefits and drew it too.
12. **Math sums:** The kids were given a few maths problems like fractions to solve.
13. **Covid questionnaire:** We gave the kids some questions to answer concerning how the pandemic affected them.
14. **Food recipes:** The kids were asked to write the recipes of their favourite food.
15. **Map of village:** The kids were asked to draw a map of their own village.
16. **Aspirations:** "What do you want to become when you grow up?" The kids drew their current ambition.
17. **Animal descriptions:** The kids drew animals from their forest and wrote small sentences about them.





3. Coordinating with government schools for enrolment, retention and tracking of migration

The teachers and Dhaatri are in regular contact with government schools. Dhaatri collects some basic information from the schools like enrollment, attendance, dropout students, and other issues such as migration and the tracking of such students. The teachers visited students who have dropped out and motivated the students and helped the parents get documentation from the government (aadhar card, birth certificates, caste certificates) and enrolled children back in school. Dhaatri coordinated with the government schools to track migration and drop out children. We also conducted environment education activities like teaching children how to test their village water, do biodiversity mapping, document their flora and fauna. We have written to the district authorities with lists of children out of school and with representations for setting up anganwadis in relocation colonies where they are absent, seasonal hostels attached to government schools for children of migrating parents, documentation and enrolment of children even in the absence of proper documents and other facilities.

Data from Panna

Number of students in school

Name of the school	Girls	Boys	Total
Madla	45	72	117
Madaiyan	14	8	22
Kamation	14	11	25
Bador	78	89	123
New Jalarkammriya	11	23	34
Nayi Basthi	11	12	23

School - class wise break up

Village	1 st class	2 nd class	3 rd class	4 th class	5 th class	6 th class	7 th class	8 th class	Total
Madla	20	20	24	20	33	0	0	0	117
Madaiyan	0	5	7	8	2	0	0	0	22
Kamation	9	9	5	0	2	0	0	0	25
Bador	17	18	9	14	14	34	14	8	120
New Jalarkammriya	6	5	8	4	6	0	0	0	29
Nayi Basthi	4	3	3	6	5	2	0	0	23

Data from Vidisha

Number of students in Government School:

Name of the school	Girls	Boys	No of the students in school
Nahariya	15	19	34
Shankargarh	N/A	N/A	N/A
Khajuri	N/A	N/A	106
Bhilay	N/A	N/A	277
Saheb Tapra	33	29	62

Government School - class-wise break up:

Village	1 st class	2 nd class	3 rd class	4 th class	5 th class	6 th class	7 th class	8 th class	Total
Nahariya	10	4	13	3	4	0	0	0	34
Khajuri	1	2	7	7	6	38	23	22	106
Saheba Tapra	15	10	13	13	11	0	0	0	62
Bhilay	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	277

Drop-out students village-wise:

Village Name	Girls	Boys	Total
Shankargarh	2	4	6
Nahariya	8	19	27
Saheba tapra	6	27	33
Khajuri	10	21	31

4. Community Libraries

Out of six centres in Panna, there are three libraries in Bador, Kaimasan, and Madla. In Vidisha, there are two libraries in Lamaniya and Bhilay.



5. Fee Support to High School Students

We have provided fees support to high school students who dropped out last year. In Panna five students received support for classes 8 and 9. Three of them are from Bador village, and two from Madaiyan village. In Vidisha 13 students were supported to join high school.



List of Students who received Fee Support from Dhaatri:

SI No	Students Name	Father	Mother	Age	Class which they need to join	Fees	Village
1	Reena Sahariya	Sukh Lal	Vati bai	13	9th	1260	Saheba Tapra
2	Rounak Kushwah	Pappu	Vranda Bai	13	9th	1260	Saheba Tapra
3	Pushpa sahariya	Munnalal	Guddi Bai	14	9th	1260	Saheba Tapra
4	Rashni Vanshkar	Devendra	Arthi	14	9th	1260	Saheba Tapra
5	Vansha Sahariya	Kallu	Ramwati	14	9th	1260	Saheba Tapra
6	Siniya Sahariya	Pappu	Sheela Bai	15	9th	1260	Khajuri
7	Durgesh Kushwah	Sadhu	Subadra Bai	14	9th	1260	Khajuri
8	Suman Sahariya	Santosh	Geeta Bai	13	9th	1260	Lamaniya

9	Sandhya Sahariya	Santosh	Geeta Bai	14	9th	1260	Lamaniya
10	Ajay Sahariya	Soudan	Gomati Bai	14	9th	1260	Lamaniya
11	Mahendra Ahirwar	Jagat Singh	Guddi Bai	14	9th	1260	Lamaniya
12	Mohan Sahariya	Gangaram	Halki Bai	15	9th	1260	Lamaniya
13	Sukram Sahariya	Sher Singh	Durga Bai	15	9th	1260	Lamaniya
14	Rajkumar	Bandu	Meera bai	14	9th	600	Madaiyan
16	Rahul	Lakhan Gond	Goni bai	15	9th	800	Umravan
17	Ruhith	Lakhan Gond	Goni bai	14	9th	600	Umravan
18	Pooja	Malkhan Gond	Sunitha	15	9th	800	Kaimasan
19	Mamatha	Gajaraj	Kosa	15	9th	800	Bador
Total						19980	

6. Nutrition and Education Kits: Dhaatri distributed nutrition kits during covid for all the six centres as well as education kits.





Education Kits

1st to 5th class students

Pen, Sharpener, Pencil, Eraser, Slate board, Crayons Pack, School Bag, Copywriting (Hindi or English), All-in-one pahada book (table book), Rough notebook 100 pages - 2 each, Scale, Drawing book

6th to 8th class students

Pencil, Eraser, Copywriting book (Hindi and English) - 2 each, Rough notebook (200 pages) - 3 each, Pens - 2 each, All-in-one pahada (table book), Drawing book, Color pencil