

# Evaluation Report: Impact of External Support to KGBV Schools

August 2018

Study Conducted By



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## Abbreviations

AY: Academic Year

BEd: Bachelors in Education

CSR: Corporate Social Responsibility

EBB: Educationally Backward Blocks

ENT: Ears, Nose and Throat

FY: Financial Year

FGD: Focused Group Discussion

GRAAM: Grassroots Research and Advocacy Movement

HM: Head Mistress

IDI: Individual Interviews

KGBV: *Kasturba Gandhi Balika Vidhyalaya*

NGO: Non-Government Organization

OBC: Other Backward Class

SC= Scheduled Caste

SSA: *Sarva Shiksha Abhiyan*

SSLC: Secondary School Leaving Certificate

ST: Scheduled Tribe

SVYM: Swami Vivekananda Youth Movement

UT: Union Territory

## Evaluation Report: Support to KGBV Schools

### A. Introduction to *Kasturba Gandhi Balika Vidyalaya*

The *Kasturba Gandhi Balika Vidyalaya* (KGBV) scheme was launched by the Government of India in August, 2004 with an objective of ensuring access and quality education to the girls of disadvantaged groups of society in difficult areas by setting up residential schools at upper primary level. The scheme is being implemented in educationally backward blocks (EBB) of the country where the female rural literacy is below the national average (46.13%: Census 2001) and gender gap in literacy is above the national average (21.59%: Census 2001). However, the criteria of eligible blocks has been revised with effect from 1st April, 2008 to include additional 316 EBBs with rural female literacy below 30%; and 94 Towns/cities having minority concentration (as per the list identified by Ministry of Minority Affairs) with female literacy rate below the national average (53.67%: Census 2001). The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The scheme has been merged with SSA programme during the XIth Five Year Plan since 1st April, 2007. As on May 18, 2017, 3703 KGBVs were functional in 460 districts 27 States/UTs across India<sup>1</sup>.

Objective of the scheme is also to bring back out of the school/dropped out girls to schools. Being a residential school, under the scheme, the students are entitled for following provisions and facilities:

	<b>Facilities</b>	<b>Provisions</b>
1	Accommodation to all girls.	NIOS accredited vocational training

<sup>1</sup><https://timesofindia.indiatimes.com/good-governance/centre/centre-to-open-94-new-Kasturba-gandhi-balika-vidyalayas/articleshow/58733676.cms>

2	Books and teaching materials	Computer training
3	School Uniforms, Sweaters, Shoes-Socks	Educational Tours
4	Daily use items and soaps, oils, towels, tooth-paste, comb, slippers, sanitary napkins etc.	Sports competitions
5	Rs.100 / - per month deposited in the personal bank account of the girl child	Free health check-up and medicines facility per month.
6	NIL	Educational Teen Fairs.
7	NIL	Self-defense training for girls

## B. CSR Support to KGBV Schools

Based on the assessment reports, a Corporate Social Responsibility (henceforth CSR) Foundation of India made strategic transition from working in a specified issue to overall development of selected villages. However, 'education, specifically of girl child' remained one of the focus area of the concerned CSR. One among this is to support KGBV schools, which is meant for girls from disadvantaged groups of society. Currently, the CSR is directly supporting one KGBV Schools in Karnataka and four in Tamil Nadu, and till recently, support was given to five of the KGBV schools in Mysore districts through one of its NGO Partner. The table below has provided the brief description of the support given to KGBV schools through direct and indirect implementation (also refer appendix 1 for the list of support provided in the FY 2017-18).

**Table 1: Brief Information about the Program**

<b>Implementing Partners (IP)</b>	<b>CSR's Direct Intervention</b>	<b>NGO Partner</b>
Project Period	2007 - still continuing	18 September, 2015 - 30 June, 2018
Date of Initiation	2007	September 18, 2018

Has the project being renewed in current financial year?	Yes	No
Major objective of the CSR supported project	Education of girls coming from socially and economically backward background	- empower the girl children from difficult circumstances by catalysing positive personality development to lead a self-reliant life with dignity and honour
Area of operation	Five KGBV's spread across Tamil Nadu and Karnataka: 1. Byrapatna, Channapatna Taluk, Ramanagara District, Karnataka 2. Thalli, Krishnagiri District, Tamil Nadu 3. Chinnabenaguru, Krishnagiri District, Tamil Nadu 4. Golapalli, Krishnagiri District, Tamil Nadu 5. Bolapalli, Krishnagiri District, Tamil Nadu	All the KGBV schools supported through NGO Partner are spread across Mysuru District of Karnataka 1. KGBV, Alanahalli, Mysuru Rural 2. KGBV Bannur, TN Pura 3. KGBV KR Nagara 4. KGBV, Kergalli, Mysore Rural 5. KGBV Nanjangud
Beneficiaries	All the girls in selected KGBV schools	Around 482 girls in selected 5 KGBV schools (AY 2017-18)
Grant sanctioned	INR 5-6 lakhs for all the 5 KGBV Schools in a year	INR 58,78,000 for 2015-16 (Budget includes four other components in other schools)
Support Provided	<ul style="list-style-type: none"> <li>- Black Shoes</li> <li>- Notebooks</li> <li>- Books for library</li> <li>- Spoken English Classes for VII, VIII, IX and X</li> <li>- Special Coaching Classes in core subjects for class X (limited to KGBV Byranpatna)</li> <li>- Support to build Kitchen garden</li> <li>- Computers</li> </ul>	<ul style="list-style-type: none"> <li>- Supporting academic tuition</li> <li>- Facilitation for water, sanitation and hygienic education,</li> <li>- Nutrition Education</li> <li>- Life skill training</li> <li>- Leadership training</li> <li>- Career Guidance</li> <li>- Library</li> </ul>

The CSR Foundation approached GRAAM to evaluate the performance of KGBV schools, supported by the Foundation, in Karnataka. The purpose of the study was to understand whether the complementary support by an external agency is adding any value for enhancing quality of learning environment in the concerned schools.

The objective of the study is self-explanatory where in the thrust was -

- To understand the support provided to the selected KGBV schools through the direct and indirect interventions program of CSR Foundation
- To understand how the supportive mechanism created are being used by the KGBV authorities
- To understand the response of the beneficiaries, i.e. children.
- Recommendation to enhance the overall output of the program.



### C. Methodology for the Evaluation

Qualitative method of data collection such as focused group discussion, in-depth interviews and non participant observation was employed to understand the stakeholder's perception in-depth. At first, a list of stakeholders has been prepared based on the documents provided by the NGO partner organization and CSR Foundation (refer table 2). And, then a checklist has been prepared to interview the stakeholders.

**Table 2: Stakeholder Interviewed for the Study**

	<b>Direct Intervention</b>	<b>Number of Stakeholder</b>	<b>Indirect Intervention</b>	<b>Number of Stakeholder</b>
Name and Number of KGBV's Visited	KGBV, Byrapatna	1	KGBV, Kergalli, Mysore Rural - 570026	1
List of stakeholder				
IDI with implementation team members	1. CSR Team Leader from Bangalore	1	1. Project Manager 2. Project Incharge: 3. Coordinator, KGBV Schools 4. Facilitator, KGBV, Hunsur	4
IDI with Head Mistress of concerned KGBV Schools	Renuka Devi MR	1	Ms. Sankalpa Raj PG	1
FGD with children	Class VI	30	Class VIII	18

As mentioned above, the purpose of the study was to assess the impact of the complementary support by an external agency in the KGBV schools of Karnataka,

thus the study area was restricted to the KGBV schools, supported by the CSR Foundation, in Karnataka only. CSR Foundation had supported six KGBV Schools in Karnataka - one was directly supported by the CSR Foundation and 5 were through partner NGO. For the current study, the study team had visited two of the KGBVs, one in Byrapatna and another in Mysore Rural. Of the two schools, Byrapatna is under a direct implementation of CSR Foundation and Kergeli, Mysore Rural is implemented through NGO Partner in Mysore. Data has been collected through IDIs or FGD from various stakeholders (refer table above). The data collected is digitized and analyzed further to present it according to the objectives of the study.

## **D. Major Findings:**

Based on the discussions with the program managers, Head Mistress of KGBV schools and students, the support provided through CSR Foundation has been detailed in the following paragraphs.

### **D.1. KGBV Byrapatna: Directly supported by the CSR Foundation**

1. Government provides a fund to buy a pair of shoes for all the girls studying in KGBV schools. However, the girls require two sets of shoes in a year, one white and another black<sup>2</sup>. CSR Foundation had supported to buy black shoes for all the students (150 students) at KGBV Byrapatna in the AY of 2017-18. As per the headmistress of the school, uniform in government school includes two pairs of shoes: black and white. However, most of the girls cannot afford to buy even a pair of shoes, thus they will come in sandals. Having a two pair of shoes helps them not to feel inferior then the girls studying in other school.
2. Under the scheme, the girls in KGBVs are entitled for two pairs of socks, which is not sufficient for a year. Thus, the head mistress had requested that along with a pair of shoes, a pair of socks should also be provided. Also, the school had requested for a shoe rack to keep the shoes in order, when not in use.
3. Students of Class VIII, IX and X in KGBV are not entitled to receive notebooks under the government scheme. Thus, CSR is providing notebooks from AY 2014-15 to all the students in the school (other than the last academic year when another organization has provided notebooks to all the students in school). In total, each student had received 17 notebooks. In the AY of 2016-17, the support was also provided for other necessary stationary items, like geometry box, map book, graph book etc, especially for the students studying in class IX and X.

<sup>2</sup> As per our discussion with HM, the students need to wear black shoes for 5 days in a week and white shoes once in a week (mostly Saturdays) en

Refer the list of stationary list in the box  
As per the HM and students, the quality of notebooks and other stationery items are of very good quality. However, they had requested for a double line note books or plain notebook for science in the last AY, which has been fulfilled in the current AY. The HM had also asked for additional notebooks as the students have to buy few more notebooks at the end of the academic year.

**List of Stationary Items Provided in AY 2016-17 by CSR Foundation**

Items	Number
Long book 200 pages	6
Long book (300 pages)	2
Short copy (200 pages)	6
Copy writing books	3
Graph book	1
Map book	1
Practical Record Book	1
Geometry box	1
Blue book	1

- CSR Foundation had provided about 600 books to the library of the school in the AY of 2017-18. In total, the school library has more 1000 books, which includes story books, dictionaries, science books, and books on grammar. Other than this, the Foundation also provided study materials on English, Maths and Science, especially for class X. Most of the books are in English and Kannada. Books are kept in a common room, and children are allowed to refer books any time of the day but books are issued only on Saturday, and it should be returned within 15 days of issue. A teacher from the school is responsible for the maintenance of the library. As per our discussion with the children, they are happy with the available books but will prefer few more books on maths and science also, for further reference.
- CSR Foundation had supported the school to hire a teacher for tuition classes to help the students of class VII, VIII, IX and X in improving their 'English' speaking skills. Teacher was hired through a rigorous selection process with a required qualification (here MA and BEd in English) and experience (minimum 3 years). The tuition classes ran for two hours a day for five days of a week,

where the hired teacher helped the students to understand grammar, form sentences and speak confidently. As per our observation, most of the students in a class are able to understand the language and more than 60 percent of the student can form small sentences.

6. Head Mistress was very happy with the hired teachers as 30 to 40 percent of the students had shown improvement in the subject test. Also the teacher was regular, completed the course in given time and also helped the students of class X to revise their chapters before final examination.

#### **Selection Process of Teacher for Tuition Classes**

Job vacancy is advertised through various local contacts, and the applications received were sorted as per the required skills and experience by HM and Project In-charge from CSR. Selected applicants are called for an interview and are asked to take a mock class. Scores are given to the candidates on ten points, i.e., explanatory skills, voice fluency, subject expertise, interaction with students, time management etc, by HM. Individual and group feedback of students are also taken. The highest scoring (combined score) candidates is selected for the job.

7. The CSR Foundation had also sponsored a hour tuition classes

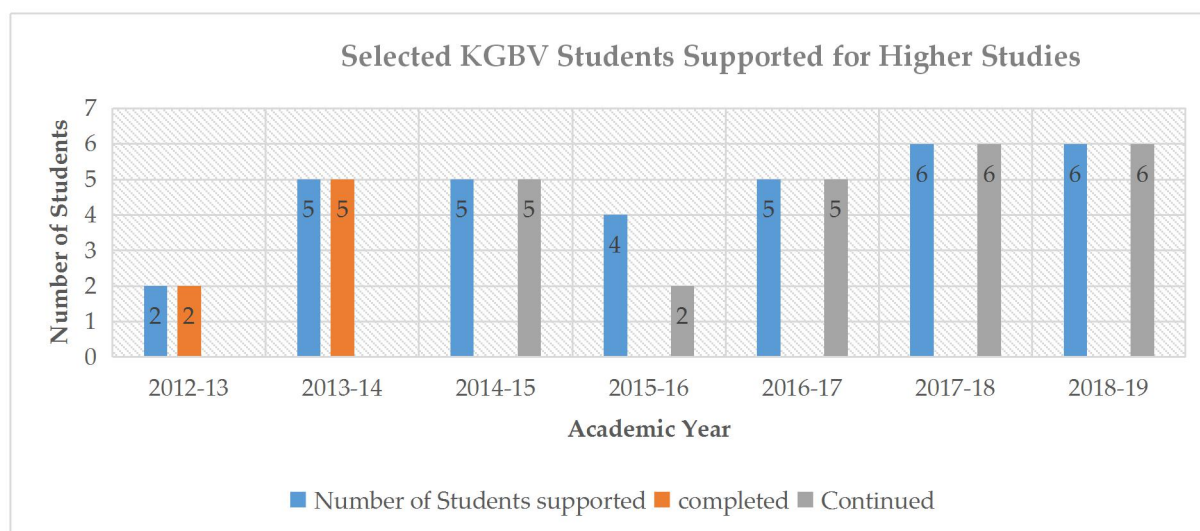
(3 days a week) in Science, English and Mathematics, exclusively for class X. Teacher was hired following a similar selection process. Due to strict monitoring, the classes were regular and all the hired teachers were able to complete the course in given time period. The school was able to achieve 100 percent result in Science and Mathematics in SSLC examination in last few years. The school needs a further support in establishing a science laboratory.

8. As per the rule, the students have to wear blue dress with white salwar/shirt from Monday to Friday, and on Saturday they have to wear white uniform. However, the government provides only two sets of blue uniform. Thus, the CSR had distributed white dress to all the children for three AYS, ie, 2014-15, 2015-16 and 2016-17. This helps them to be at par with other children (non KGBV) of the school.

9. The CSR Foundation has distributed 530 plants for plantation in the FY of 2014-15. Every child in the school is made responsible for nurturing 4 to 5 plants. As per our observation, more than 80 percent of the plants survived.
10. Other than the above mentioned support, the CSR has also provided solar heater (1), class room desks (20), book racks (4), computers (23) to the school in various AYS.
11. As per the discussion with the HM, a member of the CSR visits every fortnight to monitor the progress of the program, and the project head ensures to visit once in a month/bi-monthly.
12. Other than the concerned CSR Foundation, the school in Byrapattana has also received a support from TOYOTA Kirloskar Group for construction and maintenance of toilets.
13. From 2012-13 onwards, the CSR is also providing financial support to selected KGBV students for their higher studies after class X. Students are selected based on their merit (SSLC score) and interest to pursue their studies. Most of the students are supported for 4 (in case of diploma) or 5 years (Higher Secondary + Degree). Heretofore, 33 students had received the support (refer the graph below for year wise students) , of which 7 had completed their degrees and another 24 are continuing their studies. Only two of the students got married before the completion of their course, and thus discontinued their studies. In such cases, the support was withdrawn from them.

<sup>3</sup> Numbers in parenthesis are number of items provided by CSR

Figure 1



## D.2. KGBV, Kergalli, Mysore Rural: Supported through NGO Partner form

### Mysore, Karnataka, INDIA

1. The NGO Partner had developed a Tab based audio-video learning for Social Studies, Science and Maths, where all the subject specific supportive study materials are stored in a Tab. Fifteen Tabs were given to the school, along with 45 head sets, splitters and 15 small tables. It was a responsibility of the facilitator to teach students about method of handling and using Tabs for their studies. To facilitate a Tab based learning, students based on their performance, were divided in three categories: above average, below average and average. Then groups were made consisting of one student from each category. This promotes peer learning among students. A timetable incorporating the Tab based learning was prepared along with the HM. Also, being a residential school, students were accessing the Tabs after school hours while learning their lessons.
2. The NGO Partner distributed 42 and 27 'Science Lab Materials' in 2016 and 2018, respectively, to the school. There was no need of lab materials in the school (as per the HM) on the AY of 2016-17, thus the activity was disband in the particular

AY. In the AY of 2017-18, the lab materials are distributed in the month of March (end of AY), thus the materials were not used and remained in packed boxes till the next AY, ie, 2018-19. It was in packed state even during the evaluation visit in July 2018.

3. The NGO Partner had organized 'science festival' in all the KGBV schools, where the local games were encouraged. Also, the partner organization had received support from the CSR Foundation to organize one day picnic for all the students of KGBV schools in Mysore. For the FY of 2015-16, they received 10,000/year/school, and for the second and third FYs (2016-17 & 2017-18), they received INR 15,000/year/school to organize the science festival.
4. The NGO Partner had distributed 14 and 12 indoor and outdoor sports materials in the AY of 2016-17 and 2017-18, respectively. Though the sports material were provided to the schools but none of the students had shown interest to play any game other than kho-kho, *kabbadi* and badminton. So, only rackets were used of all the given sports material to the school. Also, lack of any sports teacher/instructor, who can help them to learn new games, had impeded to increase their interest in any other sport.
5. The NGO Partner had also provided books to the library of the school, refer the table below for the number of books given in each FY.

Year	Number of Books
2015-16	34
2016-17	60
2017-18	212

However, during the monitoring visit to KGBV Kergalli, we found that 212 books given in AY 2017-18 were still packed in boxes. The reason given was - the books reached the school in the month of March (end of AY 2017-18), and after



that the schools were closed for two months for the summer vacation, thus the school didn't get enough time to open the box to take out the books for library.

6. The NGO Partner organized a seven days trip to visit tourist places in and around Mysore for selected 10 girls. The CSR fund supported the transportation cost of the visit, rest of the expenses, like lodging and food, was borne by the partner organization.



Women achievers in KGBV school to motivate the students

7. Once in a year, the NGO Partner organized a general check up of all the students in KGBV schools, and ENT check-up was done once in the program period of three years.
8. Other than the above mentioned activities, the NGO Partner organized various sessions on 'women achievers' (1 session) to shape the dreams of the girls, life skills sessions (10 sessions using the module developed by the NGO Partner) to increase their confidence, 'health and hygiene session' (using the module developed by SVYM team) to provide required information about the subject, 'financial management class' (1 session) to provide information about opening a bank account and handling the account books, and 'counseling session' to attend the psychological needs of the students. Also a special session, where a High Court judge was invited to have a

#### **Life Skills Training: Building an Honest Nation**

One of the experience shared by the NGO Partner Organization team was that a Tab provided to school was stolen by a student in one of the KGBV schools. However, the Life Skills Classes which talks about trust building, balancing emotions, coordination & adjustments, value of honesty, questioning skills etc, have encouraged the student to return the

talk with students as well as with parents about child marriage, child labour, and child abuse; and legal action against it. Also, the NGO Partner has introduced mobile library and mobile science labs, which visits schools at various intervals. As per HM, all these activities has resulted in increase in number of students getting admission to the school.

9. As per our discussion with program team, the monitoring team from CSR used to visit KGBV schools once in a year, that is also selected few schools only.

## E. Major Conclusions and Recommendations

1. The NGO Partner has developed a package of programmes which aims at 'overall development of school', it does not attend to the specific needs of the school. Whereas the KGBV schools supported by the CSR Foundation has designed its programs surrounding the requirements of the school. Both the approach have their own pros/cons, in NGO Partner supported school, the role of HM is pre-determined which has restricted her participation/ownership in the program. She plays a role of facilitator rather than an active stakeholder of the program. On the other hand, in the CSR supported schools, the HM is asking support for the immediate needs of the school. The attitude to sustain the program outcomes is not a priority, at all for the HMs. Also, as she has a confined approach due to lack of any exposure to current experiments in overall school development programs. It is thus suggested that an inter-project learning should be encouraged amongst the team members, so that best practices could be adopted.
2. As per our discussion with the HM of KGBV Kergalli (the NGO Partner supported school), the science lab materials and library books came at the end of FY 2017-18. The issue got clarified during our discussion with the Program Manager of the organization. As per him, the project was able to save some amount from the expenditures of previous activities, thus rather than returning the funds, they got a permission from the CSR Foundation to buy few items necessary for the school, which had been granted. Thus, the items were delivered to the school at the end of the AY.
3. As per our discussions with Program Manager of the Partner Organization, the monitoring team of the CSR used to visit office of Partner Organization twice in a year, first one during the month of March (to discuss the achievements and planning) and second one in the month of November. The team used to visit few

of the selected KGBV schools in the month of November only. Thus it is suggested that monitoring visit should be intensified further to understand the progress made in the period, and also the implementation team could gain from the experience of the CSR monitoring unit to improve the effectiveness of program.

4. Even though various sport-materials are provided to the schools (especially in the NGO supported school), in absence of a sports teacher, most the materials remained unused. It is suggested that a sports teacher could be hired who can come to the school once or twice in a week. This will not only introduce new sports but also encourage the students to explore their talents in variety of sports.
5. As discussed in the first point, inter program learning should be encouraged among the CSR partners. Activities like “life skills’, discussion with ‘women achievers’, ‘health and hygiene session’ etc of the partner organization have a life long impact on the students. Also, the partner organization’s approach is a result of a many years of experience in the area of education. Thus, it is emphasized that in direct implementation, rather than meeting the immediate requirements of the students (other than academic support)/school, emphasized should also be given for overall development of the students.
6. As per our discussions with the HMs of the schools, they are satisfied with the support provided for the development of the school and will like it to be continued (both the HMs has given 4.5 points out in a scale of 5). However, the HM in the Kergelli school (the NGO Partner supported school) have requested that any program should cover at least for a life cycle of a student, ie., minimum of five years.
7. In absence of any proposal for direct implementation, it is difficult for an evaluation team to measure the output/outcome of the program. It is important

that a year-wise output matrix should be developed along with a long term achievements to ensure/measure them in regular intervals.

**Appendix 1: List of Items Received by KGBV, Byranpatna in last 5 Year**

<b>SI No.</b>	<b>AY</b>	<b>Particular</b>	<b>Quantity</b>	<b>No. of Beneficiary</b>
1	2018-19	Additional Note books for 8th,9th and 10th	250 Nos	56
2	2018-19	Spoken English (Class 7th to 10th )	Daily 1 session	116
3	2018-19	Spoken English and Special Class for 10th (English, Math's and Science)	Weekly 3 session for each Subject	29
4	2018-19	Single side Paper for practice	2 Boxes	56
5	2018-19	Study Materils-Maths, Science and Math's	29 each subject	29
6	2017-18	Spoken English (Class 7th to 10th )	Daily 1 session	135
7	2017-18	Spoken English and Special Class for 10th (English, Math's and Science)	Weekly 3 session for each Subject	19
8	2017-18	Single side Paper for practice	3 Boxes	154
9	2017-18	Study Materils-Maths, Science and Math's	21 each Subject	21
10	2017-18	Library Books	600 no's	150
11	2017-18	Kitchen Garden Fencing,Equipments and Level		150
12	2017-18	Computer	2 No's	150
13	2017-18	Shoes	150	150
14	2016-17	Spoken English (Class 7th to 10th )	Daily 1 session	131
15	2016-17	Spoken English and Special Class for 10th (English, Math's and Science)	Weekly 3 session for each Subject	19
16	2016-17	Study Materils-Maths, Science and Math's	19 Each Subject	19
17	2016-17	White Uniform	150 Sets	150

18	2016-17	Paint	200 Liters	150
19	2016-17	Note books	320 No's	150
20	2016-17	Geometry Boxes	40 No's	40
21	2016-17	Practical record Book	20 No's	20
22	2016-17	Map Book	20 No's	20
23	2016-17	Graph Book	40 No's	40
24	2016-17	Blue Book	40 No's	40
25	2015-16	Spoken English (Class 7th to 10th )	Daily 1 session	18
26	2015-16	Spoken English and Special Class for 10th (English, Math's and Science)	Weekly 3 session for each Subject	130
27	2015-16	Study Materils-Maths, Science and Math's	20 each subject	20
28	2015-16	White Uniform	150 No's	150
29	2015-16	Note Books	300 No's	150
30	2015-16	Book racks	4 No's	150
31	2015-16	Class room Desks	20 No's	150
32	2014-15	Spoken English (Class 7th to 10th )	Daily 1 session	130
33	2014-15	Spoken English and Special Class for 10th (English, Math's and Science)	Weekly 3 session for each Subject	20
34	2014-15	Study Materils-Maths, Science and Math's	20 each subject	20
35	2014-15	White Uniform	150 No's	150
36	2014-15	Note Books	300 No's	150
37	2014-15	Solar Heater-1000liters	1 No's	150
38	2014-15	Plantation	530 No's	150



## A GRAAM Creation

Grassroots Research and Advocacy Movement (GRAAM),  
an organization that researches issues faced by communities,  
translates those into academic research questions for scholars to  
undertake empirically, and then advocates the research outcomes  
to ensure relevant and sound public policy.