



# Asha for Education™

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[www.ashanet.org](http://www.ashanet.org)

Please attach additional sheets wherever necessary. Thank you for your time and patience.

**Name of the organization :** SAUGAHT FOUNDATION

**Date of establishment :** Our organization was established in the year 2005

**Location** The school is located in Path village under Phakiradih Panchayat in Bhandariya, Block in Garhwa district of Jharkhand.

**Description of area** The geological profile of our operational area is the hilly extension of Chotonagpur plateau with less fertile laterite red soil and bushy forest terrain slope making rolling up lands. The climate of the area is dry which has made the region rather drought prone. During the summer season in April-May the highest temperature raises up to 46°C and the lowest temperature falls to about 9°C in the winter season of December-January. The rainfall in the area is the highest in July and August. Agriculture depends on monsoon. The entire operational area is rich in minerals like Iron ore, Bauxite Copper, Manganese etc., Due to industrialization and large scale of mining deforestation has taken place. Our targeted areas are predominantly tribal areas. Population density is low. In Palamu district it is 380 /sq.km. Majority of the people of the area are very poor. They are deprived and socially neglected. The literacy rate is very low. Greater part of the population is daily wage earner in the fields of agriculture and industries although a substantial part of the population lives upon animal husbandry and allied trade. Some tribes, who are nomadic type, live basically upon forest by collecting forest produces. In the villages about 75 % of the population depends either on agriculture or on the forest for their livelihood. As the area is hilly the farmers cultivate only one crop a year. Paddy is the main crop of the area, but this production is not sufficient even for 6 months to feed the family. During the off-season the poor landless and marginal cultivators use to migrate in search of jobs. The overall profile of community health is very poor. The nutrition level of the children is miserable. The women and the children are the worst sufferers. Majority people are used to struggle for their existence round the year. Families are caught up in the vicious cycle of poverty in several generations.

**Contact person(s)** JITENDRA KUMAR PANDEY

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**Number of children currently enrolled in the project:** Asha has approved 50 students for our project for the year 2015-2016. Out of 50 children we screened 15 children who had crossed 5 years of age, especially groomed them up and all these 15 children have been admitted in Class-I in primary section of two government schools. As on July 2016, we have (50-15) = 35 children with us who are currently enrolled.

We would like to mention here that there is a pressure upon us from the community to take new children in our project school. In order to manage the situation we have prepared just a waiting list (not yet been enrolled) of 21 children of 3 years old. Out of these children we will finally screen to enroll 15 new children to fill up vacancies in our project; only after we get official approval from Asha SF for next year's funding.

**Current Girl/Boy ratio:** 22 Girls and 13 Boys. The Girl/Boy ratio is about 2:1

**Current Teacher/student ratio** 2 : 35

**Over all school attendance percentage:** 95.7 %

**Medium of instruction** : Hindi (mother tongue) and English

*Below are some general questions regarding the project. Since your feedback is valuable to us, please make your answers as detailed as possible.*

**Details on the school curriculum (please attach additional sheets if necessary)**

In fact there is no change in school curriculum from previous year. Like before we give special thrust to the basic education of the tribal children because we believe that imparting education is the best weapon to fight against the vicious cycle of poverty. In our Pre-Primary School our aim is to provide targeted tribal kids a stepping stone for entering into formal education system. We are preparing those children according to their age for getting admission in class- I in the nearest formal school. In order to ensure this, the little children are provided with standard and prepackaged elementary education. Methodology of joyful learning by singing-dancing and playing is being followed. In our school curriculum we have included various necessary programme of studies which are imparted for development of their willingness in reading and writing, pre-reading and pre-writing skills, ability in reading and writing in mother tongue, writing own name developing own specimen signature, learning numerical and development of pre-mathematics skill, learning common words in English of various objects from natural or manmade world, relationships etc., learning rudimentary geometrical shapes, basic general knowledge about our country and state etc.

Since the parents of our targeted children are illiterate, we have also involved the parents of each child in our project for their basic education. So far as the curriculum of parents' education is concerned we consider this adult literacy center not merely as a school but also as a community development center. So we give them orientation on child development, mothers' reproductive health education, family planning,

proper housekeeping, food and nutrition for family members, small savings, self-help group development etc.

### **Long-term goals of the project (mention any changes you foresee)**

The long-term goal of the project is to strengthen family support mechanism towards all-round community development through utilization of our school as a project center for a child centric intervention encompassing an integrated process. In this project we are working with this goal for basic education of the targeted tribal children where the economic background of the parents is very poor. All of them belong to the tribal communities and live 'Below the Poverty Line' (BPL category). Being socially excluded on the basis of their ethnicity, they face social and cultural marginalization and are being rejected in getting the minimum required opportunity and resources. Most of the families are trapped in the vicious cycle of poverty for generations and fail to break it. In most of the cases, parents cannot fulfill the basic needs of their children. Since we believe that education is the precondition of poverty alleviation, we give special thrust to the basic education of the tribal children. We trust that imparting education is the best weapon to fight against the vicious cycle of poverty. With this far reaching long-term goal of this project we have the short term goal to prepare and admit our children in local formal school for their mainstreaming. In our Pre-Primary School our aim is to provide targeted tribal kids a stepping stone for entering into formal education system. Since the parents of our targeted children are illiterate, we have also involved the parents of each child in our project for their basic education. After running this project for last two years, we can see that the project is moving towards the successful achievement of our long term goal. We can foresee that due to our intervention in this tribal community with this project, the overall quality of life of this community people will be improved gradually.

### **Description of current school facilities (building, equipment etc)**

Presently we are running our preprimary school with moderate facilities. We have our own building donated to our project with legal agreement by a well-wisher from the local community. There are two pukka class rooms although floors are not pukka. We don't have any toilet facility for the children in our school. In rural such areas in Jharkhand small kids below 5 years generally go to open fields or road sides to respond to nature's call. We have few big size earthen pitchers, water buckets and water filter where we store safe drinking water for children and teachers. Since there is no provision of electricity in our project village, our school doesn't have any scope to get electricity connection. Since we run our schools in the day time, we don't require electricity in classrooms. Blackboards are there in both the classrooms. In the beginning we didn't have any table-chairs or benches in the classrooms. With kind support of Asha SF we have procured benches for children, table-chairs for teachers, and also almirahs in our school in this year. We have various types of attractive teaching aids and toys. Children are provided with various books, slate- pencils. We don't have any library or computer in those schools. There is no specific playground of our school. There are many open fields around our school. Small rural children generally play there. Although we prepare nutritional meals and serve food to our children but we don't have our own kitchen. Food for children is cooked in the kitchen of a neighboring house; however we have our own cooking and serving utensils.

**How do you need to improve these facilities?**

We want to install one tube-well with hand pump in our school to ensure providing safe drinking water for the children.

**How do you think the school has improved in the last year?**

We are narrating hereunder the progress of the school in the last one year for the period from 1 July 2015 to 30 June 2016. Asha SF supported Basic Education project for tribal children has made a remarkable progress during the last 12 months. Currently the project in Path village is highly visible in the rural area. The implementation of this project for last 2 years (since June 2014) has brought a substantial change in the outlook of the community people towards the education of little children. In fact our target group children have always been the down trodden and under privileged tribal children who previously used to roam around the forest fringe areas. Even today it is a normal scenario in many other villages in our rural belt that the poor children are roaming here and there unprotected and playing in the community by wearing rotten garments, half naked, bare footed. In this circumstance the Asha-SF project has brought a visible change in the habit of the children of the project village who are eager to go to our school regularly. The children have learnt English alphabet and can read and write from A to Z. They can also count and can write numerical from 1 to 100. It is wonderful to see that they know the names of various fruits, vegetables, animals and can easily identify those things. Besides measuring these qualitative indicators of progress we can also measure our project improvement by measuring quantitative indicator. So far as the main objective of our preprimary school project is concerned, we are supposed to prepare and admit socially excluded little tribal-children in local formal primary schools for their main streaming. We are happy to mention that from our project, 15 children have been admitted in class-1 in two local primary schools. Altogether during last 2 years total (19+15)= 34 children from this tribal community have been entered into formal primary schools. We feel, it is an important milestone that we have crossed in the very 1st 2 years of our project. Hence in short it can be mentioned that the improvement of our school in the last year has been appreciable.

**What are the problems you have faced in the last year?**

Like year before last we have faced similar type of problem in the last year also. Asha SF supported project has med a tremendous amount of enthusiasm among the tribal parents of the little children to put their dear ones in our school. In the middle of the year many other parents have requested our teachers to allow their children in the centers as new students. It is mentioned above that Asha SF approved 50 students for our project for the year 2015-2016. Out of 50 children 15 children have been admitted in Class-I in primary section of two government schools. As on July2016, we have  $(50-15) = 35$  children in our school. In the new session (in April –May) we faced a delicate problem that there is a pressure upon us from the community to take new children in our project school. Since the parents are also illiterate, we fail to make them understand regarding the uncertainty of following year's funding. It really created a delicate situation to refuse them after our project has created a positive impact in that community regarding education of children. We would like to mention here that In order to manage the situation we have prepared just a waiting list (not yet been enrolled) of 21 children of 3years old. Out of these children we will finally screen to enroll 15 new children only after we get official approval from Asha SF for next year's funding to fill up vacancies in our project. Tight budget provision has always created difficulties to run this project.

**How would you rate the overall effectiveness of this project over the past year?**

It would be ideal to make an impact assessment to measure the overall effectiveness of this project over the past year. We have replaced the conventional teaching techniques by introducing new method of imparting education. Use of educational toys has been very effective for the children. The teaching technique of our teachers has made our children sharper and intelligent and modest in nature. Special orientation has been given to the children and their parents to maintain hygienic way of life. The overall deference from what our students were previously and what they have become presently is the main qualitative indicator of successful implementation of the project. Our project has created a positive environment in terms of children's education. We observe that the children and their parents have become receptive not only towards education but also to health and hygiene. They are sensitized to live better quality life in comparison to others, who are not covered by the project. Parents of project children have been joining the afternoon adult education school, they have realized that education is the only weapon to fight against their perpetual poverty and backwardness and they are convinced about the importance of their children's education. Thus the project has a positive impact on the community. For better understanding if we draw a measuring scale to rate the overall effectiveness of this project by putting (i)Excellent- (ii)Very Good – (iii) Good- (iv) Fair – (v) Bad, we would like to rate our project as 'Very Good' over the past year . There are few areas where we are striving to improve the overall effectiveness of this project in future.

**How much longer do you foresee requiring Asha funding, and for what purposes?**

We need to get financial support for the continuation of our pre-primary school project. We are a very small NGO with limited financial resource. Currently we don't have any source of income other than AshaSF funding to run this project. We are absolutely dependent upon grants from Asha SF. The tribal

community people are very poor. Hence conducting fund raising drive within that community is not possible. We have just completed the 2<sup>nd</sup> year only. At this nascent stage we can't mention any specific timeline for requirement of Asha funding but we can foresee requirement of Asha funding for a considerable period to meet all the running costs.

However we have been given this understanding through various communications that AshaSF may not support for a very longer period. We request that in case of such situation, support from Asha SF should not be withdrawn suddenly. Rather we suggest gradual withdrawal by cutting down less priority components one by one in 3-4 years so that we can also gradually accommodate ourselves accordingly to run the project.

### Current expenditure details

Please note that our project funding cycle is 1 July to 30 June. But in the previous year we had submitted our project fund utilization accounts on 15 May 2015 for a period of 10½ months. Hence in this year we are submitting accounts for the period from 16 May 2015 to 30 June 2016 for total 13½ months.

The approved amount of Rs.650,000 for this year of was transferred to our bank account on 21-June 2015 out of which Rs500,000 was for our regular project and we also received an additional fund of 150000 INR under a separate project for our school furniture.

A separate statement of accounts was submitted for 150000 INR along with our half yearly report in January 2016.

Given below the expenditure at a glance:-

| <b>Receipt &amp; Payment Accounts for the period from 16 May 2015 to 30 June 2016<br/>( 13½ months)</b> |                    |  |                    |
|---|--------------------|--|--------------------|
| <b>Particular - Receipt</b>   | <b>Amount(Rs.)</b> | <b>Particular -Payment</b>   | <b>Amount(Rs.)</b> |
| <u>Opening Balance</u><br>Cash at Bank :(Asha project-previous year 2014-2015 )                         | 43,689             | Total Amount of expenditure incurred from Asha grant during the period for running Preprimary school | 5,38,006           |
| Grant Received from Asha for this year 2015-2016  | 500,000            |  |                    |
| Additional Grant Received from Asha in this year 2015-2016 for School Furniture project                 | 150,000            | Amount spent for procurement of school furniture like Benches, Chair-table –Almirah etc.             | 150,000            |
| Interest From Bank  | 13,611             | Bank Charges   | 34                 |
|   |                    | <b><u>Closing Balance</u></b>  |                    |
|   |                    | Cash in Hand   | 2,699              |
|   |                    | Cash at Bank :- Central Bank of India(A/c No. 3169523857   | <b>16,561</b>      |
| <b>TOTAL</b>  | <b>707,300</b>     | <b>TOTAL</b>   | <b>707,300</b>     |

Please see attached Excel file for detailed breakdown of expenditure under various approved heads

**Current total income of your project**

Current total income of our project is = Rs. 707,300

**Please give us details on the sources and amounts of funding the project receives**

Given below details of the sources and amounts of funds that our project has received

| SOURCE OF FUNDS  | AMOUNT(Rs)     |
|--|----------------|
| Received from Asha for Education<br>funding cycle from 1st July 2015 to 30 June 2016 | 650,000        |
| Operating grant from Saugahat Foundation as contribution of implementing agency      | 43,689         |
| Accrued Interest From Bank   | 13,611         |
|  | <b>707,300</b> |

**Percentage of funds currently sponsored by Asha.**


**91.89 %**

**Is there any other feedback you would like to provide to Asha?**

As a positive impact of our project, community people of our project area have been very much sensitized about the need of their children's education. Community leaders of other tribal villages under Phakiradiha Panchayat have also requested us to open such schools in their villages. This positive attitude of community people is encouraging us for further expansion of this project.

**Reported by**

JITENDRA KUMAR PANDEY



*President*  
Saugahat Foundation  
Sudna, Medininagar, Palamu

**Date:- 7 July,2016**

