



Asha for EducationTM

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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 overall operational area of our organization is mainly covering 3 districts viz. Palamu, Garhwa and Latehar in the state of Jharkhand. Geographically our project block Bhandariya is the hilly extension of Chottonagpur 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 nearly 80 % 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. Families are caught up in the vicious cycle of poverty in several generations. Most of the tribal community people are socially isolated from the main stream society and are deprived from their rights. 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. Parents are not capable of meeting the basic needs of their children.

Contact person(s) JITENDRA KUMAR PANDEY

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Number of children currently enrolled in the project: 50 children are currently enrolled in the project .

Current Girl/Boy ratio: In the year 2018-2019 we had 28 Girls and 22 Boys.
The Girl/Boy ratio was 3:2

Current Teacher/student ratio 2 : 50

Over all school attendance percentage in 2018-19 : 90.7 %

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)

We always 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. 2018-19 has been our 5th year of the project since it was approved in May 2014. In fact there is no change in school curriculum from previous years. 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, 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.

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. 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 and inspire them in getting non formal rudimentary education. However, we face challenges to involve all the parents as they are more occupied in their livelihood activities. But some parents are cordially interested in this adult education.

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

We run our Pre-Primary School with our objective to provide targeted tribal kids a stepping stone for entering into formal education system. 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. 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 5 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, more children in numbers will be entering into the formal education and a gradual change will be observed in their community towards social development and more interaction with the mainstream society.

Description of current school facilities (building, equipment etc)

Saugaht Foundation has been running the project 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. Our school is located in a forested tribal village where the little children are habituated to go to the backyard, behind the bushes to respond to nature's call. It is a normal practice here especially for little children. However our teachers manage to use the toilet of a neighboring house. In fact we don't have any scope to build up any toilet for our school because the owner of the house has given us two rooms only to run the school. But we don't have any land where we can construct a toilet. 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 the last year.

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. We have few big size earthen pitchers, water buckets and water filter where we store safe drinking water for children and teachers. 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 in those community playgrounds. Parents teachers group meetings are held outside the classroom ,under the veranda shed of the school.

How do you need to improve these facilities?

In order to improve facilities we need to construct toilet and one tube-well with hand pump for the school.

In the year before last we applied to the government to build up a toilet under SBM (Swachh Bharat Mission) Scheme, on the vacant community land, adjacent to our school. But unfortunately our application has not been approved by the concerned government authority because under SBM the sanitary latrines are given to the families only, which are constructed on the land owned by a family but not on the community land. So our school is not entitled to get it.

We want to install one tube-well with hand pump in our school to ensure providing safe drinking water for the children. This can be installed also on the community land adjacent to the school. We are exploring the opportunity.

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

Institutional improvement is a continuous process and it's difficult to describe the extent of improvement happened within a period of one particular year. However, we are happy to mention that our school has been improving gradually over the years. Like previous years Asha SF supported Basic Education project for tribal children has made an expected progress in the last year. Currently the project in Path village is highly visible in the rural area. The implementation of this project for last 5 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. Out of those large numbers of unfortunate children, our project can serve only 50 children. We started the school in 2014 with 40 children. But it is mentionable that we increased the number of children by adding another 10 seats. Since 2015 we are running the school with 50 children.

But still it is mentionable that our 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.

The project school was started in July 2014. In 2015, from the 1st batch, 9 children were admitted in government primary schools. In 2016 we sent 15 children to the primary schools. In 2017 the number was 20 and in 2018 it was 16. Therefore during last 4 years total $(9+15+20+16) = 60$ children from this tribal community have been entered into formal primary schools. This can be considered as an important milestone that the school has achieved. Parents of our children have become more sensitized regarding their children's education. Even the school going children are also creating interest in the minds of little brothers and sisters of our school students, who are also eager to come to our school to study. Hence in short it can be mentioned that the improvement of our school in the last year has been highly satisfactory.

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

Our project has created a tremendous amount of enthusiasm among the tribal parents of the little children to put their wards in our school. But due to this positive impact of the project we have faced the community pressure to accommodate all the community children in our center. Since the total numbers of seats is limited to 50 only, therefore in the 5th year we had to face similar type of problem like previous years to meet the community demand. So we didn't have any other option but to dishearten many parents. As the parents are also illiterate, we fail to make them understand that the project fund is limited and we are dependent upon the donation coming from foreign country. It really created a delicate situation to refuse them after we had sensitized parents to send their children to schools.

Please note that tight budget provision has always created difficulties to run this project. Gradual increase in daily expenses for arranging adequate nutritional food for the children has been our biggest challenge due to frequent market price hike.

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

Let us describe the social impacts of the project in the local community, which will substantiate the rating of overall effectiveness of this project over the past year. The project has effectively sensitized the parents of the little children that starting formal education from the early childhood is essential for their children. Our project is really effective in the community in terms of facilitating formal education for those children whose parents are illiterate and belong to the socially isolated indigenous communities. So far as the ratio of the boys and the girls is concerned, it is evident that our project is effective in promoting girls education in the tribal communities, while the scenario of girls' education all over rural India is really miserable.

Another mentionable point is that during teachers-parents meeting our teachers motivate the parents for qualitative upbringing of their children and also give emphasis on family planning and birth control issues etc. This kind of work for last 5 years has brought a positive and visible outcome and consequently the quality in nurturing their children by the parents has been improved. Thus we can tell that our preprimary school project has become a part of integrated community development. For better understanding if we draw a measuring scale to rate the overall effectiveness of this project by putting a scale of A+ for Excellent , A for Very Good , B for Good , C for Moderate and D for unsatisfactory , we would like to rate our project as 'A 'for very good over the past year . We understand that there are few areas where we should improve to upgrade this rating to A+ level.

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 Asha SF 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 completed the 5th 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. We solicit for a long standing support. However, we also think that besides Asha Funding, we need to explore opportunities of partial support from other funding local donors and business houses.

Current expenditure details

Given below the expenditure at a glance:- for the period from 01 May 2018 to 31 July 2019

Total Amount of expenditure incurred from Asha grant during the period for running Preprimary school	7,68,589.00
Bank Charges	70.80
<u>Closing Balance</u>	5,507.20
Cash at Bank (This Cash at Bank is spendable for various relevant expenditure related to project) Central Bank of India (A/c No. 3169523857 Expendable in remaining months	
TOTAL	7,74,167.00

Current total income of your project

Current total income of our project is = **7,74,167.00**

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)
Grant Received from Asha for Education Funding cycle from 1st July 2018 to 30 June 2019	6,15,000.00
Previous balance	1,48,457.00
Accumulated Interest From Bank	10,710.00
Total	7,74,167.00

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

Percentage of funds currently sponsored by Asha.

100 %

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

We are sorry to say that our organization has been facing some internal issues in our governing body for last few months and majority of the members of Saughat Foundation intend to close down our organization due to various odd issues. Presently, we are in the process of wrapping-up our NGO.

But we are much concerned about our project school, supported by AfE which is our most successful ongoing project. We have shared the decision of closure of Saughat Foundation with the local community leaders in the project village and some of the parents of the school children. All of them have been very disheartened and requested us to find a way-out to somehow continue the school. The matter has been

discussed among other local NGOs also. Some of the local NGOs have showed their interested to take-up and continue the project and have requested us to find the provision and possibility of such solution for the sake of underprivileged little tribal children. Among them we have recommended a credible local NGO viz. 'CHHOTANAGPUR ADIVASI-HARIJAN UTTHAN SAMITI' - (CAHUS).

During recent site visit, the AfE volunteer has also visited CAHUS. We understand that required formalities are under process in AfE. The school will be handed over to CAHUS w.e.f 1st August 2019, subject to approval and continuation of funding from AfE.

Reported by

JITENDRA KUMAR PANDEY



President
Saugaht Foundation
Sudna, Medininagar, Palamu

Date:- 16 August , 2019.

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