



Asha for Education™

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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 geological profile of our operational area 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 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: Although Asha has approved 37 students for our project in the 1st year, yet 40 children were enrolled in the month of July 2014. Out of these children 19 children have been admitted in class 1 in two local primary schools. At the end of 1st year the number of children was $(40-19) = 21$. We have taken 29 new children. Hence currently (in the beginning of 2nd year) we have $(21+ 29) = 50$ numbers of children enrolled in the project.

Current Girl/Boy ratio: 28 Girls and 22 Boys. The Girl/Boy ratio is 28: 22

Current Teacher/student ratio 2:50

Over all school attendance percentage: 94 % (approx)

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 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 nearly one year, we can see that the project is moving towards

the successful achievement of our long term goal; however it is too early to foresee and make any comment about the desired changes in the community.

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. Our school doesn't have any table-chairs or benches in the classrooms. Children sit on the mats on the floor. Teachers also sit on the mat among the children. 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 don't have any school furniture benches – chair tables etc. Our children have to sit on the floor. The floors of the class rooms are not even pukka. So the little children have to sit on the ground for hours. Although we have procured floor mats for making seating arrangement for them, yet we feel that this arrangement needs to be improved. Our students need to be given proper school environment. This class environment includes classroom seating arrangement which play an important role in fostering students' on task behavior. Hence we need to procure benches for sitting arrangement of 50 children and table - chairs for two teachers. It would be nice to have a toilet in our school. We also need to develop our own kitchen.

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

Given hereunder the progress report of the school in the last 11 months from July 2014 to May 2015- Asha SF supported Basic Education project for tribal children has made a remarkable progress during last 11 months. Currently the project in Path village is highly visible in the rural area. The implementation of this project during the last 11 months 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. In the beginning when the little tribal children came to school, they knew nothing but by this time they 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, 19 children have been admitted in class-1 in two local primary schools. In fact this is the first time that 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 year of our project. We have also taken 29 new students in our preprimary project school for the following year. Hence in a nutshell 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?

Asha SF supported project has met 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. Since we took 40 children against our approval of 37 children therefore we didn't have budget provision to bear the cost of additional students and consequently we could not admit any other child in our school in the middle of the session. It really created a delicate situation to refuse them after our project has created a positive impact in that community regarding education of children. Thus we have been under pressure throughout the year to accommodate excess number of children in our project.

We have faced another problem in regard to the tight budget provision to provide adequate nutritional food to our children. By these 11 months, we have spent excess amount of funds than our budget limit under this expenditure head. We are a very small NGO with limited financial capacity from which we have spent excess amount of funds.

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 .

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 1st 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.

Current expenditure details

Please note that approved amount was transferred to our bank account on 21-June 2014.
Project implementation was started on 01-July 2014
Expenditure is being accounted from 01-July 2014 to 15-May 2015 (i.e. for 10 ½ months)

Given below the expenditure at a glance:-

Amount of expenditure incurred from Asha for Education grant during the reporting period	304,329.00
Amount of expenditure incurred by Saugah Foundation during the reporting period	37,420.00
Cash at Bank (This amount will be spent for rest of the project implementation period of one and half month under various approved heads)	43,689.00
TOTAL	385,438.00

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

Current total income of your project

Current total income of our project is = Rs. 385,438.00

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 June 2014 (date of project approval) to 31st May 2015	343,000.00
Matching grant from Saugah Foundation as contribution of implementing agency NGO	37,420.00
Accumulated Interest From Bank	5,018.00
Total	385,438.00

Percentage of funds currently sponsored by Asha.

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
Saugaht Foundation
Sudna, Medininagar, Palamu

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SAUGAHT FOUNDATION**EDUCATION for project on Basic Education for Tribal Children and their illiterate Parents****Account on 21-June 2014 . Project implementation was started on 01-July 2014.****Accounting cycle from 1st June 2014 (date of project approval) to 31st May 2015****Accounting period from 01-July 2014 to 15-May 2015 (Ten and half months)**

Particular -Payment	Amount(Rs.)	Amount(Rs.)
Expenditure for elementary education of children		
Black Board	1,200.00	
Teaching Material & Educational Toys etc.	3,700.00	
Chalk, Duster and Roll Call Register	100.00	
Sitting Mats	1,710.00	
Water Filter	1,350.00	
Books and exercise books for elementary education	7,600.00	
School Dress	14,800.00	
School Bags	3,700.00	
Shoes and Socks	5,550.00	
Monthly Supply of Toothbrush, Toothpest, Soap, Hair Oil, Ditergent soap powder etc for personal hygiene of children	20,350.00	
Various Cooking, Serving Utensils, Oven and Fuel	3,925.00	
By Cost of Nutritional Food Items for children (breakfast and Lunch)	80,269.00	
5 Medium Size Earthen Pitchers	1,000.00	
Expenses for quaterly examinations (Tests for students)	1,110.00	
Monthly Mother's Meeting with Teacher	500.00	
Roll Call Register & Other Misc. Expenses	170.00	
Drinking Water, Lifting & Carrying Exp.	4,980.00	
Monthly Salary of Two Teachers	50,000.00	
Monthly Salary of one Doctor	25,000.00	
Cost of Medicines	5,500.00	
Salary of one Part Time Accountant	5,000.00	
Weekly Travelling & Refreshment for Project Staff	10,500.00	
Monthly Salary of a Project Staff	30,000.00	
Office Stationery, Photograph, Telephone, Meeting Cost	16,065.00	
Miscellaneous Exp.	1,000.00	
Purchase of Adult Educational Kits (For conducting basic education for parents)	9,250.00	
Amount of expenditure incurred from Asha grant during the period		304,329.00
By our Contribution:-		
Salary of a Cook	15,000.00	
Fuel (Fire wood)	8,000.00	
Nutritional food for children (As our partial contribution)	12,500.00	
Expenses for cultural functions/refreshment etc for children and parents for observance of Independence Day,2014	1,920.00	
Amount of expenditure incurred by Saugah Foundation		37,420.00
By Closing Balance		
Cash in Hand	-	
Cash at Bank :- Central Bank of India(A/c No. 3169523857 (This amount will be spent for rest of the project implementation period of one and half month under various approved heads)		43,689.00
TOTAL		385,438.00