

SAHANIVASA Association for Voluntary Social Service
Annual Report 2025- 2026 -ASHA Education for Change
supported project on

Rural Poor Children Access to Right to Education, & Equal Opportunities

Background

SAHANIVASA, in partnership with Asha for Education, has been implementing an education support programme for children from poor rural families studying in 10 government high schools and 15 primary schools across Chittoor and G.D. Nellore Mandals of Chittoor District. The programme was initially designed to provide remedial coaching for students who had failed the Class 10 examination, recognising that completion of secondary education is a critical gateway to higher education, scholarships, and improved livelihood opportunities for rural youth.

Based on field experience, the programme gradually shifted from remedial coaching to a preventive approach by supporting students from Class 8 onwards to strengthen their academic foundation and improve overall learning outcomes. Recognising that educational achievement depends on a strong foundation in the early years, the programme was further expanded to selected primary schools in Dalit villages. Schools are covered on a rotational basis until sustained improvements in enrolment, attendance, and learning are achieved. This integrated approach has enabled children from economically disadvantaged families, who cannot afford private tuition, to compete on an equal footing with their peers.

The education programme has also contributed to broader social and economic changes within the target communities. Continuous engagement with parents and village institutions has helped reduce child labour and encouraged families to prioritise children's education. At the same time, parents increasingly organised themselves to negotiate better agricultural wages and secure local employment, thereby reducing seasonal distress migration.

These efforts complemented wider advocacy initiatives led by SAHANIVASA and other people's organisations for the enactment and effective implementation of the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). Our organisation played an active role in supporting grassroots implementation of the programme by facilitating coordination between workers, village institutions, and government departments. Over nearly two decades, these combined interventions have resulted in near-universal school enrolment in the project villages while strengthening the livelihood security of rural poor families through access to wage employment and improved bargaining power.

The reporting period, however, marks a significant policy transition. The Government of India has replaced MGNREGA with a new programme, **Viksit Bharat Nirmaan Gram (VBNG ramG)**. This change has generated considerable uncertainty among rural workers, as several progressive features of the demand-driven employment guarantee system have been altered. Under the new financing model, the Central Government will contribute 60 percent of programme costs while State Governments will provide the remaining 40 percent. Given the fiscal constraints faced by many states, there are serious concerns regarding their ability to finance and implement the programme effectively.

Although the new scheme promises up to 125 days of employment, its implementation framework remains uncertain. Operational rules were released only several months after the legislation was enacted, and effective implementation is still evolving. Previous implementation challenges under MGNREGA—including delayed work allocation, delayed wage payments, and inadequate employment opportunities—had already weakened workers' confidence in the programme. The transition to the new scheme has therefore increased concerns regarding the future availability of guaranteed rural employment.

These policy changes coincide with a worsening agrarian situation. Agriculture continues to generate only limited seasonal employment, and the failure of monsoon rains during June and July has severely affected land preparation and cultivation. Unless timely employment is generated under the new programme, seasonal distress migration is likely to increase, reversing many of the livelihood gains achieved over the past two decades. Such migration would directly affect children's education, increasing the risk of absenteeism, school dropout, and child labour among vulnerable rural households.

The current context therefore presents a critical challenge. Sustaining children's education is now inseparable from protecting rural livelihoods. The coming year will test the resilience of rural communities and the effectiveness of public employment policies in preventing a reversal of the social and educational progress achieved through long-term community-based interventions.

Results of high School education:

ASHA support Project 10 Class public exam Result 2026- Regular& Instant											
Sl. no	Name of ZP High School	Attended our Special Class			Passed			Failed			Pass %
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
1	B NR Peta	29	25	54	27	25	52	2	0	2	96.30%
2	Thugundram	26	30	56	25	29	54	1	1	2	96.43%
3	MD Mangalam	24	33	57	24	32	56	0	1	1	98.25%
4	AD Kandriga	25	24	49	25	24	49	0	0	0	100.00%
5	Pedakantipalli	33	14	47	33	13	46	0	1	1	97.87%
6	Mukalathur	37	18	55	37	18	55	0	0	0	100.00%
7	Kalepalle	20	22	42	20	22	42	0	0	0	100.00%
8	Thalambedu	20	28	48	20	28	48	0	0	0	100.00%
9	Vepanjeri	29	25	54	29	24	53	0	1	1	98.15%
10	G.D. Nellore	20	28	48	20	27	47	0	1	1	97.92%

	Total	263	247	510	260	242	502	3	5	8	98%
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10th Supplementary Results 2026											
Sl. NO	Name of ZP High School	Attended our Special Class			Passed			Failed			Pass %
		Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
1	B NR Peta	3	1	4	1	1	2	2	0	2	50%
2	Thugundram	2	3	5	1	2	3	1	1	2	60%
3	MD Mangalam	2	2	4	2	1	3	0	1	1	75%
4	AD Kandriga	0	1	1	0	1	1	0	0	0	100%
5	Pedakantipalli	1	1	2	1	0	1	0	1	1	50%
6	Mukalathur	1	0	1	1	0	1	0	0	0	100%
7	Kalepalle	1	1	2	1	1	2	0	0	0	100%
8	Thalambedu	0	1	1	0	1	1	0	0	0	100%
9	Vepanjeri	2	2	4	2	1	3	0	1	1	75%
10	G.D. Nellore	0	2	2	0	1	1	0	1	1	50%
	Total	12	14	26	9	9	18	3	5	8	69

Consolidated figures:

Attended our Special Class	510
Total Passed Girls attended Class Regular	262
Total Passed boys attended Class Regular	244
Total Failed Girls	3
Total Failed Boys	5
Total % of PASS	98%

The 10th Class students who appeared for the public examinations for the academic year 2025–26 achieved an overall pass percentage of 98%. Out of 510 students who attended the examinations, 8 students from 6 schools failed. The remaining 4 schools achieved a 100% pass rate after the supplementary (instant) examinations.

Now, the schools have been functioning since 15th June for this academic year . Our teachers started classes from 10th June onwards to prepare them and ensure regular attendance from the beginning of the academic year.

At present, enrolment and attendance in the primary schools are 100%. However, there is considerable uncertainty in the villages regarding employment opportunities. The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) has reportedly been replaced by a new

programme, G RAM G, which has not yet become operational. Under the proposed arrangement, State Governments are expected to contribute 40% of the programme funds. However, there are concerns regarding its implementation, as many State Governments are not prepared to share this financial burden due to limited budgetary resources and revenue constraints, especially since major taxes such as GST are collected by the Central Government.

If G RAM G is unable to provide timely employment opportunities for rural workers, distress migration is likely to begin from December onwards. Parents may be reluctant to leave their children behind in the villages while migrating in search of work. At the same time, they cannot afford to remain in their villages without local employment opportunities. This contradiction places rural families in a difficult situation.

We hope that positive progress will be made regarding the implementation of G RAM G so that adequate employment can be provided locally and distress migration can be effectively reduced.

The teachers met after the results on 30th June and assessed the challenges which are to be encountered, learning the lessons from the schools' performances.

Our High School teachers together with government school teachers planned the classes systematically to divide between them to concentrate to help the student student better from eighth class onwards. While there are some headmasters are very strict that the government teacher should concentrate on only 10th class students to make them prepare for exams, our teachers concentrated on eighth and ninth standard is only in three schools. Rest of the seven schools they are able to take up the work systematically for all classes along with the government teachers. This way there is a good report between government teachers and our teachers to help each other to complete the syllabus and follow up the homework, conduct tests, review the syllabus and ultimately prepare 10th class students for exams. The eighth and ninth standard students are able to pick up well when they come to 10th standard. This year, in four schools, the classes started even for sixth standard onwards. As there is less strength for the entire school.

Teachers engaged in high school education:

Unlike government schools, which generally focus on preparing only 10th-grade students for board examinations, SAHANIVASA adopts a long-term learning approach by supporting students from 8th to 10th grade. Early and continuous academic support enables students to progressively strengthen their foundational knowledge, learning skills, and confidence, resulting in better preparedness for the 10th-grade examinations. The programme is further strengthened by teachers who are former students from the same communities, whose strong local connection and commitment enhance student motivation, regular attendance, and learning outcomes.

Sl. No	Name	Caste	Sex	Qualification	Subject
1	K. Rajini	S.C	Male	B.A	Mathematics
2	R. Gopi	S.C	Male	B.SC	English
3	E. Prasanna	S.C	Female	B.A	Science
4	T. Bhanupriya	S.C.	Female	B.Com	English
5	S. Pavithra	B.C	Female	B. Ed	Mathematics
6	R. Stephen	S.C	Male	B. SC	Mathematics

7	S. Hari	S.C	Male	B.A	English
8	Ludina Frank	S.C	Female	B. Ed	Science
9	N. Ganesh	S.C	Male	B.A	English
10	G. Angel	S.C	Male	B.Com	Science
11	P. Prabakar	S.C	Male	B.A	Mathematics
12	E. Somasekhar	S.C	Male	B. Ed	Science
13	V. Himaja	B.C	Female	B.A	Mathematics
14	Suman	S.C	Male	B.A	English
15	R. Ammulu	S.C	Female	B.Sc.	Science
16	M. Paradesi	S.C	Male	B.A	Mathematics
17	S. C. MidhunKumar	S.C	Male	B.A	English
18	Vani	SC	Female	B.Sc.	Science
19	T. Gopi	S.C	Male	B.A	English
20	M. Kousalya	BC	Female	B.SC	Mathematics
21	K. Babu	S.C	Male	M.A	English
22	P. Ramesh Babu	S.C	Male	M.Com	Mathematics
23	S. Damodaram	S.C	Male	B.SC	Science
24	K. Usha Rani	OC	Female	B.A	English
25	Priyanka	BC	Female	B.A	Mathematics
26	S. Anitha	S.C	Female	B.SC	Science
27	K. Bhaskar	S.C	Male	B.A	Mathematics
28	Bharathi	S.C	Male	B.A, B.Ed.	English
29	D. Hanumanth	S.C	Male	B.SC	Mathematics
30	N. Bujji Babu	BC	Male	B.A	Science
31	R. Manogaran	S.C	Male	B. A	Coordinator

Primary Schools: Morning and Evening Learning Support

SAHANIVASA operated morning and evening coaching centres in 15 of the most disadvantaged villages to strengthen foundational learning among primary school children. The programme was implemented in close collaboration with government primary school teachers, School Management Committees and parents committees. 10 centres functioned in government school verandas, while six operated from community halls. Village-level teachers conducted one-hour morning sessions to support homework completion and evening sessions combining play-based learning with remedial education. This structured support improved children's academic performance, learning continuity, and engagement with school.

Strengthening Children's Clubs and Child Rights Awareness

Children's clubs were strengthened through school-based cultural activities that promoted participation, leadership, and interest in education. During a 10-day campaign marking International Children's Day (20–30 November), children participated in village rallies advocating for safer school environments, including a ban on spraying toxic pesticides within 500 feet of schools. Building on previous advocacy, the campaign also engaged district-level farmer organisations to encourage pesticide spraying only on school holidays to minimise children's exposure. Semi-animated educational videos helped children understand the health impacts of pesticides on farmers, families, and school children, enabling them to articulate their concerns through memoranda submitted to government authorities. The campaign also raised awareness on the Right to Education and the rights of the girl child, strengthening children's participation in local advocacy and civic action.

On **2 October (Gandhi Jayanti)**, primary school students participated in an environmental education programme that promoted waste management and ecological awareness. Students were introduced to simple composting techniques by converting biodegradable waste from the school midday meal into organic manure through vermicomposting. They collected earthworms from nearby fields and learned about soil health, the role of earthworms, and the symbiotic relationship between soil, plants, and nature.

The compost produced was used to grow flowering plants within the school campus, encouraging children to maintain clean and green school environments through practical learning. The initiative has been successful, with students continuing to care for the compost units and school gardens throughout the year.

To further encourage creativity and participation, drawing competitions were organised, and all participants received certificates along with small appreciation gifts such as pens and pencils. These activities fostered environmental responsibility, creativity, and active participation in extracurricular learning from the primary school level onwards.

List of the teachers:

Sl. No	Villages	Name of the teachers	Gender	Qualification.
1	Kurchivedu	K. Kalaiselvi	F	B.A
2	Anagallu	Nalini	F	Inter
3	Pachanapalli	Jasmine	F	B.Com
4	DighuvaKandiga	D. Lavanya	F	Inter
5	C.K. Palli	Vanitha	F	BSC
6	Bangareddy Palli	A. Pushpavathi	F	B.A
7	Peddakantipalli	G. Prasanthi	F	Inter

8	Vepanjeri	G. Jaya sree	F	B.A.
9	Mukalthur	M. Priya	F	B.com
10	RasireddiPalli	P Kavitha	F	B.A
11	M.D.Mangalam	B. Kalpana	F	Inter
12	Ellepalli	C. Devi	F	B.A
13	Dighuva Masa Palli	Anitha	F	Inter
14	Ananthapuram	Raja	M	B.com
15	Chettigaripalli	Kalpana	F	Inter

Capacity Building of Teachers

The programme was implemented by 15 village-level teachers, of whom six are graduates and nine have completed intermediate education. All teachers belong to the communities they serve, enabling them to provide individual attention and continuous academic support to children, particularly those with learning difficulties.

To strengthen their teaching capacities, the teachers participated in exposure visits to well-performing government schools in Palasamudram Mandal, where they observed innovative teaching methods and child-centred learning practices. They also attended a three-day annual training programme at the Government Teacher Training Institute, Karvetinagar, to enhance their pedagogical skills and classroom management.

Monthly Teachers' Meetings

Teachers met once every month for a full-day review and planning meeting to assess progress, discuss challenges, exchange experiences, and identify solutions to improve student learning. Each meeting also included a half-day orientation on thematic and educational issues to strengthen teachers' knowledge and teaching practices. A total of **12 monthly meetings** were conducted during the reporting period, contributing to continuous professional development and improved quality of education.

Half-Yearly Parents' Motivation Meetings:

SAHANIVASA recognises that school dropout among Dalit and Adivasi children is closely linked to poverty, seasonal distress migration, and irregular employment. To address these structural barriers, half-yearly parents' meetings were organised to strengthen parental commitment to education while promoting livelihood security. Parents' committees monitored the functioning of government schools, including teacher attendance, the quality of mid-day meals, and Anganwadi services, while also addressing issues affecting household incomes, particularly the implementation of MGNREGA.

The committees played an active advocacy role by engaging with government officials to ensure timely release of delayed MGNREGA wages. Through sustained collective action, payment delays were reduced from nearly three months in the previous project period to approximately two weeks during the reporting year. Improved access to local employment reduced the need for seasonal migration, enabling families to keep their children in school. The committees also strengthened community ownership of education by encouraging parents to prioritise children's schooling over child labour and distress migration.

Youth Training on the Right to Education (RTE)

A total of 40 youth leaders from Chittoor and G.D. Nellore Mandals participated in a two-day training programme (5th & 6th October) on the Right to Education (RTE) Act. The training enhanced their understanding of educational rights, school governance, and community-based monitoring mechanisms. Equipped with this knowledge, the trained youth supported parents' committees in monitoring government schools, overseeing the implementation of the mid-day meal programme, and ensuring that children received their educational entitlements.

Through continuous advocacy, 5 private English-medium schools admitted 18 children from disadvantaged communities under the RTE provisions, providing them with free education. The trained youth also monitored the academic progress and well-being of these students. During the reporting period, schools in Chittoor district implemented the revised Dokka Seethamma mid-day meal menu, improving meal quality, nutritional diversity, and student satisfaction.

Capacity Building of MATES on the transition of MGNREGA to VB-G RAM G Act.

To strengthen rural livelihoods and reduce distress migration, SAHANIVASA trained 80 MGNREGA MATES—40 each from Chittoor and G.D. Nellore Mandals on the transition of the **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), 2005** which has been **repealed** and replaced by the **Viksit Bharat – Guarantee for Rozgar and Aajeevika Mission (Gramin) Act, 2025**, commonly referred to as the **VB-G RAM G Act**.

The training was concentrated on the efforts of The Government in the transition is intended to be seamless, with existing job cards remaining valid until new cards are issued and ongoing works continuing under the new framework

Each trained MATE supported a group of approximately 20 workers, collectively strengthening access to local employment for around 1,500 rural workers. Improved implementation of the programme enabled 1350 families to remain in their villages instead of migrating in search of work.

As a direct educational outcome, 510 children who would otherwise have migrated with their parents and been exposed to child labour remained in their villages and continued their education in local schools.

This intervention demonstrates the strong relationship between livelihood security, social protection, and sustained school retention. It is challenge for the present Academy year (2026-27) how to keep up the children out of work and out of migration, if G Ram G doesn't work properly. That is the reason we are preparing the people to with Reddy stand the difficulties to address the issue when it comes to the migration after December 2026.

Strengthening Reading Habits through School Libraries

To foster reading habits and improve language competencies among rural children, school libraries were established in 25 government schools during 2004–05 following ASHA's recommendation, with support from the Omkar Foundation, which supplied books collected from the United States. Subsequently, ASHA strengthened these libraries by providing 40 sets of age-appropriate Pratham books to both primary and high schools.

Regular monitoring by the project coordinator, along with continuous encouragement to teachers, has ensured that the libraries remain an active part of the learning process rather than merely a repository of books. The integration of library use into school activities has significantly increased students' interest in reading, strengthened language and comprehension skills, and cultivated a more positive attitude towards learning. Children frequently revisit storybooks, indicating sustained engagement with reading materials and the development of a reading culture within schools.

Bridging the Rural Digital Divide through Computer Education

Limited access to digital learning continues to be a major educational disadvantage for children from rural, Dalit, and Adivasi communities, widening the gap with their urban counterparts. To address this inequity, AMMACTS, the Women's Cooperative supported last year 2024 the establishment of computer facilities in all ten -supported high schools by providing new computers.

A structured computer literacy programme, delivered by trained instructors through weekly sessions, introduced students to basic computer operations and digital skills. The initiative has enhanced students' confidence and digital literacy while creating opportunities to develop competencies that are increasingly essential for higher education, employment, and participation in a technology-driven society.

The sustained commitment of school teachers, combined with ASHA's long-term support, has strengthened the quality of education in participating schools by promoting reading, digital literacy, and positive learning practices. These interventions have particularly benefited students from Dalit and Adivasi communities, who receive fully subsidised education, and students from Other Backward Classes (OBCs), who receive partial government support, thereby contributing to more equitable educational opportunities for socially and economically disadvantaged children.

Conclusion

The achievements of the reporting period reaffirm that quality education cannot be sustained in isolation from the socio-economic realities of rural poor families. While the programme recorded outstanding academic results, strengthened foundational learning, promoted reading habits, expanded digital literacy, and enhanced community participation, these outcomes were made possible through an integrated strategy that simultaneously addressed the structural causes of educational exclusion, particularly poverty, livelihood insecurity, and seasonal migration.

SAHANIVASA's long-term partnership with Asha for Education has evolved beyond supplementary coaching into a comprehensive community-based education model that strengthens schools, teachers, parents, youth, and village institutions. The programme demonstrates that sustained academic support beginning from the middle grades, combined with continuous teacher mentoring, active parental involvement, child rights awareness, and community ownership, produces lasting improvements in educational quality, retention, and equity.

However, the transition from MGNREGA to the VB-G RAM G Act introduces significant uncertainty for rural households. If adequate local employment is not generated, seasonal migration and child labour may increase, placing many of the programme's educational achievements at risk. Protecting children's right to education will therefore

depend not only on strengthening schools but also on ensuring effective implementation of rural employment and social protection programmes.

Going forward, SAHANIVASA will continue to deepen collaboration with government schools, strengthen foundational learning from the primary level onwards, expand digital and library-based education, build community leadership, and advocate for policies that protect both rural livelihoods and children's education. The experience of this programme clearly demonstrates that educational transformation is most sustainable when schools, families, communities, and public institutions work together to create an enabling environment in which every child, regardless of caste or economic status, can learn, thrive, and realise their full potential.

Submitted by

Suria Rajini
Executive Director
11th July 2026