

SAHANIVASA Association for Voluntary Social Service
ASHA Annual Report 2024-25
Rural Poor Children Access to Right to Education, & Equal Opportunities

Introduction: SAHANIVASA has been working in collaboration with ASHA School for Education to promote educational interest among children from rural marginalized families and to support their pursuit of higher studies by enabling them to access government-reserved facilities meant for marginalised communities, particularly Dalit and backward caste communities. The Andhra government introduced English as the medium of instruction at the primary school level, and this has remained unchanged even after a change in government following the elections. The English medium approach has continued without any modifications, and both teachers and students are now well adapted to teaching and learning in English. There have been some trials and changes in other systems, such as Anganwadi (mid-day meals), following the change in government and the 10th board exams initially showed a lower pass rate compared to previous years; however, with instant re-examination, the students were able to achieve pass rates similar to those of earlier years.

Progress in Primary schools:

During the project year, 15 primary schools received support from ASHA-SAHANIVASA, with one teacher assigned to each school. These teachers conducted classes in both the morning and evening sessions, focusing on language development as well as reinforcing the subjects being taught in the regular school curriculum, especially for Mathematics, Science and English. With the introduction of English as the medium of instruction in all government schools over the past five years, students have gradually picked up the language also, the schools have seen an increase in student enrolment. Unlike earlier times, when there were very few students in each school, the situation has significantly changed. Culturally, Dalits were historically not allowed to associate with education, but today the scenario is different. After independence, the government began establishing primary schools even in Dalit villages. As children were predominantly engaged in agriculture, it took nearly half a century after independence for both Dalits and the government to begin focusing on primary education, including the provision of essential free hostel facilities. While the scope to accommodate children in hostels is limited, a large number of children need to continue their education within their own villages. On the other hand, the enrolment of Adivasi children remains relatively low compared to children from Dalit families. However, there has been noticeable progress and growing interest among Adivasi communities in pursuing school education.

Although visible child labour has declined, it has not been completely eliminated. However, thanks to the collective efforts of SAHANIVASA teachers, union volunteers, and government teachers, who mobilized village associations to help parents understand the importance of education along with giving awareness and better implementation of MGNREGA. This encouraged parents to primarily enrol children in schools and it stands as one of our significant successes after a long-standing association with the marginalised communities in the area.

Primary school students list 2024-2025

S.No	Name of the village	1st class		2nd Class		3rd Class		4th Class		5th Class		Total
	Chittoor Mandal	B	G	B	G	B	G	B	G	B	G	
1	C.K. Palli	3	2	4	3	5	2	3	2	3	2	29
2	Yellapalli	4	3	2	1	4	2	4	0	2	0	22
3	Thalambedu	2	1	3	2	3	1	0	2	4	2	20
4	Dighuvamasapalli	3	1	4	3	5	3	0	1	2	2	24
5	Bangareddy Palli	4	2	3	2	3	2	3	2	3	2	26
6	Rasimareddy palli	2	3	5	3	4	2	3	2	3	4	31
7	V. N. Puram	3	4	5	2	6	3	4	3	1	2	33
8	Pachanapalli	2	1	3	2	4	2	3	2	0	3	22
9	Dighuvakandiga	1	1	4	2	5	2	4	1	1	3	24
10	Vepanjeri	2	1	5	3	3	3	1	1	5	5	29
11	Anagllu	3	3	4	2	3	3	3	2	1	2	26
	G D Nellore Mandal	0	0	0	0	0	0	0	0	0	0	0
12	M.D. Mangalam	3	2	4	3	4	2	2	6	2	2	30
13	Pedakantipalle	2	2	5	2	6	4	2	3	7	4	37
14	Kurchivedu	2	3	4	3	5	2	2	2	3	6	32
15	Mukkalathur	1	2	4	2	5	1	3	5	9	6	38
	Total	37	31	59	35	65	34	37	34	46	45	423

Morning & evening coaching centres to primary schools:

Special coaching was conducted in 15 of the most needy villages for primary school students. The respective village-level SAHANIVASA teachers collaborated closely with government primary school teachers and school committees to implement the program effectively. 9 out of 15 villages, government primary school varandas are used and remaining 6 schools conducted in local community halls. Morning and evening classes are conducted by the respective village-level teachers. In the morning, students spend an hour completing their homework, while in the evening, after school hours, they play class conducted by educated youth from the villages. Subsequently, after the play sessions, where students spend time in education classes where the teachers work to improve their academics.

Strengthen children's club:

To encourage interest in school education, each school organizes its own cultural activities and programs. Through these events, children's clubs are formed, and small gifts are given to the students to strengthen their engagement and interest in various aspects of social struggles. As part of a 10-day campaign organized on the occasion of International Children's Day, which began on 20th November and continued until 30th November, rallies were conducted across villages. The campaign focused on demanding that the government introduce a policy to ban the use of toxic

pesticides by farmers within 500 feet of school premises. Even though the campaign was successful the last year that the government is favourable to such demands and planned to coordinate with the district wise farmer organisations to see that the farmers spray the pesticides during holidays that is Sunday. The pesticides been used at times. So semi animated video was played for children to understand how pesticides effects the farmer, their parents and the children. This enabled to them to collaboratively voice out the concerns in the campaign through memorandums to the government. The same campaign included Right to Education and Girl Child Right.

List of the teachers:

Primary school Teachers list

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

Six out of 15 teachers are graduates and remaining 9 are intermediate background. All of them work in their own respective villages giving special focus on each of the weak students to encourage. All these teachers have gone for exposure to best government schools in Baireddy palli mandal where they got inspired of innovative learning methods introduced some special schools. They have also gone for annual four days teachers training in government teacher training institute Karvetinagar.

Teachers monthly meetings:

School teachers meet once a month for a full day to discuss their work over the past month, share experiences, and seek advice and clarifications from one another. Additionally, a half-day orientation program is conducted during these meetings on various thematic issues to enhance and update their knowledge and teaching skills. A total of 12 such meetings were held.

Half yearly parent's motivational meetings:

School dropouts often occur due to parents' inability to cope with low household income. As a result, child labour becomes a source of additional income to help ease the financial burden on the family. If children's education among Dalit and Adivasi is to improve, it will only be possible when parents' incomes increase and children receive proper motivation. No parent from an agricultural worker's family wants their children to become labourers, as they do not want them to suffer the same hardships they did. Therefore, forming parents' committees and strengthening parental unity is an important part of supporting children's education. The parent's committees not only discuss and monitor the government school functioning (teacher's timely attendance), mid-day meal and Anganwadi centres food monitoring and also discuss about the proper implementation of MGNREGA in their villages and how to collaborate with other villages in times late payments with broader delays said by officials that it is attributed to inadequate fund releases and or due to bureaucratic slowdowns. This has been an ongoing struggle seasonally for the MGNREGA workers. Therefore, SAHANIVASA organized the workers to take on an advocacy role from time to time, reminding the state government to release pending wage payments. The parents' committees persuade families not to distress migrate despite delays in MGNREGA wage payments. Officials have also been supportive of the workers, as their protests remain peaceful and nonviolent. Currently, MGNREGA wages are being paid with reduced delays, bringing down the gap from 3 to 1 month in the previous project year to around 2 weeks now.

Training on RTE for the youth:

40 youth parents selected from each mandal wise (Chittoor & G.D. Nellore) to undergo two days training under Right To Education. 24th & 25th of October the training was conducted to understand the purpose of Right To Education and how to utilise the progressive elements of RTE to develop the students and the schools. Further, three private English medium schools had to admit students from locally for free education because of our negotiations every year. The trained youth from RTE have been monitoring those schools to understand how the schools are treating the students, whether there is any progress of childrens education. As members of the parents' committees, they have been actively monitoring the effective implementation of the mid-day meal schemes. From early 2025 onward, schools in Zone 4 (Chittoor district as well) began trial-implementing a revised zonal menu under the Dokka Seethamma program, raising nutritional standards and considering local food preferences and change of menu. The students feel that the quality of the meals has improved, and the daily menu changes make the meals more enjoyable and satisfying.

Training for MATES on implementation of MGNREGA:

Forty selected MATES from each of the Chittoor and G.D. Nellore mandals underwent training on how to effectively utilize MGNREGA schemes for the benefit of their respective MGNREGA groups. For instance, one MATE is for every 20 workers to maintain the MGNREGA work. He or she is also one of the worker of 20 members group. Some MATES and their group members restrict participation by not allowing elderly or middle-aged individuals to join. In some cases, women are excluded, while in others, MATES include only members of their own caste groups. To address these issues and ensure more inclusive participation, efforts were made to mobilize the 100 days' work program effectively, with the aim of preventing distress migration. We have succeeded to cover 80 MATES in both the mandals covering 1600 workers to depend fully in the local employment opportunities. These efforts stopped 1215 distress migrant families to look for local employment and stay back in the village. As a result, the 510 children stopped going for child labour in parent's migration and joined to the local schools.

Progress in High School Education:

There has been a drastic change with the pass rate for 10th board exam initial results comparing to the past years pass marks. In 2025, 119 out of 479 students appeared for 10th class public exam have failed who has subsequently participated in instant exam conducted in the month of June and the results are mentioned in the below table. Altogether 109 students have passed, 8 students have failed and 2 absentees in the instant exam. An average of 98.2% of students passed during the year 2025

10th Instant Exam Results – 2025										
Sl.	Name of ZP High School	Total Appear			Total Pass			Total Fail		
		Girls	Boys	Total	Gir	Boys	Total	Girls	Boys	Total
1	A. D. Kandiga	2	4	6	2	4	6	0	0	0
2	Kale Palli	3	2	5	2	3	5	0	0	0
3	Thalambedu	4	5	9	4	4	8	0	1	1
4	G. D. Nellore	8	15	23	7	13	20	1	2	3
5	Siddampalli	8	12	20	8	11	19	0	1	1
6	Pedakantipalli	2	2	4	2	2	4	0	0	0
7	Vepanjeri	3	6	9	3	6	9	0	0	0
8	Mukkalathur	4	6	10	3	5	8	1	1	2
9	N. R. Peta	10	16	26	9	14	23	1	2	3
10	M. D. Mangalam	3	4	7	3	4	7	0	0	0
	Total	47	72	119	43	66	109	3	7	10

Students failed in first attempt	119
Total girls passed	43
Total boys passed	65
Total students passed in Instant Exam	109
Total absentees to attend the exam	2
Total girls failed	3
Total boys failed	5

Over all 10th Class Results -2025(after the instance exams)						
Sl. No	Name of ZP High School	Total Students	Attended in public Examination	Total Pass	Total Fail	Percentages of Pass
1	A. D. Kandiga	42	42	42	0	100%
2	Kale Palli	37	37	37	0	100%

3	Thalambedu	48	48	47	1	98%
4	G. D. Nellore	97	96	94	3	97%
5	Siddampalli	65	65	64	1	98%
6	Pedakantipalli	14	14	14	0	100%
7	Vepanjeri	41	41	41	0	100%
8	Mukkalathur	25	24	23	2	92%
9	N. R. Peta	94	94	91	3	97%
10	M. D. Mangalam	16	16	16	0	100%
	Total	479	476	469	10	98.2%

Teachers engaged in high school education:

SAHANIVASA has been focusing on developing the capacities of students from 8th to 10th grade, while government teachers primarily concentrate on preparing only 10th-grade students to pass their exams. Although SAHANIVASA initially followed a similar approach of supporting only 10th-grade students, it later shifted its focus unlike government schools by starting preparation from 8th grade onward. This approach helps students gradually build the skills and knowledge needed to successfully complete 10th grade. The SAHANIVASA teachers, many of whom are former students from the same communities, have a deeper connection and commitment to the children compared to highly paid external teachers.

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

Usage and maintain library books:

School libraries were established in 25 schools during 2004 and 2005, based on ASHA's recommendation, with support from the Omkar Foundation, which collected old books from the USA. Subsequently, with the direct support of ASHA, 40 sets of Pratham books were provided to these 25 schools, including both high schools and primary schools. The coordinator, Mr. Manogaran, has continued to monitor the functioning of the schools, oversee the special coaching provided by our teachers, and motivate both teachers and schools to actively engage children in using the library. Ever since SAHANIVASA provided the library kits, students have shown increased interest in reading stories, improving their language skills, and developing a greater interest in regular school education. A few children may have already read the books, but they still enjoy reading them again.

Computer Class Study: With the support extended by AMMACTS and the Women's Cooperative, all 10 high schools were provided with new computers to teach students the basics of computer education. It is quite striking in today's context that rural poor children still have little to no access to computer education, while children from wealthier and urban backgrounds are already well-versed in it by the time they reach 10th grade. Therefore, this computer class has been successfully conducted by a knowledgeable teacher, with one session per class scheduled each week in every school.

We thank all the teachers for their continued efforts in strengthening the school education system and nurturing good practices among students from rural poor communities. This progress has been made possible through the consistent support of ASHA, enabling students, particularly those from Dalit and Adivasi communities fully subsidised by the government and partial subsidy for backward caste students.

Submitted by
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