

# **A Half-Yearly Narrative Report**

**Reporting period**

**July 2014-December 2014**

**(Continuous and Expansion of Access to Quality Elementary Education)**

**Supported by**

**TATA Social Welfare Trust, Mumbai.**



**Submitted by**

**Samajik Parivartan Sansthan**

**Sri Krishna Nagar**

**Giridih-815301**

**Jharkhand.**

## ***EXECUTIVE SUMMERY***

---

**S***amajik Parivartan Sansthan*, Giridih with its partnership with JRD TATA Trust, Mumbai has taken the initiative of bringing quality education to the rural area of Giridih block of Giridih district. In this endeavor from the year 2008 SPS has been striving to provide and bring quality education to the children in target in the rural areas of the district. This report is the second half of the project year of which the first half is already been sent to the trust in July, 2014. In this report the various activities and outcomes of the reporting period of the project has been enumerated. In the second half of the year the program saw many quantitative and qualitative changes in the program output with regards to the learning, participation and fulfillment of the objectives of the project. The Bal Mela in the cluster level, which covered more than 4986 children from all the target clusters and schools created a mass awareness and mobilization in the communities and schools towards quality education and quality learning. It was a kind of culmination of all the field level programs, brought zeal and enthusiasm to the staff and children of the target area. The schools and the teachers are being motivated through this kind of program activities so that the spirit of delivering quality learning and teaching to the children in the rural areas of the project is enhanced and continued. The learning capacity and the outcome of the various activities being done in the target areas show that there is need for this kind of quality changing programs in the field which reveal the effectiveness and the relevance of the project in the area. The total number of children covered in this year was 1346. The quality output by students in the target areas and schools show that the efficiency of the project is to be maximized and more and more children need to benefit from the program in the district. The program saw its zenith on the 31<sup>st</sup> of Dec. where the culmination of the project was witnessed while supporting 30 schools, which were supported with books and cupboards for their respective libraries and along with the schools there were 20 scholars who were supported with a financial support of Rs. 1000/ each for the continuation of their education. The motivation and participation level of the community members and the teachers in the target schools give pleasure and inspiration to go ahead with the work that SPS has been doing to bring quality into the elementary education in the district.

## ***BACKGROUND OF THE PROJECT***

---

Giridih is an educationally and economically backward district in the backdrop of the state Jharkhand. The main economical activities of the people are illegal mining and other odd jobs which are meager in providing for their daily livelihood. The children are the most disadvantaged ones in the areas as they are not given the proper opportunity for schooling and quality education. The district is plagued by poverty and illiteracy. The district, according to various developmental indicators is still staggering behind in the millennia of development and advancement. Many of the fruits of the modern civilization are yet to be reached to the rural areas of the district. The life-style of the people in the district and especially in the rural areas is

very simple and is guarded by traditional practices and strong cultural customs. Many are still to see the sun of the 21st millennium as citizen of modern civilization and development. Education for children in some parts of the district is a rare commodity as some of the children are the first generation in their families going to formal schools. Education to reach its zenith needs to be focused and given priority both by governmental and non-governmental efforts. On the part of the govt. a strong policy change in the education sector for this district is a much desired one. Looking at the literacy rate of the district (65.12%) one can say that the district has a long way to go in the area of education and literacy. The total land area of the district is 4, 85,355.81 hector. The total number of household of the district is 3, 96, 52, of which the total population of the district is 24, 45,474. The population density of the district is 497 and the sex ratio is 943.

The rural populous are now waking up to the need and importance of education which shows many drastic changes in the life-style and attitude of them as the interest of participation in the educational changes has increased. The rural populous in the district are ignorant of the values of education and literacy. They take life as it comes without thinking about the future prospects of their children and their next generations. The people are poor and most of them depend on odd jobs and earn their livelihood. There are no pre-defined jobs or occupations as such to which everyone can succumb to as and when there is a need. It seems life here is a tag-of-war and a fight for the survival of the fittest. Due to lack of education many fail to get a decent job or even an occupation. The ordinary and regular income for the rural people is illegal coal trade which is a dangerous thing to do in the modern days. The risk of the job is higher than the income they receive from it. The society is made up of different groups of people like SC, ST, General and the Minorities. There are mixed groups of people practicing different religions (majorly the three religions Hinduism, Christianity, Islam and Jainism) but are in harmony. The educational statues among these groups are far behind compared to other states and other districts. In the urban areas the literacy rate of the male is 56.16% whereas the rural male literacy rate is 63.32%. The literacy rate of rural female is 36.67% whereas the literacy rate of urban female is 43.81%. Looking at these figures it's concluded that the average literacy rate in the rural area is still lagging behind compared to that of the urban area. There are many efforts being put into the situation to correct it from various organizations and departments of the govt. and non-govt. agencies.

SPS is running a three year project on the improvement and enhancement of the quality of education and the education system in the district. The partnership with TATA Social Welfare Trust has seen many qualitative and quantitative changes in the education system of the district. The current project named "***Continuation and Expansion of Access to Quality Elementary Education***" focuses on the pupils who are eager to learn but are left out in the mainstream of schooling due to various social, economical, cultural and personal (intellectual) reasons. This project is run in the rural areas of the district where the reach of the education and its impact is less than the expectation. This project is in continuation of the previous one '***Strengthening Education Mainstream in Giridih***' (SEM) which saw that there was needed to focus the attention on the upper primary and high school level of education. In the previous project the target group was from primary level to the upper primary level.

The project area covers the Giridih block of Giridih district. It covers 72 schools of 60 identified villages under 8 educational clusters. The technicality of the project covers the students from primary level to upper primary and high school level. The names of all the 8 clusters are *Leda, Dhanaydih, Rajpura, Patrodih, Gadisrirampur, Baniyadih, Chaitadih, and Belatand.*

The scope of the project is that the vulnerable rural children are covered in this particular project especially the drop outs, out of school, children with learning difficulties/slow learners and girls in specific. The children are from every group and sections of the society and there is no bar for any children whatsoever to be taken under the project. Girl children are given priority as the baseline findings suggest that there is high rate of girl children enrolled in govt. schools than boys, which looked as the mindset of the people reveals, that girls are warded off as waste of money and resources so no investments on them. People in the rural areas give priority to boys which give girls very minimal opportunity to have access to quality education or higher education as such. This project focuses more on these issues. Apart from children, other major aspects covered by the project are the School Management Committee, Village Education Committee, Mata Samities, Anganwadi workers, PRI members, Parents-Teachers' Associations and School volunteers. In total this project is designed to best suit the interest of the community and is a community based program and activity which covers all the major stakeholders of the community and the schools.

The main goal of the project is to improve access to quality education for at-risk children in Giridih district in 6-14 age groups, and the overall objectives of the project are:

- To mainstream and retain 4680 out of school children into formal system of education at age appropriate learning levels.
- To build up capacity among the representatives of SMCs, PRIs, Teachers and Mata Samities.
- To improve and strengthen quality education system and capacity in 60 formal schools for at risk-children of 8 educational clusters in Giridih block of Giridih district.

## ***PROGRAM FINDINGS***

---

The major findings of the given project are as follows:

- ✓ The baseline report of the project shows that the teacher-student ratio is not right, the student-classroom ratio in the schools is very good, the availability of playgrounds, sports equipments etc. are not satisfactory. These reasons affect the quality of the students and the education which they receive.
- ✓ The reports given by various governmental agencies with regards to the educational statues of the district are not true and vary in so many ways.

- ✓ There is laxity in the school management committee (SMC) in its functions and organization. They are mostly concerned about the monetary reward that they would receive or any other fund or donations that they receive towards the construction of the school premises and buildings. They have no proper and regular meetings and documentations.
- ✓ The SMC is inactive in its function. It does not seem to be taking up any responsibility with regards to the schooling of children and their level of learning in the classrooms. It does not bother about the learning qualities and intellectual make up of the children in the schools. They don't seem to have any guard over the school teachers or the functioning of the school system.
- ✓ Ignorance and lack of awareness among parents rule the life of children in the target areas of the project. The parents are hardly aware of any educational impact or values that they would like to give to their children. They are least bothered about the progress of the children in the schools in academic disciplines.
- ✓ There is a high rate of discrimination among boys and girls with regard to investment in education. Boys are preferred than girls to be sent for higher studies and better standard of education. Most of the girls are enrolled in the govt. schools which are "free" but the boys are sent to private schools as the quality of education that they receive there is better and higher. Parents still think that girls are of no use for studies as they will be married off to a different family and the investment in their education will bring no return to the family, so is the logic of investing more on the boys than girls.
- ✓ In the schools the use of TLM and TLE seems to be very minimal as the teacher student ratio too is not proper. There are fewer teachers with more students and the attention of a teacher for each student is negligible.
- ✓ The awareness of Mata Samities, Anganwadi worker, PRI members and many of the community members are very little. Some of the members of the above mentioned groups don't even know their roles and responsibilities and don't even bother to attend the meetings.
- ✓ The drop-out and absenteeism in the classrooms are still high in the target areas of the project as the lack of proper awareness and sensitization of all the stake holders in the communities and schools are still far behind the expectation.

## ***FULFILLMENT OF THE OBJECTIVES***

The fulfillment of the objectives of the project for the last reporting period is shown below.

Objectives	Achievement	Satisfactory	Very satisfactory	Not Satisfactory	Remarks/Rationale

<p><b><u>Quality in Education:</u></b> To bring quality education through SPS centers like FCC, RCC, SLC and ALC.</p>	<p>This objective has been achieved through the running of different learning centers by SPS in the target areas of the project. There were 15 FCC, 15 RCC, 5SLC and 1ALC being run during the last reporting period of the first year of the project.</p>	<p>√</p>		<p>The total number of children enrolled into the different centers for the first year of the project is FCC-842, RCC-298, and SLC-172 and ALC- 34. These children are mainstreamed to schools as and when they are capable of reading and writing with comprehension and understanding.</p>
<p><b><u>Community Mobilization:</u></b> To sensitize and make aware about the need and importance of quality elementary education and how they could be a part of their children's education by participating in the ongoing program to bring quality in the education system.</p>	<p>The total number of meetings was 167 in the communities and 6 nukkad nuttak (Street plays) were conducted in the target communities.</p>	<p>√</p>		<p>The community meetings have been a part of the community mobilization drive in the target area which covers the communities, parents, teachers, SMC, PRI, Mata Samities, Anganwadies and other groups of the community. The total number of participants in the meetings was 2395 out of which the males were 1310 and females 1085, the total number of people mobilized through the street plays were around 3000.</p>
<p><b><u>Schools:</u></b> To build up good and strong understanding with the govt. school teachers with regard to the various aspects of the growth of a child in his/her care.</p>	<p>This objective has been achieved through the teachers' orientation and training programs, regular demo classes that we have been able to conduct. Moreover the active participation, ready understanding and willingness to support the project activities have been a plus point.</p>	<p>√</p>		<p>The teachers in the schools are the strong hold of education and its quality enhancement. If their quality is improved and their understanding refreshed and made broader, then they will be the major contributors to the success of the project's activities. So far in total 100 teachers have been oriented and more than 300 teachers were influenced through the program activities.</p>
<p><b><u>Capacity Building of Staff:</u></b> To build</p>	<p>This has been achieved through the</p>	<p>√</p>		<p>The success of the project activities relies on the quality</p>

up the capacity and intellectual base for the staff and teachers of the project and bring quality in them.	various trainings and workshops conducted for our staff on teaching methods, pedagogy, community mobilization, communication and interpersonal relationships etc.				of the project staff and their output to the program. The trainings and workshops for our project staff, SLC, RCC and FCC teachers have been very fruitful in this regard.
<b><u>Volunteers:</u></b> To identify and train youths from the communities itself so that they too have a share in the activities of the project.	The volunteers for each school based on the village have been identified and trained and they are now in full swing for action in their respective fields. The school program volunteers in total are 50.	√	√		The youths of the village and communities are the first-hand stake holders of the project and so if they are included in the project activities they would be encouraged for a quality change in their education system and their life itself. They are being trained on various aspects of their life.
<b><u>Mata Samiti:</u></b> To sensitize and make aware the mata samities to be a part of the quality improvement program.	This has been achieved through the meetings and orientation of mata samities which has been very supportive of the program activities.	√			The mata samities are very active in their respective fields and are cooperative towards the success of the program activities. Some of the mothers are the direct stake holders in the PTA which gives additional encouragement and satisfaction to them.
<b><u>CPM:</u></b> To make aware parents and teachers along with the village communities on the importance and need for education for children who are low in learning quality and thus bringing a change in the quality of the education given to children in the target areas.	The total number of community and parents-teachers meeting has been 167 through the year and the total number of participants were 2395 out of which males were 1310 and females were 1085.	√			The community awareness program needs to be accelerated in the next year of the program so that the objective of the quality education drive in the rural areas penetrates into the minds of the people in the communities.



## ***PROJECT DESIGN AND IMPLEMENTATION***

---

The design of the project activities and their achievements in the past six months of the year I reporting period are given below. The community outreach of the project has been through the various community and village level activities including the school activities. Let's discuss the various activities and strategies of the project in detail.

### **Community Mobilization**

The project is primarily engaged in the community mobilization for the quality improvement and enhancement of learning level of children in the schools. The community mobilization includes various target groups in the intervention of the project like parents/guardians of the children, village heads, community members etc. there is a periodic meeting held with them in the community where they discuss issues relating to the quality improvement of children in the area. In the villages, communities and schools there have been 167 meetings in total and the total number of participants in the meetings were 2395 out of which male were 1310 and females were 1085 in all the educational clusters of the project. The main and focal point of discussions in the meetings were as below:



- Objectives of the project
- Importance and values of education
- Importance of quality elementary education
- Objectives of the remedial coaching centers
- Participation of community members in the project activities
- Contribution and cooperation of community members in the project activities
- Current situation of the education system in the target areas
- Progress of children
- Time management
- Routine of children at home in learning and home work
- Home visits of staff
- Responsibilities of parents and guardians towards the quality education of their children
- Enrollment of children into schools and the special learning centers
- New methods of teaching and use of TLM
- Cleanliness and sanitation facilities of the schools
- Listing of drop out children
- Establishments of special learning centers
- Participatory assessment of children's progress

The following are the topics of discussion which occurred in the parents-teachers meetings in the remedial coaching centers.

- Progress of children
- Attendance of children
- Participatory assessment of learning level of children
- Contribution of parents to the learning efforts of children at home
- Monitoring and guidance of children by parents at home
- Time management of children
- Home visits of staff
- Importance of FCC, RCC and SLC
- Home work of children

The project aims at reaching out to many different groups in its intervention which are drop out, out of school children, children with low learning level, SMC, teachers, PRI, Mata Samiti, Anganwadi and communities. To provide and bring a quality change in the system and the education of the children SPS runs three different types of centers which are FCC (Foundation Course Center), RCC (Remedial Coaching Centers) and SLC (Special Learning Centers). The total number of FCC, RCC and SLC for the whole year was 23 and the total number of children covered through these centers was 1346.

## **Teachers**

The project reaches out to both Para teachers and govt. teachers in the schools who are a direct agent in delivering quality education to children in the target area. They are given periodic training, orientation and hand holding support with regards to teaching-learning aid, methods, process etc. These are done in the manner of Demo classes by our teachers which influence the teachers in the govt. schools to apply and adopt the methods and ways that are easy and supportive for the learning of children. They are sensitized and motivated to do well and deliver quality education to children who need it. The subjects are mainly Math, English, Science and Language where the teachers are given training and orientation. They support in the program in various ways through their active participation in the project activities in the project area.

## **SMC**

School Management Committee is a gateway to a better functioning of schools and ensuring the delivery of quality education to children in the target area of the project. They are given periodic trainings, orientations and hand holding support with regards to the roles and responsibilities, duties, functions etc. of the members and their engagement in the school management. They do support in the program through their active participation in the meetings and other project activities.

## **PRI**

On a higher level and on the advocacy level the PRI members are crucial for the governance of the school system and quality education in their area. They are given regular and periodic training, orientation and on their roles and responsibilities with regards to ensuring quality education for their area and the children in target.

## **Mata Samiti and Anganwadi**

They are a pre-school and sure way of ensuring total enrollment of children into schools after the age of five. They are a target group in the project who are to be empowered with the duties, roles and responsibilities with regards to their functions. They do support the program to a great deal.

## **Volunteers**

The school program volunteers are children in the 10<sup>th</sup> class and who are going to appear for the final board exam. They are identified looking at their vulnerability for drop out due to financial support and other economic and household problems. They are supported with a monthly stipend of Rs. 500/- each for their study and in return they do learn a lot through the participation and active engagement in the school level activities and programs. They are solely responsible for the good functioning of the library at their respective schools.

## ***PROJECT OUTPUTS AND DISSEMINATION***

---

Through the year there has been many trainings and orientations conducted as part of the program which are detailed in the capacity building section of the report. There were orientation and trainings conducted for the SMC members, PRI members, Mata Samities, Angawadi sevikas etc. there were also training and orientation for volunteers, Para teachers and community leaders. The impact of these trainings and orientations have been assessed in the fields and the change which has come out of it has been notable in the change of attitudes and thinking of the people in the field and the target area. Keeping in mind the guidelines of RTE the program has tried to provide schools that are in need, with books and cupboards for their respective schools. A one page guideline for schools and teachers regarding the functioning and regulations of library was made and distributed to the 30 schools by the district education superintendent. There were materials and IEC papers and materials prepared for the easy understanding and comprehension of children which was published by the organization as a news letter.

## ***CAPACITY BUILDING***

---

The training and capacity building of the staff and other stake holders of the project have been taken up during the last six months and the details are given below. The training covered various topics and related aspects of the project such as staff capacity building, curriculum development and review workshop, training and orientation of PRI, SMC, Anganwadi workers, training and orientation of school program volunteers etc. The trainings of the project so far have been very successful and all the workshops and orientations have yielded satisfactory results in the related fields. The participants of the trainings too have given the feedback that these types' of trainings should be given on a regular basis so that the touch with the programmatic and the objectives of the program is kept intact. Apart from the training and workshops outlined in the project the understanding and comprehension of the objectives and the project in whole has been stressed in the weekly and monthly meetings. Apart from the regular trainings and workshops there were prominent persons and people from other reputed organizations who have given the staff and program quality inputs with regards to performance and the efficiency of the program.

**Details of the Trainings, Workshops, Orientation and Meetings of the second half reporting period of the project year I**

**Continuation and Expansion of Access to Quality Elementary Education**

<b>L No</b>	<b>Activities</b>	<b>Date</b>	<b>Place</b>	<b>M</b>	<b>F</b>	<b>Total</b>
1	Exposure Cum-Teacher Orientation Program	07 to 09 / 07/2014	Vikramshila	15	4	19
2	Staff & Community Leaders	21 & 22/10/2014	SPS Hall	31	4	35
<b>Curriculum Development &amp; Review Workshop</b>						
3	Curriculum Development & Review Workshop	4 & 5 /09/2014	SPS Hall	21	5	26
4	Three Days Early Language Development Workshop	9 & 11 /10/2014	Hotel Mansarovar	28	17	45
5	Review Cum-Syllabus Training	02/12/2014	SPS Hall	19	5	24
<b>Orientation of PRI, SMC, Aanganwadi &amp; Mata Samiti</b>						
6	Orientation of PRI, Aanganwadi, SMC & Mata Samiti	09,10 & 11/09/2014	Dhanaydih, Chaitadih, Suggasar & Belatand	72	61	133
7	Orientation On the End-line Survey For Staff & Volunteers	03-12-14	SPS Hall	19	5	24
<b>Volunteers &amp; Para Teachers' Training</b>						
18	One day orientation of Para Teachers and Volunteers	29/08/2014	Nehru Middle School, Giridih	39	11	50
19	Teacher & Volunteer Orientation	29/8/2014	SPS Hall	32	18	50
20	Volunteers Training	8/10/2014	SPS Hall	7	6	13
21	Volunteer Training Two Days	19 & 20/10/2014	SPS Hall	17	10	27
22	One Day Para Teacher & Volunteers	7/11/2014	SPS Hall	33	19	52
<b>School Level Participatory Activities</b>						
23	School Level Participatory activities	27/08/2014	Nehru M S, Giridih	47	0	47
24	Bal Mela	17 to 21 /11/2014	Udnabad, Belatand, Dhanaydih, Suggasar & Leda			229
25	Training of Para teachers and volunteers	29, 30/12/2014	SPS Hall	28	17	45
26	VEC and SMC members training		SPS Hall	36	10	46
27	School Level Activities	All Target Schools				4710

<b>There were 23 weekly meetings in total</b>
<b>There were 9 Monthly Meetings in Total</b>
<b>There were 04 Quarterly Meetings in Total</b>

## ***PROJECT MANAGEMENT SECTION***

The central part of the project is the management section of the project be it finance or the programmatic. In the finance there is a full-time accountant assisted by the passing officer i.e. the project director. They are assisted by the purchasing committee and the members of the governing body in matters of vital importance. The finance department is in capable hands. In the programmatic there is a core team of three members responsible for planning and coordination. They are the Secretary-cum- Project Director, Project Manager and the Field Co-ordinator. This core team is backed up by a task force.

Apart from the core team there are other 19 teachers and field staff including a MIS coordinator, accountant and an office assistant. There are in total 15 CLC, SLC, FCC and RCC teachers supported by two master trainers.

At the core level i.e. at the management team of three plan and design activities of the month and it's broken down into weeks. All the staff both teachers and the field staff are given a monthly action plan and weekly plan. Everyone has a target line to achieve every week. The teachers are given with the action plan for the month and the syllabus for the whole month. At the end of every week and month there is a weekly and monthly review meeting respectively to verify the set objectives, plans and the achievements. There is a monthly progress report of children collected from the schools and centers by the teachers and submitted to the management team based on which the next course of action is taken. Based on the planned activities of the month, the achieved target is set out for reporting and the other plans are continued for the next month. There is a periodical syllabus review and progress workshop conducted for the field level staff and the teachers. Every staff takes his/her duties and responsibilities seriously and does his/her job to the best of his/her abilities with very good satisfactory outputs.

The monitoring of the project activities is done by all the core management team and especially the field coordinator supported by periodical and surprise visits by the Project Manager and the Project Director. Sometimes there is also a cross monitoring of field staff by themselves which is shown in the spirit of brotherly care and understanding.

## ***IMPACT***

---

The impact of the program in the target area has been very impressive and notable. There were many qualitative and quantitative changes in the target area which are given below:

- The community mobilization has been very strong and the outreach of the project has influenced the community to participate and benefit from the program to the maximum. The village level meetings, community drive for student enrollment, street plays and other school level activities like Bal Mela at the cluster level has drawn the attention of parents and the community members to the quality of children that they should have in the class and schools. For example in Suggasar, a parent himself came to the center to enroll his children in the centers run by SPS for the remedial coaching of children who are slow in learning in the schools. This gives an inspiration that even the parents and guardians too are motivated to give quality education to their children which was not seen earlier prior to the intervention of the project.
- Through the recent cluster level Bal Mela the schools have been greatly motivated to conduct programs and events which are joyful for children to learn and to perform showing their talents and gifts which would boost their self-esteem and confidence level. For example in Udnabaad, the participation and support of the teachers in conducting and replicating the Bal Mela event in their school is highly appreciable. They are eager to learn and bring children the joy of learning in their schools.
- Teachers are greatly influenced by the methods, syllabus and the TLM being used in SPS centers where the children are eager and very apt in learning. They learn them easily with the help of the TLM and the easy teaching methods used by the SPS staff in their respective centers like FCC, RCC and SLC. The demo classes given by the SPS staff in schools greatly impress the teachers to adopt and use the same in their classes too. For example, Mr. Shivshankar Upadhay, a teacher from Udnabaad School was greatly impressed by the method of teaching language to children in the primary level. The relationship and dealing of SPS staff with the teachers of the target areas has generated a feeling of brotherly concern and a collective aim to bring quality education to the children in the district.
- Children are the direct beneficiaries of this program and many deprived children in the rural areas have benefited from this program of delivering quality education to them at their door-step. As many as 1346 children has so far been directly covered through the project who have been given remedial coaching and brought to their age and class wise standard in their learning. The centers of SPS have been very crucial in reaching out to the children who are in need of quality education in the district.
- The volunteers of the program have given a very good performance with regards to the functioning and regulation of school libraries at their respective schools. They have been instrumental in bringing to life the school libraries which were not functioning and were closed. SPS has donated sets of books and cupboards to 30 schools which were in need of a proper library. The schools have taken this initiative as a motivator and inspiration for children to learn more and with quality. This has brought a change in the school atmosphere and learning of the children in the target schools.

- The drive for bringing quality education to the district by SPS has been very much highlighted in the area. The recent scholarship test of more than 500 children of class x has been very impressive and popular. The cluster level Bal Melas have contributed to the fulfillment of the objectives of the program which has brought an effect multiplier in the project area. The school level activities have increased the learning level and the zeal for learning more.
- This year happened to be the year for selection of new SMC members who were to take offices in the month of August, 2014. The orientation and the training of SMC members were very important for the newly elected members who were eager to learn and take up their new responsibilities. In this process SPS has imparted knowledge on the roles, responsibilities and the overall duties of the SMC members. This has helped in scaling up the work of the staff in bringing quality education in the district through a participatory method and collective approach.
- To support and recognize schools and students who have done good and are doing better, SPS organized a program on the 31<sup>st</sup> of Dec. 2014 and gave books and cupboards for libraries for 30 recognized schools and 20 scholars who had done good in the recently conducted scholarship test by SPS. This program was out of the program schedule of the project which saw a tremendous gathering of guardians, SMC, Teachers, students and other well wishers of the project and organization. This was counted as an extra activity for the project.

## ***CASE STUDY***

---

**Samajik Parivartan Sansthan, Giridih**

**Place: Jhalakdiha (Gadisrirampur)**

**Case No: 1**

**Date: 30<sup>th</sup> October, 2014.**

**Time: 5:30pm**

**Background of the study:** Master Prakash Chaudh, (son of Mr. Budhan Choudh and Mrs. Budhan Choudh) a student of class 7<sup>th</sup> (13 years) was enrolled to the accelerated learning center in Jhalakdiha of Gadisrirampur cluster which was run by Mr. Bhabesh for 45 days. The center was designed to give students an atmosphere of joyful learning and to give special coaching to children who are little slow and irregular in learning their class lessons.



Santhal community in the backdrop of Jharkhand is a community which is plagued by poverty, deprivation and illiteracy. The life-style of the people in the community is tough as they live a

life of hand to mouth, with little learning and little to save. The investment to make in education is very little and the people are very backward in education and literacy. Some of the children in the communities are first generation learners. The learning capacity is therefore very minimal which needs to be enhanced with back up support and regular learning.

**Case Proper:** Mr. Budhan Chaude, a small farmer with his wife and four children live in a mud-clad house in the little village of Jhalakdiha. They are poor and are solely dependent on farming for their livelihood and sustenance. The importance of education has not penetrated into the life and living of this tribe and so are this family which is little left-out in the area of education and literacy. Mr. Budhan has four children (three boys and a girl) and Prakash is the second born in the family who is followed by Pradeep (6<sup>th</sup> class) who is too in the RCC run by SPS in Jhalakdiha and Purveen (2<sup>nd</sup> class). Prakash is an average student but was never regular in the class and thus missing out in the leaning and upgrading his skills. He was never regular in the class and he could not have any idea about the reading and writing skills. As a student of 7<sup>th</sup> class his standard was far low than a fifth grade lad. He was too ignorant about attending regular classes and thus weak in learning. After enrolling for the Accelerated Learning Center (ALC), Prakash was motivated for learning and to be regular in classes. He was quick in learning and grasping the lessons in the ALC which was very beneficiary to him. He took the maximum advantage of the center for 45 days was very smart in capturing the leaning methods and techniques that was being used in the center to teach the students so that they are able to learn quickly and easily.



Prior to the ALC classes Prakash was not even able to read a paragraph leave alone reading with understanding and comprehension. After the classes in the ALC he was able to read and write with understanding and comprehension. With the zeal and enthusiasm that he received from the ALC he is now very regular in the classes and he is one of the bright students of the class. According to the class teacher and the head mistress of the school he has changed a lot and he is very keen in studies now-a-days. He has understood the lessons and takes pride in showing what he is able to do now which he was not able sometime ago. This is a very special and big achievement for him for his life. His parents too are happy that their son is regular in school and they support him and his other siblings with the necessities of studies.

**Persons Involved:** Mr. Bhabesh (The ALC teacher)

Smt. Sabina Hansda (School head mistress, Jhalakdiha)

**Remarks:** There could be other students like Prakash who have benefited from the ALC but Prakash has been chosen for the study as he was one of the students in the spotlight of the headmistress whom she wanted at all cost to be in the class and be regular.



**Conclusion:** There are other students in the village who need more of this inspiration and example of Prakash to come up in life and be good in learning and regular in schools.

## **Case No: 2**

**Samajik Parivartan Sansthan, Giridih.**

**Place: Chaitadih**

**Date: 10/10/2014**

**Time: 10.00am**



**Background of the study:** Miss Nikita Kumari, a student of class 6<sup>th</sup> of Chaitadih Middle School is a bright and promising student who due to lack of support and help had been left out of the school. With the intervention of Mr. Jagadish Das, the cluster level instructor she has been successfully enrolled into Model school where she is happy and wants to go ahead in life. Nikita's father is a labor (decorator) in one of the event management groups of the town. The earning which he gets from his job is not sufficient for the education and sustenance of the family. Nikita's mother is a housewife and has other household chores to look after apart from the education of the children.

**Case Proper:** While the baseline study was being conducted in the area Nikita had been identified as one of the children who had the gift and talent to study and was bright but was deprived of the facilities and opportunity to study in a good school and have quality education for life. Poverty with its ugly face has never left the household of Nikita and even after a long trail of labor her dad is not able to provide for all her education with which she could excel. Samajik Parivartan Sansthan, Giridih has tried to include Nikita in its program by providing and preparing her for admission into Model School in Giridih. Model school has all the facilities of boarding, food and studies are provided free of cost. Nikita after preparing for three months in the center run by SPS has been able to get admission into the Model School. She has worked hard and got the result that would take her into the Model School and provide for her needs.

This has been a blessing for her and her family to which the reaction of the family is heart touching. They are really grateful to the organization and the teacher for taking initiative in bring the quality of Nikita out so that she could excel in her life and get the quality education that she wanted.

**Persons Involved:** Mr. Jagadish Das

**Remarks:** Nikita is a bright student but she was not able to come up in education due to the lack of proper guidance and support in her education. With the help of SPS staff she has been put in

right track and now she can be well educated without having to worry about the expenses of her studies. Nikita has been in the spotlight of the teachers and friends in the school.

**Conclusion:** The efforts put by SPS have been very encouraging and inspiring. There has to be many more Nikita's coming out of rural Giridih to get quality education and get ahead in life with excellence.



***Our volunteers.....***



***Cluster level Bal Mela....***





*Teachers Training.....*



*Orientation of PRI, SMC, Anganwadi and Mata Samiti.....*





*Our scholars & young learners.....*



*Visit of Mr. Paresh from TSWT...*

## ***OVERALL ASSESSMENT***

---

The overall assessment of the program is very encouraging as almost all the targets have been achieved through tireless efforts and commitment of the staff and other stake holders of the project. The overall achievement has been enumerated which is gratifying to the need and demand of the project and the baseline study. However, there were few obstacles in the completion of the project in few areas. But the way forward for them has been assessed and the lessons learned in the past year will be applied in the coming year of the project. Below are some of the difficulties which were encountered along the road to the completion of the first year of the project:

- The SMC members who had been given training and orientation by the program were not selected for the second term of office and therefore the inputs and expectations from them has been very minimal in the field. If there were some youth of the area included in the training and orientation of the SMC members the knowledge would be carried forward even after the SMC members were changed. Therefore, in the future it will be a way forward in the next year of action.
- Due to the lack of sufficient teachers in the schools according to the ratio of the students therefore the children are not able to learn much in the school.
- All the teachers need to be given training and orientation on the teaching and learning methods and procedures in the schools.