

UGAM

EDUCATION

FOUNDATION

WELCOMES

YOU



THE GUIDING PRINCIPLES

Right to Education

Right of children to free and compulsory education till completion of elementary education in a neighbourhood school. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group.

Ensuring Learning Outcomes in Elementary Education In elementary education, despite improvements in access and retention, the learning outcomes for most children continue to be an area of serious concern. Studies are showing that children are not learning the basic skills during their schooling. Many children who reach grade V cannot read simple texts and cannot do simple arithmetic calculations. The examination results of the children are poor. Concerted efforts are required to ensure that a minimum set of cognitive skills are acquired by all children during eight years

of elementary education. The States are implementing reforms such as early grade reading, writing, comprehension and maths programs in conjunction with defining and measuring learning outcomes. The NCERT has completed 3 rounds of National Level Achievements Survey for Classes III, V, & VII VIII. States have been given funds to conduct State level achievement surveys and the States are conducting State level learning achievement surveys which are at different stages of conducting one or more rounds of SLAS. However, even with all these reforms, there is a need to explore the various approaches

to improve teaching-learning at the elementary stage. There is a need to understand the reasons of low learning achievement levels in elementary schooling, assess the system of Continuous and Comprehensive Evaluation and suggest ways and methods of improving the learning outcomes of school children which would result in enhancing the quality of elementary education. The quality issues and determinants thereof such as ensuring availability of trained teachers, good curriculum and innovative pedagogy that impact upon learning outcomes of the children need to be addressed on priority basis.

How do we shape
a child's future?



JHARKHAND TODAY

A Local Lens For Global Change

Jharkhand has shown positive improvements in improving access to schools and increasing enrolments in government primary schools. The statewide pupil teacher ratio (PTR) has improved and is now 38. The National University for Educational Planning and Administration (NUEPA) has ranked Jharkhand 34th out of 35 states on the Education Development Indicators. The Hazaribagh district has approximately 1.6 lakh children in primary schools as per the 2011 Census of India. These 1.6 lakh children have only 2553 teachers in primary schools, of which almost 50% are contractual teachers.

The good news is that most children today attend a school. However, what is it that children do once they are in school?

Here is the reality: Most children are enrolled in schools; however, the midday meal is their only motivation to attend the school. Bare classrooms, absence of learning materials beyond textbooks and demotivated teachers pave the way for dismal learning outcomes for

children, as seen in multiple reports (ASER 2016, PISA etc). When we look at grade 3 student achievement data from ASER 2016, we find that only 11.5% students could read a grade 1 text, 17.1% could not even recognize letters, barely 12.3 % could complete a subtraction, 25% could not even recognize capital letters in English.

Young minds often spend their days in schools that are joyless, disengaging spaces, which are

unlikely to excite the children or foster any curiosity or develop their minds. As we examine the reasons for these the one critical factor that emerges is teachers.

Apart from teacher shortages leading to vacancies lack of relevant and impactful training is also a contributing factor. According to Jharkhand Economic Survey 2015, only 25.7 % of the teachers received in service training.

Grade III Student performance

ONLY **11.5%** OF CHILDREN CAN READ A CLASS I TEXTBOOK



ONLY **17.1%** CHILDREN CAN RECOGNISE LETTERS FROM THE ENGLISH ALPHABETS



ONLY **12.3%** CHILDREN FROM COULD COMPLETE SUBTRACTION



THE UGAM WAY

Ugam partners with teachers and parents to build knowledge, skills, and attitudes that lead to enhanced accountability and higher learning levels for students and ensure that children and schools in rural areas are engaged, energised, and self-respecting.



KNOWLEDGE



SKILLS



ATTITUDES

Partnering with teachers, parents, policy makers and supporters, Ugam focuses on building knowledge, skills, and attitudes.

Ugam addresses the barriers that prevent teachers from teaching and students from learning. We do so by training and hence supporting the staff at government schools in Hazaribagh—the district in Jharkhand where we have established nine Ugam centres so far. These training modules are centred around creating lesson plans that engage students in learning Math, Hindi and English; thus, enhancing the quality of education for students. Art as a tool of instilling curiosity and creativity is often used as a pedagogical tool.

Everyone Benefits From A Better World

Strong vision and strong futures go hand in hand. We at Ugam are believers in change. We believe we can realise our dreams of change and development and thus inspire hope. At Ugam, we believe in the potential of every child to learn, if taught well. We dream of classrooms where teachers teach well and students learn eagerly, schools that echo with the laughter and joy of children and exuberate curiosity and academic progress.

appointed by Ugam, plan daily lessons with the school teacher. The para teacher and Ugam appointed staff then work together to deliver the lesson plans to the students to help improve their learning in Hindi, Math and English. The teaching methodology integrates arts as a tool to help children learn in a dynamic and innovative environment, thus accepting young children as curious, creative and active. The pedagogy encourages critical thinking, is learner centric, activity based and result-oriented.

Ugam's primary project is to run after-school centres in and around Hazaribagh district. Through this project, Ugam addresses the gap in learning levels in primary grades (as evident in ASER reports). The Ugam kendras are centres that demonstrate optimism, possibility and belief.

Ugam's first after-school program, took flight in in 2015. Operating from Hazaribagh, 9 centres reach out to 18 teachers and 400+ enthusiastic and energetic primary grade students. The program as planned, runs 6 days a week, 2.5 hours each day, operating in local government schools. A teacher trained and

UDAAN, a recently incubated program at Ugam, aims to achieve this by collaborating with the local and state government. Working with 5 government schools in the district of Hazaribagh, under Udaan, Ugam has trained 10 teachers from these schools. Our pedagogy experts create daily lessons plan for Mathematics, English and Hindi, to be shared with the trained teaching staff from the schools. Monitored by Ugam, these lessons are then imparted to the students through weekly on-site visits. Through Udaan, Ugam's reach has extended to total of 800+ students and 30 teachers.



**2 hours
30 minutes**
every day



6 days
in a week



9 centres
across the
Hazaribagh district



5 Ugam trained
staff members



28 teachers
from the
partner schools

600+

ENTHUSIASTIC AND ENERGETIC
PRIMARY GRADE STUDENTS.

**We are exhibiting smiles of
success and gratitude.**

In 2015-2016, our team consisted 3 staff members operating from 3 centres in and around Hazaribagh and 10 teachers and reaching out to 200+ student

Results That Everyone Can Celebrate

Assessments

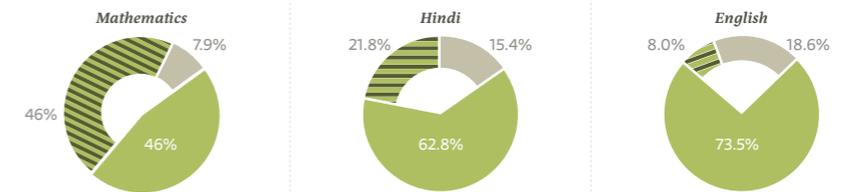
Ugam completed a baseline assessment of students for English, Hindi and Math at the start. The objective of the assessments was not only to check the current academic level of the student and gauge the progress of the students but also to design the lesson plans based on the outcomes. The assessments were designed

keeping in mind the NCERT guidelines for grade level competencies. The assessment tasks included in the present study were administered one-on-one to each child individually in a process that took an average of about 30 minutes for the Grade II test and about 45 minutes for the Grade III test. They included oral as well as written skills. Some questions,

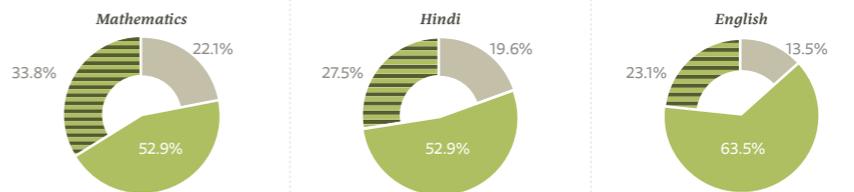
were answered orally, whereas others required the child to write down the answer – for example, a dictated word or a subtraction problem.

Assessments were conducted for grade 2 and 3 students for 3 subjects, Hindi, English and Math. Following results were recorded.

1. GRADE II Assessments

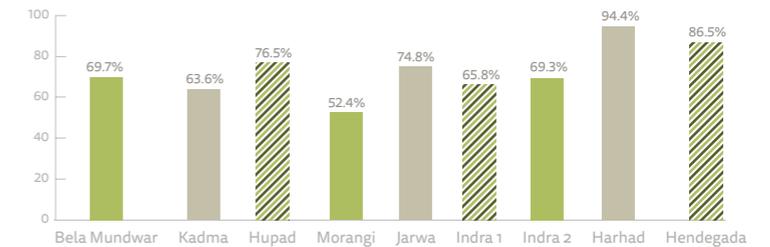


2. GRADE III Assessments



% OF MARKS IN EL 2017

3. AVERAGE ATTENDANCE Across All Centres



FOR THE UPCOMING YEAR

As we span our vision, our mission gets further rooted in our action. This year, we set out intentions stronger to lead the way to further encourage children to gain education through, program design, teaching and learning models.

We must act boldly to build on our strengths and confront our challenges. The goals we envision and the actions we take today will define the future of the young minds.

2017-18 will be another year of growing further and beyond the set parameters of what is should and must! In the past year, our strategy has been to monitor our progress within the framework of our existing projects on the ground since the time of inception. In the year 2017-18, we intend to:

» **Increase the reach of our programmes. We would therefore further refine our**

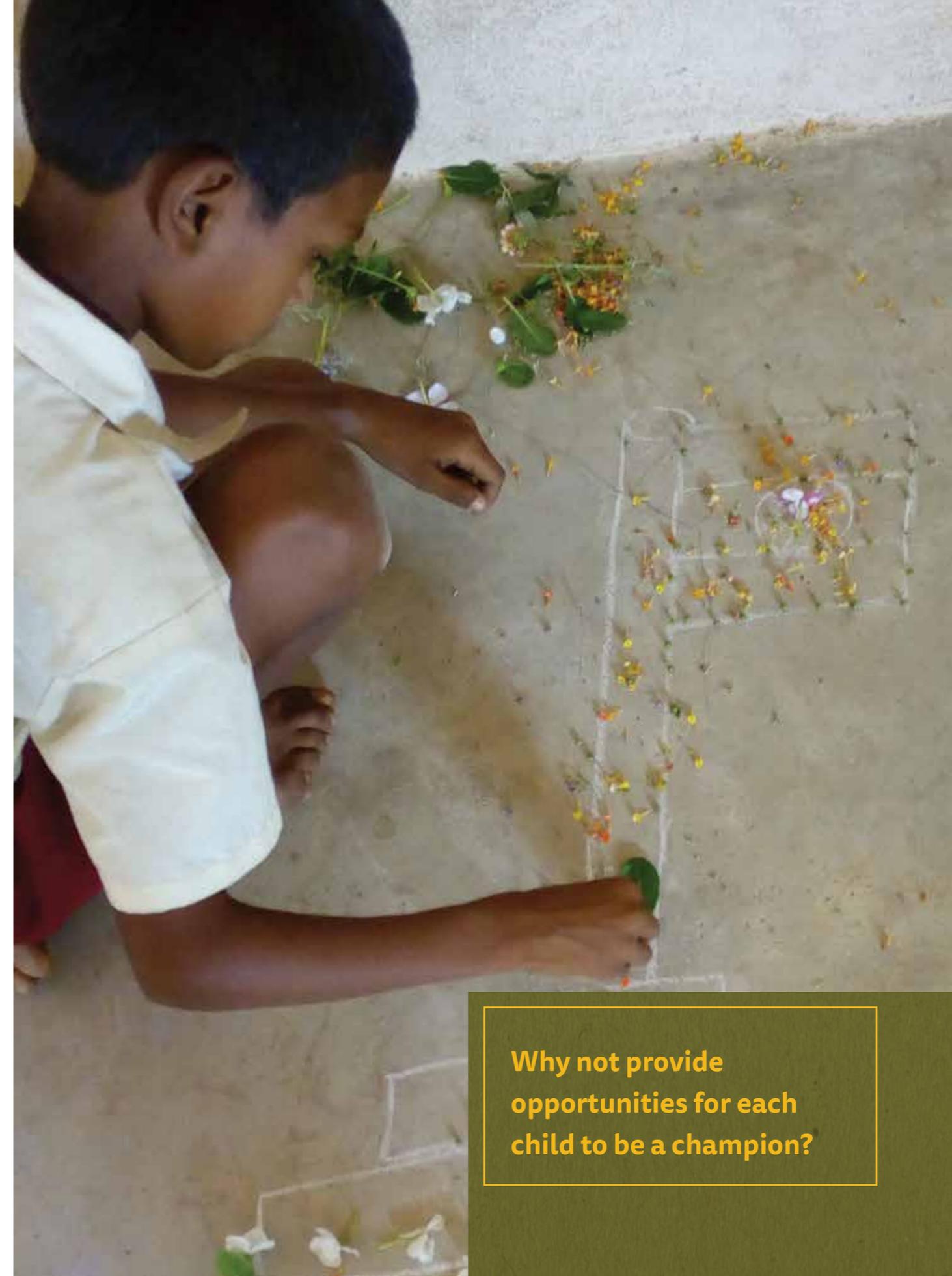
format of student assessments and create the necessary tools to conduct impact assessment on our teacher and teaching methods employed.

» **With two years of on-ground experience, we also recognise the need to cohesively document our action plans and its subsequent results**

» **This year we not only intend to capture the quantitative data but also create effective ways to consolidate the qualitative changes.**

» **To take Ugam to a wider audience, and gain visibility, we intend to make a short film on Ugam Education Foundation.**

With exciting developments planned for the year, we set our line lose and let our kite creatively navigate our way to implement the desired strategies, overcoming the challenges that may cross our paths. To achieve the desired goals, we will continue to seek collaborations with like-minded partners, expand on technology based learning in our centres and streamline processes and knowledge creation in our organisation.



Why not provide opportunities for each child to be a champion?

Transparency Builds Trust

Income & Expenditure Accounts

PARTICULARS	FINANCIAL YEAR	
	2016-2017	2015-2016
Shareholders' Funds		
Voluntary Donations	14,81,000	6,82,500
Grants	2,18,000	-
Interest Income	13,604	4,520
Gain on Sale of Investment	13,375	-
Total Income	17,25,979	6,87,020
Expenditure		
<i>Programme Implementation Expenses</i>		
Salaries, Allowances & Remuneration	10,29,179	4,20,215
Classroom Resources & Learning Materials	1,13,879	43,205
<i>Programme Support Expenses</i>		
Teacher Training Expenses	1,54,562	48,710
<i>Other Expenses</i>		
Conveyance & Travelling Expenses	1,06,448	35,866
Rent	76,698	40,000
Depreciation & Amortization	20,142	9,700
Other Administrative Expenses	34,663	15,523
TOTAL EXPENDITURE	15,35,571	6,13,219
EXCESS OF INCOME OVER EXPENDITURE	1,90,408	73,802

Balance Sheet

PARTICULARS	FINANCIAL YEAR	
	2016-2017	2015-2016
Shareholders' Funds		
Share Capital	1,00,000	1,00,000
Reserves & Surplus		
Corpus Fund	20,00,000	2,50,000
Surplus in Income & Expenditure Account	2,64,210	73,802
	22,64,210	3,23,802
	23,64,210	4,23,802
Current Liabilities		
Amounts Payable	1,06,510	2,500
Total Liabilities		
Fixed Assets		
* Tangible Assets	93,629	
* Intangible Assets	86,531	
Investments		
Investment in Mutual Funds	1,80,160	
Current Assets		
* Cash & Cash Equivalents	4,04,572	4,23,160
* Advances	22,612	3,142
	4,27,184	4,26,302
TOTAL ASSETS	24,70,720	4,26,302

Activities 2016/17

Despite our small steps, the progress we have made in 2016-2017, is indeed a big motivation for us to keep the flight directed to our goals for the upcoming year. However, no goals can be achieved without a retrospective insight.

1. Our teachers received intensive and rigorous training for a duration of 10 days spread through the year. The training was conducted by experts from the field and covered topics such as teaching phonics, storytelling, use of games in class, math teaching etc.

2. On 26th of May, we wrapped up a 5-day teacher training programme. Despite many difficulties, many difficulties; we had a storm, no electricity and hot days; to have our teachers

and team members maintain punctuality and regularity was gratifying.

3. Our chaiwala, Pappu, served us tea twice a day. Besides performing his job dilligently, he would also wait to observe our sessions. On the last day he had a smile on his face and he noted, "Aisi training hogi toh bachcho ka bahut vikas hoga school mein!"

4. Our founder Lopa Gandhi, is an Unltd Fellow,

5. We opened 5 new centers at Indra, Jarwa, Harhad and Hendegada. We thank Mr. Harsh Amersey's for its his kindness that our centers now have a first aid kit.

6. Mr Binay from UNICEF has helped us establish the Bhasha Puliya program at our centres

and we have been a witness to the amazing response.

7. The first leg of our project Udaan took flight on 7th of September 2016, with a 2 day training for 10 teachers from 5 government schools in Hazaribag, Sadar block. They teach 270 children in grades 2 and 3 in their schools.

8. Last year, in all, 12 parents- teachers meetings were organized across out centres.

9. Our month long engagement with the enthusiastic Asian Paints volunteers ended on 8th March with celebrations and storybook events and much fun! It was a new experience for Ugam's 120 children to enjoy the company of the volunteers and also a new experience for our volunteers to travel to Hazaribag and spend time with children from the governmentschools. We thank Asian Paints for their generosity and look forward to a continued engagement. We had an orientation for all volunteers (Under the Kaleidoscope initiative for employees) on the 6th of February and yesterday they were at our centres. 11 Volunteers spent time at Harhad, Hendegarha and Jarba. They were supported by our teachers and staff. They involved themselves in storytelling with about 100+ children. Many of the volunteers described it as a unique experience. *Thank you Asian Paints!*

A WORD OF GRATITUDE FOR OUR SUPPORTERS

We wish to express our deepest gratitude to people to placed their faith in our work, friends who helped with their time and skills and our donors who trusted us.

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26. Anand and Pooja Gandhi
27. R R Foundation

This journey has been made easy by
Shefali Poojary,
Education consultant and teacher trainer

.....
Animesh Priya
Team mentor and strategy

.....
Sheetal Shah
Art lessons.

.....
Jayant Sinha and his team
The District Collector and District Superintendent

.....
Education SSA, Hazaribah
Government support and partner.

.....
Unltd India
Funding and thought partner



Team

Call Ugam a stubborn organization. They feel that it is the stubbornness and the unfailing determination of everyone at Ugam that leads to students learning. They wring back so many stories of change in students improving their confidence and math and language skills. For many enrolments have increased in schools where Ugam centres are running. Many of them say they have never worked harder in their lives. That's our team Ugam.

Lopa Gandhi

With over 15 years experience in the field of education, Lopa Gandhi founded the Ugam Education Foundation in June 2015. Lopa has a Masters degree and vast experience in teaching adolescents, curriculum and development, HR management and coaching government school teachers and Head Masters and consulting with NGOs. She was a teacher, Principle Coach and head of HR at Akanksha Foundation, a Coach and a senior Design team member at Kaivalya Education Foundation and the Project Director at Muktangan. Lopa has also worked with several other organizations in the sector such as ISLI, CENTA etc and is an Unlimited Fellow.

Seema Singh

After completing her graduation in Mathematics from University of Delhi and Post Graduate Diploma in Financial Management from Bhartiya Vidya Bhavan, Seema worked for 10 years in the corporate sector. She quit her job to take care of her two children. She loves teaching Mathematics and Hindi and is fond of creating interesting and challenging assignments. At Ugam, she presently designs lesson plans in Hindi for children in primary classes. Apart from her assignment with Ugam, she assists the Livelihood project at SNEHA, a non-profit based in Mumbai. She is also part of the Parent Teacher Association at The Cathedral and John Connon

School, Mumbai. She likes trying out new recipes and loves singing old Bollywood songs.

Bhavna Sharma

Bhavna has majored in Child Development and done Early Childhood Education from Sophia College (Mumbai). Subsequently she taught briefly in Kindergarten and up to grade third in reputed English medium schools. Later worked as a teacher Educator and Curriculum Planning and Development in charge at Muktangan, an NGO in Mumbai. Also worked as an ESL trainer to nurses at Elizabeth Hospital. Whilst teaching in Schools and at Muktangan she conducted various workshops on stress management through Yoga, Story-telling, diverse grammar topics, Innovative ways of teaching children etc

Sanjay Jha

Sanjay was born and raised in Bihar. He graduated from Delhi University. He then joined the Gandhi Fellowship for two years. He says those two years working with government schools in rural Rajasthan, were his most influential years. Post the fellowship he has been working on grassroots interventions in Jharkhand. He is a nature lover and wishes to integrate natural living in his daily life. He sees education as a powerful tool and wishes to positively impact it.

Prakash Yadav

Prakash is a complete local, he was born and has spent his life in Hazaribag. That gives him some unique insights into the rural dynamics there. He completed his degree in Computer Applications and after that completed master degree from IGNOU in Rural Development. After working briefly for other organizations he joined Ugam as our first employee from January 2014.

INVESTING IN THE FUTURE OF YOUNG MINDS

You matter, for its you who help us multiply our impact. Ugam Education Foundation is a section 8 not-for-profit organisation. Ugam empowers children. Through our projects, every child receives opportunities to learn in a healthy environment. Nevertheless, we would not have travelled this far without your support. Thank you for helping us grow. In the times ahead, we look forward to your continued help and support.

Ugam is a 12A and 80G certificated nor-for-profit organisation. Your generous financial aid can help children in Hazaribagh learn in a thriving and creative environment. We also encourage you to volunteer with us. Currently, Ugam is looking for volunteers to help with communications and social media and fundraising.

Our website www.ugamedu.org is being updated and will be live shortly. Get in touch with us at E lopa@ugamedu.org | M [9867719063](tel:9867719063).

