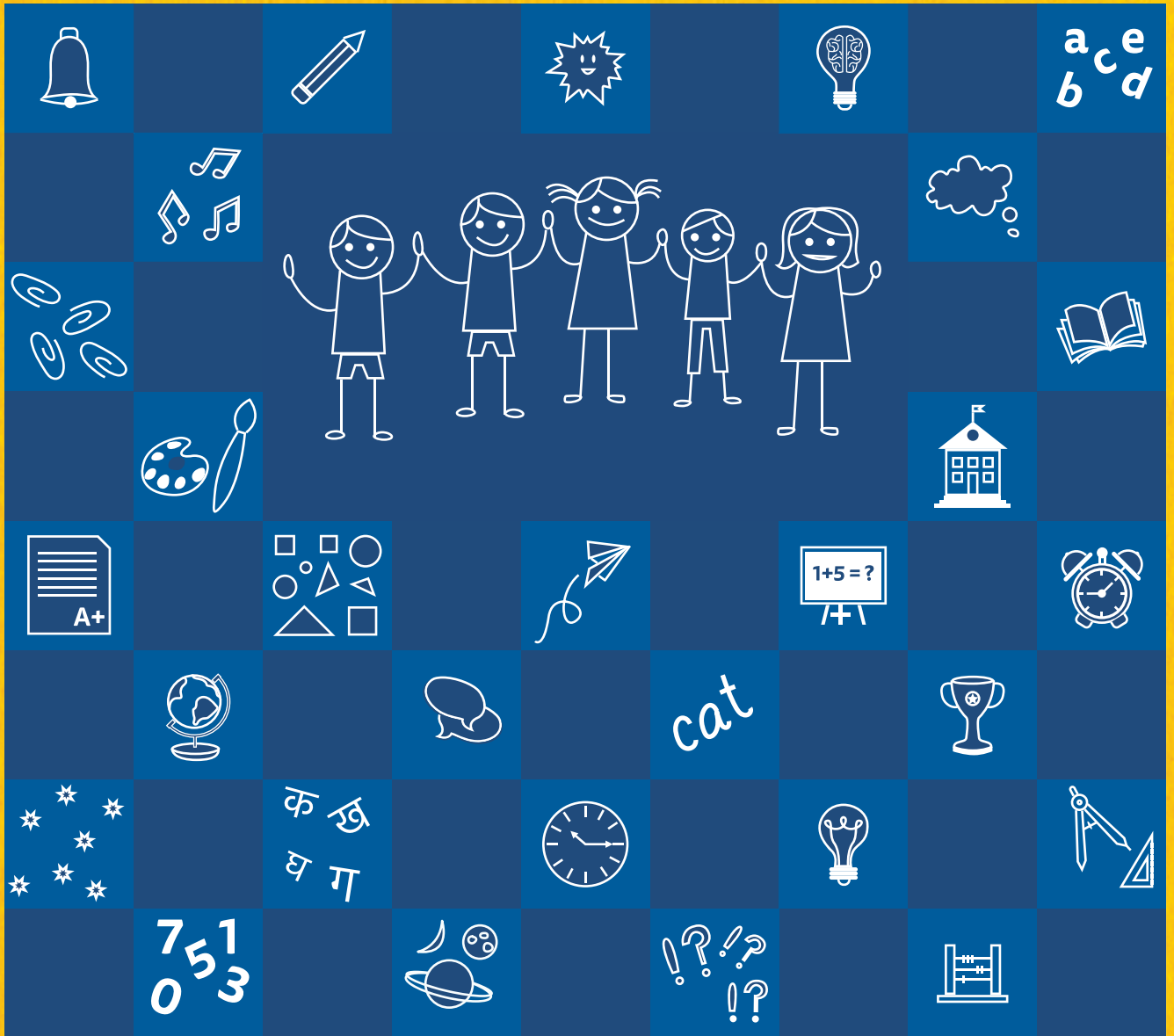




उगम

# ANNUAL REPORT

2016 / 17







UGAM

EDUCATION

FOUNDATION

WELCOMES

YOU



How do we shape  
a child's future?

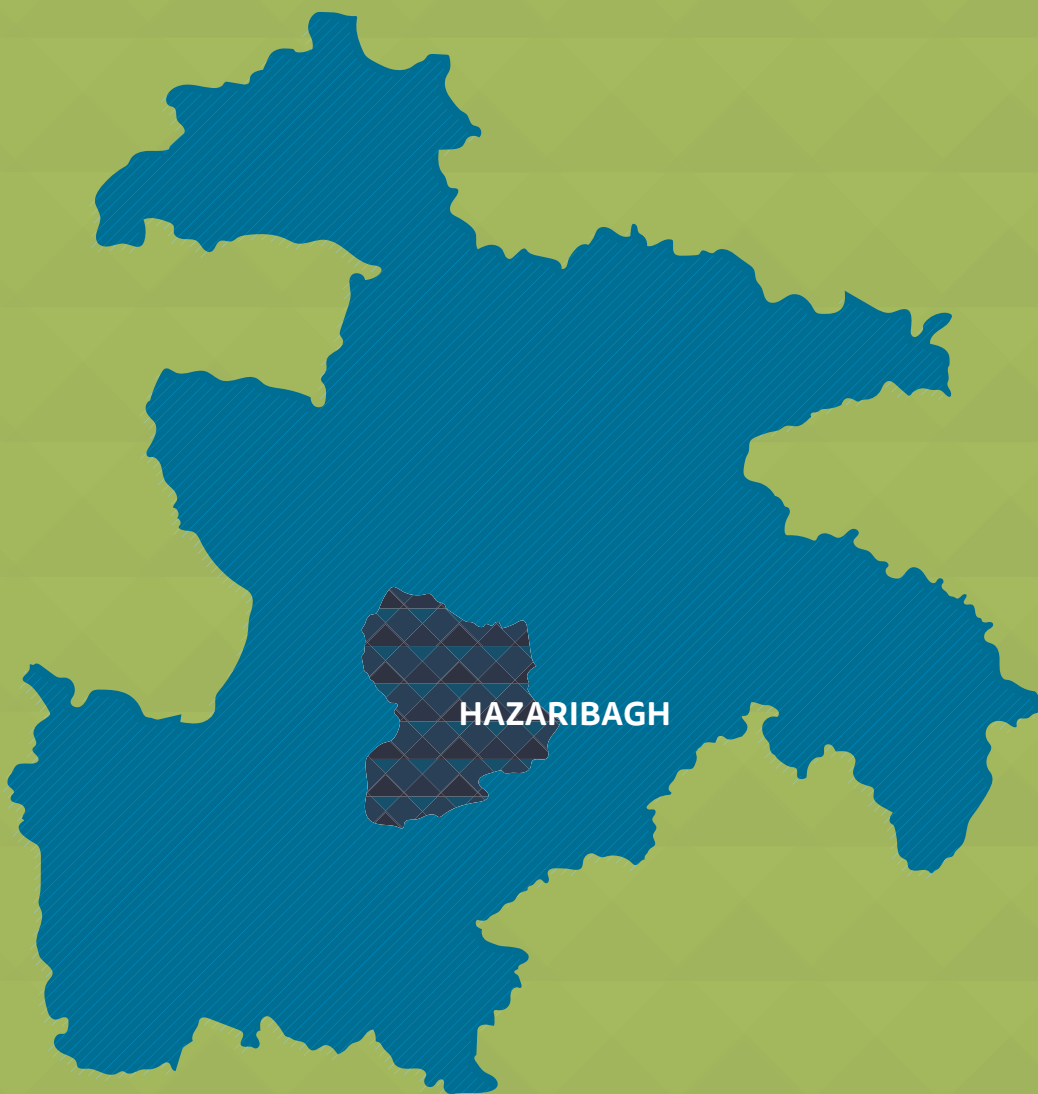
## Right to Education

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.

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. 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 conducting their own State Level Achievement Surveys. 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.



# 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 supporting the teachers 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 is often used for instilling curiosity and creativity amongst the children.

# 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.

Ugam's initial 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. The teacher and Ugam appointed staff 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.

**UDAAN**, a recently incubated program at Ugam, aims to achieve this by collaborating with the local administration. 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. Supported 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

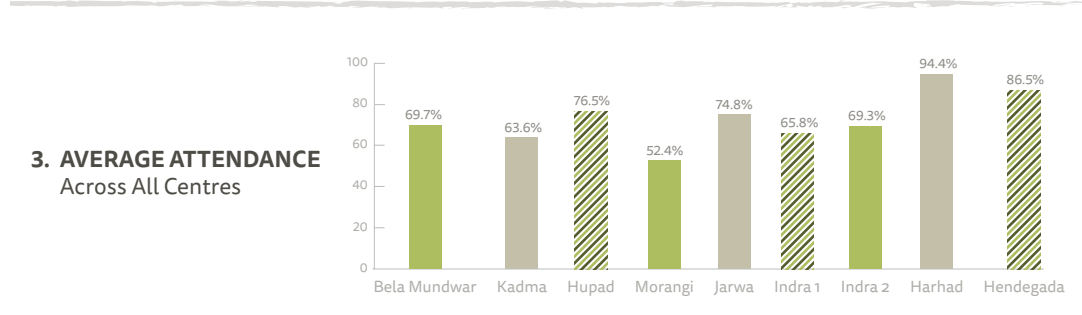
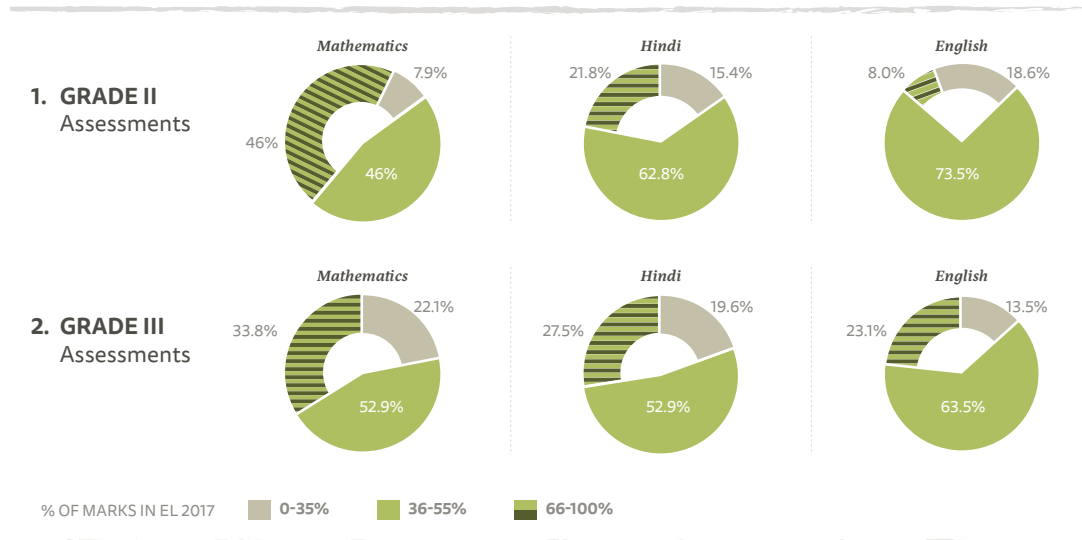
## Assessments

Ugam completed 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 in March 2017.



## 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:

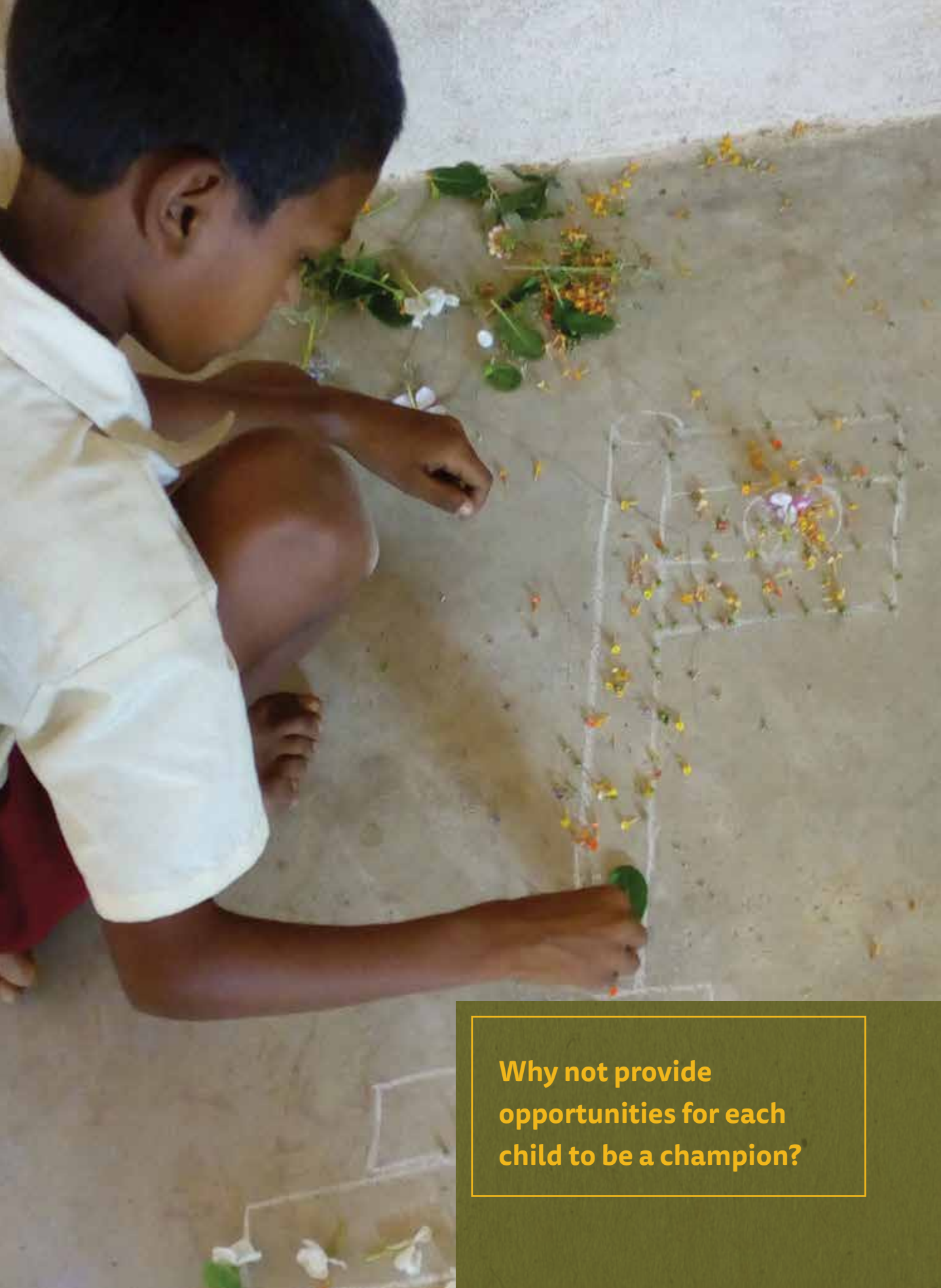
» **Increase the reach of our programmes to more**

**children and teachers.**

- » **Refine our format of student assessments and create the necessary tools to conduct impact assessment on our teacher and teaching methods employed.**
- » **Design and conduct impactful teacher training.**
- » **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
<b>Shareholders' Funds</b>		
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	-
<b>Total Income</b>	<b>₹ 17,25,979</b>	<b>6,87,020</b>
<b>Expenditure</b>		
<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
<b>TOTAL EXPENDITURE</b>	<b>₹ 15,35,571</b>	<b>₹ 6,13,219</b>
<b>EXCESS OF INCOME OVER EXPENDITURE</b>	<b>₹ 1,90,408</b>	<b>₹ 73,802</b>

## *Balance Sheet*

PARTICULARS	FINANCIAL YEAR	
	2016-2017	2015-2016
<b>Shareholders' Funds</b>		
Share Capital	₹ 1,00,000	₹ 1,00,000
Reserves & Surplus	₹ 22,64,210	₹ 3,23,802
<b>Current Liabilities</b>		
Amounts Payable	₹ 1,06,510	₹ 2,500
<b>Total Liabilities</b>	<b>₹ 24,70,720</b>	<b>₹ 4,26,302</b>
<b>Fixed Assets</b>		
At Written-down Value	₹ 1,80,160	-
<b>Investments</b>		
Investment in Mutual Funds	₹ 18,63,376	-
<b>Current Assets</b>		
Cash & Cash Equivalents	₹ 4,04,572	₹ 4,23,160
Advances	₹ 22,612	₹ 3,142
<b>TOTAL ASSETS</b>	<b>₹ 24,70,720</b>	<b>₹ 4,26,302</b>

# 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 training for 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, we had a storm, no electricity and hot days; to have

our teachers and team members maintain punctuality and regularity was gratifying.

3. Our founder Lopa Gandhi, is an Unltd Fellow

4. We opened 5 new centers at Indra, Jarwa, Harhad and Hendegada.

5. We thank Mr. Harsh Amersey's for 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. A month long engagement with an 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 at Jarwa, Harhad and Handegarha centers. They enjoyed the company of the volunteers and also a new experience for our volunteers to travel to Hazaribag and spend time with children from the government schools. 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. 11 Volunteers spent time at Harhad, Jarba and Hendegarha. 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.**

- |   |  |
|---|--|
| 1. Mohammad Noorani -Rubber Publication (Bom) Private Limited | <b>This journey has been made easy by</b>            |
| 2. Prachi and Venkataraman Vishwanath                         | Shefali Poojary,                                     |
| 3. Soonoo and Hoshang Netarwala                               | <i>Education consultant and teacher trainer</i>      |
| 4. Vikram and Shilpa Sampat                                   | .....  |
| 5. Anish and Varsha Desai                                     | Animesh Priya  |
| 6. Gaurang and Hemang Desai                                   | <i>Team mentor and strategy</i>                      |
| 7. Madhu Jaykumar and Jakes                                   | .....  |
| 8. Jaideep and Dipty Savla                                    | Sheetal Shah   |
| 9. Sterlite Technology Foundation                             | <i>Art lessons.</i>                                  |
| 10. Pravin Chotalal Shah Charitable Trust                     | .....  |
| 11. Kamala Foundation   | Jayant Sinha and his team, <i>DC, DSE, Hazaribag</i> |
| 12. Shamrao Gopiram Bhotica Charitable Trust                  | <i>Government support and partner.</i>               |
| 13. Bhavna and Jawahar Desai                                  | .....  |
| 14. Apurva and Bijal Desai                                    | Unltd India  |
| 15. P N Amersey Education Trust                               | <i>Funding and thought partner</i>                   |
| 16. Saurabh and Tarang Jain                                   |  |
| 17. Samir Hemani  |  |
| 18. Salil and Hemlata Desai                                   |  |
| 19. Dushyant Mulani   |  |
| 20. Nimesh Shah- Nine Rivers Capitals LLP                     |  |
| 21. Bhavin Shah   |  |
| 22. Shrenik Shah- Mohan Shah Foundation Trust                 |  |
| 23. Executors of the estate of Late VA Shah                   |  |
| 24. Unltd India   |  |
| 25. Namsampat Mitra Charity Trust                             |  |
| 26. Anand and Pooja Gandhi                                    |  |
| 27. R R Foundation  |  |



Assam

सकारित्मकता  
समाचार  
भरोसा

Climate

# Stories from our centres



**Durga** – you will find her in the center, smiling, laughing, her friends taking care of her. Durga- you will find her in the center everyday, on time and participating. Durga – you will find her in the center attempting to answer riddles, write, sing songs and play games. Durga- you will find her mother saying, “*Sir kuch to badal gaya hai, Durga ab bahut khush rehti hai aur baatein karti hai.*”

In January we wouldn't have been able to say the same for Durga. Durga is a child with special needs, who came to school daily but was largely ignored, she attended daily but didn't learn much. She was a silent, subdued presence who needed lots of care.

Heartfelt gratitude to our teachers in the center and Durga's friends for being a part of this journey with Durga- playing games, making up riddles, answering questions, reading hindi stories, acting in role plays, doing math and singing songs!



Pappu , our chaiwala, 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!*”



Assembly at **Bela Mundwar center** was a surprise. At almost all our centres, we were used to children standing in the assembly without really being a participants to the activities. Over time, we saw small changes, where we heard the children repeat a song after the teacher, and then they would think of a song themselves and sing it. To our surprise, soon they would wait to answer some math question or puzzle asked by the teacher and now this is the scenario:

One of the boys raised his hand and said, “*I want to ask a riddle.*”

He said, “*Aisa kya hai jo ek ho jata hai to sab ho jata hai?*”

The others (including us) were puzzled. Several kids said moon and stars, dhan in the field etc. Ajay, the teacher, kept asking each child his reason for the answer.

After several attempts the boy said, “*chaava!*”. This was his reasoning: “*When we cook rice we check one grain to see if it is cooked, and is it is then we say ek ho gaya toh sab ho gaya!!!!*”

# 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 section8 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 certificatified 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](http://www.ugamedu.org) is being updated and will be live shortly.  
Get in touch with us at E [lopa@ugamedu.org](mailto:lopa@ugamedu.org) | M **9867719063**.

*Ugam is a 12A and 80G certificatified nor-for-profit organisation.*

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