



उगम



Ugam Education Foundation
Annual Report

2020-2021



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Embracing Uncertainty

Founder's Note

**“There is no
education like
adversity.”**

2020, the year started off with faint murmurs of some kind of infectious fever spreading. It was hardly the centerpiece of our lives, conversations and plans.

Our team got together to review 2019-20 and excitedly plan for 2020-21. As we approached February we were in schools supporting girls to prepare for their final exams. And then without any warning, March 2020 turned our lives upside down. The girls had just returned to school after celebrating Holi. Their adolescent banter and giggles were ringing through the school corridors, oblivious to the imminent pandemic heading our way.

Our team reached the KGBVs in East Singhbhum filled with excitement and our module about future planning called **“Mera Jeevan, Mera Bhavishya”**. All the girls from class 12 were eager participants as the sessions kicked off with Ugam’s customary **‘Baal Geet’**. Little did we realize the irony of the title of our module on future planning- Mera Bhavishya. In a couple of hours the school closures were announced. **The effect of the pandemic caused by Covid-19 had reached us in the distant blocks of Baharagoda, Musabani and many more in rural Jharkhand.**

As the wardens made arrangements for the girls to return home, our team quickly pivoted and completed our 15 hour module in 3-4 hours. The girls waved their farewells feeling happy that their summer holidays had started sooner. While the adults sensed something more was afoot, **no one imagined that we might not see each other for almost 10 more months.** As days stretched into months, schools remained closed and concerns about learning grew. Digital learning using various means- online channels, TV, radio and smartphones were activated.

At Ugam the pause in fieldwork was compounded by a deeper anguish of losing momentum in our progress with the stakeholders. The pandemic compelled everyone to isolate, and ideas of inclusion and collaboration suffered. Heart-breaking images of returning migrants, data about loss of livelihoods and difficulties of girls in accessing digital learning, brought into question the value of our work. But amidst this personal and collective anguish, the small stories of hope and resilience, coming from the girls, teachers, mukhiyas, and parents provided the inspiration and impetus to **“Do something, if not everything”**.

The teachers, wardens and district teams were thrown into a completely alien mode of remote working. Our team realized that

in order to ensure that learning does not stop, we have to solve for new challenges. This meant **building a remote support/training mechanism for our teachers and wardens.** We focused on creating systems that enable them to reach every student, offer socio emotional support and ensure they stay connected with us.

We focused on enabling teachers to explore and use basic technology tools, created worksheets for the girls to keep them productive at home, supported wardens with logistics and administrative work and facilitated district level review meetings.

The most humbling moments of 2020 were when we witnessed individual and collective human goodness. The resilience of the girls as they juggled family pressures to access learning, the perseverance of **teachers like Amita Tudu and Bhojo sir who walked miles to ensure girls in remote hamlets received their learning package,** the **dedication and courage of our wardens** when their KGBVs were converted to covid quarantine centers, the devotion of district coordinators who kept girls at the center, **the strong leadership of district SDMs and DCs** who continued to focus on girl education, and **the unquestioning faith of our donors.**

We start 2021 with deep learning about ourselves and our programs and immense excitement as we launch into our districts, schools and communities. Our resolve to grow, create a local pool of resources and create Model KGBVs in Jharkhand continues!

Lopa Gandhi
Founder/Director
Ugam Education Foundation



आत्मविश्वास के साथ अपने विचार एवं भावनाओं को अभिव्यक्त करेगी

TRANSFORMING KGBV INITIATIVE

What We Do at Ugam

Ugam envisions a world where outcomes and experiences of education are equitable and meaningful for all.

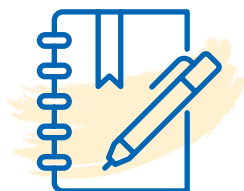
Our endeavour is to transform district level models of education that are sustainable and scalable. We are a Section 8 not for profit organization dedicated to the cause of education in rural, semi-rural, high need districts in

India. **We primarily focus on girl child education in rural India.** We collaborate with existing public education systems to leverage and strengthen rural school communities, as we seek to empower rural girls with opportunities that enable them to break down learning barriers. With this in mind, we have chosen to work with Kasturba Gandhi Balika Vidyalayas (KGBVs) in rural India.

Mission

Our mission is to create **model Kasturba Gandhi Balika Vidyalaya (KGBVs)** in partnership with district education systems through empowerment of people and processes to ensure girls are educated and possess voice and agency.

Program Focus Areas



Accelerate student
Learning outcomes



Improve social-emotional well
being of the
adolescent girls



Foster leadership skills
amongst wardens



Enhance quality of teaching
through regular coaching/
training



वर्तमान एवं भविष्य के निर्णय विवेकपूर्ण सोच से लेंगी

TRANSFORMING KGBV INITIATIVE

What are Kasturba Gandhi Balika Vidyalaya (KGBV)?

In 2004, the Government of India launched Kasturba Gandhi Balika Vidyalaya in backward/tribal regions, as an endeavour to improve female literacy in rural India.

KGBVs were set up in states where female rural literacy is as low as 30%.

These secondary residential schools were started with the goal to connect ALL girls



in villages to a formal schooling space that allows them to learn.

There are over 3600 such schools in different states of India. And while enrollment in these schools is high, the learning outcomes are poor, given their lack of access and exposure to resources and skilled teachers.

We chose to work with these residential schools, because girl education goes beyond getting them inside schools. We believe that they deserve quality learning opportunities that empower them to make a progressive, informed and liberated transition from adolescence to adulthood.

There are 204 KGBVs in Jharkhand. We work in nearly 30% of them across 4 districts in the state.

KGBV residential schools are a unique

space for rural girls in India. It offers them a shot at breaking down gender barriers and use the opportunity to leapfrog into a world that goes beyond their homes and villages. We believe that transforming these learning spaces for adolescent girls will be a gamechanger in the long run, and redefine the social and economic landscape of rural/semi-urban India.

Over the course of last year, despite all odds we were able to strengthen and deepen our impact in the schools we work in. In August 2020, we were invited to start work with KGBVs in a new district- Ramgarh. It was a challenge we were willing to take, even with the limitations of the pandemic.

In February 2021, we launched our program in Ranchi district.



Spreading our wings

Adversity is indeed the mother of invention, and in our case the impetus of expanding our reach to two more districts in Jharkhand in 2020-21.

With the support of our government partners, we launched our program in two new districts - Ramgarh & Ranchi, and were able to demonstrate impact with continued access to our stakeholders in over 51 KGBV school communities.

We currently work in 4 districts

Ranchi, Hazaribagh, East Singhbhum, Ramgarh with

16,000+

Adolescent
Girls

500+

Teachers

36

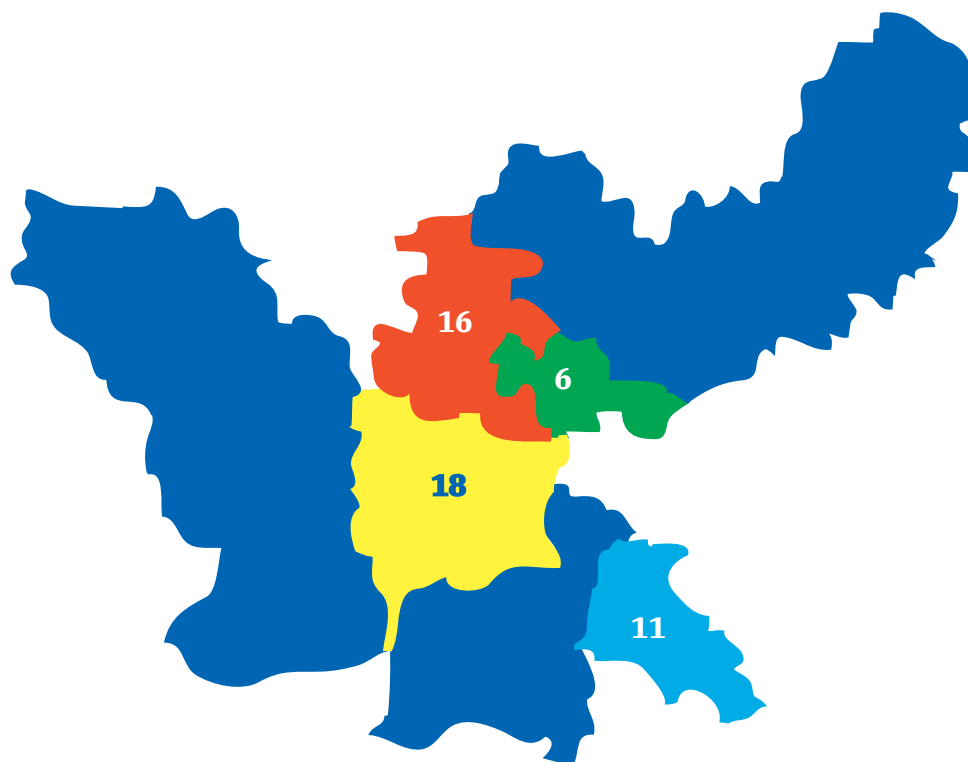
School
Wardens

51

Girls Residential Schools

(36 KGBVs, 15 JBAVs)

District wise break up across Jharkhand



Number of Residential Schools





Highlights from 2020-21







Building Tenacity

Program Activities

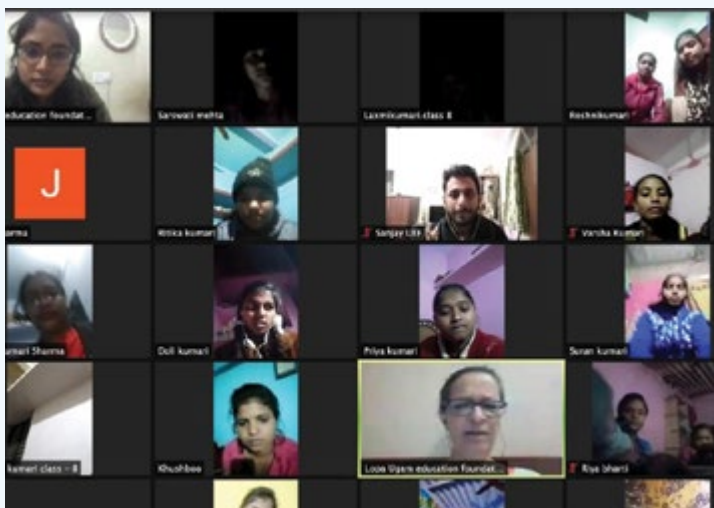
As the pandemic brought with it a host of complex challenges for our work on the ground, we focused on building an adaptive and scalable remote version of the program. Our philosophy and approach stayed the same, but our work on the ground changed in the way we trained and supported our stakeholders.

We introduced more tech enabled

interactions, trained our teachers to make video tutorials, designed easy-to-use online worksheets and activities to share with our students over mobile devices.

We also launched a bilingual periodical called 'Urja', exclusively designed and written for our adolescent girls.

Here's what we were able to create and achieve in the pandemic year:



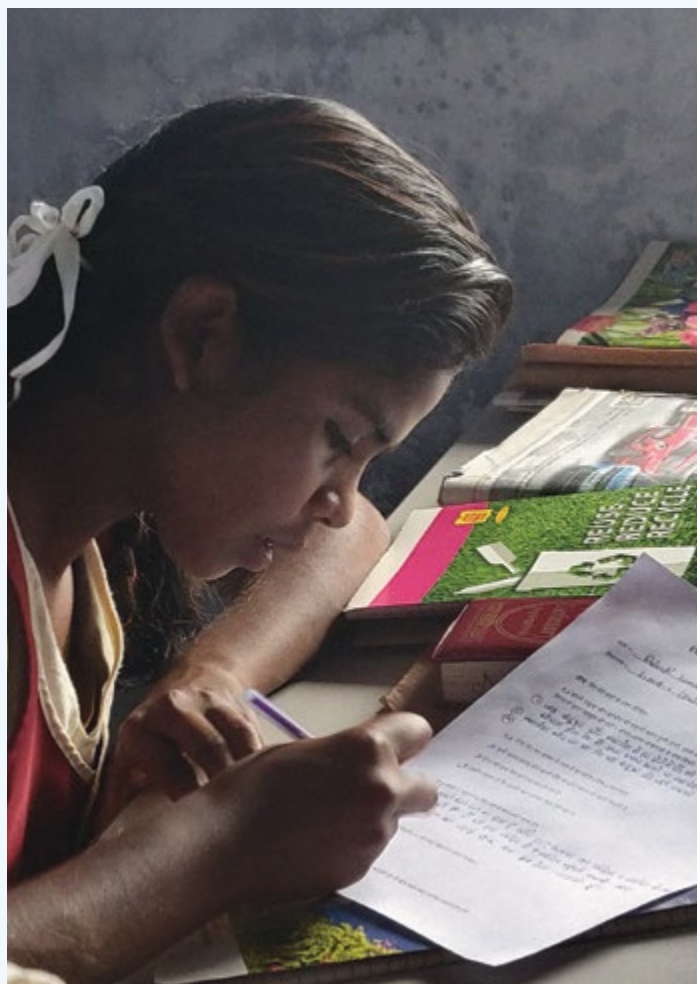
Video Coaching/Training

Through the year, we supported our school wardens and teachers with continuous online video sessions, Whatsapp and phone interactions. These sessions focused on equipping them with new skills to take on the challenges thrown by the pandemic. These regular interactions with our team soon became a safe space for many in this crisis, with a purpose to look after their social emotional well being as well.



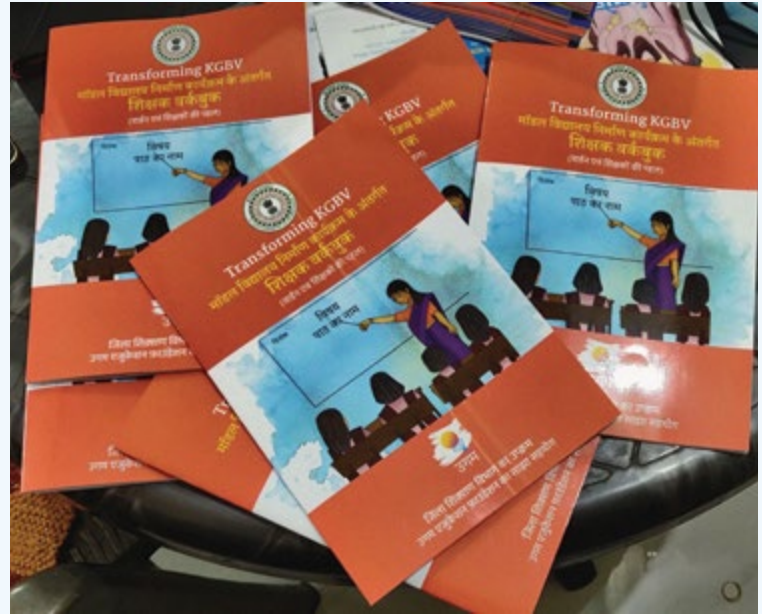
Tarang Program

Our ‘Tarang’ sessions that were usually conducted inside classrooms, were now designed for at-home interactions. **Tarang worksheets were created keeping in mind the learning isolation our girls were experiencing and aimed at strengthening their foundational learning & critical thinking skills.** Our teachers and wardens ensured that these learning worksheets reached the remote villages and hamlets, where many of our girls had their homes.



Teacher Workbook

This is our cornerstone achievement from last year. In the midst of the pandemic, we realised the value of building a repository of tools for our teachers. We collated all our learning resources and launched our first edition of the Teacher Workbook in partnership with the Ramgarh District Administration. This workbook is an essential guide for all our KGBV teachers and wardens to help them with their planning and teaching resources.



Lockdown E-Pathshala

In order to connect with more and more students, a Youtube channel was launched by the Ramgarh District Administration and we were entrusted with the task of training our teachers to create these tutorial videos.

In less than 4 months, our teachers created over 500 videos and this unique e-learning platform was accessed by over 20,000 students.

Library Upgradation

This was an endeavour to ensure our partner schools had adequate access to books and literature that is important to strengthen their foundation learning and also widen their exposure. With the support from SNL Bearing, we stocked up a range of books at KGBV Mandar in both English and Hindi, that allowed our students to learn independently, at their own pace and build the wonderful habit of reading.





Urja Magazine

This bilingual magazine for adolescent rural girls, is designed with the purpose to inform, engage and empower them with diverse skills, knowledge and mindsets. We realized that girls in KGBVs have limited to no access to any books or reading material that can be enjoyable and interesting for them. In this context, we decided to create a student magazine that is written for them and connects them to stories and people beyond their village. Urja will primarily target adolescent girls studying in Grades 6- 10th (12-16 years) in KGBV



Paint My School

In January 2021, once the schools were reopened, several in-school activities were launched under the guidance of **Ramgarh DC, Mr Sandip Singh and SDM, Keerthishree G**, to actively engage the students. One such innovative initiative was to let the girls paint their own school, and **give them the opportunity to explore their creative skills and expression.**





उच्च शिक्षा, ट्रेनिंग और रोज़गार जैसे सकारात्मक एवं रचनात्मक कार्यों से आर्थिक आत्मनिर्भरता बढ़ायेगी

TRANSFORMING KGBV INITIATIVE

Making a Difference

Program Impact

In this unusual year we started by asking ourselves if we will be able to even engage with stakeholders. As the months moved on, we realized the immense need for technology training and systems support for teachers and wardens. It became common knowledge by July 2020 that the “digital mediums” were inadequate for remote, rural and marginalized communities. We changed some of our tools to support the KGBVs to breach the digital divide and reach the girls to provide them with socioemotional support and learning.

Our focus has been to enable:

विस्तार / Vistaar

Increased reach to girls each KGBV has developed a regular system of reaching girls using a variety of tools.

सहयोग / Sahayog

Extend emotional support to the girls – teachers are encouraged to provide socioemotional support to the girls.

समझ / Samajh

Enhance foundational learning for girls

	Vistaar / विस्तार	Sahayog / सहयोग	Samajh / समझ
1	Growth to two new districts - Ramgarh (Sept 2020) and Ranchi (January 2021).	Teachers shared Tarang worksheets with students for emotional wellness	Teachers trained in making educational videos , use of Zoom app, creation of Google forms, basic English grammar
2	Created a system to ensure connection with each girls through a Mentorship	Students engaged in Diary Writing	Teachers created videos, audio clips (in local language - Santhali) and notes to share with the girls
3	District level and KGBV level monthly review meetings to ensure implementation	Shared a special periodical by Ugam called Urja to engage and support girls from KGBVs.	Teachers conducted classes using conference calls, Zoom calls, video calls
4	Teachers enlisted support of parents, vendors, older girls and community to keep in touch with students	Teacher and Warden motivation through vision setting exercise and coaching calls.	Students engaged in essay writing and answering assessments using Google forms
5	Continuous engagement with district level and state level senior leadership teams.		Special sessions conducted with students of class 10 and 12 for their examinations.

Each of these initiatives/activities carry within them stories and anecdotes of beautiful human kindness, initiative and resilience. They have the power to humble us, inspire us and let us sleep with a smile on our faces.



From the ground

Like millions of students across the country, the education of girls attending the Kasturba Gandhi Balika Vidyalaya in Musabani block, East Singhbhum district, Jharkhand, was also severely impacted by the COVID-19 pandemic. Kasturba Gandhi Balika Vidyalayas (or KGBVs) are government-run, residential secondary schools for girls from marginalised backgrounds. Due to lockdown-related school closures, all the girls left for their homes at the end of March.

As a result, learning shifted online. Some teachers used WhatsApp to connect with their students, while other students continued their learning through educational programmes on Doordarshan. However, what concerned the KGBV Musabani warden Pinky Kumariji the most, was a group of Adivasi girls, who lived in remote hamlets in hilly, forested areas and didn't have access to a phone or a TV. So, she devised a solution to connect with these girls.

Pinky roped in Bhojo Singh Banara, the karate teacher at the KGBV, whose village Kotopa is near the Adivasi hamlet. **Bhojo Sir has an Android smartphone, and to ensure that the girls continue to learn,** the warden sends him the necessary material via SMS or WhatsApp. Once Bhojo Sir gets connectivity, he downloads the material.

He also collects hard copies of textbooks from the KGBV or the block office. Then, **he trudges up and down hills for 6-7 kms and reaches the girls' homes. Bhojo Sir talks to them, supports them, distributes textbooks, makes them listen to audio clips by other teachers, and shares the warden's motivational messages.** Bhojo Sir has made this journey every week since June, come rain or sun. During this crisis, it is not the internet or the television that is directly supporting girls' education in remote hamlets, but their teachers, a smartphone, and textbooks.

Year gone by...



69%

Girls were connected to their learning through a **phone/mobile device**



2544

Girls completed our **Tarang worksheets**



9961

Diary entries were written by the girls



778

Girls in Ramgarh participated in **essay writing**



1600

Girls of class 10 & 12 attended our **Math & English** sessions in class.



4

Issues of Urja were shared with the girls



10

Teacher training sessions were facilitated



26

Wardens completed setting a vision for their girls.



61

District review meetings were completed



27

Meetings with senior District and State level stakeholders were completed by Ugam Team



Looking Ahead

Phulmani's days are busy fetching water, cooking, washing and looking after her younger siblings ever since her KGBV shut down in March 2020. In her new routine learning is not a priority since there are more urgent needs in the family. Phulmani is an adolescent girl from a vulnerable tribal community. This is just one representation of many adolescent girls in rural areas who can't afford access to online education and are further affected by school closure.

Numerous reports have highlighted the digital divide, the gender discrimination faced by girls. Despite our sincere and concerted efforts to connect with every girl and ensure **"digital learning"**, our efforts were hugely inadequate. ASER 2020 and other reports indicate that **in Jharkhand, barely 50% of the families owned a smartphone or TV** (chief mediums of disseminating learning materials by the state) and **teachers could visit only 17% of the homes.**

Our experiences through the last year etched some key lessons for us which we

have incorporated in our plans for the year 2021-22. We realized the critical need and value of creating and building local resources to sustain our work on the ground in the long term, even in situations like the pandemic.

We will launch a KGBV Alumni Leadership program.

These young women will become competent resources for their local communities. They will be **the crucial link between girls, communities and schools.** Ugam will build capacity and support the girls so that they become role models for other girls in their communities. They will support the engagement and continuation of learning processes for students in school/communities.

We intend to extend our reach to 20 additional KGBVs, over and above the ones we are already supporting.

Our toolkits, manuals and workbooks are nearly finalized. Most importantly, we continue to strive to work towards building Model KGBVs in Jharkhand.



Ugam's COVID Warriors

Sanjay Jha and Kena Holkar are Ugam's Covid Warriors, working fearlessly on the frontline, to ensure that learning never stops at any cost. Here's a first person account of their experience, as they share their most candid memories from this challenging year.

फ़रवरी 2020 के आख़री दिनों में यह चर्चा आम हो चुकी थी कि कोई बीमारी चली है दूर देशों में, महामारी का रूप ले लिया है। बड़ी तेज़ी से दुनिया भर में फैलती चली जा रही हैं। और अब तो हमारे मुल्क में भी कोरोना की आहट सुनाई पड़ने लगी हैं। हमारे kgbv विज़िट के दौरान भी शिक्षक-बच्चे बड़ी ही कौतुहलता से कोरोना के बाबत सवाल पूछने लगे थे, आश्चर्य से सुनने लगे थे। यह वक्त था, थोड़ा सा भय और अजीब आशंका के वातावरण को महसूस करने की शुरुआत का। 17 मार्च को विद्यालय बंद किए गए और 24 मार्च से सिलसिला शुरू हुआ लॉकडाउन का। भागती-दौड़ती दुनिया एक झटके में ठहर गई थी। कस्तूरबा की बच्चियों के किशोरी मन पर, इन परिस्थितियों का गहरा असर दिख रहा था। लड़कियों को आवासीय स्कूली व्यवस्था से अनिश्चित काल के लिए घर लौट जाना पड़ा था। कई परिवारों में तो आर्थिक संकट और आजीविका की चुनौतियों की स्थिति विकट होती जा रही थी। यह वही समय था जब अराजकता और अभाव की आबोहवा में, करीब-करीब पढ़ाई अपनी प्राथमिकता खो चुकी थी। बच्चों और पढ़ाई के बीच लगातार बनती और बढ़ती दूरी, पूरी शिक्षा व्यवस्था के लिए परेशानी का सबब बन चुका थी। ऐसे समय में राष्ट्रीय पटल पर शिक्षा को

जीवित और सुचारु रखने के लिए ऑनलाइन माध्यमों के इस्तेमाल का चलन तेज़ी से प्रारम्भ हो रहा था। पर ग्रामीण भारत में तकनीकी संसाधनों का अभाव और उसके उपयोग के प्रति जागरूकता की स्थिति दयनीय थी। उन दिनों झारखंड के चारों ज़िले, जहाँ 'उगम' सक्रिय हैं वहाँ भी, ख़ासतौर पर सुदूर ग्रामीण परिपेक्ष्य में ऑनलाइन पठन-पाठन करने-करवाने की तैयारी नगण्य थी। चूंकि कभी ज़रूरत नहीं पड़ी इस कारण नए तकनीक और तौर तरीक़ों के इस्तेमाल से लोग लगभग अपरिचित थे।

तो लॉकडाउन के पहले तीन महीनों में हमारी स्पष्ट समझ यह बन चुकी थी कि 'इस विपरीत परिस्थिति में बच्चों को कम-से-कम न्यूनतम शिक्षा और ज़रूरी सहयोग उपलब्ध करवाना ही सर्वाधिक आवश्यक कार्य है'। यह वह समय भी था जब प्रत्येक शिक्षक-छात्र मदद की तलाश में थे। अपनी असमर्थता और विवशता से निकलना चाहते थे। आधुनिक और प्रासंगिक होना चाहते थे। मुझे याद है कि जब हमने ज़िला प्रशासन और शिक्षा विभाग के साथ कार्यक्रम की रूपरेखा और बॉर्डन-शिक्षक के साथ क्रियान्वयन की चर्चा की थी, तो सभी स्तरों पर प्रतिक्रियाएँ रोमांच

से भरपूर थी। हर कोई नए अभ्यास को 'सीखने' और 'करके देखने' के लिए उत्सुक थे। यह ही प्रमुख कारण बना कि लॉकडाउन की विकट परिस्थितियों में भी, शिक्षण और अध्ययन कार्य सम्भव हो पाया। ईस्ट सिंहभूम, रामगढ़ और राँची में तो हमने ऑफिसर्स के साथ हर सप्ताह और कई-कई घंटे विस्तार से कार्यक्रमों पर चर्चा की और योजनाएँ बनाई। यह पूरी प्रक्रिया 'को-क्रीएशन' और 'ओनरशीप' की दृष्टि से अत्यंत सुंदर और प्रभावशाली उदाहरण हैं।

पिछले पूरे वर्ष को अगर कोविड वर्ष कहा जाए तो यह कहना अतिशयोक्तिपूर्ण नहीं होगा कि यह वर्ष हताशा-निराशा से शुरू हुआ पर धीरे-धीरे कमर कसने, आगे बढ़ने के साथ-साथ छलांग लगाने का वर्ष भी साबित हुआ है। शायद हम शिक्षा में तकनीक की समझ और दैनिक जीवन में उपयोग, धीरे-धीरे कई-कई वर्षों में विकसित कर पाते। पर यहाँ हमने बखूबी स्वयं को

सशक्त किया है। खासतौर पर शिक्षक समुदाय ने कई पूर्वाग्रहों को भी गलत साबित करते हुए स्वयं को समय और ज़रूरत अनुसार आधुनिक और अपडेट किया है।

मैं बहुत ही गर्व और संतोष के साथ यह कहना चाहता हूँ कि हमने इस पूरे वर्ष का हर सम्भव उपयोग किया है। हम सबने शानदार प्रदर्शन किया है, शिक्षा की न्यूनतम निरंतरता को बनाए रख पाने में बहुत हद तक कामयाब रहे हैं। खुद के पढ़ने-पढ़ाने को लेकर बच्चे और शिक्षकों में एक अभिनव ज़िम्मेदारी और उत्तरदायित्व का भी विकास हुआ है। और यह ही हमारा मोटिवेशन है जो प्रेरणा के रूप में आगे के सफ़र के लिए हमें निश्चित करता है। अंत में सभी ऑफिसर, वॉर्डन, शिक्षक, छात्राएँ और टीम उगम को शुभकामनाएँ आगामी दिनों के लिए।

-संजय झा



लॉकडाउन के पहले 3 महीने पूरी उगम टीम के लिए काफ़ी चुनौतीपूर्ण रहे। सरकार द्वारा स्कूल बंद करने के बाद हमारे सामने बड़ी चुनौती थी कि अब हम केजीबीवी की छात्राओं तक शिक्षा कैसे पहुँचा पाएँगे? और स्कूल के विकास के लिए किए जा रहे अन्य कार्य जैसे टीचर ट्रेनिंग, वॉर्डन लीडरशीप का विकास, कैसे संचालित किये जाएँगे? पर इन्हीं चुनौतियों के बीच हमारे सामने कई सारी सम्भावनाएँ भी थी। इन तीन महीनों में हमें अपनी सोच को विस्तारित करने का भरपूर अवसर मिला। उगम टीम में गहन चर्चाएँ हुईं और नए कार्यक्रमों की परिकल्पना तैयार हुई।

हमने ज़िले के कस्तूरबा इनचार्ज के साथ चर्चा करके कोविड में सफलतापूर्वक चलने लायक एक अनूठे मेंटोरशीप कार्यक्रम की शुरुआत की। ज़िलावार वर्चुअल वॉर्डन मीटिंग में चर्चा करके, प्रत्येक वॉर्डन और शिक्षकों द्वारा 30-40 विद्यार्थियों का ग्रुप तैयार किया गया। शिक्षकों ने प्रत्येक सप्ताह अपनी मेंटोरशीप में आने वाली सभी छात्राओं से फ़ोन पर सम्पर्क करना शुरू किया। शुरू में छात्राओं से कम बात होती थी,

उनके माता पिता के साथ भी शिक्षकों ने सम्बंध स्थापित किया एवं धीरे-धीरे छात्राओं को डायरी लेखन, तरंग कार्यक्रम की वर्कशीट घर में रह कर ही पूरी करने के लिए प्रेरित किया जिससे छात्राओं का शिक्षक और विद्यालय से नाता नहीं टूटा। वॉर्डन और शिक्षकों ने मिलकर सुदूर गांवों में रह रही 90 प्रतिशत छात्राओं तक पाठ्य पुस्तकें भी पहुँचाई।

शिक्षकों के समर्पण से और उगम टीम के सहयोग से कई शिक्षकों ने बच्चियों तक पहुँचने के लिए पड़ोसी और गाँव के मुखिया की भी मदद ली और ऐसी बच्चियों से सम्पर्क बनाया जिनके पास संपर्क का कोई साधन नहीं था। कोविड के कठिन काल में लोगों द्वारा किए जाने वाली मदद ने शिक्षकों, छात्राओं और उगम टीम के सदस्यों को एक नयी ऊर्जा से भर दिया था।

मेंटोरशीप कार्यक्रम के स्थापित हो जाने के बाद, उगम टीम ने शिक्षकों के समक्ष नए तकनीकी माध्यमों को अपना कर शिक्षा में बदलाव लाने की चुनौती का विस्तार से आकलन किया और एक वर्चुअल ट्रेनिंग



प्रोग्राम डिजाइन किया। सन्थली भाषा बोलने वाली छात्राओं के लिए हमारे शिक्षकों ने संथाली भाषा में भी विडीओ बनाए। रामगढ़ में शिक्षकों ने 150 विडीओ और पूर्वी सिंहभूम में 100 से अधिक विडीओ का निर्माण हुआ है। इसी के साथ इंग्लिश ग्रामर की ट्रेनिंग और गूगल फ़ॉर्मज़ का उपयोग कर ऑनलाइन परीक्षा लेने की ट्रेनिंग भी शिक्षकों को उपलब्ध करायी गयी है।

इस दौरान शिक्षकों के अनुभव से बहुत सी कहानियाँ निकल कर आयी। केजीबीवी जमशेदपुर की शिक्षिका संगीता चौधरी ने कहा “मैं केजीबीवी में कुछ 2 महीने पहले ही आयी हूँ। मैं अपनी छात्राओं के चहरे भी ठीक से नहीं पहचान पाई थी और लॉकडाउन हो गया। शुरुआत में जब मैंने कुछ छात्राओं को फ़ोन किया तो मैं परेशान हो गयी क्योंकि मुझे उनके चहरे याद नहीं आ रहे थे। मैं सोच में पड़ गयी और internet पर ढूँढने लगी की गूगल मीट का उपयोग करके ऑनलाइन कक्षा कैसे लेते हैं। मैंने उससे सिखा और शुरुआत में 3 छात्राओं को अपनी कक्षा में जोड़ा। मैं बता नहीं सकती कि मुझे कितनी खुशी हुई अपनी छात्राओं को देख कर। कोरोना के कठिन समय ने

हम शिक्षकों को काफ़ी सारी नयी चीजों को सीखने का अवसर दिया।”

जिस तरह संगीता जी जैसे शिक्षक नयी चीजों को सीख कर उत्साहित महसूस करते है। हमें छात्राओं द्वारा शिक्षकों को भेजे गए तरंग वर्कशीट, ऊर्जा के होम वर्क और डायरी लेखन देख कर बहुत खुशी मिलती थी और काम करते रहने का motivation मिलता था। स्कूल बंद होने के बाद भी हम छात्राओं तक पहुँच पा रहे हैं यह बहुत ही प्रेरणादायक था। पिछले एक साल में हमारी सबसे बड़ी सीख यही रही की सोशल सेक्टर में आपको अपने आपको निरंतर अपडेट करते रहना चाहिए क्योंकि आप लोगों के साथ काम कर रहे हैं और किस परिस्थिति में कैसे काम करना है यह बदलता रहता है इसलिए अपने आप को बदलते रहना ज़रूरी है।

- केना होलकर



Power of Partnerships

It is the strength of sustained partnerships that emboldened us to trudge forward and not be afraid of the challenges. We want to especially acknowledge **our government partnerships across all four districts in Jharkhand**, for their unrelenting support and faith in our work. We believe that it is these relationships within the government system, that have the power to propel us to build for a more equitable and humane society.

We'd like to express our gratitude to one such individual in the system who stood by us, no matter what. **The SDM of Ramgarh district, Kreethishree. G inspired us to scale new achievements within that district.** She's a person of great curiosity and her positivity and can-do attitude was infectious for our team in the field. An IAS cadre officer,

she is a people's person and believes in connecting with local communities in order to understand their problems and how she can solve their issues by collaborating with them. Under her guidance we were able to launch the ambitious **'Transforming KGBVs'** campaign with our **'Teacher Workbook'** across Ramgarh district that is a big milestone in our journey towards building model KGBVs. Her vision for girl child education is aligned with our vision to ensure every girl gets the quality education she deserves. Her leadership style is dynamic and approachable, and she believes in empowering the stakeholders within the system, in order to build positive social change. We thank her immensely for helping us grow.

We would also like to acknowledge the support of the Collectors and District Education teams of Ranchi, Ramgarh, Hazaribag and East Singhbhum districts. Thank you for believing in us.



In Gratitude

We truly believe in the power of the collective and our donors have been one such force. Without their unconditional support, we would not have been able to sustain our work, especially in the pandemic year.

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Appeal

You have been a great support for us and we thank you for that.

We follow the Martin Luther King quote, *“If you can’t fly then run, If you can’t run then walk, if you can’t walk then crawl, but Whatever you do you have to keep moving forward.”*

Support Ugam with donations and spread the word around.

Contact

Ugam has 12A, 80G and FCRA certification.
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Set up in 2015 by Lopa Gandhi, **Ugam Education Foundation (Ugam)** is a section 8 not-for-profit organization dedicated to the cause of education in the rural, semi-rural, high need districts.

Ugam collaborates with existing education systems, leverages resources and communities to transform schools and empower girls defeating all gender based barriers.

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