

**The Annual Report of Shoshit Seva Sangh for the financial year 2011-12**  
**(April 01, 2011 to March 31, 2012)**

At the end of the academic year 2010-11, all the 188 students of Shoshit Samadhan Kendra took the annual examinations in March-April 2011. The overall performance of the children was indeed very good. Over 60% of the children were graded 'A' (75% and above) in various subjects including Maths, Science, English, Social Studies and Hindi. Care was taken to ensure that the standard of questions set and evaluations were of the required level. The highest and the lowest marks obtained in each of the classes in the school and the over all class average are indicated below –

| Class | English       | Maths        | Science       | Hindi        | Soc. Studies |
|-------|---------------|--------------|---------------|--------------|--------------|
|       | H / L / Avg.  | H / L / Avg. | H / L / Avg.  | H / L / Avg. | H / L / Avg. |
| UKG   | 99 / 49 / 83  | 98 / 72 / 85 | N.A.          | 96 / 50 / 83 | N.A.         |
| I     | 100 / 69 / 88 | 98 / 63 / 87 | 100 / 68 / 88 | 98 / 56 / 83 | 99 / 71 / 88 |
| II    | 92 / 53 / 73  | 98 / 50 / 78 | 99 / 58 / 81  | 98 / 55 / 80 | 98 / 66 / 83 |
| III   | 79 / 56 / 68  | 95 / 63 / 78 | 99 / 67 / 83  | 89 / 62 / 75 | 97 / 59 / 78 |
| IV    | 67 / 46 / 67  | 99 / 57 / 80 | 96 / 43 / 77  | 92 / 54 / 73 | 99 / 39 / 76 |
| V     | 82 / 57 / 70  | 96 / 68 / 82 | 95 / 68 / 82  | 93 / 66 / 80 | 94 / 61 / 77 |
| VI    | 85 / 60 / 72  | 88 / 61 / 74 | 88 / 59 / 73  | 92 / 73 / 82 | 87 / 59 / 73 |
| VII   | 70 / 62 / 76  | 77 / 52 / 65 | 78 / 60 / 68  | 77 / 68 / 73 | 81 / 56 / 68 |
| IX    | 90 / 79 / 85  | 99 / 86 / 94 | 99 / 75 / 90  | 94 / 91 / 93 | 96 / 85 / 92 |

On the basis of admission tests held in November 2010, 49 students were admitted to Shoshit Samadhan Kendra in April 2011. 48 of these children were admitted in pre-school while only one was found to fit enough to be admitted in class II.

The 5th Foundation Day function of Shoshit Seva Sangh was held on 16th July, 2011. As in the past the students of the school gave an impressive cultural performance. The function was widely reported in newspapers. Joanna Stone who is from Philadelphia, USA, and is a school teacher worked as a volunteer at the school from June 28, 2011 to August 04, 2011. She lived in the school premises and interacted closely with the school children and the faculty. She conducted a four day workshop for faculty which was indeed very useful. Her report on her stay at Shoshit Samadhan Kendra is reproduced below -

*Site Visit SSK*

*Joanna Stone*

*Instructional Coach*

*Certified Secondary Mathematics Instructor*

*M.A., Cultural Anthropology*

*B.A., Anthropology and Spanish*

*"This summer I had the privilege of volunteering at Shoshit Samadhan Kendra for six weeks. The school serves the Musahar, a group of "untouchables", whose traditional job was to clear the rice fields of rodents, earning them the nickname of "Rat Eaters." They live in extreme poverty, with literacy levels below 6% and land ownership around 2%. They are squatters who live in mud huts and often eat only one meal per day. Many of the reforms we've heard about in India over the past few decades have not improved the lives of the Musahar due to corruption and their lack of political power.*

*The school is located in Patna, Bihar, and was founded by Mr. J.K. Sinha to provide a quality education to students ages 4-14 so that they can go on to higher education and be advocates for their people. I lived at the school, working directly with the students, helping them to improve their English and basic math skills and conducted a short series of workshops for the faculty. The school takes up two cement buildings that are joined by narrow walkways on each of the four floors. It is located in the city of Patna, but the students come from the surrounding agricultural villages and urban slums. The top floor is known as the terrace, and it contains the kitchen/cafeteria (which doubles as an auditorium) as well as spigots where the boys wash their own clothing and dishes, and a vacant area where they play during the rainy season when the nearby fields are flooded. The other three floors contain a mix of dormitory space and the classrooms along with a laboratory, computer lab, and library.*

*The school has about 250 students in grades Kindergarten through 8th plus a 10th grade class. Each of the grades has a classroom where they are based, and the teachers move between them. Students spend a lot of time each day in the classroom, with classes from 7 to 1:20, then self-study from 3-4 and again from 7-8:30. They have assigned time in the library, the computer lab, and for recreation. The dormitories contain students from each class so that the older boys can look after the younger ones.*

*I was overwhelmed throughout my stay at the hospitality of my Indian hosts. They had constructed a small suite for visiting guests on the ground floor with a bedroom, a bathroom, a kitchen, and a sitting room. They kept the fridge well-stocked with American food and provided a computer with internet access and a printer. The guards asked me multiple times a day if there was anything they could do to make me more comfortable, and the boys hustled to get me a chair every*

*time I entered a room and memorably fanned me by hand one evening when the electricity went out. The teachers immediately made me feel at home, inviting me to share their breakfast daily and taking me on small day trips to visit sites in Patna. They were extremely eager to hear about teaching practices in the U.S. and anxious to implement feedback from my observations. During the workshops, they were model participants: reading beforehand and coming prepared with questions and concerns for the day's topic. All in all, I was made to feel like an honored guest at every moment of my stay.*

*By far the highlight of my trip was the amazing children I had the privilege to get to know this summer. I had planned to spend only 4 weeks at the school and use the rest of my trip to travel around the exotic country. When it came time to plan my trips, however, I found that I couldn't bring myself to leave the children. There's the student who built a functioning lamp out of recycled parts and serves as tech support for the whole school despite growing up in a village with no electricity. There's the child who collects abbreviations in his notebook and overcame his intense shyness to ask me to help him decipher U.S.S.R. There's the geniuses in Class IV who solved just about every brainteaser I could throw at them. Then there's Chandan, a 10 year old who has been at the school for 3 years and like all the boys spoke no English prior to his arrival. Although he is generally a quiet and shy boy, one day he got up the courage to ask me for four vocabulary words. I gave him glisten, shimmer, mature and opaque. Within a few hours, he came back. He had looked them up in the dictionary and then written a short paragraph for each one. He asked me to correct his writing and then quietly demanded four new words. Throughout my stay, he came to my door at least three times a day to receive his next assignment. Eventually he moved on to using all four words in one story, then asking for a topic to write a story about. All of this was done for his own pleasure, just to improve his English. By the time I left, he had written the equivalent of 20 pages of single-spaced, type-written English. He wants to be a writer or a cricket player when he grows up. Of course I am hoping for the first.*

*As an urban educator in Philadelphia, I thought I knew a lot about devastating poverty and children growing up in hopeless situations. Without downplaying the severity of what my north Philly students live every day, I have to say that my trip to visit the home villages of the students from SSK opened my eyes to a new level of what it means to be "under privileged." While in the urban U.S. utilities might be cut off for non-payment or not serviced as often as we might like, in the Musahar villages, no one has electricity or running water or sewage service. I am convinced after this life-changing trip that the only hope for the Musahar is in their children. You can see it in their faces. Faced with such devastating conditions, they nevertheless glow from the inside. They smile easily and seem convinced that good is just around the corner. For the boys who have made it to SSK, at least, I believe this is true. Although the transition from village to dormitory must be intense and*

*difficult, ultimately, they have been given such an amazing opportunity. They are able to learn and study, to eat nutritious food, to stay healthy, and eventually to compete with students from much more privileged backgrounds for college admissions and ultimately steady and fulfilling employment. Mr. Sinha talks about the boys being catalysts for change for their community, and I have to hope that this is indeed possible. These boys must succeed. For the Musahar, there really is no other option."*

The important problem faced at the school is improving the standard of spoken English among the students. The library has improved markedly and there are now over 5000 books. Library classes are held regularly and students are encouraged to read and then write a brief review of what they have read. A large number of books with attractive illustrations have been purchased for the primary school students including the pre-school with the hope that these children will be attracted to browse through the books and acquire the reading habit.

A leading English Television Channel CNN IBN carried a feature on Shoshit Seva Sangh which was telecast at prime-time under a segment entitled 'India Positive'. It included a live interview of the Founder-Chairman and Prem Kumar, a class X student of the school. The link to the telecast is <http://ibnlive.in.com/videos/199065/bihar-ret-d-ips-officer-educates-backward-tribe.html>.

Audio-visual learning facility has been established in the school. The software provides lessons in all the subjects in the Central Board of Secondary Education (CBSE) course from class I to class X. The audio is in English and the visuals shall surely help the students to grasp the subject. The teachers have been trained to handle the audio-visual facility.

As a very special gesture Dr. A.P.J. Abdul Kalam, former President of India, visited the school on November 15, 2011. He addressed the students and the faculty and held a long interactive session with the children of the school. He was also taken round the school and he showed special interest in the science laboratory, library and the audio-visual facility. Dr. Kalam's visit to the school was covered widely in the print media as well as the electronic media.

It may be mentioned here that Shoshit Seva Sangh was able to add another two katthas of land to the land already acquired for the construction of a school building for Shoshit Samadhan Kendra. With this the total area of land acquired by Shoshit Seva Sangh is 52 kattha i.e. 1.62 acres.

Smt. Archana Jha was appointed Principal of Shoshit Samadhan Kendra in March 2012 on a salary of Rs.30,000/- a month. She is a graduate from Stella Maris College, Chennai University, in English and did her M.A. in the same subject from Hindu College, Delhi University. She has

done her B.Ed. and has 15 years experience of teaching. Prior to joining SSK ,she was a senior teacher in the leading school of Patna, Notre Dame Academy.

49 art works of the famous painter F.N. Souza owned by Shri K.B. Goel, a well known art critic and a close friend of Souza was put on sale and the proceeds were donated to Shoshit Seva Sangh by Shri Goel. The preview of the art work was held at the Claridges Hotel at New Delhi on March 14, 2012. The event was well attended and well covered by the press. The funds raised are earmarked for the proposed school building.

The accounts of Shoshit Seva Sangh for the financial year 2011-12 were audited by M/s Singh Ray Mishra & Co., Chartered Accountants, Patna. The total expenditure during the financial year was Rs.1,03,25,554/- excluding the cost of land. The Audit Report is available <http://www.sssfoundation.com/?page=areport1> .

The Head of the NGO Shri J.K. Sinha does not draw any remuneration or enjoy any benefit on account of the NGO. The highest paid functionary of the NGO is the Director of the school, Shri B.C. Varma, IPS (Retd.), former Inspector General of Police, Jharkhand, who got an honorarium of Rs. 21000/- per month prior to joining of Smt. Archana Jha, Prinicpal, SSK, who gets a salary of Rs.30000 per month.. The lowest paid staff is the Asst. Cook in the Mess getting a salary of Rs.3600/- per month (Since January 2012). The distribution of staff according to salary levels and gender break up are as follows :-

| Slab of gross salary per month (in Rs) plus benefits paid to staff | Male staff | Female staff | Total staff |
|--|------------|--------------|-------------|
| Less than 5000   | 12         | 2            | 20          |
| 5,000 – 10,000   | 1          | 2            | 3           |
| 10,000 – 25,000  | 12         | 5            | 17          |
| 25,000 – 50,000  |            |              |             |
| 50,000 – 1,00,000  |            |              |             |
| Greater than 1,00,000  |            |              |             |

All the Board Members including the Founder-Chairman work in a purely voluntary capacity and draw no benefits from the Shoshit Seva Sangh. However, Shri B.C. Varma who is the Director of the Shoshit Samadhan Kendra, the fully free English medium residential school run by Shoshit Seva Sangh and is a Member of the Board of Trustees drew an honorarium as indicated above prior to the joining of the Principal of SSK. The list of Board of Trustees is available at [http://www.sssfoundation.com/?page=board\\_of\\_directors](http://www.sssfoundation.com/?page=board_of_directors).

No international travel was undertaken by the personnel of Shoshit Seva Sangh. Internal or national travel was undertaken only by the Founder-Chairman but in principle he has laid down



