**REPORT OF THE ASHA CANADA SUPPORTED PROJECT**

**PERIOD: JANUARY TO JUNE-2014**

**SUBMITTED BY**

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**AT+PO-KAMALPUR, VIA-KUNAULI BAZAR**

**DISTRICT-SUPAUL, PIN CODE- 847451**

**BIHAR, INDIA**

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1. **Background of the district:** Supaul district is a part of the Kosi division. The district is bounded by Nepal in the north, Saharsa in the south, by Araria district in the East and on the west by Madhubani district. The Kosi river flows through the district, which is regularly affected by the flood caused by this river.

**A.1 Sub-division:**

* Supaul
* Birpur
* Triveniganj
* Nirmali

Supaul sub-division consists of four blocks namely Supaul, Kishanpur, Saraigadh-Bhaptihahi and Pipra. Birpur sub-division is further divided in to three blocks namely as Basantpur, Raghopur and Pratapganj. Triveniganj sub-division has two blocks namely as Triveniganj and Chhatapur. Nirmali sub-division comprises two blocks namely as Nirmali and Maruna.

**A.2 Population:**

According to the 2011 census Supaul district has a population of 2228397. The district has a population density of 919 inhabitants per square kilometer; its population growth rate over the decade 2001-2011 has 28.62%. Supaul has a sex ratio of 925 females for every 1000 males and the literacy rate is 59.65%.

**A.3 Supaul District Rural Population 2011:** As per 2011 census, 95.26% population of Supaul district lives in rural areas. The total district population living in rural areas is 2123518 of which males and females are 1099495 and 1024023 respectively. In rural area, the sex ratio is 931 females per 1000 males, Child ratio data is 945 girls per 1000 boys. Literacy rate in rural area is 56.89% as per census data 2011. Gender wise male and female literacy stood at 69.03 and 43.82 percent respectively.

**A.4 CLIMATIC CONDITION**

This district boundary touches Nepal; so there is great affect on environment due to nearest of Himalayas. During the summer season the temperature observed very high. As temperature goes up the humidity in environment decrease, so dry hot observed during the summer season. Rainy season starts from middle June and continue till Middle September. The average rain fall found 140 mm to 160 mm and highest rainfall observed 200 mm.

**A.5 IRRIGATION**

Before construction of embankment on Koshi, this area affected by severely water logged, which affect badly on land and agriculture practices. Due to water logging problem the soil become saline and it has decreased fertility of land. To drain out water from chaur area, the work had been carried out in first phase of Koshi plan, which continue till 1986. But due to fault in technical plan and reluctant of government officers, the work had not been carried out effectively in second phase of Kosi plan and canal which was made for the drainage of chaur become silted and it create great problem compare to previous.

**A.6 AGRICULTURE PATTERN**

|  |  |  |
| --- | --- | --- |
| **Sr. No.** | **TYPE** | **LAND USE PRACTICE SIZE IN HECTARE** |
| 01 | Below 1.00 Hectare | 77.744 |
| 02 | Between 01 to 02 Hectare | 19.699 |
| 03 | Above 02 Hectare | 2205 |

Two third part of total cultivable land is below than one hectare. 1/5th part of total cultivable land come between 01 to 02 hectare and remaining part more than two hectare. Approx. 16776.01 Acre land is water logged. Barren land which could be made cultivable land is approx. 6617.50 Acre. Land used for the irrigation purpose is 7000.00 Acre and land used for the agriculture purpose is 6279.50 Acre. Due to water logging problem biggest area of land is not being utilized for the agriculture purpose and those land which is used for the agriculture purpose, farmers hardly take one crop due to flood problem. The agriculture activities not seem to be beneficial to the farmers as the production is not sufficient to feed a family throughout year. Though there is ample scope of agriculture practice by using early and water resistance varieties of crops. Promotion of cash crops could also be beneficial for the farmers as they can get highest return from their crop.

**B. Background of the Project:** Bihar is one of the most flood affected states in India. About 16.5% of the flood prone area is in Bihar and round 22.1% flood affected people resides in flood plains Bihar. In north Bihar some 8 lakh hectares of land is waterlogged and that amounts to 14% of total land in Bihar. Most of this water logging is caused due to seepage from canals and the embankments build along the rivers, which obstruct the natural drainage system. The problem is further aggravated by less and fewer waterways provided through the culverts and bridges in the roads and railway line. If any of these structures breach during the monsoon, people are exposed to surges of water and their condition becomes miserable. On one hand flood create obstacles in agriculture production, while on other hand it gives rise to various dreaded diseases and social problems.

Koshi River is known as change of flow. Before the construction of embankments on Kosi; every year changed in flow observed as a result of which there are presence of chaur in district, which starts from south part of Basantpur and passing through south east & enters into Madhepura district. Other chaur area starts from south west and enters into West Raghopur, Kisunpur and West Supaul enters in Saharsha district. That is reason the part of land which is located on west and east is depressed and those located in south and north is comparatively high. In 2008, due to breach of Kusaha embankment, there was severe flood and huge loss of human as well as natural resources. The economic is based on agriculture, which is jeopardizing due to flood and water logging problem. The migration is very high and children of dalit, backward and poor communities involves in sharing their hand with parents rather than going to school. The project aims to promote primary education among non-school going or drop out children and mainstream in formal education for higher studies.

**B.1 Activities carried out:**

**B.1.1 Running of non-formal education Centers:** The organization is running two non-formal education centers, one at Haripur and others at Kamalpur. Details of children enrolled at Non-formal education centers.

**Village: Haripur**

**No. of children enrolled**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **Class** | **Male** | **Female** | **Total** |
| 01 | I | 14 | 14 | 28 |
| 02 | II | 09 | 08 | 17 |
| 03 | III | 05 | 07 | 12 |
| 04 | IV | 06 | 07 | 13 |
| 05 | V | 08 | 03 | 11 |
|  | **TOTAL** | **42** | **39** | **81** |

**Name of village: Kamalpur**

**No. of children enrolled.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **Class** | **Male** | **Female** | **Total** |
| 01 | I | 12 | 11 | 23 |
| 02 | II | 13 | 09 | 22 |
| 03 | III | 09 | 08 | 17 |
| 04 | IV | 08 | 07 | 15 |
| 05 | V | 09 | 06 | 15 |
|  | **TOTAL** | **49** | **41** | **90** |

**B.1.2 Parent-Teacher Meeting:** Every month parent-teachers meeting were organized, in which teachers and parents of children participate. The basic objectives of the meeting are:

* To draw attention of the parents of the children regarding importance of education and their support required.
* To brief the progress of the children before their parents
* To address the grievance if the teachers as well as parents have.
* To address the problem related to NFE operational aspect, if support requires from the parents

**Details of Meeting:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Date** | **Venue** | **No. of Participants** |
| 01 | 25/01/2014 | Community Hall, Haripur | 29 |
| 02 | 21/02/2014 | Brahmasthan, Kamalpur | 36 |
| 03 | 27/03/2014 | Panchayat Bhawan, Kamalpur | 43 |
| 04 | 21/04/2014 | Gyan Deep School, Haripur | 39 |
| 05 | 25/05/2014 | Brahmasthan, Kamalpur | 42 |
| 06 | 28/06/2014 | Community Hall, Haripur | 53 |

**Discussion Points:**

* How to ensure timely presence of children at the Non-formal education centers and the role of parents in this regards
* What should be the role of the community people, if they observed or found the cases of trafficking
* How to reduce the drop out rates and the role of parents in this regards
* How to pay attention in the government school in maintaining the hygienic condition in meal day meal scheme.
* What government provide in the school to the children like meal under mid day meal, clothes for the children, Bicycles for the girl children who are enrolled in higher classes.

**B.1.3 Orientation training program for the teachers and staffs:** During the reporting period one orientation training program for the teachers and staff was organized to enhance their knowledge regarding the objectives of the project and how to teach.

**Details of training:**

Venue: Gyan Deep School, Kamalpur

Date: 18-19 March 2014

No. of participants: 14

**Trainers:**

* Mr. Brajesh Choudhary
* Mr. Shekhar Kumar Jha

**Schedule:** Semi-structure

**Pedagogy:**

* Lecture
* Group discussion followed by presentation

**Content of the Training:**

* Objectives and Goal of the project funded by ASHA CANADA
* How to teach children
* What is communication and importance of communication during teaching
* What is Right to Education Act
* How to create conducive environment which promote learn without fear
* What is team building and importance of team building in delivering maximum out put?

Detailed about communication, which was made aware to the participants:

# **Communication**

**DEFINITION**

Communication means transference and understanding of meaning.

In fact, communication is a personal process that involves the exchange of behaviors.

The communicative exchange of behavior between people provide the sole method by which one

Can exercise an influence or effect on the other and it is a matter of prime concern for organization.

About three fourth of an active human being’s life, and even higher proportion of a typical manager’s time, is spent in communication. It plays a central role in organizational activities.

The heart of the entire world’s problem – at least of men, with each other – is man’s inability to communicate. Problems are also due to one’s misconception about what he has communicated.

**FUNCTIONS**

Communication controls behavior of individuals, it fosters motivation, it conveys vision, and directives from leader to members and passes feedback, from members to leaders, it establishes and maintains relationship, it passes information, it conveys warnings, it initiates and facilitates everything that require transfer of meaning from one to another

**PROCESS**

Communication process starts with a source, the idea, to be communicated, followed by:

1. **Encoding** : Converts a message to a symbolic form.( e.g. speech, writing, gestures)
2. **Message** : The content which is to be communicated.( e.g. data, intention , feelings, )
3. **Channel**  : The media through which a message is to pass through.(e.g. speech, letter, etc)
4. **Decoding** : Re translating the message ( understanding what sender intended to transmit )
5. **Feedback** : Putting the message back to sender to confirm what has been understood.

**BARRIER**

Very often, due to the deliberate or inadvertent mistakes in coding and / or decoding, the meaning

Understood by the receiver, is different, than what was intended by the sender. This obstacle in communication of right meaning is called barrier. Based on origin and nature, there are different types of barriers:

1**. Filtering** : Sender manipulates information so that it is seen more favorably by the receiver or it may be interpreted in a particular manner. For example, a Manager tells his boss what he feels, his boss wants to hear.

2. **Selective** : Receiver, in most of the cases, takes the meaning in his own way. He sees and hears the things based on his needs, motivation, experience, background, etc. As a matter of fact, we don’t see reality, rather we interpret what we see, and call it reality. A rival takes compliments of his opponent, as a mockery.

3. **Information**: Individuals have a finite capacity for processing data. When individual have

**Overload** information (hearing, meeting, reading, etc.) in access of the capacity, he tends to select out, ignore, pass over, or forget many or part of the messages. For example part of long circular, a lengthy deliberation, etc.

4. **Defense**  : When people perceive a threat, they react in ways that reduces their ability to achieve mutual understanding. They become defensive and engage in behaviors such as negation, verbal attacks, making sarcastic remarks, being overly judgmental, and questioning others motives, etc. It forms a barrier.

5. **Language** : Words and symbols mean different things for different people. In fact every person has his own “meaning” to different words , which, to certain extent , differs in it’s context, effect, aura, degree, etc., from what others attaches to it.

### COMMUNICATION APPREHENSION

Communication Apprehension is yet another roadblock to effective communication. People

experience undue tension and anxiety in oral and / or written communication. Such apprehension makes them unable to frame the “messages” in right manner and communicate. This distorts the communication.

It hinders one to communicate properly, especially in speech.

**DIRECTION**

Communications are of three directions (i) Downward, (ii) Upward and (iii) Lateral.

When the communication flows from one level to a lower level of hierarchy, in organization, it is downward communication. Such communication is used to assign goals, provide guidelines, inform about policies and developments, point out problems that need attention, and feedback about performance etc.

When a communication is made from one level to a higher level, it is upward communication. It consists of reports and returns, feedback in routine way and views and suggestions sometimes, when sought for. It includes reporting in the managers meeting or reporting to respective chief.

Lateral communication takes place between the members of same level. It may short circuit the vertical hierarchy, may interfere with the set procedure and skip management’s information but it is, at the same time, more effective, faster, and enhances coordination.

**COMMUNICATION NETWORK**

The channel system of communication is known as Communication network.

**Formal network** are typically vertical, follows the authority chain and they are limited to task related communications. Informal network, also known as grapevine, is free to follow any course, to skip the authority level, but it is faster, likely to satisfy social needs of members and to facilitate task accomplishment. There are usually three courses of Formal networks:

1. **Chain**
2. **Wheel**
3. **All channel**.

The Chain form of network, connecting one with another, is moderate in speed, high in accuracy, moderate in role of a leader and moderate in member’s satisfaction. The wheel form, which is comprised of one in center and all around, is fast in speed, high in accuracy, high in role of a leader but it is low in member’s satisfaction and social gratification.

**Informal network**, commonly known as Grapevine, is much more prevalent in organizational communication. Surveys indicate that 75% or more of the employees hear about the matters first through the informal communication. The informal network is :

1. **not controlled by management**
2. **perceived by employees as more believable and reliable**,
3. **Largely concerned with self interest of the people in it**.

The informal network, (Grapevine) may be low in accuracy and formal control of management,

but it is high in speed, details, liaison, spread, effectiveness, social satisfaction of members and reliance attached to it by the employees.

**EFFECTIVE AND INEFFECTIVE COMMUNICATION**

**Effective Ineffective**

1. Intended to help 1. Intended to blame

2. Specific 2. General

3. Descriptive 3. Evaluative

4. Useful 4. Inappropriate

5. Timely 5. Untimely

6. Receiver’s readiness 6. Receiver’s defensiveness

7. Clear 7. Not understandable

8. Valid 8. Inaccurate

#### 

#### VERBAL AND NON VERBAL COMMUNICATION

Non Verbal Communication is A form of communication, wherein the messages are conveyed through body movements, the intonation or emphasis given to words, facial expression, and the physical distance maintained by the sender and receiver. All behavior, expressed consciously or unconsciously, performed in the presence of another or others, and perceived either consciously or unconsciously, constitutes non verbal communication. Through body language, we say – “Help me I am lonely”, “Take me I am available”, “Leave me I am depressed”. As a matter of fact, no body movement is accidental; all such movements intend to convey something. Though the Body language, like any other language, is region and people specific (i.e. it varies from place to place and from one to another culture), it has some common features which can be interpreted. It is a different thing that the people, sender or receiver, fail to take a note of it. Majority of communication, especially non job communications, which involves emotions and behavioral cues, are non verbal. Such communications are often more reliable and precisely conveyed but it requires a careful observation and noting before taking its cognizance. Non verbal cues accompanied with a verbal communication, makes the communication more effective. In contrast, a contradicting non verbal cue with an opposite verbal communication misinforms and confuses the receiver.

**CHANNELS & THEIR RICHNESS**

There are many channels used in communications. Face to face talk, Telephone, e-Mail, Letters, Circulars and Bulletins etc.

They differ in their “richness” i.e. their ability to

1. handle multiple cues simultaneously ( maximum in face to face talk),
2. facilitate rapid feedback

## NOISE

Sometimes, due to various faults and imperfections in the channel, the message is deformed and it causes an aberration in the message. Such aberration is called noise. The noise may be caused due to:

1. Pronunciation and spellings: Which deform the message and distorts the meaning?
2. Mechanical error: Conversations which are not audible, writings which are not legible, copying which are not exact, and so on.

**EFFECTIVE COMMUNICATION**

Some tips for improving communication:

1. Use multiple channels ( a letter followed by a phone call, or vice versa, for example)
2. Tailor the message to the receiver ( depending on the needs and receptivity of receiver)
3. Empathize with receiver ( putting one in the receiver’s shoes before coding/sending a message)
4. Prefer face to face communication ( make use of the channel richness to make it more effective)
5. Practice listening

(a) Make an eye contact

(b) Exercise affirmative head nods and appropriate facial expressions

(c) Avoid distracting actions like looking at the watch, etc

1. Ask questions like a critical listener
2. Paraphrase : restating, what the speaker has said,
3. Avoid interrupting the speaker
4. Don’t over talk.
5. Match the words with action
6. Use grapevine
7. Use feedback (specially in downward communication, both give and take)

**Output:**

* The participants became aware about the objectives and goal of the project
* The teachers became acquainted with knowledge how to teach to the children
* The participants became aware about the what is communication and the importance of communication during teaching
* The Participants became aware about the Right To Education Act.

**B.1.4 Meeting with Panchayat representatives:** The government of India has done 73rd Amendment in the Constitution of India, in which more power has been given to Panchayat Raj Institution. In India, 73% of population live in the rural areas, where means of livelihood is agricutlure and allied activities. Out of 38 districts, 22 districts are flood affected and 06 districts water logged. The project implemented in highly flood affected due to Kosi river. At this critical juncture; the role of Panchayat representative is importance to make village development plan as per the need of the people and execute it with active involvement of community people. But in actual sense, the Panchayat representatives are reclutant to ensure people participation, while making a village development plan at the Panchayat level and forward it to Zila Parishad for sanction. Keeping in view of above facts, during the reporting period Panchayat level meetings were organized with following objectives:

* To make aware Panchayat Reperesentatives about the importance of involvement of community people while developing village plan.
* To give a platform to the community people to put their grievance before the Panchayat representatives and ensure incorporation of village plan
* To make aware the Panchayat representatives about the project objectives and goal
* How to strengthen the village education committee
* The role of Panchayat representatives in management of Non-formal education centers

**The Participants:**

* Community People
* Parents of children
* Panchayat Representatives
* Gyan Sewa Bharti Staff

**Details:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No.** | **Date** | **Venue** | **No. of Participants** |
| 01 | 13/03/2014 | Premises of Sarpanch Office, Kamalpur | 28 |
| 02 | 22/06/2014 | Gyan Deep School, Haripur | 33 |

**Methodology:** Lecture

**Output:**

* The Panchayat representatives became aware about the importance of people participation, while making village plan to address the grievance of people in real sense.
* The community people became aware about the importance of people participation for development of villages as per the actual need of the people.
* The Panchayat representatives became aware about the various activities carried out in their villages with the support of ASHA CANADA Project.
* The Panchayat representatives gave assurance that they will extend support as per the requirement of the people for smooth running of Non-formal education centers

**B.1.5 Sport and Cultural Meet:** During the reporting period sport and cultural meet was organized to create enthusiastic environment as well as develop confidence among the children.

**Details of Sport and Cultural Meet:**

* Venue: Brahmasthan, Kamalpur
* Date: 07/05/2014
* No. of Participants: 123

The sports and quiz were organized among the children and it has been observed the children enjoyed a lots.