

# ANNUAL REPORT 2017





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The year has really been remarkable.  
We achieved our goals, set new bench marks  
and moved ahead

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## Message

It is with pride, passion and exuberance that I am placing SACH Annual Report for the year 2016-17. If I look back, our efforts in the past one year were laced with some breakthrough achievements along with the challenges which made the whole organization more fervent about the new goals and the impact we made.

I believe writing an introduction to an annual report is the toughest job as it makes your mind crisscross the whole spheres of activities the organization is engaged in and you, consciously or unconsciously, choose to zero in on the grand successes and miss out on the little milestones whose impact has the potency to translate into new development models.

So if I say that a particular school in a far flung village in Punjab witnessed a 25% increase in new enrollments after we constructed two new separate toilets for boys and girls, or more than 200 households were connected to regular supply of water in four villages of Meghalaya; or for that matter hundreds of children returned to renovated and better equipped schools in J&K after they were devastated by floods, the narratives and articulations become easy to convey. These are glimpses of the real stories I always intended to unfold for the readers.

The year has really been remarkable. We achieved our goals, set new bench marks and moved ahead. To highlight a few, we handed over all the schools we restored in J&K, completed the construction of more than 250 units in Punjab and Meghalaya, successfully implemented the first year of Holistic Rural Development Programme (HRDP in Punjab and Meghalaya and made a footprint in wellness through ReGain. We did our bit in clean Ganga campaign and continued our fight against hunger through meal packaging programme. We reached out to more the 85,000 patients in Bakka (Bihar) and Prakasam (Andhra Pradesh) through Mobile Health Units. Our initiative to construct nearly 1500 household toilets in Odisha in 2018 is just an extension to these efforts.

All this could become possible through support from our donors, well nurtured value system within the organization, missionary zeal of our staff, communities and other stakeholders we are working with.



As we look forward, we are expecting to be in the midst of new challenges to be more competent and effective and be on the pedestal with new pioneers in sustainable development.

The year has been very special to me as SACH won the prestigious Social Change Awards in two categories, sanitation and best documentary- competing with the best.

I offer my special gratitude to our principal donor HDFC Bank Ltd. which has supported our major initiatives- HRDP, School Sanitation Project, WASH and School Restoration Project.

I wish all the best to all those who have been with us throughout this journey.

**K P Rajendaran**  
Secretary,  
Society for Action in Community Health (SACH)

## About Us

Society for Action in Community Health (SACH) has come a long way since it was founded in 1988 by a group of medical professionals. Initially focused on policy advocacy to improve the access of the urban poor to public health services in India, SACH over the years grew to become one of the pioneering organizations for sustainable interventions in rural development, safe environment, food, nutrition, sanitation and drinking water in the country.

Recognizing the need to address the multifaceted dimensions of poverty and deprivation, SACH sought to expand beyond the health issues related to urban poor and engaged in activities focused on delivering high quality healthcare services to rural poor at their door steps through well-equipped mobile healthcare vans, educating the rural and urban poor on non-communicable diseases and in particular self-management of diabetes, training of nutritionists and other para-professionals on clinical and non-clinical management of diabetes through lifestyle modifications, etc. Significant addition to the core activities of SACH has been joining the campaign on "Clean Ganga", environmental education to rural community and students, promotion of sustainable agriculture, livestock development and handholding rural poor families to help them come out of extreme poverty conditions.

Holistic development of community has been the focus in the recent years with the addition of experienced and internationally acclaimed professionals joining the Board of SACH and providing guidance and leadership to teams at various locations.



## Projects

- Holistic Rural Development Programme, Meghalaya
- Holistic Rural Development Programme, Punjab
- MHU-Banka (Bihar), Prakasam (AP)
- School Sanitation Project, Meghalaya
- School Sanitation Project, Punjab
- WASH Meghalaya
- WASH Punjab
- ReGain
- Meal Packaging
- Clean Ganga

## Our Core Team



**Surendra Panwar**  
Director  
Communication



**Ritesh Kumar Sinha**  
Director  
Programmes



**Yugandhar Mandavkar**  
Director  
Livelihoods Promotion



**Dileep Kumar K N**  
Manager  
HR & Admin



**Navendu Panday**  
Finance Manager



**Venugopalan M K**  
Manager  
HRDP Meghalaya



**Pramod Jondhale**  
Programme Manager  
Water Resources



**Jyothis**  
Programme Manager  
Meghalaya



**Jahnavi Ganguly**  
Programme Manager  
Punjab



**Anand Barua**  
Project Manager  
Meghalaya



**Josephine Khyriem**  
Project Co-ordinator  
Meghalaya



**Kapil Tirkha**  
Community Development Specialist  
Punjab



**Shyam Sunder Chauhan**  
Project Manager  
Livelihoods - Punjab



**Dr. Suneetha Lellapalli**  
Medical Consultant  
MHU Prakasam



**Dr. Lalit Mohan Sinha**  
Medical Consultant  
MHU Banka

## Governing Board

SL No	Name of Governing Board Members	Designation	Occupation
1	Dr Onkar Mittal	President	Medical Professional and Public Health Specialist
2	Mr Surendra Panwar	Vice- President	Communication & Media Specialist
3	Mr K.P. Rajendran	Secretary & Executive Director	Social Development Specialist
4	Ms Susan Krishnan	Treasurer	Social Development Specialist
5	Dr Harish Vashistha	Member	Social Development Specialist
6	Ms Mariama Saji	Member	Social Worker
7	Mr Yugandhar Mandavkar	Member	Social Development Specialist



## Holistic Rural Development Programme



**H**olistic Rural Development Programme (HRDP) which is being implemented in 18 villages in Punjab (Ludhiana-16 and Moga-2) and 17 villages of Meghalaya (Ri-Bhoi district) aims at improving rural lives in an equitable and sustainable manner. The programme is being supported by HDFC Bank Ltd's CSR initiative 'Parivartan'. The major focus of the initiative is to mitigate extreme poverty conditions which are now becoming acute in the backdrop of decreasing farm productivity, over-dependence on agriculture, illiteracy, malnutrition, lack of access to water and sanitation and vulnerability to economic shocks. The HRDP seeks to support the village communities by improving various dimensions of development including livelihoods, education, water supply and other infrastructures, formation and strengthening of farmers, youth and women and producers groups.

**1. Sustainable agricultural practices-** For centuries, Indian farmers practiced mixed cropping, crop rotation, using organic manure and pest management which kept our agriculture sustainable. But the chemical intensive model of agriculture has resulted in systematic degradation of soil in the past few decades. This has adversely affected national food security and caused several health hazards.

HRDP seeks to bring the focus back on sustainable agriculture through alternative farming techniques. The idea is to help farmers conserve soil and water resources, protect climate, enhance agro-diversity, ensure bio-diversity, meet the demand for food and safeguard livelihoods. The initiative in the first year of its implementation managed to increase the awareness among the farmers to adopt sustainable agricultural practices through technological and other interventions. It aims at enhancing soil nutrition, cropping intensity, cropping pattern and rotation and use of organic fertilisers. The farmers were oriented mainly on

horticulture crops, integrated pest management and soil nutrition.

- 2. Agriculture tool bank-** The initiative helped the small and marginal farmers set up agriculture tool bank in the intervention villages to deal with the problems of shortage of labour and tools. This has been done after the consultation with the farmers and proper assessment of their needs.
- 3. Farmer groups-** The HRDP looks at farmer groups as agents of change and facilitators for sustainable agricultural practices and implementing them to meet the bench mark. It also envisages approaches to farmer participation in sustainable natural resource management with focus on a process of identifying issues, setting and monitoring farm productivity, crop patterns, cropping intensity and water conservation.

To achieve this, mere awareness about new agricultural practices is not sufficient to ensure their implementation. There exist factors which affect the adoption of new practices in agriculture. These factors relate to the characteristics of the new practice and to farmer beliefs, values and social systems. The chief objective of forming farmers' groups is to build social capital as they learn together and develop as a group. The initiative helps the farmers-

1. Acquire a high level of personal self-confidence by individual members and a high level of interpersonal skills, including leadership skills;
2. Get to 'know' each other as individuals (history and future aspirations), developing shared values and trust;
3. Regard each other as credible sources of support and advice; and
4. Commit to fellow members, or being prepared to help each other out.

- 4. Training and support of specific horticulture crops cultivation-** The HRDP envisages the promotion of horticulture crops in all the target villages. Certain horticulture crops specific to both the states have been indentified which could be beneficial to the farmers both in terms of nutrition and the enhancement of their income. For this, awareness programmes and farm demonstration are being held. Kitchen gardens are also being promoted to help families increase nutrient variety. SACH is also distributing seeds for new and traditional crops.
- 5. Promotion of improved livestock management practices-** Livestock is the key to Indian economy. Approximately 20.5 million people depend upon livestock for their livelihood. Livestock population has increased substantially by 9.57% and 7.41% in Punjab and Meghalaya respectively, according to national livestock census 2012. Keeping in view of current agricultural scenario wherein the landholdings are getting smaller and smaller, promotion of livestock is viable option to supplement the rural income. The promotion of livestock (stalled goatery, backyard poultry, piggery, buffalo and cow farming) in these two states under HRDP aims to increase the income of the BPL or small farm households, create employment opportunities and support state government programmes for enhancing agriculture GDP. Apart from this, livestock is also contributes to family nutrition and social security.
- 6. Fisheries-** The initiative is promoting fisheries in Meghalaya which has a large number of individual and community ponds. This again is largely focused on increasing the livelihood opportunities and providing nutritional support to the families. Promotion of fisheries becomes all the important in the state with high precipitation and vast landmass and yet have an annual fish



deficit. Under the initiative, the people are being oriented on the new techniques in fishery with support from government agencies like Krishi Vigyan Kendra (KVK) and Indian Council of Agricultural research (ICAR).

Fish seeds have been provided to the intervention villages for the community ponds with every family having the right to fishing on rotation basis. The efforts also support the Meghalaya State Aquaculture Mission, make the state not just self-sufficient, but even acquire the capability to export fish within and outside the country.

**Youth development**

HRDP lays special focus on the youth empowerment by creating livelihood opportunities through various training programmes for them and reducing dependence on the agriculture. The programme aims to engage youth for their empowerment through skill training, micro-enterprises and other livelihood based activities for sustainable and dignified life.

The following are the major components of youth development programme:

**Formation of youth groups-** Youth of the villages have been organised into common interest groups of adolescent boys and girls after assessing their needs and concerns with focus on livelihood. These groups act as platforms for dialogue with the officials to seek necessary support from government official and institutions. SACH learned that most of the village youth, mostly drop-outs, belongs to the poor and marginalised families. They were engaged in some activity or the other, capacity building and other technical trainings where they can gain knowledge and earn their livelihoods.

**Training of youth on micro enterprises-** Micro enterprises and small business can play a pivotal role in rural economy, especially for the youth. The Programme aims to engage youth to enhance rural employment and turn them into a driver for rural development. The initiative envisages financial support to them for setting up micro and small-scale enterprises in the intervention villages in both the states. For this, youth have been enrolled for training in reputed institutes such as RSETI, SIRD, IL&SF and RRTC with focus on creating decent employment opportunities for sustainable and inclusive economic growth.

**Training on the other technical trades-** Technical and Vocational Education for youth under HRDP has provided a bulwark to the villages for creating skilled manpower and improving the quality of life. The youth, both men and women are being trained in trades such as embroidery, knitting, driving, carpentry and masonry etc.



**Exposure of youth groups-** Exposure of these youths to various ongoing development programmes has also been undertaken in government aided institutes which support other livelihood interventions undertaken in the villages. The exercise included several batches of youth from all the villages in both the states. The aim of the exposure visit was to orient the youth of their involvement in village development through livelihood generation across agriculture and allied activities.

**Promotion of Soil & Water Conservation Practices**

In line with the 'Integrated Meghalaya Basin Development Project' we envisaged promoting traditional as well as modern practices on soil and water conservation in the villages. Training by agricultural experts on different methods of trenching, bunding and plugging was conducted to promote water and soil conservation methods. The materials used for these methods are generally, soil, stone and bamboo. Vegetation along with some strengthening material as required and could be done at community level. There are two types of lands under cultivation;

one is paddy fields and the other is hill slopes. Paddy fields are very well bunded. This is a traditional practice. The process meets all the technical requirements and takes care of the soil-water conservation and management. Except paddy, all other crops like ginger, broomsticks, potato, pineapple etc. are grown on hill slopes. Further, almost the entire area is densely vegetated. Even small open patches left following bamboo cutting are put under some cultivation or plantation. This practice in itself keeps natural control over erosion. However, cultivation on hill slopes is in small patches which are mostly uneven. This increases the chances of soil erosion in such patches. Most of interventions under the initiative have been undertaken at village level following the discussions with the farmers in the presence of the village council. The deliberations include general practices currently done by the farmers of each village and assessment of such practices and counteractive measures in case of unproductive methods undertaken in the past.

**Improving Quality of Education**

Improving quality of education which is core to the HRDP was assessed at two levels-the resource gaps in facilities and personnel, and the understanding level of students which was linked to the teaching methods and tools. Similarly, most schools lacked educational aids like blackboard, furniture, playground, library, laboratory, and other facilities. The condition of classrooms in most schools were in poor state and required and repairs of roofs, painting, plastering, flooring, windows, etc. Drinking water has been a matter of concern in most of the school, and all schools like to have a regular water supply. The following interventions have been undertaken to address these issues.



### Improving schools infrastructure

The first step taken on this front was to assess the infrastructural gaps and address the immediate need- provision of water supply connection in the intervention schools. In Meghalaya most of the schools in the intervention villages were connected to existing PHE supply by laying CPVC pipes and provided with water tank and kitchen sink. Digwell with pump sets have been installed in schools where connection to PHE lines was not possible. The other upgradation work includes:

- Roof repair and replacement
- Electrification including wiring, making requisite connections, switch boards with MCBs, earthing etc.
- Fixing and repair of doors and windows
- Renovation of kitchen sheds
- Construction of retention wall in 3 schools
- White Washing and painting of schools and extended buildings

Apart from the upgradation work, the schools were provided with furniture, teaching and learning tools and sports kits

### Capacity building of teachers on various teaching and learning methods

Capacity building of the teachers was undertaken by orienting and training of teachers on new and improved ways of teaching which is readily accepted by the students and by undertaking exposure visit of the teachers to witness models of sciences & math to enable them to teach the subjects in a fun-learning manner.

#### Objectives:

- To develop and strengthen the educational system; and
- To improve the quality of teachers, teaching skills & motivation level.



### Exposure visit of teachers

Exposure visits of the teachers have been conducted at reputed science institutes in both the states. The basic purpose of the Science Centre in Meghalaya is to popularize science among the people. Since its inauguration on March 15 1994, this Centre has been attracting students, teachers and general public as it provides an able forum for them to learn science through interaction and fun. This Centre organizes regular educational programmes and activities, especially for the students, in order to inculcate scientific temper in them by imparting science education in a non-formal way. The objective of this exposure visit was to improve the quality of education especially science and help teachers acquire new learning which they can share with the school students. The exposure visit also oriented teachers on making low cost teaching kits and how to use these kits in class room.

**Improving teaching of science, maths and language-** In order to improve the quality of education in the identified schools, an approach integrating systematic capacity building of teachers in education methods and techniques using appropriate tools, especially for the subjects like Mathematics and Science has been adopted. SACH has also conducted training of teachers on these methods and tools and provided them with hands on and back up support through educational experts from institutes like DIET. The SMCs were part of this orientation programmes.

**Teaching aids-** In order to support the teaching learning methods in the schools, SACH has provided the Schools with various teaching aids such as white boards, markers & dusters, green boards with dusters and chalks, English guide sets, dictionary, maps and globes; charts and notice board.



### Community water supply

The major component of HRDP is providing community water to the people in the intervention villages. Under the initiative household water connections have been provided to four villages namely; Khogwing, Markang, Umwang Nongbah and Umpathaw in Umling block of Ri-bhoidistrict; something that has never happened in the state which provides only a few water platforms in the villages through PHE department. Apart from this, the water supply situation in eight other villages in Umling has also been improved. These villages are- Pahamjiri, Marmain, Dondral, Belkuri, Sohtad, Umlakhar, Ronghilik and Mawlong.

### Social mobilisation

Getting various stakeholders on board at a time when the project was on a formative stage was crucial for the various activities to be undertaken. For this, the SACH team conducted PRA and Micro Planning exercises, identified and selected community resource persons (CRPs) and made frequent interactions with the government agencies and officials to help people get access to government schemes in both the states.



### Exposure visit of the PRI Leaders

In both the states a residential training programme of the PRI leaders (Sarpanch or Headman and Secretary) was conducted at State Institute of Rural Development (SIRD). The objective of the training was to-

1. Sensitise and orient village Council head (Headman, Secretary) on the role towards village development
2. Orient and aware them about the present and upcoming schemes available to them.
3. Provide leadership support and motivation
4. Help them attain deep understanding on the roles of village institutions in rural development.

### Exposure visit of CRPs

A five-day residential training on 'Training of Trainers (ToT) on Livestock Farming' was conducted for the CRPs by The Goat Trust, Lucknow. The following were the objectives of the visit.

1. Understanding on the small livestock in the face of current livelihood basket for the poor
2. Basic learning on goat rearing and traditional practices
3. Briefing on tested models and develop an understanding on process and design
4. Orientation on health, management, breed and marketing
5. Develop an understanding of preventive measures, first aid treatment, medicine identification, its use and precautions
6. Orientation on operational model of project and its design
7. Develop presentation skill and making presentations
8. Hands on practice for skill development







## School Sanitation

Construction of toilets in Punjab and Meghalaya



In what could be called as one of the biggest school sanitation projects, SACH constructed new toilets in over 250 government schools in Punjab and Meghalaya with support from HDFC Bank Ltd under its Corporate Social Responsibility's (CSR) 'Parivartan' initiative. This massive exercise is the real testimony to the success of Swachh Bharat Mission. The construction of the toilets was started in 2015 and were handed over to schools authorities by December 2016.

The new toilets are children friendly. The height of urinals, wash basins and other fittings are in sync with the needs of the children. While constructing the toilets, all the technical specifications have been adhered to.

The issues related to sanitation and hygiene in the schools has taken a pronounced tone in the backdrop of Swachh Bharat Mission launched by the new regime in 2014. It got major fillip following the renewed focus on the Corporate Social Responsibility (CSR) initiative under which corporates and the civil society came together to improve the poor and inadequate sanitation facilities in the schools.

In Punjab, ten districts namely; Ludhiana, Amritsar, Moga, Ropar, Kapurthala, Fatehgarh Sahib, Ferozpur, Fazilka, Gurdaspur and TaranTaran were covered under the School Sanitation Project (SSP).

Similarly, 167 sanitation facilities in 136 schools under Department of Education and Sarva Shiksha Abhiyan) in Meghalaya were constructed and renovated. The initiative covered 88 villages of five districts-East Khasi Hills, West Khasi Hills, Ri-Bhoi, East Jaintia Hills and West Jaintia Hills.

The initiative has not only improved the hygiene conditions with added strength of sanitation facilities but also got the message across with both teachers and the schools welcoming it as a boon for the schools. Most of the schools admit that earlier the girls were shy of using the stinking and dirty sanitation units. Not only this, new toilets with all the modern facilities and gender-separated urinals prompted the students, especially the girls to attend the schools regularly.



## WASH

The schools are central to the idea of supporting sanitation and hygiene promotion programmes. So, mere construction of toilets is not enough. To give further impetus to SSP, SACH in collaboration with HDFC Bank Ltd launched Water, Sanitation and Hygiene programme (WASH) to improve health through safe sanitation and hygiene. Construction and use of appropriate children friendly sanitary facilities (hand washing stations, soap and toilets) can be especially effective in reducing the incidence of diarrhea and other water borne diseases.

It is estimated that 88% of diarrheal disease is caused by unsafe water supply and inadequate sanitation and hygiene. Many schools serve communities that have a high prevalence of diseases related to inadequate water supply, sanitation and hygiene, and where child malnutrition and other underlying health problems are common.

Several studies over the past one decade have suggested that a large number of deaths children can be avoided through adequate sanitation facilities and sustainable Water, Sanitation and Hygiene (WASH) interventions. But it requires a comprehensive and integrated approach or the whole objective of safe

sanitation practices will have little or no impact. For example, according to UNICEF, the net impact on diarrheal deaths among children younger than 5 by providing access to safe water is only 3% to 5% if unaccompanied by other interventions, whereas providing access to effective sanitation reduces such deaths by 5% to 10% (latrines) and up to 20% (flush toilets).

Before SACH's intervention, unhygienic sanitation facilities and absence of gender-separated latrines was a major cause for girls missing classes. Our studies conducted recently in these schools have shown that a large number of girls were missing school or dropout entirely during their menstruation because of inadequate sanitation facilities or fear of infection. In some schools, the girls admitted privately that they feared sexual assault due to lack of gender-separated toilets. Furthermore, unhygienic sanitation facilities were a breeding ground for diseases like diarrhoea, pneumonia or other water-related diseases. WASH project sought to address this issue by proper use of newly constructed gender-separated latrines and carrying out WASH activities ensuring a safe environment for girls within school campus.

For schools, SACH made comprehensive strategies such as orientation and awareness in all the intervention schools, creating leadership through School Sanitation Management Committees (SSMCs) and student volunteers, Training of Trainers (ToTs), exclusive WASH manuals, themed posters, installation of hand-washing stations and formation of hygiene clubs, clean school campaign and painting competitions.

WASH project brought about drastic changes in the behavior of the students regarding sanitation. The initiative has already resulted in the reduction of dropout rate among girls and absenteeism in the schools. If the opinions of all the stake holders are anything to by, the efforts have definitely improved the hygiene conditions with added strength of sanitation facilities.

The impact of the initiative in such schools is quite visible. While in many schools the enrollments have increased after the construction of new toilets, others witnessed a substantial increase in new toilet admissions since the construction of new toilet.

Apart from schools, SACH engaged communities and utilised specific approaches to address their sanitation needs. This includes proper use of toilets and hygiene practices, protection of water sources from contamination, training communities on the importance of liquid and solid waste management.



Our comprehensive clean village and clean surrounding campaign – an approach that engages the community in identifying the areas where open defecation occurs and encouraging them to take ownership to become totally free of open defecation-set a precedence. The initiative also focused on areas of environmental sanitation, including household waste management.

### Objectives of WASH project

- Improved sanitation facilities
- Enhanced awareness on safe sanitation
- Behavioural change
- Improved and sustained hygiene (particularly handwashing), water safety and environmental sanitation practices
- Prevention of diarrhoea and other diseases
- Increased school attendance and retention
- Better institutional capacity (at all levels) through School Sanitation Management Committee (SSMCs), Community Resource Persons (CRPs,) student volunteers and cross-learning
- Improved water and sanitation services for households, communities and schools

## Approach and Process

### Planning stage

Integration with schools, community- The first stage for the implementation of WASH project was to earn the trust of the community through engagements with all the stake holders such as teachers, students, community and the government agencies. Propagating the concept of safe and dignified sanitation and imparting knowledge about appropriate hygiene behavior contributed to building a robust mechanism for WASH implementation. This helped SACH WASH team motivate community, take ownership and make the initiative sustainable.

**Phase 1:** SACH team spent 4 to 6 months to earn the trust of the community and made them aware of the project.

**Phase 2:** The team worked with communities to identify grey areas, needs and existing skills and resources for better implementation of the project.

**Phase 3:** A formal baseline survey was conducted and the community mobilised to fix the priorities, interventions and develop detailed action plans.

### Capacity and leadership building

SACH always believed that the project could become sustainable only through community leadership and ownership. To ensure the long term benefits of the project, SACH formed School Sanitation Management Committees (SSMCs) in all the school which comprised students, teachers and the community members. SSMCs have played a major role in regular monitoring and cleaning of sanitation facilities and ensuring that WASH activities are carried out uninterrupted.



Similarly, SACH WASH team conducted Training of Trainers (TOT) to build a large force of Community Resource Persons (CRPs) in schools and villages. Student volunteers from each school were identified to give an impetus to WASH activities within the school campus.

### Implementation

Implementation of the project was the most crucial phase with more focused activities. This included:

- Orientation or awareness on safe sanitation and hygiene, including water connectivity and storage, and proper hand washing in schools and communities with focus on socio-economic and health benefits.
- Effective hand washing and cleanliness programmes in schools. Efforts were made to replicate the same in villages with the help of CRPs.
- Organising clean school and clean village campaigns and competitions to motivate the stake holders.
- Special focus was laid on the safe water. The community was motivated to replicate what was explained in Training of Trainers (ToT).



## Major Components

### Training of trainers (TOT)

SACH team organised Training of Trainers (TOT) programmes on WASH for teachers and village animators in both the states. The chief objective of the TOT was to instill a sense of ownership in the community people and the school authorities. This has greatly helped the team achieve the desired goals within the stipulated time. The initiative equipped participants with basic concepts and practices of WASH and make them familiarize with methods and tools for its promotion.

### Formation of SSMCs

In every school, the school authorities have an important role to play in making WASH project a success. Under the initiative, the WASH teams have been able to encourage the schools authorities to set up School Sanitation Management Committees (SSMCs) in all the schools with powers of fixing accountability. The committees have the representation of students, teachers and the community members. It also has School Sanitation In-charge and School Hygiene Education Representatives with budgetary provisions for maintaining cleanliness in the school. In most of the schools, SSMCs have created roster of students who have been cleaning the school premises during and after the school hours voluntarily.



### Students volunteers

To make sure that the students take the ownership and the message percolates to every student, student volunteers from each school were identified and trained in WASH modules/activities. This has resulted in awareness spreading thick and fast. They are called the WASH ambassadors who interact with the students on regular basis and guide them, address their queries and discuss their problems in SSMC. It has been observed that ever since they took over as WASH ambassadors, monitoring and awareness have become quite effective.

### Clean village and school sanitation campaign

Right from the beginning of the project, WASH team acted as a link between schools and the community to promote safe sanitation and hygiene practices. The team organised clean village and clean schools campaigns. While the programme has been conducted in selected villages, all the schools took part in it. Before the clean village or clean school campaign the team made the school authorities and community familiarised with WASH modules during the campaign and gave a demo of WASH activities to be followed.

### Painting competitions

The best tool to convey a message to the children is colours. Creating awareness through painting competitions was core to spreading awareness and promoting WASH activities in the schools. SACH organised painting competitions in the schools where sanitation units were built to familiarize them with visual part of the safe sanitation practices and inculcate the sense of responsibility in them. The team conducted competitions on themes such as "personal hygiene" and "clean schools". The theme was selected for them on the basis of the need of the schools and the community. Selected by an independent judge, the students were awarded prizes. Similar exercises were undertaken in the villages.



### Exposure visits

For the team to perform well and effectively on WASH trainings in schools and the communities, it is essential to educate them through examples. Exposure visits to the areas and institutions which have excelled in sanitation and hygiene can play a major catalyst in boosting the performance of the team. Keeping this in mind, a four-day exposure trip to Society for Community Organisations and Peoples Education (SCOPE) in Trichy, Tamil Nadu was organised for the WASH team and the senior SACH officials. The idea was to equip them with the best practices being followed for upkeep and maintenance of the toilets and management of liquid and solid waste. The major components the team gets exposure to were- sanitary napkin incinerator, single flush toilet and decentralised wastewater treatment. The special focus was on Community Ecosan Toilets which SCOPE constructed. These toilets have been adopted at various places in Tamil Nadu. The waste of these toilets can be used by the farmers and households as manure.

Besides, in Punjab the CRPs were taken on an exposure visit to Chakkar village, known for its cleanliness, while in Meghalaya they were taken to Mawlynnong, the cleanest village of Asia. These visits provided gave them the glimpses as to how to learn and replicate the best sanitation practices in their

villages. The visits not only motivated the CRPs but also made them realize the wrong practices prevalent in the community.

### Strategies

The comprehensive WASH programme in these schools of Punjab and Meghalaya was guided by well chalked out strategies which were aimed at addressing vital gaps in the implementation of the project and achieving the desired goals. As the WASH programme accelerated, it increasingly focused on supporting the schools and the community. These strategies were related to planning, targets, indicators and budgets. Capacity building of CRPs, student volunteers, performance-monitoring and other assessments got greater emphasis. Key strategic options included roles and responsibilities of SSMCs, student volunteers and community leaders for support, analysis of implementation options, needs-assessments and mapping of additional institutional resources. Apart from this, support for data and monitoring tools and the promotion of knowledge networking was given special focus.

- 1. Making students, CRPs and SSMCs torchbearers for WASH:** These three are the main pillars of the WASH project and helped us implement probably one of the best sanitation project in schools and the communities. This was



done keeping in mind the sustainability and the ownership of the project. After providing children with safe, clean and reliable WASH facilities which helped schools make the learning environment pleasant and healthy, the big concern was to make these efforts sustainable. Building large cadre of student volunteers, CRPs and formation SSMCs in all the schools gave a major fillip to the project. It not only provided children and the community with high-quality hygiene education, but also helped them lead a healthy and productive life and create future demand for safe water and sanitation facilities.

This resulted in putting a sustainable and robust WASH programming framework in place. For this comprehensive initiative, we adopted balanced and well thought out approach which has three major components:

- Interventions to boost sustainable and safe water & sanitation practices
- Promotion of behavioural change
- Institutional support through SSMC

SACH effectively used its role as an advocate, facilitator and coordinator to reach out to all its stakeholders. We designed exclusive WASH modules/manuals made budgetary allocations, identified gaps and needs and facilitated the development of partnership frameworks that brought in competencies and resources.

- 2. Supporting multiple-sector approach – WASH**

programme was so designed as to bring multi-sector approach into its ambit. We combined water supply, sanitation and hygiene interventions and coordinated with the major stakeholder-the students. Further, this strategy contributed to their better health with provisions to support the productive uses of water. Even after the completion of WASH programme, SACH continued to provide support for scaling-up sustainable WASH practices through its investment in capacity building within the schools and community. This helped us build sustainable models for service delivery, which revolved around demonstration, advocacy, capacity-building and continuous monitoring of new approaches.

- 3. Utilization of eminent resource persons for training and modules:** Apart from using its own intellectual resources, SACH roped in renowned resource persons for the training of trainers (ToT). Some of these resource persons were from organizations as renowned as World Health Organization (WHO) who not only imparted training to the village CRPs and the teachers but helped us prepare the WASH modules/manuals. This strategic move provided variety of practices being followed on WASH around the world. They supported communities in planning and implementing schemes, train community representatives and ensure backup support.





**WASH Modules:**  
SACH produced four exclusive modules to complement the School Sanitation Project. They are:

- Personal hygiene & importance of hand washing
- Upkeep and maintenance of school sanitation units
- Solid & liquid waste management
- Environment protection



**4. Acting as a bridge between school and community:** SACH realised that sustainability of safe sanitation practices is possible only if the message percolates to the community too. The formation of SSMCs which also has the representation from the community played a vital role in ensuring the focus on sanitation, water quality and hygiene at the household level.

**5. Exclusive guide book:** This was developed by SACH which is specifically applicable to school sanitation in villages of Punjab and Meghalaya where infrastructure was found to be inadequate, institutional frameworks weak and lack of sufficient funds for operation and maintenance. The Guide Book is divided into four parts:

a) **Student Guide book** – A composite book for students of primary and secondary schools as well as for teachers. It summarises the primary messages to be given to all for WASH education and awareness in schools. This also includes a brochure used as communication material for all.

- b) **Trainers Guide Book**- This is intended for the specialist hygiene education teachers in schools who could either be a teacher or a senior student who has undergone special training in WASH Education and Child to Child Techniques. He/she is responsible for providing general orientation to other school teachers and senior students who in turn oriented and educated the general students.
- c) **School Sanitation In-charge Guide Book for Operations and Maintenance of hygienically safe toilets**- Considering that toilet and school cleanliness is the weakest link in schools WASH programs, this manual has been developed to go into the micro-level operational details of this very important task.
- d) **A Reference Manual:** This has been developed as a resource to be used for the practitioners in this field and also for the students and teachers who would like to learn from the theories and practices elsewhere and make innovations in their tools and methods.



**Impact**

The overall approach and strategies effectively supported the SSP project and the collectively produced following result:

- **Improved enrolments:** A random survey conducted by WASH team revealed that improved sanitation facilities and the orientation programmes and training helped a large number of schools attract more students.
- **Increase in retention rate:** The studies also showed that promoting the safety and dignity of girls within school campus have prompted more parents to send their daughters to school. Earlier the retention rate would gradually become low as the girls attained puberty.
- **Realisation of open defecation free schools and villages idea:** Mere construction of toilets will have no impact on safe sanitation if they are not properly used. There have been instance where the students would still relieve themselves in the open even after the schools got new toilets. WASH project helped the schools prevent open defecation outside the school campus by making them aware them of health hazards it may cause.



**The MMU Team**

- Medical Consultant
- Lab Technician
- Pharmacist
- Driver cum community facilitator
- Care giver



## Mobile Health Units

Despite the sincere efforts by the government to make basic health facilities available to its people, primary health care continues to remain inaccessible to a large number of people in rural areas leaving children, women and the elderly vulnerable. Mobile Health Units (MHU) are a vital and useful mechanism to reach out to people living in remote villages breaking geographical barriers.

SACH tied up with Stop Hunger Now (SHN) and Kraft Heinz to run Mobile Health Units in remote villages of Banka and Prakasham districts of Bihar and Andhra Pradesh respectively to address routine health problems of the people. The program envisages providing approximately 25,000 treatments annually. In November 2015, SACH sent its Mobile Health Unit (MHU) to Cuddalore district in Tamil Nadu to reach out to the flood-affected people who did not have access to government medical facilities. SACH MHU spent nine days starting December 12 after the water started to recede in the district. The team visited 11 villages and treated around 2,000 people.

The MHU has a regular staff comprising a doctor, physiotherapist, pharmacist, lab assistant and a team of paramedic volunteers to assist them.

Highlights of the programme:

1. **Medical Consultation:** The project is providing primary health care services to the needy, particularly the elderly, children and women at the chosen sites. The patients come to the MMU parking site in the location or the MMU team makes visits to the homes for those suffering from chronic diseases. The doctor physically examines patients and prescribes medicines. Wherever required, the patients are referred for detailed investigation / secondary / tertiary health care service providers for specialist treatment / care.
2. **Free Medicines:** The MHU stocks medicines specifically chosen for common ailments based on the medical panel as well as the disease profile in the region. These medicines are issued to the

patients free of cost. The pharmacist also explains the dosage of medicines, how to use them and side effects, if any, to the patients.

3. **Basic Diagnostics:** The MMU is equipped with diagnostic equipments such as stethoscope, BP Apparatus, glucometer for blood sugar testing, weighing machine, otoscope for examination of the inner ear, Ophthalmoscope, thermometer, ECG and a mobile lab kit for carrying out detailed diagnostic tests like lipid profile, kidney function test and liver function test.
4. **Sensitization and training:** For care providers/volunteers in basic health care, nutrition and positive lifestyle, special educational sessions are being conducted on nutrition and preventive health; and also for beneficiaries in the maintenance of hygiene, sleep disorders, mental health, etc.
5. **Treatment data collection:** It is essential to gather basic data about the progress made and goals achieved through the intervention from the field. This helps planners as well as implementers with new strategies, the complexities and the quality of intervention if required. Similarly, it provides significant inputs for researchers to analyze the situation and needs of the community as well as donor community to make decisions based on the findings of the primary research. The idea is to gather all information using our i-health Software. This information would be available to the donor for regular monitoring of the performance of MMU services.
6. **Referral services for secondary and tertiary:** The MMU team establishes linkages with Govt. and other health care providers in the vicinity to refer the secondary and tertiary care patients as well as for advanced diagnostics services. This linkage would enable better treatment for the referral cases in reduced or subsidised cost.



## Nutrition Support

SACH partnered with IT giant Broadcom to support distribution of food and other lifesaving aid to children and families in Bengaluru under Meal Packaging Programme. The project, being carried out as per new CSR guidelines, intends to help them get out of the acute poverty conditions like hunger and malnutrition. The major targeted interventions through this programme are- education, health and residential care projects. The project is being implemented through Stop Hunger Now (SHN) India.

Stop Hunger Now India packages highly nutritious dry uncooked meals comprising rice, dal, dehydrated vegetables and a flavoring mix of 23 essential vitamins and minerals. Each packet provides a reasonable serving for six and is easy to transport, store and distribute to those in need. SHN purchases the required ingredients with the funds raised and also provides the equipment required for packaging. The meals are then packaged by volunteers through an engaging assembly line process – the number of volunteers required for packaging is based on the number of meals being packaged.

- Meal packaging events were held in Bangalore, Chennai, Mumbai, Delhi, Pondicherry and Hyderabad in which a total of 1,304,500 meals were packaged by volunteers.
- The packaged meals were distributed to 21 different NGOs where children of migrant labourers, orphans, abandoned children, disabled and blind children are being cared for. Nearly 489,000 meals have also been provided to families during emergency situations in Tamil Nadu, Manipur and in the North-eastern States.
- A total of 178,011 people from vulnerable communities, mostly children have received the meals during the past 12 months. As shown in the diagram below, 17% of the meals were provided to families affected by emergencies while 55% were provided to schools and early childhood centres. The remaining 28% have helped residential care homes, orphanages and similar programs.
- Volunteers have helped in tracking and monitoring where the meals are going and how the meals are being used. Field visits have been conducted to understand the partners' project activities.





## ReGain



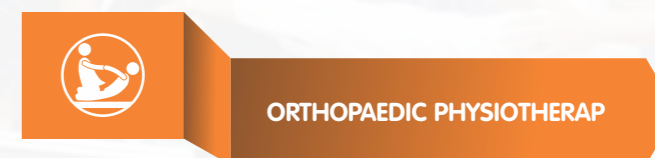
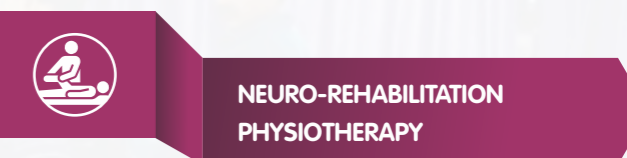
**E**merging from stressed lifestyle is the need for an initiative, in the form of a wellness facility, that provides respite to people, particularly elderly and those suffering from lifestyle disorders and related challenges.

It becomes all the more important with our burgeoning aging population in the country. For this, we need more proactive outlook toward health, medically integrated fitness and wellness which can infuse awareness into various stakeholders such as community, medical fraternity and the government.

Following three months of enormous efforts, ReGain was set up in June 2017 in Gurgaon, a corporate and multinationals hub in National Capital Region, has clubbed together prevention, wellness, and fitness programming and is catering to patients suffering from Osto-Arthritis, lower back pain, injuries, cerebral palsy and other lifestyle disorders. Within months ReGain carved a niche for itself as one of its kind wellness center for physiotherapy and Ayurvedic treatment not only for the locals, but for people leaving in immediate vicinity.

### MISSION

- To establish a state of the art physical space to treat chronic, accidental and age related physical degeneration of body
- To provide mental, physical, emotional and psychological support to individuals of all age groups
- To develop mechanisms and educate people about the importance and impact of a healthy lifestyle
- To support and promote policies that foster a culture of wellness and health





**Components**

- Post Stroke Rehabilitation
- Spinal Injury Rehabilitation
- Paralysis Rehabilitation
- Accident Induced Physical Deformity Rehabilitation
- Age-related Physical Challenges Management
- Lifestyle Stress Rehabilitation
- Delayed Milestone Rehabilitation

**Activities**

**Physical activities**

- Strengthening motor skills - Using exercises to help improve your muscle strength and coordination, including therapy to help with swallowing
- Mobility Training – Learning to use walking aids such as walker, walking sticks, plastic braces (orthosis) to stabilise and assist ankle strength to help support body weight
- Constraint induced therapy, also known as force-use therapy restricts use of an unaffected limb

whole practicing to move the affected limb to rehabilitate its movement function

- Range-of-motion therapy is using other treatments to help reduce tension in the muscle, commonly known as muscle spasm or spasticity to regain range of motion. This is especially useful for cases of frozen shoulder

**Technology assisted physical activities**

- Functional electrical stimulation uses electricity to stimulate weakened muscles, causing them to contract.
- Robotic Technology with robotic devices to assist impaired limbs to perform repetitive motions, helping them to regain strength and function.
- Wireless Technology increases rehabilitation of post-stroke condition
- Virtual Reality uses video games, computer based therapy to engage the patient in interaction in simulated, real time environment
- Non-invasive brain stimulation- a technique such as trans-cranial magnetic stimulation which is used to improve a variety of motor skills



**Cognitive & emotional activities**

- Therapy for communication disorders helps in regaining lost ability to speak, hear, write and comprehend. This is especially useful for children with congenital disorders and delayed milestones of development
- Psychological evaluation and treatment tests cognitive skills and emotional adjustment, counselling with a mental health specialist is done

**Alternate medicine**

- Ayurveda treatment is prescribed for chronic ailments, lifestyle induced physical challenges, psychological and emotional trauma. Treatment is a combination of therapy as well as authentic medication, customised for each patient

In order to deliver all its components, state of the art rehabilitation equipment has been installed with designated areas for each type of treatment.



## School Restoration

**D**isaster or crisis demands quick and adequate response not only from government but also from civil society. Restoration of 14 schools buildings, infrastructure and educational faculties in Jammu and Kashmir following unprecedented and devastating floods in 2014 was our major intervention in the recent years. These schools which cater to the economically backwards communities are not only fully functional but are better equipped now.

- Renovated schools building devastated by floods
- Built new blocks in many schools
- Restored computer and science labs and other infrastructure
- Provided furniture water purifiers, fans, white boards and other teaching and learning aids
- Improved sanitation facilities in these schools.





## Ganga - Yamuna River Ecosystems



Taking its interventions on environment protection ahead, SACH during 2016-17 worked on a project for sustainable development for Ganga-Yamuna River Ecosystems in Allahabad region with support from Global Green. It made advocacy for protection of Ganga-Yamuna through empowering women of Kol Tribe in Shankargarh block of Allahabad district. The initiative is a sequel to an action-study project-Area Water Partnership-in Kanpur during 2012-13 to understand the causes of pollution to river Ganga in the city of Kanpur,

With this SACH has taken major initiatives to promote environmental education, awareness and protection. The whole idea is to roll out a process through concerted and organised efforts allowing communities and individuals develop deeper understanding on environmental issues and engaging them in finding solutions to problems. This is helping people make informed and responsible decisions.

- Clean Ganga campaign
- Promotion of sustainable energy
- Excursion trip to Yamuna River - through Panipat, HathinikunduptoDakpatthar to study the diversion of its water and pollution by major drains
- Meeting and campaign in Shankargarh about environmental damage due to Super Thermal Power Plant in Bara.
- Public meeting in Allahabad to raise awareness about threat to Ganga Ecosystem due to Ganga Waterways and series of Super thermal Power Plants

## Balance Sheet

MALHOTRA & ASSOCIATES			309, DELHI CHAMBER, DELHI
CHARTERED ACCOUNTANTS			GATE, NEW DELHI - 110002.
<b>SOCIETY FOR ACTION IN COMMUNITY HEALTH :: NEW DELHI STATEMENT OF INCOME &amp; EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31.03.2017</b>			
<b>EXPENDITURE</b>		<b>AMOUNT (₹)</b>	<b>INCOME</b>
			<b>AMOUNT (₹)</b>
<b>HDFC BANK LTD. - MEGHALAYA</b>			<b>GRANT-IN-AID</b>
School Sanitation Programme			Received during the year from
Programme Expenditure	27,064,156.80		BROADCOM
			GLOBAL GREEN
			8,319,050.00
Institutional Overheads	1,029,789.00	28,093,945.80	465,791.00
<b>HDFC BANK LTD. - PUNJAB</b>			
School Sanitation Programme			<b>HDFC BANK LTD. -</b>
Programme Expenditure	29,965,645.00		1. Holisitit Rural Development Prog.
Institutional Overheads	369,813.50	30,335,458.50	2. School Sanitation Prog.
			3. Village Development Prog
			4. Water, Sanitation & Hyg.
			41,783,054.00
			65,295,519.14
			40,106,262.00
			21,164,519.00
<b>HDFC BANK LTD. - J &amp; K</b>			
School Renovation Programme			
Programme Expenditure	10,554,066.00		STOP HUNGER NOW - Banka - Bihar
Institutional Overheads	815,270.00	11,369,336.00	STOP HUNGER NOW - Prakasham - AP
			DLF Foundation - Regain Programme
			2,643,500.00
<b>BROADCOM</b>			
Meal Packaging For Students			
Programme Expenditure	5,073,492.00		
Institutional Overheads	747,092.00	5,820,584.00	Institutional Overhead
			Bank Interest
			9,579,727.60
			1,988,744.00
<b>GLOBAL GREEN Fund</b>			
Organisational Prog	360,100.00		Fdr Interest
Programme Expenditure	72,975.00	433,075.00	
Society Programme		735,688.20	
<b>HDFC BANK LTD. - MEGHALAYA</b>			
School Sanitation Programme			
Programme Expenditure	58,503,843.84		
Institutional Overheads		58,503,843.84	
<b>HDFC BANK LTD. - PUNJAB</b>			
School Sanitation Programme			
Programme Expenditure	6,390,855.63		
Institutional Overheads		6,390,855.63	
<b>HDFC BANK LTD. - J &amp; K</b>			
School Renovation Programme			
Programme Expenditure	1,694,552.00		
Institutional Overheads		1,694,552.00	
<b>Carry Forward</b>		<b>143,377,338.97</b>	<b>Carry Forward</b>
			<b>196,350,522.74</b>

<b>Brought Forward</b>		<b>143,377,338.97</b>	<b>Brought Forward</b>	<b>196,350,522.74</b>
<b>HDFC BANK LTD. - Punjab</b>				
Holisitic Rural Devt. Prog				
Programme Expenditure	35,911,629.00			
Institutional Overheads	3,716,482.00			
Capital Cost	1,582,004.00	41,210,115.00		
<b>STOP HUNGER NOW - Banka - Bihar</b>				
Mobile Health Unit				
Programme Expenses	2,437,462.00			
Adminsitrative Exp.	349,458.00	2,786,920.00		
<b>STOP HUNGER NOW - Prakasham - AP</b>				
Mobile Health Unit				
Programme Expenses	2,339,404.00			
Adminsitrative Exp.	282,658.00	2,622,062.00		
<b>GRTC Programme</b>				
Programme Expenses	300,000.00			
Adminsitrative Exp.	84,449.51	384,449.51		
<b>DLF Foundation - Regain Programme</b>				
Programme Expenses	25,740.50			
Adminsitrative Exp.	14,500.00			
Capital Cost	2,643,390.00	2,683,630.50		
<b>HDFC BANK LTD. - JIRANG MEGHALAYA</b>				
Village Development Programme				
Programme Expenditure	4,282,164.00			
Institutional Overheads	644,611.00	4,926,775.00		
<b>HDFC BANK LTD. - UMLING MEGHALAYA</b>				
Village Development Programme				
Programme Expenditure	5,743,239.00			
Institutional Overheads	949,753.00	6,692,992.00		
<b>HDFC BANK LTD. - MEGHALAYA</b>				
Water, Sanitation & Hygeine Prog				
Programme Expenditure	11,354,584.00			
Institutional Overheads	1,092,300.00			
Capital Cost	131,100.00	12,577,984.00		
<b>HDFC BANK LTD. - PUNJAB</b>				
Water, Sanitation & Hygeine Prog				
Programme Expenditure	7,297,313.00			
Institutional Overheads	690,332.00			
Capital Cost	68,770.00	8,056,415.00		
<b>SOCIETY PROGRAMME</b>				
Programme Expenditure	325,025.00			
Administrative Exp	327,403.73	652,428.73	Excess Of Income Over Expenditure	29,620,587.97
<b>TOTAL</b>		<b>225,971,110.71</b>	<b>TOTAL</b>	<b>225,971,110.71</b>

### Details of sanitation units constructed/renovated in Punjab under SSP

Sr No	Village	District	Block	School Name	No of Girls	No of Boys
1	Birmi	Ludhiana	Ludhiana II	GHS Birmi	88	96
2	Umedpur	Ludhiana	Dehlon	GHS Umedpur	88	141
3	Rattipur	Ludhiana	Machhiwara	GMS Rattipur	15	41
4	Ajloud	Ludhiana	Samrala	GPS Ajloud	13	11
5	Beermi	Ludhiana	Ludhiana II	GPS Birmi	64	69
6	Dhaul Kalan	Ludhiana	Dehlon	GPS Dhaul Kalan	20	22
7	Morkarima	Ludhiana	Sidhwan Bet	GPS Morkarima	39	33
8	Nagra	Ludhiana	Samrala	GHS Nagra	135	139
9	Sihan daud	Ludhiana	Dehlon	GPS Sihan Daud	18	37
10	Umedpur	Ludhiana	Dehlon	Gps Umeedpur	57	63
11	Nagra	Ludhiana	Samrala	GPS Nagra	29	33
12	Morkarima	Ludhiana	Sidhwan Bet	GMS Morkarima	135	139
13	Parijan biharipur	Ludhiana	Sidhwan Bet	GMS Parijan Biharipur	35	33
14	Afzullapur	Ludhiana	Doraha	GPS Afzullapur	16	19
15	Bahadarke	Ludhiana	Sidhwan Bet	GPS Bahadarke	38	39
16	Dhaul Khurd	Ludhiana	Dehlon	GPS Dhaul Khurd	23	27
17	Fatehgarh Sibian	Ludhiana	Jagron	GPS Fatehgarh Sibian	32	30
18	Ghumait	Ludhiana	Ludhiana II	GPS Ghumait	24	29
19	Kurshedpur	Ludhiana	Jagron	GPS Khurshedpur	58	53
20	Lehal	Ludhiana	Dehlon	GSS Lehal	138	146
21	Walipur Khurd	Ludhiana	Sidhwan Bet	GPS Walipur Khurd	28	32
22	Walipur Kalan	Ludhiana	Sidhwan Bet	GPS Walipur Kalan	14	22
23	Badla Nicha	Ludhiana	Khanna	GHS Badla Nicha	121	133
24	Karodian	Ludhiana	Payal	GPS Karodian	15	11
25	Pandheri Kheri	Ludhiana	Pandheri Kheri	GPS Pandheri Kheri	22	39
26	Nangal wanjawala	Amritsar	Ajnala	GMS Nangal Wanjawala	26	47
27	Superwind	Amritsar	Majitha	GPS Superwind	49	47
28	Gonsla jamidar	Amritsar	Majitha-1	GPS Gonsla jamidar	19	25
29	Daddian	Amritsar	Majitha	GPS Daddian	23	22
30	Terri	Amritsar	Ajnala	GPS Terri	20	39
31	Nangal wanjawala	Amritsar	Ajnala	GPS Nangal wanjawala	26	61
32	Wanjawala	Amritsar	Ajnala	GPS Wanjawala	29	29
33	SARAI	Amritsar	Ajnala	GPS Sarai	75	56
34	Kaler Mangat	Amritsar	Majitha	GPS Kaler Mangat	27	36
35	Dhing Nangal	Amritsar	Majitha	GPS Dhing Nangal	18	26
36	Kaler Mangat	Amritsar	Majitha	GMS Kaler Mangat	24	28
37	Daddian	Amritsar	Majitha	GMS Daddian	13	34
38	Bhai Ladhu	Taran Taran	Bhikiwind	GMS Bhai Ladhu	31	39
39	Pringri	Taran Taran	Patti	GPS pringri	117	98
40	Ratto ke	Taran Taran	Valtoha	GHS Ratto ke	99	125
41	Nandpur	Taran Taran	Nisara Panvaha	GPS Nandpur	65	53

Sr No	Village	District	Block	School Name	No of Girls	No of Boys
42	Ratto ke	Taran Taran	Valtoha	GPS Ratto ke	102	97
43	Mehendipur	Taran Taran	Valtoha	GPS Mehendipur	83	88
44	Bopa rai	Taran Taran	Patti	GHS Bopari	95	179
45	Bopa rai	Taran Taran	Patti	GPS Bopari	61	64
46	Mainwind	Taran Taran	Khadur Sahab	GHS Mianwind	541	254
47	Sheik Chak	Taran Taran	Taran Taran-2	GMS Sheik Chak	23	12
48	Sheik Chak	Taran Taran	Taran Taran-2	GPS Sheik Chak	41	28
49	Rai Saina	Taran Taran	Nisara Panvaha	GPS Rai Saina	41	45
50	Pringri	Taran Taran	Patti	GSS Pringri	97	207
51	Thathain Mahatan	Taran Taran	Chaula Sahib	GHS Thathain Mahatan	97	99
52	Bhadal Bhai Ke	Taran Taran	Nisara Panvaha	GPS Bhadal Bhai ke	67	49
53	Thathain Mahatan	Taran Taran	Chaula Sahib	GPS Thathain Mahatan	70	66
54	Lakhna	Taran Taran	Bhikiwind	GPS Lakhna	49	44
55	Begepur	Taran Taran	Patti	GPS Begepur	29	31
56	Ratoul bet	Ferozpur	Zira-2	GPS Ratoul bet	39	32
57	Bhure Kalan	Ferozpur	Manadoth	GPS Bhure kalan	30	29
58	Tumbar Bhan	Ferozpur	Ghall khurd 2	GHS Tumbar Bhan	71	85
59	Kamalwala Khurd	Ferozpur	Zira-2	GPS Kamalwala Khurd	59	54
60	Khanna	Ferozpur	Manadoth	GPS Khanna	38	39
61	Mallwala	Ferozpur	Tarewalla	GPS Mallwala	39	28
62	Mallwala	Ferozpur	Tarewalla	GMS Malwala	35	38
63	Bheak Khas	Fazilka	Fazilka	GHS Bheak Khas	169	189
64	Mahatam Nagar	Fazilka	Fazilka	GMS Mahatam Nagar	132	92
65	Changa Rai Hitthar	Fazilka	Guruharshai	GPS Changa Rai Hitthar	57	53
66	Pire Ke Uttar	Fazilka	Guruharshai	GPS Pire Ke Uttar	36	50
67	Mahatam Nagar	Fazilka	Fazilka	GPS Mahatam Nagar	53	42
68	Saide Ke Uttar	Fazilka	Fazilka	GPS Saide Ke Uttar	44	37
69	Darapur	Moga	Moga-2	GHS Darapur	77	73
70	Maheswari	Moga	Moga-2	GHS Maheswari	104	111
71	Kahar Singhwala	Moga	Moga-2	GMS Kahar Singhwala	21	25
72	Darapur	Moga	Moga-2	GPS Darapur	45	43
73	Jafarwala	Moga	Kota ise khan	GPS Jafarwala	23	22
74	Jaspur gehiwala	Moga	Kota ise khan	GPS Jaspur gehiwala	66	76
75	Kahan Singhwala	Moga	Moga-2	GPS Kahan Singhwala	17	24
76	Kaliewala	Moga	Moga-2	GPS Kaliewala	27	17
77	Maheswari	Moga	Moga-2	GPS Maheswari	66	76
78	Shadiwala	Moga	Kota isa Khan	GPS Shadiwala	11	15
79	Ugoke	Moga	Baga Purana	GPS Ugoke	11	23
80	Ugoke	Moga	Baga Purana	Gms Ugoke	13	18
81	Baruali Khurd	Fathegarh Sahib	Khamanon	GPS Baruali Khurd	22	23
82	Bholian	Fathegarh Sahib	AMLOH	GPS Bholian	13	5
83	Gopalon	Fathegarh Sahib	Bassi Pathana	GMS Gopalon	20	24
84	Gopalon	Fathegarh Sahib	Bassi Pathana	GPS Gopalon	6	15
85	Jatana Uncha	Fathegarh Sahib	Khamanon	GMS Jatana Uncha	52	73
86	Lullon	Fathegarh Sahib	Bassi Pathana	GMS Lullon	18	17
87	Patial	Ropar	Ropar 1	G.P.S. Patial	11	12
88	Mundian	Ropar	Chamkaur	G.P.S. Mundian	9	9

Sr No	Village	District	Block	School Name	No of Girls	No of Boys
89	Nurpur Kalan	Ropar	Nurpur Bedi	G.S.S. Nurpur Kalan	130	300
90	Rampur Thoda	Ropar	Nurpur Bedi	GMS Rampur Thoda	23	21
91	Dhamana	Ropar	Nurpur Bedi	GMS Dhamana	147	224
92	Rampur Kalan	Ropar	Nurpur Bedi	GMS Rampur Kalan	36	27
93	Kheri	Ropar	Nurpur Bedi	GPS, Kheri	21	15
94	Pirhipur	Roopnagar	Anandpur Sahib	GMS, Pirhipur	41	51
95	Amritpur	Kapurthala	Sultanpur Lodhi	GHS Amritpur	128	133
96	Amritpur	Kapurthala	Sultanpur Lodhi	GPS Amritpur	47	41
97	Baja	Kapurthala	Sultanpur Lodhi 1	GMS Baja	56	56
98	Baja	Kapurthala	Sultanpur Lodhi 1	GPS baja	73	63
99	Dhudianwala	Kapurthala	Kapurthala	GHS Dhudianwala	38	64
100	Jainpur	Kapurthala	Sultanpur Lodhi	GMS Jainpur	6	7
101	Jainpur	Kapurthala	Sultanpur Lodhi	GPS Jainpur	16	14
102	Jhalleiwala	Kapurthala	Sultanpur Lodhi	GPS Jhalleiwala	13	12
103	Dhudianwala	Kapurthala	Kapurthala	Gps Dhudinawala		
104	Bhadurpur Rajoya	Gurdaspur	Shrihargovindpur	GSS Bhadurpur Rajoya	190	220
105	Bhadurpur Rajoya	Gurdaspur	Shrihargovindpur	GPS Bhadurpur Rajoya	47	56
106	Bakthpur	Gurdaspur	Dhariwal 2	GPS Bakthpur	22	17
107	Bhola	Gurdaspur	Dorangala	GPs Bhola	10	9
108	Hardo Bathwala	Gurdaspur	Gurudaspur	GPS Hardo Bathwala	53	74
109	Khojkipur	Gurdaspur	Shrihargovindpur	GPS Khojkipur	7	8
110	Lodhi Nangal	Gurdaspur	Fatehgarh Churian	GMS Lodhi Nangal	23	38
111	Lodhi Nangal	Gurdaspur	Fatehgarh Churian	GPS Lodhi Nangal	14	18
112	Machrala	Gurdaspur	Dera Baba Nanak	GPS Machrala	15	18
113	Miani Jhmelan	Gurdaspur	Dina Nagar	GPS Miani Jhmelan	7	14
114	Mustfabad Jattan	Gurdaspur	Gurdaspur 1	GPS Mustfabad Jattan	23	17
115	Nathu Khaira	Gurdaspur	Kandila	GPS Nathu Khaira	14	13
116	Pariwal	Gurdaspur	Shrihargovindpur	GPS Pariwal	7	4
117	Passnawal	Gurdaspur	Dhariwal 1	GHS Passnawal	69	104
118	Passnawal	Gurdaspur	Dhariwal 1	GPS Passnawal	53	56
119	Qazipur	Gurdaspur	Dhariwal 2	GPS Qazipur	5	8
120	Samrai	Gurdaspur	Dera Baba Nanak	GPS Samrai	6	8

### Details of sanitation units constructed/renovated in Meghalaya

Sr No.	Village	District	Block	School Name	Type of Intervention
1	Laitsohma	East Khasi	Khatarshong Laitkroh	St Cecilia RC Lwer Primary School (SSA School)	Construction
2	Lumkyngtung	East Khasi	Khatarshong Laitkroh	Lamshaphrang Seng Kynthai SSA & Primary School	Renovation
3	Lupyllun	East Khasi	Khatarshong Laitkroh	Lumpyllun Pres L.P. SSA School	Renovation
4	Mawlyndiar	East Khasi	Khatarshong Laitkroh	Mawlyndiar Church of God UP SSA School	Construction
5	Umtyngngar	East Khasi	Khatarshong Laitkroh	Lamjingshai LP & UP School Umtyngngar	Renovation
6	Dona Skur	Jaintia Hills	Khliehriat	Dona Pata SSA Lower Primary School	Renovation
7	Dona Skur	Jaintia Hills	Khliehriat	Dona Skur Upper Primary School	Renovation
8	Hingaria	Jaintia Hills	Khliehriat	Hingaria Sein Raij Lower Primary SSA School	Construction
9	Hingaria	Jaintia Hills	Khliehriat	Shnong Thymme SSA Lower Primary School	Renovation
10	Hingaria	Jaintia Hills	Khliehriat	Hengaria Upper Primary School SSA Hingaria	Construction
11	Hingaria	Jaintia Hills	Khliehriat	Hengaria Upper Primary School SSA Hingaria	Renovation
12	Ratacherra	Jaintia Hills	Khliehriat	Ampyrdiat Lower Primary School	Construction
13	Ratachera	Jaintia Hills	Khliehriat	Dong Electric Lower Primary School	Construction
14	Ratachera	Jaintia Hills	Khliehriat	Dong Electric Lower Primary School	Renovation
15	Ratachera	Jaintia Hills	Khliehriat	Ratacherra Government Lower Primary School	Construction
16	Ratachera	Jaintia Hills	Khliehriat	Ratachera New Hill Lower Primary School	Construction
17	Ratachera	Jaintia Hills	Khliehriat	Ratachera New Hill Lower Primary School	Renovation
18	Khliehrangnah	Jaintia Hills	Laskein	Dong Khliehrangnah Wah Lower Primary School	Construction
19	Khliehrangnah	Jaintia Hills	Laskein	Shangpung Khliehrangnah Government Lower Primary School	Construction
20	Khliehrangnah	Jaintia Hills	Laskein	Khliehrangnah Sien Raij Upper Primary School	Renovation
21	Khliehrangnah	Jaintia Hills	Laskein	Khliehrangnah Sien Raij Upper Primary School	Construction
22	Lum Lyntur	Jaintia Hills	Laskein	Lum Lyntur Lower Primary SSA School	Construction
23	Mynska	Jaintia Hills	Laskein	Mynska Government Lower Primary School	Construction
24	Mynska	Jaintia Hills	Laskein	Mynska Government Lower Primary School	Renovation
25	Mynska	Jaintia Hills	Laskein	St Agatha RC Lower Primary School	Construction
26	Mynska	Jaintia Hills	Laskein	Mynska SSA Upper Primary School	Renovation
27	Mynska	Jaintia Hills	Laskein	Mynska Washnong Lower Primary School	Renovation

Sr No.	Village	District	Block	School Name	Type of intervention
28	Saphai	Jaintia Hills	Laskein	Saphai Kympreng Lower Primary School	Construction
29	Saphai	Jaintia Hills	Laskein	Saphai Kympreng Lower Primary School	Renovation
30	Saphai	Jaintia Hills	Laskein	Saphai Pohrtiang Government Lower Primary School	Renovation
31	Umdinegling	Jaintia Hills	Laskein	Umdinglieng Government Lower Primary School	Construction
32	Umdinegling	Jaintia Hills	Laskein	Umdinglieng SSA Upper Primary School	Renovation
33	Umdinegling	Jaintia Hills	Laskein	Umdinglieng Sawlad Lower Primary School	Renovation
34	Khahnar	Jaintia Hills	Saipung	Khahnar Dongrman SSA Lower Primary School	Construction
35	Khahnar	Jaintia Hills	Saipung	Khahnar Dongrman SSA Lower Primary School	Renovation
36	Larket	Jaintia Hills	Saipung	Larket Government Lower Primary School	Construction
37	Larket	Jaintia Hills	Saipung	Larket Government Lower Primary School	Renovation
38	Pala	Jaintia Hills	Saipung	Pala Government Lower Primary School	Construction
39	Pala	Jaintia Hills	Saipung	Pala Government Lower Primary School	Renovation
40	Samasi	Jaintia Hills	Saipung	Budding Flower SSA Lower Primary School	Construction
41	Samasi	Jaintia Hills	Saipung	Budding Flower SSA Lower Primary School	Renovation
42	Samasi	Jaintia Hills	Saipung	Samasi Government Lower Primary School	Construction
43	Samasi	Jaintia Hills	Saipung	Samasi Presbyterian Upper Primary School	Construction
44	Samasi	Jaintia Hills	Saipung	Samasi Presbyterian Upper Primary School	Renovation
45	Khleihtyrshi	Jaintia Hills	Thadlaskein	Khleihtyrshi Lumposeij Government Lower Primary School	Construction
46	Khleihtyrshi	Jaintia Hills	Thadlaskein	Khleihtyrshi Lumpyrdi Government Lower Primary School	Renovation
47	Khleihtyrshi	Jaintia Hills	Thadlaskein	Khleihtyrshi Lumpyrdi Upper Primary School	Renovation
48	Khleihtyrshi	Jaintia Hills	Thadlaskein	Khleihtyrshi Lumpstoin Lower Primary School	Construction
49	Lad Mukhla	Jaintia Hills	Thadlaskein	Lad Mukhla Upper Primary School	Renovation
50	Lad Mukhla	Jaintia Hills	Thadlaskein	Lad Mukhla Upper Primary School	Construction
51	Khleihtyrshi	Jaintia Hills	Thadlaskein	Mookyniang Government Lower Primary School	Construction
52	Moopyllait Syiar	Jaintia Hills	Thadlaskein	Moopyllait Syiar Government Lower Primary School	Renovation
53	Mukhla	Jaintia Hills	Thadlaskein	Bowland Pad and Loona Lower Primary School	Construction
54	Mukhla	Jaintia Hills	Thadlaskein	Bowland Pad and Loona Lower Primary School	Renovation
55	Mukhla	Jaintia Hills	Thadlaskein	Mukhla BTC Practising School	Construction
56	Mukhla	Jaintia Hills	Thadlaskein	DIET Upper Primary Practising School	Renovation
57	Mukhla	Jaintia Hills	Thadlaskein	Evershine Mukhla Lower Primary School	Construction

Sr No.	Village	District	Block	School Name	Type of intervention
58	Mukhla	Jaintia Hills	Thadlaskein	Evershine Mukhla Lower Primary School	Renovation
59	Lad Mukhla	Jaintia Hills	Thadlaskein	Kiang Nangbah Lower Primary School	Construction
60	Mukhla	Jaintia Hills	Thadlaskein	Mukhla Ladbasic Prebyterian Lower Primary School	Construction
61	Mukhla	Jaintia Hills	Thadlaskein	Mukhla Ladbasic Prebyterian Upper Primary School	Construction
62	Mukhla Nongrim	Jaintia Hills	Thadlaskein	Mukhla Nongrim Government Lower Primary School	Construction
63	Mukhla Nongrim	Jaintia Hills	Thadlaskein	Mukhla Nongrim Government Lower Primary School	Renovation
64	Mukhla Nongrim	Jaintia Hills	Thadlaskein	Mukhla Nongrim Upper Primary School	Construction
65	Mukhla Shlohshreih	Jaintia Hills	Thadlaskein	Mukhla Sohshreih Government Lower Primary School	Construction
66	Mukhla Shlohshreih	Jaintia Hills	Thadlaskein	Mukhla Sohshreih Government Lower Primary School	Renovation
67	Mukhla	Jaintia Hills	Thadlaskein	Mukhla Sunny Dale English Medium Lower Primary School	Construction
68	Mukhla	Jaintia Hills	Thadlaskein	The Remnant Adventist Lower Primary School	Renovation
69	Mukhla	Jaintia Hills	Thadlaskein	Mukhla Wahshnong Lower Primary School	Construction
70	Mukhla	Jaintia Hills	Thadlaskein	Mukhla Wahshnong Lower Primary School	Renovation
71	Mynkrem	Jaintia Hills	Thadlaskein	Mynkrem Government Lower Primary School	Construction
72	Mynkrem	Jaintia Hills	Thadlaskein	Mynkrem Government Lower Primary School	Renovation
73	Mynkrem	Jaintia Hills	Thadlaskein	Myngkrem Upper Primary SSA School	Renovation
74	Mukhla Nongrim	Jaintia Hills	Thadlaskein	St Dominic Lower Primary School	Construction
75	Mukhla Nongrim	Jaintia Hills	Thadlaskein	St Dominic Lower Primary School	Renovation
76	Umlangshor	Jaintia Hills	Thadlaskein	Umlangshor Government Lower Primary School	Construction
77	Umlangshor	Jaintia Hills	Thadlaskein	Umlangshor Government Lower Primary School	Renovation
78	Umlangshor	Jaintia Hills	Thadlaskein	Umlangshor RC Lower Primary. SSA School	Renovation
79	Umlangshor	Jaintia Hills	Thadlaskein	Umlangshor U.P. SSA School	New
80	Nongkrem	West Khasi Hills	Mairang	Belkhariang Lower Primary School	Renovation
81	Ladpnar Rim	West Khasi Hills	Mairang	Mawlong Lower Primary School Mawtynrong	Renovation
82	Ladpnar Rim	West Khasi Hills	Mairang	Nongrangoi RC Lower Primary and Upper Primary School	Renovation
83	Ladpnar Rim	West Khasi Hills	Mairang	Ladpnar Rim Government Lower Primary School	Renovation
84	Nongsohma	West Khasi Hills	Mairang	Mawlumsohma RC Lower Primary School	Renovation
85	Mawiong Jadap	West Khasi Hills	Mairang	Mawiong Mawlun Lower Primary School	New
86	Nongkrem	West Khasi Hills	Mairang	Pepkynshi Lower Primary School	Renovation
87	Nongkrem	West Khasi Hills	Mairang	Nongkrem Presbyterian Upper Primary School	Renovation

Sr No.	Village	District	Block	School Name	Type of Intervention
88	Nonglang	West Khasi Hills	Mairang	Nonglang Upper Primary SSA School	Renovation
89	Nongsohma	West Khasi Hills	Mairang	Nongsohma Government Lower Primary School	Renovation
90	Nongsohma	West Khasi Hills	Mairang	Nongsohma Government Lower Primary School	Construction
91	Pathar Lyndan	West Khasi Hills	Mairang	Rajakinesing Pres L.P. School	Renovation
92	Umniangriang	West Khasi Hills	Mairang	Umniangriang Presbyterian Lower Primary School	Renovation
93	Patharlyndan	West Khasi Hills	Mairang	Patharlyndan CH Upper Primary School	Renovation
94	Patharlyndan	West Khasi Hills	Mairang	Pathar Lyndan RC Lower Primary School	Renovation
95	Patharlyndan	West Khasi Hills	Mairang	Lumngur CH Lower Primary School	Construction
96	Nongspung	West Khasi Hills	Nongstoin	Nongspung Government Lower Primary School	Renovation
97	Ramsngiwar	West Khasi Hills	Nongstoin	Ramsngiwar Government Lower Primary School	Construction
98	Ramsngiwar	West Khasi Hills	Nongstoin	Ramsngiwar Government Lower Primary School	Renovation
99	Nongsohpian	West Khasi Hills	Nongstoin	Sohpian Ladrishan RC Upper Primary School	Renovation
100	Steplanglur	West Khasi Hills	Nongstoin	SteplanglurBBC Upper Primary School	Construction
101	Dirang	West Khasi Hills	Nongstoin	Dirang Upper Primary School	Construction
102	Domjri	West Khasi Hills	Nongstoin	Domjri Presbyterian Lower Primary School	Renovation
104	Domwahlang	West Khasi Hills	Nongstoin	Domwahlang Presbyterian Lower Primary School	Construction
105	Domwahlang	West Khasi Hills	Nongstoin	Domwahlang Presbyterian Lower Primary School	Renovation
106	Marang Jaidoh	West Khasi Hills	Nongstoin	Marang Jaidoh Government Lower Primary School	Construction
107	Marang Jaidoh	West Khasi Hills	Nongstoin	Marang Jaidoh Government Lower Primary School	Renovation
108	Marang Jaidoh	West Khasi Hills	Nongstoin	Marang Jaidoh Government Upper Primary School	Renovation
109	Mawphansyar	West Khasi Hills	Nongstoin	Mawphansyar Government Lower Primary School	Construction
110	Mawthung Marwei	West Khasi Hills	Nongstoin	Mawthung Marwei RC Lower Primary School	Renovation
111	Mawthung Marwei	West Khasi Hills	Nongstoin	Mawthung Marwei Upper Primary School	Renovation
112	Myndo Umkyllain	West Khasi Hills	Nongstoin	Myndo Umkyllain Presbyterian Lower Primary School	Construction
113	Myndo Umkyllain	West Khasi Hills	Nongstoin	Myndo Umkyllain Presbyterian Lower Primary School	Renovation
114	Myndo Umkyllain	West Khasi Hills	Nongstoin	Myndo Umkyllain Presbyterian Upper Primary School	Construction
115	Nongdom	West Khasi Hills	Nongstoin	Nongdom RC Lower Primary School	Renovation
116	Nongspung	West Khasi Hills	Nongstoin	FGEM Lower Primary School	Renovation
117	Lumpynggad	West Khasi Hills	Nongstoin	Lumpynggad Presbyterian Lower Primary School	Construction
118	Lumpynggad	West Khasi Hills	Nongstoin	Lumpynggad Presbyterian Lower Primary School	Renovation

Sr No.	Village	District	Block	School Name	Type of Intervention
119	Mawthung Marwei	West Khasi Hills	Nongstoin	Mawthung Marwei Lower Primary School	Renovation
120	Domkohsam	West Khasi Hills	Nongstoin	Domkohsam RC Lower Primary School	Renovation
121	Mawphansyar	West Khasi Hills	Nongstoin	Mawphansyar COG Upper Primary School	Renovation
122	Mawsaw Mawlangniang	West Khasi Hills	Nongstoin	Mawsaw Mawlangnian Prebyterian Upper Primary School	Renovation
123	Mawsiej	West Khasi Hills	Nongstoin	Mawsiej Lower Primary SSA School	Renovation
124	Lower Balian	Ri Bhoi	Umling	Balian Upper Primary School	Construction
125	Belkuri	Ri Bhoi	Umling	Mehlur Upper Primary and Secondary School	Construction
126	Belkuri	Ri Bhoi	Umling	Mehlur Upper Primary and Secondary School	Renovation
127	Dondral	Ri Bhoi	Umling	Dondral Presbyterian Upper Primary SSA School	Construction
128	Markang	Ri Bhoi	Umling	Markang Presbyterian Lower Primary SSA School	Construction
129	Mawlong	Ri Bhoi	Umling	Mawlong Government Lower Primary School	Construction
130	Narbong	Ri Bhoi	Umling	Narbong Presbyterian Lower Primary and Upper Primary SSA School	Construction
131	Nongrim Jyrmie	Ri Bhoi	Umling	Nongrim Jyrmie Lower Primary SSA School	Construction
132	Nongrim Jyrmie	Ri Bhoi	Umling	Nongrim Jyrmie Lower Primary SSA School	Renovation
133	Pahambir Lum	Ri Bhoi	Umling	Pahambir Lum Lower Primary and Upper Primary SSA School	Construction
134	Pahamjri	Ri Bhoi	Umling	Pahamjri Government Lower Primary School	Construction
135	Pahamjri	Ri Bhoi	Umling	Pahamjri Government Lower Primary School	Renovation
136	Pahamrinai	Ri Bhoi	Umling	Bankiew Shaphrang Lower Primary and Upper Primary SSA School	Construction
137	Panitola Damsite	Ri Bhoi	Umling	Panitola Damsite Lower Primary SSA School	Construction
138	Rongbeta	Ri Bhoi	Umling	Rongbeta Presbyterian Lower Primary and Upper Primary SSA School	Construction
139	Ronghilik	Ri Bhoi	Umling	Ronghilik Presbyterian Lower Primary and Upper Primary SSA School	Construction
140	Santipur	Ri Bhoi	Umling	Shantipur RC Lower Primary and Upper Primary SSA School	Construction
141	Sohtad	Ri Bhoi	Umling	Sohtad Lower Primary SSA School	Construction
142	Umlakhar	Ri Bhoi	Umling	Umlakhar Government Lower Primary School	Construction
143	Umpathaw	Ri Bhoi	Umling	Umpathaw Mathan Lower Primary School	Construction
144	Gunpati	Ri Bhoi	Jirang	Gunpati Lower Primary and Upper Primary SSA School	Renovation
145	Jaribasai	Ri Bhoi	Jirang	Jaribasai Lower Primary and Upper Primary SSA School	Construction
146	New Amkren	Ri Bhoi	Jirang	New Amkren SSA School	Construction
148	Nongrim Jirang	Ri Bhoi	Jirang	Nongrim Jirang Government Lower Primary School	Construction



Sr No.	Village	District	Block	School Name	Type of intervention
149	Nongwah Mawpnar	Ri Bhoi	Jirang	Nongwah Mawpnar Lower Primary School	Construction
150	Nongwah Mawpnar	Ri Bhoi	Jirang	Nongwah Mawpnar Lower Primary School	Renovation
151	Pyngker A	Ri Bhoi	Jirang	Pyngker A Presbyterian Lower Primary School	Construction
152	Pyngker B	Ri Bhoi	Jirang	Pyngker B Government Lower Primary and Upper Primary School	Construction
153	Pyngker C	Ri Bhoi	Jirang	Pyngker C RC Lower Primary School	Construction
154	Umsen	Ri Bhoi	Jirang	St Peter's Lower Primary and Upper Primary School	Construction
155	Tasku Rim	Ri Bhoi	Jirang	Tasku Rim Lower Primary School	Construction
156	Tasku Rim	Ri Bhoi	Jirang	Tasku Rim Upper Primary School	Construction
157	Umkhrem Dykhong	Ri Bhoi	Jirang	Umkhrem Dykhong Government Lower Primary School	Construction
158	Umlingkdait	Ri Bhoi	Jirang	Umlingkdait Government Lower Primary and Upper Primary School	Construction
159	Umsohpai	Ri Bhoi	Jirang	Umsohpai Presbyterian Lower Primary School	Construction
159	Domkohsam	West Khasi Hills	Mairang	Domkohsam RC Upper Primary School	Construction
160	Domkohsam	West Khasi Hills	Mairang	Domkohsam RC Upper Primary School	Renovation
161	Dympep	East Khasi	Khatarshong Laitkroh	Dympep Lower Primary (Govt) and Upper Primary (SSA) School	Renovation
162	Mawbeh	East Khasi	Khatarshong Laitkroh	Mawbeh Government Lower Primary School	Construction
163	Mawbeh	East Khasi	Khatarshong Laitkroh	Mawbeh Presbyterian UP & Secondary School	Construction
164	Khongwing	Ri Bhoi	Umling	Khongwing RC Lower Primary SSA School	Construction
165	Lailad	Ri Bhoi	Umling	Umsohma Lailad RC Lower Primary and Upper Primary SSA School	Construction
166	Marmain	Ri Bhoi	Umling	Government Lower Primary School	Construction
167	Pahambir	Ri Bhoi	Umling	Pahambir Them Government Lower Primary School	Construction
168	Umwang Nongbah	Ri Bhoi	Umling	Umwang Nongbah RC Lower Primary SSA School	Renovation

### Details of schools restored in Jammu and Kashmir

Kashmir Flood Relief - School Rehabilitation Project		
Sr. No.	Name of School	Address
1	Imamia Public School	Mir Behri, Dal lake, Rainawari- Srinagar J&K
2	Modern Era Public High School	Saidakadal, Near Tibia college Srinagar
3	Recent Chinar Public School	ChowdaryBagh, Rainawari Srinagar
4	Muslim Public High School	Sajjadabad, Chattabal Srinagar
5	Madina Public High School	BaliheranPattanBaramullah
6	Madina Public High School (Ahmadpora)	TantraporaPattanBaramullah
7	Madina Public High School (Arampora)	AramporaPattanBaramullah
8	Kashapya Girls High School	Kanikadal Srinagar
9	Vasanta Girls High School	NaiSarakKralaKhud Srinagar
10	Al Huda Public School	KhayamChowckMunawarabad Srinagar
11	SMD Educational Institute	MunawarabadKhayamChowck Srinagar
12	Tyndale Biscoe	Sheikh Bagh, Near Lal Chowk, Srinagar
13	Modern High School for Blind	Main Road Solina, Near Rambagh Bridge, Srinagar
14	ChotayTaray Foundation	RawatPora, Baghat, Srinagar

### HRDP Villages Meghalaya

Umling Block	Jirang Block
Belkuri	Gunapati
Dondral	Jareibasai
Khongwing	New Amkrem
Markang	Nongrim Jirang
Marmaim	Umkren Dykhong
Mawlong	
Pahamjri	
Ronghilik	
Sohtad	
Umlakhar	
Umpathaw	
Umwang Nongbah	

### HRDP Villages Punjab

Ludhiana Distt.	
HRDP Punjab	Nagra
Afzallapur	Parijin Biharipur
Ajloud	Rattipur
Bahadarke	Sihan Daud
Birmi	Umedpur
Dhaul Kalan	
Dhaul Khurd	
Fategrah Sibian	
Ghumait	
Khurshedpura	
Lehal	
Morkarima	

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