

# Asha For Education <sup>TM</sup>

## Project Proposal Submission Form

All applicants are expected to fill out the generic form. Please specify Not Applicable for questions that do not apply.

Please fill out appendix form that is relevant to you.

**Project Title:** Project Prerna – 5

**Date:** 30 .01.16

Provide the information for the person who would be the main contact with Asha for Education from your organization. This person would be responsible for communications with AfE for our review and monitoring processes. Provide an alternate contact as well.

	Main Project Contact	Alternate Contact
Name	Dr Meenakshi Nayar	Ms. Parul Mehra
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Affiliation		

### Executive Summary:

- Demographics** - Briefly highlight the project location, target demographics of the project beneficiaries and the surroundings in terms of community size, literacy rate, education levels, monthly income, occupations etc (if relevant)

This project is focussed on youth of low income communities and slums in Delhi. The families living in these areas are primarily migrants from UP, Bihar, Rajasthan and Uttaranchal who have moved to Delhi in search of work.

Typically our students are from families who migrated some time back, so the young person has spent a few years in Delhi. Fathers are generally auto rickshaw drivers, labourers and vegetable vendors. When mothers work, it is usually as domestic help in neighbouring affluent colonies. Usually, the families have a monthly income between Rs. 3000 – Rs. 10000 per month.

Most youth in these areas are government school educated. Many of them complete 10th standard from government schools and then:

- Drop out of school and work locally in low paid jobs in the informal sector
- Drop out of school and remain unemployed
- Continue studying, complete class XII and pursue graduation via correspondence

The youth have received sub-standard education, no career guidance and have little or no awareness of what options are available after they have completed school. Typically those who identify potential careers do so on the basis of the jobs they see around them in the local community (mobile repair, local shopkeeper, barber, teacher's helper etc). Trainees that are undergoing training whilst working often work in the informal sector as waiters, tailors and in local kiosks. Further education is often pursued through correspondence courses which have little or no value in the organised sector employment market. The youth are unaware of the lack of value of such qualifications and have grossly unrealistic expectations of what can be achieved with them.

2. ***Problem*** - Briefly highlight the problem that you are trying to address.

The low income communities in Delhi are full of young people who have completed 10<sup>th</sup> or 12<sup>th</sup> class from Government schools and are either:

💡 Unemployed because they are ambitious and don't want to work as manual labor, but have received sub-standard education, hence have no skills for employment in the organised sector. Such youth are particularly vulnerable to being misled.

or

💡 Underemployed, working as daily wage labor and at jobs available as unskilled helpers in the local community, because they need subsistence money. Such youth and their families are likely to remain in the vicious cycle of poverty-malnutrition-ill health.

The need to help such youth break out of the stranglehold of unemployment and underemployment is undeniable. Correspondingly, the need of the growing service sector in Delhi (as in most of the country) for young, energetic school educated youth with some basic skills for entry-level jobs is huge, and remains unmet.

ETASHA's Training and Placement Programs are designed to connect the two for mutual advantage.

3. ***Approach*** - Briefly highlight the approach your organization is taking towards solving the

*problem outlined above. What are the main activities that the project wants to do?*

Project Prerna 5 will work to provide Vocational Training and Placement to youth living in slums in Delhi. The project will provide:

- 💡 Awareness of the availability and benefits of job-linked training to target communities
- 💡 Mobilise and motivate youth (and their families) to enroll in programs which appeal to them in terms of the kind of work and careers that it will link them to.
- 💡 Train the youth in Core Employability Skills including Spoken English, Computer and Internet usage, Intrapersonal and Social Confidence Building, Interpersonal Skills and the World of Work
- 💡 Train them in job-linked Vocational Skills
- 💡 Place them in jobs in organised sector companies where they have good chances of growth and career progress based on assessment of trainees' capability and understanding of their keenness and readiness for type of role, location preferences etc.

To achieve the objectives and the required outputs, the project will:

1. Do intensive awareness creation in the target communities
  2. Do intensive counselling of target youth and their families:
    - a. to maximise enrolment,
    - b. to minimise drop-outs during training,
  - c. to ensure they take up jobs after completion of training
  - d. to counsel trainees in the first few months of work
3. Conduct training
- a. In ETASHA's 4 vocational Training Programs:

	Program	Duration	No. of Programs	Total no. of Trainees
1.	Customer service & Work Culture - CSWC	3 months	1	20
2.	Computerised Office & Data Entry - CODE	4 months	2	40
3.	Confidence in Accounts, Taxation & Tally - CATT	4 months	2	40
4.	Customer Service & IT	5 months	2	40

- b. With small class sizes - a maximum of 20 to ensure personal attention and mentoring
- c. Through a highly participative method of transacting concepts and enabling skill development in class, using experiential and includes role plays, case studies, audio-visual aids, field visits, group discussions, projects and presentations.
- d. Through very committed and well-trained facilitators, who are inclusive, supportive and non-evaluative and act as role models and display the necessary behaviours that ETASHA attempts to inculcate in trainees.
- e. Through content which is job-relevant and constantly fine-tuned to provide desired results.

#### 4. Organising Placements:

- Based on assessment of trainees' capability and understanding of their keenness and readiness for type of role, location preferences etc.

#### 4. **Effectiveness** - Briefly explain why your organization believes that the approach highlighted above would be effective in solving the problem. Provide references to pilot projects or published research that can back up this claim. Provide the 'Theory of Change' on how the intervention would lead to a successful outcome.

The situation we are dealing with essentially is about underprivileged youth who need and want jobs that give them a life they aspire to but cannot achieve because they do not have the required confidence and skills and the luxury of time and money to acquire the same. To respond to this we have:

1. Identified growth oriented careers in the service sector with large requirements of workers at the entry level
2. Designed training programs for imparting the skills, attitudes and knowledge required for entry and success in such careers
3. Developed a curriculum, content and methodology for enhancing Employability Skills of underprivileged youth. This includes 5 components:

☀ **Intrapersonal & Social Confidence** – Focus is on helping underprivileged youth develop confidence in their own skills and their ability to work as equals in social and work environments which are alien to them and from which they have felt excluded from. Personal growth sessions as well as assignment based exposure visits to modern service sector environments followed by Presentations serve to build confidence and prepare trainees for the working environment in large modern companies.

☀ **Spoken English** – Focus is to improve students' use of spoken English. Content is context based relating to the service industries which students will later join. English is also the main medium of communication outside the classroom, including field trips, assignments and presentations.

☀ **Computer and Internet Usage** – Covers basic MS Word and Excel, Internet usage, web-mail and data entry skills. Many students take advantage of the computer rooms to increase their skills after class.

☀ **Interpersonal Skills** – Focus is on increasing students' ability to successfully work within structured business environments. Skills developed include time management, listening skills, conflict management and anger management, while value clarification relates to issues such as respect for self and others, recognising strengths and areas for improvement and formulating vision and goals for life.

☀ **World of Work** – covers the reality of work & workplaces, terminology, structures/hierarchies, roles and responsibilities, understanding of organisational structures, interview techniques and successful CV writing.

4. Developed a methodology of training geared to imparting the required attitudes and skills in a short duration. It is **experiential, interactive and participatory**. The basic approach is of focussing on attitude and behaviour change for skill building, rather than purely emphasising on knowledge and concepts.
5. Facilitators are mentors and role models and display the necessary behaviors that ETASHA attempts to inculcate in trainees.

6. Our facilitators foster an environment that is inclusive, supportive and non-evaluative which helps to build the trainees' self-confidence and engender a sense of respect for oneself, respect for others, responsibility for self and responsibility for significant others. Our focus is on the trainees enjoying the process of learning and discovering their strengths and capabilities

Over the 10 years of our experience of working with over 10000 underprivileged youth, this model, which has been continuously improved, has proved to be fairly successful with Industry coming back for more youth, and youth staying on at work and growing to higher levels.

5. **Alternatives** - Briefly highlight the alternate approaches that your organization considered (or other organizations are taking) towards solving the problem outlined above. What are the reasons that the alternates were discarded?

In our experience, we have not come across any Skill Development & Placement programs designed for youth from underprivileged communities. Moreover, most of them follow the traditional class room methodologies relevant for increasing the knowledge required for passing certifying examinations and to clear job interviews. Based on the special skill sets and experience of the founding team of ETASHA, a behaviour change methodology forms the core of our work.

6. **Outcomes** - Briefly highlight the expected concrete outputs and outcomes that you expect at the end of the project. Please provide succinct and exact descriptions.

The objective of the project is to provide vocational training and employability skills training to 120 youth and place them into entry level jobs in the organised sector at Rs. 7500 and above.

Project Prerna 5 will target to enrol 120 youth in different Vocational Skills and attempt to have at least 100 (80%) of these 120 complete the program and get over 75 (75%) youth employed in good companies in the organised sector.

7. **Metrics** - Briefly explain what metrics will be used to measure the effectiveness of the project at the end of 2 years. How would you quantify that the outputs are a progression of effects that resulted from the proposed work? Describe the metrics to gauge the outcomes specified above in measurable and quantifiable terms.

The main objective being regular employment and growth of the youth, the metrics to measure effectiveness after 2 years would relate to:

- a. The number of youth continuing in regular work
- b. The increase in salary and grade of the youth

8. **Long Term Impact** - Briefly highlight the potential long term **direct** impact of the project.

The impact of our programs in low-income communities primarily relates to focusing youth away from aimless wandering, potential drug abuse, and crime to becoming trained, employable and employed, bringing in a regular salary which frequently more than doubles the family income. This in turn improves nutrition levels of the whole family and provides for better education of younger siblings, hence improving the overall well-being of the whole family. The cumulative effect on the whole community is slow but sure. As we continue further, and reach more and more youth, the demonstration effect will make the job easier and the impact more significant.

An impact we are striving very hard to achieve relates to changing the traditional mind-set about employment for girls. Fathers and brothers, both elder and younger, need to be convinced for enrolment, for exposure visits during the program and again more intensively at placement time. Slowly, as more girls start to earn and grow in their jobs, it becomes easier for younger sisters and neighbours to fight the patriarchal norm.

Apart from the number of youth trained and placed in jobs, our real achievements relate to changes in mind-set of the young person:

- From drift to focus
- From short-term orientation to developing a vision for one's life
- From "job for money" thinking to planning for a "career for growth and achievement"
- From low self-confidence and self-perception of "have-not" to thinking in terms of "I can and I will"

#### **9. *Highlights*** – *What makes this project unique?*

The project is essentially unique in its focus on development of employability and vocational skills of underprivileged youth for long-term career growth and progression.

#### **10. *Capacity for Success*** – *Explain how your organization and project personnel are positioned to carry on the proposed activities with a high standard of excellence. Cite any recent project that might demonstrate your capacity to implement this effort successfully.*

We have 3 broad categories of staff corresponding to our key activities:

1. Training Faculty
2. Community Mobilisation and Centre Management team
3. Placement team

Processes with respect to each of these are detailed below:

1. Training Faculty - The success of our work essentially depends on our faculty. ETASHA employs training faculty with the basic criteria of
  - 🌟 Commitment to work in the development sector
  - 🌟 High level of motivation to work with youth

- 🌟 Ability to talk and behave as equals with underprivileged youth
- 🌟 Communication skills
- 🌟 High energy levels

We train the new faculty through an elaborate training and mentoring process over a 2-3 month process in our training methodology, content and processes. The methods used are:

- 🌟 Induction to ETASHA and to role as mentors and facilitators of learning
- 🌟 Classroom training in methodology
- 🌟 Observation of classes taken by trained faculty, with each observation being followed by written reflections on learning
- 🌟 Observation of classes taken by new faculty by Master Trainers followed by detailed feedback and guidance for improvement.

Periodic observation of classes by Master Facilitators continues on an on-going basis.

2. The Community Mobilisation team is the contact point with youth and the community. The team is hired for their experience in working at the community level, their interest in working for our “cause” and their communication and convincing skills. They are trained, mostly through observation of senior team members, as well as sharing of experiences in team meetings.

Over the years, we have developed several methods of approaching the community including door-to-door visits and stalls for pamphlet distribution and direct contact; corner meetings and “sanjha sabhas” for connecting with groups; community drives and theme-based rallies along with volunteers from corporates for awareness building; Career Development Melas and Certificate Ceremonies for long duration contact with different segments of the community.

All these together are helping to create awareness of job-linked vocational training and employment in the organised sector, as well as in enrolment of youth for our training programs.

3. The Placement team consists of 2 full-time experienced recruiters, 1 regular faculty member (on rotation basis) and 2 assistants. The team keeps in regular touch with Corporates who have employed our trainees, and also searches for relevant job vacancies and contacts new employers. Interviews are fixed; trainees are informed and sent for interviews. Feedback is taken from interviewers for unsuccessful candidates and trainees are mentored for success.

Vocational Training and Placement is our core work. We now have 10 years of experience of training close to 2500 youth. Like Asha For Education, Accenture has been supporting us for the last 4 years, and in fact, has increased their commitment to support of 324 youth in 2015-16 from 250 in 2014-15.

#### 11. **Scale** – How can this project scale? Is the idea scalable?

Over the last few years incremental growth has been achieved through:

1. More effective mobilisation in the communities around the ETASHA Centres.
  2. Effective implementation of the NGO partnership model to reach more communities in Delhi
- The Growth in numbers has been as follows:

	Year	Vocational Trainees Enrolled
1	2012-13	189
2	2013-14	257
3	2014-15	495
4	2015-16	750 expected (647 enrolled till January)

The above processes are continuing and we expect increased reach at somewhat similar rates. Beyond this, we are also planning to expand to other cities and grow through the NGO partnership model.

Simultaneously, we are also exploring use of communications technology to develop a mixed – delivery model using face-to-face interaction and remote delivery through technology

**12. Sustainability** – *Is this a one-time effort or does it need sustained funds? How do you envision the sustainability of the project?*

There are two issues of sustainability:

1. Phasing out of the project should the numbers of disadvantaged young people eligible and interested in the training become exhausted in the geographical area surrounding the training centre.
2. Sustainability of the project in the event of Asha For Education discontinuing funding

Each of these is addressed below:

1. In the very conceptualization of this project we have taken care of the issue of sustainability linked to the target group getting exhausted. We are working with a model wherein we can move to new areas through collaboration with NGOs operating in other communities and having access to youth. We have been successfully running this model of operations.

We also generate funds, primarily from individual donors via our year-round fundraising efforts,

2. The funding we are seeking from Asha For Education are for a project to train only 120 disadvantaged young people. Across our multiple projects in 2014-15, we have worked with a total of over 2200 youth. Funds for the projects have come from multiple funders.

including events. Funds generated from this method are general funds which we use for our own training programs, and which we plan to use to supplement any shortfalls in funding.

**13. Proposed project start and end dates:**

Project Start Date – March 2016

Project End Date – December 2016

**14. If this funding is for a pilot project or an initiative that hasn't yet started, do you intend to borrow**



*funds/use personal funds to start it? Or are you waiting for support from an organization like AfE or similar to begin the program?*

Not applicable as this is on-going work of ETASHA which Asha has been funding for 4 years already.

***Information about your group/organization:***

1. *Name of the group/organization requesting funds:*

*ETASHA Society*

2. *Organization website, if any.*

[www.etashasociety.org](http://www.etashasociety.org)

3. *When was the group established?*

17<sup>th</sup> January, 2006

4. *Briefly describe the mission/goal of the organization/group.*

*ETASHA's Vision - For every young Indian to be employable, have self-worth and lead a dignified and productive life*

*ETASHA's Mission - Helping young people to make the right choices at the right time, and enabling them to lead a successful and healthy life*

5. *Briefly describe the short term and long terms aims/goals of the group.*

ETASHA's aim is to make young people from under-served communities employable and to connect them with reputable companies in the organised sector. Our aim serves two purposes: to increase employment prospects for the disadvantaged and to provide industry with skilled workers necessary to further economic development.

6. *Does your group have any religious or political affiliation? If yes, please describe the type of affiliation and the reason for it.*

*No*

7. *What are the focus areas of your organization? (Give a rough estimate of the total effort/funding)*

<i>Community Development</i>	<i>%</i>
<i>Education</i>	<i>%</i>
<i>Health</i>	<i>%</i>
<i>Vocational Training &amp; Placement</i>	<i>90%</i>
<i>Career Guidance</i>	<i>10%</i>

8. *Is your organization registered as a non-profit trust? Does it have a 80(G) exemption or equivalent?*

*ETASHA is registered as a Society under the Societies Registration Act.*

*We have an 80(G) exemption*

9. *Does your group/organization have FCRA clearance?*

Yes, we have had FCRA approval since 2011. Currently it is up for renewal

10. *Does your group have any prior affiliation with Asha for Education? If so, explain.*

Asha for education, SFO Chapter has been supporting ETASHA's Vocational training & Placement Programs since 2011-12 as per following details:

	<b>Year</b>	<b>Project</b>	<b>No. of Trainees Supported</b>
1	2011-12	Project Prerna 1	80 trainees
2	2012-13	Project Prerna 2	120 trainees
3	2013-14	Project Prerna 3	120 trainees
4	2015	Project Prerna 4	120 trainees

In addition, in 2011-12 and 2012-13 Asha supported Project Shruti for Development and Implementation of an Audio supplement to our Spoken English training module. The material developed has become an integral part of our programs and is continuously improved for greater effectiveness.

11. *Board of Directors/Trustees*

*List the names and background of the directors or trustees of the organization.*

ETASHA has a Governing Council. Details of members are given below:

NAME	TITLE	Background Details
Dr. Meenakshi Nayar	President	An FPM in Organisational Behaviour (equivalent to a Ph. D) from IIM Ahmedabad and a Masters in Industrial Psychology, Dr Meenakshi Nayar is the Founder President of ETASHA. After working in the corporate world for over 2 decades (last assignment as Executive Vice President HR, DCM Ltd.) Meenakshi founded ETASHA while working with adolescents as Founder Director of EduServe consultants which specialises in career guidance and life skills development.
Mrs. Ritu Motwani	Vice President	A self-employed professional, Ritu is a Founder-Member of ETASHA. Committed to the society's cause, Ritu is involved in everything from fund-raising and strategy to content development and is a very hands-on governing council member helping steer the organisation in its desired direction.
Ms. Priyali Prakash	Secretary	Involved in Teaching and other education programs since 1977. Has worked with several Foundations involved with the development sector and has deep understanding of the non-profit sector focused on Education and Skill Development.
Ms. Sangeeta Sharma	Treasurer	Sangeeta completed her GNIIT from NIIT whilst simultaneously studying for a B.Com. Completing both in 2009 she joined a CA program at ICAI from where she was articled to Ahuja and Ahuja Chartered Accountants.
Mr. Pramod Patni	Member	A practicing chartered accountant in the field of auditing, direct taxes, FEMA, and service tax, Pramod has a track record of 27 years' professional work at Jaipur and Delhi. He has been involved with ETASHA since its inception.
Dr. Usha Jumani	Member	A management consultant for over thirty years, Usha has worked on a host of development issues to bring about sustainable change. Her major interest and concern is to strengthen people's organisations and enable them to represent themselves at all levels from grassroots to global. Usha has an FPM and PGDBM from IIM Ahmedabad.
Mrs. Freda J. Swaminathan	Member	An alumna of IIM Ahmedabad with specialisation in marketing and 25 years of experience with top corporate entities, she brings expertise in management consultancy & teaching. Professor Swaminathan to FORE School of Management where she teaches marketing. Freda is also a guest faculty with many other business schools.
Mrs. Anita Aneja	Member	A self-employed professional, her core expertise is in the domain of market research where she takes on assignments on a consultancy basis. Also a

		career guidance specialist and worked with EduServe Consultants on Career Guidance Projects in schools as well as the Sexuality & Adolescence Education Project of the Ministry of HRD in the Kendriya Vidyalayas.
Mr. Hemant Bharat Ram	Member	Has a Masters in Industrial Administration from Carnegie Mellon University, USA is currently President of DCM Textiles. Previously he was Vice Chairman of DCM Engineering Ltd, the industry leader in automotive field in India. Also responsible for running DCM's Information Technology Business, devising and implementing strategy and raising venture capital. Former President of the Manufacturers' Association for Information Technology (MAIT).
Ms. Vimala Ramachandran	Member	A National Fellow, NUEPA, New Delhi was the Managing Director of Educational Resource Unit – a group of researchers and practitioners working on education and empowerment. She helped found and was the first National Project Director of Mahila Samakhya, a government programme on women's education and was founder and Managing Trustee of Health Watch – a women's health network. She has published extensively on education, health, gender issues and women's empowerment and is engaged in advocacy for universal quality education and girls' education.
Mr Sanjeev Gupta	Member	Sanjeev is a business entrepreneur with 25 years' experience in sectors including trade and industry, agriculture, training and development. He is on the board of many leading NGOs including Prayas, Udayan care and Pardada Pardadi, and is a pro bono advisor to others. He works extensively in fundraising and NGO management and conducts training workshops and presentations to national and International forums.
Dr. Cherian Joseph	Member	Dr. Joseph has a Ph. D in Sociology from Delhi University. In the first phase of his professional experience, he worked as a Faculty member at the National Labour Institute, New Delhi and since 1995 he has been working as an Independent Consultant. Dr. Joseph is currently working with Philips Electronics India at their Vadodhra and Mohali lighting Plants. He also facilitates learning exchange processes for LOGIN Asia members in Horizontal Learning program in Bangladesh, and supports a Structured Learning Visit at Mekong Institute, KhonKaen, Thailand.
Mr. Manish Chaudhry	Member	Manish works as Managing Director for Pitney Bowes Software (India) and Vice President, Solutions Development for PB World Wide Engineering. In this role, he is responsible for establishing and managing complete range of operations and overseeing the delivery and execution of Pitney Bowes vision & strategy in India. Manish holds an MBA from Anderson School of Management, UCLA, Los Angeles and Executive MBA from NUS Business School, National University of Singapore and also a part of Harvard Business

		School's executive education program. He has a Master's degree from University of Akron, Ohio and a Bachelor's degree in Architecture.
Mr. Ian McBride	Member	After leaving the University of Westminster in 1992, Ian worked in operations management for British Telecom's fledgling Internet Services division before joining First Telecom, concluding his career in telecom as Head of Operations for Atlantic Telecom in London. He spent 4 years with the London Development Agency, finishing as Executive Officer setting up Future London, the London Mayor's Centre of Excellence for Regeneration. Working with ETASHA in 2007 in areas of Communications, content design, fundraising and master facilitation.
Ms. Anindita Kar Gupta	Permanent Invitee	Masters in English Literature and Bachelors in Education, Anindita has over ten years' of rich experience which is a blend of administration (as school Principal) and classroom teaching. Awarded for outstanding performance by a federation of Public Schools in Delhi, in 2002-03. With her sincere commitment to the development sector and an incisive understanding of adolescent concerns/issues, Anindita has demonstrated her multi-faceted competence in managing ETASHA's CDCs, working in the community and facilitating classroom learning.
Ms. Parul Mehra	Permanent Invitee	Parul Mehra has worked in the development space as Programme Manager with Spandana - a reputed micro credit & finance NGO. Qualifications include an MA in Psychology and a PG Diploma in Population Ecology and her professional work ranges from Projects on Women and Violence in the Institute of Development Studies, Jaipur and a Research Associate-ship in the State Institute of Health & Family Welfare, State of Rajasthan. A real multi-skilled asset to ETASHA, Parul conducts English, Pronunciation, Selling skills and WOW classes.

*12. List of project personnel*

*List all the main people committed to the overall project and the % of time they spend on this project. Include the project coordinator, leader(s) of various initiatives.*

<i>Name</i>	<i>Project Role/ Responsibilities</i>	<i>% Time/ Effort</i>	<i>Qualifications</i>
Ms. Parul Mehra	Project Management	2 days a month for 10 months	MA (Psy), PG Diploma in Population Ecology
Ms. Mini Bhargava	Placement Management	15 days a month for 6 months	MBA
Ms. Latika Grover	Facilitator	6 months	M Com
Ms. Simran Salwan	Facilitator	6 months	Diploma in Nutrition & Health Education
Ms. Nidhi Rana	Facilitator	6 months	BA with Eng. Honors
Mr. PawanDeep Singh	Facilitator	6 months	MBA (Marketing & HR)
Mr. Mukesh Tomar	Relationship Manager	6 days a month for 10 months	PGDM
Ms. Shalini	Community Mobiliser	10 days a month for 8 months	MSW
Mr. Deepak	Community Mobiliser	10 days a month for 8 months	BA
Mr. Gyan Samal	Accounts Assistant	2 days a month for 10 months	B. Com
Mr. Mukesh Agarwal	Administration Supervisor	10 days a month for 10 months	Pursuing 2 <sup>nd</sup> Year BA

**Financials:**1. *Total project amount:*

*What is the total amount of funding (from all sources) that is necessary for implementation and completion of the project. (in INR)*

Rs. 11,31, 434 (Rs. 11 Lakhs, 31 thousand, 434 rupees)

2. *Confirmed/Potential funding from other sources towards the project:*

*Provide a list of other funding sources for this project along with the amount of funding. Also indicate the status of these funding requests (proposed/granted etc). Also indicate if these funds are restricted in use or unrestricted funds.*

Rs. 1,39,200 is expected to be generated by way of a nominal fees charged to trainees as a "Commitment Charge". Based on past experience, it is expected that only 80% of the total fees due will be received. This will amount to approximately 12% of the total cost of the program.

3. *Project Budget:*

*Provide a brief budget for the project per unit (per center/school/group/event) per intervention type in INR. Specifics of these would be asked for in the appendices. Feel free to attach a detailed budget as a separate sheet as well.*

Project Budget is given below:

A	B	C
Sr. No.	Cost Heads	Amount (In Rs.)
1	Cost of Facilitators for the programs	446490
2	Local Travel of Faculty	18080
3	Training Material & Stationery including worksheets, folder, registers and reading material	19460
4	Exposure visits including travel, tickets and refreshments	21600
5	Community Mobilization costs including cost of team salaries, local travel and publicity material	145500
6	Program Management & Administrative support	145152
7	Infrastructure cost of rent, electricity, water, phone, internet, pantry, repair & main, AMC of computers , salary of maid etc.	173452
8	Placement costs including salary and local travel	161700
	<b>Total</b>	<b>1131434</b>
	<b>Less: Fees</b>	<b>139200</b>
	<b>Final total</b>	<b>992234</b>

4. How do you plan to sustain the project over the long term?

All our projects are funded through a mix of Training Fees and funding from Sponsors. Shortfalls are met through special funding drives from Friends of ETASHA as well as general public.

We plan to follow the same process.

**Additional Information:**

1. Please provide letters of reference along with contact information from two people in your community who can describe the impact of your program(s). Name the people here –

2. If your organization is new, please provide letters of reference from two people along with contact numbers describing the work done by individuals in the group(s). If work related reference is not available, please provide two personal letters of reference.

Not applicable

3. Has the organization approached the Government for funding? If so, what was the outcome? If not, why not?

We have taken a policy decision not to seek Government funding since the approval processes are too lengthy, complicated and require unprofessional methods.

4. What community development activities is this particular funding request for? Check the relevant box and submit the corresponding appendix alongwith.

Appendix 1	Formal/Non-Formal/Special Education/Vocational	✓
Appendix 2	Healthcare	<input type="checkbox"/>
Appendix 3	Resource Centers/Curriculum Development	<input type="checkbox"/>
Appendix 4	Promotion of Self Help Groups	<input type="checkbox"/>
Appendix 5	Awareness/Advocacy	<input type="checkbox"/>
Appendix 6	Working with Government Schools	<input type="checkbox"/>
Appendix 7	Teacher Training	<input type="checkbox"/>
Appendix 8	Fellowship application	<input type="checkbox"/>

If your project focuses on multiple aspects, please fill out ALL relevant appendices.

5. What are the other projects that your organization is involved in (completed or current)?



	<b>Name of the project with years</b>	<b>Project Location</b>	<b>Project Goals/Achievements</b>	<b># of Beneficiaries</b>	<b>Project Budget (in Rs.)</b>	<b>Project Funding source</b>
1	Project Udaan – 5 September 2015 to August 2016	ETASHA & Partner Centers in Delhi	Vocational Training & Placement – CSWC, CODE, CATT & CSIT	324 youth in Delhi	24,24,960	Accenture via CAF – INDIA
2	Capacity Building for Employability Skills Trainers – March 2016 to March 2017	In NVTIs in multiple states	Training of Employability Skills Trainers	75 Instructors in ITI s in different states	7,49,800	Funds raised during Marathon 2015
3	Employability Skills Development & Placement November 2015 – November 2016	5 ITI s in Rajasthan	Employability Skills Development for ITI students from 8 trades	400 ITI students in Rajasthan	14,23,588	Pitney Bowes via United Way, Mumbai
4	Project Prerna-4 - January 2015 to December 2015	ETASHA & Partner Centers in Delhi	Vocational Training & Placement - CODE, CSWC, CSIT, CPCTT, CATT	120 youth	8,60,958	Asha for Education – SFO
5	Career Highway Workshops – Aug '14 to June 16	NGO Centers in Delhi, Gurgaon (Haryana), NOIDA, Dehradun & Buland Shahar (UP), Midnapur (WB)	Career Guidance	1490 High School students in 4 states	14,90,433	Funds raised during Marathon 2014
6	Employability Skills Development & Placement – February 2015 to November 2015	ITI Nizamuddin, New Delhi	Employability Skills Development & Placement	609 students from 28 trades of ITI, Nizamuddin, Delhi	25,68,196	Amdocs
7	Direct Aid Program – June 2015 to December 2015	ETASHA Center in Gurgaon, Haryana	Infrastructure for updating existing Centres	-	5,00,000	Australian High Commission
8	Spoken English and Soft Skills Training – January 2015 to May 2015	Nagarro Software Offices in Gurgaon	Soft Skills training	18 Class IV staff of Nagarro	1,21,000	Nagarro Software
9	Project Kshamata – 2 Vocational Skills Development & Placement - February 2014 to October 2014	ETASHA Center in Gurgaon, Haryana	Vocational Training & Placement - CODE	51 youth	4,00,000	Bain & Co.
10	Employability Skills Development &	9 ITI s in Rajasthan	Employability Skills Development for ITI students from 22	509 ITI students in Rajasthan	17,80,553	Pitney Bowes via United Way,

	Placement October 2014 to November 2015		trades			Mumbai
11	Project Prarambh February 2015 to August 2015	ETASHA's CDC 2	Vocational Training & Placement - CS & IT	20 youth in South Delhi	1,77,350	Dessicant Rotors India
12	Career Highway Workshops - October 2014	4 Govt School in Guwahati, Assam	Career Guidance for High School Girls	180 girls in Guwahati, Assam	1,80,000	Pitney Bowes via United Way, Mumbai
13	Project Udaan 4 – September 2014 to August 2015	ETASHA & Partner Centers in Delhi	Vocational Training & Placement - CODE, CSWC, CSIT, CPCTT	250 youth	16,50,250	Accenture via CAF – INDIA
14	Project Prerna-3 - January 2014 to December 2014	ETASHA & Partner Centers in Delhi	Vocational Training & Placement - CODE, CSWC, CSIT, CPCTT	120 youth	8,44,434	Asha for Education – SFO
15	Project Sarthak – March 2014 to December 2015	ETASHA Center in Gurgaon, Haryana	Vocational Training & Placement – CSWC, CODE, CSIT	198 youth	12,08,537	HDFC Bank
16	Vocational & Employability Skills Training - January 2014 to October 2014	ETASHA's CDC 1 & 2	Vocational Training & Placement – CODE, CSIT, CPCTT, MUPSE	84 youth	5,70,256	Tata Communicat ions Ltd.
17	Project Kshamata - Vocational Skills Development & Placement - February 2014 to October 2014	ETASHA Center in Gurgaon, Haryana	Vocational Training & Placement - CODE	36 youth	2,54,870	Bain & Co.
18	Project Samarth – Vocational Skills Development & Placement - March 2014 to March 2015	ETASHA Center in Gurgaon, Haryana	Vocational Training & Placement - CODE	18 youth	1,39,880	Amdocs
19	Direct Aid Program – January 2014 to December 2014	ETASHA Center in Gurgaon, Haryana	Infrastructure for setting up New Center	-	7,44,000	Australian High Commission
20	Project Samriddhi - June 2013 to November 2014	In Kundesar, UP and Jaipur, Rajasthan	Vocational Training & Placement - EES	175 youth	8,35,686	Upskill Capital Mgmt
21	Project Udaan 3 – September 2013 to August 2014	ETASHA & Partner Centers in Delhi	Vocational Training & Placement - CSWC, CODE	200 youth	10,08,450	Accenture via CAF – INDIA
22	Project Prerna 2 – December 2012 to August 2013	ETASHA & Partner Centers in Delhi	Vocational Training & Placement - CSWC, CODE	120 youth	8,20,760	Asha for Education

23	Project Swavlamban - March 2014 – October 2014	ITI (Women), Gurgaon, Haryana	Employability Skills Development & Placement	90 girls	4,25,000	Funds raised during Marathon 2013
24	Project Shruti - September 2012 to August 2013	ETASHA Centers in Delhi	Review & Modification in Audio training material	All Vocational trainees after June 2013	71,000	Asha for Education
25	Career Highway Workshops – June 2013	Abhas Center in Tughlakabad	Career Guidance	61 High School students	75000	Abhas
26	Career Highway Workshops – February – March 2013	Apollo sponsored schools in Panipat	Career Guidance	148 High School students	1,10,000	Apollo Group
27	Project Shakti – February 2013 - October 2013	ITI Siri Fort, Delhi	Employability Skills for Placement & Self Employment	100 girl students of ITI	4,50,000	Funds raised during Marathon 2012
28	Project Pragati – November 2012 – April 2013	ITI Siri Fort, Delhi	Enhancing Employability Skills	550 girl students of ITI	6,00,000	FICCI Ladies Organisation
29	Project Prabodh – October 2012 –February 2013	DIET, Daryaganj	Employability Skills Training	120 students	5,57,856	American India Foundation
30	Project Kamyabi – October 2012	ITI Siri Fort, Delhi	Trade Specific Awareness & Placement	84 girls	4,10,000	Funds raised during Marathon 2011
31	Project Zabaan – October 2011 to May 2012	ITI Siri Fort, Delhi	Enhancing Employability Skills	600 girls	9,00,000	GAIL & Sheela Foam

6. Please attach your last year's audit report to this application – Attached as Annexure 1
7. Please attach your latest available annual report, if any - Attached as Annexure 2
8. Please attach a detailed budget for the funding request - Attached as Annexure 3
9. Please feel free to attach upto 10 additional A4 size sheets and/or information such as brochures, press reports, photographs etc. relating to your organization and its work not required
10. Please provide any other information you may consider relevant - not required
11. Your feedback on this application would be valuable. Kindly specify if you have any.

This is an exhaustive form, which is great for a first time, but I hope you are not going to keep this as a recurring requirement!!

May I also suggest that you give a format-free document? It becomes very difficult to fill long answers in a format.

Thanks for asking for feedback.



### San Francisco Chapter

Website: [www.ashanet.org/sf](http://www.ashanet.org/sf)

Email: [sf@ashanet.org](mailto:sf@ashanet.org)

1. **If project is approved for certain cost items and not others, will the project/NGO still be interested in receiving such funds? - Yes**

*Please note that while submitting the budget, mention every line item's priority ranking in column E. For example, a ranking of 1 means the most important cost item, 2 means second most important etc. If funding is approved only for a certain amount of the budget, it will apply to cost items in order of their ranking*

2. **Has the project/NGO applied to any other nonprofit, organization, corporation, individual etc or any other Asha chapter, for funding of this proposal and budget? If yes, please provide more details. - No**

*Please note that if any other source makes a decision to fund your project/NGO while your proposal and budget is being reviewed by Asha San Francisco, you will inform us immediately.*

3. Please replicate your annual budget from the **Proposal Application\_Standard Form** (Question 3 in "Financial" section) onto the table below and also provide additional information in columns A, E and F

Note:

*Column E* - Mention every line item's priority ranking. For example, a ranking of 1 means the most important cost item, 2 means second most important etc. If funding is approved only for a certain amount of the budget, it will apply to cost items in order of their ranking

*Column F* - As a policy, Asha San Francisco sends annual funds in two equal installments, at an interval of 6 months. If the project demonstrates need for higher or lower funds in any particular 6-month cycle, we may be able to make an exception to the above rule on a case by case basis. Use column F **ONLY** if the line item's funding is needed in any particular half-year cycle (Installment 1 or Installment 2)

NGO/partner name: **ETASHA Society**

Project Name (if any): **Project Prerna 5**

Total no. of people (children/youth/other) served: **120**

Age/Age Group of people served: **18 to 30 years**

Girl/Boy ratio: **Approximately 50-50**

Column					
A	B	C	D	E	F
S. No.	Item	Amount (Rs)	One Time/ Annual	Ranking	Other comments
	Cost of Facilitators for the programs	446490	Annual	1	-
	Local Travel of Faculty	18080	Annual	1	-
	Training Material & Stationery including worksheets, folder, registers & reading material	19460	Annual	1	-
	Exposure visits including travel, tickets and refreshments	21600	Annual	1	-
	Community Mobilization costs including cost of team salaries, local travel and publicity material	145500	Annual	1	-
	Program Management & Administrative support	145152	Annual	1	-
	Infrastructure cost of rent, electricity, water, phone, internet, pantry, repair & main, AMC of computers , salary of maid etc.	173452	Annual	1	-
	Placement costs including salary and local travel	161700	Annual	1	-
	<b>Total</b>	<b>1131434</b>			
	<b>Less: Fees</b>	<b>139200</b>			
	<b>Final total</b>	<b>992234</b>			