

# *Asha for Education*<sup>TM</sup>

## Project Proposal Submission Form

P.O. Box 322 • New York • NY 10040-0322 www.ashanet.org

**Project Name: Basic Education for Tribal Children and their illiterate Parents**

**Date: Aug, 2019**

	<b>Project Contact</b>	<b>Asha Contact</b>
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### **Part I: Information about your group/organization**

Please feel free to attach any additional sheets and/or information such as brochures, press reports etc.

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

CHHOTANAGPUR ADIVASI HARIJAN UTTHAN SAMITI (CAHUS)

#### ***2. When was the group established?***

Our organization was established in the year 1995

#### ***3. Briefly describe the motivation for starting this group.***

The process of germination of CAHUS and its development in the nascence stage has been interesting. Some socio-genetic factors led to the foundation of CAHUS. In the process of contributing to social development by a group of like-minded young social activists in the backward areas of Palamu district in Jharkhand during the last decade of 20th century, a small NGO was formed, which was registered in the year 1995 as 'Chhotanagpur Adivasi-Harijan Utthan Samiti' (CAHUS) with a unique aim to uplift the socioeconomic condition of socially isolated tribal and lower cast communities residing all over the vast geographical region of Chhotanagpur. Since then CAHUS is engaged for providing humanitarian services for the underprivileged and marginalized section of the population by keeping its activity focus on education, health, care, livelihood, environment and so on by touching all the vital aspects of human life. Gradually in this process the organization got support from the downtrodden segment of the tribal and other lower class community people.

#### ***4. Briefly describe the aims of your group.***

The mission of CAHUS is to promote a sustainable social development for the wellbeing of indigenous and backward class (Adivasi and Harijan) community people of Chhotanagpur geographical region. Our organization aims to facilitate a far reaching social development with an integrated approach in the field of health , education, livelihood and nature conservation .Purpose of our work is to uphold social wellbeing for the poor and marginalized tribal communities with special focus to the downtrodden women and children. Objectives of CAHUS are to educate, organize, support, and empower the rural poor for promoting development as a liberating force to ensure gender equity and social justice. We aim to eradicate poverty and promote self reliance by improving quality of lives of the poor and deprived community people through meaningful socio-economic growth in all spheres of human life.

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

No, we don't have any kind of religious or political affiliation.

**6. What non education-related community development activities is your group involved in?**

Our organization is involved in various types of non education related activities. Among those activities some mentionable activities are given below at a glance:-

- £Promoting sustainable Agricultural and Horticultural activities,
- £Sensitizing community people on Water-Sanitation, Health and Hygiene,
- £Taking direct initiatives for eradication of child labour practice from the communities,
- £Organizing capacity building training workshops on various livelihood activities such as bamboo crafting, Beekeeping, Tailoring-sewing and cutting, Mushroom Cultivation, Vermiculture and also supporting those tribal community people to sell their products in the markets.
- £Raising awareness in the communities by organizing cultural program, walkathon, street dramas etc. focusing on protecting environment, improving the quality of living and taking better care of families , upholding indigenous culture etc.
- £Sensitizing school children regarding biodiversity, nature conservation by organizing various types of school-events through essay writing, painting, elocution, and by conducting excursion for the School Children under the project viz. 'Greening of Young Minds'
- £ We also work with close association with the Forest Department to help government authority to protect the natural resources of the forest.
- £ We have various other activities round the year which contribute to overall social development significantly.

**Part II: Details about your educational project/s**

**7. List the school/s run by your group, and their locations. If you are requesting funds for only a few of several schools, please specify which one/s.**

It is mentioned above that CAHUS is involved in educating school children during last few years on various aspects such as conservation of nature, various cultural and sport activities by organizing various types of school-events and competitions and so on. In order to enter into academic field, we propose to take an opportunity, which is described below:-

One of our close associate-NGOs viz. Saugaht Foundation of Daltonganj , Palamu has been running a project for basic education for 50 underprivileged preschool tribal children for last five years, which is being supported by Asha for Education (San Francisco Chapter). The school is located in Path village under Phakiradih Panchayat in Bhandariya Block in Garhwa district of Jharkhand.

We have come to know that due to some unavoidable circumstances, Saugaht Foundation is going to close down their NGO. But the Chief Functionary of Saugaht Foundation is desirous to continue their above mentioned school project by handing over to any other local NGO. Considering the credibility of CAHUS, the Chief Functionary of Saugaht Foundation has invited us to takeover that project. Since one of our prime objectives is to promote formal education for the underprivileged tribal children of the region, we are requesting to Asha for Education to continue providing funding support to this school through our organization.

**8. Location of school/s**      Urban      Rural      Other

**9. Specify the type of education provided (e.g. basic literacy, vocational training etc.).**

The type of education provided in this school is basic literacy. The school has been running for pre-primary education of tribal children within the age group of 3 to 5 years. This program is implemented for providing poor children as a stepping-stone of education, with an objective to grooming them for admission in the primary level in formal schools, aiming to promote them for compulsory schooling in the pre-primary level. The school also has kept the provision for the illiterate but interested parents to get elementary adult-education .

**10. Please tell us about your teaching techniques (conventional vs. alternative).**

CAHUS will follow the same approach, which has been introduced by Saugah Foundation. We understand that we have to continue with a modern method of teaching in the pre primary school, proposed to be handed over to us. Presently the teachers nurture the children with elementary education in a motherly loving and caring environment which helps the little kids to be accustomed with the school environment. The children learn language and basic numerical lessons by playing with the teacher. Toys and pictures are used to make the system interesting to the children. In this process the teachers give special focus for creating willingness among the children in reading and writing. Pre-reading and pre-writing skills are developed. Rudimentary communication skills are promoted with an effort for growing vocabulary and increased fluency to express their knowledge and convey the meaning to the listeners in their mother tongue. Learning of English alphabets from A to Z and numericals from 1 to 100 are imparted. The children are also taught small words and identify various things of natural world and man made items by using pictures, models, toys etc. Apart from education the teachers give special thrust upon their character building, inculcating sense of good manners and etiquette etc. As extracurricular activities, the students get scope to participate in various cultural functions, various types of competitions, sports and games etc. Altogether, rather than following the conventional teaching techniques, the school follow the modern method of joyful learning for the tribal toddlers.

**11. What is the literacy rate in the local community?**

As per 2011 census report literacy rate of Garhwa district has been 47.58 %. But there is no available statistics about the literacy rate of our target community in specific as they live in the forest-fringe villages, far from the mainstream society. However it can be easily assumed that the literacy rate of our targeted indigenous community is far below than the district average rate of literacy.

**12. Describe the socio-economic background of the children and their parents (e.g. education, occupational). If any of your students are employed, please tell us about that as well.**

The economic background of the parents is very poor. All of them belong to the tribal communities and live Below the Poverty Line (BPL category). They do not have any regular and steady source of income. Most of them are involved in seasonal migration for their livelihood. Many of them live upon collecting and selling fire-woods, other non-timber forest products from jungles. Some of them have their traditional skill to collect medicinal plants from the forest. The local Herbal doctors generally procure these medicinal plants from these tribal people. Sometimes moderately they do agriculture also in a small scale and also work as daily wage labourers in the nearby communities through labourer- contractors. Being socially isolated on the basis of their ethnicity, they face social and cultural marginalization and are being deprived in getting the minimum required opportunity and resources. This tribal community people do not have any access to land and common property resources, to the political and social institutions. In recent years, with the spread of the Naxalite rebellion in the area, the police authority often restricts their access to the forest. They are being discriminated in access to resources for diversification of livelihood options as well. Most of the families are trapped in the vicious cycle of poverty for generations and fail to break it. In most of the cases, parents cannot fulfil the basic needs of their children.

**13. In addition to education, does your group provide any other services to the children in your schools (e.g. food, health care, clothing, etc.)?**

Yes, in addition to education the school also provides some other essential services to the children. Parents of our students cannot fulfil the basic needs of their children. Most of them don't get two 'square meals' every day. Due to lack of nutrition our students suffer from poor health. Considering that issue the school provides nutritional food support for all the children of the school. Children are served food twice daily, at the beginning and at the end of school. Light tiffin is served in the morning. 'Light tiffin' means locally available snacks and other nutritional food like biscuits, fruits, bread, eggs etc. The main food is given in the afternoon. The "main food" means cooked fresh hot lunch of staple food, created mostly from locally grown tropical crops, and vegetable curry, which are varied and rich with nutritional value. Nutritional food is cooked by one of the project staff.

Apart from nutritional support, the school also provides school-dress to all the enrolled children. Additionally in order to maintain hygienic way of living various daily use items like toothpaste, toothbrush, soap, hair-oil, comb, detergent powder etc. are given to the students.

It is mentionable that one of the major programme objectives has been providing health care facilities to the children. Since Government health care is not accessible in those remote villages, providing medical care facility in the school has its great importance. The students generally suffer from cough and cold, fever, digestive disorder, stomach upset, loose motion, general cuts and wounds, skin disease, etc. A doctor under this project visits the centre once a week to provide with health check-ups for each and every student. Medicines are served to the children as and when required. Sometimes the parents, especially the mothers meet the doctor to get healthcare advices from the project doctor.

**14. Does your school have:**

Its own building(s): Yes No Number 1  
Number and type of classrooms (e.g. Pukka): 2 pukka rooms

	Yes	No	Yes	No	Yes	No
Toilets			Playground		Toys	
Chairs & Tables			Blackboard		Library	
Drinking water			Electricity		Computers	
Laboratory			Teaching aids (e.g. books/slates)			

**15. How many children are currently enrolled in your school(s)?**

Male 21 Female 29 Age Range 3-5 years

**16. How many staff are employed at your schools?**

Teachers 2 Minimum Qualifications 10 grade ( Board exam passed)  
Other staff 4

**17. Average distance the children travel to attend your school More or less a half km.**

**18. How many children have gone through your program in the past five years and what are they doing currently? Please tell us about their future education and employment possibilities.**

The project school was started in July 2014. In 2015, from the 1st batch, 9 children were admitted in government primary schools. In 2016 we sent 15 children to the primary schools. In 2017 the number was 20 and in 2018 it was 16. Therefore during last 4 years total  $(9+15+20+16) = 60$  children from this tribal community have been entered into formal primary schools. This can be considered as an important milestone that the school has achieved.

We are proud to mention that all those pass-outs children are studying in various Primary Schools (grade 1 to 5). In fact no school-dropout has been found among those 60 children, who have gone through our programme. Few students of the 1st batch (2014) is about to go to the Middle Schools (grade 6 to 8)

It is highly expected that all these children will go through the Middle School-grade and we are hopeful that many of them will go to the High Schools as well. However, it is too early to make any comment about the future employment possibilities of those children.

**19. Do you help your students with their future education efforts after they have passed out of your school?**

Yes, after the children passout of the project school , the teachers of the school provide assistance and guidance to their illiterate parents for getting admission of those children to the nearby formal primary schools .

**20. Are there any other schools (Kindergarten/Balwadi, Elementary school, High school) in the area? If so, please list the schools and the range of classes each of them offers.**

List of Schools within the radius of 5 Kms.

Range of classes – High School I-X, Middle School V-VIII, Primary School I-IV Balwadi – Preprimary

1. High School and Middle School -Phakiradih.(About 4kms away)
2. Middle School -Bijaka. .(About 3kms away)
- 3 Middle School -Mangarahi.(About 4kms away)
4. Primary School -Chapalshi. .(About 4kms away)
5. Primary School- Path (About 3kms away)
6. Balwadi School – Path ( About 3 kms away)

**21. Is your program different from that provided at these schools? Please explain.**

Practically the project school can only be compared with the preschool level government Balwadi schools. One can easily find that our programme is absolutely different from the teaching style of other pre-primary level schools. We do not believe in punishment based conventional teaching techniques, rather the teachers teach the little children in a friendly manner. Teaching technique in the school involves story-telling, singing songs and rhymes, learning by playing, using toys, models, picture charts etc. which gives enormous joy in learning system. In others schools, the students have a general tendency to remain absent from school because of the boring conventional method of teaching techniques. But in the project school; students are much interested to come to classes as they enjoy their learning in this school.

**22. Why are the children in your school/s not attending government/other schools in the local area?**

The children of the project area do not attend the Government or other schools because:-

- i) Due to the different linguistics, cultural and geographical environment, and its peculiar complications, the tribal community of the project area is largely cut-off from the mainstream of development.
- ii) There is no school within 3 kms from the existing project centre. Covering a distance of 3 kms to join school regularly for a kid is difficult.
- iii) The target group people suffer from social exclusion and are not encouraged joining any social institution of the mainstream people.
- iv) The parents don't feel comfortable to come outside their own area for any social interaction.
- v) Most of the parents are illiterate and they are not aware about the importance of their children's education.

**23. Do you try to involve the parents of the children in the running of the school (e.g. in setting the syllabus etc.)? Please specify.**

Almost all parents of the targeted children are illiterate. Therefore involving them in running the school is not possible; however the project involves the interested parents for their basic adult education. It is felt that literacy programme for the adult members of that community creates an environment of education of the children in that community. We are hopeful that in future the parents will be involved in running the school.

**24. What are your expansion plans for the future (e.g. adding more classes or schools)?**

CAHUS has the future plan of increasing the number of pre-primary schools in the operational area especially in those villages where pre-primary education is not accessible to the little tribal kids. However our expansion plan depends upon getting financial support from any funding organization.

**25. Do you have any suggestions on how Asha can be a positive influence in changing the education scenario in India?**

We believe that education is the precondition of poverty alleviation, while educating children is essential to break the vicious cycle of poverty in generations. Poor rural children in our country mostly do not have access to education, nutrition, and proper recreational facilities. Even among those children, who get opportunity to get admission to schools, the cases of school drop outs are very high. Asha for Education with its esteemed potentiality can introduce some groomers in the vulnerable communities, who would help these neglected children to go to schools and get education. By providing nutritional and health care support, school dropout can be reduced. By this methodology Asha can have a positive influence in changing the education scenario in India.

**26. If possible, please provide us with the contact information of two individuals from your community who can describe the impact of your program.**

<b>1</b>	Name	Mr. Shashi Kant Gupta	<b>2.</b>	Name	Mr. Uday Pratap Singh
	Address	Bypass Road , Baralota, Daltonganj Palamu, Jharkhand, India-822101		Address	At+ P.O. Sudna , Medininagar(Daltonganj) Dist- Palamu , Jharkhand-822101, India
		Email- gupta22shashi@gmail.com			
	Phone	Mobile Ph. No. -9708204226		Phone	Mobile Ph No. - 9934657623

**27. Asha for Education requires reports from its projects every six months to continue funding. Please provide the contact information for the person from your group who will be responsible for these reports.**

Name	Jitendra Kumar Pandey (Project Manager)
Address	At+ P.O. Sudna , Medininagar(Daltonganj) Dist- Palamu , Jharkhand-822101, India
Phone	918877067911 , 919431970065 Email :- pks.jitendra@gmail.com

**Part III: Financial Details**

Please feel free to attach any information such as annual reports, budgets etc.

**28. What sources fund your group's activities at present? List the sources and the current and future funding from each of them. If these funds are meant for a specific part of your group's activities, please describe those restrictions.**

CAHUS has very limited sources of funding . During last few years we have raised local donations, members' fees, and contributions. Grants were received from various government departments. For various project activities we have received major funding support through Tiger Project, South division Medininagar from government of Jharkhand. We have also received project grants from Jharkhand State Tribal Cooperative Development Corporation Ltd., an undertaking of Govt. of Jharkhand. Some other funding sources have been National Health Mission - Jharkhand, District Social Welfare department, Department of Agriculture, Department of Labour Employment & Training, Jharkhand. All these funds have been restricted for specific activities, which we have to ensure.

**29. Please provide us with details of your projected budget for the next 3 years:**

Year(s)	Recurring costs	Fixed costs
2020	6,75,000	nil
2021	7,00,000	nil
2022	7,25,000	nil

**30. Salary expenditure details:**

	Number	Salary Range
Teachers	2	3800
Paid Staff	4	800 - 7000
Volunteer Staff	--	--

**31. Please provide details of the fixed costs of your school/s for the next three years.**

Not applicable (nil)

**32. How many of your students pay school fees? Please provide details.**

None of our students pay school fees.

**33. What amount are you requesting from Asha, and for what specific purpose?**



Items	Amount	One time / Annual
Some teaching materials like pictures of various items, toys, teaching-aids like models, chart papers, gaming items for rudimentary learning, chalk, duster, roll call register etc. for 2 units of the school for one year @ Rs. 6000 per unit (6000x2)	12,000	Annual
Cost for educational kits including bag, pencil, writing slate, exercise book, etc. for all the 50 students for one year @ Rs 420/- per student on an average ( 420 x 50)	21,000	Annual
Cost for 2 sets of school dresses (Rs350 per set x2) with one pair of shoes & two pairs of socks(Rs200) (given once a year ) for all the 50 students for this year (700+200) = @ Rs. 900- per head ( 900 x 50)	45,000	Annual
Monthly cost to supply daily use items like toothpaste, toothbrush, soap, hair-oil, comb, detergent powder etc. to maintain hygienic way of living for all the 50 students for 8 months @ Rs.80 per month per student (80x8x50)	32,000	8 months
Cost for nutritional support [ dry food packets(@Rs 6) in the morning and cooked meal (@Rs 9 ) in the afternoon will be given to each student daily] for 50 student for 216 schooldays in 8 months @ Rs.(6+9=15) per day per student (15X 216 x 50)=1,62,000 Plus Cost for replacing essential old items for the kitchen for one year=2,000 ( 1,62,000 + 2,000)=1,64,000	1,64,000	8 months
Evening Tea expenses for conducting elementary education for interested illiterate parents of our students and other adult members of the clan for 8 months @ Rs 250 per month (250X8)	2,000	8 months
Cost for monthly salary for 2 teachers cum social animators of the project for 8 months @Rs3800/- per head per month (3800 x 8 x 2)	60,800	8 months
Cost for monthly salary of one project staff for cooking food and other required jobs for 8 months @ Rs2500/- per month ( 2500 x 8 )	20,000	8 months
Cost for monthly salary of one Project Manager for one year @Rs7000 per month (7000 x8)	56,000	8 months
Weekly cost for travelling and refreshment for the Project Manager for 8 months @ Rs 250 / week (250x4x8)	8,000	8 months
Cost for monthly salary of the doctor for weekly health checkup of all the students under this project (excluding medicine cost) @ Rs. 3250/- per month including conveyance for 8 months (3250 x 8)	26,000	8 months

Cost for medicine for all the students 'as an when required' for 8 months @ Rs.1000/- per month on an average (1000 x 8 )	8,000	8 months
Cost for salary of one part time accountant for 8 months @ Rs. 800/- per month (800 x 8)	6,400	8 months
Cost of providing Lunch during quarterly event of parents' gathering for 100 heads (participation of 60-70 parents including some 30-40 accompanying children plus project staff) to improve parents' involvement in the program. @ Rs75/- per head for 100 heads for 3 events in 8 months (75X100X3)	22,500	8 months
Administrative cost of CAHUS ( this includes cost of reporting, printing, office stationeries, photographs, telephone, meeting tea, Audit fees etc @ Rs 750 /- per month for 8 months (750x 8)= 6000  Plus  Cost of new signboard for the project school mentioning Asha for Education ( San Francisco Chapter) with CAHUS = 300  (6,000 + 300)=6,300	6,300	8 months
TOTAL PROJECT COST FOR 8 MONTHS ----- =  Special note : Out of 12 months Sougaht Foundation has run the project till 31st July 2019. Hence CAHUS is to run the school for the remaining 8 months from 1st August 2019 to 31st March 2020 to complete the current financial year .  REQUESTED FOR : ( Four Lakh ninety two thousand rupees)	4,90,000	8 months