

# **Bhagwati Sarla Paliwal Education Society (BSPES)**

**WAH Proposal 2016**

**Asha-Boston**





# Proposal Document – ASHA Work an Hour Campaign

Project – BSPES, Boston Chapter

Project Steward – Sanjana Kapur



**BSP**  
EDUCATION  
SOCIETY

## Educating, Motivating and Empowering girls in Rural Uttar Pradesh, INDIA

### Basic Data Sheet

Name of NGO: Bhagwati Sarla Paliwal Education Society

- NGO- Tax Exemption under Government of India Income Tax 1961 80G(5)(VI) and 12AA
- Registered under Foreign Contribution Regulation Act (FCRA) by Dept. of Home Ministry, Government of India
- USA Federal Income Tax Exemption under sec 501(c)(3) EIN# 46-5696939, Public Charity Status: 170(b)(1)(A)(vi)

Address:

Jattari, District Aligarh Uttar Pradesh 202137 INDIA, Tel :+91- 971 964 7724, +91-5724 233451

email: [bspgirls@gmail.com](mailto:bspgirls@gmail.com) .Website: [www.bspgirls.org](http://www.bspgirls.org)

Project Beneficiaries: - 634 children (current), 42 teachers & 5,000 community members (as direct beneficiaries) /Indirect Beneficiaries about 15,000 community members in the 14 km radii.

Start date: **23<sup>rd</sup> July' 1986**

#### Previous & Ongoing CSR Engagements

*Angelique International, India, Angelique Library*

*Snow White Textiles, Chicago USA, Ground Maintenance*

*LaQuinta Inn & Suites, Texas, USA, Solar Lanterns & Computer Lab*

*AshaNet USA, School Operating account, Teacher's Salary (partial)*

## DETAILED PROPOSAL NOTE

### 1. CONTEXT AND BACKGROUND

Uttar Pradesh is one of the most populous states in India. With economic indicators being suggesting one of the least developed states. Especially in the area of girl's education less than 40% compared to the 70% average in India. It shows that not only the access to good education but the poor performing state of government run school programs.

The political lobby of the teachers' union has caused the further deterioration of the noblest profession which is given the task of educating the next generation. Lack of well trained teachers, tuition mafia, and profit based education model has further marginalized the economically backward people, of them the girls and women suffer the most, they are largely uneducated, their children are also uneducated. Illiterate mothers and fathers prefer to keep the daughters at home to help in household work and grazing cattle, working in the fields. Another setback for girl's enrollment in school is that culturally it is the girl children job to take care of their younger siblings, as surrogate mothers, if the biological mothers are busy with house hold, cattle and farm related work.

Fathers and Mothers in rural areas are unaware or negligent about the about the importance of better child care and development: they are not aware of importance of vaccination, proper nutrition on child development. We believe the education of the mother is key to better child development and promoting the value of education in the family. Moreover, most mothers from poor rural families are socially and culturally conditioned to accept lower role and status of girls and women in family and beyond and domination of men controlling and regulating their lives.

Women don't challenge or influence change in existing gender-based power relationship between women and men that start affecting the quality of life, and aspirations of a woman right from her childhood. Preferential treatment of boys by parents, particularly mothers, who are awarded higher social status as mothers of male child, and girls don't get equal access to most of their basic rights otherwise enshrined in the constitution of the country, including their right to education.

In rural Uttar Pradesh, boys are more than three times more likely than girls to receive a primary education and more for secondary and intermediate education. Reasons that result into preferential treatment of boys over girls are rooted in socio-cultural beliefs and values and are also influenced further by economic condition of a family. Poor parents who can't afford to send all their children to school (they have to pay a nominal fee in BSPES) usually send the boys and keep the girls at home. Boys are seen as a future breadwinner for the family. The case is no different in middle class or upper class families as well, they prefer to educate the sons and spend the family fortune on his job prospects but not spend money for girl child except to get them married off. Often locations of schools are such that parents do not send their daughters in fear of exposing them to harassment and safety.

## **2. BSPES EXPERIENCE IN RURAL UTTAR PRADESH STARTED IN 1986.**

Currently, BSPES is implementing programs in the following areas:

- i) Value based education for rural girls from class I to class XII, with formal education recognized by Uttar Pradesh Madhyamik Parishad
- ii) Health & Hygiene
- iii) Wealth creation through Employment for girls

The strategic choices adopted by BSPES are:

- Promote effective and regular dialogues on girls-education related issues in communities using Village Meetings with gram level panchayat;
- Work towards bringing employment opportunities to villages such that at-least 20% of the girls in the area do not have to leave their homes/villages/Jattari region to earn a decent livelihood;
- BSPES believes that educated women/girls are less vulnerable to violence and gender discrimination. Illiteracy and economic dependency are two major contributing factors towards Violence against Women. This is the main reason that BSPES initiated its education initiative in the common villages around Jattari (UP).
- Community mobilization is a key activity done by BSPES to ensure inclusion and participation of villagers for effective implementation and sustainability and strengthening linkages with BSPES and organizations working on girl's education.

Services and Subsidies provided by BSPES to promote enrollment and health of girl students

- Solar Lanterns
- Cycles by means of bicycle banks
- Books & Uniforms
- Fees subsidy of up to 90% based on economic condition of the family.
- Higher Education Scholarship
- Breakfast program for 150 students

### 3. OBJECTIVES

#### *Project Goals:*

The overall objective of the project is to empower and motivate girls by providing accessibility to safe and reliable means of transportation for students in remote areas.

#### *Project Components:*

ii. Immediate need to provide transportation options to student who are unable to attend school due to accessibility and safety issues when using current available means of transport.

### 4. PROJECT STRATEGY:

**Component:** Immediate need to provide transportation options to student who are unable to attend school due to accessibility and safety issues related to available options.

#### **Problem:**

Reduce the dropout from school due to lack of accessibility to transportation

80% of our students come from the villages around the town of Jattari where there is no mode of transport except in some cases tempos running at irregular schedules. Safety while coming by walk or by shared tempos makes the student fall victim to harassment by the boys and men in the route. State and Private buses do not stop and board school students since they want to pack full fare passengers rather than hugely discounted fare school students.

#### **Strategy:**

We understand that parents in rural remote villages too are trying hard to educate their girls by sending them to our school however the lack of transportation facility available and the safety of the girls while they travel by state and private run buses and tempos is a huge concern for them. So BSP Education society started a cycle bank program of 90 cycles which were given to students who were regular to school and came from the 3km radii of the school. Next the school purchased a small school van which can transport 13 students at a time and runs it in 2 routes which are in the 7km radii. But that covered only 4 villages in the area and many students dropped out from school after puberty. During the winter months when it gets dark early students and parents are concerned about their safety. With the above 2 programs we were able to cover about 100 students, but if we can provide one twenty capacity bus which can run on 4 routes, we can make education more readily available.

#### **Impact and Outcome:**

By running 1 new 20 capacity buses we will be able to provide education access to approximately 100 new students and we expect the overall school enrollment to reach 750 students and more in the next 2 years.

The parents' safety concerns will be addressed and they will let the students continue their education unabated which gives these girls an opportunity to pursue their dreams and become contributing members of the family and live an independent live.

The transportation will help the students travel to District level competitions in Education and Extra-curricular areas.

**Budget and Routes attached to the project page.**

Description	Frequency	Cost	No.		
<b>Capital Cost</b>		<b>INR</b>		<b>INR</b>	<b>US\$</b>
(School Bus)					
Mahindra Excelo					
School bus (based	One time	900000	1	900000	13636.36
RTO Tax	Lifetime	18000	1	18000	270.68
			<b>Sub total</b>	<b>918000</b>	<b>13804.51</b>