

Asha For Education TM

Project Proposal Submission Form

Appendix 1 – Formal/Non-Formal/Special Ed/Vocational schools

Deepalaya Education Society – 2019-2022 Project Submission

Deepalaya Education Society,
Ramditti J R Narang Learning Centre,B-65,
Panchsheel Vihar (behind Triveni Complex),Sheikh Sarai,
DELHI 110017
Tel: +91-986-8144-844

This project proposed by Deepalaya shall provide Non Formal Education and shall focus on Identifying, enrolling, educating and mainstreaming 45 girls and also providing remedial teaching support for 15 school going girls children from slums near Ramditti J R Narang Deepalaya Learning centre, Sheikh Sarai in South Delhi. This is a continuation of our engagement with Asha for Education, Minnesota

Funds requested are as follows. Other additional planning documents are provided along with.

Budget for ASHA project			
Particulars	Year 1 (2019-2020)	Year 2 (2020-2021)	Year 3 (2021-2022)
Tuition Fees (Teacher's Salary)	162000	178200	196020
Community Mobilization Expenses/Mainstreaming	20000	22000	24200
IEC Material & Teaching Aid, Smart Board	40000	44000	48400
Latent Talent Development/ Miscellaneous /Educational Tours	36000	39600	43560
Parent Teacher Meeting	3600	3960	4356
Students Academic Evaluation	6000	6600	7260
Health & Hygiene, Awareness Programme	6000	6600	7260
Project Administration & Cleaning Staff	15000	16500	18150
Total	288600	317460	349206

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Fill in this appendix ONLY if you are requesting funding for a school run by your organization.

If your project also has other aspects (community awareness, health etc), please fill in the other appendices as well. Do NOT mix the budgets, personnel etc. of the various aspects. If a particular question has already been answered in another segment, please refer to that segment instead of replicating the same here.

Common Section -

1. Please list the school(s) run by your group and their locations. Please indicate which school the funding is being requested for and the alternate sources of funding for the schools.

School	Location	Year Estd.	Type (Formal/Other)	No. of students	Asha funding requested? (Y/N)	Alternate Funding source
Deepalaya School Kalkaji Extension	A-14, Kalkaji Extension, Govindpuri New Delhi-110019	1999	Formal	1618	N	
Deepalaya School, Gusbethi	Village Gusbethi, Sahsola Revenue Village, Tavru Block, Distt. Mewat (Hr)	1998	Formal	1248	N	
Deepalaya Learning Centre, Titron	Ravidas Mandir, PO: Titron, Distt. Saharanpur, Uttar Pradesh	2009	Formal	206	N	
Deepalaya Learning Centre, Sanjay Colony	S-69A, Sanjay Colony, Okhla, Phase-2, New Delhi-110019	1992	Non Formal	450	N	
Deepalaya Learning Centre, Gole Kuan	Lal Building, Near F-33, Gole Kuan, Tekhand, Okhla Phase-1, New Delhi	1999	Non Formal	180	N	
Ramditti J . R.Narang Deepalaya Learning Centre	B-65, Panchsheel Vihar, Behind Triveni Complex, Sheikh Sarai, New Delhi	1995	Non Formal	300	Y	N.A
Deepalaya Learning Centers, North West Delhi & West Delhi	Bhalaswa, Tilak Nagar, Adarsh Nagar, Haiderpur, Wazirpur	2009	Non Formal	500	N	
	Total Children			4502		

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2. *Provide details on the kind of education that is proposed. (Formal, Balwadi, Vocational Training, After-school NFE etc.) If the school provides special education, please indicate so here, and fill the additional section at the end of this appendix.*

The proposed project shall provide Non Formal Education and shall focus on Identifying, enrolling, educating and mainstreaming 45 girls and also providing remedial teaching support for 15 school going girls children from slums near Ramditti J R Narang Deepalaya Learning centre, Sheikh Sarai in South Delhi.

3. *Describe the socio-economic and educational background of the children and their parents. If some of your students are employed, please tell us about them as well.*

The proposed project shall be located at Ramditti J R Narang Learning centre which is close to 5 or more slums around Panchsheel Enclave, Malviya Nagar, Jagdamba Camp, Khirki Village etc in South Delhi. People living in these areas are very poor and cannot afford to send their children to private schools which charge exorbitant fee for providing quality education. Most of the people residing in these locations have migrated from states like Rajasthan, Bihar, West bengal, UP, Chattisgarh, Gujarat etc. in search of greener pastures. They have low literacy rate and some of them can barely read or write but work in adjoining factories on daily wages or are engaged in petty business, street vending and even rag picking or garbage collecting. For them education is not a priority as they struggle for earning their daily bread. People employ their children in petty jobs for increasing the household income to make their both ends meet. Resultantly, children special girl children belonging to age group of 4-17 years are one of the most vulnerable lot. They either are not enrolled in school for want of funds or they leave education midway to help their family members. The local government schools lack quality in education and teachers do not take sufficient interest in teaching children. Even if some students are enrolled in the school, they drop out from the school for various reason.

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

As per our preliminary survey done a few years back, it has been found that around 40% of the people residing in these locations are illiterate. Around 50-55% of the people have undergone primary education and a small percentage of people have elementary education.

5. *Describe the curriculum for each standard in the school. Provide details such as the subjects taught, hours of instruction per subject per week.*

The existing projects follow NCERT books and syllabus. Students are taught English, Mathematics, Hindi, Environmental Studies (EVS), Social Science and Science. However, Deepalaya has developed its own curriculum for Non formal education. The curriculum was used in Deepalaya Reach India Programme and Deepalaya Axis Bank Project and has been found to be very effective.

6. *Describe the method of teaching in the classrooms. Indicate any educational aids used and comment on their effectiveness.*

Unlike other schools, where learning is only exams-oriented and students are taught to pass certain exams, Deepalaya

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Learning centres lay stress on development of creative and innovative skills. Students are encouraged to participate in group discussions and are given freedom to question teachers. The schools lay stress on Activity based learning to help students learn basic concepts.

Two of the existing schools and other learning centres including Ramditti J R Narang deepalaya, are equipped with smart boards to make learning fun. It has been found that the Interactive Smart Board technology has also helped in reducing dropout rate. As the name suggests, the technology brings a whole level of interactivity to any classroom when they are connected to a computer and a projector. They have helped in transforming our classrooms into a dynamic learning and training environment. The technology uses a white board which enables a lecture to be structured with the help of audio visuals to make learning easier.

7. *How many children are currently enrolled in your school? Provide a per-class split. Also indicate how many students dropped out in the last 1 year from that class and how many students moved to formal schools (if NFE).*

Class	Male Students			Female Students			Age Range
	Enrolled	Dropped Out in the last 1 year	Shifted to regular school	Enrolled	Dropped Out in the last 1 year	Shifted to regular school	
L.K.G	34		10		18	3	3-4
UKG	24		2		22	3	4-6
First	21		3		13	3	5-7
Second	14		1		7	1	6-9
upto VIII (remedial)	90	33		170		53	
(informations of students under Ramditti J R Narang Deepalaya Learning centre 2018-19)							

8. *What were the reasons for the dropouts from the school shown above?*

Drop out rate was around 17% (upto second standard) as observed in Ramditti J R Narang Deepalaya learning centre during the current year which was mainly because of migration of parents to their native places and relocation of parents to other work places .A total of 153 children were enrolled in Non formal Education (Morning) in the last one year and 26 have dropped out due to aforementioned reasons.

9. *What fraction of the children of the above ages in the local community attend*

- *this school N.A.%*
- *any school N.A.%*

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10. *How do you select the students who attend your school(s)? What criteria do you use and why?*

The students are selected on the basis of socio-economic background of the parents as Deepalaya works for the underprivileged. The project focuses on children who have never gone to school or due to certain circumstances or could not continue with their education. Students are identified by conducting door-to-door surveys or some of them have enrolled themselves due to Deepalaya's reputation and good service. After identification of students, a counselling session is done with the parents to convince them to send their children to the learning centres.

Despite the Enactment of Right to Education Act and (RTE) and other initiatives taken by both public sector and private sector enterprises, there are still a large number of children who leave formal school before completion of their education because of the financial and socioeconomic circumstances.

Deepalaya observed this tendency during its long tenure of service to the under privileged people. Moved by the plight of such children, Deepalaya joined hands with government program of Sarva Shiksha Abhiyan and other agencies like Reach India, Axis bank Foundation etc., for providing education to the deprived. With the passage of time, Deepalaya also established Non Formal Learning centers and Special Training centers. Such children are found in large numbers in and around Delhi where Deepalaya has set up its operations. The adjoining government schools lack quality education and teachers do not take sufficient interest in teaching children. Resultantly, even if some students are enrolled in the school, they drop out from the school.

Access to an appropriate education and teaching methodology can attract and retain out of school children, especially in the age group 4 -14 years, whose number is on the increase. The evaluation study conducted by an external agency after the completion of REACH India Program and Axis Bank foundation revealed that tendency of school drop outs reduced considerably though it remained with some of the students. The programmes were considered a huge success as it was observed that the projects were not only successful in mainstreaming children to formal schools but also brought out a positive attitudinal and behavioural changes in the children and their parents. There was a sea change as students developed a daily routine of getting up early, taking bath regularly, dressing up neatly, going to school on time, talking to parents and elders in a respectful manner, helping them in daily chores etc. Besides, cost per child per year was very low considering the large number of students who participated. The mainstreamed students were imparted remedial education to ensure that they do not find it difficult to study in schools and sustain in schools on a long term basis. This approach helps in developing an interest for education amongst non school goers and out of school children. It has also been noted that students who have been mainstreamed in similar projects continue with their education even after completion of remedial education.

11. *How would you define the location of your school(s):*

Urban Rural Other

If Other please explain:

12. *Does your school have:*

Its own building

Yes No

Number : The project shall be located at a our existing learning centre located at Ramditti J R Narang

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Deepalaya Learning centre, Panchsheel Enclave.

Number and Type of classrooms (e.g. Pukka):

Toilet for Girls	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Number of Toilets	All schools have separate toilets for girls			
Toilet for Boys	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Number of Toilets	All schools have sperate toilets for boys			
Chairs & Tables	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Drinking Water	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Laboratory	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
Playground	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
Blackboard	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Electricity	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Toys	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Library	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Computers	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Telephone	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Teaching Aids	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No

13. *Is the school Government recognized? If so, provide details of the recognition. If not, explain why not.*

Except Deepalaya School at Kalkaji Extension and Gusbethi, Mewat, rest of the schools/learning centres are not recognised mainly because of numerous requirements enlisted under the Right to Education Act. The intention of the Right to education act is good as it documents education as a fundamental right of children in the age group of 6 to 14 yrs. However, instead of ensuring quality education at low cost, the Act focuses on physical inputs—infrastructure, teacher qualification and compensation, standardized textbooks and curriculum, etc. Many schools provide good quality education but do not have the resources to fulfill these criteria. The unaided budget schools, where enrolment numbers have been growing fast and which many parents prefer over government schools, invest in basic infrastructure. Their teachers are not necessarily qualified and are paid low salaries -all because these schools charge a low fee, which even poorer parents can afford. Many parents prefer to pay a fee and send their kids to a private school because they have lost faith in government schools and, in many cases, the teachers in private schools are more passionate and dedicated. Deepalaya Sanjay Colony and Ramditti J R Narang Deepalaya at Sheikh Sarai belong to this category of learning centres which do not have the resources to fulfill the criteria under the Right to Education Act. Ramditti centre charges a fee of Rs. 250 from girls and Rs. 350 from boys per month (morning, up to Class II children, not enrolled yet in any formal school); it charges Rs 150 and Rs. 250 respectively for girls and boys in remedial unit. which is not sufficient to pay Government prescribed salaries to teachers, hire teachers with high educational background etc. Though the learning centre possess basic infrastructure to provide good quality education, it could not get recognition merely because it is unable to meet these criterion under the Right to Education Act. As a result, Deepalaya schools in Sanjay Colony and Sheikh Sarai which were catering to around 1000 children till March 2014 had to stop functioning as schools but operate as learning centres.

14. *Is the school compliant with the requirements of Right to Education Act? Please explain with respect to*

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infrastructure requirements, teacher qualifications, and admissions to disadvantaged students etc.
Except Deepalaya School at Kalkaji Extension and Gusbethi, Mewat all other schools do not comply with the requirements of the Right to Education Act as already explained in Point no. 13 above.

15. *How many staff are employed at your school? Please provide details.*

Name	Role	Educational Qualifications	Years in service
Annexure--1			
Mrs. Geeta	NFE Instructor	BSW, PTT	
Mrs. Renu Kumar	NFE Instructor	BA, BEd	12
Mrs. Yogmaya Thakur	NFE Instructor	BSc, BEd, NTT	10
Mrs. Sukla Das	NFE Instructor	BA	13
Mrs. Sadhna Shahi	NFE Instructor	BA, BEd	12
Mrs. Suman	NFE Instructor	BA, BEd	12
Mr. Laxman Rautela	Admin. Executive	10 th	27
Mrs. Monika	Librarian	M liSc	1
Mrs. Usha	Ayah	V th	23
Dr. Sangita Sen	Headmistress	PhD, BEd	2

16. *What are the school hours? How many days of the week do the children attend school?*

All the existing schools and learning centres operate 5 days a week from 8.00 a.m. to 2.00 p.m. Remedial unit provides around two hour class, either in the morning or in the evening, till 4 pm.

17. *What is the average distance children travel to attend your school? Does the school provide any transportation facilities to the students?*

Except Deepalaya Schools at Kalkaji Extension and Gusbethi, Mewat, rest of the learning centres do not have any transportation facility for students. The learning centres cater to children who live in the community and reside on a walking distance. Students come to these learning centers on their own. The proposed project shall be located at our existing learning centre at Ramditti J R Narang Learning Centre, Panchsheel Vihar, Sheikh Sarai and is very close to the residence of children and does not require transportation facility.

18. *Are there any other schools (e.g. Kindergarten/Balwadi/Elementary School, High School) in the area (including Government and private schools)? If so, please list the schools and the range of classes each of them offers.*

Yes, There are many schools operating in all regions where our projects are located. For instance, there are two sr. Secondary government schools and one MCD school operating near Sanjay Colony. The MCD school provides primary

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education. Similarly, there are two Senior secondary Government schools, 2 Senior secondary Private schools, 2 MCD schools (primary education) and 2 Middle schools operate near Ramditti learning centre. There are around 12 schools near Kalkaji Extension four near Deepalaya learning Centre at Titron and 4 to 6 near Deepalaya School at Gusbethi.

19. How is your program different from what is provided at these schools?

Deepalaya learning centres are equipped with SMART Interactive Technology unlike the MCD and the government schools. Besides, these learning centres provide quality education at nominal costs. The projects are different as they exercise positive discrimination for girl child. One of our projects at Sanjay Colony has a special unit. The project at Sanjay Colony has also provided infrastructure free of cost to Social Entrepreneurs, who take tuitions and earn a living.

20. Why are the children in your school(s) not attending government/other schools in the local area?

As discussed above in Point no.14 and 19, teachers in government schools do not pay sufficient attention to students and these government schools lack physical infrastructural facilities and technology like SMART boards which not only makes learning easy but also a fun-filled activity. Besides, Deepalaya provides good education at very nominal costs. However, except Deepalaya Schools at Kalkaji Extension and Gusbethi, Mewat all other projects are being run as learning centres since April 2014 because of inability to comply with Right to Education Act. Resultantly, students have got admission in government schools for getting necessary certificates in all learning centres. However, a few of them continue to attend our learning centres for better education and learning.

21. Do you try to involve the parents of the children in the running of the school (e.g. In setting the syllabus etc.)? Are the parents a part of the 'School Management Committee' mandated by the Right to Education Act? Please specify details.

Yes, they are part of Parent Teacher Association, they make a contribution as we follow a policy "Nothing is for free" in which parents are expected to co-operate and support. However, a very nominal fee is charged.

22. In addition to education does your group provide any other services to the children in your schools? (e.g. Food, Healthcare, Clothing etc.). Please provide details and fill up relevant appendices.

Apart from quality education, the learning centres at Sanjay colony, Gole Kuan and Ramditti have a tie up with Saket City Hospital (Max Hospital), a corporate institution. The hospital van visits the locations and provides health check-up which include dental, eye check up, general check up. The children are provided free medicines and free treatment. The check ups are done twice in an academic year. The hospital also monitors the growth by measuring height and weight of children. Free medicines generally include medicine for cough and cold, deworming, vitamins and iron capsules.

Besides, children at Ramditti were provided free of cost Dental check up recently inside the learning centre.

23. 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.

During the last five years 15000 students studied in the education projects. After completing their studies in Deepalaya, most of the students enroll in Government schools for secondary and senior secondary education after which they enroll for university education. Besides, their familial circumstances compel them to help them to get employment for adding to the family income. Apart from pursuing distance learning courses, the students prefer to enroll in computer courses or other vocational training centres.

Over the years Deepalaya students have become web designers, nurses, work in call centres, malls, factories etc.

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Some work as teachers and in corporate offices too [Some of the students are also pursuing Chartered Accountancy and Company Secretarship course for a bright future.

[The US State Department Community College Initiative Program has sponsored the education of 23 students, who went to the US for higher studies.

There are a few students who have come back to Deepalaya to serve the alma mater. They are working as teachers in Deepalaya Schools. At present, 13 students (4 in Deepalaya School Kalkaji Extension and One in Ramditti J R Narang Deepalaya School) are teaching in Deepalaya Schools. A case study of an ex student Geeta Pal who earlier joined as a teacher in Deepalaya Kalkaji Extension are attached herewith as Annexure-2.

24. Do you help your students with their future education efforts after they have passed from your school? If yes, please specify details.

Yes, Deepalaya has collaborated with various funding agencies which help our children in higher education. Since 1979, Deepalaya has been working for the cause of educating underprivileged boys and girls. Deepalaya has provided vocational training to another 13352 youth and adults during the last 39 years. We have always felt that we can change more lives, especially when it comes to providing education to children, vocational training to the youth, providing higher education and other elite professional courses in IT, Business Management, MBBS, engineering etc. to our beneficiaries.

For the underprivileged, these courses provide an opportunity to rise above their economic and social circumstances. However, such is the plight of our students that despite being academically strong and eligible for admission, they cannot fulfill their dreams for want of funds.

Deepalaya's Merit Cum Means scholarship programme was launched in 2007 with a view to identify meritorious but economically underprivileged students and then send them for higher studies. The programme began with a contribution of Rs. 1,00,000 made by Deepalaya and since then has become a self sustaining model that empowers our students to pursue their dreams and find a job which will lead them towards a dignified, secure and self reliant future. The higher study programmes currently supported include MBBS, B.E, B.Tech, B.Ed, B.Pharm, B.Sc Nursing, General Nursing, Bachelor in Physiotherapy, Catering, Travel and Tourism, etc.

25. Does your organization run similar programs in other locations? If yes, please provide details.

Yes, Deepalaya Education programme is being run at Different locations. One such program is Education on Wheels Project. As the name suggests, the project is being run on bus which is used to impart education to children in slums. The idea is based on the concept that if children can't go to school, the school can come to their home. The bus has been equipped with necessary infrastructure to provide education and latent development skills. Music is also used to make learning interesting. The bus visits 2 locations in a day at a construction site in Gurgaon and teaches children of construction workers for the last three years. Since its inception, the project has been able to provide education to around 2000 children. After providing non formal education, the students are mainstreamed to formal school and provided remedial education to help them sustain in schools and reduce the drop out rate.

26. What were the initial challenges that the project faced when it started? How were they overcome?

It is not easy to bring a change. First and foremost challenge was to motivate the parents to send their children to

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schools regularly. Deepalaya has always strived for the poor and the underprivileged. As already described, people living in communities, where Deepalaya has set up its operations, belonged to various states with a very low income. They employ their children in petty jobs to increase the family income to have two meals a day. For them, education is not a priority. It was not easy to convince them and to make them aware what role can education play in their lives. It was never easy to deal with the government departments for getting various approvals. However, with a committed and dogged approach, Deepalaya was able to make a place in the heart of people. Apart from this, it was never easy to operate as Deepalaya started with a very low fund base of only Rs. 17500/- contributed by the founders. Over the years, people started recognising the work done by Deepalaya which helped in raising funds and expand into various sectors like health, institutional care, gender equity, differently abled and women empowerment.

27. What were the current challenges that the project faces? What are the steps being taken to overcome them?

One of the major challenges that Deepalaya is facing right now is hurdles posed by Right to education Act (RTE). RTE laid various standards like physical infrastructure, ideal pupil teacher ratio, recruitment of teachers only with certain qualifications and training requirements, infrastructural requirements like playgrounds, libraries and prescribed salaries etc. which has become a threat to around 300000 recognised/unrecognised private budget schools which lack funds for huge infrastructural investment. Even if, these schools are able to fulfil the infrastructural requirements by raising/borrowing funds, they shall not be able to pay prescribed salaries to its teachers and staff as per RTE without considerable increase in tuition fees. Four of Deepalaya Schools were to this category which could not afford the complex infrastructural requirements laid down under the Right to Education Act. Resultantly, Deepalaya had to tell the community that Deepalaya cannot provide any certificate under RTE to the students as it now they are recognised schools but the learning centres. The schools were reduced to learning centres (upto class II). Most of the students enrolled in government schools. There are many students who continue to attend Deepalaya learning centres for remedial education.

28. Please split up your budget (provided in a detailed attachment) into educational, non-educational/administrative and infrastructural costs.

Item	Amount – Year 1	Amount – Year 2	One Time? (Y/N)	Amt. reqd. from Asha	Alternate Sources
<i>Rent etc for the facilities/hostels</i>					
<i>Salaries for teaching staff</i>	Budget is attached.				
<i>Salaries for non-teaching staff (ayahs etc.)</i>					
<i>Salaries for administrative staff (coordinator, accountant etc)</i>					
<i>Uniforms, books and other direct student costs</i>					
<i>Common Teaching/Learning Material costs, Laboratory equipment costs, library costs etc.</i>					
<i>Transport costs (school bus, driver, fuel etc.)</i>					
<i>Food expenses (mid-day meals, cooks, etc.)</i>					
<i>Other Educational Expenses</i>					

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<i>Other Administrative Expenses</i>					
<i>Infrastructure Expenses</i>					
<i>Other Please Specify</i>					
<i>Other Please Specify</i>					
<i>Other Please Specify</i>					
<i>Other Please Specify</i>					

29. Please provide details of staff and their salary expenditure.

	Male	Female	Salary Range
<i>Teachers</i>	Annexure-4		
<i>Other Paid Staff</i>			
<i>Volunteers</i>			

30. Do any of the school children pay school fees? If yes, please provide details.

Yes, Deepalaya exercises a concept called "Nothing is for free" to add value to all the services it provides to the underprivileged. Except Deepalaya School at Kalkaji Extension, all schools and learning centres charge a nominal fee ranging from Rs. 50 to Rs. 250 for girl child and RS. 250 to Rs. 350 from boy student on monthly basis depending upon location and willingness and affordability of parents to pay.

31. Do you have any other sources of income? If yes, please provide details.

Yes. Necessary details for other sources of income is given in the attached Balance Sheet for the financial year 2017-18

32. If the school is a non-formal education center, comment on the process and the timeline of integrating the students into mainstream schools. Do you continue to monitor the progress of the students after they join the regular schools?

Yes, the proposed project shall run as a Non formal education centre and shall identify, enrol, educate and mainstream girl children into formal schools. The main activities in the project shall be as under:

1. Identification of beneficiaries by conducting door-to-door surveys in the community.
2. Selection of beneficiaries after obtaining consent from their parents.
3. Enrollment of selected beneficiaries to the program.
4. Encouraging the girls to attend their classes regularly in Ramditti J R Narang Deepalaya.
5. Appointment of teachers.
5. Regular assessment of learning skills of students.
6. Mid-term assessments of learning levels.
7. Assessment of teachers for training requirements for multi-grade level teaching.
8. Preparation of Teaching learning Materials (TLM) for teaching the curriculum.
9. Exposure visit and Latent Talent development programmes. Organizing as many exposure visit/picnic as required.
10. Net working with Government /other private schools and open basic under NIOS for the mainstreaming and examination of students

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11. Mainstreaming these girls to nearby formal schools.
12. Afternoon teaching support for the school going girls in the basic remedial unit
13. Special training under 'Life Essentials Program' including tailoring class to learn basic stitching.
14. To continue the support to the mainstreamed children through special training for next two years.
15. Home visits by staff/ teachers on regular basis to minimize absenteeism /drop out.
16. Parent teachers' meeting to access, review and share the progress and appreciate changes in children.
17. Records and documentation: Maintaining enrollment record, Mainstreaming record, Attendance register, Students profile record (admission form), Assessment Records of students etc. , Parents meeting attendance record and case stories for donor reports and publications.
18. Half yearly & annual Reports, evaluations, monitoring and follow up.
19. Regular Financial Review of expenditure incurred and budget Vs actual variant analysis.
20. Follow up result and assess direction of impact

Normally, students are mainstreamed into formal schools only after one year of Non Formal education.

Yes, we monitor the progress of students after they are mainstreamed into formal schools. They are being provided remedial education support, to help them in their learning process and to bring them at par with other students. This also helps in reducing the drop out rate.

33. *Your feedback on this application would be valuable. Kindly specify if you have any.*

Note:

1. The information regarding no. of students, infrastructural facilities, staff etc. have been given for the existing projects. .
2. The data regarding enrollment, drop outs and mainstreamed children given in the format is sum total of all the students in all locations.
3. Information regarding the special unit relates to existing project at Sanjay Colony.

Special Education

*Fill this section **ONLY** if your school deals with special education. Please also fill the Appendix 2 on Healthcare if the school deals with special education.*

34. *What disabilities does the project focus on?*

The special unit located at Sanjay Colony caters to children suffering from following disabilities:

1. Cerebral Palsy.
2. Autism
3. Physically Challenged.
4. Mentally Challenged.
5. Attention Deficit Hyperactive Disorder.
6. Low vision.
7. Slow learners.
8. Visually and Hearing imparied
9. Muscular Distrophy

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35. Provide a brief description of the students w.r.t. their age groups, disabilities and current abilities.

The current unit is looking after 120 students with age group ranging from 4 years to 20 years. Children with various disabilities have been enrolled. There are cases ranging from mild, moderate and severe disabilities. Depending upon the type and severness of diabilities, the special children are given different treatment. The progress also varies from child to child. Over a period of 3-4 years, the children are able to read and write, become independent and participate in activities of daily living in case of students with mild and moderate disabilities. Some of our students after undergoing treatment have also been able to get jobs as computer operators, tailoring and cutting etc. However, children with severe disabilities take a long time to rehabilitate and mainstream into society.

36. How does the program plan to integrate the students with the society?

The proposed project shall not provide services to diasbled children. However, special team at our existing project at Sanjay Colony works on the concept of community based rehabilitation and provides following services to rehabilitate the differently abled children and integrate them with the society:

1. Special Education – A formal functional assessment is conducted by trained personnel. Based on the Assessment Reports, Individualized Education Plans (IEP's) are written for the child clearly laying out the goals and the intervening steps to achieve the objects within time frame.
2. Intervention (Occupational/Physical/Speech therapy): The intervention aims to achieve functional independence by providing following therapies:
 - (a) Speech Therapy – The Hearing and Speech Impaired (HI) students are treated with one-on-one therapy sessions to improve the non verbal and verbal communication skills (more focus on verbal). A Speech Therapist generally uses group hearing aid system during the classroom group sessions. In additions mentally retarded students and those suffering from cerebral palsy, Autism with associated speech problem are also given Speech Therapy session.
 - (b) Occupational Therapy – Occupational Therapist facilitates the students in improving upon various functional activities like balance, gait, posture, grasp etc. Activities of daily living (ADL) are focused upon and the child is trained for these with the help of ADL boards which includes buttoning- unbuttoning, lacing, zipping, using the Velcro etc. Pre- vocational exploratory skills eg. Money concept, traffic concept, time concept and so on.
 - (c) Physiotherapy – Physiotherapy interventions are provided after a detailed initial assessment of the students. The intervention aims at the strengthening of the musculature, achieving Range of Motion at the joint, Co-ordination between different parts of body during activities, posture correction and gait training, pain reduction, sensory stimulation and breaking of synergy patterns etc.
3. Family/community participation: Involvement of the parents/families and communities, as they are primarily close to the clients, is one of the most important aspect of the project. They shall be educated about the preventive strategies and the effective care giving techniques for such children. Besides, a Parents Teachers meeting would be conducted on monthly basis for sharing inputs regarding the child. These meetings serve as a platform for the parents to interact and provide solace and strength to each other to face the challenge in their life. Regular community visits by the team would be done to keep the families involved and increasing their participation by families being active participants for service provision. Home management will also be discussed with the parents and follow up of the same shall be recorded.
4. Life Skill Training and placement (Economic rehabilitation): The centre would provide all facilities so that all direct beneficiaries are equipped to fight the vagaries of life and become self-dependent and self reliant. It shall

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provide special skills and vocational training to help them an employment to lead a dignified life with their family. Vocational training shall include various spheres like arts & craft, computer literacy, development of communication skills etc. Generally an inclusive vocational training system, where both disabled and non-disabled are made part of one system, is one of best systems to motivate the differently abled. The special unit shall work as a separate production unit, capable of producing various products.

Approach and Strategy:

The project focuses on child to child approach; where participation is the key factor. 'Child-to-Child' is one of the participatory approaches where participation from children is central. This approach aims to assist and enrich learning and teaching by making the process child-centred, participatory and relevant where children enjoy learning and understand what learning is.

The method emphasizes on active learning and teaching by a step-by-step process.

Key elements of the Child-to-Child approach is a Step by step process

Learning place (Class/School)	Living place (Home/Community)
Awareness raising	
<ul style="list-style-type: none">• Learn about an issue and understand• Find out more about the issue at home/ community with peers	
Critical thinking	
<ul style="list-style-type: none">• Discuss findings and think about how to improve the situation	
Action	
<ul style="list-style-type: none">• Make a plan for action• Carry out plan	
Reflection	
<ul style="list-style-type: none">• Discuss the action and the results• Reflect on the experience and present it	
Evaluate	
<ul style="list-style-type: none">• Evaluate through discussion• Plan a better action/ next step	
Carry on with Actions	