

Asha For Education TM

Project Proposal Submission Form

Instructions: Chapters can edit this section and put in their own instructions. Include chapter email ID and chapter website here as well.

Project Title: Project Eklavya

Date: 12th April 2014

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	Tarun Cherukuri	Richa Hingorani
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Affiliation	Founder Director	Programme Manager

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)

Section 12 of the Right to Education Act mandates 25% reservation in entering classes of unaided private schools for children, between the age group of 3-6 years, belonging to economically weaker (family income of less than a lakh a year) or socially disadvantaged groups. Often those belonging to economically weaker sections are daily wage laborers, self-employed or hired on contractual basis.

Project Eklavya, based in Delhi, is our efforts to enable an opportunity for education for such sections of the society. Section 12, in the next 5 years, will touch 2 lakh children in Delhi alone.

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

Mandating 25% reservation of seats in entering classes of private unaided schools for children belonging to economically weaker or socially disadvantaged groups, Section 12 will potentially touch lives of 10 million children across the length and breadth of the country. However survey by J-PAL revealed only 3 percent of the eligible families in Delhi are aware of this opportunity.

Furthermore, attitudes survey in Delhi by Centre for Civil Society capture apprehensions of primary school stakeholders and show considerable resistance to making schools as sites of social integration through Section 12. 43% of the parents of the fee-paying students fear that their children may pick up bad habits such as abusing, fighting from the aided students. Teachers of many private schools also fear that the learning in the classroom may slow down as a result of this provision. Our on-ground interaction with eligible families unearthed grave reluctance in having their children study in the same class as fee-paying children for the fear of aided students being "singled out" or "bullied" or "acquire similar tastes as their counterparts". Existing systemic challenges in acquiring relevant documents, inertia of private schools in effective

implementation also pose as serious threats to the enactment of Section 12.

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?

Divided into two phases of information campaign & subsequent holistic inclusion in classrooms, Project Eklavya is our first initiative in Delhi to break the social, psychological and technical barriers that impede the implementation of this progressive law.

In our recently concluded information campaign, the project enabled opportunity for ~700 families and spread awareness to ~ 1,00,000 families. Our target support campaign, focusing on bridging the information gap, included key partnerships with government institutions of Mission Convergence and Integrated Child Development Scheme, Ministry of Women and Child Development giving us access to their 39 community hubs in South Delhi alongside media partnerships with Hindustan Times, DEN and Hathway.

Phase Two (from April 2014 through the year) will focus on tracking children admitted in schools through a customer relationship management system to understand the problems they face in private schools. Concurrently, qualitative field research on 10 cases of 'positive deviance' i.e.

a. Qualitative case studies of 5 schools where measures to foster social integration practices have been taken

b. Qualitative case studies of 5 families from low-income backgrounds who have managed to overcome the information, psychological and academic barriers.

will be conducted with the aim of disseminating these practices across schools in South Delhi.

c. Creating a city wide social integration committee to deliberate on best practices of social integration across the board and to motivate, encourage other schools to constitute social integration committees.

d. Create a national coalition on Section 12 of the RTE to identify best practices across the country, escalating concerns of varying states, coaching low-performing states at the National Level.

Once the qualitative and quantitative researches are in place, a high touch social integration program will be instituted in 10 schools willing to implement our modules on social integration.

Our impact evaluation from campaign 1.0 will help shape our advocacy efforts ahead of the next admission cycle. Campaign 2.0 (November 2014 to February 2015) will be an information campaign across all 11 districts of Delhi with Integrated Child Development Scheme (ICDS) as critical partners of the campaign. Through our efforts by then, we hope to activate barren government institutions like Jeevan Kendras and have a strong base of community champions across Delhi.

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.

Gautam Rao in a study of the impact of a land-lease policy in Delhi that required private schools to reserve 20% of their seats for low-income students found that mixed classrooms improved

social attitudes of children from high-income groups. Firmly believing the findings of the study, INDUS ACTION looks to adopt a two-pronged approach wherein we will be working closely with both aided children/their families and private schools. Changing mindsets and behaviour, being an adaptive problem, requires evidence-based program, multistakeholder or coalition approach. We believe that co-partnership between identified stakeholders, sustainability and adequate involvement will help change the status quo.

Prior to the commencement of the academic session, a summer school camp is proposed to bridge the basic literacy and numeracy gap that children from weaker sections may have. Subsequently, tracking children in schools will create grounds for meaningful and tangible understanding of the barriers they face.

From our interactions with several schools over the course of the admission cycle, we have gathered evidence of inertia in schools impeding successful integration from taking place. Immersion in the school system will give us a vantage point to understand logistical barriers causing hindrance for integrating children from weaker sections.

Collecting qualitative and quantitative data from both schools and children will enable us to tailor our solutions according to the problems faced by each of the stakeholders. We believe that education is an opportunity that should not be determined by birth.

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?

Delhi Directorate of Education in the last admissions cycle (Jan 2013) released print ads worth ~\$20000 and set up help desks in select areas of the city. The impact of these support structures was negligible, as evidenced by the zero recall of these initiatives in our baseline interviews.

Other non-profits like Centre for Civil Society and Pardarshita have previously run small-scale campaigns to spread information awareness either through a helpline or a volunteer contact program.

For long term impact, INDUS ACTION felt it was imperative to forge a scalable and replicable model of change. Leveraging existing capabilities and connecting the dots within existing service delivery structures adds novelty to our efforts. Select schools have taken the lead in administering efforts to facilitate mixed classrooms. As the first organization looking to make an intervention, we understand that the initiatives of schools like The Shri Ram, St Mary's; Loreto Convent cannot be replicated in low-income schools with limited resources. Through our situational analysis, we want to offer targeted solutions to schools across the fees spectrum.

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. Post the first information gap, we will be aiding social and academic integration within varying schools across the fees spectrum (high income, middle income and low income). We are targeting the below listed outputs:

1. A replicable module on inclusive practices drafted after a robust qualitative and quantitative research in schools

2. A school social integration committee responsible for implementing, supervising and supporting efforts to socially integrate children from weaker sections
3. City wide social integration committee to deliberate on best practices of social integration across the board and to motivate, encourage other schools to constitute social integration committees
4. National Committee on Social Integration to convene all stakeholders to design a charter for implementable practices.

Additionally, INDUS ACTION will be operating another information gap in the academic year of 2015 wherein we will be aiming to exceed the number of opportunity seats available for the aforementioned cycle. Against 34,000 available seats across Delhi, we are looking to help submission of 35, 000 applications.

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. Through the aforementioned efforts, we hope to create a difference in the integration of the children from weaker sections both socially and academically. At the onset of the program, a baseline survey administered by a third party will be undertaken to assess:

- The school's willingness to implement social integration will be undertaken at the onset of the program.
- Number of participating schools at the workshop on social integration.
- Tenets of the behavior and mindset of parents whose children have been admitted under Section 12 of the RTE.
- Child's numeracy and literacy levels
- Number of dropout cases from the 30 schools we will be working with.

Impact of the program will be assessed by an end-line survey capturing details against the above-mentioned indicators. Simultaneously, the number of social integration committees formed across schools will also act as an indicator for success.

INDUS ACTION's Information Campaign 2.0 will be measured against the number of applications submitted against the number of available opportunity seats, the number of community champions created across Delhi and the number of revived government institutions.

8. **Long Term Impact** - Briefly highlight the potential long term **direct** impact of the project. Section 12, in the next 5 years, will touch 2 lakh children in Delhi and 10 million children cumulatively across the country. Instituting structures like School Social Integration Committees; City/State Social Integration Committees in addition to tracking children admitted under Section 12 of the RTE will offer rich data on better implementation of this transformative law. Our organization aims to, through its exhaustive groundwork, expose gaps in policy implementation, set up pilot support structures, proof points, activate defunct government institutions and create dynamic feedback loops to appropriate government departments with the cumulative aim of influencing advocacy.

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

Engagement of key stakeholders is critical for sustainable change. INDUS ACTION's strategy of working with the government agencies, providing handholding support to eligible parents and engaging school authorities will offer a vantage point and ensure better policy implementation on the ground. Our novelty rests in connecting the dots within existing service delivery framework.

Spearheading efforts to make classrooms loci for inclusive learning, INDUS ACTION aims to create a training module of awareness and integration modules for effective implementation of this provision across the country alongside data driven advocacy efforts for sustainable solutions.

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.

INDUS ACTION's ground team has diverse academic and professional experiences around primary education, media, community mobilisation, public health and operations management. The team secured key institutional partnerships with Mission Convergence, Ministry of Women & Child Development, Hindustan Times during the first phase of the project and trained over 45 volunteers. Furthermore, our training modules were also used by various other organisations working on Section 12 mainly IIM Ahmedabad and Mantra4change. Additionally, Aam Aadmi Party invited our team to train 70 volunteers on the fundamentals of Section 12. Our on-ground support helped ~500 families submit ~1700 admission forms in schools of South Delhi.

Adherence to deadlines and deliverables by the INDUS ACTION team to each of the aforementioned institutions (Mission Convergence, Ministry of Women & Child Development and Hindustan Times) including the Directorate of Education has ensured a continuous expression of interest leading to sustained partnerships. This bears testimony to the stellar performance of the team.

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

Being a constitutional law, Section 12 of the Right to Education extends to the entire country except Jammu and Kashmir. Each state is given the autonomy to devise its own rules for the implementation of Section 12 in educational institutions. With an estimated 10 million children set to benefit from this progressive law, INDUS ACTION hopes to scale to other states and overcome impediments in their local contexts. Our training modules and communication collateral has already aided information drive campaigns in Ahmedabad and Bangalore. Similarly in Delhi, INDUS ACTION through its training module helped create awareness through the Aam Aadmi Party's Volunteers pan Delhi.

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

Project Eklavya was conceived with an aim to break the social, psychological and technical barriers that impede the implementation of this progressive law. Our information campaigns will help identify loopholes and grey areas derailing the implementation of this progressive law. With concrete solutions, INDUS ACTION will ensure its feedback from the ground is escalated to the concerned government authorities for modifications in the law.

Similarly for the academic and social integration phase of Project Eklavya, we will empower schools and teachers with the know-how of teaching mixed classrooms before exiting the system. INDUS ACTION will strive to raise funds and generate revenue through partnerships with governments, exploring CSR partnership with education-focused companies and personal donations.

13. Proposed project start and end dates:

August 2013-July 2015

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 a grant from an organization like AfE or similar to begin the program?

INDUS ACTION has, so far, received ~\$27000 from Central Square Foundation as seed fund and raised ~\$10280 in personal donations

Information about your group/organization:

1. Name of the group/organization requesting funds:

INDUS ACTION

2. Organization website, if any.

www.indusaction.org

3. When was the group established?

July 2013

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

INDUS ACTION seeks to mobilize public resources and empower communities to bridge India's gulf between policy framing and grassroots implementation.

India's eclectic social norms are often times at odds with its collective development aspirations. Overcoming such norms required projects of a nature that are outside the realm of an archaic legal or a policy framework's influence. We will intervene through social campaigns to complement and strengthen the efforts of government and non-government organizations working on the chosen policy. We will deliver pioneering implementation tasks to fructify policy vision and goals.

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

The organization is committed to creating more awareness about the opportunity Section 12 is synonymous with. Short sightedly, the group aims to escalate its insights from on-ground experiences to relevant government authorities with an aim of creating a simpler admission process for interested candidates. Our liaison with the government, we hope, bears fruit in the form of the process being made hassle-free.

Our long term vision, with respect to Section 12, is to:

1. Create a replicable, scalable, exhaustive template for an information campaign
2. Create a roadmap for academically and socially integration mixed classrooms

We see INDUS ACTION helping government designing implementable policies with the help of our localized insights, proof points and evidences.

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)

- Community Development 50 %
- Education 50 %
- Health %
- Other(Please specify) %

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

Awaiting 80G exemption; 12A certification

9. Does your group/organization have FCRA clearance?

No

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

No

11. Board of Directors/Trustees

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

Name	Brief Background
Tarun Cherukuri	Tarun has both research and teaching experience in education. He taught for two years in a low-income private school in Wadgaonsheri, Pune as a Teachforindia fellow. He was also a research assistant for APRESt, a randomised evaluation study testing the impact of school vouchers across 180 villages in Andhra Pradesh. He graduated with an MPA/ID from Harvard Kennedy School in 2013 on Fulbright and Joint-Japan World Bank scholarships. He holds a Bachelors(Hons) in Chemical Engineering from BITS-Pilani. Post his graduation from BITS in 2006, he worked with Hindustan Unilever Limited as a Business Leadership Trainee and Technology Manager, Foods till 2009.
Names of others, if any	

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.

Name	Project Role/Responsibilities	% Time/ Effort	Qualifications
Aniket Doegar	Programme Manager	100	Commerce Graduate, Teach for India Fellow,

			work experience in rural community management
Debanshu Roy	Programme Manager	100	MBBS, PGD in Liberal Arts
Richa Hingorani	Programme Manager	100	Mass Communication graduate, work experience with NDTV. Managed community outreach, media & communications at SEWA
Hemakshi Meghani	Research Lead	100	Liberal education graduate with a double major in business and cultural studies, Teach for India fellow, education innovator at Awaaz De
Tarun Cherukuri	Founder Director	20	Teach for India Fellow, Fulbright Scholar at Harvard, current City Director at Teach for Indi
Kavikrut	Founder	20	Experience in building low cost rural healthcare ventures, MBA from Harvard Business Schoo.
Arti Saxena	Founder	20	Officer at the Indian Revenue Service for the past nine years. Currently pursuing Masters of Public Policy

Financials:

- Total project amount:**
What is the total amount of funding (from all sources) that is necessary for implementation and completion of the project. (Use 1 USD = 55 INR for conversions)
\$100,000
- 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.
 - Central Square Foundation**
Status: *Granted*
Amount: *Rs.20,00,000 (~\$36000)*
- 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.

Budget Item By type	INR Amount – Year 1	INR Amount – Year 2	Recurring? (Y/N)	INR Asha funding requested	INR funds - other sources	Funding source
School(s)						
Teacher Training						
Healthcare						
Resource Center						
Self Help Groups						
Awareness/ Advocacy	Rs 35,00 000	Rs 30,00,000		Rs 30,00,000	Rs 5, 00, 000	The campagin so far has been funded by Central Square Foundation.
Working with Government Schools						
Other Please Specify						
Other Please Specify						
Other Please Specify						

- How do you plan to sustain the project over the long term?**
Our efforts on ground will help us amass on-ground expertise on Section 12 of the Right to Education, create robust training modules for other civil society organisations to implement and collaborate with CSR initiatives of aligned companies. Social Integration training modules and partnerships with schools, NGOs and policy think tanks will form the basis for ensuring sustainability for the way forward.

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).
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.

1. Nila Mohanan, District Magistrate, South

Phone No: +91 8130328333

3. Has the organization approached the Government for funding? If so, what was the outcome? If not, why not?
Surveys had shown that the awareness pertaining to Section 12 of the Right to Education was low. Our own surveys reinstated the dismal percentage and we set about to immerse ourselves in low-income communities to gain a first hand account of the problem at hand. Our partnerships with the government were made (?) with the understanding that once a need for a rigorous information campaign is established in tandem with identification of areas where government support is required, funding collaborations can be explored.

After the successful completion of Campaign 1.0, we are now in talks with our government partners.

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	<input type="checkbox"/>
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 checked="" 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)?

Name of the project with year(s)	Project Location	Project Goals/ Achievements	# of Beneficiaries	Project Budget	Project Funding Source
		Not Applicable			

6. *Please attach your last year's audit report to this application.*
7. *Please attach your latest available annual report, if any.*
8. *Please attach a detailed budget for the funding request.*
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.*
10. *Please provide any other information you may consider relevant.*
11. *Your feedback on this application would be valuable. Kindly specify if you have any.*

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Project Proposal Submission Form Appendix 5 – Awareness/Advocacy

Fill in this appendix ONLY if you are requesting funding for advocacy aspects of a community.

If your project also has other aspects (healthcare, education 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.

1. Please describe the issue and the cause for advocacy being taken up by your organization/group. (This is to understand in detail what is the issue and what is the change being sought.)
Section 12 of the Right of Children to Free and Compulsory Education Act 2009 mandated that 25 per cent of seats in the entry class be opened up for children from weaker and disadvantaged group in unaided private schools. Surveys done by J-PAL revealed that merely 3% of eligible families were aware of such a provision. Our surveys reinforce the dismal awareness and reveal that less than a percent of the families were aware of the documents required to avail this opportunity. Attitudes survey, administered by Centre for Civil Society, exhibit reluctance in making schools sites for academic and social integration.

2. Please describe the socio economic background of the community which has been affected by this issue.
Section 12 caters to children belonging to families :
 1. Earning less than a lakh an annum or
 2. Socially disadvantaged groups of Scheduled Castes, Scheduled Tribes and Other Backward Classes
 3. Physically Handicapped Children
 4. Orphans

3. Since when has the campaign been in progress and what are its key objectives?
Project Eklavya, our first initiative, aims to break psychological, technical and social barriers impeding the progressive law. We ran an information campaign from December-February creating awareness in South Delhi through government instituted community hubs and enabled the opportunity for education for ~500 families this year. Going forward, INDUS ACTION will be tracking children admitted under the EWS provision to evaluate their performances, comprehend their difficulties and discern areas of support. Concurrently, qualitative field research on 20 cases of positive deviance:
 - a. Qualitative case studies of 5 schools where measures to foster social integration practices have been taken
 - b. Qualitative case studies of 5 families from low-income backgrounds who have managed to overcome the information, psychological and academic barriers. will be conducted with the aim of disseminating these practices across schools in South Delhi. Once the qualitative and quantitative researches are in place, a high touch social integration program will be instituted in 30 schools willing to implement our modules on social integration.

Incorporating the learnings from our on-ground efforts, Campaign 2.0 will aim to streamline technical barriers, through its advocacy push, to facilitate a hassle-free experience for eligible families. We will be aiming to exceed the number of opportunity seats available for the 2015 admission cycle. Against 34,000 available seats across Delhi, we are looking to help

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Project Proposal Submission Form Appendix 5 – Awareness/Advocacy

submission of 35,000 applications.

4. *What are the main activities in the awareness/advocacy campaigns? What are the key milestones of this campaign?*

Our recently concluded Information Campaign 1.0 will be followed by an intensive social & academic integration plan. Our envisaged efforts will lay emphasis on:

- 1. Tracking children admitted in schools through a sophisticated customer relationship management system to understand the problems children face at schools and the role their parents play in supporting them.*
- 2. The qualitative field research, as described in the previous question, will help us collate "positive deviance" efforts taken by schools to further academic and social integration within mixed classrooms.*
- 3. The best practices will be disseminated and deliberated upon in a city wide conference on the importance of inclusive classrooms with an aim of creating a low-cost replicable model of holistic integration.*
- 4. Creating a city wide social integration committee to deliberate on best practices of social integration across the board and to motivate, encourage other schools to constitute social integration committees.*
- 5. Developing a rubric for assessing and rating schools on their Section 12 compliance. Schools will be adjudged on their willingness to admit EWS students, measures taken to facilitate social & academic integration among several other indicators.*

INDUS ACTION's Campaign 2.0 aims to create sound awareness about Section 12 in low-income communities across Delhi through a pan-Delhi helpline and leveraging existing capabilities & connecting dots within existing service delivery structures.

The envisioned milestones are listed as under:

- 1. Activating defunct government machineries like Jeevan Kendras and Anganwadis in Delhi for smooth flow of relevant information.*
- 2. Eliminating impediments viz response time for income certificates, Scheduled Caste/Scheduled Tribe certificates to this progressive law with an aim of reinstilling faith in the system.*
- 3. Creating and training a wide base of community champions across Delhi to take regular mohalla meetings in low-income clusters generating awareness at the grassroots level.*

5. *Have any of these milestones already been achieved? What is the timeline for the other milestones? Please provide details.*

In our recently concluded information campaign, the project enabled opportunity for ~500 families and spread awareness to ~1,00,000 families. Our target support campaign, focused on bridging the information gap, included key partnerships with government institutions of Mission Convergence and Integrated Child Development Scheme, Ministry of Women and Child Development giving us access to their 39 community hubs in South Delhi alongside media partnerships with Hindustan Times, DEN and Hathway.

The timeline of the efforts to ensure social and academic integration in schools (described

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Project Proposal Submission Form Appendix 5 – Awareness/Advocacy

above) is specified as under:

February-August '14:

- 1. Initiating contact with schools (across the fee spectrum) to identify best practices and partner with favourable institutions.*
- 2. Creating a city wide committee on Section 12 of the RTE with due representation from private schools, government authorities, eligible families and fee-paying families*

March-June '14:

- 1. Creating database of children admitted under the EWS provision in South Delhi*
- 2. Approaching families to sanction INDUS ACTION's efforts to track the progress of their children in private schools.*
- 3. Designing, testing and implementing a sophisticated customer relationship management system*
- 4. Developing a rubric for schools to assess Section 12 compliance.*

August-October '14:

- 1. Collating and recording best practices in schools promoting inclusive classrooms*
- 2. Collating and recording problems faced by the school administration in implementation of Section 12 of the Right to Education Act*
- 3. Gathering on-ground experience from children admitted under the Section 12 and feedback from their parents*
- 4. Holding a workshop discussing and deliberating best practices, impediments and the way forward.*

Prior to the information campaign 2.0 being flagged off in December, INDUS ACTION is earnestly working towards-

March-June '14: Formally partnering with Integrated Child Development Scheme, Ministry of Women & Child Development to gain access to 6000 Anganwadis in New Delhi in addition to exploring other government institutions.

March-Nov '14: Advocating for appropriate modifications in the rules laid by Delhi Directorate of Education for Section 12 with an aim of curbing grievances.

Aug '14- Feb '15: Identifying, recruiting and training community champions across Delhi

- 6. What are the proposed short term and long term benefits of the campaign(s) and the timeframe by which these are expected to be achieved?*

As specified earlier, the poor awareness about Section 12 has been a cause of concern hampering its access and reach. A socially aware society with room for dialogue between key stakeholders, increased awareness among communities are the project's short term benefits. Synchronously, INDUS ACTION will be designing a rubric to assess and rate schools on their Section 12 compliance.

Time frame: 2 years

Section 12 of the Right to Education will potentially touch 10 million children across India in the next 5 years ensuring mixed classrooms and academic and social integration within the school structure. After our first information campaign, we will be tracking children admitted

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Project Proposal Submission Form Appendix 5 – Awareness/Advocacy

under Section 12 of the Right to Education to understand the challenges they face in schools, their learning levels, attitudes of school staff, responses and behaviour of the parents of aided schools in order to refine the policy for more inclusiveness within classrooms. Our concerted efforts will also focus on ensuring dropout rate is curbed to the minimal.

Time frame: 5-10 years

7. How would you measure the benefits/success of the campaign?

The effectiveness of our campaign will be assessed by:

1. Number of families who have given assent to the proposed tracking system
2. Number of formal partnerships with Delhi schools
3. Instituting a city-wide Section 12 RTE Committee
4. Number of social integration committess formed in schools
5. Number of insitutional and media partnerships
6. Number of community champions identified, recruited and trained
7. Number of EWS applications filed against the available seats and number of admitted children under EWS provision
8. Section 12 awareness levels among low-income clusters
9. Modifications incorporated in the Section 12 state rules

8. Kindly provide details of other issues (if any) your organization is working in this and/or other locations?

No

9. Have there been examples of benefits to any group through your social awareness in this or your other locations? Please provide details.

Through the channel of our first information campaign, we helped ~700 families submit ~1700 applications in South Delhi. The core team of INDUS ACTION also trained 70 Aam Aadmi Party volunteers in the capital and sussequently reached ~400 families.

Our training modules and communication collaterals have been used by other like-minded organisations in Ahmedabad and Bangalore to reach a cumulative ~2000 families.

10. Please list down the below details covering current and projected budget. If expense is one time, please specify period during which it is proposed to be spent.(Please note: Funding amount and tenure is at the sole discretion of Asha for Education)

Item	Amount – Year 1	Amount – Year 2	One Time? (Y/N)	Amt. reqd. from Asha	Alternate Sources
Communication Collateral	Rs 1,92,000	Rs.1,00,000			CSF in year 1
Volunteers & Interns	Rs.6,00,000	Rs.2,00,000			CSF in year 1
Helpline Operations	Rs.1,35,000	Rs.2,00,000			CSF in year 1
Conventions	Rs.2,00,000	Rs 2,00,000	Yes	Rs.2,00,000	CSF in year 1

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<i>HR and Personnel</i>	Rs. 21,00,000	Rs. 25,00,000	Yes	Rs. 25,00,000	CSF in year 1
<i>Logistics</i>	Rs. 3,00,000	Rs. 3,00,000	Yes	Rs. 3,00,000	CSF in year 1
<i>TOTAL</i>	Rs.35,00,000 (\$64,000)	Rs.35,00,000 (\$64,000)		Rs, 30,00,000 (\$54,000)	

11. Please list details of other sources and current and future funding available to you. If they are restricted to a few select programs, kindly provide details of the same.

INDUS ACTION received seed funding from Central Square Foundation, Delhi of ~\$37000 for the first year of operations .

12. Do you have any other avenues of incomes to support the campaigns?

INDUS ACTION has received personal donations of ~\$10280

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