**Project Proposal**

**On**

**Provide the higher education to studying 20 Dalit girls of Kasturba Gandhi Awasiya Vidhyalaya, Jalaun**

**Project Period:**

**April 2018 to March 2019**

**Submitted To:**

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**Ashafor Education**

Walnut, California, United States

**Submitted By:**

**Parmarth Samaj Sevi Sansthan**

Mona House Churkhi Road,

Orai, District Jalaun UP

Phone: 05162-258412, 254910

**Rational:**

Education is a basic human right under the directive principle of Indian constitution, also India has ratified UN Conventions—Universal Declaration of Human rights, Economic Social Cultural Rights, Elimination of All forms of Discrimination against Women so on. Though India has succeeded in in primaryandsecondary education enrolment, but its overall literacy rate still continue to be disparity between boys 80% and girls 59%, respectively , according to Global Report World Economic Forum November 2017. Despite the Indian Constitution guaranteeing equality before the law and non-discrimination on the basis of sex under Article 15, and several gender specific laws that have amended in favour of girls and women, yet gender gap continue abate the Indian society on several front, dueto several harmful customary practises and stereotypes that discriminates girls and women along with imbedded patriarchal notions. The major elements that prevent girls attaining higher school education have closely related to early marriage due to poverty and dowry demands, sexual harassment, lack of toilets in schools, transport facilities, along with several gender based discriminations. Central Government the flagship campaign BetiBachow and BetiBadawthough heavily focused on girls education and equality between boys and girls, the campaign has remained a mass publicity. The girl’s school dropout rate among marginalised and excluded communities among rural and urban poorhas been challenging factors.

A report released by UNICEF and UNESCO (May 2015) out of school children in India has highlighted that Dalit girls have the highest primary school exclusion rate in India. The report also finds that half of the pre-school age Dalit children are not attending school. The report cites compounding factors such as ingrained social inequalities and poverty among Dalits, to be contributing to higher rates of exclusion. It states, “Humiliation, harassment and abuse by upper caste teachers towards children from Scheduled Castes have been shown to undermine their motivation to stay in school.” The report further cites the average rate of exclusion for primary school-age children from Scheduled Castes is 5.6 per cent and Scheduled Tribes 5.3 per cent compared to the national average of 3.6 per cent. Girls from Scheduled Castes have the highest rates of exclusion at 6.1 per cent.

The ground reality at district level the education status of Schedule Caste (SC) and Schedule Tribe(ST) girls, have been worrying situation the dropout rate among them has been much higher than othercommunities those are economically and socially better off.

The below table and graph indicates the dropout situation in the region:

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Class: 1-5**  **(in %)** | **Class: 1-8**  **(in %)** | **Class: 1-10**  **(in %)** |
| General | 28.57 | 52.42 | 64.82 |
| SC | 34.20 | 57.30 | 71.30 |
| ST | 42.00 | 67.10 | 77.80 |

The ratio of girl’s education registration in higher education as per total population is 13.8% while nomination of SC and ST girls is 1.8 and 1.6% respectively. The factor that contributes to their dropout rate Girls in rural areas, particularly those from Scheduled Castes and Scheduled Tribes in India also have higher rates of exclusion.

Therefore, the scheduled caste and scheduled tribe girls facenumerous barriers to education at macro and micro levels.

* Child labour is identified as a key hindrance to children attending school. It says, “According to the International Labour Organization (ILO), India has the highest number of working children in the world. Most of these children belong to the poorest, most marginalized communities, including Scheduled Castes and Scheduled Tribes.
* Girls are groomed to take care of domestic responsibility right from their childhood, as they reach puberty they are withdrawn from school to take care of family occupation, sibling and entire domestic chores.
* Inadequate facilities in schools such as water and sanitation, by and large in most of the government run schools do not have sufficient infrastructure facilities, and they failed to address the sensitive issue of sanitation, therefore girls accesses to sanitation has been overlooked this has been one of the major challenge for girl children dropping out of school.
* Besides, dalit and tribal children face subjugation by the upper caste teachers the humiliation and discrimination meant to them is so evident particularly in rural areas. In addition the sexual harassment and corporal punishment further add to their owes. These subjugation of social orders clubbed with poverty forcefully pushes and align both dalit and tribal children more so girl children from mainstream education,

PARMARTH SAMAJ SEVI SANSTHAN has been implementing Kasturba GandhiAwasiyaBalikaVidyalaya (KGBRV) Scheme for deprived adolescent girls education with the support from Basic Education Department of Uttar Pradesh, since 2006-07, in Jalaun district of Uttar Pradesh..The objective of KGBV is to ensure access and quality education to girls from disadvantaged groups of SCs, Other Backward Communities (OBC) and minorities by setting up residential schools at upper primary level. At present 100 girls are studying from class 6 to 8th. Apart from formal literacy and education the girls are also trained on computer literacy, sewing, drawing, self-defence.

The KGBV education also uses the component of Sarva Shiksha Abhiyan (SSA) principles and guidelines in the overall context of child rights, and by ensuring the implementation of the Right to Education Act, 2009.

**Context of Project Intervention**

For the financial and support intervention purpose 20 poorest deprived girls students have been identified from Kasturba Gandhi Awasiya Vidhyalaya who have completed their 8thclass. Due to lack of resource they are unable to continue their higher secondary school education. With support intervention the20 girls will be provided with free residential school education facilities. .

In this background, PARMARTH (organization) is aim to address the challenges of inaccessible to higher education. Also, with the objectives to develop and promote facilities to provide access to quality education to identified 20 girls up to 12th grade.

Below is the detail of proposed intervention:

1. **Girl’s centred approach:** In the proposed project, there will be girl’s centred approach especially focus will be given to SC/ST. In this approach major emphasis will be to improve their intellectual power, learning skill and decision making process. Why this again and again
2. **Systematic and accountable education channel :** Parmarth will adopt the systematic and accountable education system while implementation of programme , through which learning interest would be developed among identified girls by enhancing effective learning skills. Monthly monitoring on subject wise progress will be undertaken as well as responsibility for developing theoretical and practical understanding will be addressed as per defined curriculum.
3. **Create atmosphere without any discrimination:** Ensuregender and caste based sensitivity in order to avoid any form of discrimination under residential educational facilities. Transparent atmosphere will be developed for smooth and impactful deliverables. Accesses to safe and secure protection would be ensured with dignity, respect and a complete non-discrimination atmosphere.
4. **Availability of professional and vocational education:** Under the proposed intervention, programme will ensure to impart vocational and professional courses (training). The identified students will able to learn and improve their skills and capacities on different courses—small entrepreneurship, drawing-crafting, computer literacy etc.

**Project Title: Provide the higher secondary education to 20 Deprived girls of Kasturba Gandhi Awasiya Vidhyalaya, Jalaun**

**Project Goal :**To Empower 20 deprived girls through for formal education.

**Project Objectives…**

* To ensure quality education of identifies 20 girls’ children from deprived communities—, Dalit, and Minority, increasing their overall learning abilities from class 9thto 12th.
* To enhance life skills, capacitate and enhance potentials and talent of the girl children

**Project Strategies**

* Introduction of new mode of digital learning through computer literacy to girls’
* Experimenting through extra curriculum activities those are favourable to girls’
* Providing conducive learning environment for overall growth
* Parents meeting and coordination with guardians on performance and life skill potentials.

**Approach of Project:**

There are 5 Kasturba Gandhi Awasiya vidhyalaya in district Jalaun in Uttar Pradesh up to 8thFrom these five schools 20 girls will be selected as per defined eligibility. Such as orphan girl children, physically differently abledparents girl child, deprived soci-economic parents girl child, ally socially excluded parents children— Dalit and minority would be included in the 20 selected list,

Under the programme education material and dress will be also provided to these girls. These girls would get enrolled in Government or Affiliated Girl’s Inter College in class 9th for their higher secondary education.

Programme would ensure women teachers would be appointed for counselling and other purposes to ensure the security of girl students. Professional and vocational courses would be organized on regular basis. Additionally gender sensitivity workshop will be organised to create understanding on gender based rights.

* PTA meeting will be conducted regularly to develop and ensure interest in studies and learning aptitude
* Individual counselling session, based on need would be held on weekly basis to understand students’ lack of interest any subject or aptitude, identify potential / talent & other skills.

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| **S. No.** | **Activity** | **Unit** | **No.** | **Rate** | **Total Cost**  **(INR)** |
| **1** | Expenses  (mainly food) for 20 girls | Month | 10 | 30,000/month  (at Rs.50/day/girl) | 300,000 |
| **2** | Counselor/teacher  support | Month | 11 | 10,000 | 110,000 |
| **3** | Exposure visit | Number | 1 | 20,000 | 20,000 |
| **4** | Books | No. of girls | 20 | 2,000/student | 40,000 |
| **5** | Total |  |  |  | 470,000 |