**Project Proposal**

**In 8 Primary and 5 Middle Schools of**

**Madhougarh Development Block – Jalaun, U.P., INDIA**

**Project Period:**

**Apr 2021 – Mar 2022**

**Submitted to**

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Walnut, California, United States

**Submitted By:**

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**About the Project:**

PARMARTH believes that right to education is important to close the gap between the ‘haves’ and the ‘havenots’. The organization is working towards increasing people’s access to quality, universal and inclusive elementary education in the mainstream public education system, with special focus on the Dalits, Adivasis, Muslims and girls. The organization is working towards strengthening of a community-based monitoring mechanism for schools, improving the processes determining quality of education, influencing the functioning of government schools, and advocating through campaign to ensure effective implementation of the RTE Act with special focus on conditions of learning and child friendly elements of schools.

The project will first ensure quality education of children studying in primary and middle school of the project areas. Theses school will be ensured to become more functional as per norms / provisions of RTE Act, 2009. This model will be shared and advocated with education department for replication in other schools. During project intervention, secondary and senior secondary schools will be upgrading the project will also bridge the learning gap at higher standard (class 9th to 12th) for children belonging from poor and marginalized community. The project intervention in enrolling them in Block Level Learning Centre will contribute in addressing the critical gaps of the poor & marginalized children. Through these learning centre, gap filling will be done and special attention will be given to poor learner students to bring them in main streamline. In this learning centre, special classes of music, life skill, motivation, digital education and home science will be conducted. External subject experts will be invited /called in this learning centre from time to time. This learning centre will be established in Madhougarh block which will ensure to provide additional support to deprived children who do have enough resource to continue their study. In this learning centre special tuition classes will be conducted for the subject of Mathematics, Science and English. The poor & marginalized children will be equipped with extra learning as well as subject knowledge by attending in Learning Centre on regular basis.

The proposed intervention is directed towards two components…

* Demonstration of Models of School, providing quality education to children as well as ensuring implementation as per mandate RTE Act, 2009 through (1) influencing school level factors, and (2) strengthen community participation in school management
* Running of Learning center at block level and providing education & learning support to poor & marginalized children

**COVID-19: Children are continuously suffering most**

COVID-19 crisis has led to unprecedented challenges to food system especially food security at household level, public health and livelihoods of the millions of families especially belonging to socially backward and economically deprived categories across the country.

Outbreak of COVID-19 followed by nationwide lockdown forced millions of the workers to return to the homeland. As the migration from the region remains very high reverse migration from urban areas was also very high. It has created an unimaginable situation, people migrated from their respective villages due to non-availability of food, water and employment and they were forced to migrate to their respective places due to job loss, non-availability of food and other essentials due to COVID-19 crisis followed by lockdown and other restrictions.

The immense health and socio-economic crisis brought about by the Covid-19 pandemic have disproportionately hit underprivileged children in India. The situation become worse forthose residing in or migrated from the region affected by recurring drought and water scarcity since more than two decades. Bundelkhand region of Uttar Pradesh remain affected by recurring drought and water scarcity, erratic rainfall, extreme weather conditions, soil erosion, ravine expansion and all that leading to low agriculture productivity and significantly higher seasonal and permanent migration from rural to urban areas for survival. About 80 percent of the population of the region is rural and earning members of about 60-70 percent families have to migrate for survival of their families and they are forced to return to the same places almost empty handed hoping for their sustenance.

The situation has increased tremendous pressure on the already scare local food and other resources. Though there is no estimation about how much jobs (including both employment and self-employment) have lost due COVID but globally it is assess that about half of the global workforce is at risks to lose their jobs. Poverty and Malnourishment is estimated to increase by 20 percent. In India 93 percent are employed in the informal sector, which is worst hit by the crisis and its implications in the region worst affected by food and water crisis can be foreseen.

Phase wised unlock with resuming of essential services started from second week of the June and process of unlocking continue till November – December 2020 and most of the State Government has announced that schools up to class eighth remain closed till 31st March 2021. Before normalizing second wave of the COVID started from the March 2021 from few States and rapidly spread across the country followed by restrictions and lockdown by the State Governments. Confusion and uncertainty again unsettle the informal workers and forced the migrant informal sector workers to return to their places.

Second wave remain harder as compare to first wave in terms of spread, morbidity and mortality. First wave mainly impacted the large urban and industrial centers but the second wave hit the rural population very hard. Lack of awareness and non-availability appropriate medical facilities aggravated the vulnerabilities of the rural masses. Large number of cases and COVID death are reported from villages.

**General Impact on Children and Families**

Though it is reported that children are relatively safe in term of impacts of infection but psychologically they are amongst the worst affected by the pandemic and the control measures taken by the authorities. Initially the schools remain closed from March 2020 to March 2021 and before starting of regular schools, second wave hit and schools remain closed. Government of India cancelled (previously postponed) board exam for both class 10th and 12th for the academic session 2020-21.The children of the all age group remain deprived from the formal schooling and other recreational facilities since March 2020. At one side they have lost the learning opportunities and at other they are facing socio-economic and psychological problems.

Though reported number of cases and mortality has started reducing phase wise unlocking with restrictions is started from June 2021 but fear of third wave is also increasing uncertainty. The trends are indicating that children may be suffer more as first wave generally target elders with comorbidity, second wave targeted young and middle aged people with elders and it is anticipated that children might be affected in third wave.

Apart from the direct impact of infection, education and child development is worst affected by economic impact on the families, loss of lives of the earning members and social and cultural deprivation.

Though online education is allowed and made compulsory for all the schools but practically it is not accessible for all the children rather majority of the children remained deprived of it due to various reasons including availability of infrastructure, preparedness both at the level of teachers and parents, availability of adequate devise network strength etc. The restrictions were also imposed on free movement of children, their playing and other common recreation activities. Uncertainty related to opening of the schools, exams, promotion to upper grade / class, school fee and other charges and other issues created a confusing situation.

Besides it, closer of enterprises, massive job lose, non-payment of unpaid wages, wage cut reverse migration of the workers especially informal sector workers and self-employed due to uncertainty and fear of recession resulted in huge social and economic pressure on the families at native places. Though Government extended coverage of the food support program (Public Distribution System) and Non-Government and other philanthropic organizations also provided support for food and other essentials to migrant workers and families but in all the efforts just remain sufficient for temporary relief and vulnerabilities of poor and marginalized families is aggravating and fear of more uncertainty is adversely affecting them.

As per the data available through UNICEF’s Community Based Monitoring (CBM) to Assess Impact of COVID-19 Pandemic on Socio-Economic Condition of Vulnerable Population –

* About half of the casual workers, 64 percent of home return families and 62 percent female headed households are economically vulnerable
* Economic condition of people self-reported as bad is increased from 17 % in pre-lockdown period to 53 percent
* Approximately three-quarters (74%) of the main wage earners in families reported that their monthly income is now lower than pre-lockdown.
* About 75 per cent of respondents mentioned that the family has a debt burden due to pandemic, and nearly half of these stated that they had to sell their personal belongings.
* Families are resorting to negative coping mechanism including child labour and child marriage
* Only one in four children has access to digital learning devise

Parmarth Samaj Sevi Sansthan is also operating child helpline and it has received several calls of children during April 2020 to March 2021 mentioning that there is no food grain in their home and children also reported interruption in their education due to non-availability of books, stationary and non-payment of fee by their parents.

The assessment based on observation and interaction with children and families in the intervention area of the Parmarth reflecting that COVID-19 crisis forced –

* Bundelkhand region remain worst affected by drought, lack of gainful employment opportunities, debt burden and farmers suicides. Increasing burden due to loss of job and unemployment adding stress to families of vulnerable communities.
* Reduced income or no income forcing families for opting negative coping mechanism including child labour and child marriage.
* Children to engage in child labour including bagging and rag picking for financial support to families where parents have lose the job / work or income reduced significantly.
* Due to lack of income or no income parents were unable to pay fee for the children studying in private school and about 25-30 percent of such children are deprived from the online classes.
* Fear of COVID and consequences also affecting metal status of children and family members.
* Children remain out of school almost for a year and significant portion of children belonging to vulnerable households are engaged in one or the other type of activity and thus dropout rate would increase significantly.

Large number of families has migrated back to rural areas from urban centers due to loss of job or unemployment, their children education is interrupted. Most of the families returned with uncertainty and having no documents related to education of children. Their children remain out of school due to difficulties they are facing in admission in schools.

Outbreak of COVID-19 followed by total lockdown have large scale social and economic impacts but socially backward and economically deprived engaged in the informal and unorganized sectors and their children are worst affected.

* Education: Though online education made compulsory for all grades but most of the parents in rural area are unable to ensure to provide online classes due to lack of resources, thus drop out at large scale emerged.
* Child Marriages: Though elimination of all harmful practices such as child, early and forced marriage; and female genital mutilation are India’s commitment to SDG 5.3 but the risk of child marriage has heightened as a result of the pandemic’s economic fallout, as vulnerable households could be forced to adopt negative coping mechanisms.
* Domestic Workload: The COVID-19 situation has resulted in increase in domestic workload. A study conducted World Vision in three states (Bihar, Rajasthan and Uttar Pradesh), showed that 42 percent of 15-24 year-olds experienced an increase in their domestic workload. The pattern has been more clear among adolescent girls (52 percent) than boys (22 percent)
* Child labour: It is evident that times of emergencies and crises, there is higher likelihood of children migrating to cities and entering the labour force.

**Major impact – last phase**

* The organization has conducted covid-19 awareness campaign in all 8 project villages for creating awareness regarding prevention measures of Covid -19 through educational information dissemination by distributing pamphlets and displaying posters & wall writing.
* Under the Covid-19 relief work; Food materials, sanitization kits including hand washing soaps, masks, shampoo and toothpaste were distributed among 385 students in all the 08 project villages during the pandemic of Covid 19.
* The student has not attended the class during the lockdown, Due to these reduced learning level, online classes has been conducted through mobile apps to all registered students of Kaushal Vikas Kendra from 15th July onwards. Approx 60 students out of 105 were benefited.
* Additional classes were conducted for 105 poor categories of student, who are studying in Parmarth Kaushal Vikas Kendra. These students have attended English, Science, Math, Computer and General Knowledge classes.
* The project has conducted “Student Back to School Campaign” in the project areas in the catchment areas of all 13 primaries & upper primaries schools, Due to which, the presence of students in schools has increased, during the campaign total of 403 were participated. The key impact of this
* Presently, 24 students of class 10th and 12 students of class 12th are studying in the “Parmarth Kaushal Vikas Kendra”. These students will appear in board examination in this current session.
* A better Liaisoning has been developed with teacher of the govt schools.
* With the objective of Promotion of Digital Literacy, Project staff has also facilitate to the government schools about DIKSHA application for e-learning. Taking a step forward in this direction, the institution has supported TV in a government school.
* For better health of the students, the center has provided Nutritional support to all the students as per the menu. The students are having mid day meal @ 150 gram per student.
* SMC meeting started regularly in the targeted school. Members of SMC has activity started discharging their roles & responsibilities, which has been contributing in making the school functional. It also contributing in ensuring quality education for the children.
* The Mobile library is helping the 590 children to continue their education and studies.
* A smart TV support has been provided for the promotion of Model School; Upper Primary School, Haidalpura through the project.
* Physical infrastructure and facilities have been improved in targeted schools with the support of respective Gram Panchayat and SMC, Play ground and Boundary wall was constructed in the school.
* The project has provided support of transport for brining student from distance locations especially for girls’ student. The transport arrangement was done for 14 girls of 04 villages namely Asahna and Meeghani.

**Challenge to Address**

Coping with the situation and resilience building has become an unprecedented challenge. It might be true that children are prompted to next class without assessment and one can consider that there is no loss for the academic year for children but in terms of learning and education it is grate loss for both children and society at large. It is not a mere loss related to attending formal schooling rather it is setback to the efforts of last couple of decades focused on education for all, reducing gender gap in education and role of formal education in overall development of children and society. Facilitating positive coping mechanism among children and families, resilience building and bringing the focus back require continuous integrated efforts.

Parmarth is implanting a project ‘ensuring quality education among deprived children focusing on SC/ST children’ in collaboration with ‘Asha for Education’ in Madhougarh Development Block of Jalaun District of Uttar Pradesh.

Focus of the intervention in the project mainly remain on the following components –

* Quality education for improved learning outcomes among students
* Community based monitoring mechanism for making school functional
* Demonstrate model school by ensuring effective implementation of Right to Education Act, 2009
* Higher education up to 12th standard for poor & marginalized students
* Promotion digital and ICTs learning’s for teachers & education
* Kaushal Vikas Kendrafor providing innovative & joyful teaching covering integration of academic curriculum and life education to student by the use of digital and ICTs tools.

The COVID has affected children of poor and marginalized families most and they are further deprived due to non-availability of basic facilities required for online education and lack of awareness about COVID safe behavior and approaches.

**Rational of the Project**

The present Covid 19 is public health emergency but it has a far greater impact on the social and economic sphere. The government is addressing this health emergency but the right information is very essential to fight covid. The organization is planning to provide right information through education programme. The organization is planning to initiate digital and IT based learning programme in the project operational areas.

It’s almost more than a year when covid 19 struck the world and childhood has never been normal since then. Children despitebeing less affected by the virus itself are bearing as disproportionate burden of implications of the covid 19 pandemic. School have been closed for almost a year, impacting not just children’s education but also their nutrition, growth, social development , and protection.

**Key focus of the project**

* Sensitization of the community, student & parents on the importance of digital learning methodology
* SMC will take ownership of the functioning of the school
* Project will adopt digital learning approach and Tutorial learning method which are interactive approach to learning to encourage listening, questioning, clarifying issuers and restating point of views
* Digital and IT based learning will attracts children to join for learning,, keeps them interested and retains children in classes
* Awareness drive will be run at community level to spread awareness on covid appropriate behavior, early testing & treatment, information on symptoms and vaccination

**The Proposed Project Design**

**Parmarth Kaushal Vikas Kendra**

Parmarth Kaushal Vikas Kendra is developed as unique center for providing both education as per curriculum and education/information useful for life of the children using innovative and interesting teaching / learning AID. Considering the situation it is proposed to provide both classroom as well as online (pre-recorded as well as live sessions) education through the Kaushal Vikas Kendra for the children aimed as facilitating uninterrupted continuous education.

1. **Online Classes:**

The organization will provide online classes for the 150 student of through tablet. Keeping this problem of the students in mind, arrangements will be made for online education for the students in the Parmarth Kaushal Development Center. The tablet will be used by two children. The organization will prepare 02 groups of student comprises of class IX & X and Class XI & XII respectively. The project will ensure 04 classes per day for two groups at a time. There will be total of 8 classes will be run through on line classes of the project. The project will identify dropped out children and provide messages about digital learning method of teaching. It is expected that dropped out children will be mainstreamed.

1. **Orientation of teachers & student about use of digital learning methodology**

The project will provide two days orientation programme for teachers & student about the use of digital learning methodology. The student will be orientated about use of tablet and its practices for learning. The input will be provided about operational aspects of the digital learning. The project will also provide input to teacher about digital learning methodology. This orientation will help in ensuring learning without any hurdle for the student.

1. **Provision of Educational Tablets:**

Technological advancements in digital devices have made educational methodology to adopt new strategies and procedures to suit the Mobile learning era. Mobile devices such as tablets are growing to be the focus of research studies and educational use around the globe in the present day. Considering the extraordinary situation and need it is proposed to provide additional hardware support (educational tab) to the children for coping with the online education. The facility will also be useful for delivering live online sessions for the *Kaushal Vikas Kendra* to help them in recovery and coping. The organization will provide tablet to student for learning purpose. The organization will make arrangement of 75 tablets, which will cater the learning needs of 150 students. These all 150 student will learn through on-line classes. The project will inbuilt apps of 04 subjects in the tablet – English, Science, Maths and General Studies. The student will use this inbuilt subject in their leisure time. It will increase the timing of learning.

1. **Establishment of digital class room (Studio)**

[Digital classrooms](https://www.edsys.in/know-how-digital-classrooms-can-make-education-more-interesting/) have been creating a revolution in the educational sector. Embedded with modern day technologies, such interactive classrooms offer a friendly environment to the students where they may clear all their concepts while having endless fun.

Benefits of digital classrooms are a lot more than one can ever think of. They are ideal for educating the little angels about the most basic rules of learning and also help them in retaining their knowledge. The organization will equip one dedicated class room / hall for conducting online classes. The organization will provide input session to teacher for running this on line classes. With the objective of not only changed the perspective of students towards studying but have also helped the teachers in preparing dynamic multimedia lessons which can be interesting for students, Parmarth Kaushal Vikas Kendra will establish a digital class room studio. In this digital classroom studio, all the equipment related to online class like mic, sound, camera, Laptop etc. will be made available with the support of project.

1. **Special Tutorial classes on bi-weekly basis at center and village level**

Teaching and learning process is complex in nature and can take variety of forms. Traditional education is bounded by age, time, space, money and area. Physical presence of a student and teacher is mandatory for the whole time of study. The tutorial classes will be organized weekly by the Parmarth Kaushal Vikas Kendra at center and village level to solve the problems faced by the students in any subject of the course; in which the teachers of the concerned subject listen to their problem in detail to the students and also tell them the solution. These classes will enhance the inner learning skills of the student. These classes will also contribute in assessing the learning level of the student. The special attention will be given on addressing the specific problem related to education & health of student. In totality, these classes will enhance the personality of the student in terms of presenting himeself / herself in the Public sphere.

1. **Making School COVID Safe:**

Reopening of the schools in phased manner with restrictions related to presence and timing of the schools are anticipated with improvement in the situation. It is proposed to provide support to the schools in the project area for making them COVID or other viral / bacterial infection safe through modification and provision of basic infrastructure facilities and training of teachers and support staff for making the school COVID safe. Further information dissemination through verbal communication, poster, wall writing and integration of related topics / information in the formal classes.

It is also proposed to develop and deliver a simple and easy to use module for COVID safe behavior for the children through formal classes, online classes and interaction with community and children at 13 schools including Parmarth Kaushal Vikas Kendra. It will contribute in behavior change of the student in adaptation of health & hygiene measures. The classes will be run on the basis of covid 19 protocols. It is expected that student & teachers will internalize the health & hygiene measures and practice it in due course of running of classes.

1. **Awareness and Facilitation for Vaccination:**

* It is anticipated that third wave of the COVID may hit the children. As of now Government is vaccinating all the citizens above 18 years of age. Vaccine trail for the children is under process and a safe vaccine for children is expected in next few months. Breaking the chain of infections seems only solution for making society safe against infection. There are several misconceptions and rumors confusing the common people for opting for the vaccination. It is proposed to make the community aware about vaccination through the community meetings and SMC meetings. Simultaneously children will also be aware about prevention from the infection. The project will also create awareness about importance of vaccination among parents & larger masses at the village level. Awareness drive will be run at community level to spread awareness on covid appropriate behavior, early testing & treatment, information on symptoms and vaccination

1. **Mobile library:**

Covid Pandemic has impacted the education of the students adversely. Due to closing of all educational institutions and coaching classes, unavailability new session course books and android 4G phones, the children are unable to study. Observing the current situation of covid 19 pandemic, the project will run Mobile Library for the student. The organization has good stock of book for Library. As per the need of the student in the target villages, the project will increase stock of book on story, environment, etc. The project will engage community based Mobile Facilitator who will cover 240 students in the project areas. The mobile facilitator will provide book to 60 students in one cycle for duration of 5 days. The modality of cluster of village will be worked out for smooth functionality of mobile library. The Mobile Facilitator will recycle back after every 5th day and pass on the next lot of 60 students. The facilitator will also provide the feedback to the child and parents when visiting home. Mobile library is one of the most successful activities of Parmarth previous project; which yielded very fruitful results.

1. **Liaisoning with Government official**

The project will conduct district and block level stakeholder liaisoning meet with on education and learning theme on quarterly basis. The project will ensure participation of district & block level education functionaries. The project will also invite teachers, leaders of school management committee and elected representatives in this workshop. The meeting will give opportunities to mobilize support of multiple stakeholders on education agenda. The meeting will help in redressed of grievances related.

1. **SMC meeting**

The project will work towards strengthening of Communities Collective for increasing community ownership of education through their active engagement. School Management Committees (SMCs) play a crucial role in strengthening participatory democracy and governance in elementary education. All schools covered under the Right to Education Act 2009 are obligated to constitute a School Management Committee comprising of a head teacher, local elected representative, parents, community members etc. The committees have been empowered to monitor the functioning of schools and to prepare school development plan. Communities Collective is also exists in the project areas. The project will strengthen SMCs and existing Communities’ Collectives for making the school functional by ensuring implementation of Right to Education Act, 2009 in the targeted primary and middle school. The project will conduct monthly meeting of representatives of SMCs & Communities Collectives and provide them platform for discussion and debate for highlighting the problem as well as find out actionable points for redressed. The discussion will be centered on provisions and norms of Right To education Act, so that it will be implemented properly.

**Critical support**

The project will provide critical support as per demand by the school administration. The critical support will be also provided to student as per needs and observing the vulnerabilities level of particular children. These critical supports will ensure smooth running digital learning classes as well as making conducive learning environment in school as well as in Parmarth Kaushal Vikas Kender.

**Expected outcomes**

* Total of 150 student will attend on-line classes by using tablet and other digital teaching learning methodology b
* Learning level of student will be enhanced in this critical time emerged due to covid 19 crisis
* Learning gaps of the student will be addressed through digital learning
* All 13 government schools will become more hygienic and conducive for digital learning
* Student will be sensitize about preventive measures of corona
* All 13 SMC will become operational
* Quality education will be ensured among student in the project areas
* Continuity of learning will be ensured among children
* Student, parents and villagers will be sensitized about different preventive measures of corona and importance of vaccination
* Increased use of library by the student will be reported
* Increase level of accessibility over education entitlements among student in the project areas
* Increase in attendance and performance of the student
* Dropped out student especially girls & marginalized student will be mainstreamed
* Continuity in education will be ensured in the project operational areas

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| **S.No.** | **Actvities** | **Number of Units** | **Unit cost** | **Total cost** |
| 1 | Conduct online classes |  |  |  |
| 1.1 | Provision of Educational Tablets | 75 | 14000 | **1050000** |
| 2 | Establishment of digital class room (Studio) mice, sound, camera, lite etc | 1 | 60000 | **60000** |
| 2.1 | Appointment of teacher for Kaushal Vikas Kendra ( 4 teacher 8 months) | 32 | 7000 | **224000** |
| 3 | Orientation of teachers & student about use of digital learning methodology | 2 | 18000 | **36000** |
| 4 | Special Tutorial classes on bi-weekly basis at center and village level |  |  |  |
| 4.1 | Provision for Pera Teachers (Two teachers for Six Months) | 12 | 7000 | **84000** |
| 5 | Making School COVID Safe (13 Govt School and one Center) | 14 | 6000 | **84000** |
| 6 | Awareness and Facilitation for Vaccination | 8 | 4000 | **32000** |
| 7 | Mobile library |  |  | **0** |
| 7.1 | Centre mantinance cost | 8 | 10000 | **80000** |
| 8 | Liaisoning meeting with Government education department officials | 3 | 12000 | **36000** |
| 9 | SMC meeting (13 Schools in monthly bases) | 13 | 4000 | **52000** |
| 10 | Critical support for poor students | 150 | 1200 | **180000** |
| 11 | Salary of Project Manager (1 manager for 8 months) | 8 | 18000 | **144000** |
| 12 | Travel cost for project manager and other staff | 8 | 6000 | **48000** |
| 13 | Stationary and communication | 8 | 4000 | **32000** |
| 14 | Account and Audit | 8 | 4000 | **32000** |
| 15 | Other Mislenous Expences | 1 lum | 40000 | **40000** |
|  | **Total** |  |  | **2214000** |