**Project Proposal**

**In 5 Primary and 3 middle schools of MadhougarhBlock of Jalaun District of Bundelkhand region**

**Project Period:**

**October 2017 to September 2018**

**Submitted to:**

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Walnut, California, United States

**Submitted By:**

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**Project proposal**

* **About the organisation:**

Parmarth Samaj Sevi Sansthan is non-governmental and non-profit organization,workingfortheweakeranddeprivedsectionsofthesociety. Itsmissionistobringqualitativeimprovementandchangesinlivesofthe vulnerable&deprivedsectionsofthesociety.

Sinceitsinceptionin1995,Parmarthcontinuesworkinginthefavourof poor, marginalized, vulnerable and deprived sections of society in the remote, ravine affected areas of Bundelkhand region. Its target community includes the poorest and most marginalized women, men, girls, boys andsociallyexcludedpeople.

Parmarth mainly worksin two states ;Uttar Pradesh and Madhya Pradesh of Bundelkhand region. At present, Parmarth covers more than 376 villages of 6 districts -Jalaun, Lalitpur, Jhansi, Hamirpur (Uttar Pradesh) Chhatarpur and Tikamgarh (Madhya Pradesh) in Bundelkhand; providing the community a platform to lead their lives independentlyandwithdignity and equality. Our social analysis reveals that Feudal System, Caste Discrimination, Gender Discrimination, Untouchability, Illiteracy, Poverty, Migration, natural calamities, drought etc are the major developmental challenges in the region.

Since last two decade, PARMARTH has been working in the Bundelkhand region of Uttar Pradesh and Madhya Pradesh and brought changes in the lives of poor & marginalized by ensuring their sustainable long term means of livelihood. The organization has demonstrated successful model of community based water conservation & management and improved & sustainable agriculture practices towards ensuring food security. This has positive impact on reducing vulnerability of climate changein the different part of Bundelkhand Region with the support of progressive small & marginal farmers. The organization has also taken up WASH agenda and contributed in behaviour change of the communities’ membersthrough creating awareness on the issues. The organization has been also working on health & nutrition issues in the region. The organization has also done significant and remarkable work on education issues especially for girls & SCs / STs in the different part of Bundelkhand region. The organization has long experiences of working on Reflective learning method, which is not only contributing in empowering of the communities members but it is also encouraging them to get their entitlements through social action.

The organization has set up range of general and issues specific community based organization and community institutions in its operational areas, which are driven on their own. PANI PANCHAYAT and JalSaheli Networks are among them, which are taking up the agenda of water literacy and water management in the areas. The organization has been also contributing in strengthening of local self-governance by strengthening of legal village level institutions. The organization also focuses towards increasing access over government programme / schemes among eligible individuals / HHs as per norms.

**Main working Issue of Parmarth**

* Integrated Water Resource Management
* Safe Drinking Water, Sanitation & Hygiene
* Livelihood Promotion
* Health & Nutrition Promotion
* Education & Child Rights especially for girls & SCs / STs children
* Women Empowerment & Gender Development

Area of expertise of Parmarth

1. Community mobilisation and community engagement in creating sustainable model

2. Developing & strengthening community based institutions and networking with CSOs

3. Dialogues and engaging with adolescents

5. Advocacy / Research / Networking /Participation of women in governance

6. Drought mitigation planning and livelihood

Education for all children speciallySC and ST and girl child

* **LegalStatus**

ItisavoluntaryorganizationregisteredundertheSocietyRegistrationActof1860andhavingFCRAcertification.Ithasalsobeenregistered undersections12(A)and80(G).

* **About the Bundelkhand**

Bundelkhand, the region of Central India between the Yamuna and the Narmada with 21 million people, comprises 13 districts of Madhya Pradesh and Uttar Pradesh. All 13 districts of Bundelkhand feature in the Planning Commission of India’s 200 most backward districts list and are characterized by some of the lowest levels of per capita income and human development in the country. Throughout most of the year the residents of Bundelkhand experience acute scarcity of water for agricultural and domestic use. Agriculture is mostly single-crop, rainfed with supplementary water from private open irrigation wells. Thus, large numbers of farmers are highly dependent on the monsoon rains to recharge these wells. Water table of the region has declined due to over extraction of ground water.

The region is ravine and faces threats of drought on frequent basis. The total literacy rate and female literacy rates both are lowest in comparison with all the other regions of the state. More than half the population of the Bundelkhand region is without any literacy skills. Data reflect that Literacy rates of the region stands at 48.41% in comparison to national literacy rates i.e. 65.38%. Female literacy is considered to be a more sensitive index of social development compared to overall literacy rates. Yet, about only one third females (34.98 percent), are literates in the region.

The organization focuses its work in Jalaun District of Bundelkhand region, which is declared as one of the poorest districts in India by planning commission of India in the year 2006. The main occupation of people of Jalaun district is agriculture, which is not very encouraging in the present circumstance. Small & marginal farmers are getting loss in farming due to adverse climate change. One third areas of the Jalaun district come under ravine areas. The district is also experiencing regular drought. In the past, the areas were Dacoit infested. The areas are dominants by Landlord.

* **Status of elementary education in the region**

District Jalaun is one of the poorest district of Bundelkhand region. The district has total 4,565 km2 Area and around 17 lakhs population. Literacy rate of the district according to census 2011 is 73.7%, female literacy rate 62.5% and Male is 83.5% in case of schedule cast populations literacy rates are 54.4%, According to the U-DISE report 2015-16 in this district, there are 1176 Government and 178 Privet Primary school and 540 &118 Govt & Private Upper Primary Schools. 16.6% of Primary Schools & 23.7% Upper Primary Schools are run by Single Teachers. 29.1% of Primary Schools & 42.6% Upper Primary Schools have no female teachers. 21.21% Upper Primary Schools can maintain Students Class Room Ratio.  32.15% Primary and 53.54 % Upper Primary Schools have higher than PTR Ratio. Student Dropout at Primary level is 15.2%. This clearly indicates the poor condition of primary and Upper Primary Education in the region

**Gender gap in total and percent share of SC-ST...**

**http://student.udise.in/**

**Problem Statement**

* There is primary and upper primary school available in the areas but attendance of children is poor
* Learning Level of student is very low due to absence of preconditions of quality education in the primary & upper primary school
* Teacher Student ratio as per norms of RTE Act is not followed in remote villages of the district
* Dropout rate of the student is high especially of Dalits& girls’ children of the areas especially after 8th standard
* School Infrastructure is not appropriate as per RTE Act and maximum school are un electrified and lack basic facilities
* Toilet are not functional in more than 50% of the school
* Mostly school attending children are working with parents as well contributing in house chore activities
* Multi grade and multi level conditions are prevalent due to single or two teacher schools, which further demotivate children to participate in learning
* Teachers are not equipped with Multi gradetechniques of teaching
* Developing lesson plan for a multi level class and multi level and multi grade class is not followed. Since to ensure effective learning in classroom, it is mandatory for teacherto assess the competencies and learning level of the student and accordingly organize class, and teach students as per their need rather than providing common teaching to all student
* Present teaching methodology discourage the concept of constructive knowledge and learning by doing and focus is given on memorizing the subject without understanding
* Large number of children are attending school but they are not getting quality education, which left them behind in competing with mainstream society
* **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 Madhaugarh 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 tution 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 manadate 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
* **Rational of the project**

Parmarth Samaj Sevi Sansthan has been working on Education issues in different part of Bundelkhand region. Since 2005 to 2011, the organization has successfully completed the campaign titled “Aao School Ko Behtar Baanaye” in 23 villages of 25 primary school in Madhougarh block of Jalaun district of Uttar Pradesh. The basic purpose of the campaign was to make government primary school functional and ensure quality education in favour of children. Under this campaign, the organization has built the capacities of different stakeholders associated with education issues in the project areas on quality education agenda. The organization has conducted awareness drive for ensuring quality education for the girls’ children and increasing their retention. The organisationhas also contributed in making Village Education Committee, Parent Teachers’ Association and village community based organization / institutions functional. The organization has also reached among 12 change agent (01 change agent for 02 primary school) and built their capacities on community level monitoring of primary school. Change agent along with representatives of VEC, PTA and Village Level Institutions collectively contributed in ensuring quality education of girls’ in the project areas. Regular monitoring and follow up was done in the school. As a result of these efforts , education functionalities has been improved and children started receiving quality education.

* + In the past the organization has contributed in forming and strengthening of 42 village level institutions, which are presently not only working on educational issues but it is also taking up the agenda of education issues especially for girls & SCs children in the areas. The proposed intervention of the project has identified 05 villages from these villages only, where project has intervened in the past with the purpose of developing model for ensuring quality education under the purview of RTE Act, 2009.
	+ Community members have clarity about their purpose and role in Community Institutions and its contribution in enhancement of socio- economic status
	+ Community members are already doing monitoring of the school under the structure of community based organization
	+ Large number of villagers are aware about importance of education especially girls’ education
	+ There is huge gap between supply in terms of quality of education vs demand from the community. It is also observed that ground level situation of primary & upper primary school is not very progressive…
	+ Shortage of school teacher as per norms
	+ Dropout rate of children especially girls’& SCs children is high
	+ Girls enrolment status is comparatively less in higher education
	+ High level dropout rate in upper primary and higher education
	+ Due to poor economic conditions more than 30% family of Dalit & Backward class could not afford higher education.
	+ Mostly Primary and Upper Primary schools are not able to fulfill provision of RTE act.
* **Proposed Areas**

The project will be implemented in 05 villages of Madhougarh block of Jalaun district of Bundelkhand region of Uttar Pradesh. The project will reach out in 05 primary schools and 03 upper primary schools. The selection of 05 primaryschool and 03 upper primary school will be done on following criteria…

* High concentration of Dalits children in the school
* Remote location of school
* Poor school infrastructure in school
* Organization has outreach in the villages and community organizations / institutions are functional in the areas
* **Overall Objective**

**The basic objective of the project intervention is to improve the quality and smooth functioning of basic education in 05 primary& 03 middle school in Madhogargh block of Jalaun district**

* **Specific Objective of the project**
* **Ensure quality education to student of primary & middle school**
* **Increase community participation in school through establishment of community based monitoring mechanism**
* **Demonstrate a successful replicable model of implementation of RTE Act 2009 in government primary & middle school**
* **Provide additional teaching & learning opportunities to 60 students studying in classes 8th to 12thto ensure retention**
* **Project strategy**
* Revitalization & Strengthening of CBOs and SMC
* Input Support to poor & marginalized children
* Implementation of School Development Plan
* Coordination &Liaisioning with teacher and block / district level school functionaries
* Improve Quality of teaching through additional teaching & learning tools
* Influence teachers and leadership for adopting child centric and gender sensitive pedagogy
* **Duration.... one year**
* **Core Focus Issues:**

Based on the objectives, four core area will be in focus during project implementation:

a) School Administration Services

b) Learning Support Service

c) Governance of School Education

d) Smooth Implementation of RTE Act

* **Key Parameter’s for quality education**

Teacher

Appointment of teachers in vacant position

Punctuality of Teachers

Regularity of teachers

Child friendly Behavior

Gender sensitive environment and importance of girl child education

Learning attitude

Student

Regularly Attendance

Retention

Dropout rate

Girl’s involvement

Learning level of student

School management comity

Clarity of Role & responsibility

Awareness about RTE act

Regularity in meeting of SMC

Women participation In SMC

Regular School monitoring and dialogue on student progress

School Infrastructure

Availability of safe Drinking water

Functional Toilet for Boys & girls

Blackboard

Playground & play Material

Status of supporting facilities

Use of TLM

MDM (as per menu and regularity)

BRC / NPRC / DIET / district office of SSA

Frequent Visits

Regular Monitoring of student progress

Coordination & support for School strengthening

Child Centric Lesson Plan will be preparedand for regular evaluation ,a school evaluation committee will be formed which will be responsible to provide their support in regular visits and effective functional of educational calendar. In this committee members like retire teachers, subject experts, journalist, social activist, lawyer will be part of it and parameters for implementation of committeewill be also defined.

* **Project Activities..**
1. **Awareness Drive on RTE, Act 2009** – The project will conduct quarterly Awareness Drive on RTE, Act 2009 under the leadership of community based organization and school management committee in the project areas. The project will also create awareness among parents about importance and functionality of government run primary & middle school of the project areas. Awareness generation towards NCERTnorms will be also dissiminated .
2. **Capacity Building Training of SMC and CBO representatives about norms & provisions of RTE Act, 2009** – The project will create awareness about basic norms and guideline of RTE Act, 2009 among community leaders, representatives of SMC, Representatives of PRIs bodies and school functionaries. The project will conduct 02 days participatory training programme on RTE Act, 2009. During the training programme, the project will also visit in school and observe the status of implementation of RTE Act in the primary & middle school. Capacity Building will contribute in making participants aware about the provisions of RTE Act and encourage them to act in reducing gaps as per provisions.
3. **Implementation of School Education Plan** – The project will encourage community leaders and representatives of SMC for building pressure on school functionaries and PRIs representatives for preparation of Annual School Education Plan. The project will contribute in sharing issues related to quality education, infrastructure gaps, community level participation & monitoring mechanism & other related issues of education for incorporation into school development plan. The project will also encourage community leaders for ensuring implementation of the village education plan. The project will prepare school specific Charter of Demand related to education agenda and placed it to block, district and state level officials for ensuring implementation of RTE Act.
4. **Coordination meetings with School Functionaries** – The project will encourage community leaders and representatives of SMC for coordination with school functionaries at school and block level to understand the gaps in ensuring quality education under the purview of RTE Act, 2009. The project will regularly coordinate with representatives of Block Resource Center for getting status of progress in the school.
5. **Workshop with teachers on teaching & learning methodology** – The project will conduct day long workshop on quarterly basis with teachers as well as representatives of BRC on teaching & learning methodology. Discussion will be held on method of joyful teaching & learning method and soft skill component. Teaching aid will be also developed during the workshop such as song, games, story, etc. It will help in ensuring joyful teaching for student. For regular follow of the wokshop , meetings with teachers will conducted to discussion upon processs adopted and interaction with school children will also done.
6. **Input Support** – Based on the school development plan and observing the gaps in school infrastructure & related facilities, the project will provide specific input support for betterment of school infrastructure such as availability of safe drinking water, functionality of toilet, fan, etc. Improvement in school infrastructure will encourage children towards education and retention of the student will be increased.
7. **Block Level Teaching Learning Centerfor the poor student of 8th to 12th Standard -**Many poor & marginalized students,speciallygirls are coming at Madhogargh for attending school up to 12th standard in government or government aided school. Due to absence of quality education in past, these student are not able to compete with other student and they feel disempowered. They also lack basic skill, ability & knowledge. These student are also not able to pick up the lesson of teachers during classes. This ultimately demotivate them for continuing their education. It was observed that there is high rate of drop out after 8th standard. Many student are belongs to poor families. These children could not afford the basic requirement for continuing their education.

The proposed Teaching Centre will provide subject wise teaching to student for developing their understanding level on the subject.The project will select 60 students and give admission in the Teaching centre.The project will run a teaching Learning Center at Madhogargh block for ensuring extra teaching facilities for poor & marginalized children. The basic purpose is to provide extra learning opportunities to them so that they will compete with other student of the areas. These student are lacking confidence level in comparison with other student. The Teaching Learning Center will equip them with extra knowledge and skill set in prescribe duration.

**7.1 Appointment ofTeacher for coaching class** - The project will appoint 03 teachers in the centre, who will teach, Maths, Science and English. It help in increasing learning level of the student on subject, which will further support in competing them with other students.

**7.2Developing Activity room for digital litracy** - The project will also develop 01 Activity room for the student, where they can learn extra curriculum activities and increased their inner potential & strength. The project will appoint 01 teacher for teaching computer and soft skill to student. Activity Room will be equipped with facilities such as computer, projector,extra book, etc.This extra facilities will contribute in developing skills of the students. Audio visual system will help in enhancing their confidence level and internalization of the subject in better ways.According to regulatory body of TRAI, India has around 791 million mobile subscribers with a significant share in villages. Hence, Education Institutions can look at this. E-Learning refers to the use of technology to deliver learning. Mobile education or mobile learning is E-Learning in which the end device may be Tablet. This is a form of education which uses a combination of face-to-face delivery of content as well as offline learning i.e through videos of lectures. A very important advantage is that technology attracts the rural children. That is the reason why they wish to join school and this would result in increased learning and knowledge .. Computer education also increases the required confidence and reduces the gap between urban education and the rural. During project implementation the concept of digital literacy will be included in all targeted villages.

* 1. **Need Based Support for poor Student** - The project will also provide need based support to eligible poor & marginalized student for ensuring their education up to 12th standard. The centre will not only increase the learning level of the student but it will also increase their interest towards continuity of higher education. The support will be propose in following manner:
* To distribute School bags for rural poor School going children
* To distribute cloth (uniform) for poor school going children
* To distribute writing and reading materials for school going children
* **Outcomes of the Project**
* 05 primary and 03 middle school will be developed as modelsfor other schools under the purview of RTE Act 2009
* Regular attendance of children in school will increased up to 80%
* Increase level of enrolment in primary & middle school
* Retention level of children especially Dalits& Girls’ children will be increased
* Community level monitoring mechanism will be established
* PTM and SMC will become functional
* School Development Plan will be implemented
* Child friendly classroom processes for Quality teaching learning will be ensured
* More number of Dalits& Girls children will continue their higher education i.e. up to 12th standard
* Learning level of Dalits& Girls’ student will be enhanced through Block Level Teaching Center

**Budget for towards ensuring quality education among deprived children with focus of SC/ST & girls children in 05 villages of Madhougarh Blockof District Jalaun U.P.**

**01 Year Budget**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SN** | **Activity Name** | **Unit** | **No.** | **Rate** | **Total Cost** |
| **1** | Awareness Drive on RTE, Act 2009 | Program | 02 | 12500.0 | 25000.00 |
| **2** | Capacity Building Training of SMC and CBO representatives about norms & provisions of RTE Act, 2009 | Program | 02 | 18000.0 | 36000.00 |
| **3** | Implementation of School Education Plan | No | 05 | 10000.0 | 50000.00 |
| **4** | Coordination meetings with School Functionaries | No. | 04 | 8000.00 | 32000.00 |
| **5** | Workshop with teachers on teaching & learning methodology | Program | 02 | 22000.00 | 44000.00 |
| **6** | Input Support | No | 08 | 25000.00 | 200000.00 |
| **7** | **Block Level Coaching Centre for the poor student of 8th to 12th Standard AT Madhougarh** |  |
| **7.1** | Appointment of Extra Teacher | No | 36 | 10000.00 | 360000.00 |
| **7.2** | Salary of Coordinator | No | 12 | 18000.00 | 216000.00 |
| **7.3** | Travel Cost of Coordinator | No | 12 | 3000.00 | 36000.00 |
| **7.4** | LCD projector with Laptop for Activity Room | No | 01 | 75000.00 | 75000.00 |
| **7.5** | Need Based Support to Selected Student | No | 50 | 3000.00 | 150000.00 |
| **7.6** | Maintenance cost for Learning centre  | No | 12 | 10000.00 | 120000.00 |
|  | **Total** |  |  |  | **1344000.0** |