

**SAHANIVASA Two-year Project on**  
**Rural Marginalized Children Access to Right to Education, & Equal Opportunities - June 2025 to May 2027**  
**Submitted to ASHA BOSTON CHAPTER**

**PART- I**

- 1) **Name of the Organization** : **SAHANIVASA Association for Voluntary Social Service**  
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- 2) **Project Contact Person & Title:** P. SURIA RAJINI, Executive Director
- 3) **Amount Requested annually: Two years' project starting from June 2025 to May 2027**

Project head	1 <sup>st</sup> year	2nd Year –
1. Primary Schools - 15 schools	6,59,000	6,59,000
2. Special coaching for high school students -10 schools	9,27,000	9,27,000
3. Computer Education Center for Marginalized Rural Unemployed Youth & post 10 <sup>th</sup> Grade Students	11,49,325	6,08,000
4. <b>(Less)</b> Local Contribution for Primary School	25,500	25,500
<b>Total Request Budget from Asha Rs.</b>	<b>27,09,825</b>	<b>21,68,500</b>

**4). Can you accept for Foreign Contribution?**

Yes, SAHANIVASA is registered with Ministry of Home Affairs under FCRA.

FCRA Registered No: 010140063. SAHANIVASA has got renewal in December 2021. Now SAHANIVASA is expanded its name as “**SAHANIVASA Association for Voluntary Social Service**” and the renewal of SAHANIVASA is as SAHANIVASA Association for Voluntary Social Service.

**5). Mission of the Organization:**

Provide platform for the marginalized to discuss and understand the root causes of deprivation; prepare them to combat the forces of oppression by protecting and promoting the development, which is combination of human values, human rights and dignity as the central focus of development.

**6). Aim of Rural Poor Children Access to Right To Education, & Equal Opportunities:**

We believe that, it is the fundamental Right of every child without exception to receive free and quality education up to the age of 14 on the basis of equal opportunity, and that children and youth aged 14 and above should be equipped with computer knowledge to be on par with the current boom in technology. This ensures they receive equal opportunity without discrimination based on caste, class, gender, or religion, in an environment of love and care and with appropriate facilities conducive to joyful learning.

The spirit behind the Right to Education is to overcome all the bottlenecks to accessing education for children in poverty who are claiming their rights, both in government and private schools. This project is designed to ensure that Dalit children in the primary school stage overcome school phobia and begin to enjoy school, so that they will have the confidence to perform on par with children from other castes in primary school. Similarly, students from poor family backgrounds in 8th, 9th, and 10th classes will develop the necessary learning skills to improve their performance and pass the 10th class public exam. Additionally, upon passing the 10th standard, they gain access to government scholarships for free education with boarding and lodging facilities in higher studies. Simultaneously, they will be equipped with the computer skills needed to compete with their peers in higher education, ensuring there is no

gap that puts rural students at a disadvantage. As we live in an increasingly digital world, computer knowledge is critical for academic and career success.

**To actualize the stated aim the following activities are planned:**

- Provide special education for most marginalized primary school children in 15 Dalit villages, aim to reduce school dropouts, illiteracy, socio-economic and cultural bondages in learning new language particularly English.
- Provide special coaching for high school students from 8<sup>th</sup> to 10<sup>th</sup> to ensure passing in 10<sup>th</sup> class public exam which will provide them opportunity to make use of the available reservation facilities in higher education.
- Demonstrate the results of the schools so that, the government adopt similar process in all the schools.
- Provide part-time, fully-equipped computer classes with convenient geographical access for the students promoted from 10<sup>th</sup> class public exam and also unemployed educated youth with focus on women/ girls, encouraging continued learning and technological advancement by enhancing their employability, educational opportunities, and be accountable to the society.
- Motivate the teachers, parents and civil society groups to influence the state to meet its obligation to continue government primary schools and Anganwadi centers in all the poor localities with basic amenities.
- To stop the child labour, distress migration and dropouts, mobilize all government development/welfare and food security programs and also motivate the rural poor workers to make use of 100 days employment program under MGNREGA.
- Monitor mid-day meal scheme and school functioning by strengthening parents' committees and old students association.
- Equip the teachers with new learning skills and innovative methods of teaching.

**7) Location of project for which funding is required:**

The project has three components.

- I. Fifteen primary schools in Chittoor & GD. Nellore mandals of Chittoor district.
- II. Ten high schools in Chittoor & G.D. Nellore Mandal of Chittoor District.
- III. One computer lab in Narasingarayani Peta which is junction for the rural students of Chittoor and GD Nellore Mandals.

**Introduction:**

SAHANIVASA has been in association with Asha for the last 25 years providing education for children in primary schools and high school students. The initiative has consistently aimed to assist these students in overcoming stigma and inferiority complex, especially when learning alongside children from dominant castes in village schools, and to help them compete confidently in high school environments. Over the years, we have been conducting these classes in rotation changing schools once in every 3 to 5 years to promote self-sufficiency and sustainability without prolonged external intervention.

It has observed that our intervention has become especially crucial in rural government schools, where children from economically disadvantaged backgrounds have shown marked improvement, scoring better and advancing to higher education levels in comparison to earlier years. With the continued support and success of previous years, many of the earlier educational barriers have been addressed effectively.

Currently, there are two challenges to compete with other urban centric children when they are transferred from rural areas for higher education. So, a need to equip these students particularly those in post 10th standard from rural areas with computer knowledge, so they can compete on equal footing with urban-centric, acquainted with computer skills and knowledge background students in accessing higher education. Likewise, in primary schools, the transition from Telugu medium to English medium requires

that children are adequately prepared to adapt and thrive. In this context, we submit a three-year project proposal focused on further strengthening the academic base of students from 8th, 9th, and 10th standards in 10 high schools, while also nurturing foundational learning in 15 primary schools (classes 1 to 5), across Chittoor and G.D. Nellore mandals of Chittoor district. In parallel, we propose a computer learning center for post 10<sup>th</sup> std students and rural unemployed youth to ensure they are not left behind in this increasingly digital world. The computer center is proposed to locate in Narasingarayani Peta which is the junction and central place for Chittoor and GD Nellore Mandals, where students can reach easily.

**I. Education for Primary School Children in 15 Dalit Villages:** In the context of the Government of Andhra Pradesh introducing English as the medium of instruction from the primary level, students in rural areas deserve additional support to learn the language on par with children of educated parents. These learning centers are proposed specifically for Dalit villages, where the majority of parents are either illiterate or work in labor-intensive jobs under the sun and are unable to support their children's education during evening hours. This becomes imposition on the rural workers which has been practiced forever in agriculture and allied sectors. Therefore, spending time with children becomes distant reality for Dalit parents who earn their livelihood through daily wage labor, and who typically find employment only for about 70 days in a year, rest of the period they often force into distress migration to nearby cities to work as construction laborers.

Therefore, SAHANIVASA proposes to continue running classes for primary school children in Dalit villages during both morning and evening hours. The scheduled class timings are from 6:30 AM to 8:30 AM and from 4:30 PM to 6:30 PM. This also helps the children avoid exposure to extreme heat during the day. Parents are mobilized to make use of MGNREGA 100 days employment, so that they will stay back in the villages without distress migration.

#### 15 Primary schools - students list for 2025-26 Academic year

Sl. No	Name of the village	1st class		2nd Class		3rd Class		4th Class		5th Class		Total
	Chittoor Mandal	B	G	B	G	B	G	B	G	B	G	
1	Aappagari palli	2	2	4	2	4	3	5	2	3	2	29
2	Yellapalli	1	2	3	1	2	1	4	2	4	0	20
3	Thalambedu	3	2	5	3	3	2	3	1	0	2	24
4	Dighuvamasapalli	6	3	4	2	4	3	5	3	0	1	31
5	Bangareddy Palli	4	2	2	1	3	2	3	2	3	2	24
6	Rasimareddy palli	3	2	3	2	5	3	4	2	3	2	29
7	V. N. Puram	5	3	4	3	5	2	6	3	4	3	38
8	Pachanapalli	2	1	3	2	3	2	4	2	3	2	24
9	Dighuvakandiga	3	2	4	3	4	2	3	3	4	1	29
10	Ananthapuram	5	3	3	2	5	3	4	3	1	1	30
11	Anagllu	3	2	5	2	4	2	3	3	3	2	29
	<b>G D Nellore Mandal</b>											
12	Akkanagari palli	4	3	2	1	4	3	4	2	2	6	31
13	Pedakantipalle	6	4	4	2	5	2	6	4	2	3	38
14	Kurchivedu	5	2	5	3	4	3	5	2	2	2	33
15	Mukkalathu	4	2	3	2	4	2	5	3	3	5	33
	<b>Total</b>	<b>56</b>	<b>35</b>	<b>54</b>	<b>31</b>	<b>59</b>	<b>35</b>	<b>64</b>	<b>37</b>	<b>37</b>	<b>34</b>	<b>442</b>

#### Consolidated primary School students

Class	Boys	Girls	Total
1St Class	56	35	91
2nd Class	54	31	85

3rd Class	59	35	94
4th Class	64	37	101
5th Class	37	34	71
<b>Total</b>	<b>270</b>	<b>172</b>	<b>442</b>

When the government of Andhra Pradesh introduced English medium in the government schools, the parents of rural poor children were encouraged to send their children to Govt. schools withdrawing from private schools. As a result, the government school strength has been Increased over the last 5 years. The half decade education in English medium has motivated the students and parents to continue to tie up with the government education system. It is very important for the present government to realize and continue to support the present system of education. As of now there are no signals to change the medium of instructions from English medium to Telugu. All students are from the background of rural poor coming from schedule caste, schedule tribe and backward castes.

The following teaches are responsible to conduct the classes for primary schools.

#### **List of the Primary School Teachers**

<b>Sl. No</b>	<b>Name of the Teacher</b>	<b>Education Qualification</b>	<b>Location of Primary School Students Education</b>
1	Kalpana	Intermediate	MD mangalam
2	G. Jayasree	Intermediate	Vepanjeri
3	G. Prashanthi	Intermediate	Pedakantipalli
4	M Priya	Intermediate	Mukkalathur
5	A. Pushpavathi	Intermediate	Bangareddipalli
6	Anitha	10th	Diguvamasapalli
7	Krishna		Athmapuhr
8	Vanitha	Intermediate	Chinnakanampalli
9	Bhaskara		Moorthinainipalli
10	Jasmin Shalini	B.com	Pachanapalli
11	K Jyothi	Intermediate	Diguvakandriga
12	Nalini	10th	Anagallu
13	K Kalaiselvi	B.com	Kurchivedu
14	Dhevi	Intermediate	Ellapalli
15	Kavitha	Intermediate	Rasimareddipalli

Tuition classes for primary school students are typically held in the verandas of primary schools, youth meeting halls, or other community spaces. Unlike high schools, they are unable to use the main school buildings for morning and evening classes. This is because most primary schools have only one hall, which is used by teachers to store official documents and cannot be made accessible to the public. The coordination and school monitoring becomes easier as all the villagers fall under the Chittoor & G.D. Nellore mandals where SAHANIVASA has strong base in the rural poor community.

## **II. Special coaching for high school students - 10 schools:**

Thirty teachers have continued to run the classes in 10 high schools for 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> class students covering the subjects English, Mathematics and Science. Tuition classes for high school students are conducted in classrooms or within the school premises, unlike primary school students. This is because official documents in high schools are usually kept securely in the HM office, allowing to use the school premises for tuition without compromising sensitive materials. All the high schools give at most cooperation to the SAHANIVASA teachers as they have been benefited in getting good results in the schools.

### 10th class results (2024-25):

This academic year, the overall school results across the state have been disappointing, with Chittoor district experiencing a particularly sharp decline. Last academic year, Chittoor district being ranked 6th place in the state, has fallen down to 24th place during the year for 10th class public examination results. This decline also affected the schools where SAHANIVASA provides special orientation and coaching support for students from 8th to 10th grade, aimed at building their confidence and preparing them for higher education.

In the current academic year, only 75.15% of students from SAHANIVASA-supported high schools passed the 10th-grade exams, compared to higher pass percentages in previous years. In response, both SAHANIVASA-supported teachers and government school teachers have intensified their efforts, providing focused morning and evening coaching sessions to help the 119 students who did not pass. These students are now being prepared for the upcoming instant supplementary exams scheduled from May 19th to 28th. We are hopeful that, with continued dedication and support, these students will succeed in the instant exams and continue their academic journey.

SL NO	NAME OF THE HIGH SCHOOL	TOTAL STUDENTS	ATTENDED IN PUBLIC EXAMINATION	PASS	FAIL	PERCENTAGE OF PASS
1.	MD Mangalam	16	16	09	07	56%
2.	Mukkalathur	25	25	15	10	60%
3.	Siddampalli	65	65	45	20	69%
4.	Pedakantipalli	14	14	10	04	71%
5.	Vepanjeri	41	41	32	09	78%
6.	A. D. Kandiga	42	42	36	06	85%
7.	Kale Palli	37	37	32	05	86%
8.	Thalambedu	48	48	39	09	81%
9.	G. D. Nellore	97	97	74	23	76%
10.	N. R. Peta	94	94	68	26	72%
	<b>TOTAL</b>	<b>479</b>	<b>479</b>	<b>360</b>	<b>119</b>	<b>75.15%</b>

### High schools- students list for 2025-26 Academic year:

8th Class Students Consolidated list										
SL.NO	NAME OF THE CENTRE	SC		ST		BC		OC		TOTAL
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
1	VEPANJEERI	12	10	0	0	6	2	8	11	49
2	B. N. R. PET	11	16	1	1	8	5	6	4	52
3	G. D. NELLORE	18	15	1	2	12	18	7	10	83
4	PEDAKANTIPALLI	5	6	0	1	6	8	5	2	33
5	MUKALATHUR	12	10	0	0	2	6	7	4	41
6	KALEPALLI	9	8	0	0	5	10	8	3	43
7	THALAMBEDU	15	14	1	0	4	8	5	8	55
8	A.D. KANDIGA	9	6	0	1	6	2	6	7	37
9	N.R. PETA	11	18	0	1	8	10	3	5	56
10	SIDDAMPALLI	12	10	0	0	6	5	2	1	36
	<b>TOTAL</b>	<b>114</b>	<b>113</b>	<b>3</b>	<b>6</b>	<b>63</b>	<b>74</b>	<b>57</b>	<b>55</b>	<b>485</b>

Boys	248
Girls	237
<b>Total</b>	<b>485</b>

The community wise 8<sup>th</sup> class student details are: 227 students out of total 485 students enrolled for the year 2025-2026 are from Dalits. Adivasis/ Tribals are the least number 9 students, this indicates that the illiteracy rate are very high even in the plain areas like Chittoor District. The backward castes and other caste students are increasingly going to Govt schools because of economically backward families. 237 out of total 485 students are girls is also an indication that the girls from rural communities are yet to get encouragement to attend schools.

9th Class students consolidated list- students list for 2025-26 Academic year										
S.no	Name of the school	SC		ST		BC		OC		TOTAL
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
1	VEPANJEERI	9	10	0	0	3	7	2	1	32
2	B. N. R. PET	14	12	1	1	6	5	3	4	46
3	G. D. NELLORE	10	15	1	0	4	7	5	6	48
4	PEDAKANTIPALLI	7	9	0	0	4	6	3	4	33
5	MUKALATHUR	15	11	0	0	6	5	3	3	43
6	KALEPALLI	6	9	0	1	5	7	3	5	36
7	THALAMBEDU	11	16	0	2	8	6	4	3	50
8	A.D. KANDIGA	14	15	1	0	10	8	7	5	60
9	N.R. PETA	9	15	0	1	7	5	6	4	47
10	SIDDAMPALLI	13	10	0	0	5	4	8	3	43
	<b>TOTAL</b>	<b>108</b>	<b>122</b>	<b>3</b>	<b>5</b>	<b>58</b>	<b>60</b>	<b>44</b>	<b>38</b>	<b>438</b>

Boys	225
Girls	213
<b>Total</b>	<b>438</b>

The community-wise 9<sup>th</sup> class student details are as follows: 230 students out of a total of 438 students enrolled for the year 2025–2026 are from Dalit communities (SC category). Adivasis/Tribals (ST category) are the least in number, with only 8 students, which highlights that illiteracy continues to be a major issue even in relatively accessible regions like the Chittoor District. The number of Backward Castes (BC) and Other Castes (OC) students is also significant, showing that children from economically backward families are increasingly depending on government schools for education. 213 out of 438 students are girls, pointing to the continuing gap in educational access for girls in rural areas.

10th Class Students Consolidated list										
SL.NO	NAME OF THE CENTRE	SC		ST		BC		OC		TOTAL
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
1	Vepanjeri	16	12	0	1	4	2	9	10	54
2	B. N. R. Pet	15	10	1	0	6	5	4	5	46
3	G. D. Nellore	12	14	0	1	5	8	3	5	48
4	Pedakantipalli	11	7	0	0	4	5	4	2	33
5	Mukkalathur	9	11	1	0	6	4	3	3	37
6	Kalepalli	8	8	0	1	6	8	6	5	42

7	Thalambedu	10	12	0	0	5	9	5	7	48
8	A.D. Kandiga	9	8	0	0	8	7	8	9	49
9	M.D. Mangalam	14	16	0	0	6	11	4	6	57
10	Siddampalli	13	11	0	0	4	8	2	3	41
	<b>TOTAL</b>	<b>117</b>	<b>109</b>	<b>2</b>	<b>3</b>	<b>54</b>	<b>67</b>	<b>48</b>	<b>55</b>	<b>455</b>

Boys	234
Girls	221
<b>Total</b>	<b>455</b>

The community-wise 10<sup>th</sup> std student's details are as follows: 226 students out of a total of 455 students enrolled for the year 2025–2026 are from Dalit communities (SC category). Adivasis/Tribals (ST category) remain the least in number, with only 5 students, highlighting the persistent issue of educational exclusion in even the relatively accessible plain areas of Chittoor District. The data also shows that Backward Castes (BC) and Other Castes (OC) students form a substantial portion of the total, reflecting the economic challenges faced by these communities, prompting increased dependence on government schools. Girls account for 221 out of 455 students, underscoring the need for greater encouragement and support for girls from rural areas to pursue education. It is therefore, crucial for our teachers to actively engage with parents and school committees to promote higher enrollment and retention of girls in schools.

#### List of the High School Teachers:

Sl. No	Name of the Teacher	Education Qualification	Location of ZP High School
1	S. Hari	B. Com	B NR Pet
2	S. Sumana	B. Com	
3	Ludina Frank	BSC	
4	M. Kowsalya	BA	Mukkalathuru
5	G. Anjel	B. Com	
6	T. Bhanu Priya	BSC	
7	Vani	BA	Pedakantapalli
8	Bharathi	B. Com	
9	P. Priyanka	BSC	
10	K. Usharani	B. Com	Vepanjeri
11	Himaja	B. Com	
12	S. Dhamodharam	BSC	
13	S. Pavithra	B. Com	M.D Mangalam
14	S. C. Midhun Kumar	BSC	
15	S. Anitha	BSC	
16	N. Kalavathi	BA	G.D Nellore
17	R. Bhanu Prakash	BSC	
18	V. Hemalatha	BA	
19	C. Umadevi	BSC	Kalepalli
20	R. Murali	B. Com	
21	T. Anuradha	BA	
22	V. Jayanthi	BSC	A.D Kandiga
23	N. Prabhavathi	B. Com	
24	T. Ramya	BSC	



25	B. Divya	B. Com	Siddapalli
26	C. Sekhar	B. Com	
27	P. Ramani	BSC	
28	K. Amaravathi	BA	Thalambedu
29	V. Chandrakala	BA	
30	D. Vanitha	BSC	

All the teachers come from local areas. 18 out of 45 teachers (Primary schools and High Schools) are the old students of our centers. They are familiar and part of the socio- economic and cultural background of the area – which is advantage to link the schools with the parents’ associations. There are cordial relationships between government school teachers and SAHANIVASA 45 teachers. They work collectively to improve the students’ capacities in all 3 classes – 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> stds.

#### IV. Computer Education Center for Marginalized Rural Unemployed Youth & Post 10th Grade Students:

Despite 25 years of SAHANIVASA’s dedicated efforts to empowering the next generation with the education and opportunities in the rural areas of Chittoor District, approximately 35% of the students still encounter significant challenges in advancing to higher education. The proposal outlines the urgent need for a Computer Centre specifically designed to empower rural youth from Dalit and Adivasi communities. By providing essential skills, aiming to enhance employability and foster self-sufficiency among the marginalized groups.

##### Need for Computer Class:

- **Digital Literacy Gap:** Many students who complete their 10th board exams find themselves ill-equipped to compete with their peers in higher education due to a lack of basic computer skills. This gap has persisted from the last decade of 20th century, leaving rural students at a disadvantage.
- **Psychological Impact:** The absence of access to computers and the internet in rural schools has hampered students' ability to acquire essential digital skills. As a result, lack of exposure to technology can lead to diminished self-esteem and hinder aspirations among rural youth. Also, they often develop feelings of inferiority when interacting with peers who possess computer knowledge.

In an increasingly digital world, computer knowledge is critical for academic and career success. Those who are unemployed after education (priority for women before and after marriage) day time classes will be conducted engaged to 2 full time teachers – 1 must be woman teacher. With one teacher in the morning for the classes room 6am to 8 am and another teacher for the afternoon 2pm to 6pm so that students and unemployed individuals can select the classes slots accordingly to learn the computer skills.

##### Projects; Target population:

Rural poor children and their parents are our target population. They are predominantly being agricultural laborers, sharecroppers, migrant workers, rural artisans and marginal farmers from Dalits, Yanadi tribes & Bahujans (BCs) and economically backward families of other castes. The primary school students from 1<sup>st</sup> to 5<sup>th</sup> class and high schools’ students of 8<sup>th</sup> 9<sup>th</sup> and 10<sup>th</sup> standards are the direct beneficiaries.

The computer classes are proposed to be held in Narsingarayanipeta. There are 27 villages of Chittoor and GD Nellore mandals around NR Peta. This location provide access to villages with public transport, enabling needy students to commute easily before or after collage hours.

As the entire Dalit bahujans and deprived communities are the indirect beneficiaries of our programs in the project area as we mobilize all poor irrespective of castes to tap the govt welfare and development programs as their Right share in the national economy. Geographically, Chittoor & G.D. Nellore mandals are covered.



**Period the grant will cover:**

The project period is two years - starting from approved period.

**List any previous support from ASHA for Education Program:**

Year	Support in dollars	Rs.	
1999-2000	2000	85,660	
2000-2001	11434	5,58,116	
2001-2002	12168	5,38,598	
2002-2003	12000	5,84,493	
2003-2004	12800	5,74,740	
2004-2005	14440	6,24,073	
2005-2006	*	6,97,594	
2006-2007	*	9,48,420	
2007-2008	19460	7,69,177	BOSTON CHAPTER for High school & Primary schools
2007-2008	*	2,28,033	SV CHAPTER for 7 <sup>th</sup> Std
2008-2009	*	849,168	BOSTON CHAPTER for High School & Primary Schools
2008-2009	*	281,840	SV CHAPTER for 9 <sup>th</sup> Std received only 1 <sup>st</sup> installment.
2009-2010	*	807,788.50	BOSTON CHAPTER for High School & Primary Schools
2010-2011	*	8,66,645	BOSTON CHAPTER for High Schools & Primary Schools
2011-2012	*	8,79,461	BOSTON CHAPTER for High Schools & Primary Schools
2012 – 2013	*	10,02,886	BOSTON CHAPTER for High Schools & Primary Schools
2013-2014	*	8,06,000	BOSTON CHAPTER for High Schools & Primary Schools
2014-2015	*	9,60,000	BOSTON CHAPTER for High Schools & Primary Schools
2015-16	*	10,08,000	BOSTON CHAPTER for High Schools & Primary Schools
2016-17	*	1072000	BOSTON CHAPTER for High Schools & Primary Schools
2017-18	*	1071000	BOSTON CHAPTER for High Schools & Primary Schools
2018-19	*	1336000	BOSTON CHAPTER for High Schools & Primary Schools
		500000	BOSTON CHAPTER for School building.
2019 -20	*	904000	BOSTON CHAPTER for High Schools & Primary Schools
2020-21	*	500000	BOSTON CHAPTER for High schools, Primary Schools for 6months
2021	*	380000	Covid emergency support – Medical Kits.
2021-22	*	1356000	BOSTON CHAPTER for High Schools & Primary Schools

2022-23	*	1356000	BOSTON CHAPTER for High Schools & Primary Schools
2023-24	*	1468000	BOSTON CHAPTER for High Schools & Primary Schools
2024-25	*	1468000	BOSTON CHAPTER for High Schools & Primary Schools

\*Since we have received the grant In Indian Rupees, we are not sure of the dollars.

**Please declare any religious or political affiliation and support receive from them:**

We are non-party developmental organization believe and practice secular values and principles not only applicable to institution and also for the individuals being attached to the work.

**Please indicates whether the children education includes religious teachings?**

We do not advocate any religious teachings but inculcate the human values and basic principles of Gandhi, Vivekananda, and Ambedkar to emphasize the importance of simplicity, non-violence and social dignity.

**Does your organization restrict services to any particular religion, caste, creed or sex?**

- Our services are rendered to the most deprived communities of our society who do not have access to educational facilities. Basically, these people are from Dalit Bahujans & Minority communities.
- We do give special emphasis for girl children among the deprived communities because they are most deprived section even among the subalterns.
- In the process of our interventions, we have realized that the children of all castes should not be discriminated when our vision is casteless society.

In other words, however much the casteism is prevailing in the villages, there is a better degree of togetherness among the young children, which we want to strengthen. Therefore, we have been rendered the services for all the underprivileged children irrespective of the caste.

## **PART –2**

### **Organization Profile:**

#### **Brief Summary of Organization's History, Goals and Key achievements:**

SAHANIVASA has 40 years (1985-2025) of partnership in the journey to empower Dalits, agricultural workers, share croppers, small & marginal farmers, Adivasis & women and children. The main goal of this organization is to educate the marginalized communities about the root-causes of poverty and prepare them to combat the forces of exploitation, suppression and repression by preparing them with the necessary skills and knowledge to build their own future in a more sustainable and equitable manner.

The key results of the journey have promoted viable Community Based Organizations -

1. For agriculture and rural workers-Agricultural Laborer's Union;
2. For farmers and sharecroppers -Marginal Farmers Development Council.
3. Promoted fish workers union in Nellore coast.
4. Building women's cooperative with new women farmers engaged in sustainable agriculture practices.

While the first above mentioned CBO is to work for the decent and equal wages for the agricultural workers, land and livelihood Rights and the other CBOs are to promote socio -economic alternative developments to strengthen the economic base of these communities. The primary concerned groups are most vulnerable people – single women, children, and persons with disability among the marginalized families.

#### **Achievements:**

- Built strong membership-based union of agricultural workers and marginal farmers with democratic,

decentralized shared leadership having gender-based leadership proportionate to the members. Women being 62% of membership in the union, the leadership also automatically shared.

- Stop 65% distress migration in the SAHANIVASA project area and mobilized the communities towards getting employment through MGNREGA locally.
- An extent of 37,413 acres has been distributed for 22,187 families to earn their livelihood in the project area. All the land is distributed in the names of women.
- The wasteland development is taken place through NREGS and developed bio diversity agriculture in 87 villages with seed banks. The families started producing the food in small way as the cultivation is completely depend on unseasonal rains.
- Culture of negotiating for minimum wages are evolved in the state and APVVU involve extensively in the implementation of MGNREGS collaborating with the state government.
- Untouchability practices had been addressed in various methods peacefully involving both Dalits and non-Dalit's to address the issue. We have made the state government aware of 55 forms of Untouchability practices and our recommendations to Justice Punnaiah Commission has become government policy recommendations to evict Untouchability and also implement the land reforms in the state of Andhra Pradesh.
- Gender sensitization has been evolved within the community and women are beginning to understand and respond to the gender related issues by drawing strength from the others. Women vigilance committees are promoted throughout two Telugu states in 15 districts. These committees have been instrumental not only in monitoring the atrocities against women and also involved in rehabilitation through the state intervention.
- For the last six years, involved in monitoring the female infanticides in Chittoor district and also launched campaign for the implementation of PC & PNDT Act 2003 (Pre Conception & Pre Natal-Diagnostic Techniques Act 2003). After the campaign the state government has been monitoring the functioning of scanning centers.
- Instrumental in the anti-arrack movement and also continuing the watchdog role in the project area against the inflow of illicit liquor and also illegal belt shops.
- Promoted alternative leadership in Panchayats and trained them to be uncorrupted leaders. Struggle against corruption is led by this group and exposed the corrupted bureaucrats and politicians and local leaders at local level.
- Promoted Single Women Association having membership of 4920 in the project area. These are the disserted women do not avail any benefits from the government as they are not considered as a family unit. Building their capacities demand the government to provide all welfare schemes to them.
- SAHANIVASA is one of the organizations instrumental in mobilizing the community for pro- people legislations viz, SC & ST (POA) Act, MGNREGA, Domestic Violence Act, RTE, RTI, unorganized workers Social Security Act and now campaign for the Labour Code on Social Security and demanding old age pension for Rs.6000/- as 50% of minimum wage of rural workers.

### **Specific Achievements in Education of Children:**

- Children's enrollment in the primary schools has become regular in the project area of 192 villages.
- Special coaching for rural poor students of 8, 9<sup>th</sup> & 10<sup>th</sup> standards have been giving fruitful results in the lives of young students for the last 16 years with the support of ASHA. The school centers have been change in once in three years.
- Supplementary education for Dalit primary school children in 15 villages had been helping the children to equip them on par with other children in the school.
- The 15 centers have the special focus for dropout children, gaining momentum to achieve the better results.
- The innovative learning methods introduced in the primary schools and also provided libraries to 25 schools to develop interest in studies among the young /mostly first-generation educators.
- As the workers are motivated to work under MGNREGA, 65% of distress migration is reduced. As the result, migrant children did not stop the education.

### **A. Project Information:**

### **1. Description of the project, broad, Goals and specific objectivesGoals:**

The main goal of “Rural marginalized Children and Youth’s Education, Equity & Liberation” is to achieve education for all deprived communities and prepare the marginalized families to access and control over the land & livelihood resources, information and knowledge that is needed for the holistic growth of each individual and also become meaningful person in the community to work towards development in this society.

### **2. Specific Objectives:**

To achieve 100% children’s enrolment in primary school and to sustain their regularity in schools.

1. To provide space for deprived children to access for school education and there by promote children’s Rights- right to education and childhood.
2. To provide avenues for deprived children to settle in their life by giving them education from 8<sup>th</sup> standard onwards in order to overcome the prevailing gaps to get promoted in 10<sup>th</sup> standard.
3. Dalitization of Dalit educated youth by making them accountable for the development of community in future.
4. Encourage the children to develop reading habit by adding books to the SAHANVIASA established small libraries in the respective schools.
5. Provide part-time classes with convenient access from students' villages, enabling them to manage daily chores and studies without time constraints or significant expenses.
6. Provide a fully-equipped computer lab geographical access to children, equipped with computers, internet connectivity, and necessary peripherals.
7. Foster a culture of digital literacy and innovation among unemployed educated students, encouraging continued learning and technological advancement by enhancing their employability, educational opportunities, and overall quality of life.
8. Provide opportunities for Dalit youth to develop leadership qualities and skills.
9. To sensitize the civil society to recognize the education as the main tool for liberation and development and ensures the state responsible for the children primary education.

### **3. Community or regional needs and / or challenges that these efforts will address:**

- 1) All the distress migrant children will be stopped as the parents will be engaged for MGNREGA. There won’t be school dropouts due to migration of parents.
- 2) High School educated Dalit youth will secure 10<sup>th</sup> std. pass certificate to get into higher education. This will pave the way for Dalits to use the existing reservation policy for their own development. This way the benefited Dalit youth will be taking care of the community needs, including education of younger children in future.
- 3) The Dalit youth frustration in villages will be reduced as many of them get opportunity to get out of the day-to-day social discriminations in the name of caste.
- 4) 10<sup>th</sup> pass students will be able to enroll in private junior colleges for higher education under RTE.
- 5) 10<sup>th</sup> pass are able to gain digital knowledge to be on par with the urban students during the higher studies.
- 6) Youth interested in secretarial practices gained knowledge in Tally and data entry to add up to their professional background to get employed easily in the future.
- 7) Rural youth from Dalit and Adivasi communities will be empowered by essential skills, aiming to enhance employability and foster self-sufficiency among the marginalized groups.

**4. What is the current status of the project including the start date and the number of people working on it:**

Programme	Year	No. of students	No. of centers	% of Pass	No. of teachers employed
<b>Special coaching education programs for 10<sup>th</sup> students.</b>	1999-00	190	3	35	9
	2000-01	296	5	77	15
	2001-02	284	6	79	18
	2002-03	550	7	92	19
	2003-04	669	8	79	25
	2004-05	373	8	87	25
	2005-06	495	8	83	24
	2006-07	406	8	89	24
	2007-08	428	10	89	24
	2007-08	327	10	100	24
	2008-09	558	10	100	30
	2009-10	461	10	99	30
	2010-11	412	10	96	30
	2011-12	402	10	97	30
	2012-13	459	10	100	30
	2013-14	263	5	100	30
	2014-15	459	10	100	30
	2015-16	501	10	100	30
	2016-17	503	10	99%	30
	2017-18	523	10	100	30
	2018-19	508	10	98%.	30
For 6 months from October 2020 to March 2021- 8 <sup>th</sup> , 9 <sup>th</sup> & 10 <sup>th</sup> students	2019-20 & 21.	1376	10	100	30
	2021-22	1220	10	100	30
	2022-23	1106	10	99	30
	2023-24	1308	10	100	30
10 <sup>th</sup> class results are without supplementary results – Pending Exam	2024-25	1324	10	75	30
<b>Supplementary education for primary school children</b>	2000-01	677	15	NA	15
	2001-02	629	15		15
	2002-03	517	15	NA	15
	2003-04	460	15	NA	15
	2004-05	501	15	NA	15
	2005-06	525	15	NA	15
	2006-07	208	6	NA	6
	2007-08	259	6	NA	6

	2008-09	109	9	NA	9
	2009-10	571	15	NA	15
	2010-11	542	15	NA	15
	2011-12	556	15	NA	15
	2012-13	569	15	NA	15
	2013-14	598	15	NA	15
	2014-15	628	15	NA	15
	2015-16	575	15	NA	15
	2016-17	598	15	NA	15
	2017-18	579	15	NA	15
	2018-19	570	15	NA	15
For 6 months from October 2020 to March 2021	2019-20 & 21	405	15	NA	15
	2021-22	421	15	NA	15
	2022-23	426	15	NA	15
	2023-24	431	15	NA	15
	2024-25	443	15	NA	15

All  
the

**teachers will continue to work as part-time both morning and evening hours.**

**5) Community or Regional opportunities, strengths and/ or Assets this effort will drop on:**

- 1) The state will be made responsible for the school education and the teachers will be developing
- 2) direct contacts with the parents through the parents committees.
- 3) The existing Community Based Organizations (Agricultural Laborer's Union, Marginal Farmers Development Council and Single Women Associations will take the responsibility to motivate the parents and also gain strength and confidence of the community, which will help the program to success.

### 5) Specific Activity and Timeline for 10<sup>th</sup> Class Coaching and Supplementary Education for Primary School:

Sl. No.	Activity	Short Term	Long Term
<b>Primary Schools – 15 &amp; Special coaching for high school students -10 schools</b>			
1.	<b>Motivation and strengthening the activities of Parents Committees</b> Parents will be motivated in each village to specially care for children's enrolment in school and follow up with school functioning.	The activities of Village-wise Parents committees will be strengthened in all 15 villages in first three months period of every year. Parents will develop direct access to the teaching community and the education department. Collectively pooled down the issues related to children's education and follow up with the concerned departments.	Organize parents for higher wages and facilities in MGNREGS, Timely payments, corruption free campaign, social audit, monitoring 9 food schemes of Supreme Court guidelines and also other entitlements. Enroll the parents as members of Construction Workers Welfare Board so as to get all the benefits of board.
2	<b>Mobilization of Children</b> Children are motivated through storytelling, small play and cultural performances, discussions directly and also through parents.	1 <sup>st</sup> three months will be spent intensively to mobilize the children to enroll them in the schools. Motivate the students to develop interest in reading books utilizing library books.	A Children's club activities are strengthened in every village to mix child labour drop outs and school going together which will help the drop outs to go to school.
3	<b>Enrolment of Children</b> Followed by the motivation and listing out the children in different categories such as children to be enrolled in first time, dropout children before 5 <sup>th</sup> standard, bonded and child labour etc.	First three months will be the period of motivation of children and enrolment.	The culture of going to school by group of children and also regularly in attending the special classes in the evenings will help the children to be regular in long run. Develop the habit of using the library, going to school regularly, complete the home work at the centers (as parents are illiterate)



4.	<b>Running Education Centers</b> a) 8 <sup>th</sup> , 9 <sup>th</sup> & 10 <sup>th</sup> Class students special Coaching Program	b) 10 education centers will continue to run in 10 schools for 8 <sup>th</sup> 9 <sup>th</sup> & 10 <sup>th</sup> class students focus for 3 subjects –Science, Math's & English.  c) 3 Teachers will be appointed in each school, who will conduct teachings both mornings & evenings.	* Parents committees will be strengthened along with the children's clubs in the village.  * Parents Committees will play as mediators between the teachers and education departments and the students to increase the children's participation in schools and develop the responsibility of the teachers by playing pro-active role.
	b) Evening Coaching for Primary School Children.	a) The teachers appointed for 10 <sup>th</sup> class will conduct special coaching for 8 <sup>th</sup> 9 <sup>th</sup> class also.  b) 15 Centers will be run in 15 villages for primary school children in the evenings. These centers will continue for next 2 more years till they became self –sufficiency.	* The students come up in the life followed by their education and 10 <sup>th</sup> class will be made responsible in the village to work as voluntarily for the community wherever he / she settles.  * They will be given responsibility to take up the children's education is one of the main tasks once they started earning after the employment.

#### **Computer Education Center for Marginalized Rural Unemployed Youth & Post 10th Grade Students**

5.	<b>Motivation and Enrolment of 10<sup>th</sup> pass</b> Motivate and enroll students of post 10 <sup>th</sup> class to get the benefits of digital literacy for enhancing employment opportunities.	Empower students with hands-on experience in Microsoft Suite, Adobe Suite, general internet operations, and AI tools ensuring the students gain practical knowledge to be on par with the urban students in higher studies.	Culture of digital literacy and innovation among students, encourage continued learning and technological advancement by enhancing their educational opportunities, and overall quality of life.
6.	<b>Motivation and Enrolment of unemployed youth</b> Engage with local communities, particularly those who are unemployed and disinterested in pursuing agricultural work like their families. Followed by enrolling the interested beneficiaries.	Award certificates to students upon successful completion of the course, validating their skills and enhancing their employability applicable to various career paths and especially to secretarial practices as it's been a demand.	Computer class initiative will provide a comprehensive and supportive learning environment, equipping rural poor unemployed youth with essential digital skills for their future endeavors.

**Additional activities to strengthen the children's education.**

7.	<b>Tap the support of Dalit Bahujan employees</b> from the project area	<ol style="list-style-type: none"> <li>1. Collect all the addresses of people belong to target group who are well settled outside of the project area.</li> <li>2. Invite them to be part of the educational programme going on in the project area in two ways (1) Visit the school when they come to village and share their experiences how they are developed. (2) Conduct area wise 3 meetings for these people when they come for the festivals in the project area.</li> </ol>	We expect this group to become resource group in the future to sustain the centers in long run.
8.	<b>Training for 40 MATEs on MGNREGS</b> implementation mechanism. – in Chittoor & G.D. Nellore mandals.	Mandal wise separate trainings are planned for 40 MATEs in each mandal on the implementation mechanism of MATEs. There capacities intern helpful to the workers to get the MGNREGA works on time so that distress migration is stop.	Parents stay back in the village will definitely ensure the children who attend the schools. So that, we can bring down illiteracy to “zero” level among the young generation.
9.	<b>Training on RTE for 40 youth</b> select from parent’s committees	40 youth volunteers will get training on the available provisions of Right to Education so that, they will mobilize facilities for their schools as their Rights from the government.	The government will also replicate the model in the district so that adequate facilities are created for all the government schools. The facilities are – toilets, water, sanitation, compound walls, play grounds, block boards, clean floor, mid-day meal facilities and school buildings.

## 6) Level and Nature of involvement of the community at large, local residence and other constituency:

**Participation of parents:** The parents of primary school children have been formed as a committee at every village level. These parents are motivated to send their children to school on regular basis without assigning the work on school days. This has become useful attempt since the parents are convinced to send their children regularly.

**Education Department:** We believe the state should take the responsibility of strengthening the primary school education system. Since the government has not taken adequate steps to strengthen the process in rural area and also the increase of so called English medium schools to the mandal headquarters, there is dis-interest to send the children to school. Add to the misery, the government teachers at primary school level have been totally irresponsible in maintaining the school timings since they are staying in urban centers. In order to overcome these problems we had to organize meetings with the formal school teachers and also bring the mandal development officials to the primary schools. Our efforts during the last 3 years though helped the schools to maintain the timings; it has developed animosity among those teachers who are not regular to attend the schools earlier. It is out of compulsion for them to attend the school on time.

**Children's clubs at every village level:** All the children in the village including dropouts have been formed into children's club and the dropouts and also the school going children are coming together in the evenings to attend the primary school that we run. Further, the participation and motivation meetings are helping to enhance the interest of dropout children to crave for school education.

**Youth association:** The Youth Association plays a vital role in promoting education and social justice at the grassroots level. Comprised of motivated young individuals from rural villages, the association works closely with parents' committees, children's clubs, and women's associations to ensure that children especially from marginalized communities attend school regularly and are not pulled into labour. Recognizing that youth are the driving force of the future, the Youth Association is being developed into a strong platform for empowerment through legal awareness and action.

**Women's associations:** are also interacting with the children both as part of parents committee and also as women association in order to develop interest on school education for their own children and also generate interest among the children in the school.

The union of agricultural workers and small farmers, farmer's cooperative and women's cooperative at mandal level has taken the decision to encourage the parents to send children for the school. The collective decision in times of dropout prone months will help to monitor the regularity of children in attending the schools regularly.

**Strengthen the school libraries:** A decade long back SAHANIVASA established small libraries with the support of ASHA and OMKAR Foundation in 40 primary and High schools. Since most of the books are damaged, we need to provide new books to 25 schools (10 high schools and 15 primary schools) so that the children will make use and develop the interest in reading and learn the skills. ASHA has supported for school libraries for all the 25 schools in the first year. The teachers and parents committees are able to prepare proper almarahs to keep the books. This year is going to purchase the books with the budget allotted last year.

## 7) Identify organizations, if any, that you collaborate within addressing the regional needs and challenges.

- a. Agricultural Workers union
- b. Marginal Farmers Development Council
- c. Single women associations

- d. Concerned teachers associations
- e. Village Grama Sabha

These organizations have been involving to strengthen the school education process.

To address the regional needs and challenges we will collaborate with the following organizations:

1. APVVU
2. National Center for Labour (NCL) an affix body of unorganized workers union in the country.
3. NAPM
4. Right to food Campaign group
5. Andhra Pradesh Mathsyakarula Union

#### **8) Future plan for sustaining this effort and strategy for building your funding base.**

1. Dalits being most deprived community it is very difficult to raise the resources when they themselves are in acute poverty. However, their participation at different levels of programme is one of the important contributions that they have been rendering.
2. Ever since the project is initiated, there is acute drought in the project area where the people of our concern have been finding very difficulty to lead their life in their respective villages due to non-availability of work. Therefore for the last four years they are making a life with MGNREGA, Where APVVU and SAHANIVASA work collectively to motivate them to utilize the scheme. All our community based organizations and also teachers have been motivating people to participate in such process to lead their life in villages, as there is no work even in towns. Hence, we could not make our efforts fully successful. However, we are hoping that we can start during this year expecting people will overcome the problem once the rain starts during the monsoon.
3. We hope we will be able to motivate at least 3 to 5 Dalit educated youth in every Dalit village to gradually develop interest and service attitude towards this school through which they will be able to teach the children of the same village by voluntarily.
4. This project period we are planning to initiate efforts to identify educated employees to be contacted to tap the resources from them in two ways. One is whenever they come to their native village they can spare one day to visit the centers and share their experience outside being freed from so much dependency at local level. This will encourage the children to study well.
5. 100% distress migration will be stopped in the project area and also ensure to tap the 150 days employment for all the workers in the project area.

#### **9) Brief assessment of how your efforts are going to affect the lives of local people in the long run:**

- 1) The culture of enrolling every child in school has already been visible.
- 2) 10<sup>th</sup> class studied children in our center have already joining either in technical courses or in any other employment after having the higher education with reservation policy. These students have developed the culture of relating to the community in whatever the manner is possible to strengthen the education process in the village.
- 3) Children's education, elders' life education will go together to build the values of collective action, community sharing for common purposes, culture of mobilizing state resources in rightful manner, building leadership within the community will be evolved.
- 4) Rural poor youth and 10<sup>th</sup> pass students will be provided with a comprehensive and supportive learning environment, equipping with essential digital skills for their future endeavors.
- 5) Simultaneously their participation in strengthening the local Community Based Organizations along with equipping them with the skills of dry land cultivation alternative agricultural practices, alternative income generation schemes will be evolved to take care of the economic base of the people.
- 6) Self-confidence, self-respect, reflecting and reacting in pro-active way for the contextual changes in

the society will develop in the community.

#### 10) Project Evaluation:

1. The success behind all the initiatives of SAHANIVASA is the effective participation methods that we adopted to monitor the program. Right from the planning to evaluation people involves in decentralized manner. Therefore, they own the program.
2. Student's performance will be reviewed by regular tests conduct by teachers.
3. The teacher's performance and the school functioning will review by the parents committee meetings.
4. Regularly assess the effectiveness of the training program through evaluations and success rates, adapting the approach as needed to meet student needs.
5. The Community Based Organizations promoted by SAHANIVASA will review the entire program once in every six months along with the team of SAHANIVASA. Besides this, the selective members from SAHANIVASA team, Community Based Organizations and parents committees, will carry on every year ending over all internal review.

#### How much money does you required for the proposed specific project?

We require: a total of Rs. 48,74,325 for two years. The first year, Rs. 27,07,825 and the Second year Rs. 21,66,500

#### Annual Budget - First Year June 2025 to May 2026 & Second Year June 2026 to May 2027

##### **I. Budget for Special Coaching for Rural Marginalized Students of 8<sup>th</sup>, 9<sup>th</sup> & 10<sup>th</sup> Standard:**

Sl. No.	Particulars	1st year May 2025 to June 2026	2nd year- May 2026 to June 2027
	<b>Teachers honorarium</b>	Rs.	Rs.
1	10 centers X 3 teachers X Rs. 2,000 per month X 12 month	7,20,000	7,20,000
2	<b>Education materials and stationery</b> Each center Rs.2, 500 X 10 centers	25,000	25,000
3	<b>Teacher's Monthly meetings,</b>		
	Travel and Food for the day @ Rs. 150 X 30 X 12 months	54,000	54,000
4	<b>Training for MATEs on MGNREGS implementation mechanism.</b>		
	Boarding & lodging - 40 MATEs X 2 mandals X 2days X Rs. 400	64,000	64,000
5	<b>2 days training on RTE for the youth selected from parents committees</b>		
	Boarding & lodging - 40 youth X 2 mandals X 2 days X Rs.400	64,000	64,000
	<b>Total Rs.</b>	<b>9,27,000</b>	<b>9,27,000</b>

#### **Budget explanation:**

1. A teacher honorarium @ 2,000/- per month for 30 teachers in 10 centers is budgeted. There has been request from time to time to increase the salary. Hence, we propose to increase Rs. 150/- (1,850 to 2,000)

Salaries are budgeted for one year starting from April to March every year. Although the exams are over by mid-April, one month summer classes will be organized for students of 9<sup>th</sup> promoting for 10<sup>th</sup> for better preparations even before the school starts in June.

2. An educational material includes question papers, stationary, copy materials is budgeted @ 2500/- for the center and it will be same during this year.
3. The Teachers need to meet once in every month at central place to discuss review plan and exchange experiences to run the centers effectively. Since their salaries are meager to propose to pay for their food and travel expenses for the meetings. All the 12 months the teachers will gather. Although the course completes in 10 months they meet in summer also as they involve in special coaching's for 9<sup>th</sup> class to prepare for 10<sup>th</sup> and also the child rights campaign and enrollment of children in schools. Rs 150 is budgeted for one day food and Travel for meeting. We conduct 12 meetings So the monthly meetings even in the summer motivates them to engage voluntarily.
4. Training for 40 MATEs selected from Chittoor & G.D Nellore mandals – 40 MATEs from each mandal will attend 2 days training program in a training center conducted away from their mandals. So that they stay back for full two days in house training for 2 days accommodation and food expenses is budgeted Rupees 400/- per day per head. The training is to develop the capacities for better implementation of MGNREGA. Once the MATEs are well trained, they will be able to mobilize the work on time for the workers from MGNREGA. This way, the distress migration will be stopped. Parents will be stayed back in villages as they get the work and payments on time. Children will go for school when parents live in the village.
5. Training on Right to Education – 40 youth will be selected from the parents committees and give them orientation for 2 days on the best provisions of Right To Education Act and develop common strategy to work in collaboration to negotiate with the government to implement the scheme as per RTE. The major concerns are constructing toilets for boys & girls in every school of 2 mandals, provide water and sanitation facilities, school building, midday meal kitchen, clean floor and black board facilities. The trained youth will collaborate with each other, prepare the applications, submit concern authorities. The coordinator will follow up with the government along the trained volunteers from both the mandals.

The existing government schools will be used for running 10 centers. This way the local union and the education department will feel that they are also contributing some way to this process. We request ASHA to support this project which will strengthen the Dalits educational development and also promote the responsible leaders for the development and liberation of the most marginalized community in our society.

## **Strengthening Primary School Education Program:**

### **Target Population:**

- Dalit Children aged 6-11 years (1<sup>st</sup>-6<sup>th</sup> standards of primary schools) who have dropped out are at risk of dropping out of school.
- 15 Dalit villages in the SAHANIVASA Project area
- The migrant parents of the children.

### **Problems:**

- High drop-out rates at primary and upper levels of education.
- High incidence of child labour after Covid 19 attack.
- Inability to see connection between education and well-being of life.
- Low enrollment and high drop out of Dalit Girls.

- Low levels of employment outside of seasonal agricultural labour.
- Low self-esteem of Dalit children.
- High levels of illiteracy.

### **Program:**

- 1) **Evening schools** will be run for 15 villages covering a total of 405 students.
- 2) **An educated Dalit youth** is the teacher coming from the same village to work as teachers in the evening. He / she will be paid Rs.1100/- per month. This project we propose increase of 100/-
- 3) These 15 teachers will get training to develop the skills in **alternative educational models**.
- 4) The children will be **enrolled** in the school after 3 months motivation for parents and children.
- 5) **Strengthen the parents committees and children's clubs** in order to maintain the regularity of regular school functioning and to develop cardinal relationship with teachers and education department, these two groups will continue to function. The same committee will also monitor the night school education centers.
- 6) **Motivation meetings for parents.** Day long motivation meetings to promote enrolment and also to sustain the regularity of children's attendance. Care will be taken in times of **dropout prone months** (June, July, November, December and January) to help the school system to function properly.
- 7) **Curriculum:** Dalits students often find that the examples in the textbooks do not match the realities of their experiences. These alienate child and often dismiss their reality as sub- standard. The cultural component of the curriculum will build up the Dalit perspective at the primary level. Our students will learn about their own lives and rural realities as part of their education. They will also learn to value themselves and the important role that Dalits in society.

### **Expected Impacts of Program:**

- Reduced drop-out rates from primary school
- Improved self-image of Dalit students/children
- Better performance of students in primary school
- Reduction in the incidence of child bonded labor and child labour
- Encourage Dalit students to continue with their education – reduce dropout rates at higher levels.
- Reduce illiteracy
- Promote a culture of education and educational success in Dalit villages. Stop the distress migration and mobilize employment through MGNREGA.

## **II. Budget for Rural marginalized Students - Elementary School supplementary Education June 2025- May 2026 & 2nd year – June 2026 -May 2027**

S.No	Particulars	1st year June 2025- May 2026			2nd year- June 2026 -May 2027		
		Total	Local contribution	Request - ASHA	Total	Local contribution	Request - ASHA
1	<b>Educational Kits</b> Rs. 3500 X 5 Kits	17,500	0	17,500	17,500	0	17,500
2	<b>Parents motivational meetings:</b> 15 villages X Rs. 3,000/- per meeting X 2 meeting in a year	90,000	18,000	72,000	90,000	18,000	72,000
3	<b>Teachers Exposure and Orientation to innovative educational centres/schools</b>	51,000	0	51,000	51,000	0	51,000



	:15teachers+ Education coordinator and Project Director= 17 persons X Rs.3,000/- per head						
4	<b>Teachers Monthly Meetings:</b> Travel and Food for the day @ Rs. 150 X 15 X 12Months	27,000	0	27,000	27,000	0	27,000
5	<b>Center arrangements- Electricity</b> charges and maintenance Rs.1,500/- per center X 15 Centers	22,500	7,500	15,000	22,500	7500	15,000
6	<b>Strengthening of children's club</b> Rs.1,000 per center (conduct competitions on skills, exposure and etc.,	15,000		15,000	15,000		15,000
7	<b>Teachers' honorarium</b> 15 persons X Rs.1,200 X 12months	216,000		216,000	216,000		216,000
8	<b>Coordinator salary</b> Rs.12,000 X 12 months	144,000		144,000	144,000		144,000
9	<b>Coordinators Travel</b> to monitor the project @ Rs. 3,000 X 12 months	36,000		36,000	36,000		36,000
10	<b>Stationary, Xerox, Fax, Phones and Communication for all three Programs @ Rs.2,500X12 months</b>	30,000		30,000	30,000		30,000
12	<b>Accounting &amp; Audit</b>	10,000		10,000	10,000		10,000
	<b>Total Rs.</b>	<b>6,59,000</b>	<b>25,500</b>	<b>6,33,500</b>	<b>6,59,000</b>	<b>25,500</b>	<b>6,33,500</b>

### Budget explanation:

**1) . Educational Kits:** We will buy 5 educational kits during the year because there are only three old kits to meet the needs of 15 centers. The supplier is a teacher from Nellore specially designed to develop the learning techniques easily for the primary children.

**2) . Parents motivational meetings:** In order to carry forward towards the self-sufficiency process we need to engage parents regularly in different methods. The parents motivational meetings conducted at two level one is at village level every fortnight by the respective teacher and another is mandal level meeting with the representatives of these 15 villages. These representatives have already felt that they have the responsibility to strengthen this process. Hence every meeting is spend in different villages so that not only the leaders and also the entire people in that village participate in such meeting where they can plan the collective actions for their basic minimum needs.

We have budgeted Rs. 3,000/- per such meeting expense, their contribution is Rs. 600/- per center in addition to forgo labour work at the cost of losing the wages for the day work. These expenses cover for food for all the participants and also travels. The parents of the students are being from poorest of the poor background; they sacrifice the day's labour to attend the meeting. So, it will not be fair to depend for the food of the participants in the meeting in addition to their loss of one day's wage. Therefore, whenever such orientation meeting takes place, there is a need to provide one time meal. The experience of parents' motivational meetings is that the schools' needs are discussed and collectively made representation to the Mandal Development Officer to address the issue. So, the parents' motivational meetings are not only helping the regular functioning of the

school and also mobilize necessary infrastructure facilities.

**3). Teachers Exposure for libraries and orientation** 15 primary school teachers together with coordinator and Executive director will visit the schools where innovative educational way of teaching English to pick up easy way. It is budgeted for Rs.3,000/-per head to cover travel, food and overnight stay /accommodation.

**4). Teachers monthly Meetings:** Teachers meet once every month their travel and food is planned for Rs.150/- per head per for 12 full months.

**5). Electricity maintenance:** Rs.1,500/- per center is budgeted towards the electricity maintenance expenses for the period of one year for 15 centers. Rs. 7,500/- will be mobilized locally out of Rs. 22,500/- total budget and request ASHA contribute the remaining balance of Rs.15,000/-.

**6). Strengthening of children's clubs:** Rs.15,000/- is budgeted towards organizing competitions, exposures among the children in order to strengthen the village level children club. Rs.1,000/- per center is budgeted.

**7). Primary school Teachers' honorarium:** Teacher's honorarium of Rs. 1,200/- is budgeted per head per month to cover for 15 centers.

**8). Coordinator Salary and Travel:** A fulltime coordinator is required to coordinating the Children's Education all the two Educational Programs – 10<sup>th</sup> Class special coaching and 15 Primary School supplementary program. So, we budgeted Rs. 12,000/- per month towards salary. Since the area is vast in 2 mandals Rs. 3,000/- is budgeted which includes the fuel and vehicle maintenance.

**9). Stationary, Xerox, Fax, Phones and Communication for both school education Programs:** are budgeted Rs. 2,500/- per month.

**10). Accounting & Audit:** 10,000/-. This includes filing of Income tax returns.

### III). Budget for Computer Education Centre for Marginalized Rural Unemployed Youth & post 10th Grade Students

a post 10th grade students						
S. No	Activities	Unit	Cost per Unit (Rs.)	Amount (Rs.)	Amount (Rs.)	Details
				1 <sup>st</sup> Year	2 <sup>nd</sup> Year	
I	Establish Computer Lab					
1	Computers	10	30,000	300,000	0	10 computers required to operate the classes and to support Microsoft and Adobe suites with internet access. Each computer will use 3 persons per day- 30 persons get training for 6 months - two batches every year.
2	UPS back up	1	25,000	25,000	0	power cuts are frequently regular every day.

3	Computer cabins and tables	10	10,000	100,000	0	cabin to make for each computer to stop the interference and also to use place for desk tops budgeted.
4	Printer	1	12,000	12,000	0	1 printer to support during the classes.
5	Internet modem and net fee	1	3,000	3,000	0	Internet facilitating in both locations.
6	Air conditioners	2	35,000	70,000	0	AC for the computer lab to work efficiently and trouble free due to heavy heat climate in Chittoor for 6 months March to August.
7	Electrical Tube Lights and small externally for night and service	3	350	1,050	0	lighting + electricians.
8	Fans	2	2,500	5,000	0	two fans while normal climate to avoid the too much electricity.
9	C.C. Camera. Wiring and labour for fixation	2	6,000	12,000	0	CC cameras for monitoring day to day work and also safety against theft.
10	Tally Software Package	1	13,275	13,275	0	one time purchase for training.
<b>Total Equipment's</b>				<b>5,41,325</b>	<b>0</b>	<b>one time investment</b>

<b>II</b>	<b>Recurring expenditure</b>					
1	Trained instructors (2)	2	1,80,000	3,60,000	3,60,000	Salary per head is Rs.15,000/- per month. Rs. 1,80,000/- per head per year.
2	Room for rent with electricity charges	12	12,000	1,44,000	1,44,000	Rent for the computer lab per month is Rs.10,000/- and electricity charges is Rs.2,000/- per month.
3	Internet connection package every month	12	3,000	36,000	36,000	Internet recharge for 2 years.
4	Printing and Stationary	12	2,000	24,000	24,000	Printer ink, papers and stationery for every month is budgeted Rs.1,500/-.
5	Maintenance and operations	12	2,000	24,000	24,000	Monthly services should be done for the computers with expert visiting every month along with, visit when required for any repairs.
<b>III</b>	<b>Monitoring and Evaluation</b>					

6	Regular assessment of training program	4	5,000	20,000	20,000	Regularly assess quarterly the effectiveness of the training program through evaluations and success rates, adapting the approach as needed to meet student needs and for a sustainability of the project.
	<b>Total Recurring Expenditure</b>			<b>6,08,000</b>	<b>6,08,000</b>	
	<b>Total Rs.</b>			<b>11,49,325</b>	<b>6,08,000</b>	
<b>Total Budget for 2 years Rs.</b>					<b>17,57,325</b>	

### **Budget explanation:**

- Computer Lab Setup is a onetime investment of Rs.5,41,325/- to establish a lab with 10 computers, printer, furniture, ACs, internet setup, UPS, and safety equipment like CCTV. Each computer will train 30 students per 6-month batch, focusing on Microsoft, Adobe, and Tally software. In addition, we have mobilised one used computer/ desktop and two laptops (used).
- Instructors' Salaries are of Rs. 3,60,000/- per year, where two trained instructors will be appointed with a salary of Rs. 15,000/- month each to provide quality education in computer and software skills.
- Lab Rent & Utilities is of Rs. 1,44,000/- year covers rent and electricity for running the centre, ensuring an uninterrupted and comfortable learning environment for students.
- Recurring Operations Rs. 84,000/- per year which Includes internet charges, printing, stationery, and monthly maintenance to support smooth lab operations and student learning.
- Monitoring & Evaluation is of Rs. 20,000/- year with quarterly assessments to evaluate training effectiveness, track student outcomes, and improve teaching methods for better impact and sustainability.

**We request Asha to support all three components of proposal come out with contextually relevant areas of interventions for the students from 1<sup>st</sup> class to post 10<sup>th</sup> class education.**

**Submitted by**  
**P. SURIA RAJINI**  
**Executive Director**  
**Date: 30.05.2025**