

Quality of Education Grant – Project Proposal Form

Part A: Information to be filled by Project Partner

1. NGO/project objectives [be very brief, one paragraph is adequate]

- Education of children, especially improving the general public's attitude/thinking towards the girl child and establishment of proper environment conducive for their holistic development.
- Create awareness among the village community especially ladies to form people's group and empower them so that they are able to demand their children's rights from the government. Also, sensitize the government towards education and child rights.
- Improve dynamic relation between the NGO center and community.
- Ensure meaningful/relevant education to dalit and tribal children who have been deprived of educational opportunities.
- Ensure "minimum level of learning" standard set by the govt. under Sarva Shiksha Abhiyaan

2. Quality of Education proposal

a. What 'quality of education' issue is the proposal addressing?

- It has been observed that the children are learning by remembering (rote-learning) but there is no real understanding. Help the children to overcome the fear and lack of understanding of Language, Mathematics and Science by countering rote learning; making them understand the meaning of concepts that they learn. For example, in Math the students do not understand the difference between 35 and 53 – a lack of the concept of place value.
- Need to demonstrate/do practically the concepts and facts that we are telling the students. For example, the children can tell the names of different parts of a tree but cannot "identify" them in a real plant because s/he has never seen the parts.
- In addition to learning the meaning of what they are learning, children need to learn their local history and geography before they can understand the Indian history/geography and then the world's history/geography. For example, they need to understand the concept of maps as a way of representing the geography they live in and understand the local influence of that geography on their daily living (e.g. effect on rain, weather, crops, etc.). Once they have understood this concept, it is then that they can actually understand what the map of India / world truly implies – physical location of land influencing the weather, effect of land & ocean on each other, effect on type of crops that can be grown in a specific area etc. We want to help them progress from "the known" (local history/geography) to "the unknown" (national and international history/geography).

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- b. How does the proposal address the issue?
- Teacher training followed by a refresher course every 3 months to reinforce teachers' learning because they are also a product of the educational system.
 - Some of the teachers visit Digantar (Jaipur) which has a very good teacher training program
 - Prepare teaching aids and also procure low cost aids from other organizations like Eklavya and Jodo Gyan.
 - Create opportunities for children that encourage them to be curious and learn by doing and playing.
 - Improve children's ability to understand content after reading and listening.
 - Improve verbal and writing skills so that children can express their opinions clearly, accurately and with confidence.
 - Make language learning an enjoyable process
 - Currently, we have eight centers in two villages under Gramya. We will focus on 4 centers in the first phase of our quality of education initiative.
- c. How do you define 'success' for the proposed initiative? How will you measure the effectiveness of the proposed initiative?
- Setup progress card: The work in this regard has been started in the form of semiannual and yearly progress cards. But we need to create monthly progress cards evaluating incremental changes.
 - Create a monthly lesson plan that defines the learning goals for a set of similar ability students.
 - Evaluate the monthly progress in terms of conceptual understanding. For example, "how many alphabets and underlying phonetics did the child learn and understand in a month?"
 - Based on this evaluation of the child's progress, the lesson plan will be modified to reflect the different abilities and learning speeds
 - Conduct periodic verbal and written assessments in addition to the progress card based evaluation.
 - Conduct group activities focused on personality development – use game based teaching and role-plays in which children narrate stories and then play the role of characters. This way they will overcome their fears of speaking/performing in front of an audience. This will also boost confidence in them. Progress in these activities would reflect their overall development.
 - Compare our environment with another environment (local school where such programs are not present)
- d. How does the proposal address requirements/concerns/interests of (a) children (b) teachers (c) parents (d) community?
- Children – Activity based and game based teaching for kids to help them learn easily. Learning by doing would also improve their personality.
 - Teachers – Teacher training would help them analyze alternative teaching methods. Teaching with the help of readily available aids in the surrounding would help the teachers in teaching the kids better and kids will be able to learn better. Presence of trained teachers will make the school environment more conducive for teaching and learning.

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- Parents – They will not be worried anymore because the personality of the kids would improve. They will also be monitoring the progress of the child themselves and they will be more involved in the education process of their kid.
- Community – Educated children who have strong confidence on themselves would help in the creation of a stronger community which is more aware of its rights and knows how to get them from the govt.

3. Budget

Please list itemized budget request for the proposal above, that you are requesting Asha to fund. If the overall budget is above \$1200 (~INR 55,000), please suggest which specific items you would want funded for upto \$1200 (INR 55,000)

S. no.	Budget Head	Amount (INR)
1	Teaching Aids	25,000.00
2	Teacher's training	15,000.00
3	Teachers' exposure visit	15000.00
	Total	55,000.00

Part B: Information to be filled by Asha chapter that is recommending this proposal to be funded.

1. Meeting minutes for discussion of the proposal. (please include chapter comments on project's response to QED questionnaire: such as aspects of quality that project is already addressing well, and those that can be improved)

Meeting minutes (1/29/2011): Chandan Dasgupta, Neena Majumdar, Preeti Gupta, Unmesh Jadhav, Tara Pai

Gramya is trying to start a teacher training initiative under the QED grant and focus on building and procuring teaching aids to give hands-on learning experience to the kids. As a chapter, everyone agreed that this was a very good direction for the project which has been funded by Asha-Chicago since 2001. Gramya (and Bindu ji) is a very respected project/person in the area and has very good relation with the local community. With this QED initiative, we feel that Gramya can improve its impact in the context of children's education. Teacher training would help expose the teachers to alternative teaching methods and help them use teaching aids effectively.

2. What is your view on success of the proposed initiative? How will the chapter evaluate the effectiveness? If successful, is your chapter willing to fund this initiative after 2 years?

Work still needs to be done to develop/improve the evaluation metrics and tools but this will be an ongoing process and we will coordinate with Gramya on this. To us, success of this initiative would mean that the teachers who get trained are able to help their peers get up to speed on the new teaching methods and the general competency (academic,

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life-skills, etc.) of the children would improve after this initiative. Chapter is willing to support the initiative after 2 years of QED funding.

3. Do you intend to continue funding the project for next 2 years? Can a site visit be arranged between June 2011 and Dec 2011?

Yes. Site visit will be done as suggested.

4. How is this proposal different from other proposals? (in case your chapter received more than 1 proposal for this grant)

The second proposal was received from Navjyoti project. It was concerning a similar teacher training and teaching aid procurement initiative. We decided to support this initiative by Gramya because of its remote location and lack of any other funding source. The other proposal has been referred to Asha-Athens for consideration, as they are not submitting a QED proposal of their own.