

After School proposal 2022 -23

Asha for Education TM

Project Proposal Submission Form Appendix 1 –
Formal/Non- Formal/ Special Ed/Vocational schools

Fill in this appendix ONLY if you are requesting funding for a school run by your organization.

If your project also has other aspects (community awareness, health etc), please fill in the other appendices as well. Do NOT mix the budgets, personnel etc. of the various aspects. If a particular question has already been answered in another segment, please refer to that segment instead of replicating the same here.

Common Section -

1. *Please list the school(s) run by your group and their locations. Please indicate which school the funding is being requested for and the alternate sources of funding for the schools.*

School (Name, Location, Year Estd.)	Type (Formal/ Other)	No. of students	Asha funding requested (Y/N)	Alternate Funding sources
After school program, Pardi , 2013	After School coaching	36	Y	None
After school program, Sushnidih, 2013	After School coaching	25	Y	None
After school program, Bhunighora, 2021	After School coaching	26	Y	None
After school program, Usuldungri, 2014	After School coaching	20	Y	None
After school program,Gobindapur	After School coaching	32	Y	None
After school program, Nischintapur, 2015	After School coaching	31	Y	None
Chhatrajara - 2019	After School coaching	21	Y	None
total		191		

2. *Provide details on the kind of education that is proposed. (Formal, Balwadi, Vocational Training, After- school NFE etc.) If the school provides special education, please indicate so here, and fill the additional section at the end of this appendix.*

It is after school NFE. It is of testing of how they have learnt from formal primary classes and at the same time it is a gap filling. Now till class VIII demotion is not allowed but during after school classes' class exam. is organized and student do prepare themselves for exam.

Thus quality development takes place, gradually we will initiate after school coaching class by Government teacher as per RTE Act. Community demand has to be there for the same. We are also running our advocacy to the community people to demand the same to the administration.

- 3. Describe the socio-economic and educational background of the children and their parents. If some of your students are employed, please tell us about them as well.*

Livelihood Description:

Cultivation is the primary source of income of most of the households but it is not enough to meet their entire family needs. Some of the households also depend on wage earning both as agriculture and non agricultural, out of total works 61.05% are engaged as agricultural laborers. A few of the household are engaged in some small business i.e. sell of poultry bird, goats, pigs, vegetable etc women are mostly engaged in bricks making work and in agriculture wage work in maximum families children engaged in occupational support, tending cattle and sibling care. Rate of seasonal migration is much higher. Sometime whole families migrate during the period but in general, male and female adult member migrates leaving behind their children and elders to look after their livestock. They usually return back before rain. Their earning varies from Rs. 100 - 150 per day but high degree of exploitation both physically and economically have been registered in workplace especially with women.

Lac of value addition to the occupation, and quality control in production and marketing is throwing them to low profit areas and poverty. Lac of exposure and capital/ technology transfer is the main reason for minimization of cost and optimization of profit. Here absence of common platform to increase collective action bargaining also matters a lot, Moreover the Covid-19 lockdown badly affected on the wage earning of the households.

Indebtedness: Households from economic class are always in debt. Households take short term credit every year. Debt is incurred for various reasons depending upon the people and their economic condition for example, Struggling and managing household take lone for food, medicine, seed, plowing, bullocks etc. whereas enjoying households takes loan for marriage, ceremonies, purchasing land, assets etc. Money is borrowed either from relatives or money lenders. Money lender usually takes high interest rate and incase of seed sometimes they have to repay in 1:2 ratio after harvesting the crop. No growth of banking and co-operative sectors is also responsible for it.

Assets for bad days: Most households have ownership of some physical assets. Poor household usually keep life stock- poultry bird, goats, bullock and cow etc. and usually sell in the market to meet their emergency household and social needs. Usually farmers with second economic condition normally do not sell their assets in normal cases but at the time of marriage, deaths, treatment, purchase of land etc they do sell it.

Most dominating factor in assets and livestock is quality control of product (Breed, feed, disease, and multiplication) and risk management, lack of knowledge about raring, market demand, input channel and profitability is responsible for this.

Role of panchayet: Existence of panchayet is very strong, representatives are trying level best to render services to community but there is need to enhance capacity of PRI function arise to make more responsive election is influenced by bribe, promise, for government scheme and material/ kind donation to voters.

At present 29 older students from our pre-primary centers are engaged in different jobs.

4. *What is the literacy rate in the local community?*

Baghmundi Block: Percentage of literates 57.17 % over 6 years of age, male 72.14% female 41.42 %, Gender disparity (The difference between female and male literacy rate) was 30.72% as per 2011 census.

5. *Describe the curriculum for each standard in the school. Provide details such as the subjects taught, hours of instruction per subject per week.*

	10 min	40 min	40 min	Tiffin 20 min	40 min
Monday	Prayer	Bengali	Math		English
Tuesday	Prayer	Bengali	Math		English
Wednesday	Prayer	Bengali	Math		English
Thursday	Prayer	Santali olchiki script	Math		English
Friday	Prayer	Bengali	Santali olchiki Number		Santali olchiki script
Saturday	Prayer	Rhymes/Song/Story	Environment science		Drawing/Sports/General Knowledge/Educational tour

6. *Describe the method of teaching in the classrooms. Indicate any educational aids used and comment on their effectiveness.*

For after school coaching centre we use the formal books used at schools to fill up the gaps in school based learning process so that they can achieve the class appropriate qualities and do not get drop out in the next higher classes. And as all in our centers the students are tribal and their mother tongue is Santali so we appoint tribal teacher who can teach them through their mother tongue Santali. We

use work card, chart, and pocket board to do so. For the other subject we used the usual classroom apparatus like blackboard, map, and chart etc and also take helps from nature. We also help them to achieve moral values of life, cast and culture.

7. How many children are currently enrolled in your school? Provide a per-class split. Also indicate how many students dropped out in the last 1 year from that class and how many students moved to formal schools (if NFE).

Class	Male student			Female student			Age Range
	Enrolled	Dropped out in the last 1 year	Shifted to regular school	Enrolled	Dropped out in the last 1 year	Shifted to regular school	
III	54	-	-	49	-	-	8
IV	44	-	-	44	-	-	9

What were the reasons for the dropouts from the school shown above?

Not applicable.

8. What fraction of the children of the above ages in the local community attend this school

Any school

9. How do you select the students who attend your school(s)? What criteria do you use and why?

We take the III and IV class reading students of the said village primary school and help to achieve the class appropriate qualities so that they do not get dropout in the next higher classes. But it has been noticed that practically the children have the gap of learning of class one

and two also, so we think it will be better if we include class one and two also in our teaching process . so we are thinking to start our afterschool teaching from class one from the next season 2022 -2023.

10. How would you define the location of your school(s):

Urban Rural Other

If other please explains:

11. Does your school have: Its own building Yes

Toilet for Girls	Yes	
Number of Toilets	1	
Toilet for Boys	Yes	
Number of Toilets	1	
Chairs & Tables	Yes	
Drinking Water	Yes	
Laboratory		No
Playground		No
Blackboard	Yes	
Electricity	Yes	
Toys	Yes	
Library		No
Computers		No

<i>Telephone</i>		<i>No</i>
<i>Teaching Aids</i>	<i>Yes</i>	

12. *Is the school Government recognized? If so, provide details of the recognition. If not, explain why not.*

No we only give special education to the III & IV class students of the Govt. Primary School after the school hours to achieve their class appropriate qualities. We think It will be more fruitful if the program is started from class –I.

13. *Is the school compliant with the requirements of Right to Education Act?*

Yes

14. *Please explain with respect to infrastructure requirements, teacher qualifications, and admissions to disadvantaged students etc.*

Our special classes run in the infrastructure of the primary schools after school hours. Our teachers have the minimum academic qualification of HS pass, all of them are from the tribal community though they have not the RTE act mandated training we have arranged short training program in our organization. Yearly refresher training also held every year.

15. *How many staffs are employed at your school? Please provide details*

Name	Role	Education qualification	Years in service
Susen Rajak	Animator	Class 10	7
Swapan Rajak	Animator	H.S	7
Buddheswar Mandal	Animator	H.S	5
Gurucharan Mura	Animator	Madhyamik	13
Somnath Soren	Animator	Madhyamik	7
Dhansing Mandi	Animator	H.S	6
Purna Ch. Besra	Animator	Madhyamik	6
Falar Besra	Animator	Intermediate of Santali	11
Pasupati Kisku	Animator	Intermediate of Santali	7
Samanta Mandi	Animator	Madhyamik	6
Babulal Majhi	Animator	Madhyamik	6
Nirmal Ch. kumar	Animator	BA.	8
Raghunath Murmu	Education Supervisor	H.S	11
Benimadhab Singha Roy	Accountant	B.Com	27
Ranjit Kumar	Office Assistance	Class 10	21
Sunil Mahato	Education coordinator	B.A. B.Ed.	21

Abha Singha	Menstrual & Hygiene Educator	10 pass	28
Surekha Sandil	Menstrual & Hygiene Educator	Madhyamik	28
Arati Mahato	Menstrual & Hygiene Educator	B.A.	23
Prabhabati Mahato	Menstrual & Hygiene Educator	10 pass	28
Mitali Kuiry	Menstrual & Hygiene Educator	Madhyamik	23
Mamata Mahato	Menstrual & Hygiene Educator	10 pass	23
Laxmi Rani Mahato	Menstrual & Hygiene Educator	B.A.	16
Israt Ara	Animator	H.S.	7
Pasupati Kisku	Animator	MP	5
SmritSingha	Supervisor	BA	4

16. *What are the school hours? How many days of the week do the children attend school?*

School hours - 3:00 PM to 05:30 PM. The children attend school six days in a week

17. *What is the average distance children travel to attend your school? Does the school provide any transportation facilities to the students?*

The children travel 1 KM distance averagely. The school does not provide any transportation facilities to the students.

18. *Are there any other schools (e.g. Kindergarten/Balwadi/Elementary School, High School) in the area (including Government and private schools)? If so, please list the schools and the range of classes each of them offers.*

There are 142 Primary school up to class IV 4 SSK, 12 Junior high school, 7 MSK, 13 High School (H.S), 1 College, 12 Private primary school (Non affiliated) and 1 Private High School (Affiliated) and Anganwadi centre in the block.

19. How is your program different from what is provided at these schools?

Our program is different from what is provided at this school. We teach the tribal children through their mother tongue Santali. Our program is of testing of how much they have learnt from formal primary classes and also gap filling. As per RTE norms till class VIII demotion is not allowed but in after school class's class exam is organized and students do prepare themselves for examination. Thus quality development takes place. Gradually, we will initiate after school special class by Govt. teachers as per RTE act. Community demand has to be there to do so. We are also running our advocacy to community people to demand the same to the administration. We also try to motivate the Community self sustainability of nutrition through kitchen garden.

20. Why are the children in your school(s) not attending government/other schools in the local area?

As mandated under RTE act, all the children compulsory are attending upper primary level. In our program we are trying to fill up the gaps of their class appropriate qualities and to add interest about their cast and culture and moral values in their life.

21. Do you try to involve the parents of the children in the running of the school (e.g. In setting the syllabus etc.)? Are the parents a part of the 'School Management Committee' mandated by the Right to Education Act? Please specify details.

We do conduct parents meeting on school timing, student's regularity, health and hygiene and accompany them to home at rain and winter seasons, we have school committee at every hamlet to look after and monitor the education related issues.

22. In addition to education does your group provide any other services to the children in your schools? (e.g. Food, Nutrition, Healthcare, Clothing etc.). Please provide details and fill up relevant appendices.

We provide Tiffin, copy, pencil, guide book and uniform for the students. The uniform is provided once yearly. The menstrual hygiene educator advice the girl children including the adolescent girls about healthcare during periods and nutrition activist motivate the community to acquire self nutrition through their own kitchen garden.

23. How many children have gone through your program in the past five years and what are they doing currently? Please tell us about their future education and employment possibilities.

During last five years 639 students are enrolled to our after school centre and after promotion from class IV standard enrolled to upper primary and secondary school for higher education and continuing their education. At present older students from our primary centers are studying at college and graduation level.40 are engaged in different jobs.

24. *Do you help your students with their future education efforts after they have passed from your school? If yes, please specify details.*

We do make a linkage with formal educational institutions. We do visit their families for follow up and link their families with govt. schemes we consult them for their higher studies.

25. *Does your organization run similar programs in other locations? If yes, please provide details.*

At present no such program is running.

26. *What were the initial challenges that the project faced when it started? How were they overcome?*

In initial stage we have the support of the community but we had to face trouble to get permission from the block primary education department. We consult the matter with the then SI of school, Mr. Jadunath Soren. He expresses his obligation for written permission but gives verbal permission and encourages us to do so.

27. *What were the current challenges that the project faces? What are the steps being taken to overcome them?*

As most of the guardians are from the marginal section they have to go for work in time of cultivation and sometime the children have to look after the cattle or the younger of the families and they become irregular in their classes. Last two years for Covid - 19 lockdown the centers were closed from April to June. At that time our teachers advice the children and their guardians through regular home visit to stay safe at their home and to use mask, using sanitizers/ frequent hand washing with soap and maintaining social distance. From July with the consent of the guardians we started classes dividing the children in small groups maintaining social distance.

28. *Please split up your budget (provided in a detailed attachment) into educational, non- educational/administrative and infrastructural costs.*

<i>Item</i>	<i>Amount Year-1</i>	<i>Amount Year-2</i>	<i>One time? (Y/N)</i>	<i>Amount reqd. from Asha</i>	<i>Alternative sources</i>
<i>Rent etc for the facilities/ hostels</i>	0			0	
<i>Salaries for teaching staffs</i>	720000			720000	

Salaries for non-teaching staffs(ayahs etc) 7x Rs. 5000 x12 months=420000, Supervisor-2 x5000x12 month= 120000 , coordinator- 2x12000x12=144000	684000			684000	
Salaries for administrative staffs Accountant-144000) office assistant- 66000	210000			210000	
books and other-61850 direct student costs	61850			55665	6185
Hygiene Practice Initiation (Soap,Towel,Bucket,comb,nail cutter etc)	15000			15000	
Transport costs (School bus, Driver, Fuel etc)	0			0	
Food expenses	389640			389640	
Other educational expenses(monthly Staff meeting)	12000			12000	
Other administrative expenses	29600			29600	
Infrastructure expenses	0			0	
Others(children Participation Right Initiatives)	81250			75125	6125
Others(Parents Community Participation)	28700			25830	2870
Others(Project Monitoring)	48000			43200	4800
Others					
Total	2280040			2260060	19980

29. Please provide details of staff and their salary expenditure

	Male	Female	Salary range
Teachers	14		5000
Other paid staff	4	8	5500 to12000
Volunteer			

30. *Do any of the school children pay school fees? If yes, please provide details.*

No

31. *Do you have any other sources of income? If yes, please provide details.*

We have not any other sources of income.

32. *If the school is a non-formal education center, comment on the process and the timeline of integrating the students into mainstream schools. Do you continue to monitor the progress of the students after they join the regular schools?*

Our centers are after school coaching centre. So we have to do classes before or after the school hours. We select the timeline after consulting with the guardians. We monitor the progress of the students to their next higher class also through regular home visit by the animators.

33. *Your feedback on this application would be valuable. Kindly specify if you have any.*

Active community participation is one of the most important part in education system, emphasis also given for formation of school management committee in RTE act but the response from the part of administration has not been found for formation and activation of SMC's in school committee, Moral/ Majhi haram is necessary for school monitoring and to create pressure to the administration for formation and activation of RTE mandate school monitoring committees in school.

34. *How does the program plan to integrate the students with the society?*

We helps the students to active the moral values of life, nationality and culture. In order to do so we celebrate special days in our centre like Independence day, Republic day, Teachers day, Rabindra jayanti, Children's day, Netaji and Gandhi's birth day and organize cultural functions on the local culture like Hul diwas, soharai a,Sharhul also.