

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 -

- *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 I, 2013	After School coaching	44	Y	None
After school program, Pardi II, 2023	After School coaching	35	Y	None
After school program, Jilling Sereng, 2013	After School coaching	41	Y	None
After school program, Usuldungri, 2014	After School coaching	21	Y	None
After school program, Dhaska, 2023	After School coaching	50	Y	None
After school program, Dhanchatani, 2024	After School coaching	32	Y	None
Udaisiru, 2023	After School coaching	32	Y	None
Total		255		

- *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.

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.

Lack of value addition to the occupation, and quality control in production and marketing is throwing them to low profit areas and poverty. Lack 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 loan for food, medicine, seed, ploughing, 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 in case 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 rearing, 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 45 older students from our pre-primary centers are engaged in different jobs.

Supernatural believe: The tribal community of the hill area still believe in superstition like `Dain`, `Bhut` and depend on `Ojha` `Gunin`, sometime they left the old habitant and shift to another side for this reason which put effect on the strength of student of the centre

- *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.

- *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

- *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, WASH & Hygiene behaviour, protocol of Covid- 19 and stay away from superstition.

- 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	
I	51	-	-	31	-	-	6
II	39	-	-	23	-	-	7
III	27	-	-	34	-	-	8
IV	19	-	-	31	-	-	9

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

Not applicable.

- What fraction of the children of the above ages in the local community attend

85 % this school

15 % Any school

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

In the past years we took 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 include class one and two also in our teaching process from the next season.

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

Urban **Rural** Other

If other please explain:

- Does your school have: Its own building Yes

Toilet for Girls	Yes	
Number of Toilets	1	
Toilet for Boys	Yes	

<i>Number of Toilets</i>	1	
<i>Chairs & Tables</i>	Yes	
<i>Drinking Water</i>	Yes	
<i>Laboratory</i>		No
<i>Playground</i>		No
<i>Blackboard</i>	Yes	
<i>Electricity</i>	Yes	
<i>Toys</i>	Yes	
<i>Library</i>		No
<i>Computers</i>		No
<i>Telephone</i>		No
<i>Teaching Aids</i>	Yes	

- *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 students of the Govt. Primary School after the school hours to achieve their class appropriate qualities.

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

Yes

- *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/before school hours. (it is settled by the consent of guardians in the community/guardians meeting). Our teachers have the minimum academic qualification of HS pass, all of them are from the local/ 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.

- *How many staffs are employed at your school? Please provide details*
- Teaching team- Animator -14 nos
- Menstruation Hygiene Educator – Ayas – 07
- Non Teaching – Coordinator & Supervisor – 02
- Administrative team – Accountant & Office Assistant - 02
- *What are the school hours? How many days of the week do the children attend school?*

School hours - 7.00 A.M. to 9.30 A.M. 3:00 PM to 05:30 PM. The children attend school six days in a week

- *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.

- *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.

- *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.

- *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 also help to practice Hygiene behavior in their personal and family life

- *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.

- *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 motivate the community to acquire self nutrition through their own kitchen garden.

- *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 689 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. 45 are engaged in different jobs.

- *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.

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

At present no such program is running.

- *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. We also bring it to the notice of the local Panchayet members and the 'Majh Haram' (Tribal village headman).

- *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. For Covid - 19 lockdown the centers were closed for some time. 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.

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

Sl. No.	Item	Total Budget	MLC Contribution	Requested from ASHA for Education
1	Human Resource	1590000		1590000
	Social Animator	14	840000	840000
	Menstruation Hygiene educator/Ayas, Co-ordinator & Supervisor	9	750000	750000
2	Teaching Learning Materials& Additional books	45000	4500	40500
3	Tiffin for students	403920		403920
4	Hygiene Practice Initiation (Soap, Towel, Bucket etc.)	78800	13800	65000
5	Children Participation Rights	168000	16800	151200
	Observation of Children day, independence day, republic day	255	15000	13500
	Annual sports & cultural programme (Winter Camp)	225	153000	137700
6	Community education & Parent meeting	63000	6300	56700
7	Prooject Monitoring (Mobility support for supervisor,Coordinator)	48000	4800	43200
8	Administrative Expenses	295800		295800
	Accountant	156000		156000
	Salary of office assistant	72000		72000
	Postage,telephone,internet & stationary	19800		19800
	Annual Audit cost	15000		15000
	Apple I-Pad	33000		33000
	GRAND TOTAL :	2692520	46200	2646320
	In U.S \$	32405	556	31849

*** Due to the present market price situation we have to increase the budget slightly.**

- Please provide details of staff and their salary expenditure

	Male	Female	Salary range
Teachers	13	1	5000
Other paid staff	4	7	5500 to 13000
Volunteer			

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

No

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

We have not any other sources of income.

- 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.

- 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, 'Morol' (Majhi Haram) participation is necessary for school monitoring and to create pressure to the administration for formation and activation of RTE mandate school monitoring committees in school.

- How does the program plan to integrate the students with the society?

We help the students to achieve 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, Sharhul also.