

# Asha for Education™

## Project Proposal Submission Form

P.O. Box 322 • New York • NY 10040-0322

www.ashanet.org

**Project Name:** Childlife Preserve Shishur Sevay

**Date:** May. 18, 16

	Project Contact	Asha Contact
Name	Purba Rudra	
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Fax		
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### **Part I: Information about your group/organization**

Please feel free to attach any additional sheets and/or information such as brochures, press reports etc.

***1. Name of the group/organization requesting funds.***

Childlife Preserve Shishur Sevay

***2. When was the group established?***

June 14, 2006

***3. Briefly describe the motivation for starting this group.***

Shishur Sevay was established in 2006 as a model of inclusive non-institutional care of orphan girls, some with profound disabilities. The children all were housed in a government institution and were transferred to Shishur Sevay for “rehabilitation.” The society was formed with the specific purpose to protect orphans and abandoned children by providing a safe environment where they will be sheltered, nurtured and educated in ways that build competence, confidence and independence.

This group was identified because they lack advocates, are usually institutionalized in government homes, are uneducated, and unprepared for life outside an institution when they leave. Therefore they are rarely seen as credible advocates for their group.

**4. Briefly describe the aims of your group.**

- 1.To identify the needs of the orphan children.
- 2.To serve as a model of non-institutional care for the orphaned girls. Promote this model for replication.
- 3.To demonstrate the benefits of, "INCLUSION,"i.e-inclusive living of the orphan girls and the orphaned disabled children.
4. Maintain a home that is secure and safe, physically and emotionally.
- 5.To establish an inclusive overall educational system via Ichche Dana Learning Center.
- 6.To organize and run Shishur Sevay as a therapeutic environment, operating on principles of compassion and discipline.
- 7.To reintegrate the children back to the community and give them a sense of belonging to India, their country.
8. Create safe and realistic plans for independent living and self sufficiency for the girls where possible.
9. For those who cannot ever be independent, provide the highest quality of life, filled with human contact and a sense of belonging.
10. To advocate for orphans.
11. Extend our model and expertise to create an inclusive home for life.
12. Establish Tuni Harrison Research and Training Center to advance the learnings and methods of inclusive teaching, particularly on the developmental and personal growth of the children.

**5. Does your group have any religious or political affiliation? If yes, please describe the type of affiliation and the reason for it.**

Shishur Sevay does not have any religious or political affiliation.

**6. What non education-related community development activities is your group involved in?**

-We have frequently taken part in different awareness programmes organised by different NGOs and disability groups over the years.

-We buy all our supplies (food, medicines etc.) locally, and that was a deliberate decision, to contribute to the local economy. Most of our staff members are also from nearby.

-Our presence in the community has raised awareness about issues related to disability. We have raised our voice against inaccessibility of local parks.

**Part II: Details about your educational project/s**

**7. List the school/s run by your group, and their locations. If you are requesting funds for only a few of several schools, please specify which one/s.**

Ichche Dana Learning Center and Shishur Sevay has only one location:

Shishur Sevay

17/2/7 Sahapur Main Rd.,

Kolkata, 700038

This is the address used for all correspondence

The registered office address is:

35, Sahapur Main Rd,

Siddhanth Apt., Flat 2E,

Kolkata 700038

Shishur Sevay is where they live and study.

**8. Location of school/s**    ☒ Urban    ☐ Rural    ☐ Other \_\_\_\_\_

**9. Specify the type of education provided (e.g. basic literacy, vocational training etc.).**

Basic literacy, preparing some for higher education, vocational training and special education.

**10. Please tell us about your teaching techniques (conventional vs. alternative).**

---Students will demonstrate growth in basic academic skills, reading, writing, and math.

- Classroom teaching with co-teaching – Some require individual teachers, and often one class will have two teachers. One teacher is always needed just for those with disabilities.
- Online K5 teaching – An online curriculum of English and Math from US, that students use independently, and where regular assessments of progress and difficulties are given.
- WIDGIT symbol language for non readers – specialized software from UK that “speaks” and gives symbols (pictures) of meaning of words.
- Tobii Eye Tracker and eye pointing for assistive communication – a most advanced technology we use now with two students who cannot speak or use hands to communicate.
- Use of computers and AV materials. Students use internet for research and projector for presentations
- Field trips - Like the trip to Botanical Gardens and mapping out origins of plants in different areas of India.
- Group and individual projects – Students do regular interest based projects and presentations, sometimes each on their own, other times in small groups.
- Preparation for the National Institute of Open Schooling exams.

---The functional abilities and disabilities of students will be addressed with rehabilitation, adaptation, and accommodation.

- Outdoor activities – Intentional play is more effective in improving motor skills than just “exercising” without the motivation or automatic muscles that are used in play.
- Physiotherapy – This is done in the form of daily massage, yoga, standing boxes, walkers, and games.
- Dance and Movement Class –Innovative program developed by Shishur Sevay for dance that involves the abled and those with disabilities to dance as a group.
- Participation in crafts – for fun and for development of fine motor skills
- Communication Tech – a series of devices, iPad usage, and now Eye Tracking to facilitate communications
- Inclusive classes – mixing of abled and those with disabilities has benefits to both groups
- Walkers -used for exercise, and to be able to be upright, and have some ability to move where they want to.
- Games and Play – recreation, purposeful motion, good for gross motor development and sense of belonging.

----Achieve inclusion in the broadest context throughout Shishur Sevay for students, teachers, and staff

- Mixed classes - abled and disabled working together where appropriate
- Inclusive dance
- Trips – For recreation, visits to places with activities for abled and disabled. Recreation, experience being away from home, in different environments. Requires much planning and sufficient vehicles as wheelchairs and other equipment must also be transported, and with special care.
- Communication technology and aids – facilitates communication
- Adaptive classrooms and facilities for students, teachers, and staff
- Inclusive in times of play, prayer times, TV, student meetings.

----Develop students’ capabilities for independence

- Vocational training as assistant to special educators – Older girls with academic limitations are being trained by us as Assistants to Special Educators.
- Tutor in art tech/theory – Girl who is artistically gifted has an artist-tutor three times a week for technology and theory. She is producing a book of a fairy tale she wrote and illustrated.
- Prep for NIOS exam
- Home traditions, sewing, cleaning, child care – The girls have regular responsibilities.
- Career counseling – Learning is best when people can pursue areas of interest.
- Cultural arts and family rituals – Five of the big girls have been studying dance at Mamata Shankar's Udayan. The youngest one also joined recently; Ichche Dana arranges for girls to attend many art functions. In the home, the traditional Pujas and celebrations are conducted. Children also take part in family rituals of staff and others who have become part of their “extended family.”

---Capacity building of school staff

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

NA

**12. Describe the socio-economic background of the children and their parents (e.g. education, occupational).*****If any of your students are employed, please tell us about that as well.***

All the girls live here. They have lost the family and community they were born into. When the girls came to Shishur Sevay in 2007, even at 7-8 years of age, they did not know the alphabet or colours and spoke in phrases not complete sentences. They are not old enough for employment yet.

**13. In addition to education, does your group provide any other services to the children in your schools (e.g. food, health care, clothing, etc.)?**

The children live at Shishur Sevay where all their needs (food, material needs, health care, education etc.) are met. Shishur Sevay provides a space for the children to feel secure, protected, and sheltered. We also stress health and hygiene, nutrition and psychosocial care, where opportunities for their developmental milestones can be achieved.

**14. Does your school have:**

Its own building(s): ☒ Yes ☐ No Number \_\_\_\_\_

Number and type of classrooms (e.g. Pukka): 3, Pukka

	Yes	No		Yes	No		Yes	No
Toilets	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Playground	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Toys	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chairs & Tables	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Blackboard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Library	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drinking water	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Electricity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laboratory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teaching aids (e.g. books/slides)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>

**15. How many children are currently enrolled in your school(s)?**

Male \_\_\_\_\_ Female 14

Age Range 4-25 (we don't know their real ages because when they came through the CWC there was no information on that.)

**16. How many staff are employed at your schools?**

Teachers 12 Minimum Qualifications Secondary

Other staff 15

**17. Average distance the children travel to attend your school NA**

**18. 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.**

Initially, all the girls were going to school. Since 2012, we started the girls on different educational tracks, because of their varying needs, capabilities and interests. In December 2013 we started Ichche Dana learning Center.

None of them are old enough to start working yet. The children with disabilities would need support throughout their life. They would never be independent, as they can't fulfill their own needs of moving about, feeding, bathing etc.

\*note on teachers: There are 12 teachers. This includes teachers teaching academic subjects, art, dance, sewing and tabla teachers. The reason for the high student to teacher ratio is that the individual needs and academic level of the children vary a lot and the children with disabilities require more one on one interaction. Some teachers are college graduates while some have a Masters degree or above. The minimum qualification among the teachers is Secondary (with some additional diploma/degree/experience in their relevant fields). Last year we have brought in more special educators, as we keep improving our inclusive living and education.

**19. Do you help your students with their future education efforts after they have passed out of your school?**

Shishur Sevay is like a family. We will support all of them for academic and/or vocational training so they can achieve independence.

**20. Are there any other schools (Kindergarten/Balwadi, Elementary school, High school) in the area? If so, please list the schools and the range of classes each of them offers.**

There are quite a few public and private schools, some offering classes up to Higher Secondary level.

There are very few schools for children with special needs or regular schools that practice real inclusion.

**21. Is your program different from that provided at these schools? Please explain.**

Shishur Seva is just for orphan girls, although we see our learning as being applicable to other children over time. Shishur Seva is different from other homes or orphanages in the level of intensity of the teaching and the expectation of adherence to standards of formal schooling. Most of the girls are late learners which presents a new set of challenges for their education. The supportive environment with a more hands-on learning has had a positive impact on their learning. They are much more curious and they also feel safe to ask questions.

Our experience with schools for disabled in the area has not been good. The children have faced discrimination as orphans, or have been seen as too disabled for schools. A school specifically built for mentally challenged children is fully accessible but won't take children in wheelchairs.

**22. Why are the children in your school/s not attending government/other schools in the local area?**

The girls did attend primary school in a local government school and some of them went to other formal schools but faced a lot of discrimination, more so by teachers. Because of the pressure and fear they were not learning much. Most of the girls have faced abuse in their past and we have learnt from experience that an enabling and supportive environment is absolutely essential to their learning. Some of them are preparing to appear for their board exam through the National Institute for Open Schooling.

**23. Do you try to involve the parents of the children in the running of the school (e.g. in setting the syllabus etc.)? Please specify.**

NA

**24. What are your expansion plans for the future (e.g. adding more classes or schools)?**

When Shishur Sevay opened, in 2007 twelve girls were given a home. For nearly five years, not wanting to burden the newly established organization, no new children were taken. That changed in December 2011, when a situation arose that required immediate attention and we felt that we could help alleviate the crisis and support more children. Four little ones joined the home since. We have also taken in a young mother and daughter as they were in desperate need of a protective environment.

We have plans of relocating to a larger place or expand further in the current location in the future where we could build rehabilitative spaces, have a play area and more space for activities but that would need a big fundraising drive and that will not happen in the near future.

Inclusion is our strength. Initially it was inclusive living. Then it became inclusive education with the establishment of Ichche Dana Learning Center. Our next phase is extending our model and our expertise to create an Inclusive Home for Life. Shishur Sevay must establish a Home for Life because some of our children can never be on their own. Their lives literally depend on what we create for them. And as we do we are well aware of the lack of such services for others and so our intent, as usual will be to create and implement the model.

Establish Tuni Harrison Research and Training Center to advance the learnings and methods of inclusive teaching, particularly on the developmental and personal growth of the children.

**25. Do you have any suggestions on how Asha can be a positive influence in changing the education scenario in India?**

Shishur Sevay represents a small variety of the conditions in children that can go unaddressed due to a complicated mix of political apathy, lack of awareness and financial constraints in India. The same children would have had access to better facilities and teaching resources in the US as compared to here. The facilities here in India need more money and increased exchange of ideas and advancement in technology. The core of Asha is providing financial support, which is much needed, but they can also get more involved with projects to improve access to other resources and realising that just 'uplifting' the children to a minimum level of existence should not be the acceptable norm when they can do much better.

**26. If possible, please provide us with the contact information of two individuals from your community who can describe the impact of your program.**

<b>1</b>	Name	Chandradeep Maitra
	Address	
	Phone	+91-9831114260

<b>2</b>	Name	
	Address	
	Phone	

**27. Asha for Education requires reports from its projects every six months to continue funding. Please provide the contact information for the person from your group who will be responsible for these reports.**

Name	Purba Rudra
Address	
Phone	91-8902793004



**Part III: Financial Details**

Please feel free to attach any information such as annual reports, budgets etc.

**28. What sources fund your group's activities at present? List the sources and the current and future funding from each of them. If these funds are meant for a specific part of your group's activities, please describe those restrictions.**

For 2015-16

1. Asha for Education, Cornell-Education: ₹ 3,15,000
2. Friends of Shishur Seva (The US non-profit)-Unrestricted: ₹ 10,50,770
3. Children's Hope India-Education: ₹ 9,27,159
4. Illuminate India: ₹ 3,13,107
5. Dr. Michelle Harrison and other individual donors-Unrestricted

Dr. Michelle Harrison continues to be the biggest donor. She has been filling in whatever is the shortfall after fundraising from grants. We are trying to reduce the dependability on her as that is not sustainable.

**29. Please provide us with details of your projected budget for the next 3 years:**

Year(s)	Recurring costs	Fixed costs
2016-17	₹ (edu recurring - 15,23,200 )	₹1,00,000
2017-18	₹(edu recurring - 16,75,520)	₹1,10,000
2018-19	₹(edu recurring - 18,43,072)	₹1,21,000

**30. Salary expenditure details:**

	Number	Salary Range
Teachers	12	Rs. 1000-16,000
Paid Staff	15	Rs. 250/shift - 30,000
Volunteer Staff	1	NA

**31. Please provide details of the fixed costs of your school/s for the next three years.**

Please see the attached budget.

\*Note on salary: We recently hired an Associate Director. Planning for long term we have been trying to build a strong admin team and our previous attempts to hire an associate director, at a lower salary, has not been effective. Dr. Harrison still oversees the admin while increasingly delegating work ( and she has always worked on an honorary basis and will continue to do so).

**32. How many of your students pay school fees? Please provide details.**

None. All the children are now part of Shishur Sevay's Ichche Dana Learning Center.

**33. What amount are you requesting from Asha, and for what specific purpose?**

[illegible]