

# Annual Report

2019



Asha for Education  
Bringing hope through education



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Our  
Impact

# Impact

## Who We Are

Asha for Education is a non-profit organization dedicated to change in India by focusing on basic education with the belief that education is a critical requisite for socio-economic change.

In keeping with this focus, our volunteers are involved with and support projects that have an education-related component to them.

In 2019, our organization continued to support numerous projects throughout India, reaching many milestones as we have grown and expanded our reach through fundraisers, awareness events, and collaborating with project partners.

Here are just a few of our many accomplishments from this past year.

\$3.2 million USD  
raised

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100+ fundraisers

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\$3.3 million USD  
disbursed

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300+ funding  
disbursements

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180 unique  
projects funded in  
22 states in India

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219K+ students  
supported

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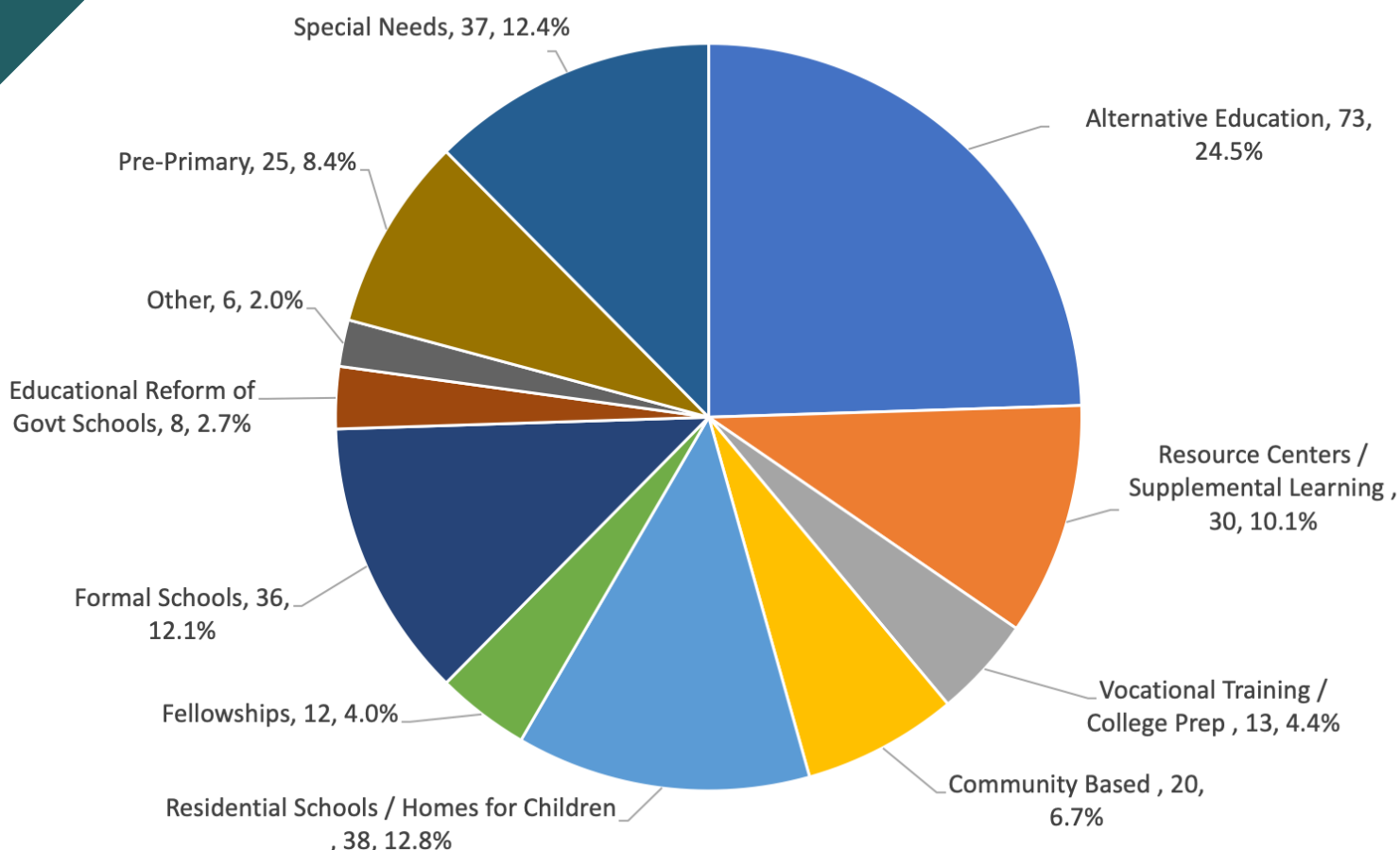
1500+ volunteers

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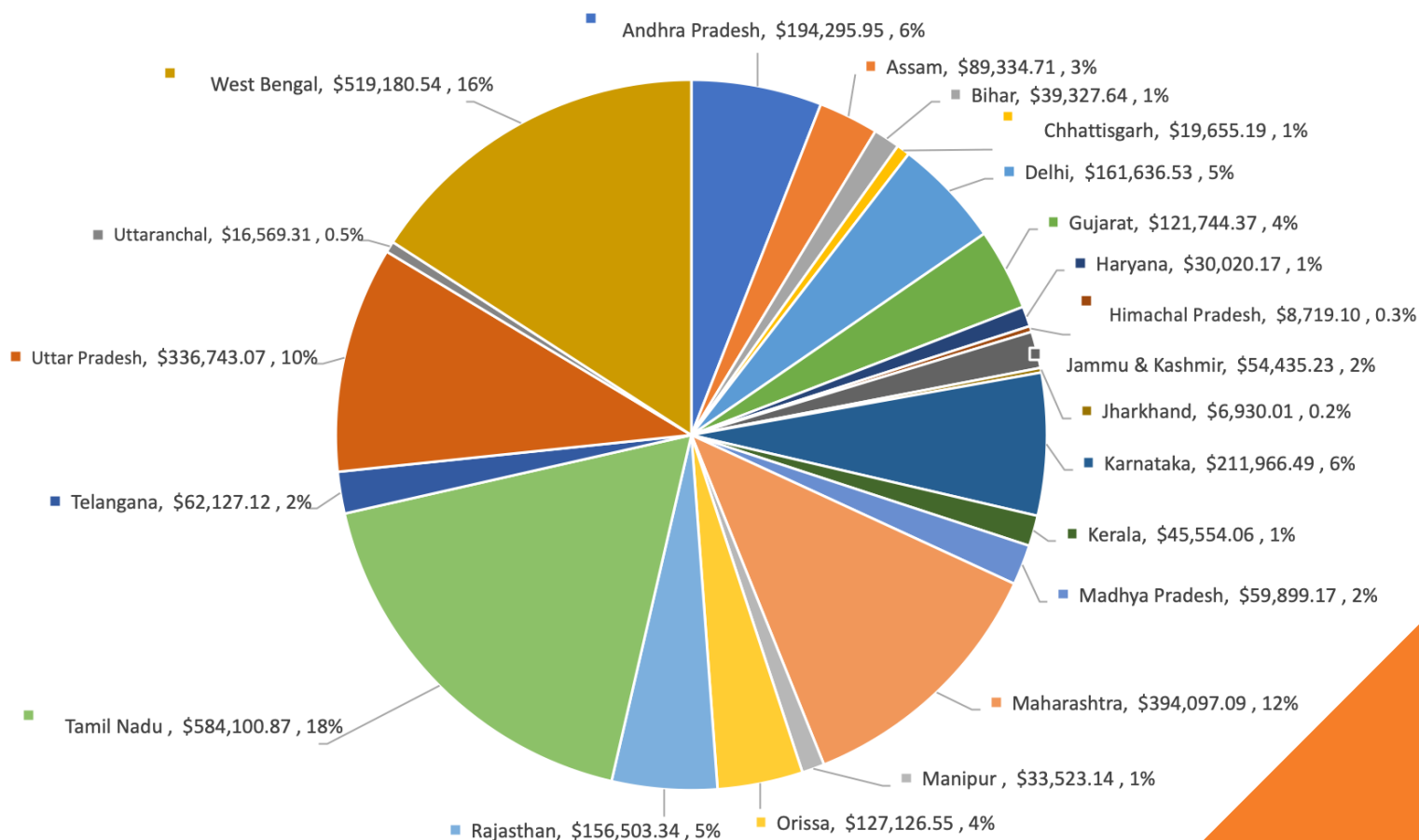
46 active chapters



# Disbursements by Project Type

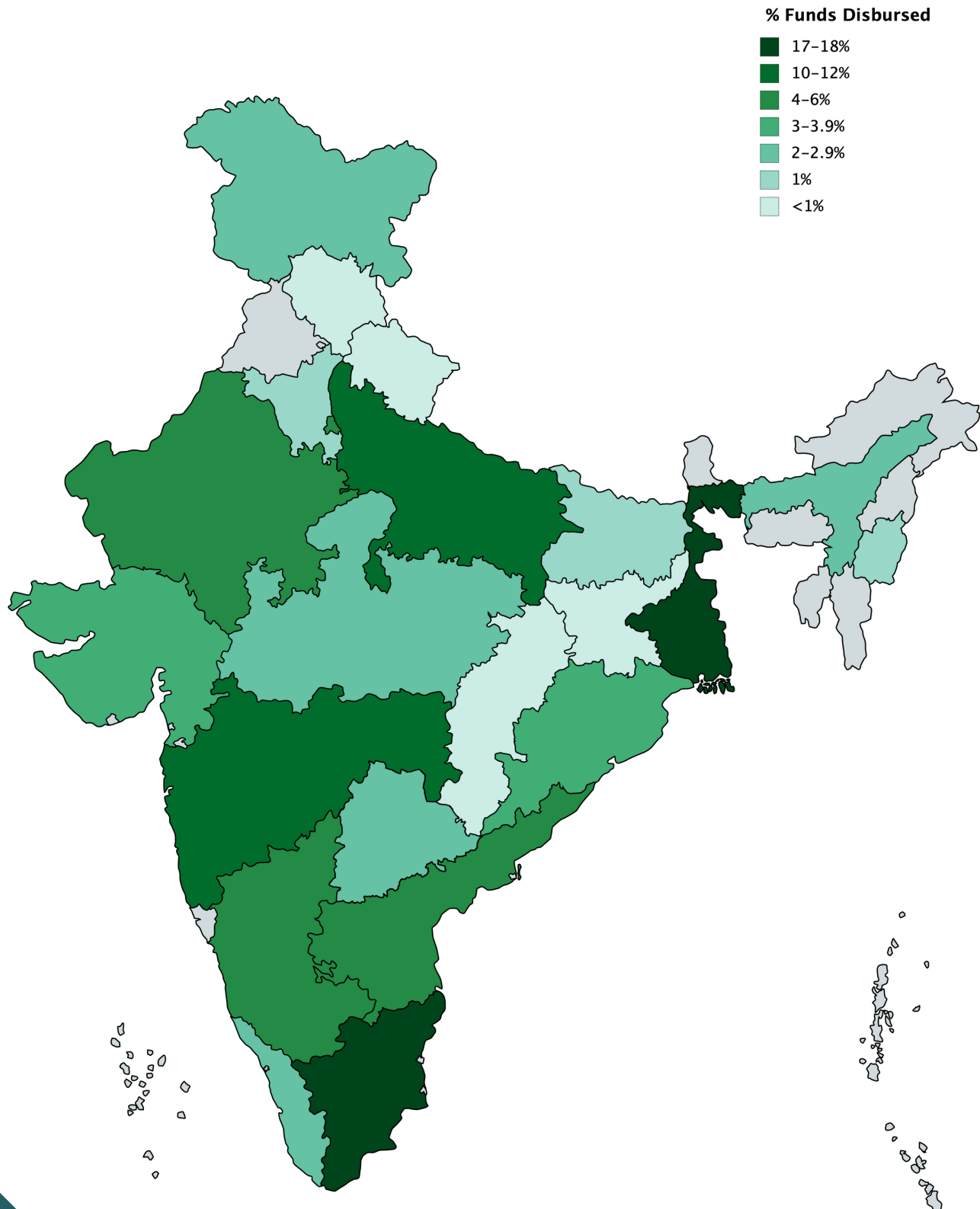


# State-wise disbursements of funds





# Geographic Breakdown of 2019 Funds Disbursements









# 01 Project Spotlight

## Nishtha - Night Shelter

Supported by the Asha Atlanta Chapter

*Asha Atlanta volunteer Agniva Roy shares with us some of the work of their project partner, Nishtha Night Shelter, which Asha Atlanta has been supporting since 2007-2008.*

Asha for Education has been supporting Nishtha's educational programmes since 2008. The initial focus was on providing support towards educating girls in a society where it was not a regular practice. Nishtha is an organisation working for women's rights and gender equality in Baruipur, West Bengal. Operating with limited resources, but driven by the boundless energy of their youth leaders, workers, and director Mina Das, Nishtha has triggered a grassroots level revolution over the course of the last few decades in rural Bengal, and has done admirable work to change the social structure and emancipate women. Yet, they face an uphill challenge, with a large section of society rooted in regressive traditions, in opposition to granting women equal rights, practising child marriage, domestic abuse, and trafficking regularly.



Photos: i) A child at the Nishtha Shelter working on a drawing ii) Children learning dance at the Shelter



Talking to 'Minadi,' as Mina Das is fondly called by everyone, I have come to realise how deep-rooted some of these issues are. Many school teachers, elders, and authoritarian figures espouse traditions and regressive values. It has contributed to a systematic distortion of how boys and girls see each other. Minadi has been working for Nishtha her whole life -- the organisation was originally set up as a women's self-help group within three villages by her mother, Ms Pritilata Das. It has since expanded dramatically, both in scope and in numbers.

Minadi dreams of a world in which girls will not be shackled to traditional roles, and can freely work and move as they please -- a world in which men and women respect one another as humans. She is determined to change the archaic society of these areas, a mere 30 or so kms from Kolkata, where, despite many other issues, girls are not barred from studying or working, and child marriage is a term people think as being confined to history books.

**IN 2014, WITH ASHA ATLANTA'S SUPPORT, NISHTHA BUILT A NIGHT SHELTER FOR CHILDREN OF SEX WORKERS IN BARUIPUR, WEST BENGAL.**

All Nishtha workers have a loving relationship with the people for whom they work, and see themselves not as beneficiaries of benefactors, but as friends. Their conversations weave through local politics, organisational goals, administrative issues, and are interspersed with anecdotes, jokes, and friendly ribbing. This easy relationship has helped the workers inspire self-belief and confidence in thousands of girls and women, who have not only found guidance, but friendship and community. One example of this is seen when these youths raise money through their own contributions to support the education of some of their friends who cannot afford it. This is all the more striking, because most of them can barely get by themselves, but still have the empathy to set something aside from their own tutoring money for their friends.

Sex workers in a colony in Baruipur are another section of society who have found aides in Nishtha. These women, numbering about a hundred, are often lured or trapped in the business, at the mercy of certain powerful people and their clients, and get to keep a meagre portion of their own earnings to take care of themselves. Their children, before Nishtha and Asha had intervened, would grow up in this colony, spending most of their time on the streets, rejected by society, and would inevitably be sucked into the flesh trade. Nishtha workers began to take care of these children by going to these colonies, meeting them and trying to get them to schools. In 2014, with Asha Atlanta's support, Nishtha built a Night Shelter for these children. Now, about 30-35 children from the colony spend a large part of their day there, go to school, have tutors for singing, and dancing, and are also given healthy meals. In only a matter of 5 years, these children's lives have transformed, visibly as well as emotionally. Despite the horrors they have to live through, their mothers are happy to have dreams of an alternative life for their children.

## **TWO GIRLS RECENTLY GRADUATED AS NURSES.... ADITYA (NAME CHANGED) WHO HAS GROWN UP IN THE SHELTER WORKS AS A DRAWING TUTOR FOR OTHER CHILDREN.**

Two girls from this program have recently graduated as nurses. There are many children now attending high school, aspiring to get into college. Many of them are talented artists, singers, and dancers, as our volunteers discover during their site visits. On my visit, I was so impressed by their art that I took photos and the Atlanta chapter has made them into greeting cards. The painter, Aditya (name changed), is a bright young man in his teens, who has grown up in the shelter and who Asha now supports as a drawing tutor for the other children in the shelter. He is also taking classes and aspires to become an artist. Their tutors and Nishtha workers remark how a few years back visitors to the project would often be repulsed by these children – due to their lack of hygiene, uncouth behaviour, and foul tongues. Now, one can hardly find marks of their unfortunate origins in their personalities or appearance. That makes me think how quick we are to judge, and how little it really takes to transform their lives.



*This painting was created by a child at the Night Shelter for at-risk children run by Nishtha, Baruipur (in West Bengal, India).*

*This shelter has given a new lease on life to children from an unfortunate background, and created opportunities for them to be a part of a society that has no right to exclude them.*

*The purchase of this card is helping in the education and upbringing of several such children across India.*



*Photo: Artwork (painting) created by a child at the Nishtha Night Shelter, which the Asha Atlanta chapter has incorporated into greeting cards.*

*For more information about the Asha Atlanta chapter, please visit <https://atlanta.ashanet.org/> or email [atlanta@ashanet.org](mailto:atlanta@ashanet.org).*



# 02 Project Spotlight

## Parmarth Samaj Sevi Sansthan

Supported by the Asha Princeton Chapter

*Asha Princeton volunteer Amrish Garg shares with us some of the work of their project partner, Parmarth Samaj Sevi Sansthan (PSSS), which Asha Princeton has been supporting since 2017.*

Headquartered in the Orai town of Jalaun district, Parmarth Samaj Sevi Sansthan (PSSS) is an NGO working in the Bundelkhand region that spans several districts in Uttar Pradesh and Madhya Pradesh. This region ranks particularly low on economic and social indices due to the presence of a host of factors: lack of industry, recurring droughts, poverty and widespread prevalence of a feudal system rife with caste and gender discrimination and untouchability.



*Photos taken at a site visit in Sept. 2018. Clockwise from top left: Students in front of Parmarth Kishore Kaushal Vikas Kendra; students at a middle school in a village in Madhogarh Block; a meeting with the parents of some of the students in the preceding photo; student assembly at Kasturba Gandhi Awasiya Balika Vidyalaya in Jalaun town to celebrate Teacher's Day.*

Under the leadership of Dr. Sanjay Singh, PSSS is engaged in capacity building and empowerment of deprived and vulnerable communities (specifically scheduled castes, scheduled tribes and women) in order to improve their access to water, education, sanitation and healthcare.

In the field of education, PSSS coordinates with the community representatives and government functionaries to facilitate the implementation of the RTE Act, 2009. Their track record and goodwill allow them to work with community collectives, representatives of school management committees and teachers and enhance the education opportunities available to the underprivileged students in general and girl students in particular. The partnership of Asha Princeton with PSSS was the result of a site visit in August 2017. In Himmatpura (a 100% Dalit village), the villagers were forthright in thanking PSSS for help with both changing their mindset towards education and conserving their water resources. The work of PSSS was also visible at a residential school for girls in Jalaun where the organization was implementing the Kasturba Gandhi Awasiya Balika Vidyalaya Scheme of the U.P. government.

As a result of the visit and subsequent discussions, Asha Princeton stepped up to partner with PSSS to support initiatives in six villages for the implementation of the rights of the inhabitants under the RTE ACT and to improve the infrastructure in the primary and upper primary schools in those villages.

In addition, Asha Princeton has funded PSSS in establishing Parmarth Kishore Kaushal Vikas Kendra, an after-school Learning Center located in the Madhogarh block of Jalaun district. This Center provides academic help to 85 students in science, mathematics and English. The students also receive instruction in digital and ICT literacy. In the year 2020, 25 students registered at the Center took the 10th grade Matriculation exam and 35 students took the 12th grade Intermediate exam conducted by the state government before the lockdown. According to Dr. Singh, the students had studied hard and were confident of having done well in the exams. We are hopeful that the work being done by PSSS in educating the underprivileged will have a multiplier effect and lead to changes in the quality of education in the region.

*For more information about the Asha Princeton chapter, please visit <https://princeton.ashanet.org/> or email [princeton@ashanet.org](mailto:princeton@ashanet.org)*

# 03 Project Case Study

## Crowdfunding and Building Resilience

Asha Austin Projects:  
Khushboo and GSK-Girirajpura

*By Ranga Srinivasan (Project Steward, KWS and Chapter Projects Coordinator, Asha-Austin) and Mohit Sood (Project Steward, GSK-Girirajpura and Chapter Coordinator, Asha-Austin)*

*The Asha Austin chapter shares with us a compelling case study showcasing two of their project partners who were able to shift over to a distributed funding and crowdfunding fundraising model, which has set both projects up for a more sustainable, secure future.*

Asha-Austin would like to present a case study highlighting our experience and learning from working with two of our long-standing project partners of high credibility and quality, Khushboo Welfare Society (KWS) and Gramin Shiksha Kendra (GSK).



**GRAMIN SHIKSHA KENDRA - GIRIRAJPURA**  
An alternative school from Classes I to VI in Girirajpura village, Rajasthan, India  
(A) A boy makes a triangle with sticks (B) 2<sup>nd</sup> Standard Class with their teacher  
(C) Children are ready to play Simon Says game

**KHUSHBOO WELFARE SOCIETY**  
A school for children with mental and multiple disabilities in Gurgaon, Haryana, India  
(D) Music Class in session with their teacher (E) Pottery-based Therapy Session  
(F) Yoga Class in session with their instructor



### **Khushboo Welfare Society (KWS)**

Asha for Education and the Austin chapter started working with Khushboo Welfare Society (KWS) in 2008. KWS is a holistic center catering to children with mental and multiple disabilities based in Gurgaon, Haryana. Asha-Austin supported the salaries of special educators from 2008-12 and is currently supporting salaries of therapists/teachers for their new initiatives started in 2016. From 2008-12, their annual operating budget was in the range of 40-80 lacs INR and Asha-Austin used to support 10-15% of their needs. Their donor base was limited, and fundraising was ad hoc with reliance on big donors. KWS was forced to innovate and look towards a broad-based fundraising model when a few of their big donors, including Asha-Austin, backed out of support in the 2013-14 timeframe.

**"BY BREAKING DOWN THEIR BUDGETS TO MEANINGFUL SUPPORT AMOUNTS AND SOLICITING SMALL DONATIONS AND A SUSTAINED FOCUS ON CSR, KWS WAS ABLE TO GET TO OPERATING BUDGETS OF 1.5 CRORES INR"**

KWS, where, outside of big foundations/donors, they were interested in cultivating a donor base consisting of many small donors. As an example, 1000 donors contributing 1000 INR a year, still amounted to 10 lacs INR/ year, equivalent to a big donor. By breaking down their budgets to meaningful support amounts and soliciting small donations along with a sustained focus on CSR and grants from big foundations, KWS was able to leverage both avenues and get to operating budgets of 1.5 crores INR, a 2x increase from 2012-13 to 2018-19 (6 years time-frame), with a working capital ratio (WCR) of about 1.2 in 2018-19. More importantly, it gave them the confidence to minimize impact on daily operations when a big donor backed out. Their model was resilient enough.



*Photo: Khusboo Welfare Society (KWS)*

### **Gramin Shiksha Kendra (GSK)**

Asha for Education and the Austin chapter started working with Gramin Shiksha Kendra in 2005, and was one of GSK's first project partners. GSK works on alternative education in rural parts of Rajasthan. Asha-Austin has supported three model GSK schools - Jaganpura and Bodal from 2005-12, and Girirajpura from 2015. GSK's fundraising model was primarily relying on huge foundational grants to meet their operating needs. While their dependence on huge grants was beneficial in the short-term, it had long-term consequences where they had to look for a replacement once a big donor backed out, impacting their operations.

GSK was having a poor fundraising year in 2018-19 and got back to us with an anticipated shortfall close to 50% of their operating needs. With additional one-time funds to support a portion of their shortfall, Asha-Austin encouraged GSK to build a crowd-funding model to work towards a broad donor base, based on its learning from Khushboo. In fact, GSK was able to exceed its operating needs and generate surplus funds for reserves from a shortfall scenario in 2019. GSK is now leveraging various crowd-funding platforms after having built credibility with Asha's engagement, through great accounting practices and by improving its WCR to about 0.9 in 2018-19 from 0.5 in 2017-18 with operating budgets of 1.5 crores INR.

**"HELPING THE PROJECTS BUILD BOTH CREDIBILITY AND A DISTRIBUTED DONOR BASE WHILE TAPPING INTO ONLINE CROWD-FUNDING WOULD GO A LONG WAY TOWARDS SUSTAINABILITY."**

## **Conclusion**

Currently, Asha-Austin has a few projects that are primarily reliant on Asha support with a WCR of  $< 0.5$ . This always puts these projects in high-risk categories as their schools would stop functioning in less than a year if Asha were to back out. Helping the projects build both credibility and a distributed donor base while tapping into online crowd-funding (e.g. Global Giving, Give India, Give Asia, Milaap, Ketto, Concern India Foundation) would go a long way towards sustainability when it comes to recurring expenses and operational needs.

In summary, we believe that we can better ensure our projects and schools are set up for success by implementing certain practices i.e. evaluating our projects for their WCR, monitoring % of Asha support over the period of engagement, incorporating knowledge of our projects' other funding partners, monitoring project partner audit reports, working with project partners to help them seek other sources of funding, and building crowd-funding platforms. A true mark of success for a project partner, for the chapter and its volunteers and donors, and Asha for Education would be when the chapter's support becomes inconsequential to the project partner. We believe both KWS and GSK are on the path towards sustainability with a proactive leadership and fundraising team.

## **Acknowledgements**

We would like to thank KWS for sharing insights into their new distributed fundraising model through crowd-sourcing for sustained operations. We would like to thank GSK for their openness to our suggestions to improve on their fundraising.

*For more information about the Asha Austin chapter, please visit <https://austin.ashanet.org/> or email [austin@ashanet.org](mailto:austin@ashanet.org)*



# 04 Project Partner Speaks

## Jitendra Pandey

### Founder, CAHUS

Supported by the Asha San Francisco Chapter

*The Asha San Francisco chapter would like to celebrate the work of Mr. Jitendra Pandey, who has been actively involved with project partner Chhotanagpur Adivasi Harijan Uthan Samiti (CAHUS) [formerly Saugaht Foundation] since 2014, when he founded the project school. This pre-primary school serves a community in rural Jharkhand, and is fully reliant on Asha's support to make this work possible. Mr. Pandey previously served as the President of the Saugaht Foundation from 2014-2019. He has been a true champion for the community, undertaking significant effort to ensure the on-going health and success of the project school. Here, Mr. Pandey shares some of the early challenges of persuading impoverished rural families to send their children to the school, the successes he and his team achieved in turning around the community attitude toward education, and the important role this project plays both within the local community and with the larger goal of ending the vicious cycle of poverty.*



Photo: Mr. Jitendra Pandey with students at the school

The school project, which is currently being run by Chhotanagpur Adivasi Harijan Uthan Samiti (CAHUS), was originally started by Saugaht Foundation in 2014. Mr. Jitendra Pandey, then President of Saugaht Foundation, was working on long-term goals for the empowerment of the local rural, under-resourced populations and marginalized tribal communities of Phakiradih Panchayat in the Garhwa district of Jharkhand.

His goal was to help the local community become self-dependent and achieve physical, mental and socio-economic well-being. Upon finding that the tribal parents could not fulfill basic needs for their children, Mr. Pandey and his team determined that a pre-primary school could help meet this need and enact change in the entire community.

Saugaht Foundation searched for funding partners and support, and got connected to the San Francisco chapter of Asha for Education. Asha San Francisco approved the funding proposal for a new school educating 40 underprivileged tribal children between the ages of 3-5 years. Thus, a project for the basic education of tribal children and their parents, supported by Asha San Francisco, was implemented in July 2014 in Path village under Phakiradih Panchayat in Bhandariya Block in the Garhwa district of Jharkhand. After years of efforts to educate parents on the importance of education, the school now enrolls about 50 children per year, with many more eager to join.

In 2019, due to some local issues with the Saugaht Foundation, the school was at risk of closing. Knowing the importance of this project school for the community, Mr. Pandey worked tirelessly to ensure it would survive. Not only did he volunteer to continue championing the school, he searched for additional support from local NGOs, with the goal in mind of making sure the children could continue to receive medical care, nutrition, and education.

He took out personal loans to pay the school teachers and ensure that the children had adequate food and education during the transition period. Despite having a full-time job, he traveled several hours every week via bike on uneven dirt roads just to make sure the school was running well. Now, the project school has been successfully transitioned to another local NGO, CAHUS, and it continues to run under the direct supervision of its passionate founder, Mr. Jitendra Pandey.



*Photo: Students eating their mid-day meals at the school*

### **What have you considered to be the most significant challenges of this work with the Saugaht / CAHUS project?**

**Mr. Pandey:** At the initial stage, the greatest challenge for us had been motivating the illiterate tribal parents to bring their little kids to our school. In fact, those tribal families had preferred that their children accompany them into the forest to help collect firewood and various other forest-products. We arranged for breakfast and lunch for the children, which motivated parents to send their children to the school. Another challenge was to convince some parents to give up the habit of drinking alcohol, which put those families and especially our school children in deep trouble.

After 3-4 years, our project has created tremendous enthusiasm among the tribal parents to put their little children in our school. But due to this positive impact of the project, we are faced with community pressure to accommodate all the community children in our centre. Since the total number of seats is limited to 50, we didn't have any other option but to turn away some students, which has disheartened many parents. As the parents are also illiterate, we fail to make them understand that the project funds are limited and we are dependent upon the donations coming from foreign countries. It has really created a delicate situation to refuse them after we had sensitized parents to send their children to schools.

### **What have been your major accomplishments to date?**

**Mr. Pandey:** Changing hearts and minds. Currently the project in Path village is highly visible in the rural area. The implementation of this project over the last five years (since June 2014) has brought about a substantial change in the outlook of the community towards the education of little children. Also, our project has brought a visible change in the habits of the children of the project village - the children are now eager to go to our school regularly.

As for the major accomplishments of our pre-primary school project, we have prepared socially excluded little tribal-children and gotten them admission into local formal primary schools for their main schooling.

During the last four years, a total of 60 children from this tribal community have been entered into formal primary schools. This is an important milestone that the school has achieved. Parents of our children have become more sensitized regarding their children's education. The school-going children are also creating interest in the minds of their younger siblings, who are also eager to come to our school to study.

**What do you consider to be the importance of the work that this school project does for its students and the overall community?**

**Mr. Pandey:** We believe that our school project is playing a vital role for the future life of the students as well as for the overall community. The importance of this project's work is that it provides a stepping stone of formal education for its students. Since we believe that education is the greatest weapon in the fight against poverty, we have hopes that the tribal community will be able to come out from the vicious cycle of poverty in the next generation with the help of this project.

**What gap do you feel this school project fills within the Educational Landscape in India?**

**Mr. Pandey:** The major gap has been the inability of the government to organize proper formal education for downtrodden children, especially those in remote, rural areas. We feel that our school project fills this vital gap within the Educational Landscape in India.

**What is the role that Asha and other non-profit organizations play in supporting the work that you do?**

**Mr. Pandey:** Asha for Education plays a vital role in supporting this school project. We need to get financial support for the continuation of our pre-primary school project. We are a very small NGO with limited financial resources. Currently we don't have any source of income other than Asha San Francisco's funding to run this project. Therefore, we are absolutely dependent upon grants from Asha and grateful for the support.

*For more information about the Asha San Francisco chapter, please visit <https://sf.ashanet.org/> or email [sf@ashanet.org](mailto:sf@ashanet.org)*



# 05 Asha Fellow Spotlight

## Gautam Gauri, Diksha Foundation

Supported by the Asha Purdue Chapter

*Asha for Education has an Asha Fellowship Program which enables Asha chapters to provide financial support to highly dedicated non-profit leaders in India to enable them to take on more innovative work in their communities, with the aim of creating a large positive impact over time. Asha Purdue nominated and secured Gautam Gauri, the Co-Founder & Executive Director of the Diksha Foundation, to nurture his ideas on inclusive education and community development. Here, the chapter provides us with an overview of the hard work that Mr. Gauri has done since becoming an Asha Fellow for this project in 2017.*



The Asha Purdue chapter has over 30 volunteers supporting multiple projects across Bihar (Diksha, Naari Gunjan), Himachal Pradesh (Avishkaar), Orissa (Basundhara) and Telangana (Manasa). Asha's partnership with Gautam Gauri, Co-Founder & Executive Director of the Diksha Foundation, began in 2012 through the Purdue chapter's support of the Diksha KHEL Centre in Patna. In 2017, Gautam was offered additional support through the Asha for Education Fellowship Programme to nurture his ideas on inclusive education and community development. This Fellowship was created to enable Gautam to experiment with and implement innovative ideas to improve the quality of education and socio-emotional development of learners coming from underprivileged backgrounds.

Gautam is a highly skilled Educator with a Masters in Primary Education from the University of Cambridge, United Kingdom and a MBA from Institute of Management Technology, Ghaziabad, India. He has been working on the ground in Bihar since 2010.

Gautam has worked on many interventions that have helped children learn values, provide self-development and nurture leadership potential. These interventions are carried out in the form of various programmes that benefit children and teachers, as well as parents in one way or another.

Gautam is currently working on five different projects under his Fellowship, each tackling a different facet of inclusive education and community development. These projects include:

- KHEL - an after-school supplementary education programmeIndex for Inclusion - focusing on teacher development to make schools inclusive
- SEE Learning - a pilot of an emotional ethical learning curriculum
- Bihar Youth Collective - a forum of organizations working on the development of youth & adolescents
- People Centric Smart City Patna - a project to make Patna smart and inclusive

The Index for Inclusion, for instance, aims to create inclusive schools where each child is treated with dignity and respect irrespective of their biographical identity. Gautam is leading this activity in five schools of Patna. In this programme, sessions are organized to bring behavioural change amongst the educators and institutional staff. Additionally, the workshops are organized with teachers in order to build collective ownership of what goes on in the classrooms and in the school in general.

**“A SOCIETY CANNOT  
BECOME MODERN IF ITS  
MOST VULNERABLE AND  
DOWNTRODDEN SECTIONS  
ARE NOT INTEGRATED  
INTO THE MAINSTREAM.”**



*Photo: Mr. Gautam Gauri, Asha Fellow*

Apart from training teachers and educators, Gautam is also focused on the social and emotional development of children. For this, he uses the Social-Emotional Ethical Learning Framework developed by Emory University and the Dalai Lama Trust and conducts classroom activities to make the children aware, compassionate and responsible global citizens. This sort of collaboration is critical for community living, where children have limited access to resources.



Photos: i) Inclusive Education Workshop - as a part of the work being done on the Index for Inclusion, ii) A meeting with Diksha's Covid 19 response team at the Patna Municipal Office, iii) - Diksha Annual Day Celebration event at KHEL Patna Learning Centre, iv) - A discussion group part of the Index for Inclusion Activities

Bihar's civil society is weak on account of multiple factors, including lack of trained human resources, limited CSR activities and poor infrastructure. In 2019, Gautam played an instrumental role in the establishment of the Bihar Youth Collective - a group of 11 organizations working on youth education through a civic education programme.

This project teaches civic rights and responsibilities to youngsters to help them become responsible citizens. Gautam and his team are working with the 11 organizations and Community: The Youth Collective (CYC), India to provide civic education modules to 3000 children in different districts of Bihar.

A society cannot become modern if its most vulnerable and downtrodden sections are not integrated into the mainstream. As such, Gautam is also working with the Patna Municipal Corporation and United Nations Population Fund to develop Patna into a socially inclusive and smart city. He is working on a training programme to educate 5000 sanitation workers on health, hygiene and safety. Providing adult education and skill enhancement of the most vulnerable sanitation workers is expected to improve the quality of their lives.

As the world has suddenly been gripped by COVID-19, Gautam and team Diksha have stepped up to deliver essential services with the Patna Municipal Corporation. They are working around the clock to train municipal workers on COVID-19, identify pregnant women in order to connect them to transport for safe delivery, and run an outbound tele-counselling service for vulnerable citizens of Patna.

In 2019, Gautam lost his mother to double-hit lymphoma, a rare type of blood cancer. In addition to all of his other work, Gautam is working to set up a Blood Cancer Support Centre for patients and caregivers who need information and guidance regarding lymphoma, leukaemia and other forms of blood cancers. The centre will provide assistance and necessary information regarding treatment options and linkages to doctors across India through telemedicine.

*Asha Fellow Gautam Gauri can be reached at  
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*For more information about the Asha Purdue chapter, please visit  
<https://purdue.ashanet.org/> or email [purdue@ashanet.org](mailto:purdue@ashanet.org).*



