**The Project for~** **Establishment of a Primary School Building for Spreading Quality-Based Education among the needy and neglected Children in the Sundarban Area.**

**Part I. APPLICANT**

**1. Name of the Applicant 1**

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| AMARA SABAI |

1. **FCRA No./Date of Issue 2**

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| 147110230 / 06 September 1988 |

1. **Registration No./Date/Place of Registration 3**

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| S/19894 / 13/05/1977 / Kolkata |

1. **Address**

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| Village & P.O-Kailaspur, Mathurapur-II Block, South 24-Parganas, West Bengal, India - 743349 |

1. **Phone Number/Fax Number/E-mail**

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| 9434245953 / 033-25523237 /  [amarasabai@hotmail.com](mailto:amarasabai@hotmail.com) / [amarasabai@gmail.com](mailto:amarasabai@gmail.com) |

1. **Responsible Individual (Name/Designation/Phone Number/ E-mail)**

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| Bibhuti Ranjan Mishra, President, 9434245953  [amarasabai@hotmail.com](mailto:amarasabai@hotmail.com), [amarasabai@gmail.com](mailto:amarasabai@gmail.com) |

1. **Organizational Structure**

**7-1. Year of Establishment**

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| 1970 |

**7-2. Nature of the Organization 4**

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| It’s a Community Based non-profit voluntary (Local level) organization |

**7-3. Number of Branches, Field Offices and their Locations**

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| **Nil** |

**7-4.Number of Staff members incl. Volunteers (Permanent & Temporary, Administrative & Technical) and their Responsibilities 5**

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| **Number of Staff – Technical and Administrative:** Amara Sabai consist of qualified professionals as well as field workers, who are skilled in community organization, group work, self help group formation, promotion of formal & non formal education, watershed development, dry land farming, and agriculture development, etc.   |  |  | | --- | --- | | Technical (permanent) staff (Teacher-8, non-teaching-2) : 10 | Administrative Staff : 2  Field worker: 3 | | Temporary staff : 1 | Volunteers: 10 |   **Management Structure of the organization:**    **General Member**  President  Field worker  General Secretary  Consultant  Project Coordinator  Supervisor  Volunteers  Beneficiaries  Field worker  Staff  **Community people**  **Responsibilities of Technical staffs:**  Project Formulation, Monitoring, Evaluation, Report writing, Conducting Survey, Coordinating Research activities, Providing Professional Support in implementation of the projects at field level. Identify source of funding agencies, organizing training for women, for watershed development programme, Field Level Supervision.  **Responsibilities of Administrative staffs:**  Maintenance ofAccounting, budget management and office administrative work, Assisting in office administration, Office maintenance etc. |

1. **Purpose of Establishment, Vision and/or Mission Statement**

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| **Vision:** -The organisation visualizes a social system where all men and women will live peacefully with equal dignity to each other in an eco-friendly manner.  **Mission: -**The mission of the organisation is to cause sustainable development to the vulnerable segment of the society.  **Objectives :-**   * Impart functional skill to the target group through vocational training programme. * Make accessible formal and non-formal education to disadvantaged community. * Help farmers for increasing agricultural productivity. * Undertake activities for the welfare of women and children. * Undertake income-generating activities for disadvantaged group of the community * Develop working relationship with other co-operating agencies for all-round development of the target group. * Take operative measures to enhance health, hygiene, and sanitation status of the people. * Equip the womenfolk with different skill and make them aware on their rights, roles and responsibility in the society. |

1. **Main Activities of the Organization 6**

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| * Literacy promotion and educational development programmes. * Vocational training programmes. * Programmes pertaining to women’s empowerment. * Agricultural development programmes. * Income generation programme for the poor and marginalised groups. * Community based health care programme. * Training and advocacy programme for the poor and marginalised groups. |

1. **Details of Donations/ Grants 7**

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| **Year**  **&**  **Duration** | **Name of**  **the Donor** | **Nature of Donor**  **(Choose from Foreign/Indian Gov’t, Intern’l/Foreign/Indian Funding Agencies, NGOs, Other Category)** | **Amount** Received /or to be received **(In INR)** | **Purpose**  **of Fund** |
| 2003-04 | Baruipur Palli Unnayan Samity, Baruipur | Foreign Funding (CRS) | 25,000.00 | Drinking water  (Tube Well) |
|  | Raja Rammohun Roy Library Foundation | Government of India | 30,000.00 | Library |
|  | Australian High Commission | Foreign fund | 2,77,350.00 | Food processing |
|  | Indo German Social Service Society | (National Education Group) Foreign Fund | 2,30,000.00 | Education |
| 2004-05 | Nil | Nil | Nil | Nil |
| 2005-06 | Ministry of Agriculture | Government of India | 2,55,000.00 | Agricultural training |
| 2006-07 | Sundarban Development Board | Government of West Bengal | 10,90,800.00 | Land shaping and water harvesting |
| 2007-08 | Do | Do | 31,94,501.00 | Do |
| 2008-09 | Do | Do | 10,01,432.00 | Do |
|  | Nehru Yuva Kendra | Govt. Of India | 10,000.00 | Incentive to best youth club of the Block |
|  | Ministry of Youth Affairs & Sports, | Govt. of India | 65,000.00 | Adolescent Development Programme |
|  | Raja Rammohun Roy Library Foundation | Do | 1,09,978.00 | Mobile Library |
|  | National Project on organic farming | Do | 60,753.00 | Training on organic farming |
| 2009-10 | Sundarban Development Board | Government of West Bengal | 3,28,373.00 | Land shaping and Rain water harvesting Technology |
|  | Sundarban Development Board | Government of West Bengal | 6,51632.00.00 | Dewatering of pond flooded with Salty water |
|  | Directorate of Food Processing Industries | Do | 1,50,000.00 | EDP on Food Processing Training |
|  | Raja Rammohun Roy Library Foundation | Govt. of India | 1,09,978.00 | Mobile Library |
| 2010-11 | India Sudar | National level VO | 47,320.00 | Education programme |
|  | Nibodhat, RK Mission Loka siksha Parishad | Voluntary Organisation | 14,425.00 | Do |
|  | Sundarban Development Board | Government of West Bengal | 3,11,087.00 | Land shaping and Rain water harvesting Technology |
|  | MPLAD | Government of India | 10,00,000.00 | Education Programme |
|  | DM, North 24-Parganas | Government of West Bengal | 20,000.00 | Children’s Park |
|  | Food Processing and Horticulture department | Do | 1,50,000.00 | Entrepreneurship Development Programme |
| 2011-12 | India Sudar | National level VO | 33,000.00 | Education programme |
|  | Nibodhat, RK Mission Loka siksha Parishad | Voluntary Organisation | 11,800.00 | Do |
|  | SPAR | National level VO | 88,750.00 | Awareness generation |
| 2012-13 | India Sudar | National level VO | 51,000.00 | Education programme |
|  | Nibodhat, RK Mission Loka siksha Parishad | Voluntary Organisation | 22,700.00 | Do |
|  | SPAR | National level VO | 71,750.00 | Awareness generation |
|  | Ministry of Statistics & Programme Implementation (MPLAD) | Government of India | 6,00,000.00 | Building construction |
| 2013-14 | RK Mission | National level VO | 16338.00 | Education programme |
|  | India Sudar | National level VO | 23250.00 | Education programme |
|  | Ministry of Statistics & Programme Implementation (MPLAD) | Government of India | 400000.00 | Building construction |
|  | MPLAD through NK Pur GP | Government of India | 1484532.00 | Ambulance |
| 2014-15 | District Library Office | Government of WB | 10000.00 | Library books /furniture |
|  | RK Mission | National level VO | 30000.00 | Education programme |
|  | India Sudar | National level VO | 47250.00 | Education programme |
| 2015-16 | India Sudar | National level VO | 12000.00 | Education programme |
|  | Consumers Affairs, Govt of West Bengal | Government of WB | 10000.00 | Awareness programme |
|  | District Library Office | Government of WB | 10000.00 | Library books /furniture |
|  | RRRLF, Govt of India | Government of India | 156801.00 | Library books /furniture |
| 2016-17 | Youth Affairs, Govt of WB | Government of WB | 200000.00 | Youth & Sports |
|  | RRRLF, Govt of India | Government of India | 52267.00 | Library books /furniture |
|  | District Library Office | Government of WB | 10000.00 | Library books /furniture |

**Part II. Proposed Project**

1. **Project Title**

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| **The Project for~** **Establishment of a Primary School Building for Spreading Quality-Based Education among the needy and neglected Children in the Sundarban Area.** |

1. **Project Site**

**Address (Village/Gram Panchayat/Block/District/State)**

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| Kailaspur / Nandakumarpur / Mathurapur-II / South 24 Parganas / West Bengal. |

**3 Geographical Conditions of the Project site (e.g. hilly, mountainous, prone to drought/floods, if any.)**

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| The area is flood prone and low laying area. |

**3-1. Address of the monitoring office (The office which is responsible for monitoring the proposed project) 9**

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| Amara Saibai’s main Office |

**3-2. Distance, time taken and transportation from the monitoring office to the project site**

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| Project site is within the main office’s Campus of Amara Sabai |

**4. Background of the Project –Situation Analysis/ Needs Assessment**

**4-1. Describe the issue(s) targeted to work on under the proposed project at the national and state level providing qualitative as well as quantitative data.**

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| The targeted issue is to provide better educational atmosphere with improved curriculum for quality based primary education among the needy and neglected children in Sundarban area for their all round development.  **National level data:** As the fact is that education is a basic right in itself and essential pre-requisite for reducing poverty, improving the living conditions of rural people and building a self-sufficient society, access to education in rural areas is still much lower compared to urban areas and the quality of education is poor.  According to the Census-2001, the total literacy rate in India is 65.38% (male= 65.75% & female= 54.16%) with a urban - rural divide in educational investment and the quality of teaching and learning are too widespread. The difference in the literacy rates among the rural and urban population in India is widespread. As per Census 2001 only 27.8% of the total population is living in urban areas and more than 79% people are literate whereas in rural areas more than 72% people are living but unfortunately only 58.7% are literate. That means more than 42% people are illiterate in rural areas. There are many reasons behind the scenario - non-attendance in school, early dropout of students; adult illiteracy and gender inequality in education are found disproportionately high in rural areas as is poverty. Educational infrastructure, activities, training needs will have to be linked to the specific requirement of the rural community.  The improvement in the field of educational literacy in the rural area has been far from the satisfactory level as projected. Due to lack follow up action most of the neo-literate have been forgotten to write their names in local language. The bulk population in the rural India still gropes in the darkness of illiteracy and ignorance. They are confined in the coved of various social superstition and religious taboos. They are in the dark in their right and entitlements. As such they are subjected various exploitation and social injustice. The rate of drop out both in Primary and Secondary level of education is in the rural India is very high, reflecting the defamed picture of education at the National level. In the post independent period there has been remarkable change in the field of educational literacy at the National level. As per statistics two third of school going age children of India in the recent times are enrolled in schools but at least half of all students from rural area drop out before completing school. This is picture depicts the situation in general and are deprived from access to quality primary education.  The annual report 2009-10 published by the Department of Higher Education, Government of India shows that for every 100 children in India who enrol into any school, only 114 make it to class-V enrolment and only 77 make it even to class-VIII whereas the national average of dropout rate in classes in I – VIII (6 – 14 years) is 43.0% in total (44.3% in case of boys and 41.4% in case of girls). 25% schoolteachers in India are absent from their workplace. 21,699 schools are without a teacher. 56% of primary schools have no drinking water facility and 70% have no toilet, 4% schools run in open space, 3% are in thatched house and 0.3% is in tent. 65% have pucca building but many other problems. 90,000 primary schools have no black board  (AN UNESCO REPORT)  Literacy in India is an indispensable means for effective social and economic participation, contributing to human development and poverty reduction, says UNESCO. The Right to Education is a fundamental human right. UNESCO aims at education for all by 2015. India is one of the countries (along with the Arab states and sub-Saharan Africa) where the literacy levels are still below the threshold level of 75% but gigantic efforts are on to achieve that level. More than three fourths of the country’s male population and above half of the female population is literate. The thrust forward for achieving at least the threshold level of literacy represents the largest ever civil and military mobilization in the country.  The table below shows the adult and youth literacy rates for India and some of the neighbouring countries in 2007.   |  |  |  | | --- | --- | --- | | Country | Adult Literacy Rate | Youth Literacy Rate | | [China](http://en.wikipedia.org/wiki/PRC) | 90.9 | 98.9 | | [**India**](http://en.wikipedia.org/wiki/India) | **65.3** | **73.3** | | [Pakistan](http://en.wikipedia.org/wiki/Pakistan) | 41.5 | 53.9 | | [Sri Lanka](http://en.wikipedia.org/wiki/Sri_Lanka) | 92.1 | 97.0 |   Since independence, the literacy rate grew from 18.33 per cent in 1951, to 65.35 % in 2001. The bar chart below shows the position of different states concerning literacy in 2001.  Comparative literacy statistics in the year 2002   |  |  |  | | --- | --- | --- | | **Country** | **Adult Literacy Rate** | **Youth Literacy Rate** | | [China](http://en.wikipedia.org/wiki/People%27s_Republic_of_China) | 93.3% (2007) | 98.9% (2004)] | | [Sri Lanka](http://en.wikipedia.org/wiki/Sri_Lanka) | 90.8 (2007) | 98.0 | | [Burma](http://en.wikipedia.org/wiki/Myanmar) | 89.9% (2007) | 94.4% (2004) | | [Iran](http://en.wikipedia.org/wiki/Iran) | 82.4% (2007) | 95% (2002) | | World Average | 84% (1998) | 88% (2001) | | [**India**](http://en.wikipedia.org/wiki/India) | **66.0% (2007)** | **82% (2001)** | | [Nepal](http://en.wikipedia.org/wiki/Nepal) | 56.5 (2007) | 62.7 | | [Pakistan](http://en.wikipedia.org/wiki/Pakistan) | 54.2 (2007) | 53.9 | | [Bangladesh](http://en.wikipedia.org/wiki/Bangladesh) | 53.5 (2007) | 49.7 |   About 35% of world's illiterate population is Indian and, based on historic patterns of literacy growth across the world, India may account for a majority of the world's illiterates by 2020  The table below shows the adult and youth literacy rates for India and some neighbouring countries in 2002. Adult literacy rate is based on the 15+ years age group, while Youth literacy rate is for the 15–24 years age group (i.e. youth is a subset of adults).  ***India has the largest number of illiterates in the world and the country ranks a poor 126th out of `177 in the Human Development Index prepared by the UNDP,***  [590px-Literacy_Bar_Chart](http://en.wikipedia.org/wiki/Image:Literacy_Bar_Chart.jpg)In the graph showing literacy rates in different states for 1981 and 2001, there is considerable variance throughout the country. Large variations can be observed even amongst contiguous states. Union Territories are not included in the graph. It can be seen that while there are a few states at the top and bottom, most of the states are just above or below the national average.  In his book ‘Argumentative Indians’ Amartya Sen concludes, “Sometimes the very institutions that were created to overcome disparities and barriers have tended to act as reactionary influences in reinforcing inequality... ... The teachers’ unions, which have a very positive role to play in protecting the interests of teachers and have played that part well in the past, are often are turning into an influence that reinforces the neglect of the interests of children from desperately underprivileged families. There is evidence of hardening of class barriers that separate the newly affluent teachers from the impoverished rural poor.”  **State level data:**  In West Bengal context, regarding infrastructure and quality of education, it is in nineteenth place in India. As many as 10,094 primary schools have only one classroom. 12.34 children are out of school. Near about 40% children are not brought into school, 20,468 primary schools do not have toilet and 9,316 primary schools do not have drinking water as per 10th report (2006) of The Assembly Standing Committee on education, information and cultural affairs.  Though elementary education is the fundamental right as per 93rd constitutional amendment, millions of children remain out of school or dropout much before they complete the primary stage. In West Bengal 25.5% children could not read who read in class-V. Though the total literacy rate of West Bengal is 69.22% (Census 2001) but the table below tells a different story on gross enrolment ratio and dropout rate in West Bengal compared to India as of 30/09/2007-08  **Table: 1 Gross Enrolment Ratio in percent**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Classes I-V (6-11 years)** | | | **Classes VI-VIII**  **(11-14 years)** | | | **Classes IX-XII**  **(15-18 years)** | | | |  | Boys | Girls | **Total** | Boys | Girls | **Tota**l | Boys | Girls | **Total** | | **India** | 115.9 | 113.2 | **114.6** | 80.6 | 74.1 | **77.5** | 49.2 | 41.4 | **45.5** | | **West Bengal** | 113.3 | 112.5 | **112.9** | 70.2 | 72.3 | **71.2** | 40.7 | 34.0 | **37.7** |   It is evident from above table it is clear that the gross enrolment ratio in West Bengal is not only lower than national average but also the enrolment rate is falling in an increasing order at different stages of school education that means higher dropout rate which is more clearly understood from table no. 2. The dropout rate in classes I-VIII in West Bengal is 63.95% which is 3rd highest in the country next to Assam and Sikkim.  **Table:2 Dropout rate in percent**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Classes I-V (6-11 years)** | | | **Classes I-VIII**  **(6-14 years)** | | | **Classes IX-XII**  **(15-18 years)** | | | |  | Boys | Girls | **Total** | Boys | Girls | **Total** | Boys | Girls | **Total** | | **India** | 26.2 | 24.8 | **25.5** | 44.3 | 41.4 | **43.0** | 56.4 | 57.3 | **56.8** | | **West Bengal** | 36.5 | 35.2 | **35.9** | 65.0 | 62.7 | **63.9** | 71.4 | 74.4 | **72.8** |   Poor status of primary education of West Bengal and high dropout and illiteracy is because of number of issues as listed below in local context as well as state and national level -   * Most of the rural people are very poor among the sharecroppers, marginal farmers, and land less labourers. As per report in The Statesman based on National Sample Survey Organization figures as many as 10.6 % of rural households in West Bengal do not get enough food everyday in some months of the year. It is one of the reasons that people have rare interest to send their children to school rather they are interested to engage them in other works for earning – working agricultural field, daily labourer, van rickshaw puller, bidi making, vegetable seller, catching fish prawn etc. as they are very poor. * In rural villages primary schools do not have proper facilities in classrooms such as desk- bench, good teachers, teaching materials and child friendly education system. * Schools are at a distance not suitable for the children to come and unauthorized absenteeism of teachers discouraging poor parents to send their children to school. |

**4-2. Describe the issues and the needs identified in the project site including the socio-economic background of the target group providing qualitative as well as quantitative data. (Please emphasise on the problems faced by the existing beneficiaries)**

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| The proposed project will cover the Sundarban regions, one of the greatest natural deltas in the world. The Indian Sundarbans lie at the apex of the Bay of Bengal and fall within the 24 Parganas district of the state. They are considered one of the most backward regions in West Bengal, and are home to about 4 million people, of whom 11 percent are schedule caste (SCs), 36% belongs to other backward caste (OBCs) and rest are general community. A diminishing natural resource base is threatening the ecological integrity of the Sundarbans and the livelihoods of the inhabitants. People living in the areas, of whom 90 percent depend on agriculture, 56% are landless draw heavily on forest resources to meet their subsistence needs. Agriculture based community are amongst the share - cropper, marginal farmers, landless labouers mostly poor. The monthly average income of most of the family is ranged from Rs. 1000-3000. Literacy rates are below 35 percent, most communities do not have electricity or safe drinking water, and agricultural productivity is lower than the state average, poor communication facilities, lack of access to health and education services, a fragile and limited natural resource base have contribute to a low level of development and high poverty incidence in the region.  The target area is one of the backward-most regions in west Bengal, nay of India. However, the main problems of the target area are spelt out below :-   * **Illiteracy and Ignorance**   The real scenario relating to educational infrastructure and functioning varied apparently, which is very much alarming and gradually it is deteriorating. The male literacy rate in the target area is 41%, whereas the female literacy rate is only 39%. The bulk of the population in the area grope in the darkness of illiteracy and ignorance. As per 2001 Census, in the district of South 24 Parganas, there are 3584 primary school aided by government where total population aged between 3-9 years is 11,76,781. The total enrolment in government aided schools - 7,68,758, total enrolment of the students (4-9) years is 9,73,837. Total children (4-9) years out of school is 2,02,944, where the pupil teacher ratio 73:1. Again, there are total population (10-14 years) 8,47,184 in this district, whereas number of upper primary schools total enrolment in upper primary schools in the rural areas 4,32,268. So total out of school children is 3,11,225, where as the scenario of pupil teacher ratio is 72:1  In the targeted area there are only 3 government primary schools available to meet the educational need of this backward region. The condition of available infrastructure facilities of the existing local school is too inadequate to accommodate the students. The primary schools have no adequate classroom, lack of adequate sitting arrangements, learning and teaching condition is poor, playground or children’s park and other co-curricular activities are not available with any of the government school. Doors and windows are broken or without doors. Lack of adequate sitting arrangement of the students in the classroom. Children are to sit on the floor. Cooking and serving of mid-day meal for the students look earnestly towards the mid-day meal rather than learning. No process of follow-up when the children leave the school after fourth class or dropout in the beginning or middle stage. The classrooms are overcrowded due to limited number of rooms and per 100 students there is only 1 teacher. There is no primary school within 2 kilometre radius of the proposed location for example from the proposed location the nearest primary school is at 2.5 KM having 237 students with 3 teachers and 2 Para teachers and average distance travelled by children is 1 km to up to 3.5 Kms from the home which takes at least one hour on foot. There is no option of going to school except walking by fair weather road. Distance from the student’s home is also a cause of non-schooling most of them leave the school before complete the primary education and not favouring for mainstreaming of children in secondary education. Those who somehow complete the primary education, they could not adopt with the secondary level and drop out. This area being poor there is no good private schools nearby to impart quality based primary education which is the foundation for the all-round development of student to complete the next level i.e. upper primary and secondary education.   * **Reason behind the low literacy rate**   Poverty stricken people of the area run after their search of livelihood and a major part of the year spend outside the area for part-time work or daily wages. Womenfolk of the locality play a significant role along with their male counterpart in earning their daily livelihood. However, most of them are mainly engaged in conventional occupations like collection of firewood, fishing in the river, agriculture, and other household work. Rate of literacy among the women is very low and they work hard right from the morning to late hours of the night. Due to poor socio-economic condition and lack of proper awareness among the masses most of the children of the area are born and brought up with utter negligence from their parents. The children right from their early age start to help their parents in various household activities instead of attending school and very soon turn into a child labourer as a result literacy rate is poor compare to other parts of the country.   * **Obscurity and Backwardness**:   Surround on all sides by a wreath of rivers and rivulets, creeks and canals the target area is very remote and backward. Inaccessibility is one of the main problems in the area. As the target area is intersected by multiplicity of creeks, canals, rivers and rivulets the communication problem is baffling in the area. The communication problem paralyses the economy of the target area.   * **High dependence on agriculture:**   The occupational pattern of the area shows that the economy is primary producing. More than 68% of the population in the area depend on agriculture for their livelihood. But agriculture is very backward in this area due to lack of irrigation facilities and other constraints.   * **Mono-cropping:**   98% of the cultivable lands in the target area are mono-cropped. Lack of irrigation is the main reason for mono-cropping in this area. Consequently, agricultural productivity per acre as well as per labour is very low in this area. Low agricultural productivity leads to low income, which in turn results in low income, low purchasing capacity, poverty, low standard of living, under-nutrition and mal-nutrition etc.   * **Poverty and low Standard of Living:**   Poverty is a constant companion of the inhabitants of the target area. More than 64% of the populations in the target area live below the poverty line. They live in appalling condition of extreme indigence being deprived of all the basic needs of life.  **Problems faced with existing infrastructure:**  To check the high rate of drop outs in the primary level of education as well as to spread quality based education among the students belonging to low socio-economic condition Amara Sabai started a regular primary school from its own resources in the year 2003-04 in a small mud built building of tiles roof with locally collected wood. The school now run with only 3 rooms of brick wall with asbestos roof. Due to paucity of resources we used to organise the school for below two classes. Then gradually we started to upgrade the school for a class every year and to meet the infrastructural need of the students these 3 rooms then divided into 5 small rooms making partition with locally called ‘Dorma’.  The existing school has lack of classroom, where only four small size classrooms are being utilized for four classes (Classes- I, II, III & IV). The remaining one room is utilized as office cum staff room. Last year we managed to construct two rooms with MPLADS fund for conducting early childhood education programme i.e. for lower pre-primary and upper pre-primary.   * There is no teachers 'room for their rest and preparation of teaching lesson. * There is no library room for study for the children, which is needed. * There is also a problem of urinal and latrine to set up for the children. * Locally made furniture is available for 50 students for class III and IV and rest of the students are sitting on the floor which is damp being not cemented. * The existing Education facility is not sufficient favouring students to be developed.   There is lack of accommodation and pupils are suffering most until the permanent infrastructure is provided for this educational institution. In the summer, it feels very hot and children suffer. Besides, the structure is not suitable for the flood and cyclone prone area of Sundarban. Building is not completed and running with asbestos roof completed with locally available wood on purely temporary basis. Door and windows are not installed but plastic sheet is used to cover during winter or rainy season. Due to shortage of Class room one open ended training accommodation and veranda of the existing building are being used but insufficient for the number of students to be accommodated. For sitting only locally made furniture is available for 50 students for class III and IV and rest of the student are sitting on the floor. Floor of the building is not cemented and not suitable for sitting but is being used for sitting of students on tarpaulin sheet.  Lack of accommodation facilities to meet the rush of needy and neglected children. Now 210 students are reading in this school and we are unable to provide accommodation for all those students intend to take admission due to less capacity of School Building built up by our own. Besides stringent financial condition prevent us from providing additional good class room. Due to scarcity of accommodation the strength of students confined to a limited number (around 200 every year) though demand in the locality remains as high as it was earlier more than double. Due to inadequate accommodation we mainstream them after class IV in formal schools but to keep those without having any second option to continue their study. Now the available accommodation with us is overloaded with 210 students and we are compelled to refuse more willing students every year.  Lack of proper environment for the proper growth of the students. As the running school, in spite of whole hearted effort, lacking proper school building, adequate sitting arrangement, we are facing problem with regard to make congenial atmosphere for quality based primary education and without which total education is hardly possible. The proposed project proposal has been formulated to respond to the needs of the students belonging to low socio-economic condition.  Amara Sabai has gained experience in the past more than three decades in promoting primary education. People have interest in education; they want to make their children educated in spite of poor economic condition. The school is going on with its own rhythm and directing to the objectives of becoming an educational institution that will be functioning to make future citizens. At present for the existing students and the student are in the waiting list (refused every year), for their accommodation and creating an ambiance of teaching and learning, the expansion of building is earnestly needed. |

**4-3. Describe the organization’s past/current activities especially RELATED TO THE ISSUE(S) dealt with in the PROPOSED PROJECT and the outcomes/ achievements.10**

|  |
| --- |
| In those days of 1970s when the area was totally inaccessible, the peoples of Sundarbans were sincerely struggling to build up their own habitats in such a place where minimum amenities of maintaining normal life were hardly available, people even could not think of Primary education. Amara Sabai then started its development activities with running Adult Education & Non Formal Education centres. The education programme started by Amara Sabai during the year 1970 with 8 number of Non Formal Education Centre and 20 number of Adult education Centre. Gradually the pattern of the education centre changed and in the year 1980 we started 8 number of education centre following module of West Bengal Government. Subsequently due to paucity of resources, changing of situation we concentrated to organize a School taking the students from disadvantaged group and drop out. During 2003-04 it was started with 50 students in a small mud built building of tiles roof with locally collected wood. Due to paucity of resources we used to organise the school for two classes. Then gradually we started to upgrade the school for a class every year but again due to inadequate accommodation we tried to accommodate the students in formal schools but to keep those without having any second option to continue their study. Now the available accommodation with us is overloaded with 210 students in Early Childhood Education section (Lower Pre-Primary & Upper Pre-Primary) to IV. Total ten staff including 1 headmaster and 7 assistant teachers and 2 non-teaching staffs are responsible for imparting quality education at the existing school (**copy of staff list attached**). The school run as a formal school maintaining specific rules and regulations.  **School activities:**   1. The school is functioning 6 days in week i.e. Monday to Saturday ( 10.30 am to 4 pm from Monday to Friday and on Saturday the timing is 10.30 am to 2 pm) 2. Module and curriculum of west Bengal government is followed with special attention on learning Basic English and the students have the scope to participate in the co-curricular activities - games and sports, cultural functions- dance, song, recitation, playing drama, essay writing, gardening, physical education and work education, drawing etc. 3. There is an improved curriculum conducive to the mainstreaming the students in higher education and Progress report of the students is also maintained. 4. The teachers have undergone basic education training and become seasoned with teaching practices. 5. Selection of students is done considering their socio economic background and priority given to those belongs to disadvantaged community and at the time of admission priority is given to poor children from BPL families.  * The primary objective of this school programme is to ensure basic education and continuity to check dropout rate with special emphasis to enhance their competitive skills to perform better in secondary classes. * School authority helps the students as well as the parents to admit into Upper Primary school with necessary follow-up and evaluation practices. Amara Sabai has developed a good rapport with the teacher’s of government upper primary and secondary schools as well as with the education authorities for making the process of mainstreaming effective. * To mobilize the parents and generate awareness on education among the community regular visit, home visit and mothers meeting is made to the community by our education volunteers, particularly meeting the guardians of students and interacting with them about progress and problems of the students, and also invited to cooperate with the school authority. * To make our school activities more inclusive during annual function, cultural events the participation of parents are ensured, monthly meetings of teachers, time to time verification of students performance is done by school managing committee.   **Achievements:**   * All the children who have passed from Amara Sabai school run **Shib Shankar Sishu Niketan** are continuing their education without drop, carrying the skill learned and attitude for a better future. * More and more Guardians are interested to admit their children to this school. * Teachers of upper primary and secondary schools appreciate the performance of or students and also they are requesting school authority and interested to give admission all the class-IV students passed from ‘Amara Sabai’ school into class-V. * The future citizens of the rural areas are being developed with moral education. They are being grown up with human values - love, trust, cooperation, honesty and brotherhood are being reflected in their daily life. * Amara Sabai has successfully mainstreamed 6 batches i.e. 90 students who completed their education upto IV in the existing school and are doing well in the school examination test as praised by those school teachers. (Since 1970 we have streamlined more than 1000 students)   Since then the applicant Organisation has been running a primary school at Kailaspur village under Nandakumarpur G.P. in Mathurapur II Development Block in South 24 Pgs. The sincere and dedicated efforts of the educational volunteers attached with this school which has been already proved to be a new source of hopes and aspiration and very much popular among the students belonging to low social economic condition in the target area. This school has already been proved to be a boon to the unfortunate students who lose their childhood in crushing poverty. |

**4-4. Based on the issue and needs identified, describe what kinds of assistance the organization is requesting to add value to the past/current activities. (Please describe in details about the change in the nature and number of beneficiaries, if any, and how the requested assistance would address their needs)**

|  |
| --- |
| Based on the needs identified it has been proposed to construct a three storied building measuring 4170 sq. ft. area (1390 sq. Ft. per floor) to provide child and education friendly basic infrastructure with twelve class rooms and toilets for imparting quality based primary education from Class I to Class VIII to meet the rush of students in the existing primary school run by the organisation. For the classes - there have been two rooms proposed for class I & II each realizing the present situation that in the coming years (after GGP support) by 2015 the total roll strength would be up to 390 (projected) because in Pre-primary classes about 90-100 parents are approaching every year for admission of their children. For the children of class I & II each class will be divided into two sections and for these four rooms are being proposed for these said two classes and for next six classes i.e. III to VIII, another six rooms are required.  It will be a Separate building. The existing primary school in one of the unique school to address the educational need of the neglected areas and basic education among the communities. The requested construction will help us in creating separate space for proper classrooms environment for the existing 210 students and in addition we can give admission to more than 100 new students every year who are interest but can’t be included because of limited classroom accommodation.  The land for proposed School building is already owned by Amara Sabai and all relevant land documents are submitted with this proposal. The new construction will be done on open space available within the campus of existing school (photo attached). The new school building will help to solve the problem faced by us and beneficiaries to a great extent because it will accommodate more number of students from disadvantaged community education of whom are shrunken at their early age. The number of students will be increased and environment for quality based education will be ensured to a far extent.  **Expansion of classes:**  In the existing school there are Early childhood Education (Lower Pre-Primary & Upper Pre-Primary) to IV classes. After having GGP support the students from the existing class- IV will be promoted to class V without having drop outs. keeping in mind the background and families socio-economic status every year more and more classes will be added till class VIII and in future we have plan to upgrade the school to secondary classes so that the continuity of education can be ensured for these underprivileged children who are losing their childhood and basic education right in crushing poverty.  The existing primary school is housed in a Semi - Pacca (brick wall with asbestos roof without cementing floor, doors & windows) construction leading to great difficulties in properly managing the school as well as giving a proper environment for the physical and mental growth of the students. The quality of education is the foundation, which links life and learning. The gaps in educational quality can be filled through advanced curriculum design as meaningful opportunities for learning (relevance of curriculum) and implementation (teacher's capacity and teacher's ability to exercise so that children and parents' expectations from school are met, parent enrol children and children remain in school. Quality education from the beginning is necessary to check dropout rate and ensure basic education by building foundation for the secondary education so standard student teacher ratio 40:1 will be maintained to support quality education. Hence, the proposed school would provide the educational atmosphere along with advanced curriculum for their physical, mental and spiritual development and match the children would be able to learn in a facile manner. Also it would be helpful to develop certain hygienic practices related sanitation and health education and special attention will be given on environment and disaster management education in upper primary classes. |

\*In case of building construction, please mention about ownership of the land.

1. **Outline of the Project**

**5-1. Overall Goal and Objective(s) of the project**

1. **Overall Goal**

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| --- |
| The overall goal of the project is to spread quality-based primary education and enhance the level of literacy among the needy and neglected children of the Sundarban areas. |
| **(b) Objective(s)**  Objectives are a set of projections which would ensure achievement of the Goal by ensuring benefits which are verifiable. |
| 1. To create proper classroom space by constructing 8 classrooms for the accommodation of more poor students in the existing Primary School. 2. To expand education friendly environment for promotion of elementary education and check dropout rate at lower stages. 3. To ensure need based support for all round development of rural children. |

**5-2. Methodology: Describe the strategies and implementation process to achieve the objective(s) of the proposed project 12**

|  |  |  |
| --- | --- | --- |
| **Objective(s)** | **Strategies** | **Implementation process** |
| 1) To create proper classroom space by constructing 8 classrooms for the accommodation of more poor students in the existing Primary School. | i) Establishing a school building for imparting education to children.  ii) Formation and orientation of school management committee | i) Formation of an Implementing committee.  ii) Purchase of building materials and completion of the building under strict supervision.  iii)Procurement of furniture and teaching-learning materials.  iv) Appointment of additional teachers and staffs as per requirement  v) Admission of students at different classes.  vi) Necessary repairing and maintenance of the supported items will be done in every alternative year. |
| 2) To expand education friendly environment for promotion of elementary education and check dropout rate at lower stages. | i) Networking and mobilization of district educational authority and local government for necessary support to promote primary education.  ii) Increasing the awareness among targeted community /parents on importance of education for their children. | i) The school will have classes from Lower Pre-Primary to VIII.  ii) The school will run from 10:30 am to 4:00 pm from Monday to Friday and on Saturday 10:30 am to 2:00 pm.  iii) The cost of books and learning materials will be arranged through community and government supports. |
| 3)To ensure need based support for all round development of rural children | i) Organizing training of teachers to equip them with latest methodologies.  ii) Developing advance syllabus and curriculum keeping in mind child learning capacities and their background. | i) Teacher, guardian, VEC, school management committee and other stakeholders will be held on regular basis.  ii) Awareness meeting minimum 2 every year will be organized with the active participation of the community members.  iii) Parents and community representative participation will be ensured during annual programmes and sports meets.  iv) Home visit, mothers meeting to guide parents to follow-up and monitor education of their children including meeting with teachers of nearby government schools and evaluation of teaching methodology. |

**5-3. Expected Beneficiaries and Impacts/ Effects**

Kindly give details of expected beneficiaries including its estimated number and expected impacts on them.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Direct Beneficiaries**  **(target group)** | | | | Indirect Beneficiaries | | |
| Details including the number | **595 poor students** of class I – VIII will be directly benefited from the proposed project. | | | | About 235 students from lower pre-primary and upper pre-primary (in English medium school it is called KG-I & KG-II) will be indirectly benefited because of the proposed project and the parents and relatives of more than 595 students will be also benefited. | | |
| Expected Impacts/ Effects | * Spread of quality based primary education among the poor students. * Accommodating more number of neglected and underprivileged rural students in the school with physical, mental and spiritual development in a education friendly environment. * Checking the rate of drop outs and improves the level of literacy in the targeted areas. | | | | * The community will get more number of educated youth and citizens in future who can play a crucial role in the community development aspects. Also the school campus may be utilized for different community development activities like health awareness meeting, immunization camps on the holidays. | | |
|  | | **Existing Number of Students (2018)** | **January 2019 December 2019** | **January 2020- December 2020(in new School)** | | **January 2021- December 2021** | **January 2022- December 2022** |
| Lower Pre-Primary | | 79 | 90 | 90 | | 90 | 90 |
| Upper Pre-Primary | | 37 | 79 | 90 | | 90 | 90 |
| Class- I | | 37 | 37 | 79 | | 90 | 90 |
| Class- II | | 31 | 37 | 37 | | 79 | 90 |
| Class- III | | 27 | 31 | 37 | | 37 | 79 |
| Class- IV | | 24 | 27 | 31 | | 37 | 37 |
| Class- V | | - | 24 | 27 | | 31 | 37 |
| Class- VI | | - | - | 24 | | 27 | 31 |
| Class- VII | | - | - | - | | 24 | 27 |
| Class- VIII | | - | - | - | | - | 24 |
| **Total** | | **235** | **325** | **415** | | **505** | **595** |
| **N.B.:** *In January the class-IV students will be mainstreamed and if the project sanctioned in 2018 then we will keep all the students from January 2019 onwards so that when the construction completed before December-2018 these students will be accommodated*. | | | | | | | |

**5-4. Stakeholder: Responsibilities and specific roles of the staff in the organization, the target group, local community, government, etc, under the proposed project.**

|  |
| --- |
| **Applicant NGO** - The applicant NGO will play pivotal role to provide quality based education among the poor students. Regular follow up of the activities, guardians meeting, VEC meeting, and staff meeting will be done. Arrangement for Training of the staff to ensure better teaching will be done. Administration and sustainability of the project will be looked after by the organisation. Amara Sabai will take all the responsibility of implementation, management, maintenance and monitoring and it has the accountability.  **Staff of Applicant NGO-** The project coordinator will be responsible for implementation of the planned activities as per schedule of construction and administrative staffs will assist in facilitation of construction and running the school. The teachers will continue to educate the children. Project accounts will be maintained by the accountant of the organisation. The Secretary General will oversee the implementation and progress of the project as a legal project holder. The School Management committee will support in policy decision, management of school, conducting extracurricular activities/ cultural programme/ sports school.  **Guardians of Students** – The role of the guardians should be participatory as they will not only play role in sending their students to school but participate in all activities in a true sense of the term to make the project sustainable.  **Community:** - Community people, like earlier, will come forward and participate with the project as their own and will participate in every stage of running activities. It is expected that the local community people will be involved in the project and will extend their cooperation by supplying various items to construct and run the school.  **Educational Department:** - will cooperate and extend necessary administrative support. They will also give necessary guidance to the teachers and managing committee for better teaching and school management.  **Government:** The local government is expected to extend administrative cooperation to provide various utility services to the school like development of approach road, electric connection etc. under the proposed project and necessary training to upgrade the teachers skill and curriculum. |

**6. Utilization/Justification of the Proposed Items**

**6-1. List of proposed items 13**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Components** | **Quantity**  **(Nos.)** | **Purpose/ Utility** | **User** | **Owner** | **Operating Life** |
| 1 | **Building- Ground floor** | | | | | |
| 1.1 | Class room | 4 | To conduct class for Class I & II (two sections per class) | 40-45 students per class room | Amara Sabai | 50 years. |
|  | Toilet | 1 |  | To be used by the students | Amara Sabai | Do |
|  | **Building –First floor** | |  |  |  |  |
| 1.2 | Class room | 4 | To conduct class for Class III, IV, V & VI | students | Amara Sabai | 50 years. |
|  | Toilet | 1 |  | To be used by the students | Amara Sabai | Do |
|  | **Building –Second floor** | |  |  |  |  |
|  | Room | 2 | To conduct class for Class-VII & VIII  and one common room | To be used by the students | Amara Sabai | Do |
|  | Room | 1 | Staff cum Office room | To be used by teachers | Amara Sabai | Do |
|  | Room | 1 | Library | To be used for Library | Do | Do |
|  | Toilet | 1 |  | To be used by the students | Amara Sabai | Do |
| 2 | Equipment & furniture | | | | | |
| 2.1 | Sitting & Reading Bench | 75 pair | For seating of the students | Students | Amara Sabai | 15 years |
| 2.2 | Chair | 10 | For teachers | Teachers | Amara Sabai | -do- |
| 2.3 | Table | 1 | For teachers and school work | teachers | Amara Sabai | -do- |
| 2.4 | Almirah | 1 | For school and student record keeping | Student, teachers | Amara Sabai | 30 years |

**(In case of building construction, please describe the components on each floor.)**

**6-2. if the proposed item is to replace an existing item or to expand an existing facility, please give reasons for the same.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The proposed project is an extension of the existing facility. The requested construction will be additional and the existing building will remain operational even after GGP support. The applicant NGO has been running a primary school for providing quality based education to the poor students since 1970 so the proposed project will be helpful to strengthen its efforts. The existing building has limited space for conducting classes as comparing to the number of classes and roll strength in a healthy and education friendly environment at present and also in future. The number of students is increasing day by day and its importance is realized among the students, guardians, teachers and administrations. So the existing school building will be expanded into the two storied building with total of 8 rooms and toilets to create healthy educational environment conducive to all round development of the children by creating space for accommodation of more students to meet the demands of students in the target area. | | | | | | |
|  | Present situation  (Academic year January 2018 to December 2018) | | | After Completion of new Building :2018-2019 | | |
|  | The number of students | Number of Rooms used | Remarks | The number of students | Number of Rooms used | Remarks |
| Lower Primary | 119 | Existing New building |  | 180 | 4  (Existing building) | This will be used for Lower Primary Section and other activities related to education |
| Library | NO | NO | Inside Office building of Amara Sabai |  | 1  (Existing building) | -do- |
| Class- I | 37 | Old building  1 |  | 90 | 2 | Newly constructed rooms |
| Class -II | 31 | 1 |  | 90 | 2 | -do- |
| Class-III | 27 | 1 |  | 79 | 2 | -do- |
| Class -IV | 24 | 1 |  | 37 | 1 | -do- |
| Class - V | NO | NO |  | 37 | 1 | -do- |
| Class -VI | NO | NO |  | 31 | 1 | -do- |
| Class-VII | NO | NO |  | 27 | 1 | -do- |
| Class-VIII | NO | NO |  | 24 | 1 | -do- |
|  |  |  |  |  |  |  |
| Staff cum Office room | 8 teachers and 2 non-teaching staff are using | 1 |  | 10 teachers & 2non-teaching staffs | 1 | -do- |
| Toilets |  | 1 |  |  | 3 | -do- |
| Total | 235 | 5 |  | 595 | Room-17  Toilet -4 |  |
| (Total 5 room from existing building and 12 rooms Total 17 rooms) of proposed building will be used for education programme)  As per new educational guideline of West Bengal, the new academic session starts from January to December. If the project gets sanctioned in the year 2018 then construction will be completed before December 2018 and the students of class IV will be retained instead of mainstreaming them so that the new session can be started from January 2019. In the mean time of two academic years 2018 and 2019, every year the number of lower Pre-primary students will keep taking admission. Amara Sabai will admit limited students and arrange the required alternative space till the construction of school building is ready. For the classes - there have been two rooms proposed for class I class- II and class –III each realizing the present situation that in next 2 years it would be upto 260 as more children are getting admission in lower pre-primary classes. For next three classes of IV to VI, another three rooms are required so in total the requested 9 rooms will be utilized. The other rooms required for class VII, VIII, staff cum office room, lower pre-primary and upper pre-primary and library will be adjusted from the existing 5 rooms.  After construction of new building for use the total room available with Amara Sabai will be 13 and a veranda. But as the existing rooms and veranda are semi-pucca brick wall with asbestos roof built with locally available wood without having doors, windows and even the floor is not concrete/cemented. Amara Sabai has planned to complete all necessary renovation/repairing works from its own resources so that all 13 rooms can be utilized to create healthy and education as well as child friendly environment for promoting quality based primary education. The veranda will be utilized as a multipurpose facility including morning prayer, cultural and other co-curricular activities. As per proposed plan when all the classes’ up to class VIII will be operational the roll strength in each class will be above 90 then the respective class will be divided into two sections. As per the demand for additional class rooms Amara Sabai will be responsible to create additional infrastructure as required. However, the proposed school building will be completely separate one from existing building. | | | | | | |

**6-3. Management and Maintenance plan of the proposed items particularly in terms of operational aspects after the sanction.**

|  |
| --- |
| **Management and maintenance:-**  The organization will be responsible for management, maintenance and supervision of all operation directly with active cooperation and collaboration of local community. The head office of the Amara Sabai is located within the same campus of proposed project so its staffs and teachers of existing school will play an important role to monitor and supervise both construction work as well as the activities of the school from the beginning. The construction work will be done as per action plan and responsibility will be assigned to each and every staffs and key stakeholders to execute the work successfully in a coordinated manner. The implementation and monitoring committee will regularly monitor the construction process and quality for optimal utilization of resources as per schedule and completion of work on time. Also to supervise the day-to-day progress of construction a supervisor will be appointed and he will report on weekly basis including maintenance of financial documents.  Amara Sabai already prepared action plan beneficiaries committee with time period, for progress analysis, reporting of the project progress including monitoring and evaluation.  A Village Education Committee (VEC) will be formed constituting parents, community representatives, villagers and members of civil societies and people’s organization to guide the school management committee for better achievement in promoting quality based primary education.  **Syllabus and other operational details :-**  The school will follow the syllabus of West Bengal government and remain operational six days a week from 10:30 am to 4.00 pm and in Saturdays from 10:30 am to 2:00 pm with some adjustment during summer season. The holiday list of WB Government will be followed. One teacher per 40 students will be involved in running the school. Free coaching classes will be organised by the volunteers for those students requiring special attention before or after the school hours. Regular meeting will be held between school management committee and VEC to discuss about school activities and curriculum followed. At present there are 8 teaching and 2 non-teaching staffs and as per increase in classes additional two teachers will be hired specially for upper primary classes.  **Maintenance:-** after the completion of the building construction it will be maintained by the applicant NGO. All the supported items will be maintained properly and Amara Sabai will bear necessary cost required for all type of repairing or maintenance including white washing of the building every alternative year and repairing of furniture, doors, windows etc. |

**7. Monitoring and Evaluation of the Project**

**Please describe how the organization will monitor and evaluate impacts/effects of the project providing their indicators as well as means of verifications.**

|  |  |  |
| --- | --- | --- |
| **Impacts/ Effects** | **Indicators** | **Means of Verification** |
| Spread of quality based education among the poor students. | 595 Number of students attending the school.  Performance of the results of the school. | -Verification of the student’s progress report card.  -List of the students mainstreamed at the secondary schools |
| Accommodating more number of neglected and underprivileged rural students in the school with physical, mental and spiritual development in a education friendly environment. | -Increase in the role-strength of the school and number of new students got admission in the school.  -students are participating in cultural programmes- drama, debate, games & sports, painting, poem recitation and rhymes  -the students are developing learning attitude and practicing good hygiene and human values. | -Verification of the attendance registers of the school.  -list of the student newly admitted.  -project completion, follow up and evaluation report  -quarterly/annual report  -media coverage of students achievement if any. |
| Checking the rate of drop outs and improves the level of literacy of the areas. | -The level of awareness among the parents and community about the school and importance of education increased.  -Decline in the rate of drop outs in the primary level of education in the target area. | -Conducting survey in the target area.  -case study report  - home visit to the children’s families and mother’s meeting  -awareness programme for the targeted parents and adults in the community |

**8. Project Budget: Estimated Cost of the Project**

**8-1. Entire Cost (Non-recurring and Recurring Cost)**

|  |
| --- |
| **Rs.** (**6561174+ 350800=)**. **6911994** ( sixty nine lakhs eleven thousand nine hundred ninety four only)  **SUM of TOTAL IN Table No. (8.2 + 8.5)** |

**8-2. Please give breakdown of non-recurring cost of the project, for both requested items and non-requested items as below. 15**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Items | Quantity | Unit price excl. tax (Rs.) | Total Unit Amount (Rs.) |
|
|  |  |  |  |  |
|  | Building | 4170 sq.ft. | 1500 | 6255000 |
| 2 | Furniture  Sitting/ reading bench | 75 pair | 3500 | 262500 |
| 3 | Chair | 10 | 2500 | 25000 |
| 4 | Almirah | 1 | 15674 | 15674 |
| 5 | Table | 1 | 3000 | 3000 |
| Total Amount | |  |  | 6561174.00 |

**Total Cost: -** **6561174.00**

|  |
| --- |
| ***Sixty five lakhs sixty one thousand one hundred seventy four only*** |

**8-5. Please give breakdown of recurring cost of the project per year. 17**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Items | Cost  (Rs.) | Total Amount  (Rs.) | To be Supported by | |
| Applicant  (Rs.) | Others  (Rs.) |
| 1 | Honorarium for 8 Nos teachers | @ Rs 2500/ pm X 8 X 12 | 240000 | 00 | 285000  (Fees Collected from student) |
| 2 | Helper Nos 2 | @ Rs 1250/ pm X2 X12 | 30000 | 00 |
| 2 | Printing stationary for school |  | 10000 | 00 |
| 3 | Electricity | 400/- pm X 12 | 4800 | 4800 |  |
| 4 | Learning materials | Lump sum | 10000 | 00 | 10000  From other sources |
| 5 | Sports & cultural programme |  | 6000 | 6000 |  |
| 6 | Administrative, examination, maintenance, repairing etc. |  | 50000 | 50000 |  |
|  |  |  | **350800** | **60800** | **295000** |

**8-6. Management of Recurring Cost and Other Expenses**

**Give a projection of management of recurring cost, taxes and other required expenses, for 5 years.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Recurring cost** | **Total Amount (INR)** | **Sources / Fund raising activities** | **Amount (INR)** |
| 2nd Year and onwards | |  |  |
| **Recurring cost** | **350800** | Tuition fees collected from 570 students | 253000 |
|  |  | Learning materials @ Rs 10,000/- yearly from local Panchayat | 10000 |
|  |  | Organisation will bear the deficit amount from its own sources and collecting from other sources like community and outside the community too. | 87800 |
| **Total** | **350800** |  | **350800** |

**9. Action plan or Work Schedule of the project for 3 years after sanction of the project.**

|  |  |  |
| --- | --- | --- |
| **Schedule after Sanction** | | **Activities** |
| **1st year** | **1st month** | -Formation of VEC & meeting, Engagement of the contractors for the construction of the building., Purchase of building materials  -Purchase of building materials, Laying the foundation of the building |
| **2nd month** | Reinforced concrete work ground floor. |
| **3rd month** | -Submission of Interim Report to GGP including Financial Report |
| **4th month** | - R.C.C. work first floor, Reinforced, concrete work first floor  - Bricks wall in superstructure ground floor and first floor. |
| **5th month** | Plastering to wall, ground floor and first floor, |
| **6th month** | Terrazzo work in ground floor, first floor, sanitary work |
| **7th month** | Door & window fitting and Painting |
| **8th month** | The construction of building completed. |
| **9th month** | Submission of project completion report along with audited statement of accounts |
| **10th month** | Additional chair, bench, table making and fitting |
| **11th month** | Preparation of sitting arrangement in the class rooms and cleaning of rooms and toilet etc. |
| **12th month** | Submission of project completion report to GGP |
| **2nd year** | **1st quarter** | School will be inaugurated  Admission of new students  Continuation of Primary Education Programme  Preparation of course curriculum |
| **2nd quarter** | School will be going on with other activities, 1st terminal examination held  Meeting of the VEC and follow up to be done |
| **3rd quarter** | School will be going on with other activities, 2nd terminal examination held |
| **4th quarter** | -Final examination held and preparation for next year.  -Annual general meeting of guardians  -Sports meet and Cultural events |
| **3rd year** | **1st quarter** | Admission of new students  Continuation of Primary Education Programme  Preparation of course curriculum |
| **2nd quarter** | School will be going on with other activities, 1st terminal examination held  Meeting of the VEC and follow up to be done |
| **3rd quarter** | School will be going on with other activities, 2nd terminal examination held |
| **4th quarter** | -Final examination held and preparation for next year.  -Annual general meeting of guardians  -Sports meet and Cultural events and maintenance of the building and furniture |

**10. Expected risk factors which may discourage the process in implementing the project and how to overcome the same.**

|  |
| --- |
| * Price escalation can cause the proposed budget inadequate to some extent and total expenditure may exceed the budget. In that situation the organisation will take initiative to meet the deficit from its own resources or collecting from the community. * This area being flood prone and close to Bay of Bengal weather and natural calamities may hamper the progress of the work so suggestions and support will be taken from all stakeholders and well-wishers to handle the crisis/emergency. * Change in Government Policy and guideline: necessary changes will be followed as per government guideline and instructions. * Delay in work due to shortage of construction materials and theft of material but organisation will take the responsibility to face those unforeseen event. |

**11. Sustainability of the Project**

**Explain how the impacts of the project will be operationally and financially sustained after the completion of the project.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The proposal for school building is to strengthen such an activity which has been running by the organisation since long. People’s participation and contribution from the community helped to a great extent in running the activities. Therefore, the activities of the project will be followed up and sustained in active help and collaboration of the local community. To ensure sustainability of operational aspects the construction of the building will be completed on time and a regular mobilization and follow up mechanism of school activities will be followed including home visit by our educational volunteers, mothers meeting, monthly meeting of teachers, VEC and parents. In addition, a good management system will be developed by involving different stakeholders and school management committee will play key role to involve the community in decision making process. The school will function as per the guideline and curriculum of West Bengal government and will seek necessary and administrative support from the educational department/authority so that our teachers can participate in different government training programmes to upgrade their teaching skills. Also quarterly meeting of school management committee, VEC and teachers will be held to evaluate the school activities and performance of the students.  **Financial Sustainability:** The school is being run with the donation from different stakeholders, support of donor agencies, contribution of Amara Sabai from its own sources and minimum fees charged from the students to meet the teachers honorarium and other costs. The education volunteers are playing an important role to mobilize funds in cash and kind from the civil societies, institutions as donation. Local Panchayat and government’s assistance for learning materials, mid day meal etc. are received and will continue in future also.  Even if the organization would not receive any support from any of the donor agency, the organization will bear all the recurring cost from its own sources and the nominal fees to be collected from the students. Amara Sabai has had system of collecting minimum user fees for different classes hence the same practice will be followed keeping in mind the socio-economic condition of the students.   |  |  |  |  | | --- | --- | --- | --- | | Classes | Number of Students | Amount of Fees to be collected per month | Total fees amount in a year (12 months) | | Lower Pre-primary | 90 | 35 | 37800 | | Upper Pre-primary | 90 | 35 | 37800 | | I | 90 | 35 | 37800 | | II | 90 | 35 | 37800 | | III | 79 | 45 | 42660 | | IV | 37 | 45 | 19980 | | V | 37 | 55 | 24420 | | VI | 31 | 55 | 20460 | | VII | 27 | 60 | 19440 | | VIII | 24 | 65 | 18720 | | **Total** | **595** |  | **296880** | | **Less 10% (Rs. 29700) free of cost education to very poor children** |  |  | **267180/-**  **(let’s say Rs. 267,000/-)** |   Also, we are always looking for possible funding opportunities both from the government and non-government agencies so new sources will be identified so as to mobilize funds to meet required recurring expenditures in future. |

**Date of Submission:-04/02/2018**

**Name of the Applicant Organization:- AMARA SABAI**

**Name of the Responsible Individual:- Bibhuti Ranjan Mishra**

**Title/Designation: - President**