

A project on construction of school building for enhancing access to quality education to children in Savedi of Nagar block in Ahmednagar, Maharashtra



## **Maharashtra Tantrik Shikshan Mandal (MTSM)**

Plot 196/12, Gaikwad Colony, opposite Hotel Oberoi,

Savedi Road,

Ahmednagar,

Maharashtra-414003



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## Project Background

Nagar is a block in Ahmednagar district in the state of Maharashtra. The average literacy rate of the block, as per Census 2011, was 76.52 per cent. Despite the high literacy rate, development has not been even throughout the demographic population as is evident from the condition of economically and socially marginalized communities who are subject to systematic deprivation covering a wide spectrum of socio-economic parameters like poor living standards, lack of access to health and educational services. Children hailing from these socially and



economically marginalized sections of the block are deprived of the benefits of quality education as most of them are enrolled in government schools which lack pedagogical resources as well as adequate infrastructure. Lack of infrastructure including lack of drinking water, sanitation facilities, classrooms, playground etc compounded with poor instructional quality in government schools force a significant number of children to discontinue studies. It is pertinent to note that the block had an EDI value (2011-12) of 0.708 which is good but in terms of school infrastructure, the block scored an index value of 0.546 which is below average<sup>1</sup>.

## Project Rationale

<sup>1</sup> [http://www.mpsp.maharashtra.gov.in/upload/Block\\_Educational%20Development%20Index\\_Maharashtra.pdf](http://www.mpsp.maharashtra.gov.in/upload/Block_Educational%20Development%20Index_Maharashtra.pdf) retrieved on 24/02/2015; 20 indicators grouped under four areas namely access, infrastructure, teachers and outcome are used to calculate EDI.



Education is a basic human need and key factor in development. Access to quality education not

**The Convention on the Rights of the Child is the most rapidly and widely ratified international human rights treaty in history. The Convention changed the way children are viewed and treated – i.e., as human beings with a distinct set of rights instead of as passive objects of care and charity...There is much to celebrate as we mark the 25th anniversary of the Convention, from declining infant mortality to rising school enrolment, but this historic milestone must also serve as an urgent reminder that much remains to be done. Too many children still do not enjoy their full rights on par with their peers.**

-<http://www.unicef.org/crc/> retrieved on 24/4/2015

only raises the well-being of individuals, but it also raises their human capital and capacity to acquire means for the satisfaction of other basic needs. Providing access to quality education to the children hailing from socially and economically vulnerable communities help in reducing inequality and a means for social and economic development.

Enhancing access to education and the equality of opportunity for children to learn includes the physical environment that school

facilities provide for learning and teaching. The implementing agency, that is Maharashtra Tantrik Shikshan Mandal (MTSM), runs Maharashtra Public School from rented premises in Savedi Gram Panchayat in Nagar block of Ahmednagar district. The school has classes from Nursery to standard XII. 120 children are enrolled in primary classes whereas 150 children are enrolled in senior secondary level (in science and commerce stream). The school follows the curriculum of the state board; the medium of instruction is English. It is recognized by the state education board. Despite recognition, the school could not increase its intake capacity due to lack of space and adequate facilities. Since most of the students enrolled pay nominal fees and a significant number of students are provided free education, the organization lacks the financial resources to construct a school building.

## Proposed Project

The aim of the proposed project is to construct a school building for Maharashtra Public School run by the organization. The building shall be constructed in the land purchased by the organization at Savedi in Nagar block of Ahmednagar district. The school shall have all facilities including adequate number of class rooms, laboratories and play ground.



Once the school building gets constructed, quality learning and development opportunities shall be provided to children hailing from economically weak families. Apart from catering to the 270 children already enrolled in the school, the project shall admit and cater to an additional 130 children in the 2nd and 3rd year of the project. The project will aim at delivering a child-friendly education in an environment where the human dignity of the child is respected and where his rights in relation to education are put on the forefront. Accordingly, the project implementation team will reach out to the children, their parents in addition to advocating for and preparing the right environment for the practice of rights of children, while sensitizing community, decision makers and the public at large. In this connection, appropriate awareness generation material shall be developed.

An innovative component of the project shall be the incorporation of life skills classes for children from standard V to XII. The teachers shall be provided training in life skills sessions to train the children in the same. The focus shall be to use innovative teaching methodologies in order to ensure that rote learning does not happen.

### Organization Profile

**Maharashtra Tantrik Shikshan Mandal (MTSM), Ahmednagar** is a registered non-political, non government organization (NGO) engaged in development, reconstruction and social work. MTSM was founded in August 1992 and registered in Dec 1994 by a group of devoted social workers. The organization conducts many activities for the development of children, youth and women like running school and crèches for children, college for underprivileged youth, free family counseling centre for women, vocational training to facilitate employment generation for women and youth, skill and entrepreneurship development activities, etc. The organization also conducts various awareness programmes for women and youth like awareness camps on women rights, youth camps. MTSM also facilitates the formation of farmers' clubs/groups and also conducts medical checkup camps for slum communities.

<b>Type of registration (society/trust/company)</b>	Society And Trust
<b>Registration No. with date</b>	Society Regn. Act 1860s: MH/3157/ANR dt:5/12/1994 Public Trust Act 1950s: F-3074(ANR) 13/02/1995
<b>12 A</b>	Pn.T.1/Regn/80G/12A(a)/32/2003- date:04/07/2003
<b>80G</b>	CIT-1/80G/76/2007-08/2937 dated 07/09/2007



<b>FCRA</b>	II/21022/68(065)/1998-FCRA-II date: 28/07/2010
<b>Others</b>	Regn. Under ITax section 10(23)C (v)(vi) pending with CCIT Pune
<b>Address of the registered office</b>	Plot-23, Kaustubha, Sonanagar, Savedi Road, Ahmednagar, Maharashtra-414003
<b>Address of the head office</b>	Plot 196/12, Gaikwad Colony, opposite Hotel Oberoi, Savedi Road, Ahmednagar, Maharashtra-414003
<b>Phone No.</b>	0241-2423629
<b>Email ID</b>	<a href="mailto:abdarade@gmail.com">abdarade@gmail.com</a> / <a href="mailto:mahamtsm@gmail.com">mahamtsm@gmail.com</a>
<b>Website address</b>	<a href="http://www.mtsmindia.org.in">www.mtsmindia.org.in</a>
<b>Key contact person of the Organization</b>	Mr. Ankush B. Darade
<b>Contact person's mobile no. &amp; email id</b>	09822147888 <a href="mailto:abdarade@gmail.com">abdarade@gmail.com</a>
<b>Total no. of staff (fulltime/part time)</b>	Full time-43 Part time-5

## Goal

To enhance access to equitable development opportunities for underprivileged children and enable them to pursue a productive and stable future

## Objectives

- 1) To establish and maintain quality school facilities and a desirable learning environment for 400 students
- 2) To enhance access to quality education to 400 children of Nursery to standard XII
- 3) To generate awareness about the benefits of education

## Target Beneficiaries

The target beneficiaries of the proposed project comprise 400 children in the age group of 3.5-18 years. The beneficiaries hail from economically weaker sections of the society. Out of 400, 270 children are already enrolled in the school. Out of 270, 120 are primary school students and 150



comprise senior secondary students.130 more students shall be enrolled in the school during the 2nd and 3rd year of the project. All the beneficiaries hail from economically weaker sections of the society.

### Duration of the Project

The duration of the proposed project is 36 months.

### Project Implementation Team

- **Project Manager-** A Project Manager (preferably a Masters in Social Work/Sociology) shall be hired who shall head the project and shall be responsible for overall project management, implementation and monitoring. S/he shall conduct focus group discussions (fgds), workshops, advocacy along with community mobilizers.
- **Teachers-** 22 teachers already working with the school shall form part of the project implementation team.
- **Sports Teacher-**A sports teacher shall be hired to conduct sports sessions for the children.
- **Community Mobilizers-** Two community mobilizers shall be hired from the community in the first month of the project and trained intensively by the project manager on the project activities. The community mobilizers shall assist the PM in conducting baseline study for identification of beneficiaries and need assessment. They shall be responsible for mobilizing the learners to attend the classes.

### Proposed Activities

#### a) Baseline study:

Baseline data shall be collected during the project inception period (first 6 months) to provide a historical point of reference to inform programme planning, such as target setting, and monitor and evaluate change for project implementation and impact assessment. The baseline study would involve collection of primary data through assessments of the beneficiaries.

#### b) Community Mobilization:

Community mobilization drive shall be conducted by the community mobilizers soon after the completion of the baseline study to create awareness among the community about the project aims, benefits, activities and the facilities to be provided through the intervention. Community mobilization shall be an ongoing activity throughout the entire project duration.



Key components of community mobilization shall include public announcements, rallies.

**i)Public Announcements-** Arrangements shall be made to conduct public announcements in and around the catchment area.

**ii)Rallies-** Rallies shall be organized to generate awareness about the benefits of the intervention.

### **c) Stakeholder Engagement:**

Integrating stakeholder engagement into project planning shall help to reduce project risk, promote sustainability, add value to the project and ensure its smooth implementation. The primary stakeholders of the project shall be the learners. Parents /guardians, community elders, influential members of the community the teachers and school committee members of the school run by the organization shall be the secondary stakeholders of the proposed intervention. Tertiary stakeholders shall comprise representatives from the education department. Select members from each group of stakeholders shall be in the monitoring committee meant for monitoring the progress of the learners. The following strategies shall be used to engage stakeholders-

**i) Focus group discussions-** The project manager along with the community mobilizers shall conduct four focus group discussions with all the stakeholders of the project. Small informal groups shall be formed and participants shall be selected to represent a specific category of project stakeholders. Through guided discussions, the interests and concerns of participants shall be identified and analyzed.

**ii) Mapping-** Mapping is a generic term for representing in pictorial form data on a variety of indicators. While engaging the community members, the project implementation team shall use maps to collect information regarding the socio-economic factors, resources and their perceptions about their environment. It will allow the community members in creating a visual output that can be used immediately to bridge verbal communication gaps and to generate lively discussion. Maps shall be drawn by the community members, the parents/guardians of the target beneficiaries and the older children on a large sheet of paper.

**iii)Steering Committee-**A steering committee will be formed to involve community members, parents, school staff, and tertiary stakeholders. The steering committee will meet monthly to review status reports, make recommendations for program revisions, identify program barriers, and review feedback from parents and students.





**iv) Workshops** -Two workshops involving all the stakeholders shall be conducted at the end of the second and third year of the project. Officials from the education department, local councilors as well as parents of the beneficiaries shall be present in the workshops where the outcome of the project along with supporting documents shall be presented to all the stakeholders.

**v) Anecdotal Case Studies-** Anecdotal case studies will be prepared for students for excellent academic achievement. The profile will include family structure, current academic performance, and attendance. Interviews will be conducted with students and family, to further illustrate the student's participation and accomplishments. Exit interviews will be conducted with the family and students to determine which aspects of the program helped encourage students to achieve and stay in school.

#### **d) Capacity Building and training**

Capacity building and training shall involve the following activities-

##### **Setting up of infrastructure**

**i) Construction of school building-** The building shall be constructed on a land of 22000 square feet and an additional 10000 square feet shall be converted into a play ground. Flexible, convertible, expandable, and multipurpose spaces should be an integral part of the school building. The building plan shall comply with all the rules and regulations of the Municipal Corporation. The building shall be equipped with all facilities like classrooms, laboratories, library, digital class rooms, drinking water and sanitation facilities. It shall also have a play ground with surrounded by compound walls. The building will have facility for rooftop rainwater harvesting.

**ii)Requisite infrastructure-**Post completion, the school shall be provided with fans, lights, tables and chairs, two K-Yans, white boards and other requisite infrastructure to cater to the target beneficiaries. All learners shall be provided with free reading materials and stationery.

##### **Recruitment of human resource**

A Project Manager and two community mobilizers shall be hired in the first month of the project. 22 teachers already involved with the school shall continue to conduct the classes. A sports teacher shall be hired.

##### **Training of Teachers**



Teachers shall be imparted training on effective teaching and learning methodologies especially child-centered, active learning methodologies like flipping the classroom for active learning to make the learning sessions for students easy and effective. Experienced teachers, academician shall be invited to act as key resource persons for the teacher training sessions. Refresher training shall be provided to the teachers in the twenty fifth month of the project.

### **Development of Teaching Module**

Once the Tot is over, the teachers along with the PM shall develop a teaching module in English medium and based on state board curriculum. Flipping the class methodology shall be followed while developing the teaching module.

### **Teaching Sessions**

- **Course duration-** The teaching session shall be for 36 months starting from the 7th month onwards till the 36th month (both months inclusive).

### ***Learning Methodology-Flipping the Class for Active Learning***

The learning methodology of flipping the class shall be used to stimulate interest of the students by initially exposing them to academic content through screening of instructional and educational videos, individual and group activities, etc. Then during class, rather than lecturing, all or a significant portion of the time is used for practice, application exercises, discussion-based activities, team-based learning, or other active learning techniques. Some preliminary assessment, such as a quiz or brief assignment, may be used to gauge student understanding and customize instructional plans to focus on a learner-centric approach. The methodology shall include feedback during in-class activities, a strategy which leads to improved levels of learning.

This learning methodology is used to achieve better learning outcomes as the process is focused on understanding and learning rather than just mugging up where conceptual understanding and clarity does not take place. A conducive and nurturing learning environment shall be maintained to make the learning experience enjoyable.

- **TLMs-** Learning is more meaningful and real when it is linked to concrete real life objects and situations. This often helps a child transcend her learning gaps and grasp abstract logics and concepts. Given that principally language and mathematics are highly abstract in nature, and further given its criticality in overall learning, teaching aids and materials are a useful way to teach. Some kinds of Teaching learning materials to be used are: illustrative



charts, drawings and crafts, alphabet cards with pictorial depiction, Pocket Board, Counting Box, Place Value Board, Multiplication Strips, Fraction Cards, Work Card, Creative Package, Puppets, word maker, cartoon strips.

### Sessions On Life Skills

To grow into well-functioning adults, it is critical that children learn key life skills. Life skills include critical and creative thinking, decision-making, effective communication, as well as skills for developing healthy relationships and a positive attitude. Life skills help people make responsible and informed choices and can promote healthy lifestyles as well as career skills. According to WHO, life skills may be defined as “abilities for adaptive and positive behavior, that enable individuals to deal effectively with the demands and challenges of everyday life... Every school should enable children and adolescents at all levels to learn critical health and life skills.”

<p><b>Module I- Self Assessment &amp; Development-</b> This module comprises values, perception, attitude &amp; personality, self-esteem, motivation, creativity, goal setting.</p>	<p><b>Module II- Interpersonal Relations-</b> This module includes communication skills, assertive skills, receiving &amp; giving feedback and emotional intelligence.</p>	<p><b>Module III- Team Dynamics-</b> This module includes stress management, conflict management &amp; decision making, and team building skills.</p>
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### Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD) is a transformative process of education which includes key sustainable development issues into teaching and learning and prioritizes the changing of mindsets and active engagement of the learners for sustainable development.

To align the learning process with ESD, simplified sessions on key sustainable development issues like climate change, biodiversity, poverty reduction and sustainable consumption shall be conducted by the science teacher once in a week. The sessions shall include participatory teaching and learning method that shall motivate and empower learners to change their behaviour and take action for a sustainable future. The children shall be taught to adopt good practices like proper disposal of garbage to stop environmental pollution, plant saplings, harvest rainwater, reduce the use of paper, turn off lights, fans when not in use, close taps when not in use.

Skits shall be performed by students on these issues to reinforce and practise the lessons learnt.



monitoring on a regular basis. Final assessment of students shall be conducted after completion of the teaching session and as per the examination schedule followed by the school.

#### e) Forward Linkages

The children studying in standard XII shall be encouraged to get enrolled in colleges. They shall be provided guidance on the same by the project manager and the teachers. The OBC students shall be provided information on the 'Scheme of Post-Matric Scholarships for Other Backward Classes students for studying in India'<sup>2</sup>.

#### f) End line study:

An end line study of the same baseline conditions (indicators) using the same methodology for reliable comparison shall be conducted at the end of the project.

### Activity Schedule

Sl No.	Activity	M 1-6	M 7-12	M 13-24	M 25-36
1	Project Inception				
2	Project Implementation				
a	Baseline study				
b	Community Mobilization				
c	Stakeholder Engagement				
d	Capacity Building				
	Setting up of infrastructure				
	Recruitment of human resource				
	Development of training module				
	Teaching session				
e	Forward Linkages				
f	End line study				
3.	Monitoring & Evaluation				
4	Reporting & Documentation				

<sup>2</sup> <http://socialjustice.nic.in/postmatric.php> retrieved on 28/04/2015



## Output

- 1) School building constructed
- 2) Baseline developed
- 3) Awareness generated and information disseminated through quality IEC materials
- 4) Interests, influence and concern of key stakeholders identified and analyzed
- 5) Parents/guardians, community members sensitized about the relevance of the proposed intervention
- 6) Formation of steering committee
- 7) Teaching modules developed
- 8) All the beneficiaries attend classes on a regular basis
- 9) Stakeholders made aware about the progress of the teaching programme
- 10) Preparation of anecdotal case studies after completion of the teaching sessions

## Outcome

- 1) Community sensitized about the importance of quality education
- 2) Enhanced learning skills of all the beneficiaries during mid-session and final assessments

## Impact

- 1) Demand generation among the community for access to quality education
- 2) Broad based and significant improvement in education and overall well-being of the children
- 3) Improved literacy rate among the target community

## Risk Analysis & Mitigation Strategies

Sl. No	Particular	Likelihood	Consequence	Expected Impact	Mitigation Strategy
1	Some of the students may drop out of school midway	possible	moderate	moderate	The guardians of the identified beneficiaries shall be provided intensive counseling so as to ensure their ward's enrollment in school and successful completion of the same



2	Some of the participants may not be able to leverage the learning opportunity to its desired outcome as they are first generation learners	possible	moderate	moderate	The teachers shall give special attention to slow learners or learners with a difficulty and there shall be additional learning reinforcement sessions for them . Potential dropouts shall be counseled along with their parents.
3	There are chances that many of the students who pass class XII may discontinue education	possible	moderate	moderate	1) The parents shall be provided intensive counseling to encourage their children to pursue higher education. The parents of SC and OBC students shall be informed about the various scholarship schemes which can let their children continue education.  2) The children shall be counseled to pursue higher education; they shall be provided guidance regarding the same.

**Impact colour code :**

Low	Moderate	High	Extreme
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## Monitoring & Evaluation

Monitoring and evaluation shall be integrated into project planning and management to collect the reliable time-series data needed to assess the project's sustainability. Monitoring shall be a continuous process throughout the entire project duration. Project monitoring system shall include maintenance of an MIS comprising detailed logs of all activities. Individual progress reports of the learners shall be maintained and updated every month for progress monitoring. The members of the steering committee shall visit the school from time to time to monitor the progress of the learners.

The monthly, quarterly and annual reports will be used to evaluate how well the program has met the proposed objectives. Formative evaluation shall be conducted to assess the project during implementation to provide information about how best to revise and modify for improvement. Summative evaluation shall be conducted at the end of the operating cycle to assess the impact of the project.



## Reporting & Documentation

There shall be monthly reporting system wherein the Project Manager shall furnish detailed information related to the month's activities. Relevant photo documentation shall be maintained to support the reports. End of training session report shall be prepared after the completion of each term. It shall provide a picture of the overall progress of the learners and the efficacy of the training sessions.

Process documentation of the project shall be maintained. Audio-visual documentation of the workshops shall be maintained. Documentation of lessons learnt, individual case studies of the learners shall be maintained.

## Sustainability

Designing the project to be sustainable entailed giving special attention to detailed stakeholder engagement plan, outlining the risks and mitigation strategy, provision for monitoring and evaluation (M&E), institutional capacity to implement the project and oversee its operation in the post-completion phase, etc.

As far as project sustainability is concerned, the beneficiaries shall serve as role models and shall be advocates for education for children in their community. A well educated new generation shall lead to demand generation among the community members for increased access to quality education and subsequently shall ensure community ownership driven sustainability of the project.

After the completion of the project, the school along with the resources shall be utilized to continue the process. The quality teaching imparted during the course of the project may attract financial grants from other sources and shall consequently lead to institutional sustainability.

Planting of saplings and adopting the technique of roof top rain water harvesting shall be components of environmental sustainability in the project.

Viewing from a macro perspective, the project is aligned with two of the six goals of Education for All (EFA), which focus on Universal Primary Education and Quality of Education which have been identified as micro-components of sustainable human development across the world.

Moreover, the adoption of Education for Sustainable Development shall facilitate far-reaching changes in the current education system and the transformation in the education system might subsequently lead to sustainable human development in a more effective way.



## Results Based Management (RBM)

Goal	Objectives	Activities	Outputs	Outcome	Impact
To enhance access to equitable development opportunities for underprivileged children and enable them to pursue a productive and stable future	1) To establish and maintain quality school facilities and a desirable learning environment for 400 students	1)Community mobilization 2)Stakeholder engagement	1)School building constructed 2)Baseline developed 3)Awareness generated and information disseminated through quality IEC materials 4)Interests, influence and concern of key stakeholders identified and analyzed 5) Parents/ guardians, community members sensitized about the relevance of the proposed intervention 6) Formation of steering committee	1)Community sensitized about the importance of quality education	1) Demand generation among the community for access to quality education
	2)To improve awareness about the benefits of education	3) Setting up of infrastructure 4)Recruitment of human resource 5) Training of teachers 6)Teaching sessions 7)Forward linkages	7) Teaching modules developed 8) All the beneficiaries attend the teaching sessions on a regular basis 9) Stakeholders made aware about the progress of the teaching programme 10)Preparation of anecdotal case studies after completion of the teaching sessions	2) Enhanced learning skills of all the children during mid-session and final assessments	2)Broad based and significant improvement in education, health and well-being of the children 4)Improved literacy rate among the target community

## Budget

The estimated budget for the proposed project has been attached as a separate excel sheet.

