

Project Proposal

The Organization/ Origin

In 1996 after a series of experiences of working together on social and environmental development issues in Sawai Madhopur, a group of people from the villages along with two external development professionals felt that a lot that was wrong in the socio-economic conditions of Sawai Madhopur was the result of poor and irrelevant education that the existing system had on offer. This group decided to make an attempt to change that and together formed the Gramin Shiksha Kendra.

Gramin Shiksha Kendra was set up as a Society under the Rajasthan Societies Act, 1958 and is mandated to work in Rajasthan on issues related to education and development.

Gramin Shiksha Kendra remained on the drawing board for over seven years till the right combination of talent, enthusiasm and preparedness was available to take it forward. It became operational in 2003

Long Term Vision

Within this context Gramin Shiksha Kendra will over a ten-year period set up three high quality learning-centers and schools in the Sawai Madhopur and Khandar blocks of Sawai Madhopur district. This will help communities see and learn what quality in education actually means. In addition, through a community outreach programme, encourages them to demand better quality of education from the existing governmental school system and the private sector. Gramin Shiksha Kendra will also design, develop and implement a curriculum and evolve a pedagogy which makes education more relevant to people's lives in the rural areas and gives them the information necessary to take informed decisions and make informed choices about their livelihoods and their future.

Leadership/ Management

Board of six members manages the organization. The Board is a blend of local wisdom, talent and development professional. A brief description of the Board Members: -

1. Mr. Sachin Sachdeva (president): A management graduate from IRMA with 15 years experience in development sector.
2. Mr. Vijendra Pal Sisodiya (vice-president): A rare talent from Sawai Madhopur; teacher by profession but also an artist, writer and poet.
3. Ms. Jyotsna Lall (treasurer): A management graduate from IRMA with 15 years experience in development sector particularly in the field of education.
4. Mr. Maneesh Pandey (secretary): A development professional from XISS with 5 years experience in development sector particularly in education.
5. Mr. Prithviraj Meena (member): a young farmer (now the Zilla Pramukh of Sawai Madhopur district) with the urge to learn everything that he had not been able to in school and to lead, like he was destined to.

6. Radhyshyam Sen (member): A driver who realized the meaning of being unemployed straddled the farm and non-farm sector to make ends meet.

The Board of the organization has appointed the secretary of the organization to lead the working team to attain the objectives.

Management Information system

1. School Level/ Village Level: The village community, along with the teachers, will plan for all the school level activities. The decisions will be taken in village meetings, which will be participated by all the members of the community and teachers. Most of the decisions will be taken at this level, but in case of decisions regarding financial contributions from the organization, the members of Organization's Coordination Team also participate.

2. Organizational Level: The decisions made at the village level will be shared in the collective of teachers and Organization's Coordination Team in monthly workshops. Decisions regarding activity level approaches will be taken in this collective. The Organization's Coordination Team will compile reports from village level. The coordination team will review and plan for the project activities & budget and member secretary who will be the head of the coordination team will be responsible for reporting the progresses to Executive Committee.

3. Executive Committee Level: The Executive Committee is the apex body of the organization. It takes all the policy level decisions, regarding organization's endeavors, policies and rules, governing the staff service. This Committee approves the annual plan and budget of the organization. It also makes decisions about proposals. The Committee meets every three months.

Accessibility/ Linkages with the community

The organization had had a long time relation with the community where it is starting the work. In fact five members of the organization come from this area. The relationship started in 1991 when two development professionals started working with the community for CEE in the ECO development project. When the organization regrouped in 2003, the secretary and the vice-president spent almost one year with the community in order to understand the community and its needs better.

The team members of the organization during the last one-year with the community had been discussing the present conditions of education, needs and how to go about for improving the conditions. The organization has been focusing in three areas, Rawal Panchayat, Badal and Pharia. These are the villages from where the organization originated. The organization's five members come from these villages. The communities at Pharia and Bodal have identified suitable land for the school, where as 4 acres of land has already been given to the organization and a temporary thatched structure been made by the community where the school is operational for last four months in Jaganpura of Rawal Panchayat.

Development Ideology

"All round development is possible when communities are in a position to take informed decisions for themselves in a democratic, free and progressive environment which

encourages and promotes freedom of speech and action. Quality education which is relevant and progressive and available to all individuals is the most important input necessary for ensuring this happens.”

Education should be rational and based on scientific values and efforts should be made on enhancing skills rather than imparting information. Education has also been used by different states to influence the thought process of individuals as per the need of the state. It should rather focus on preparing individuals who are allowed to develop their individual thought process in a neutral atmosphere. To attain this Gramin Shiksha believes that a school should have the following components.

- i. Individual Attention. Each child is different from other and learns things in her own way, so a common teaching system cannot be applied to all. Each child needs individual attention, so the teacher has to teach each child according to her individual learning methods. Teaching all children of a class of 40-50 (normal strength in government schools) by same common system means that we are trying to mould children in one particular mould and thus killing creativity. This system has also been used by different government systems all over the world to fulfill political goals. Each child should be allowed to grow naturally so that she is equipped to decide by herself that what is right and what is wrong for her.
- ii. Teacher-Pupil Relation. More than any teaching skills and Teaching and learning materials it is the relationship between the teacher and the student, which has greatest effect on the learning of the child. Most of us do remember what our teachers did to us. Most of us were so afraid of them that we preferred not to go to schools, and today it is well known fact that most of the drop out cases all over the world in rural areas is due to this fear factor. It is our conviction that the relationship between the teacher and her students should be that of friends, a serious friendship where the teacher knows that she is there to facilitate learning and children know that they come to the school because they get to learn and know new things every time they interact with the teacher. Students should not be afraid to ask anything to the teacher.
- iii. Learning Pace. As each child is different from others, the pace of learning of each child is also different. This difference is due to the type of neuro connections developed in her early days. The learning pace is different for different skills. So it is not understandable why we teach in a time bound class structure (the only reason for this seems to be management of a large group of children). We believe that children should be allowed to learn at their own pace and neither be forced to carry on at speed that is more or less than her natural pace. The child should also be allowed to be at different levels in different subjects or skills. As far as management point is concerned a teacher should be given the responsibility of 20-25 children of different age group as far as the primary sections are concerned. For upper primary sections teachers with skills in different subject have their own rooms and children be allowed to attend the class, which they feel to attend. The system to ensure that each child attends all the classes and not more that 20-25 children attend the class at one time can be formulated by discussions between teachers and children.
- iv. Self-Learners. The school should work to develop self-learning skills of children because this is the way she will continue the process of learning and knowing

the environment even after she leaves the school. The objective should be not of imparting maximum information or knowledge, the objective should be create interest, thrust and required skills to explore and learn by herself.

- v. Activity Based. In the early part of our life human learning is maximum by when they are actually interacting with the nature and doing things by their own hand. The school in the primary sections should see to it that children do the maximum learning by doing activities and interacting with the nature and community rather than sitting in the classroom and memorizing alphabets, spellings, tables, formulas etc.
- vi. Relevant Education. It is often said that whatever we study in our school is not very relevant to our day-to-day life. Its only use is to make us eligible for admission in higher education. Most of the things taught are relevant to our day-to-day life and it is also true that many other things, which are relevant, are left out. In fact the design is such that it alienates from the local environment and society. Apart from all this one more thing, which is important, is the methodology in which things are taught. For example in upper primary sections it is taught that how the local self-governance (panchayat) functions and how decisions are made, but in practical every one knows that the decisions are made only by the sirpanch and the Panchayat secretary. Now the question is not the relevance of teaching the above topic, it is the way it was taught.
- vii. Syllabus and Text Books. The question of syllabus is a big one and can only be answered by long intellectual brainstorming and that too after the school has run for 3-4 years. When we are talking on the issues of relevant education, education based on scientific and rational values, we need to work on the syllabus also, and this is not about adapting a particular syllabus, it is rather of evolving one in due course of time. For this we need to start with keeping a few common syllabuses as base. Only after working on prevalent syllabus and criticizing it while working on it a new can be evolved. The other thing is that of textbooks, which we feel that are not the important factors. In fact it restrict children to what is written in them. It would be better if the children are allowed to read several books as reference for a particular topic or skill. Teachers tend to confine to the textbooks and children also restrict themselves to them because the teachers are going to assess them on the basis of those textbooks only. Once they memorize it they both think that their job is over.
- viii. Monitoring and Evaluation. The school will not have examination system because we do think that it is unfair to come to conclusion that a particular child has failed or passed in what we taught her in last one year by the results of one examination. And most of the time such conclusions decide that fate of the child. In fact if we have taken the responsibility to educate the coming generation, it is not understandable that how the child is declared fail. Rather it is we who have failed in the job we have assigned for ourselves. We have not been able to understand the learning physiology of the child. Although the teacher should keep a track of the learning of each child and that should be done everyday.
- ix. Accountability of Community. The quality of most of the government and primary schools in the rural areas is poor because of the lack of accountability on part of the community for the school. The school, which we are proposing to start, will

be owned by the community (village panchayat), the organization will only help in the operation of the school (more of technical input). One of the major responsibilities of the organization will be to increase the accountability of the community towards the school.

Background of the Project Holder and the Team

The Project Holder, Maneesh Pandey, the secretary of the organization is a development professional from Xavier's Institute of Social Services, Ranchi with five years of field experience. He started his career as a PAVA (professional assistance to voluntary agencies) Intern of Aravali with a small organization, Samaj Evam Parayaran Vikas Sansthan, Jodhpur. Worked for one and half year with SEPVS on the issues of child labour and Dalit Empowerment. After this he worked with Bodh Shiksha Samiti, Jaipur as the Project Coordinator of the Shikshak Pahal Project for next three years. He was responsible for project management, teacher's training, curriculum development and academic support to DPEP, Alwar.

The organization is in process of building the working team of the organization. The organization at present has a team of three members, two teachers and one coordinator. One of the teachers has an experience of working with Bodh Shiksha Samiti for three years as a teacher and the second is a local young energetic youth. The organization is planning to form a team, which is a blend of local potential, and outside skill.

A brief on the Board of Directors has been given above.

Brief Description of the project: Links between components of the project

The organization will establish three model schools (Uday Pathshala) with objectives of setting standards for education. These education centers will be owned by the community. It is expected that once a certain quality is provided and observed and perceived by the community it will demand a similar level of quality from the other educational facilities in the area – especially government facilities. It is expected that with this understanding people will generate political pressure for improvement in government schools. In the case of private schools it will perhaps be easier as they would then be expected to provide that quality in order to stay in business.

These schools will also create models of alternative ownership of schools, which till date are known to be owned either by government or private entrepreneurs. The community finds itself stuck between the two worst options – a school that does not work and a school that is not accountable.

Any community if it has and feels the ownership will be concerned about the quality of the school and the education that it is providing. It is expected that over time seeing the benefit in having community schools, the government would be able to convert some of its schools into community owned and managed schools.

A quality school is something that the community is conscious of. And the presence of such a school is primary to ensure that the communities seek quality in other schools. The project aims to have a concerted approach on bringing about the consciousness in the community to levels where they begin demanding change and the presence of the school will ensure that the change that the communities demand is sustained.

The success of this project is not in making the schools that are set up run effectively but in bringing a change in the way the other schools in the area operate.

The government has been trying to improve the education system of the state for long. Their first priority was in ensuring “reach” to education by any means and which they did by setting up rather sub-standard schools. This led to a crisis of quality, which the government is still not in a position to address. There is an assumption that improved quality implies better infrastructure.

GSK aims to address this issue of quality squarely and provide an option that is easily adaptable and implement-able in the government school sphere. The first element is in developing a truly community led and owned school. A school where the community has a major say in deciding what is taught and where the children do not get alienated from the rural area as a result of education.

Education and its relevance have been debated long enough; through the GSK approach we would like to provide it a solid grounding to this approach in practice. We would like to be able to link education with the rural (rather than the urban) economy.

Project Components

Teachers’ Training:

The kind of school, which we are talking about, needs to have teachers who understand the education as Gramin Shiksha Kendra sees it and are willing to work in remote rural conditions for a significant amount of time. These kinds of teachers need the right kind of orientation and training. The formal training will be for a minimum of three months and may be longer depending on the level and participation of people we are able to get. Apart from that working and living in the area will be the informal training and orientation. We understand that there are a large number of unemployed graduate teachers in the area, but we will not necessarily select such candidates due to the significant effort that will be necessary to help them “unlearn” some of the concepts and draw them out from their preconceived notions of “fixed government jobs”, and a “cool career that leads to a pension”. Such candidates will however not be excluded either and selection will depend purely on their willingness to join up with something new and different.

After the selection the candidates will undergo a rigorous training programme of three months for building capacities on teaching skills. This training includes:

- Orientation on the philosophy of education
- Understanding child’s psychology
- Understanding on different concepts and nature of subjects
- Teaching methodology/ pedagogy
- Capacity enhancement for working as a team
- Skill development in fine and performing art
- Rational out look and positive thinking
- Sensitization on the issues of Gender, Caste, Religion etc.
- Personality development
- Community mobilization, school- community relations

- School Management and organizing teaching processes
- Reporting and documenting skill
- Review and planning skills

Teachers' Workshops and Capacity Building.

Workshops

The type of school, which is being talked about, needs a constant rigorous effort by the teachers. They need to share their learning with each other very regularly and keep themselves abreast of the latest developments and experiences of fellow teachers. Workshops are also a very good monitoring and support instrument for the teachers. It is proposed in the project that there will be regular fortnightly workshops of teachers at the school and two annual workshops in winter and summer. These will include: -

- 1.1 Academic Issues
 - i. Understanding curriculum
 - ii. Understanding concepts
 - iii. Teaching Methods
- 1.2 Management Issues
 - i. School- community relations
 - ii. School Management
- 1.3 Personality Development Issues
 - i. Skill Development

Exposure Tours

The experiment, which the organization is planning to do, is not the only one in the country. Various experiments by different organizations are being carried out in different parts of the country. Our organization can learn a lot from these experiments. Exposure tours of teachers and coordinating team had been planned in the project so that they are able to enhance their capacities.

On Going Research and Documentation

A continuous action research will be carried out on the activities of all these schools. This will help in keeping the track of the efforts of innovation made in these schools. A regular review and planning needs to be done in any such project whose idea is of evolving new methods and thought in the process of its growth. For this it is proposed that this activity will be undertaken by a group of teachers for 4-6 months and after that fellow teachers will replace them. This process will continue thus giving all the teachers to participate in the on-going research.

School Infrastructure: The school will have sufficient space for both classroom and outdoor learning. Each classroom will have enough space for 25 students to move around freely and have enough space for displaying teaching and learning material and a small library of reference books. There will be laboratories and a library for all the age groups. The school will also have proper residential space for teacher. There will be enough open space for playground and agriculture and allied activities.

Outreach Programme – Along with the schools and the learning centers an important element of the programme will be the outreach programme. The outreach programme will comprise the following activities

- a. Village visits
- b. Visits to existing government schools
- c. Interaction with teachers of government schools
- d. Forming parent forums in the villages and explaining and discussing the education process and the performance of their children and their role as parents in education of their children
- e. Encouraging communities to take greater interest in the management of the local school
- f. Sharing views on curriculum with the community
- g. Identification of children with learning problems and helping them

School Fair: - This will be the annual school function when people and children from other villages and schools and also the non-school going children will get an opportunity to interact with children and teachers of the school. Apart from being a learning opportunity for everybody this will also be an event where people get a chance to closely see and understand the pedagogy and school management systems.

Youth Center: These schools will also be centers for youth and in due time developed as centers for development activities of 4-5 villages. The schools will operate as Resource centers for youth of the neighboring villages, where they will find an atmosphere of reading and discussion on various issues of academic interests, get information about every field be it employment opportunities, programmes and schemes of development, educational opportunities and news from the world. These centers will work for developing the confidence level of the youth by increasing their capacities in various fields. The core of these centers will be the library that aims to develop a reading culture. These centers will also facilitate in formation of youth groups who will take development initiatives in the area.

Mainstreaming of Children: -

The government organizes public examinations in class VIII and X, which these children will also have to take. We don't think that convincingly passing these examinations for the children of these schools will be difficult because the children from this pedagogy are likely to have better conceptual understanding and learning aptitudes. The only question is that these children do not have habit of taking examinations and therefore may have psychological disadvantage. Children can be made used to work on worksheets from the beginning. We also expect the child to have a rational outlook towards the prevailing systems in the society.

In-fact public examination system of eliminating children from further studies is one another issue for which organizations working in the education sector need to lobby for advocacy at the national level.

Sustainability and Replication

The project attempts to make an initial investment in the setting up of a school. This serves as the node for demonstration and learning. Since it is led and managed by the community the community learns to do it and itself becomes the mechanism of spread of information and knowledge. The external input that is coming into the community is significant to begin with but reduces over time to let the community handle the initiative. Moreover, the project works towards making communities more aware in demanding change.

This combination of a significant initial investment, which in a planned way leads towards community management, and the creation of a “demand pull” from the community provide sustainability to the project.

Packaged thus this strategy can be easily followed in other areas as well and in our opinion with a significant number of quality schools in the area there will be a multiplier effect and it would be easier to bring in more areas into the quality fold with only marginal inputs. With the government effort to make education part of local governance, we would be actually helping the government to have a clear model for doing so rather than doing it in a haphazard manner.

But since we are talking about education the time lag is guided by the cycle of implementation.

Geographical coverage; No. of villages description of the population

Rural communities now recognize the value of education and are seeking quality education for their children. Their search is leading them to approach private schools in the area but again this is at a cost. Often the poor cannot afford this cost and their children continue to go to the sub standard ‘free’ government schools.

Where the poor can manage to scrimp and save and pay for private school education it is the boys who are sent – the girls continue going to the government schools.

This initiative will set the basis for quality education to be available through the community owned schools set up by the GSK. But more importantly, it aims to set the standard for education and ultimately influence the quality of education available in government schools as well, ensuring that even the poorest will be able to send their children to schools which provide quality education.

Direct beneficiaries of one school will be around 100 families (children in the GSK schools). Indirectly the initiative with three such schools will be able to influence school education in over 100 villages in the area covering a population of over 30,000 people. This population is among the most deprived population in the region. These are the two blocks around the Ranthambore wild life sanctuary that have been struggling for last 20 years or so when they were displaced from the forest and traditional lifestyle.

Activity Plan

Sl. No.	Activities	Sub-Activities	Start-Up period (Aug-03-Mar-04)	1 st year (2004-5)	2 nd year (2005-6)	3 rd year (2006-7)
1	Learning Center		At Khawa (Rawal), 1 st School	2 nd School	3 rd School	
2	Model School	Identification of area	1 st School	2 nd School	3 rd School	
		Identification of land	1 st School	2 nd School	3 rd School	
		Enrolment and start of school		1 st School Rawal	2 nd School	3 rd School
3	Teachers' Training			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch
4	Workshops			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch
5	Exposure Tours			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch
6	Youth Center			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch
7	School Infrastructure			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch
8	Research and Documentation			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch
9	Outreach Programme			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch
10	School Fair			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch
11	Infrastructure			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch

Growth chart of the organization over last three years

Gramin Shiksha Kendra regrouped in 2003 and started working in the field in September 2003. The team decided to continue doing what it believed in, in spite of no outside support to start with. We have so far initiated a school in one of the project areas. The school is called "Uday Pathshala" and is located in the Khawa-Rawal area of Rawal Gram Panchayat in Sawai Madhopur Panchayat Samiti. This project was funded by our own sources through donations and contributions from the community. The school is running in a thatched structure, on four acres of land provided by the community. At present 64 children are enrolled in the school with two teachers and a coordinator.

Impact Assessment: monitoring indicators, past background in impact assessment

The indicators for the success of the project will be at two levels

School level

- Increase in number of parents showing interest in the school and visiting the schools to learn more about the progress of their children.
- Academic improvement in children compared at similar levels with other schools in the area, measured through their performance in neutral evaluation and public examinations
- Continuous increase in community involvement in the school
- Increase in contribution from the community in terms of money, labour and time

Area level

- Demand from neighbouring villages to either open such a school in their village or help the school in their village
- Greater interaction between teachers of GSK schools and teachers of other schools in the area
- Parents from other schools seeking information on the functioning of GSK schools
- Improvement in the academic performance of children going to other schools in the area

As the organization has regrouped in 2004 and has started working since then, this is the first project we are taking up. One-year time is in fact too less a time to have an impact assessment done.

SWOT analysis

Strengths

- Presence of Gramin Shiksha Kendra in the area and old relations
- Local Board Members
- Experience of Board Members in Development Sector
- Experience in Education (Consolidated 20 years)
- Assured technical support from Bodh Shiksha Samiti and Digantar
- All the funding is from individual donors
- Three aspects - Relevant education, Quality Education and Community Ownership. Not much work done on all three in the area

Weakness

- Till now no assured long term funding in form of a project
- A small working team

Opportunities

- People are aware and eager to provide their children better education
- Neither government nor private sector able to provide what is needed.
- Government in its policies also trying to attempt and support such innovations

Threats

- In lack of proper assured long term funding the team of teachers may start breaking.

Registration, income tax, FCRA status

Gramin Shiksha Kendra has applied for registration under 12 A of Income Tax. After getting that we will apply for 80 G.

We do not have a FCRA account. We plan to apply for Prior Permission only when we get assurance form any Foreign Agency for support.

Budget for next three years

First Year

S. No.	Heads	Unit	First Year		
			No. of units	Unit cost (Rs)	Annual Amount(Rs.)
1	Project Personnel				
	a. Coordinator – Academic.	month	12	15,000	180,000
	b. Accounts and Support	month	12	5,000	60,000
	Sub Total				240,000
2	Programme Activities				
	a. Teaching and Learning Material	child	70	700	49,000
	b. Teachers' Salary	teacher	4	60,000	240,000
	c. Teachers' Training	teacher	4	3,000	12,000
	d. Capacity Building	teacher	4	3,000	12,000
	e. Coordinator – Community Outreach	month	12	15,000	180,000
	f. Community Interaction meetings	meeting	8	2,000	16,000
	g. Consultant support	days	30	2,000	60,000
	h. School library	lump sum	1	50,000	50,000
	Sub Total				619,000
3	Operational Cost				
	a. Travel expenses	month	12	5,000	60,000
	b. Stationary, phone, rent	month	12	6,000	72,000
	Sub Total				132,000
4	Assets				
	a. Two Wheelers*	unit	1	50,000	50,000
	b. Two wheeler	Unit	1	50,000	50,000
	c. Computers*	unit	1	50,000	50,000
	Sub Total				150,000
5	Fixed Cost				
	a. Land*	ha	1.25	800,000	1,000,000
	b. Building*	unit	2	100,000	200,000
	c. Office Equipments	lump sum	1	20,000	20,000
	d. Furniture	lump sum	1	20,000	20,000
	Sub Total				1,240,000
	Grand Total				2,421,000
	Less Community Contribution*				1,300,000
	Amount requested				1,121,000

* Local donations, community contributions, owned by team members. The community has already contributed the land and is willing to develop the structure.

Second Year (Two Schools)

S. No.	Heads	Unit	Second Year		
			No. of units	Unit cost (Rs)	Annual Amount(Rs.)
1	Project Personnel				
	c. Coordinator – Academic.	month	12	16,000	192,000
	d. Accounts and Support	month	12	5,500	66,000
	Sub Total				258,000
2	Programme Activities				
	i. Teaching and Learning Material	child	200	700	140,000
	j. Teachers' Salary	teacher	11	60,000	660,000
	k. Teachers' Training	teacher	7	3,000	21,000
	l. Capacity Building	teacher	11	3,000	33,000
	m. Coordinator – Community Outreach	month	12	16,000	192,000
	n. Community Interaction meetings	meeting	16	2,000	16,000
	o. Consultant support	days	30	2,000	60,000
	p. School library	lump sum	1	50,000	50,000
	Sub Total				1,172,000
3	Operational Cost				
	c. Travel expenses	month	12	6,000	72,000
	d. Stationary, phone, rent	month	12	6,000	72,000
	Sub Total				144,000
4	Assets				
	d. Two Wheelers*	unit	0		
	e. Two wheeler	Unit	0		
	f. Computers*	unit	0		
	g. Maintenance of assets	unit	3	3000	9000
	Sub Total				9000
5	Fixed Cost				
	e. Land*	ha	1.25	800,000	1,000,000
	f. Building*	unit	4	100,000	400,000
	g. Office Equipments	lump sum	1	20,000	20,000
	h. Furniture	lump sum	1	20,000	20,000
	Sub Total				1,440,000
	Grand Total				3,023,000
	Less Community Contribution*				1,400,000
	Amount requested				1,623,000

Third Year (Three Schools)

			Third Year		

S. No.	Heads	Unit	No. of units	Unit cost (Rs)	Annual Amount(Rs.)
1	Project Personnel				
	e. Coordinator – Academic.	month	12	17,000	204,000
	f. Accounts and Support	month	12	6,000	72,000
	Sub Total				276,000
2	Programme Activities				
	q. Teaching and Learning Material	child	350	500	175,000
	r. Teachers' Salary	teacher	19	60,000	1,140,000
	s. Teachers' Training	teacher	7	3,000	21,000
	t. Capacity Building	teacher	19	3,000	57,000
	u. Coordinator – Community Outreach	month	12	17,000	204,000
	v. Community Interaction meetings	meeting	15	2,000	30,000
	w. Consultant support	days	30	2,000	60,000
	x. School library	lump sum	1	50,000	50,000
	Sub Total				1,737,000
3	Operational Cost				
	e. Travel expenses	month	12	7,000	84,000
	f. Stationary, phone, rent	month	12	6,000	72,000
	Sub Total				156,000
4	Assets				
	h. Two Wheelers*	unit	0		
	i. Two wheeler	Unit	0		
	j. Computers*	unit	0		
	k. Maintenance	unit	3	3000	9000
	Sub Total				9000
5	Fixed Cost				
	i. Land*	ha	1.25	800,000	1,000,000
	j. Building*	unit	6	100,000	600,000
	k. Office Equipments	lump sum	1	20,000	20,000
	l. Furniture	lump sum	1	20,000	20,000
	Sub Total				1,640,000
	Grand Total				3,818,000
	Less Community Contribution*				1,600,000
	Amount requested				2,218,000

When all the three schools will be establish, the cost per child per year will be stable at Rs. 5000.