

## Quality of Education Grant Proposal : Grama Vikasa Saradhi

### Part A: Information to be filled by Project Partner

#### 1. NGO/project objectives [be very brief.. one paragraph is adequate]

Grama Vikasa Saradhi (GVS) was established in April 2000, to put collective wisdom, experience and resources available to better the quality of life in villages in and around Tattabandha panchayati, Visakapatnam District, AP. It is hoped that developments undertaken by GVS in these areas will become a model of development for others to emulate. Presently GVS has spread its activities to more than twenty villages in three panchayats and two mandals in Visakhapatnam district. There are more than 1500 students in different schools and colleges in these villages. Asha NRV, along with Asha Knoxville, has been involved with GVS for the past three and a half years, funding a formal school in Kovalipalem district in Andhra Pradesh. The details about the project can be found at <http://www.ashanet.org/projects/project-view.php?p=888>.

#### 2. Quality of Education proposal

##### a. What 'quality of education' issue is the proposal addressing?

QED component of the proposal is to build six "library cum resource centers" and aims to address following objectives:

1. serve as reference centers for students helping them in regular studies and motivating them to go beyond school curriculum,
2. develop reading and writing habits in students helping them become independent readers and writers,
3. create a common platform for students from different schools and villages to share exciting views and ideas,
4. prevent student dropout,
5. create social awareness among students.

##### b. How does the proposal address the issue?

GVS's area of operation is isolated from development and as such a library can become a potent tool for students and community to explore wider world. At present there is no library in the area. If students want to find reference material or get books to read, they have to travel more than 20 kilometers from their place to go to a library. Most of the students don't know about libraries at all.

We would like to divide our field area into six clusters based on logistics and start a library cum resource centre in each cluster. A librarian will look after the center, potentially involving students and community in management activities. Students and community will have access to books, news papers and play activities. Students will be encouraged to actively participate in daily library activities. Library will serve as a common platform for students to share their views and ideas through get-togethers, quiz competitions and debates. Children will get involved in community activities and will be encouraged to find simple innovative solutions to smaller inconveniences their community faces daily.

We intend to actively implement following initiatives (not listed in any particular order):

1. Hold book fair
  - a. invite local publishers and book-sellers to talk about importance of books and reading.
2. Organize author visits
  - a. invite local authors to visit and read parts of their books.
3. Educational activities & games
  - a. book/story hunt.
  - b. playing educational CDs/DVDs.
4. Student Participation
  - a. a small group of students will take responsibility for maintaining the library for a period of time, which will help students learn organizational skills and responsibility.
5. Book bank
  - a. collect books on a wide range of topics from donors and build a book bank where students can browse books and read any books they choose.
6. Craft lessons in libraries for younger students, making use of local resources and recyclable material like news papers, leaves and bamboo.
7. Encourage writing short reviews about books read, which will be kept along with the books.
8. Organize periodic story/poetry reading events where students will be in charge of the entire event.
9. Award (non-monetary, such as a story book) for kids who show interest in reading books and other activities in libraries.
10. Conduct camps for children during holidays.
11. Encourage older students help younger ones through tutoring.
12. Involve parents and local community to develop a synergistic relationship with the library.

**c. how do you define 'success' for the proposed initiative? how will you measure the effectiveness of the proposed initiative?**

Success of the initiative can be measured by various qualitative and quantitative measures.

1. Number of visits to the library and books checked out.
2. Demand for books on varied subjects.
3. Student participation in library activities through Bala Sanghalu.
4. Dedicated school class hour for the library visit.
5. Improvement in reading and writing abilities, which can be assessed either through school or within the library.

Our team will monitor program to obtain books for the library and build a book bank; counseling will take place wherever and whenever necessary. We will conduct meetings with government schools in our area to encourage their students to regularly visit libraries and encourage teachers to design homeworks which will require library visits. We will try to make these centers into self-sustained community libraries, which will be managed by students and the community.

Twice a year we will have a publisher and writer visit the centre. We will invite government officials from

various departments to explain to students relevant government schemes and their impact. We will organize two camps every year for students to assess their skills, interests, levels of narration, reading and writing skills, communication and social skills.

**d. How does the proposal address requirements/concerns/interests of (a) children (b) teachers (c) parents (d) community?**

Through library and resource center, students will be able to learn social and communication skills and develop interest in arts, crafts and sports. They will be encouraged to think freely and independently, expanding their imagination and nurturing problem solving skills. Library cum resource centers will also be able to provide wider access to the world through books, media and active student participation in management activities. It will strive to be a place that will be inviting and helpful to students.

Teachers will encourage students to go beyond school curriculum by actively using facilities provided by the library in their classes. They will be able to use library as a reference repository for kids as well as themselves and the community.

Being far from any urban center, this region is isolated from development. Television and media are slowly making an entry into lives of villagers. However, younger generation is getting seriously affected from this type of media exposure, due to lack of basic knowledge about outer world. Library will be able to provide a much needed context to such exploration.

Many students are dropping out of school because parents are not aware about the importance of education and potential avenues it can open. Girl students are affected to a greater extent due to prevailing social norms and gender inequality. A large number of students are also dropping out due to lack of knowledge about higher studies after their primary schooling. They have a desire to continue their studies, but some are pursuing further studies in subjects not linked to their interests and abilities. Dropouts are engaging in domestic work or migrating to other areas to work as drivers and cleaners, agricultural workers or labourers. Proposed library cum resource center will be able to provide important information and guidance about education and available avenues to students and parents.

### **3. Budget**

Please list itemized budget request for the proposal above, that you are requesting Asha to fund. If the overall budget is above \$1200 (~ INR 55,000), please suggest which specific items you would want funded for upto \$1200 (INR 55,000).

#### **Library Unit**

We plan to build six library cum resource centers. However we are requesting funding for one center to be started at Tattabanda. It will serve neighboring villages of Baljipalem, Sainagar, Tattabanda and L.N. Puram. There are about 260 students in these villages.

#### **a. Infrastructure**

Book racks (for keep books and things) - 2 x 2,000/-	= 4,000.00
Books	= 10,000.00
Game material	= 4,000.00
Mats, table, chairs etc.	= 5,000.00
Records and miscellaneous	= 2,000.00

Sub Total	INR 25,000.00
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**b. Maintenance**

Accommodation rent = 12 months x 500/-	= 6,000.00
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Electricity and maintenance = 12 months x 800/-	= 9,600.00
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News paper = 12 months x 400/-	= 4,800.00
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communications = 12 months x 300/-	= 3,600.00
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miscellaneous expenditure = 12 months x 200/-	= 2,400.00
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new books purchases = 12 months x 300/-	= 3,600.00
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Sub Total	INR 30,000.00
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**c. Staff honorariums**

Centre in charge = 12 months x 3000/-	= 36,000.00
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Travel = 12 months x 500/-	= 6,000.00
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Sub Total:	INR 42,000.00
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<b>Grand Total:</b>	<b>INR 97,000.00 Per Annum.</b>
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Expected funding of INR 55,000 from central QED pool. Remaining INR 42,000 to be funded as an independent project by Asha NRV chapter.

**Part B: Information to be filled by Asha chapter that is recommending this proposal to be funded.**

1. Meeting minutes for discussion of the proposal. (please include chapter comments on project's response to QED questionnaire: such as aspects of quality that project is already addressing well, and those that can be improved)
  - a. Meeting minutes are included after this questionnaire.
2. What is your view on success of the proposed initiative? How will the chapter evaluate the effectiveness? If successful, is your chapter willing to fund this initiative after 2 years?
  - a. We believe that the proposed initiative is an important step forward in the region. For last three and a half years, GVS has managed the school we fund at Kovalipalem very professionally. They have also undertaken a few other initiatives, such as "Social Care of Destitute Senior Citizens", "Self-help Groups" and "Medical Awareness Campaigns" in the region and hence we are confident that they will make this initiative a success.
  - b. We will evaluate effectiveness through qualitative and quantitative assessment as outlined in section A.2.c. above.
  - c. We will require GVS to furnish periodic progress reports detailing all points listed in section A.2.c. along with financial details. We will actively provide feedback to GVS about activities to be undertaken and about promoting student involvement. For example, if we find that book bank has been stagnant, we will recommend initiatives such as "library visiting students" in schools. The goal will be to be proactive to reach as many students as we can and to get them involved.
  - d. If we deem the initiative to be successful, we will try to fund it after 2 years.
3. Do you intend to continue funding the project for next 2 years? Can a site visit be arranged between June 2011 and Dec 2011?
  - a. Depending on our chapter's financial position, we intend to continue funding this initiative for the next two years and will try to arrange a site visit before the end of year 2011.

4. How is this proposal different from other proposals? (in case your chapter received more than 1 proposal for this grant)  
N/A.

## Meeting Minutes:

Various meetings were held to discuss the GVS QED proposal on Feb 02, 09, 11 and 25, 2011. Discussions within chapter volunteers were also held over email during this time period. Discussions with GVS were conducted through email correspondence. Following is a summary of important points discussed in these meetings and email correspondences.

1. Asha NRV chapter received only one proposal that fits the QED initiative. The proposal is from GVS.
2. Asha NRV chapter, along with Asha Knoxville chapter, has been working with GVS for the last three and a half years on funding a school in AP. This project has been run very professionally by GVS. We feel confident in supporting GVS in this library cum resource center initiative.
3. We unanimously decided to pursue this project and prepare a formal proposal with help from GVS.
4. GVS originally proposed to start six library cum resource centers at an estimated budget of about INR 600,000. We decided to fund one center for two years which will cost INR 97,000 per year for two years. We will fund INR 55,000 from the QED initiative and the rest will be funded by Asha NRV chapter as an independent project.
5. Exact details about funding modalities will be discussed with GVS in due course of time after approval of the QED proposal. We propose to split yearly funding in two or three installments.
6. Some important aspects discussed with GVS were:
  - a. We would like GVS to pursue other avenues of funding that can augment our funds in order to expand to more than one center. Currently no such funding source has been identified by GVS although they are actively trying to approach individuals, communities, companies and donor agencies.
  - b. Since we will fund only one library, it will be started in Tattabanda where it can serve the most number of students within its cluster. This center will be able to serve 260 students out of a total of 1500 students GVS plans to reach through six libraries.
7. It was decided to ensure following during project implementation
  - a. active student participation in library activities,
  - b. book bank,
  - c. non-monetary incentives to attract better student participation,
  - d. integration with local schools,
  - e. proactive engagement to ensure maximum throughput,
  - f. development of a synergistic relationship between library and local schools and between library and local communities.