



Grameena Abhivruddi Mathu Adhyayana Kendra (GRAMA)
Institution for Development of the poor

GYANODAYA

Proposal to establish Informal Education System in rural areas of Chitradurga District,
Karnataka State, India



Grameena Abhivruddi Mathu Adhyayana Kendra Trust (GRAMA)

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PREFACE

The proposal was prepared by GRAMA and S.P. Jain Institute of Management and Research (SPJIMR) Mumbai as part of the study undertaken by the Department of Development of Corporate Citizenship (DoCC) that aspires to sensitize the stakeholders to the social landscape, Indian ethos, and culture by exposing them to challenges faced by organisations (NGOs) in the rural sector.

GRAMA, Grameena Abhivruddi Mathu Adhyayana Kendra was registered under the Indian Trust Act on 12th July 1989 and is based in the Chitradurga district of Karnataka. Founded by D.M. Girijamma Rudraiah with the aim of empowering women and helping them gain socio- economic equality in the society, GRAMA has helped 37000 women in keeping a step forward towards becoming self-reliant.

GRAMA facilitates Institution building like Self-help groups (SHGs), Village Watershed Management Committees, Village Farmers Committee and Tank User groups etc. to educate and motivate people to build sustainable solutions. Some of the initiatives taken by GRAMA are Informal schooling, Microfinance, Capacity building and research activities relating to Dry Land Development.

This proposal is the culmination of the work done under the two initiatives “Natural Resource Management” and “Informal Education System”, with the objective to create a replicable and self-sustainable model for the welfare of the farmers as well the children particularly girl child in the rural areas.

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EXECUTIVE SUMMARY

Grameena Abhivruddi Mathu Adhyayana Kendra (GRAMA) is an NGO working towards the structural alleviation of poverty in the rural areas of Karnataka, particularly in the Chitradurga district. Over the years, it has developed its expertise in building people led institutions which work towards natural resource management (NRM) projects, financial inclusion, supplementing the formal educational system through informal educational initiatives etc.

Chitradurga district is suffering from acute water shortage because of the low annual rainfall and depleted water tables. Along with these, dry and semi-arid conditions of this region, add to the plight of the farmers, making agriculture difficult and uneconomical. It has influence on other sectors like education also, because of the dependence of the families on the income from agriculture and related practices.

As a result, children in Chitradurga have to rely on the formal educational institutions like government schools for their needs and it is not economically feasible for them to seek help from other mediums. In this scenario, children from these underprivileged communities find themselves in a disadvantageous position with respect to their peers in other towns and cities. Thus, they find themselves in a situation which also limits their future opportunities.

Hence, it is necessary to introduce the local farmers to scientific agricultural practices to improve the yield from land and restore the water table and natural fertility of the soil. Similarly, an informal educational initiative is needed to supplement the formal schooling system, with emphasis on the communication/language skills, computer skills and homework support.

To improve the quality of education among the poor under privileged children of the village, we curated a 9 months long project 'GYANODAYA' to help these children of Challakere village, at a cost of Rs 4 lacs per unit. Its focus areas involve language/communication skills, computer skills and homework support.

INTRODUCTION

Project GYANODAYA aims to help the children from the marginalized or underprivileged sections of the society and to design a sustainable and replicable informal education system for developing the basic skills required for employment in the children from rural areas. Informal Education Initiatives are meant to only supplement the formal educational infrastructure and cannot serve as a substitute for it or function independently

ABOUT GRAMA

GRAMA, Grameena Abhivruddi Mathu Adhyayana Kendra was registered under the Indian Trust Act on 12th July 1989. It was founded by D.M. Girijamma Rudraiah is a Non-Government Organisation, which focuses on the development of rural women and structural alleviation of poverty. It works in selected villages of Tumkur and Chitradurga districts of Karnataka. GRAMA facilitates Institution building like Self help groups (SHGs), Village Watershed Management Committees, Village Farmers Committee and Tank User groups etc. to educate and motivate people to build sustainable solutions. Some of the other initiatives taken by GRAMA are informal schooling, Microfinance, Capacity building and research activities relating to Dry Land Development.

Some of the long-term objectives of GRAMA are-

- To enable women gain political and socio-economic equality by improving their economic status and making them self sufficient
- To make people in rural areas aware about their rights by educating and motivating them
- To develop sustainable organizational system as well as income generation programs by forming women self-help and management group



Click below

[GRAMA Training Centre, Challakere](#)

GRAMA training centre

Table 1: GRAMA governing board

Sl. No.	Name	Designation
1	Mrs. D. M. Girijamma Rudraiah	Trustee and Chief Functionary
2	Mr. D. M. Sridhar	Managing Trustee
3	Dr. Majan Mulla	Trustee
4	Mr. C. M. Kumara Swamy	Trustee
5	Mr. Doddachellur Matada Chandan	Trustee
6	Dr R Shankar	Trustee
7	Mrs Saroj Rao	Trustee

GYANODAYA- Informal Education System initiatives

Keeping in mind the limitations of the present formal education system in the rural areas like Challakere village, there is a need to build a supplementary teaching initiative which can support the underprivileged children from these rural settings in their studies. It aims to infuse basic employability skills and provide off classroom teaching support to these children.

It is a semi structured problem as we needed to improve the knowledge base and employability skills in the children without any direct engagement with the present formal schooling system

The human quotient of involvement in this initiative is of utmost importance for the success of this initiative. It involves different stakeholders like children, local teachers etc and consideration of their mindset and grievances is of prime importance for the success of this initiative.

Previous initiatives by GRAMA with Christ College (Bangalore) could not meet the expectations completely as it had a top down approach which could not gain popularity among the children. Hence, a bottom-up approach is required for the widespread adoption of these initiatives by the masses. The main focus is to improve the quality of education in the children of Challakere village without intervening with the formal schooling system.

STORIES FROM THE FIELD

Nitin's Story – Beneficiary of IES initiative

Nitin is a government school going kid, 10 years old and lives with his father who is a farmer and mother who is a homemaker, also an active member of the self- help group formed by GRAMA. Nitin goes to the field with his father in the sowing season to help him sow the crops. As his father is the only bread earner in the family, he cannot afford to send Nitin to a private school. After having a conversation with him, we realised how ambitious he is, he told how he couldn't converse in English, but aspired to learn English and become digitally literate. His neighbour used to go a private school, Nitin saw the difference between education being imparted to his friend in a private school and to him in the government school.



Nitin at his residence

Nitin is very hardworking but was not able to channelize his talent and efforts in the right direction because of the poor infrastructure and the curriculum. He said that he was good in mathematics and liked the subject also but lacked the basic language skills. He was lacking behind when compared to his urban counterparts. The fundamentals are weak for these kids like Nitin in the rural areas and they lag behind when it comes to pursuing higher studies and working in corporates. GRAMA recognized this gap and started the initiative “Informal education system” to provide after school teaching support to these children. The objective of this initiative is to bring these rural kids at par with their urban counterparts in terms of language skills and make them digitally literate. After being the part of this initiative, Nitin and his parents could see the difference. We were happy when we heard him telling us about his journey at the informal school in English. IES touched lives of many children like Nitin whose parents cannot send them to private schools and cannot afford tuitions but dream of becoming successful in life.

Need for Informal Education System

The literacy rate of Karnataka is 75.36% and that of Gopanahalli village is 70.04%.

Still the kids in the rural area are not doing as good as their urban counterparts. After interacting with some school going kids in Gopanahalli village, we found out some gaps in the existing education system of the public schools. We also got a chance to interact with a student of a private school, we could feel the difference. He was more confident than his peers as he was able to interact with us in English and answered all our questions.

Some of the factors which we think can be the reason behind these gaps are-

Teacher Absenteeism- There is no motivation for the teacher to ensure that quality education is imparted to the children in these government schools. As kids also don't complete their homework regularly because of lack of support at home, teachers cannot be held responsible for the holistic development of the student unless the parents also put some efforts in their child's education. The number of dropouts also increases because of lack of student teacher engagement.

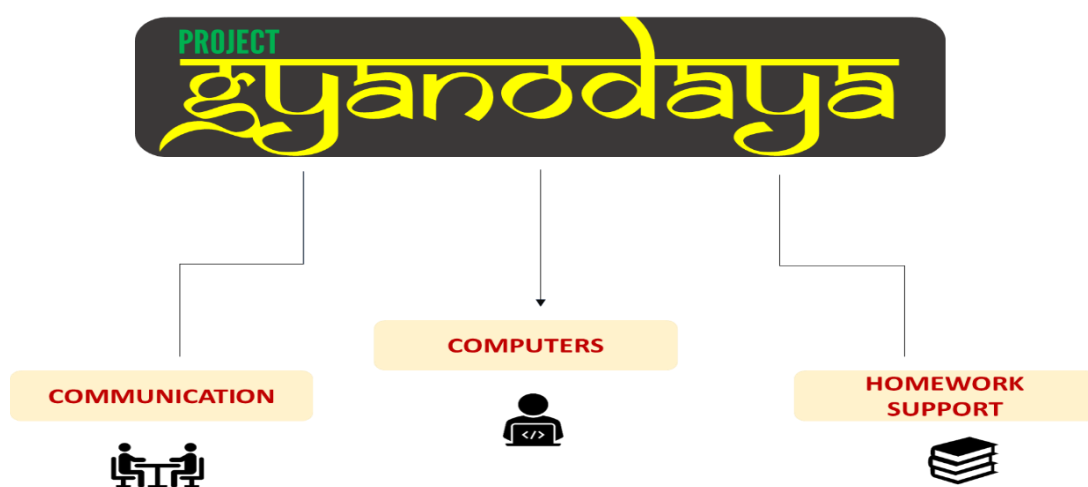
Lack of subject appropriate teacher- Many a time, teachers in these government schools aren't trained properly for a particular subject. Due to lack of resources and funds, a teacher teaches multiple subjects without even getting trained in that subject. This results in low efficiency and eventually increases in the number of dropouts.

No homework support from family- Parents are not able to support their children in homework and they fail to follow up because of their poor educational background. Also, they cannot afford tuitions for their children because of low income. Children also tend to miss school in the sowing or harvesting season as they help their parents to look after the fields. Ultimately, the children suffer and lose interest in studies.

To help such children to come at par with their urban counterparts, GRAMA ran a pilot Informal education school in Gopanahalli village. They focused on improving their language skills and computer skills. They also gave them homework support and encouraged children to continue with their education. This project did show some positive impact but it was short lived as GRAMA didn't continue with it because of paucity of funds. Hence devising a model to take this initiative further and make it sustainable and replicable and we came up with GYANODAYA.

Informal Education System initiatives

Here, the basic idea of the initiative was to improve the quality of education with the rural unprivileged children of the Chitradurga district. This model has been named **Project 'GYANODAYA'** and aims to develop basic employability skills in these children. After studying and interacting, with the children it was identified that due to the poor infrastructure, lack of adequate parental support and several other reasons, these children lagged in 3 major areas in comparison to the other children of their village who are enrolled in private schools. These areas of focus for the **Project 'GYANODAYA'** are as follows



Project GYANODAYA logo and focus areas

The mission statement of this project is “**To improve the quality of education in rural areas in order to bring the students at par with their urban counterparts**”.

The key characteristics of this initiative are as follows –

1. The project is to be piloted with the children of villages in Chitradurga District over a period of 9 months- from June to February (keeping in consideration the final exams and summer vacations of the children)
2. Keeping in consideration the census data of 2011 and the average population growth in India, it aims to benefit a batch of 240 children over a period of 9 months. To maintain the efficiency in the delivery of lectures, the children are split into 3 cohorts of 80 children each.
3. It aims to build 2 skills i.e. communication and computer skills and provide homework support to the children who cannot access private tuitions for them.
4. The plan of action and details about the focus areas of its initiatives are as follows –

i. COMMUNICATION CLASSES –

Students studying in grades 5 to 9 would have to progress through three different clusters and after periodic examinations (i.e. after every 3 months would be promoted to higher clusters)

The clusters are defined as follows-

Cluster 1- Children who are not even able to introduce themselves (i.e. negligent language skills)

Focus area- basic English grammar, tenses, vocabulary building, etc.

Cluster 2- Children who lack comprehensive reading and writing skills

Focus area- Paragraph and article writing, letters and mails, etc.

Cluster 3- Children who are good in writing and comprehending but find it difficult to converse in English

Focus area- public speaking, speech, debates, understanding of English movies and plays, etc.

ii. COMPUTER CLASSES –

Students studying in grades 5 to 9 would have to progress through three different clusters and after periodic examinations (i.e. after every 3 months would be promoted to higher clusters)

The clusters are defined as follows-

Cluster 1- Children who are not even able to start or operate a computer (i.e. negligent computer skills)

Focus area- Introduction to the computer, uses, functions, etc.

Cluster 2- Children who know how to operate but don't know how to use Microsoft office tools

Focus area- Microsoft office tools

Cluster 3- Children who have limited or no exposure to internet

Focus area- Introduction to basic online portals like Wikipedia., Gmail, YouTube etc.

iii. HOMEWORK SUPPORT –

Based on the grades in which they are studying, students are classified into 3 groups –

Group 1 – Class 4 and 5

Group 2 – Class 6 and 7

Group 3 – Class 8 and 9

Home Work support facility would run for 3 hours every day (Monday to Saturday – 5pm to 8pm), with 1 hour allocated for each group daily

For 3 days in a week, teacher 1 would be handling this facility and for the next 3 days, teacher 2 would be handling this facility.

- The scheduling of this initiative across different months of the year and different days of the week (keeping in consideration the school timings, exams and summer vacations of the children are as follows) –

Table 2: Yearly schedule of GYANODAYA

Course Timeline (June-February)	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
Communication	Cluster 1			Cluster 2			Cluster 3		
Computer	Cluster 1			Cluster 2			Cluster 3		
Homework Support	Throughout the duration								

****Each cluster lasts for 3 months**

Table 3: Weekly schedule of GYANODAYA

Property 2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5:00-8:00 pm	Communication (Teacher 2)			Computer (Teacher 1)		
	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3

****Each cohort has a batch of 40 students**

Table 4: Weekly schedule of GYANODAYA teachers

Property 1 (Homework support)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5:00-6:00 pm (Grade 4 & 5)	Teacher 1			Teacher 2		
6:00-7:00 pm (Grade 6 & 7)						
7:00-8:00 pm (Grade 8 & 9)						

6. The detailed curriculum of each of these clusters are as follows –

(The curriculum has been prepared after studying the CBSE syllabus across different grades and level A English learning courses which is meant for participants which have no prior experience with the English language hence, it is suitable for the children of vernacular medium having no prior exposure to the language).

Table 5: Cluster 1 curriculum for GYANODAYA communication classes

Hours	Topics	Whats Included	What is expected to teach
1	Introduction to the curriculum	Explain the objectives and what children are going to learn in this cluster 1	
1	Greetings	Greetings while receiving someone - Hello, Hi, Welcome, Good Morning, Good Afternoon, Good Evening, Good Night, How are You, Good to see you Greetings when someone departs - Bye, Take Care, have a nice day, See you, Nice to see you	Explain the meaning of all the introductions in the native language with instructions on when to use what
2	Introduction - Self	Prepare a 8-10 liner introduction for every child	Build the introduction with explaining the meaning of what they are saying
2	Alphabet	Teach A-Z alphabets	Teach all the english alphabets with a word from each alphabet
0.5 hours everyday	Vocabulary Building	Teach one lesson everyday from the Cambridge English starter pack (Refer	Refer resource pack (Material 1)
2	Numbers	Cardinal (1-50, 100, 1000, 100000) and Ordinal (First, Second,.....Tenth)	Teach the prescribed cardinal and ordinal numbers with their meaning
1	Days and Months	Days and Months in an year; Reading dates and years	Teach the different days and months in an year; Explain how to read dates and years
1	Time and Money	Teach how to tell time and money (counted) to someone	
2	Name and personal information	Teach how to ask and respond to the following questions - (i) What is your name? (ii) How to ask for someone's email address, address, birthday, telephone number etc (iii) How to ask time and date from someone?	Explain the meaning of each question and how to respond to these questions as well
1	Indicative Words	Use of this, that, here, there	
1	Quantitative Words	Some, many, much, any	Explain their meaning, when to use and differences between them
1	Question Words	Who, where, when, why, what which and how	Explain their meaning, when to use and differences between
3	Grammar 1	Noun, Pronoun, Verb (Basic use through fill in the blank exercises)	Explain each of them and their uses with examples in sentences
3	Grammar 2	Preposition, adjective, conjunction, auxiliary Verb (Basic use through fill in the blank exercises)	Explain each of them and their uses with examples in sentences
3	Grammar 3	Articles, Interjections and adverbs	

Table 6: Cluster 2 curriculum for GYANODAYA communication classes

Hours	Topics	Whats Included	What is expected to teach
3	Use of verb	Use of verb 'to be'; and action verbs like 'ride, laugh, read, listen, play, drink,, buy'	Explain the meaning of each of these and use of these common verbs in sentence formation of different types.
1	Noun Indicators	Use of There is and There are	Explain their use in sentence formation with examples
1	Gerunds	Gerunds, Infinitives and Continuous	Explain the difference between gerunds and continuous tense with the use of examples
6	Tense	Present, Past and Future	Explain the use of each type of tense and their sub types with examples and exact translation in the native language
3	Sentence formation	Subject-Verb-Object structure; In class exercise with use of examples first	Explain the subject-verb-object structure first and later on provide examples and in class exercise to children to build sentences
3	Types of Sentences	Explain the 4 different types of sentences (Affirmative, Question, Exclamatory, Imperative)	Explain the meaning and use of each type of sentence with examples; Also with special emphasis on Interrogative/Question sentence formation
3	Paragraph Writing	Example with In class exercise	Firstly, explain the need of a paragraph; Provide an example of a paragraph on a basic topic like 'My Nation' with explaining its meaning and linkages to the previously taught topics; Give an in class exercise to write a paragraph on a chosen topic
6	Letter Writing	Letter for (i) leave (ii) scholarship (iii) application for a job	Explain the importance of letters and when they are used; In class prepare letters regarding these topics with the students (with the explanation of their meaning in the native language)
4	E-mail Writing	E-mail for (i) complaints (ii) request of service	Explain the different parts of an e-mail and prepare two emails on these topics (with the explanation of their meaning in the native language)

Table 7: Cluster 3 curriculum for GYANODAYA communication classes

Hours	Topics	Whats Included	What is expected to teach
30 min each class (Total 6 hours)	Advanced Vocabulary	Refer resorce pack (2. advanced vocabulary)	Teacher is expected to provide children with 10 new words (from resource pack) in every class with the explanation of their meaning in the native language
6	Personal Presentation	Individual Student Presentations	Students are required to select a topic of their interest and present on it orally in front of the class (Max duration 7 minutes) (Topics should be declared atleast 1 week prior to the presentations)
3	Movie	Toy Story	Teacher is expected to give a brief review of the movie before the screening. After the screening, the children are required to write a brief summary of each of these movies and bring it to the next class
3	Movie	The Kings Speech	Same as above
3	Movie	The Lion King	Same as above
3	Movie	Ratatouille	Same as above
3	Movie	Back to the Future	Same as above

On the similar lines, the curriculum for the computer classes across the 3 clusters were prepared based on the blue print of several basic computer courses on the online learning platforms like Udemy and Khan Academy.

Table 8: *Cluster 1 curriculum for GYANODAYA computer classes*

Hours	Topics	Whats Included	What is expected to teach
1	Introduction to the Curriculum	A basic introduction to the course outline and outcome	Teacher is expected to explain the various parts of the course outline and how these things can benefit the children in their future endeavor. Aim is to build the enthusiasm for the course in the minds of the children
3	Introduction to Computers	Basics of Computers	What is a computer? Draw a basic computer diagram and explain the different parts of the computers Explain the 5 generations of the computers (From Chrls Babbage to AI) (Refer to Couse pack)
2	Advantages and Disadvantages of computers	Explain the basic features of a computer	Explain the features Speed, Accuracy, Versatility, No IQ and Diligence etc of computers with examples (Refer Course Pack)
2	Applications of Computers	Uses of Computers	Explain the various uses of computers and the roles they play in the industry (Refer Resource pack - Application of Computers)
3	Hardwares, Softwares and Peripheral Devices	Definition of hardwares and Sofytwares Types with examples	Define them and the different types of them with examples. Also, specify the use of each example (Refer resource pack)
3	Input and Output Devices	Definition + Examples	Define them and the different types of them with examples. Also, specify the use of each example (Refer resource pack)
3	Computer Memory	Primary, Secondary and Cache Memory	Define them and the different types of them with examples. Also, specify the use of each example (Refer resource pack)
3	Operating Sysytem	Definition Types and Generations of Operating System	Define them and the different types of them with examples. Also, specify the use of each example (Refer resource pack)
2	Starting and shutting a computer	How to start and shut a computer	Explain how to start and shut down a computer
2	Paint (Theory)	What is paint? Use of paint Tools	Explain what it paint is and its uses using a computer screen Explain different tools like paint brush, eraser, colour fill etc Explain how to save the file
3	Paint (Practical)	Self Practice	Let the students practice on the software to create shapes and figures of their desire
2	Basics of operations 1	wallpaper, screesaver and folder	Explain how to change the wallpaper, screensaver and create a folder (and rename it)
1	Basics of operations 2	copy, cut, paste, delete and restore	Explain the need and use od these functions and show how to perform these functions

Table 9: Cluster 2 curriculum for GYANODAYA computer classes

Hour	Topics	Whats Included	What is expected to teach
1	Introduction to MS Word	What is MS Word Its uses	Explain the basics about MS Word , its uses and show the interface of it to the students
3	Basics of word file	Create/Save/Open a new document. Explain the menu bar and different tabs like file, edit and page layout in the menu bar	Depict the procedure to create, save and open a word document Allow the students to have a personal hands on experience of these activities
3	Text Features	Text format, Text Size, Super script, Sub Script, Bold/Italics/Underline, Paragraph Alignment, Change Line spacing	Depict the use and procedure of these features Allow the students to have a personal hands on experience of these activities
2	Text Box, Picture and Cover Page	Insert Text Box, picture and Cover Page	Show step by step how to create a cover page and insert a text box and picture
1	Print	Print a page	Show the procedure to print a page step by step
1	Introduction to MS Power Point	What is MS Power Point Its uses	Explain the basics about MS Power Point , its uses and show the interface of it to the students
2	Basics of presentation	Create/Save/Open a new presentation (with selecting a template). Explain the menu bar and different tabs like file, edit and page layout in the menu bar	Depict the procedure to create, save and open a presentation Allow the students to have a personal hands on experience of these activities
2	Slide	Insert a new slide Change the slide layout	Depict the procedure to insert a new slide and change the slide layout Allow the students to have a personal hands on experience of these activities
2	Picture, text box, Smart Art, word art	Insert Picture, text box, Smart Art, word art	Depict the procedure to insert Picture, text box, Smart Art, word art Allow the students to have a personal hands on experience of these activities
3	Presentation	Need of presentation start a presentation and insert effects	Explain the needs of presentation and how to start a presentation Show steps to insert effects into presentation Allow the students to have a personal hands on experience of these activities
1	Introduction to MS Excel	What is MS Excel Its uses	Explain the basics about MS Excel , its uses and show the interface of it to the students
2	Basics of workbook	Create/Save/Open a new workbook. Explain the menu bar and different tabs like file, edit and page layout in the menu bar	Depict the procedure to create, save and open a workbook Allow the students to have a personal hands on experience of these activities
3	Formula	Write a formula (Sum, average, count, trim, min, max)	Explain the meaning and use of these functions, also, the steps to write a function Allow the students to have a personal hands on experience of these activities
4	Charts	Bar Chart, Pie Chart and Line Chart	Explain the meaning and use of these charts Show the steps to create these charts Provide chart title and axes labels Allow the students to have a personal hands on experience of these activities

Table 10: *Cluster 3 curriculum for GYANODAYA computer classes*

Hours	Topics	Whats Included	What is expected to teach
3	Introduction	Introduction to Internet + World wide web How internet works Its uses	Explain is internet and how it works. Explain the various uses of the internet (Refer resource pack 2)
3	Web browser	Define its purpose its parts address bar (enter a website), back, downloads How to open it and close it	Explain step by step the process of use of a web browser How to go to a website etc
3	E-mail - 1	Its importance, use and need Create an e mail id	Explain the importance and uses of an email id Instruct the children to create their own emailid using the computers
3	E-mail - 2	Explain the different parts of the mail box (Inbox, outbox and trash) Write a mail	Explain the different parts of the mail box and show how to write a mail allow the children to write a mail on their own
6 (2 hours each)	Common Websites	Google Wikipedia YouTube	Explain the use and features of each website Make the children aware of the interface of each website Allow the children to have hands on experperience of each webite

Budget for Project GYANODAYA

Considering the scale of the program, it is important to have an estimation of the capital and expenditure to be borne to run this program over a period of 9 months in Challakere Village. Hence, based on the inputs and information gained from the field visits and the support of the GRAMA staff who had previously worked in a similar venture with the Christ University (Bangalore) team, an estimated budget of this initiative has been drawn which is as follows –

Table 11: *Cost estimation for Project GYANODAYA to run one school*

Cost for running 'GYANODAYA' in village (like Gopanhalli) with 240 children	
Total children in 9-14 age group (i.e. grade 5 to 9) in Challakere Village (As per 2011 census)	316
With the consideration of migration (estimated total children population)	400
Assumption 1 - 60% of the children can be reached	
Total target children population	240
Infrastructure Cost (2 rooms @ Rs 3000 pm)	₹54,000.00
Cost of Computer Systems (10 systems @ Rs17000 pm)	₹170,000.00
Salary of teachers (2 teachers @Rs 8000 per teacher pm)	₹144,000.00
Total Cost	₹368,000.00
Assumption 2 - 10% administrative overhead costs	
Total estimated cost	₹404,800.00

Table 12 : *Financing Model for Project GYANODAYA*

Per child per month contribution	1
Number of children	240
Number of days of programme	270
Total Contribution from parents	₹ 64,800.00

Gyanodaya Financial Estimations	
Total Cost of Gyanodaya	₹ 404,800.00
(Contribution from 1 rupee initiative from parents)	₹ 64,800.00
Balance contribution required per unit	₹ 340,000.00

As shown above, participation by parents (the basic idea is to limit the financial burden on the families of the children but at the same time keep them involved) with the initiative by the means of their small contributions. Beyond the 1-rupee daily contribution by the parents, an amount of around Rs 3.4 lacs is required to fund the project. With the successive replication of this initiative in other villages, GRAMA in a sustainable fashion can improve the quality of education among the children of unprivileged communities in rural areas of Chitradurga like Challakere village.

REFLECTIONS and the need for project GYANODAYA

The field visits and interactions with the children and parents have made us more empathetic children particularly girl children. This experience has shown us the ground realities and after interacting with the parents, children, school teachers and other stakeholders we have come to the following conclusions-

- Most of the parents take loans for their field and crops, already burdened with multiple loans they end up ignoring the need of their child's education. The income is usually consumed in basic survival making education a not so important facility to spend on. Also, the parents see no such improvement in their kids who attend the government school, therefore, they stop sending them there. This way the number of dropouts increase as the kids also do not have much inner motivation to attend school. Many a time, it is the student who decides to discontinue because of lack of interest in whatever the teacher teaches as she picks her own pace without ensuring whether the kid grasped the subject or not.
- The way of teaching is very primitive in the rural schools whereas the urban schools are in the process of adopting new technology and are revamping their curriculum every now and then so that the students deliver better performance. It is creating a divide between the rural and urban children and might fuel undue high levels of migrations in future
- Intergenerational illiteracy and poverty is a major hindrance in the betterment of the livelihood of underprivileged communities as, for a child growing up in such settings, there is no benchmark to follow for a very major portion of their childhood and after a certain age, there is also no point of return for them in this regard

- Government policies are often driven to cure the symptoms and are often myopic with inadequate emphasis on the root causes of the problem. It primarily arises because of the top-down approach of policy making

Contact Details

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Detailed cost estimates for GYANODAYA PROJECT to run 50 schools in three years - Informal Education System

GRAMONNATI PROJECT - Informal Education System										
Sl. No	Description of Components	Unit	Physical Programme			Financial Programme in Rs.				Total Cost considered in Rs
			Yr 1 (10 schools)	Yr 2 (20 schools)	Yr 3 (20 schools)	Unit Rate in Rs	Yr 1 (10 schools)	Yr 2 (20 schools)	Yr 3 (20 schools)	
1	Infrastructure - Number of children = 240 childrens per unit									
i	Two Class rooms (Rent)	nos	90	180	180	6,000.00	540000	1080000	1080000	2700000
ii	Computer Systems (10 Nos @ Rs 17000/Computer)	unit	10	20	20	170000	1700000	3400000	3400000	8500000
iii	Teachers-1 (Salary)	nos	90	180	180	8000	720000	1440000	1440000	3600000
iV	Teachers-2 (Salary)	nos	90	180	180	8000	720000	1440000	1440000	3600000
	Sub total									18400000
2	Project Management Cost									
A	Personnel									
i	Project Coordinator	nos	12	12	12	16000	192000	192000	192000	576000
ii	ToT Trainer	nos	9	9	9	13000	117000	117000	117000	351000
iii	Data Entry Operator / Accountant	nos	9	9	9	6500	58500	58500	58500	175500
B	Infrastructure									0
i	Project office - rent	nos	12	12	12	4000	48000	48000	48000	144000
ii	Computer and Printer	nos	1			40000	40000			40000
iii	Furniture & Fixture	LS	1			24000	24000			24000
C	Overheads									0
i	Travel costs for Project Coordinator, ToT, Village level worker and Data Entry operator	unit	9	12	12	8000	72000	96000	96000	264000
ii	Vehicle running Expenses	unit	9	9	9	4500	40500	40500	40500	121500
iii	Telephone & fax	unit	12	12	12	2000	24000	24000	24000	72000

iv	Stationary	unit	12	12	12	2000	24000	24000	24000	72000
	Sub total						640000	600000	600000	1840000
	GRAND TOTAL						640000	600000	600000	20240000