

A.P.J ABDUL KALAM INTERNATIONAL RESIDENTIAL SCHOOL FOR TRIBES

Project Report



2016 -17

SANTHI MEDICAL INFORMATION CENTRE

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**A.P.J. ABDUL KALAM
INTERNATIONAL SCHOOL FOR
TRIBES AT ATTAPPADY**

BY

SANTHI MEDICAL INFORMATION CENTRE

KOTTAPPADY, THRISSUR, KERALA

“The purpose of education is to make good human beings with skill and expertise...Enlightened human beings can be created by teachers ”

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1. INTRODUCTION

Education is the most important instrument for human resource development and has a great significance. One cannot imagine education without schools as it plays a major role in molding the basic ideas, habits and attitudes of the children, with a view to producing well balanced individuals. Schools provide not only education to the children but also keep them away from social evils.

Education is the key that opens the doors of life. Lack of schools and formal education facilities keeps a community in dark for which the deprived life of tribal people is a crucial instance. Education of Scheduled Tribes (ST) children is important not just due to a Constitutional obligation to equality of its citizen or special entitlements to ST, but because it is a crucial input in the nation's strategy of total development of tribal communities. However, despite nation's efforts to ensure constitutional equality, dignity and development that they themselves wish for, the tribal people have lagged behind in education owing to external as well as internal constraints, socio-economic and cultural background of the tribal community, psychological problems of first generation learners etc.

Education plays a pivotal role in social change and it brings perfections in human life, an upward mobility in social status, radical transformation in outlook and perception. Education is widely accepted as the essential tool for the attainment of the developmental goals and leads to political consciousness, awareness of rights and duties among the people of a nation and it is the most important instrument for human resource development and has a great significance in the context of developing countries.

2. BACKGROUND

India is one of the world's oldest civilizations and one of the most populated countries in the world. The Indian culture, often labeled as an amalgamation of various cultures is also the homeland to a number of tribal communities with diverse eco-cultural, socio-economic and geographical backgrounds. India has the largest population of tribal people in the world. According to the 2001 Census, Scheduled Tribes (notified by the Government of India under Article 342 of the Indian Constitution) constitute 8.14% of the total population of the country, numbering 84.51 million. In the state of Kerala, 1% of the total population is tribal population, comprising of 36 unique Scheduled Tribes (ST) whose livelihoods are also varied: hunting-gathering, shifting cultivation, settled agriculture, contract labour etc. are some of them.

According to the 2001 Census, the literacy rate of the Scheduled Tribes of India is only 47.10% against the national literacy rate of 65.8%, this is appalling. Even in the State of Kerala with a high literacy rate at 90.92%, that of the Scheduled Tribes is far behind, at only 64.5%. Recognizing the Scheduled Tribes as one of the most deprived and marginalized groups with respect to education, a host of programs and measures have been initiated ever since the independence of our country.

a) TARGET LOCATION - ATTAPPADI

Attappady is a hill area in the district of Palakkad, Kerala state, approximately 600 meters above the sea level. The Tehsil office of Attappadi situates in the nearest towns, Coimbatore and Mannarkkad, which are 50 and 40 kms away respectively. The tribal population in this area is underprivileged and follow their own way of lifestyle and food habits.

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Tribal hamlets are found in all the three Panchayathsof Attappady, namely, Agali, Pudhur, and Sholayoor. Irula, Kurumba and Muduga are the tribal sects residing here. *Irula* hamlets dominate in all the three panchayaths. *Kurumbas* reside only in Pudhur and Sholayoor is an exclusively IrulaPanchayath. Numerically, *Irulas* form the largest tribal community (82.25 per cent) followed by Mudugas (12.53 per cent), and Kurumbas (5.22 per cent). The annual compound growth rate of Kurumbas during the period 1961 to 1981 was 2.44 per cent as against 1.61 per cent in the case of Mudugas, and 2.41 per cent in the case of Irula.

Though these aborigines are the rightful owners of their land and are often referred to as 'the children of the jungle', they have been side-tracked and deprived of almost all the essentialities of life by the so called modern society. They live a life of hunger and ignorance. Hundreds of children die due to malnutrition and most tribal women are anemic. This can have a devastating effect on pregnant women and lactating mothers, says the report. They even lack basic facilities of life like clean drinking water, proper sanitation and garbage disposal means. The schools in Attappadi are of nominal infrastructure facilities and the problem of stagnation and drop out phenomena is worse among the tribal students.

The Government and the NGO(s) have in the past come up with a lot of welfare programs in Attappadi but to no substantial benefit to the tribal communities there. These programs were a mere eye wash to produce documented data of funds availed and spent. The fact, that the sad plight of the Tribal with regard to living conditions and daily existence still remains the same despite the so called welfare programs being implemented for the last 3 decades, is a proof enough to validate the ulterior motives of the earlier projects.

Though there were various agencies from Government sectors and other agencies active in this area for the uplift of this population, they were proved to be a failure for the reason that neither of the above mentioned agencies have any emotional attachment to the tribes. They are only doing a mechanical job and no follow up programs are being conducted.

This is where 'Santhi' makes a difference. Apart from its proven track record in the field of charity and social work since 1997, SMIC has been interacting actively and successfully for the past 2 years in the region with Attappadi Tribal Welfare Project. Santhi knows the pulse of the suffering humanity here and has always been stood by them for justice and uplift.

3. ORGANISATION

Santhi Medical Information Centre.(SMIC)

Santhi Medical Information Centre is a charitable institution and resource center functioning in Kerala for those who seek medical information, treatment and financial assistance. The institution was founded by Mrs. Uma Preman in 1997, keeping in mind the common man's need of information on medical facilities, support and options. Head office is situated in Guruvayoor, Thrissur district, Kerala.. It is now a full-fledged charitable trust, serving people with comprehensive medical information, availing treatment facilities especially for the kidney patients' dialysis support, community welfare programs, health awareness campaigns and financial assistance to the deprived people. SMIC has its humanitarian presence in the social sector of Kerala for the betterment of the needy sections of the society and tribal community welfare.

a) SMIC: ORGANIZATION INFO

Name of the Society : SANTHI MEDICAL INFORMATION CENTRE

Address : Santhi Medical Information Centre
Punnathur Road, Kottapadi, Guruvayoor,
Thrissur District, Kerala, India-680505

E-mail address : santhimedicalinfo@gmail.com

Web site : www.santhimedicalinfo.org

Phone : +91 487 2556796

Account name : Santhi Medical Information Centre
(SIMC possess FCRA registration Act 2010 under the Ministry of Home Affairs, Government of India)

FCRA Reg. No : 052900372

Account No. 1 : 0849101018916

Account name : MRS. UMA PREMAN

Bank name : Canara Bank

Branch Name : Agali

RTGS CODE : CNRB0000849

Account No. 2 : 0838201000500

Bank Account Name : Santhi Medical Information Centre

Bank Name : Canara bank

Branch Name : Guruvayoor-680 101

RTGS CODE : CNRB0000838

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A.P.J ABDUL KALAM INTERNATIONAL RESIDENTIAL SCHOOL FOR TRIBES

Account No. 3 : 0838201000442
Bank Account Name : Santhi Medical Information Centre
Bank name : Canara Bank
Branch name : Guruvayoor Westnada, Kerala
RTGS CODE : CNRB0000838

4. ATTAPPADI TRIBAL WELFARE PROJECT

SMIC extended its services from medical care to a number of social welfare programs and 'Attappadi Tribal Welfare Project' is one among them. SMIC started welfare activities at Attappadi in June, 2014. The tribal population of the area is underprivileged and follows an unhealthy way of life. They lack even the basic facilities of life like clean drinking water, proper sanitation and garbage disposal means. With the help of our well-wishers, SMIC initiated Attappadi Tribal Welfare Project for providing basic health care facilities and developing basic life structure to the *Adivasis* in the 192 hamlets of Attappadi. Padmashree Dr. T.A. Sundar Menon is the supporter and Goodwill ambassador of the project.

The successful implementation of the project welfare activities in one hamlet has inspired 'Santhi' to extend similar activities to all other 191 hamlets where they lack most of the basic amenities like sanitation, drinking water, garbage disposal etc.

The core areas we focus on Attappadi are Education, our first & highest priority, followed by Hygiene & Sanitation, Health, Self-sufficiency & Agriculture. A number of projects related to education sector are on process for attaining the aspired outcome. A.P.J Abdul Kalam Residential School Project is initiated in the year 2016 with an aim to improve the educational services available to the Scheduled Tribes in Attappadi.

a) INFRASTRUCTURE DEVELOPMENT ACTIVITIES

I. Hygiene & Sanitation

- In *Agali Kandiyur Ooru*, Santhi built 75 toilets and bathroom facilities. The water source was renovated and established 5 large water storage tank and taps.
- In *Down Agali Ooru* (Agali Panchayat) Santhi built 18 toilets for the tribal homes which lack sanitation facilities. Also created hygiene awareness among villagers. Proper waste management solutions are implemented.
- Drinking water problem is resolved by establishing Water Storage Tanks and Taps and the village premises are made clean by solving water blockage issues.
- Houses are refurbished with added facilities and cleanliness. Disconnected electricity connections are restored.

II. Health

- SMIC facilitates medical care, checkup and medicines for all residents in *Down Agali Ooru*. Two permanent nurses are appointed for continued medical support for the people.
- A residential Physiotherapy Rehabilitation Centre is set up in the region for the paraplegic patients.
- Established community kitchen to ensure regular diet based nutritious food and supplements among the tribal people.
- Introduced 'Nutrition Break' for 968 low HB detected students of *Kottathara GUPS, HSS and Agali GVHSS* and provided nutritious

brunch during the break.

- SMIC also carries out the *Health Awareness Program* specifically among the tribal community, conducting early detection tests of lifestyle diseases, liver and other diseases, including ECG for a nominal sum of 250 INR
- Santhi set up its 10th free and subsidized blood dialysis unit in *Kottathara Tribal Specialty Hospital*. Also an X-ray unit is set up by SMIC in *Kottathara Tribal Specialty Hospital*.
- As the *PHC* in *Sholayur* lacks lab facility, SMIC set up a Mobile Lab with auto analyzer and all other facilities adjoined to the Hospital. SMIC runs the Mobile Lab for free of cost including the staff and equipments until the hospital is provided with lab facility from the government.

III. Education

- Santhi provided necessary infrastructure facilities for the 20 Multi Grade learning Centers (MGLC) in Attappadi. Among them *Puliyam Chala* Centre was completely renovated and *Kathirampathy* Centre was partially renovated. Necessary facilities like Toilets, Drinking Water, Electricity, Furniture, Dress, Painting, Smokeless Oven etc. were facilitated in other centers.
- Compelled and convinced the families to send children above 5 years to join the local school in this academic year (2016 – 2017) itself. (Most of them didn't had facility or provision for breakfast or dinner at home)
- Distributed footwear, umbrellas & schoolbags for the newly enrolled students.

- Santhi selected 12 students and send them to PC Thomas Centre for higher education entrance coaching.
- Santhi selected 9 students who have keen interest in higher learning and facilitated them college admission, academic counseling and ensured the continued financial support for studies.
- SMIC could raise and channelize an approximate sum of 20,00000 INR for the uplift of schools in Attappadi, for providing drinking water, health, educational assistance and sanitation facilities

IV. Self Sufficiency & Employment

- Santhi established three SSI units to provide training and guidance for self employment and small scale undertakings to those who discontinued education and over 18 years old. Palm Leaf Plate Manufacturing Unit, Tailoring Units and ladies Sanitary napkin Manufacturing Units are few of them.
- These units give training in making disposable plates and bowls out of dried palm leaves. Also sanitary napkin making and tailoring are other units specially intended for women.
- Santhi is also taking initiatives for introducing productive cultivation techniques for the villagers in the available land in the village.

V. Agriculture

- Low cost cultivation suitable for the geographical conditions of Attappadi is implemented by Santhi in the available land.
- Organic farming of Papaya in 4 acres, Drumstick in 3 acres, and Banana in 3 acres are conducted here.
- Other vegetables that are cultivated in organic way include Yam and

Colocasia (Chemb) in one acre, Pumpkin, Tapioca and Ash gourd in one acre, Snake gourd and Bitter gourd in one acre, Beans, Ladies Finger and Toor Dal in one acre, Tomato, Chilly and Brinjal in one acre.

- Farm School Concept is another initiative from Santhi that covers Wormy Compost, Dairy Farming, Poultry Farming, Fish Farming and Mushroom farming.

b) TRIBAL YOUTH CENTRED INITIATIVES

The young generation is the hope and future of any community. SMIC intends to help and guide the aspiring tribal students and youth to reach and explore their future.

I. Education Support Scheme

The project is aimed to support the education sector of Attappadi by supplementing the educational needs of the students. Under this project,

- 5 Graduates are sent to *Triune Academy* for 1 year IAS Coaching
- A tribal student is sponsored for higher studies in *Pondicherry University* for 5 year integrated MA political science.
- 'Santhi Institute', the parallel educational centre is set up to provide free tuition to High School and higher secondary students in Attappadi.

II. 'Nutteen' Project

The project is launched to mitigate the malnutrition problems among the adolescent girls in the community. The initiative put forth a consistent and viable solution by distributing one papaya sapling & a hen each among the 125 girls in IHRD College which helps them to find long term sources of nutrition supplements in home.

III. School Health Anemia Screening Program

Anemia screening camp is a massive program targeted to identify the health issues among school students. Around 12000 students from 35 schools were underwent the screening test and the malnourished were identified and provided with nutritious brunch. Further to our initiation, the health department agreed to conduct continued anemia screening test in schools as a precaution against the deaths of children due to malnutrition.

IV. Adolescent Health & Menstrual Hygiene Management Project

The project facilitates the tribal girl students to have better menstrual hygiene and private access to menstrual hygiene products. Santhi distributes sanitary napkins made in our tribal units among the school and college students as a part of this program. Also, incinerators (Napkin Destroyer) are set up in the schools and for college students.

IV. Knowledge Villa Project

Knowledge can empower the upcoming generation of the tribal community. Knowledge Villa Project is to inculcate the habit of reading and thereby promoting the value of education and knowledge among the students in Attappadi tribal villages. A digital library promoting visual communication and a vast library is being seated up with 1 lakh reading materials in the region.

V. Sports & Cultural club

Santhi Medical Information Centre launched the idea of Sports and Cultural club with a view to tap the hidden talent of youths in tribal hamlets. It puts emphasis on encouraging sports and cultural club activities, arranging tournaments in rural and tribal areas of Attappadi. The project seeks to inculcate the social norms and values in tribal youth group by developing a sense of responsibility and good conduct among them. It can enhance the tribal talents and make them explore the opportunities with a chance of employment, promoting socio-cultural interactions as well.

5. RESIDENTIAL TRIBAL SCHOOL PROJECT

In the light of the welfare activities organized and implemented in Attappay, SMIC realized that the sustainable development of Attappadi can be attained only through education. Hence the notion of Tribal Residential School unleashed for a better future.

a) PROBLEM STATEMENT

In India, the dropout rate of ST children is higher as compared to other children.

Table 1

Dropout rate among ST boys and girls				
Class	ST(Boys)	All(Boys)	ST(Girls)	All(Girls)
Classes I - V	37.2	28.7	33.9	25.1
Classes I - VIII	54.7	40.3	55.4	41.0
Classes I - X	70.6	50.4	71.3	47

It is well understood from the above data that the overall educational picture of the Tribal community is not satisfactory. There are many causes rooted behind the situation especially cultural, social, economic and political too. The people of Tribal community are the most deprived and marginalized in terms of opportunities, government access and political awareness. Lack of education also proves to be a key factor responsible for the marginalization and deprivation of these communities. The fact can be triangulated by means of the following realities – There are many critical issues and problems in the field of tribal education, as follows:

b) DROP OUT STATUS IN ATTAPPADY

Table 2

Location	2008 - 2009		2009-2010		2010-2011	
	No of Dropouts	% of Dropouts	No of Dropouts	% of Dropouts	No of Dropouts	% of Dropouts
Agali	187	32.5	149	33.2	120	30.9
Sholayoor	190	33.1	145	32.3	124	27.6
Pudur	197	34.2	154	34.3	144	32.1

c) MAJOR REASONS FOR THE DROPOUT

I. Low socio-economic status

Tribal community put up with a low socio-economic status. Miller (1988) has identified four major classes of variables such as cognitive variables, physical variables and motivational variables where disadvantaged learners show poor performance as compared with the advantaged groups.

II. Tribal concepts of pleasure

Tribal people give more importance to the tribal lifestyle of pleasure such as dance, music and other types of entertainments, inherited and prevalent in their society.

III. Tribal concept of learning

Tribal concept of learning is different and in most of the tribal cultures learning is an active pleasurable event mostly carried out among peers. But the existing system of education does not take in to account their learning style.

IV. Linguistic problems

Tribal languages, except a very few, belong to Austro-Asiatic language family and are different from dominant non tribal languages of India which belong either to the Indo European or the Dravidian family. In most of the time tribals face acute problems in language.

V. Problem of learning English

They find quite difficult to learn than their non- tribal language counterparts. For them, English is not even a second language as other regional languages interfere and English is placed farther to 5th or 6th.

VI. Psychological problems

Financial problems of the tribals always make them in a very depressed condition. They have lots of wants but the means to satisfy is very less. It leads to psychological issues which in turn reflect in learning.

VII. Academic and administrative problems

Even though the number of programs for the uplift of tribal education is many, the percentage of people receiving the benefits is less. Administrative authorities also have a neutral and passive approach towards educating the tribals.

VIII. Indifferent attitude of tribal parents

Tribal parents are mostly illiterate. They hardly show any interest towards the education of their children. They are more concerned of handing over household responsibilities to their children from a very early age

IX. Indifferent attitude of tribal teachers

Teachers are mostly underpaid and do not take much effort to improve the academic level of the tribal students. Communication difficulties, absconding in class, bad result in study, lack of attention in classroom are some of the factors that worsen the attitude of the teachers towards tribal students.

6. THE PROJECT

A.P.J ABDUL KALAM INTERNATIONAL RESIDENTIAL SCHOOL - ATTAPPADY

The core philosophy of A.P.J. Abdul Kalam Tribal Residential School is to provide relevant and formal education via smart class room methods which can prepare them to experience and experiment the lessons they went through and instill the desire for research and study. Thus we intend to rightly use literacy as a vehicle of social change. The ability to take independent decision and the desire to take personal responsibility are the major objectives of education.

This tribal residential school project is exclusively for the tribal children who are deprived of the educational facilities in their neighborhood. 70% of students will be admitted from Attappadi region through judicious selection criteria and rest 30% from the tribal community all over India. The concept is the consolidated development of Attappadi through quality education.

7. PROJECT OBJECTIVES

Initially, the project will be implemented as a pilot project for a period of two years. It aims to provide quality education to 60 primary students from TRIBAL community especially in Palakkadu District and a gradual extension is planned up to 14 years i.e. up to secondary level. The project will be expanded to higher standards on completion of the pilot phase. Every year 60 students will get admission to LKG and the school develops as the students pass out.

The key objectives of the project are the following:

- To construct the infrastructure for a residential school capable of providing primary level education.
- To train indigenous people confident enough to confront the mainstream society through systematic school education.
- To provide quality education to 60 primary Tribal students selected from the nearby areas of Palakkad district.
- To instill social, moral and spiritual values among tribal students.
- To promote personal dignity and creativity in the child's life.
- To impart problem solving skills and rationale among children.
- To create a responsible and enlightened society.

This profile envisages the establishment of an international Tribal Residential School with an initial enrolment of 60 students situated in 4 acres of campus at Attappadi. The total build up area shall be 14700 sq ft and the academic block shall consist of about 4200 sq ft. The project proposes to offer CBSE (Central Board of Secondary Education) curriculum with SMART CLASSROOMS. Smart classes use all interactive modules like

videos and presentations and these visually attractive methods of teaching becomes appealing to the tribal students who feel difficult with the traditional method of teaching in a classroom. This kind of audio-visual teaching is attention-catching and the students can easily relate with them.

Environment is of immense importance in the context of educational development among tribal communities. Therefore the physical structure of the school is planned to build in maximum environment-friendly manner.

a) INFRASTRUCTURE AND FACILITIES:

- Qualified, experienced, highly motivated and a dedicated team of teaching faculty.
- Smart classrooms with size up to 700 Square Feet.
- Special focus will be given for the sports and athletic development of children. Tribal children have a special talent in sports and athletics. This project encompasses spacious playground with all game courts for football, volleyball, basketball and an Indoor Court for various indoor games.
- Promote the interest of students in sports from primary level itself through allocating competitive trainers for games and athletics in the school.
- The School's infrastructural facilities of sports will be open to all other 33 school in Attappadi for the common progress and promotion of Sports in Attappadi region.
- Swimming Pool and Toddler Pool facility with attached changing rooms
- Well equipped, fully computerized library with more than 100,000

books for the students, added with research facility for faculty.

- Arts and Music Rooms to teach and practice Keyboard, Guitar, Violin, Veena, Tabla etc. nourishing the talent in childhood itself.
- Digital library.
- Sick room with medical assistance.
- Facilities for extracurricular activities like, Classical dance, Art and craft, Clay modeling, Painting, Cartooning, Light Music, Glass painting, Soft toys making, Paper craft, Drama etc.
- Observation of Ethnic and community festivals by replicating tribal art forms in campus.
- Ecological Garden and Children's Park
- Wax museum
- RO Plant
- Dormitories:

Students shall be accommodated in two separate well designed dormitories for girls and boys approximately 2100 Square Feet each, with following facilities:

- Dining Hall with attached Kitchen.
- Student Recreation Room Lounge.
- Study halls.
- Activity/Utility Rooms at the Ground and Upper Floors.
- Water Purification Plants & Eco-Friendly Environment, Solar Water Heaters.

8. IMPLEMENTATION STRATEGIES

Our motto is to provide quality education to Scheduled Tribes students and A.P.J Abdul Kalam Residential School is exquisitely designed with all facilities exclusively for the tribes that will also ensure their comfort within like a second home.

- The students are admitted at the age of 4 to pre-school and as they grow up the school will also be through different expansion phases to higher secondary level and later to university.
- 100% of students will be tribal in which 70% of them from Attappadi area and the rest 30% from all over India.
- Admission will be restricted to 30 pupils in a class
- We focus on moulding the child character to a higher level through best available training methods.
- Traditional huts will be constructed in the campus for the visiting parents to stay with their children for certain granted days on monthly basis.
- We envisage the holistic development through education. To bring about an integrated individual who is capable of dealing with life as a whole. For the optimum results we admit students only in preschool, as intermittent education won't go with our system.
- Skill development, competency building and teacher's motivation will be ensured for sustained educational development.
- Emphasis should be on quality and equity rather than quantity as has been the case in the past. The prime focus should be on provision of

quality education that makes tribal communities economically effective and independent.

- The School will be designed and built with locally relevant material to tribal students. The eco-friendly ambience will not only facilitate faster learning but also help children develop a sense of affiliation to school

9. STAGES OF PROJECT

The project is planned to implement through 3 phases. Construction of Lower Primary Section in the first phase, Upper Primary in the second phase and High School and Higher Secondary in the last phase respectively.

a) PHASE 1- LKG TO 4TH STANDARD

Initially, 4.59 acres of land in Attappadi is acquired for the school at Pattimelam, 8 km away from Agali and the building construction work is under planning stage. We plan to build class rooms with 700 Square Feet each. In this phase, it is planned to enroll 60 LKG students by providing dormitory facility. The first phase is targeted to be complete within 5 years.

b) PHASE 2 – 5TH STANDARD TO 8TH STANDARD

In this phase we extend the classes up to 8th standard. The students enrolled in 2017 batch will be the first batch who completes matriculation from this school. No other students will get admission in between as it focuses on the holistic development of the students. In this phase the classrooms up to 8th standard will be separately constructed in a new location at Attappadi.

c) PHASE 3 – 8TH TO 12TH STANDARD

In the third phase, the project will be completed by building higher secondary block and the allied educational facilities. By time we anticipate to be more capable and anticipate more on our students' potentials and to establish a university and fulfill their educational needs.

10. PROJECT PARAMETERS

Area Profile

The catchment area, Attappadi, Kerala, are pronounced backward area. 95% of its total population inhabits hamlets which are located 5 to 10 and more kilometers away from each other. There are only a few Primary Schools and 6 High Schools in the vicinity around Attappadi.

Rational

The tribal parents are giving negligible importance to education due to economic and social limitations. The sporadically and distantly located High Schools worsen the number of dropouts. Hostel facilities are extremely scarce.

Proposed Location

The envisaged project is proposed to be located at Pattimalam, Attappadi of Palakkad district (Kerala).

Land

The proposed project will require a total land area of 4.59 acres for the campus with a total built up area of 14700 Square Feet and the academic block shall require 4200 Square Feet.

Proposed Capacity

This profile envisages the establishment of the residential school with an initial enrolment of 60 students.

11. TARGET GROUP

The project will explicitly target the tribal community. In this regards, the project will focus on tribal population living in India. The project will initially implement as a pilot project in Palakkad only. Therefore, 60 kindergarten students of the Palakkad district will be the target beneficiaries of this project.

12. PROJECT DURATION

The total duration of the project is 14 years. The duration of the pilot project is 2 years. The pilot project will kick-start from June 2017 and end by March 2018. The project will continue expanding up to 14 years and exit strategies will be made during the period. Extension of the residential school project to other districts will also be considered upon the fund availability and assessment of the pilot project. By 2030 the project will be completed achieving its preset goals.

13. PROJECT MANAGEMENT

a) STEERING COMMITTEE

A steering committee will be formed under the chairmanship of SMIC director, with representatives from 10 well-wishers of Santhi will be members to this committee and will coordinate work with other agencies like Bank, Local Bodies and Sponsors. The steering committee will be responsible for the overall planning and implementation of the project. This committee will be held accountable for proper delivery of outputs towards arriving at child-friendly education and child-friendly school

b) TECHNICAL COMMITTEE

A technical committee will be formed from the academic faculties for coordination and assessment of training, material development etc. In addition, the committee will overlook the work of technical teams. Each team will cover a thematic area of work within the curriculum, and develop appropriate materials within related themes of the project.

c) EXPERT COMMITTEE

An expert committee will be formed including international and national experts in curricula development, training, instructional design, assessment and evaluation and also the experts in the field of child's rights. These experts will be in close cooperation with the technical committee and as a team they develop a thematic framework for development of the activity modules. They will also develop indicators for monitoring and assessing the inputs, outputs and impact of the implementation of the project in all its areas of activities. This collaboration will ensure the exchange and transfer of expertise among the various teams and

committees working in this project in order to upgrade performance and the quality of work, and the building of national capacities

d) FIELD COORDINATORS COMMITTEE

A field coordinators committee will be formed that will include membership from the Higher Council for Childhood. The task of this committee will be to supervise and coordinate the ongoing activities at the field level. This committee and groups will observe changes in the behavior of children and their acquisition of knowledge, attitudes and implementation of the developed concepts, materials and activities

e) MONITORING AND EVALUATION

Monitoring and evaluation activities will be carried out via the different committees formed. The board of trustees and the staff are responsible for the monitoring and reporting to the Institution. Staff in the school would produce a narrative report about the educational progress and implementation. Evaluation of the performance would be done twice a year.

14. TENTATIVE BUDGETING

The proposed total budget is just a tentative budget and needs detail estimation. Thus, tentative budget of the pilot project is INR 2,89,03,000.00 (INR Two crores eighty nine lakhs three thousand only). The breakdown of each budget item will be made during the detailed proposal development. Therefore, the volume of the budget can be increased or decreased during the final proposal development process depending upon the real estimation.

a) ESTIMATED COST OF THE RESIDENTIAL SCHOOL

The First Phase development of the Residential school with an extent of approximately 14700 Square Feet in Pattimelam, Attappady is proposed to be achieved over a period of two years from 2016-18 at an estimated cost of INR 2,89,03,000.00 (INR Two crores eighty nine lakhs three thousand only).

Table 3

Sl. No	Item Description	Cost (INR)
1	Land Purchase	35,00,000.00
2	School building and infrastructure development	2,01,95,000.00
3	Running expenditure for 2 years	52,08,000.00
Total Project Cost		2,89,03,000.00

The detailed breakup of cost is annexed in the Appendix.

15. PROJECT FUNDING

SMIC has the immense support and financial assistance in its selfless path of charity activities from national and international organizations and well-wishers. Our ongoing welfare projects are implemented in the support of sponsors.

For the construction of infrastructure and further developments we are planning to submit the proposal to CSR funding of various companies and well-wishers of 'SANTHI'. We wish to seek the help of individual sponsors for each student and thereby find out the running expenditure for this school. One year educational expenditure of a child is considered as one share in A.P.J. Abdul Kalam Tribal Residential School. For the first year, we expect 60 sponsors for the 60 children enrolled. Next year onwards there will be an increase of 30 children and at the end of First Phase, 240 children will be enrolled.

16. CONCLUSION

Discussions and interaction with the target communities is being held in parallel so as to build a consensus about the school and its location. Also, elaboration points in terms of further technical, social, financial and managerial aspects may be added to the project making it more realistic and implementable. Therefore key consultation, discussion and coordination will be made during the proposal development process with the concerned donors, key stakeholders particularly District Education Office (DEO) and with the target communities of the Tribes.

17. APPENDIX

a) DETAILED BUDGET BREAKUP

Table 4

Sl. No	Item Description	Area	Amount (INR)
1	Cost of Land	199665.00	35,00,000.00
2	Land Development Work	199665.00	5,00,000.00
3	Class Rooms (6nos)	4157.00	51,96,250.00
4	Dormitory (Boys)	2010.00	25,12,500.00
5	Dormitory (Girls)	2010.00	25,12,500.00
6	Toilet Block (Boys)	364.00	4,55,000.00
7	Toilet Block (Girls)	426.00	5,32,500.00
8	Kitchen and Dining	1987.00	24,83,750.00
9	Office and Staff Rooms	1461.00	18,26,250.00
10	Office and Staff Rooms	1461.00	18,26,250.00
11	Auditorium Stage	698.00	8,72,500.00

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12	Library	677.00	8,46,250.00
13	Boundary Gate & Security Romm	443.00	5,53,750.00
14	Lantory	443.00	5,53,750.00
15	Bore well (with Pump set)	1	5,00,000.00
15	Plumbing Works (with Water Tank)	1	5,00,000.00
15	Boundary Fencing	1	3,50,000.00
Total Building		14676.00	2,01,95,000.00
Running Expenditure – 1st year			
1	Students (60 nos)	2000 per pupil	14,40,000.00
2	Teachers (2 nos)	12000 per month	2,88,000.00
3	Principal	15000 per month	1,80,000.00
4	Security	12000 per month	1,44,000.00
5	Kitchen Helpers (2nos)	8000 per pupil	1,92,000.00
Total			22,44,000.00

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Running Expenditure – 2nd year

1	Students (90 nos)	2000 per pupil	21,60,000.00
2	Teachers (2 nos)	12000 per month	2,88,000.00
3	Principal	15000 per month	1,80,000.00
4	Security	12000 per month	1,44,000.00
5	Kitchen Helpers (2nos)	8000 per pupil	1,92,000.00
	Total		29,64,000.00
	Total Running Expenditure for 2 years		52,08,000.00
	Total Budget for 2 years		2,89,03,000.00
