

Construction of Residential School Building for Smt. Ambubai Residential School for Blind Girls in Gulbarga District, Karnataka



Project Proposal Submitted by
Hyderabad Karnataka Disabled Welfare Society

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2018

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PROJECT SUMMARY

Project Title:	Construction of Residential School Building for Smt. Ambubai Residential School For Blind Girls in Gulbarga District, Karnataka
Project Geography:	The location of the proposed project shall be C.A. site No. 01 survey No. 23-27-28 of G.D.A. layout M.S.K. Mill 2 nd stage Madarasanna Halli, Gulbarga district, Karnataka
Project Focus Area:	Construction of Residential School for Blind Girls
Project Goal:	To enhance access to quality education and holistic development opportunities for girls with seeing disability and enable them to enhance their potential for effective participation in the socio-economic process
Project Brief:	Through the proposed project, a new building for Smt. Ambubai Residential School shall be constructed on the land located at C.A. site No. 01 survey No. 23-27-28 of G.D.A. layout M.S.K. Mill 2 nd stage Madarasanna Halli Gulbarga, Karnataka, India. The building shall comprise two separate floors. The ground floor shall comprise the primary and high-school whereas the first floor shall comprise dormitories, library, kitchen, dining hall warden rooms etc. On completion, the building it will accommodate more than 100 girls with seeing disability enabling them to receive primary and secondary education along with vocational training, computer training, musical course, yoga, etc.
Project Beneficiary:	The beneficiaries comprise 75 blind girls (6-18 years) who are already enrolled in the school. Out of the total students, 18 hail from Scheduled Caste (SC) families, 6 hail from Scheduled Tribe (ST) families and 51 hail from Other Backward Class (OBC). All the beneficiaries hail from economically weak families across Gulbarga, Bidar, Yadgir, Vijayapur and Raichur districts. The number of beneficiaries shall increase once the new building gets completed and full-fledged operations start.
Project Duration:	The duration of the proposed project shall be one year (12 months).
Requested Grant Amount:	The requested grant amount for the proposed project is INR 1, 50, 00, 000/- (INR One Crore Fifty Lakhs only) .
Project Implementation Agency:	Hyderabad Karnataka Disabled Welfare Society (HKDWS) is a registered Society under the Karnataka Societies Registration Act, 1960. The Society was established in the year 1990. It is a local NGO with jurisdiction over five districts in Karnataka- Gulbarga, Bidar, Raichur, Bellary, Koppal and Yadgir. The NGO has been running Smt. Ambubai Residential School for Blind Girls since the year 2007. <u>Purpose of the Society:</u> Providing quality based education for the visually impaired, Providing vocational training and skills development Job opportunities, Building confidence Socio-economic rehabilitation

SECTION A:

1. PROJECT CONTEXT & CHALLENGES

1.1 Situation Analysis- National & State Level

Disability acts as a major impediment to growth and development of a person. And the magnitude of the problem is more in a developing country like India comprising a significant population with disability and lack of resources and facilities to take care of the growth and development opportunities of that population with special needs.

Like most of the developing countries, the only reliable data source for disability prevalence in India is the population censuses that give rather broad-based estimates on the population with disability.

As per Census 2011, in India, out of the 121 Crore population, there are about 2.68 Crore persons (2.21 per cent of the total population) with disabilities. The number of persons with disabilities is highest (at 46.2 lakhs) in the age group 10-19 years. One in every 100 children in the age group 0-6 years has some type of disability. 20% of the persons with disabilities have disability in movement, followed by 19% persons with seeing disability. Out of the total persons with disabilities in the age group 0-19 years, 20% have disability in hearing followed by 18% with disability in seeing. 30% of the children (0-6 years) with disabilities have disability in seeing.

India currently has around 12 million blind people against 39 million globally - which makes India home to one-third of the world's blind population¹. Most of the population with seeing disability reside in rural and backward areas².

As per Census 2011, 2.17% of the total population in the state of Karnataka comprises persons with disabilities. The number of children with disabilities in the age group of 5-19 years is 330781. On similar lines with the national trend, the maximum (20.54%) number of persons with disabilities in the state has disability in movement (271982) followed by persons with disability (264170) in seeing at 19.95%³. The maximum number of children (55782) with disabilities in the age group of 5-19 years has seeing disability. The number of male children (5-19 years) with seeing disability is 30001 and the number of female children (5-19 years) with seeing disability is 25781.

A research was conducted on children aged less than 16 years with a visual acuity of < 6/60 in the better eye, attending residential schools for the blind were examined in 2005-2006 in Karnataka. As per the result of the research, congenital anomalies, cataract and retinal conditions accounted for blindness in most of the children⁴.

Lack of access to opportunities, including educational opportunities, play a vital role in limiting the development of children with seeing disability and eventually act as a major barrier to their participation in socio- economic process.

Blindness acts as a major impediment in formal education as most regular schools do not have facilities or resources for teaching children with disability, particularly those with seeing disability. NCERT's eighth all-India school education survey revealed out of a total 12,99,902 schools in the country, only 2,74,445 (21.11%) adhere to inclusive education for children with disabilities. Of these, primary, upper primary, secondary and higher secondary schools adhering to inclusive education were

¹ <https://www.hindustantimes.com/india-news/india-to-change-definition-of-blindness-reduce-number-of-blind-by-4-million/story-HxHKeH3XpfPBETsr2moerO.html>

² <http://www.ijtrd.com/papers/IJTRD9634.pdf>

³ http://mospi.nic.in/sites/default/files/publication_reports/Disabled_persons_in_India_2016.pdf

⁴ <https://www.ncbi.nlm.nih.gov/pubmed/19874141>

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1, 65,966 (60.47%), 77,757 (28.33%), 18,084 (6.59%) and 12,638 (5.07%) respectively. The number of teachers, who had received training of at least two weeks in inclusive education, was also dismal. Only 1.32% teachers were equipped to handle special children, which is 80,942 out of 58,76,273 teachers⁵.

There was a 17.36% rise in enrolment of visually challenged children in schools between 2002 and 2009 as per the survey. While Maharashtra had the highest number (40,635) of students with seeing disability in schools, Karnataka was in the fifth position with 17,358 students with seeing disability enrolled in schools.

However, if we compare the total number of children with seeing disability (in the age group of 5-19 years) in the state of Karnataka (55782) with the number of students with seeing disability enrolled in schools (17358), the progress is insignificant.

The number of blind schools is limited and many families, particularly in rural backward regions, cannot afford the cost involved in the education and skill enhancement of a child with blindness. The number of government and government-aided blind schools/institutions in Karnataka is represented in the adjoining table⁶.

Kind of School	No. of schools/ Institutions
State Government	4
State Aided Institutions Run by NGOs	7
Central Aided Institutions run by NGOs	8
Total	19

Out of the four government blind schools, only one is for girls. Evidently, with India ranked a lowly 108 out of 144 in the global gender gap report released by the World Economic Forum (WEF)⁷, a girl with disability is at double disadvantage than a boy with disability. It is pertinent to note that according to Census 2011, only 38% of the literate population with seeing disability are women.

So the pressing need is to set up more number of affordable blind-friendly educational facilities along with residential units, particularly for girls so that parents of girl children with seeing disability can invest in their education and skill enhancement.

The educational attainment of children with seeing disability is important not only to facilitate their all round development and help them to lead a dignified and independent life, but also to rid their parents of the psychological burden of having a child with special needs.

1.2 Issues at the Local Level

Hyderabad Karnataka Disabled Welfare Society (HKDWS) operates in the Gulbarga division, comprising the districts Gulbarga, Bidar, Koppal, Raichur, Yadgir and Bellary, popularly known as Hyderabad Karnataka Area in the state. These districts, particularly Gulbarga, Bidar and Raichur, have a high concentration of people from the Scheduled Castes and Scheduled Tribes⁸. All the six districts are backward across all socio-economic indicators⁹. The education quality for children without disability is very poor¹⁰ and educational status of girls is worse¹¹. Lack of accessibility to education is a challenge for children with disabilities in the area.

⁵<https://timesofindia.indiatimes.com/india/More-visually-impaired-children-now-going-to-schools-Study/articleshow/52663691.cms>

⁶ http://www.welfareofdisabled.kar.nic.in/schemes_state_education.asp

⁷ http://www3.weforum.org/docs/WEF_GGGR_2017.pdf

⁸ <https://www.thehindu.com/todays-paper/tp-national/tp-karnataka/number-of-vacant-posts-in-gulbarga-division-high/article2398751.ece>

⁹<https://timesofindia.indiatimes.com/city/bengaluru/Karnataka-gears-up-to-welcome-article-371-to-Gulbarga-division/articleshow/16865864.cms>

¹⁰ <https://www.thehindu.com/todays-paper/tp-national/tp-karnataka/need-for-quality-education-stressed/article3082254.ece>

The table to the right comprises the Census 2011 data on girls with seeing disability (5-19 years) across the six districts in Gulbarga division-

Smt. Ambubai Residential School for Blind Girls, run by the Hyderabad Karnataka Disabled Welfare Society, **is the only blind school for girls in the entire Gulbarga division**¹².

Sl. No.	District	No. of Girls
1	Bellary	1005
2	Bidar	748
3	Gulbarga	1575
4	Koppal	646
5	Raichur	852
6	Yadgir	480

The School was started by Hyderabad Karnataka Disabled Welfare Society under extraordinary circumstances when, in the year 2005, the private education trust running the school with State Grants had abruptly closed the school which was in existence for 10 years. Parents and students were in state of shock with no alternative arrangement for the continuity of education of 50 blind girls either from the closed school management or the government. To add to their frustration, there was no other school in the entire Gulbarga division exclusively for blind girls. The blind girls and their parents were in a dilemma for almost two years.

Under such a critical situation, realizing that the future of the unfortunate girls would be jeopardized, Mr. Dattu Agarwal, the founder of Hyderabad Karnataka Disabled Welfare Society and who himself is blind, came forward to shoulder the responsibility of imparting qualitative and uninterrupted education. Consequently Smt. Ambubai Residential School for Blind Girls was started on June 2007 in the historic city at Gulbarga in the state of Karnataka, India, under the aegis of Hyderabad Karnataka Disabled Welfare Society which is a registered non-profit organization.

Currently, the school provides free education, boarding and lodging facilities to 75 blind girls (6-18 years). The school was also moved from the small rented apartment to a modest rented 2 story building with kitchen, school rooms and other basic amenities.

However, given the ever increasing number of applicants each year and considering the fact that the present school cum residential facility lacks space to accommodate more girls with seeing disability, the Hyderabad Karnataka Disabled Welfare Society (HKDWS) needs to get a permanent and spacious building constructed for Smt. Ambubai Residential School for Blind Girls.

2. PROJECT JUSTIFICATION & APPROACH

2.1 Proposed Project

Currently, Smt. Ambubai Residential School is being run from a modest rented 2 story building with kitchen, school rooms and other basic amenities. It provides education, boarding and lodging facilities to 75 blind girls (6-18 years). However, since it is the only blind school for girls in the entire Gulbarga division, the Hyderabad Karnataka Disabled Welfare Society (HKDWS) plans to reach out to more girls with blindness from the all the six districts comprising Gulbarga, Bidar, Bellary, Koppal, Raichur and Yadgir. But the present school cum residential facility is not even adequate to cater to the needs of the current set of beneficiaries, and therefore it is impossible to admit new beneficiaries. Also the building is not owned by Hyderabad Karnataka Disabled Welfare Society.

Hence the society seeks grant to construct a permanent and spacious building for Smt. Ambubai Residential School for Blind Girls to accommodate the present 75 beneficiaries along with new beneficiaries.

¹¹<https://www.thehindu.com/todays-paper/tp-national/tp-karnataka/85000-children-are-out-of-school-in-Karnataka/article15201176.ece>

¹²<https://www.thehindu.com/todays-paper/tp-national/tp-karnataka/Protest-as-girls-schools-grant-is-halved/article15995168.ece>

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The new building for Smt. Ambubai Residential School for Blind Girls is proposed to be constructed on the land located at C.A. site No. 01 survey No. 23-27-28 of G.D.A. layout M.S.K. Mill 2nd stage Madarasanna Halli Gulbarga, Karnataka, India. The land belongs to Mrs. Shobharani Agarwal, President of Hyderabad Karnataka Disabled Welfare Society. The total area of the proposed building is 21773.00 sq. ft. The basement has already been constructed.

The ground and first floors of the building is planned to be constructed at a minimum cost of **INR 1, 50, 00, 000/- (INR One Crore Fifty Lakhs only)**.

Construction will start in the 1st month and shall be completed by the 12th month. The ground floor shall comprise the primary and high-school whereas the first floor shall comprise dormitories, library, kitchen, dining hall warden rooms etc.

On completion, the building it will accommodate more than 100 girls with seeing disability enabling them to receive primary and secondary education along with vocational training, computer training, musical course, yoga, etc.

2.2 Overall Goal

To enhance access to quality education and holistic development opportunities for girls with seeing disability and enable them to enhance their potential for effective participation in the socio-economic process

2.3 Project Objectives, Activities & Expected Results

Objective	Key Activity	Impact/Effects	Indicators	Means of Verification
1. To improve access to quality primary and secondary education facility for 75 blind girls (6-18 years)	Construct a school building with primary and secondary section	1. Blind girls from the area have access to quality educational facility	1.1 School starts in new building 1.2 Increase in number of students	<ul style="list-style-type: none"> The residential school constructed as per the approved plan and timeline List of new students enrolled for the next academic year (post completion of construction) Daily attendance register Project completion report Quarterly /annual reports
2. To strengthen rehabilitation of the 75 blind girls by ensuring access to basic amenities for development	Construct a residential unit on a separate floor of the school building	2. Blind girls from the area have access to quality residential facility 3. Sense of security and relief among the parents for their girls being provided education and residence in a safe and ambient environment	Girls shift to new residential facility	<ul style="list-style-type: none"> The residential facility constructed as per approved plan and timeline List of beneficiaries residing in the facility Project completion report Quarterly/annual reports

SECTION B:

3. PROJECT IMPLEMENTATION PLAN & STRATEGIES

3.1 Description of Project activities

Recruitment of Project Staff

Well qualified project staff shall be recruited by the implementation agency at the onset of the project.

Designation	Number	Role
Project Manager	1	shall document, monitor and report the progress of construction work, prepare quarterly and annual reports
Architect (part time)	1	shall oversee the whole construction process
Accountant (part time)	1	shall be responsible for maintaining the accounts and expenses of the project

Construction of School Building with Residential Facility

The construction of the school building for Smt. Ambubai Residential School for Blind Girls is already underway and will take around eleven-twelve months to complete. The ground floor of the building shall house the primary and secondary school and the first floor shall comprise the residential unit.

The building shall be eco- friendly as far as possible. There shall be rainwater harvesting structure on the roof-top. The campus on the whole shall be complete with play ground and parking space.

The building plan shall comply with all the rules and regulations of all concerned authorities. The building shall have the following units-

Sl. No.	Units	Quantity	Purpose/ Utility
Ground Floor			
1	Classrooms	6	To conduct class from 1 st to 10 th std.
2	Computer Room	1	To conduct computer training for students
3	Staff room	1	Room for teachers
4	Principal's room	1	Room for principal
5	Office	1	Room for administrative staff
6	Equipment Room	1	Room for keeping equipments
7	Sanitation facility	1	Sanitation
First Floor			
1	Dormitory	2	For students
2	Sanitation facility	1	Sanitation
3	Library	1	For reading, lending and borrowing books
4	Warden Room	1	For warden

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5	Dining Hall	1	For eating
6	Kitchen	1	For cooking
7	Store Room	1	For storing things

Summary of areas built up:

Proposed Ground Floor Built up area: 5018.75 Sq. Ft

First Floor Built up area: 5018.75 Sq. Ft _____

Total Built up area: 10037.50 Sq. Ft _____

Parking Area: 1360.00 sq. Ft

Playground Area: 4114.00 Sq. Ft

Ground Coverage = $5018.75/21773.00 \times 100 = 23\%$

Ground Coverage Permissible (65%)

$$\text{F.A.R} = \frac{10037.50 \times 100}{21773.00} = 0.46$$

F.A.R Permissible (2.00)

Inauguration of the Building

An inauguration ceremony shall be held after the building gets ready for use.

Stakeholder Engagement

Integrating stakeholder engagement into project planning shall help to reduce project risk, promote sustainability, add value to the project and ensure its smooth implementation.

- **Organization Staff-** Monitor construction work, adhere to requisite compliances, check time schedule, monthly cash flow and ensure timely completion of construction work without compromising on the quality
- **Target Group-** Get prepared to study and reside in a new environment after the completion of the building
- **Parents/Guardians-** Jointly Monitor construction work with organization staff, provide feedback. Motivate their wards to prepare for studying and residing in a new environment.
- **Local Community-** Spread awareness on the new residential school building
- **Government-** Monitor and support if there are any hurdles in the process

3.2 Time Frame

Activity	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
Recruitment of Project Staff	█											
Construction	█	█	█	█	█	█	█	█	█	█	█	█
Exterior walls of the building	█	█										
Roof slab			█									
Internal partitions				█	█							
Frames for doors & windows, ducts for electrical wiring						█						
Plastering & curing, water treatment, heat treatment							█	█				
Flooring								█	█			
Doors and windows									█			
Water supply, sanitary and plumbing										█		
Painting										█	█	
Connections for electricity and drainage, furnishing											█	
Completion of construction, inauguration and shifting from current premises												█
Stakeholder Engagement	█	█	█	█	█	█	█	█	█	█	█	█

3.3 Risk Assessment & Mitigation Strategies

Description of risk	Impact	Mitigation Plan
Construction work might take longer or get hampered due to unfavourable weather conditions	moderate	The organization shall ensure to expedite the process and adhere closely to the timeline without compromising on the quality
Cost escalation due to unavailability of certain building supplies might be an issue	low	The organization shall draw up a contingency plan to cover the extra costs

Colour code denoting impact of the risk on project:

Low	Moderate	High	Extreme
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4. REPORTING, MONITORING & EVALUATION

Monthly monitoring reports shall be submitted for performance monitoring. Quarterly narrative reports with relevant photo and video documentation shall be submitted by the Project Manager highlighting the progress of project and the corrective measures needed to address problems, if any.

The Project Manager shall, with support from the accountant, maintain record of the expenses for all the project activities and utilization of the total fund volume.

Annual and Mid-term evaluation shall be conducted within a set schedule. Evaluation shall be conducted by the Project Implementation team, stakeholder groups, representatives from the donor, or externals to assess the extent to which implementation has met the set objectives.

5. SUSTAINABILITY

Institutional sustainability: After the project completion, the school building with its newly established facilities shall continue to be used by teaching faculty and the students. The new learning space is expected to have a positive influence on the learning outcomes of the students enrolled in the school.

The School and the resources shall be utilized optimally to cater to fresh batches of learners. The implementing agency shall reach out to all the stakeholders and particularly the parent community to for joint ownership to continue the programme.

Financial sustainability: Financial sustainability for continuing the operation of the school and residential unit shall be ensured by seeking grants from individuals and corporate donors, applying for government funding, community investment and the organization’s own funds.

Environmental Sustainability- The rain water harvesting structure installed at the roof top shall be useful during the droughts. The students, teaching and non-teaching staff shall be urged to take the ownership of cleanliness of the school premises and use the facilities properly.

SECTION C:

1. ORGANIZATIONAL PROFILE

1.1 Background

Hyderabad Karnataka Disabled Welfare Society (HKDWS) believes in the principle that – “SELF HELP IS THE BEST HELP”. Based on this theory some like-minded persons with disabilities came together to form a registered Society and thus the Hyderabad Karnataka Disabled Welfare Society came into existence on 6th November 1990 under Registration of Societies Act 1960. HKDWS is a secular, non-governmental, voluntary organization working for blind children in Gulbarga and surrounding districts of Karnataka.

1.2 Mission

Our task is to achieve set goals by providing appropriate education, rehabilitation, intervention, training and advocacy which will lead to awareness, empowerment & employment of people with disabilities with the help & support of trained staff & caregivers and to take measures of prevention, cure and improvement of disabling conditions with the cooperation of families, communities and beneficiaries.

1.3 Vision

The Hyderabad Karnataka Disabled Welfare Society believes that: "All people with disabilities can live with self-respect and dignity". Better facilities of education and training shall become available at the village level. No Disabled person shall strive for employment, food clothing and shelter. Their human rights shall be protected and good quality of life shall be ensured.

2. ORGANIZATIONAL CAPACITY

2.1 Relevant Experience

Hyderabad Karnataka Disabled Welfare Society has been running Smt. Ambubai Residential School for Blind Girls since the year 2007. Currently, the school provides free education, boarding and lodging facilities, medical check up and medical facilities to 75 blind girls (6-18 years). The school was also moved from a small rented apartment to a modest 2 storey building with kitchen, school rooms, water and sanitation and other basic amenities. Building facility has class rooms, dining hall, shared sleeping hall, kitchen, a small office and a play ground. Radio, Television, musical instruments and tape recorder are available for recreation.

School instructions are in local language of Kannada and follows state syllabus. English and Hindi are also taught as second and third languages respectively. Teaching is conducted through Braille system by trained teachers There are 7 trained teachers/instructors; non-teaching staff including 1 warden, 1 S.D.A., cook and cleaners. All the study materials, food, clothing, shelter, bedding other utensils are provided free of cost to the students. The students are served nutritious breakfast, lunch and dinner and a special diet once in a week. The children have sports, cultural and physical development activities to instill confidence. They are also taught cooking, cleaning, gardening and other life skills.

Trained music teachers are appointed who give training for different musical instruments like harmonium, tabla, dholak, flute, bango, guitar, keyboard, octopad, organ etc. The teachers also impart training on vocal music.

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The dedicated members of the organization attend to all the children with tremendous care and compassion to provide them with a normal childhood. Since children with any disability have psychological implications, hence a lot of preparatory work and counseling are provided to encourage them to leave their families and stay in a residential facility. The children are provided individual as well as group counseling, are motivated to develop a positive attitude and adjust to the new environment.

17 students who have passed out from the school are now pursuing higher education.

2.2 Donors

- Individual Donors
- Kalaburgi Cement Pvt. Ltd.
- Ultratech Cement Ltd.
- Government
- Mp, MLA, MLC