

INSTITUTE FOR THE HANDICAPPED & BACKWARD PEOPLE

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Legal Status of the organization:

- * Registered under West Bengal Societies Registration Act XXVI of 1961, Regd.No.S/IL/6247
- * Recognized under the PWD Act by the Commissioner of Persons with Disabilities, Govt.of West Bengal
- * Registered under Foreign Contribution (Regulation) Act. (FCRA) No.147120819
- * Registered under the National Trust for welfare of persons with Autism, Cerebral Palsy Mentally Rtd.Act-99

Summary of the Project:

The Institute for the Handicapped and Backward People is to combat illiteracy and poor disabled education in urban and rural India. The organization's immediate goals are send to schooling every underprivileged children for remove illiteracy and poverty from the society stricken village of south 24 parganas, West Bengal, India, provide the village and its surrounding area with a local source of education, and to serve as a model for future such endeavors.

Overview of Project:

The Institute for the Handicapped and Backward People is aiming to improve the overall quality of life of the residents of a group of villages in the South 24 parganas district of West Bengal, India. The first, and most important, step in achieving this goal is the construction of some schools with barrier free ramps for inclusive education at the schools in the Village of Ghoramara Island.

The objective is to construct some primary schools with ramps which will be free access of in an effort to schooling the underprivileged village children for greater inclusive education, our target demographic.

Additionally, we are planning to implement a clean water system to provide the school and surrounding villages with a sustainable source of uncontaminated water. Upon the completion of the project, we are hoping to provide the children in the village, as well as the village itself, with the means and opportunity for a greater future.

Introduction:

The Ghoramara Island landless laborers caught in a vicious cycle of poverty. Quality education can empower and bring change. Government's affirmative action has failed to reach this rural community at the lowest rung of the socio economic ladder. Empowered by education Ghoramara can make a quantum jump in life, become role models and catalyst of change in the community what has not happened in more than 200 years can be achieved. Mission is to bring about a 'Silent Revolution'.

Until now there has been very little good quality affordable primary education available locally in the small towns and villages near the Bay of Bengal, and this is a densely populated area. As this is also a multi-cultural area of much poverty, the children have great needs to be met. Many young women too, often still teenagers themselves, are very disadvantaged with no income and without training, and need help to become able to support themselves and their families.

Over the past 50 years, the only form of education offered to children with disabilities of the Ghorama Island's, some rural village in West Bengal, India, has been in the form of a fairly dilapidated elementary school. There disabled students must search for appropriate funding to attend school inside the village. Most families in the village, however, have no means of furthering their children's education, so the children with disabilities remain in the village for their entire lives. At least one in twelve households has a member with disability. Illiteracy and poverty among the disabled in high. Children with disabilities are 5 times more likely to be out of school than average, some of disabled never go to school till 15 years age. Villagers people they do not belief for these

disabled could become mainstream education. There our challenged we can do send these disabled children to the schooling and stand their own feet.

Statement of Problem:

The Ghoramara Island, with a population of 6,000, has a literacy rate of 38.5% as compared to the national literacy rate of 64.8% and there disabled education rate is zero. For the past 50 years, the village of Ghoramara, the headquarters of the Grampanchayat, has had only a primary school teaching up to the fifth standard/grade. The school's two dilapidated rooms consist of only four walls and a chalkboard. Two teachers are in charge of all seven grades, so for most of the school day, children are left to their own devices. Students who complete the fifth standard are not pushed to continue their education. The few who seek more education are faced with precious few options. The majority of the students who continue their public education do so in , a nearby village, but their attendance is inconsistent due to transportation and family constraints. More importantly, these students do not continue beyond the tenth standard, which is a crucial step to acquiring a higher education in India and, ultimately, having the agency to better their standard of living. The problems seem overwhelming. The vast majority of Ghoramara Island is subsistence farmers, out a living far from roads, electricity, or social services. In Ghoramara, two thirds of the population is illiterate, and the greatest percentage of those is women. The literacy rate for girls is only 22%. Disabled people do not include mainstreaming.

There exist private institutions near by Kolkata city in the South 24 district that provide a high standard of education, but, as they are tuition-based, children in Ghoramara Island cannot afford to attend. These schools are also far from the Ghorama Grampanchayat, and most families are unable to afford transportation to these schools. Above all, villagers, as compared to their urban counterparts, place a smaller value on education. Generally, their work to sustain their families (for example, farming) does not usually require higher level education. Because this education is costly and seemingly does not directly apply to their line of work, education itself is viewed as unnecessary; this mentality is passed on and thus few villagers are ever able to leave and garner academic/financial success. Those who wish to do so are met with challenging financial and academic setbacks mainly being the following: (1) they cannot afford the education beyond their village and, if they do manage to pay their fees, (2) their poor primary facilities cause them to be at a severe disadvantage upon entrance into competition with students who have attended more structured learning. The medium of teaching in the primary school of Ghoramara is Bengali, the local language; this also makes assimilating to the upper level academia more challenging.

In addition to subpart educational opportunities, poor sanitation and health standards adversely affect the villagers' livelihoods. The poor conditions of the school in Ghoramara Island exemplify the community's attitude toward health and hygiene in the village: the floor upon which the children sit is rampant with insects and caked with dirt. To get to the bathroom, a dirty hole in the ground, the children must traverse the schoolyard, a plot of dirt riddled with trash and sharp objects.

Most villagers live in straw huts that are dimly lit and very cramped. To heat water, family's burn wooden coal under water pots. The villagers inevitably inhale the smoke from the coal due to the confined conditions and poor ventilation. As a consequence, it is not uncommon for children and adults to develop respiratory dysfunction. Also, many of the villagers have very few sets of clothes, and the vast majority does not wear shoes. For this reason, their feet become covered in mud,

particularly during the monsoon season. Their clothing, too, inevitably becomes dirty. Furthermore, malnutrition deprives some villagers of the nutritional fortitude to combat exposure to these and other health risks, particularly infectious diseases.

There is a widespread exposure to agents that propagate infectious diseases in the Ghoramara Grampanchayat. Sewage is untreated and unconstrained. Stray animals including, but not limited to, monkeys, dogs, and poultry (known carriers of infectious diseases), wander the streets of the village in great numbers. Insects are rampant, articulately flies, which transmit bacteria, and mosquitoes, which carry deadly diseases like malaria, dengue, and Japanese encephalitis, all major public health risks in India. Sadly, it is not uncommon to see small children lying on the ground covered in flies and mosquitoes. During the monsoon season, the incidence of these diseases and other ailments increases substantially, a grave concern given the scarcity of healthcare and other basic amenities.

A lack of bathing facilities, proper nutrition and healthcare exacerbate the afore mentioned health concerns. Many will go days without bathing and countless more without washing their dirty clothing. This is resoundingly true for the children. Perhaps most importantly, there is no access to healthcare in the Grampanchayat. The villagers must travel to Sagar, a nearby town, to seek any medical attention.

Water contamination is also an issue in Ghoramara. High levels of fluoride and other contaminants contribute to child development issues and long-term health issues, like fluorosis. The water also contains bacteria and viruses, which can cause stomach infections and gastroenteritis.

The insidious nature of the aforesaid problems is such that the residents of the Ghoramara Grampanchayat are largely unaware of their adverse effects. It is thus the Institute for the Handicapped and Backward People conviction that a proper education will provide the villagers with the necessary tools to improve their villages' conditions. The primary vehicle for education will be an English-medium tenth-standard school aimed at developing well-rounded, career-minded individuals who understand their role as leaders in the community.

To establish a viable school, the Institute for the Handicapped and Backward People will adopt a three-pronged approach. First, students with disabilities will be brought up in a nurturing environment that will allow them to succeed both academically and socially. It is very important that the students with disabilities receive high marks in classes and on state-issued exams, but they must also learn to be upstanding, active members of society. Second, the school will encourage students with disabilities to continue their education beyond the tenth standard. As Indian students choose their career path in the eleventh grade, the school will provide its disabled students and with the crucial opportunity to develop flourishing careers through which they will give back to the community. Third, the school will be taught in English. From our research, it is clear that English-medium schools are the most successful. Therefore, to give our students the best chance at success, they will be taught exclusively in English. Having defined the needs and problems of the village of Ghoramara, the members of the Institute for the Handicapped and Backward people state their purpose as follows:

The Institute for Handicapped and Backward People overarching purpose is to help improve the daily lives of the villagers in Ghoramara. Our plan of action is two-fold. First, we will build a viable school and curriculum to allow the village's youth the opportunity for a brighter future. Second, we

hope to increase the overall quality of life in the village by combating some health and hygiene problems. Our method to do so is to provide the village and its surrounding area with an uncontaminated, clean source of water.

Project Objectives: Goals and Desired Outcomes

Construction of viable school and development of curriculum
Overall object to improvement in Ghoramara quality of life.

The executive board of the Institute for the Handicapped and Backward People realizes that these are ambitious goals, but we are confident that we can achieve them with proper planning and insight. Thus, in order to accomplish this in the most effective and efficient manner, we have come up with a loose timeline of events (see Project Methods and Design: Our Plan of Action) and set desired dates to mark our progress. Our final desired outcome is that we can help to improve the overall quality of life in the village of Ghoramara by opening the school, complete with its clean water supply, in September- 2011.

Our partner's 'Ghoramara Dreams' addresses these needs by providing a very high standard of inclusive primary education to the disabled people along with vulnerable children at low cost, along with developing vocational training programmes in a number of disciplines for local young people.

The objective of this project is to provide empowering inclusive education that enables rural children to participate in national and global affairs. Institute for the handicapped and Backward People aims to give the rural children an opportunity to get the same quality of inclusive education that is available to children in schools at rural areas.

In addition to this the children will also be given value-based education based on the Indian spiritual and cultural heritage. The rural children will be able to grow into responsible, confident adults and will become higher education, engineers, doctors and business and social leaders of change.

The director of Institute for the handicapped and Backward People, Dr.M.A.Hasan Sahani says; "With academic excellence founded upon spiritual values, every child becomes an integrated harmonious human being, empowered to face the challenges of life".

Funding Required

The project needs funds for the following capital projects and meeting ongoing expenses:

1. Capital projects like school building, administrative facilities, dining hall, computers,
2. Mid-day meal scheme
3. Sports equipment and facilities
4. Class room furniture
5. Library
6. Open air theater
7. Meeting day to day expenses of running the schools
8. Subsidize tuition of children
9. In order to offer girls a chance at an education, we provide bicycles wheel chair and artificial equipments at free of cost.

Projected Budget Expenses

B. Recurring Expenses salary for teacher and staff for three primary school for one year					
Sl. No.	Description items	Qty.	Per Month cost	In INR / Rs.	In USD \$
1	Head Master Graduate with B.Ed @ Rs.6000/- p.m.	3	18,000/-	2,16,000	4800
2.	Teacher for general teaching @ Rs.4,000/-p.m	12	48,000/-	5,76,000	12800
3.	Special Teacher for inclusive education	3	15,000/-	1,80,000	4000
4.	Physical Educational Instructor @ Rs.4000/- for three school (Shifting duty)	1	4,000/-	48,000	1067
5.	Computer instructor for three school (Shifting duty) @ Rs.4000/-p.m	1	4,000/-	48,000	1067
6.	Drawing Master for three school (Shifting duty) @ Rs.4000/-p.m	1	4,000/-	48,000	1067
7.	Craft instructor for three school (Shifting duty) @ Rs.4000/-p.m		4,000/-	48,000	1067
8.	Instructor for V.T.C.(Tailoring) @ Rs.4000/-p.m	1	4,000/-	48,000	1067
9.	Clark cum Accountant for office administrative @ Rs.3000/-p.m	3	9,000/-	1,08,000	2400
10.	Attenders (Peons) @ Rs.2000/- p.m	3	6,000/-	72,000	1600
11.	Watchmen @ Rs.1500/- p.m	3	4,500/-	54,000	1200
12.	Sweepers @ Rs.1000/- p.m	3	3,000/-	36,000	800
13.	Cooks @ Rs.2000/- p.m	3	6000/-	72,000	1600
14	Part Time Doctor (Physician) weekly 2 visit tree school @ Rs. 500/- per visit	8 visit	2000/-	24,000	534
	Total – Honorarium for one year-	37+1	1,31,500	15,78,000	35069

B. Educational Expenses 600 hundred children with some disabled student for inclusive education					
Sl.No.	Description /Items	Qty	Per head cost	Total cost INR /Rs.	In USD \$
1	Education Material i.e. Book, Bag, pencil etc.	600	450/-	2,70,000	6000
2.	Uniform i.e. Shirt, Pant , Tie ,Shoe etc	600	500/-	3,00,000	6667
3.	Examination fee per one beneficiary per year	600	50/-	30,000	667
4.	Med-day-meal @ Rs.15/- per Child per day for 260 day	600	15/-x 260 day = 3900	23,40,000	52,000
5.	Medicine for one year @ 100/-per child	600	100/-	60,000	1334
6.	Sports & Games Material for one year @ 100/-per child	600	100/-	60,000	1334
	Total Educational expenses-	600	5,100	30,60,000	68002

C. Non-Recurring expenses for three inclusive schools					
Sl.No.	Description /items	Qunty	Cost per Item.	Total Cost In INR	Total cost in USD/\$
1.	Furniture for office and school students i.e. Bench, table, chair and black board etc	(3) For three school	1,00,000	3,00,000	6667
2.	Kitchen Equipment, utensils etc.	(3) For three school	20,000	60,000	1334
3.	Laboratory Equipment	(3) For three school	30,000	90,000	2000
4.	Library requirements	(3) For three school	30,000	90,000	2000
5.	Computer Systems 3 No.s	(3) For three school	25,000	75,000	1667
6.	Entertainment Equipment (Audio & Vedio System)	(3) For three school	25,000	75,000	1667
7.	Almarh	(3) For three school	5,000	15,000	334
8.	We provide bicycles wheel chair and Artificial equipments at free of cost.	60 for three School	3,000	1,80,000	4000
Total Non-recurring expenses			2,38,000	8,85,500	19669

D. Other expenditure for one year of three school					
1.	Stationary & Printing for Office, School for one year	(3) For three school	20,000	60,000/-	1334
2.	Contingencies (1000x12)	(3) For three school	12,000	36,000/-	800
3.	Audit per year	(3) For three school	5,000	15,000/-	334
Total other expenses for three school			37,000	1,11,000/-	2468

Total expenditure of the project is Rs.56, 34,500/- for three inclusive school for one year \$ 125208

Evaluation: Product and Process Analysis

Our main medium for constant evaluation is weekly executive board meetings. These meetings will be conducted in a forum-style, with each board member explaining the week's progress and setbacks. Progress will be appreciated, and setbacks will be dealt with through input from the whole executive board. As soon as one area appears to be progressing slower than necessary in order for deadlines to be met – for whatever reason – the rest of the board will encompass some of those responsibilities in addition to their own until such time that it becomes clear that the project is back on schedule. Additionally, the Chairman and Business Manager will additionally have monthly meetings with each member of the executive board for a more thorough exploration of progress. While the weekly board meetings have an emphasis on ensuring that the Institute for the Handicapped and Backward People, as a whole, is running smoothly and on schedule, the purpose of the monthly meetings with each member of the board has a more direct emphasis on said board member's responsibilities (i.e. teacher hiring, fundraising efforts, marketing, etc.).

There will be constant communication with several officials in Ghoramara in an effort to obtain maximum efficiency with the proceedings in India (i.e. project system). Dr. M.A.Hasan Sahani, founder of the Institute for the Handicapped and Backward People, will also be making periodic inquiries of progress and help facilitate any conflicts. Progress will be strictly monitored in an effort to maintain our deadline.

Sustainability Model: Long-term Project Planning

In order to ensure that the school is successful in the long run, the Institute for the Handicapped and Backward People will implement a two-part sustainability model. The first part of this model concerns attendance. Instead of starting with twelve grades, the school will begin with just lower kindergarten; thus, the school will be filled to capacity twelve years after its inception. As initial costs will be low, the Institute for the Handicapped and Backward People will be able to support the school with its own funds for the first few years of operation. In addition, faculty and administrators will have time to correct for imperfections in how the school is run, adapting and improving as the school accommodates more matriculates. Finally, this attendance model will provide the Institute for the Handicapped and Backward People with enough time and data to implement a self-sufficiency system. The second element of the sustainability model concerns the school's construction. At present, the school will be built in three phases (as described in Appendix I, Itemized Goal 4).

Another element to our sustainability model, and a large part of our overall goal to improve the Ghoramara quality of life, is the clean water system. The villagers in Ghoramara obtain their water from an underground source that may be contaminated. The Institute for the Handicapped and Backward People is currently in agreement with Aquagurd Water Systems, a private water purification company, to assess the water in the village's bore well. If it is indeed contaminated, we will contract the company to build a reverse osmosis water plant that will operate at a capacity of 500 liters per hour and cost approximately Rs. 3 lakhs, or \$6,380 USD.

The purpose of this project is twofold. First, both students and villagers will be freed of the adverse health effects of consuming contaminated water, thereby promoting their wellbeing and success in school (for the students). Second, villagers will have to come to the school to obtain clean water, further promoting their personal investment in the school

Dr.M.A.Hasan Sahani
Founder Director