

Ahmedabad Roundtable on CSR

Key findings of need assessment carried out in villages in/around GIDC Naroda



Need Assessment

Objectives:

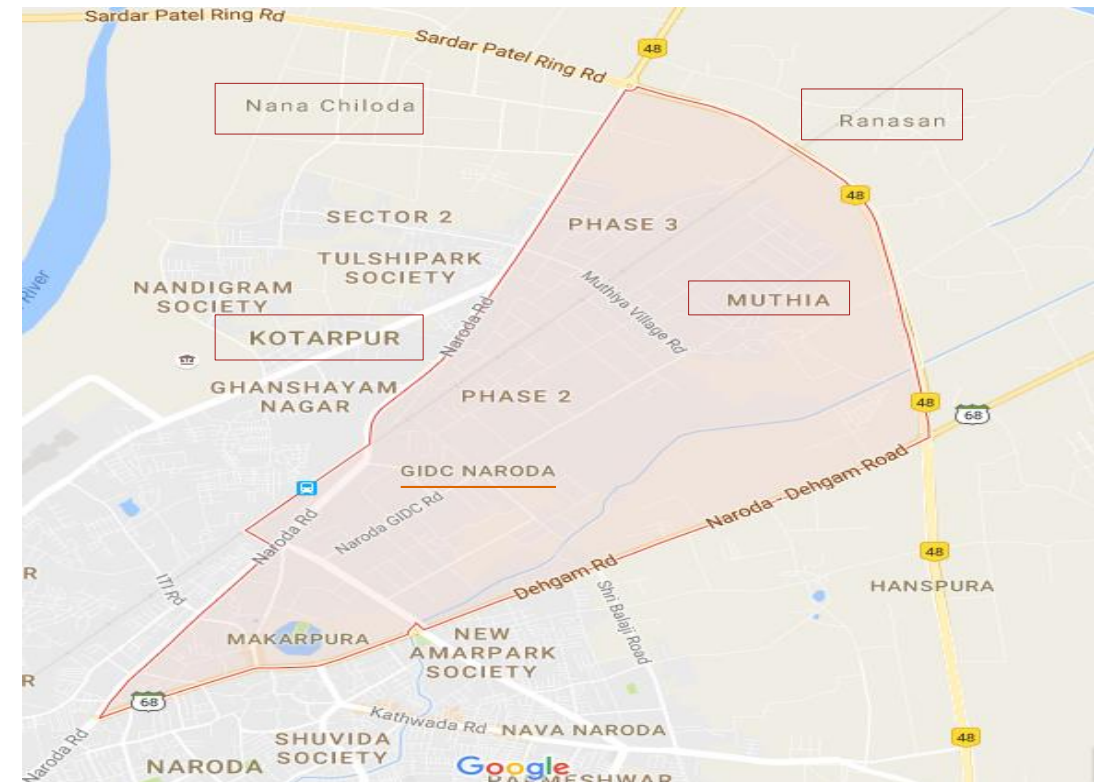
- To analyse the present status of facilities (education, health, water and sanitation etc.) available in the villages situated in/around GIDC Naroda.
- To understand the thematic requirements and gravity of issues in these villages.
- To identify the gaps and priority areas of villages and develop possible areas of corporate interventions to address the gaps.

Process:

- Villages situated in/around GIDC Naroda were selected for the need assessment.
- Following persons were approached to gather the information:
 - ☐ Sarpanch/ Village head
 - ☐ Principal & Teachers
 - ☐ Anganwadi workers
 - ☐ ASHA workers
 - ☐ Local villagers

Overview of villages selected for need assessment

Name of Village	No. of HHs ¹	Population ¹	Distance from GIDC Naroda
Nana Chiloda	1450	7355	4.6 km.
Muthia	439	2213	1 km.
Ranasan	364	1804	3.5 km
Kotarpur Gam	512	3122	2.1 km.



Villages highlighted in above map were selected for need assessment

Situational Analysis

Education Status (Govt. schools)*

Summary - Village wise requirements of additional teachers

Sr. No.	Name of village	No. of govt. schools	Total Students	Total Teachers	Avg. students: Teacher Ratio	Additional Teachers requirements
1	Nana Chiloda	3	721	22	33	4
2	Muthia	1	573	15	39	5
3	Ranasan	1	259	8	33	1
4	Kotarpur	2	496	17	30	1
Total		-	-	62	-	11

Potential areas of interventions:

- Additional teachers requirements in govt. schools of identified villages situated in/around GIDC Naroda.
- Requirement of capacity building of existing teachers.
- Existing government schools are lacking educational facilities such as computer labs, library etc.
- Some of the government schools require upgradation in infrastructure (toilets, drinking water etc.)

Situational Analysis

Health and Malnutrition status*

Summary – Status of Anganwadis

Sr. No.	Name of village	No. of AWs	No. of Children (0-6 years)	No. of children (malnourished- red zone)	No. of Pregnant Women	No. of Lactating women	No. of Adol. Girls
1	Nana Chiloda	6	206	15	22	29	53
2	Muthia	3	60	7	9	13	21
3	Ranasan	2	66	5	9	16	24
4	Kotarpur	3	198	20	26	21	54
	Total		530	47	66	79	152

Potential areas of interventions:

- Providing supplementary nutrition support(such as milk and snacks) in addition to nationally balanced hot meals to malnourished children, pregnant, lactating women and adolescent girls in villages
- Non-formal pre-school education, nutrition and health education in the surrounding community to children.
- Medical facilities such as Immunization, health check-up, and referral services to local medical personnel to children.
- Some of the AWs are running in rented building and most of the others are not having sufficient infrastructure (toilets, kitchen, store rooms etc.) to cater the requirements of children.
- Need to provide capacity building trainings to Anganwadi workers regularly. (only 1 training in a year)

* Based on our interactions with Anganwadi workers

Situational Analysis

*Other observations**

- *Community health centres are having infrastructure very well placed.*
- *Majority of villagers are working in nearby factories(GIDC Naroda) and some are independently involved in other alternative means such as garment shops, merchant shops etc.*
- *Very low awareness about alternative means of livelihood such as MGNREGA(govt. sponsored scheme) and agriculture allied activities etc.*
- *Good road connectivity, infrastructure and market linkages.*
- *No open defecation cases were found as all the households across these villages are having toilet facility.*
- *No cases of major diseases(Dengue, Malaria etc.) were found as per interactions with CHC.*
- *PDS/ FPS shops are functioning well.*
- *Availability of electricity and water facilities is 24*7.*
- *A few institutes to provide vocational training.*

** Based on our interactions with local villagers, CHC personnel, ASHA workers*

Proposed areas of interventions

Malnutrition Eradication Project

Project Objective	<ul style="list-style-type: none"> To improve maternal-foetal-infant health in the community To combat malnutrition To ensure that 0–6 years old children are meeting Early Childhood Development (ECD) parameters.
Project Boundary	<ul style="list-style-type: none"> Villages nearby GIDC Naroda
Project Costing	<ul style="list-style-type: none"> Per AW basis; (1 village include on an average 3 AWCs)

Proposed Project costing - per Anganwadi Centre (AWC) basis

No.	Particulars (per annum)	per AWC
1	Cost of purchasing / repairing / fitting / maintenance of RO purifiers at each AWC	20,000
2	Cost of daily supplementary nutrition for children at each AWC	5,40,000
3	Constructing / restoring kitchen for cooking fresh food for children at each AWC	30,000
4	Utensils, Stove, Gas Cylinder, Solar Lamps	20,000
5	Monthly sensitization workshops on health, nutrition, sanitation and hygiene requirements for children (0-6 years), pregnant and feeding mothers	60,000
6	Quarterly training to village Anganwadi worker, ASHA and ANMs	20,000
7	Pre-school kit for children e.g. books, bags, stationery etc.	3,000
8	Learning material e.g. toys, pictorial charts, playing materials, digital display etc. for each AWC	30,000
9	Monthly general health check-up camps	1,80,000
10	Monthly children's medical camps	1,20,000
11	Community mobilization	30,000
12	Implementation Partners Costs per AWC	40,000
13	Total project cost	10,93,000
14	Logistics (15% of total project cost)	1,63,950
15	GCSRA Administrative costs (4 % of total project cost)	43,720
16	GRAND TOTAL	13,00,670

Proposed areas of interventions

Missing Teacher's linkages

Project Objective

- Addressing student-teacher gap in govt. schools in Gujarat
- Improving the quality of education by appointments of qualified teachers;
- Reducing drop outs and improvement of education status

Project Boundary

- All Government schools from identified villages having shortfall of teachers in govt. schools in/around GIDC Naroda

Project Costing

- Per unit cost would include cost incurred on minimum five teachers

Proposed Project costing – Unit based model

Unit based model: Corporates can chose to invest their CSR funds to recruit **minimum of five teachers** in collaboration with implementing agency.

#	Particulars (per annum)	Total
A	Number of Teachers	5
B	Salary to be paid (INR 1,50,000 per annum)	7,50,000
C	Capacity Building Training @2%	15,000
D=(B+C)	Total Cost	7,65,000
E	GCSRA Administrative Cost @4% on total cost	30,600
F=(D+E)	Per Unit Cost (in Lakhs)	7,95,600

Proposed areas of interventions

Construction & Renovation of Anganwadis

Proposed Project costing

Project Objective	<ul style="list-style-type: none">access to state of art construction technology and provision of 24x7 electricity & clean drinking waterprovide the latest facilities e.g. sitting room, kitchen for cooking etc. and support services e.g. pre-school kit			
Project Boundary	<ul style="list-style-type: none">Villages identified in / around GIDC Naroda would be selected			
Project Costing	<ul style="list-style-type: none">The cost is calculated for 1 centre running in a village setup for 1 year with a capacity of accommodating 20 children in existing centres and 30 children in new centres			
Particulars		Existing Centre	New Centre	Support Services
Building Cost Per Centre				
Cost of masonry and material for Anganwadi Building		5,00,000	8,00,000	
Electrification & Solar Lighting Equipment		60,000	60,000	
Kitchen Items Per Centre				
Utensils, Stove, Gas Cylinder, Solar Lamps		50,000	50,000	50,000
Learning Materials Per Centre – Pre School Kits				
Books, Bags, Toys, Stationery, Chart Papers, Digital Display		50,000	50,000	50,000
Uniforms for Children*				
2 sets of uniform per children		20,000	30,000	30,000
Monthly Workshops/Training for Anganwadi Worker				
1 Training Session Per Centre		20,000	20,000	20,000
Opex Cost*Per Centre Per Year				
Maintenance		30,000	50,000	10,000
Repair and Administration		30,000	50,000	10,000
Implementation Partners Costs Per Centre		1,00,000	1,00,000	50,000
Total Cost of the Project		8,60,000	12,10,000	2,20,000
GCSRA Administrative costs		4.00%	4.00%	4.00%
Total costing of project		8,94,400	12,58,400	2,28,800

Proposed areas of interventions

Computer Tablets

Project Objective

- To promote education and skill development in remote, isolated and backward regions of the State using digital technology.
- To deliver these services, (a) identification and nurturing teachers in a school, (b) training them on using tablets to tutor children in elementary education, and (c) spreading digital literacy among youth needs to be done

Project Boundary

- Villages identified in / around GIDC Naroda would be selected

Project Costing

- The cost is calculated for 1 School

Proposed project costing

Heads	Nos.	Price/INR	Total Cost/INR	Assumptions
Tablets	72	5,000	3,60,000	Approximately 6 tablets per class (36 students) in a i.e. 1 tablet per 6 students
Replacement reserve	6	5,000	30,000	Mitigate hardware problems or increased demand
Internet Dongle with WiFi	12	2,000	24,000	1 Internet dongle per class in a school
Internet service charge	288	500	1,44,000	1 WiFi Dongle per class in a school. i.e. 1 dongle for 6 tablets on a monthly plan of 500 INR for 2 years
Annual Maintenance cost	24	3,000	72,000	Assuming 1 visit in a month for a period of 2 years by a service technician
Teacher training	30	2,500	75,000	Assuming 2 sessions in a year for 15 teachers
Cost for 1 school	-	-	7,05,000	Cost for purchase and training for tablets in 1 school
Implementing partner management cost	-	-	35,250	5% of the project budget for NGO partner implementation
GCSRA Administrative costs	-	-	29,610	4% of the total project cost (including NGO management)
Total budget for 1 school			7,69,860	Funding for 1 school and its components
Cost for 5 schools			35,25,000	Cost for purchase and training for tablets in 5 school
Implementing partner management cost	-	-	1,76,250	5% of the project budget for NGO partner implementation
GCSRA Administrative costs	-	-	1,48,050	4% of the total project cost (including NGO management)
Total budget for 5 schools			38,49,300	Funding for 5 schools and its components

Proposed areas of interventions

Capacity building of teachers

Project Objective

- to assist teachers in developing a good command of the subject matter for different subjects
- equip teachers with necessary pedagogic skills, to enable them strike a balance between theoretical and practical knowledge
- enabling teachers to make proper use of instructional facilities
- enabling teachers to design tests and assessments for continuous learning of students

Project Boundary

- Villages identified in / around GIDC Naroda would be selected

Project Costing

- The cost as outlined is for the development of training modules (1-time fixed cost) and organizing a training for a batch of 20 teachers in each subject (40 teachers in total) by two trainers (one for each subject) for a period of 3 days.

Proposed areas of interventions

Capacity building of teachers – Proposed project costing (contd.)

#	Activity	Sub-activities	Unit cost (in Rs)	Estimated cost (in Rs)
A	Develop guidelines for service delivery, including guidelines for equipping training centres	Conduct 5 days working session for 4 participants to prepare Guidelines (financing, monitoring and support, assessment and evaluation, accreditation, training centre operation)	@ Rs 3000 per day per person	60,000
		Conduct 2 days working session for 4 participants to review / update guideline before implementation	@ Rs 3000 per day per person	24,000
		Consultancy charges for 4 experts for 10 days	@ Rs 5000 per day per person	2,00,000
	Sub-total (A)			2,84,000
B	Establish institutional arrangement for effective delivery of teacher training	Conduct a 1 day orientation session for around 10 stakeholders per block on guidelines for teacher training operationalization, roles and responsibilities of actors	@ Rs 2000 per person	20,000
	Sub-total (B)			20,000
C	Development of training modules	Organise a 3 day workshop for 4 experts to prepare content for adverts (fliers, leaflets, posters) and content for training modules	@ Rs 3000 per person	36,000
		Design and prepare training modules for Maths and English (in a span of 3 weeks)	@4000 per day	60,000
		Distribution/dissemination of advertisement materials		20,000
		Conduct 2 days modules pre-testing session (with 5 participants)	@3000 per day per person	30,000
		Conduct one day module refining working session for 5 experts	@3000 per day per person	15,000
		Printing of modules (hard copies)		25,000
	Sub total (C)			1,86,000

Proposed areas of interventions

Capacity building of teachers – Proposed project costing

D	Training of trainers	Conduct a 2 days training session for 10 participants (5 for each subject)	@3500 per day per person	70,000
		Hiring of training venue for 3 days (including food)	@6000 per day	12,000
		Arrangement of food for 10 participants for 2 days	@1200 per day per person	24,000
		Fee for trainers (one for each subject)	@5000 per day	20,000
		Miscellaneous charges (@5%)		4,000
	Sub total (D)			1,30,000
E	Training of teachers	Conduct a 3 days training session for 40 participants (20 for each subject)	@3000 per day per person	3,60,000
		Hiring of training venue for 3 days (2 halls)	@6000 per day per hall	36,000
		Arrangement of food for 40 participants for 3 days	@1200 per day per person	1,44,000
		Fee for trainers (one for each subject) for 3 days	@3500 per day	21,000
		Miscellaneous charges (@5%)		28,000
	Sub total (E)			5,89,000
	Sub Total (A+B+C+D+E)			12,09,000
F	GCSRA administrative costs	For M&E purposes, liaison with government authorities and technical support	@4% of overall cost	50,000
	Total Cost (A+B+C+D+E+F)			12,59,000

Thanks... !



ANNEXURE

Situational Analysis

Village: Nana Chiloda

Education facilities (Govt. schools)

Name of govt. school	Std.	Total Student	Total Teachers (excluding principal)	Major observations
Gopalnagar Prathmik Shala	1 to 8	325	8	<ul style="list-style-type: none"> • High students: teacher ratio; not meeting the norms of 30:1 prescribed by major statutory bodies • No water facilities in school toilets • Computer lab was available but not functioning; hence no computer classes for students • Boundary wall of school was short which makes the accessibility inside the school premise of anyone possible • No library in school
Chiloda Boriya Primary Girls School	1 to 5	185	6	<ul style="list-style-type: none"> • Students: teachers ratio was not meeting the requirements • Toilets were not clean and water facilities is also a cause of concern • No computer education • Separate library for reading
Chiloda Boriya Primary Boys School	1 to 5	211	8	<ul style="list-style-type: none"> • Meeting the students: teacher ratio • Library available in principal room but need to upgrade • No computer education • Poor sanitation facilities • Upgradation of walls were required

Situational Analysis

Village: Nana Chiloda

Anganwadi Centres

AW No.	No. of Children (0-6 years)	No. of children (malnourished- red zone)	No. of Pregnant Women	No. of Lactating women	No. of Adol. Girls	Major observations
1	32	2	4	6	9	<ul style="list-style-type: none"> Separate toilets, kitchen, store room and play areas facilities were available. Training for AW workers were conducted once in a year.
2	31	2	3	5	6	<ul style="list-style-type: none"> AW running in the building of AW centre 1. No facilities of toilets, kitchen, toilets were available in the AW 2. Upgradation of AW is required. Training for AW workers were conducted once in a year.
3	25	3	4	5	12	<ul style="list-style-type: none"> Toilet was not in good condition. Upgradation of AW is required. Training for AW workers were conducted once in a year.
4	48	3	2	6	11	<ul style="list-style-type: none"> Toilet, kitchen and store rooms were not in good condition. Upgradation of AW is required. Training for AW workers were conducted once in a year.
5	40	2	5	4	10	<ul style="list-style-type: none"> No facilities of toilets, kitchen, toilets were available. Upgradation of AW is required. Training for AW workers were conducted once in a year.
6	30	3	4	3	5	<ul style="list-style-type: none"> Separate toilets, kitchen, store room and play areas facilities were available. Training for AW workers were conducted once in a year.

Situational Analysis

Village: Nana Chiloda



(A.) AWs in Nana Chiloda village was not up to standards and require to be upgraded/ renovated.



(B.) School upgradation is required

Situational Analysis

Other observations

- It is well developed village having all the basic facilities like – market linkages, better infrastructure and road connectivity, safe drinking water health facilities etc.
- Connectivity with city provides alternate livelihood opportunities like – garment making, incense making, general merchants shops etc.
- Every household was having the toilet facilities; No open defecation cases as per the observation and discussion with villagers were found
- Community health centre was well maintained and having good infrastructure facilities.
- PDS / FPS was functioning well.

Village: Nana Chiloda



Villagers having alternative sources of income

Situational Analysis

Village: Muthia

Education facilities (Govt. school)

Name of govt. school	Std.	Total Students	Total Teachers (excluding principal)	Major observations
Muthia Prathamik Shala	1 to 8	573	15	<ul style="list-style-type: none"> • High Students: teacher ratio; not meeting the norms of 30:1 prescribed by major statutory bodies • Toilets are not well maintained despite being good water facilities in school toilets • No computer lab • Separate library facility for students.

Anganwadi Centres

AW No.	No. of Children (0-6 years)	No. of children (malnourished - red zone)	No. of Pregnant Women	No. of lactating women	No. of Adol. Girls	Major observations
1	19	3	3	4	8	<ul style="list-style-type: none"> • All these AWs were running in rented building (in one room) • Separate toilets, kitchen, store room and play areas facilities are not available. Upgradation is required. • Training for AW workers were conducted once in a year. Training to AWWs is an immediate requirement for better upbringing and education of children
2	15	2	3	4	6	
3	26	2	3	5	7	

Situational Analysis

Other observations

- Roads and sanitation facilities were not well maintained.
- Major sources of income is agriculture. go to the factories / industries based out of GIDC Naroda
- Villagers go to nearby hospitals and community health centers (3-4 km away from Muthia village)
- Electricity and water facility are available 24*7.
- No vocational training centers.

Village: Muthia



(A.)AWs in Muthia village was running in rented building i.e. in a room which is having all the facilities kitchen, store room etc. No toilets facilities were there in some AWs.

Situational Analysis

Village: Ranasan

Education facilities (Govt. school)

Name of govt. school	Std.	Total Students	Total Teachers (excluding principal)	Major observations
Ranasan Prathmik Shala	1 to 8	259	8	<ul style="list-style-type: none"> • High Students: teacher ratio; not meeting the norms of 30:1 prescribed by major statutory bodies • No computer education as the computers in lab were not functioning well. • No library facility for students. • Separate toilets facilities for boys and girls.

Anganwadi Centres

AW No.	No. of Children (0-6 years)	No. of children (malnourished - red zone)	No. of Pregnant Women	No. of lactating women	No. of Adol. Girls	Major observations
1	26	2	4	6	13	<ul style="list-style-type: none"> • AW are in good condition. • Separate toilet, play area, kitchen and store rooms were available.
2	40	3	5	10	11	<ul style="list-style-type: none"> • Toilets were in bad conditions; no water facility in toilets. Pathways leading to toilets were not appropriate. • Separate kitchen, toilet, store room in the AW • Training of the AW worker only once in a year.

Situational Analysis

Other observations

- Villagers go to nearby factories and industries for earning their livelihood.
- Water stagnation just outside of the Anganwadi centers. No drainage facility in the village.
- Community health centers were functioning well in the village.
- Electricity and water connectivity were 24*7 available.
- Better road connectivity facilities
- PDS/ FPS system were functioning well.
- No vocational training centers.

Village: Ranasan



(A.)children having mid day meal at school.



(B.)poor toilets facilities at school. Water stagnant to the Pathways leading to Anganwadis.

Situational Analysis

Village: Kotarpur

Education facilities (Govt. school)

Name of govt. school	Std.	Total Students	Total Teachers (excluding principal)	Major observations
Kotarpur Shala No. 1	6 to 8	180	7	<ul style="list-style-type: none"> Students teacher ratio was meeting the prescribed requirements by statutory bodies Poor conditions of toilets; lack of water facilities, pathways leading to toilets were smelling School building interior need to be revamped
Kotarpur Shala No. 2	1 to 5	316	10	<ul style="list-style-type: none"> Additional teacher requirements as current ratio was not meeting up the prescribed requirements. Poor conditions of toilets; lack of water facilities, pathways leading to toilets were smelling School building interior need to be revamped

Anganwadi Centres

AW No.	No. of Children (0-6 years)	No. of children (malnourished-red zone)	No. of Pregnant Women	No. of lactating women	No. of Adol. Girls	Major observations
1	62	8	7	7	15	<ul style="list-style-type: none"> All the AWs are running in one building Common toilet for all AWs. No separate toilets for all AWs No painting on wall of all AWs Separate kitchen, store room were available. No play areas for children Sukdi and Seera for malnourished children.
2	68	6	8	7	20	
3	68	6	11	7	19	

Situational Analysis

Other observations

- Better infrastructure and road connectivity in the village
- Good water and electricity facilities in the villages
- No open defecation in the village
- Major source of income is nearby factories at GIDC Naroda, merchant shops etc. Not aware of any other means such as MGNREGAs etc.

Village: Kotarpur



(A.) Poor infrastructure , water and sanitation facilities in school

Summary of Challenges

Sr. No.	Thematic requirements
1	Requirement of additional teachers in govt. schools
2	Requirements of computer education, library facility and capacity building etc. in the school.
3	Construction and Renovation of AWs. Some AWs, as observed, were running in rented building and some were lacking facilities such as separate toilets, kitchen areas, store room and play areas
4	Lack of nutritious food, health education etc. to combat malnutrition
5	Capacity building of existing teachers in schools