

Project proposal - Year 2025 - 26

Project - Mini Science Center

Under CSR Initiative of

DONGFANG ELECTRIC (INDIA) PRIVATE LIMITED

Seva Sahayog Foundation



18th Sep 2025

To,

**DONG FANG ELECTRIC PVT LTD,
Kolkata, West Bengal**

Subject: - Proposal for establishment of 1 'Mini Science Centre' in 1 Schools in West Bengal under you're the CSR initiative

Respected Sir,

Greetings from SEVA Sahayog!

This is in reference to setting up Mini Science Centre (MSC) in 1 school. The Mini Science Centre aims to inculcate basic concepts of Science, Technology, Engineering, Mathematics at school level, thereby encouraging inclination of students / learners towards science and technology. Models designed help students in identifying and experiencing the actual products which they learn from textbooks, making it more practical oriented for learning of students especially who are from less privileged section of the society.

Furthermore, we look forward along with your esteemed support to create curiosity and opportunity for the children, to enrich their learning with best teaching aid and concretization of their concept.

This is not only an infrastructural setup but also a sustainable process to improve the pedagogy with continuous capacity building of the teachers alongside with students.

The detailed budget for establishment of the Mini Science Centre in 1 Govt. schools is shared in the proposal for reference

Let me know if you'd like it formatted for a formal document, financial statement, or anything else.

Detailed proposal is attached herewith for your kind reference.

We look forward to your support to increase scientific temper in the underprivileged children for a fruitful association.

Thanking you in anticipation for providing us the opportunity to work for this Noble cause.

Best Regards.
Seva Sahayog Foundation

Introduction to Seva Sahayog Foundation (SSF):

Seva Sahayog Foundation is a registered (August 2009) NGO working with a vision to bridge the gap between the “struggling” mankind and the “aspiring” mankind. The organization aims at engaging socially active corporates, groups, and individuals on one hand and needy grassroots communities on the other, matching their mutual interests. The organization has been networking with like-minded individuals and various corporations to create an impact at the grassroots level.

5 Lakhs Beneficiaries in FY 2022-23	19 Thematic Projects	150 Corporates	12,000 volunteers
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The projects are geographically spread across 27 districts of Maharashtra with a strong engagement in 700 schools, and 190 communities. With a full-time staff of 120 individuals, the projects of the organization are categorized in a manner to make an impact at the grassroots through the following segments.

The mission is to build a network of socially conscious people within India and around the world which will be a pool of resources with financial strength, knowledge, commitment, and vision to transform India.

Individual
↓
Institution
↓
Community



- School Kits – 5 Lakhs till now
- Scholarships – 4031 students till now
- Text book lending - 2100 students till now
- Sports Training – 2 academies 200 students
- School infrastructure repair / development - 130 schools
- WASH Projects – 20 schools
- Science laboratories - 250 schools
- Community learning centre – 139 centres, 5550 students / year
- Mobile Science laboratories – 6 vans, 28,000 students / year
- Community Knowledge hub – 5000 students



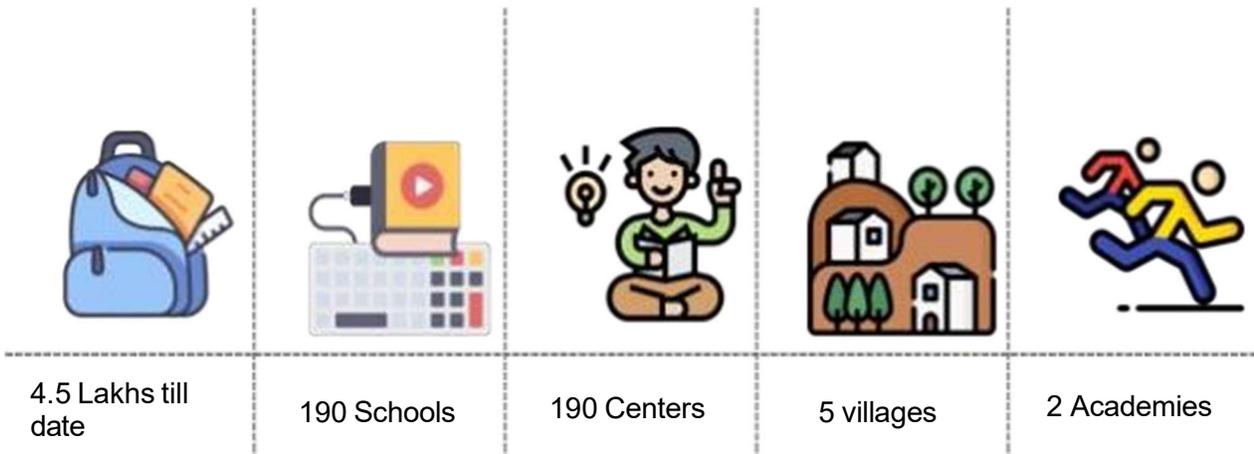
- Adolescent girls development center - 80 centres, 3100 girls / year
- Urmi- : 21986
- Women skill development – 1350 women
- Digital Learning centres – 3 centres, 450 youth
- On field agricultural trainings - 450 farmers from 15 villages



- Biogas plants – 14 plants
- Solar Panels – 86 Schools
- Rainwater Harvesting system - 11 locations, 1.25 Crore litre water / year
- Urban Forestation – 6 sites, 10,100 saplings

A detailed profile of the organization can be viewed by clicking the following link:
<https://drive.google.com/file/d/1HHa4D3RISGg5jZDnc8yFPYTCQIOAj-D6/view?usp=sharing>

The Project Footprints Of Till Date Areas Follows:



The mission is to build a network of socially conscious people within India and around the world which will be a pool of resources with financial strength, knowledge, commitment and vision to transform India.

Vision 2030 of Seva Sahayog.

**30
Initiatives**

**30
Saksham
Villages**

**30 Lakh
beneficiaries**

Seva Sahayog Foundation has been able to make footprints on the 16/17 sustainable development goals of UN and Niti Aayog through various interventions.



Projects of Seva Sahayog

For CSR units of companies	For Non-profit Organizations (NGOs)	For Volunteers
CSR policy development	Providing resources Like funds, technology etc. through linking with CSR	Pre-set volunteering opportunities for International and India Volunteers
CSR initiatives planning and implementation	Capacity building in documentation and IT fields, project planning, and proposal drafting	Orientation and training on development issues
Accreditation of NGOs, Identification of suitable NGO partners matching the CSR goals	Providing Volunteers for Pre- defined assignments and tasks	Exposure through Visits to various NGO projects and interactions with visionaries
Monitoring and evaluation of CSR funding	Linking with Corporate and Government funding	Group-building and planning support for group initiatives
Associate Corporate: 150+companies	Partner NGOs: 220 Plus NGOs & Schools	Seva Sahayog is: 5000 plus volunteers.

Project Title: Mini Science Center

Project Details:

Strategic areas of Focus

- a) Improve the quality of access for students from less privileged section of society
- b) Enhance aptitude capacity and skills of students to learn science and mathematics in more effective and interesting way and that also upgrades teacher's skills.
- c) Providing a platform to exhibit and execute for Students and teachers through customized programs/events.
- d) Create partnership and collaboration with various stakeholders to ensure programmatic sustainability for the project.

Project Need:

We at Seva Sahayog Foundation provide a Mini Science Centre – (MSC) that supports and encourages the students to develop aptitude & skills. Science activities done to stimulate curiosity, provide practical opportunities to explore a concept in easy ways, develop appropriate hands on experience in understanding science and its concepts which is sadly absent today across all our education syllabus and more so with the burden of less teaching staff in rural, municipal schools which are for the underprivileged children.

Project Summary Statement:

Mini Science Centre is a very educative innovative systemic instrument to revolutionize science & Maths education that makes learning accessible. It is a catalytic channel that is interactive, engaging, & fun that's aimed to raise awareness, grasp the information & strengthens the aptitude foundation of children; furthermore, also supports the teachers in teaching - with a focus on science & Maths. Mini science Centre has a range of *80 tabletop working models with back-drops and manuals in 9 regional languages providing hands-on experience for learning Science and Mathematics for class 5 through 10.*

The Expected Outcome of The Programs:

- Improved interest of students for learning science and mathematics by creating child-friendly ecosystem which is fun and hence enjoyable.
- Empowering Teachers with Easy Teaching Aids.
- Improve regularity in conducting the science and math’s class through better engagement of teachers in teaching.

Aptitude Foundation Laid for Educational Consolidation.

Project Location: West Bengal

Logical Framework Analysis

Input	Output	Outcome	Measurement indicators	Timelines (Quarterly)	Risks Vs Mitigation
School Identification	<ul style="list-style-type: none"> • Identifying government schools from areas of deficit 	<ul style="list-style-type: none"> • An intervention plan will be created. • Meeting with school principal for formal MSC introduction and benefit for students 	<ul style="list-style-type: none"> • Receiving list of schools from DEO • Visiting government schools • Well drafted intervention plan introduced to school • Receive Installation Approval letter from school 	1 st quarter	<ul style="list-style-type: none"> • Inter-state and city travel, risk of covid-19 infection • Multiple visits to schools and getting permission
Baseline survey	<ul style="list-style-type: none"> • A thorough knowledge about various conditions, needs and its intervention for school. 	<ul style="list-style-type: none"> • to understand problem & need by gathering information on the status quo of the school 	<ul style="list-style-type: none"> • Preparing baseline question tool • Visit by PIA to conduct baseline survey on student and teachers • Identify 1 room for MSC installation • Baseline report created with analysis 	1 st quarter	
MSC installation	<ul style="list-style-type: none"> • MSC installation in room of 80 models 	<ul style="list-style-type: none"> • To provide hands-on experience for 	<ul style="list-style-type: none"> • Install tables and 80 plugs 	1 st Quarter	<ul style="list-style-type: none"> • Long distance travel with

	with 33 back-drops and manuals in regional language	learning/teaching Science and Mathematics for Class 5 through 10. <ul style="list-style-type: none"> • Maximise Learning experience through practical approach • Explains 150 + concepts with depth clarity 	<ul style="list-style-type: none"> • Transport 80 models to school • MSC models testing and function check • Inauguration of MSC with Clients, BD and PIA 		MSC models transport from warehouse
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<p>Teacher Training Program -TTP</p>	<ul style="list-style-type: none"> • Call and TTP scheduling by PIA • Training Through PPT of MSC models • Benefits • Best usage • Maximum utilization • Models & concepts it explains in simpler way • Benefits & takeaway of MSC will be highlighted • Question – answer and queries will be resolved 	<ul style="list-style-type: none"> • Teachers empowered with innovative teaching aids • Teaching time reduced to 50-60% • Complex concepts taught easily • Active engagement of students in class • Replace rote-based learning to practical-based approach for sustainable knowledge 	<ul style="list-style-type: none"> • TTP will be scheduled • TTP with PPT will be conducted • Feedback & suggestion from teachers • TTP report created for documentation 	<p>1st quarter</p>	<ul style="list-style-type: none"> • Risk: Absentees • Mitigation: Constant update of MSC benefit will be communicated.
<p>MSC-Maintenance</p>	<ul style="list-style-type: none"> • PIA along with MSC technical person, free maintenance drive is conducted. • Aim: Learning shouldn't stop, student can use MSC independently 	<ul style="list-style-type: none"> • Continuous and Maximum utilization of MSC for sustainable use 	<ul style="list-style-type: none"> • Quality check of MSC by Team technician • Repair and place if needed • Maintenance report created • MSC model utilization register maintained 	<p>3rd quarter</p>	
<p>Midline Survey</p>	<p>Survey to understand the impact of MSC on students and teachers academic learning and teaching achievement</p>	<ul style="list-style-type: none"> • By then the impact on students: <ul style="list-style-type: none"> - explore their talents, apply theory knowledge to practice, gain essential skills, develop analytical & critical thinking 	<ul style="list-style-type: none"> • Prepare midline M&E questionnaire • PIA will schedule date & time for M&E • M&E conducted with teachers and students • Report of midline report created with analysis 		
<p>Refresh Teacher Training Program -RTTP</p>	<ul style="list-style-type: none"> • Improve & enhancement of teacher's skills • Teachers empowered with innovative teaching aids to explain concepts with each • Benefits & takeaway of MSC will be highlighted • Training to refresh best usage of MSC for maximum utilization 	<ul style="list-style-type: none"> • Learning and using innovative teaching aids for quality teaching and better understanding of subjects • Reduces stress and completes syllabus on time • Class will be more interactive as students will take keen interest to learn science and math 	<ul style="list-style-type: none"> • RTTP scheduled • RTTP with PPT will be conducted • Feedback & suggestion from teachers • TTP report created for documentation 	<p>3rd quarter</p>	

MSC - Monitoring & Evaluation	<ul style="list-style-type: none"> To understand student's needs and improve for Opportunities & innovative ideas for maximum learning. 	<ul style="list-style-type: none"> Students will be confident and empowered through new skills gained. Reduced future academic anxiety. Opportunities to explore one's potential <p>Peer to peer learning and support</p>	<ul style="list-style-type: none"> Google form for M&E Qualitative feedback through interview. Quantitative data analysis 	4th quarter	
Client Visit to MSC established school	<ul style="list-style-type: none"> Coordinate and arrange a visit to <p>The client's CSR funded school</p>	<ul style="list-style-type: none"> The client will witness themselves the impact created through MSC installation Transformation in skills knowledge and self-confidence 	<ul style="list-style-type: none"> Annual Report Annual PPT Videos of impact and students' achievement – Client wise & School wise 	1rd and 4th quarter	

Timeline of the project:

Project Timeline for Mini Science Centre	
Activity	Timeline
PO & Contract Confirmation	1st week
School Identification/ Need Assessment	Within 2 -3 weeks from PO.
Installation	3-weeks from school identification & closure.
1st-TTP	15 to 20 Days from installation
Monitoring & Evaluation (M & E 1st Visit)	20 to 25 weeks from Installation
2nd- TTP	15-20 Days from 1st Follow
AMC/1st Follow up	45 Days from 1st TTP
2nd M&E/ Project Completion	35th to 40th week from Installation

Background of the Project: Mini Science Centre

The STEM Learning Mini Science Centre is a targeted initiative designed to address the educational challenges faced by underprivileged students, particularly in the fields of Science, Technology, Engineering, and Mathematics (STEM). These disciplines are essential for preparing students for the demands of the modern world, but many underserved communities lack the resources and opportunities to engage with STEM education at a meaningful level. This Centre aims to bridge that gap by providing a hands-on, interactive environment where students can develop a deep understanding of STEM concepts, cultivate problem-solving and critical thinking skills, and be inspired to pursue STEM careers.

- ❖ **Limited Access to Resources:** Many schools in underprivileged communities do not have the necessary equipment, materials, or technology to provide high-quality STEM education.
- ❖ **Lack of STEM Exposure:** STEM subjects are often viewed as complex and out of reach for students in low-income areas. These students may have limited exposure to real-world applications of science, technology, engineering, and math, which can dampen their interest in these fields and limit their career aspirations.
- ❖ **Academic Underachievement:** Students from low-income backgrounds often perform poorly in STEM subjects due to various reasons, including overcrowded classrooms, lack of support, and the absence of specialized teachers or programs in these areas.
- ❖ **Gender and Socioeconomic Disparities in STEM:** Historically, certain groups, including girls and minorities, have been underrepresented in STEM fields.
- ❖ **Limited Career Awareness:** Many students in underprivileged communities are unaware of the diverse career opportunities available in STEM fields.

➤ **The Role of the STEM Learning Mini Science Centre:**

The STEM Learning Mini Science Centre is designed to address these gaps and challenges by providing a rich, engaging, and supportive environment where underprivileged students can access quality STEM education. The Centre aims to serve as a catalyst for change by:

- **Providing Access to High-Quality STEM Resources.**
- **Encouraging Hands-On Learning.**
- **Fostering Inclusivity and Equal Opportunity.**
- **Creating a Sustainable Impact.**

The STEM Learning Mini Science Centre is a necessary and timely initiative that seeks to address the systemic educational inequities faced by underprivileged students. It provides a unique opportunity for students to engage with STEM subjects in a meaningful and interactive way, fostering a deeper understanding of these fields while building essential skills for future success.

Impact of MINI SCIENCE CENTRE

The impact of a STEM Learning Mini Science Centre on underprivileged students can be profound, providing numerous benefits that go beyond academic knowledge. STEM (Science, Technology, Engineering, and Mathematics) education plays a key role in empowering students, particularly those in underserved communities, and can help bridge educational and opportunity gaps. Below are some of the key impacts:

1. Increased Access to Quality Education:

Underprivileged students often lack access to quality science, technology, and engineering resources due to limited school facilities and community resources. A Mini Science Centre can provide them with access to modern equipment, tools, and hands-on learning experiences that they might not otherwise have. This can inspire curiosity, foster deeper understanding, and expose them to real-world applications of STEM concepts.

2. Improved Critical Thinking and Problem-Solving Skills:

STEM education emphasizes inquiry, exploration, and problem-solving. Students in a mini science center can engage in experiments, build projects, and solve practical problems, all of which help develop critical thinking skills. These skills are transferable and can be applied across many areas of life, helping students become better decision-makers and problem-solvers in both academic and personal contexts.

3. Bridging the Gender and Socioeconomic Gap:

In many underprivileged communities, access to STEM learning opportunities is disproportionately low, especially for girls. A STEM-focused initiative can create an inclusive space where all students, regardless of gender, socioeconomic background, or ethnicity, have equal access to the knowledge and skills that will empower them. This can help reduce gender stereotypes in STEM fields and encourage more girls and young women to pursue careers in technology, engineering, and science.

4. Exposure to Future Career Opportunities:

Many underprivileged students may not be aware of career opportunities in STEM fields because of a lack of exposure. A Mini Science Centre provides students with a hands-on understanding of the various STEM disciplines, potentially sparking an interest in careers like engineering, medicine, computer science, environmental science, and more. Early exposure can inspire students to pursue STEM education and seek out career paths that they might not have considered otherwise.

5. Fostering Creativity and Innovation:

Hands-on science experiments, building prototypes, and working with different materials fosters creativity. A Mini Science Centre allows students to experiment, explore, and innovate in ways that encourage out-of-the-box thinking. This can lead to a sense of accomplishment and a deep understanding of the learning process. The freedom to experiment and innovate also fosters resilience, as students learn from their mistakes and improve their designs.

6. Improved Academic Performance:

Research shows that students who engage in STEM-related activities tend to perform better academically. By offering interactive, experiential learning through a Mini Science Centre, underprivileged students may develop a deeper understanding of core STEM concepts, which can lead to improved performance in science, math, and other subjects. This, in turn, boosts their overall academic achievement and confidence.

7. Development of Soft Skills:

While STEM education focuses on technical knowledge, it also cultivates essential soft skills like teamwork, communication, time management, and leadership. In a Mini Science Centre, students often work in groups on projects, which helps them develop interpersonal skills and learn how to collaborate effectively with peers. These skills are highly valuable in both academic and workplace settings.

8. Empowerment and Confidence Building:

For underprivileged students who may not always feel empowered in the classroom due to a lack of resources or support, the opportunity to work with science and technology can be transformative. Mastering complex ideas, completing projects, and solving problems can give students a sense of pride and accomplishment. This sense of achievement can significantly boost their confidence and self-esteem.

9. Long-Term Community Impact:

Providing STEM education to underprivileged students can have long-term positive effects not just on the individuals but on the community as a whole. Students who benefit from such programs may return to their communities as role models, inspiring others and fostering a culture of learning, innovation, and ambition. This could ultimately lead to more students pursuing

higher education and career opportunities, breaking cycles of poverty and underemployment.

10. Increased Motivation for Further Education:

A hands-on, interactive learning environment in a STEM Centre can ignite a student's interest in learning. Many underprivileged students may struggle to see the relevance of school subjects to their lives. STEM learning, however, is often directly tied to real-world applications and the world around them. This makes learning more engaging and relevant, motivating students to pursue further education and seek out opportunities for growth.

Conclusion:

A STEM Learning Mini Science Centre offers underprivileged students the chance to engage with science, technology, engineering, and math in ways that are interactive, inspiring, and educational. The impact of such programs goes beyond improving academic performance; they empower students, build confidence, and create pathways for future opportunities. In the long run, this could play a critical role in narrowing the opportunity gap and ensuring that underprivileged students are equipped with the tools and knowledge needed to succeed in an increasingly STEM-driven world.

Beneficiaries	Social Need	Resources	Activities	Satisfaction	Results
Students	Cognitive abilities	Money and Time	STEM's Learning Initiatives	Students are satisfied as earlier they were bored to attend class but now they are more engaged and attentive and learning is fun	<ul style="list-style-type: none"> Improvement in Cognitive Abilities. Improvement in Scores in exams. Increased attentiveness and Curiosity
Teachers	Efficiency in teaching and learning, having to create teaching aid	Money and Time	STEM's Learning Initiatives	Teachers are also learning new teaching methods and feel empowered to teach using technology	<ul style="list-style-type: none"> Less time spent on creating teaching aids. Gaining new teaching skills. Saving time and physical energy on trying to hold students attention
Society	Low dropout rates from schools	Money and Time	STEM's Learning Initiatives	More children stay in school	Skilled students who go on to become employable citizens

Between the financial years 2020-21 and 2022-23, Corporate Social Responsibility (CSR) spending in India saw significant fluctuations, particularly in the education sector.

FINANCIAL YEAR	2020-21	2021-22	2022-23
EDUCATION (₹ IN CRORE)	6,693.30	6,557.10	10,085.40

Photographs of Mini Science Centre



BUDGET:

Mini Science Centre Budget year 2025-26 for 1 School					
Sr Nos	Item	Description	Cost for	Nos Of Schools	Total
			1 School		
1	Mini Science Center	80 Models + 80 Users Placard + 36 Colourful Backgrounds + 1 Safety Placard + 1 Teachers manual + Installation & Delivery	4,07,110	1	4,07,110
2	Teachers Training	Fresh & Refresher Teachers Training Program - TTP (1 - FTTP + 1 - RTTP) 1st year.	47,200	1	47,200
3	Base Line & End Line Data Collection	2 time visit in each school for conducting Base Line and Endline	47,200	1	47,200
4	Annual Maintenance	Cleaning and Servicing & Repair & if not repairable then replaced as per STEM terms & condition. AMC - renewable from 2nd years onwards.	47,200	1	0
5	Infrastructure	Set up of PLATFORMS & ELECTRIC connection with sockets & switches from internal Board.	64,900	1	64,900
		Wall Painting	1,00,000	1	1,00,000
6	Monitoring Charges	Part Salary of Coordinator and Allowances	30,000	1	0
	Total				6,66,410
7	NGO Management Cost 5%	<i>NGO Management Cost 5% of the total project cost</i>			33,321
	Grand Total				6,99,731

Seva Sahayog Foundation follows the following pattern of reporting:

Monthly: compiling activity-wise through the spreadsheet. MIS of activities accomplished
Quarterly: Activity-wise, Resource and fund-utilization reports
Annual: Impact assessment report and Complete Program Report

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Compliance

Compliance	
Document Name	Document no.
Registration Certificate	U85100PN2009NPL168137
12 A certificate	TR/43889 (Old) AAITS8081RE2021401 (New)
80G certificate	DIT(E)/MC/80G/1159/2011-12 (Old) AAITS8081RF20214 (New)
PAN card	AAITS8081R
Audited balance sheets – last 3 years	Yes

Contact us

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Website: www.sevasahayog.org

LinkedIn: <https://www.linkedin.com/company/Sevasahayog>

Instagram: <https://www.instagram.com/sevasahayog/>

The board of directors:



Mr. Atul Nagras – Chairman of Seva Sahayog Foundation, An engineering graduate, worked in the USA for a Semiconductor Devices Manufacturing company. Presently, Director of an IT company and an equipment manufacturing company.



Mr. Dilip Moghe – Chemical Technologist from UDCT, Mumbai. Worked in the corporate sector for 25 years. Currently associated with many other NGOs.



Mr. Ravindra Karve – Banker, Retired CEO of TJSB Sahakari (Multi State Scheduled) Bank



Mr. Sudhir Patel - CA, CPA, CISA - finance professional with 20+ years of diverse global experience in the field of finance, management and technology, having worked with startups and transglobal companies like PriceWaterhouseCoopers, Ernst & Young, ConocoPhillips in several leadership roles.



Mr. Ritesh Maniar – With 28 years of IT experience in banking, finance, and healthcare, he has actively contributed to Seva Sahayog Foundation's educational and rural development initiatives, corporate relationship management, and project management. Additionally, he has worked with various organizations to drive social impact through education for all.



Mr. Vishal Haldavnekar - IT professional having 17 years of experience in technical delivery. Previously worked with brands such as Accenture, UBS and J.P Morgan. Practicing martial art form - Judo and also sticking to the core of farming. He contributes in volunteering and impact management in Seva Sahayog Foundation



Mrs. Maneesha Joshi– A commerce graduate working as an independent accounting consultant



Mr. Narendra Patwadkar - An Electronics & Telecommunication Engineer by Education. 30 years of experience as an IT professional. Presently working as Software Delivery Director in a UK-based large Consulting Organization.



Mr. Gunvant Sonawane - He's an IT professional with 15 years of experience in the field of Technology. Currently working as a Software Engineer. Currently volunteering for the Rural Development Program of Seva Sahayog for the last 6 years, believe in volunteering and passion for rural development.