Project Proposal:

Mini Science Centre in

CSR Initiative of

MP ONLINE LIMITED

Seva Sahayog Foundation

Nov, 2023

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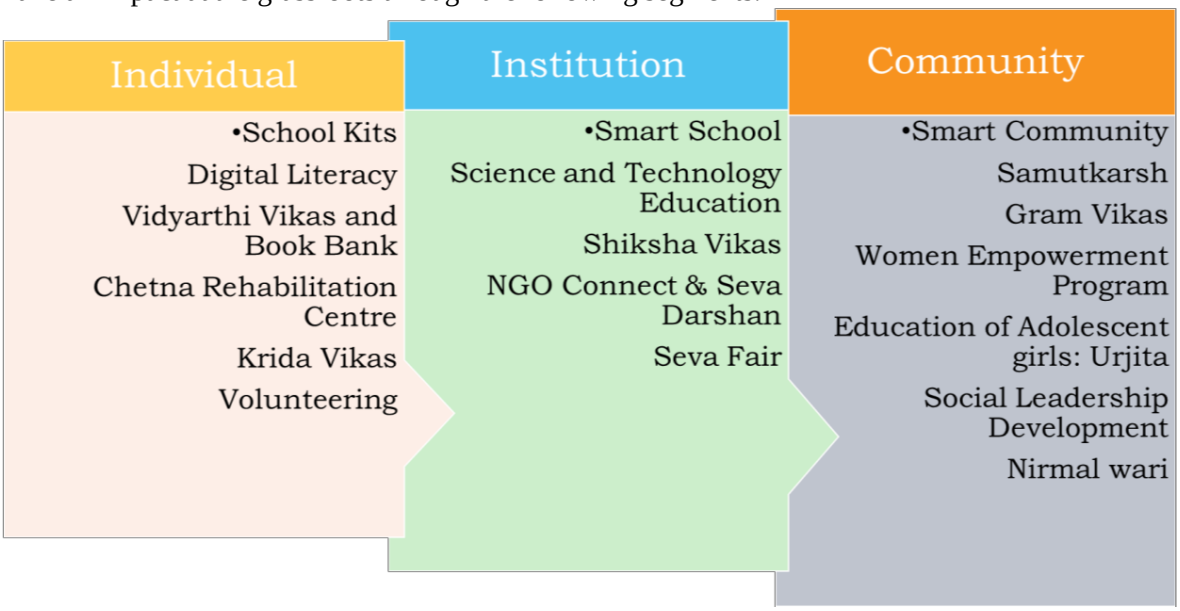
Introduction to Seva Sahayog Foundation (SSF):

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 from various corporate to create an impact at the grassroots level.

6 Lakhs Beneficiaries in FY 2020-21	19 Thematic projects	150 Corporates	25,000 volunteers

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 60 individuals, the projects of the organization are categorized in a manner to make an impact at the grassroots through the following segments.



The project footprints of till date are as follows:

School Kit Drive	School Infrastructure development	Samutkarsh:Study Centres	Gram Vikas: Village Development	Sports
				
4.5 Lakhs till date	190 Schools	190 Centers	5 villages	2 Academies

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

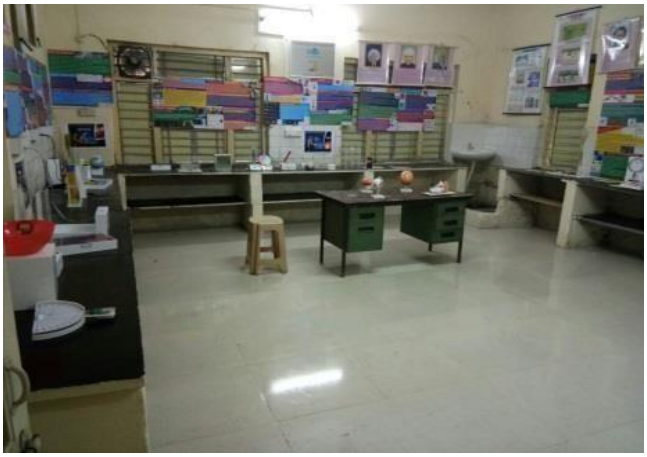
Seva Sahayog Foundation has been able to make footprints on the 16/17 sustainable developmentgoals of UN and Niti Aayog through various interventions.

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 Indian 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:	**Partner NGOs:**	**Seva Sahayog is:**
150 + companies	220 Plus NGOs & Schools	5000 plus volunteers.

CSR PROJECTS UNDER IMPLEMENTATION

Science & Technology Education Program(S.T.E.P.):



STEP is to promote Science & Technology among rural and urban poor students. Under this projects a Mini Science Centre, Projector and E learning software, Digital Microscope with Laptop,
3 D models & Charts and Library are provided to schools. Teachers are given training to handle these equipment. Students find it simple to understand scientific principals with these educational aids. The project is in its 3rd year of implementation. In the current year 25 schools will be covered. In first two years 31 schools were benefitted. Number of beneficiary students is 20,000.

Shiksha Vikas:

Under this project 20 schools are selected for infrastructural and soft skills development. It is a project for 3 years. In the first year, mainly school needs will be addressed. In the 2nd year school as well as community development needs will be addressed. In the3rd year community development will be done on a larger scale.
This will create conducive atmosphere for students toconcentrate on their studies.

Book Bank:

Due to rising prices of books, several poor students can't afford to buy text books. It is all the more difficult for professional courses. Through Book Bank, text books are issued to college students – professional andnon- professional- for a year or semester at a nominal up keep charge. They can cut down on their text book cost by 60% to 80%. Income criteria is kept to help maximum numbers of needy students.

Swatchh Bharat:

Rural schools do not have proper toilet facilities. This reduces attendance of girls for the want of clean toilets. Rural Schools in remote areas are identified to provide them with a facility of cleantoilets.

KridaVikas:

Sport is an integral part of students' life. However,very few schools have good facilities for sports. In rural and tribal areas there is lot of talent available but is never tapped. To identify such talent and to promote sports in rural area, the project is started.
Fourteen schools have been identified in Karjat-Khalapur area where sports equipment and training w s.
One centrally located school having basic infrastructure for sports like ground, indoor area, gym etc.is developed as a "Sports Academy" where in depth training is given in various sports or the selected few. We aim to create a culture of sports among students in this areaand also promote talented sportsmen to reach to national and international levels.

Community Knowledge Hub (C KH or स ीीख):

The main purpose of this project is to promote knowledge based society by giving students hands on experience. We are starting a knowledge Hub for community where students from different school can visit this Hub during or after their school hours. They can do experiments related to Physics, Chemistry & Biology. They will be trained in Robotics. They can explore their favorite
subjects on E learning and a well-equipped library

Samutkarsh:

This is regarding all round development of students in urban slums or rural areas. Students in these areas do not have proper guidance for studies from home. Their houses are small and they have lot of disturbances in studying regularly at home. For such students we start “Abhyasika” or study centers where 30- 40 students from different classes come and do their studies for 2 hours. A teacher is appointed to help these students and maintain discipline. On Saturdays various activities are conducted by corporate volunteers for all round development of students. Camps are conducted twice in a year for their personality development. Presently, 101 Abhyasikasare being run in Mumbai, Navi Mumbai & Pune, which we are aiming to double in next year.

School Kit:

Many rural and tribal poor can't afford to buy new school bag and notebooks every year for their children. These children obviously are not enthusiastic about going to school and do their studies. We provide to such children, educational material required for their schooling by giving them a school kit. The kit consists of a school bag, notebooks, geometry box, pencil box, drawing book etc. as per their needs. The kit motivates them to go to school regularly and study. We have been giving about 60,000 kits every year for last 2 years. Inlast 8 years we have distributed over 2,50,000 kits

ShikshaVikas – Wada :

This project caters to diverse needs of ten schools in Wada area of Thane District. Need assessment of each school is done by pre-visit of school with corporate volunteers and discussion with teachers.A non-grant school is given teachers' salary so that good teachers can be retained. A rural school is given Spoken English Lab to train its students in English. Compound wall of a school is built for student's safety, whereas a school is given all consumables for its science lab. Fulfilling precise needs helps better participation of teachers & students in the project with projector, digital microscope, activity centre etc. This will boost confidence of students and make them technology friendly.

Scholarships:

There are many talented students from poor families who can't afford professional education. It is mainly because high fees of these courses and huge expenses on books and other essentials. We are helping such students after a thorough due diligence. In 2015-16, we helped 112 engineering students from VJTI who hailed from drought affected Marathawada region. They were all farmers' children

and had practically no family income in that year. We paid for their mess expenses, hostel/rentexpenses so that they can continue their studies in such a premier institution.

Seva Fairs – Opportunity at doorstep

Seva Sahayog holds exhibitions of NGO products and presents their projects in campuses of various IT companies. During Diwali, Seva Sahayog holds Seva Fairs in companies in and around Mumbai, Navi Mumbai &Pune (viz. PwC, Deutsche Bank, Kotak Mahindra, Teradata, Bajaj Electricals, & KPIT). The Seva fair exhibits innovative products by various NGOs in these companies. The fair helps NGOs to showcase & market their products on wider platform.

List of programs:

1. Education

- Educational aid & school kit distribution
- Samutkarsh study center
- Computer lab (digital literacy)
- Mini Science Center
- Infrastructure support

2. Environment / Swaccha Bharat

Toilet construction &maintenance

Waste management Incineration of sanitary napkinsTree plantation

3. Health

- Health camps like blood checkup, eye check-up.
- Malnutrition identification survey & food supplements.
- Health survey of women and children in Slums
- Support for Ambulance / Mobile clinic for rural areas
- Support for medical equipment & health programs of hospitals

4. Women & child care initiatives

- Rehabilitation programs for platform children
- Adolescent girl program
- (Kishori Vikas)
- Support for Girl child centers.
- Support for Orphanages & adoption center

Directors of Seva Sahayog Foundation

(Registration No. U85100PN2009NPL168137)

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.

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

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 roles.

Mrs. Pallavi Kadadi – IT professional & entrepreneur, currently working with Krishna Infotech.

Mr. Makarand Soundalgekar - Civil Engineer by education having 20+ Years of experience with TATA Group in Project Management of large size infrastructure Projects. Currently a professional trainer in Project Management, Business Excellence and Group behavioural training.

Project Title: Mini Science Center

Project Details:

Strategic areas of Focus

a) **Improve quality of access** for students from less privileged section of society
b) **Enhance aptitude capacity and skills** of students to learn science and mathematicsin more effective and interesting way and that also upgrades teachers skills
c) Providing **a platform to exhibit and execute for** Students and teachersthrough customized programs/events.
d) **Create partnership and collaboration** with various stakeholders toensure 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 table top 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 program is:

- Improved interest of students for learning science and mathematics by creating child friendly eco system 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: BHOPAL, MP

Logical Framework Analysis

Input	Output	Outcome	Measurement indicators	Timelines (Quarterly)	Risks Vs Mitigation
School Identification	• Identifying government schools from areas of deficit	• An intervention plan will be created. • Meeting with school principal for formal MSC introduction and benefit for students	• Receiving list of schools from DEO • Visiting government schools • Well drafted intervention plan introduced to school • Receive Installation Approval letter from school	1st quarter	• Inter-state and city travel, risk of covid-19 infection • Multiple visits to schools and getting permission
Baseline survey	• A thorough knowledge about various conditions, needs and its intervention for school.	• to understand problem & need by gathering information on the status quo of the school	• 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	1st quarter	
MSC installation	• MSC installation in room of 80 models	• To provide hands-on experience for	• Install tables and 80 plugs	1st Quarter	• Long distance travel with

	with 33 back-drops and manuals in regional language	learning/teaching Science and Mathematics for Class 5 through 10. • Maximise Learning experience through practical approach • Explains 150 + concepts with depth clarity	• Transport 80 models to school • MSC models testing and function check • Inauguration of MSC with Clients, BD and PIA		MSC models transport from warehouse
Teacher Training Program -TTP	• 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	• 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	• TTP will be scheduled • TTP with PPT will be conducted • Feedback & suggestion from teachers • TTP report created for documentation	1st quarter	• **Risk:** Absentees • **Mitigation:** Constant update of MSC benefit will be communicated.
MSC-Maintenance	• PIA along with MSC technical person, free maintenance drive is conducted. • Aim: Learning shouldn't stop, student can use MSC independently	• Continuous and Maximum utilization of MSC for sustainable use	• Quality check of MSC by Team technician • Repair and place if needed • Maintenance report created • MSC model utilization register maintained	3rd quarter	
Midline Survey	Survey to understand the impact of MSC on students and teachers academic learning and teaching achievement	• By then the impact on students: - explore their talents, apply theory knowledge to practice, gain essential skills, develop analytical & critical thinking	• 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		
Refresh Teacher Training Program -RTTP	• Improve & enhancement of teacher's skills • Techers 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	• 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	• RTTP scheduled • RTTP with PPT will be conducted • Feedback & suggestion from teachers • TTP report created for documentation	3nd quarter	
MSC - Monitoring & Evaluation	• To understand student's needs and improve for Opportunities & innovative ideas for maximum learning.	• Students will be confident and empowered through new skills gained. • Reduced future academic anxiety. • Opportunities to explore one's potential Peer to peer learning and support	• Google form for M&E • Qualitative feedback through interview. • Quantitative data analysis	4th quarter	
Client Visit to MSC established school	• Coordinate and arrange visit to client's CSR funded school	• The client will witness themselves the impact created through MSC installation • Transformation in skills knowledge and self-confidence	• Annual Report • Annual PPT • Videos of impact and students' achievement – Client wise & School wise	1rd and 4th quarter	

Work Plan Narrative

ACTIVITY.	PROCESS NARATIVE.	Means of Verification.	Time period.	REPORT.
IDENTIFICATION	STEM initiates the process post Contract &PO with clarity on geography & no's of schools required, post that the M&E team connect with DOE, if it's a government recognized school, {for private aided school [don't need DOE permission] Post letter from DOE, we approach the school authorities and get their acceptance letter along with their contact details of principal and teachers involved, the letter clarifies the Ownership details of cleanliness, handling of models, material and electricity, we also share the expected outlay plan { installation requirement} for MSC set up with school and donor. <u>DATA collated:</u> i. School location. ii. Room availability as per out lay plan. iii. Letter of acceptance. iv. Student strength in school.	The documents supporting this activity is: a. School letter with details of principal, teacher along with clarity on electricity and Maintenance. c. Pics of pre MSCSchool and room. d. Gender segregation details. e. Cumulative grades of students along with number of students in class/division. This report will be known as School Identification Report.	Contract & PO- 2 weeks. School Identification & Closure – 4-7 weeks. – 2 days at location, if all is ready.	School identification Report

INSTALLATION	Post this we give work order to our Factory team that will assemble and move on for delivery, prior to departure of material the school is checked by our backend team for its readiness (if any furniture work then that's extra to be charged to the donor) [as per the MSC set up layout plan]. On receiving clearance from the school, the installation team proceeds to the location and starts the installation. On reaching the Installation team takes picture of the room and then another picture taken after the installation and a letter of successfulinstallation and handing over materials/documents.	Attached: school Identification Parameters The documents supporting this activity is: a. Pre room set up picture. b. Post room set up picture. c. Letter from school of completion of installation of MSC with (80 models, 37 backdrops + 1 safety manual measure, 1-Teachers manual, 80 placards of models). This will be known as Installation report.	Installation - 3 weeks from school Identification.	Installation Report

Teachers Training Program -1st.	Trainer's team gets in touch with School authorities- Principal & teachers Schedule the training date & venue. 72 hours before training – reconfirmation is taken from principal and teachers. Initiate training, the training consists of: 1) Orientation of Models. (Attached Training flow document) 2) Usage as per concepts and its 5 daily usage. (Attached an example of some concepts) 3) Mapped document of Model with curriculum. 4) 80 Models mapping with Curriculum 5) Establish topics and usage as per the timetable. 6)Explain follow up process a. Phone calls. b. WhatsApp support group formation. 7) Expected output from teachers of documentation of usage, as they are plug and play and can be taken to classfor demonstration and explanation. (Attached Pictures and Video) 8) Register of MSC, as they are plug and play and can be demonstrated in Class during the concept clarity. 9) Identify and prioritize issues to be dealt by teachers. 10) Set up goals for best practice documentation 1) Inform about M&E visit and process.	The documents supporting this activity is: a. Call sheet. b. WhatsApp group snap shot. c. Goal set document for output. d. Teacher's attendance sheet of training. e. Pictures and Videos (if possible).This report will be known as 1st Teachers Training program report.	Immediately on receiving closure of installation setup- 10 days from installation the 1-st Teachers training program is undertaken .	1st Teachers Training Report.
Teachers Training Program -2nd.	The same above process is follow for 2nd Teachers training post.	The above same data will be part of the 2ndTeachers Training Programreport.	15 days after 1st M&E visit.	2nd Teachers Training Report.

Baseline Survey1s tM&E	Baseline questionnaires is being prepared for student based on their curriculum taught as per theirstandard. Our team i.e. Project Implementation Associate visit and conduct baseline survey on teachers and students. By this a thorough knowledge about various conditions, needs and its intervention for school is checked by the Baseline Survey.	Questionnaires is being filled by Students and Teachers.	1st quarter	Baseline Survey Report
Mid Line Check i.e. 2nd M&E	The team initiates the follow up visit with getting in touch with Principal & teachers of the visit and the same is updated on the WhatsApp group. Reconfirms the same 72 hours Before departure. The M&E consists of: Collating data on: i. No's of students per class/division. ii. Cumulative grades of students. iii. Gender segregation. The Principal and teachers questionnaire will be qualitative, students will be quantitative and qualitative with FGD and IDI. The students quantitative tools will be: 1) Fill in the blanks. 2) Match the columns. 3) Questions and 3 options. 4) Pictorial Identifications of models. Qualitative: FGD and IDI lead questions will be framed for students on actual usage inclass and MSC.	The documents supporting this activity is: . Call sheet. b. WhatsApp group snap shot. . Questionnaire. d. Notes of FDG &IDI. e. Pictures and Videos (if possible). Raw data in excel. g. Draft M&E reportand Finalized M&E report. This report will be known as 1st M&E report.	45 days from 1st TTP.1st Draft in 3 weeks' time for M&E visit.	2nd Monitoring& Evaluation Report.
End Line Survey i.e., 3rd M&E	The same above process is followed for 2nd M&E (1st Year annual report).	The above similar process will be used for2nd M&E (1st year baseline report).	2nd M&E Visit -45-60 days after maintenance visit.	3rd Monitoring& Evaluation Report (1st Years baseline)

Maintenance.	The maintenance will visit the school after the 1st M&E visit.	The documents supporting this activity is:	15th days after 1st M&E visit.	Maintenance Report
	The visit will notify the school of visitand reconfirm 72 hours prior to departure The maintenance will undertake: I. Repairing and Replacement as and where required. II. Re-clean the premises. The free maintenance is for 1st year only, year 2 onwards will be charged.	a. Pictures of repaired model b. Pictures of replaced model c. Signed report of maintenance from Principal/Teacher This report will be known as Maintenance report.		

Special Events: (Volunteer Engagement)

 Industry Engagement: - In which we will invite an expert /expert from the organization to give talk on connects between school learning and corporate business to further enhance their knowledge and understanding of the product correlation in real life

 Quiz: The corporate can develop a databank of quiz as games on their existing school subject of Math's and Science

 Model Learning: As to how various scientific and Mathematical models are developed for easy learning

 Support in creating database of online reference/videos/website to be offered as support reference material.

 STEM career opportunities in the industry- Talk by VE team on future prospects

 And many more…….

Project Sustainability:

- Mini Science Centre is a permanent infrastructure which is based in the school premises and its ownership with the school starts from the day of the installation; giving long term benefits to the schools and its students, moreover for the corporate donor it ensures permanent branding of the company, the MSC is replicable and scalable program that enhances the very basic requirement of the schools. A vibrant network of teachers will be available for training 3rd year onwards, creating a peer lead program, so as to ensure programmatic sustainability.

Impact of MINI SCIENCE CENTRE

1) **Social Impact Assessment:** In the case of the Mini-Science Centers (MSC), implemented by STEM Learning and supported by several corporate partners, a Social Impact Assessment exercise was conducted to:

1. Comprehend and assess the direct and indirect outcomes generated from implementing MSC.
2. Interact with direct and indirect beneficiaries and stakeholders to understand their perspectives and challenges.
3. Identify any gaps and make recommendations.

For the purpose of this assessment, beneficiaries and impact from Mini-Science Centersinstalled from 2017-2020 (3 years) was considered. Results are as follows:

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.	· 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	· Less time spent on creating teaching aids. · Gaining new teaching skills. · Saving time and physical energy on trying to hold students attention
Skilled students who go on to become employable citizens	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

2) **Social Return on Investment (SROI):** In the case of the Mini-Science Centers (MSC), implemented by STEM Learning and supported by several corporate partners, a Social Impact Assessment exercise was conducted to:

1. Comprehend and assess the direct and indirect outcomes generated from implementing MSC.
2. Interact with direct and indirect beneficiaries and stakeholders to understand their perspectives and challenges.
3. Identify any gaps and make recommendations.
4. Establish social impact in financial terms by assigning financial values.

For the purpose of this assessment, beneficiaries and impact from Mini-Science Centersinstalled from 2017-2020 (3 years) was considered. Results are as follows:

AMOUNT INVESTED IN THE PROGRAM

Year	Amount Invested
2017-18	INR 163,200,000.00
2018-19	INR 156,000,000.00
2019-20	INR 148,000,000.00

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	• 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	• 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

The value of SROI is expressed as a ratio of social return. It is derived by dividing the impact value (Net Present Value) by the value of the investment. Further, discounting is applied to these values that have witnessed impacts for longer than 1 year. The interest rate used to discount the value of future benefits in this case is 6% (based on average interest rates) to reflect the present value of the social benefits.

SROI Evaluation	Over a period of 3 years from 2017-2020
Total investment	467,200,000
Total Financial value	2,738,728,800
Discount Rate	6.00%
Present Value	2,317,287,011
Net Present Value	1,850,087,011
SROI Ratio	4.96
Net SROI Ratio	**3.96**

The SROI ratio is calculated by dividing the total present value of the impact generated in the timeline, of 3 years, from 2017 to 2020 by the total investment for those 3 years

Therefore, the social return for the investments made by STEM Learning in educational interventions have generated a return of ₹3.96 for every ₹1 invested by the end of 2020.

Photographs of Mini Science Centre

BUDGET: Validity for 60 days from submission

BUDGET: Validity for 60 days from submission.					
SR.NO	**ITEM**	**DESCRIPTION**	**1 SCHOOL**	**NOS OF SCHOOLS**	**TOTAL**
1	MINI SCIENCE CENTRE	80 MODELS + 80 USERS PLACARD+ 37 COLOURFUL BACKGROUNDS + 1 SAFETY PLACARD + 1 TEACHERS MANUAL+ 1 GATE BANNER INCLUDES INSTALLATION& DELIVERY	4,33,400	1	4,33,400
2	TRAINING OF TEACHERS (TTP)	TEACHERS TRAINING PROGRAMME -2 (FRESHER TEACHERS TRAINING PROGRAMME - FTTP & REFRESHERS TEACHERS TRAINING PROGRAMME - RTTP)	47,200	1	47,200
3	MONITORING & EVALUATION	TOTAL - 2 VISITS IN INDIVIDUAL SCHOOLS TO CONDUCT BASELINE & ENDLINE SURVEY	47,200	1	47,200
4	ANNUAL MAINTENANCE CONTRACT	CLEANING SERVICING & IF REPLACEMENT (if any)	47,200	1	0
5	INFRASTRUCTURE	SET UP OF PLATFORMS & ELECTRIC CONNECTIONS	47,200	1	47,200
6	**ADMIN COST**		**28,750**	**1**	**28,750**
TOTAL (1+2+3+5+6)					**6,03,750**

How to contact or join Seva Sahayog

Write to: mumbai@sevasahayog.com

Visit our office:

Mumbai:

Ground Floor, Maharshi Dadhichi Hospital, Near Santacruz Bus Depot, Santacruz (East),
Mumbai 400055

Office Land-line No.: 022-2618-9779

Pune:

18 "Pathik" Vrindavan Society,
Mr. Shri Ravi Shankar Vidya Mandir, Navi Peth, Mhatre Bridge,
Pune 411030.

Office Land-line No.: 020 2453-7655

Visit our website – www.sevasahayog.org