Dear Volunteer,

Thank you for taking the time to conduct this site visit. Your visit will provide us valuable, first-hand information about the project, enabling us to better understand its circumstances and its needs. The following questionnaire is designed as a basic guide to assist you in conducting your visit.

The following set of questions is only a suggested guideline. Some of the following questions may not be relevant or applicable to the particular project you are visiting, but please do try to answer as many of them as possible. Please note that much of the information requested in this document has been collected from the project in their proposal. We would like this information validated by a visitor. It is best to talk to as many people as possible and infer the answers based on their responses, rather than treating this document as a questionnaire. Parts B & C necessitate that the information be gathered through conversations with the children and their parents, and not simply the group's teachers and staff.

Please feel free to attach any documents/photos you feel are pertinent to the project.

If you have any questions, please do not hesitate the project steward responsible for the project at Stanford. We look forward to hearing your thoughts and observations through this review, and thank you once again for your help. Together we can make a difference!

Thank you,
Asha for Education, Stanford Chapter

Preparing for your visit

- You should be able to collect the following information about the project from the project steward (Asha volunteer responsible for the project at Stanford) prior to your visit:
  - Project proposal
  - Past correspondence with the project
  - Any specific information that the project steward is looking for, from the site visit.

- You also need to have some understanding of Asha for Education and our mission. This will help you to tailor your site visit in a more fruitful manner for Asha. You can get detailed information about Asha for Education from our web site at http://www.ashanet.org. Our site visit volunteers often find it helpful to study this web site (and this document!) before-hand, and have a copy of the original or modified project proposal with them before starting their visit.

- We encourage you to talk individually to a broad cross-section of people, including some students, teachers, as well as community members who are not directly associated with the NGO. Such informal interaction is often the best way to learn about the project.
- We also strongly encourage you to fill out this document yourself, rather than showing it to the project coordinators in India and asking them to fill it out.

- This document is only designed as a basic guide. Please include any additional information/insights that you consider relevant with your review.

- We look forward to meeting with you in person and hearing about your experiences, if this is possible. The project steward at Stanford will discuss the possibility of scheduling a presentation at an Asha meeting with you after your visit.

- We encourage you to take some photographs/videos during your site visit, as they will help us see and hear what is going on at the project. As the old saying goes, a picture is worth a thousand words!

- If the organization is running many centers and it may not be possible for you to visit all of them, visits should be made to centers randomly selected by you rather than letting the organization show you centers of their choice. Organizations are known to run their sample centers which they would prefer to show to you.

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### Basic information

**Date of the site visit:** January 5, 2018  
**Name of the Project:** Bhagwati Sarla Paliwal Education Society  
**Name of the Organization Running the Project (if different):** No  
**Was your site visit announced?** Yes, because of logistical issues.

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<tr>
<th>Project Contact’s Information</th>
<th>Site Visitor’s (Your) Information (Volunteer conducting the visit)</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Krishna Paliwal</td>
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<td>Project Steward</td>
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PART A: Particulars about the organization and its environment (cross-validation of information presented in proposal)

- What is the main ideology of the organization behind the project?

The main ideology behind the project is to provide quality education to girls (and empower them in the process) from grades 1 to 12 in villages surrounding 12 kilometers in the town of Jattari in northern Uttar Pradesh.

- How old is the organization?

BSPES is more than 30 years old.

- How and why was it founded?

BSPES was founded to promote women education and empowerment.

- What are the different focus areas of the organization? (give a rough estimate of the % of their total effort/funding)

  - Community development ______ %
  - Education _100_______ %
  - Health _______ %
  - Other _________ % (please specify) __________________________

- What is the administrative structure of the group (e.g. Board of Directors/Grassroots-based/Volunteer based)?

BSPES is set up as a Trust. Thus, it has a Board of Directors. In addition, it has administrative staff including Principal and Teachers. In addition, a lot of Volunteers provide support.

- Are there any other organizations working in the area providing any one or all of the services provided by the visited organization? (Briefly mention their names and their objectives)

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<th>Organization(s)</th>
<th>Objectives of the organization(s)</th>
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- Is the organization/founder involved with any other social issues/causes/projects other than running the project proposed?
When was the project of interest started?
More than 30 years ago.

What is their vision about the future of the project?
BSPES seeks to educate and empower girl students to become productive citizens of the society. In addition to teaching the prescribed curriculum, BSPES inculcates health and hygiene awareness, knowledge of other careers, and extra-curricular development of students. Currently, BSPES is focused in building new rooms for the elementary schools, grades 1 through 5. This expansion is facilitated through a grant from the charity "RoundTable India".

What were the initial challenges faced by the organization and by the founder when starting the project? How did he/she overcome them? Who helped them through the initial stages?

NOT APPLICABLE

Has the organization ever approached the government for funding? If so, what was the outcome? If not, why not?
Generally, BSPES has not approached government for funding, given the difficult local environment and potential constraints that come with accepting government funding.

Currently, what are the main problems the organization faces for running this project?
Management cited the following problems: 1) Teacher turnover; 2) Limited ability of parents to pay fees; 3) Difficulty finding key teachers.

How many centers/schools does the project run? How many of those were you able to visit?
One site only. This site was covered in the site visit.

Were you able to choose the project centers to visit? Or were all centers visited suggested by the project partner?

NOT APPLICABLE

PART B: The beneficiaries and the community
(Information to be gathered from parents and children)

Approximately how many families live in the area?
Tens of thousands of families live in the area.

What do the parents do for a living? (Agricultural worker, Daily wage laborer etc.)
Most parents are farmers or agricultural workers.
Most students come from very poor families. Management estimated 70% of families that monthly income from INR 2000 to 5000, and 20% in range of INR 5000 to 10000. In my visit to homes of 3 students, I noted that children and their families live 1-2 room houses.

Most parents are able to pay lower fees for the primary section. Most parents have no or low amount of education.

For enrolling students, BSPES targets families in the local geographic area.

Per management, teachers contact parents as needed. Confirmed contact with parents when child is sick or not attending school for few days.

BSPES apparently enjoys good reputation amongst parents and the community due to various efforts such as building toilets, providing bicycles, providing solar lanterns and arranging transportation through owned buses and rented vans. Also, BSPES teachers teach sewing to mothers (in addition to girl students) of certain students.

In interviews, I noted that parents are enthused by the BSPES's efforts to provide quality education and BSPES's initiatives to encourage students to continue collegiate or vocational education. Also, I noted that many parents send more than 1 daughter to BSPES schools, and recommend BSPES to neighbors and other villagers.

No direct involvement noted.

No direct involvement noted.

If yes, how far are the Government Schools from the community?

There are 2-3 government schools and one semi-government school. Per management, it is 2-3 kilometers away from the BSPES school.

Why did the parents choose this school over the Government School?

In interviews, I noted that parents are enthused by the personal interest that BSPES's teachers takes in a child's well-being (academic and non-academic), its efforts to provide quality education, and its initiatives to encourage students to continue collegiate or vocational education.

When you visited, how many children were present in the class?

Depending on the class, I noted between 20 and 35 children per class.
• What is the average age group of the children per class? How are they handling older children that need basic education?
NOT APPLICABLE.
• What is the regular class strength? What is the boy-girl ratio in the school?
Per management, the target class size is about 25-30 children (which is in line with the target student teacher ratio as well)
• Do the children seem to enjoy coming to school? (Site visit volunteer’s observation)
I noted that children were very enthusiastic about being in school, courteous to visitors and elders, and very eager to learn. They seemed comfortable in the school environment.
• What portion of children from the local community (approx.) attends this school? What portion of children does not go to ANY school? Where do other children in the community go to school?
BSPES does not track this data accurately, because it covers a large area.

• What activities do the children do after school hours?
Students assist in household chores or study after school hours.
• What is the main motivation for the students to attend school?
In interviews, students cited caring teachers and warm welcoming atmosphere in school as the primary reasons for attending school. High school students cited that the school’s focus on promoting collegiate and vocational education as another key reason in attending school.
• What is the drop-out rate among students? Why do they leave the school? (If high, what is the organization doing regarding this?)
Management estimated that drop-out rate is ~5% and also stated that drop-out rate of students has reduced over the years. In many cases, girl students drop out when they reach high school because of fees or reaching puberty.
• What do the children feel about the school? Do they feel happy to come to school every day? (Question posed to the children to gauge their replies)
In interviews, students cited caring teachers and warm welcoming atmosphere in school as the primary reasons for attending school. High school students cited that the school’s focus on promoting collegiate and vocational education as another key reason in attending school.

PART C: Details about the project and its staff
(Information to be gathered from students and staff)
• How far is the project site from the main town/village? How do the children commute? (foot, bus, etc.)
BSPES school is within 0.5 kilometers of town center of Jattari. Children come to school by bus or bicycle or are dropped off by their parents.
• Are the children charged fees for attending school?
BSPES charges students that generally increase by grade. See slide 11 of the 2016 mid-year update for details.

- What infrastructure and facilities are available at the project site you visited? (egg. Furniture, buildings, toilets, library, sports, hostels, mid-day meals etc.)

I noted various buildings, 2 library rooms, 1 computer room, 1 kitchen (to provide mid-day meals to children in primary school), 1 chemistry lab, 1 sewing training room, certain sports equipment, solar panels (most electricity is generated by solar panels), etc.

Management stated that pending the new construction including of elementary class rooms there is tremendous shortage of space.

- Is the building permanent or temporary construction? Is it owned or rented? What is its physical condition? How are they being maintained at the condition?

The buildings were permanent construction and owned. While the buildings showed regular wear and tear, they were in usable condition supported by regular maintenance.

- How big are the classrooms? How many children per room? How many classes (1st to 3rd etc.) per room?

I noted primary classrooms were at least 20 square feet by 30 square feet. Other class rooms were larger.

- What is the medium of instruction? Is this the student’s mother tongue?

Hindi (students’ mother tongue) is the medium of instruction. Management is proactively promoting use of English throughout the school.

- What is the mode of teaching in the school? (Check the appropriate choices)
  - Formal (State Board, Central Board etc.) up to ________ grade (LKG, 5th etc.)
  - Non-Formal Education (NFE), do the students also attend formal school?____
  - Vocational
  - Other. Please specify _______________________

Formal education using UP State Board curriculum.

- If Non-Formal Education, how many of the children also attend formal schools in the area? If none, does the project plan this for the future- either by setting up formal schools or by setting up a process to send children to mainstream schools?

NOT APPLICABLE.

- If Non-Formal Education, does the organization create its own study material (books, games)? Or does it use NCERT/NIOS books?

NOT APPLICABLE.

- If Vocational, what do the children do after they finish training?

NOT APPLICABLE.

- What are the daily school hours? How many days of the week/month/year is the school open?

The daily school hours are from 9 am to 3:30 pm, divided into 8 periods and 1 recess.

The school operates 6 days a week (except Sunday) all year round. BSPES encourages girl students to carry various extra-curricular activities in summer.

- How many staff or volunteers are involved in the project? (Full-time/Part-time/Volunteers) What are their roles? Give breakdown by roll (e.g. 2 full-time teachers, 1 full-time volunteer teacher, 1 cook, 1 administrator, etc.)

Management reported ~50 teachers and ~12 support staff. I verified the staff count together with payroll slips for November 2017.

- How many of them are from the local community?
Most of the staff is from the local community.

- How many of the staff are women? What are their roles?
I estimate that 70% to 80% of the staff are women. These estimates include the Principal and Vice Principal and most teachers.

- What is the education level/teaching experience of the teachers? What is their background?
Most teachers hold a Bachelor’s degree in their field.

- What is the motivation for the teachers to work in this project (e.g., pay, service, etc.)? What are the other employment opportunities that they have in the town/village?
Teachers are motivated by the enlightened approach of management to educate and empower the girl students against all odds. Because of other schools present in the area, teachers do have the opportunity to work in those institutions.

- How long have they been with this project/organization?
I noted teachers with as much as 20 years of tenure and as less as a few months of tenure.

- How many teachers have left the school in the past one year, and why?
Management noted teachers leave school seeking better opportunities or due to personal reasons primarily marriage. Management also noted that 3-4 cases where alumni have joined BSPES as elementary school teachers, while they pursue their collegiate education.

- How many new teachers have joined in the past year?
I noted many teachers have a tenure of less than 1 year. May be ~15% to ~20%.

- Does the organization train the teachers? (Circle one)
  • Yes
  • No

  - If yes, how do they provide the training?
BSPES invests heavily in teacher training. I noted that teachers receive external training 1-2 times a year. Also, appointment of head teachers also provides more on-the-job training to newer teachers.

- Where do they live, and how much they travel to work here?
Most of the teachers live locally and do not have to travel much.

- How much is the staff paid? Are they happy with their salaries?
Based on the review of payroll slips, I noted that teachers are paid between INR 3000 to 7000 monthly.

- How often do the main founders/organizers/volunteers visit the center? Do they do only administrative duties or spend time at the grassroots as well?
BSPES’s founder’s family members are involved not only in the day-to-day administration of the schools but also strategy setting.

- What does the organization say about education of the child after they leave its school?
BSPES tracks progress of some students after graduation. I noted that BSPES goes out of its way to support collegiate or vocational education of its graduating students.

- Were you able to look at actual work of the students? homework/classwork/tests, etc.? Comment.
I did not have opportunity to verify the students’ work.
PART D: Financial resources of the organization
(Feedback from the person conducting the site visit)

• What are the different sources of funding for this project? (different agencies/Govt)
For operational expense, ~60% BSPES funding comes from private donations, and ~40% comes from student fees.

• What is the annual budget?
For year ended March 2018, BSPES budget was about INR 54,00,000.

• Are detailed records of past funding and spending available? If possible, please request a copy (of annual financial statements, for example).
I have obtained budget for the year ended March 2018.

• What is the largest portion of their expenses (salaries/infrastructure/etc.)?
Teachers’ salary ~76% constitutes the largest expense based on year ended March 2018, while other administrative expenses are at ~15%.

• Do the salaries listed on their account books match the salaries that the teachers communicated to you?
For November 2017, I noted that teacher count and teacher salaries generally match those in bank account and other details.

• Do the expenses in the proposal reflect the quality/quantity of material found at the site? (ex. Do the students have uniforms if they have been itemized? Do they have the number of computers they claim to have? Does the food seem nutritious? Are there enough books? etc.)
Yes. BSPES breaks out expense in detail on its financial statements. Expenses for salary, food, van, books, uniforms, etc. seem reasonable and consistent with my observations during the site visit.

PART E: Comments
Please use this portion of the document to attach pictures and make additional comments. Remember, we need you to be our eyes and ears on the ground. Please assess the situation carefully. If it seems weird, do let us know. Some examples of red flags- The school claims to be providing students with uniforms and school has been in session for 6 months, but the uniforms look brand new, the school claims high test results for the children, but when you talk to them they are unable to answer basic questions, etc. If you sense something is wrong or the project partner is being less than honest with us, do let us know.
(Feel free to attach documents if necessary)