

Basic information

Date of the site visit: April 23, 2019

Name of the Project: Bhagwati Sarla Paliwal Education Society

Name of the Organization Running the Project (if different): Same as above

Was your site visit announced? Yes, it was planned

	Project Contact's Information	Site Visitor's (Your) Information (Volunteer conducting the visit)
Name	Mrs. Nirmala Devi, Principal Mrs. Yukti Sharma, Coordinator	Ms. Shankari Singh Mr. Kamal Deep Yadav
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Affiliation to Asha	None	Friend and Relatives of Asha Volunteer Ms. Niti Yadav

PART A: Particulars about the organization and its environment (cross-validation of information presented in proposal)

1. What is the main ideology of the organization behind the project?

To educate and empower the girls from poor families in nearby localities supporting their wholistic development.

2. How old is the organization?

The trust was founded on July 23rd, 1986

3. How and why was it founded?

The trust was founded by MR T K PALIWAL, with the vision of providing the education and opportunity to girls from the rural areas for their elementary development in the society.

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

The trust gets the donation from various categories, people donate specifically which the school uses accordingly.

- Community development, Health and Hygiene → 10%
- Education → 80%
- Health → 10%
- Other → 0% (please specify) Construction - The donation comes separately.

5. 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.

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

This information is not available to BSPES. However, other sources of funding are documented below.

Organization(s)	Objectives of the organization(s)
Round table (Rotary club)	They are based from Delhi and they specifically do the funding for the school infrastructure.
ASHA For Education	
National Backward Classes Finance & Development Corporation (NBCFDC)	This government body works for the development of economically backward classes.

7. Is the organization/founder involved with any other social issues/causes/projects other than running the project proposed?

Education, Community development and Health care awareness, Hygiene and helping the girls for further studies or work.

8. When was the project of interest started?

The initiative was started in 1986, but the trust was emerged as NGO in 2012.

9. What is their vision about the future of the project?

To improve the societies development and spread the awareness for education of girls and community development. They also focus on local community development, so that this can be easier in convincing the girl's parents from poor family.

10. 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?

The founder was principal in Government school; during his services he noticed that the admission and studies were restricted to boys and girls were excluded. The girls were not even allowed to enter in school premises. He believed that the education is right for every human being, the discrimination for girls on education brought the spark in his thought and it became the goal of his life to provide the education for girls especially from poor families. The founder started his school with his relatives, because they wanted to make every girl independent. His co- founder Mrs. Sarla Devi

sold her own jewelry for the foundation, and they also went door to door to convince the families. The major challenge was to bring the girls from their homes for the studies, as the parents were very rigid in sending their daughters out for the education. The founders faced challenges in getting funding also; the founder initially contributed his own salary for the cause and later he got some support from local MP's and MLA's for this development program.

11. Has the organization ever approached the government for funding? If so, what was the outcome? If not, why not?

During the opening of the school, the founder has to take the permission from UP government, the government has approved the plan with the condition of no more future financial support. So, they never approached the government for funding.

12. Currently, what are the main problems the organization faces for running this project?

Funding is the major constraint that impedes teachers' salary, infrastructure, and further education of the students.

13. 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

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

Yes, we visited the school and met the school children also.

PART B: The beneficiaries and the community

(Information to be gathered from parents and children)

1. Approximately how many families live in the area?

There are ~10000 families that live nearby the school. Few town names are: Jattari, Itwarpur, Jalalpur, Chhajapur, in the state of Uttar Pradesh, India

What do the parents do for a living? (Agricultural worker, Daily wage laborer etc.)

Mostly Parents are daily wage laborer, farmers, running small shops and some are in government jobs.

2. What is the religious/economic/educational background of the parents/community? (Are the parents able to pay any fees? Are the parents literate? etc.)

50% of parents have basic education level.

Total 70% students pay the nominal fees.

School provides 10% scholarship for economically challenged.

Comment from the prior report:

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

3. Does the project/school target specific families (e.g. agricultural workers, families with specific backgrounds, illiterate parents, first generation learners, orphans, sex workers, etc.)

The school target on general education of the girl child, education and development irrespective of any group or community.

4. How often do the teachers meet the parents?

Parent teacher meeting happens on special occasions: 15th August 26th January, during health checkup camps and during final and half yearly results. Management targets quarterly meeting. Also, such a meeting is arranged as and when the need arises.

In addition, every Saturday the school has a practice of calling parents whose children are absent or show issues.

5. How do the parents/the community view the efforts taken by the organization that runs the project?

Parents are very supportive and positive for the education. The parents are very excited to get their child admitted at this school, an observation we noted during our visit personally.

6. What is the motivation for the parents to send their children to school?

The importance of education is the main motivation for the parents to send their children to school. Also, the parents found this school very safe and secure for the kids.

7. How do the parents participate in the organization's activities? (e.g. by contributing their time, money or labor in the school's activities etc.)

There is no active contribution from the parents, However, they support in spreading the school's vision among their community people.

8. Has the community supported the project (e.g. financially, donating land, volunteering, etc.)?

Yes. By spreading the awareness. Nothing from above.

9. Are there any Government Schools in the area? (Circle one)

- Yes – Yes
- No

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

Yes, 2 km from the SPES school.

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

Various reasons motivate parents to choose BSPES over government schools: Education, Discipline, Security, Further Education and Job.

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

Total school strength is 903, every class has average students of 35-40.

13. What is the average age group of the children per class? How are they handling older children that need basic education?

Students are studying according to the age criteria of the classes, the age groups of the children are from 03 years to 17 years.

14. What is the regular class strength? What is the boy-girl ratio in the school?

~35 students per class. This school is only for girls.

15. Do the children seem to enjoy coming to school? (Site visit volunteers' observation)

Yes. Kids are very excited and enjoy coming to the school.

16. 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?

Total 35% of local community kids study in this school, the school infrastructure has the limitation of accommodating the kids. Approx. 10% students don't attend any of the school. Rest of the kids goes to the government school.

17. What activities do the children do after school hours?

Revision of class work OR project work of class work.

18. What is the main motivation for the students to attend school?

Good studies and scope for further education.

Comment from prior report:

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.

19. What is the drop-out rate among students? Why do they leave the school? (If high, what is the organization doing regarding this?)

Drop-out ratio: 10%. Transfer cases and Medical cases due to which the children leave the school. School also terminate few kids on the ground of major disciplinary issues.

20. 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)

Yes. Kids are very happy to attend the school.

Prior report comment:

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)

1. How far is the project site from the main town/village? How do the children commute? (foot, bus, etc.)

0-12 km.

Cycles, School Bus, Private Conveyance, foot are the standard means of commuting.

2. Are the children charged fees for attending school? (Either school or bus, etc.)

Prior report comment:

BSPES charges students that generally increase by grade. See slide 11 of the 2016 mid-year updates for details.

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

Kids start their day with morning prayer and healthy breakfast.

Also, all the above things are available, except hostel and mid-day meals.

4. 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 building is owned and well-maintained.

We noted that there the scope for improving in its infrastructure.

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

Average size of the class room is 20/25, each class has 35-40 kids. Per class has minimum 2 sections.

6. What is the medium of instruction? Is this the student's mother tongue?

Hindi medium, mostly.

Children's mother tongue is Hindi, but the school has focus on both English and Hindi languages.

7. What is the mode of teaching in the school? (Check the appropriate choices)

- Formal (State Board, Central Board etc.) State board, also school has LED for Nursery and 1st class.
- Non-Formal Education (NFE), do the students also attend formal school? _
- Vocational - Yes, school arrange for further vocational studies / course for all interested students.
- Other. Please specify. _The school also arrange for campus for the jobs.

8. **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?

From last two years the school is following the NCERT pattern 1 to 12th NCERT pattern.

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

NOT APPLICABLE

10. **If Vocational**, what do the children do after they finish training?

Interested students enroll in vocational trainings like IT courses, engineering, nurse training, teacher, hospital executive etc.

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

Total hours: 08.00 a.m. to 02.00 p.m. Six days in a week. Monday to Saturday.

12. 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.)

~50. List Enclosed. We verified salary slips with the bank statement, another indication of staff count.

13. How many of them are from the local community?

Mostly people are from local community. Only 5 staff are from outside.

14. How many of the staff are women? What are their roles?

70% of the strength is female staff and they all are into teaching and cooking, cleaning.

15. What is the education level/teaching experience of the teachers? What is their background?

Most have passed 12th grade or are graduates. List enclosed.

16. 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?

Personal satisfaction for the social equity is the primary motivation of teachers. Teaching is the only professional job near the locality.

Prior report comment:

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.

17. How long have they been with this project/organization?

Prior report comment:

I noted teachers with as much as 20 years of tenure and as less as few months of tenure.

18. How many teachers have left the school in the past one year, and why?

~8 Teachers.

19. How many new teachers have joined in the past year?

~10 Teachers.

20. Does the organization train the teachers? (Circle one)

- Yes

The Senior Teachers educates and provide training for all New Teachers.
Training for Primary Teacher – Mr. Ajay and Mr. Sanjeev
Training for Senior Teacher – Mr. Ashok and other senior teachers

- No

21. If yes, how do they provide the training?

TLM (Teacher learning material) is a designed format for educate the new teachers. BSPES follows this process for all new teachers.

22. Where do they live, and how much they travel to work here?

They live nearby to school, few volunteers stay in guest house which is 2 km from school.

23. How much is the staff paid? Are they happy with their salaries?

The staff is paid very nominal amount, in fact very less.
They are motivated more by social equity; also, they seem to be satisfied.

24. 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?

They visit randomly as per the convenience. Ex-school kids are volunteers and they are associated strongly in motivating the current students.

25. What does the organization say about education of the child after they leave its school?

BSPES arranges for the vocational courses and further training for all interested students. In fact, the organization convinces the parents for their children's further studies.

26. Were you able to look at actual work of the students? Homework/classwork/tests, etc? Comment.

We have seen the study material of the kids.

PART D: Financial resources of the organization

(Feedback from the person conducting the site visit)

1. What are the different sources of funding for this project? (different agencies/Govt)

There is NO provision of funding from Government Agencies. Budget provided to project steward.

2. What is the annual budget?

INR ~1.5 crores.

3. Are detailed records of past funding and spending available? If possible, please request a copy (of annual financial statements, for example).

3 Years balance sheet enclosed.

4. What is the largest portion of their expenses (salaries/infrastructure/etc.)?

Staff Salaries: INR ~3.5 Lakh monthly.

5. Do the salaries listed on their account books match the salaries that the teachers communicated to you?

Yes. The site visitor reviewed salary register with the banks statement.

6. 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, we have found it satisfactory.

Prior report comment:

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)







