

4. *If Non-Formal Education, does the organization create its own study material (books, games)?*

5. *If C (Vocational), what do the children do after they finish training?*

6. *How many staff or volunteers are recruited from the community?* None

How many of the staff are women? All but two. The HMs of the primary school, high school and junior college are all women.

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

None

8. *How many new teachers have joined in the past year?* Two in the Junior college

9. *Does the organization train the teachers?* Yes No
If yes, how do they provide the training?

10. *How much is the staff paid?*

Is it on par with the salary paid to the staff in the Government schools? Yes No

PART D: Financial resources of the organization

(Feedback from the person conducting the site visit)

1. *Do you think the proposed amounts in the budget are reasonable?* Yes No Maybe

2. *Are all items covered in the budget?* Yes No Maybe

Comments: I heard a mention that the toilet servicing the elementary and high schools needed to be expanded. Don't see that mentioned here. [Need to clarify whether that's being covered in another way.](#)

3. Is there anything you think should be added or removed from the budget?

Yes No

If you recommend any changes to the budget, please explain your reasons for this.

Not changes. Just some salient points you can use for discussion:

At the PS:

1) Most pressing need seems to be space. Students seems pretty cramped. A large classroom is being shared by classes 3-6. Similarly, another is being shared by 1-2. Teachers feel that if at least another class becomes available, it will ease the burden on the bigger group (4-6).

At the HS:

1) Most pressing need is a library and lab. Physical room exists for the former but is not yet in use as construction has recently been completed. Mr. Bhat has a few plans to acquire reading material and his ideas on making this cost-effective seem good (he plans on tapping the community for used books and periodicals). However, 50k for annual maintenance (albeit for all three schools) seems high. I raised this and he's committed to revisit (haven't heard back). As an FYI, Sikshana spends about 2k per school per year. Of course, this includes only the PS and I don't know how this ratchets up beyond this.

2) An auditorium. Teachers feel this is important to create seriousness and confidence in students when it comes to cultural activities.

3) HS students share lab with PUC students and the trustees want to fix this. I'm not sure how concerned to be about this.

4) Aside from this, teachers mentioned that they need more computers (they've just one) to effectively introduce students to them. As FYI, Sikshana's found that it's better to give laptops than desktops as they can be more easily transported if maintenance is needed.

5) Another point that was raised was the need for a "ladies waiting room". Apparently to provide facilities for girls hitting puberty. Makes a ton of sense. Since this could hurt attendance (but doesn't yet seem to have), it feels important to address but isn't in the budget. This is clearly a wild-card. None pushed this point, but this maybe because of cultural barriers. (All HMs are women but the board is entirely constituted of men. There is also a very clearly conservative culture.)

At the PUC:

1) Teachers again mentioned the need for a library. They don't currently have one. The need for a reading room is being felt sorely in the PUC because the bus timetable is apparently such that students have to wait more than an hour to take it after school. Just occurred to me to ask why they can't use classrooms for this. School would, after all, have been dismissed.

2) The lab clearly needs work and seems bare-bones. (See picture).

3) "Ladies waiting room" maybe relevant here as well. Since the schools are in the same "campus", it may be possible to have a shared facility.

Aside from all this, I've suggested to Mr. Bhat that he clarify what he expects to achieve through the establishment of each piece of infrastructure (i.e. success/ failure criteria) and how he plans to monitor effectiveness.

Also have pointed out that it is desirable to phase the construction of the infrastructure in order of priority so that lessons learned from success/ failure of each can be flowed into the next. I strongly suggest that funding follow the same "best practice". I've listed points raised by the three HMs in the order of priority that they identified. This should facilitate the conversation.

4. Did you discuss the proposed changes with the project? If so, please describe their response.

I did discuss the usefulness and need for benchmarks and monitoring and Mr. Bhat seems to be working to establish the first. I haven't seen the outcome yet, though.

Photographs relevant to funding

1. Class 3 is at one end of a room



2. And here're 4, 5 and 6 in the same room.



3. A view of the PS. 3-6 happen in the section to the left. Classes 1-2 in the section right ahead. Class seven's obscured from view and happens in a nook between the staff room (to my back) and classes 3-6.



4. At the high school. Here's the room that's going to be developed into a library for the PS and HS



5. The lone computer. Mr. Bhat has also donated a TV and DVD player but hasn't found a systematic use for it yet.



6. The physics lab at the PUC. Is also being used by the HS.



7. The joint bio and chem. lab.



8. Both labs are under a hot asbestos roof. There's very poor ventilation (not shown) at the chem. lab and I found that concerning. The area between the labs is apparently used to rehearse cultural programs.



PART E: Comments

(Feel free to attach documents if necessary)

Aside from the tactical aspects of the visit, I also had a chance to probe into a few fundamental aspects of the project and I have to say I feel pretty good about the school and foundation, on the whole.

A few questions I answered for myself on this front:

a) Sustainability: Is "ownership", idea generation, execution, etc. are distributed or centralized.

Was pleased to see that it was fairly well distributed. Teachers seem to take pride in their classes and are shooting to excel rather than just get by. For example, some of the teachers have been leading water-harvesting, gardening and agriculture projects on their own initiative. Frankly, this completely convinced me that efforts didn't start one day before the visit.

(Left) Apparently the stack under the tree aids either in water-retention or preventing rot. I apologize for not remembering. On the right is a garden that the students have cultivated and tended.



(Left) Garden detail. (Right) Moe on the way...



(L) A new variety water-conserving paddy the students are learning to adopt. (R) Rain-water harvesting.



They've also done well academically.



SRIKRISHNA P.U.COLLEGE,PATTE (Independent) S.S.148 II P.U.C RESULTS			
YEAR	STUDENTS APPEARED	RESULT %	I CLASS
2000	42	73.8%	16
2001	52	81%	16
2002	33	80%	12
2003	36	80%	16
2004	53	60%	16
2005	52	86%	28
2006	41	73%	22
2007	45	84.4%	22

b) Sustainability: Community participation and engagement towards sustainability: Is the community feeling excited about the work and does it feel supportive?

I'd visited the school on a holiday and yet, pretty much the entire school had turned up. Not to mention the parents, ex-faculty who're still involved. The energy in the community is palpable.

Ex-faculty who turned up to support the project. The gentleman at the extreme left has won the President's medal for excellence in teaching and is now at a different school (he won the award there). The other two gents are retired HMs who apparently still do their rounds occasionally.



c) Sustainability: Is there a culture geared towards monitoring progress and continuous learning?

Probably. However it feels very informal at the moment and I've suggested that they improve it so that they can share their learnings with Asha and also leverage it themselves, in the future.

d) Attention to detail: Are there any members who feel so passionate that they go the extra mile. Clearly. See point (a).

e) What is the response to suggestions—defensive or engaging?
For the most part, engaging. Pl. see section on budgetary feedback.

f) Anything else?
English has recently been made a part of the curriculum. However, teachers seem to be struggling with the language themselves (observed at Sikshana as well).