



## Appendices

### Itinerary

|    | Day       | Date     | Activity                                                                          | Stay      |
|----|-----------|----------|-----------------------------------------------------------------------------------|-----------|
| 1  | Sunday    | 16/03/08 | Leave for Mumbai                                                                  | Bhavnagar |
| 2  | Monday    | 17/03/08 | Arrive Mumbai and to Bhavnagar                                                    | Bhavnagar |
| 3  | Tuesday   | 18/03/08 | Al-Mahdi School                                                                   | Bhavnagar |
| 4  | Wednesday | 19/03/08 | Al-Mahdi teachers' presentations                                                  | Bhavnagar |
| 5  | Thursday  | 20/03/08 | Visit Mahuva                                                                      | Bhavnagar |
| 6  | Friday    | 21/03/08 | Hindu Holiday                                                                     | Bhavnagar |
| 7  | Saturday  | 22/03/08 | Hindu Holiday                                                                     | Bhavnagar |
| 8  | Sunday    | 23/03/08 | Leave for Talaja                                                                  | Talaga    |
| 9  | Monday    | 24/03/08 | Visit Jaffery School Talaga                                                       | Talaga    |
| 10 | Tuesday   | 25/03/08 | Visit Jaffery School Mahuva                                                       | Bhavnagar |
| 11 | Wednesday | 26/03/08 | Visit Meta                                                                        | Meta      |
| 12 | Thursday  | 27/03/08 | Visit Mulla Ashgher School                                                        | Meta      |
| 13 | Friday    | 28/03/08 | Visit SKM, Jaffrey Susan & Govt Schools                                           | Kannodar  |
| 14 | Saturday  | 29/03/08 | Leave for Delhi and on to Patna                                                   | Patna     |
| 15 | Sunday    | 30/03/08 | Road & rail to Kujhwa                                                             | Kujhwa    |
| 16 | Monday    | 31/03/08 | Visit Kujhwa School complex                                                       | Kujhwa    |
| 17 | Tuesday   | 01/04/08 | Visit Gopalpur School                                                             | Kujhwa    |
| 18 | Wednesday | 02/04/08 | Return to Patna                                                                   | Patna     |
| 19 | Thursday  | 03/04/08 | Visit Muzaffrapur School & Centre                                                 | Patna     |
| 20 | Friday    | 04/04/08 | Leave for Bangaluru                                                               | Bangaluru |
| 21 | Saturday  | 05/04/08 | Visit Zainabiya School Alipur (Exams)                                             | Alipur    |
| 22 | Sunday    | 06/04/08 | Visit Zainabiya School Alipur                                                     | Alipur    |
| 23 | Monday    | 07/04/08 | Arrive Kareempur (Holavanahalli)                                                  | Kareempur |
| 24 | Tuesday   | 08/04/08 | Visit Zainabiya School Kareempur                                                  | Kareempur |
| 25 | Wednesday | 09/04/08 | Return to Alipur                                                                  | Alipur    |
| 26 | Thursday  | 10/04/08 | Visit Potena Halli School and to Bangaluru                                        | Bangaluru |
| 27 | Friday    | 11/04/08 | Day return trip to Mumbai cancelled so checked facilities for course in Bangaluru | Bangaluru |
| 28 | Saturday  | 12/04/08 | Free day to prepare course                                                        | Bangaluru |
| 29 | Sunday    | 13/04/08 | Leave for Avalkonda                                                               | Avalkonda |
| 30 | Monday    | 14/04/08 | See Avalkonda School                                                              | Avalkonda |
| 31 | Tuesday   | 15/04/08 | Leave for Hyderabad                                                               | Hyderabad |
| 32 | Wednesday | 16/04/08 | See four Hyderabad Schools                                                        | Hyderabad |
| 33 | Thursday  | 17/04/08 | Leave Hyderabad for Bangalore                                                     | Bangaluru |
| 34 | Friday    | 18/04/08 | Final course preparations                                                         | Bangaluru |
| 35 | Saturday  | 19/04/08 | Senior managers workshop                                                          | Bangaluru |
| 36 | Sunday    | 20/04/08 | Senior managers workshop                                                          | Bangaluru |
| 37 | Monday    | 21/04/08 | Leave Bangaluru for Mumbai                                                        | Mumbai    |
| 38 | Tuesday   | 22/04/08 | Leave Mumbai for UK                                                               | Home      |



## School Visits Summaries

### **1a. Visit to the Al-Mahdi Schools in Bhavnagar (Principal: Parvez Merchant and Chairman of Trustees Sajjad Varteji).**

Bhavnagar is a town of over half a million inhabitants situated in the south east part of Gujarat State. Although located in one building there are really two schools here, a Gujarati medium school in the morning from 7:30 to 12:30 and an English medium school from 12:30 until 5 p.m.

The schools are well established but still developing. Briefly the Gujarati medium school was founded in 1997 with 70 kindergarten children and has gradually been extending year by year so that today it has a full range of kindergarten children and extends through grade one to grade ten giving it in 2007-08 a role of 918 pupils.

It will continue to develop by providing classes in years 11 and 12 and to this end has commissioned a science laboratory as required by the local education authorities for schools working at this level.

As a result of parental demand an English medium school was established in 2005 with 79 kindergarten children and now has a total of 288 pupils up to and including year five of primary education. There is a fee differentiation between the two schools, the Gujarati section costing R2200 per annum and the English school R3000.

Approximately 30% of the students are supported through the Zainabiya scheme.

The shared facilities in this five storey building consist of:

- twenty three classrooms equipped with fans
- an elevator that gives access to the building for wheel chair pupils
- good washing and lavatory facilities with a water purifier on each floor
- a computer room with forty new networked machines
- a library in need of more titles
- a projector room for multi-systems presentations
- a portable multi-projector
- a security closed circuit television system throughout the school
- a large secure playground
- staff and administration rooms
- a nearly completed science laboratory and kindergarten complex adjacent

All staff have had some training in the use of the technology. A plan to build a separate establishment on the site for the English medium school is in place and the income from selling a part of the site off for residential housing is helping to fund this. There is an administration building near the main gate and a kitchen and the premises are guarded day and night.

The Trustees are an interested group of people and some give support through daily visits whereas others provide the school with other expertise through, for example, their business acumen or engineering expertise.

The school day begins with prayers at an assembly and the students are ushered into school in an orderly way. In visits to eighteen classes it was possible to gain some insight to the dedication of the fifty teachers and the enthusiasm of the more than 1300 pupils. The



school appears to be working at the level required by the State Education Authorities and the results of the public examinations are eagerly awaited as this is the first year that students have been entered for them. The methodology used is not very child friendly but there were indications of attempts to take on different ways of teaching.

This visit coincided with a visit by a representative of the Sajjadiyya Trust of Canada which has supported the development of the school buildings and some of the day-to-day costs of running the establishment. It was helpful to gain further insights about the school from him. The second day of the visit was a staff review day when the heads of department reported to the Trustees about their work over the past school year. This was also an opportunity for the education adviser to talk to everyone involved in the school about what he had seen and to give them encouragement in their work.

### **2a. Visit to the Jaffery School in Talaja (Principal: Hingora Salim Yunusbhai and Chairman of the Council Gulamabbas Bhurani)**

This is a small Gujarati medium school, situated in the county town of Talaja and has only 350 pupils all of whom live locally and about 3% are non-Muslim. The monthly fee is R100 and 65 of roll are in receipt of support via the ZCSS Scheme. The Trustees expressed concerns about the reduction of this support during the coming years.

The school was founded in 2002 and this year entered its third cohort of year 10 students for the public examinations. To date the results have not been good but the numbers entered have been small. So in 2006 only 3 out of 15 passed and last year 1 out of 8. There is a better prognosis for this year and an expectation of a 60% pass rate. However, the teaching lacks dynamism and enthusiasm and the learning environment is stark. Half the staff have very basic qualifications and a significant proportion are only 20 years old.

The school premises are above a row of shops that the Trustees built before starting the school and the income from these funded the main build and continues to provide income for the school. It is adjacent to a community graveyard on a portion of which the Trustees managed to get an order for a change of use. Every class and every teacher was observed. The 30 minute lessons are very short for the older pupils but a good length for the young ones. At the end of the school day a meeting with the teachers was organised where the opportunity was taken to explain the purpose of the visit and to give encouragement to the teachers.

The school has eleven classrooms that are adequately ventilated and furnished with desks for years 4 to 10. The young pupils sit on mats. There are two additional rooms. The first is a resources room that contains toys for the kindergarten and younger pupils and some sports equipment and audio visual materials are kept there. The other room, termed the laboratory, has a good supply of science apparatus which can be used by staff to demonstrate concepts and a multi-projector with a good set of curriculum presentations. The staffroom doubles as the school library and has a small collection of books.

The principal has a desk in the general office and closed circuit television is connected to every classroom. Access to the school is via some stairs that go past the general office so security is ensured. The school has all services but due to its proximity to the road suffers from external noise such that the teachers often have to shout. The school is an orderly establishment and the pupils well supervised. Prayers were conducted at the beginning of the school day through the loudspeaker system and once a week there is an assembly in the spacious well equipped playground.



## **2b. Visit to the Jaffery School in Mahuva (Principal: Mrs Cici T Mani and Chairman of the Council Gulamabbas Bhurani)**

Mahuva is a large town on the south east coast of Gujarat. Unfortunately at the time of the visit the school had been taken over by the Education Authorities who use it as an examination centre. Therefore a meeting with the staff was arranged for 7:30 am so it could take place before the beginning of the examination session when they had to vacate the building. Twenty six members of staff came to the meeting at which the purpose of the visit was outlined and teachers were given the opportunity to ask questions about the involvement of the WF in the school.

This English medium school was established in 1990 and moved to its current premises in 1993. Gradually year groups have been added until today it has classes from kindergarten to year 12. Its large site is shared with a Mosque, two teacher residential blocks and a large green play area, all of which is securely walled and guarded.

There are 15 well qualified teachers in the secondary section and a further 17 teachers in primary who are not so well qualified. In keeping with the wishes of the community the girls and kindergarten have school in the morning shift and the boys, using different rooms, come in the afternoon. As a result it is really run as two schools. The rearrangement of the rooms has meant that the girls no longer have access to the library but this may be solved by creating another entrance. The relationship with the strict local community is clearly rather difficult.

The total roll from nursery to year 12 is 973 students of which 552 are supported by the Zainabiya scheme. The fees are graduated from R1980 per annum for the youngest pupils to R3600 for the oldest. About 98 % of the students are Muslim. The school has a good procedure for recording the work done by the pupils and has a section in the record book for parental comments. The school day begins with prayers and once a week they have an assembly. The lessons are 40 minutes in length and the subjects studied are Gujarati, Hindi, English, Science, Mathematics, Social Studies and English Grammar. There are opportunities to do sports but these are severely limited for girls. The school has its own bus.

The pass rate at year 12 is 100% and exceptionally only 87% of class 10 passed last year, whereas in previous years it had been 100%.

The buildings are very impressive with well ventilated classrooms. In addition there is a reasonable laboratory, a well equipped computer room and a small library. The teachers also have access to a multi-projector

My visit was greatly assisted by Javed from the Trustees who accompanied me.

## **3a. Visit to the Mulla Asgher Jaffery School in Meta (Principal: Raul Ajit Kumar and Secretary to the Trustees is Mohsin Kadiwal)**

This school is located in a village of 10,000 people in the north of Gujarat about 10km off State Highway 41. Involvement with the WF began in the nineties and Muhsin Dharamsi spent some time here in 1996 when he was an office bearer of the WF. It has received some high level visits since then including the WF President in 2004. The current school was built and first occupied in 2004 and is gradually growing. Classes are available from kindergarten to standard 3 to a



total of 144 children. The village is 65% Muslim of 4 denominations, the remainder being Hindus. The school attracts children from all sections of society; however none of these are supported by the Zainabiya scheme. The details sent to the centre in London were an accurate picture of the 2007-08 situation and need no further elaboration.

Every class and every teacher was observed and there were many positive features to the work. For example, the professional commitment was high and teachers got to class on time, always used English in the English medium school and involved the classes in the lessons. However, the quality of education was not good and too much reliance was placed upon rote learning with little attention to understanding.

### **3b, 3c, 3d & 3e. Visit to Kanodar and surrounding area with Raul Ajit Kumar**

On the second day of the visit it was possible to see the Sarvodaya Kelavani Mandal Higher Secondary School that began in 1956 and the Jaffery Susan School in Kanodar as well as the Government Secondary and Primary Schools in Meta. Each of these schools was very open and enabled a tour of the premises and visits to classes. Kanodar is a small village with a large Muslim population. The facilities in the Kanodar HSS were very good and clearly used by the well-qualified staff. The public examination results are very good at 98% and the 1550 students are well served. The facilities at the Jaffery Susan School were not so good but the 680 students were constantly monitored by the Trustees and a well-qualified interested staff. As a result they have a respectable 79% pass rate. This compared very favourably with the huge classes, some over 90, in the Government schools and the lack of commitment of their teachers. The Kanodar HSS has permission to conduct college level classes from June and this will particularly enable local girls to access higher education currently denied for social reasons. The Jaffery School wishes to grow and has a plan to extend into the Higher Secondary years. It is challenged to provide education for needy students and struggles to find sponsors for them but is understandably reluctant to turn anyone away.

### **4a, 4b, 4c & 4d. Visit to the Kujhwa Schools (Principal: Mozahir Hussain and Secretary to the Trustees is Professor Sami Askari)**

The secretary was able to supply basic information about the school before the visit. The school is situated some 150 km to the west of Patna which was reached by air from Ahmedabad. The journey from Patna was achieved in various steps the first being by road to Hajipur then by rail from there to Siwan and finally by road along tracks to Kujhwa. The village is poor but the school campus stands as a beacon at its centre. On arrival a meeting of the teachers was convened and the purpose of the visit explained. There are fifteen teachers in the Hindi medium section and ten in the English section. Most of the teachers had good qualifications although seven had only completed intermediate level. Eight teachers had Fazil and of the rest, five had Bachelors with the remainder having Masters. As there is a boys' Hauza and a girls' Hauza the teachers may work in any of the four schools on the site. The teachers had many ideas about how the school can develop in the future and this hinged upon their being better trained in modern methodology. In addition to this meeting many private delegations came to complain about their stipends and their inability to fulfil family responsibilities. Apparently the Government 'salary support' is aid and therefore gives no pension or other benefits.

There has been a religious school on this site since 1921 and today the schools are comprised in a complex, all under the supervision of one principal. The children have thirty minute lessons



which begin after the morning assembly at 9:30 a.m. and go on until 3 p.m. This lesson time is very short for good subject development and the quality of learning seen was not good even bearing in mind that it was near examination time at the end of the school year.

The school has a generator, two computer rooms with three and four computers respectively, many small classrooms and other rooms for accommodation of both students and staff. The hostel has a kitchen, a suite of latrines/washing facilities and rooms in a variety of sizes and is located below the English medium school. The Hauza section has an impressive 4000 book library containing many handwritten books some of which are several hundred years old. The Iranian Government financially helped its development in the late nineties and donated some resources. It has users from across India and is a recognised centre of Islamic learning offering Fazel.

The pupils in the Hindi section were undoubtedly poor and all in receipt of free education, books and stationery. The classes were large often exceeding fifty which was not dissimilar to the English section whereas the children's classes in the Hauza section were much smaller.

After some years of difficult relations with the community, the schools now appear to be accepted and valued by all the local villages. The financial status is precarious but the audited accounts show that they balance. The Trustees believe this school should try to become free of support so they can move out to seed other poor communities.

#### **4e. Visit to the Zainabiya Children's Academy Gopalpur (Principal: Zaffar Abbas and Secretary to the Trustees is Professor Sami Askari)**

This school is located in a village of 5000 people on a good road 15 kilometres from Siwan. The school was established in 1995 and has been growing slowly since then. It is currently housed in three separate buildings above shops in the main street, which are not accessible to each other. A new eight classroom school is under construction behind the shops and will also have an office and boys and girls toilets. It is anticipated they will be able to use this building by August 2008. Unfortunately one of the school's old buildings is being used by the masons as their home while they are doing the construction work and the school is more than usually cramped. There were sufficient seats and desks for all pupils but it was very snug.

There are apparently 175 students on roll but only 80 were present during the visit of which 65% were girls. Of the total roll 99 are Zainabiya scholars. The rest pay R30 per month tuition fees. On the day prior to the visit the end of year examination results had been announced and the classes were organised as for the next school year which probably accounted for the diminished attendance. These results were 90% passes and the Principal seemed pleased but what standard was being used was unclear.

The seven male teachers' have a vast age range and their salaries are supported by ZCSS but only at a very basic level. The teachers were not well qualified: one had a BA, one only matriculation and the remainder intermediate, but no mistakes were observed and the presentation of the work was fine. There were seven classes from Lower Kindergarten to Standard 5 and the shortage of space meant that there was a necessity for some multi-grade teaching.



There was some good teaching going on, though in an old fashioned style. The classes started on time and lessons were 40 minutes before lunch and 30 minute afterwards. Overall much professionalism was seen and the report cards were competently completed as were the official government documents. Lessons in Hindi, English, Social Studies, Science and Mathematics were observed and always homework was set. The school follows the Government Curriculum. Pupils were involved in the learning in a variety of ways and teachers always explained carefully what they were doing. As many classes were in one large room they did disturb each other despite using the nooks and crannies to separate them as much as possible. So LKG, UKG, Standards 1 and 2 were together and in the other building a roofless room accommodated Standards 3 and 4 and another space was used by Standard 5. The use of English by the older pupils was good and the general commitment to the education of the poor was high. The new school building will make a big difference to everyone but it will still lack educational resources.

**5c. Visit to the Zainabiya Ideal Academy Mohammadpur Mobarak Muzaffrapur (Principal: Syed Mehdi Raza and Secretary to the Trustees Professor Sami Askari)**

The school is situated in a village of 500 inhabitants a few kilometres outside the large town of Muzaffrapur in the far north of Bihar. The area is very poor and although the children are asked to pay between R10 and R20, if they can't pay no one worries. The books for the State syllabus that is followed cost about R15 each and help is given to buy these if necessary.

The building is given rent free by the Principal and is next to his home. It is basically a large roofed shed and houses all the classes. Furniture has been supplied by ZCSS and the salaries of the six teachers are also paid by them. The principal appears to give lunch to the teachers and a very good relationship exists among the staff. The teachers' qualifications range from MA to non-matriculation but they were all seen to be doing a caring job. Unfortunately errors were observed in the teaching content and the methodology was mostly rote learning but there were also some good techniques for teaching mathematics seen.

There are about 100 children on roll but only 53 were present at the visit of which 26 were girls. The classes go from Lower Kindergarten to year seven with fewer children in the higher years. Classes run from 8am to mid-day and the principal was happy with the recent examination results.

In the fourteen years since its inception the school has given a sound start to a lot of pupils and many successful ones have now gained their degrees. A number of these, home for the summer vacation, came to meet me.

Apart from a couple of posters and four blackboards there were no other resources.

**4f. Visit to the Zainabiya Coaching Institute in Muzaffrapur Centre (Syed Mehdi Raza is in-charge)**

The Institute rents four rooms from a school from 3-5pm, when the day school is closed. It attracts around 50 children from the whole of this very poor community in the centre of town who come there for additional tuition. During the visit 3 teachers were present to cope with the 47 candidates of which 13 were boys. It works on the basis of groups who are assisted according to need. They are given additional work and help with homework tasks. It provides a secure environment to further support the children who come from a variety of local schools and are working with different syllabuses.



**5a. Visit to the Zainabiya English Medium School in Alipur (Principals: R Ramesh and Mubeen Taj. Chairman of the Imamia Trust is Mirza Mohamed Mehdi)**

Alipur is a village of about 14000 people some of whom are quite wealthy and it boasts a number of good schools. Unquestionably this school is very good and demonstrates a vast amount of good practice. The Chairman of the school board is M Z Hussain Muzammil who visits the school every Sunday. On the occasion of the visit he accompanied me to spend the Saturday there instead. He chairs a team of four other members, namely; the local moulana, the president of the local community association and two well-educated local men and they set policy such as the fees but of course are answerable not only to their constituents but also to the Imamia Education and Welfare Trust of Bangaluru who channel funds from ZCSS to the school. In their role they need to take professional advice from people like the headteachers.

The school has a headteacher for the primary section and one for the secondary and in the past there has been an overall principal. There are currently a total of 23 teachers and 7 non-teaching staff of whom one is a training adviser. All teachers except one have an education qualification and some specialise in the Deeniyath curriculum, some in the Pre-University classes and others in kindergarten. Although paid less than they might get elsewhere they are happy to be a part of this caring, successful and community minded establishment. This issue was discussed in detail at a meeting with all teachers.

The foundation was inspired by Mulla Ashgar in 1992 with the objective of giving girls an education and although it has some boys on roll these are being phased out so it will eventually become a girls' school. The school was official recognised in 1994 by the State Government and has a roll of 559 of which only 80 are boys. It has gradually expanded over the years taking PU students in 2003. The first entry for year 10 public examinations achieved a 27% pass rate which went down to 12% before rising and in three of the last four years it has achieved 100% which has been lauded by the State Government. It has had a consistent 100% success at PU level. The students also do well in other events such poetry competitions, sports and talent examinations. It is therefore in many respects a successful school and has some excellent quality assurance processes in place.

The official records like the teachers' register, the students' attendance and examination results are well kept. Other records such as teachers' planners are checked daily and the homework is monitored in terms of its being set, marked and given according to the agreed timetable. Each child has a diary and one item in this is the homework set. There is a space for parents to sign to say it was done and for other comments. Parents can arrange to see any teacher but one of the few rules the school has forbids parents from the classrooms without permission.

Secondly classrooms are monitored both by the headteachers and the 'inspector', a part-time appointee who heads another school. Both these monitoring exercises produce reports for the Board and are non-threatening but done in a friendly way to raise quality. Certain things like beating children will lead to teachers' suspension and even dismissal.

Once a month on Sundays when teachers from Bangaluru schools are free some good ones are encouraged, for a pittance, to come and see the teachers working and run an afternoon workshop. The school also takes advantage of external help such as the UK teachers who ran a workshop under the aegis of the ZCSS. There is a determination to maintain their pre-eminence in the area and to work at this.



The procedures for the examinations are secure. First the teacher prepares three papers and the heads monitor the quality and select the one to be typed up and photocopied. The marking is done, then undergoes a couple of checks by others before the results are finalised. These marks and the papers are put in the pupil's individual file and this is communicated to the parents at a meeting. About 80% attend such meetings and the remaining 20% are caught later. As most parents cannot read this is a face-to-face oral event. The conduct of the examination is strict and monitored closely. Similarly, matters of discipline such as poor attendance are dealt with by asking the parent to come to the school to discuss the matter. There is an important community link through one Deeniyath teacher who often mediates. The children have a record book that not only gives marks but comments on project work, life skills, health education and work experience. The marking of classwork is monitored in a similar way.

The building is on three floors with an option to extend upwards to another floor. There are enough classrooms for the 14 year groups but as the LKG is large, half come in the morning session and half in the afternoon. Lessons are 40 minutes long except for PU where they are an hour but as it was examination time it was impossible to see the work done by teachers. However, the reported observations from the 'inspector' and the headteachers were available. These cast little light on methodology but did show that the curriculum coverage was checked. The school is English medium and follows the State curriculum with English conversation, general knowledge, computing and drawing plus the standard subjects of Kannada, Urdu, Hindi, English, Math, Science, Social Science, Environmental Studies and Deeniyath which will include Arabic. All classes have a weekly opportunity to use the computers and 28 pupils are accommodated at a sitting. The Kindergarten teachers have a system in place so that the activity room is used a lot with the toys sometimes being taken to class but the amount of laboratory work done in science is limited and few children get hands on experience. There is no technical curriculum.

The school day begins in an orderly way with prayers, the national anthem and registration. At the end of the school day there is a twenty minute form period to check diaries and deal with other matters. The school operates from Saturday through to Thursday at mid-day to accommodate religious days.

There is a poor quality water purifier, a small laboratory, a 14 station computer room with backup power and a kindergarten activity room. The use of these facilities has to be by half classes and innovative ideas can enable them to be efficiently used. There is a large prayer/meeting room, lots of clean toilets, a medical area, staffroom and board room. The school produces a prospectus and plans significant dates well in advance. The school sensibly utilises ideas from other institutions.

In the cold season the pupils come in a variety of clothing and this is being dealt with by creating a sweater logo. The children have to buy books, stationery and the uniform material. Everyone has to pay a registration fee at LKG, Standards 1 and 8 and PU level partly to make the families value education. The composite annual fee ranges from R1900 to R2500 but only four students pay the full amount. The real cost per child is R4000 and ZCSS makes up the deficit. Families are known and, if they can afford it, are expect to pay as much as they can. Creative accounting is used but the books balance. The school is also busy at this time preparing for the new school year and it was good to see forward planning.



A visit to the doomed dome shaped school was arranged which has been built through the good offices of the WF but, although only three years old, it cannot be used at present due to building deterioration and a leaky roof. This is a sad waste of resources. It was also noted that the support for the Government Boys School has now discontinued due to disagreements which are unlikely to be resolved.

**5b. Visit to the Zainabiya School in Kareempur (Holavanahalli) (Principal: R Gurudevaiah and Chairman of the Imamia Trust is Mirza Mohamed Mehdi)**

This is a growing school that started standard 7 this year and it is situated in a depressed village of 6000 people. The lack of rains over the past fifteen years has made most people give up the land and look for labouring work. As a result the children are poorly clothed and find difficulty in paying the school fees. Due to the non-payment of fees the school has an annual deficit of about 300,000 rupees which the WF underwrites. These fees range from 1230 to 1620 rupees per annum and are paid monthly.

The buildings are good but basic. The school is set in an idyllic 3 acre setting and was completed in 2003. There is a nursery activity room, seven computers, large play area with slides and swings, good clean toilets and a potable water supply. The furniture is good quality and of the correct size. Currently it takes student up to standard 7 and has a roll of 242 of which 103 are girls and the lower standards have greater enrolment. This year the examination results promoted 99% of the children to the next standard.

The school procedures and systems are modelled on the Alipur School; for example, it has the same timetable structure, homework diaries etc.

There are 14 teachers, 8 of whom are graduates, and in addition there are 3 non-teachers. The headmaster is a retired government school head but does not take the job entirely seriously. Management are aware of the problem and looking to ways to solve it.

The teaching was of a reasonable standard and the teachers were seen as caring educators. The methodology was boring but thorough. The rooms were bare and obvious visual aids not used. So, for example, when talking about the world, a map could have been produced. One teacher did use a number of things to illustrate his lesson. The school follows the Karnataka State syllabus and the use of English was fine. There is however, an issue because the government wants all teaching up to year 7 to be done in the local language which might limit further education opportunities for these pupils in the future. Computing is timetabled with PE so when half a class use the six machines the others do games. The computer syllabus followed is a little outdated and goes into a lot of technicalities with little hands on practice which would be more useful to the children.

The teachers' quarters were comfortable and of good quality and this is certainly an attractive feature to taking a low paid job here.

Unfortunately the government declared at short notice a holiday for one day during this visit which affected the observations. Despite this some teachers and children came to the school so that some teaching could be seen. This was much appreciated.

**5c. Visit to the Zainabiya School in Potena Halli (Principal: Mrs Reshema Taj Chairman of the Imamia Trust is Mirza Mohamed Mehdi)**

This school is located seven kilometres from Alipur just off the main Bengaluru Highway. There is one trustee resident in the village the others live in Bengaluru and are retired professional people. Out of the seven trustees two are women, one an ex-headmistress of a Bengaluru school. During the five hours spent in the school it was possible to see classes working but as the trustees followed me everywhere and interrupted the teaching it was quite difficult to obtain a good picture of what usually happened.

There are 107 pupils on roll although only 153 were present during the visit. The classes are gradually growing and presently range from lower kindergarten to standard 6 with more boys than girls. The school follows the Karnataka State curriculum using Kannada as the medium of instruction but as it wants to become a strong English medium school it repeats all lessons in English. All the nine members of staff have some education qualification mostly having done the diploma after PUC. The quality of the work being done on this last day of the academic year was adequate but when I quickly looked around the school later not much was really going on and a teacher who had her feet up on a desk fell off her chair when she noticed me watching!

I was able to explain to the whole staff why I was there and made a couple of suggestions about brightening up the classrooms.

The trustees took possession of this new building in December 2007 having been using rented accommodation from its start in 2001. It has 14 good sized rooms with fans but electricity is rarely available in the day. The furniture was appropriate but they will need more as the school grows. There are four computers waiting to be set up, a television with video recorder and a number of donated VDUs in need of CPUs. It was good to see posters in most rooms and there was a small number of toys and a special toilet for the kindergarten section. The facilities were good with potable water for boys and another for girls. The school is set in four acres that need landscaping.

The village of 4000 people is poor and although the fees range from 40 to 60 rupees per month some families cannot afford them. The chairman has set up a committee with some local village people to decide in a transparent way who is to get concessions. The fees do not meet the real cost of running the school i.e. about 4000 rupees per child per year and it requires assistance to fund the deficit. The point was made that as teachers cannot supplement their income in the villages like they can in the city they have to be paid quite well if they are going to stay. The school also provides transport from nearby villages for teachers to encourage them to work here.

They are modelling a lot of what they do on their sister school at Alipur and have unit tests every two weeks to check progress. Community liaison is difficult as many of the parents are uneducated and the school needs to address this.

**6a. Visit to the Mulla Asgher School in Avalkonda (Principal: Mr Ramana Chairman of the Trustees is Salim Peerbhoy President of the Imam Zamana Mission)**

My hosts for this visit were Mr Hasan, Chairman of the IZM Education Committee and Captain Hadi, Vice-President of the IZM. The project is located in the small 400 year old village of Avalkonda 150 kms west of Bengaluru in Andhra Pradesh.



There are approximately 5000 people in this totally Shia place which is very poor and many children appear undernourished.

The school started with the intention of supporting bonded children, orphans and dropouts in 1988 and moved to the current building when it opened in 1994. It has since grown to take all years from LKG to Standard 10. The results are a creditable 85% pass rate although the entry numbers are small. The school has a roll of 454 students of whom 156 come from neighbouring villages. There is a reasonable balance of girls and boys but the facilities are very basic. The toilets are in need of repair and have no water nor is there potable water and electricity is limited with no fans or lights in most rooms. Security is a concern as there is no boundary wall or shutters on the windows. As a result the seven computers, which have no backup power supply, the laboratory and library are located on the second floor. The rooms catch what breeze is available but the lack of furniture makes the benches crowded and there are no storage facilities. The rooms all had many hand made posters and there was an attempt to make a stimulating learning environment. Libraries always need books but this one has a reasonable supply of subject texts, story books and a number of reference sets.

The State curriculum is followed but there is no religious teaching as this takes place in the village madrasa outside school hours. The visit to the madrasa revealed it to be a well run and dynamic organisation. A lack of resources means PE is not currently going on but they do have coaching classes. The 39 lessons per week are each 35 minutes long and the school week runs from Monday to Friday with a half-day on Saturday.

Of the 28 teachers 5 were unqualified and they are supported by 11 non-teaching staff. The quality of work observed in the classroom was above average with a greater use of visual aids to support the teaching than seen elsewhere. The classes came in especially for our visit and that alone testifies to the dedication in the school. The computer room and science laboratory were both used during the visit and the children said this was done often.

The fees at 110 rupees per month do not cover the real costs and 298 students are sponsored to the extent of 70 rupees per month. The small incentive prizes for attendance and subject success are very important in such an economy. The accounting is regularly checked and entirely transparent. There was irritation that requests to London had not been answered and they would have appreciated even a negative response so they knew they had to look elsewhere for funding.

The school has some innovative features, such as a teachers' duties list, but the rates of pay are very low. There is a random system of inspections in place and the school identifies learners with problems and targets these. The monthly tests lead to pupil self-evaluation in theory. The reality may not be so but it could work.

The school is trying to work with the parents to help them support their children but in such a poor community the emphasis is on keeping body and soul together. There were many children who showed signs of malnutrition and a twelve year old boy had the physique of a six year old.

IZM has a presence in the village and has helped build some 89 sub-standard homes, which desperately need upgrading. One room with no toilet or kitchen is clearly inadequate, being both unhygienic and improper for family values.



53 young adults are current being supported by IZM through their higher education courses at a cost of 340,000 rupees per annum.

**6b & 6c. Visit to the IZM Sajjadiyya Boys' and Girls' High Schools Hyderabad (President of Imam-e-Zamana Mission Salim Peerbuoy)**

Situated in a slum area of Hyderabad these two schools on adjacent sites cater for 364 kindergarten children, 546 boys and 450 girls. The numbers drop off in the higher standards for social reasons. The project started in 1987 in rented rooms and has had a purpose built boys school since 1998 and a girls building since 2007. In order to encourage parents to send their children for education the IMZ used to compensate them for loss of earnings. The value of education is now more appreciated and this is no longer necessary but the parents are still mostly illiterate. The cost per child of running the school is 700 rupees per month and the ZCSS partly sponsors 170 to the extent of 300 rupees per month. The poverty of the area means most students are unable to pay the full fees.

The schools have computers, laboratories, libraries, craft room and an auditorium. The KG section has an activity room and is seen as laying the foundation for the children's educational development. There are good toilets and potable water facilities and the rooms are well ventilated.

There are about 25 teachers in each school and 8 for KG. These are supported by academic advisers who help teachers develop. The IZM claims that it does not compromise on standards and only employs qualified staff. There are systems in place to monitor quality, help planning and support the principal. The results are a creditable 85% for girls and 95% for boys.

The IMZ office is efficiently run and the accounting scrupulous. There is however, a feeling that they are sidelined by the WF who apparently fail to reply to their letters. They also feel that their situation is not appreciated which even if untrue still is a perception that needs addressing. The Sajjadiyya Trust has provided the resources for the capital projects and there could be a conflict of loyalties here. My visit also coincided with one by Chacha.

The time of the visit was inopportune as the schools are in the last few days of the annual examinations. Nevertheless, it was possible to obtain some idea of how the schools function and the facilities available. The meetings with the trustees were very useful and an opportunity for them to raise issues of concern. One of which was the long period for obtaining scholarship ratification for students by which time the place may be lost.

**6d & 6e. Visit to the IZM School Moula Ali and the IZES School Qayam Nagar (President of Imam-e-Zamana Mission: Salim Peerbuoy)**

These schools are at opposite ends of Hyderabad and although originally villages have now been absorbed in the urban sprawl. They were nicely contrasted as one is at an early stage of development and a new building will be started this summer and the school will move into the new premises in a year whereas the Moula Ali has occupied its new building for five years, although it began in 1991 in rented rooms. The schools have a tight management system to monitor progress and as a result are very successful, obtaining 100% pass rates.



The facilities in the Qayam Nagar School are basic but it has good toilets. There are computer and laboratory facilities in an adjacent house. This will all change with the new school. The headteacher is one of the best professionals I have met on the tour. Her school was attractively decorated with displays and posters and the children spoke English with confidence. Of the 292 students only a few pay the full fee of 125 rupees per month. The remainder are to a great extent supported but again the full fees fail to meet the real costs of the schooling. There are no hidden extras in the fee structure such as examination costs. To help retain the 16 staff needed a bus is arranged from nearby places but even so it is difficult to get committed staff. This school finishes the year 9 syllabus early so that the important year 10 can get a head start in April and there is a lot of nurturing done.

The State organises examination for Standard 6 and onwards and the IZES has organised the lower grade examinations to be common for the four schools and the marking is done across institutions so that truer picture of performance can be obtained.

Moula Ali has 19 teachers, all of whom are qualified. An after school session of three hours is run for homework as the students would not be able to do it at home. 230 students are on roll but only 4 are non-Muslim. 65% of the roll are girls and only 23 pay full fees. This latter group are offered sponsorship and it is hoped more will take up the educational opportunity in the future. The facilities include potable water, toilets, KG activity room, computer suite, laboratory, prayer rooms and a medical room where a doctor comes once a week. Some of the old buildings of the original school have been nicely integrated into the new building. There is a small play area with a swing and slide.

Both the schools are recognised by the State Government and follow the agreed syllabus. Interestingly the schools all have an emphasis on crafts and a room dedicated to this topic.

### **7a & 7b. Visit to Bright and Reliance Public Schools Bangaluru**

These two schools are situated in slum areas of Bangaluru. They are public schools and function with trustees.

The Reliance School has 288 students with an even balance of male to female and about 100 are supported by the ZCSS. The classes have about 25 students and they cover LKG to Standard 10. There is an annual fee of 1000 rupees that covers books and two uniforms but excludes shoes. The tuition fees are 250 rupees per month but this does not cover the running costs. There are twenty five qualified teachers and two office staff. The teaching methodology is child centred and active with evidence of much interaction. They employ a person to make and manage visual aids and there were many wonderful models made by the teachers and students.

The buildings have all facilities and are housed in a purpose built three storey structure but the site is very small and the school suffers from being so small. The results are good and it was an impressive institution.

The Bright High School has more than 1200 students of whom 65% are girls on a small inner city site. The rooms are small but have classes of 45 in them. The building is being developed as they are starting a college section next academic year. The facilities are poor and although much was packed away because of the building work there was not much to store. The school



employs 28 well-qualified teachers. A good female student very confidently spoke in English about her education in the school and her hopes of becoming an aeronautical engineer. Interestingly the choice of course is limited by its accessibility to her home. The school needs more space to develop specialist teaching rooms. Unfortunately it was a flying visit.

**8. Visit to the Al Safeera Education Welfare Trust Kindergarten at Kamla Ramen Nagar, Baigerwadi Govandi Mumbai (Trustee Shiraj Merchant)**

This project aims to give the children of this exceedingly poor area a start in life and has a mission that includes educating the parents. The 331 children catered for are in nursery, LKG and UKG. There is a fee of ten rupees per month which is waived for many. This cannot pay the rent of the house, the bills and the teachers' salaries although they are very low. The head is on 5750 per month and the assistant teachers' remuneration ranges from 2750 to 1200 giving a total expenditure of 16050 rupees per month. The qualifications of the teachers are poor most having only completed intermediate but they have had some Montessori training. They work with the parents by going out into the community and discussing family planning, nutrition and health issues but they also help the parents by showing them what they can do to assist their children. Through the good offices of the Birmingham medical team they do some basic health checks on the children and seek advice as necessary. The children have a structured timetable with play in the activity room and do this by having three shifts. There is a need for help here both in terms of educational toys and training. The school also needs a permanent building and if a donor can be found the trustee will provide 25% of the cost. Its records are excellent and show that since its inception in 1991 it has given a head start to many children some of whom are now doing higher education courses. It has also meticulously surveyed the community, to which all the teachers belong, and found that of the 721 children of nursery to UKG age only 331 were in their school. The intention is to provide places for all the children in the community to help them get a start with formal education. It helps place children in standard at about twenty local schools and says their children are sought after. This final visit was so inspiring and a good note on which to leave India.