



A Ghosh <atreig@gmail.com>

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**Re: STEM Land and resource center**

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To: A Ghosh <atreig@gmail.com>

Mon, Jul 6, 2015 at 1:24 AM

Dear Atrei,

> 1) The ~4 lakhs that you are asking from Asha Bangalore, how much of it is one time vs  
> recurrent?

Most of the budget of STEM Land is one time expenses. The only parts that are recurrent are 1) A full-time person to maintain the lab when we are not there.

2) Travel for school children

3) Consumables (small items).

There will be clarity on these components only once the groups supporting the initiative become clear.

> 2) How many schools you plan to reach out in the subsequent years?

Its more the idea of STEM Land and its resources that can help the spread, e.g. the idea of each school creating a local STEM Land and linking with one that has and shares resources, materials and trains people. Timing constraints of schools will limit the use if it is taken as one center serves all. To grow we need to invest in teachers encourage mini STEM Lands.

> 3) Is there an estimate for an overall cost per child?

How do you define a child in the above. One we work intensively with. Its a resource center, it could work with teachers, how do we look at cost per child then? If it is taken up by the govt and the curriculum changes, which child will we consider then? Please clarify.

> 4) At present how much is the engagement time per child with the centre? Is it once a  
> week/few days a week?

In the first year we are looking at working intensively with over 100 children for >6 classes a week.

> 5) Is FCRA/ATG in place for accepting donations?

We have FCRA clearance.

In India 80(g) provides 50% tax deduction in India. We have 21(c) - 100% tax deduction (similar to the PM relief fund). I will encourage all Indian donations be made directly to SAIIER.

> 6) Are you aware of any similar initiatives?

In principle, yes. There are some elite schools of India that put emphasis of children working with their hands. There are some that are encouraging the maker movement. Arvind gupta had worked on a small aspect of low cost toys for science learning. However, most are extra curricular, nothing is quite questioning how we can handle the curriculum.

> 7) Is there any way one can "measure" the impact of this alternative way of learning?

Output and Outcome are measurable. Impact (well being of people) cannot be measured directly and needs pseudo measures. I'll be working with Dr. Monica Sharma (ex UN) on this once we have enough outputs and outcomes to talk about.

Actually, there is presently no measure of the impact of our education system except that people coming out of it are unemployable and society is generally unhappy, so it sucks.