

Basic information

Date of the site visit: 9/16/2019

Name of the Project: Manasa Special School

Name of the Organization Running the Project (if different):

Was your site visit announced? (Yes, it was planned)

	Project Contact's Information	Site Visitor's (Your) Information (Volunteer conducting the visit)
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Affiliation to project	Director	
Affiliation to Asha	Project Partner	Friend of Asha volunteer

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?

Help the special needs to attain required aptitude and social skills for survival.

2. How old is the organization?

More than 20 years old

3. How and why was it founded?

For catering the needs of special students

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

- Community development 15 %
- Education 40 %
- Health 30 %
- Other 15 % on social skills

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

6. 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)

Organization(s)	Objectives of the organization(s)

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

No

8. When was the project of interest started?

1990 (approximately)

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

To serve more students

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?

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

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

Transport for students. Salaries for teachers.

13. How many centers/schools does the project run? How many of those were you able to visit?

One

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

NA

PART B: The beneficiaries and the community

(Information to be gathered from parents and children)

1. Approximately how many families live in the area?

~ 200 in a 2 km radius

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

Daily wage labor, private job etc.

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

Few Parents are literate and well educated while others are not.

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

They just target these special students who needs special care

5. How often do the teachers meet the parents?

On average once in 3 weeks (few of them more frequently)

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

Met with 4 parents. They were extremely satisfied.

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

Parents feel that the organization take special care of their students (which I too have noticed during my visit) and that their kids are developing the required aptitude and showing sign of improvement.

8. 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.)

Few parents stay at school to help their kids. Also, the organization trains parents on how to help their special kids attain the required social and aptitude skills.

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

This organization acquired land outside the city (as a gift to serve more students)

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

- Yes
- No

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

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

This is the only school in the area aimed to provide the aptitude and basic education for special students.

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

6-10 students in each class

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

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

6-10 students per class. (60-40% boy girl ratio)

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

Very Much!

17. 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?

Most of the children who have special needs opt for this school

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

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

Develop aptitude and make new friends

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

Negligible

21. 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)

These special students have best time at 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.)

Most of them by bus. Few parents who stay near by bring their kids

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

No

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

Furniture, toys for kids both for entertainment and aptitude, library, toilets etc

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?

Well-conditioned. It's a permanent building

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

Decent enough. 6-10 children per class.

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

Mother tongue and English

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

- Formal (State Board, Central Board etc) upto _____ grade (LKG, 5th etc)
- Non-Formal Education (NFE), do the students also attend formal school? _____
- Vocational
- Other. Please specify **Vocational and survival/aptitude skills for these students**

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?

This is the only special school that caters the special student needs in this area.

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

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

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

5 days a week.

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

6-7 full time teachers (this number isn't accurate, it might be more), 4-5 in staff for nursing etc.

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

All of them

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

More than 60 - 70% of the staff are women

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

They are well educated and experienced to handle these students

16. What is the motivation for the teachers to work in this project (eg. pay, service, etc.)? What are the other employment opportunities that they have in the town/village?

Service. Some of the parents whose kids needs special attention work in this organization as well.

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

Some of them are with this organization since 90's

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

1

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

2

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

- Yes

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

Different trainings related to teaching specially abled kids

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

Students come from a radius of 10-12 km. Transport is a big problem. These special students don't have the bladder control. So special needs should be provided in transport busses for these students (This way even if the school bus gets stuck in traffic, it wouldn't be a problem for students).

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

Most teachers work in the range of minimum to decent wages. This school needs special capabilities for teachers to deal with students. They would be happy if funding is provided for teachers (as salaries) too.

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?

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

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

Yes. Students were involved in developing products like rakhis, Diya, washing powder, Dolls and cleaning liquids etc (kindly see the pictures sent)

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)

Asha and a private source. This Private source mainly funds for teachers' salaries and infrastructure. Entire funding for students is provided from Asha.

2. What is the annual budget?

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

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

Salaries and expenses made towards the maintenance and care of students.

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

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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. Quality of products used for students is well maintained. Students have uniforms. There is a library often used by teachers and parents.

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)