



Asha for Education™

Site Visit Questionnaire

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www.ashanet.org

Dear Volunteer

Thanks for conducting this site visit.

The following set of questions is only a suggested guideline. Some of the following questions may not be relevant or applicable to the particular project you are visiting, but please do try to answer as many of them as possible. Please note that Part sB & C necessitate that the information be gathered through conversations with the children and their parents, and not simply the group's teachers and staff.

Please feel free to attach any documents/photos you feel are pertinent to the project.

Thanks.

- Asha for Education

Date of project site visit:

(a) In person site visit by Arpita Mishra on 09/02/2026

(b) Virtual site visit by Aarthi Mallavarpu and Sambit Saha through zoom on 07/09/2026

This report combines information from the in-person site visit and virtual site conducted on two separate dates as mentioned above.

Name of the Project: Digambarpur Angikar - Angikar Kishalay Niketan

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

Was your site visit announced? Yes, it was planned ✓

No, it was a surprise visit ☐

	Project Contact	Your Name (Asha volunteer conducting the visit)
Name	Swapan Kumar Mandal	(1) Arpita Mishra (2) Aarthi Mallavarpu (3) Sambit Saha
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PART A: Particulars about the organization and its environment***1. What are the different focus areas of the organization? (give a rough estimate of the % of their total effort/funding)***

Community development 30 % Education 25 % Health 20 %
 Other 25 % (please specify) women empowerment & children's rights protection

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

The group is more grassroots based. They have set leadership, including Swapan Mandal, Sourav Sannigrahi, and Narayan Shamontho. Teachers include Ashok Mishra, Tanushree Rawat, Uma Rai, Priyanka Das, Tumpa Bhari, Tanusvi Rao, Sona Moni, and Momota Mandal. The governing body members and office bearers are elected by the General Body members in the Annual General meeting that is held once a year. The Secretary is the chief functionary. He looks after office/project administration, fund raising, etc.. Responsibilities of the President include supervision of projects and day to day office functioning. He presides over all meetings of the organization. The treasurer is responsible for finances and all financial transactions on a daily basis. A seat in the General Body is also reserved for a representative from the community/beneficiary as part of the policy making authority.

3. 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	Objectives of the organization
Radhamohan FP School	Education-from Class I - IV
Digambarpur Nimna Buniyadi FP School	Education-from Class I - IV
Sashikanta SSK from Class I - IV	Education-from Class I - IV

PART B: The organization and the community it serves

(Information to be gathered from parents and children)

1. Approximately how many families live in the area?

~100k families

This information was not clearly provided by the school authority.

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

Some parents are daily-wage laborers around Kolkata, some work in agriculture, and factories mostly manual labor. Some of the mothers are also involved in the sex trade, as there is a brothel nearby. It is common in the area for many boys to turn to crime and young women/girls to join the brothels given their circumstances. Some mothers are also housewives. Many women and children catch tiger prawns and then sell them to “bheries.” Single crop agriculture, fishing, honey and other forest product harvesting are the main sources of incomes for these families

The primary occupations of parents in the area include farming, agricultural work, daily wage labor, migrant labor, and fishing.

3. At the time of enrolment, does the school ask for the names of both parents?

Yes ☒

No, just the father's name ☐

No, just the mother's name ☐

Yes, the school seeks the details of both parents at the time of enrolment. However, children from single-parent families are also eligible for admission and are enrolled accordingly.

4. How often do the teachers meet the parents?

Once a month the teachers meet with the mothers and discuss progress and challenges for their students. They also talk about uniforms, shoes, cleanliness, grooming, etc., and talk about what's going on with kids' studies. Some mothers also interact with the teachers outside of these meetings.

Teachers conduct parent interaction sessions twice a month to discuss students' academic progress, learning challenges, and overall development. These meetings also address matters related to student welfare, including uniforms, footwear, personal hygiene, cleanliness, and grooming. In addition to the scheduled meetings, parents, particularly mothers, regularly engage with teachers on an informal basis to discuss concerns and monitor their children's educational progress and well-being.

5. 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.)

The parents participate by spending time at school meetings with teachers, where the teachers often try to teach them hygiene tactics to make sure their kids are well-groomed. Mothers are also taught how to encourage their kids to study and deal with behavioral issues.

In addition, parents take part in various school and community events, including school meetings, Saraswati Puja celebrations, Independence Day programs, and other cultural and educational activities. Their involvement contributes to strengthening the relationship between the school, students, and the community, thereby supporting the overall development of the children.

6. Are there any Government Schools in the area?

Yes ☒ No ☐

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

Pretty far, across a large river. It would be difficult for the students to commute there and back everyday. Students commute 4 - 5 km to attend DA.

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

Distance plays a major factor, as well as safety traveling to and from school. The parents respect the teachers as well. The school cultivates a good social environment for the children as well. The school is also committed to the educational journey of students beyond grade 6 when they transfer to government school. They follow up monthly to see progress of alumni. The drop out rate for those going on to secondary school is low. Despite some upgraded tech like computers and devices at gov schools, one parent noted they still choose to send their kids to DA because he feels the education is better.

The school provides a positive and nurturing educational environment that promotes both academic and personal growth. Parents particularly appreciate the use of smart classrooms, interactive teaching methods, and the additional academic support provided through extra classes and remedial sessions before examinations, which help students perform better academically.

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

Most of the classrooms were pretty full, a few were less empty than usual but was explained by early morning site visit and stormy conditions causing delays for some students.

During the visit, approximately 50% of the enrolled students were present in the class. According to the Headmaster, attendance was lower than usual as the examinations had recently concluded, and heavy rainfall in the area also contributed to student absenteeism on the day of the visit.

What is the regular class strength?

328 total students; 175 boys; 153 girls; LKG-6th grade

- LKG: 62 boys; 52 girls
- UKG: 17 boys; 24 girls
- Grade 1: 16 boys; 15 girls
- Grade 2: 12 boys; 7 girls
- Grade 3: 25 boys; 22 girls
- Grade 4: 23 boys; 15 girls
- Grade 5: 9 boys; 7 girls
- Grade 6: 11 boys; 10 girls

Class	Boys	Girls	SC	ST	OBC	General	Minority	Total
LKG-I	26	19	20	0	3	22	0	45
LKG-II	40	30	30	0	5	34	1	70
UKG	17	24	15	1	9	16	0	41
Class I	16	15	15	0	2	13	1	31
Class II	12	7	12	1	2	4	0	19
Class III	25	22	21	0	5	17	4	47
Class IV	23	15	16	0	2	20	0	38
Class V	9	7	10	0	2	1	3	16
Class VI	11	10	9	0	0	0	12	21
Total	179	149	148	2	30	127	21	328

Comments:**10. Do the children seem to enjoy coming to school?**

Yes, they enjoy coming to school. They are really content—we saw them performing traditional Bengali stories/poems, engaged well with teachers, and seemed excited about coming to school because they can play, dance, draw and like the subjects they are taught.

Yes, the children appear to enjoy coming to school and are actively engaged in the learning environment. During the visit, students were observed participating enthusiastically in traditional Bengali poems and storytelling activities, interacting confidently with their teachers, and showing a positive attitude toward school. The children appeared particularly interested in activities such as playing, dancing, drawing, and other co-curricular programs offered by the school. They also expressed enthusiasm for their studies and seemed comfortable and content within the school environment, indicating a strong sense of belonging and enjoyment in attending school regularly.

PART C: Project particulars

(Information to be gathered from students and staff)

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

- A. Formal (State Board, Central Board etc.) ☒ **till what class?**
- B. Non-Formal Education (NFE) ☐ **do the students also attend formal school?**
- C. Vocational ☐
- D. Other ☐. Please specify _____

The institution received formal affiliation in 2022

2. If A (Formal), up to what grade(LKG, 5th, 7th etc.) does the school conduct classes?

LKG through 6th grade.

3. If B (Non-Formal Education) how many of the children also attend formal schools in the area?

If none do, does the project plan this for the future?

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?**

All of the staff are recruited from the local community.

How many of the staff are women?

A majority of the staff are women. The top leadership are men, but the teachers are primarily women.

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

None of the teachers have left in the past year, but there is one currently not teaching because she's on maternity leave

According to the information provided by the school, one teacher has left the school during the past year due to personal reasons. No further details regarding the departure were shared by the school administration.

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

No new teachers joined in the past year to our knowledge.

According to information available during the visit, one new teacher joined the school in the past year.

9. Does the organization train the teachers?

Yes ☐

No ☒

If yes, how do they provide the training?

The school facilitates teacher training and professional development programs in collaboration with partner organizations. These initiatives are designed to strengthen teachers' pedagogical skills, improve classroom practices, and support continuous professional growth, thereby contributing to enhanced learning outcomes for students.

10. How much is the staff paid?

Teachers (asst) are paid INR 84,000. The head teacher is paid INR 1,20,000. Ayaas are paid INR 48,000.

Teachers (asst) are paid INR 72,000. The head teacher is paid INR 1,20,000. Ayaas are paid INR 48,000.

Total Staff Count: 12

Breakdown: Total Staff Count: 12: HO :1; Support Teachers: 9; Aya (Support Staff): 2

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

It seems to be based on our knowledge. The salaries increased from last year after the teachers requested. Last year Asst teachers were paid INR 60,000 and the head teacher was paid INR 72,000/

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 ☐

May be

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

Comments:

The budget was primarily utilized to cover the salaries of teaching and non-teaching staff. It also supported the procurement of books and educational materials for students, along with meeting various miscellaneous operational and administrative expenses required for the smooth functioning of the school.

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.

The school has expressed a need for additional funding to increase teacher salaries and procure computers for students. These investments are expected to enhance staff motivation and improve access to technology-enabled learning opportunities for students.

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

PART E: Comments

(Feel free to attach documents if necessary)

The Educo project is well underway. Members of the Asha Cornell team led by Sambit Saha are supporting DA as well as Tom McGovern and the Educo team in the project development. The addition of the new educational building will expand DA's offerings to the local community, but increased funding will be required to support the running of the school, which is not provided by Educo.

Attendees: Virtual site visit

Asha Cornell: Aarthi, Sambit

DA: Chittaranjan Raul, Pinki Mandal, Sourav,

All school students, teachers and some parents

Arpita Mishra's in-person site visit comments

Overall, the visit experience was very positive. The school staff demonstrated a clear understanding of their respective roles and responsibilities and appeared to perform their duties effectively. The students were well-behaved, engaged, and appeared to be receiving quality instruction from the teaching staff.

As an area for further enhancement, the school may consider introducing additional learning opportunities such as computer education classes and other skill-development programs. These initiatives could help further enrich the students' educational experience and support their overall development.







