Site Visit Guidelines and Questionnaire

Asha Stanford

Dear volunteer,

Thank you for taking the time to conduct this site visit. Your visit will provide us valuable, first-hand information about the project, enabling us to better understand its circumstances and its needs. The following questionnaire is designed as a basic guide to assist you in conducting your 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 Parts B & 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.

If you have any questions, please do not hesitate the project steward responsible for the project at Stanford. We look forward to hearing your thoughts and observations through this review, and thank you once again for your help. Together we can make a difference!

Thanks

Asha for Education, Stanford Chapter.
Preparing for your visit

1. You should be able to collect the following information about the project from the project steward (Asha volunteer responsible for the project at Stanford) prior to your visit:
   • Project proposal
   • Past correspondence with the project
   • Any specific information that the project steward is looking for, from the site visit.

2. You also need to have some understanding of Asha for Education and our mission. This will help you to tailor your site visit in a more fruitful manner for Asha. You can get detailed information about Asha for Education from our web site at http://www.ashanet.org. Our site visit volunteers often find it helpful to study this web site (and this document!) before-hand, and have a copy of the original or modified project proposal with them before starting their visit.

3. We encourage you to talk individually to a broad cross-section of people, including some students, teachers, as well as community members who are not directly associated with the NGO. Such informal interaction is often the best way to learn about the project.

4. We also strongly encourage you to fill out this document yourself, rather than showing it to the project coordinators in India and asking them to fill it out.

5. This document is only designed as a basic guide. Please include any additional information/insights that you consider relevant with your review.

6. We look forward to meeting with you in person and hearing about your experiences, if this is possible. The project steward at Stanford will discuss the possibility of scheduling a presentation at an Asha meeting with you after your visit.

7. We encourage you to take some photographs/videos during your site visit, as they will help us see and hear what is going on at the project. As the old saying goes, a picture is worth a thousand words!

8. If the organization is running many centers and it may not be possible for you to visit all of them, visits should be made of centers randomly selected by you rather than letting the organization show you centers of their choice. Organizations are known to run their sample centers which would prefer to show to you.
**Date:** 4\textsuperscript{th} week of Nov 2011

**Name of the Project:** Muskaan

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

**Was your site visit announced?** Surprise. Told them a couple of hours before arriving.

<table>
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<tr>
<th>Project Contact</th>
<th>Your Name (Volunteer conducting the visit)</th>
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<tr>
<td><strong>Name</strong></td>
<td>Shivani</td>
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<tr>
<td></td>
<td>Sonal Gupta</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td>LIG 174 Harshwardhan Nagar, Mata Mandir, Bhopal</td>
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<td><a href="mailto:sonal@cs.stanford.edu">sonal@cs.stanford.edu</a></td>
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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 __10____ %   Education __70_________ %   Health __20______ %

Other __________ %  (please specify) __________________________

Library – loan books to 21 govt schools. 2 teachers go to every school 2-3 times a week for this purpose.

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

   Grassroots based. Shivani heads the organization.

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)

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<th>Organization</th>
<th>Objectives of the organization</th>
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3. What are the main problems the organization faces for running this project?

Poor to very poor children who rag pick and beg.

Currently, they don’t have a proper space to have classrooms.

No big sources of funds

RTE Act – need to get authorization
**PART B: The Beneficiaries and the community**

*(Information to be gathered from parents and children)*

1. *Approximately how many families live in the area?*  
   300-350 families *(for education)*

2. *What do the parents do for a living? (Agricultural worker, Daily wage laborer etc.)*
   
   Daily wages, ‘katpulti’ games, rag picking

3. *What is their economic/educational background? (Are the parents able to pay any fees? Are the parents literate? Etc)*
   
   Uneducated, very poor, some nomadic tribes.
   
   School fees: ‘Katputli’ tribe – regular pay is Rs 25 per month, 2 bastis – no fees. Pardi – no response

4. *At the time of enrolment, does the school ask for the names of both parents?*
   
   Yes

5. *How often do the teachers meet the parents?*
   
   Almost daily. They go to bastis to bring the children.

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

   Some families are helpful, but ratio is low. May be 3-4 families out of 30-40 families like.

6b. *What is the motivation for the parents to send their children to school?*

   This depends on bastis. Every Saturday there is a focus visit from teachers. Parents are contacted.

6c. *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.)*

   Every month, 1-2 parents from every basti visit the centers
7. Are there any Government Schools in the area? Yes

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

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

   Very few children above 5 standard attend government schools. Very less development there.

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

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

   In all around 170 children who attend basti schools.

   Comments:

11. Do the children seem to enjoy coming to school?

   Yeah. They all seem very enthusiastic.

12. What portion of children from the local community (approx.) attends this school? What portion of children does not go to ANY school?

   There are some pockets in bastis where all children are out of school. 40-75% come to Muskaan.

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

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

   Children seemed happy attending the school. They also have a bathroom where some children come to take a break from ragpicking etc and attend some classes.

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

16. What do the children feel about the school? Do they feel happy to come to school every day?
PART C: Project particulars

(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.)

   It’s in the city. They come by tempos hired by Muskaan. Some come by foot.

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

   Almost no furniture. Toilet, library, mid-day meals are there.

3. Is the building permanent or temporary construction? Is it owned or rented? What is its physical condition?

   Rented. Seemed okay but they have to keep shifting because of judgmental neighbors.

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

   See the pics.

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

   A. Formal (State Board, Central Board etc)         upto ___5____ grade (LKG, 5th etc)
   B. Non-Formal Education (NFE)                         do the students also attend formal school?
   C. Vocational
   D. Other ______. Please specify ___1___ batch of 8th and 10th std too

   Medium of Instruction is ______ Hindi and English__________________________.

5a. 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?

5b. If B(Non-Formal Education), does the organization create its own study material (books, games)? Or does it use NCERT/NIOS books?
Use books developed by Amity. Also, some books used by govt schools. They have developed their own material too.

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

5d. **What are the daily school hours? How many days of the week/month/year is the school open?**

Monday to Friday 10 am to 4 pm. Break at 1:30 pm for lunch.

6. **How many staff or volunteers are involved in the project? (Full-time/Part-time/Volunteers)**

Total of around 28-29 people. 10 people from bastis just for teaching. Some kids do part time job of typing.

6a. **How many of them are from the local community?**

6b. **How many of the staff are women?**

6c. **What is the education level/teaching experience of the teachers? What is their background?**

Chandni (from local community) – NIT Bhopal 1st year dropout (couldn’t adjust)

B.Ed., P.G. from Nutan college. All teachers go through 1 month training every June.

6d. **What is the motivation for the teachers to work in this project? What are the other employment opportunities that they have in the town/village?**

All are treated equally. Generally they stay for 4-5 years.

6e. **How long have they been with this project/organization?**

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

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

5 teachers

9. Does the organization train the teachers? Yes

If yes, how do they provide the training?

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

Based on experience. Range is 6k to 18k per month (max 1:3 ratio). 5 people form the core group who decides salary of teachers.

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

No. But they also get paid decently well (Sonal’s opinion). Senior govt teachers get paid 25k-30k

11. How often do the main volunteers visit the center? Do they do only administrative duties or spend time at the grassroots as well?

No administrator besides the accountant.

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

Either they go to govt school or they drop out due to family pressure of earning money.

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

Yes. See pics. The students seemed very enthusiastic in answering questions. Some stumbled on multiplication but the teacher helped them out. The notebooks seemed decently well written. Some students were irregular so their notebooks did not have much written.

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 (3 chapters), TATA. Have submitted to CRY.

2. What is the annual budget?

   Last year – 59 lacs.

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

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

   Salaries.

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

   Yes.

PART E: Comments

The center looked small, minimally functional. But it is not their only educational center. They have makeshift centers in bastis, according to the need. They rent two rooms in a govt building in afternoon. They also seemed to have pretty good material that they created on their own or by the students. I saw three classes in progress – one had a group of 10-12 students sitting around a teacher. The second group was doing meditation. And the third group was doing yoga and exercises. I talked to the students in the first group. They were able to read and understand Hindi and simple English. They were also okay in addition and multiplication tables. Some of their material is in the tribal language too.

The organization seemed very dedicated. The teachers go to bastis *everyday* to bring students to school. They have regular interactions with parents and they try hard to have parents participate in their children’s education.

The students seemed attached to the organization. Also, some kids seemed to like to flexibility of attending school whenever they get time (Muskaan tries hard to have all children to come to school regularly, but it’s impossible to make all kids leave their day jobs.)

I checked their receipts and bookkeeping, and cross-checked some receipts and their amount with the recorded amount and everything matched. I also looked at the salary register and everything seemed alright. I have attached these documents with this site visit:

1. Some photographs
2. Audit report by a CA
3. Detailed expenses from Apr 1st to Nov 11th for the camps

Other points:
Children are assessed every four months. Some students took 4th class examination.

Community development: around 450 women. 80-90 are active. One of the activities is to make paper bags from newspapers.

RTE registration application was submitted on June 30, 2011.

They have rented two rooms in a govt school nearby.

They have bought a plot 6km from Bhopal. It is 0.5 acres. They used funds from Tata trust. No plans of construction until they get more funds.

Health activities in 25 bastis.
Bhole light cowherd looks on the festival of Dvārakā.

Eid is a festival of happiness and brotherhood. We celebrate Dvārakā on Kartik Amavasya.

India is a land of festivals. Dvārakā is celebrated to sacrifice the head of ram’s to Ayodhya temple.
पापा मधु के लिए लाल गुलाबी फॉक
लाये। फॉक पहन कर मधु अपने सहेली
मुन्नी के घर गई। मुन्नी घर पर नहीं थी।
मधु उसे अपना फॉक दिखाना चाहती थी।
मधु को राजा मिला। राजा मधु के साथ
खेलने लगा। मधु की फॉक फट गई। वो
बहुत रोई। पापा ने दूसरी फॉक लाने का
वादा किया।
There is a black big cat in the room.
The cat is looking at the girl.

There are many books.
There are many books in the pile. There are many books on the floor also.

The black cat is sitting on the pile of books. The pile is very high.
The books are going to fall.
The girl is scared.

Illustration: Leanne Frenason
The girl who hated books (Manjuha Pawagi), Jyotsna S. Venkatesh
There is a black big cat.
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There is a black big cat in the room.
There are many books on the floor also.
बारिश का एक दिन

कहानी: जैकी जकनोरे
कला: कनक
धीरे धीरे लोगों के घर की चीजें बहकर जाने लगीं।
बरसन, किसी का टी बी, टायर, संदूक। अब वो दर गई, कहीं वो भी बरसन के जैसे बह ना जाये।
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