

Asha for Education™

Site Visit Questionnaire

Asha Zurich • Casinostrasse 3, 8600, Dubendorf, Switzerland

www.asha-zurich.ch

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 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.

Thanks.

- Asha for Education

Date: 12.09.2025

Name of the Project: Vishwa Mandal Sevashram (VMS)

School visited: Z.P.School Pipradpada, Grampanchayat: Hadakhed

Present: Teacher (Pramila Lakhani Pawara), Supervisor (Rahul Lalsing Pawara), VMS

Coordinators: Fr Vivian Lopes

**Name of the Organisation Running the Project (if different): Vishwamandal Sevashram ,
Dule, Maharashtra**

Was your site visit announced? Yes, it was planned

No, it was a surprise visit

	Project Contact	You Name (Asha volunteer conducting the visit)
Name	Father Vivian Lopes	Sachin Mehta, Asha VMS coordinator (Virtual visit)
Address	Vishwamandal Sevashram Dhule, Maharashtra	C/O Rajdeep Deb Casinostrasse 3, 8600 Dubendorf Switzerland
Phone(s)	(+91) 9920609578	+971561888209
Fax		
E-mail	vmshirpur@gmail.com	Sachinrm22@gmail.com

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 50% Education 50% Health ___%

Other ___% (please specify) _____

Not Applicable to current scope of site visit. The current scope entailed visit to 2-3 schools / classrooms operating under the aegis of VMS Shirpur and undertaking discussions with teachers, students, coordinators, accounting staff and Father Consti.

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

There are 5 board of directors. 1 coordinator for Advocacy group, 1 coordinator for Boys boarding and 1 coordinator for Palas. There are 3 supervisors, and each supervisor has 7-10 teachers under them.

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)

Not Applicable to current scope of site visit

Organization	Objectives of the organization
Anand Sadan	Provide health, education with boarding and women empowerment

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? 150 households, average household has 4-5 members

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

80-90% are agriculture workers, 10-15% are daily wage labourer or they go to other state for work (these are landless people)

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

4. How often do the teachers meet the parents?

Formal parent-teacher meetings have now been institutionalised and are taking place. Given the informal nature of these schools, and the limited educational awareness within the local communities, structured discussions on academic progress can still be challenging.

However, teachers are primarily from the same villages and work under the guidance of supervisors who maintain close relationships with the village Patil and parents. As a result, parents are regularly updated about their children's development, attendance, absenteeism, behavioural concerns and other matters requiring attention. This ongoing communication ensures that parents remain generally well aware of their child's progress and engagement at school.

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.)

Parents' direct contribution to the organisation's activities appears to be limited. However, they do support the programme in practical ways, including by offering their homes as temporary learning spaces in certain cases, particularly during heavy rain or extreme heat when open-class setups are not feasible.

The contribution of some teachers appears to be significant, as also observed during the virtual class visit. In one instance, the teacher had proactively identified villages where children had no access to school due to the distance and location challenges. The teacher took ownership of the initiative, engaged with the parents and even offered his own house to run the class.

The teacher and supervisor who interacted during the site visit appeared fairly motivated and committed to helping children from their locality and nearby villages obtain strong foundational education.

6. Are there any Government Schools in the area? YES; most of the children studying in VMS schools also attend formal education with Government schools

7. If yes, how far are the Government Schools from the community? The government schools are within short proximity to VMS schools. VMS reviews the quality of teaching in those schools and accordingly decides whether to run parallel schools in the same padas.

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

Both sites act as learning centers in addition to formal schooling. Most kids attend both the organization's centers and govt. school. It is mandatory for kids to attend formal government schools which was not the case few years back when only VMS schools were operating.

9. When you visited, how many children were present in the class? Close to full strength
What is the regular class strength? About 20-25 students **Comments:** The virtual visit was for 1 class with about 20-25 kids consisting of both boys and girls. The class was also attended by Teacher, Supervisory and VMS co-ordinators on the ground responsible for running.

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

he engagement level of the children was encouraging and highly positive. The children appeared to enjoy and appreciate the time spent learning at the centres.

As the visit was conducted virtually, it was not possible to interact with the children directly in detail. However, they warmly welcomed the participants and thanked them for joining the session. During the site visit, the enthusiasm displayed by several children in answering questions and participating in activities was clearly visible. Many children were forthcoming and eager to engage, which also encouraged other students to stand up, participate and contribute more actively

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?** Commonly until 8-10th
 B. Non-Formal Education (NFE) **do the students also attend formal school?**
 C. Vocational
 D. Other . Please specify _____

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

_____ N.A

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

Most of the children attend formal schools. It appears that this additional time spent at non-formal learning is targeted towards imparting strong basics. Discussions with supervisor & Father Lopes seems to suggest that there is a larger proportion of students (who attend VMS learning centers) going ahead into senior standards / high schools / colleges compared to students who are not part of VMS programme. It would be useful to track statistics of academic progress made by students to measure effectiveness of the VMS learning centers.

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)?

The teachers are responsible for creating the study material in addition to books that some of them receive from organization and govt. schools. During the site visit, we could observe that some of the teachers had devised their own micro-methods / approaches to make learning fun & interesting for children./ students. We also observed that interesting audio-video visual learning aids & pre-loaded content on laptop was available for students.

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

N.A

6. How many students are currently enrolled? Approx. 550 i.e 25/30 students per class How many new students were enrolled in the past 12 months? Approx 550

7. How many students left in the past 12 month, and why?

In general, the classes see about 10-15% students leaving every year driven by various factors such as migration and to support family in agriculture work.

8. How many school days were missed in the past 6 months by all students?

Attendance has largely been regular for most students.

9. How many days was the school open in the past 6 months?

School was mostly open during last 6 months.

10. How many staff or volunteers are recruited from the community? Almost all teacher & coordinators belong to the local community of that region, and speak the native language which makes communication easier with the children, parents and family members.

How many of the staff are women? There are few women teachers and generally difficult to retain them as few get married or have their families later. The class that we performed site visit is led by women teacher for few years now.

11. How many teachers are there in total? 7 How many new teachers have joined in the past 12 months? Each class / learning center has 1 teacher; total 8-10 teachers covering all classes

12. How many teachers have left the school in the past 12 months, and why?

There were about 2 teachers who left due to alternative employment. The salary offered is not that attractive for them to stay permanently. Broadly, the class teachers have been with the organisation for many years and have met our volunteers even in past site visits. The length of service in general is 5-10years and shows the commitment of the team to support education on the ground

13. How many days did the teachers miss work in the past 3 months? They attended all classes

14. Does the organization train the teachers? YES

If yes, how do they provide the training? Teachers are required to periodically (once a month / once in 2 months) attend the VMS center at Shirpur for training, collecting educational material (for teaching as well as students). Likewise, there is also a separate training program for coordinators at VMS Center at Shirpur.

15. Does each child have their own books? How many books does a child have on average?

YES, most kids had their own bags & books for writing which are provided by VMS Center. The kids also have respective govt. schools providing books.. The children generally gets a slate, 2 sets of book to write and reading is through common classes/through laptops/charts. One of the recommendation is to provide standard Practice workbooks / Handwriting books (3-line / 4-line books that are common here)

which will allow for better writing practice on basic alphabets, numbers, small words, etc

16. Does each child have their own school uniform? Are there enough school uniforms for all children?

The children generally wear the govt school uniform if they are attending VMS immediately before or after the government school timings. We observed majority of students in govt school uniforms which reflected a much better condition than a few years back.

17. How much is the staff paid? Teacher is paid between 2300 to 2,500 per month as stipend depending upon the seniority and coordinator is paid 5,600 – 6,000 per month. Additionally, teachers & coordinators are paid allowances for travel costs, attending training, material, visits to VMS Shirpur center, etc. Also, coordinators are paid separate allowances for fuel for periodical visits to schools under their respective jurisdictions.

Is it on par with the salary paid to the staff in the Government schools? We could not carry out this comparison. However, given the inflation the salary seems too low in general vs government schools.

(Please have a look at the accounting books of the organization and answer the following questions)

18. Have the teacher salaries in the last 6 months been paid on time? YES

PART D: Financial resources of the organization

(Feedback from the person conducting the site visit – you may again request the accounting books/overview of Operating Expenses (OPEX))

1. Is there a deviation between the OPEX and our approved budget? No. the budget was cut by 25% due to lower fund raising at Asha Zurich. The deviation was funded by VMS headquarters.

Are all items covered in the budget? Yes

If yes, what is the deviation (list per item)? N.A

2. Do you think the proposed amounts in the budget are reasonable? Given the number of students covered by the project, the costs look reasonable. However, the cost per student probably is the lowest since they are only imparting education (no stay/food etc). It would be recommended to provide additional funding to cover inflation & continue providing sports equipment. Additionally, the recommendation to provide insurance cover for teachers & supervisors to ensure continuity of service & timely assistance for faster recovery.

3. Is there anything you think should be added or removed from the budget?

YES

Based on our assessment we feel there are certain needs of the kids that are unaddressed in the budget. Some of the needs are listed below.

- Standardized books for practice
- Sports or Music kits

If you recommend any changes to the budget, please explain your reasons for this.

None

4. Did you discuss the proposed changes with the project? If so, please describe their response. No. The focus was on the visit, quality of accounts maintained and any improvements required if any

PART E: Comments

(Feel free to attach documents if necessary)