

Site Visit Report

Organization: Swadhar – Asha Community Center

Location: Kakde Vasti (Rented Facility – Second Floor)

Date of Visit: February 24, 2026

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1. Purpose of Visit

The purpose of the visit was to review program implementation, interact with staff and beneficiaries, assess administrative processes, and understand current operational challenges and opportunities at the Swadhar – ACC center.

2. Overview of Visit

I met with Dr. Suneeti Sarangpani, Project Convener for Swadhar – ACC, who accompanied me to Kakde Vasti for the site visit. We arrived at approximately 11:00 AM and proceeded to the main center located on the second floor of a rented facility. The facility now displays a new board for Asha Community Center on the balcony.

The center consists of:

- Three classrooms
- One administrative room
- One e-learning center (with attached bathroom facility)

3. Staffing Updates and Administrative Discussion

Upon arrival, I was informed that a new Program Manager, Avinash, has recently been appointed. The previous program managers, Dhanashree and Pallavi, have both left within a relatively short span of time, indicating recent leadership transitions.

I met with:

- Jyoti Jadhav (Center Coordinator)
- Suneeti Sarangpani
- Avinash (Program Manager)

We discussed current program highlights and upcoming planning priorities. Given that the fiscal year in India runs from April to March, I requested alignment of the program budget accordingly. The team agreed to submit a revised budget reflecting the April–March fiscal cycle.

We also discussed Avinash's background. He has prior experience working in youth and children's education at other nonprofits and resides locally, which is beneficial for community engagement.

4. E-Learning Center Visit

We visited the e-learning center, where I met three students aged 14 to 17. All were recent beneficiaries who had previously been kept out of school by their parents. They are now attending the center to regain academic readiness and re-enter formal schooling at appropriate grade levels. The center utilizes educational software from Chaitanya Software Technology for learning and instructional purposes.

Notable Success Stories:

- A girl from a Muslim family who recently migrated from Uttar Pradesh is now learning Marathi and has enrolled in a nearby municipal school.
- A 17-year-old student has begun 10th grade after successfully clearing her school qualification test, having prepared at the Asha community center.



5. PHULORA Program (Livelihood Training)

The next classroom visited was the PHULORA program, where adolescent girls and young women receive life-skills and vocational training in areas such as:

- Beauty parlor services
- Stitching and tailoring
- Small business skills

The program operates in three-month cycles, and participants select courses based on their interests.

One success story shared involved a participant who is now earning income from home by stitching blouses and dresses through contracts with a local tailoring shop. This reflects tangible livelihood outcomes from the program.



6. Preschool / Daycare Facility

The final program area visited was the preschool/daycare facility, serving:

- Children from the local community
- Children of migrant workers

The center provides daycare, foundational education, and early literacy support. Highlights included:

- A recitation by several children
- A group singing session

I distributed chocolates to the children. While initially slightly chaotic, the teachers quickly instructed them to form a line and collect one chocolate at a time. The children followed instructions promptly and displayed discipline and good behavior. Overall, the children appeared well-mannered, engaged, and joyful in their learning environment.



7. Administrative Systems and Documentation Review

Following program visits, I met with the Center Coordinator, Program Manager, and Project Convener to review administrative processes, including:

- Staff details and roles
- Hiring and compensation processes
- Budget management and requisition procedures
- Program registration and documentation
- Record-keeping practices
- Coordination with the central treasury team at Swadhar
- Approval workflows for various programs

The team walked me through registers, files, and documentation systems used to manage the center. I was particularly impressed with the dedication of Jyoti Jadhav. She demonstrated strong attention to detail and clear passion for her work. Additionally, Pooja Gayle, one of the teachers who has been with the center since its inception and resides in the community, was noted as a highly respected and experienced staff member.

8. Closing Discussion and Key Observation

After concluding the formal visit, I bid farewell to the children and staff and returned with Dr. Suneeti. During our conversation, I emphasized the importance of continuity in the Program Manager role. Stability in this position would significantly improve:

- Communication
- Project monitoring
- Budget alignment
- Overall program effectiveness

Dr. Suneeti acknowledged this concern and expressed confidence that Avinash is expected to remain in the role for at least three years. This will remain an item for follow-up to ensure sustained leadership stability.

9. Overall Impression

The visit provided a comprehensive view of program implementation and administrative management at Swadhar – ACC. I was grateful for the opportunity to engage with motivated students, dedicated staff, and committed leadership.

The center demonstrates:

- Strong community engagement
- Effective beneficiary impact stories
- Organized administrative systems
- Passionate frontline leadership

With improved continuity in program management and aligned fiscal planning, the center is well-positioned to strengthen its impact further.