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| Namita Gujral <asha.namitagujral@gmail.com>  |

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Hello all,

I wanted to share with you results from our project Etasha's QED (Quality of Education) funding that we made in the year 2011.

**Background -**

QED was an Asha-wide initiative in which qualifying projects would receive annual funding of $1,200 to implement specific features/changes into the current program aimed at improving the quality of education even further.

Asha San Francisco's seleted project was [Etasha](http://www.ashanet.org/projects/project-view.php?p=1102). Etasha is a vocational and employability skills training program in New Delhi, India serving underprivileged youth. One of the several skills it teaches is Spoken English.

Etasha's QED initiative was aimed at addressing Etasha's immediate need to address a critical challenge facing its students -  At their homes, they do not receive much support from their families who want to watch TV in Hindi, and also do not always encourage doing homework. Etasha  and Asha SF came up with a collaborative solution to supplement the students' home-worksheet-assignments with audio content that reflects and reinforces each 'Spoken English' session in the curriculum. One sample batch of 20 students was chosen to test this QED initiative on. Each of 20 students was provided with cassette/MP3 players and a library of cassettes pre-recorded with the audio content. Scripts were designed by a linguist from the University of Toronto and all dialogues, instructions and vocabulary sessions were recorded by ETASHA's associates and faculty.

**Results -**The project got delayed in the middle due to the audio specialist falling sick. It restarted and finished its course this year in January. The results seen in the batch of 20 students have been very encouraging. See below overall summary:

* Trainees listened to audio more than they used the worksheets
* Preferred to do the worksheets in one sitting rather than each day after each class
* All trainees found the level of difficulty within an acceptable range
* All trainees found the content interesting, relevant and enjoyable
* All trainees maintain that the content helped them understanding the concepts being taught
* While trainees appear to be happy with the level of English, there are concerns that the Hindi vocabulary needs to be simpler.

You will find some very interesting details in the formal report submitted by Etasha (found at SF wiki [link](https://sites.google.com/site/ashasfwiki/Home/projects/etasha/qed-year-1-progress)). For e.g.,

* *Page 4* includes an example of an actual homework excercise performed on the students in a certain week. Check out the 5 short audios excercises. They will give you better perspective on this project in action*(To view this, you need to download the report from the wiki)*



* *Page 5* includes informative pie charts tabulating results from student survey on this project
* *Page 6 and 7* explain project results in detail

**Next Steps -**

Per Asha-wide's QED initiative, Etasha is eligible to re-apply to us for second year funding (through Asha-wide funds) by submitting a new proposal. At the successful completion of the second year, SF chapter will be required to continue any further QED funding independently, based on its own considerations.

**Your Questions/Feedback -**

Please reach out to me if you have any further questions on this QED component of the AshaSF-Etasha relationship by May 26.

Thanks a lot,

Namita