

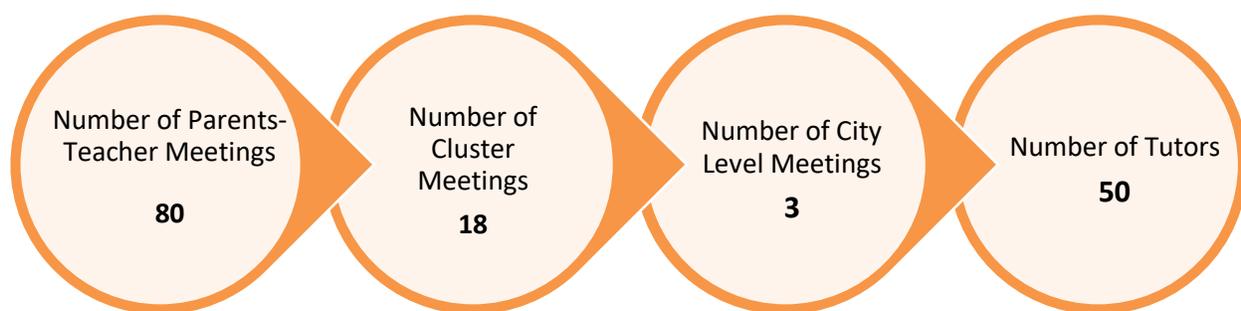
IGNITE – TRANSFORMATIONAL EDUCATION AT COMMUNITY CENTRES: ANNUAL REPORT 2018 – 2019



ABOUT IGNITE

Bhumi bridges the gap in formal education and opportunities by providing 25,000 under-privileged children language and STEAM education, life-skills support and scholarships for higher education through:

- volunteers during weekends at orphanages
- teachers during the week at low-income private and government schools
- community tutors every evening at after-school community centres in urban slums



CENTRES AND BENEFICIARIES

	Centre Name	Student Count
	Aaduthotti	20
	Ambethkar Nagar	9
	Koyambedu	23
	Decaster Road	20
	Elephant Gate	22
	Godhamedu	22
	Harinarayanapuram	29
	ICF	11
	Kanigapuram 1	28
	Kanigapuram 2	25
	Km Garden	25
	Kondithope	26
	Kothavalchavadi	14
	Moolakothalam	30
	Ms Muthunagar	25
	Nagalkeni	19

	Nungambakkam	8
	Perumbakkam 1	15
	Perumbakkam 2	15
	Pk Colony	33
	Srinivasapuram 1	35
	Srinivasapuram 2	31
	Stanley Nagar	24
	Thiruneermalai	14
	Vengaivasal	11
TOTAL	25 Centres	534 Children

ASSESSING LEARNING OUTCOMES

“Joy of learning should be one of the most fundamental outcomes of any education system”

– Priya Asthana

Student learning outcomes articulate what a student should know or can do after benefitting from a programme. The assessment of student learning outcomes provides information that puts student learning at the forefront of academic planning processes. The purpose of identifying learning outcomes is to express the desired results of a learning experience. Thus, learning outcomes are derived in evidence of their learning through periodic assessments which are an articulation of achieving the expected learning goals (knowledge, attitude, skills, etc.).

Bhumi through its various knowledge partners derived an assessment methodology suitable for children and teacher volunteers who deliver the content. The academic year begins with a Baseline Assessment (BAT) which helps in analysing the skill levels of a child for which content for rest of the year will be delivered. Mid-term assessments are also conducted if/when applicable to assess if a child’s learning path is on track with the academic plan as well as to analyse if the volunteer’s teaching methodology is being grasped by the child; understanding this provides an opportunity for the volunteers to alter/enhance their class delivery. The academic year closes with an End Year Assessment (EYA) which provides the base for recording and analysing the progress created in a child. With a long-term intervention this derives the programme’s impact data.

Key Outcomes

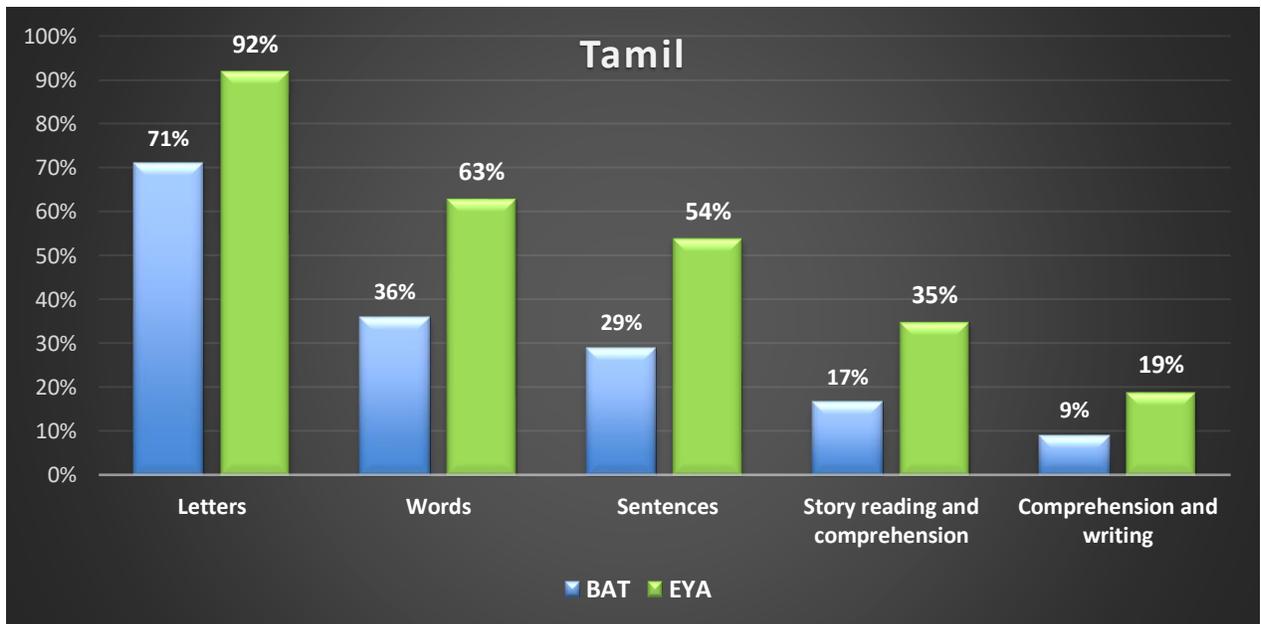
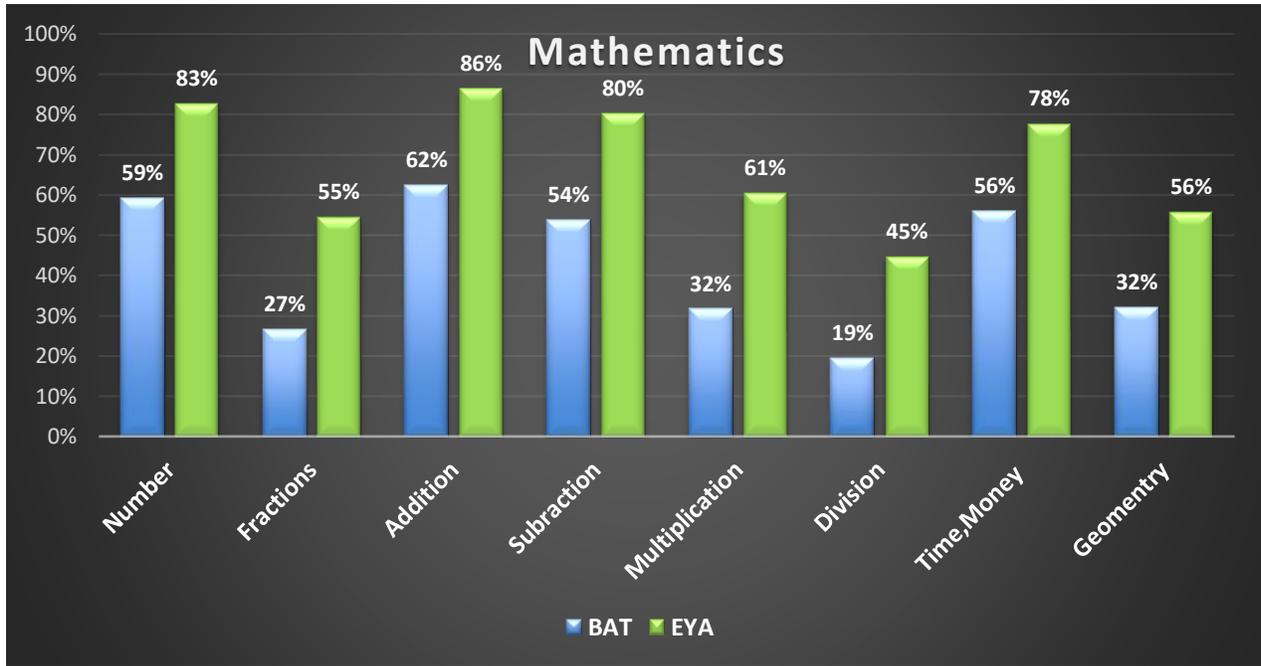
Short Term

- Children learning core concepts, and staying on track with standard-level requirements
- Improvement in behavior, with positive impact in the classroom and accelerated pace of learning
- Positive association with learning

Long Term

- A strong future orientation and life skills to ensure future success
- Increased opportunities for college and future employment
- Financial and social stability
- Engagement in their community's civic life

IMPACT ANALYSIS GRAPHS ACROSS PROJECTS:



HIGHLIGHTS OF THE ACADEMIC YEAR 2018 – 2019

Jester Crew, a group of students from MCC initiated a street play to create awareness on alcoholism in the midst of the community where around 50 - 80 people gathered to watch the play.



Awareness drive on prevention of mosquitoes and hygiene.



A full day training workshop on Basket Weaving was conducted by BANYAN for 15 women from the community. Bhumi's interns Soniya and Abinaya initiated the process by bringing in the Resource person from Banyan and the program was executed successfully in our center space.



Sports competitions were held at KM Garden Play ground as a combined event along with other community centers such as PK Nagar , Aaduthotti and Decaster road on 26th Jan. Competitions such as athletics, carrom were conducted among centres.



As part of Daan Utsav, Traffic Awareness at Elephant Gate, Chennai was conducted on October 8th, 2018. Our Elephant gate centre student Rahul was disguised as Yama and caught the people who were not wearing helmet and gave them awareness pamphlets. Three signals were covered in wall tax road and 10 traffic police officials along with C2 Police officials appreciated Bhumi for the good initiative taken.



Beach Clean-up activity was conducted at pattinapakkam where 37 volunteers and 20 kids from the community participated. 20 bags of garbage and 2 bags of bottles were collected.



KM garden community Center celebrated their Daan Utsav'18 on October 2nd by honouring the street sweepers and corporation cleaning workers by visiting them during their work and handing them a thank you card. Tutors along with 15 children took part in the event.



On October 7th, Nagalkeni students decided to do a cleaning activity in Government Adi Dravidar Higher Secondary School located in the same community. The volunteers guided the children and equipped them with hand gloves, face masks and iron rakes. The idea of cleaning their own community came from the kids themselves which was very inspiring and they also received immense appreciation from the community.



IGNITE FEST (OFFERING ROOTS AND WINGS), CHENNAI



When we take the educational framework across the world, subjects like Mathematics, Science, and technology are given utmost importance while subjects like Arts, dance and sports take a backseat.

The quote by Mahatma Gandhi best explains how Education should be, “By education, I mean an all-round drawing of the best in child and man in body, mind, and spirit.”

Bhumi’s flagship events like Ignite fest, Nakshatra are best examples for this quote; These events provide a platform for the children to display their academic learning and artistic talents in a competitive environment. They are given the motivation to ‘Dream’ to achieve, ‘Discover’ their potential, and ‘Dazzle’ in an atmosphere of healthy competition, enriching themselves with much-needed perspective about their inherent potentials.

During January 2019, around 1100+ kids and 200+ volunteers participated in these events held in Chennai and the events had participation from our communities programme along with our shelters programme as well.

At Ignite Fest, a culmination of learnings and rich experiences, both volunteers and children had an equal stake – where the former facilitated (and discreetly assessed), children enthusiastically participated, and where the latter showcased, the volunteers intently listened and interacted. Working robots, conceptualised models, and live performances made evident that consistent support and exposure and opportunities steer children forward.

“I’m always enthusiastic about creating science projects, but my parents always told me to focus on studies. The community volunteers in my community learning centre encouraged and motivated me to participate in ignite fest and show-case my project which was appreciated by many. When my parent’s

heard about this they were very happy and were encouraging me to do such projects in the future too” says Eswaran, a child from one of our community learning centre.

These events expose the kids to certain elements like how to handle success and failure, being persistent towards what they want to achieve and the experience which helps the children to spread their wings and gain confidence.

“There are two lasting bequests we can give our children. One is roots. The other is wings.”

~ Hodding Carter, Jr.

IMPACT STORY VIDEOS:

Link1: https://www.youtube.com/watch?v=PE_8_ku-Wbo&t=20s

Link2: <https://www.youtube.com/watch?v=w2MRediohPU>

Link 3: <https://www.youtube.com/watch?v=dm4Ga-8W7AQ>

Link 4: <https://www.youtube.com/watch?v=Zv8UZ5Vzasc>

STUDENT STORY:

“I started going to school again so that I can interact with my tutors in Bhumi Centres”

~Vetrivel, 6th std

Vetrivel has been coming to Bhumi centre for the past 2 years now and he came to know about the centre through one of the people from his community. He liked coming to the centre as the tutor never scolds or shouts at the kids, she is always so patient and teaches them in a very effective way where they all can understand the subjects.

The tutor came to know that he stopped going to school as the boys used to bully him and ask him to run their errands. After hearing this the tutor made a promise that she'll support him and ensure it doesn't happen again. She convinced Vetrivel that she'll get him into another school next year but for that he'll have to pass 6th grade.

Hence, Vetrivel started developing an interest to go to school again only after the tutor encouraged him to do so. She ensured to go meet his teachers in school to get proper support from them and attend school regularly.

Vetrivel's friends never lets him study when he's home, so he goes to Bhumi's after school centre to study regularly. His tutor lets them play during Saturdays and Vetrivel likes learning maths as he finds it easy to do and understand.

He had participated in Daan Utsav through his centre where they distributed food to the needy people around their community, this inspired Vetrivel to pursue further in the social field and help people in need when he grows up.

The tutor was amazed when his father came to them and told that he's very happy now as Vetrivel started showing interest in education and joked that if Bhumi's after school centre converted into a school he wouldn't mind sending him here as he's more interested to come to the learning centre than going to school.

