

Impact Assessment October 2011- October 2012

1. Class size (or: student-teacher ratio) Educational statistics
1:25 per batch
2. Admission to Government Schools
Over the project period all children have gotten themselves enrolled in some school - mostly government schools
3. Availability of teaching material
NCERT Books and State Government Books - which are provided to the children
4. Quality of the natural environment surrounding the school or learning space;
Rented building with small playground
5. Design and structure of the compound and school buildings, including recreational areas and gardening spaces;
Small recreational area,

Basic setup

6. Exterior and interior condition of the school buildings;
Building is little old and in need of whitewash and basic repair
7. Size of learning spaces relative to the number of learners;
1 room- 10*15 feet 1 room - 10* 10 feet 1 room - 10*12 feet
8. Basic facilities available to members of the learning community;
Two Toilets
Filtered Water
Posters & Art work made by children seating on both mats and chairs- but children prefer mats mostly.
9. Quality of interior environmental elements such as light, acoustics, color and ventilation;
Light fixtures are electric - one room is well lit through natural light
10. Toilet facilities
Two Toilets One Western & One Eastern
The children do not have toilet or clean drinking water facilities at home Children are offered guidance on toilet manners
11. Are toilets clean/dirty? Who cleans toilets? Are toilets gender-sensitive?
Part time cleaner for toilets - but challenge to maintain cleanliness

Safety and Security

12. Is there a boundary wall/fence?
Yes, boundary wall is there.
13. Security guard/service

No

14. Is there a First aid kit?

Yes

Water supply

15. Is there water at school? (Is it adequate? all the time? only sometimes?)

Yes, water supply is there through private boring - though this is not environmentally sustainable.

16. What is the source?

Private Boring done by the landlord - boring experience frequent outage for which we have to pay repair costs.

17. Where does the school get its water supply? How far away?

Internal boring from the ground

18. Do children bring water to school?

No

19. Is water at the school safe for drinking?

Yes - we have a small filter with 14 liters capacity.

20. Describe facilities for co-curricular activities (e.g. sports).

Small playground - where children play games like Kabbadi other facilities - like Carrom, Chess, and Word Games, available

21. School feeding programme, if any

We have support from Smile Foundation - through which children are provided one packet Tiffin once a week.

Tiffin comprises of fruit, sweets & salty snack

22. Describe the situation concerning children with special needs:

We do not have facilities for children with special needs - currently no special child is enrolled.

23. Are there special facilities for these children to accommodate their needs (e.g., ramps, toilets?)

We are on ground floor- but we do not have ramps/toilets keeping in mind needs of special children.

24. Comparative Level in Schools

We are focusing on foundation - thus we have not compared their performance in the government schools.

Children's knowledge level does not map to current proficiency levels.

Learning Sub-Domains Outcomes

Language and Literacy

25. Receptive language skills

Hindi - All the students are able to understand - though they use a dialect different from Hindi at home English - Children are able to follow limited basic instructions. At the beginning of the

assessment year October 2011 they were not able to follow basic instructions

26. Expressive language skills

All the children are able to express in Hindi

Over the year - some children are able to introduce themselves in English.

They are able to make simple requests in English - like May I go to the toilet

27. Vocabulary

Fairly good vocabulary in Hindi They has developed a very limited vocabulary in English.

Communicates effectively in primary language(s) of communication

28. Phonological awareness

Hindi -In Hindi most of the children has developed good phonological skills - and are able to pronounce words correctly

But some struggle with pronunciation like as and sha

English - Most of the children are able to understand the words related to their surroundings - sun, sky, trees, etc.

29. Alphabet knowledge

Hindi - all children can recognize alphabets English - all children can recognize alphabets

30. Print concepts & conventions

All children are able to understand - upper case/lower case in English All children know that writing is from left to right most children can use basic punctuation in both Hindi and English

31. Early writing

In the assessment year, cursive writing has been taught - but very few children use it effectively

-English Children are able to write legibly in Hindi, junior group, especially new comers is able to write words and senior group is able to write sentence

Shows beginning knowledge of the primary written language(s) of communication

32. Cognition and General Knowledge;

In the past year they have developed - good general knowledge - they gained knowledge about countries of the world through interaction with Laurence. They have developed an ability to place themselves in the context of the world around them. They follow instructions.

33. Reasoning & problem solving

They have basic exposure to some puzzles and tricks - but they have not addressed this area much many children attempt problem solving because of the participative classes. \

34. Early critical thinking skills

Child is in the process of developing Critical Thinking -E.g. They is able to understand that Ganges though holy is not clean.

One child - Kaushal - wrote a poem on the theme "Save the girl child"

Able to think through problems and apply strategies for solving them

Some children have developed problem solving skills - they have taken responsibility for organizing few internal events.

35. Number Sense and Operations

100 % of the children are able to recognize number nearly all of the children are able to perform basic mathematical operations - addition, subtraction, multiplication, some are also able to do

division. Though few new children have joined recently - who have not taken up all the things?

36. Spatial Sense & geometry

Senior group students are able to make different shapes , younger children are able to identify basic shapes

37. Patterns and classification

This has not been taken up

38. Measurement & comparison

Most of the children are able to do measurement - they regularly arrange themselves in height wise lines. They have idea of basic measurement things like big- small, etc.

39. Representing and interpreting data

Senior children are able to interpret data - but this will be a small number

40. Demonstrates knowledge of basic quantitative and numeric concepts

Senior students have developed these concepts - who are in class 6 & above

41. Inquiry skills

Specific learning processes that students engage in during inquiry-learning include:[6]

Creating questions of their own

Obtaining supporting evidence to answer the question(s)

Explaining the evidence collected

Connecting the explanation to the knowledge obtained from the investigative process

Creating an argument and justification for the explanation

This has to be taken up in the pedagogical level - teacher training required to introduce the concept of inquiry

Technology

42. Using keyboard

All children are able to keyboard

43. Email

Vocational training students are able to use email

44. Web searches

Senior children are able to use Google, you tube

Develops basic computer literacy skills

45. Data gathering

Vocational Training children are able to do

46. Tablet Usage

All children are able to use tablets - they play games,

47. Communicating

Vocational training students have started writing letters and text.