

1. Meeting minutes for discussion of the proposal. (please include chapter comments on project's response to QED questionnaire: such as aspects of quality that project is already addressing well, and those that can be improved)

Conference call minutes (Jan 25, 2011) –

Attended by: Rakesh, Padmanava and Chandan

Chandan summarized the project proposal and highlighted the focus on developing life skills through workshops. The proposal aims at instilling reflection and self-awareness across different age groups of children. It is trying to bring in a shift from “teacher-to-student transfer of knowledge” model of education to a “more introspection based and interactive” method of engagement. The proposal also aims at creating a repeatable process that is of relevance to all the organizations working in the space of education at the grass-root level. This last point is of particular interest because Asha would be able to suggest this process to other project partners too in the future. This proposal adheres to underlying QED principle of holistic development of the child through the process of reflection and self-awareness about values, objectives and society.

There was discussion around the measurement of success. We felt that evaluating life skills through qualitative measures (observations and talking to the children to find out behavior change and conducting behavioral tests) is good way to go forward. We decided to ask for some tangible evaluation artifacts (like some questionnaire or report) from the project to help us better understand the evaluation process. The project would be sending it to us shortly.

A couple of questions raised and answered –

- 1) Does the "Facilitator costs" include workshop organization/setup cost? Yes
- 2) How many facilitators are we considering? Four
- 3) Does the "Offsites" include travel expenses? for the entire group (teachers, students)? Travel and food

Vidya n Child has already conducted one workshop along these lines a couple of months back focused on teaching the kids about Self-respect and the workshop itinerary and program is provided in the Annexure.

2. What is your view on success of the proposed initiative? How will the chapter evaluate the effectiveness? If successful, is your chapter willing to fund this initiative after 2 years?

Success would imply that the students become more aware of the life skills and values and conduct themselves better. Learning these life skills would have a cascading effect on the way they read, write and learn everyday. It will help them concentrate and eventually do better in their academics.

The chapter will receive the evaluation documents from Vidya n Child on a regular basis (depending on when the workshops are organized and student progress measured). Asha-Atlanta is willing to fund the proposal after the 2 yrs of QED grant subject to availability of funds. We would also be working with Vidya n Child towards making this initiative self-sustainable through other funding sources outside Asha so that the children do not get affected at any time.

3. Do you intend to continue funding the project for next 2 years? Can a site visit be arranged between June 2011 and Dec 2011?

Yes. We will try to arrange the site visit between June and Dec 2011

4. How is this proposal different from other proposals? (in case your chapter received more than 1 proposal for this grant)

This proposal focuses on teaching the students about values, soft skills, mental & physical health, objective and goal setting. The 2nd proposal is about teaching English to different kids (Nursery to 3rd) through short role-plays, theater and games.



Chandan Dasgupta <chand0709@gmail.com>

QED call update (3/12): Asha Atlanta & Minnesota proposals finalized

Chandan Dasgupta <dasguptachandan@gmail.com>

Sat, Mar 12, 2011 at 11:43 AM

To: asha-projects@yahoogroups.com

Cc: treasurer@ashanet.org

Asha Atlanta and Asha Minnesota proposals discussed and finalized through the conference call (Srikanth, Rajeev, Chandan, Ketan from Asha and Supriya & Ninad from Vidya n Child)

Call summary below.

Thanks,
Chandan

Call Summary (QED discussion 3/12)

Vidya n Child overview

- How many teachers? 48 (on rolls)
- 35 volunteers
- How was the CBSE curriculum decided instead of other curriculums?
 - o Mainstream children into CBSE curriculum so it was a natural choice
 - o So VnC curriculum is based on CBSE
 - o Most of the children attend private schools
- Can students avail the private school quota for underprivileged kids?
 - o Not a law in Noida
 - o Difficult to avail because not all schools follow
 - o VnC splits the school expenses with the parents (depending on their paying capacity)
 - o Know the family very closely so VnC can gauge what they can/cannot pay towards school.
- Demographics
 - o Migrant population
 - o Mothers: Maids, servants
 - o Fathers: Drivers, sweepers, daily wage laborers
- Do children help their parents and hence miss out on attendance?
 - o Depends on the area – if new then there's a problem

- Over time VnC communicates the importance of the school and attendance, parents send the kids regularly (90-95% attendance)
- Teacher profile
 - Teacher from community + Retired teachers from school
 - Regular teacher training programs
 - Handled by the contents team (writing the content + training teacher)
- Outreach to other organizations to help them?
 - VnC is pretty stretched but have done it in the past
 - Grammar-based teaching curriculum given to another organization for training

Engaging Minds (Asha Atlanta):

- Pilot done: 8 children workshop and 3 teacher, none for parents till now
- Feedback from pilot implementation:
 - Increase in effective interaction between the teachers
 - Concentration in the workshop high
 - Children engaged in the workshop because of the alternative methods e.g. videos, etc.
 - Need to conduct further evaluation into learning gains
- Facilitators are a mix of regular teachers or long time volunteers (more experienced)
- Workshop content is planned 1-2 months before workshop based on the children's requirement
- Facilitators are trained into – why workshop is required for children, what is the content, what should be done every hour of the workshop, what is the expected outcome.

Creative English program (Asha Minnesota):

- This is a new program that VnC is planning on starting
 - Begin with designing the session first
- Based on some other organization's program?
 - No, based on VnC's experience
 - VnC has not come across organizations teaching English role plays, theater and storytelling; they have a volunteer who conducts theater workshops
 - Children wrote their own script
- Understand and learn phonetics and words
- Any specific reason for the age group?
 - Aim is to target from the beginning of the child's education

- Important to target the lower level

On Thu, Mar 10, 2011 at 10:46 PM, Chandan Dasgupta <dasguptachandan@gmail.com> wrote:

Calls for this Saturday. Goal is to review respective QED proposals. You can read the proposals here -

<http://wiki.ashanet.org/display/projects/QED+Grant+Proposals>

March 12 Saturday: 9:30 AM **CST** (We'll start with Atlanta proposal, followed by Minnesota)

Conference Dial-in Number: [\(218\) 339-2500](tel:(218)339-2500)

Participant Access Code: 981156#

***For those calling from India* (March 12 - 9pm IST)**

If you can call one of the numbers given below as a local call, please dial in and use the conference id and pass code given below. If you cannot, then please let me know so I can arrange to call your phone from US.

conference id: 1591242

pin: 8637

1. Mumbai: [\(+91\) 22 39804444](tel:(+91)2239804444)
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Let me know if you face any issues.

- Chandan