Class 1 Students Performance

Number of Students (y-axis, 0 to 12)
Subjects (x-axis: Telugu/Hindi, English, Maths, Science, Social)

Grades
- A
- B
- C
- D

YouSee

Supporting Education for Hearing Impaired Children

Implemented by: Ashray—Akruti

Supported by: United Care Development Services

UC Result Certificate

Financing results yousee.in development

YouSee

This is to acknowledge the receipt of contribution from **Mr. …………………** from ……………., towards results generated by UC in projects providing services to poor communities. Details of the contribution are presented below.

S No	Item	Detail
1	Certificate ID	UC-RC-1**
2	Contribution Area	Education
3	Project Supported	Supporting education for 21 hearing Impaired children at Ashraya-Akruti school in Hyderabad by sponsoring cost of two teachers for the months of July and August , 2011. Total Cost: INR. 32,268/-
4	Certificate Project Period	01-July-2011 to 31-Aug-2011
5	Contribution to Project (A)	
6	Operations Grant to UC (B)	
7	Total Contribution (C)=(A)+(B)	
8	Date of Contribution	
9	Mode of Payment	

P. S. Gunaranjan
Founder, United Care Development Services (UC)

Contact: Mobile: +91-9-000-183-123 ; E-mail: gunaranjan@yousee.in ; Website: www.yousee.in

United Care Development Services
(a not-for-profit company registered under section-25 of the Companies Act)

Dear ………………   **-Sep-11

Sub: Acquisition of UC Result Certificate UC-RC- 1**

On this occasion, I wish to place my regards and thank you for choosing to acquire a UC Certificate. The Certificate serves as a record of your social investment and the document attached to this letter contains the details of the work undertaken and the social returns enabled through your contribution. Your contribution renews UC's commitment to apply further resources, including financial and intellectual, to alleviate and solve the inequities faced by the poor for accessing fundamental services like Education, Health and other livelihood services, without which their long term livelihood opportunities are at risk.

I also wish to covey UC's commitment to generate and deliver better rate of social returns for the contributions made by each of its customers. I take this opportunity to invite your feedback and suggestions in the following areas and more:
1. Improvements that you wish to see in the quality of reporting on financial data and intervention outcomes.
2. Additional areas of information that you would like to see added in future certificates.
3. Specific information on projects that you think UC should explore investing in.

This would help UC to live up to its values of Transparency, Innovation and Impact and to also deliver a higher rate of social returns to all those who are contributing to UC Certificates.

The contents of this document are intended to be open source and you are welcome to share the same with others.

P. S. Gunaranjan
Founder

Mobile: +91-9-000-183-123
E-mail: gunaranjan@yousee.in ; Website: www.yousee.in

Contents

Overview

Implementing Organization

ASHRAY –AKRUTI

LEGAL STATUS: Society

YEAR OF INCEPTION:

October24th, 1996

STATE : Andhra Pradesh

AREAS OF WORK:

Education for hearing impaired children.

SOURCE OF FUNDING :

Periodic Donors, Corporate Grants, Donations in Kind.

NUMBER OF EMPLOYEES :

60 member full time staff

RECOGNITION

Accredited organization certified by **Credibility Alliance** following norms of accountability, transparency and good governance.

Introduction to Ashray-Akruti

Established in Hyderabad in 1996, Ashray Akruti runs a school with a residential facility for Hearing Impaired children. What began as an organization that worked with five children has now reached over 164 beneficiaries.

The School follows Oral Aural Method of teaching to develop speech and communication among the deaf students. This approach combines speech, use of residual hearing and speech reading. The child is trained to use his or her hearing and develop expressive speech. Regular state syllabus is followed in the classrooms which are combined with speech and Auditory Training.

The Early Intervention Centre of Ashray Akruti (started in 2010) focuses on early detection and intervention among very young children.

The Multimedia Computer Training Centre (started in 2010) provides vocational training to Young Adults (Hearing Impaired) to make them productive and earning members of society.

The Organization also runs a residential facility for the Hearing Impaired children from outside Hyderabad. 60 Hearing Impaired children at present are availing the facility. 92 hearing impaired children come from nearby slums and 10 normal children also come from underprivileged background.

In the last fourteen years Ashray-Akruti has succeeded in mainstreaming about 130 children and they all are doing well in their respective schools, colleges and Universities.

Website : http://ashrayakruti.org/

Overview

UNITED CARE
DEVELOPMENT SERVICES

LEGAL STATUS: Sec- 25 Not for Profit Company

YEAR OF INCEPTION:

June, 2009

YEAR OF INCORPORATION:

February, 2010

SOURCE OF FUNDING:

Grant from Michael and Susan Dell Foundation and PostPay Donors

NUMBER OF EMPLOYEES:

2 Member Full time staff.

AREAS OF WORK:

Health, Education, Livelihoods and Environment

RECOGNITION:

In December 2009, UC was Shortlisted in global competition on "Marketplace on Innovative Financial Solutions for Development" organized by World Bank.

Introduction to United Care Development Services

UC's model aims to improve the scale and efficiency of financing education, health and energy & environmental services for the very poor, through a result-based and post-paid model of funding. What this means is that UC applies its own funds to provide services to beneficiaries. UC then documents the work and presents the results from these projects as Result Certificates. Interested investors and donors are then invited to post-pay for results and acquire these Result Certificates. UC's objective is to generate greater Social Returns for philanthropic investments through this model.
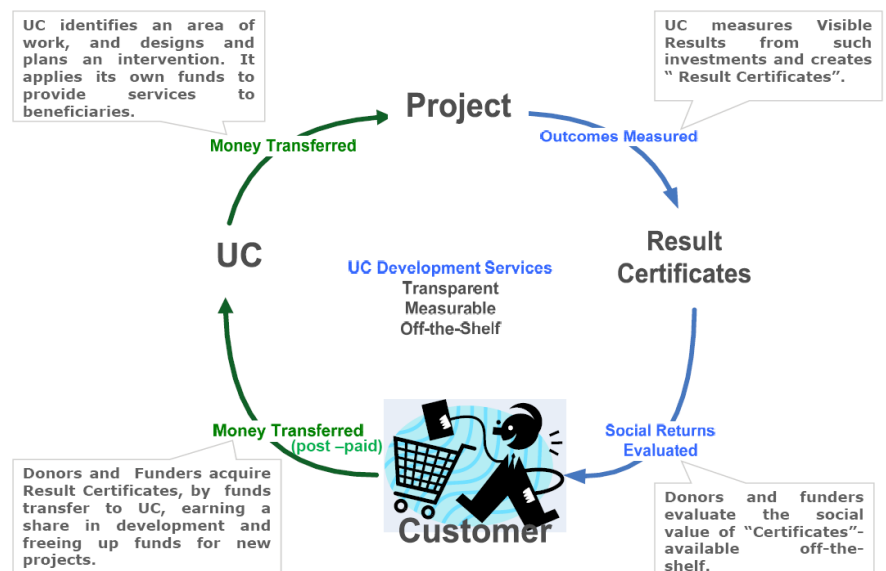
The following links give more updates about UC's work and progress:

Website: www.yousee.in

Updates: www.facebook.com/youseeupdates
www.twitter.com/youseeupdates

Movies: www.youtube.com/youseemovies
www.dailymotion.com/youseemovies

Presentations: www.slideshare.net/youseepresents

Results from Current Project

From July, 2011 , YouSee has started supporting Ashray Akruti. YouSee is supporting

The main features of Ashray- Akruti's approach are:
1. **Special Education:** Providing education services to the hearing impaired children with the normal state syllabus.

2. **Speech therapy:** Regular one-on-one training is therefore given to help children to speak, rather than use sign language from the onset.

3. **Auditory training:** Regular, intensive training is provided to each child by Special Educators to capitalize on residual hearing powers. 50 - 60% of our children have now become adept at understanding words and sentences.

4. **Early intervention:** The training for the children begins from the age of 11/2 through providing Special Auditory Training and Speech Therapy.

5. **Low teacher student ratio**: This enables each student to get the individual attention they deserve. Currently Ashraya Akruti maintains student to teacher ratio at 1:7. National Institute for the Hearing Handicapped, which is pioneer in manpower training in India prescribes students to teachers ratio at 1:10.

6. **Use of hearing aids:** The school actively encourages the children to use hearing aids and trains them to speak so that they do not have to rely on sign language when interacting with others. It helps the children in using their residual hearing power.

7. **Participation of mothers:** The school involves the mothers of the hearing impaired students in the effective development and to promote further learning at home.

Each of the children enrolled into the school have varied levels of hearing impairment. Faculty members recruited to teach kids are trained and graduated in special education. Schooling here focuses a lot on therapy and training for the kids, each of the kids progress on some essential skills are mapped thoroughly. Various levels of skills in Speech, language and hearing domain are mentioned in the below section. Below captured outputs can be considered as baseline indicators captured as on date August 15th 2011. UC along with Ashray Akriti's help would like to make periodic assessment of children's progress on these skills.

Speech Development
Speech development has four levels and under each level there are sub-skills which indicate progress of students related to Speech. Below table provides various speech skills classified under four levels. This classification is progressive, i.e, each of the higher levels have more advanced skills.

Level	Sub Skill	Skill Code
Level 1	Children are able to vocalize the speech sounds.	VS
	Are able to pronounce vowel sounds	PVS
	Are able to do phonation of vowels sounds	PHVS
	Are able to say Initial, Middle and Final sounds words of vowels sounds.	FS
Level 2	Are able to pronounce diphthongs.	PDT
	Are able to pronounce bilabials, lingua dental, lingua alveolar, labio dental sounds.	PBS
	Are able to pronounce syllables and IMF words of the above sounds.	PSIM2
	Are able to speak in phrases.	SPH
Level 3	Are able to pronounce alveolar nasal, palatal glide, lingua retroflex, glottal fricatives sounds.	PGS
	Are able to pronounce syllables and IMF words of the above sounds.	PSIM3
	Are able to pronounce words with double consonants.	PWD
	Are able to speak in simple sentences.	SSS
Level 4	Are able to pronounce alveolar affricates, lingua alveolar, plosive, lingua palatal retroflex , Trill sounds.	PS
	Are able to pronounce syllables and IMF words of the above sounds.	PSIM
	Are able to pronounce words with blends.	PWB
	Are able to speak in sentences.	SS
	Are able to read a paragraph.	RP

Distribution of students across the Speech skills – as on date – 15th Aug, 2011

The below graph shows number of students from class of 1 and 3 who have acquired various skills.

Students Distribution Across Speech Skills
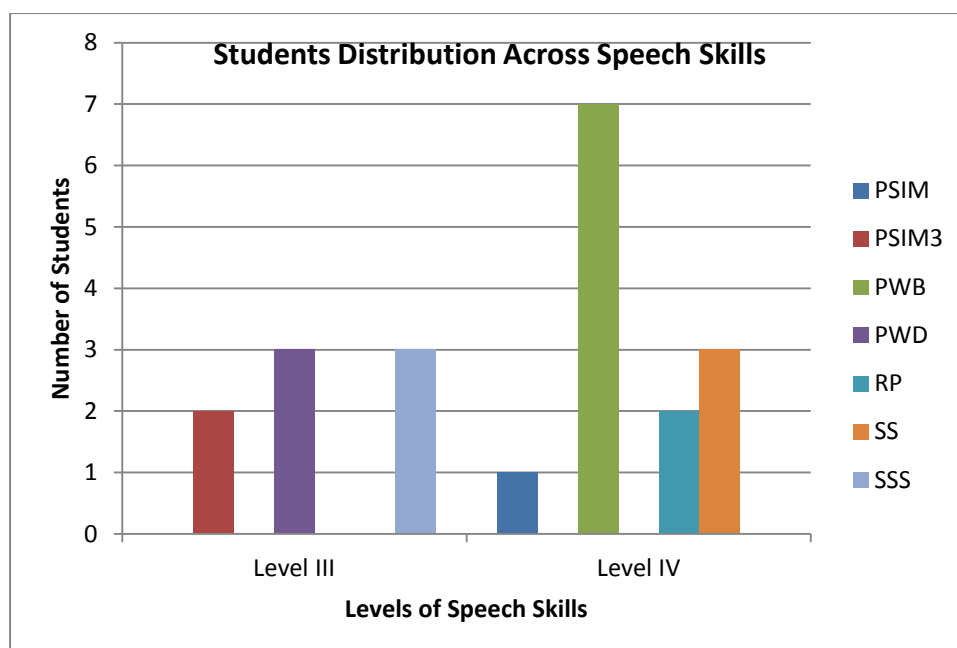
Above graph provides details skills acquired by children from classes 1 and 3. There are 7 students who have acquired skill coded PWB- which means Pronounce word with blends. Which is a level four skill. Similarly we have 3 students who have achieved skill coded SS – which is code for skill Speaking sentences which is also level 4 skill. Below table gives details of the students from class 1 and 3 and skills acquired by them related to Speech.

S.no	Student Name	Age	Gender	Class	Speech Level	Speech Sub Skill	Skill Description	Speech Skill Code
1	Bandi Anish	7	M	I	Level IV	3	pronounce words with blends.	PWB
2	M.Harsha Varma	8	M	I	Level IV	3	pronounce words with blends.	PWB
3	Swarna Anusha	8	F	I	Level IV	3	pronounce words with blends.	PWB
4	Kamireddy Venkateshwar Reddy	10	M	I	Level III	2	pronounce syllables and IMF words	PSIM3
5	Bringi Kavya	7	F	I	Level IV	3	pronounce words with blends.	PWB
6	Sk.Muzaffar Hussain	8	M	I	Level III	3	pronounce words with double consonants.	PWD
7	M.D.Sumera	9	F	I	Level III	3	pronounce words with double consonants.	PWD
8	L.Radha	9	F	I	Level III	4	speak in simple sentences.	SSS
9	Akbar Mahood	7	M	I	Level III	3	pronounce words with double consonants.	PWD
10	Kodali Sathveek	8	M	I	Level III	2	pronounce syllables and IMF words	PSIM3

| 11 | S.Veera babu | 12 | M | I | Level IV | 3 | pronounce words with blends. | PWB |
12	Doddepaneni Tilak Datta	11	M	I	Level IV	4	speak in sentences.	SS
13	G.Dinesh	15	M	III	Level III	4	speak in simple sentences.	SSS
14	Mamidi Priyanka	10	F	III	Level IV	4	speak in sentences.	SS
15	T.Surya Koushik	10	M	III	Level IV	5	read a paragraph.	RP
16	Kakaveti Bhavana	8	F	III	Level IV	5	read a paragraph.	RP
17	Tota Ajay	9	M	III	Level IV	2	pronounce syllables and IMF words	PSIM
18	S.Vishal	14	M	III	Level III	4	speak in simple sentences.	SSS
19	Boby Vadthyavath Shila Shiromani	10	F	III	Level IV	4	speak in sentences.	SS
20	Mundeddula Harshitha Patel	10	F	III	Level IV	3	pronounce words with blends.	PWB
21	Bethapudi Samuel	14	M	III	Level IV	3	pronounce words with blends.	PWB

Auditory Skills

Auditory skills have three levels of skills. Below table gives details of each sub skill categorized under corresponding levels. This table also provides various codes assigned to skills. This coding will help in analysis of children's learning better and also helps in reporting the progress made more easier.

Level	Sub Skill	Skill Code
Level 1	Detection of non verbal (instrumental) sounds	ADNV
	Gross discrimination of non verbal (instrumental) sounds	AGNV
	Fine discrimination of non verbal (instrumental) sounds	AFDNV
	Identification of non verbal (instrumental) sounds	AINV
	Detection of non verbal (environmental) sounds	ADNEV
	Gross discrimination of non verbal (environmental) sounds	AGNEV
	Fine discrimination of non verbal (environmental) sounds	AFNEV
	Identification of non verbal (environmental) sounds	AINEV
	Detection of verbal (vowels) sounds	ADVS
	Gross discrimination of verbal (vowels- vowels) sounds	AGVS
	Fine discrimination of verbal (vowels- vowels) sounds	AFDVS
Level 2	Identification of verbal (vowels) sounds	A2IV
	Gross discrimination of verbal (consonants-consonants) sounds	A2GDV
	Fine discrimination of verbal (consonants-consonants) sounds	A2FV

	Gross discrimination of verbal (vowels- consonants) sounds	A2GVC
	Fine discrimination of verbal (vowels- consonants) sounds	A2FVC
	Identification of verbal (consonants) sounds	A2IV
	Identification of verbal (vowels-consonants) sounds	A2IVV
	Gross discrimination of syllables sounds	A2GS
	Fine discrimination of syllables sounds	A2FS
	Gross discrimination of words	A2GW
	Fine discrimination of words	A2FW
Level 3	Gross discrimination of phrases	A3GDP
	Fine discrimination of phrases	A3FDP
	Gross discrimination of sentences	A3GDS
	Fine discrimination of sentences	A3FDS
	Identification of words	A3IW
	Identification of phrases	A3IP
	Identification of sentences	A3IS
	Able to take words in dictation	A3WD
	Answering in words through listening questions	A3LQ
	Answering in simple sentences through listening questions	A3SLQ
	Answering in 2 to 4 sentences through listening questions	A3LSQ

Distribution of students across the Auditory skills

Below graph provides details of students distribution across the Auditory skills of various levels. There are three students who have acquired the skills like Fine discrimination of words , which is coded as A2FW and Gross Discrimination of words, which is coded as A2GW. Similarly there are three students who acquired level 3 skill "Identification of Words" which is coded A3IW. The students who have been mapped here are from classes 1 and 3, as mentioned above in the Speech Skills.
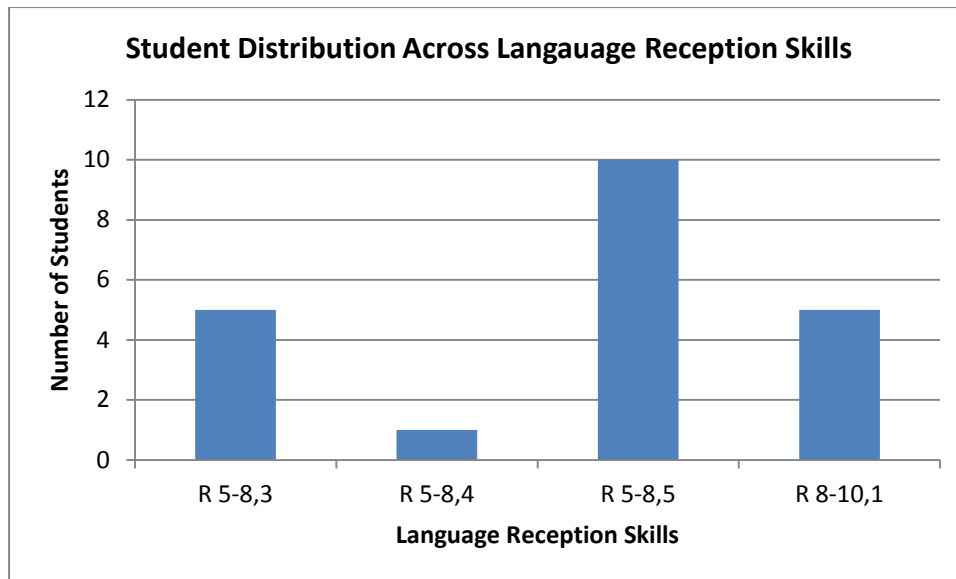
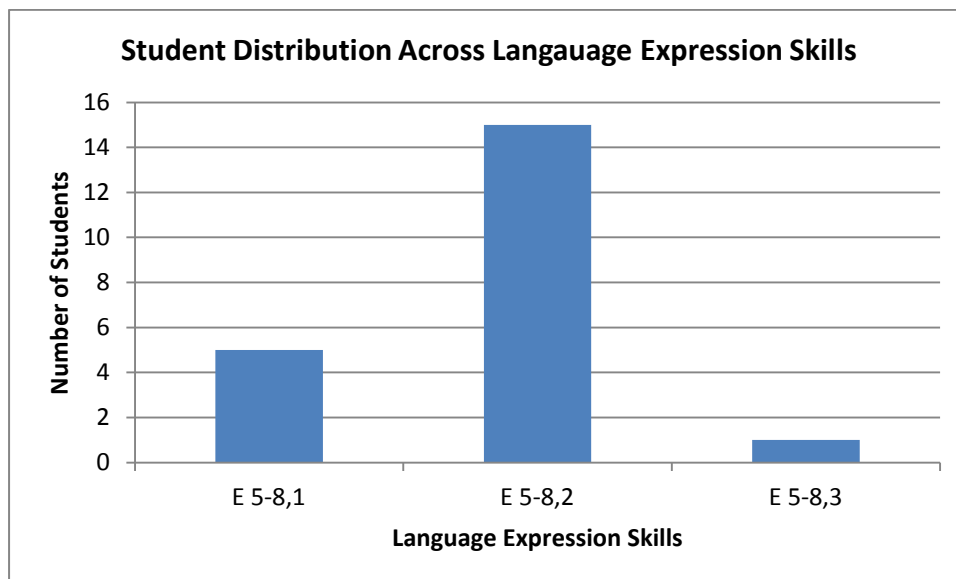Students Distribution across Auditory Skills
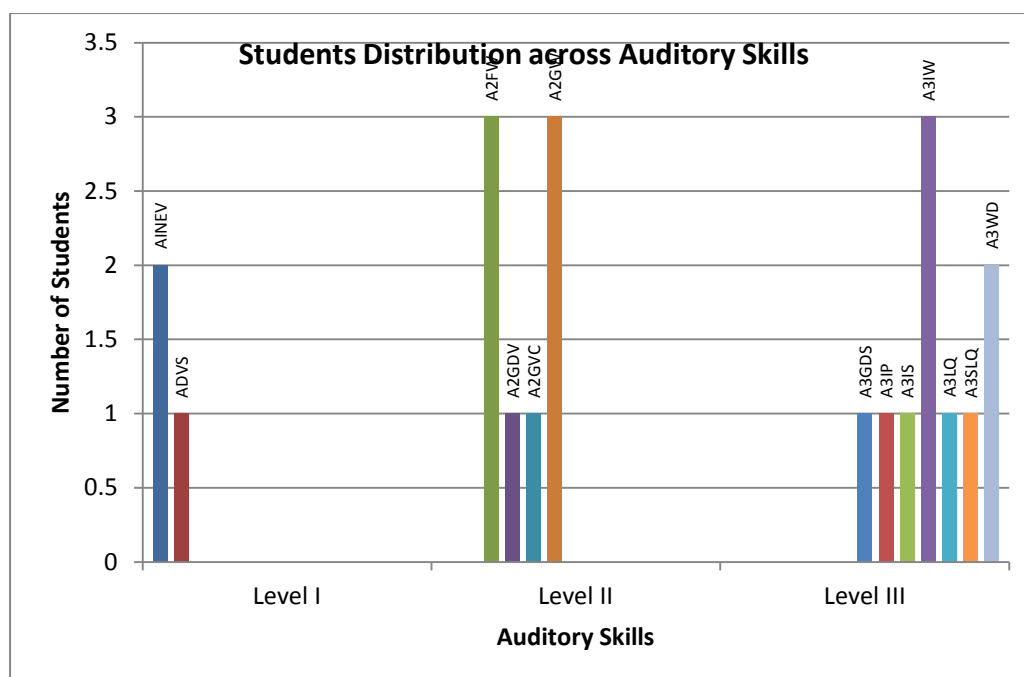
Language Skills

Language skills are primarily classified into two types. Language Reception Skills and language expression skills. Language skills have also been categorized age wise. Various age groups involved in classification are Age group 2-5 years, 5-8 years, 8-10 Years, 10 plus and 11 plus. Below table gives details of various skills classified under Reception and Expression category and one can also make note of codes assigned to each of these skills. First half of the skill codes contain the corresponding age groups.

Type	Sub Skill	Skill Code
Reception	children are able to identify their names, classmates, teacher and family members names.	R 2-5,1
	Are able to understand nouns like names of fruits, animals, etc.,.	R 2-5,2
	Are able to understand/ follow actions (verbs-sit, come, etc.,.)	R 2-5,3
	Are able to understand pronouns (I, he, my, etc.,.)	R 2-5,4
	Are able to understand simple phrases.	R 5-8,1
	Are able to understand adjectives (big, small, etc.,.)	R 5-8,2
	Are able to comprehend simple question forms like what, where, how many, etc.,.	R 5-8,3
	Are able to understand meanings for new words.	R 5-8,4
	Are able to understand simple sentences.	R 5-8,5
	Are able to follow unfamiliar people's speech	R 8-10,1
	Are able to follow the lessons in the oral approach.	R 8-10,2

	Are able to follow complex sentences and sentences with question forms	R 10, 1	
	Are able to comprehend the paragraph.	R 11, 1	
	Are able to follow two languages.	R 11, 2	
Expression	Children are able to call their classmates, teachers family members names.	E 2-5,1	
	Are able to say nouns like names of fruits, animals, etc.,.	E 2-5,2	
	Are able to say verbs and phrases with simple pronouns like this is a ball, etc.,.	E 2-5,3	
	Are able to say phrases with verbs like I brought an apple, etc.,.	E 2-5,4	
	Are able to say phrases with adjectives like This is a big ball, etc.,.	E 2-5,5	
	Are able to say phrases with prepositions like The ball is on the table, etc.,.	E 2-5,6	
	Able to reply the questions in the phrases.	E 5-8,1	
	Able to write the answers in words, phrases and in simple sentences.	E 5-8,2	
	Are able to say verbs with nouns, pronouns, adjectives and with adverbs, etc.,.	E 8-10,1	
	Are able to using conjunctions and interjections.	E 8-10,2	
	Are able to say verbs in tenses (present, past, future- simple, continuous, perfect)	E 8-10,3	
	Are able to answering in phrases and in simple sentences.	E 8-10,4	
	Are able to answering questions by reading passage.	E 10,1	
	Are able to describe a picture in sentences.	E 10,2	
	Are able to narrate a story.	E 10,3	

Student Distribution Across Langauage Reception Skills

Number of Students (y-axis): 0, 2, 4, 6, 8, 10, 12

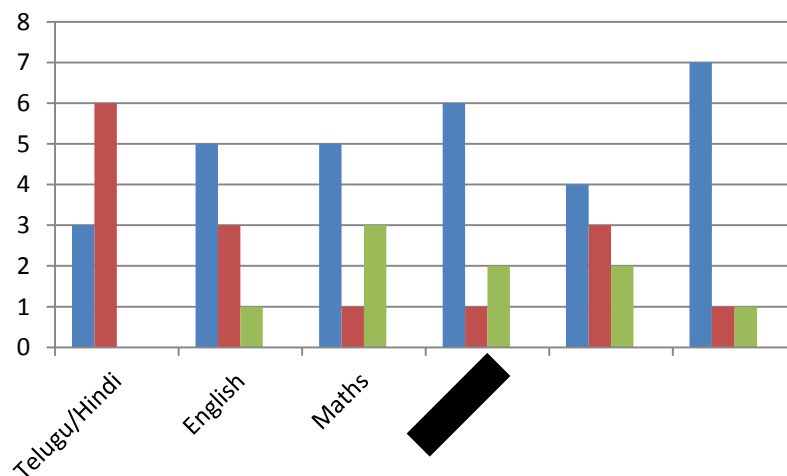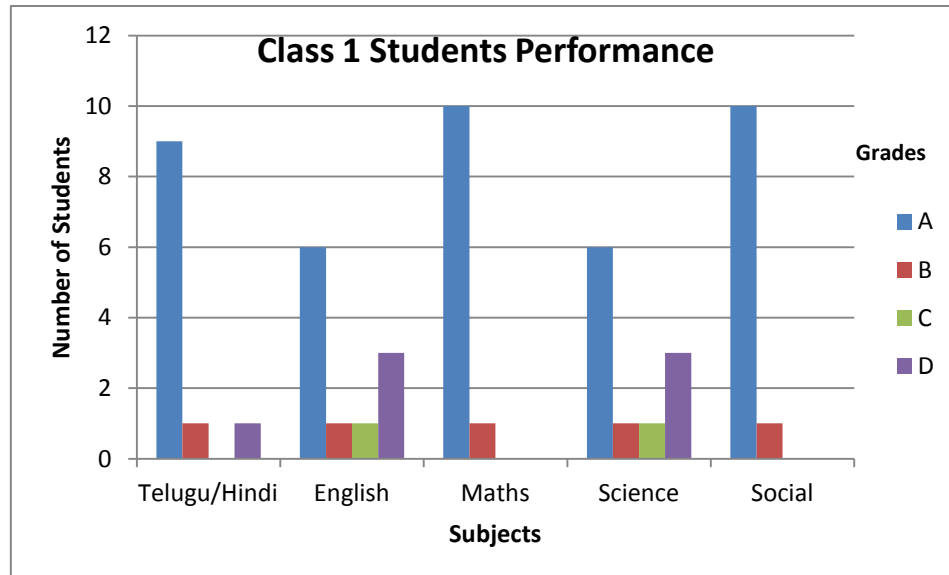| Language Reception Skills	Number of Students
R 5-8,3	5
R 5-8,4	1
R 5-8,5	10
R 8-10,1	5

The above table shows that for the skill "Are able to comprehend simple question forms like what, where, how many, etc.,." which is coded R 5-8, 3 there are five students from age group 5-8 years who have acquired this skill. Similarly for skill "Are able to understand simple sentences." Which is coded R 5-8,5 there are 10 students from Age 5-8 years who have acquired this skill.

Student Distribution Across Langauage Expression Skills

Number of Students (y-axis): 0, 2, 4, 6, 8, 10, 12, 14, 16

Language Expression Skills	Number of Students
E 5-8,1	5
E 5-8,2	15
E 5-8,3	1

The above table shows the skill acquisition pattern among the students pertaining to language expression skills. For the skill "Able to write the answers in words, phrases and in simple sentences." Which is coded E 5-8,2 there are 15 students among the 21 , who have acquired this skill.
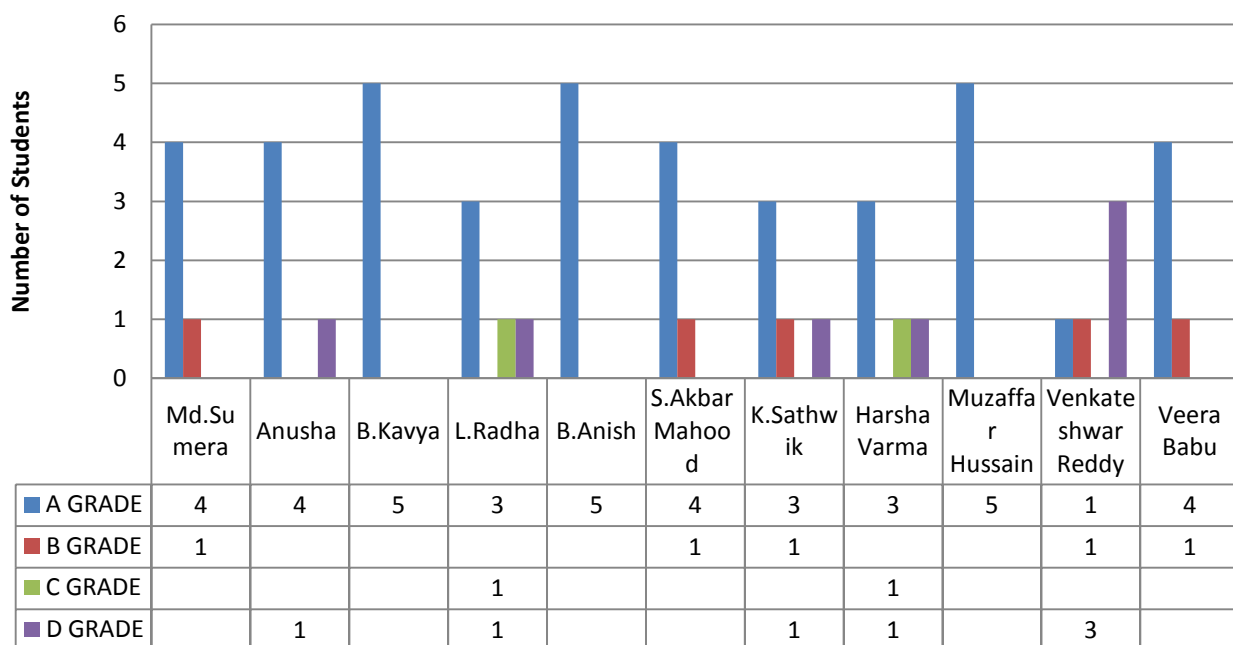
Performance of the kids in regular Academics

Ashraya- Akruti runs the school in accordance with State syllabus standards. Children are provided regular education and are frequently assessed in various subjects. Like any other regular school Ashraya-Akruti conducts periodic assessments. Below graphs provide the information about performance of class 1 and 3 children across various subjects.
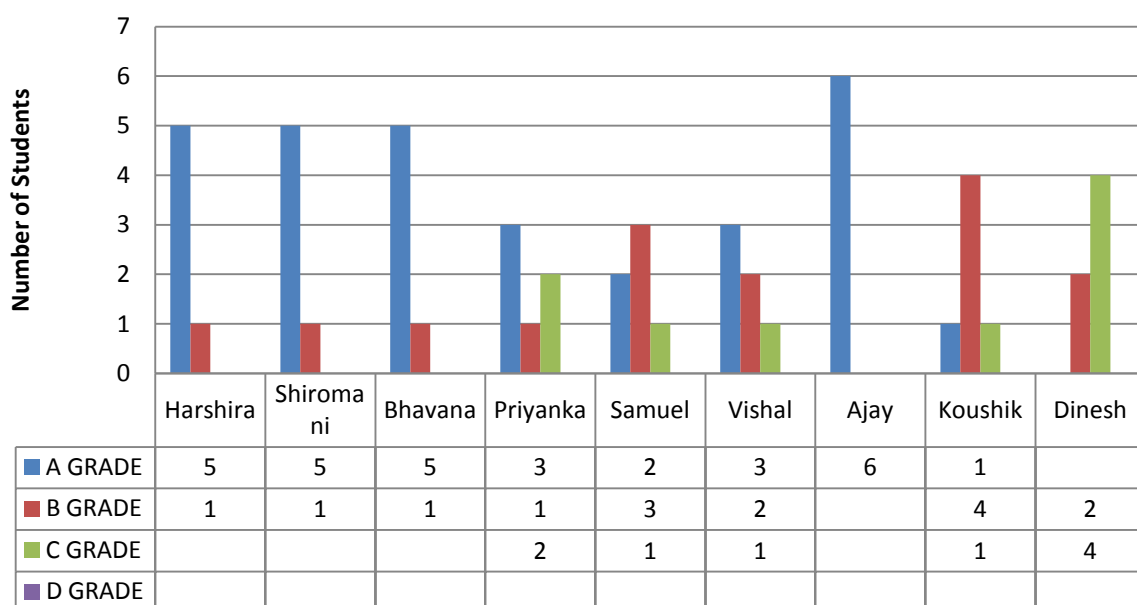

Below graphs give student wise performance information.

II-Unit Test Grades for Ist Class

	Md.Su mera	Anusha	B.Kavya	L.Radha	B.Anish	S.Akbar Mahoo d	K.Sathw ik	Harsha Varma	Muzaffa r Hussain	Venkate shwar Reddy	Veera Babu
A GRADE	4	4	5	3	5	4	3	3	5	1	4
B GRADE	1					1	1			1	1
C GRADE				1				1			
D GRADE		1		1			1	1		3	

II-Unit Test Grades for IIIrd Class B/S

	Harshira	Shiroma ni	Bhavana	Priyanka	Samuel	Vishal	Ajay	Koushik	Dinesh
A GRADE	5	5	5	3	2	3	6	1	
B GRADE	1	1	1	1	3	2		4	2
C GRADE				2	1	1		1	4
D GRADE									

These outcomes clearly indicate the efforts made by Ashraya Akruti team to ensure enough attention is given to both academic and special skills.

Visual Tour

Learning at Ashraya- Akriti

Class in progress – Pramila and Sreevani , special educators supported by YouSee conducting the class

Financial Report

How was the project pre-funded by UC?

The following funding was released from the account of UC to Ashray-Akruti towards meeting the cost of two teachers. Details of month wise utilization of fund by Ashraya-Akriti are also given the below table.

S.No	Date	Instrument Type, No, Date	Amount Transferred to Ashray-Akruti	Amount Spent on Project by Ashray-Akruti	Closing Balance with Ashray-Akruti
1	14-Jul-11	Cheque, 871861 , 12-Jul-11	45,000		45,000
2	30-Jul-11			16,256	28,744
3	30-Aug-11			16,012	12,732

How was the fund spent on the Project?

Below are the details of the fund utilization by Ashray-Akruti for the months of July and August, 2011. Total of **32,268** rs has been utilized as on Sep 1st, 2011.

S.No	Name of the Teacher	July Payment (INR)	August Payment (INR)
1	Teacher Class 1	8000	8560
2	Teacher Class 2	8256	7452

How is your post-paid contribution being used?

Your Post-paid contribution for this project through the result certificate UC-RC-1** is presented below along with any information of prior post-paid contributions received for this particular project. Your contribution helps us to deploy this money for newer projects supported by UC.

Project Cost (a) INR	32,268
Opening Balance of Project Cost	32,268
Units	Unit 1
UC Certificate	
Unit Certificate Acquired by	
Date of Acquisition of Unit	
Unit Cost (b) INR	
% of Project Cost Acquired (b)/(a)	0.00%
Closing Balance of Project Cost INR	
% of closing balance of Project Cost	100.00%
Transfer Fee (c) INR	
Total Unit Cost (b)+(c) INR -	

Certification by UC Representative

Mr. P.S Gunaranjan and R. Ramachandra from UC team visited Ashraya-Akruti in the months of June and July. They have personally visited the residential facility provided for the students and also visited the school and IT training centre located at Srinagar Colony, Hyderabad. Upon request, Ashray-Akruti team has also provided Governance and incorporation related documents. Following are the list of documents obtained by UC team.

S No	Documents
1	Incorporation Certificate
2	MoA and AoA/ Trust Deed
3	12(A)
4	80(G)
5	FCRA
6	Credibility Alliance

7	Annual Account Statements 2010-11	
8	Annual Account Statements 2009-10	
9	Annual Account Statements 2008-09	
10	Bank Account Info - Account Number, Branch, Bank, Account Type	
11	Project Agreement	

Apart from the above information UC team had also received information regards to teachers details and corresponding student details.

Conclusion

To track progress of learning amongst specially abled children population is complex. Going forward UC with the help of Ashray-Akruti team will strive to come up with assessment methodologies in tracking students progress in academic and non-academic curriculum.

Annexures

Salary Payment vouchers for the month of July, 2011

ASHRAY-AKRUTI

LITTLE ANGELS SCHOOL FOR THE DEAF
(A PROJECT OF ASHRAY - AKRUTI)

PAYMENT VOUCHER

BANK / CASH

Voucher No.

Date : 1 0 0 9 1 1

DEBIT	Rs.	Ps.
Parmeela . S	7452	

towards : Being amount Paid toward Salary
for the month of August - 2011

Cheque No. :

Rupees Seven thousand Four hundred and Fifty two

7452

Prepared by   Approved   Receiver's Signature

ASHRAY-AKRUTI

LITTLE ANGELS SCHOOL FOR THE DEAF
(A PROJECT OF ASHRAY - AKRUTI)

PAYMENT VOUCHER

BANK / CASH

Voucher No.

Date : 1 0 0 9 1 1

DEBIT	Rs.	Ps.
Sreevani . k	8560	

towards :

Cheque No.

Rupees Eight thousand five hundred Sixty only

8560

Prepared by   Approved

Payment vouchers for the month of August- 2011