

**ASSESSMENT OF THE QUALITATIVE OUTCOMES OF
COSMO FOUNDATION EDUCATIONAL PROGRAMS**

BY

PARUL SINGH

Management Training Segment

P35062

Submitted to

COSMO FOUNDATION

Faculty Guide: Prof. Shyam Singh

DECEMBER-JANUARY, 2015-16

Final Report Submitted on 18th March 2016

ACKNOWLEDGEMENT

I am grateful to Cosmo Films & Cosmo Foundation to provide me with an opportunity to closely experience the wonderful efforts put in by the Cosmo Foundation team in last 2 years. I am particularly thankful to Ms.MamtaBaxi for providing us with excellent support all through the study, for her readiness to explain the smallest query and for her patience. The entire Cosmo Foundation team provided wonderful support spending long hours and putting in efforts to cull out data and information meticulously as and when required. Especially to mention Pravin Chauhan Sir,Pranav Raj, PravinChenva and Chirag Panchal without whose support the evaluation exercise would not have been fruitful. A spell of appreciation also goes to the Cosmo Films Ltd. Plant Manager H.R.-ShriLakshman Yadav for his warm hospitality during the evaluation exercise.

Numerous thanks go to all those kind-hearts who have been instrumental in the data collection exercise – directly as respondents and indirectly as well-wishers.

Parul Singh

EXECUTIVE SUMMARY

Title : To assess the social impact of CF educational programs on local institution viz. family, schools, Gram Panchayat etc. and measure qualitative outcomes of CF programs.

Organisation : Cosmo Foundation

Reporting Officer : Ms MamtaBaxi

Faculty Guide : Prof Shyam Singh

Participant's Name : Mr Parul Singh (P35062)

Objective

Assessment of social impact of CF's educational programs going in Karjan block of Vadodara dist. The project will deal with qualitatively evaluation of programs which are being carried out by Cosmo Foundation in the block Karjan of Vadodara district.

Scope of the study

Qualitatively evaluate the social impact caused by CF's educational program in 8 villages of Karjan block.

Methodology

- Research Design : Descriptive
- Data type : Qualitative

Source of data

- Primary sources: Focus group discussions, informal and formal interviews.
- Secondary sources: Cosmo Foundation records, school records.

Major findings

Lack of basic primary education is the major drawback in the villages of Karjan. Majority of the population in these villages is either ST or SC, the level of education is really low at the primary level. Due to ignorance from the parents and lack of interest in studies, children in these areas lack in basic reading and writing skills. Cosmo foundation through its three programs viz. Basic English Program, Cosmo GyanViharKendras and Computer literacy Program are trying to bridge these gaps which have been there in the education system. They have collaborated with village government schools and private schools to impart basic primary education to the village children. They have a level based program structure where students are differentiated on the basis of their knowledge regarding a particular subject not on the basis of their school class. It helps a least performing students to continue doing his school on one hand and getting back up education from the program on the other simultaneously. The education which is being given in the program is free of cost. After the implementation of the program the children in these villages have improved on their basic reading/writing and English skills and also have got the basic knowledge of computers.

Conclusion drawn

CF programs have been successfully implemented at the primary level.

Recommendations

Programs for awareness of parents and career counselling for secondary grade students. Setting up a team to provide career counselling to the students at very initial stage. It was observed during the FGDs with the students that many of them did not have any idea about their career choices. Setting up funds for meritorious students who cannot afford higher education of their choice. As most of the students are from lower economic groups, economic constraints play a major role in deciding their career choices. Providing funds for repairing of toilets at schools like High school in Vemar. Toilets play a major role in girl child education as most of the girl students skip school during menstrual cycle when there is no availability of toilet facilities in school.

TABLE OF CONTENTS

S.No	Page No.
1. INTRODUCTION	1
1. Area Profile	1
2. Cosmo Films ltd	1
3. Cosmo Foundation	2
4. Cosmo GyanVihar Kendra	2
5. Computer Learning Program	2
6. Basic English Program	3
7. Swatch VidyalayaAbhiyaan	3
8. Initiative taken up by CF teachers and Balmitras	3
9. Previous studies	4
2. METHODOLOGY& DATA COLLECTION & ANALYSIS	5
1. Sampling technique	5
2. Sampling Plan	5
3. Population	5
4. Sample size	6
1. Data collection techniques	7
2. FGD	7
3. Interview	7
4. Case study	9
5. T-Test	10
3. FINDINGS AND RECOMMENDATIONS	11
1. Findings	11
2. Recommendations	13
4. RERENCES	A
6. ANNEXURE	B

LIST OF FIGURES

S.No.	Page No.
1. Population covered figures	5
2. Number of participants in FGD and Interview	6
3. Students likes to do	12
4. Reason for liking computers	12

LIST OF ABBREVIATIONS

ABL	Activity Based Learning
BE	Bachelor of Engineering
BEP	Basic English Programme
BOPP	Bi-axially Oriented Poly Propylene
BPL	Below Poverty Line
BSC	Bachelor of Science
CF	Cosmo Foundation
CFL	Cosmo Films Ltd.
CGVK	Cosmo GyanVihar Kendra
CLP	Computer Literacy Programme
CSO	Community Service Organization
CSR	Corporate Social Responsibility
ERs	Elected Representatives
FGD	Focus Group Discussion
HR	Human Resources
IA	Impact Assessment
ICT	Information & Communication Technology
IT	Information Technology
ITI	Industrial Training Institute
MS	Microsoft
NGO	Non-Government Organization
O&I	Outcomes And Impacts
OBC	Other Backward Classes
RDC	Raman Development Consultants Pvt. Ltd.
RTE	Right To Education
SC	Scheduled Castes
ST	Scheduled Tribes

CHAPTER-1

INTRODUCTION

1.1 AREA PROFILE

Karjan is one of the blocks of Vadodara district situated at a distance of 40 km. from the district headquarter on National Highway No. 8. Karjan with 93 villages and the block headquarter is spread in an area of 601.87 square km. and has three rivers Narmada, Bhukhi&Dhadhar flowing through the block. Canal irrigation has a wide network in the block.

The area has significant population of Schedule Tribe and Schedule Caste communities. About 55% of the population comprises of SC, ST and OBC communities and a large number thereof, about 40% is ST (tribal) population. Most of the villages have basic infrastructure like drinking water, approach roads, electricity, post office, anganwadis and schools. Villages are connected through the State Transport bus network. Private vehicles also commute among villages till highway.

On the education front, all the villages have primary and many have secondary schools. Karjan has 3 ITIs, one Arts-Science-Commerce College and several private – trust run schools and government schools across the block. Some good schooling facilities are made available by the Muslim community service organizations operating in the area at Valan, Karjan, and Sasrod and Kalla villages of Karjan. Most of the schools have the required number of teachers in place. One interesting trend observed in the area is that most of the government and grant in aid schools have students mostly from socially and economic backward classes. The richer class generally tends to send their children to nearby cities like Vadodara or prominent residential schools elsewhere. While private tuition or skill based coaching like computer education were available at large towns like Karjan, these were not available at village level. Again this is generally availed by privileged caste and class youth. There is no English learning facility in towns like Karjan. Due to the profile of the area, the aspirations are mainly to get a secured job in one of the large industries surrounding the area.

1.2 COSMO FILMS LTD.

Cosmo films ltd was established in 1976 to manufacture Bi-axially Oriented Polypropylene Films (BOPP) for the first time in India. Cosmo Films Ltd. (CFL) promoted by Shri Ashok Jaipuria in 1976, is one of the largest producers of Bi-axially Oriented Poly Propylene (BOPP) films in India with an accomplishment record of pioneering introduction of new films. It has emerged as the only company in the world that provides both films and equipment, by adhering to its vision. CFL is the largest BOPP film exporter of India with exports to over 60 countries, with manufacturing facilities in at NaviJithardi of Vadodara district in Gujarat and Waluj- Aurangabad in Maharashtra and also in USA and South Korea.

1.3 COSMO FOUNDATION

CFL has firm faith in the adage “We can make a difference” in lives of people who are less privileged. Holding firmly this belief, various philanthropic initiatives viz. dispensary, educational scholarships, beautification of city were undertaken in Aurangabad.

To make these initiatives more sustainable, Cosmo Foundation (CF) was set up in 2008 as the philanthropic arm of the CFL. Under the banner of CF, various educational programmes are initiated in villages of the Karjan block of Vadodara district that include the Cosmo GyanVihar Kendra (CGVK), Basic English Program (BEP) and Computer Literacy Program (CLP). These programmes aim to help young students to realize their potential, make informed choices and become an empowered individual. The programmatic interventions of CF are being carried out in a radius of 20kms from the Cosmo Films Ltd. Plant at NaviJithardi.

1.4 COSMO GYAN VIHAR KENDERA

It was started in the year 2009-10 in 4 villages. Now with its presence in 6 villages and 8 schools, it has successfully helped in bridging the gaps which are left in the regular schooling program. CGVK program’s sole purpose is to provide a support structure to the already present education system in schools at the village level. The program is designed in such a way that students who are not able to cope up with the school curriculum are given back up classes in the morning before the school classes. Students of primary level are divided into groups of 4 levels. Students are then distributed on the basis of their performance in the pre-test which is being take up by Cosmo teachers. This test include questions which are based on their subjects which are being taught in school. Questions based on paragraph reading and sentence writing is being asked in the pre-test. Teachers then teaches students using pictorial activities and extra curriculum activities. Everyday classes are being taken in the school premises itself. Along with studies students are been basic hygiene. Usually festivals of other religions are not celebrated in non CF school but here all the festivals are celebrated in the school premises itself. Books and copies for activities are being given by CF officials to the students. Role plays, poems and many other activities are being used by the teachers so that students show interest and eagerness to learn new things. Students are kept in a particular level till they are capable of fulfilling all the parameters which are required in that level.

1.5 COMPUTER LEARNING PROGRAM

This program was started in the year 2008-09 with the aim of providing computer education to the village students. It was seen during the need assessment survey that students from the village did not knew about computers and majority of them have not seen or worked on it for real. With the vision of making rural youth computer savvy this program was started in 5 villages initially now it has spread to 7 villages. The students are divided into 4 levels on the basis of performance in the pre-test. The students are asked question based on their knowledge in the subject. They are then taught according to the syllabus which is being

provided by the CF officials. This syllabus is being prepared keeping in mind the standards of a city schools. The teachers and Balmitras who are given responsibilities to teach the students are first given a specialised training for about 2 or 3 months, so that they should not have any problem in teaching in the future. Students are given enough time to do practical so that whatever they have learned during their theory they can easily replicate through practical application.

1.6 BASIC ENGLISH PROGRAM

This program was started in 2010-11 and now it is been taught in 3 schools. The need of BEP kind program was felt with the growing importance of English language in every phase of life. The children at village level should not remain behind the city children in terms of English knowledge, the program focuses on spoken English and sentence making. Teaching is done with the help of audio and visual clips. Syllabus is taught in such a way that students are able to get the basics right.

1.7 SWATCH VIDYALAYA ABHIYAAN

This is an initiative which was taken up by Cosmo Foundation on the pretexts of PM's Swachh Bharat Abhiyaan. In this students voluntarily take part in cleaning drives organised by CF officials inside the school premises. Daily hygiene is also taught under this initiative. Students who are participating in the Swachh Abhiyaan are given badges too, so that other students can identify them as Swachh Abhiyaan caretakers.

1.8 ABOUT THE PROJECT

The project deals with the through study and evaluation of all the programs which are being carried out by Cosmo Films under its CSR arm Cosmo Foundation in the block Karjan of Vadodara dist. The project dealt with interaction with all the boundary partners so that a consolidated result can be find out.

1.9 INITIATIVES TAKEN UP BY CF TEACHERS AND BALMITRAS

Overall approach of fun with education incorporates sound elements of teaching and encouraging learning through a variety of good practices like:

- CF teachers makes sure that there should be least number of absenteeism. For this they personally pay visits to the student's homes and enquire about the whereabouts of the students.
- CF teachers organise regular parent teachers meet (Vali meet) to give a feedback about the progress of their wards. This meet is organised near the homes of the students who are

attending the CF classes so that at least one member from each student's home can come and participate.

- CF members phone the student's parents and tell them about the ward's progress.
- They also counsel the parents of students who are not able to send their children out of economic reasons.
- Training from reputed institutes like NIIT and others are being given to the teachers and Balmitras prior introduction to any new course.
- CF organises Balmelas to motivate students. Here games are being organised and presents and gifts are distributed to the winners.
- CF also organises computer awards. For these students are being selected out of a computer exam which is being conducted for each and every CF school at a common centre.
- Meritorious students are then awarded laptops and others goodies in a functions organised yearly.
- Teaching is done by presentations on computer.
- For any references and further study students are allowed to use the CF library which is being maintained in the school by CF teachers.
- There is strictly no punishment rule which is being followed in the teaching pedagogy.
- Exposure to IT skills, removing social backwardness etc. are some of the outputs which have been observed .
- They are basically concentrating on the basics this is the reason why they have targeted their intervention on teaching pedagogy.

1.9 PREVIOUS STUDIES

First qualitative study was conducted by a Vadodara based development professional Ms.Aruna Lakhani in the year 2010. There was another qualitative study which was conducted by Raman Development and Private Consultants ltd. in the year 2013.

CHAPTER-2

METHODOLOGY

2.1 SAMPLING TECHNIQUES

Simple random sampling technique was used. This was used because I had the fixed number of students and staff to cover.

For parents convenience sampling was used as most of the parents were out during the day time for their livelihood. It was difficult to cover parents at the day time as most of the parents were labourers and were always in the fields out of village for their work.

2.2 SAMPLING PLAN

For the students it was maintained that at least 10 % of the populations was taken as a sample. Students who participated in the discussion were from different class standard.

For the staff of school and CF minimum 50 % sample was maintained.

2.2.1 TOTAL POPULATION

Number of students for FGD	: 1716
Number of principals of the school	: 17
Number of CF teachers & Balmitras	: 24
Number of Sarpanch	: 8
Number of school teachers who teach English	: 18

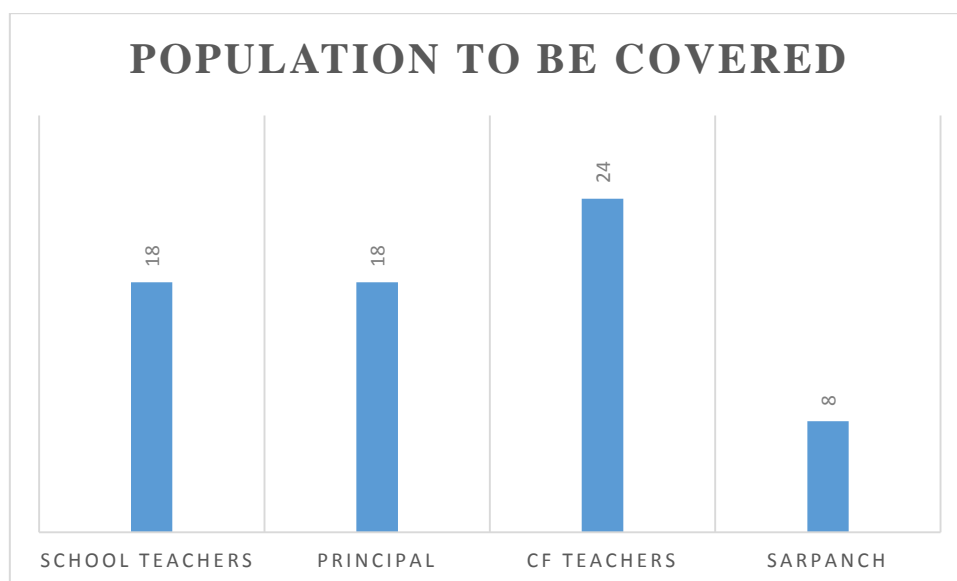


Figure 1

2.2.2 SAMPLE SIZE

Number of students who participated in FGDs	: 120
Number of school teachers who participated in structured interview	: 14
Number of parents who participated in FGDs	: 32
Number of principals who participated in structured interview	: 8
Number of CF teachers who participated in structured interviews	: 18
Number of Sarpanch who participated in unstructured interview	: 2

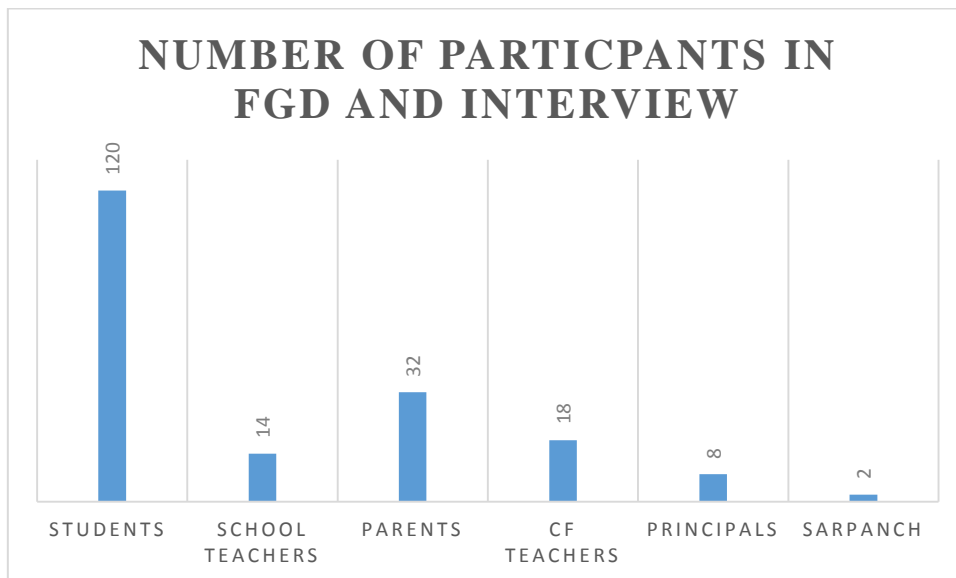


Figure 2

Refer annexure.1

2.3 DATA COLLECTION AND ANALYSIS METHODS

2.3.1 DATA COLLECTION TECHNIQUE

Qualitative technique was used to collect the sample data. The following techniques were used to collect the data.

- FGD
- Interview – Structured & Unstructured.

2.3.1 FGD

Student's families

- Brief on the family background.
- Their child's response towards the CF program
- Benefits/ ill-effects from the program.

- Do they know CF functionary in the village?
- Have you visited CF classes, Balmela, Computer award function any time? Their perception about these programs?
- Have they attended parents meeting organized by CF any time?
- Had anytime CF teacher has visited their house or sent SMS.

Students

- About CF programs.
- About CF teachers.
- About the syllabus which is being taught in the school
- About the syllabus and systems of CF educational programs.
- How do they feel about CF assessment? What is the difference in assessment done by CF and schools?
- Awareness and perception about CF's supportive programs viz. computer award, Balmela, festival celebrations etc.
- What more do you feel should be taught in the CF programs?

2.3.2 INTERVIEW

- **STRUCTURED INTERVIEW WITH THE PRINCIPAL**

1. How long you have been associated with “...” School?
2. How many primary and higher secondary wings are there in your school?
3. How many school teachers are currently working in each wing?
4. Since when your school is associated with CF programs?
5. How many CF teachers are currently working in your school?
6. Cluster coordinators, higher management, company employees do visit your school. How does it help? What feeling it gives to villagers, students and school team at large?
7. How many programs are currently going in your school?
8. Has these programs helped the children in their level of studies? Did it help to improve learning levels?
9. Is the course taught by the CF teachers is in sync with the current syllabus taught by the school teachers or is it different? If it is different, is it valuable and needed? How?
10. Is the students attending all the courses which are being taken up in CF program?
11. How is the students of this school responding to the CF syllabus and classes?
12. In what way or how does students benefit due to CF programs?
13. Is there any benefits to schools due to CF programs?
14. Is there any suggestion which you would like to give to us which can help in strengthening CF programs in Karjan block?
15. Three things which you like the most or appreciate about CF programs.

- **SCHOOL TEACHERS**

1. For how many years you have been associated with the “.....” school?
2. How do you see CF program, as a help or as a hindrance in your regular school activities?
3. How does students respond to the program?
4. Does the syllabus which is taught by CF teachers helps you in your regular teachings?
5. What else should be included in the program?
6. CF programs help you to expand your knowledge and exposure? If yes how?
7. Three things which you like the most or appreciate about CF programs.

- **CF TEACHERS AND BALMITRAS**

1. For how long you have been working with the CF?
2. When you joined what was your age and educational qualification and what is today?
3. As a teacher what kind of trainings you have undergone?
4. What is the contribution of CF in your personal and professional growth?
5. How CF programs have impacted your life, identity? The program has facilitated any changes / transformation in your life, in family and in villages at large?
6. What are the problems which are faced by you during your teaching process in the school?
7. How do you respond to these problems?
8. How students responds toward teachings given by you?
9. Do you make sure that students who are being taught here revise at their homes?
10. If not, do you help them revise in the class itself?
11. Do you make sure that you adhere to the course structure which is being given by the CF?
12. Do you ensure that students comes to the classes regularly?
13. How do you prepare for the sessions which are being taught in the schools?
14. What changes would you like to recommend in the course structure or systems?
15. What difference you see in mainstream curriculum, teaching process and of the mainstream schools?
16. Due to CF programs what changes you see in life of rural children, parents and community?
17. Due to CF programs do you see any changes in functioning of the mainstream schools? If yes then how?
18. What kind of investment (not only financial but intellectual etc.) CF has made to build your career?

2.4 CASE STUDY

- **SangeetabenJigneshbhai Patel**

Sangeeta ben one of the Balmitra of CF program teaches in CGVK program since 4 years. Being physically challenged due to polio she has managed to complete her studies and living a dignified life. Few years back she was diagnosed with throat cancer. Cosmo Foundation has helped her in sustaining a normal life by sharing surgery cost, counselling and by providing her an opportunity to work as a Balmitra in the CGVK programs. She feels grateful to Cosmo foundation that they have identified her talent and eagerness to teach and given her this opportunity. Now she is seen as an inspiration to many others who wants to pursue their endeavours. Her daughter is pursuing computer engineering.

- **Chiragbhai**

Chiragbhai one of the work horse of Cosmo Foundation at one time left studies to support his family. He only did matriculate and ITI course when he had joined Cosmo Foundation as a support staff. After joining CF he did certificate course in Early Child Care Education, and undergone various trainings in CF viz. Life skill education, language development, fundamentals of Maths etc.. He now works as a cluster coordinator in Cosmo Foundation. He tirelessly works to reduce absenteeism in schools, raising awareness among parents on importance of education. He facilitates the cadre of Balmitras and a leader to organize children's fair. Cosmo Foundation has given him an opportunity to fulfil his dreams through its programs. CF has supported people like Chiragbhai to complete their studies and as well as earn their livelihood.

- **MayurbhaiMaheshbhaiKaptan**

MayurbhaiMaheshbhaiKaptan is one of the member of Cosmo foundation who not only is pursuing his studies in school but also is a Computer and English assistant teacher. He is currently doing his 12th through open school and teaching primary school students in Kandari village. Before joining Cosmo he was taking care of buffalo at home. He is coming from a single parent family, supports livelihood of family with CF stipend. He is a voracious reader, his ideal is an Amartya Sen. He makes sure that he strikes a balance between his studies and teaching. After joining Cosmo Foundation he says that he wants to pursue different courses in computer education and wants make his career in this field only.

2.5 T-Test

This was done to find out whether the level of education provided by different CF teachers in different school varies or not. The results shows that there is no significant difference in the mean of the observations. The results were based on the basis of data collected from the students of the different schools. In this students were asked to rate the CF education on the scale of 0-9. Their responses were noted down without compromising the identity of the students. It showed that 3 pair out of 10 pairs of school showed a difference in standard of education being provided rest showed similar trend.

2.6 Data collection

Data was collected from the students on how they rate the overall performance of the Cosmo Foundation work which is going in their schools. Students were asked to rate the performance on the parameters of as follows:

1. Knowledge of Cosmo teachers/Balmitra
2. Behaviour of Cosmo teachers/Balmitra
3. Teaching style of Cosmo teacher/Balmitra
4. Punctuality of Cosmo teacher/Balmitra
5. Personal interaction of Cosmo teacher/Balmitra

The responses then were collected on the scale of 0-9 and the final score was the average of all these responses. All the responses were collected keeping in mind the confidentiality of the students.

• T-Test responses

Students		Choaranda©	Kandari(ka)	Methi(M)	Bodka(B)	Vemar(V)
A1		9	8	8	9	5
A2		5	9	9	8	6
A3		8	7	7	7	8
A4		6	8	6	6	9
A5		7	9	9	8	7
A6		5	6	7	7	8
A7		5	5	9	8	9
A8		5	8	8	7	8
A9		6	7	9	9	9
A10		8	8	8	7	7
A11		7	9	7	6	7
A12		8	7	7	7	8
A13		4	9	6	8	8
A14		9	8	9	7	9

CHAPTER-3

3.1 FINDINGS AND RECOMMENDATIONS

3.1.1 FINDINGS

During the whole project it was seen that the most important thing which binds and motivates the people who are associated with this project is the sense of responsibility towards the society and for the greater good. Everybody in the Cosmo foundation team is motivated to perform at the highest level or their capacity. This attachment and the sense of responsibility toward the mission and vision of the Cosmo foundation the employees are always motivated. The leadership at the management level is aligned to work for the betterment of the society. This propels teachers, Balmitras and management of the foundation to give their best every time. The new ways of teaching and regular monitoring of the program has brought improvement in the teaching process and in the course correction as and when it was required. Regular updating of the syllabus has kept students associated with the program.

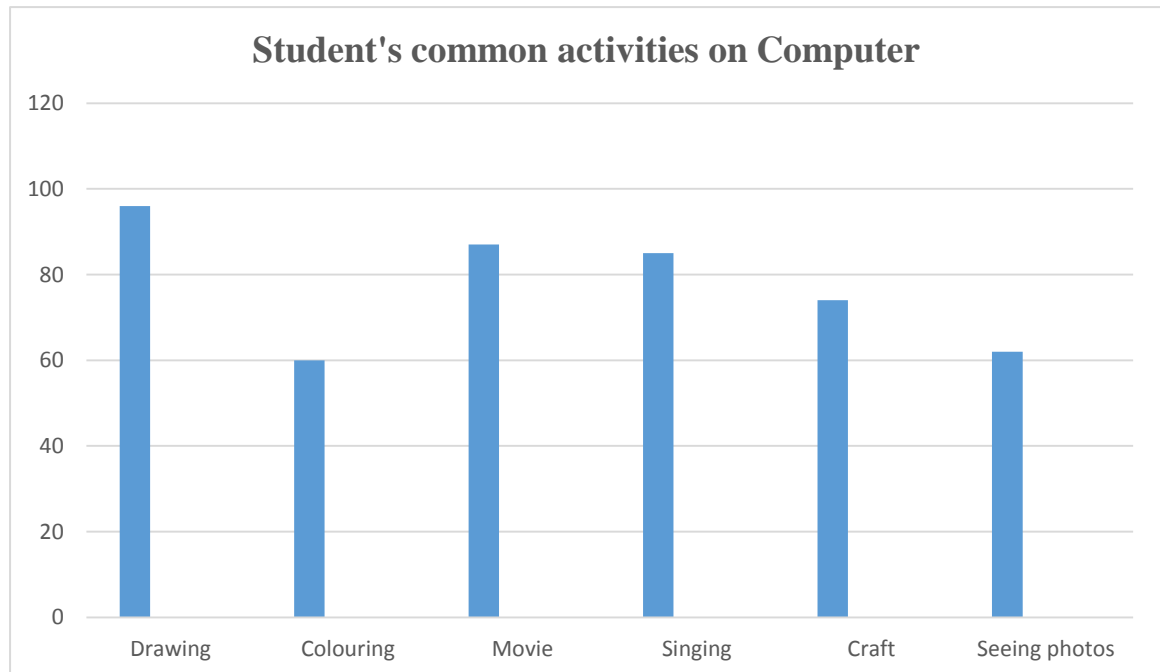
❖ Following are the findings which were observed during the qualitative study of the programs.

- It was seen that there was an improvement in handwriting of the students who participated in the vacation batches and CGVK programs.
- The CF curriculum across all the programs follow bottom up approach where needs and wants are identified and then it is fabricated in the structure of the program.
- There was an improvement in cleanliness practices adopted by students.
- Inclination toward studies was improved in students. Initially they use to miss a lot of classes but now they attend most of the classes.
- The parents also are now concerned about their wards performance. A behavioural change was observed in the thinking of parents.
- Initially the students were not aware of computer education and were deprived of it. Now students show interest and those who participates in computer education have acquired basic operation skills.
- Due to CF programs there is a significant reduction in student's dropout ratio.
- The selection of teachers and Balmitras from the village itself has given a chance of earning livelihood to the villagers through education. Woman from different social group have been selected to become Balmitras. This has improved their standard of living and even improved their status in the society.
- Many woman from socially backward community has now come forward to participate in the CF programs by becoming Balmitras.
- CF programs has given rural youth a chance of earning livelihood through education.
- Women emancipation has been noted in these areas as more women participate in becoming teachers.
- Exposure to new technologies and computer education has made students and teachers more aware of the different opportunity available for them apart from agriculture-allied activities.

- Exposure to English program has improved understanding of English language and the confidence of the students as well as the Balmitras who are associated with BEP.
- Factory visits conducted by Cosmo foundation for the school students has improved the awareness about the work which is done in the manufacturing plant.
- Holding Balmelas has given exposure to the children about the different games and activities which are more common to city children and built identity of CF programs with dignity.
- Computer awards have improved the spirit to compete among the children. As of now more and more students now participate in computer award screening test. This is because the desire of getting laptops as a reward is much of pull for students to study computer. In 2013 and 2014, 26 complimentary prizes and 6 laptops have been awarded to the students till now.
- Students are now more focused about their career orientation. Students in villages are now aspiring to become computer engineer and computer educators.
- Vacation batches which CF undertakes are successful in creating a culture of learning during the holidays and it has a valuable contribution to improve education.
- It was observed during the field work that students of primary section have improved motor coordination during the course of the CF programs.
- Training for teachers and Balmitras with the help of theatre so that they can get a good idea of how innovatively they can apply this learning in their day to day practice.
- CF teachers also participate in the day to day working of the schools. The CF teachers help students in downloading their Board and other competitive results.
- CF teachers takes responsibilities of substitute teachers in the absence of regular school teachers.
- Students of primary section have started reciting prayers in the school during the lunch break and Morning Prayer in English. They greet the guest in English and also follows simple instruction in English. Motivation among students to learn English is very high.
- During the field work it was seen that CF program has become an agent of removing social biasness. The way they carry out their programs and the way the whole foundation is structured it is evident that there is no class, caste and social divide among the officials, trainers, teachers and Balmitras.

❖ Quantitative Analysis

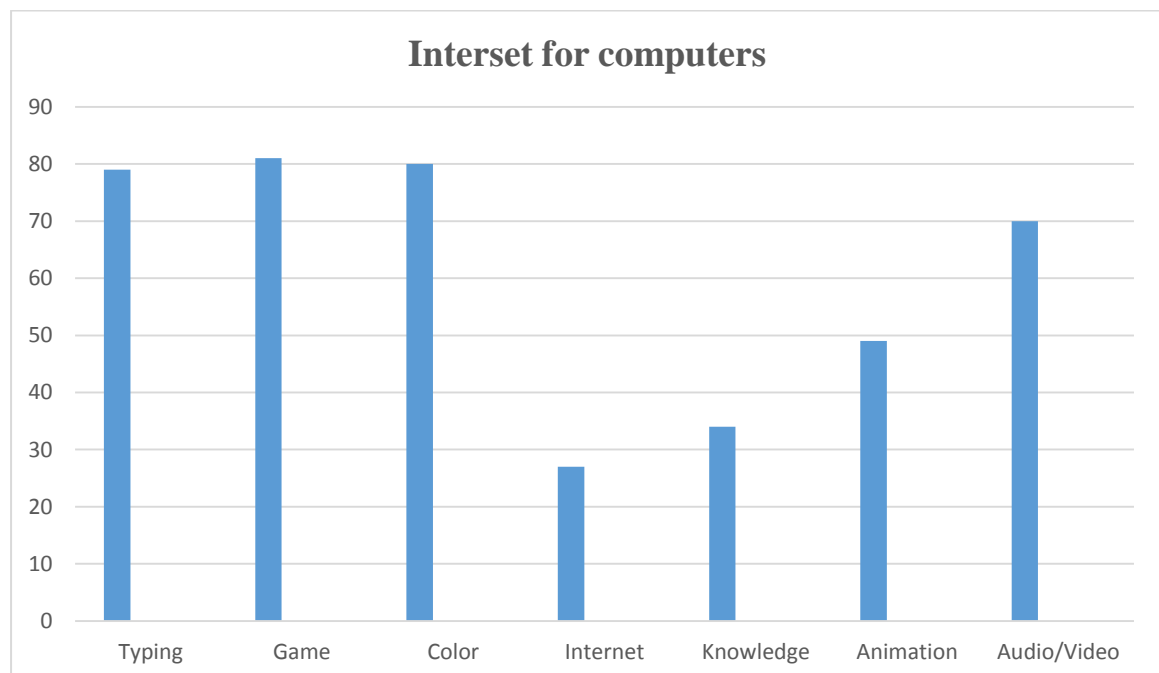
- Student's common activities



*in percentage

Figure 3

- Interest for Computers



*in percentage

Figure 4

- The above graphs shows that there is a high affinity of students towards drawing. More than 60 % of students show interest of watching movies and pictures on the computer. More than 70 % of students love to use different typing tools provided in computer. More than 80% of students prefer paint as their favourite time pass when they are using computer.

3.1.2 RECOMMENDATIONS

- Setting up a team to provide career counselling to the students at very initial stage. It was observed during the FGDs with the students that many of them did not had any idea about their career choices.
- Setting up funds for meritorious students who cannot afford higher education of their choice. As most of the students are from lower economic groups, economic constraints play a major role in deciding their career choices.
- Providing funds for repairing of toilets at schools like High school in Vemar, Methi, Kurali and Primary schools like Choranda, Kurali, Methi. Toilets play a major role in girl child education as most of the girl students skip school during menstrual cycle when there is no availability of toilet facilities in school.
- Setting up of community computer centre/ Library/ English Lab in village Kothav. People there are keen on providing space and funds for development of a computer centre.
- Conducting counselling sessions for the parents near their homes and structured program for parents education. This will help in reduce student drop out further and also to improve quality of education.
- Maintaining records for each and every school which is under CF program. Also conducting the similar pre-test for non CF schools so that results can be compared between the schools and true quantitative impact can be calculated. For this it is recommended that school of same stature with respect to the schools where Cosmo Foundation is working can be taken as a control group. All the examinations which are conducted in Cosmo Foundation schools should be conducted in those schools also accept the program itself. This will bring out true impact of our program in the Cosmo Foundation schools.

References

1. Cosmo Foundation Impact Assessment Report -Raman Development and Private Consultant ltd report 2013-14.
2. Evaluation of Computer Literacy Program of Cosmo Foundation, Report by Ms.Aruna Lakhani 2010-11)
3. Cosmo Foundation Annual Report 2012-13,2013-14,)

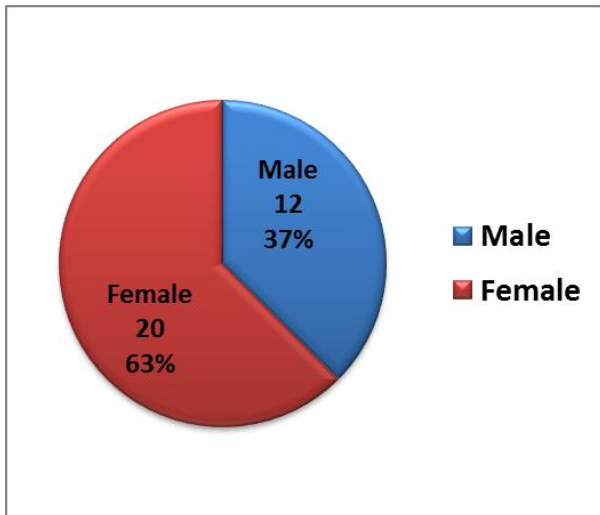
Annexure-1

• **VILLAGE DEMOGRAPHY**

Sr.No.	Name of Village	Population Details – Caste wise, Gender-wise Population					House Hold
		Gen.	S.C.	S.T.	O.B.C.	Total	
1	Vemar	2292	380	2800	170	5642	500-700 Estimate
2	Kothav	329	69	190	327	915	175 – 225 Estimate
3	Bodka	-	-	-	-	2000	500 – 550 Estimate
4	Choranda	-	224	767	414	1405	800 – 820 Estimate
5	Simali	-	-	-	-	2054	450 – 500 Estimate
6	Methi	368	157	305	225	1055	300 – 350 Estimate
7	Kurali	680	49	892	79	1700	400 – 450 Estimate
8	Kandari	-	-	-	-	30850	700 – 900 Estimate

- CF Teacher's diversity in selection

Male	Female	Total
12	20	32



SC	ST	OBC	General	Minority	Total
3	2	9	15	3	32

