



VAANI - DEAF CHILDREN'S FOUNDATION

IMPACT ASSESSMENT REPORT
EARLY INTERVENTION
PROGRAM



IMPACTREE

Prepared by Impactree Data Technologies Pvt. Ltd

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INTRODUCTION

Deafness is an invisible disability. It is not immediately apparent that a person has a hearing impairment by just looking at them, hence most symptoms are invisible. This, unfortunately, leads to false perceptions, misunderstandings, and judgements. Annually **8,00,000 babies** are born with hearing impairment with 90% belonging to developing countries. In India, **1,00,000 babies** with hearing loss are born every year. Out of which less than 1% receive a quality education. Most Children With Hearing Impairment (CWHI) grow up in hearing families with no experience and understanding of deafness. Many parents never learn to fully communicate with their children resulting in wide communication gaps which tend to have hugely negative impacts on children's individual development. Parents often feel helpless and give up on their hearing-impaired children.

ABOUT VAANI

About Vaani Deaf Children's Foundation

VAANI Deaf Children's Foundation is a non-profit organization dedicated to supporting deaf and hard-of-hearing children in India. Founded in 2005, VAANI is the first national NGO in India to focus exclusively on issues related to childhood deafness. The organization's mission is to provide holistic services that address the social, emotional, communication, language development, and educational needs of hearing-impaired children.

The organization encourages families to participate in understanding actively and communicating with their Children With Hearing Impairment (CWHI), enabling them to advocate for their rights and access essential services from governments and other service providers.

Throughout its 18 years of operation, VAANI has made a significant impact across various regions of India, including Assam, Meghalaya, Manipur, Jharkhand, Orissa, West Bengal, Gujarat, Maharashtra, and Karnataka. The organization has touched the lives of over 1,00,000 direct and indirect beneficiaries, encompassing Children With Hearing Impairment (CWHI), families, professionals, and the general public.

With a passionate team of 75 professionals and a broader network of over 200 individuals across India, VAANI is dedicated to preventing hearing loss and empowering deaf children to lead fulfilling lives. By fostering early intervention, supporting remedial education, and conducting new-born screenings, VAANI strives to create an inclusive and nurturing environment for these children, promoting their overall development and well-being with a focus on a life cycle approach.

STORY OF VAANI

During a field survey, Brinda Crishna, the founder of VAANI, came across a distressing sight at a public health centre. Two sisters, aged 13 to 14 years, were sitting on a bench, heavily pregnant. Concerned, Brinda intervened and approached their parents, who shared a shocking revelation. They recounted how one day, their daughters came to them bleeding, and they mistook it for the onset of menstruation. However, as their stomachs began to swell, they feared it might be a tumour and rushed them to the hospital, only to discover that both girls were pregnant.

What made this situation even more heartbreaking was the fact that both sisters were deaf and unable to effectively communicate with their parents about what had happened to them. The parents, in turn, were unable to comprehend the situation fully. This incident deeply resonated with Brinda, highlighting the immense challenges faced by individuals with hearing impairment. The lack of communication and understanding between the deaf children and their parents underscored the urgent need for bridging this gap.

Driven by this realization, Brinda embarked on a mission to address this pressing issue. VAANI was born out of the understanding that parents of deaf children require training, support, and guidance to effectively communicate with their children and navigate the complexities of raising them. Through various workshops involving parents, professionals, and deaf adults, VAANI adopted a participatory approach to empower families and facilitate better communication and understanding within communities for Children With Hearing Impairment (CWHI).

Initially focusing on families in Kolkata, VAANI's efforts soon expanded to encompass regions beyond, including Karnataka and Assam. The organization's journey began with a commitment to bridging the communication gap and providing much-needed support to families facing the challenges of hearing impairment. Today, VAANI continues to work tirelessly to ensure that every deaf child receives the love, care, and support they deserve, empowering them to thrive in a world where communication knows no boundaries.

VISION & MISSION

VAANI's Vision is to advocate for the right of every deaf child to complete life with respect and dignity.

VAANI's Mission is to bring language & communication into the lives of Children With Hearing Impairment (CWHI) and their families thus enabling them to have meaningful conversations between themselves and the world around them.

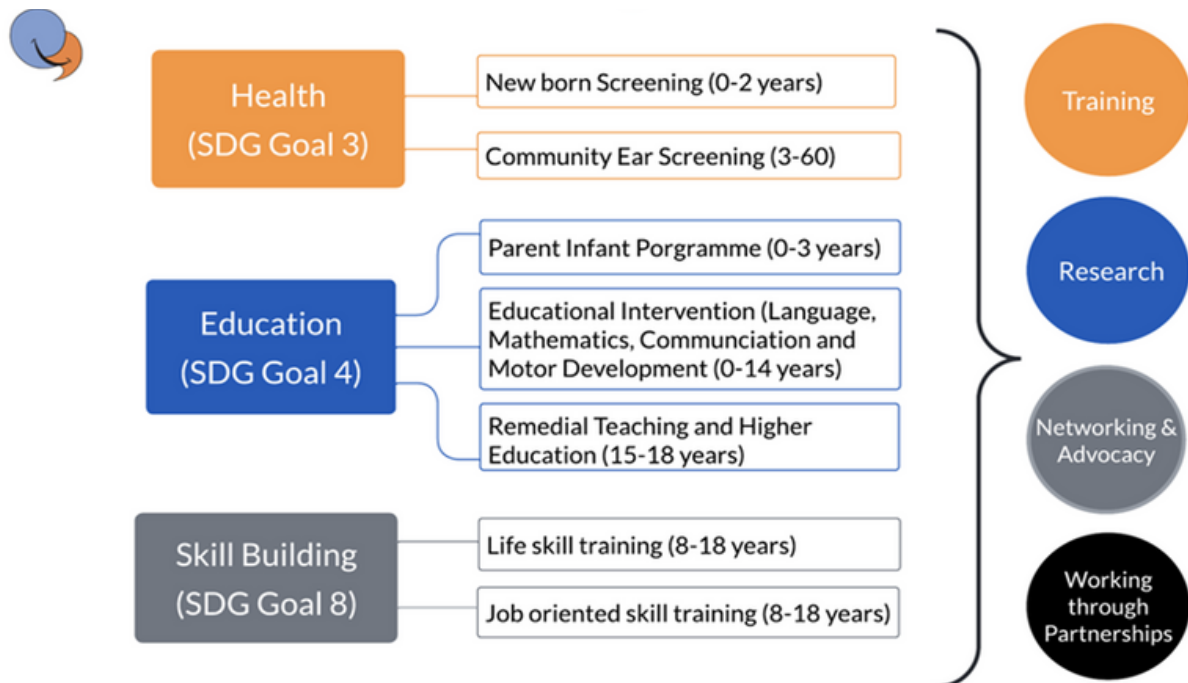
PROGRAMS VERTICALS

New Born Screening (0-2 years): It is a critical endeavour focused on the early identification of hearing loss in infants. Through strategic collaboration with government hospitals, we extend our reach to communities across regions, ensuring that new-borns receive timely screening for potential hearing impairments. By leveraging advanced screening technologies and protocols, we aim to detect hearing loss at its earliest stage, enabling prompt intervention and support for affected infants and their families. This collaborative effort underscores our commitment to inclusive healthcare practices and underscores the importance of early detection in optimizing developmental outcomes for new-borns with hearing loss. Currently, VAANI has 9 New-born Screening Centres in three states West Bengal, Assam and Karnataka.

Early Educational Intervention Program (2-18 years): VAANI operates Sadhan Resource Centres that offer early intervention services for the development of Children With Hearing Impairment (CWHI). These centres provide free education on communication, language, numeracy, and life skills for enrolled children. Additionally, families and communities receive capacity-building and sensitization programs on inclusion. Currently, VAANI has 14 Sadhan Resource Centres in three states West Bengal, Assam and Karnataka. Additionally, VAANI offers remedial teaching to bridge any learning gaps and reinforce academic concepts. Through targeted interventions, we strive to equip Children With Hearing Impairment (CWHI) with the necessary skills and knowledge to excel in their studies. Furthermore, VAANI provides ongoing educational support to ensure continuous progress and success for school-going Children With Hearing Impairment (CWHI).

From their foundational literacy years to the pivotal milestone of passing the 10th standard, our programs are designed to accompany Children With Hearing Impairment (CWHI) every step of the way on their educational journey. By offering holistic educational support, VAANI aims to empower Children With Hearing Impairment (CWHI) with the confidence, skills, and knowledge they need to thrive in school and beyond.

Youth Transition (Skill Building Program) (8-18 years): Education and employment opportunities for Deaf individuals in India are limited. A study by the National Association of the Deaf in India found that only 18% of Deaf individuals in the country had completed high school, and only 7% had pursued higher education. This programme involves providing career counselling, prevocational training, vocational training, soft skills development, and advanced life skills for an effective transition which will equip each student with the tools and confidence to assume responsibility for their education and career decisions as they move into adulthood. This is executed through partnerships with trained individuals and organisations working in this space. Currently, VAANI offers two main programs: Basic and Advanced Computer Program, and Tailoring Program.



PROGRAMS SUMMARY

VAANI's comprehensive programs aim to provide early identification, support, and education for hearing-impaired children, empowering them to overcome communication barriers and achieve their full potential.

Early Intervention and Screening: VAANI conducts New-born screening for hearing loss, community ear screenings and early intervention programs to identify hearing impairments in children at an early age. Early detection is crucial for timely intervention and support.

Educational Support: VAANI provides individualised educational training for Children With Hearing Impairment (CWHI), enabling them to acquire language and communication skills. This support helps bridge the gap between deaf and hearing children in terms of education and social integration.

Parental Guidance: The program offers guidance and support to parents, equipping them with the knowledge and skills needed to communicate effectively with their Children With Hearing Impairment (CWHI) and create a nurturing environment at home.

Professional Training: VAANI conducts training programs for Anganwadi workers, ASHA professionals, and teachers to enhance their ability to support Children With Hearing Impairment (CWHI) in schools and communities.

Skills Building Programs: VAANI offers skills-building programs, including computer training and tailoring, to empower older Children With Hearing Impairment (CWHI) with practical skills that enhance their employability and independence.

Advocacy and Awareness: VAANI actively advocates for the rights and inclusion of Children With Hearing Impairment (CWHI) within society. They work to raise awareness about childhood deafness, combat stigma, and promote inclusivity.

Through this holistic approach, VAANI strives to create a supportive ecosystem for Children With Hearing Impairment (CWHI), where they receive early intervention, quality education, and opportunities to build essential life skills. By empowering both children and their families, VAANI contributes significantly to resolving the social issue of childhood deafness and fostering a more inclusive society.

ABOUT THE IMPACT STUDY

OBJECTIVES

The goal of this impact report is to comprehend the impact that VAANI has had on the lives of these children with Hearing Impairment (CWHI) & their families by providing them with the necessary support in terms of training

METHODOLOGY

This impact assessment study is being carried out in the following phases.

Phase 1: Secondary research and Data collection –

In this phase, secondary research was conducted by the Impactree team as per the program scope and market analysis. Furthermore, the scope of the qualitative and quantitative study was determined through deep dive sessions with the VAANI team. The following stakeholder groups were identified as the key respondents to be included in the assessment: Hearing-Impaired Children, Parents of Children, Special Educators from VAANI Team, Anganwadi/Asha Workers, SSA Teachers, Partner NGOs, Screening Professionals/Partners, and VAANI Staff.



Members of the VAANI staff consisting of the Deputy Program Head, Program Managers, Special Educators, Program coordinators and Trainers who assisted the Impactree team during the field study, qualitative & quantitative interviews and helped in interpretation through sign language.

VAANI Staff Members	Location	VAANI Staff Members	Location
Avijit Naskar	West Bengal	Basana Debnath	Assam
Sovan Chattarjee	West Bengal	Jayanta Gogoi	Assam
Soma Biswas	West Bengal	Monika Debnath	Assam
Doly Mondal	West Bengal	Hafizur Rahman	Assam
Aloy Kumar Jhulki	West Bengal	Nabadip Bora	Assam
Dipti Acharjee	West Bengal	Mukuta Deka	Assam
Mrinmoy Maji	West Bengal	Poornima	Karnataka
Manisha Shah	West Bengal	Krishnanand Prasad	Karnataka
Soumi Karmakar	West Bengal	Veeresh	Karnataka
Nishikanta Roy	West Bengal	Shashidar	Karnataka
Mriganka Mondal	West Bengal	Ashwini	Karnataka

Phase 2: Qualitative study –

As part of the on-ground field visits, the Impactree team visited the centres across 3 states namely West Bengal, Assam, & Karnataka. A total of 60 qualitative interviews were conducted with various stakeholders.

Phase 3: Quantitative Data Collection –

In this phase, a total of 216 responses have been collected across all the stakeholder groups using the Impactree data analysis platform - Prabhaav.

STAKEHOLDERS PROFILE

Stakeholders	Qualitative Interviews	Quantitative Interviews
Children	14	111
Parents	14	105
Special Educators (VAANI)	7	-
SSA Teachers	7	-
ASHA / Anganwadi Teachers	6	-
Partner for NGO	4	-
Screening Professionals / Partners	4	-
VAANI Staff	4	-
Total	60	216

CHILDREN LEVEL 1

Children at this level are majorly under the age group of 7-9 years old. Most of the children in level 1 study in classes one to three. Before enrolment of the children, an assessment is done to understand how much knowledge the child has before admission. In the assessment, the child is examined on literacy and numeracy. Basic things are asked of the child which include naming the different body parts, what is worn in winter, and how many wheels a car has. In numeracy, children are tested on pre-Math skills like understanding more-less; big-small; long-short etc. and thereafter tested on numeracy skills of counting numbers from one to ten. Based on the performance of the child an IEP (Individualised Education Plan) is developed.

Based on the child's assessment and learning potential, topics from the curriculum are selected for the entire year. Special teaching methods like storytelling, directed activities and the use of flashcards, props, models etc. are used for teaching. The curriculum includes different types of vegetables, animals, birds, insects, etc. which fall under language. In mathematics and numeracy, pre-maths concepts like more-less; big-small; long-short etc, counting of numbers, addition, subtraction, before and after, etc are taught. Under communication, the children are taught how to greet others, use polite remarks, and participate in a conversation. Motor development assessment is also done with the child when they are asked to play with clay, do craft work, and solve a puzzle.

The entire selected curriculum for every child is divided for every quarter. At the end of each quarter, an assessment of the child is done. If the child performs well, then the next part of the curriculum is taught to the child otherwise the places where the child is weak are included in the next quarter and are taught by the teacher again.

CHILDREN LEVEL 2

Children at this level generally fall under the age group of nine to fourteen. Most of them study in standard four to six. When a child has scored above 90% in any of the parameters (Language, Mathematics, Communication, Motor Development) in Level 1, the child is promoted to the next level. In level 2 the curriculum is designed in a structure where the children are taught about nature, prepositions, functions of the body parts, and the ability to write small paragraphs for language subjects. In numeracy, the children are taught about time, calendar, division, and fractions. Communication and life skills education is also taught to the child. In life skill education, following hygiene practices, good food habits, and safety measures are taught to the child. IEP is made for the child according to the curriculum. Assessment is taken similarly as it is taken for level 1 children, which is every quarter. A child scoring above 90% in any of the parameters in Level 2 is promoted to the next level.

CHILDREN LEVEL 3

In level 3, the same pattern is followed as it is done for children in levels 1 and 2. IEP (Individualised Education Plan) is developed for the child. The curriculum is designed in a way that science is divided into three parts. In science part one, they are taught about natural resources, diversity in living things, forms of energy, and the universe. In science part two, the children are taught about the structure of plants, the measurement of physical quantities, and the properties of a magnetic field. The science part three includes crop production and management, different types of diseases, and three-dimensional shapes. Similarly, mathematics is also divided into three parts. The first part includes angles, bar graphs, and divisibility. The second part includes sums based on area, algebra, and statistics. The third part includes rational numbers, and square and cube roots. Under life skill education children are taught about decision-making, financial literacy, and interpersonal skills. Social science/geography is also taught to the children where they are taught about geographical features of India, weather, and climate.

It has been observed that 59% of the parents stated that their children have been promoted whereas 41% said that they were not. The reason why the children have not been promoted is that they require time to understand concepts in language and maths. However, it was noted that the Level 1 curriculum comprises of topics ranging from preparatory level to Class III.

Apart from providing education to the children, computer classes are also provided to the children in Kolkata and Guwahati centres.

PARENTS

Generally, any one of the parents brings the child to the centre. Most of the parents come to know about VAANI from other parents at school. The parents are at first guided by the VAANI staff to bring with them the audiometry report for enrolment. Once a week the parents are asked to find out the time to accompany the child when the child is brought to the centre.

Counselling sessions are done with the parents in every class and make sure that their morale is not down. They are being motivated to ensure that hope is not lost in terms of their child being able to stand on their own feet. The parents sit with the child when the session takes place. Whatever is being taught to the child is been made sure that the parent is also aware of it so that they can teach and support the child back at home. They also learn sign language along with the child.

EXECUTIVE SUMMARY

Key findings

a) NPS (Net Promoter Score)

Net Promoter Score (NPS) is a measure used to gauge customer loyalty, satisfaction, and enthusiasm with a company. It's calculated by asking customers one question: "On a scale from 0 to 10, how likely are you to recommend this product/company to a friend or colleague?" Aggregate NPS scores help businesses improve upon service, customer support, delivery, etc. for increased customer loyalty.

NPS can be used as a predictor of business growth. When your company's NPS is high (or, at least, higher than the industry average), you know that you have a healthy relationship with customers who are likely to act as evangelists for the brand, fuel word of mouth, and generate a positive growth cycle.

In the Net Promoter system, customers are categorized into **three groups** — **promoters, detractors, and passives** — depending on how they answer the standard “how likely are you to recommend us” question.

Promoters (Score 9 & 10) represent a company’s most enthusiastic and loyal customers: these people are likely to act as brand ambassadors, enhance a brand’s online reputation, and increase referral flows, helping fuel the company’s growth.

Passives (Score 7 or 8) are not actively recommending a brand but are also unlikely to damage it with negative word of mouth. Although they are not included in the NPS calculation, passives are very close to being promoters (particularly when they give a score of 8), so it always makes strategic sense to spend time investigating what to do to win them over.

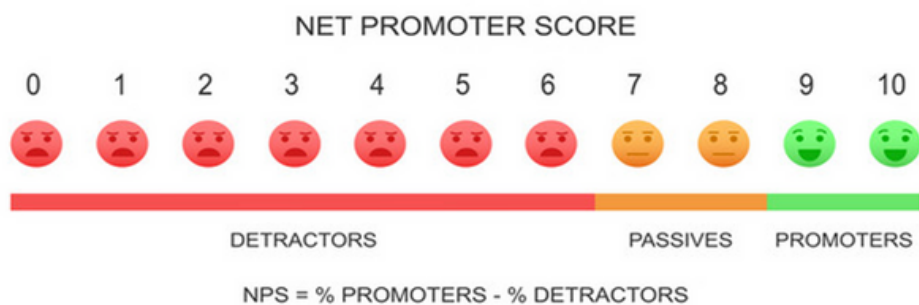
Detractors (Score 0 to 6, included) are unlikely to recommend a company or product to others, probably won’t stick around or repeat purchases, and worse - could actively discourage potential customers away from a business.

NPS scores and their meaning

- Above 0: Generally okay, indicating that a business has more promoters than detractors.
- Above 20: Good, showing a healthy balance of customer satisfaction.
- Above 50: Excellent, reflecting a strong, customer-focused company.
- **Above 70: World-class, indicating exceptional customer loyalty and satisfaction.**

As for VAANI, we interacted with the families of the beneficiaries to understand how their experience was with VAANI and how likely they are to recommend VAANI’s interventions to their friends and families who could benefit from them. The responses showed the following results

Detractors = 2%
Passives = 8%
Promoters = 90%



Net Promoters Score = %Promoters (90%) - %Detractors (2%)

NPS for VAANI was calculated at **88**, which is considered an exceptional score.

b) Happiness of the child

All of the parents interviewed have responded that their child is much happier post joining VAANI.

c) Confidence of the child

95% of the parents have mentioned that their child's confidence in communicating has improved.

96% of the parents mentioned that their child is more interactive within the household leading to better relations with family.

d) Peer-to-Peer Interaction of the child

	Before VAANI	After VAANI
The child had many friends and made new friends frequently	14%	83%
The child was not keen to make friends with anyone	33%	8%

e) VAANI Centre

97% of the parents agreed that their child has been more inclined towards studies after joining VAANI.

56% of the parents mentioned that the cleanliness and hygiene at VAANI centres were excellent.

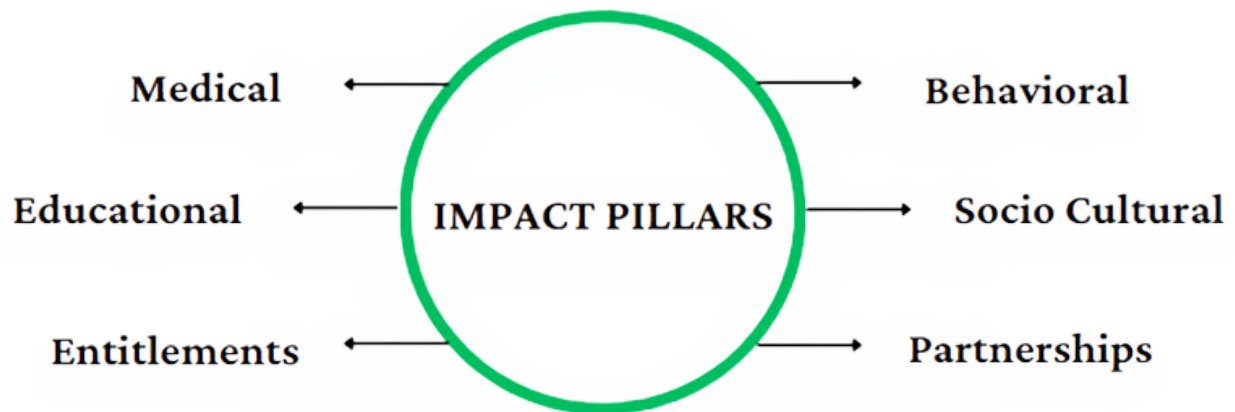
87% of the parents gave **8+** ratings for the quality of training being provided at the VAANI centres. Many of them also rated VAANI 10/10.



- Children interact with each other with the help of sign language.

STUDY FINDINGS

The 6 main pillars that contribute to the findings are as below



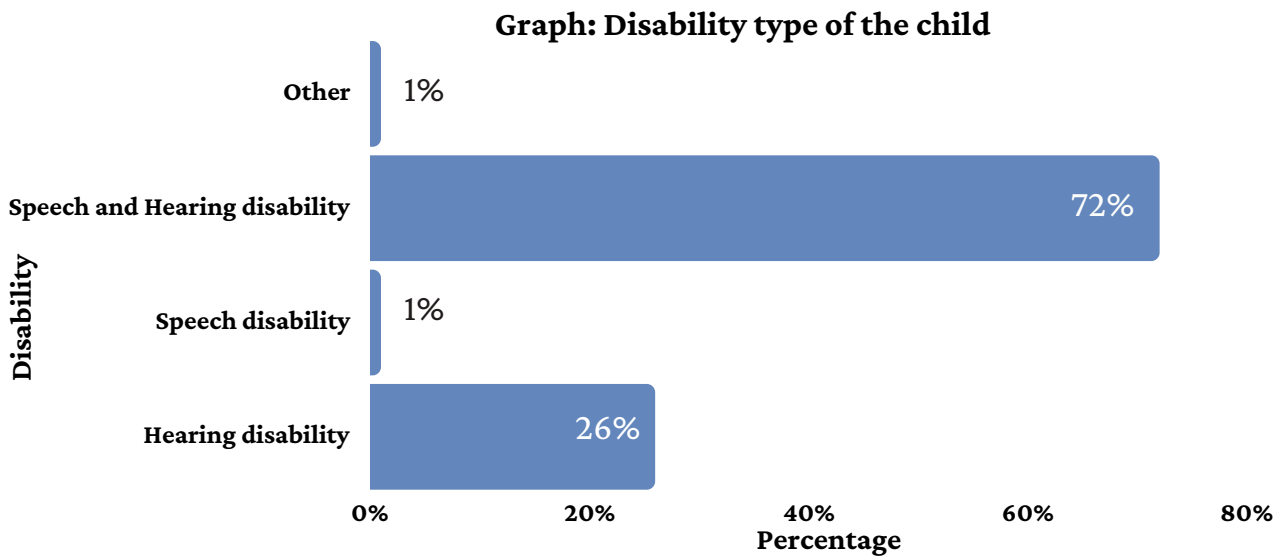
Pillar 1- Medical support / Diagnosis

The **MEDICAL SUPPORT / DIAGNOSIS** program provides screening and diagnostic services to identify hearing loss in children as early as possible. This helps ensure that children receive the necessary support and resources at an early stage to help them develop communication and language skills. The screening professional specifically works for VAANI as a technician in a government hospital. A total of 3 rounds of tests are conducted for babies every 14-15 days. All these are conducted for free. The screening device is provided by VAANI. The screening professional and VAANI team are working on what to do next when the child is reported to have a hearing impairment. They shared valuable insights regarding the main reasons for hearing loss among children.

“Some of the screening professionals faced the problem of acceptance from the hands of parents to understand that their child is deaf because of which, parents belonging to certain sections of the community tend to take them to Tantrik. Since the children don’t get treated at an early stage the hearing impairment for the children increases.”

- (Geetha, Screening Professional, Karnataka)

Disability type of the child



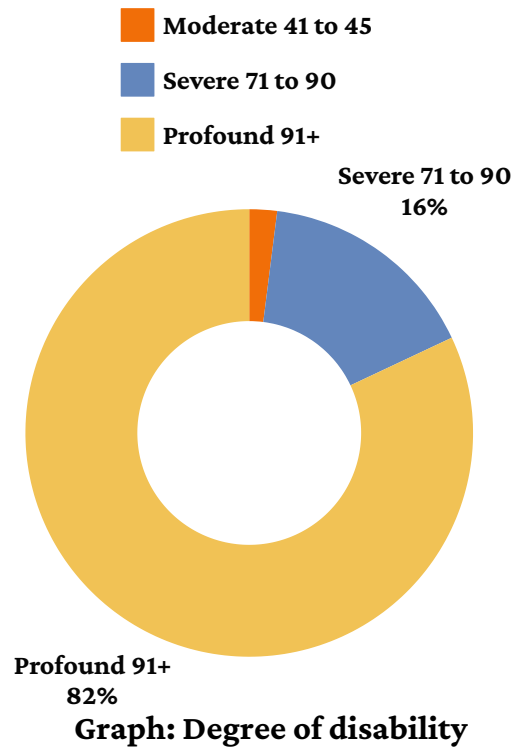
In VAANI's experience, 72% of the identified children have combined speech and hearing disabilities, while 26% solely experience hearing difficulties.

While talking with the VAANI screening professionals it was found that the main reasons for hearing loss were family problems, unclean environment of birth, premature baby, marriage within the same family, and malnutrition.

Degree of disability of the child

At VAANI, the vast majority 82% of children have profound hearing loss, while the remaining 18% experience severe or moderate hearing difficulties.

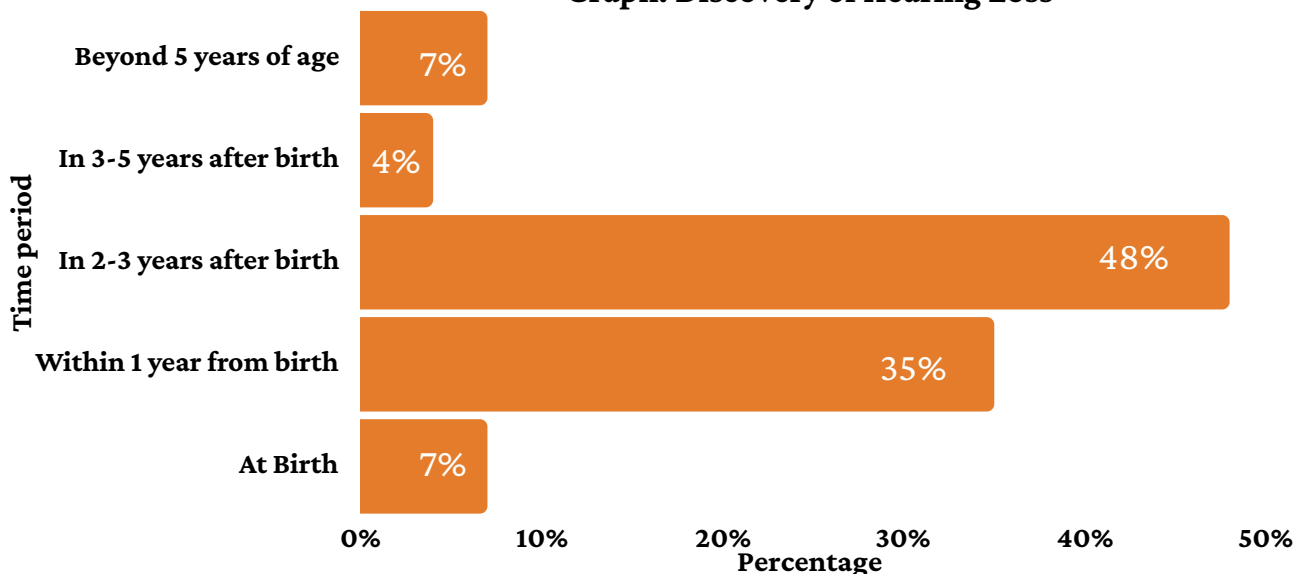
VAANI Special Educators and even the VAANI Staff confirmed that even though they take in all the degrees of disability children into the centre, majorly children with profound hearing loss are found in VAANI centres.



Early Identification

Discovery of Hearing Loss

Graph: Discovery of Hearing Loss



Nearly half 48% of the parents identified their child's hearing loss by 2-3 years old, with 35% detecting it within the first year. While 7% were diagnosed at birth, a concerning 11% remained undetected until after 3 years of age.

VAANI Screening professionals stated that the main reason for the late discovery of hearing impairment among the parents is mainly due to non-acceptance among the parents in certain communities, who tend to take their child to Tantrik to get a cure. Since the children do not get treated at an early stage, the hearing impairment of the children increases.

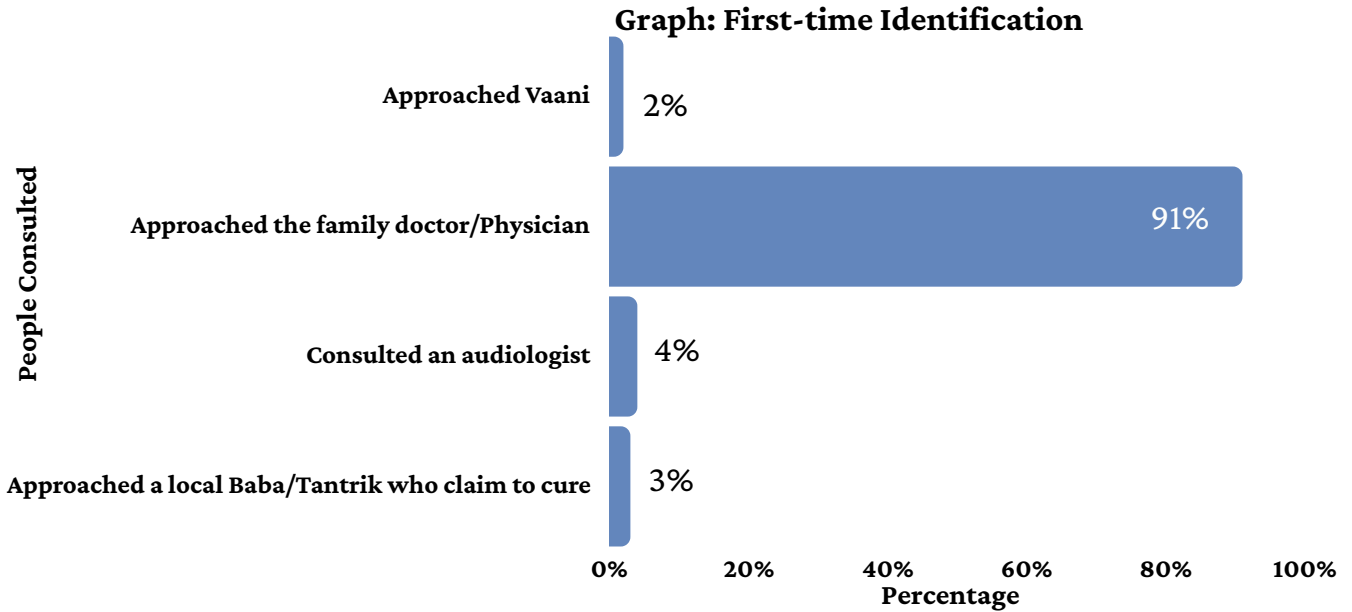
While VAANI prioritizes early detection of hearing impairment before 3 years old, data reveals that 14% of approached children are identified at birth and another 14% only after 5 years of age. This suggests potential gaps in outreach, as nearly a third of identified children fall outside the target age range. There needs to be more awareness among the Anganwadi & Asha workers who could detect hearing-impaired children at an early stage.

When Hearing Loss Detected	What Was Done After Detection			
	Approached VAANI	Approached Physician/ Doctor	Consulted Audiologist	Approached Baba / Tantrik
At Birth	14%	86%	-	-
Within 1 year from birth	-	92%	3%	5%
2-3 years after birth	-	92%	6%	2%
3- 5 years after birth	-	100%	-	-
Beyond 5 years of age	14%	86%	-	-

“At one year of age, our child exhibited delayed auditory responses, such as not reacting to sounds like utensils or a mixer in use. This prompted us to seek medical evaluation, which led to the diagnosis of hearing loss.”

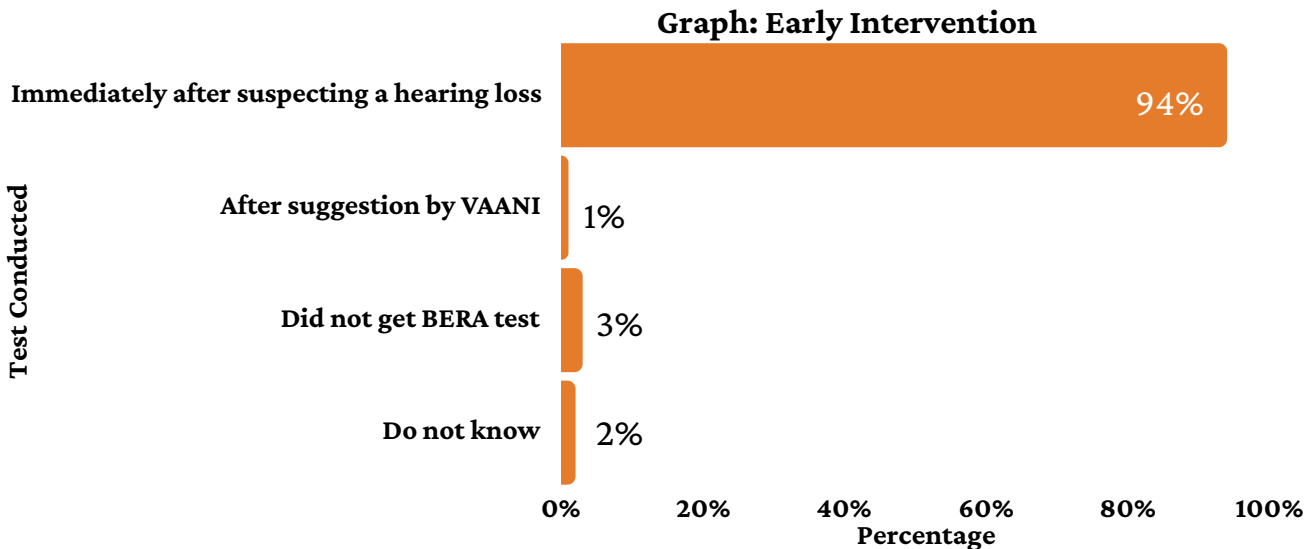
- Saraswati, Parent, Kolkata

First-time Identification



Post the first-time identification of the disability, a majority of 91% of the families took guidance and support from the family doctor or physician, while 4% of families consulted an audiologist, and 2% approached VAANI post the first identification of disability. 3% of parents also stated that they approached a local Tantrik due to pressure from family.

Early Intervention



A BERA test (Brainstem Evoked Response Audiometry) uses sound clicks to measure brain responses, helping doctors understand a child's hearing pathway.

Among the 72% of the respondents who claimed the BERA test to be done, 94% of the respondents stated that the BERA Tests were done immediately after suspecting the loss of hearing.

Sound Test

of the respondents replied by **81%** stating the sound test was done soon after the birth.

of the respondents stated that **72%** VAANI facilitated the acquisition of the sound test certificate



VAANI Foundation got an MOU with the government hospitals for doing the sound test using trained screening professionals.

VAANI employs qualified professionals to conduct objective hearing assessments using the Sohumi test shortly after birth. Further, the VAANI screening professionals stated that the test involves presenting calibrated sounds (clicks) at varying intensities (decibels) while the baby is asleep. A normal response is detected at 30 dB; if no response is observed at 50 dB and 70 dB, the test is repeated twice. Persistent lack of response triggers a retest after 15 days. Failure to respond at this stage prompts referral to an audiologist for further evaluation and diagnosis.

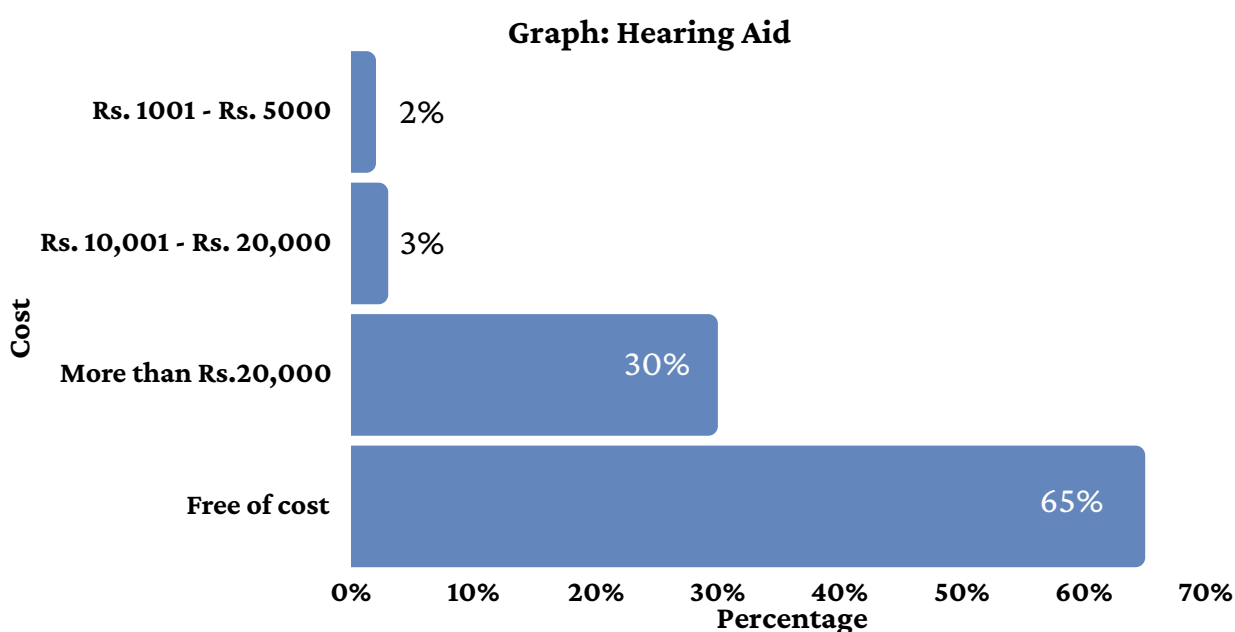


Hearing Aid

90% of the respondents stated that their child is using a hearing aid

40% of the respondents stated that VAANI facilitated in providing the children with the hearing aid.

Among the 90% of the respondents who had hearing aids 44% of those respondents were provided with hearing aid by VAANI. The other 56% availed the same from government or private hospitals.



VAANI staff stated that they prioritise the distribution of hearing aids to underprivileged families, including those belonging to Scheduled Castes (SC) and Scheduled Tribes (ST). This ensures equitable access for communities often facing financial constraints. In cases where a child loses their hearing aid, a replacement will be considered only after all children on the waiting list receive their first pair. This prioritization strategy stems from limited funding and aims to maximize the impact of available resources

65% of the respondents stated that they received the hearing aid free of cost. 30% of the respondents had to pay more than Rs. 20,000 for the hearing aid, whereas 5% of the respondents had to pay between Rs. 1000 and Rs. 20,000 to get the hearing aid.

Pillar 2- Education

VAANI fosters a nurturing environment where children blossom under the guidance of dedicated teachers. These one-on-one sessions establish a strong bond between child and educator, creating a safe space for learning.

To ease the child's transition, the sessions begin with engaging activities like drawing and painting. This helps them familiarize themselves with the centre and feel comfortable. With a foundation of trust established, teachers can then tailor a personalized learning plan (IEP) for each child.

VAANI's curriculum incorporates a vibrant mix of activities that cater to a variety of interests and learning styles. Children can explore their creativity through drawing, rangoli making, and diya painting. Games like musical chairs promote social interaction and motor skills development.

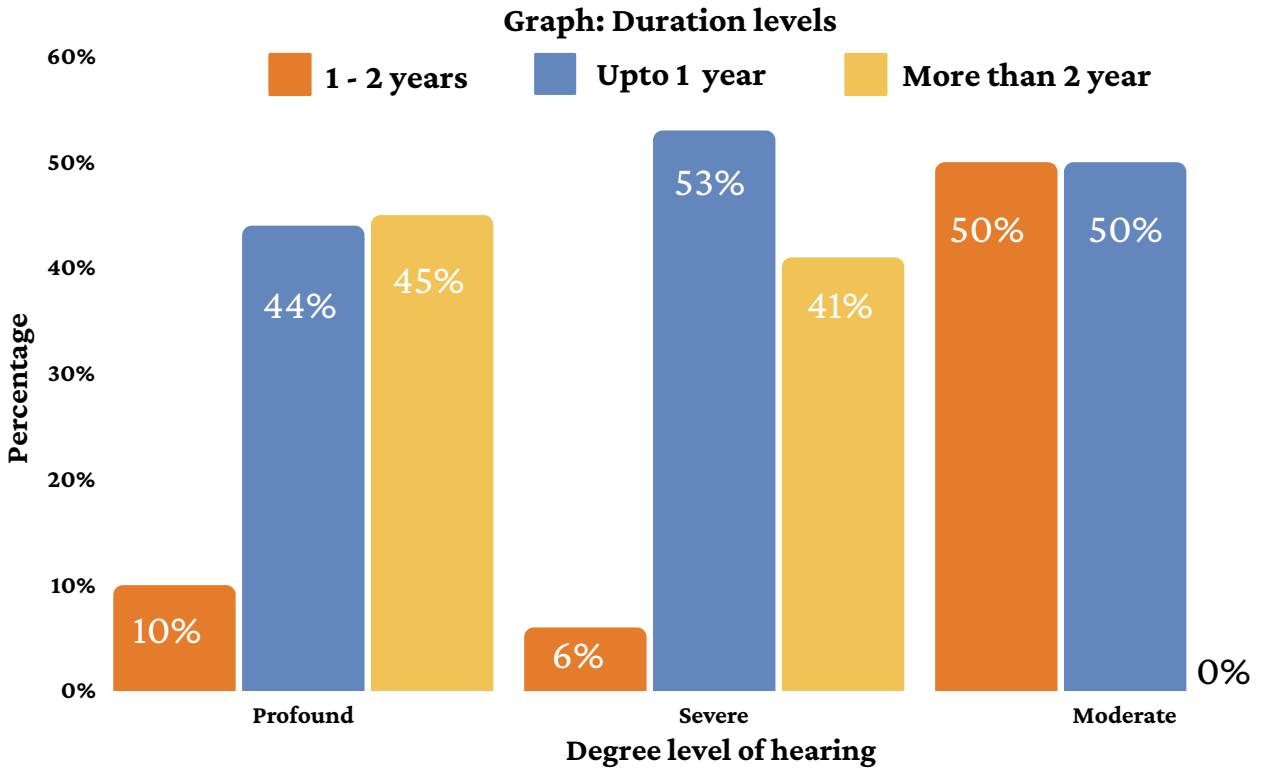
As children progress, VAANI introduces computer sessions calibrated to their age, learning capacity, and current level. These sessions equip them with valuable skills like typing, creating presentations in PowerPoint, working with spreadsheets in Excel, using formulas, and data entry. This exposure to computers prepares them for future academic and professional pursuits.

By combining personalized attention with engaging activities and computer skill development, VAANI empowers children to reach their full potential.

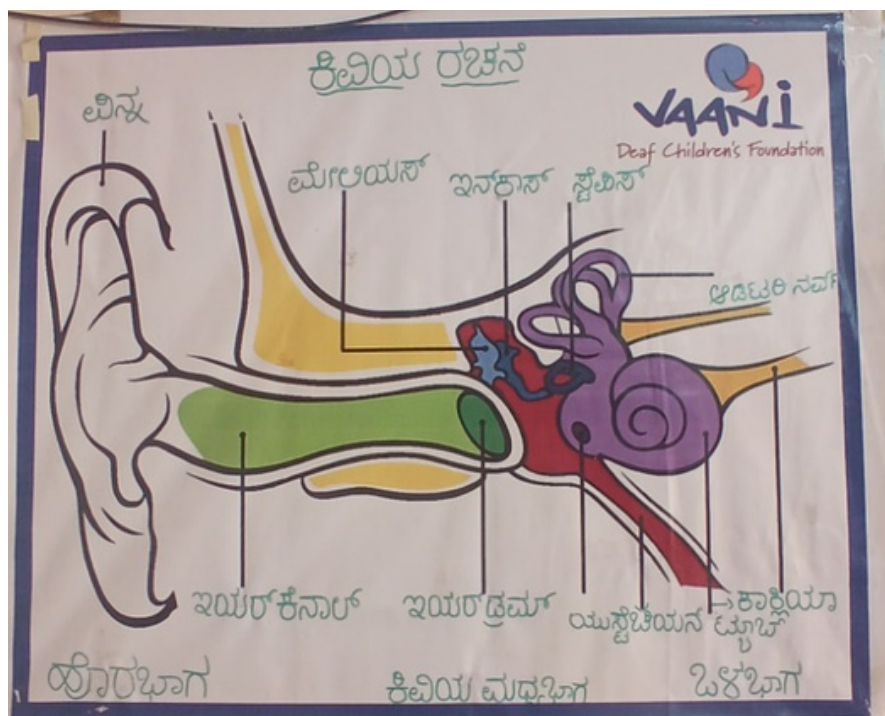
“ Be positive and believe everything will happen. Always have a smile on your face.”

-Doly Mondol (Special Educator, Kolkata, West Bengal)

Duration of levels:



From the above graph, it can be observed that a marginally higher number of students having severe or moderate hearing loss complete a level within a year, as compared to the ones having profound hearing impairment. Also, the degree of hearing loss can be directly linked to the time taken to clear each level. Over 40% of children in profound and severe hearing loss categories were in a single level for over two years, while no child having moderate hearing impairment has taken so long to complete a level.



PARENTS

Association with VAANI



61%

Free training for children



99%

Guiding children better
in terms of education



97%

Reducing communication
gap between child and
other people



57%

Helping the child in co-
curricular activities



22%

Helping the child with hearing
aids/ cochlear Implants

For parents, education is the cornerstone of their decision to enrol their child at VAANI. Traditional schools often leave Children with Hearing Impairment frustrated, simply copying information without grasping the underlying concepts. At VAANI, the approach is fundamentally different. Here, "red flowers" isn't just a phrase to write down; it's a vibrant experience. Children learn the colour red, explore the appearance of different flowers, and discover the fascinating world of red flora varieties.

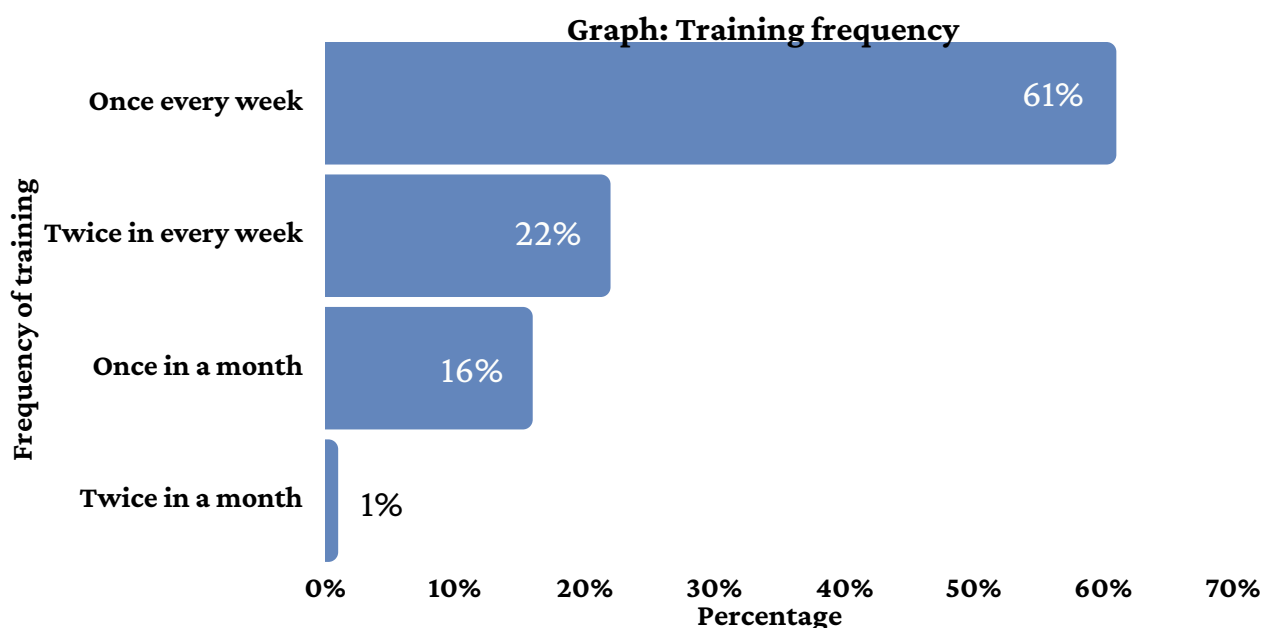
Another compelling reason for parents is the personalized attention provided through one-on-one teaching. This ensures each child receives the support they need to thrive. But VAANI's impact extends beyond the child. Parents are actively involved in the learning journey. Following IEP sessions (Individualized Education Plans), they receive guidance on how to effectively teach their child at home, fostering a collaborative learning environment. Difficulties encountered by the child are addressed promptly, with dedicated time allocated to discuss and solve any problems that may arise.

The positive impact on communication is another significant factor driving parents to VAANI. Many have expressed the heartbreak of not understanding their child's needs and desires. VAANI bridges this gap by introducing sign language. Learning to communicate effectively is a transformative experience for both parent and child, strengthening their bond and fostering deeper understanding.

Free training and engaging co-curricular activities add to VAANI's appeal. These enriching programs provide a well-rounded experience for the children. Additionally, 22% of parents highlight VAANI's assistance in acquiring free hearing aids, a vital tool for many deaf children.

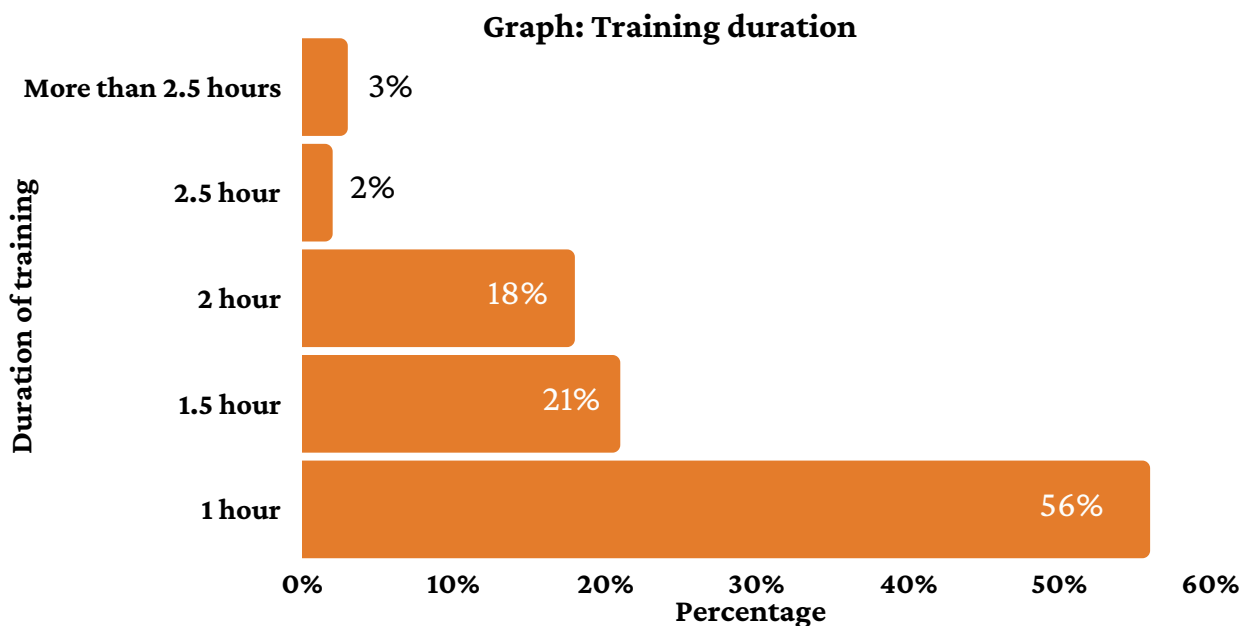
By addressing the educational needs of the child, empowering parents, fostering communication, and offering a holistic learning environment, VAANI is making a profound difference in the lives of deaf children and their families.

Frequency of training



61% of the parents have mentioned that the training happens once a week. Whereas 22% of the parents have mentioned that twice a week also training takes place. It was observed that in Assam, training happens two times a week where IEP (Individualised Education Plan) sessions, audiology, and computer classes are allocated accordingly.

Duration of the training



It has been observed that 56% of the parents mentioned that the session happens for 1 hour. However, there are instances where the sessions go beyond 1 hour depending upon the classes conducted. The classes tend to get extended on the days on which the pre-planned curriculum does not get covered.



“After attending a training workshop at VAANI, I asked my son to write the word ‘Leaf’ which he wrote in Assamese. Then I asked him to explain the word that he wrote. He was unable to do so. Since then, I used the method learnt in the workshop to comprehend whatever he wrote. I made him understand and write about all the objects and things around him.”

-Basana Debnath (Parent and current staff member, Guwahati, Assam)

Training is provided along with the children

All the parents interviewed said that they were also provided training along with their children. This training usually happens after the session for 10 to 15 mins where the parents are told by the special educator how they should teach the child at home, How the homework needs to be done by the child, and how they should practice sign language for better communication with their child.

Place where training is conducted

It is seen that **95%** of the parents said that the training happens in the Sadhan centre. However, in Karnataka, it was observed that the training takes place at the home of the child. As the parents find it difficult to manage time and take their child to the centre.



IEP(Individualised Education Plan) of the child

All of the parents interviewed have agreed that IEP (Individualised Education Plan) sessions are conducted for their children. These personalized plans ensure that each child receives the appropriate level of support and experiences academic success. With an IEP guiding the way, children at VAANI can confidently progress on their individual learning paths.

The IEPs are tailored to the specific needs and strengths of each student. This ensures that every child receives a targeted educational program that fosters their unique potential.

“A parent once told me - ‘What I want to express, the child cannot understand, and I cannot understand what they want to tell’. So, at VAANI, we ensure that such communication gap between the parent and the child is bridged.”

- Ajita Gohain(Deputy Head Program VAANI)

Activities done at VAANI



98%

Language



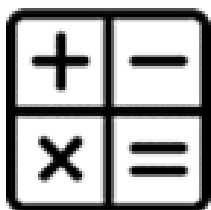
97%

Communication



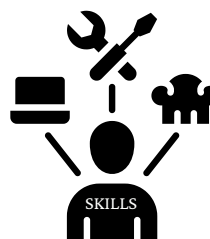
72%

Gross and fine motor



91%

Arithmetic



79%

Life skill training

The % mentioned above represent the proportion of respondents who participated in the activities conducted by VAANI

The above activities are done at all the centres of VAANI. From playful picture stories to personalised learning presentations, VAANI centres engage learners of all ages, including uneducated parents who learn alongside their children. Tools like math cards, art projects, and Indian Sign Language instruction empower individuals, while life skills training (healthy eating, safety awareness) and enriching activities (science museums,



sports) broaden horizons. Kolkata centres take it further with dedicated training for parents on deafness, communication, reading, and writing, nurturing a holistic learning environment.

“I made sure that not only my child, but all the children who are Children With Hearing Impairment (CWHI) in my neighbourhood also get the facilities provided by VAANI. So, I opened a centre at my home and ensured that VAANI sessions take place at my place as well as Kolkata centre is too far from my place.”

-Muslima Biwi (Parent, Malancha, West Bengal)

Type of training provided

81% of the parents said that Individual training is done for their child and 62% of them said that group training is also done. Children are taught initially in regional languages and then taught in the English language.

VAANI provides both individual and group training. In the individual training IEP sessions

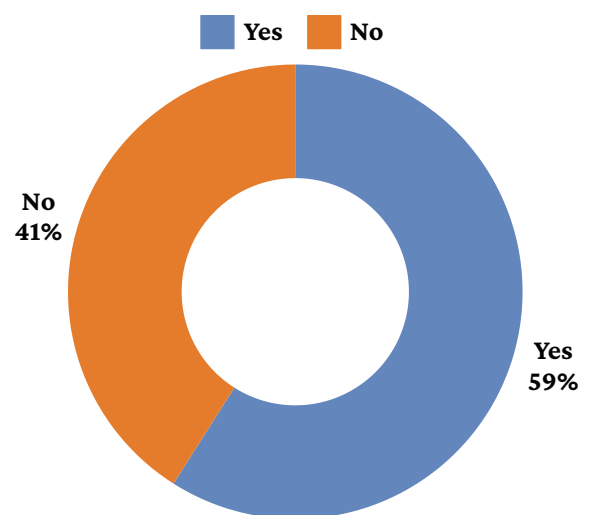


are conducted. Whereas in group training, children are taken into group sessions sometimes, healthy competition takes place and their performance increases. The festival-related curriculum is conducted where group sessions are set and information about the festival is taught. Reading and writing goals are set. Sentence making is also taught in levels - First 3 words then 4 then 5. Mathematics is also taught at different levels of complexity, as per the level of the child.

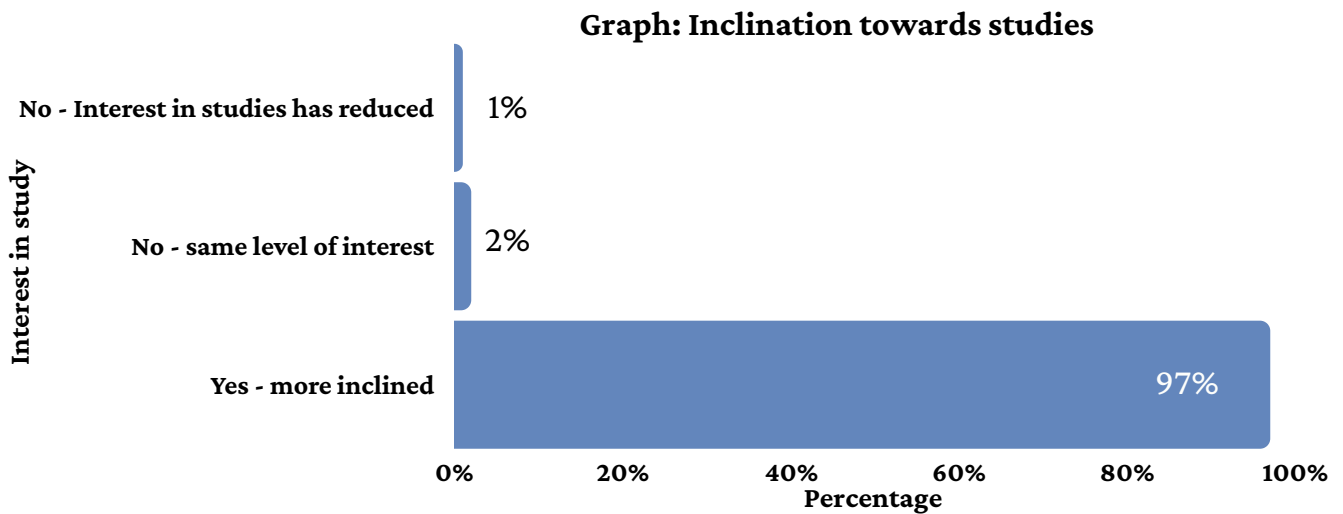
Promotion in terms of the level of the curriculum

It has been observed that **59%** of the parents stated that their children have been promoted to the next level, whereas 41% said that they were not. The promotion of the children does not happen annually but is based on the performance of the child. The curriculum of each Level comprises topics from Preparatory to Class III, Hence promotions are not necessarily on an annual basis. When a child scores above 90% in any of the parameters, (Language, Mathematics, Communication, Motor Development, Life Skills), they are promoted to the next level.

Graph: Level of the curriculum



The inclination of the child towards studies, after he/she has started attending sessions at VAANI



From the graph above, 97% of the parents agreed that their child has been more inclined towards studies after joining VAANI. The primary reason is the children have been made to understand what it is they are studying, what is important, and how it can be helpful in our daily life.

Home Activities

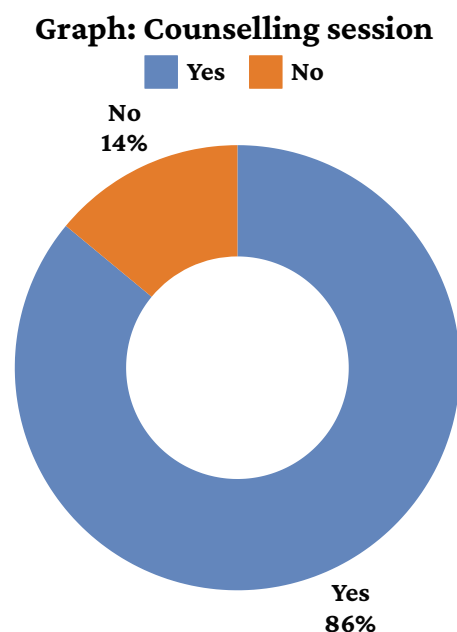
All of the parents stated that homework was being provided to the children. Daily activities are taught to parents on how to teach the child at home.

Engagement activities with children

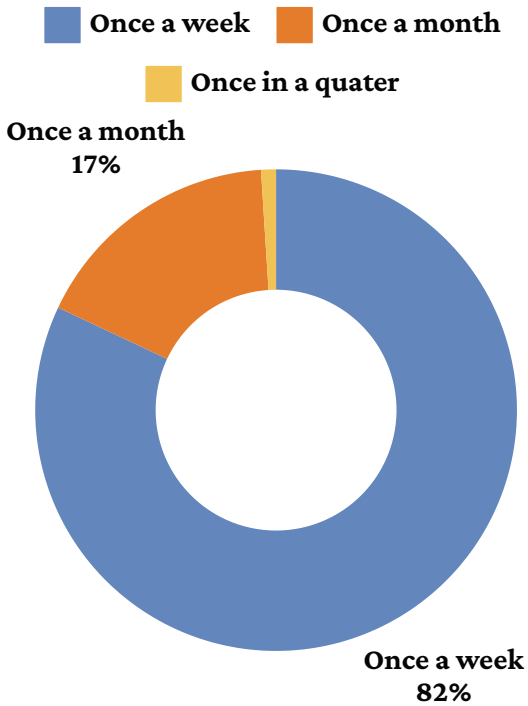
It has been seen that 98% of the parents said that they engage with their children in the activities provided by VAANI.

Counselling session

86% of the parents who attend the training are asked to sit for 10-15 minutes to demonstrate how to teach their child at home, and what activities need to be done with the child so that they can understand everything that is taught to them. The parents are suggested in this counselling session to handle the child with love and affection when they become very stubborn. They are also counselled to discipline them on their daily routine of maintaining hygiene, studying schedule and on good habits.



Frequency of counselling sessions



Graph: Counselling frequency

Majority of the parents said that the counselling session happens once every week when the training takes place for the child.

Training provided

It has been observed that 98% of the parents were trained by VAANI. The parents were trained on what is hearing impairment, and the parts of the ear. One important aspect of training covered since COVID, has been Child Sexual Abuse and Child Safety explaining about the vulnerability of their children with hearing impairment to abuse, the importance of making them aware of safe and unsafe touch, safe-unsafe places and situations and about the No Go Tell Rule to prevent them from abuse.

Sign language

91% of the parents said that they are been taught sign language along with their child

Parent's most liked activities during training

Sign language training

84%

The framework of the curriculum

44%

A vibrant VAANI calendar adorned with delightful paintings created by children would bring joy to any space.

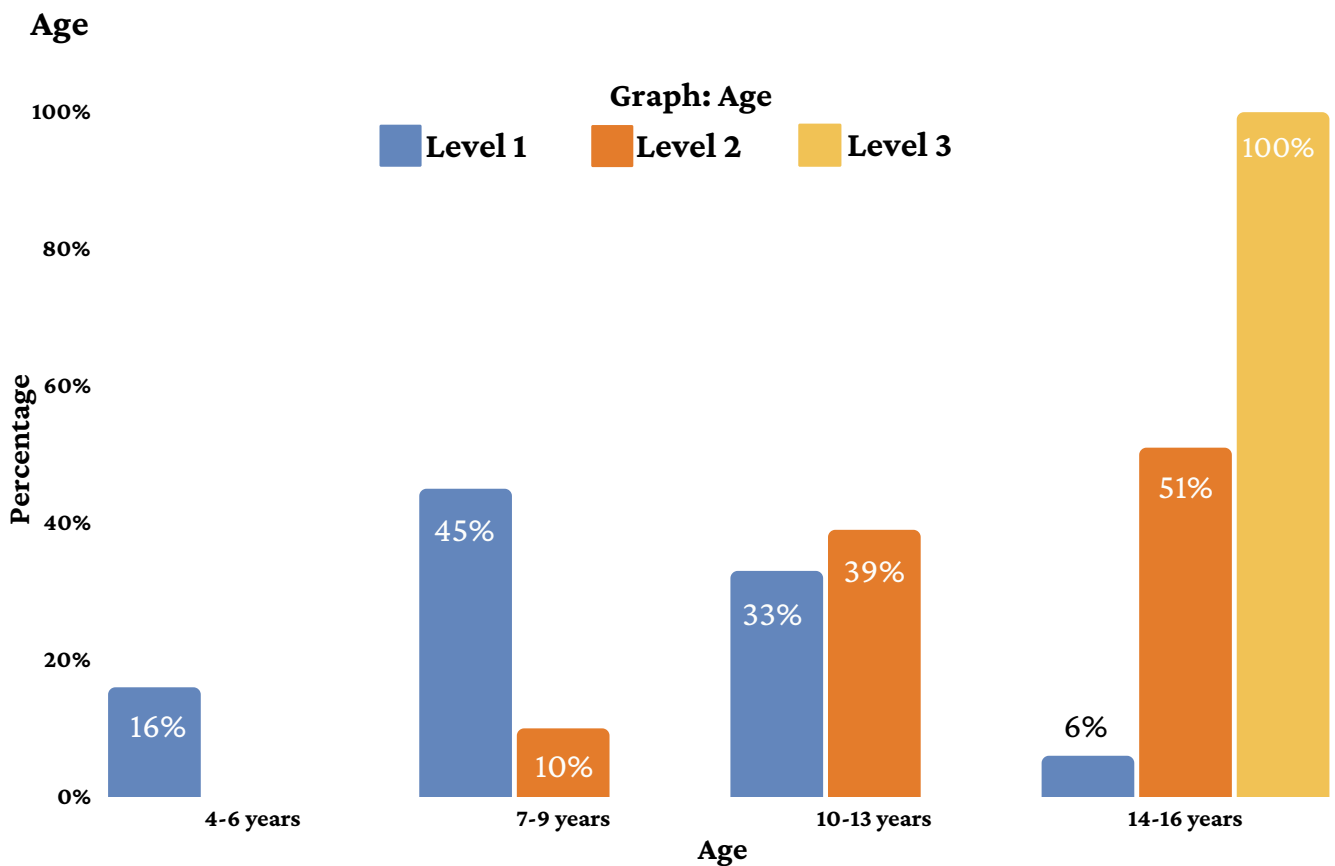


CHILDREN

"The personalized learning approach at VAANI has improved my understanding compared to my school, where teachers cannot devote individual attention to each student. This individualized support has improved my academic performance at school."

- Depa (Level-3, Children, Kolkata)

VAANI takes a child-centred approach to learning through its individualized training sessions. These personalized programs are designed to meet the unique needs and potential of each child. The sessions are undertaken at three distinct levels to cater to a child's developing abilities. Level 1 provides a solid foundation in core skills like literacy, numeracy, and communication. This strong base prepares them for the challenges and opportunities that lie ahead in Levels 2 and 3.



Level 1

45% of children fall under the age group of 7-9 years. And 33% of children are under the age group of 10-13. Other 16% are under the age group of 4-6 and 6% are from the age group of 14-16.

Level 2

51% of the level-2 children fall under the age group of 14-16 years. Whereas another 39% fall under the age group of 10-13 years of age and the rest of the 10% of children fall under the category of 7-9 years of age.

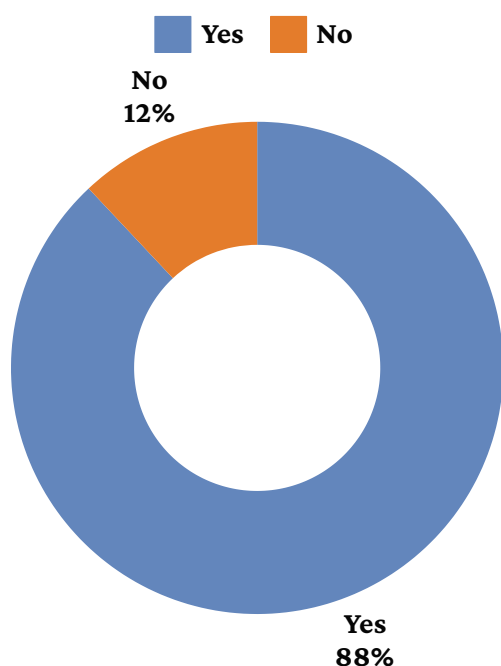
Level 3

100% of the children fall under the age category of 14-15 years of age.

After the conversation with the VAANI special educators, it was found that the children get promoted from level 1 to levels 2 and 3 mainly based on their performance and not age. If the child can finish the curriculum early, they will get promoted to the next level.

Level of study

Level 1



Graph: Children attending school

88% of the children stated that they attend school whereas 12% of the children stated that they do not attend school.

Through the qualitative responses from the parents, it was found that the main reason for the children not attending school was that the parents felt their child would not be able to cope with the school environment, as the child could not speak or hear. Another reason found was that the children were too young to join school.

58% of the children study from 1st standard to 3rd standard. Whereas 39% of the children study from 4th standard to 6th standard. And 3% of the children study from 7th to 9th standard.

Level 2

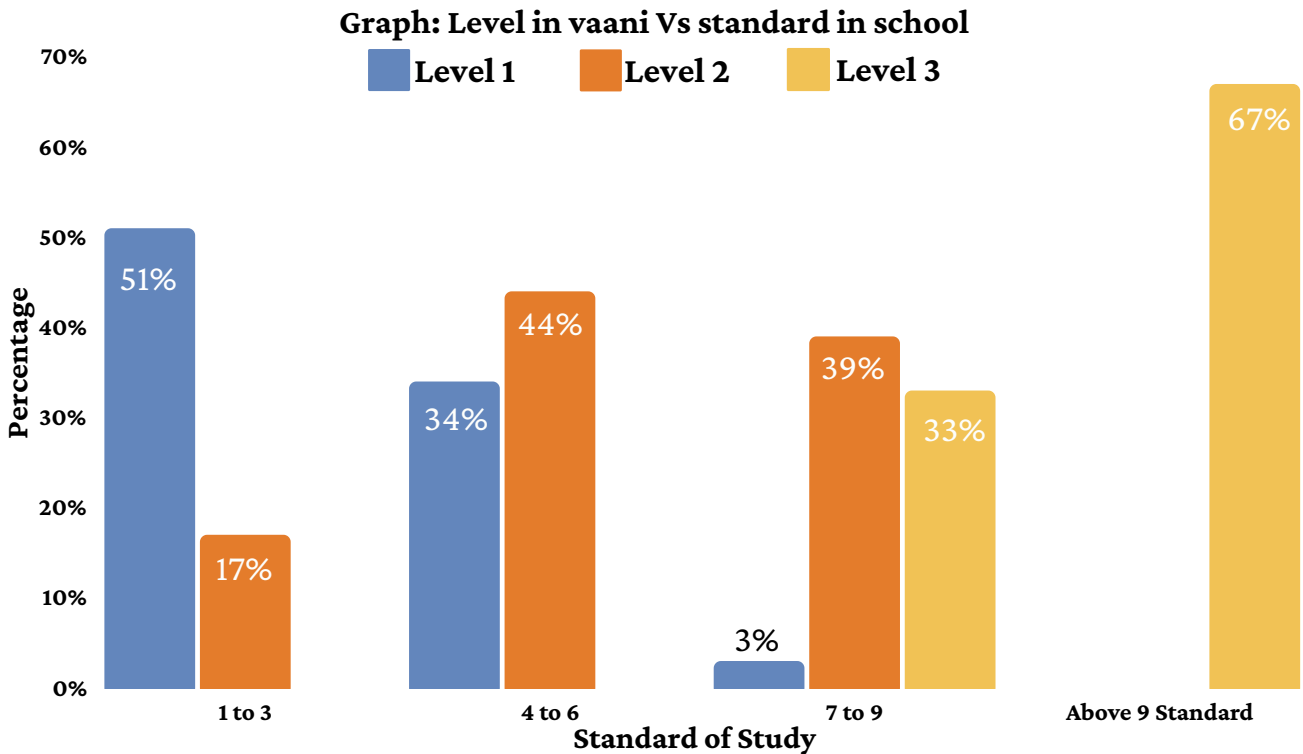
All of the level 2 children interviewed stated that were attend school.

44% of the children study from 4th standard to 6th standard. Another 39% stated that they study between 7th and 9th standard. The rest 17% of the children are from 1st standard to 3rd standard.

Level 3

All of the children interviewed stated that they attend school.

67% of the children study above the 9th standard and only 33% study between the 7th and 9th standard.



The above graph shows that the majority of level 1 children are studying in standards 1 - 3, followed by 34% of level 1 children studying in standards 4 - 6. Very few Level 1 students are from standards 7 - 9.

The majority of level 2 children were found to be studying in standards 4 - 6, followed by 39% of level 2 students studying in standards 7 - 9, and only 17% of the level 2 students were from standards 1 - 3

Most of the students from level 3 were found to be studying in standards 9 or above.

“VAANI not only helped me with studying but also showed me I'm good at other things too, like sports and art. Now I look forward to our weekly sessions. My dream is to become a police officer in our area, and I know VAANI's help will get me there”

-Abhishek (Level-3, Children, Karnataka)

Experience with VAANI

As per the parents, their children are very keen to go to the VAANI centre. They even said that after going back home, their children share information about what they learned in the VAANI centre with their parents and even if any homework is given the child tends to finish the same by his/herself so that they can go to the VAANI centre soon. Parents often expressed a strong desire for daily classes. They believe this frequency would significantly improve their child's well-being and motivation. The opportunity to interact with other hearing-impaired children daily creates a unique environment where communication flows more naturally and barriers are minimized. These interactions bring joy and foster a sense of belonging, encouraging children to actively participate and engage in their learning. Daily VAANI classes could become a source of constant happiness and a motivator for regular attendance.

99% of the Level-1 children responded that they liked coming to the VAANI Centre.

99% of the Level-2 and Level-3 children also said that they liked coming to the VAANI Centre.

A. Relation with Peers

It was seen that the social circle of the children got stronger once they joined VAANI. They have been able to make use of sign language and communicate with normal children as well which they had not been able to do before. It was also seen that they had given a particular sign for all their friends and represented them in that way only. For example, if someone has long hair that person would be represented with the hand movement showing long hair.







46% of the Level-1 children said that they have 1 to 3 friends. Whereas 36% of them have 4 to 7 friends. There were 10% of children who said they had more than seven friends. 7% of the children mentioned that they had no friends.

56% of the Level-2 children said that they have 4 to 5 friends. 27% of children had more than 7 friends. The rest had 0 to 3 friends.

67% of the Level-3 children said that they have 1 to 3 friends and the rest 33% had 4 to 7 friends.

B. New things learned

Under the Individualised Education session, VAANI teaches the students activities like games, songs /poems/stories, maths/science, hygienic practices, expressing oneself, and discipline. Through these activities, the children start developing their interpersonal skills.

Sr. no	Activities	Level - 1	Level - 2	Level - 3
1	 Games	79%	71%	67%
2	 Songs/Poems /Story	67%	90%	100%
3	 Math's/ Science	87%	95%	100%
4	 Hygiene	81%	76%	100%
5	 Expressing oneself	63%	78%	100%
6	 Discipline	78%	93%	100%

All the children who approached VAANI were able to increase their skill sets one by one.

Games: One of the main skill sets that was improved with the help of VAANI was playing games. As noticed among the children of VAANI, the children are taught to play puzzles and games initially to increase their interest in the curriculum of VAANI. Because of this an average of 72% of the children learned new games both extracurricular and within the curriculum. VAANI teachers and parents also stated that they used to conduct sports and arts days in VAANI for the children to show their talent.

Song / Poem / Story Writing: During the qualitative and quantitative field survey, the Level 1 & 2 children were asked to draw pictures and colour whereas the Level 3 children were asked to write essays. All the level children were successful in drawing and writing as per their level. An average of 86% of the children of all levels were able to learn song/ poem/ story writing as a part of the VAANI curriculum.

Maths / Science: While talking with the VAANI and SSA teachers it was found that the children who could not speak or hear were able to perform much better in subjects that are less descriptive like maths and science. An average of 94% of children tend to learn maths and science after approaching VAANI.

Hygiene: 85% of the children learned more hygienic practices after joining the VAANI centre. All the children who were at the VAANI centre maintained cleanliness and kept their nails and hands clean.

Expressing Oneself: The parents stated that the children compared to earlier after coming to VAANI shared how the child felt with their families and even started taking part in the family conversations. As part of the child's visit to VAANI, the child's interpersonal skills have improved. On average 80% of the children stated that they started expressing themselves after coming to VAANI.

Discipline: The SSA teachers and the special educators expressed that the child tends to greet the teachers and their classmates now after coming to VAANI with expressions like thank you, please, etc. An average of 90% of children learned discipline after coming to VAANI.

“After joining VAANI I have developed a keen interest in dance and have been able to participate in several Dance events.”

-Sanjana Devi(Level 2, Children, Assam)

Literacy

As part of the literacy assessment the children of level 1, level 2, and level 3 were asked to do various tasks namely colour identification, day identification, picture identification, sentence construction, and more as per the child's level of study.



Level-1

Under literacy, level-1 children were asked to identify their favourite vegetable, colours of the flowers, dwellings of the places they visit when they are not well, days of the week, pictures of clothes, people who help, fish, and flies.

Favourite Vegetable: Children were asked to tell which of the vegetables (green peas, spinach, and potato) that was shown to them was their favourite. It was observed that **91%** of them were very clear with their decision as to which one of the vegetables was their favourite.

Colour Identification: Lily, Rose, and Jasmine were written on a piece of paper for the children to identify the colour, and were asked to mention which of the flowers was red.

77% of them gave the correct answer, whereas 10% of them were not able to say that the rose was red but stated stating hibiscus was the red flower. Whereas 13% did not give any correct answer at all.

Dwelling & Place of Visit: Children were asked where they visit when they are not well and were provided with 3 options which included a garden, railway station, and hospital.

87% of them mentioned the hospital whereas 9% of them were not able to tell. For some of them, the teacher had to write down the words in the regional language so that they could read and give the answer. Some have been shown signs and the answer was given by them

Days of the Week: It was observed that the children were not that confident when it came to answering what day it was.

57% of them were able to give the correct answer and 43% gave the Incorrect Answer. 88% of the children were able to tell the correct answer and were very spontaneous in responding.

Picture Identification: Under picture identification, four activities were conducted. namely the person who helped us, clothes pictures, flies' pictures, and identification of fish.

Three pictures were used which included a police officer, a doctor, and a teacher. Any one picture was shown to the children and were asked to talk about it. It was observed that the majority of the children, 88% of them were able to use sign language and gave the correct answer.

For the clothes three pictures (socks, saree, and sweater) were shown and any one picture was asked to be identified. It was seen that 90% of the children have been able to identify the picture correctly. Children were able to answer spontaneously by either touching their sweaters or socks, according to the question being asked.

Pictures of butterflies and mosquitoes were shown to the children and were asked to use sign language and tell what it is called. 88% of the children were able to answer them correctly with the help of sign language.

93% of the children were able to answer correctly by showing the sign of fish with both their hands.



The past, present, and future tense is taught to the children with the help of pictures.



Drawings made by the children of Level 1

Drawings made by the children of Level 1



Level 2

The level 2 children were asked to go through certain assessments to identify their progress concerning the literacy part. These assessments included obtaining the basic details from the child like their parent's contact number, questions related to antonyms, national symbols, prepositions, singular and plural.

Family Details: The initial question that was asked to the children was to disclose their parents' contact numbers to see whether the child remembered their parent's numbers in emergencies. **88%** of the children were able to tell their parent's number, but 12% of the children were unable to disclose their parent's numbers.

National Anthem: **78%** of the children were able to identify the national anthem of India as “Jana Gana Mana”. Another 17% were not even able to identify the national anthem and 5% of children answered the question incorrectly.

Hard Objects Identification: When the children were asked to identify whether a rock, paper, or leaf was hard, **96%** of the children were able to tell the correct answer as a rock but 2% of the children incorrectly disclosed the same and the remaining 2% did not know the response to that.

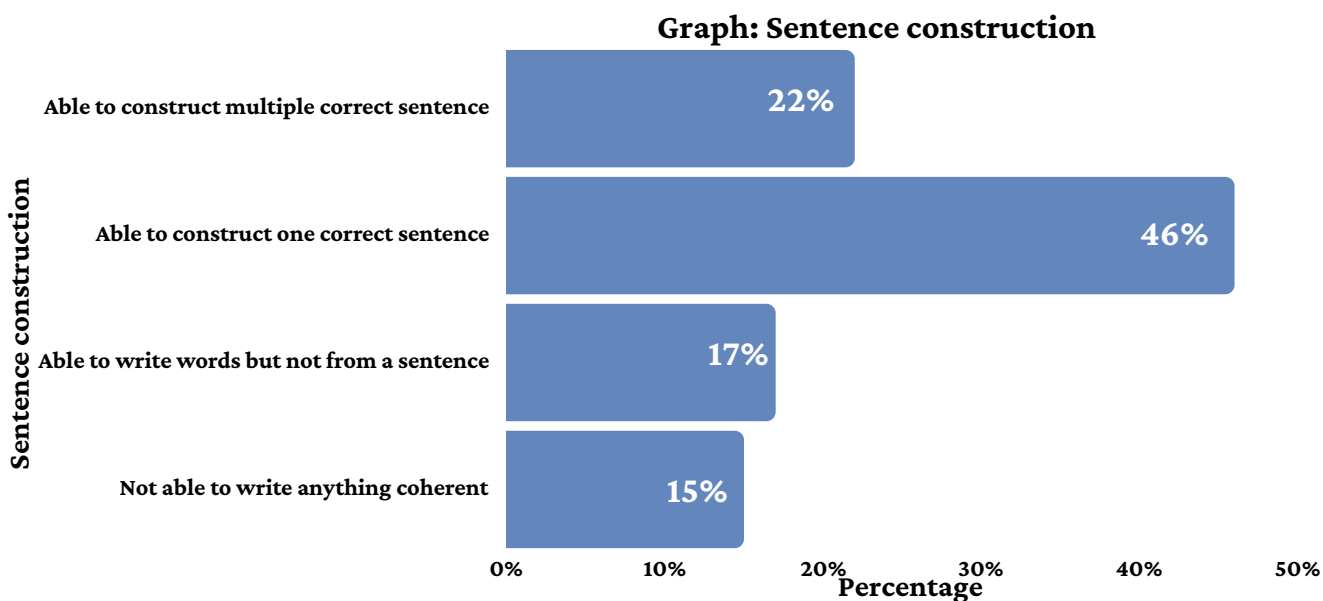
Dwelling Identification: As part of the literacy assessment when the children were asked about the dwelling of a tiger, most of the children that are 90% were able to answer the same.

Antonyms: When the children were asked the opposite of few showing the image of few and many apples, 93% of the children were able to answer the same.

Prepositions: All the children were able to answer “behind”, the preposition when asked, “Peter is standing ___ the chair.”

Grammar: 95% of the children were correct in answering the grammatical question of singular and plural questions. And only 5% were unable to answer the same.

Sentence Construction: As part of the literacy assessment the children were also asked to construct a sentence based on an image that was shown to them.



46% of the children were able to construct one sentence without any mistakes. 22% were able to construct multiple sentences without any mistakes. 17% of the children were unable to construct a sentence even though they could write words. And another 15% were not even able to construct words.

As per the VAANI special educators and SSA teachers, children who are unable to hear or speak are generally more likely to perform better in maths and science unlike language subjects mainly because they tend to understand maths much more as it doesn't involve a lot of sign language involvement.



Drawings made by children of Level 2



Level 3

The level- 3 children under literacy were asked to name various parts of the plants, and questions related to Frictional force, Omnivorous, Deforestation, Manure, the function of the liver, and parts of a forest ecosystem were assessed.

Naming various parts of the plant: 99% of the children were able to explain three to five parts of a plant. They have been able to tell leaves, stems, roots flowers, buds, and branches. The children were very clear in terms of what they were saying and were using sign language to tell the answer.

Frictional force, Omnivorous, and Deforestation: In terms of frictional force, it was observed that all of the children were able to answer the question correctly.

99% of the children were able to give the correct answer as to what Omnivorous and deforestation mean.

Manure, the function of the liver, and parts of a forest ecosystem: 99% of children were able to explain manure, the function of the liver, and parts of the forest ecosystem which includes birds, animals, trees and mountains with the help of sign language.



“My child goes to play badminton at different places taken from school along with her friends and does not require my help to go along with her. After joining VAANI, she is confident and brave enough to go to places all by herself”

-Saraswati Mondol (Parent, Kolkata)

Numeracy

Children were assessed on understanding the relationships between numbers, recognizing patterns, estimating quantities, and ability to perform addition and subtraction. Simple profit and loss questions along with finding out the square root and area of a circle.



Level 1

To assess the numeracy of the level-1 children questions like counting, addition, ascending & descending order, and subtraction were asked.

Counting: 6 identical trees were shown to the children and asked to count. It was observed that children were very good when it came to counting numbers.

91% of them had answered the question correctly. There were only a few of them who were not able to answer correctly.

80% of the children were able to do Addition correctly..

Ascending & Descending Order: Numbers were written down in descending order for the children from 9 to 5. Children were asked which was the largest and which was the smallest number. It was seen that 77% of the children were able to answer the question correctly. However, some were confused with numbers as to which one is the highest and which one is the lowest number.

Subtraction: It was seen that 76% of the children were able to answer the question correctly. 18% of children were not aware of subtraction. This was because they were new students and were at the initial stage of the learning program.

Children were given two options of 25 and 15 and then were asked which one of the numbers comes after 20. 72% of them answered correctly. The numbers were written for them in the regional language for their better understanding and were asked to answer the question

Level 2

As part of the numeracy assessment, the level-2 children were asked to do various activities to assess their numeracy skills. These activities include the identification of a 10 rupee note, symbol identification, division, identification of the middle of the circle, and the measurement scale for milk.

Rupee Identification: All the children were successful in identifying a 10 rupee note.

Symbol Identification: When the children were asked to identify the “=” symbol, 83% of the children were able to identify the same, but 15% of the children did not even respond and the remaining 2% responded incorrectly.

Division: 93% of the children were proficient enough to do the division activity assigned to them. Only 5% of the children were unable to respond and the remaining 2% responded incorrectly

Centre of Circle: 93% of the children were successful in identifying the centre of the circle, 5% of the children were unsuccessful in identifying the same and the remaining 2% answered the question partially correctly.

Measurement for Milk: 78% of the children were successful in identifying the measuring scale for milk. However, 15% of the children were unable to identify the same and the remaining 7% responded incorrectly.

Most of the children in level 2 were successful in answering the assessments related to numeracy. As disclosed by the VAANI and SSA teachers it can be noted that the VAANI children do perform better in numeracy-related matters.

Level 3

For numeracy, the level-3 children were asked to name the angles, area of a triangle, square root, and profit and loss.

Naming the angle: An image of an obtuse angle was shown to the children and were asked which angle it was. 67% of the children have been able to respond correctly. Whereas 33% of the children were not able to understand what angle it was.

Area of a triangle: 67% of the children were able to solve the sum. In the regional language, the question on the area of a triangle, where the base is 14 and the height is 2 was been written for the children, and were asked to solve them. At first, they were taking some time but were able to get the result.

Square root: 67% of the children were able to give the correct answer. Whereas 33% were not been able to answer.

Profit and loss: 99% of the children were able to give correct answers to the question “ A person buys 50 cards at Rs 400 and sells 50 cards at Rs 450. Is the person making a profit or loss”

“By learning sign language at VAANI, I have taught my friends who stay in my neighbourhood, some signs so that they also can interact with me. As a result of which I have a lot of friends now.”

-Shubham(Level 3, Children, Kolkata)

Communication

Communication for children involves various aspects of language development, social interaction, and expression. Seeing whether the children can express their thoughts, feelings, and ideas through nasal sounds, skinny sounds, lip cooler words, and air sounds.

Level 1

As part of the communication assessment, the level-1 children were asked to understand the skinny and nasal sounds.

Skinny Sounds: These sounds include consonants like "s, z, and sh". Their higher frequency and continuous friction, make them challenging for deaf children to perceive and articulate. In terms of understanding skinny sounds, it was observed that children in Kolkata were able to respond faster in comparison to the children in Assam. However, the children were taking time to respond.55% of them were able to give the correct answer.

Nasal/Nose Sounds: Nasal sounds, like "n" and "m", are consonants produced by directing airflow through the nose while blocking the mouth passage. Imagine saying "no" while pinching your nose closed to feel the sound's nasal vibration. These sounds play a crucial role in speech clarity and intelligibility. It was seen that the children in Assam were not that confident in responding and most of them were finding it difficult to answer 60% of the children were able to tell correctly.

Level-2

Lip Cooler Sounds: In phonetics, the sounds "f" and "v", often referred to as "Lip Cooler sounds," involve both the lips and teeth. Imagine blowing air between your pursed lips to create a cool sensation: the "f" sound is voiceless (no vibration in vocal cords), while the "v" is voiced (vocal cords vibrate), resulting in a subtle but important difference in pronunciation.

As part of the communication assessment, the child was asked to identify the lip cooler terms like "f" and "v". 83% of the children were successful in identifying the sound, whereas 12% could not respond to the same and 5% told it wrong.

Air Sounds: Speech sounds generated by air flowing freely through the vocal tract, without complete closure of the mouth, creating "hissing" or "fricative" noises.

The VAANI children were tested using the air sounds like "h" to see their proficiency in the same 78% were successful in identifying the sound. Whereas 12% couldn't respond to the same and 10% gave the Incorrect Answer.

Feelings & Emotions: The level 2 children were asked how they would feel when they hurt any person by mistake. And 88% of the children responded saying that they would feel very bad.



Aspiration

As the children started learning sign language and other subjects through VAANI their confidence levels have gone up because of which the children aspire to reach high positions in their future like teachers, dancers, singers, doctors, engineers, etc.

Aspirations	Level 1	Level 2	Level 3
Teacher	25%	34%	33%
Dancer	3%	-	-
Singer	6%	2%	-
Doctor	10%	12%	-
Engineer	6%	5%	-
Others	49%	46%	67%

An average of 54% of the children aspire for other career options unlike the usual common career options set by society like a policeman, fashion designer, carpenter, painter, auto driver and many more.

It was observed that an average of 31% of the children wanted to be teachers. It was also seen that the favourite person of the children was their teacher only. It was because of the reason that whatever doubt the children had everything was resolved by their teacher and they are the best people to understand their feelings apart from their parents. Also, it has been seen that children in general when they are small aspire to become a teacher.

Another 15% aspire to careers like dancing, singing, engineering, and becoming a doctor.

Pillar 3 - Behavioural change

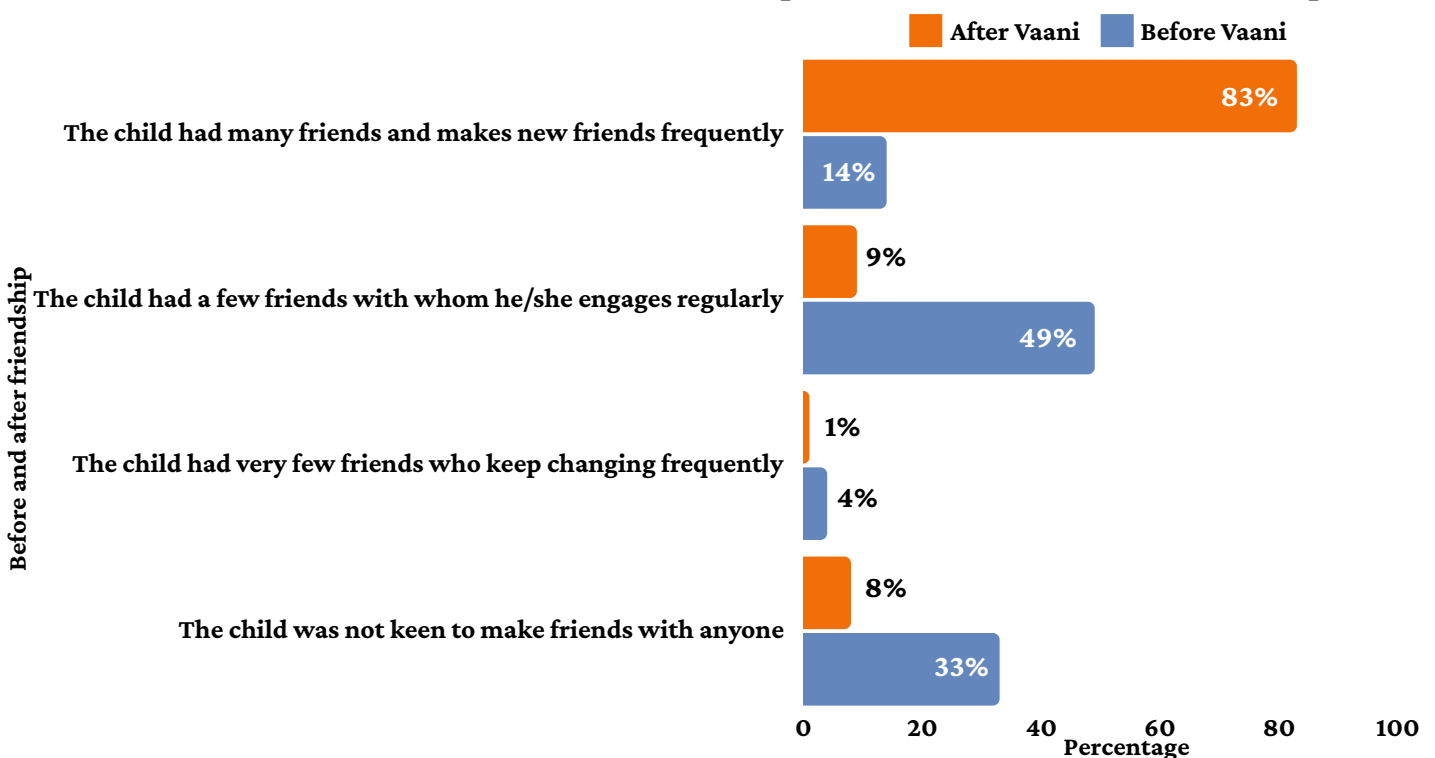
In the **BEHAVIOURAL PILLAR**, Impactree has identified situations and parameters to evaluate a child’s behavioural change based on their social interactions, confidence, communication skills, day-to-day activities, relationships with family and friends, ability to express emotions, etc.

“VAANI is a place where there are no boundaries. It’s a place where everyone part of VAANI is free to express their emotions. It’s a place where people’s voice is heard. It’s a place where everyone’s word is heard and respected.”

-Aloy Kumar (Special Educator, Kolkata, West Bengal)

Social Interaction and Friendships:

Graph: Social Interaction and Friendships



As per the parent's responses, it has been observed that there has been a huge change in child’s social life as only 14% of children were able to make friends frequently before joining VAANI which has grown to 83% of the children being able to interact and make friends socially.

This kind of change can be directly linked with their involvement in VAANI interventions as VAANI’s Sadhan centres were considered comforting and safe spaces for these children to open up and feel socially acceptable.

Changes Observed in Children post VAANI Intervention:

Due to the training provided by VAANI, many positive changes were observed in the children. These positive changes are mainly assessed based on four points namely communication, day-to-day activities, relationships, and the performance of the child at the household level.

99% of the parents have observed positive changes in their child.

A. Communication

Confidence While Communication Improved	95%
Communication at Home Improved	95%
Ability to Express his/her feelings Improved	83%
Ability to Buy Household Items from the Store Improved	56%

While talking with the parents and the teachers it was observed that the child's confidence has increased immensely after their association with VAANI. The child started making more friends and started becoming more involved in the school programs. While talking with the school headmaster it was found that the hearing-impaired children who attended VAANI tend to be more expressive and they are active in extracurricular activities.

The parents even responded that after coming to VAANI their child started participating in home conversations. Earlier the children never used to be part of any family conversations. They used to remain in their room most of the time.

Some parents even conveyed that their child used to face difficulty while asking for his/her basic needs as they didn't know how to express themselves. When they started learning sign language from VAANI their children started finding it easy to communicate with their parents for his/her basic needs. Another trouble that was observed in the children before coming to VAANI was that they didn't express themselves. But soon after they were been trained by VAANI, parents stated that now their children share all the information that happened in their school and locality with them.

All the parents also responded by saying that they do send their children to purchase groceries at nearby stores. The parents were elated to say that their child would even bring the balance amount with them while returning. Some parents used to show their children what they needed to buy and come and accordingly, the child used to deliver.

B. Day to Day-to-day activities

Better health and hygiene practices followed by children	95%
Increased Interest of children in going to school	90%
They have started travelling with no/less support	72%
Better at calculation–They have learned money matters and help out at home	49%

All the children in VAANI are trained to maintain hygienic practices like washing their hands before and after food, maintaining clean nails, wearing tidy dresses, and much more. The parents also responded by saying that after getting trained by VAANI, the children often insist their family members maintain hygienic practices as well.



Parents believed that the children were eager to go to VAANI because of this they always insisted upon finishing their homework after coming from VAANI so that they could go to the next section happily. The VAANI staff also conducts activities for the children during special days like Children's Day, Sports Day, Arts Day, etc to showcase their talent.

As per the teacher's observation, hearing and speaking-impaired children tend to be much smarter in subjects like maths mainly because it doesn't involve active communication.

C. Relationships

Relations with Peers have Improved	90%
Relations with Community Members have Improved	91%
Better relations at Household (with siblings, and other family members)	62%

Parents said that their child used to be very silent and restricted before coming to VAANI. After coming to VAANI they started becoming more interactive in the school and started making more friends. Their relationship with peers improved as they started learning sign language.

Their interaction with the community was very limited. After approaching VAANI the children began to be more outspoken. After VAANI's intervention, the children started talking to their local children as well and went to play together as well. Their communication with the community has improved.

Earlier those children who didn't even talk with their siblings at home or any family conversation, now due to VAANI's intervention have started to talk in their families as well. Their relationship with their family members has increased and they started sharing their daily activities, what they studied at school, and all with their parents as well.

D. Household Level

Child can better perform in school	89%
Child can go out more in community events, etc than before	53%
Child can bond with your child better	33%

Some of the children who could not hear or speak now participate and win in the state-level and national-level games. This was mainly possible with the intervention of VAANI, which identifies such children and provides equal opportunities to them as well. While talking with the school teachers also it was found that after VAANI's intervention, the children started involving in extracurricular activities and academic activities.

97% of the parents have stated that their child can help them with the household tasks.

The best transformation that the parents witnessed concerning the VAANI intervention was the involvement of children in household activities. Mothers were so happy to say that their children started making rotis, washing plates, sweeping rooms, and even started cutting vegetables and other household activities to help their parents.

“Before joining VAANI, our child lacked confidence in communicating. Through VAANI’s program, he has learned sign language and gestures, enabling him to communicate effectively with others.”

-Heena (Parent, Karnataka)

Ability to Express their Feelings and their Degree of Disability:

It was observed from the parents’ responses that post-VAANI intervention, children who had a moderate degree of disability were able to express themselves without many challenges. Similarly, parents of children with severe disability also mentioned that there has been a noticeable change in the ability of the children to express their feelings and emotions after joining VAANI.

Only 2% of the parents whose children had profound disability responded saying that there has been no improvement in their child’s ability to express their feelings and emotions.

“With the help of VAANI’s support, my child has been able to perform better at studies and is pursuing his higher education from where he will get a job for himself. I am highly grateful for the support which VAANI has provided to my son.”

-Rashida Khatun (Parent, Guwahati, Assam)

Pillar 4 - Government schemes

The various **GOVERNMENT SCHEMES** provided to children who cannot hear or speak include the Government disability certificate, the Unique Disability ID card, and many more. The VAANI staff and parents also confirmed that VAANI provides various awareness programs to the parents on how to acquire the benefits available to them. Some parents even stated that even when they have any difficulty in acquiring the certificates they take the help of VAANI to call the government institutions to give reference for their child's disability.

VAANI provides information about government schemes relating to disability and makes sure that the parents avail of them.

“We visit the homes of the children who stop coming to the centre and assist their parents to come to the centre, also asking the reason why they are not able to come. We make sure that no child is left behind due to any family issue in terms of getting education.”

-Binapari Bahari (Community Mobilizer, Kolkata, West Bengal)

Types of Government Schemes

Government Disability Certificate

Individuals with a disability of 40% or more are eligible for a Disability Certificate. This certificate typically serves as proof of disability and may be required for accessing various government benefits and programs like the pension plan for disabled children.

Benefits like Disability Living Allowance (DLA) can be availed through disability certificates. DLA is a disability benefit for children under 16 who are deaf or disabled. DLA helps towards some of the extra costs of raising a child who needs more looking after than another child of the same age without disabilities.

84% of the respondents stated the acquisition of a government disability certificate.

88% of the respondents stated that VAANI facilitated the acquisition of the government disability certificate.

UDID Card

The Unique Disability ID Card (UDID) is a national initiative headed by the Department of Empowerment of Persons with Disabilities (DEPwD) in India. It is an identification document issued by the Government of India to individuals with disabilities. It serves several purposes, including acting as proof of disability and applying for government benefits, educational concessions, and other entitlements.

91% of the respondents stated the acquisition of a UDID card.

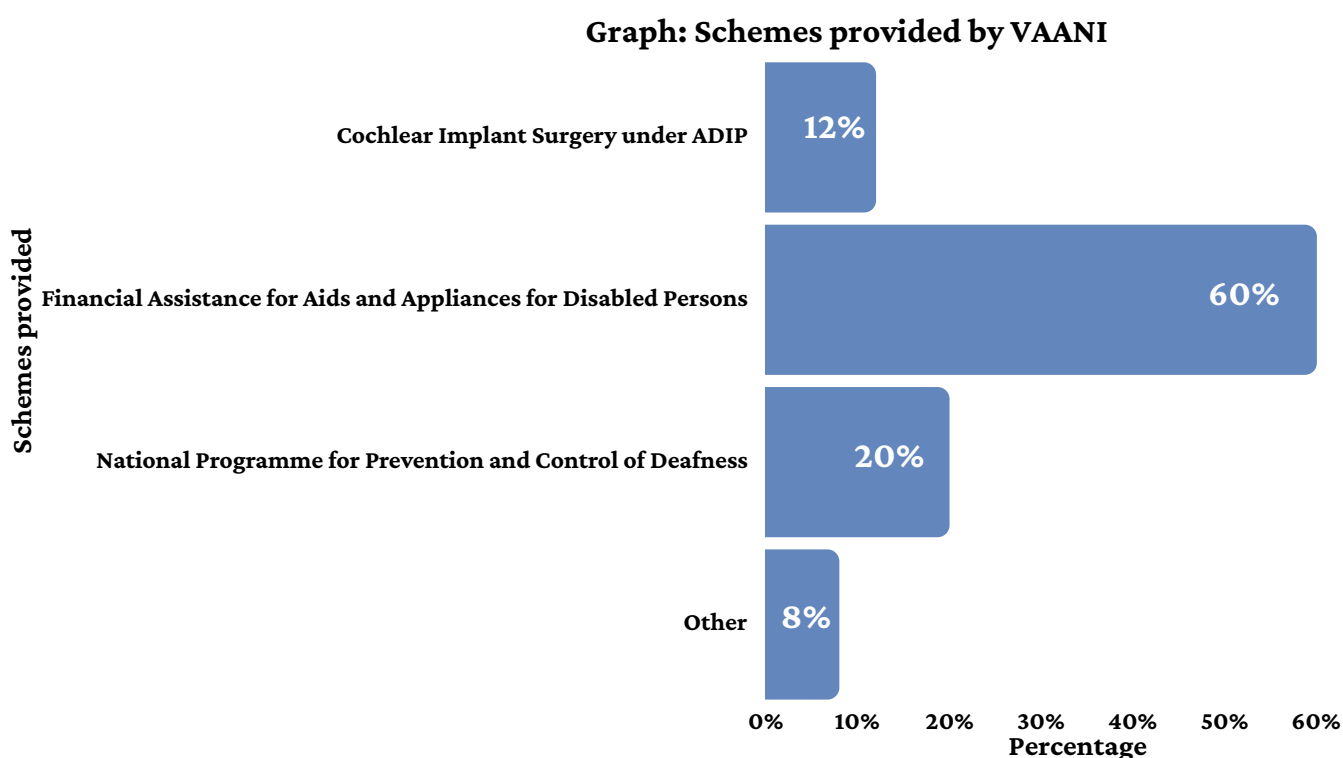
79% of the respondents stated that VAANI facilitated the acquisition of the UDID card.

Knowledge of government programs

71% of the respondents are aware of the government schemes by VAANI during counselling or training sessions.

The parents confirmed that as soon as they come into the VAANI centre, they are made aware of the government schemes that are being provided to the children who cannot hear and speak.

Schemes that were made aware by VAANI



There are various government programs available to children who cannot hear or speak, and these include Cochlear Implant Surgery, Financial assistance for Aids and Appliances for Aids, and Appliances for Disabled Persons and the National Programme for Prevention and Control of Deafness. VAANI started making the parents aware of these schemes so that they could reap the benefits of the same. Because of the VAANI awareness program parents are now aware of the following schemes:

12% of the parents are aware of Cochlear Implant Surgery under ADIP

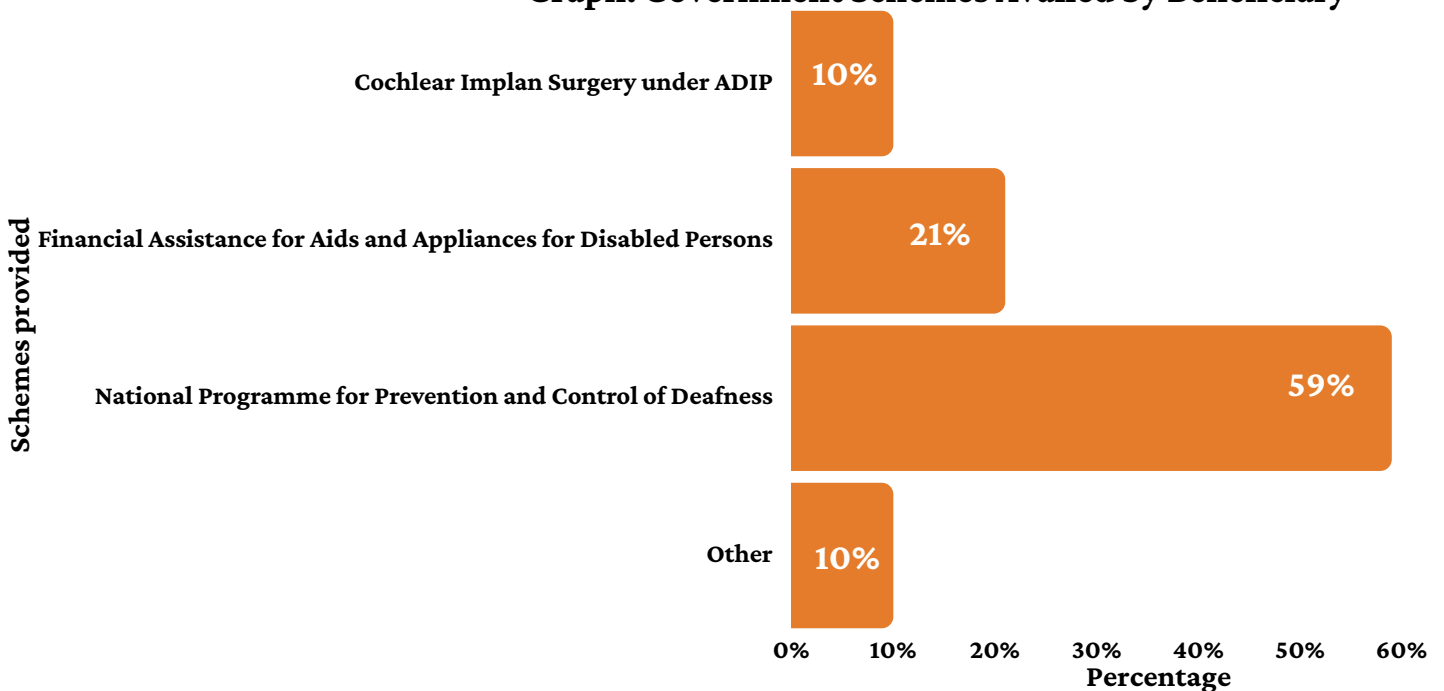
60% of the parents are aware of the Financial Assistance for Aids and Appliances for Disabled Persons.

20% of the parents are aware of the National Programme for Prevention and Control of Deafness.

Government Schemes Availed by Beneficiary

59% of the beneficiaries are availing of the National Programme for Prevention and Control of Deafness, followed by 21% benefiting from Financial Assistance for Aids and Appliances for Disabled Persons, 10% availing of Cochlear Implant Surgery under ADIP and the remaining 10% availing of other government schemes.

Graph: Government Schemes Availed by Beneficiary



Pillar 5 - Social and Cultural

At VAANI, education goes beyond textbooks and aims to empower hearing-impaired children to navigate the world confidently and gracefully. This includes teaching them the fundamentals of politeness, from using respectful gestures and facial expressions to understanding nuanced cultural norms. Building communication bridges extends beyond formal settings, with a strong emphasis on encouraging children to actively engage in conversations with their loved ones at home. This can present challenges for both parents and children. VAANI equips parents with communication strategies like sign language and visual aids.

Additionally, they guide the creation of nurturing environments that encourage open communication and celebrate the unique ways their children express themselves through workshops and collaborative activities. VAANI empowers parents and children to build strong, loving relationships rooted in effective communication.

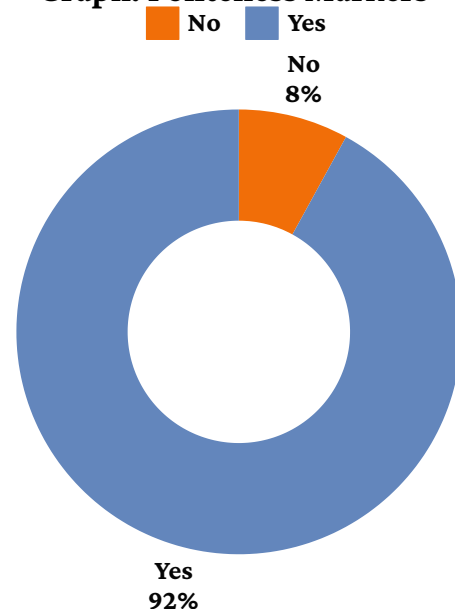
"Mai toh jyada nahi padh paayi, lekin apne bacchon ko bahut padha ke bada banana chahti hoon."

-Rani Sharma (Parent, Kolkata, West Bengal)

Politeness Markers

92% of the parents have responded that their child is using politeness markers like please, thank you, excuse me, and sorry in their day-to-day communication practices.

Graph: Politeness Markers



"We inform the parents regarding the circulation of government forms and guide them on how to fill the forms for availing the scheme for disability. We make sure that the parents who require such schemes can get it."

-Avijit Naskar (VAANI staff, Kolkata)

Impact of VAANI at the household level

Participation in conversations	98%
Hearing aid kit received	35%
Learned Sign Language	54%
Open communication between child and parents	83%
Better knowledge about treating hearing-impaired children	73%
New and smart ways of dealing with hearing-impaired children at home	42%

After VAANI, the children started participating in conversations with their family, friends, and community. Parents said that the children started getting out of the house after VAANI's intervention, for playing, shopping for miscellaneous items, and for small talk in the neighbourhood.

It was observed in the field that the parents at VAANI expressed emotional gratitude due to their children's improved communication skills. After starting the program, children engage in normal conversations and disclose details about their experiences at VAANI and school. This includes sharing their favourite teachers, subjects, and even academic challenges. Additionally, some children confided in their mothers about facing teasing related to their hearing aids at school. As a result of open communication, mothers were able to inform teachers and address the situation with other students, creating a more positive and understanding environment.

After coming to VAANI even the parents started getting aware of the nature of treatment that would help their children. Most of the parents started realizing that if the children with same disability studied in the same institute they would be able to thrive even faster. This was also evident in the deaf and dumb schools visited where the students who studied in such schools tended to be more active and confident.

Many parents have learned sign languages in VAANI, and are now smarter in dealing with disabled children. The parents began to be filled with hope that their children could perform like normal children and could get a job as well. This reduced the parent's worry about their children's future.

Reasons for getting associated with VAANI

Better guidance to the child in terms of education	99%
Reduce communication gap between child & society	97%
The training is free of cost	61%
Better access to co-curricular activities for child	57%
Help to receive hearing aid / cochlear implants	22%

While conversing with the parents it was found that 99% of the parents who got associated with VAANI were mainly to get guidance in their child's education. When the parents started realizing that their child could not hear or speak, they started searching for a better way to get their child educated. It was during this time they became aware of VAANI through other parents, awareness programs, VAANI staff, school, and many other sources.

97% of the parents approached VAANI mainly intending to reduce their child's communication gap. This was mainly because before VAANI's intervention, the children found it very difficult to even converse with their parents and ended up being anxious and irritated most of the time.

Most of the beneficiaries' families are poor and find it difficult to buy a hearing aid for their child. 61% of the parents approached VAANI to train their child, as soon as they got to know about the free availability of the training.

VAANI staff and teachers disclosed that they conduct co-curricular activities at the centres to develop their extracurricular skills as well. This includes the celebration of all special days like Diwali, Independence Day, Republic Day, Sports Day, Arts Day, and many more. 57% stated due to the above reasons they wanted their children to be admitted to the centre.

22% of the parents who were unable to buy a hearing aid or get a cochlear implant also approached VAANI to get the same. Since the hearing aid was provided free of cost the parents were attracted towards VAANI, so that their child could hear using the same.

Challenges faced by families

Financial challenge	74%
Social challenge	57%
Emotional challenge	50%
Child discrimination	20%

Because of their child's disability, the parents faced a lot of challenges including financial challenges, social challenges, emotional challenges, discrimination towards the child, and school-related disagreements.

Due to the socio-economic background of the families served by VAANI, a significant portion, 74%, reported experiencing financial hardship regarding their children's hearing needs. This primarily stemmed from the high cost of hearing aids and cochlear implant surgeries.

Social stigma remains a significant challenge for families. In field interviews, 57% of parents at VAANI reported experiencing challenges in social settings, and 50% of the parents suffered from emotional challenges. Some shared specific instances of being marginalized by neighbours and even family members due to their child's disability.

20% of the children after coming from school addressed to their parents that some of the children from their school used to tease them for the usage of hearing aids and for not being able to hear. Due to this, the children used to feel discriminated against.

“After receiving training from VAANI for my daughter, I realized the importance of having a school in my vicinity, so I opened a school myself, for the deaf children to get good education.”

-Rofikul Alam (Parent, Goroimari, Assam)

Pillar 6 - Partnerships – NGOs and Referrals

For conducting outreach activities, VAANI has entered into meaningful partnerships with the following groups:

Community Mobilizers:

- Conduct field surveys to identify children with disabilities.
- Guide parents on how to access VAANI services.
- Assist parents in obtaining disability certificates for their children.
- Provide information about government schemes for children with disabilities and ensure parents avail them.
- Refer children with additional disabilities to specific NGOs for specialized assistance.

Anganwadi Workers:

- Work with young children with disabilities at Anganwadi Centres, providing early education and development services.
- Encourage parents to enrol their children in the VAANI program

SSA Teachers:

- Organize camps for distributing assistive devices to children with disabilities.
- Offer guidance to teachers on inclusive education practices for classrooms with disabled students.
- Refer children with hearing impairments to the VAANI for specialized educational support.

CASE STUDIES

Name- Rani Sharma

Place- Kolkata

Centre- Kolkata Centre

State- West Bengal

Faced all odds for children's education

Rani has twins with hearing loss. Her daughter - Khusboo has profound hearing loss, while her son Akash has 30% hearing loss. Rani faced a lot of difficulty in bringing her children to the VAANI centre. Her family, including her husband, opposed the idea. For a few months initially, she even had to come in her house clothes, so that no one got to know that she was taking the children to the VAANI centre. She is a grade 2 school dropout, but she is determined to shape the future of her children through good education. She says with a smile, "mai toh jyada nahi padh paayi. Lekin apne bachhon ko bahut padha ke bada banana chahti hoon." Rani is thrilled to add that her husband now supports her, and even takes the responsibility of the children's academics. Moreover, her daughter's relationship with her family is improving, owing to VAANI. Her grandfather and aunt now treat her better, as she can express herself and form sentences.

Name- Rofikul Alam

Place- Goroimari

Centre- Goroimari Centre

State- Assam

Overcame all the challenges to build a School for Deaf Children

Rofikul has opened a school in Goroimari, Assam for the Children With Hearing Impairment (CWHI). He has a daughter who is having a hearing problem. He got associated with VAANI in 2016.

He built a centre at first and then converted it into a school of his own. He got training from VAANI initially, and then he trained other teachers as well. In 2017, the school started with its own meagre funds, with 30 students. It has been 6 years, and he is sustaining the centre despite a lack of funds and resources.



Name- Rashida Khatun

Place- Guwahati

Centre- Guwahati Centre

State- Assam

Paved the way for a bright future.

Rashida's elder son has a hearing disability. She was invited to a session conducted by VAANI and got to know in detail about deafness in children. She was told that her child can secure a bright future, and only patience is required to make it happen. "VAANI is where I found a ray of hope to tackle my son's disability," Rashida says gratefully. She has been trained on how to make her child read. With all her heart, she dedicated all her time to her child's learning. Her child is now doing a training course and has passed the 12th standard. Rashida states, "A lot of people around me suggested that I do not have any hope in my son, owing to his disability. It was then that I decided to prove them all wrong and ensure that he should live a perfectly normal life. VAANI has been quite instrumental in making this dream of mine turn into reality!"

Name- Shubham

Place- Kolkata

Centre- Kolkata Centre

State- West Bengal

VAANI opens doors to knowledge and growth.

Sign language has helped him a lot to communicate with others and make a lot of friends. He along with his friends has given a sign for all his friends to represent each other. He loves to come to the VAANI centre. He loves the learnings which he gets to know when he comes to VAANI. His favourite person at VAANI is his computer teacher. The way she teaches he understands things quite well.



Name- Heena- Parent

Place- Tumkur

Centre- Gangotri Nagar Centre

State- Karnataka

Sign Language Opens Doors for Communication and Connection

Heena's family has a history of hearing loss, prompting them to be proactive about their child's well-being. Recognizing the genetic risk, they ensured their child underwent a hearing test at birth, which revealed a hearing disability. Although initially communicating through gestures, the child struggled to engage in conversations with others. It was during this challenging time that Heena learned about VAANI through a friend.

Upon joining VAANI, the child received comprehensive support and education. VAANI's teachers adeptly trained the child in sign language, mathematics, reading, writing, skills and various others. With VAANI's assistance, the child's academic performance flourished, and their social circle expanded. Not only did they make new friends, but they also became more involved in household chores. Remarkably, the child now confidently navigates to nearby shops, purchases essential items, and handles transactions independently.

Eight years of dedicated support from VAANI have transformed the child's life, filling Heena's heart with gratitude. She envisions a future where VAANI establishes a dedicated school for deaf children, fostering an environment where these children can thrive together, supported by one another. Through such initiatives, Heena hopes that countless other children with similar disabilities can experience the same opportunities for growth and success.



Name- Shilpa- Parent

Place- Tumkur

Centre- Gangotri Nagar Centre

State- Karnataka

A Mother's Journey to Bridge the Gap with Her Deaf Son

Her 8-year-old child was very hyperactive and because he could not hear or speak, she found it difficult to manage him. After getting to know about his disability we faced lots of criticism from our family members and society. It was during this struggle that she came to know of VAANI through other parents. Each day at VAANI, she saw progress in her child



She had learned the initial basics of sign language from VAANI because of which she is now able to communicate to her child through the same. She was elated to say that her son could now identify pictures and colours and is very keen on puzzles, building blocks, and sports. She optimistically states that even though her son identifies her as his friend, she still believes that with the help of VAANI, he would identify her as his mother.

Name- Aloy Kumar Jhulki

Place- Kolkata

Centre- Kolkata Centre

State- West Bengal

From Aggression to Engagement: A Child's Journey at VAANI

Aloy Kumar Jhulki, a special educator at VAANI loves his job at the VAANI centre. “When the children visit the VAANI centre for the first time, few children are very aggressive, so to tackle with this situation, we talk to their parents to help assist in calming the child down. If that doesn’t help, we leave the child alone not irritate them and give them some space to feel more comfortable in the new environment. Later the child would come back stroll around sit beside the parent and start interacting with us. Then slowly by slowly the child would start taking interest in studies and his aggressiveness would reduce after that.”

Name- Muslima Biwi

Place- Malancha

Centre- Malancha Centre

State- West Bengal



Provided support and resources to empower children

Muslima Biwi has two sons - one is normal and the other has hearing challenges. At first, she was confused about where to take her child. She got to know about VAANI from a parent. She had gone to many NGOs but noticed that the way VAANI teaches is unique as compared to the other NGOs. Her home is far from the Kolkata Centre, so she thought of opening a centre at her place, where the other hearing-impaired children can also study. She managed to convince 20 mothers to start sending their children to the centre. The centre started in her own house in one room, and later she went on to build a larger centre with her own money. With the help of a VAANI donor, she got funds to continue further. All the learning materials were provided by VAANI. "I am grateful to VAANI for the support they have extended. This has helped drastically improve the life of not only my son but of other children as well," she says with a spark in her eye.

OPPORTUNITY AREAS FOR VAANI

Organisational Recommendations:

Better awareness and scope for new-born screening:

- The Screening professionals stated that the main reason for the late discovery of hearing impairment among the parents is mainly due to the non-acceptance of the parents who tend to take their child to Tantrik to get a cure. This is a practice that is more common in certain communities. Since the children do not get treated at an early stage, the hearing impairment of the children increases.
- While VAANI prioritizes early detection of hearing impairment before 3 years old, data reveals that 14% of approached children are identified at birth and another 14% only after 5 years of age. This suggests potential gaps in outreach, as nearly a third of identified children fall outside the target age range. There needs to be more awareness among the Anganwadi & Asha workers who could detect hearing-impaired children at an early stage.

Educational Recommendations:

English Language Acquisition Education

- It was noticed that the children primarily learn at VAANI centres in the vernacular languages. While ensuring fluency in the local language through the vernacular medium curriculum is important for cultural identity and communication within communities, it is equally crucial to provide ample focus on mastery of the English language. Mastering English unlocks a wider range of job opportunities, educational pathways, and access to information in today's increasingly interconnected world. This doesn't diminish the value of vernacular languages but rather advocates for a bilingual approach that empowers children to thrive in diverse environments.

Hybrid model of learning

- VAANI centres that conduct classes once or twice every week can consider adopting a hybrid approach to teaching. A blend of online and offline classes will help in expanding learning opportunities and significantly accelerate learning. Online sessions can reach children in remote areas who might have difficulty attending physical classes, broadening the program's reach and inclusivity. Utilizing online resources can optimize resources and potentially reach more children even within budgetary constraints.

Behavioural Recommendations:

Interpersonal skills:

- While individual learning is important, fostering strong interpersonal skills is equally crucial for success in life. Implementing more group and peer activities within the curriculum could significantly contribute to this development. Engaging in collaborative projects, discussions, or even games allows children to practice communication, teamwork, empathy, and conflict resolution in a safe and supported environment. By working together towards common goals, children learn to listen actively, express themselves clearly, navigate diverse perspectives, and find solutions through collaboration. These skills are invaluable not only in academic settings but also in forming healthy relationships, building careers, and participating effectively in society. Integrating more group activities can create a dynamic learning environment where children not only grasp concepts but also develop essential life skills that empower them to thrive in an increasingly interconnected world.

Prompting by parents to be limited to a minimum:

- It was observed that many parents prompt their children during ongoing sessions. This can be seen as one downside to the involvement of parents in daily classes. When parents listen quietly instead of intervening, children are free to discover their curiosity and intrinsic motivation for learning. Unprompted exploration allows them to ask questions, make connections, and experience the joy of figuring things out on their own, ultimately solidifying their understanding and fostering a love for learning.

Career Roadmap

Aspirational Build

- In the VAANI centres, a common observation is the lack of aspiration among even the older, more mature Level 3 children who should ideally have a clearer idea of their career interests. Surprisingly, 33% of these children express a desire to become teachers, largely influenced by the dedicated VAANI teachers who have played significant roles in their lives. While this reflects positively on the impact of VAANI's educators, it's crucial to broaden these children's awareness of the diverse career opportunities available to them in today's world.

- To address this gap, VAANI should implement career road-mapping workshops, seminars, and personalized career counselling sessions at its centres. These initiatives would empower the children to explore various career paths, understand the necessary training and skills required, and make informed decisions about their futures. By exposing them to a range of professions beyond teaching, VAANI can help broaden their horizons and tap into their unique talents and interests.
- Additionally, VAANI's management could collaborate with companies willing to embrace inclusivity by integrating students with disabilities into their workforce. Such partnerships would not only provide valuable work experience and opportunities for these children but also contribute to fostering a more inclusive society. By actively facilitating connections between students and potential employers, VAANI can play a pivotal role in creating pathways to meaningful employment and long-term success for children with hearing impairments.

Organizational Recommendations:

Social media coverage

- VAANI's impressive work empowering children with hearing disabilities deserves wider recognition. To amplify their impact and connect with potential supporters, a renewed focus on strategic social media engagement is crucial. By crafting compelling content that showcases VAANI's success stories, highlighting the challenges overcome by VAANI, and sharing testimonials from parents and children, they can engage audiences emotionally and inspire action. Utilizing relevant hashtags and running targeted campaigns can further expand their reach. Additionally, exploring platforms like Instagram Live and YouTube for interactive sessions and testimonials could offer deeper insight into their work. By actively engaging with online communities and responding to queries promptly, VAANI can build a strong online presence and attract much-needed resources to continue its vital mission.

Introducing internship opportunities/fellowships:

- Offering internships or fellowships can attract individuals passionate about becoming special educators as VAANI can provide them with invaluable hands-on experience. This not only benefits VAANI by augmenting its resources but also equips aspiring educators with practical skills and first-hand knowledge.

State-specific observations:

West Bengal

Sign Language as a medium of communication

- Specific sensitization is required. Sign language is a taboo in West Bengal. Even the children having profound hearing loss were not communicating using sign language with parents/trainers. The parents need to understand that the children need to be well-versed in sign language so that in the future they do not face any difficulty in communicating. Children in Assam are comparatively more confident than children in Kolkata as they use more sign language in terms of communication.

Fostering Confidence and Communication

- The performance of the children was not that good in terms of sign language in Malancha. The children were very shy. To make sure that the children come out of their comfort zone and are free with the teacher and have their learning better, more activities which include playing games, doing paintings, and clay work need to be done with the children.

Assam

Regular Assessments

- It was observed that even though the child is in level 2, he/she was not able to form a sentence. In Goroimari before promoting the child to the next level it should be taken into consideration that the child has all the knowledge relating to the curriculum. Proper assessment of the child should be conducted at each quarter so that guidance can be given to them accordingly. Regular assessment of the children needs to be done so that the area where the children are weak can be focussed on. Children can be provided with practice sheets for assessment throughout the year, where all the topics of the curriculum should be covered.

Karnataka

Transportation facility

- As per parents & VAANI staff transportation facility needs to be installed in more districts, as most of the parents and children need to travel long distances to reach the VAANI centre. For the same reason, some are unable to come to the centres. The transportation facility would increase the number of children coming into the centre.

Separate Room for Sound Test

- The screening professionals suggested the need for a separate room to do the screening in Karnataka as the professionals are asked to do the screening currently in the casualty. This can lead to trouble while taking the sound test of the child.

Computer Facility

- More computer facilities are needed in Karnataka centres. As observed there were only 2 computers available, and the students were not able to get educated more about its usage.



Social workers needed for VAANI


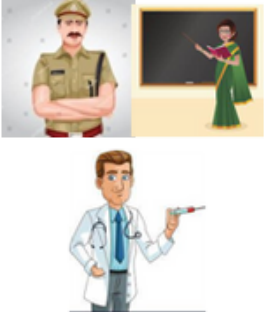
- Teachers and staff suggested that health-related social workers needed to be admitted to VAANI so that in case of an emergency they would be nearby to give their assistance in case of any emergency.




ANNEXURE - QUESTION WISE SCORING

Activities Learned at VAANI Centre

Level 1




Sr.No	Questions	Correct Answer	Incorrect Answer	Partially Correct Answer	Did Not Respond
1	<p>Favourite vegetable (Able to tell, not able to tell)</p> 	91%	9%	-	-
2	<p>Color Identification (Which flower is red)</p> 	77%	13%	10%	-
3	<p>Dwelling & Place of Visit (Place visited when not well)</p>	87%	9%	4%	-

4	<p>Days of the Week</p>	57%	43%	-	-
5	<p>Picture Identification (Lion)</p> 	88%	9%	-	3%
6	<p>People who help us</p> 	88%	1%	6%	4%

7	<p style="text-align: center;">Clothes</p> 	90%	1%	6%	3%
8	<p style="text-align: center;">Insects</p> 	88%	3%	4%	4%
9	<p style="text-align: center;">Answering the question of who lives in water</p> 	93%	7%	-	-


Level-2

Sr. No	Questions	Correct Answer	Incorrect Answer	Did not Respond
1	Family Details	88%	-	12%
2	National Symbol	78%	5%	17%
3	Hard Objects Identification (Rock/ Paper/ Leaf - which is hard)	96%	2%	2%

4	<p style="text-align: center;">Dwelling Identification</p> 	90%	5%	5%
5	<p style="text-align: center;">Antonyms (Opposite of few)</p>	93%	2%	5%
6	<p style="text-align: center;">Preposition (Child is _____ the chair)</p> 	100%	-	-
7	<p style="text-align: center;">Singular & Plural</p> 	95%	5%	-

Numeracy

Level-1

Sr.No	Questions	Correct Answer	Incorrect Answer	Did Not Respond
1	<p>No. of trees</p> 	91%	3%	6%
2	<p>Horizontal Addition (3+4)</p>	80%	4%	16%
3	<p>Numbers in Ascending or Descending order</p>	77%	5%	18%
4	<p>Vertical Subtraction(6-4)</p>	76%	6%	18%
5	<p>After 20 comes what?</p>	72%	7%	21%

Level- 2

Sr.No	Questions	Correct Answer	Incorrect Answer	Did Not Respond
1	Rupees Identification	100%	-	-
2	Symbol Identification (=)	83%	2%	15%
3	Division	93%	2%	5%
4	Centre of Circle	93%	2%	5%
5	Measurement for Milk	78%	7%	15%

Level-3

Sr.No	Questions	Correct Answer	Incorrect Answer
1	Naming the angle	67%	33%
2	Area of triangle	67%	33%
3	Square root	67%	33%

Communication

Level-1

Sr.No	Questions	Correct Answer	Incorrect Answer	Partially Correct Answer	Did not know
1	Where to go when not well	87%	9%	4%	-
2	Skinny Sounds	55%	6%	-	38%
3	Nasal/Nose Sounds	60%	1%	-	38%

Level-2

Sr.No	Questions	Correct Answer	Incorrect Answer	Did not Respond
1	Lip Cooler Sounds	83%	5%	12%
2	Air Sounds	78%	10%	12%
3	Feelings & Emotions	88%	7%	5%

ABOUT IMPACTTREE

Impacttree is a growing company working in the sustainable tech space. We work on impacting over 1 million people across 10 states in India through our SAAS platforms and data engineering work. Impacttree harvests the power of data to amplify on-ground impact, with a vision to positively impact over 5 million people by 2025. We are working with organizations to unlock the power of growth through social data and fostering sustainable ventures.

Impacttree aims to be instrumental in bridging the gap between sustainable communities and sustainable businesses. We have also developed a SaaS platform – ‘Prabhaav’, which seeks to revolutionize data management and analytics for NGOs and Social Enterprises. Impacttree offers customized technology-enabled solutions that provide real-time data monitoring, quick turnaround and low cost of delivery.

For more details, log on to: <https://www.impacttree.ai/>