

Mimaansa - Logical Framework

Problem Statement	Lack of remedial teaching for children with learning disabilities
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Precondition: Permission to implement the program from the governing authorities.



Activities	Outputs	Resources
Volunteers Program	Classes of Language, Arts and Craft and Math	Volunteers
	Preliminary screening by the volunteer in the classroom	
Identification of children with learning problems	Results of the children in the tests (CBA) run by counsellor and special educator	Curriculum based assessment
	Child with LD and disability are identified	Program coordinator and Director
Remediation sessions with the help of special educators and counsellors	Individual Education Plan (IEP) for every child and timeframe of two months	Special educators and counsellors on LD
	Weekly report by the special educator about the performance of the child: behaviour, results, etc.	
	Continous feedback from teacher in the mainstream classroom	Assistive technology
	Results of the children in the exams (every two months)	Alternative methods of instruction
	Small tasks/tests goal- oriented (After every 3 remedial session)	Program coordinator and Director
	New results on the test (CBA) from the counsellor and special educator (test is run after time frame plan)	
Partnering with other NGOs related with education	NGO Network and Partners	Staff In-house training manual Contacts in NGO community
Train and sensitize teaching community	Workshops/Training sessions	Staff
	Manuals for teachers	
	Meetings with the principal	In-house training manual
	Teachers visiting Remedial Sessions	Contacts in NGO community
	L.D. Awareness	

Assumptions:

- Parents and teachers recognise Mimaansa as an agency in the school campus.
- Acceptance of the LD problem in community.
- Parents and teachers allow to teach children separately for remedial sessions.
- Stable permission to implement the remedial program by school officials.
- Cooperation by the teachers .
- Interest of other agencies to partner with Mimaansa to address the issue of LD.
- Children motivation and interest.

Outcomes	
Short-Term Outcomes	Children with LD start getting accommodated in the mainstream class
	Teachers are sensitized
	Children start showing interest in learning
Mid-term Outcomes	Children start showing progress in learning
	Teachers start accepting children with LD and start adapting few methods of alternative teaching for LD
	Parents start getting sensitized
Long-term Outcomes	Children have the skills set required to deal with their disability
	Considerable increase in confidence and self-esteem
	Problem in LD in school will be accepted by teachers and other students

Assumptions:

- The remedial session will take care of the special needs the children have.
- Teachers will allow the children to their own phase instead of having to match the mainstream class.
- LD certification ensure they have pass the first

Goal	To create and offer learning opportunities for children with LD to learn the way they learn.
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