

# ONLINE MENTORING OF UNPRIVILEGED CHILDREN

*(Collectively Complementing Efforts for a Purposeful Matrix)*

*A proposal*

*(to whom it may concern)*

September'2016

## **GYAN-VIGYAN SARITA**

*Dedicated to Democratization of Education with Special Emphasis to Groom  
Unprivileged Children – Build Competence to Compete*

*An initiative driven by Personal Social Responsibility (PSR)*

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**TABLE OF CONTENTS**

[PREMISE . . . . . 2](#)

[BACKGROUND . . . . . 2](#)

[PHILOSOPHY . . . . . 2](#)

[OPERATIONAL PHILOSOPHY. . . . . 2](#)

[FOCUS AREAS . . . . . 3](#)

[CHOICE OF SUBJECTS . . . . . 4](#)

[OPERATIONAL CONSTRAINTS. . . . . 4](#)

[NUMBER GAME . . . . . 5](#)

[FINANCIAL MODEL \(ZFZA\) . . . . . 5](#)

[RESOURCES . . . . . 5](#)

[MODE OF OPERATION . . . . . 6](#)

[PROPOSAL . . . . . 8](#)

[SUPPORT EXPECTED FROM PROMOTERS . . . . . 9](#)

[FINANCIAL ESTIMATES . . . . . 9](#)

[COMMITMENT . . . . . 9](#)

[POINT OF RELEVANCE. . . . . 10](#)

[APPENDIX-I . . . . . 10](#)

[APPENDIX-II . . . . . 11](#)

## PREMISE

If imperfections are eradicated, elite and managers would be left jobless. Therefore, elite should feel not only responsive but obliged to the prevalent system where they are offered a role to play to correct imperfections. God willing, if it really happens, a new scenario would emerge which will definitely not depose elite; perfection is like a mirage which keeps demanding more, and as it is approached. Such oncoming demands shall be more orderly and competitive and would require everyone to be worth what they may aspire, belong, claims, demands or expects (a, b, c, d and e) in life.

## BACKGROUND

This initiative had its birth at SARTHAK PRAYASH, an NGO engaged in philanthropy, in May'2012, when the latter created and extended a facility to mentor unprivileged children of class 9-10<sup>th</sup>, beyond its two education initiatives:

- a) Have-One-Own-One and
- b) Literacy for unprivileged children and slum dwellers.

After two years of working, Dr Subhash Joshi came up with a [Concept Paper](#). Later, at common facility of Rajhans Kutumb, at Indirapuram, Ghaziabad, in Feb'2015, few more senior citizens joined to mentor the children. During March-April'16 it was possible to upgrade chalk-n-talk mode of mentoring to **Online Mentoring Sessions (OMS)**. In June'16 a proposal was posted in **Vidyanjali** initiative of MHRD, GOI. This is with an objective to reach to more needy children where we are unable to reach due to multiple constraints. The growing access to IT at an affordable price and fast emerging Digital India, is seen as a tool to reach to target students in diverse areas. It will also help to create an environment where elite and accomplished persons can complement efforts of each other and pro-act to ensure diversity and seamless continuity, a necessity in mentoring.

Everything contained in this proposal is in line with the aims, objectives and philosophy of the initiative which is ***non-remunerative, non-commercial and non-political***.

## PHILOSOPHY

We elite have a big role to play with a sense of **Personal Social Responsibility (PSR)** to **groom competence to compete** among unprivileged or under-privileged children and thus **democratize education**. In such operations integrity and trust of all stake holders is extremely essential and, therefore, it shall operate on **ZERO-FUND-&-ZERO-ASSET**, our financial model detailed in later section.

## OPERATIONAL PHILOSOPHY

Need and diversity of efforts to uplift unprivileged children is so large that none, be it individual or an organization, can fulfil it individually. Therefore, GYAN-VIGYAN SARITA is

bilaterally open for *collective efforts to complement strengths of each other with any other individual or organization engaged in the cause in a non-commercial manner*. It is like playing **jig-saw puzzle** in real life where boundaries of expertise and/or capacity are matched to **build a purposeful matrix**.

## FOCUS AREAS

Out of Education is the **thrust areas**, of **GYAN-VIGYAN SARITA**, and Health and Environment domains which are mutually supportive to education, especially in case of unprivileged children, are addressed in proportion. In the field of education, there are many social initiatives which are rightly focusing on primary or at most secondary education. But, to really change profile of target students, they need to be pursued and supported at 10+2 level so as to groom enough competence to enable them to compete for professional career. Unless this is done, children, who attain literacy and numerical skills, would become more demanding instead of possessing ability to perform. There are enough reports, commentaries or critique in this regard, but, instead of debating these, this is a proactive document to aimed to correct the situation.

In view of above, **GYAN-VIGYAN SARITA** concentrates on 8<sup>th</sup> to 10<sup>th</sup> level students with emphasis on Maths, Physics and Language and mentor these students at a level of 11<sup>th</sup> and 12<sup>th</sup>.

It is based on following strategic considerations:

- a. Children at 8<sup>th</sup> to 10<sup>th</sup> stage are malleable, and can be framed with proper care and guidance.
- b. At this level academic pressure is not high, and it becomes abruptly steep in Class 11<sup>th</sup> and Class 12<sup>th</sup> which involves in-depth learning of the subject to gain competitive proficiency.
- c. At 8<sup>th</sup> to 10<sup>th</sup> level, students are not under peer pressure, specially un-privileged ones, because most of them remain unaware of their strengths as well as career options. Moreover, they are not sure whether they will be able to pursue their studies in their living socio-economic culture.
- d. There is no pressure, because firstly examinations upto this level is not compulsory and secondly, there is hardly any competitive examination at that level.

Scenario in class 11<sup>th</sup> and 12<sup>th</sup> is just reverse of it. Most of the children, even from best of the schools and elite families run from pillar to post for coaching, tuitions, etc. which creates an optimism of an easier success in competitive examination. If children are properly mentored in Class 8 to 10<sup>th</sup> level, as perceived at **GYAN-VIGYAN SARITA**, they can

utilize such invaluable time to clear concepts, and then in class 11<sup>th</sup>-12<sup>th</sup> they can do **self-study** to practice with problems, in hierarchical intensity, and thus improve upon comprehension, accuracy and speed, a pre-requisite for success in competition post 12<sup>th</sup>. It is pertinent to mention that in prevalent environment tuitions and coaching classes are taking away the time of self-study from students; while ***there is no substitute to self-study***. Nevertheless, those students, who have undergone the drill in this initiative are welcomed to come up with their difficulties, if any, during the course of self-study and practice. This is the key to success and such a strategic mentoring would be able to provide a competitive edge to the target students, who otherwise live without vision.

## **CHOICE OF SUBJECTS**

Maths, physics and language have been deliberately chosen for mentoring; mathematics builds logical skill, physics helps to develop cause-and-effect relationship in context of the surrounding, and proficiency in language is essential to gain presentation skills. Mentoring in these three subjects helps every student, be it boy or girl, to -

- a) get out of phobia for maths-science, which otherwise percolates down the generations,
- b) refines thought process, and
- c) Provides widest career options.

Eventually, every student who undertakes education in right perspective would to improve upon thought process and living in a respectable manner.

While mentoring emphasis is on conceptual clarity with requisite drill in the subjects, success in examination becomes an automatic consequence. In this pursuit use is made of standard reference books, which are cheaper, time-invariant (reusable) and available at low price in second hand book market, making it easier and affordable to target students.

This model is not integrated in the academic curriculum of schools and, therefore, it operates beyond school hours, round the year and vacations are the best period to boost the learning of target students, which is otherwise wasted.

## **OPERATIONAL CONSTRAINTS**

The initiative on education as of now has been in operation, since four years, with a thin group of senior citizens, and young professionals, using their personal resources in a non-remunerative and non-commercial manner. But, its progression to cater to the need, which is quite mammoth, and it is impossible to accomplish unless it receives support of collective efforts of the elite individuals, social groups and corporates to involve more number of

persons inspired by PSR and create motivation for them to join, facilitate infrastructural support and its operation, recurring and operational cost. This also involves up-keeping and up-gradation of assets being put into use, as and when necessary. Any such initiative unless it grows contiguously (grows and stays at that for some time, for its stabilization, before next cycle of growth) it is bound to decay with time. In the prevalent scenario progress of an initiative is adjudged by growth of number, and therefore, in this context it is essential to understand of Number Game, which is as under.

## NUMBER GAME

The domain of operations, despite a result of serious deliberations, does not attract large number of students at one location, and there are many systemic reasons for it. Nevertheless, importance of competence and quality, which always grows like a pyramid (top narrow with broad bottom), cannot be ruled out, rather it strengthens conviction to pursue it. Use of technology for online web-enabled mentoring is a solution to the problem, whereby even small scattered group of target students can be easily integrated with a concerted efforts in an organized manner.

## FINANCIAL MODEL - ZERO-FUND-&-ZERO-ASSET (ZFZA)

This model of financial operation has been practised for last four years. It stipulates that this initiative does neither own assets nor funds. Promoters, be it an individual, social group or corporate, who is convinced with the genuineness of the initiative may like to support infrastructure, it's up-keeping and operational costs either by way of direct payment to the vendor or reimburse the expenses. **GYAN-VIGYAN SARITA** and its Learning Centres shall be only custodian and user of the facility so long as mutual trust between promoter and the user continues, or the user is able to continue to use the facility. In the event of breach of either of the two, ownership of the promoter shall prevail, he shall withdraw right of use of funds and assets by the Learning Centre. In such a situation **GYAN-VIGYAN SARITA** shall ensure return of the belongings to the respective promoters, respectfully.

## RESOURCES

With the aforesaid financial model, which is a considered choice, resources of the initiative are as under:

- **Promoters:** Individuals, social groups and corporates who are inspired by the sense of PSR, but are unable to participate in the mission. They may like to promote the initiative. Their pro-action in this regard would be gratefully welcomes in-line with the financial model.

- **Facilitators:** Social groups, corporates, schools and institutes which are inspired by the sense of PSR, but are unable to either promote or participate in the initiative, can facilitate operation of the OMS within their facility, during off hours, either on ZERO-FUND-&-ZERO-ASSET or on agreed terms. Schools and social initiatives which have a strength of students can, by way of association in this initiative, gain philanthropic credentials as much as improve upon performance of their students and teachers.
- **Participants - Human Capital:** Senior Citizen, young persons and elite group inspired with PSR to contribute, hired persons and Fellowships. **IQAC of JIIT, Noida** on 27<sup>th</sup> April'16 approved a Quality Policy Statement which stipulates “.....**development of socially responsive human capital**”. It is a well thought and phrased statement which has projection into future, and academic institutes can play an important role through their various program and initiate it under NSS. **GYAN-VIGYAN SARITA** is pleased to adopt the phrase ‘HUMAN CAPITAL’ and use it to replace ‘Participants’ wherever it appears. This initiative requires passion, dedication and commitment so as to maintain continuity, consistency and perseverance at learning among students. These students are highly vulnerable to slightest interruption. Participants can chose to be mentors and/or coordinators at learning centres. These coordinators have a role to play in respect of ensuring discipline amongst students, viz. punctuality, regularity, continuity, consistency, and carryover of mentoring sessions in the form of exercises as well as bridging gap between mentor and student. ***Eventually with passage of time each of these coordinators are aimed to be developed into mentors for progression of the initiative into multiple systems, like planetary systems in universe.***

## MODE OF OPERATION

With about four years of experience in chalk-and-talk mentoring, necessity of the approach towards excellence, accessibility of web-technology and small number of students at each centre, use of web-enabled technology to integrate diverse learning centres is a considered decision. It would help to penetrate barriers of senior citizen, a potential resource, in respect of age, geographical, health etc. Likewise, other young-socially-responsive persons can be encouraged to increase depth and width of reach of this initiative to target students, who are, otherwise, unable to take benefit of the initiative.

Students of class 11<sup>th</sup> and 12<sup>th</sup>, who have undergone the drill upto 10<sup>th</sup> level are welcomed to come up with their difficulties, if any, else may do self-study for which practice tests, a key to success, would be provided with evaluation and necessary guidance. Nevertheless, to

achieve this we take OMSs without any holiday (except one day on which colour of Holi is played). This we consider it essential to achieve the mileage and maintain consistency and continuity of learning, an antidote to their environment which is beyond our control, and for this we insist regularity among students.

Coordinator of this initiative, Shri Shailendra Parolkar, from Texas, and Mrs Kumud Bala are using their personal resources for mentoring. At remote end at facilities have been created at Jhabua, Sarthak Prayash, SSMI, Delhi, Community Centre, Sec 50 Noida, and Shri Baleja at Rohini, Delhi. Operation at SSMI and Sec 50 is on hold due to operational issues. Recently, Pooja Samiti, MM, Sec 78, Noida promoted Online Mentoring by up-grading/revamping of computer system of the Coordinator, who extensively into Online mentoring. This is also on ZFZA basis.

We also envisage to have, in coming days, a support for mentoring students in English and Drawing to groom presentation skill among students. Efforts are being made to mentor children to a level where they can seek admission in full-fledged engineering stream, in some prestigious college.

**As and when more mentors volunteer**, on non-remunerative, non-commercial and non-political basis, ***we envisage adding more diversity and seamless continuity to Online mentoring***. We gratefully welcome promotional and facilitation support to contiguously widen base of subjects and operations.

There are some enabling factors, which would increase effectiveness and beneficiaries of the initiative -

- **Timings to start the Online Web-Enabled Classes:** We believe that best time to make a start of the initiative at any place is early April, right at the beginning of the new academic session. This enables optimal utilization of on coming summer vacation and full academic session. Otherwise, the target children in absence of guidance eventually waste their time. In case it does not happen, next best time is early July, when students reassemble. Unless this is done managing mismatch between students/batches across learning centres, through OMSs becomes extremely difficult to an extent. As a result target students drop-outs of students in OMS becomes quite large and is a big demotivating factor.
- **WEB Conferencing Software:** We are using Skype or Google Hangout, web-conferencing freeware which can be used for total 10 and 15 nodes, respectively. Presently, 3-4 nodes are being used and we have a provision to add more of such



social initiatives, being undertaken selflessly with a sense of **PSR**. As the number of beneficiary centres and students grows it is believed that promotional support would come forth to provide an access to Connect or WebEx like web-conferencing facility.

- **Learning Centres:** Individuals, social groups, NGOs and/or institutes which are inspired with sense of PSR and ready to act as promoters or facilitators shall own the premises and infrastructure and make it available to their representatives to work on the principles laid down above. In case they have faculties who are prepared to complement in mentoring, shall be welcomed and integrated in the coordinated endeavour for making the mission more purposeful. Academic institutes through their NSS Program, residential schools like Jawahar Navoday Vidyalaya (JNV) and other such programs shall be encouraged to get integrated in the model.

## PROPOSAL

In the spirit of the above a proposal is to -

- a) Collaborate with organizations / schools already engaged in mentoring students/ex-students of 8<sup>th</sup> and/or 9<sup>th</sup> Class, through deliberations to design common framework and develop an understanding conducive for complementing each other.
- b) Provide necessary guidance to establish web-enabled learning facility, mentor the local participants and take onward online mentoring sessions. Each of the learning centres shall garner necessary financial support from local promoters.
- c) Provide motivational sessions to cross-section of students. But, eligibility of attending OMS shall be to only selected ambitious students, whose parents agree to allow their ward to take the OMS outside school hours, including holidays and sessions. Selection of students, among unprivileged ones, shall be done locally, under our guidance.
- d) Identify and encourage local participants, who can be integrated into mentors group, to widen and diversify the Mentors Base.
- e) In the **Phase-I** (2016-18, Two academic sessions) number of learning centres shall be increased to ten (10). This shall be sustained for one year.
- f) **Phase-II**, in Academic session 2018-19, number of learning centres shall be increased based on review of the feedback and problems of mentoring, coordination and operation during First Phase. In addition a learning centres shall be created in each state with Hindi/English language base. Mentoring sessions shall be archived and made accessible for wider usage by target students.
- g) **Phase-III**, in academic session 2019-20, based on review of Phase-II, expansion of the model to remote locations having internet connectivity and places medium of

learning other than Hindi and English shall be developed. In addition set of mentors for different languages shall be developed

- h) **Phase-IV**, in academic session 2020-21, review of Phase –III shall be utilized plan for scale-up and replicate the model such that it is accessible to each target student. This shall be followed with on-going periodical review and dynamic improvements.
- i) With the vision and philosophy of the model, at **GYAN-VIGYAN SARITA**, it can offer role of planning, monitoring and integration to the extent possible, along with the mentoring and pursuance of the model.

### **SUPPORT EXPECTED FROM PROMOTERS**

1. Connect Gyan-Vigyan Sarita with facilitators where this model is proposed for implementation. Apparently, most of such potential centres are into mentoring primary and middle school students. Their old students can be integrated with proper motivational sessions.
2. Provide infrastructure at each learning centres, and also to mentors who are ready to cope-up with web-based technology.
3. Up-gradation and up-keeping of Computer system of mentors, wherever required.
4. Recurring expenses on internet usage and breakdown maintenance / replacement of computer systems used by mentors. Mode of payment of recurring and contingency expenses, incurred by learning centres and mentors, could be either reimbursement or a rotating advance, as mutually agreed upon by respective promoters and learning / mentoring centre.
5. Support for any other operational expense that may be called upon the mentor to visit, coordinate and monitor the learning centres.

### **FINANCIAL ESTIMATE**

Incremental cost of up-gradation, of each of the learning centre to online web-enabled centre, shall be arrived at based on the level of integration and economics of scale. Nevertheless, each centre is expected to gear up with ZFZA operation. It is envisaged to be insignificant as compared to transfer of capability by mentor.

### **COMMITMENT**

**GYAN-VIGYAN SARITA** is committed to its principles and philosophy, and is passionately dedicated to implement the model. In this context it has been trying to reach out to every such initiative, as and when known, to collectively complement efforts, without any discrimination, in a manner which is non-remunerative, non-commercial and non-political.

## POINT OF RELEVANCE

In recent past, in **htnation**, Hindustan Times, New Delhi Edition, **3<sup>rd</sup> May'16, page 08 – 'IIT dream a step away for 60 tribal kids who clear JEE'** spearheaded by Shri Anurag Choudhary, Jhabua in-charge Collector, an IIT Kanpur Alumnus. There are many such initiatives being pursued in individual capacity and are localized. Integration of such initiative to complement each other, which is possible with web-technology, is a **point of relevance and add thrust the proposal for a much larger good**, rather than remaining pessimistically of complacent.

(Dr. Subhash Joshi)  
Coordinator, GYAN-VIGYAN SARITA

**This is not an end, but continuing of a journey.....**

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## APPENDIX I: CLIPPING

**htnation**, Hindustan Times, New Delhi, 3<sup>rd</sup> May'16, page-08



**"I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do."**

**-Leonardo da Vinci**

## Appendix-II: Graphical Perspective Online Mentoring

*Aim for the Best, but...*



Online Mentoring From Texas

Conceptual Representation of Online Mentoring An Initiative To Bridge Gap between Passionate Teachers and Desperate Students A Selfless Endeavour to Democratize Education with a sense of Personal Social Responsibility (PSR)



An Ideal Smart Training Hall

**Equipments at Mentoring Center**  
 1. Desk-/Lap-top  
 2. WebCam  
 3. Headset with Microphone  
 4. Digital Pen  
 AND  
 Broadband-Internet  
 Connection: **Min. 20 Mbps and (1xN) GB monthly data capacity; N= No of Hours of Monthly sessions**

**Equipments at Learning Center**  
 1. Desk-/Lap-top  
 2. WebCam  
 3. Speakers  
 4. USB Microphone  
 5. Overhead Projector.  
 6. UPS ( For Continuous Power Supply to computer, internet modem and L&F)  
 AND  
 Broadband-Internet  
 Connection: **Min. 20 Mbps and (1xN) GB monthly data capacity; N= No of Hours of Monthly sessions**



Mentoring Centre



Cloud Internet



Screen-Sharing From Mentoring Centre To Learning Centre

Learning Centre



Mentoring-cum-Learning Centre (Demo)

**Important Links**  
 1. Good Internet Connectivity (Wired Broadband Connection)  
 2. Subject-wise Coordinator for Each Session to Bridge Learning Gaps between Mentor & Students

**Special Features**  
 1. Free and Open to all to adopt. Modify, change, correct  
 2. Welcomes participation, promotion and facilitation on Zero-Fund-Zero-Asset (ZFZA) basis  
 3. More details on Technological and Operational – please write on <http://www.gyanvigvansarita.in/contact/>



Mentoring Centre

Learning Centre - 1

Learning Centre - 2

Learning Centre - 3

Learning Centre - n

Learning Centre - r



Set-up at Learning Centre



Learning Centre Directly on Desktop

Projector Connected to Computer



Learning Centre With Projector Display

*... start, without losing time, with what is available.*