

INTERACTIVE ONLINE MENTORING SESSIONS (IOMS)
OF
UNPRIVILEGED CHILDREN

(Collectively Complementing Efforts for a Purposeful Matrix)

A proposal

(to whom it may concern)

8th Revision, January' 2020

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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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 on platter of opportunities to play a role 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 9-10th, beyond its two education initiatives:

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

After two years of working, a [Concept Paper](#) was brought out Later, at common facility of residential complex 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 was with an objective to reach to more needy children where we are unable to reach due to multiple constraints. In June'17 the OMS was upgraded to **Interactive Online Mentoring Session (IOMS)**. The growing access to ICT, at an affordable price and fast emerging Digital India, it 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 come forward to complement efforts of each other and pro-act to ensure diversity and seamless continuity in mentoring.

Everything contained in this proposal is in line with the aims, objectives and philosophy, and translate them into reality.

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 a manner which is *non-organizational, non-remunerative, non-commercial and non-political*. In such an operations integrity and trust of all stake holders is extremely essential and, therefore, it is operated on [ZERO-FUND-&ZERO-ASSET \(ZFZA\)](#), our financial model detailed in a later section.

OPERATIONAL PHILOSOPHY

Need and diversity of efforts to uplift unprivileged children is so large that none, be it individual or an organization, howsoever omniscient, omnipotent and omnipresent may be, 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

Education to groom creative competence among deprived children is the **thrust areas**, of **GYAN-VIGYAN SARITA**, while Health and Environment domains are mutually supportive to education. 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 upto minimum 10+2 level so as to groom in them 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, here **aim is to get out of complacency with a proactive efforts to correct the situation**.

In view of above, **GYAN-VIGYAN SARITA** concentrates on 9th to 10th level students with emphasis on Maths, Physics and Language and mentor those students, who continue the association, at a level of 11th and 12th.

It is based on following strategic considerations:

- a. Children at 9th to 10th stage are malleable, and can be framed with proper care and guidance.
- b. At this level academic pressure is not high
- c. It becomes abruptly steep in Class 11th and Class 12th wherein-depth learning of the subject is required to gain competitive proficiency.
- d. At 9th to 10th 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 socio-economic environment.
- e. In 2017-18 academic session, Board Examination has been restarted for Class 8th, until there was no academic pressure. Firstly, because, examinations upto this level is not compulsory and secondly, at that lever there is hardly any competitive examination that students are expected to face.

Scenario in class 11th and 12th 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. These centres create an optimism of an easier success in competitive examination. Thus, these **para-academic institutes** have become dominant on academic institutions; it has developed deep roots that are nurturing large number of proxy-schools. If children are properly mentored in Class 9th to 10th level, as perceived in IOMS at **GYAN-VIGYAN SARITA**, they can utilize such invaluable time to clear concepts, and then in class 11th-12th they can choose for **self-study**. This self-study is to practice problems-solving, in hierarchical intensity, and thus improve upon comprehension, accuracy and speed, a pre-requisite for success in competition, post class 12th. It is pertinent to mention that in prevalent environment tuitions and coaching classes are taking away the time of **self-study** from students; for which **there is no substitute**. Nevertheless, those students, who have undergone the drill during 9th and 10th 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 proficiency provided to target students through **strategic mentoring** to gain a competitive edge.

CHOICE OF SUBJECTS

Mathematics, physics, and language have been deliberately chosen for mentoring. Mathematics builds logical skill, physics helps to develop analytical capability of cause-and-effect relationship in the surrounding, and proficiency in language is essential to gain presentation skills. Mentoring in these three subjects helps every student, 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 tend to *improve upon thought process and inculcate creativity, essential ingredients for growth in any field.*

While emphasis of mentoring is on conceptual clarity with requisite drill in the subjects, success in examination is its 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; that our target students can easily afford. Moreover, IOMS is an **interactive environment**, by optimizing use of paper in an **eco-friendly** manner.

This model can be integrated in the academic curriculum of schools by -

- a) dovetailing it in schedule of school, or
- b) operated beyond school hours, round the year.

Vacations are the best period to boost the learning curve of target students, at their formative stage.

OPERATIONAL CONSTRAINTS

The initiative on education, as of now has been in operation, since Eight years, with a thin group of senior citizens, and young professionals, using their personal resources in a non-remunerative, non-commercial and non-political manner. But, its progression to cater to the need, which is quite mammoth, is slow. *It is impossible to accomplish a perceivable change without collective efforts and support of the elite individuals, social groups, NGOs, corporate sector, administration and Government. It is necessary to involve more number of persons inspired by PSR and motivate them to take up the cause, facilitate infrastructural support and its operation involving incremental 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 level for some time to stabilize, before start 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 Number Game, which is as under.

NUMBER GAME

The domain of operations, though evolved through serious brainstorming, does not attract large number of students at one location. 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. It, rather, requires a strong conviction to pursue it, despite **paradox of number game**. 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 concerted efforts in an organized manner. *After consistent efforts of Six years, in Aug'17, a group of 40 students from RKM School, Sitanagram, Dist. Guntur, got added and process of IOMS has been stabilized, and is **a living example for all to know and make a considered choice** to make the best of it. In between JGMSME Tool Room, Ranchi, Three government schools in MP, One in Bamoohari Mala Village, Damoh District, second at Sunderdadar, in Umaria a tribal district and third at Kanwan, Distt. Dhar started joined IOMS. **These four initiative got dropped due to inability of local school management to sustain the involvement necessary for continuity of IOMS.***

*Recently **Army Public School, Dinjan, Ditt. Tinsukia, Assam**, has been connected to IOMS and response is quite encouraging raising an expectation similar four schools in the region*

connecting to IOMS. Scaling of the IOMS requires more passionate mentors to volunteer into IOMS and efforts are being made to inspire more elite persons and senior citizens.

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

This model of financial operation has been successfully practised for last Five-and-half years. It does not stipulate ownership, either of assets or funds. Promoters, be it an individual, school, institution, social groups, NGOs, corporate sector, administration and Government who are convinced with the genuineness of the initiative are welcome to support infrastructure, it's up-keeping and operational costs either by way of arranging the same or direct payment to the vendor. **GYAN-VIGYAN SARITA** and its Learning Centres shall be only custodian and user of the facility as long as mutual trust between promoter and the user continues. This is true until Learning Centre or Mentoring Centre together find them in a position to use the facility, for the cause. *In the event of breach of trust by either of the two, ownership of the promoter shall prevail, and equipment provided to Learning Centre and Mentoring Centre shall be transferred to its owners.*

RESOURCES

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

- **Promoters:** Individuals, social groups, NGOs and corporate sector 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 welcomed in-line with the financial model.
- **Facilitators:** Social groups, schools, institutions NGOs, corporate sector, schools and institutes which are inspired with the sense of PSR, but are unable to either promote or participate in the initiative, can facilitate operation of the IOMS 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 advantage of philanthropic credentials as much as to improve upon performance of their students and teachers.*
- **Participants-Human Capital:** Senior Citizen, young persons and elite group inspired with PSR to contribute, are a great resource together with persons hired or granted Fellowships, at an appropriate time. **IQAC of IIIT, Noida** on 27th 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. Academic institutes can play an important role through their various in-house under NSS and others. **GYAN-VIGYAN SARITA** is pleased to adopt the phrase as '**Social Capital**' and use it to replace 'Participants' wherever it appears.

- **Discipline:** This initiative *requires discipline of 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 choose 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 learning gap, if any, between mentor and student. ***Eventually with passage of time each of these coordinators may like volunteer as a mentors for progression of the initiative into multiple and coherent systems of IOMS.***

MODE OF OPERATION

With about Five years of experience in chalk-and-talk mentoring with an approach to groom academic excellence among target students, increased accessibility of web-technology and small number of students at each centre, upgradation of mode mentoring in IOMS model as a considered choice to integrate learning centres at diverse locations. It is helpful to overcome various barriers which block involvement of senior citizen as well as target students in received passionate guidance. Senior citizens with increase in longevity, better health and economic independence, with their *invaluable capability and rich experience* have an opportunity to become **potential resource and pay their demographic dividend**. Likewise, other young-socially-responsive persons, can be encouraged to increase depth and width of this initiative to reach target students, to the extent possible. It would help in a big way to create social capital out of target students. *Requirement of IOMS is just a passion to act with PSR, and manage time slots to share one's learning for the larger good right from place of work or stay.*

Students of class 11th and 12th, who have undergone the drill upto 10th level are welcomed to come up with their difficulties, if any, or avail regular guidance. They are encouraged for do self-study. In this pursuit, graded practice tests, a key to proficiency, would be provided with evaluation and necessary guidance. Nevertheless, to achieve this, sessions of IOMS are held without any holiday, to the extent facilitators can sustain and support. This is considered to be essential to achieve the required mileage and **maintain consistency and continuity of learning of target students.** *It is an antidote to their environment which is beyond our control, and a remedy to the time lost in **recovery of their learning curve** caused by gaps in sessions,*

for various unavoidable reasons. Moreover, it is a substitute to an extremely expensive residential facility.

Prof. SB Dhar, Shri Shailendra Parolkar, from Texas, Mrs Kumud Bala and The Coordinator are using their personal resources for mentoring. Respective facilitators have created IT Setups, at Learning Centres About 3-1/2 years ago Pooja Samiti, MM, Sec 78, Noida appreciated this initiative of Interactive Online Mentoring by extending support, to the extent possible, to keeping this initiative operational. *This is also on ZFZA basis. In new scenario demanding intensification of activity, setup of all mentors may require similar support to be able to keep up the expectations.*

In in coming days it is envisaged to mentor students in other subjects including English (language) and Drawing to groom presentation skill among students. Efforts are being made to mentor children to a level where they can seek admission in some prestigious institutes in the field of their choice, based on their competence.

As and when more mentors join voluntarily, on non-remunerative, non-commercial and non-political basis, ***we envisage adding more learning centres with diversity and seamless continuity to IOMS.*** We are open to -

- Gratefully receive promotional and facilitation support on ZFZA basis to contiguously ***widen base of subjects and scale of operations.***
- Collectively complement with any other initiative to mentor unprivileged children ***as long as it is non-commercial and non-political.***

There are some enabling factors, which would increase both 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.*** In absence of guidance, time of target children is eventually wasted. In case of any delay in start of IOMS, next best time is early July, when students reassemble. Unless this is done, **mismatch** between students and batches across learning centres, through IOMs become a **biggest retardant**. Thus, students, who are unable to match the pace of learning with early starters, drop-out of IOMS, and become a retarding factor. ***Therefore, it requires that preparatory and motivational efforts start in November-December and the initiative is started in April, at the beginning academic session, with students who are motivated to join IOMS.***

Those aspirants, who are late starters, are advised to wait for next session, so that learning curve of early starters is maintained.

- **WEB Conferencing Software:** After trying various video conferencing platforms we have settled down, with Google Hangouts a free-ware with connectivity upto 15 nodes. . Aggressive use of whiteboard has helped to upgrade the initiative, from OMS. Non-availability of Whiteboard is being managed with Microsoft OneNote available with Windows 10. Though IOMS is limited to connect Five Learning centres, we are constrained to use Hangouts until a better platform is facilitated or sponsored.
- **Learning Centres:** Individuals, social groups, NGOs and/or institutes which are inspired with sense of PSR and ready to act as promoters or facilitators are requested to provide 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, they 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 Navodaya Vidyalaya (JNV)** and other such programs are welcomed 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 8th and/or 9thClass. It shall be deliberated to devolve a common framework and develop an understanding conducive for complementing each other.
- b) Necessary **guidance to establish IOMS facility** for web-enabled interactive learning have been evolved and are being updated regularly. This is helpful to Mentors and local coordinators to take forward Interactive Online Mentoring Sessions. Each of the learning centres shall garner necessary financial support from local prompters.
- c) Provide **motivational sessions** to cross-section of students without discrimination. Eligibility criteria for attending IOMS is motivated students, whose parents agree to allow their ward to avail the facility outside school hours, including holidays and vacations. Selection of students, among unprivileged ones, shall be done locally, and Gyan Vigyan Sarita shall extend necessary guidance, if required.
- d) **Identify and encourage local participants**, who can be integrated into mentors group, to widen and diversify the Mentors Base.
- e) **Perpetuate IOMS** based on experience of operation over Two years with sovereignty in furtherance of the cause.

- f) With the vision and philosophy of the IOMS model, **GYAN-VIGYAN SARITA** is open to complement in planning, monitoring and integration of new Learning and Mentoring Centres.

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. **Arrange infrastructure** at each learning centres, and also to mentors who are ready to cope-up with web-based technology on ZFZA basis.
3. **Up-gradation and up-keeping** of computer system of mentors, wherever required on ZFZA basis.
4. **Recurring expenses** on internet usage and breakdown maintenance/replacement of computer systems used by mentors in line with ZFZA.
5. Support for any other **operational expense** that may be called upon including visits of mentor to coordinate furtherance of IOMS at the learning centres.
6. Head of learning centre ensure continuity and consistency of sessions IOMS

FINANCIAL ESTIMATE

Incremental cost of up-gradation to IOMS depends upon infrastructure available at upcoming Learning and Mentoring Centre, and is a potential proposition in Digital India. Nevertheless, estimate for a Zero Start, where nothing is available, is brought out in Appendix-III.

Each centre is expected to operate on ZFZA basis. **Incremental cost on IOMS is insignificant as compared to transfer of creation of social capital with this initiative.**

COMMITMENT

GYAN-VIGYAN SARITA is committed to perpetuate its principles and philosophy, and is passionately desperate to implement the IOMS in service to the cause of education of target students. In this context it has been trying to reach out to every such initiative, based on available information, to collectively complement efforts, without any discrimination, in a manner which is non-remunerative, non-commercial and non-political. **Suggestions to make this initiative more selfless, purposeful and effective are gratefully welcome.**

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

This is not an end, but beginning of a journey.....

Appendix-I:

Graphical Perspective of IOMS

Aim at the Best, but...

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)



Equipments at Mentoring Center
1. Desk-Lap-top
2. WebCam
3. Headset with Microphone
4. Digital Pen
AND
Broadband-Internet Connection

Cloud Internet
(Linking platform: cloud based with as low bandwidth as possible for seamless connectivity of audio-video-whiteboard across all Six nodes. Presently Google Hangouts is in use)

Equipments at Learning Center
1. Desk-Lap-top
2. WebCam
3. A Mixer-cum-amplifier with Speakers and Wireless Microphone
5. Overhead Projector.
6. UPS (For Continuous Power Supply to computer, internet modem and L&F)
AND
Broadband-Internet Connection:



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.gyanvigyanarita.in/contact/>

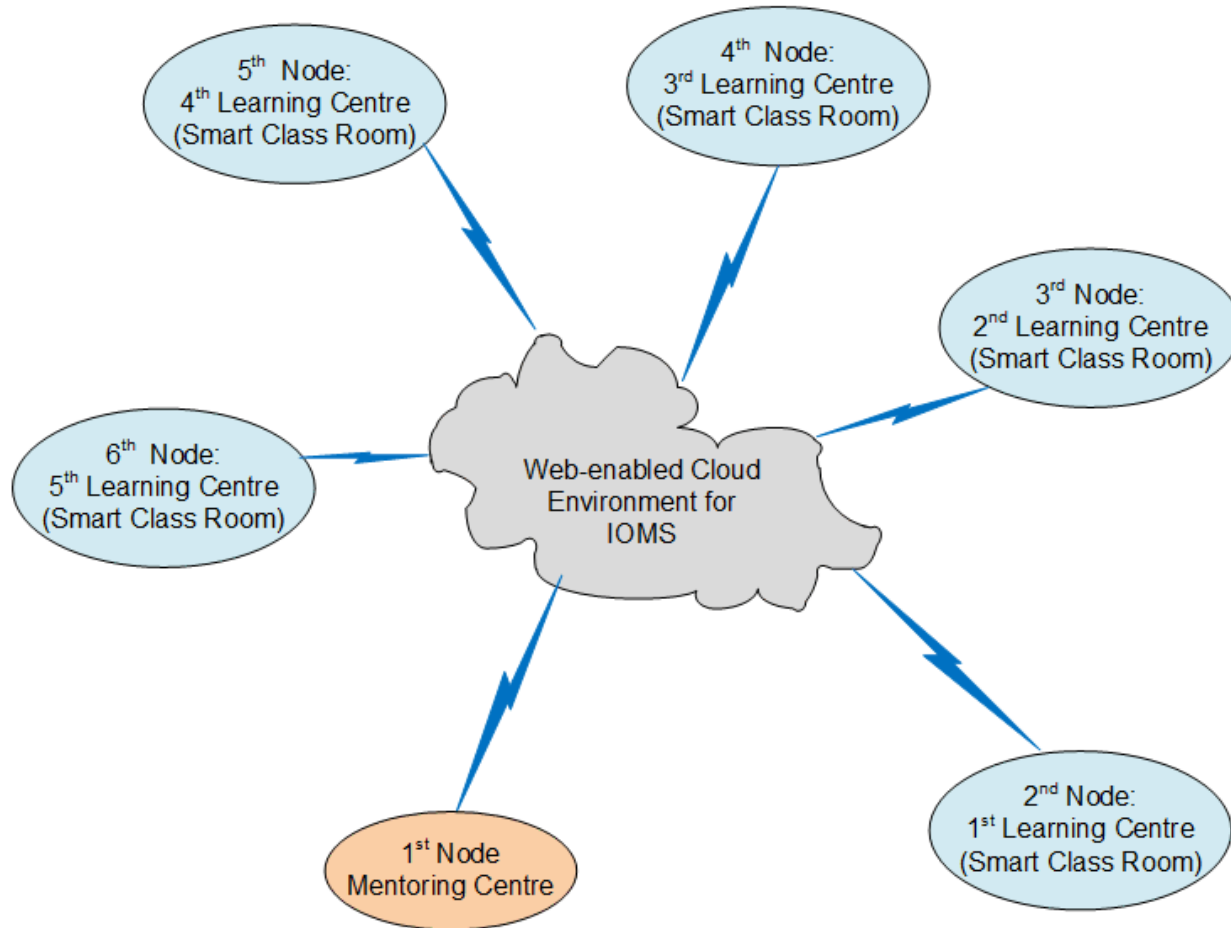


... start without loosing time, with whatever is available

Appendix-II: ICT Environment for IOMS

Cloud Internet

(Linking platform : cloud based with as low bandwidth as possible for seamless connectivity of audio-video-whiteboard across nodes where internet connectivity is poor- Presently Google Hangouts is in use)



APPENDIX-III: INFRASTRUCTURE FOR IOMS

Infrastructural requirement for Centres in Interactive Online Mentoring Sessions (IOMS)

| Learning Centre (if asked for by Mentor) | | Mentoring Centre (if asked for by Mentor) | |
|---|---------------|--|---------------|
| Estimated Capital Cost (One Time) | | | |
| Particulars | Cost (in Rs) | Particulars | Cost (in Rs) |
| Desktop (without monitor) | 20,000 | Laptop | 25,000 |
| Projector | 9,000 | Projector | - |
| Web camera | 2,000 | Web camera | - |
| Mixer cum amplifier with Speaker and Wireless microphones | 14,000 | Headset with Microphone | 3,000 |
| Total (Max. if nothing is available) | 45,000 | Total | 28,000 |
| Wireless Surface Writing Device (WSWD). It shall be required when Learning Centre is ready for collaborative use of Whiteboard. | 15,000 | Wireless Surface Writing device | 15,000 |
| Total with Total with WSWD (at a later date once IOMS stabilizes) | 60,000 | Total with Total with WSWD | 43,000 |
| Estimated Recurring Cost | | | |
| a. Internet charges, based on estimated monthly data transfer which depends upon choice of cloud platform, and tariffs of ISP | | Internet charges, based on estimated monthly data transfer which depends upon choice of cloud platform, and tariffs of ISP | |
| b. Cloud Platform Charges, to be shared across Learning Centres | | | |
| Cloud platform : Google Hangouts is a free Video Conferencing cloud platform. Though it provides free connectivity upto 15 nodes, connectivity of maximum 5 Learning centres is made in IOMS. This self-imposed limitation is to – a) maintain quality of interaction and mentoring, b) open an opportunity for more co-passionate mentors to collectively participate in mentoring deprived and unprivileged children. | | IOMS is since an initiative driven with Personal Social Responsibility (PSR) operating on Zero-Fund-&Zero-Asset (ZFZA) basis.. The IT Infrastructure with the Mentors has been in use and is working. But, at any stage if upgradation becomes essential, support of facilitators or learning centres would be gratefully welcomed, on ZFZA basis, to maintain continuity of this selfless initiative.. Operating cost of Mentor, if required, shall be supported by Learning Centres | |

Specification: These are based on ground level operating experience and need of optimizing the cost on the initiative. This is essential to utilize financial resources, considered scarce, for benefitting more number of students at more number of centres and mentoring centres.

These specifications have been updated based on experience of operation of IOMS with available options. Whiteboard application in the tried out cloud platforms are a bit inadequate in terms of writing lucidity. This deficiency is being managed with Microsoft OneNote application. Suggestions for a proper Whiteboard application as a shared space are welcomed; it will be extremely helpful in exploiting Interactive feature of IOMS with a wireless surface-writing device at each learning centre.

Web Camera: Logitech HD 1080p, with a tripod or wall mounting

Projector: Portronics LED Projector Beam 100”, 100 Lumen, 130” Screen size, 800x480px resolution

Mixer-cum-Amplifier: Ahuja Make PA Mixer Amplifier Model DPA-370, 30 W Max/37W Max, with speakers and a wireless unit for Two Cordless Mikes. This device offers echoless input/output communication with base computer and Mikes and Speakers in the Class.





Cloud Platform: A-VIEW (Amrita Virtual E-Learning World) developed by Amrita University in association with IIT Bombay, an MHRD, GOI sponsored project.. Problems with Whiteboard functionality of A-VIEW are being circumvented with OneNote app of MS Office for IOMS. This has many features of minimizing bandwidth requirements.

Surface Writing Device: HUION make Model WH1409, or Wacom Intuos with wireless device makes it suitable for communication with base computer in class in an interactive online environment.

UPS: An additional accessory, for uninterrupted continuity of session, based on power availability to be decided by Learning Center, **not included in above cost estimates.**

Furniture and Lighting: At Learning Center, as deemed fit by local administration of Learning Center, **not included in above cost estimates.**

Appendix IV: A Small Team of Co-passionate Mentors

| Mentor's Name | Background | Photo |
|--|---|---|
| Prof. <u>SB Dhar</u> , Ph.D. Mentors Mathematics | IIT Kanpur Alumnus, More than Four decades Experience of teaching Mathematics and mentoring for competitive examination like IIT-JEE |  |
| Shailendra <u>Parolkar</u> Mentors Physics | IIT Kharagpur Alumus, Nearly 3 decades experience in IT Sector, presently Consultant at Texas, US. As a passion mentors Online to IIT-JEE aspirants, from Texas. He is instrumental in upgrading this mission from Chalk-N-Talk to IOMS |  |
| Mrs. <u>Kumud Bala</u> Mentors Chemistry | Retd. Principal, Govt. of Haryana. More than 3-1/2 decades experience of teaching Chemistry, both Chalk-N-Talk and Remote Learning programs |  |
| Dr. <u>Subhash Joshi</u> Mentors Mathematics, Physics and a Motivator | A Power Sector Engineer, did <u>Ph.D</u> , after superannuation, from IITR, and passionately driven into this mission. Coordinator of this mission. |  |

Appendix V: Ongoing Learning Centres of IOMS

| Name of School | Place | No of Students | Class | Started | Remarks |
|------------------------------|--|----------------|---|--|---|
| Ramakrishna Mission School | Sithangram, Dit. Guntur, AP | 35 No | 9 th & 10 th | Aug'17 | Class 10 th upto Oct, for preparation of Board Examination |
| JGMSME Tool Room, | Tatisilwai, Ranchi, Jharkhand | 57 No | 1st Year Diploma in Tool and Die Making | Jan'19 (discontinued in April'19) | Limited to Mayhs and Physics |
| Govt Higher Secondary School | Bamohori Mala Village, Damoh District, MP | 100 No | 9 th | 1 st Jan'19 (discontinued in July'19) | Started with available infrastructure, and gradually upgraded |
| Govt Higher Secondary School | Sunder Dadar Village, Umariya, A Tribal District, MP | 20 No | 9 th | 1 st Jan'19 (could not sustain) | Started with available infrastructure, upgradation to follow |
| Govt Higher Secondary School | Kanwan, Dhar District | 100 No | 9 th and 10 th | June'19 (discontinued in Nov'19) | Started with available infrastructure, upgradation to follow |
| Three NGO's | a. Sarthak Prayash, Vasundhara, Ghaziabad, UP b. Sunshine Society, Community Centre, Sec 50, Noida, UP c. Academy Home, Lucknow, UP | | | May'15 May'15 Sept'17 | Could not sustain due to local constraints - |
| Army Public School | Dinjan, Tinsukia Distt., Assam | 30 No | 9 th | Nov'19 | Encouraging response and more schools in the region expected to join. |

(The above Learning Centres (LC) is last update in January'2020, which has been changing from time to time with local conditions and constraints. Efforts are being made to add more LC to optimize to capacity of concurrent Five LCs in each session)

Appendix VI: Support of a Welfare Society

S.No. 27/17/11th November 2017

RC No. 037569



Senior Citizens Welfare Society
H-1070, Gaur Grandeur, Sector 119, Noida-201301

To,
The Coordinator,
Gyan Vigyan Sarita,

Dear Sir,

The Senior Citizens Welfare Society, Gaur Grandeur, Noida has come to know that you are heading a team of mentors, that is selflessly working hard to democratize the education through the online mentoring in the name of *Gyan Vigyan Sarita* on *zero-fund-zero asset* basis.

The society appreciates your efforts of making costly education free and reachable to the underprivileged as well as to the well-off at the same time, and at the same platform by the same energetic, passionate, and highly qualified mentoring team. The society stands with you and your team in hours of need.

Good wishes for welfare activities. May God bless you all success.

Regards,



(Dr SB Dhar)
Secretary

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