

INTERACTIVE ONLINE MENTORING SESSIONS (IOMS) OF UNPRIVILEGED CHILDREN

(Collectively Complementing Efforts for a Purposeful Matrix)

A proposal

(to whom it may concern)

9th Revision, May' 2022

(On completion of First Decade of this initiative)

GYAN-VIGYAN SARITA

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

An initiative driven by Personal Social Responsibility (PSR)

Office: 327, Matru Chhaya, Gupteshwar Road, Jabalpur, Madhya Pradesh, PIN: 482001

Mail ID: subhashjoshi2107@gmail.com; Tel: +91-9711061199

Website: <http://gyanvigyansarita.in/>

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PREMISE

If imperfections are eradicated, accomplished persons, elites and managers would be left jobless. Therefore, they should feel not only responsive but obliged to the prevalent system which offers them on a platter abundant opportunities, to play a proactive role, to correct imperfections. God willing, if it really happens, a new scenario would emerge which will definitely not depose them. Rather, perfection is like a mirage which keeps demanding more and more as one approaches it. The difference is that 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 (abcde) in life.

BACKGROUND

This initiative had its birth at **SARTHAK PRAYASH (SP)**, an NGO engaged in philanthropy, in May'2012. The NGO created a facility, at One Mart Mall, Vasundhara, Ghaziabad, to mentor unprivileged children of class 9-10th in conventional Chalk-N-Talk mode. This support was beyond two education initiatives of SP which they were pursuing as under-

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

After two years of working on mentoring a Concept Paper was brought out. With the circumstances as, they evolved, in Feb'2015, Rajhans Kutumb, a residential complex at Indrapuram Ghaziabad, offered facility to mentor the target students. A few more senior citizens volunteered to mentor the target students, as well as students of the society. 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 out to more of the needy children who were unable to access appropriate learning environment. This inability was due to multiple constraints of the students. Further, in June'17 the OMS was upgraded to **Interactive Online Mentoring Session (IOMS)**. *This upgradation was made much earlier to compulsion of online classes created by Corona Pandemic in 2020.* The growing access to ICT, at an affordable price and in fast emerging Digital India, was seen as a tool to broaden and deepen the access of IOMS to target students in areas which are deprived of mainstream education. IOMS is a concept. It helps to create an environment where elite and accomplished persons can proact to collectively complement efforts with each other. This is essential to ensure that diversity as-well-as seamless continuity in mentoring so as to meet the learning requirements, as they are evolving. Happily, the **New Education Policy (NEP-2020)** envisages such a participation.

Everything contained in this proposal is in line with the *efforts to translate aims, objectives and philosophy 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 who are deprived of mainstream education. This is an endeavour to **democratize education** in such a manner that it maintains a character 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 has conceptualized a financial model - [**ZERO-FUND-&-ZERO-ASSET \(ZFZA\)**](#), detailed in a later section.

OPERATIONAL PHILOSOPHY

Need and diversity of efforts to uplift unprivileged children is huge such that none, be it individual or an organization, howsoever ***omniscient, omnipotent and omnipresent*** may be, can fulfil it individually. Therefore, **GYAN VIGYAN SARITA (GVS)** 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 mutually matched to **build a purposeful matrix**.

FOCUS AREAS

Education to groom creative competence among deprived children is the **thrust areas**, of **GYAN VIGYAN SARITA**, whereas *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. NEP-2020 emphasises upon skill development. But, in reality to change profile of target students, we need to pursue and support them 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 only literacy and numerical skills, would become more demanding instead of possessing ability to perform; the latter is an essential requirement in a real world*. There are enough reports, commentaries or critique in this regard. But, here **aim is to get out of complacency and engage proactively to correct the situation**, to the best of our ability.

In view of above, **GVS** concentrates on 9th to 12th level students with emphasis on Maths, Physics and Language. Students who develop a vision to niche in a professional career are suitably mentored for competitive examinations.

This approach 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. Academic requirements become abruptly steep in Class 11th and Class 12th, where in-depth learning of the subject is required so as to gain competitive proficiency.
- d. At 9th to 10th level, students are not under peer pressure, specially un-privileged ones. 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 context of their socio-economic environment.

Reversal scenario in class 11th and 12th makes professional career out of reach for many, specially the deprived students. Even, most of the children from best of the schools and elite families run from pillar to post for coaching, tuitions, etc. These centres create and promise an optimism of an easier success in competitive examination. This environment has not only created a mushroom growth of **para-academic institutes**, rather they are dominating academic institutions. *Roots of para-academics have become deep, so much so they are nurturing large number of proxy-schools.* If children are properly mentored in Class 9th to 10th level, as perceived in IOMS in GVS, they can utilize such invaluable time to clear concepts, and then in class 11th-12th they can choose to concentrate on **self-study**. This self-study is about practice in solving problems 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 in this initiative during 9th-10th, and thereafter, are welcomed to come up with their difficulties, if any, during the course of self-study and practice. This is the key to building proficiency among target students through **strategic mentoring** and groom in them a competitive edge.

CHOICE OF SUBJECTS

Mathematics, physics, chemistry and language have been deliberately chosen for mentoring. Mathematics builds logical skill, physics and chemistry help to develop analytical capability of cause-and-effect, and proficiency in language is essential to gain presentation skills. Mentoring in these subjects helps every student, to-

- a) get out of phobia for maths-science, which otherwise percolates down the generations,
- b) refines thought process, evolution of alternative ways of solving problem, wisely select best solution,
- c) provides wide career options.

Eventually, every student who undertakes education in right perspective would tend to *improve upon thought process, skill and thus inculcate creativity; it is an essential ingredient for growth in any field.*

While emphasis of mentoring is on How and Why for conceptual clarity with requisite drill in the subjects, success in examination is an automatic consequence; it is not the focus. In this pursuit use is made of standard reference books, which are cheaper, time-invariant (which makes them reusable) and also available at low price, in second-hand book market. Moreover, our target students can easily afford such books. Further, IOMS is an **interactive environment**, where use of paper is optimized with an **eco-friendly** concern.

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

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

Despite policy statement in NEP-2020, the proposition (a) has not continued due to ***unspoken inhibition and inertia of school to accept this voluntary initiative*** aimed to complement their efforts. In view of this we have finally restricted to mentor students as per option (b), either directly to students or through social organisations, groups or inspired individuals, who wish to promote quality education. *Vacations are the best period to boost the learning curve of target students, especially those who are at their formative stage.*

OPERATIONAL CONSTRAINTS

The initiative on education, as of now has been in operation, **since a decade**. It is being pursued by a small group of senior citizens, using their personal resources in a ***non-organizational, non-remunerative, non-commercial and non-political*** manner. But, its progression to cater to the need, which is quite mammoth, is extremely slow. *It is impossible to accomplish a perceivable change without collective efforts and support of the accomplished elites, individuals, social groups, NGOs, corporate sector, administration and Government. It is necessary to involve more number of persons inspired with the spirit of PSR and motivate them to take up the cause, and facilitate infrastructural requirements and its operation & maintenance involving recurring 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 required for stabilization, before start next cycle of growth), 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 and method of operations, has been evolved through serious brainstorming. Yet, it does not attract large number of students. 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. Therefore, it requires a strong conviction to pursue it, without deterred by **paradox of number game**. Use of technology for online web-enabled mentoring is a solution to the problem, whereby individuals as well as small scattered group of target students can be easily integrated with concerted efforts in an organized manner. *After consistent efforts of Six years, a group of 40 students from RKM School, Sitanagram, Guntur Disttrect, A.P., could be organized. There the process of IOMS was stabilized over a period of Four years.* But, **the association waned out due to inhibitions among the stake holders as brought out earlier. Similar stories are there of many short associations on *this selfless initiative which is focussed on quality of learning and not helping students to get marks or pass examinations.***

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

This model of financial operation has been successfully practised for last decade. 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 this initiative are welcomed to support infrastructure, it's up-keeping and operational costs, either by way of arranging the same or direct payment to the vendor or reimbursing the same. **GVS** shall be only custodian and user of the facility as long as mutual trust between promoter and GVS. 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 its financial model ZFZA.

- **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 ZFZA or on agreed terms. *Schools and social initiatives, which have a strength of students, can gain advantage of philanthropic credentials, by way of association in this initiative. Moreover, it will also help them 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 Fellowship, at an appropriate time. Academic institutes can play an important role through their various in-house programs viz. NSS and others. This human capital operates at –
 - **Mentoring Centres** – These are the places of **individual mentors** from where IOMS is operated.
 - **Learning Centres** – These are the places created by **promoters, facilitators and coordinators** where a group of students converge to learn in IOMS model
- **Discipline:** This initiative *requires discipline of passion, dedication and commitment so as to maintain continuity, consistency and perseverance at learning among students as well among mentors.* 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. This can be done by providing exercises to interactively bridge the learning gap, if any, between mentor and student. ***Eventually with the passage of time, each of these coordinators may like to volunteer as a mentors for succession and progression of the initiative into multiple, coherent satellite systems of IOMS.***

MODE OF OPERATION

With the experience of mentoring target students so as to groom among them academic competence, increased accessibility of web-technology and small number of students at each centre was creating multiple session getting beyond sustainable limit. Therefore, upgradation of conventional mentoring into IOMS model is a considered choice to **integrate learning centres and individual students of same class, at diverse locations, in one session.** It is helpful to overcome various barriers which block involvement of senior citizen. Senior citizens with increase in longevity, better health, economic independence, their *invaluable capability and rich experience* have an opportunity to become **potential resource and pay their demographic dividend.** Likewise, other young-socially-inspires persons, can be encouraged

to increase depth and width of this initiative to reach to the target students, to the extent possible. It would help in a big way to create transform target students into national wealth. *IOMS only requires passion to act with PSR. It entails a spiritual satisfaction by imparting one's learning for the larger good, that too 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 also encouraged for do self-study. In this pursuit, it is envisaged to provide graded practice tests, a tool to proficiency, 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 the learning deficiencies and a remedy to the time lost for reasons which are beyond our control.*

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 6 years ago Pooja Samiti, MM, Sec 78, Noida appreciated the IOMS initiative and extended support to keep this initiative operational. *This is also on ZFZA basis. Prevalent scenario demands intensification of activity and reinforcement of IT infrastructure available with the mentors. It also requires similar support of all socially inspired entities so that GVS and similar initiatives are able to keep put in the best of their efforts.*

Going ahead, as and when there are persons to volunteer to mentor students in other subjects including English (language), Commerce and Drawing, diversification of IOMS in additional subjects is envisaged. Efforts are being made to mentor the target children to a level where they can seek admission in some prestigious institutes in the field of their choice, based on their competence. Accordingly, this initiative is transparently open to all in non-organizational, non-remunerative, non-commercial and non-political manner. We envisage to evolve a consortium of such socially inspired entities which are ready to collectively complement the cause of education with a *diversity and seamless continuity*. Accordingly, we gratefully welcome -

- Promotional and facilitation support on ZFZA basis,
- Collectively complement 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. These are enumerated below -

- **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 thus 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 June/July, when students reassemble at their school. Unless this is done, **mismatch** between students and batches, become a **biggest retardant in IOMS**. *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** to be able to engage students in IOMS in the beginning of the start of new academic session. *Aspirants, coming late are advised to wait for next session, so that learning curve of early starters does not hamper.*
- **Web Conferencing Software:** After trying various video conferencing platforms we have settled down, with Google Meet a free-ware with sufficient connectivity for the purpose of IOMS. 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. This requires a surface writing device. Alternatively, use of iPad with digital-pencil can be used as a separate node. The latter alternative is eight to ten times expensive
- **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 arrange a premises and infrastructure for IOMS. This can be made 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 of 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, it is proposed to -

- a) **Mentor stray students**, sincere to avail benefit of IOMS in a disciplined and interactive manner. These students can join individually or collectively from anywhere as long as internet connectivity with mobile, tablet, computer for individual participation or computer is available. A wide screen, with adequate audio system, makes learning by a group of students at Learning Centre convenient.

- b) **Collaborate** with organizations/ schools, provided they are open to promote participation of their students in IOMS. This can be deliberated with school administration to evolve necessary framework. This is with a spirit of collective complementing of each other. It will entail philanthropic credentials of the school.
- c) In pandemic, due to Covid-19, each school has adopted online learning method in one form or the other. Yet, we are open to extend necessary **guidance to establish IOMS facility** to the prospective seekers. This will be helpful to Mentors and local coordinators to take forward IOMS model, collectively or individually.
- d) 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 target students, if required, shall be done locally, in consultation with **Gyan Vigyan Sarita**, if required.
- e) In IOMS, intelligence of a student does not receive any weightage. ***Intelligence and competence of a student is considered to be a result of opportunities available to him. Sincerity, time-discipline, interactive participation and availability of mobile with communication-network*** are essential for a student to continue in IOMS
- f) **Identify and encourage local participants**, in different areas, who can be integrated into mentors group, to widen and diversify the Mentors Base.
- g) **Perpetuate IOMS** based on experience of operation over more than Six years with sovereignty in furtherance of the cause, as envisaged in [Consortium of Entities PSR Inspired \(CEPI\)](#).
- h) With the vision and philosophy of the IOMS model, **GYAN-VIGYAN SARITA** invites all *to collectively complement in planning, monitoring and integration of Learning and Mentoring Centres.*

Each of the learning centres shall garner necessary financial support, for its operations, from local facilitators and prompters. The GVS by virtue of its philosophy does not offer any financial support to any student, mentor or learning center.

SUPPORT EXPECTED FROM PROMOTERS

1. **Connect Gyan Vigyan Sarita with facilitators** preferably from the area where they propose IOMS for implementation. Most of the centres, into formal and informal education, are apparently mentoring primary and middle school students. Their old students, who have reached classes, encompassed in IOMS, can be integrated in IOMS with proper motivational sessions.
2. **Facilitate mobile and network connectivity** to target students, who are in need, for attending IOMS.

3. **Arrange/upgrade infrastructure**, as required, at learning centres and also with the mentors who are ready to cope-up with web-based technology. This shall be on ZFZA basis.
4. **Recurring expenses** on internet usage and breakdown maintenance/replacement of computer systems used by mentors, who may need it, in line with ZFZA. Since such voluntary mentors are senior citizens. They have limited resources. Thus, it will encourage more passionate person to volunteer in mentoring.
5. Support for any other **operational expense** that may be called upon including visits of mentor for furtherance of IOMS at the learning centres.
6. Persons heading learning centre are expected to 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 comfortable proposition in Digital India. Nevertheless, estimate for a Zero Start, where nothing is available, is brought out in Appendix-II.

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

COMMITMENT

GYAN-VIGYAN SARITA is committed to perpetuate IOMS on the lines of its principles and philosophy, brought out above, with a passionate desperation to benefit every student deprived of opportunities of mainstream education. In this context it will continue to reach out to every such initiative, based on information, as it becomes available. It is an endeavour to collectively complement efforts without any discrimination, in a manner which is non-organizational, 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 Writing Device-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 nodes.
Presently Google Meet 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: 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
Writing Device (WSWD). It shall be required when Learning Centre is ready for collaborative use of Whiteboard.	5,000*	Surface Writing device	5,000*
Total with Total with WSWD (<i>at a later date once IOMS stabilizes</i>)	50,000	Total with Total with WSWD	33,000
Estimated Recurring Cost			
a. 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		Internet charges, based on estimated monthly data transfer which depends upon choice of cloud platform, and tariffs of ISP	
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 an initiative driven with Personal Social Responsibility (PSR) . It is 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 *- Surface writing device can be replaced with a iPad with an Apple Pencil (stylus), if affordable for, satisfying screen writing alongwith versatility of the device. It is available in different sizes and versions, and thus the cost	

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.



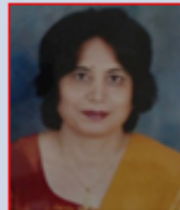

Cloud Platform: A-VIEW (Amrita Virtual E-Learning World) developed by Amrita University in association with IIT Bombay, an MHRD, GOI sponsored project.. Problems with Whiteboard functionality of A-VIEW are being circumvented with OneNote app of MS Office for IOMS. This has many features of minimizing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

Surface Writing Device: Various model and brands are available. Wherever affordable **iPad with Apple pencil** will give much more satisfying experience along with versatility of the device

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.** Individual participants don't need it.

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

Appendix III: 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	
<u>Shailendra Parolkar</u> Mentors Physics	IIT Kharagpur Alumnus, 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 IV: 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

