PROGRAM MANUAL

Society for Inclusive Education

Prepared by Avni Singh for Edunet Foundation

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INTRODUCTION

BACKGROUND

India's figures on school enrolment are unique. 47.8% of its students are enrolled in private schools, with the rest studying in government schools. In 16 Indian states, the numbers are higher – more than 50% of students study in private schools. This is not a testament to their effectiveness in education though: 60% of fifth grade private school students in rural India cannot do three-digit division, or read an English paragraph intended for second graders.[1]

Many private schools take nominal fees from their audiences. The average private school has 246 students on its roll, when in many cases the facilities to handle such a population may not be possible. Along with this, the English education that many private schools boast may just be a hoax: only about 2.5 lakh people speak English as a home language[2].

Public schools, too, offer low-quality education, due to low funding and a paucity of facilities and able teachers. Thus, private schools for lower-income groups and public schools are the most vulnerable—evident from the pandemic. The UN has estimated that, globally, more than 24 million school children are at-risk of dropping out due to the pandemic.[3] According to a survey by Delhi-based NGO, ChildFund India, 64% of rural Indian children are at risk of dropping out of school if not given additional support for their curriculum. The issue is made worse by the fact that only 11% of Indian school children have access to online learning.[4]

TECHNOLOGY: A GREAT LEVELLER

What can be gleaned, then, is that there is a paucity of content and teachers, which is putting some children in India at a disadvantage. How can technology solve these paucities?

Teacher paucity only exists because teachers are in one place and students in another. Technology can bring teachers from Bangalore in contact with students in Delhi, for example, because platforms like Zoom and Teams can be used to conduct classes by, and for, anyone. It can bring content—another hurdle in the path towards parity in education—to students who do not have able teachers to coach them. Websites like Khan Academy and Open P-TECH are at the fingertips of anyone who owns a smartphone or computer.

To test whether technology can level the field when it comes to education, we conducted an experiment which is outlined in the next section.

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[1] Gohain, Manash Pratim. "Private Schools in India: Why Half of India Prefers Private Schools - Times of India." *The Times of India*, India Times, 23 July 2020, timesofindia.indiatimes.com/india/why-half-of-india-prefers-private-schools/articleshow/77107620.cms.

[2] 2011 Census of India

[3] "Millions Of Children May Never Go Back To School Due To Pandemic - Help Now." NDTV Special Projects - Campaigns, NDTV, 9 Apr. 2021, special.ndtv.com/rang-de-india-67/news-detail/help-children-from-dropping-out-of-school-here-s-how-you-can-make-a-difference-2410091/7?pfrom=home-ndtv_topstories.

[4] Chaturvedi, BK. "Six Million Children out of School in India Due to the Impact of COVID-19; Girls Most Affected." National Herald India, National Herald, 11 Dec. 2020, www.nationalheraldindia.com/india/six-million-children-out-of-school-in-india-due-to-the-impact-of-covid-19-girls-most-affected.

PROJECT NEEV: AN EXPERIMENT WITH HAPPY SCHOOL, GURGAON

Project Neev, a project started by Avni Singh, worked with Happy School to test whether technology could solve many of the issues outlined earlier. Happy School is a primary school in Gurgaon, with approximately 100 students.

Avni met virtually with Ranu Sobti, the principal of Happy School, to conduct a need analysis. Happy school did not conduct classes virtually, instead sending homework and passages for reading on WhatsApp. Many students at Happy School did not have a phone in the house and used someone else's—their neighbour, for example—or did not attend classes at all.

Over the course of the next few weeks, the need was defined: twenty students and one teacher needed devices to ensure that the work was completed. Along with this, before the pandemic, the students used to have extracurricular classes, like art, so Project Neev decided to conduct extracurricular classes with students, too.

With the help of a crowdfunded pool of money, Project Neev was able to acquire the smartphones needed. A network was created by Project Neev of trainers within India and America. These trainers taught the students at Happy School English and Art. Within English, there was a focus on improving the children's critical reading abilities. The classes were conducted in Hindi and English—to ensure optimal understanding—and classic stories, like The Tortoise and the Hare, were read out to the students. After, the children and the trainers would discuss the morals of the stories. Art classes were conducted by trainers as well, with an emphasis on drawing. There was a different topic for each week, and the children could draw their own interpretations of it.

Classes on philosophy were also carried out, focused primarily on the meaning of happiness and the roots of the concept to make it more interesting for the students, who fit the age band of 8–10 years.

Small capsules were also taught to the students at Happy School on how to use various platforms like Zoom, Open P-TECH, and Khan Academy.

The Results

Project Neev impacted approximately 40 students in Happy School.

It provided 20 students with connected smartphones.

34 classes were conducted on Art, English, and philosophy combined

40 hours of classes were conducted with the students

These results show that technology *can* bring children together with able teachers and provide them with interesting classes for personal growth. Along with this, technology can also help provide students with online platforms for learning.

Testimonials

Student beneficiary, Neeraj Kumar, Grade 3, Happy School

"Because of COVID-19, studying was difficult because I did not have a phone. Now, I am happy because I can study well and use online resources if I do not understand something."

Ranu Sobti, Principal, Happy School

"I had received offers for devices for the children, but nobody delivered, so when Project Neev reached out to me, I was skeptical. However, we received devices and the children are learning far better. The extracurricular classes conducted have also helped them."

SOCIETY FOR INCLUSIVE EDUCATION (SIE)

Work done for Project Neev laid the foundations for the **Society for Inclusive Education** (or SIE). SIE is a student led national initiative that seeks to be empower every child, irrespective of socio-economic status, with education. The goal of this is to achieve parity between socio-economic backgrounds when it comes to education, so every child has an equal opportunity.

With this goal in mind, SIE focuses on children from lower-socioeconomic backgrounds and empowers them with education—with an emphasis on using technology for education. Students in SIE chapters must choose a beneficiary school, suss out their needs, and fulfil these, while providing their beneficiary students with extra support.

SIE is supported by Edunet Foundation, which promotes STEM education, technical innovation, and entrepreneurship. It aims to provide its audience with technical skills that can help them in any profession, regardless of its traditional stream. To do this, it delivers online programs and technical training to school students and faculty members.

SIE ORGANISATION
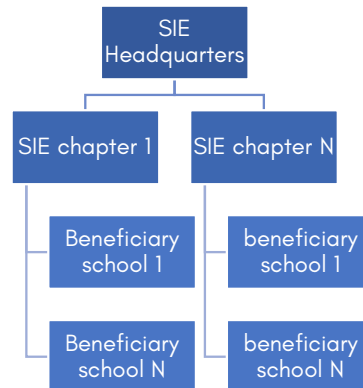
SIE HEADQUARTERS

SIE is located at Connecting Dreams Foundation (CDF) / Edunet Foundation (EF) headquarters in Gurgaon, Haryana. It is managed by team of student office bearers, supported by a permanent program manager. The student office bearers, for 2021-22, have been nominated by SIE's founder, Avni Singh. 2022-23 onwards, the office bearers will be elected by office bearers of all school chapters nationally.

The student office bearers are:

- The President
- The Vice President
- Chief Financial Officer

Roles of the President and Vice President

Both will work closely with the program manager to ensure smooth running of SIE. Responsibilities include:

- Setting the direction and goals of SIE (like this document)
- Recruiting new schools to participate as SIE chapters.
- Interviewing all new candidates for chapter-wise leadership in year 1
- Training members at each chapter on goals and objectives of SIE and how they can help meet them.
- Approving any new ideas for social work that a chapter may have
- Working closely with chapters and helping them meet their goals. This includes working with the school management, parents and teachers to ensure that members are able to meet their obligations under the SIE charter and make real societal impact.
- Helping conduct classroom sessions – live and asynchronous – centrally that may be accessed by participants from all beneficiary schools.
- Reviewing the reports sent by each chapter and uploading them to the website
- Recording and collating social impact
- Promoting SIE and its outcomes on social media

The President and the Vice President shall work in tandem. The Vice President will serve as the de-facto leader of SIE when the President is unable to discharge her duties.

Role of the Chief Financial Officer (CFO)
Responsibilities include:

- Helping leadership of the chapters calculate the financial needs of their beneficiary schools
- Ensure money being raised by the chapters is being used solely for societal activities and not for personal usage
- Interviewing candidates for chapter-wise leadership in year 1 with the President and Vice President
- Reviewing financial reports and keeping a strict record of the finances of the society
- Helping the Treasurers for chapters come up with fundraising ideas

SIE SCHOOL CHAPTERS

These chapters are in schools that are partnered with SIE for the good of the society. Each chapter has three office bearers (roles and responsibilities are as listed below). The chapters must take guidance from school administration, as it is important that the SIE chapters keep the rules of their school in mind when doing SIE work.

Roles of the President and Vice President
Candidates for this role are shortlisted by the school during the first year of the club and then nominated by SIE headquarters after an interview process. After this year, the Presidential and Vice-Presidential candidates may stand for elections and will be elected by their fellow SIE chapter members. Responsibilities include:

- Working closely with the leadership at headquarters
- Recruiting new members for their chapters
- Coming up with new and innovating ideas for social change through education
- Recruiting and directly managing at least one beneficiary school.
- Helping new members meet their outreach and engagement goals
- Helping conduct sessions – live or asynchronous – in local language to engage students in beneficiary schools effectively
- Recording member performance information
- Recording social impact
- Promoting their work, under SIE banner, on social media
- Writing/collating the quarterly reports that will be sent to headquarters
- Reviewing their work with SIE headquarters leadership

Role of the Treasurer
Like the roles of President and Vice President, the Treasurer will be shortlisted by their school and selected by SIE headquarters, and will take part in the elections from the second year onwards. Responsibilities include:

- Helping members raise funding for their beneficiary schools, through multiple channels
- Helping leadership calculate the financial repercussions of their social work
- Working closely with the treasurer at Headquarters
- Recording the financial spending and savings of their chapter

Role of individual Members

Any student studying in the school where a chapter is located can become a member of SIE through the chapter, provide she/he meets the pre-requisite criteria that are defined below. She may approach the chapter leadership for membership. In case a chapter is not available in their school, they may approach SIE leadership and their school leadership to set up a chapter. Individual members must do the following

- Identify beneficiary schools in their catchment area (see next section for criteria)
- Work with beneficiary school leadership to identify needs
- Help equip the beneficiary schools with equipment, internet access and/or courseware.
- Help deliver online and/or face to face sessions on subjects of interest, in local language if required, to school students so that they benefit from the program
- Monitor progress and report to the chapter leadership and/or SIE leadership.

Pre-requisite for becoming a member in 2021-22
- 10 badge courses, on Open P TECH, **before** entry.

Pre-requisites for 2022-23 onwards will be defined and communicated before the start of next year.

SIE BENEFICIARY SCHOOLS

Beneficiary schools must fit into the profile highlighted in the introduction to this document. To reiterate, beneficiary schools must meet the following criteria:

- They should be near the Chapter (within a 20km radius)
- They should be servicing the underserved, defined as one of the following:
    - Rural audiences
    - Urban and semi urban audiences where the average family income is less that 25,000 per month.
- The school should be facing problems with one of the following aspects
    - Access to technology
    - Access to internet
    - Access to online classes in a format that is comprehensible by their students

SIE chapter-wise leadership shall select the schools, within their community and/or neighbourhood, that they will work with.

The chapter members must coordinate closely with the administration of the beneficiary schools and ensure that their administration is looped in as well. If selecting specific students at a school, the students should be socio-economically disadvantaged so that the society only impacts those who need it.

SIE ACTIVITIES

To qualify as a chapter and to continue to be in good standing with SIE, each school chapter must meet the following criteria in 2021-22:

- By the end of the year, 400 badge courses should be done across the school, including members outside the society. These courses may be taken up on the IBM Open P TECH platform.

Your club will be informed of the criteria for 2022-23 closer to the date.

Two types of activities may be undertaken by each chapter: Internal and External. Mandatory activities will have a star (*) next to them.

INTERNAL ACTIVITIES

These are activities that are conducted within the club for membership or for funds that do not directly affect the beneficiary schools. While members are encouraged to think of their own ideas for these activities as well, some are listed below:

- Conducting membership drives*

  These should be conducted as the larger the chapter is, the more impact it will have, and therefore it has a higher chance of being awarded Top Chapter. These drives may be conducted at school or online. Members must only be initiated if the prerequisites are completed.

- Website*

  The chapters must send quarterly reports so that the statistics used on the website may be updated.

- Fund raising

  Fundraising is an important part of social work and must be handled by the Treasurer. These funds may be used to acquire technology for the students or find courses for teaching. The money from these funds cannot be used for personal means and doing so may result in termination of the leadership.

  Fundraising may be done through online crowdfunding platforms (listed in Annexure 1) or through friends and family of the members.

- Monitoring and reporting*

  It is important for members to monitor the beneficiaries and ensure that the technology is being used for education only. Any issues noticed while monitoring must be solved efficiently with the student and a member of the society.

  Reporting is an essential part of the society, as it allows headquarters to keep track of activities that are happening. As mentioned above, the website will be used as a database for all the reports, and whichever chapter has the highest number of hours

logged in their reports (all real) and the largest impact will be awarded the **Impact Makers Trophy**. Reporting format is in Annexure 2.

- Meetings

Meetings are an important way for leadership to brief members on the club's actions and for equal opportunity in contributing valuable ideas and tactics to the club. These meetings will not include SIE leadership, but minutes may be included as annexures to the report.

EXTERNAL ACTIVITIES

- Need analysis*
  One need analysis must be done for every beneficiary school that the chapter is impacting. The steps to a need analysis for a school are in Annexure 3.

- Raising funds through friend and family and/or through crowdsourcing platforms

- Utilising the funds raised
  o Funds should be used solely for the beneficial school or work they were raised for, and not for personal uses.
  o The devices to be purchased must be shortlisted and the list must be shown to headquarters, who will help the leadership of the chapter choose which device would work best for the uses of the school.
  o Funds may also be used to acquire teaching platforms for the children. These platforms must be verified by SIE Headquarters.

- Helping teachers and students use technology*

  While the acquiring the technology is a necessity, many teachers and students would not know how to use their new devices. So, classes must be conducted for both faculty and students in the beneficiary school on how to use various platforms and the devices themselves.

- Online resources must be made available to the students to optimise their learning experience*

  Open P-TECH must be made available to the children, as it is an important way for the students to learn about technology. Other online platforms are listed in Annexure 4.

- Networking with NGOs and other teachers*

  The students can also do extracurricular classes, and these may be taught by a student or a teacher as a volunteer activity.

- Feedback*

  Feedback must be acquired for each report from beneficiary school administration and from beneficiary students.

SIE WEBSITE AND MEMBER INFORMATION NEEDED

WEBSITE

The [SIE website](#) will be a central source of information. It will contain:

- Cumulative work done by the whole society
- Contact details of the HQ leadership
- A page for each chapter of the society. This will include:
    - The work done by each chapter
    - The reports submitted
    - Contact details of school administration
    - Contact details of leadership

REQUIRED INFORMATION

To ensure the smooth running of the society, SIE Headquarters will require the phone number and email ID of each member, along with their name, grade, and date of birth. This will be submitted by SIE leadership. Only leadership email IDs will be published. The email inboxes must be checked regularly for important information.

AWARDS AND RECOGNITION

SIE IMPACT MAKERS TROPHY

This award is given to the chapter with the highest impact. There is only one Impact Makers award. For eligibility, chapters must do as much social work as possible (the measure for "social work" is the number of hours done/number of people impacted). Top nominees will be interviewed, and the winners will receive a trophy and a certificate from SIE, sponsored by Connecting Dreams Foundation and/or Edunet Foundation.

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SIE AMBASSADORSHIP

Two ambassadors will be recognized for each chapter at the end of the school year, based on which member gives the most hours of work to the society.
- Ambassadorship will not be awarded to leadership.
- Ambassadors will receive a medal and a certificate from Edunet Foundation.
- Ambassadors will be mentioned on the home page of the website and on their chapter's page, along with the leaders.
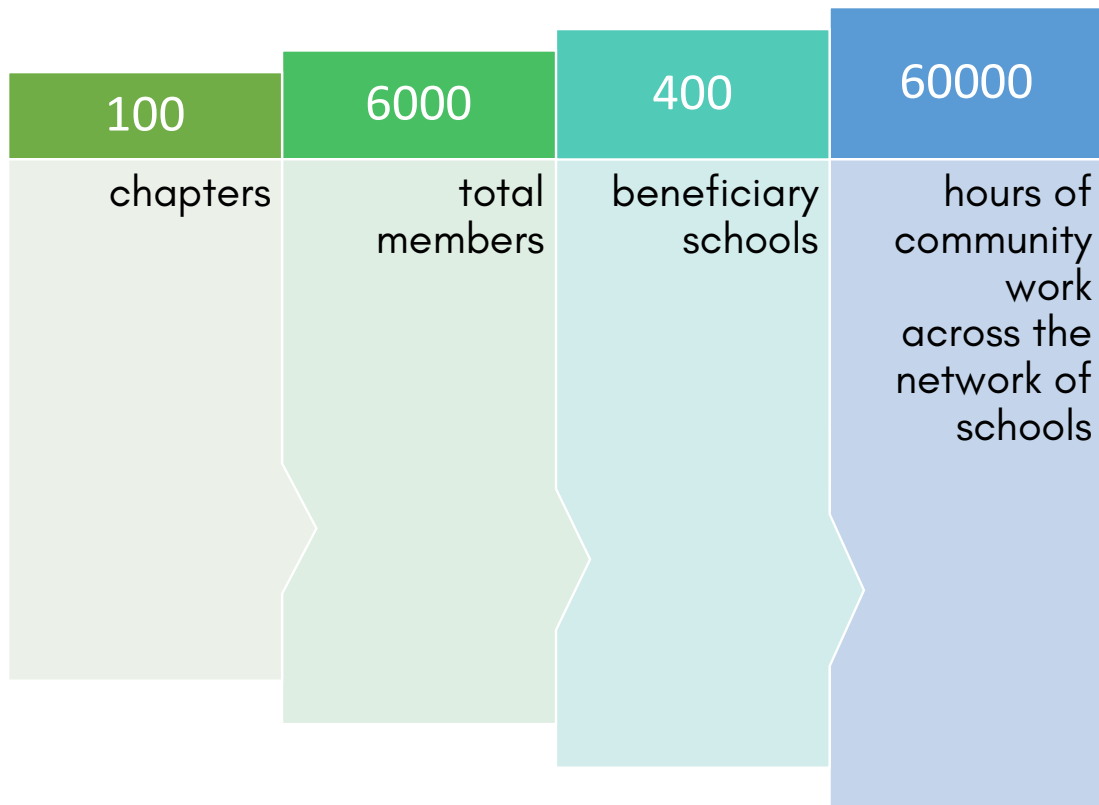
SIE CERTIFICATE OF MERIT

A Certificate of Merit shall be awarded to each office bearer.

SIE CERTIFICATE OF MEMBERSHIP

Each student that joins an SIE chapter as a member shall receive a Certificate of Membership with social work hours defined on it.

SIE GOALS (2021-2025)

Highlighted below are the objectives for the next four years.

100	6000	400	60000
chapters	total members	beneficiary schools	hours of community work across the network of schools

ANNEXURES

ANNEXURE 1 – FUNDRAISING PLATFORMS

Most fundraising platforms will require verification. In case the chapter needs help setting up the fundraiser, they may contact SIE Headquarters. Platforms listed below:

Impact Guru

- Visit the 'Start A Fundraiser' tab on the website (impactguru.com)
- Specify what the funds are being used for
- Follow the instructions
- A WhatsApp notification will be sent, follow the instructions
- Start and advertise your fundraiser.

Milaap

- Visit milaap.org
- Specify what the funds are being used for
- Follow the instructions
- Start and advertise your fundraiser.

Fueladream

- Visit fueladream.com
- Enter the basic information (campaign type, funding goal, campaign title, and so on)
- Write a compelling story and enter it in the story details section
- Enter any extra information that may be asked
- Start and advertise your fundraiser.

ANNEXURE 2 – REPORT FORMAT

The report is essential to the record-keeping of the SIE website. It does not need to be explanation-heavy—explanations will be given during the call with SIE leadership—but should contain a summary of everything done. The SIE chapter should send a report quarterly, as an addition to the monthly calls with SIE leadership.

1. Testimonials from chapter school's administration/beneficiary school's administration or students (if any)
2. A summary of the work done (in bullet points)
   a. Hours logged
   b. Number of children/teachers impacted
      i. A brief explanation of why these children/teachers required assistance
   c. Funds raised (if any)
   d. Schools recruited/worked with
   e. Any new members added to the chapter

ANNEXURE 3 – HOW TO CONDUCT A NEED ANALYSIS

1. Do some research:
   - Does someone else already provide this service? If so, is there still a need for it?
   - How many people at the school need what the chapter is providing?
     - This could range from the classes to the devices.
   - What would the beneficiary school need more—solution x or solution y?
2. What are the strengths and weaknesses of the solution you have found to aid the beneficiary school?
3. How do you solve the weaknesses?
4. With this, the chapter may proceed with their social work.

ANNEXURE 4 – ONLINE PLATFORMS

1. Khan Academy

   Khan Academy is a useful extra resource for the students to use if there is a lack of quality teaching at their school. The same Google account created for Open P-TECH may be used to register for Khan Academy and members can teach beneficiary students how to use it and answer any questions from there on.

2. NCERT

   Students can use NCERT to access government resources and use them to teach the children topics that they may need assistance in or that they may take an interest in.

3. Open P-TECH

   This can be used to teach the students at the beneficiary school how to use their devices. For this, the chapter will have to create a Google account for their beneficiary students and create an account on Open P-TECH using that. After this, they may use the program and complete courses. The hours spent on Open P-TECH may be noted in the report. Other similar platforms include:

   a. NASSCOM Future Skills
   b. SkillsBuild