

Vision 2040

Thematic Area: Education

Intervention: Informal Primary Education System (IPES)

Project Report

Project Name	IPES	
Project Identification Number	MF/Vision2040/--/Aligarh/2016	For Office Use Only
Location of Project (Settlement/Area, Region, Country)	Aligarh and Hathras districts.	
Implementing Agency	Manappat Foundation	
Contact Person	Saif Azam, Regional Manager-Vision 2040, Aligarh saifazam@vision2040.co.in	
Problem Statement	<p>India is home to the largest number of illiterate adults on the planet (UN). With a population of about 1.21 billion, India has 40% of its population below the age of 18 and is estimated to have 55% of its population under 20 by 2015. Uttar Pradesh (the largest state in India with a population of around 204.2 million by 2012) has amongst the lowest literacy rate in all of India at 69.72 % (2011 census). As per the GOI Census 2011, U.P has around 29, 728, 235 children in the age-group of 0-6years. These early years of a child's life are critical to her holistic development. The recent Annual Status of Education Report (ASER) published by the non-profit Pratham Education Foundation reports some alarming trends. Though, the enrolment in elementary education is almost 100%. The education outcomes, as measured by abilities in reading, writing and doing maths, have deteriorated among children between the ages of six and fourteen.</p> <p>The bottom line is that India has a crisis of learning. This obviously has grave implications for the future of an economy that was looking to harvest its demographic dividend, leave alone the circumstances of a social crisis being created by generating an army of semi-literate people unable to take advantage of the new economy.</p> <p>In this scenario, there is a massive need for a policy framework that supports Early Childhood Care and Education (ECCE). A need that focuses on giving all children a</p>	

	<p>sound foundation for lifelong learning & development. Important factors in this are the need for institutions that support & monitor the delivery of ECCE across the spectrum of its services, along with a teacher force that is adequately trained in Early Childhood Education (ECE).</p>
<p>Project Summary Objectives, expected results and main activities</p>	<p>Concept Informal Primary Education System (IPES) is a concept which acts as the stepping stone in to the mainstream educational system for underprivileged children. In this system children are divided not on the basis of age but on prior knowledge and their groups are formed. The target group include underprivileged children of slum dwellers and downtrodden between the age group of 5 to 15 years, who have not gone to school or have dropped out due to financial and social constraints.</p> <p>The IPES functions as a pre-primary school with the following objectives:</p> <ol style="list-style-type: none"> 1. To impart basic reading and learning skills to students in order to equip them for mainstream educational system with enrolment and retention as focal points. 2. To provide the children with opportunities for overall personality development, better hygiene and built up their self-confidence. 3. To make constant efforts towards sensitizing and work in collaboration with the community members, private school management and concerned authorities to ensure and promote educational services to children belonging to marginalized communities. 4. To support placements of students in regular schools after IPES. <p>Establishment of IPES Schools Keeping in view the above aims and objectives the Manappat Foundation, under its Vision 2040 goal, has established VISION INFORMAL SCHOOLS (VIS). One such school is established in Mewali village of Hathras District and the other in Shahjamal locality of Aligarh city. Both these locations were selected on the basis of baseline survey which corroborated that these locations are backward on all developmental parameters including education highlighted demand for IPES intervention.</p> <p>Mewali is an under-developed village located 26 km from Hathras Head Quarters. The population comprises mostly of farm laborers and gypsies belonging to backward and scheduled castes both from majority and minority communities. The demography is slightly dominated by minority community in population who are less empowered than their compatriots. With one government primary school this village had very low accessibility to education. After baseline survey and discussion with village elders and Pradhan it was decided to establish a school.</p> <p>Shahjamal locality, classified as slum, is densely populated. A cluster of tiny lock manufacturing units are located here. The people of the area, mostly poor, are engaged in these lock manufacturing units. The area, despite being a part of the industrial city,</p>

does not have basic facilities like proper drinking water supply, primary healthcare centre and adequate government schools. The environment is unhygienic and highly polluted. Water logging generates many diseases. The socio-economic status of the population is defined by lack of education. High incidence of child labor and illiteracy/poor education go hand in hand. It was therefore, highly imperative to start an informal school in Shahjamal.

Model

Since the school is Informal, we hired two rented rooms in the target locality. These rooms were converted into class rooms after making proper arrangement of sitting, lighting, black board, charts etc. Now the schools is running successfully in three shifts as given below:

Shift	Students	Timings
Morning (First shift)	Children between the age group of 5-12	8:00 AM to 12:00 Noon
Afternoon (Second shift)	Adolescent Girls between the age group of 14-18	2:00 PM to 5:00 PM
Evening (Third shift)	Boys working in factories or elsewhere between the age group of 13-17	8:00 PM to 10 :00 PM <i>The timings in this shift will change according to season (summer & winter)</i>

In the morning shifts we have about 50 students divided into two classes depending on their knowledge level. Out of 50 about 12-15 children do not know how to write, around 15 are able to write English alphabets and numbers from 1 to 50 in English while the rest are able to read and write in English, Hindi and Urdu but their level of understanding is below 1st standard of NCERT. We decided to follow the NCERT syllabus as standard target. The two teachers for Morning Shift are trying to uplift the level of these children to the 1st standard of NCERT in the first phase. The uninitiated students are given special attention.

For the Afternoon Session 20 girls are enrolled. Most of them had dropped out of school owing to poverty and other personal reasons. They are taught academic subjects as well as trained in sewing and stitching. They are presently at primary level. It is intended that they continue their studies and pass the High School Exam (Class X) through open board. A teacher and a trainer are engaged for this Session.

The Duration of Vocational Training course is six-months. With a plan to empower the girls by training them in professional stitching standard course and equipment are being used.

In the Evening Shift 20 boys are enrolled. Most of them are working in lock units or

	<p>elsewhere. They too had been to schools earlier but due to poverty they had to drop out. Due to discontinuation of studies for long period the level of knowledge is around 1st standard of NCERT. But many of them are bright and have acquired knowledge randomly through experience. We plan to educate them so that they may pass High School Exam (Class X) through open board.</p> <p>Development A team of experts at Vision 2040 is engaged in designing syllabus, pedagogy, evaluation and outreach to bring this initiative into a model which can be standardized and replicated in different locations across Uttar Pradesh.</p> <p>A dedicated Project Coordinator is designated to establish, monitor, and coordinate IPES Schools.</p> <p>Staff Hiring Preferred Profile:</p> <ul style="list-style-type: none"> ▪ Intermediate or undergraduate female with first division in High School. ▪ Either unmarried or with grown-up children. ▪ Male teachers for Evening Shift. ▪ Passionate about teaching, possessing learning attitude, hard worker and initiator. <p>Training Training will be provided at induction as well as on regular basis.</p> <ul style="list-style-type: none"> ▪ Teachers will be provided structured induction training for 3-days. ▪ Monthly/periodic training for 1-day will be provided regularly. ▪ Annual training for 7-days before beginning of session. <p>Basic facilities</p> <ul style="list-style-type: none"> ▪ 4 qualified teachers ▪ 1 non-teaching staff (female helper) ▪ 1 Teacher In-charge ▪ Minimum 2 classrooms of 12' x 12' with some open area ▪ Furniture & fixtures: Tables, benches, fans, lights, power inverter, book shelf. ▪ Utilities: books for students.
<p>No. of Beneficiaries:</p>	<p>a) 100 students per annum per school b) 4 teachers per school</p>

Target:	100 students						
Project Budget	Budget (Based on Actuals)						
	Capital Expenditure						
	S. No.	Fixed Assets Expenses	Particulars	Cost	Units	Total	
	1	Student Tables and Benches	length 4ft, width 1ft & height 3ft.	2500	10	25,000	
	2	Book Shelf		4,000	1	4,000	
	3	Repair, Paint & Furnishing		4,000	2 Rooms	5,000	
	4	Blackboard	5' x 3'	1,000	2	2,000	
	5	Sewing Machines	@ Rs 2,900	3,000	4	12,000	
	6	Others				1,000	
	Total amount without sewing machine (INR)					37,000	
	With sewing machines (INR)					50,000	
	Recurring Expenses						
	S.No.	Recurring Expenses	Cost		Units	Frequency	Amount
	1	Salaries of Teachers	1) 5,000	13,000	1	12	1,56,000
			2) 4,000		1	12	
3) 2,000			2		12		
2	Salary of helper	1,500		1	12	18,000	
3	Rent of rooms	2,000		1	12	24,000	
4	Books and stationery	Rs. 180 per student		100 students	1	18,000	
5	Stitching material	@ Rs. 100 per student per month		20 students	12	24,000	
6	Teachers training and learning resources	@ Rs. 100 per teacher per month		4	12	5000	
5	Miscellaneous					5000	
Total Recurring Cost (INR)						2,50,000	

	<p style="text-align: center;">Revenue: Tuition Fees</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Program</th> <th>No. of students planned</th> <th>Monthly Fees</th> <th>Annual Amount (12 cycles)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Morning Informal School</td> <td>50</td> <td>50</td> <td>30,000</td> </tr> <tr> <td>2</td> <td>Afternoon School & Vocational Training</td> <td>20</td> <td>100</td> <td>24,000</td> </tr> <tr> <td>3</td> <td>Evening School</td> <td>30</td> <td>100</td> <td>36,000</td> </tr> <tr> <td colspan="4" style="text-align: center;">Total Annual Revenue through fees</td> <td style="text-align: center;">Rs. 90,000/-</td> </tr> </tbody> </table> <p style="text-align: center;">Annual Financial Outlay:</p> <p style="text-align: center;">Total Expenditure: Capital Cost + Recurring Cost = Rs. 3,00,000 (US \$ 4,300)*</p> <p style="text-align: center;">Revenue: Fees = Rs. 90,000/- (US \$ 1,300)*</p> <p style="text-align: center;">Annual Deficit: Rs. 2,10,000 (US \$ 3,000)*</p> <p style="text-align: center;">Annual Cost per Student: Rs. 3,000 (US \$ 45)*</p> <p style="text-align: center;"><i>*Amounts in US dollars have been rounded off.</i></p>	S. No.	Program	No. of students planned	Monthly Fees	Annual Amount (12 cycles)	1	Morning Informal School	50	50	30,000	2	Afternoon School & Vocational Training	20	100	24,000	3	Evening School	30	100	36,000	Total Annual Revenue through fees				Rs. 90,000/-
S. No.	Program	No. of students planned	Monthly Fees	Annual Amount (12 cycles)																						
1	Morning Informal School	50	50	30,000																						
2	Afternoon School & Vocational Training	20	100	24,000																						
3	Evening School	30	100	36,000																						
Total Annual Revenue through fees				Rs. 90,000/-																						
Contribution from Implementing Agency	Infrastructure, Funds, Human Resource and Implementation model.																									
Monitoring & Evaluation	<p>Through: Regional Office, Manappat Foundation & Donors</p> <p>Monitoring and administration of IPES Schools</p> <ol style="list-style-type: none"> 1. Selection of proper location and staff. 2. Dedicated and self-disciplined staff. 3. Developing good relations with local community by making them realize the significance of our project. 4. Checking the punctuality and regularity of staff and students through daily roster, 																									

	<p>surprise checks and cross examination.</p> <ol style="list-style-type: none"> 5. Visiting the school regularly. 6. Assessing teaching and learning effectiveness through scheduled and surprise tests of students. 7. Conducting counseling and awareness programs in the locality to ward-off social evils and empower the community through awareness. 8. Fostering sense of stake holding in the parents to garner support in regular monitoring, improvement and enhancement in school operations through feedback and periodic reporting.
Project Duration:	As per the final assessment report.
Donors:	