

oikos Case Writing Competition 2017 Corporate Sustainability Track

Runner up

eVidyaloka-Digital Classrooms for the Underprivileged

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India)

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This case is accompanied by a teaching note, available to faculty only. Please send your request to freecase@oikosinternational.org. The authors are thankful for any feedback and suggestions to further develop this case to h15178@astra.xlri.ac.in.

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eVidyaloka: Digital Classrooms for Underprivileged

Abstract

eVidyaloka, founded by a techie and a Chartered Accountant who quit their promising careers to follow their heart, aims to disseminate education to the poorest of the poor of the Indian society. For a country with a population of 1.2 billion, where 1 out of 4 people is under the age of 14, the future depends highly on its ability to provide quality education to this young generation. The crisis in education sector ranges from resource crunch to quality of teaching itself. Venkat and Satish, the founders of eVidyaloka, created a model that would connect passionate volunteer-teachers across the world through live, interactive online classes for rural children via the digital classroom setups in the village schools. They are using cutting edge digital learning platform to bridge the gap between supply and demand of quality education in rural India. Digital Interactive learning techniques, that were previously available only to the privileged, were taken to the other end of the spectrum. Venkat and Satish are the torchbearers in this journey. eVidyaloka stakeholders included not just the students and the volunteer-teachers but also the school authorities, local government, local NGOs and many other well-wishers and volunteers who work to put together a platform to enable this form of learning. However, off late eVidyaloka is struggling to maintain its initial momentum.

Case

“For sustainable development, even the poorest of the poor should be provided proper education and accordingly steps have to be taken to bring primary education to the doorsteps of the rural people, since more than 75 per cent of Indians live in rural area.”¹

Prof Amartya Sen, Nobel Prize Winner (Economics,1998)

Introduction: The Story of Mohan and Shyam

“My new teacher is amazing, not only can I easily recall what he teaches in class but he also makes studying interesting by telling stories in the class itself ! ” Mohan exclaimed, as he was sitting with his cousin Shyam, after the daily power cut that happened in his village every evening. He was explaining why he likes going to school while Shyam was wondering how anyone can find a classroom so interesting. “No..no..not the school teachers”, Mohan started explaining, “I am talking about the digital classrooms. We are taught on the internet by a teacher from Mumbai! It’s a video class, like watching a television live, and we can talk from our side also ”

Mohan was a student of class 6th in *Yuva Niketan Vidyalaya*, the only government school of *Saraikele* district. He, along with 150 other students, was provided free education in the state-run school. However, the school faced many quality and infrastructural issues and a scarcity of teachers. A month back he got enrolled in a digital classroom program of the social venture *eVidyaloka* at his school. It helped him learn directly from qualified volunteers, linking them via video calls to the village classrooms. All the technological and logistical support required for this was managed by *eVidyaloka*. Shyam was interested in knowing about the new kind of learning being provided at his cousin’s village. It was a new concept and he had never heard of it. Being enrolled in standard 5th at a government school like Mohan is, he had never received such a form of education. In his school, teachers usually didn’t come to school regularly and even if they did, the class duration was not adequately utilised. He wanted to become an engineer and aspired to study in a private school in the city, but his father could not afford to send him to a private school or hire a tutor.

“Even we don’t have that much money to spend on education, but you know *eVidyaloka* is completely free for us”, Mohan started feeling proud about this new style of learning. “We have to attend 40 minutes of class daily and we can also talk freely with our teacher. It’s like someone sitting in front of you for real. I do not know how the internet works but there is a person who sets up everything for us.

1 Do it yourself staff, Making a Difference - Ways To Lower Drop Out Rates, 2012

2 The story in the introduction is fiction and has no resemblance except for the founder name

Not only this, exams and assignments are also taken and feedback is provided to us. Our teacher says he works with computers and I can bet he knows more Maths than anyone in our school.”

“I just wish my village also had an access to this type of education”, Shyam replied in a deep voice. His face betrayed the disappointed he felt while recalling his school. “Why not? You should ask your principal to contact these eVidyaloka people. My school teacher can help with the phone numbers”, Mohan said in an emphatic tone, he knew Shyam’s parents always talked about the results of both cousins and they would not like to see him lagging behind in learning. However, the big question remains whether Shyam’s wish will get fulfilled or not.

eVidyaloka : What it does ?

Venkat Srirnam a BITS pilani engineer and Satish V, a Chartered Accountant pioneered the idea of eVidyaloka in 2010. ([See Exhibit 1](#)) Having worked with multinational companies like Dell, Citigroup, HP and Microsoft, they had seen the impact technology can create and intended to use this for the greater good of society. Their vision is to create a knowledgeable and empowered rural India through quality education. While Venkat, who was passionate about education, wanted to solve chronic challenges of India in form of a social enterprise, Satish wanted to leverage the power of human connect by bringing people together for solving rural literacy issues in India. Both of them, worked to fulfill their dream of creating an impact on society and focused on one of the most pressing social challenges in India- education. eVidyaloka addresses the top 2 chronic challenges hampering the Quality in Education in the Schools in Rural parts of our country - Teacher Shortage and Teaching Quality. Their mission is to leverage technological capability and managerial competencies to build a service delivery model to connect the passionate volunteers to provide quality education for rural children in partnership with government and rural communities.

In the summer months of the year 2010, eVidyaloka started its first trial as a virtual summer camp in a village called Thenur, in Perambalur district of Tamil Nadu. Remote Classes were conducted with the help of a local NGO Payir Trust, using a projector and BSNL broadband connection. A few handpicked passionate individuals from Bangalore and Chennai volunteered for conducting the classes. The coordination was handled by emails, phone calls and excel sheets. The pilot project established that validity of the initial idea that despite the fragile internet connectivity, children enjoy the experience of learning, and that volunteer-teachers establish an emotional connect with the children and display an interest to continue.²

2 Source – Primary Data collected via interviews from the co-founder

Over the next two months, two important things happened. Firstly, the classes were extended to the same children in the NGO premises for Maths, Science and English. This established their core working model- local partner driven, an outside learning center and In school hours for the children in the age group of 10 to 14 years. And secondly, a two-year pilot plan with a blueprint of documented delivery model was designed and described the following:

- 3 Models of Delivery
 - After School, NGO premises, NGO managed
 - After School, rented premises, eVidyaloka directly managed
 - In School, NGO Managed
- 5 Schools across 3 States, 200 Children and 20 Teachers as goals

The outcomes, learnings and challenges during this 2-year pilot were documented extensively. Operational metrics were defined and monitored. At the end of the pilot, the data and results were analyzed to establish the robustness of the fundamental model. Following this, a gradual 3-year plan was designed. Ambitious goals were set: replication and scaling up to 50 villages across 5 states in 3 years' time, reaching out to 3000+ children with over 300+ teachers teaching across the globe. ([See exhibit 2](#))

As of today, eVidyaloka benefits more than 4600 children with 533 volunteer-teachers. It has conducted over 9700 online classes clocking more than 1,94,000 hours.³

Scenario of education in India

The need for organisations like eVidyaloka can be outlined from the status of education in India. Education is now a fundamental right in India, but in spite of a literacy rate of 73.5%⁴ the country has a long way to go in terms of quality of education delivered. India ranks 100 in human capital report out of 124 countries. 6,00,000 teaching posts at the primary level are lying vacant in government schools across the country and a dropout rate of 42.2 is observed in the level I-VII as per government reports. It is not just the shortage of teachers but also the chronic absenteeism among them that is a serious concern. According to a World Bank study based on unannounced visits to government schools, 25% of teachers were absent from school, and only about half were teaching.

When asked why he chose education as the sector for his social venture, Venkat recalls the ASER reports that he used to read which outlines the status of education in India. “Almost one third of students in standard V cannot recognize number till 100 and around half of children in standard V cannot read a standard II text”.

4 https://en.wikipedia.org/wiki/Education_in_India

Venkat explains, “This is a serious concern for a developing nation like India since reading a fundamental skill without which a child cannot progress in the system”. He had recognized that an affordable solution for quality education in rural India is the most pressing need to be addressed for the country.

Venkat had seen many non profit organizations work in India to provide quality education in order to empower the younger generation, youth and women across the country. Some of the prominent organizations are *Teach for India*, *Make a difference*, *Smile foundation* and *Pratham*. While each of them may have different models and target groups, the intent is more or less the same -to provide free and quality education to people who need it but cannot afford it. Clearly, a passion of changing the society with the help of education can be seen as an interesting area for social ventures but they have a long road ahead to go in world's second most populated country. “Using technology as an enabler in providing education and building an enterprise out of it has been my dream”, Venkat exclaimed when asked about the inception of his venture.

In this scenario, a venture like eVidyaloka, which aspires to create an impact by engaging the local communities in digital classrooms and inspiring the volunteers to contribute from wherever they are, is critical for a developing country like India where education can be a game changer.

Digital Learning in India

It has never been a better phase for using technologies in social ventures. The government of India aims to connect around 250,000 schools with broadband, free Wi-Fi in all schools and MOOCs (Massive Online Open Courses) ⁵.

Also, it is estimated that the ed-tech market will double in size from the present USD 20 Billion to USD 40 Billion by the end of 2017 ⁶. A host of platforms ranging from content generation, certification courses to tutor student interaction has been introduced in India by various organizations ([Exhibit 6](#)). These “live and interactive“ sessions enable the learner to receive quality education anywhere anytime. However, most of them are on a paid basis and cater to private schools as an educational supplement. This leaves a large chunk of young rural India untouched by the digital revolution.

Many social ventures have appreciated this necessity and have been working with technology as an enabler in creating societal impact.

5 pib.nic.in/archieve/others/2014/aug/d2014082010.pptx

6 <http://indiatoday.intoday.in/education/story/digital-learning-taking-over-india/1/774514.html>

Inspired by this, Venkat and his team have based their model on the impact technology can create. By providing technological solutions for free to the underprivileged community they are ensuring the rural population is not left behind in the digital revolution of the country. Their model of delivery uses technology to connect volunteers to these rural children via the operational framework of Plan-Deliver-Monitor and also helps in enhancing the capabilities of these volunteer by feedback and developmental frameworks. ([See exhibit 7](#))

The eVidyaloka Model

eVidyaloka is a complementing/supplementing component to the already established education system. This model identifies beneficiaries who need education, volunteers who are equipped to provide it and a system that acts as an enabler between these. The target is mostly the rural and underprivileged children who lack resources for quality education. The following section elaborates their core activities as well as challenges in coming days: identifying and setting up centers, attracting and onboarding volunteers, deployment of volunteers, delivery of classes in terms of scheduling classes and administration, and finally measuring the impact of all these activities. ([See exhibit 8](#))

Identifying and setting up centers:

When Venkat was looking to expand the model to other cities in 2003, he was faced with a challenge that is inherent for Indian landscape- the local population, quite unaware of the Bangalore based social venture, was skeptical of the work and reassurance was needed to build trust with the locals. For this, eVidyaloka started partnering with local NGOs to identify the centers or the schools where the classes would be conducted. These local partners became not only responsible for building confidence in parents, teachers and authorities regarding the eVidyaloka model but also encouraged children so that they remained interested in these classes. Partnering with the local grass root organizations allows these organizations to develop in their work as well as ensure the long-term sustainability of the model owing to the resources and knowhow of the local organizations.

Any NGO that works in the relevant domain can apply to start a center through the webpage. The NGO is then sent a basic form seeking the details of the school and proposed center. Since the original purpose of eVidyaloka was to address the shortage of teachers in rural areas, priority is given to such applications where lack of teachers is the major concern. The local partners are responsible for identification of the target areas for new centers.

8 - <http://www.pratham.org/programmes/read-india>

9- <http://www.teachforindia.org/>

They are also responsible for managing the remote center location in terms of conducting the classes, monitoring the impact and effectiveness and sending timely reports. [\(Exhibit 9\)](#)

As with many social ventures in India, Venkat and team started funding of eVidyaloka through sponsorship. The organization seeks corporate sponsorship at a center level where a particular corporate body would fund the entire setting up and operational expenses of a center. These expenses account for around 55% of the total costs while the backend delivery coordination and the platform management accounts for the remaining 45%. This remaining 45% is raised through other modes of fundraising including individual donors and retail donors (through events or crowdsourcing). Some donors also donate on a 'per child' basis. [\(Exhibit 10\)](#)

As of now, in 20% of the centers, the local government is supporting the organization by contributing towards the setup and operational expenses of the centers. However, government funding is usually difficult to get and also unreliable in the long term.

Some centers (currently 15 out of the total 84 schools) are able to sustain themselves financially. To Venkat, these schools look like an ideal that others might be able to emulate. However, his funding team disagrees. They believe that the scaling operations in more schools that are able to pay for the services like the TVS Trust schools are the way forward for eVidyaloka. These schools can pay and therefore also help in cross-subsidizing the costs at other centers. In the meanwhile, the IT team also came up with the suggestion that they could monetize their technology and allow other organizations to pay and use their platform for their initiatives. While Venkat now had alternatives for his financing model, the best model was still unknown to him.

Attracting and onboarding volunteers:

Before even registering the organisation in 2002, the founders had argued over the volunteer based model; while Satish was skeptical about the sustainability and quality of volunteer-teachers, Venkat was always in the favour of this. "The very foundation of the eVidyaloka model is about the greater good of society, connecting passionate individuals with time to spare with those who need their support. Since both parties gain something out of it, I am sure it will work", Venkat said with confidence.

"I am engineer, but always wanted to be a teacher. eVidyaloka is a dream come true for me where I am realising my passion" - Venkatesh P, Volunteer Teacher, Hyderabad

Back in the summers of 2004, the organisation had formed partnership with many of the local NGOs. The demands were coming in for volunteer teachers from many of the centers. This is when Venkat realized the importance of maintaining a healthy and sustainable supply of volunteers. The organization needed more volunteers who would be able to spare 2 hours a week to teach school children through a digital platform. This is when Venkat came up with the concept of a volunteer management framework

The volunteer-teachers are mostly professionals from diverse fields including post doctorates, retired teachers, Graduate students, PhD students and working professionals both in India and abroad. A volunteer can show interest by signing up on the eVidyaloka website. Volunteering can involve not just teaching activity but also other opportunities like Content Development or Class Administrators. Content Development team works to create the content repository for all the volunteer-teachers. Class Administrators are responsible for co ordinating the center operations related to issues such as infrastructure and the internet at a school and coordinate with all the teachers who teach at the center. Volunteers may choose to opt for any of these roles depending on their availability and interest. They are then connected with eVidyaloka teams who pick up volunteers keeping in mind the applicant's interests and time. A minimum commitment of 3 months is expected from the volunteers.

The volunteer management framework exploits the inherent passion to teach among the professionals and provides them an opportunity to fulfill their passion. The volunteers also view this opportunity as providing them with a sense of identity and experience an elevation of their status in the society and family. The volunteer management team therefore ensures that volunteering is a fulfilling experience for both the students as well as the teachers.

At eVidyaloka, the volunteer acquisition team handles the sourcing and onboarding of volunteers as well as for connecting the volunteers who sign up with the organization to facilitate the selection process. Information regarding the impact of the work being done by eVidyaloka is also shared.

The Volunteer management model provides for the sourcing mechanism of volunteers for eVidyaloka. It consists of six primary channels- first is the Digital marketing approach which taps active users of the internet who are interested in teaching, this is done through Google AdWords. Second is named Onboarded UN volunteering which is portal specialized at tapping online volunteers. Third is through word of mouth and generic publicity thought events. Fourth is through social media which engages users on facebook, twitter, youtube etc to come forward for volunteering with eVidyaloka. Fifth is through the corporate online volunteering where eVidyaloka engages multiple volunteers after the corporate partner has expressed interest and sixth channel is partnering with other volunteering organisations in educational sphere and educational campuses. ([see exhibit 11](#))

On signing up, the volunteers go through an Orientation video where the founder takes them through eVidyaloka's current endeavors and vision for the future. Once a volunteer is registered and added to the database, they spend some time in understanding the eVidyaloka model and undergo a basic onboarding process ([see exhibit 12](#)). They get access to the portal where they can explore content and the activities of eVidyaloka across centers. They fill up an online self-evaluation questionnaire and undergo a Teacher Selection Discussion. They are also provided with basis training on the tools and processes used and are engaged in demo classes with a buddy. These steps are critical and help the volunteer understand their role as a teacher and also allow eVidyaloka to understand if the volunteer has a flair for teaching. This period of confirmation takes around a week to complete.

“It is the first 3 months of volunteering that see maximum turnover, around 30%. Once that period is over, volunteers tend to stick with the organization for a long period“, says Venkat. On an average, eVidyaloka sees less than 5-10% drop out in the volunteer-teachers after the first 3 months. However, if a teacher drops out at this stage, it is difficult to find a replacement volunteer in the same language at the same slot.

Deployment of Volunteers:

When a requirement for a teacher is raised, the existing database of the volunteers who are not yet assigned is searched for a mapping with the mentioned requirements. If a match is found then the matching volunteer is contacted to confirm availability. If the volunteer's availability etc are confirmed, they are mapped to the center and their status in the database is modified as “Assigned” and “Active”, they are also mapped to a subject and class. Since the students belong to rural areas across the country, the need for passionate volunteers who speak regional languages is very pressing. Also, in order to ensure to maintain availability for deployment, a volunteer pool needs to be maintained.

Deployment depends on the requirement and often volunteers may not be deployed for a long time if no requirement matching their interest or language comes up.

Delivery of classes:

Once a volunteer is assigned to a class, they are also assigned the class schedule. Volunteers have the choice to use other content apart from what is available in the eVidyaloka database. The class is then conducted at the scheduled time at the center with the help of the class administrator or coordinator. The maximum number of students in any class is 30 so as to ensure that all the children in a class receive individual attention and one-to-one interaction between the teacher and student is more. Each class is of 40 minutes duration.[\(exhibit 13\)](#)

A volunteer-teacher has access to a dashboard that allows him/her to monitor the performance of each child in the class. Also, the volunteers may see the performance of classes being held across centers in India during any time period. Such a dashboard helps the volunteer compare

performances, evaluate the overall organizational performance and also identify issues in the class performance ([see exhibit 14a & 14b](#))

The State Board curriculum is followed by the Volunteer Teachers, with an objective of enriching them with rich digital media contents like videos, visual flows, pictures, activities etc. This helps the child to visualize and understand the complex concepts. This, in turn, also inspires the child to participate in the teaching-learning process with a higher level of involvement.

The technology that supports eVidyaloka in the delivery of classes includes: Skype, Google Hangout, Wired Broadband, WiMAX and Wireless technologies (3G), My eVidyaloka 3.0-a platform that digitizes the various Process frameworks that are involved in the Remote Delivery of Online Classes.

When eVidyaloka started its operations, many of the partner NGOs and even the sponsors were skeptical of the efficiency of volunteer teachers as opposed to the professionally qualified teachers. To address this pertinent issue, Venkat and his team designed a Teacher Quality Framework that evaluates the volunteers on the basis of a total of 13 identified competencies- 7 Technical Competencies, 2 core competencies and 4 Professional Competencies ([see Exhibit 15](#)). It also incorporates a 360 degree appraisal and provides the teachers with a percentage as well as a percentile score. This enables the teachers to improve their teaching style according to the feedback received.

Scheduling classes and administration:

Backend operations in the delivery of classes include various critical activities like scheduling of classes, ensuring infrastructure readiness, maintaining content, managing assessments etc. The organization uses some permanent employees and some volunteers for these activities. There are volunteers for creating content and assessments who sign up in the same manner as the volunteer-teacher but may not be ready to commit a fixed time or may not be comfortable with the teaching activity.

The organization consists of 15 full-time employees ([see exhibit 16](#)). A point of contact from the local NGO acts as a class assistant/coordinator managing the center operations and sending timely updates about the operations to the local partner and eVidyaloka. These class assistants/coordinators are on the payroll of the partner NGO but their salaries are reimbursed by eVidyaloka. Coordinators, who are employees of eVidyaloka, work from the Head Office and manage the overall operations.

The regular office operations, administrative activities and financial activities are managed by the eVidyaloka employees who work full-time at their office. The employees of the organization manage the different back-end and interfacing activities to enable the delivery of classes. The

major activities are: Volunteer management, Center management, Offerings management, Donor management, Session management, Class attendance, Content administration, Email notifications, and student management. The platform management activities include managing the Website, User Interface, Database, Media, Hardware as well as the Internal IT Operations.

Measuring the impact:

The eVidyaloka model measures the Process, Outcome and the Impact:

Process: Volunteer Teacher Utilization, Actual Classes vs Planned classes etc.

Outcomes: Children Attendance, Measurable Learning Outcome through Assessments like diagnostic tests, term end assessments and co-scholastic assessments.

Impact: Retention rate across 6th to 8th Grade, Tracking Drop Out rate post 8th.

Venkat always had a very clear idea of measuring output from his venture. “The model does not believe in measuring output in terms of academic scores only“, Venkat adds, “Rather, the focus is on improving the ability of the students to understand the concepts.“

The evidyaloka team has included attendance in school as a metric too. The model does not believe in measuring output in terms of academic scores only. Rather, the focus is on improving the ability of the students to understand the concepts. Therefore, attendance in school is also included as a metric. While the traditional pen & paper assessments are also used, it is ensured that the worksheets focus on developing the habit of reading among children by assessing them in a way as to ensure that the topic is full read by the students. These assessments are held at the end of every school term. The question bank is prepared by a content team. The teacher may choose questions from the bank or may use an assessment of their own. A dashboard is provided in the portal itself for teacher to assess the progress of each students ([see exhibit 17](#)). Even the schools have started recognising this form of education after seeing the impact. One of the headmasters of a tribal school in Jharkhand quotes, “I have never seen this child open his mouth in the class. But he speaks so confidently and friendly with the TV.“

The evidyaloka model integrates hardware, IT infrastructure, web interface and multiple frameworks to engage two sides of this concept, volunteers and the target community and also provide the necessary support infrastructure for the service. The model has been successfully centralized the entire concept of service delivery using technology as the enabler and the partners as the vehicle for delivery.

The Road Ahead

“I am not sure how to go ahead with this, I have been thinking a lot about opening new centers across India, but first we need to identify the critical issues in doing so“. Venkat said in a

thoughtful tone as Rishi entered his cabin in the newly built 900 square feet office in BTM layout Bangalore, the startup hub of India. He was called forth to discuss the future of eVidyaloka. Venkat had been receiving calls to enquire if a center is planned to be opened from all parts of the country. Since its inception in 2010, he along with his 15 member team had been putting in effort to sort out many issues in their venture and figuring out a way to reach and benefit more children in future.

“We must consider what would be the issues in growing our organisation to create a larger impact on the society. I believe the eVidyaloka model is replicable and technologically advanced, yet there are issues that we are facing for growth. We should clearly identify the critical areas and start working on them as soon as possible“

Rishi agreed, it was high time they gave a thoughtful look to the venture. Is it the model itself that needs some rework or is sustainable financing or the management of volunteers or the partners. Only time would be the best judge of this. However, he knew he had to come up with a future strategy for this innovative enterprise.

EXHIBITS

Exhibit 1 : Founder's Profile

Founder's Profile



Venkat Sriraman
Co-Founder/ Trustee

An Engineering graduate from BITS, Pilani (Class of '95) has held various engineering positions in the field of software product and IT application development in companies like Aditi, Citigroup, Honeywell, Microsoft and Dell. A passionate technologist, who gets excited about applying technology to solve chronic social challenges of India and eVidyaloka is a dream, to be realized in that direction, in the form of a social enterprise. For him, the move from a corporate job to the development sector is a profession change and believes in applying the professional competencies gained, towards the execution of a larger social initiative.



Satish Viswanathan
Co-Founder/ Trustee

Satish Viswanathan, A Finance Professional - a Chartered Accountant & Cost Accountant, Satish started his career in Banking Industry with a nationalized bank in a village for 2 years and later on moved to the corporate world. He has worked with Hewlett-Packard & currently with Microsoft with experience in various roles such as controllership, planning, business management & operations. A passionate teacher at heart, he aspires to unleash the power of human connect, to be realized by bringing people together for cause of Rural Children education at eVidyaloka. Satish holds the role of the Chairman of the Trust at present.

Exhibit 2: The eVidyaloka Journey

1,75,000
Child Learning Hours
delivered
By
338
Online Teachers
from
110+ cities

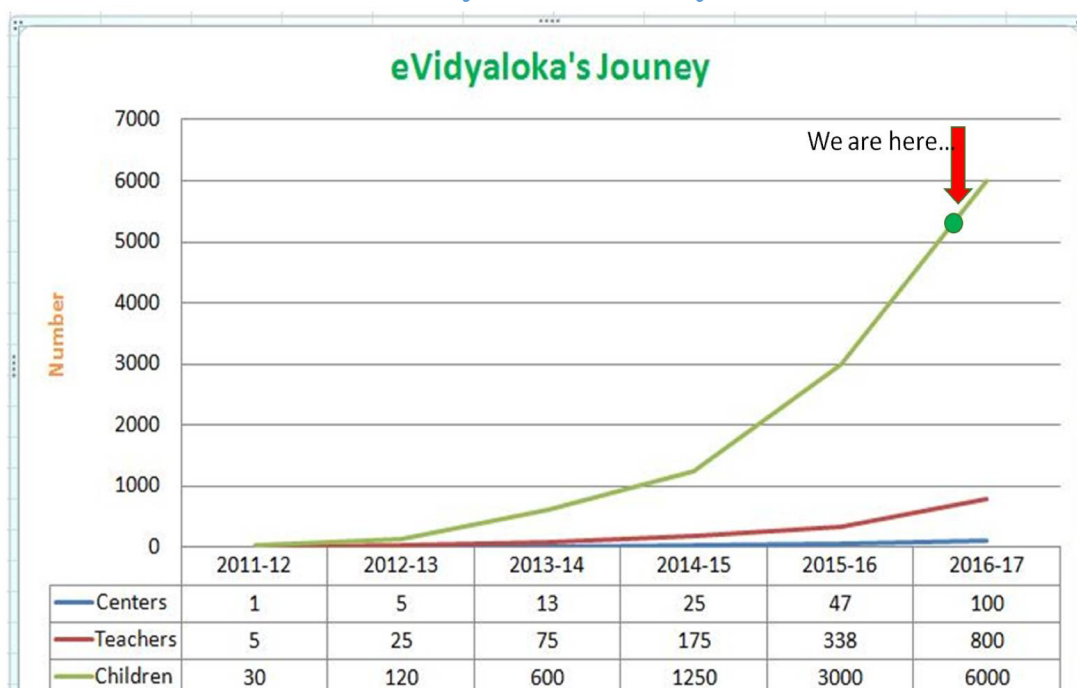


Exhibit 3 – Quality of education in India as outlined in ASER report for a sample of standard V students.

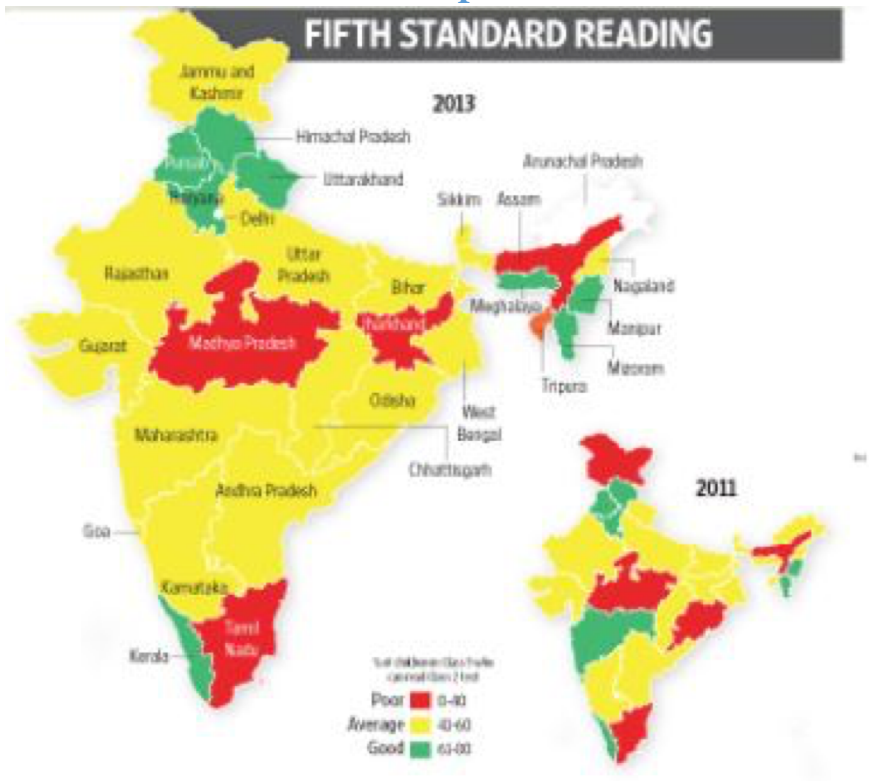


Exhibit 4: Change in enrollment in primary schooling

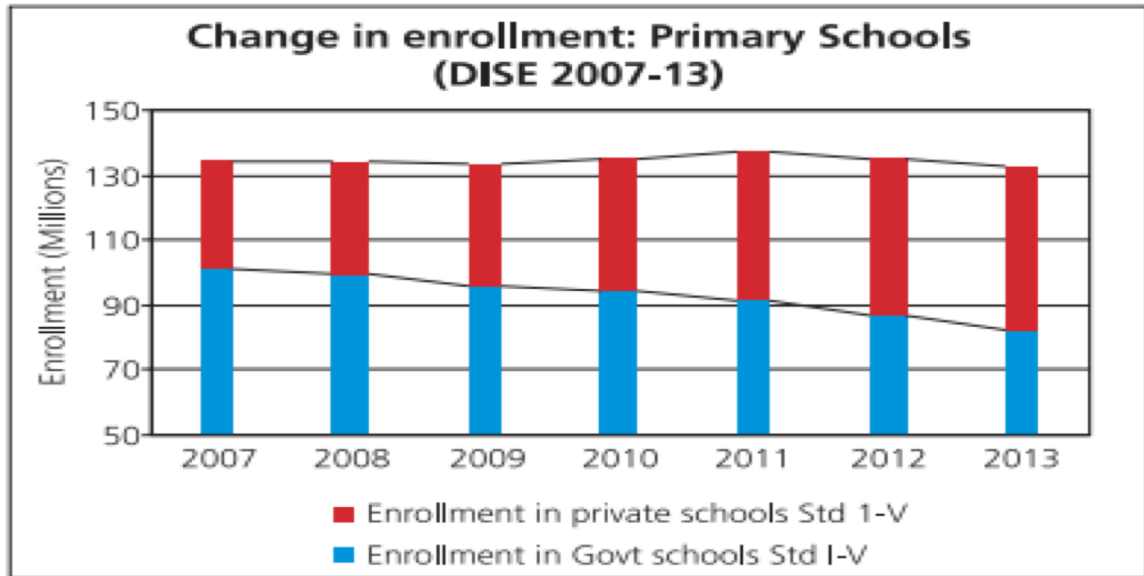


Exhibit 5 – ASER report on education in India

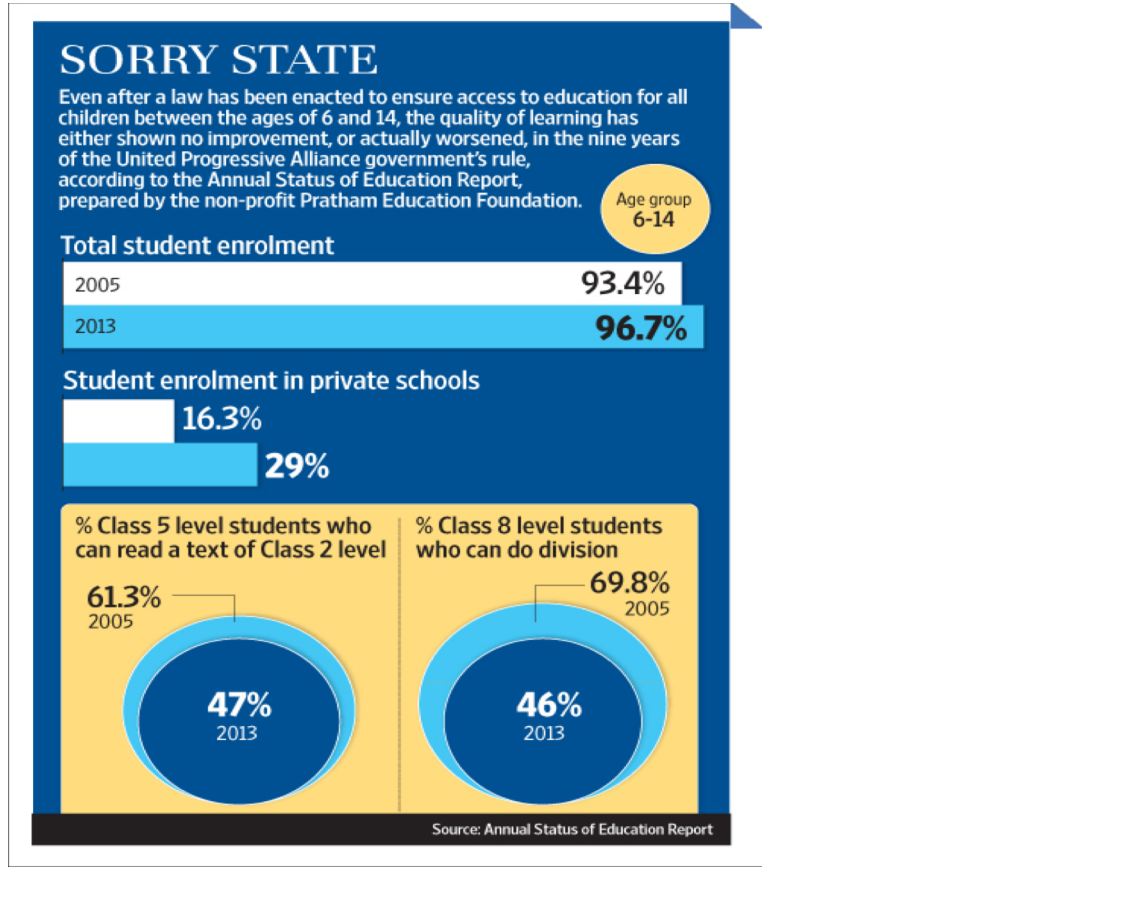


Exhibit 6 – Some organizations in India providing digital classroom services		
Edu comp	IL&FS	TATA interactive systems
Everonn Education	CompuCom	Class teacher
Core Education & Technologies	Learn Next	

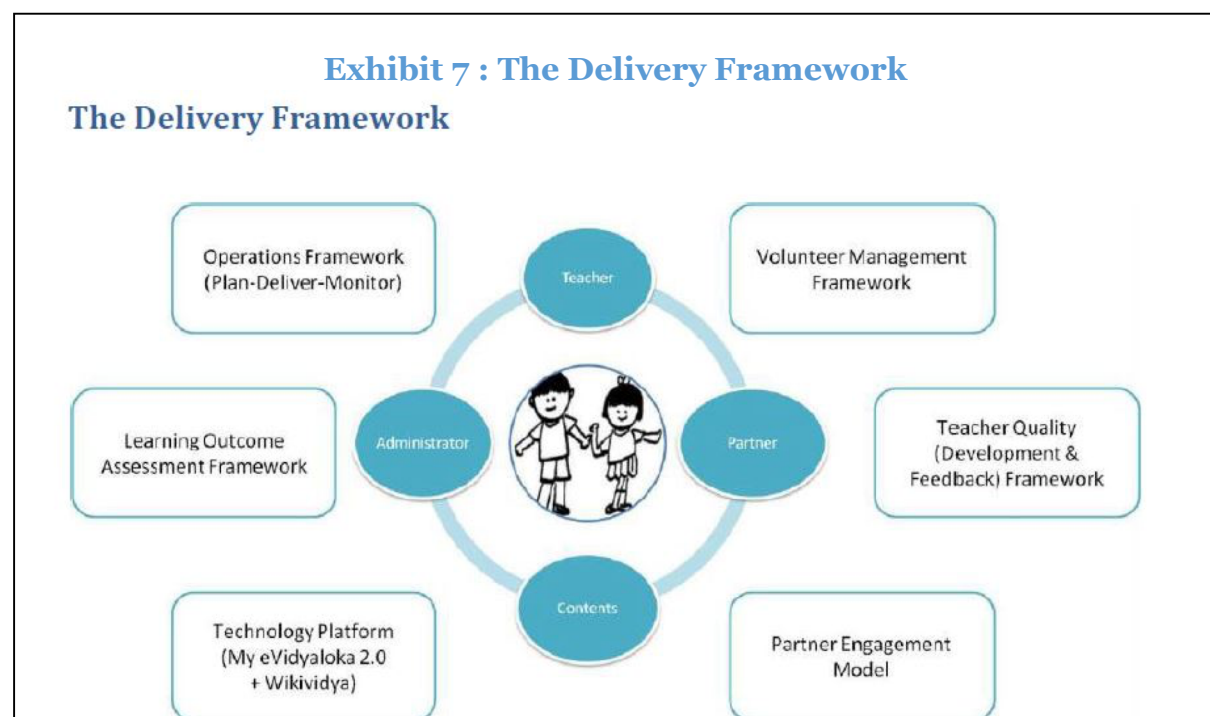
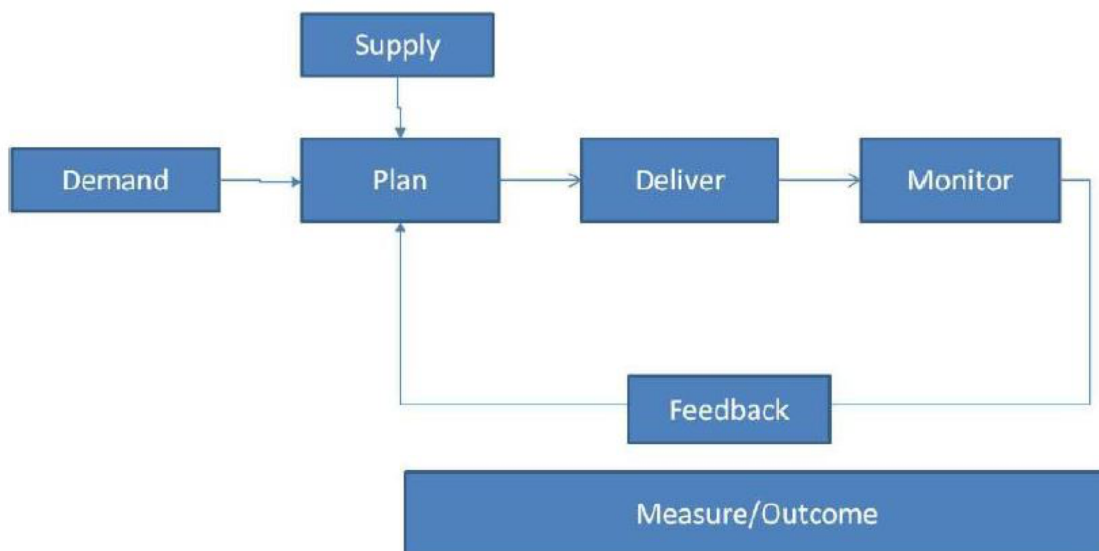


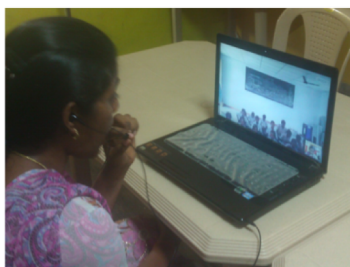
Exhibit 8 : The operational Model

The Model



How – eVidyaloka Model

The Technology that connects Volunteer Teachers to Children in remote Villages of India



- Remote volunteer **Teachers** are sourced
- A Remote Class **Admin** is assigned
- Timetable, Curriculum **planned**, Students **enrolled**, Teachers **allotted**
- On-boarded on My eVidyaloka **Technology** Platform

- A local **partner** is engaged
- Broadband **connectivity** is obtained
- **Government** is informed by partner
- Digital Classroom setup in **rural** Govt School
- A Local Class **Assistant** to Operate

Tapping from 40 million graduates across the world for our Volunteer Teachers

Exhibit 9 : List of partners of evidyaloka	
Content	Delivery
Pratham Books	SCOPE
Gyanome	VidyaPoshak
Digital Study Hall	Need Base India
Vetrivel Foundation	Hanasoge Chartiable Trust
	IDEAS
	Parivartan Foundation
	Sahyot Miter
	Samajik Parivartan Santhan
	CESR
Volunteerring	Gayathri Foundation
Cognizant Technologies	AID India / Eureka Foundation
United Nations Volunteering	Paryir Trust
Youth For Seva	Wild Wings Trust
L&T Infotech Limited	United Niligiris Conservation Society
Brillio	SWADD
	Human Upliftment Trust
	RISE
	Annai Jothi Seva Trust
	PRAGTI VIDYA PRASARAK SANSTHA

Exhibit 10 :Channels of Individual Contributions

Sponsor Channel	Contribution
Educate one rural child	4000
Adopt one Digital Classroom	65000
Sponsor a Full Center	265000
General Contribution	>100

Exhibit 11 : Facebook advert to call for volunteers

You Too Can Teach Rural Students From Your Living Room! Find Out How...

It just takes :

- 2 hours per week, right from your computer with internet (Minimum commitment of 3 months).
- Proficiency to Read and Write in Kannada language

Let's all work together in ensuring quality education for our children of rural India!

eVidyaloka is now expanding in rural villages of Karnataka

www.evidyaloka.org/volunteer

Exhibit 12- Portal displaying the onboarding process of volunteers

Step 1	Step 2	Step 3	Step 4
<p>Completed</p> <p>Self Evaluation</p> <p>A short form seeking your response to a set of questions that evaluates your suitability for the preferred volunteering option. Takes 5 to 7 mins</p> <p>Completed ✓</p>	<p>Completed</p> <p>Teacher Selection Discussion</p> <p>A 20 mins face to face discussion over Skype with one of the representatives from eVidyaloka on your preferred date and time</p> <p>Completed ✓</p>	<p>Availability and Preferences</p> <p>Share your preferred timings – the day and time in a week, along with any subject</p> <p>Take this Step</p>	<p>Readiness</p> <p>Complete the Mandatory Trainings and Review the curriculum to start classes</p> <p>Take this Step</p>

Exhibit 13 : The Digital Classrooms



Exhibit 14a-Classroom Dashboard for teachers

My Classroom - Sulligodu

Teacher : r.ganeshkrishnan@gmail.com Date: 18/11/2016 - Loaded

Course : 7th Maths 9 : 30 AM

Classes Today :

Class Status: Completed

Topic Covered: 25.Geometry - T2

Comment here

ID	My Student	is present
6602	HAMSAVENI.K	<input checked="" type="checkbox"/>
6603	HEMALATHA.T	<input checked="" type="checkbox"/>
6604	KALAISELVAN.S	<input checked="" type="checkbox"/>
6605	KRISHNAKANTH.R	<input checked="" type="checkbox"/>
6606	MANIKANDAN.S	<input checked="" type="checkbox"/>
6607	MANIKANDAN.U	<input checked="" type="checkbox"/>
6608	MANJU.C	<input checked="" type="checkbox"/>
6609	MARGARET.D	<input type="checkbox"/>
6610	PRAVEENKUMAR.S	<input type="checkbox"/>
6611	PUNITHADEVI.S	<input checked="" type="checkbox"/>
6612	RAJMOHAN.R	<input checked="" type="checkbox"/>
6613	RAMACHANDRAN.T	<input checked="" type="checkbox"/>
6614	SANDHYA.S	<input type="checkbox"/>
6615	SREEPRIYA.P	<input checked="" type="checkbox"/>
6616	SURYAN.S	<input checked="" type="checkbox"/>
6617	THILAKESHWARI.S	<input checked="" type="checkbox"/>

Offline
Completed
Cancelled
Exit

Exhibit 14b: Operational Dashboard to track organisational performance

Operations Dashboard : ALL Centers

Center: All From: 18-11-2016 To: 19-11-2016 Submit

Summary

62 Centers	342 Teachers	4927 Total Children	40 % Classes-Plan vs Actual	65 % Attendance
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Classes

Total Sessions 119

- scheduled
- cancelled
- completed
- offline

Cancelled Classes

Cancelled Sessions 17

- Unscheduled leave School
- Internet Down School
- Last Minute Dropout Teacher
- Others

Exhibit 15 : Teacher Quality Framework Competencies

Technical Competence	Core Competence	Professional Competence
Subject Knowledge and conceptual clarity	Belief in students	Sessions (Regularity/Conduct)
Child engagement	Motivation	Portal(Session detail/Co Scholastic Parameters)
Planning for instruction		Communication
Delivery of instruction		Contribution
Classroom Management		
Assessment		
Technology		

Exhibit 16 : Organizational Structure

E VIDYALOKA ORGANISATIONAL STRUCTURE 2016-17

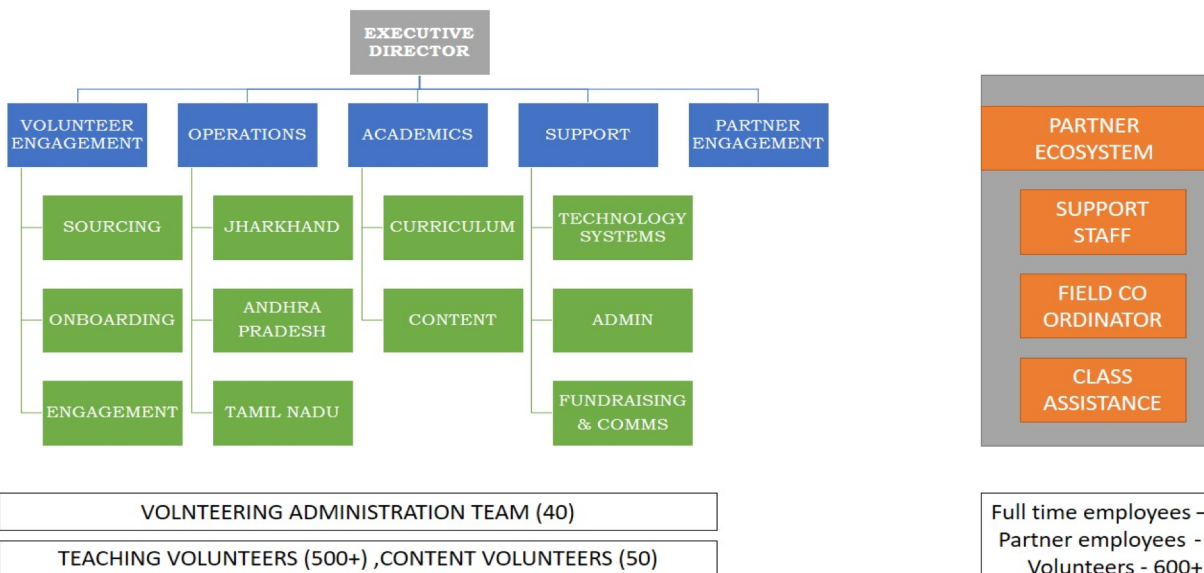


Exhibit 17-Student performance Dashboard for teachers

NO IMAGE

Name : HAMSAVENI.K School RollNo : 15

Grade : 7 eVidyaloka ID : 6602

Gender : GIRL Father Occupation :

center : Sulligodu Mother Occupation :

Attendance
Scholastic
Co-Scholastic
Activities
Unique Characteristics
Diagnostics
Reports

Diagnostic Details

Available Records

Sub : Maths On: 26/10/2016

Level Scored : L3

Parameter	Level	Total	Actual
Should be able to identify a number	L1	1	1
Should be able to determine place value of a number	L1	1	1
Should be able to compare 2 digit and 3 digit numbers	L1	1	1
Should be able to add two 3 -digit integers with carry over	L1	1	1
Should be able to add two decimals with carry over	L3	1	1
Should be able to add two fractions	L3	1	0
Should be able to subtract two 3-digit integers with carry over	L1	1	1
Should be able to subtract two decimals with carry over	L3	1	1
Should be able to subtract two fractions	L3	1	1
Should be able to write the tables of a given number	L2	2	1
Should be able to fill in the blanks on 1 digit tables asked	L2	1	1

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