

## UC Certificate



S No	Item	Detail
1	Product ID	UC-PC-***
2	Product Category Code	UC-EHE
3	Product Area	Education, Livelihoods, Research
4	Product Description	Providing Primary Education and Financial Inclusion for RagPicking community in two slum of Indore and Research for scaling up a Waste Recycling Plant for this community, during January 2010 Total Cost: INR79,355/-, Acquired (**%)
5	Date of Inception	01-Jan-2010
6	Date of Completion	31-Jan-2010
7	Customer Name	
8	Customer Type	
9	Customer Information	
10	Product Cost (A)	INR. ***/-
11	Transfer Fee (B)	INR. ***/-
12	Total Payment (C)=(A)+(B)	INR. ***/-
13	Date of Transfer	***
14	Mode of Payment	Cheque (**Bank)
15	Transaction Details	Cheque No: ***, Cheque Date: ***

UC representative (P. S. Gunaranjan):

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Dear \*\*\*,

\*\*\*

Sub: Acquisition of UC Certificate UC-PC-\*\*\*

On this occasion, I wish to place my regards and thank you for choosing to acquire a UC Certificate. The Certificate serves as a record of your social investment and the document attached to this letter contains the details of the work undertaken and the social returns enabled through your investment. Going forward, UC hopes to be able to offer Certificates that can also offer financial returns along with social returns. Your investment renews UC's commitment to apply further resources, including financial and intellectual, to alleviate and solve the inequities faced by the poor for accessing fundamental services like Education, Health and other livelihood services, without which their long term livelihood opportunities are at risk.

I also wish to convey UC's commitment to generate and deliver better rate of social returns for the investment made by each of its customers. I take this opportunity to invite your feedback and suggestions in the following areas and more:

1. Improvements that you wish to see in the quality of reporting on financial data and intervention outcomes.
2. Additional areas of information that you would like to see added in future product certificates.
3. Specific information on projects that you think UC should explore investing in.

This would help UC to live up to its values of Transparency, Innovation and Impact and to also deliver a higher rate of social returns to all those who are investing in UC Certificates.

The contents of this document are intended to be open source and you are welcome to share the same with others.

With best wishes and regards,

P. S. Gunaranjan

*For UC*

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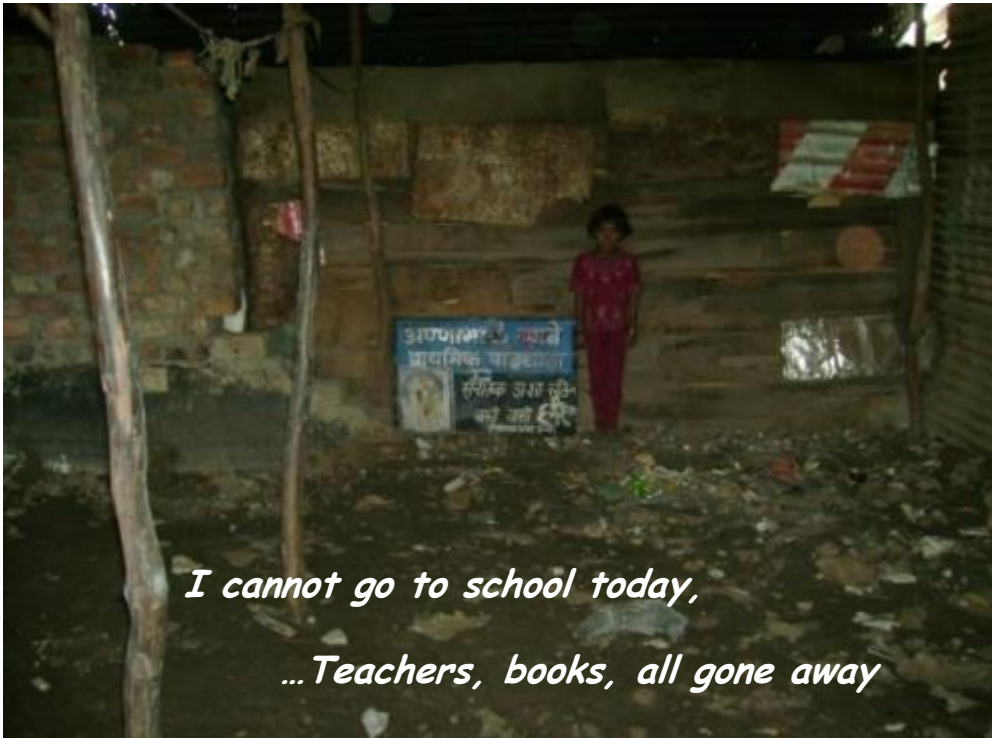
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## Summary

*Ever imagined life with no school?*

*The Kids at AnnabhauSathe Nagar and RahulGandhi Nagar did.*



*I cannot go to school today,  
...Teachers, books, all gone away*



An abandoned schoolhouse, rag-picker livelihoods and inhuman living conditions form the backdrop of life for children here, but it doesn't have to be that way. UC launched its first education program- targeting Anna Bhau Sathe Nagar- a slum in Indore comprising about 130 households. "Classroom Calling" an "Access Basic Education" program was launched on 8<sup>th</sup> October 2009 and the program was also launched at Rahul Gandhi Nagar slum on 17<sup>th</sup> December 2009. Both these programs have been the key focus of an Integrated Development plan for the Rag-picking communities. The Classrooms are currently focused on two slums.

## **Here are the highlights...**

### **At RahulGandhi Nagar slum**

*30 children regularly attended "Classroom Calling" in January 2010;*

*60% can read the Hindi alphabet*

*60% can read the English alphabet*

*24% can read Hindi words without matra*

*16% can write the Hindi alphabet*

*56% can write the English alphabet ( Upper case)*

*12% can write the English alphabet ( Lower case)*

**16%** can write Hindi words without matra

**92%** can read single digit numerals in Hindi and in English

**68%** can write single digit numerals in English

**32%** can read double digit numerals in Hindi and English

**36%** can write double digit numerals in English

**28%** have learnt basic addition

**24%** have learnt basic subtraction

**24%** have learnt advanced addition( double digit with carry over)

**4%** have learnt subtraction (double digit with borrowing)

**12%** have learnt tables 1 through 9 ( till 10<sup>th</sup> multiple)

**4%** have learnt multiplication ( double digit and above)

**At AnnabhauSathe Nagar which now has 20 sustained students, the “Classroom Calling” program reflected the following progress indicators at the end of December 2009:**

**Progress in previously measured skill sets:**

**81%** (55% in December '09 )can read the English alphabet

**52%** (40% in December '09 ) can read the Hindi Alphabet

**90%** (90% in December '09 )can read single digit numerals in Hindi

**86%** (85% in December '09 )can read single digit numerals in English

**43%** (45% in December '09 ) can read double digit numerals in Hindi and English

**71%** (55% in December '09 )can write the English alphabet ( Upper case)

**24%** (15% in December '09 ) can write the Hindi Alphabet

**67%**(55% in December'09) can write single digit numerals in English

**48%** (45% in December '09 )can write double digit numerals in English

**48%** (30% in December '09 )have learnt basic addition

**24%** (20% in December '09 )have learnt basic subtraction

**14%** (10% in December '09 )can write the English alphabet (lower case)

**10%**(5% in December '09 ) have learnt subtraction (double digit with borrowing)

**14%** (10% in December '09 )have learnt multiplication ( double digit and above)

**New Skill sets acquired:**

**19%** can write Hindi words without matra

**29%** can write very simple ( monosyllable) English words

## **Introduction**

In August 2009, under Phase-1 of its intervention, UC undertook a survey of 150 households in order to assess the health, education and livelihoods status of the rag-picking community in three slums in Indore,namely, Anna Bhau Sathe & Chikitsak Nagar; Rahul Gandhi Nagar & Dewas Naka; and Shekhar Nagar and Kabutar Khan . (Work undertaken is available as a UC product Certificate, for details click [http://www.yousee.in/images/UC-PC-RagPickers\\_project.pdf](http://www.yousee.in/images/UC-PC-RagPickers_project.pdf) ). These slums were earlier the focus of livelihoods development under the Indian Grameen Services.

The results of the survey were used as the baseline for planning intervention areas and setting objectives for the next phase of the “Integrated Development Plan” for the Ragpicking Community. “Classroom Calling”- It is a basic education initiative, was launched as the main intervention during Phase-2 (Oct to Nov, 2009) of the “Integrated Development Plan”. (Work undertaken is available as a UC product Certificate, for details click [http://www.yousee.in/images/UC-PC-RagPickers\\_project-Indore-Phase2.pdf](http://www.yousee.in/images/UC-PC-RagPickers_project-Indore-Phase2.pdf) )

Intervention on the education, livelihoods and financial inclusion fronts continued through Phase 3 of the project (December 2009). Results achieved are available as UC product Certificate, which can be viewed at [http://yousee.in/images/UC-PC-RagPickers\\_project-Indore-Phase3.pdf](http://yousee.in/images/UC-PC-RagPickers_project-Indore-Phase3.pdf).

Indian Grameen Services (IGS), a not for profit sec-25 company, and an affiliate of the BASIX group of companies has been involved with 136 of the households from the three slums mentioned earlier. They also worked with the communities to formalize a plastic waste recycling supply chain. Through the formation of Community Self Help Groups, the communities are empowered to negotiate incremental rates (for bulk supply) with processors, through their collective waste supply, and more regularized supply potential. In addition, there has been intervention to set up a plastic recycling facility, while the ownership is yet to be formalized, the plant is already operational and forms an important link in the recycled material value chain. For

the communities involved, it enables them to move upwards, and hence claim higher stake in the waste recycling value chain.

UC is presently working in partnership with IGS on the Integrated Development Plan for the communities in the slums. This allows us to place a field level team dedicated to the project, while also leveraging on past knowledge and experience of the IGS team with the communities. UC works with two staff, of the IGS team, who act as our local research and monitoring agency for the project. The intervention team comprises of two full time associate, supported by two part-time associates., reporting to the local IGS staff.

As per a study conducted by Jan Vikas Sansthan in 2004-05, Indore is estimated to produce solid waste of about 500-600 metric tons per day. However, as is the case in most other Indian cities, very little of this waste is recycled. Most of it is dumped in landfills, which creates several negative long-term environmental outcomes. In such a scenario, the silent contribution of the rag pickers, estimated to be about 400 households or more in Indore, in collecting and recycling some of the wastes, especially those like plastics and paper, is a huge environmental service which goes unrecognized. At a conservative estimate of 25kg of collection per household per day, the Rag Pickers help in recycling at least 10 tons of waste per day, or 2% of the waste generated per day. Not only are the rag pickers inadequately compensated for their effort, but they also face severe disadvantages in their ability to access basic education and health services, which further compromises both their current and long-term livelihood opportunities. Therefore, these efforts to improve the livelihood opportunities in waste collection and processing by the rag pickers, presents not only several environmental benefits for the entire urban community, but it also helps to address some of the severe disadvantages faced by the rag picking community to access basic services like education and health.

Phase-3(January-2010) comprised of progressive development in the livelihoods, financial inclusion and education components of the Integrated Development Plan. Interventions were focused in the two slums of Anna Bhau Sathé Nagar and Rahul Gandhi Nagar. A key highlight was the introduction of remote-tutoring using internet powered video classes. This document gives a report of the activities and outcomes from the programme during the month of January 2010.

## Intervention Plan

With the baseline data indicators ( From Phase 1(August,2009) of the project i.e. based on PAHELI toolkit <http://www.asecentre.org/activities/paheli.php>) and working progressively from the Phase 2(October-November, 2009), and Phase 3 ( December 2009) results, objectives were set for taking work ahead in Phase 4 ( January 2010), with the Rag Picking community in the identified slums. These were in the areas of “education”, “financial inclusion” and “livelihoods”. The objectives we set for Phase 4 are summarized below.

**Education:** Progress of existing programmes with introduction of new teaching techniques/ tools:

- Continue “Classroom Calling” for the students at AnnabhauSathe Nagar and Rahul Gandhi Nagar, ensuring progressive learning;
- Introduce remote teaching in the weekly plan, for imparting English language learning;
- Conduct meetings and counseling sessions to encourage parent and community involvement and buy-in ( for both existing and new Classroom Calling Programmes);
- Ensure that the household is surveyed as a base requirement for admission ( this ensures our accountability of outcomes);
- Increase the use of innovative teaching tools –including audio visual aids, stories etc; at the classroom level;
- Train the teachers to best utilize the ICT tools available;
- Periodically evaluate skill levels of students through internal and external examination;
- Encourage each child to follow their own learning curve- While evaluations will take place, children will graduate through skill levels, but lower skill level children will be encouraged to improve their skills.
- Introduce basic hygiene concepts as training for children and parents during counseling sessions

**Financial Inclusion:** Active engagement with the community to open Bank Savings Accounts; enhance / trigger savings behaviour

- Increase awareness levels of the community members of the importance of savings;
- Enable the community members to open bank accounts, by assisting with account form filling, documentation, guidance and liaison with the nearest bank;
- Encourage meetings to build community cohesiveness and to track savings patterns of the community members.
- Introduce the concept and features of Savings linked insurance plan.

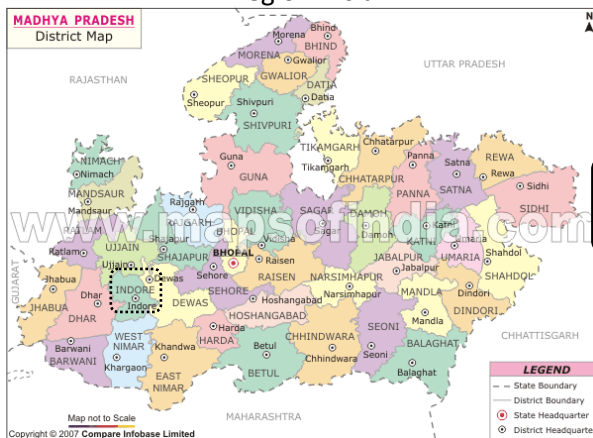
**Livelihoods:** Understanding and Evaluating the possibility to improve/ enhance waste management capacity of the plant:

- Complete construction of plant space for enhanced capacity Recycling Unit;
- Order machinery for the plant, with specifications on structure to manage harmful effluent gases etc;

## Visual Report Intervention Area



Region: Asia



State: Madhya Pradesh

Country: India



City: Indore, intervention colonies

## The silent environmentalists (RagPickers) at work



A Rag Picker at work in Indore: reducing the waste going to the land fill



Heaps of Rubbish? Think again!



Plastic Recycling Plant Worker



The Output – a Raw Material for Agri Infrastructure

## “Classroom Calling” Program for the children of RagPickers



Mobilising the community to participate in Child



The RagPicking women bring their children to

Education, Financial Inclusion and broader livelihood initiatives(Aug-09)



The Early Days at AnnabhauSathe Nagar

enroll them in the “Classroom Calling” program (Oct-09)



Starting the program in RahulGandhi Nagar in December, 2009



Regular evaluations of learning carried out



Celebrating the new year with progress



E-learning facilities introduced



Practical Classes for the students at Waste Recycling Plant



Students being asked to share their learnings at the field visit to the Waste Recycling Plant



Some practical tests for the students at the outdoor sessions

## Outcomes Report

During the period January 2010, under the activities covered under this certificate, 23 students regularly attended the “Classroom Calling program” program at AnnabhauSathe Nagar Slum.

The “Classroom Calling program” was started on 17-Dec-09 at RahulGandhi Nagar Slum. 30 students regularly attended the program.

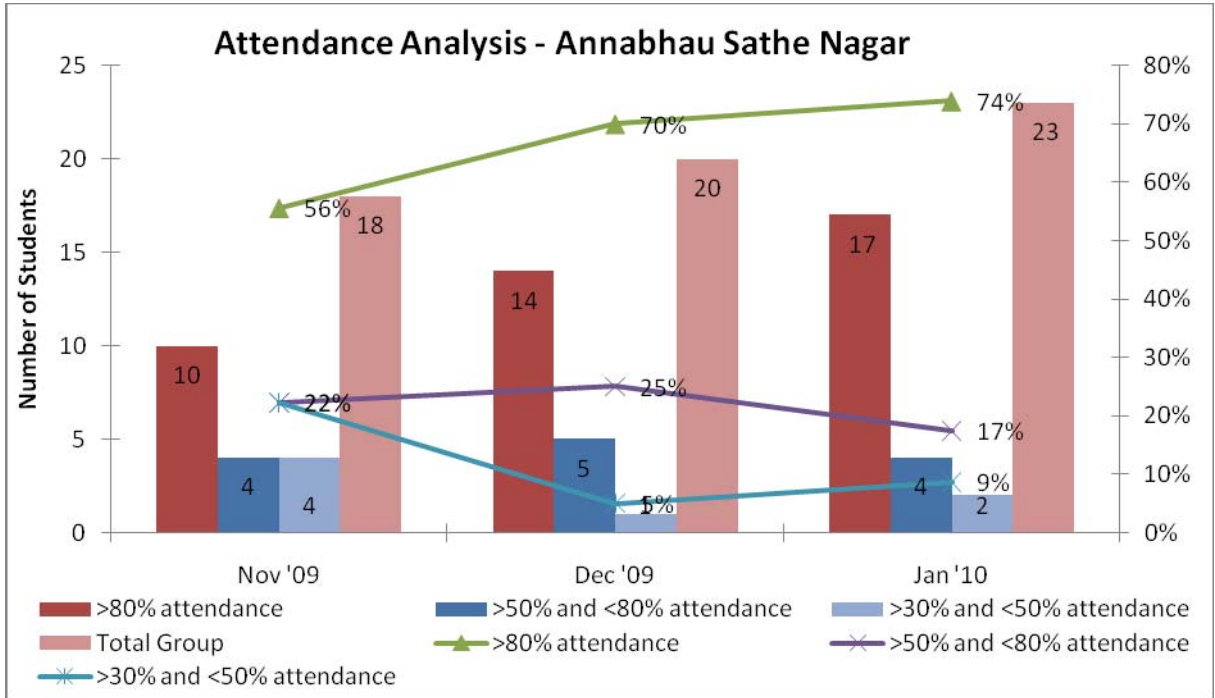
## Beneficiaries

### Education Program at Annabhau Sathe Nagar Slum:

Schooling Status at Annabhau Sathe Nagar Slum	Total	M	F
Estimated No of Households in the Slum	<b>130</b>		
Households for which baseline survey has been completed*	<b>69</b>		
No of Children in the 69 HH surveyed(3-16yrs old)-A	<b>129</b>	61	68
No of Children in the 69 HH surveyed(6-16yrs old)-B	<b>91</b>	42	49
No of Children in the 69 HH surveyed(6-16yrs old) not going to School-C	<b>47</b>	19	28
Percentage of children(6-16 yrs old) out of school ( Ratio of C:B)	<b>52%</b>		
No of Children attending the "Classroom Calling" program from October, 2009-D *	<b>23</b>	9	11
<b>Percentage of children( 6-16 yrs old) attending Classroom Calling Ratio of (for children &gt;5yrs)* (D-3): C</b>	<b>42%</b>		

\* 3 of the children attending this program were under 5years of age.

The analysis of the attendance of the children at the “Classroom Calling” program at AnnabhauSathe Nagar has shown progress from the previous period ending November to December, 2009.



Illness of children remains the primary reason for being absent, followed by temporary migration of the household.

The improvement in the attendance is an indicator of the interest and involvement being shown by the students and also the community in sending their children to this program. Though, the current duration of the daily teaching sessions is only for 2 to 2.5 hours, the improved attendance correlates to the improvement in the learning progress made by the students between these two periods. The learning evaluation for the period is conducted at the end of each month.

### Baseline Indicators

The progress made by these students during the period, in terms of their learning is presented here. This has been done by measuring their progress from the indicators measured in a baseline survey conducted before their joining of the learning program. The baseline survey was initiated in August, 2009. The baseline indicators of the 20 students attending the program at the end of December-2009 at AnnbhauSatheNagar are presented below.

Studied Till	No of Students	%
Class 1	1	5%
Class 2	1	5%
Class 3	1	5%
Never	17	85%
<b>Total</b>	<b>20</b>	<b>100%</b>

All the 20 students were not going to any kind of formal or informal school at the commencement of the “Classroom Calling” program. Only 3 out of the 20 had been to school earlier, and the remaining 17 had never been to school. The reading, writing and arithmetic skills were evaluated for these 20 students using the PAHELI tool developed by Pratham (<http://www.asecentre.org/activities/paheli.php>) and show very poor scores on very basic indicators. The reading and writing tests were conducted only in Hindi.

Reading Level	No of Students	%
Not Evaluated	3	15%
Letter	3	15%
Para reading	1	5%
Nothing	13	65%
<b>Total</b>	<b>20</b>	<b>100%</b>

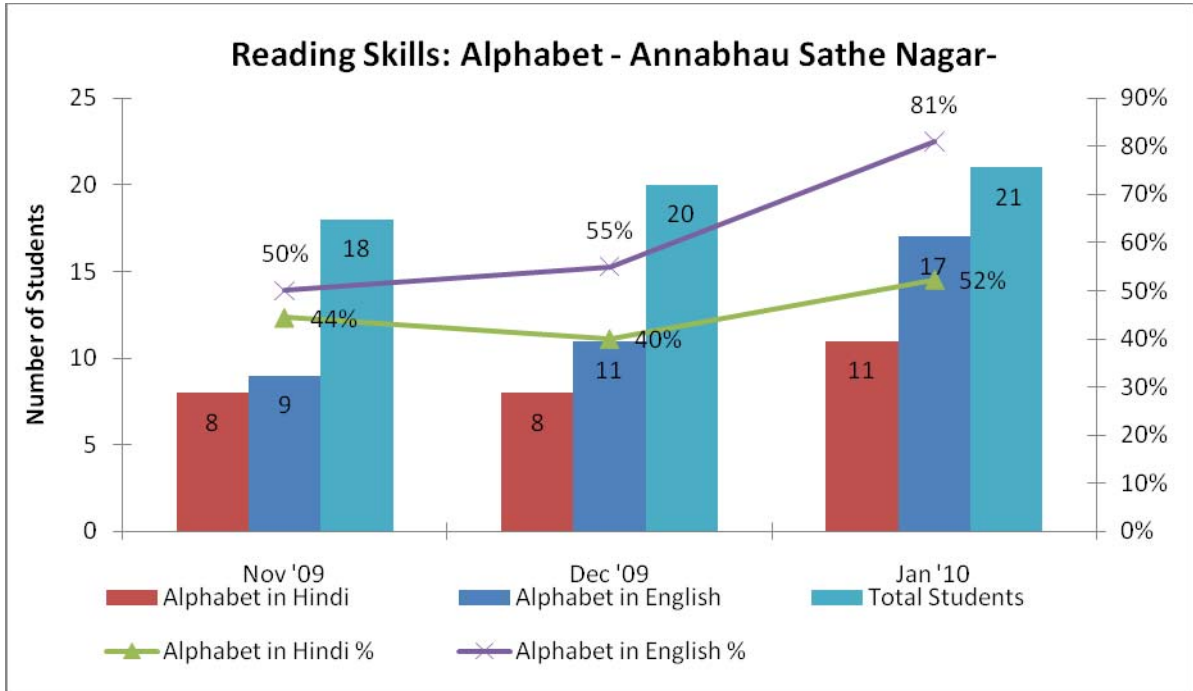
Writing Level	No of Students	%
Not Evaluated	3	15%
Nothing	17	85%
<b>Total</b>	<b>20</b>	<b>100%</b>

Arithmetic level	No of Students	%
Not Evaluated	3	15%
Number recognition only	5	25%
Nothing	12	60%
<b>Total</b>	<b>20</b>	<b>100%</b>

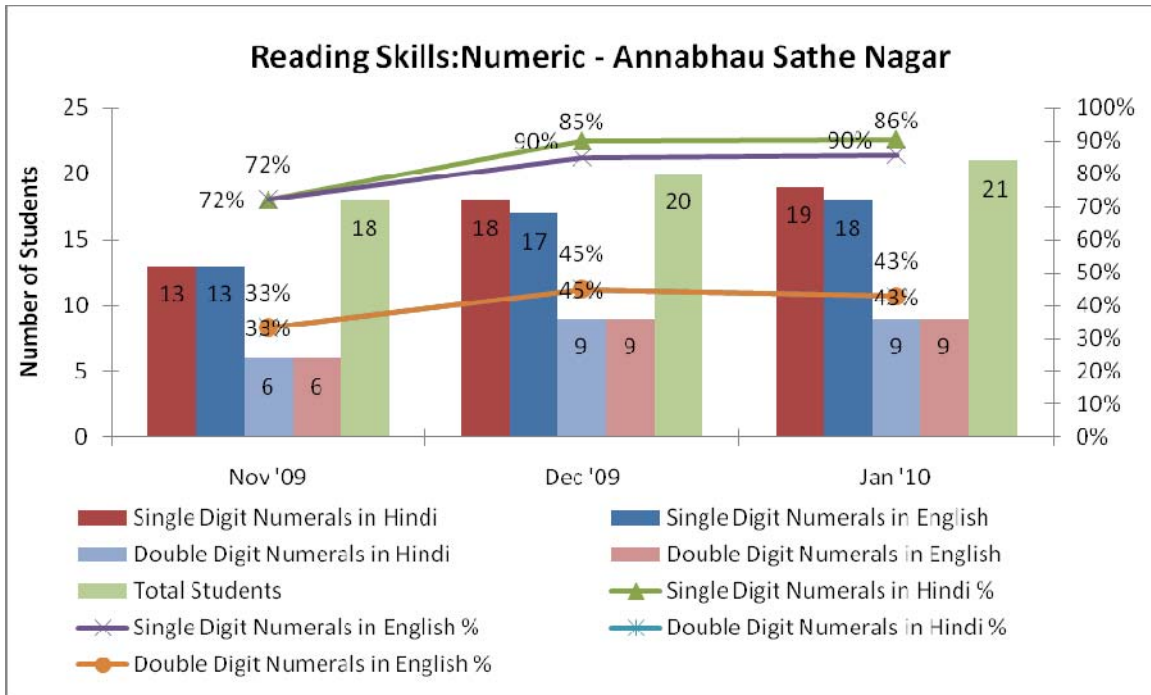
The baseline indicators of the 3 additional students who have joined in January-2010 is not included in the above analysis.

### Progress made

The first evaluation at **AnnbhauSathe Nagar** was done for 18 students on 26-Nov-09, who were attending the program as on that date. They were evaluated on a range of basic learning skills by external evaluators on 26-Nov-09, by which time the “Classroom Calling” program had run for 41 days. The tests were conducted by external evaluators Ms. Monica Mishra and Ms. Swapnika Patidar, who are regular teachers at Schools in Indore. The second evaluation was done on 31-Dec-09, by which time the class had 20 regular students. The test was conducted by Ms. Namita Borse, another school teacher from Indore. The third test was conducted by staff teaching the students in the first week of February-2010. Though there were 23 regular attending students in the month of January-2010, test was conducted only for 21 students at the end of this period. The students have shown some remarkable progress in a short duration, given the fact that most of them have never been to school earlier. They have also shown progress along specific skills during each month. The summary of their progress is given below:

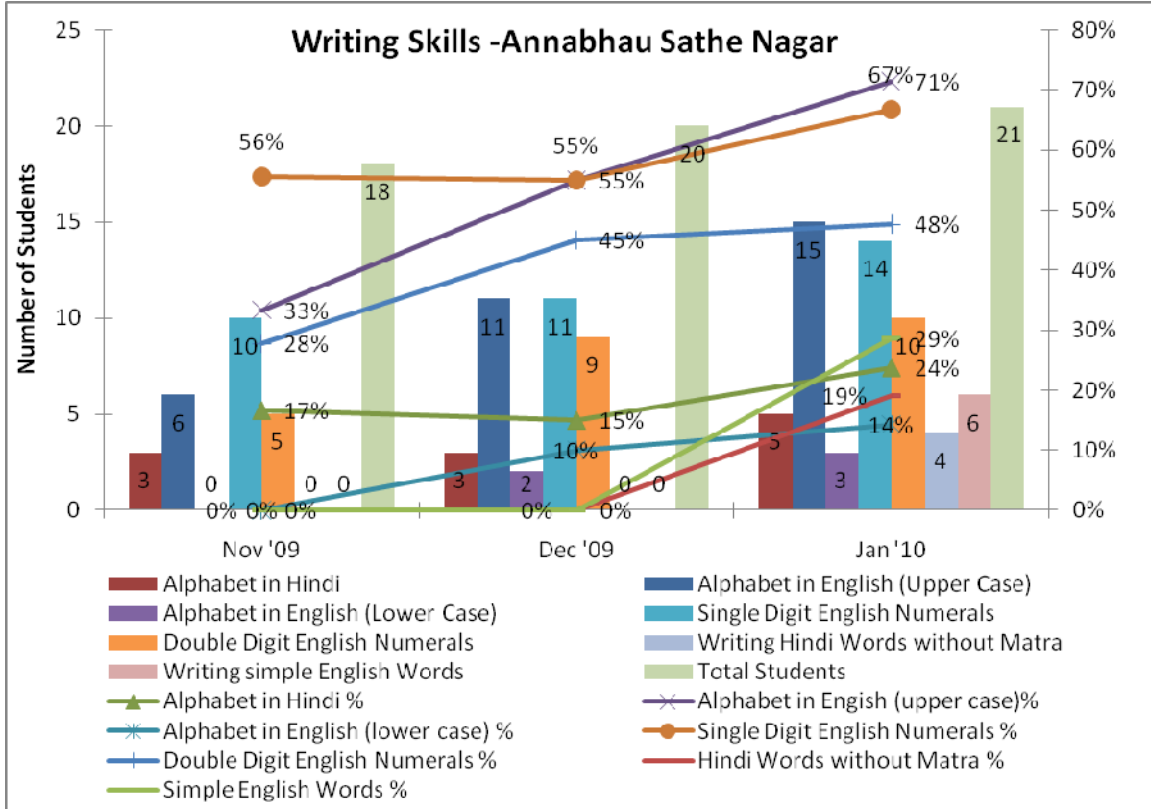


The students continue to show an aptitude to pick up learning the English alphabet faster. Ability to read the complete alphabet is criteria used to report the above numbers. The Hindi alphabet being longer, is taking a longer time for the students to master.

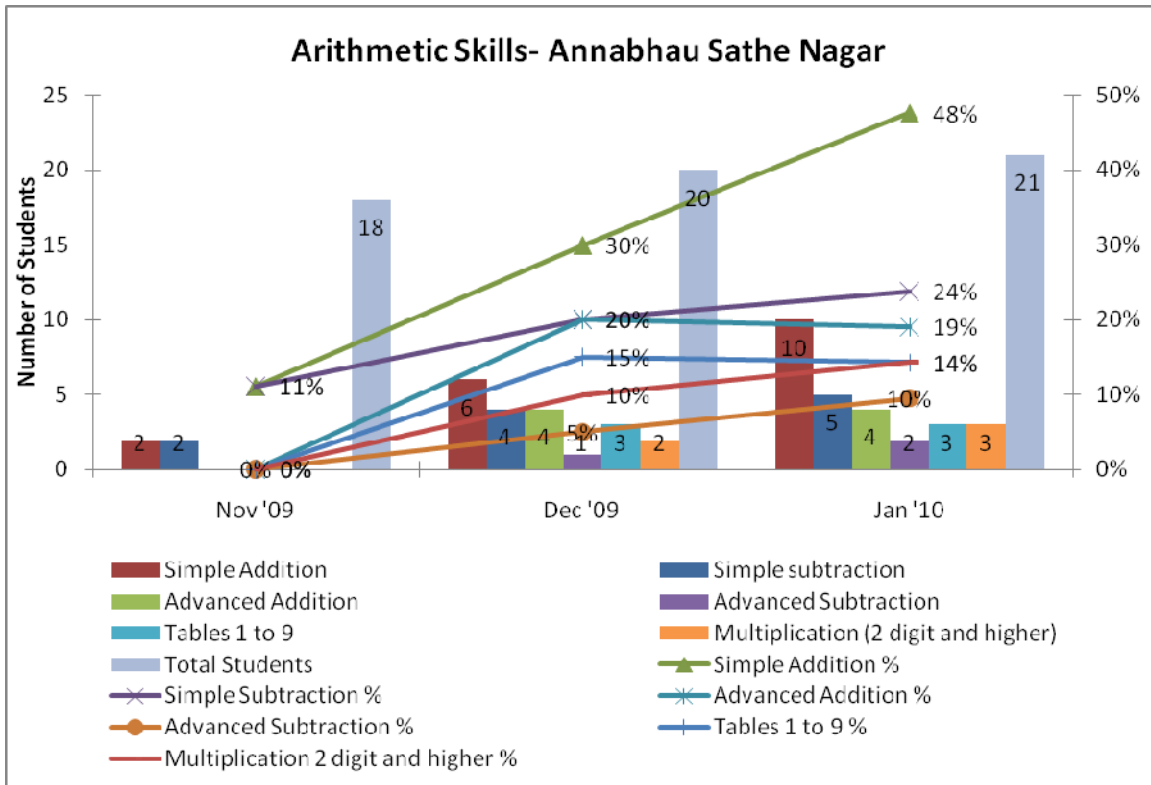


Ability to read numbers upto 99 is used as the criteria to report ability to read double digit numbers. The students also have shown considerable progress in reading the numerals from November to December 2009, though no significant progress was made in January 2010. This has been taken note of by the teaching team and they are giving focus in this area to achieve progress during January 2010.

Significant improvements too were seen among the students over the three month period, in their ability to write the complete English Alphabet.



Progress on basic arithmetic skills too was evident in over the three month period of training and the findings on this front are presented below:

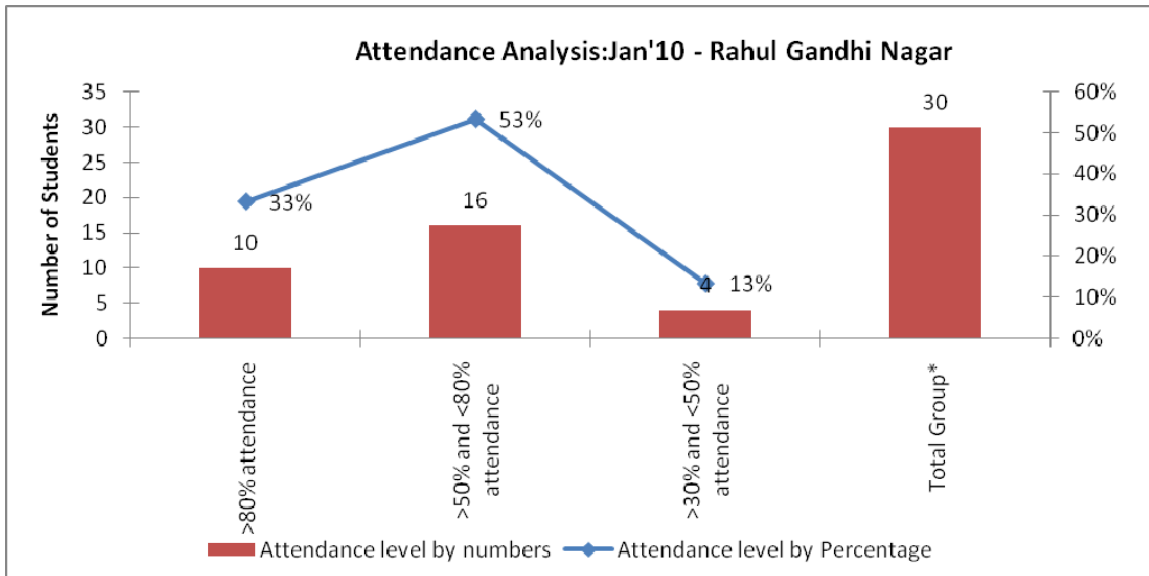


Some of highlights of the learning progress made for the students at AnnbhauSathe Nagar are:

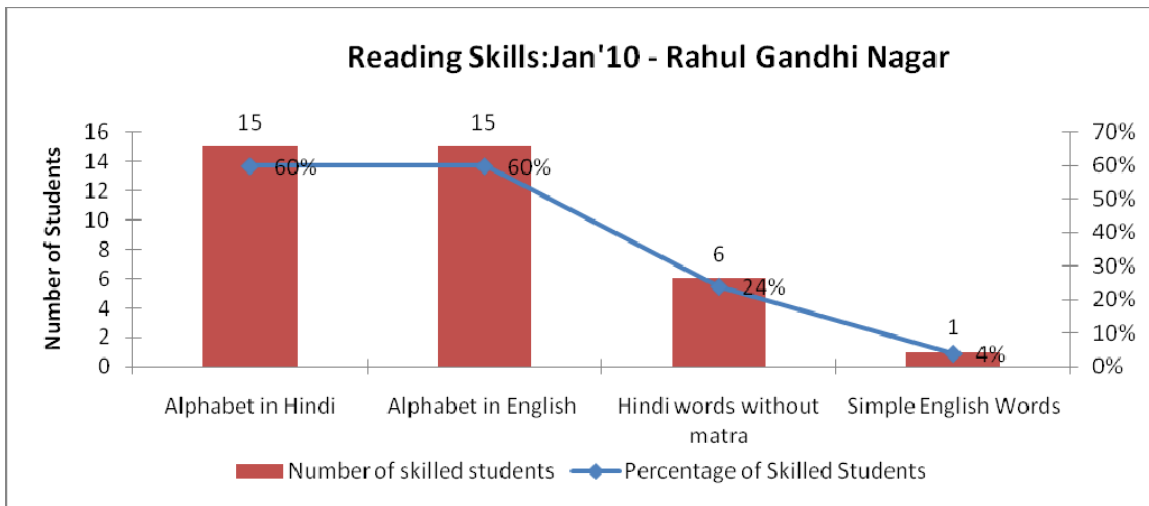
1. In the baseline survey, only 20% of these children could read a letter or more. During the period upto 31-Jan-10, 81% of them have been trained to read the entire alphabet, that too in English, showing a progress of 61% in basic reading capability.
2. In the baseline survey, 85% of the children were not even able to write letters. During the period upto 31-Jan-10, a lot of improvement is visible in different levels of writing skills as shown above. It is also interesting note that the pace of learning to write the English Alphabet is much faster than the Hindi alphabet for the children.
3. In the baseline survey, none of the children could perform addition and subtraction. During the period upto 31-Jan-10, 48% of the children were able to perform Simple Addition (without carry on) and 24% were able to perform Simple Subtraction (without carry on). Advanced addition and Subtraction in the above graph indicate doing these functions with carry on or borrow on respectively.

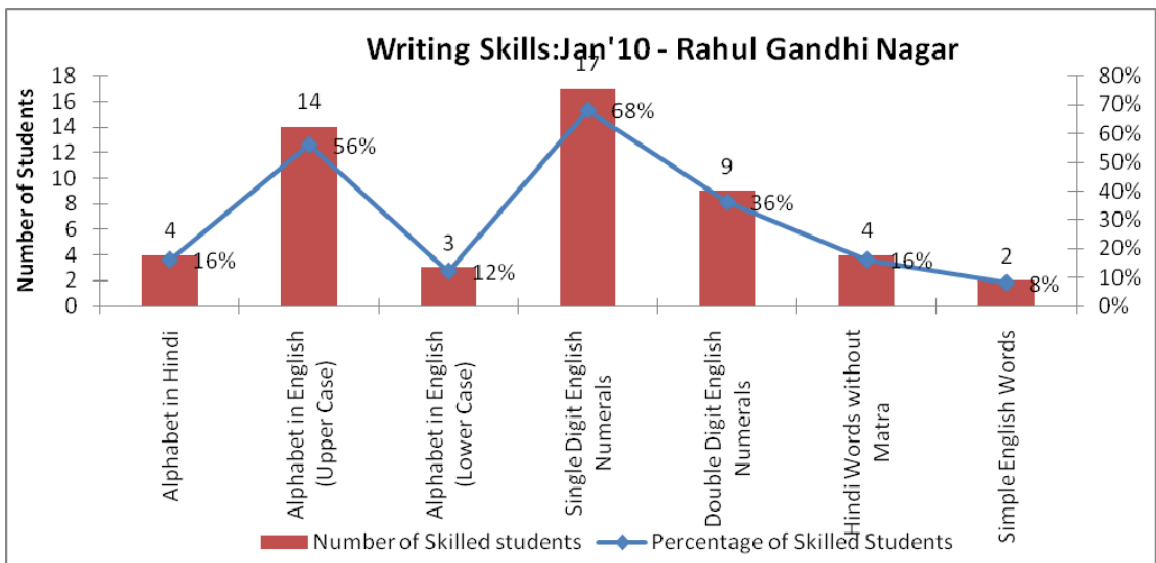
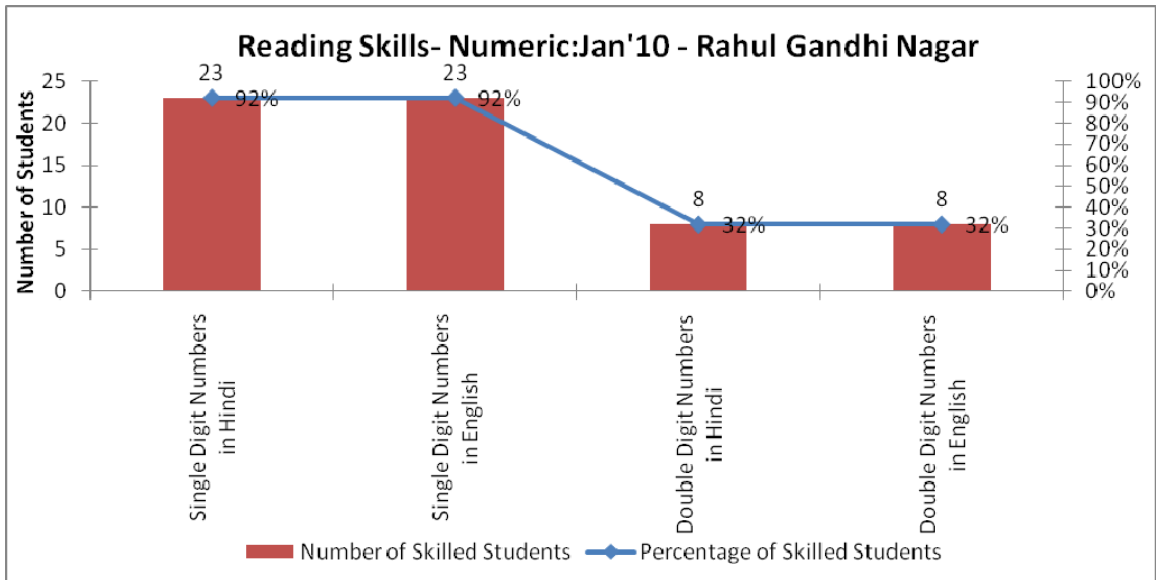
Periodic measurement of the progress of the students along various learning skills is planned to be done once a month in the last week of the month. This would help to track the progress of the students and derive inputs to improve the effectiveness of the schooling program, to achieve accelerated learning results.

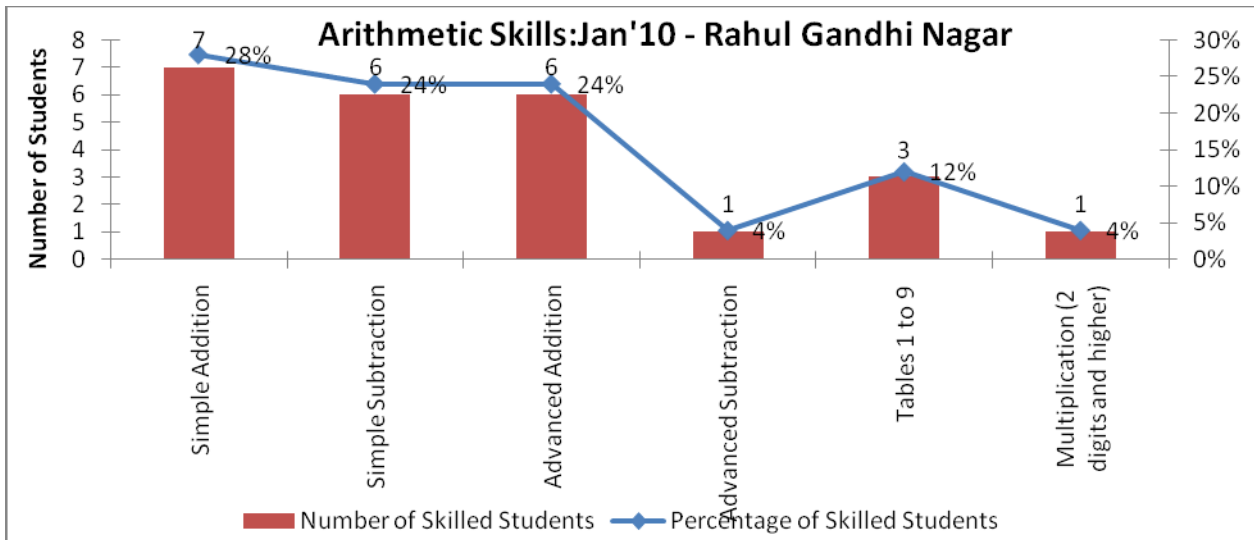
The first evaluation for the students attending the “Classroom Calling” program at **Rahul Gandhi Nagar** was conducted in the first week of February 2010. The education program here started in mid December 2009.



The education program at Rahul Gandhi Nagar completed its first full month and the above attendance analysis serves as a baseline for further improvements. The importance of regular attendance is being communicated to the households in this community and the performance on this count is expected to show improvements in the next month onwards.







A quick comparison of the skills between the students in the two slums will indicate that the students at Rahul Gandhi Nagar are ahead in their skills in comparison to the students of Annabhau Sathe Nagar in their first month of evaluation. This is mainly on account of the fact that a higher proportion of students at Rahul Gandhi Nagar have been to school earlier. A complete baseline study of all the households participating in this program at Rahul Gandhi Nagar is being undertaken in February 2010. The findings from this data, along with comparison of their learning progress in the subsequent months would provide useful insights and comparisons on the learning progress achieved by students in both the slums.

## Intervention Report

In January 2010, as in the previous month, the focus areas of intervention were the Education Program; Financial Inclusion and Livelihoods intervention.

### Education Program:

#### *Launch of a new Classroom:*

“Classroom Calling” was launched on 17<sup>th</sup> December 2009, in the Rahul Gandhi Nagar slum, to serve “Out of School” children in the neighbourhood.

As an initial step, parents were gathered to raise awareness of the importance of education and also to encourage them to support their children in attending classes. The neighbourhood school presently serves a portion of the community in the slum. However, the ragpickers are often excluded from this facility either because they cannot afford the standards set by the school (uniforms and bags and books made mandatory), or because of pressures from social hierarchy. An extra room in one of the slum homes, serves as a dedicated classroom. Class timings have been arranged to match the schedule of the parents i.e. afternoons, so that the

parents can ensure attendance. Parents and children were made aware of the importance of discipline, punctuality, personal hygiene and attendance.

**ICT enabled teaching and Remote tutoring:**

UC has developed its own teaching tools for teaching simple English words, using colourful fonts and pictures to make learning fun. E-based tools available online have also been tapped into through the internet – this includes moral stories and songs. Tools prepared, have the approach of “Listen- Speak- Read- Write”; thus the same tool can be used for these four learning stages till all skills are perfected, while some portion of the tool will be repetitive, a skill level is added on at every stage.

The ICT infrastructure enabled UC to conduct remote-tutored classes for the “Classroom Calling” program in the two slums. We conducted the remote-tutored class using the above mentioned materials between once and thrice every week in each of the classes. Going forward, we plan to encourage participation from the public, by enabling them to pre-sign-up their availability to our remote-classroom calendar. This will allow proper planning as well as the deployment of a large base of willing individuals who would “give in kind” through their time and talent.

**Activity Based Learning:**

In January 2010, UC conducted its first activity based practical learning for about 10 children of the Annabhau Sathe Nagar class. The children were taken on a site visit to the plastic recycling plant where they learnt how the plant operates and how waste polythene bags (that form one of the base products of their family livelihoods) are recycled. In addition, they learnt the words for a number of objects / components of the plant or processes. For eg types of polythene, weighing scales, switch, wheel etc. They were also given a few mathematical problems related to the inputs and outputs, the proceeds of sale, weight and its importance etc. UC plans to conduct such learning exposures for the children, where they will be able to relate the learning to life around them, and also learn “how things work”.

The table below shows the details of a typical classroom day

<b>A typical Day at Class</b>
Children gather in temple room greeting the teachers.
2-3 class children hand over the charts to the teachers to hang on the walls. The whiteboard and markers as well are handed over to the teachers.
Once the class is in order and it is time to begin, the children stand up, say a prayer, sing a song and then are seated to begin class.
Revision of common taught material is done by asking children to use the whiteboard.
Teachers then dedicate themselves to checking homework, giving work to the children according to their skill level.
Teaching aids used vary from notebooks for individual attention to charts and computerized presentations.
Learning is also made fun with story videos and audio visual teaching aids.

Teaching takes place in Hindi and English at basic level.
Children are taught basic hygiene and the same is also repeated during parent counseling sessions.
Counseling sessions with parents are regularly carried out to understand problems in attendance and performance.
Remote teaching facility too has been tested by using Skype to create a video conference environment in the class room for teaching Spoken English. This medium is planned to be used more often to teach a variety of subjects.

### Financial Inclusion:

During the month of November 2009, 21 Savings Accounts were opened up and in January 2010, 14 Savings Accounts were opened for the community members. Altogether 35 of the RagPicking households were financially included with this initiative. The members were also counseled on the importance of savings and how that leads to good value for them as savings patterns might be used by financial institutions for purpose of extending micro credit lines. A analysis of the savings behavior of these households in planned to be done in March 2010.

### Livelihoods:

Livelihoods development was in the planning and intervention stage during January 2010, for the Integrated Intervention Plan with Ragpicking communities. The project team outlined technical specifications, ordered the machinery to these specifications, and, completed infrastructure set up for the increased plant capacity and hired necessary additional labour.

## Financial Report

The financial statement for the Certificate UC-PC-\*\*\* is given below. The funding released for this project along its utilization is given thereafter.

Project Cost (a)	79,355
Opening Balance of Project Cost	79,355
Units	Unit 1
UC Certificate	
Unit Certificate Acquired by	
Date of Sale of Unit	
Unit Cost (b)	
% of Project Cost Acquired (b)/(a)	0.00%
Closing Balance of Project Cost	79,355
% of closing balance of Project Cost	100.00%
Transfer Fee (c)	
<b>Total Unit Cost(INR) (b)+(c)</b>	-

The following funding was released from the account of Mr. P S Gunaranjan from UC (Account Number: Account Number: 000801517851-ICICI Bank) to IGS towards the execution of the activities covered under this certificate for the various phases of the project at Indore.

S No	Date of Fund Transfer	Amount Transferred to IGS in INR	Debited to Project	Amount Debited	Closing Balance
1	3-Aug-09	40,000			40,000
2	31-Aug-09	25,000			65,000
3	3-Sep-09	274	Phase-1 (Aug-09)	65,274	0
4	3-Nov-09	50,000	Phase-2(Oct to Nov-09)	44,805	5,195
5	24-Dec-09	100,000			105,195
6	26-Dec-09	50,000	Phase-3 (Dec-09)	44,999	110,196
7	31-Jan-10		Phase-3 (Jan-10)	48,256	61,940
<b>Total</b>		<b>265,274</b>		<b>203,334</b>	

The major cost in the execution of this project was the manpower cost. Five interns with Masters in Social Work from the local college in Indore were hired for the execution of the "Classroom Calling", Financial Inclusion program and the Waste Management program under this project. Two staff from IGS provided the overall training, monitoring and coordination functions for the project and their time cost is allocated to the project.

**Account Statement - extension of Livelihood Services for the RagPicking Community in Indore through IGS (January, 2010)**

Name	Designation	No of hours put in	Active days	Mandays	Cost per day	Total Mandays cost	Travel Reimbursements	Total Payment (INR)
Jay	Intern-Current Student	24	6	3	100	300		300
Sushma	Intern-Current Student	95	25	12	100	1,200	1,000	2,200
Arvind	Intern-Current Student	112	25	14	100	1,400	1,288	2,688
Sonu	Intern-Full Time	144	18	18	200	3,600		3,600
Mahendra	Intern-Full Time	168	21	21	300	6,300	1,034	7,334
Deepak	Executive-IGS	119	16	15	1,050	15,750		15,750
Shrigopal	Asst Manager-IGS	37	6	5	1,500	7,500		7,500
<b>Total</b>		<b>699</b>	<b>117</b>	<b>88</b>		<b>36,050</b>	<b>3,322</b>	<b>39,372</b>
Total Manpower Cost								36,050
Service Tax @ 10.3%								3,713
Travel Expenses								3,322
Other Expenses								5,171
<b>Total</b>								<b>48,256</b>

<b>Direct Investments from UC</b>	
Laptop-For Indore Classes e-learning facility	31,099
<b>Total</b>	<b>31,099</b>
<b>Grand total</b>	<b>79,355</b>

The details of Manpower utilization, Travel and Other expense are provided in Annexures

## Certification by UC representative

Mr. Gunaranjan and Ms. Noella from UC were personally present at Indore from 7<sup>th</sup> to 13<sup>th</sup> of October, 2009, for the planning and roll out of activities under this project for the period of December-2009 and January-2010. The day to day monitoring of the program was facilitated by Mr. Shrigopal Jagtap and Mr. Deepak Sahu from IGS. Ms Namita Borse, who is a teacher from Indore, conducted the external evaluation of the students on 31<sup>st</sup> December, 2009. Ms. Borse teaches Maths and Computer Courses at Christian Eminent School, HIG Colony, Indore. Mr. Gunaranjan and Ms. Noella Correia from UC visited Indore from 12<sup>th</sup> to 16<sup>th</sup> January, 2009, to complete the review of the progress made by students, by visiting the slum at Annabhau Sathe Nagar and Rahul Gandhi Nagar.

The attendance of the students is captured and reported weekly in electronic form to UC. The test sheets of the students are preserved and have been verified. Besides that, UC team has also interacted with the students to judge their progress and has been found to be consistent with the evaluation reports.

## Conclusion

The “Integrated Development Plan” with the Rag-picking community is one of Yousee’s long term intervention areas. In Phase 5, we plan to increase focus on the education and financial inclusion fronts. On the livelihoods fronts, the focus will be on getting the new plant capacity enhancement in place. In education, scaling up of outreach to out-of-school children in numbers and graduation of skills, with increased learning experience through the use of Audio-Visual aids. Learning of language and numerical concepts will be enhanced through stories and videos. We are working with the community to enable us to scale up, by ensuring the school room is built at Anna Bhau Sathe Nagar. Financial inclusion, would involve increased focus on savings behaviour, while also opening more bank accounts.

## Annexures

Detailed data about the cost incurred relating to this certificate and also data relating to the beneficiaries and the progress made by them is available at the following links from which the data can be downloaded:

1. Financial Report Data: <http://www.yousee.in/ucdocuments.html>  
(File Name: RagPickers project at Indore-Phase3-Jan10(Education Data))
2. Beneficiary Report Data and Analysis: <http://www.yousee.in/ucdocuments.html>  
(File Name: RagPickers project at Indore-Phase3-Jan10(Financial Data))

In case you are unable to download the information from these links, please e-mail to [gunaranjan@yousee.in](mailto:gunaranjan@yousee.in) for receiving the information directly by e-mail.