



Night schools in India: A second chance at formal education

A study of working models, ecosystem and potential for scale

THE GLOBAL FUND FOR
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Foreword

It gives me immense pleasure to present the formal report on night schooling models in the country. Masoom was set up in 2008-09 to strengthen night schools based on an informal research. The report revealed that there are night school models in the country, but they are mostly neglected or lack technical support to function efficiently.

After demonstrating the effectiveness of Night School Transformation Program (NSTP), we now propose to replicate the model across other states of India. Before we replicate we conceive that it is important to do a formal research on the night schools models in India.

Hence, we partnered with Sattva to work on the same. Sattva and its team have done a commendable job. This research report is unique as it is the first time a formal research is conducted on models that are implemented and adopted across night schools in the country. We take great pleasure and pride on this report. We express our gratitude to Goldman Sachs for the continuous support in our endeavours; we appreciate their contribution towards this research.

Ms. Nikita Ketkar

Founder & CEO, Masoom

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About the Report

The report on night schooling systems in India is the result of research conducted to identify and understand different models of night schools across the country.

The key objectives of this report include :

1. Advocacy with Government for inclusion of night schools in current education system by examining the relevance of night schools in current eco-system and its effectiveness in terms of addressing the needs of out of school children.
2. Strategy for scaling night schools across the country through identification of a best fit model: The report evaluates the existing night schooling systems to come up with a best fit model. Report also puts down some of the key strategies that can be taken up by Masoom for scaling the night school model across the country.
3. Creating a common platform for all the stakeholders of night school to standardize Night School Transformation Program and scale it across the country.

The report has been divided into 3 sections :

PART I introduces night schools as a concept and gives an overview of the study conducted

PART II tries to answer the relevance of night school and scenario of night schools in India, especially Maharashtra and the key challenges faced by them

PART III draws together the problem of drop-out students with night school as a solution to solve the problem effectively. It compares different models of night schools and narrows down to a best-fit model which is effective and scalable across India

Executive Summary

Over the last years, the Government has made tremendous strides in making education accessible to all. However, a substantial number of children drop out of the formal education system especially as they reach secondary schooling. According to U-DISE 2013–2014 (Provisional Data), 195 million¹ students are enrolled in the schools of India. According to the annual ASER survey India has been able to achieve 96.7%² access to education, which is remarkably high given the population of India. However, 2.2 million³ students dropped out in 2013-14 alone, before completing their elementary education. According to MHRD data, around 47.4% students drop-out by the time they complete secondary education (class Xth).⁴ A large number of these children take up jobs in the unorganized sector. However, in the absence of formal education, these children are unable to achieve social or economic mobility due to the absence of formal education certificate. Night schools provide an alternative to out of school children to complete their formal education and build necessary skills to be future ready. In Mumbai alone, 35,000⁵ such students are attending night schools.

Masoom is one of the leading non-profit organisations working on improving the quality of education in night schools. The organisation is headquartered in Mumbai and works with 60 schools and has reached out to 5000 students in Mumbai by 2016-17. The Maharashtra state offers an enabling policy environment for formal night schools to function and address the needs of out of school children. However, the issue of out of school children is of national relevance and priority. Hence there is an opportunity for Masoom to leverage its expertise and scale its night school movements across the country.

The study aims to evaluate the relevance of night schools across the country and the effectiveness of night schools as a solution towards providing quality secondary education to out of school children. Through secondary research on existing night school models across the country, review of the existing government policy, and engagement with a cross-section of stakeholders including students, teachers, administrators, NGOs and experts in the education sector, the study aims to identify the strengths, weaknesses, enablers and challenges of the night school models.

The results of the study clearly indicate the **relevance of night schools** across the country.

Following insights reinforce the same :

1. In comparison with other existing solutions for out of school children, night schools provide a more conducive learning environment for the children/working adults and are able to effectively address the challenges of an unfavourable home environment
2. Apart from academics, night schools have the potential to offer mentoring support and peer learning environment resulting in the holistic development of the student
3. The study confirmed that there is a strong willingness among dropout students to complete their education and an existing ecosystem of non-profit organisations that are keen to offer this model to students

¹ http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.pdf

² <http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202014/National%20PPTs/aser2014indiaenglish.pdf>

³ http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.pdf

⁴ http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.pdf 2013-14 provisional data

⁵ Number based Maharashtra night school headmaster's union report.

A comparison of the effectiveness of night schools in Maharashtra compared to the other states underlines the **importance of a conducive policy environment that is essential towards effective functioning of night schools**. An enabling policy environment facilitates access to the existing academic infrastructure, learning resources and teachers towards functioning of night schools. This has a strong impact on the costs and credibility essential to sustain these models.

Beyond the policy support, the study highlights specific areas of focus to improve the **operational effectiveness** of the schools. These include :

1. An effective mobilization strategy to create awareness among the community, appropriate curriculum and learning resources for the students, infrastructure support, capacity building of stakeholders involved in running the schools
2. Providing additional services such as evening meals to promote retention and learning levels among students

The study also emphasizes the **need for a local non-profit organisation towards setting up and executing night schools in new states across the country**. Such a non-profit organisation should be able to provide the required access to government, understanding and expertise in education and bring strong community trust and network to ensure smooth functioning of the schools. Masoom has a crucial role to play in building the capacity of these non-profit organisations, sharing good practices and creating a conducive policy environment for these organisations to sustain and scale their impact on the ground.

As the country continues to improve access to and quality of education, night schools have a strong role to play in ensuring that no child is left behind. However, in order to realise the promise, the following key success factors are essential:

1. An effective **network of local organisations** across the country to implement and advocate night schools models at the state level
2. Strong and cohesive **advocacy effort** towards raising awareness and influencing education policy to ensure legitimacy of night schools across the country
3. Continuous efforts to **improve the quality of night schools** across the country, develop good practices, build capacity of implementation organisations and other stakeholders to demonstrate impact on the ground
4. Develop a cadre of **Master Trainers** who will play a crucial role in scaling the Night School Transformation Program across the country

Given its on-ground expertise, Masoom has a role to play across all of these factors.

Introduction

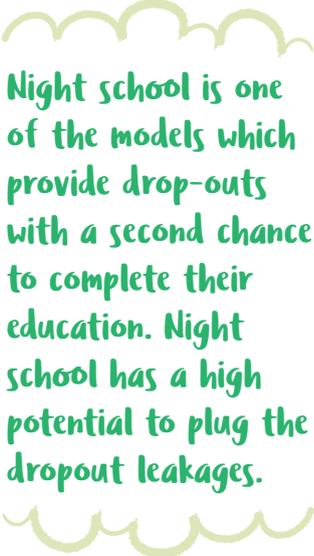
According to U-DISE 2013–2014 (Provisional Data), 195 million⁶ students are enrolled in the schools of India. According to the annual ASER survey India has been able to achieve 96.7%⁷ access to education, which is remarkably high given the population of India. However, 2.2 million⁸ students (4.34%) dropped out in 2013-14 alone, before completing their elementary education while the drop out in secondary education is around 17.86%⁹.

Even though India has achieved great strides regarding enrolment, availability of teachers, basic infrastructure and education policy but it has somehow not been able to retain those students in the system. Multiple reasons ranging from socio-economic background of the family to poor linkages between primary, upper primary and secondary schools have led to the high dropout rates.

Night school is one of the models which provide drop-outs with a second chance to complete their education. Night school has a high potential to plug the dropout leakages in the education system as they enable students to work during day and at the same time complete their education through classes at night. As number of dropouts started realizing that without a formal education certificate, it is impossible to progress professionally, many have knocked on the doors of these special schools for right guidance and direction in completing their education. In Mumbai alone, 35,000¹⁰ such students are attending night schools. With the support of the government, the night schools can plug the hole in the ever-evolving education system of India.

Masoom is one such organization that works with night schools in Maharashtra. Headquartered in Mumbai, it focuses on transforming night schooling system. Today they are working in 60 schools and reaching 5000 students and plans to reach out to all night schools in Maharashtra and eventually scale the model across India.

Masoom realizes that the support from Government and formulation of policy is imperative to set up and sustain night schools. Today, on one hand, Government is pushing to shut down night schools in Maharashtra, while on the other, organisations across the country are contacting Masoom for starting night schools in their regions.



Night school is one of the models which provide drop-outs with a second chance to complete their education. Night school has a high potential to plug the dropout leakages.

The objective of this study is two-fold :

- 1. Demonstrate the relevance of night schools to enable advocacy with the Government.***
- 2. Recommendation of a best fit model that can be scaled across the country.***

⁶ http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.pdf

⁷ <http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202014/National%20PPTs/aser2014indiaenglish.pdf>

⁸ http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.pdf

⁹ http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.pdf 2013-14 provisional data

¹⁰ Number based Maharashtra night school headmaster's union report.

Overview of the Methodology

The study seeks to answer four key questions :

Relevance Of Night Schools

The study traces the lifecycle of a drop-out child and the key challenges faced.

The objective is to understand the needs of these children and the role of night schools in addressing these needs.

1. Secondary research was conducted to understand the extend of drop-out and issues faced by the segment
2. Interviews with NGOs working with drop-outs and under-privileged children to understand their perspective on night schools as a means to improve the lives of such children
3. Inputs and feedback from experts on the relevance of night schools in current education system

Effectiveness Of The Model

Effectiveness of the night schooling model is evaluated on two key aspects :

1. Night schools as an effective option to address the needs of out of school children in comparison with other alternate options available
2. Value it brings to the student through clear improvement in learning outcomes and enabling the student to go forward in his/her life

Through the research, we have compared the alternate options and tried to understand the operational model, teaching learning methods, stakeholder engagement, teacher capacity and similar aspects to evaluate the effectiveness of different night schooling models. The study also looks at key challenges and gaps of night schools which forms barrier in the effective running of night schools.

The methodology followed was :

1. Visit to night schools on the ground and conducting focus group discussions and interviews with students, teachers and other stakeholders

Night School Models

Five key night schooling models, both formal and informal, were closely examined and evaluated to come up with the best fit model.

1. Formal night schools in Maharashtra where Masoom is working today
2. Formal night schools in Maharashtra where Masoom is not working
3. Formal night schools in other states
4. Informal night schools under NIOS curriculum
5. Informal night schools for mainstreaming drop-outs to day schools

Operational model for all the schools identified under the five models were studied basis two key aspects :

1. Availability and utilization of different resources in the school
2. Stakeholder engagement

The night schools were primarily identified through secondary research and by leveraging Sattva's network. This was followed by visits and interviews with key personnels of the night schools to understand and evaluate their operation model.

Model Of Scale For Masoom

Masoom's vision and current model of engagement was understood in detail for mapping the scale plan for Masoom.

1. Interviews and discussions with Masoom senior management and operations team
2. Understanding Masoom's vision about the Leadership Academy to explore the potential of integrating the same into Masoom's scale plan

The below table summarizes the process followed & stakeholders approached for collecting key information.

| | PROCESS | STAKEHOLDERS |
|---|---|---|
| Relevance Of Night Schools : Drop-outs & their needs | SECONDARY RESEARCH | <ol style="list-style-type: none"> 1. ASER 2. MHRD education statistics 3. State-wise education department website |
| | DISCUSSION WITH EXPERTS | <ol style="list-style-type: none"> 1. Mr. Basavaraju, Executive Director, Grassroots Research & Advocacy Movement (GRAAM), Mysore, Karnataka. 2. Mr. Chintan Girish Modi, founder of Friendship Across Borders: Aao Dosti Karein 3. Mr. Ramesh, DEO, Hyderabad, Education Department 4. Ms. Nagalaxmi, DD, Adult Education, Hyderabad |
| | NGOS WORKING WITH UNDER-PRIVILEGED / DROP-OUTS | <ol style="list-style-type: none"> 1. Mr. Shekhar, Sahyog for care 2. Ms. Priti Patkar, Co-founder & Director, Prerana 3. Railway Children, FGD with beneficiaries |
| Effectiveness Of Night Schools: 1. Alternate options for drop-outs 2. Night schools and their operations 3. Key challenges | SECONDARY RESEARCH | <ol style="list-style-type: none"> 1. Alternate options for drop-outs (NIOS) |
| | INTERVIEWS AND DISCUSSIONS WITH EXPERTS/ KEY STAKEHOLDERS | <ol style="list-style-type: none"> 1. Ms. Nikita Ketkar, Masoom 2. Mr. Jarat, Government official, Pune 3. Government official Nagpur 4. Mr. Chindarkar, Trustee, Maharashtra night school 5. Night school headmaster's union, Maharashtra |
| | VISIT TO NIGHT SCHOOLS IN MAHARASHTRA | <ol style="list-style-type: none"> 1. Visit to night schools in Mumbai, Pune, Ahmednagar and Nagpur 2. Interaction/discussion with the following stakeholders – students, HM, staff, trustees who run the night schools. |

| | PROCESS | STAKEHOLDERS |
|---|------------------------------------|--|
| Best Fit Models : Identification & discussion with different stakeholders | SECONDARY RESEARCH/ PHONE CALLS | <ol style="list-style-type: none"> 1. Global night schools 2. DISE 3. State Education Departments 4. Sattva network |
| | SECONDARY RESEARCH | <ol style="list-style-type: none"> 1. Pratham 2. The ANT 3. Ilaignarkal Education Centre, Pondicherry 4. AID India, Tamil Nadu 5. URMUL Rajasthan 6. Vidya night school, Mumbai 7. Barefoot, Karnataka 8. Barefoot, Tilonia 9. Barefoot, Bihar 10. Barefoot, Uttarakhand 11. Innovation Night Schools, AICAPD, Gurgaon, Delhi 12. Don Bosco night school, Goa 13. Mary Mazello night school, Meghalaya 14. St. Anthonys night school, Meghalaya 15. Savio night school, Shillong, Meghalaya |
| | DISCUSSION WITH EXPERTS | <ol style="list-style-type: none"> 1. Mr. Basavaraju, Executive Director, Grassroots Research & Advocacy Movement (GRAAM), Mysore, Karnataka. 2. Mr. Chintan Girish Modi, founder of Friendships Across Borders: Aao Dosti Karein 3. Mr. Ramesh, DEO, Hyderabad, Education Department 4. Ms. Nagalaxmi, DD, Adult Education, Hyderabad |
| Masoom Model For Scale | DISCUSSIONS | <ol style="list-style-type: none"> 1. Masoom team – Leadership Academy 2. Masoom operations team |

Even after reaching out to so many stakeholders/sources, the information or evidences that we could capture on existing night schools and their eco-system is very minimal. One of the key reasons for the same is the absence of a coalition or network of night schools. The eco-system in itself is very niche and dispersed.



PART II

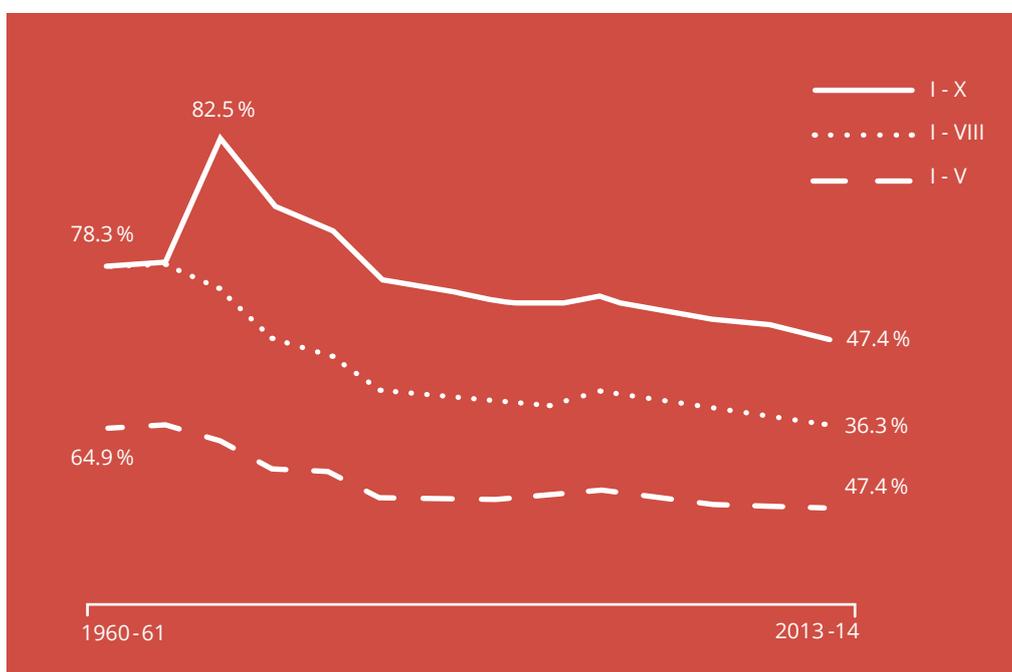
RELEVANCE & SCENARIO OF
NIGHT SCHOOLS IN INDIA

Relevance of Night Schools

THE PROBLEM OF DROP-OUTS AND THEIR NEEDS

Even as the society mind sets are changing and growing importance of education is being recognized, there is a group of individuals who still drop out of formal education system owing to various reasons.

The graph below shows the drop out trends (% of students dropping out) from 1960-61 to 2013-14 for 3 sections – I to V, I to VIII and I to X. Though the drop-out has come down considerably over the years, there is still a significant percentage of students who drop-out during the course of studies. The below graph shows the how the percentage of students dropping out has come down by 45.1%, 42% and 35.1% from 1960-61 to 2013-14 for each of the sections I –V, I – VIII & I –X respectively. The reduction in drop-out is observed to be the least in I – X section.



Source¹¹ :

(i) Figures for 1960-61 to 2011-12 taken from the publication Statistics of School Education
(ii) Figures for 2012-13 (P) & 2013-14 (P) have been calculated from U-DISE NUEPA Enrolment Data

Various studies were conducted to understand the reasons for dropouts from the Government schools and some of them are:

1. Not interested in studies (Primary and Secondary Education)
2. Required for household work
3. Required for outside work for payment in cash/kind
4. Repeated failures in senior classes
5. Further education not considered necessary
6. Got married
7. Financial constraints
8. Accessibility issues

Majority of these children drop out in Grade 5, towards the end of primary stage. In 2009/10 close to 16%¹² of the students had dropped by the end of primary school. After grade 5, grade 9 is the most vulnerable grade where children have the highest

¹¹ http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/EAG2014.pdf

¹² <http://schooldropoutprevention.com/country-data-activities/india/>

tendency to drop out. The below age and grade matrix of dropout children, shows a high dropout at Grade 9 at ages 15 and 16.

AGE-GRADE MATRIX OF DROPOUTS¹³

| | | Grade | | | |
|-----|----|-----------|---------------|---------------|---------------|
| | | 9 | 10 | 11 | 12 |
| Age | 15 | VERY HIGH | | | |
| | 16 | VERY HIGH | MEDIUM | | |
| | 17 | LOW | LOW | VERY LOW | |
| | 18 | | EXTREMELY LOW | LOW | |
| | 19 | | | EXTREMELY LOW | EXTREMELY LOW |

Source: NUEPA - Occasional Paper on Dropout in Secondary Education (A Study of Children Living in Slums of Delhi) by Sunita Chugh

According to a study conducted by NUEPA on dropout in secondary education in the slums of Delhi, maximum drop out happens in grade 9 among children of age 14-15 yrs. The fact that, at this age, there is no legal compulsion that holds them behind from entering workforce and contributing to their family is one of the key reasons for dropping out. Further, the out-of-pocket expenditure on secondary education is substantial as the education is not free and parents are supposed to bear the educational expense.

The below table compares the average income of a **student who has attained education** at various levels to that of a **student who has dropped out of school** before completing his studies.

| | | Income Level | | |
|-------------------|--|---|------------------------|---------------|
| | | Average Hourly Rate ¹⁴ (INR) | Average Monthly Income | Yearly Income |
| Educational Level | Drop Out from School ¹⁵ (Labour/Unorganized Work) | 37.5 | 6,600 | 79,200 |
| | Secondary Education | 128 | 22,545 | 2,70,540 |
| | Bachelor Degree (College) | 240 | 42,345 | 5,08,140 |
| | Master's Degree | 320 | 56,460 | 6,77,520 |

Source: Labour Bureau, India

Maximum drop out happens in grade 9 among children of age 14-15 yrs.

¹³ <http://nuepa.org/new/download/Publications/Occasional%20Paper%20No.%2037.pdf>

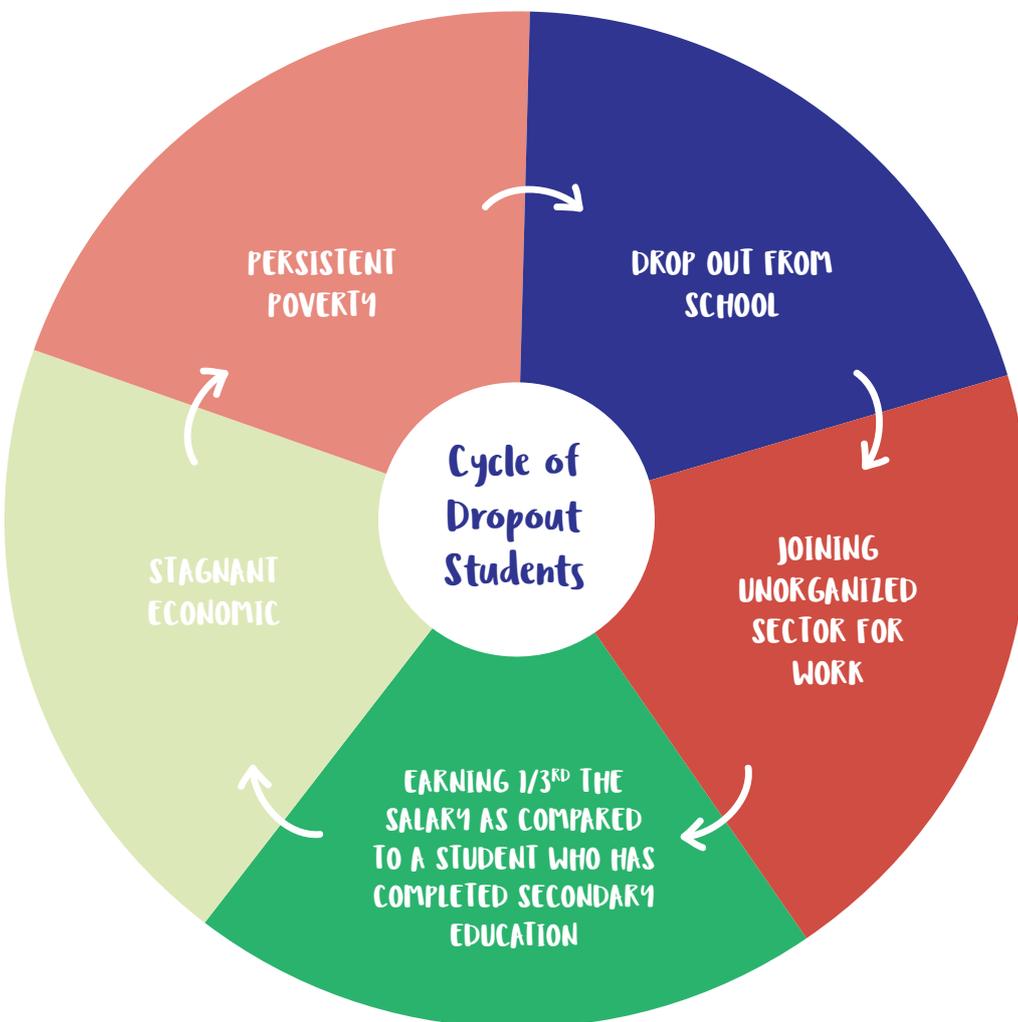
¹⁴ <http://www.wageindicator.org/documents/publicationslist/publications-2016/kabina-t-varkey-b-korde-r-2015-wageindex-report-india-wageindicator-foundation-and-celsi> (Pg 24)

¹⁵ Labour Bureau, India

In major urban agglomerations like Delhi¹⁶ and Mumbai¹⁷ after dropping out, these children usually try to get jobs in the unorganized sector where they earn an average income of about Rs 2,000-4,000 per month¹⁸ or stay back to help in household activities. This was further validated during our interactions with students attending formal night schools in Maharashtra. Majority of the men were waiters, vegetable vendors, daily wage workers, peons in Government service or were running own shops while the women were married and housewives.

To quote one of the students who worked as peon in Government service *“I realized that I am missing out on the opportunity to get promoted and earn better salary because of the sole reason that I do not have a tenth completion certificate”*

Below figure thus summarizes the cycle of a drop-out student and how his/her family continues to be part of this vicious circle.



“I realized that I am missing out on the opportunity to get promoted and earn better salary because of the sole reason that I do not have a tenth completion certificate.”

Student, used to be a peon in Government Service.

¹⁶ <http://nuepa.org/new/download/Publications/Occasional%20Paper%20No.%2037.pdf>

¹⁷ Sattva's primary visits and conversation with students coming to Night School

¹⁸ An average un-skilled daily wage labourer in India earns Rs. 300/day at 8 hours. The semi-skilled wage workers

Somewhere in between earning low income, stagnant economic and social growth, there is a realization that the limited education has hampered their future growth and prospects, which make them want to go back and complete their education.

But what we need to keep in mind is that these children, coming from a different background, have slightly different needs as compared to the day school children. Some of the key needs that came up during our discussion with the students are:

- 1) Better job prospects
- 2) Skills to compete in an ever growing competitive market
- 3) Opportunity to complete education while not having to leave their current jobs

There are large no. of students dropping out of formal education system. These students are from fragile economic and social circumstances.

They take up involuntary work as daily wage labourers without reassuring facilities and very low income resulting in poor economic & social circumstances. Thus the drop-out & his/her family continue to lead their life in a vicious circle.

Do they have an alternative solution that can fix their future?

Night Schools Overview

A night school is similar to day school, but holds classes in the evening or at night to accommodate people who work during the day or are unable to go to day schools due to various reasons such as family responsibility, financial reasons, distance from home or any other. Night schools are one of the most active formal systems in India which comes close to giving an experience of a day school to the drop-out/out of school children. One of the unique features of night schools is that they provide opportunity of attending classes to not only children but also working adults including the elderly people. A lot of working adults who do not have time during the day are benefiting from night schools. It provides formal schooling environment enabling all-round development of the student.

Students earn their livelihood during the day time by working for eight to twelve hours. In the evening, they attend classes in night school.

In India there are primarily two types of night schooling systems prevalent¹⁹ :

1. Formal
2. Informal

FORMAL NIGHT SCHOOLS

A formal night school system is a system wherein the schools are recognized by the Government, aided or un-aided, and has the same syllabus as that of the day schools. In many cases the syllabus is the one prescribed by the state. An apparent purpose of these schools or associated junior colleges is to give students the 10th and 12th examination pass certificate. These night schools are owned either by Trust/NGO/Christian Missionaries or Municipal Corporation. As per Government U-DISE data, such schools are present in Maharashtra, Meghalaya, Assam, Goa, West Bengal, MP, Bihar and Gujarat. The Government website/SSA also mention about night schools in some of the aforementioned states. But through our secondary research and calls with Government officials, on the ground evidences for night schools could be only found in **Maharashtra, Goa and Meghalaya** as of now. Certain states like West Bengal & Arunachal Pradesh stated that there were night schools existing previously which were shut down as RTE came into place.

INFORMAL NIGHT SCHOOLS

Informal night schools are schools that are not government recognized institutions. The 10th/12th certificate is equivalent to that of the state board. They are funded by private institutions like NGOs/Funders.

The purpose of these informal systems can range from mainstreaming the students into the formal system, providing bridge classes, supplement classes for students appearing for NIOS, working closely with migrant population or providing vocational training with basic primary education.

Geographically **Rajasthan, Maharashtra, Uttarakhand, Bihar, Gujarat, Tamil Nadu and Delhi** are some of the states which have shown existence of informal night schools operated by regional organizations.

Uttari Rajasthan Cooperative Milk Union Ltd. (URMUL), one of the informal night schools in western desert region of Rajasthan was closed over the years due to Government focus

Night Schools are one of the most active formal systems in India which comes close to giving an experience of a day school to the drop-out/out of school children.

Geographically Rajasthan, Maharashtra, Uttarakhand, Bihar, Gujarat, Tamil Nadu and Delhi are some of the states which have shown existence of informal night schools operated by regional organizations.

¹⁹ Conclusion from primary research and interview with headmasters and teachers of Night School.

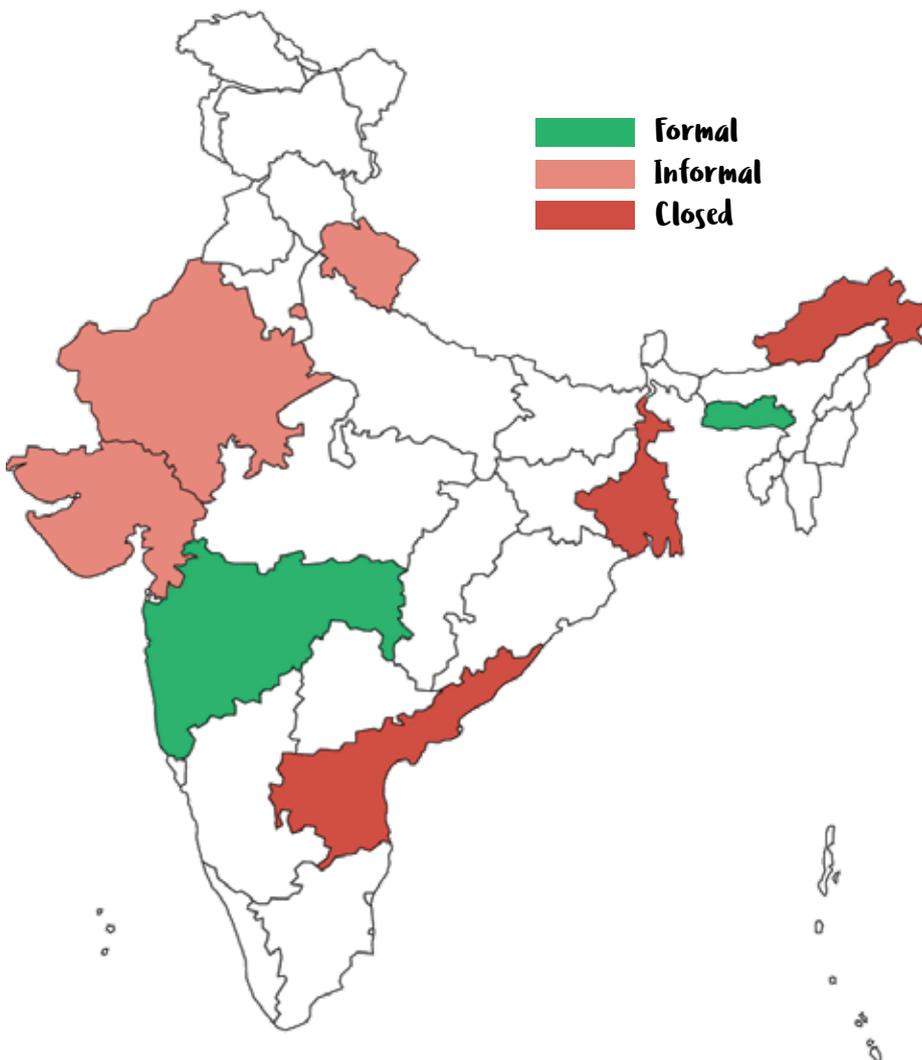
on education for all and the belief that all children should attend day schools.

The program lead who experienced the whole thing occurring said, *"We started working in education, specially night schools from 1989 to 2000. We had around 300 night schools in the western belt of Rajasthan which included cities from Barmer to Bikaner. The schools were opened as there was a high migratory population and the children were forced to work in the fields during the rainy seasons. They would study and complete their education in the night. The school was from class 1 to class 5. After the introduction of SSA, government pressured us to close down these night schools and mainstream the children into the government school. We gave away almost all our schools to the government, which they could use to bring access in the villages. We discontinued our program from 2001 onwards"*

Below map shows the distribution of formal & informal night schools in India based on Sattva's research :

1. Maharashtra, Goa & Meghalaya are the states where formal night schools exist
2. Rajasthan, Uttarakhand, Delhi, Gujarat & Bihar are states with informal night schools
3. Rajasthan, Arunachal Pradesh, Andhra Pradesh & West Bengal states where night schools existed previously and got closed due to various reasons

Night School Distribution Map



FORMAL NIGHT SCHOOLS: SPOTLIGHT MAHARASHTRA

Maharashtra is the only state in India with a strong eco-system of formal night schools

History & Evolution

The beginning of night schools in Maharashtra can be traced back to 160 years. With the intention of providing English language teaching to the poor, needy and hardworking students, night schools were first started in Pune in the year 1855 by Mahatma Jyotirao Phule. Later in the year 1866, Bhikoba Lakshman Chawhan started night schools in Mumbai. Within ten years of independence, night schools spread across Pune, Nagpur, Mumbai, Thane, Kolhapur, and Ahmednagar districts of Maharashtra.

Today nearly 35,000²⁰ students are studying in 210 night schools utilizing these night schools in Maharashtra. In the year 2015-2016, the passing percentage of 15 night schools stood at 100%. There were many night schools where the passing percentage was more than 60%.

Operational Model

The night schools in Maharashtra majorly cater to secondary education and have classes from 8th to 10th. Some of them also run 11th, 12th and graduation classes. The night schools are mostly in Marathi, Hindi, Kannada or Urdu medium, especially in Mumbai, in an effort to cater to the large migrant population. These night schools are either owned by private trusts or by municipal corporations. Most of them are partly aided by Government. Some of the night schools charge nominal fees from the students, around INR. 5 – 200 per month.

The classes are run in the premises of any municipal school in the locality. Alternatively if the trust owns any school, the same is used for conducting night classes.

There is a formal admission process, similar to day schools, through which the students are enrolled in the schools. Before the start of formal classes, there is a bridge class conducted with the aim of bridging the long years of gap and familiarizing the students with the basic concepts. The classes are held normally from 6.30 – 9.30 pm for around 3 hrs. Teachers also take the effort to conduct special classes for the students after the official hours and during holidays. Most of the teachers in night schools also teach in day schools. They are recruited by the trustees through a formal recruitment process.

The teachers are paid around 40 - 50% of the basic salary paid in day schools and Dearness Allowance (DA). This is provided by the Government in most cases. The curriculum is same as that of day school. There are also schools which provide vocational skills, e-learning and other extra-curricular facilities to the students. All the additional facilities provided to students is completely dependent on the initiatives of the Trustees & the School Management and Development Committee.



Today in 210 night schools nearly 35,000 students are utilizing these night schools in Maharashtra

²⁰ Number based on Maharashtra Night School Head Master's Union report

FORMAL NIGHT SCHOOLS: OTHER STATES

Meghalaya and Goa are the two other states where formal night schools exist today. In comparison to Maharashtra, the night school eco-system in these states is much smaller. Meghalaya has few night schools dispersed across the state while Goa has only 1 night school.

| PARTICULARS | GOA | MEGHALAYA |
|---------------------------------|--|--|
| Ownership | Christian Missionary | Christian Missionaries |
| Target beneficiaries | Under-privileged & drop-outs (only Boys) | Under-privileged & drop-outs |
| Government recognition & aid | Recognized & aided | Recognized, but un-aided |
| Premises for conducting classes | Don Bosco school | Private School or NGO premises |
| Syllabus | Goa state syllabus | Meghalaya state syllabus |
| Teachers | Through advertisements in paper | Volunteers mainly. In some cases through formal hiring purpose |

Meghalaya and Goa are the two other states where formal night schools exist today.

Savio Night School, Shillong, Meghalaya

Savio night school is owned by Christian missionary and recognized by Government. The school was started in 2000 and caters to drop-outs and under privileged children. 80% of its students are girls who are engaged in domestic chores or work as maids during the day. The night school is also a way to keep students off anti-social environment.

These schools are run in the premises of private day school. The syllabus is same as that of Meghalaya State Board. The funding for operations of school mainly comes from the missionary. A nominal fee is also charged to the students. The teachers are primarily volunteers and not provided any training for teaching students. Today, the school has classes from 7th to BA. There are 300 + students from 7th to 10th standard and around 17 teachers. The pass percentage of the school was more than 60% last year. Majority of the students either continue their education in Savio or join other schools after their 10th.

According to the head of the school, Mr Donald, the key challenge is to cover the syllabus in the 3 hours they get every day. Though highly motivated, their background makes it difficult to ensure they are taught properly

Effectiveness of the Night Schools

NIGHT SCHOOL : An Effective Option For Completing Education For The Drop-Outs, Among All The Alternate Options Available

Today, night school is one among the three key education systems, which provide drop-outs a second chance to complete their education. The other two systems are:

1. NIOS
2. Private exams

NIOS

The National Institute of Open Schooling (NIOS) was established in 1989 by MHRD as an autonomous organization to cater to the educational needs of school dropouts and socially and economically disadvantaged sections of the learner population. It offers a secondary certificate course equivalent to ten years of schooling, and a senior secondary certificate equivalent to twelve years of schooling. It also offers a vocational education course that can be combined with general academic subjects.

NIOS publishes its distance learning materials and has the authority to register, examine, and certify students. It has partnership with about 853 agencies to provide facilities as study centres and has a current enrolment of about 2.71 million²¹ students at secondary, senior secondary & vocational levels.

NIOS provides wide range of 26 different courses ranging from Math & Science to subjects like Business Studies, Painting, Psychology etc. Additionally vocational training, life skills etc. are also part of NIOS curriculum. Today, this curriculum is specific to students who register under the NIOS.

Private Exams

Every state in India has a private form that a student who is outside the formal education system can fill and give 10th and 12th board examination. For example out of school students in Maharashtra have the option of giving secondary and higher secondary examinations privately by applying under form no 17²². The student is expected to learn and give exams in the same syllabus as that of day schools.

Comparison of the key features of the three systems highlights the effectiveness of night schools in addressing the needs of drop-outs when compared to the other two systems. Some of the key features which differentiate night schools over the other two systems are as follows :

1. Night schools provide its students with a formal education environment, similar to day schools. This helps in developing skills and values towards the overall personality development which contributes towards their need to perform better at their jobs and be a better citizen
2. There is an on-going mentoring support and guidance that students in the night schools receive unlike the other two systems. Taking into consideration the background of these children, this is of at most importance in order to keep them motivated and ensure that they do not give up

²¹ <http://www.nos.org/about-us/profile.aspx>

²² <http://www.dnaindia.com/mumbai/report-maharashtra-board-to-crack-down-on-form-17-misuse-1552822>

3. Students in night schools give their Xth exams along with the day school students and hence are provided the same certificate for Xth completion as any other day school student. This has a very high value in the eyes of the community. Not only does it improve his/her prospect in getting a better job in future, but also boosts the confidence by not differentiating him/her from a day school student

| EDUCATION SYSTEM | STRENGTHS | WEAKNESS |
|--------------------------------------|---|--|
| National Institute of Open Schooling | Offering a certificate which is equivalent to 10 th or 12 th pass | Pass percentage is at around 50% for the year 2015 |
| | Offer diverse subjects under their curriculum: 26 courses in multiple languages | No school environment with mentorship and guidance |
| | Regularly revises its courses and study material | Students have a tendency to take NIOS frivolously |
| | Flexibility in giving examinations | Value associated with NIOS is weak among society and other institutions |
| Private Exams | Gives second chance to students who have failed in the exams | Being used as a tool to prepare for competitive examinations |
| | Ease of doing at the student's pace | Does not hold weight while applying for prestigious colleges in the future |
| | No age limit to appear for exams | No mentoring & support, absence of formal education environment |
| Night School | Formal school environment (teacher supervised learning) | No formal policy around night school |
| | Balance between work & education | Lack of presence in states |
| | Secondary and Higher Secondary Certificate same as that of day school | Lack of formal institutions to govern the formal night schools |
| | Better job prospects | Lacks Government monetary and administrative support |

NIGHT SCHOOLS: ADDING VALUE TO OUT OF SCHOOL CHILDREN²³

In Maharashtra, over the years, night schools have been able to reach out to large number of drop-outs across and positively transform their lives. The key areas of impact identified²⁴ through our primary research with the night schools in Maharashtra and Masoom are as below :

1. **Pass Percentage** - During our interaction with the schools in several cities of Maharashtra, staff explicitly cited that pass percentage of night schools have moved up to 60-70%²⁵ from below 30% over the period of last 10 years. The pass percentage is very high when compared to other alternative options for kids who dropped out.
2. **Mentoring & Guidance** - Most of the students come from socially & economically backward communities and lack proper guidance. Night schools provide them the opportunity to regularly interact with teachers who mentor and guide them towards approach in life, possible career paths they can choose and life philosophy then can carry on with them after they complete their education. During our interaction some students said, "The teachers are great. They help us, guide us and teach us things that we will be able to carry forward in our lives."
3. **Bridging The Gap Years** - One of the major focus of night schools is to bridge the gap in the education by teaching basic concepts within a year or so after starting the school. This has a lasting impact on the pass percentage as it helps the student prepare for tougher concepts. In a one on one with a teacher she said, *"The students come from various backgrounds and have varying gaps since they left education. It becomes difficult to bring the class on the same page but we keep trying that through bridge course."*
4. **Higher Education And Better Job Prospects** - Though the night schools do not track the pass out students in a focused manner, there are multiple case studies which demonstrate how a student has been successfully able to move forward in his/her life after completing night school. Many of them continue to complete their higher education by getting admission in colleges while there are others who move on to better jobs or start moving forward in their existing jobs. During our school visits we interacted with heads of trusts/NGOs which run night school, who themselves are pass outs from night schools.
5. **Dignified Life** - For many students, night schools have provided the opportunity to lead a dignified life. During our visits, we interacted with many students, especially female students, who joined night school for the purpose of setting example to their children and supporting them in their studies. Many also saw this as an opportunity to be at par with their friends who had completed their education through day schools. Quoting one of the students in Mumbai Lower Parel night school, a divorcee (female student) with 2 college going children, *"Night schools have given me a second chance to stand on my own feet, be independent, and make my children proud of me."*

Pass percentage of night schools have moved up to 60-70% from below 30% over the period of last 10 years.

"Night school have given me a second chance to stand on my own feet, be independent, and make my children proud of me."

Student, Mumbai
Female, Divorcee,
2 college going children.

²³ The section is preliminarily based on the study conducted in Maharashtra night schools

²⁴ This is w.r.t to study of formal night schools, primarily in Maharashtra

²⁵ Data from Masoom and other Night Schools in Maharashtra

Some of the factors which enable the effectiveness of **night schools in Maharashtra** are:

1. **Very High Motivation/Interest Of Students** - The decision to attend night schools is often taken by the students themselves and hence there is a display of high motivation and interest towards learning new concepts and subjects. During the interaction teachers often said, *"It is sometimes difficult to put in the same effort as we do in the day school, but the energy of the students keeps us going."*
2. **Effort Of Trustees And School Staff** - In most of the cases, there is a dedicated team of staff and Trustees who put forward their best efforts to provide quality education for the students. They act as mentors and guides to the students and ensure the students get the best out of the limited hours spent in night school.
3. **Headmaster Union** - The union consists of headmasters from different districts of Maharashtra and has been vocal about their needs and demand for night schools. They said, *"We have been very vocal in expressing our needs to the Maharashtra Government. We have been active on firms and mobilizing people as they were about to close many of the night schools."*
4. **Night School Transformation Program By Masoom** - Masoom's Night School Transformation Program supports the night schools in Mumbai on three key aspects namely education infrastructure and inputs, capacity building for stakeholders and advocacy. Through their intervention, Masoom has been able to improve student pass percentage, enrollment & attendance, build ownership through School Management & Development Committee and provide evening meals to around 4000 students.

"We have been very vocal in expressing our needs to the Maharashtra Government. We have been active on firms and mobilizing people as they were about to close many of the night schools."

KEY CHALLENGES

Today there are lot of factors which hinder the effectiveness of night schools and prevent it from functioning to its full potential. Some of these challenges are mentioned below :

1. Systemic Challenges

a. Policy - Government recognition & attention to night schools is abysmally low. Currently, there are no policies or framework for night schools. Right to Education and new education policies fail to mention night schools. One of the headmasters was quoted saying, *"The Government has not been supportive to our demands and needs."* Apart from this, as Sarva Siksha Abhiyan (SSA) spread across the country, hundreds of regional evening/night schools were forced to close or were converted to day schools.

b. Funding from Government - The financial support from the Government to run night schools is limited. The aided night schools receive salary support for teachers and 5% non-salary grant from Government vis a vis day school where there is complete support. The teachers receive around 40-50% of basic salary of day schools and DA. The schools are also not provided non-salary grants on a regular basis.

c. Discussion platforms - There are no formal platforms where dropout students night schools are discussed. Recently MHRD minister, Mr. Prakash Javedkar, visited one of the night schools, which created a temporary buzz. He appreciated the night school system in Maharashtra and was of the opinion that similar system needs to be created across the country. Otherwise, the awareness on night school in itself is limited. The children usually hear about it through fellow friend in the community. Many children said, *"I found out about night school through my friend who lives in the same community."*

2. Operational Challenges

a. Infrastructure - Night schools usually function in the premises of day school buildings (Municipal Corporation schools) or buildings owned by the NGO or Trust which runs the night school. Around 90% of schools run in Municipal Corporation premises while the rest 10% in other private school premises. The night schools functioning in Municipal Corporations are rarely provided adequate facilities. The school building and toilets are poorly kept due to low administrative budgets. One of the teachers in Pune night schools said, *"We do not have the best facilities in the school, but we make do just like any other school in India. Our primary focus is to pass these students in their 10th and 12th exams so that they can have a better future."*

b. Teacher Selection - There are no separate rules or regulations on appointment of teachers for night school. They have to follow the same standards that apply to day schools. For teacher recruitment, advertisement is published in the newspaper based on which preliminary selection of teachers is done. This is followed by rigorous interviews based on which the teachers are finalized. The number of teachers that can be appointed is directly proportionate to the number of students in the class/school. So in the context of night school, where there may be only ten students, only one teacher may be appointed. Considering that most of the night school students come to complete their 10th class education, one cannot expect a single teacher to teach all the subjects.

c. Leadership and Management - SMDC plays a key role in resolving any issues related to school functioning, raising funds and resources for the effective functioning of the school. Even though most of the schools mentioned that they had SMDC committee, there was very little ownership observed. In most of the schools, committee

The teachers receive around 40-50% of basic salary of day schools and DA. The schools are also not provided non-salary grant on a regular basis.

"We do not have the best facilities in the school, but we make do just like any school in India. Our primary focus is on to pass these students in their 10th and 12th exams so that they can have a better future"

Night School Teacher, Pune

lacked the capacity and leadership qualities to manage and take the school forward efficiently.

d. Learning Resources - Access to learning resource, even something as basic as textbooks, is limited in night schools. Today, Government does not provide text books for the students in night schools. In most of the schools, Trustees manage books through internal sourcing and rotation among students. In many night schools, the students remain deprived of these facilities as the day school staff has to close down the labs, library and computer rooms after the school is over.

e. Low Attendance - Even though night schools provide balance between work and education to their students, the attendance rate has been below 50%. Being working students, they are unable to attend the classes regularly due to other responsibilities at work and home.

f. Safety - Female students explicitly cited safety issues while returning home post 9 pm. Night schools do not provide any transportation facilities resulting in lesser no. of female students. The percentage of female students attending night schools is generally much lower than that of male students. Based on the statistical data collected from Maharashtra night schools, around 25% of the total students are girls.

3. Quality Challenges

a. Student Learning - The quality of student learning outcomes remains ignored due to lack of school hours and the focus on getting 10th and 12th certificates. As many students are joining back after long gap years, it is tough to bring them at par with the respective grade within one year. There are huge differences in the learning levels of the students due to age differences, needs and lack of dedicated support.

b. Teacher Quality/Motivation - Most of the teachers in the night schools work during the day. The quality of teaching to drop out students is relatively low and inefficient. There are very few dedicated teachers who are teaching only in the night school. The teachers face low morale due to the lack of support from the Government. Even though teachers mentioned that they had undergone training similar to that of day school, they had failed to cite the circumstances they were teaching in, which required a very different approach to teaching and training.

Even after all the above challenges, night schools have been able to grow and create impact over the last 10 years. An enabling environment will further support in scaling and building quality of night schools.

Night schools are solving a unique problem in a fairly nascent and evolving ecosystem. They focus on providing education in a formal schooling environment to students who have dropped out and are looking to complete their education after gap years. There are multiple factors which contribute towards the effectiveness of night schools. Determining a model which integrates the best practices from all the night schooling systems becomes very crucial to maximize the impact on ground.



PART III

RECOMMENDATIONS &
WAY FORWARD

Recommendations for a Best Fit Model²⁶

This section analyses different models of night schools across the country to come up with that one model which integrates the best practices from all the existing models.

The idea is to come up with the best fit model which can be scaled across the country for maximum impact on the ground.

The model is derived after the study of five prominent types of models across India. These models are a combination of formal and informal night schools. Some of the major models studied are:

1. Formal night schools in Maharashtra where Masoom is working today
2. Formal night schools in Maharashtra where Masoom is not working
3. Formal night schools in other states
4. Informal night schools under NIOS curriculum
5. Informal night schools for mainstreaming drop-outs to day schools

The key aspects that were evaluated for identification of the best fit model can be broadly divided under two heads – **Resources & Stakeholders**

| RESOURCES | STAKEHOLDERS |
|-------------------|--|
| Mobilization | Teacher/HM |
| Infrastructure | School Management & Development Committee (SMDC) |
| Curriculum | Community |
| Learning Resource | Parents |
| Funding | Alumni |

RESOURCES

Availability of resources and their utilization determine how effectively a night school is run.

Mobilization

Mobilization plays a crucial role in creating awareness on night schools leading to enrollment of working children/adults in the night school. A strong mobilization strategy ensures that the enrollment rate of the school goes up. Each night school has a different approach towards mobilizing students for the school.

Advertisement, word of mouth and collaboration with local NGOs were evaluated as the most effective strategies for mobilization, based on their effectiveness in terms of reaching out to large no. of people, ability to influence the target segment and create awareness on night schools. It is recommended that a combination of different strategies be adopted to maximize the impact on ground.

Mobilisation plays a crucial role in creating awareness on night schools leading to enrollment of working children/adults in the night school.

²⁶ This is purely Sattva's assessment for a best fit model for a night school as a unit.

| MOBILIZATION STRATEGIES (OPTIONS) | ASSESSMENT PARAMETERS | BEST FIT STRATEGY (BASED ON THE ASSESSMENT) |
|---|---|---|
| <ol style="list-style-type: none"> 1. Door to door 2. Word of mouth 3. Advertisement 4. Street play 5. Partnering with local CBO/NGO 6. Partnering with local Government body | <ol style="list-style-type: none"> 1. Outreach 2. Ease of influence 3. Content | <ol style="list-style-type: none"> 1. Local CBOs/NGO partner 2. Advertising 3. Word of mouth |

*Detailed evaluation provided in the annexure

Curriculum

The value associated with a night school largely depends on the curriculum followed by the school. Learning outcomes are maximized if the curriculum is in line with the needs of the students. This is especially critical in night schools where the students are from a different background. State Board & NIOS are the commonly used curriculum. Some of the informal NGOs also design their own curriculum based on the needs of the children in the region, but largely in line with the state syllabus.

State Board and NIOS, both have their own²⁷ strengths and can be adopted in the night schools. One of the two curriculums can be finalized based on the priorities of Masoom. For e.g. if community perception is of higher priority than diversity of subjects, then State syllabus would be better choice over NIOS and vice-versa.

Additional courses such as vocational training, life skills etc. can be plugged in irrespective of the curriculum chosen. Such skills are extremely relevant to the target segment and including them in the curriculum can not only improve the learning outcomes but also

| CURRICULUM (OPTIONS) | ASSESSMENT PARAMETERS | BEST FIT (BASED ON THE ASSESSMENT) |
|--|--|------------------------------------|
| <ol style="list-style-type: none"> 1. State 2. NIOS 3. Own curriculum | <ol style="list-style-type: none"> 1. Market value 2. Community perception 3. Diversity of subjects 4. Availability of different medium 5. Presence of additional courses | State or NIOS |

*Detailed evaluation provided in the annexure

²⁷ Evaluation of the curriculums based on different parameters is detailed out in the Annexure

Infrastructure

Infrastructure refers to the premises/building where the classes are conducted for night schools. This can vary widely from open space in community to Municipal school buildings based on the local context and support from Government.

Good infrastructure is one of the basic requirements for running a school effectively. Based on our evaluation, we recommend Municipal schools as the best infrastructure option for running night classes. Since the Municipal schools already have all the basic facilities in place, using them for night schools ensures better utilization of existing resources, resulting in lesser cost.

But this can vary based on the local context. In cases where the schools are run in rural areas, what might work is conducting the classes out of the community as Barefoot

| HARD INFRASTRUCTURE (OPTIONS) | ASSESSMENT PARAMETERS | BEST FIT (BASED ON THE ASSESSMENT) |
|--|--|------------------------------------|
| 1. Municipal building 2. NGO/Trust premises 3. Community premises/building | 1. Presence of classrooms 2. Presence of toilets 3. Safety 4. Cost involved 5. Ease of scale | Municipal building |

*Detailed evaluation provided in the annexure

Learning Resources

Each night school uses different learning resources or combination of them to ensure improved learning outcomes among the children. The cost of the resource to the impact achieved is a good measure to decide which are the learning resources to be used in the school. Text books are the bare minimum and the mandatory resource any school should have. Based on the budget available, more resources can be used to improve the learning outcomes among students.

| SOFT INFRASTRUCTURE (OPTIONS) | ASSESSMENT PARAMETERS | BEST FIT (BASED ON THE ASSESSMENT) |
|---|---|------------------------------------|
| 1. Text books 2. Science labs 3. Computers 4. Library 5. E-Learning | 1. Cost 2. Impact on learning outcomes | Text books are mandatory |

*Detailed evaluation provided in the annexure

Funding

The costs incurred by night schools are currently covered through Government aid, Trust/ NGO funding and the nominal fees charged to the students. Aforementioned cover the salaries of the staff, operational costs like electricity bill, examination material and other basic administrative costs. Additional costs in terms of providing textbooks to the students, evening meals etc. are usually raised from funders or CSRs. Though it would be ideal for the Government to cover the entire cost, a more sustainable model would involve contribution from all the three players. Thus we suggest the funding for the best fit model to include Government, NGO fund and student fee. Majority of the funding can be covered by Government (say, 60-70%). Funding from the trust, other private players and student fees can be used to cover the rest.

Other Facilities

These facilities are perks but can play a crucial role in strengthening the night schools a notch higher and hence form an essential component of the best fit model.

1. During field visits, it was observed that there was a skewed ratio between boys and girls. The biggest reason cited was safety. Most classes had 1 girl per 8 boys which is close to 16% of the total strength. Providing transportation facilities can lead to more no. of girls attending night schools.
2. On an average, night schools had an average daily attendance of around 30-40% Lack of evening meals was cited as the biggest reason for not coming to school regularly or on time. As 80% of the students are working during the day, many cited tiredness and harsh working conditions as a reason for fatigue. Having nutritious evening meals in the schools, similar to mid-day meals in day schools, can improve attendance and enrollment in the night schools.

STAKEHOLDER ENGAGEMENT

A stakeholder is any individual or group that is affected or is part of night schools. Strong engagement with stakeholders is key to the success of night schools. The key stakeholders of night schools are: Teachers, School Management/Trustees and Development Committee (SMDC), community, parents and alumni. We look at each of the stakeholders separately to determine what should be the best strategy/model of engagement with them to maximize the effectiveness of the best fit model.

Teacher/Headmaster

Teacher is one of the most important stakeholders of night schools. Two aspects that determine the quality and efficiency of teachers and in turn that of night schools are:

1. **Teacher Selection** - In day schools, Government follows the procedure of publishing advertisements in newspapers based on which preliminary selection of teachers is done. This is followed by rigorous interviews based on which the teachers are finalized. We recommend the same procedure, for the selection of teachers - through advertisements followed by interview process. Teacher selection method has to be augmented with proper training methodologies to ensure proper teaching.

During field visits, it was observed that there was a skewed ratio between boys and girl. The biggest reason cited was safety. Most classes had 1 girl per 8 boys which is close to 16% of the total strength.

| TEACHER SELECTION (OPTIONS) | ASSESSMENT PARAMETERS | BEST FIT (BASED ON THE ASSESSMENT) |
|--|--|------------------------------------|
| 1. Through advertisements 2. From community 3. Volunteer | 1. Qualification 2. Experience 3. Community connect 4. Motivation 5. Cost involved | Government procedure |

*Detailed evaluation provided in the annexure

2. Teacher Training - Capacity building of the teachers in the context of night schools and the need of the children is very crucial. As mentioned in the earlier section, children attending night schools are mature and already have market knowledge. Hence handling them in the right manner and providing the right kind of training becomes extremely critical. Apart from subject matter, the trainings should also focus on building the capacity of teachers in delivery of the content, student engagement and leadership aspects. Of all the methods of teacher training used today, conducting training through an expert agency is recommended as the best option.

| TEACHER TRAINING (OPTIONS) | ASSESSMENT PARAMETERS | BEST FIT (BASED ON THE ASSESSMENT) |
|--|--|--|
| 1. Government 2. School 3. Through an expert | 1. Subject matter expert 2. Delivery 3. Leadership quality | Expert of teacher training organizations |

*Detailed evaluation provided in the annexure

Except for Masoom schools, none of the other night schools were observed to have a strong stakeholder engagement.

Based on our interactions with Masoom, field visits and understanding of other engagement models in the education system, we have recommended the following best practices of stakeholder engagement for the best fit model.

School Management and Development Committee (SMDC)

One of the key stakeholders, yet the most overlooked in the education space is the School Management and Development Committee. This body is involved in setting the vision, goals and operational policy of the school. Most of the night schools visited had constituted their SMDC, but mostly on the paper. Some of the key aspects to ensure strong SMDC and its proper functioning involve :

1. Representation of all the stakeholders in SMDC – parents, alumni, teachers, trustee etc.
2. Capacity building of the SMDC for leadership and management capabilities
3. Empowering SMDC to take key decisions and work towards betterment of school
4. Ensuring regular SMDC meetings are held with set agenda

Community

Community plays a crucial role for the sustenance of night schools. Assessing the needs of the community, creating awareness on night schools and building a strong rapport hence becomes critical for the school to increase its outreach and enrollment. This requires constant engagement and interactions with the community. For 90% of the night schools, going into the community is a one-time activity. Teachers showed restrained and cited lack of time as a key reason to not go into the community. **Identifying community champions** (could be an alumni) who can be the interface between night schools and community is a good way to ensure on-going and strong connect with the community. **Conducting awareness sessions** on specific topics and **engaging community through extended school activities** are also ways to build good rapport with the community.

Parents

Parents Teachers Meetings and sharing progress card with parents has to become a **bi-annual routine event** for a night school. In case the student itself is a parent, his/her report cards have to be shared with their children or other family member. This will not only motivate the student but it can be used as an opportunity to reach out to the community.

Alumni

Alumni is the face of an institution. Building a strong network of alumni can play crucial role in advocacy as well as communicating the benefits of night schools to the larger population. Alumni should also be an integral part of the SMC.

Additionally, to understand the impact of night schools, it is imperative to track the progress of students passing out of night schools. Regular monitoring, evaluation and impact assessments have to be done to assess the impact of night schools on students. The consolidated view of resources & stakeholder engagement evaluation and the best fit model is presented in the below table (The evaluation of parameters is included in the annexure.)

| ASPECTS | PARAMETER | BEST FIT (DESCRIPTION) |
|----------|--------------------|---|
| RESOURCE | Mobilization | 1. Local CBOs/NGO partner 2. Advertisements 3. Word of mouth |
| | Curriculum | 1. State Board/NIOS 2. Including vocational training, soft skills such as life skills, communication etc. as a core part of the curriculum |
| | Infrastructure | Municipal building |
| | Learning Resources | 1. Providing text books is mandatory 2. Additional facilities such as library, science lab, e-learning etc. can be provided |
| | Funding | Majority of the funding should be covered by Government and the rest through partner NGO and student fee |

| ASPECTS | PARAMETER | BEST FIT (DESCRIPTION) |
|------------------------|-------------------|---|
| RESOURCE | Other Facilities | Providing facilities such as 1. Evening meals 2. Transportation facility to increase no. of girls |
| STAKEHOLDER ENGAGEMENT | Teacher/HM | 1. Selection of teachers through Government procedure 2. Training through expert trainers/ teacher training organisations |
| | School Management | 1. Representation of all stakeholders 2. Building leadership & management capacities 3. Regular meetings 4. Empowering to take decisions |
| | Community | 1. Assessing their needs regularly 2. Engaging through extended activities 3. Building community champions to spread word on a regular basis. |
| | Parents | 1. Regular PTMs 2. Progress card sharing with parents or children (As many times parents are themselves the students) |
| | Alumni | 1. Building a strong alumni network 2. Tracking to understand the long term impact of the program. |

Recommendations for Scaling the Model

The key objective of arriving at a best fit model is to scale the same across the country. Over the last 8 years, Masoom has grown to work with more than 60 night schools in Mumbai reaching more than 5000 students. Masoom started with two night schools in the first year and then gradually increased its spread to 60 night schools and 5000 students in the year 2016-17 Masoom plans to reach out to 189 night schools by 2020 impacting 20,000 night school students in Maharashtra. Now, Masoom is looking to scale its model across country.

The key levers for scale are:

- 1. Enabling policy framework** - A favourable government policy is essential for successful setting up and running of formal night schools. Masoom has to engage in advocacy with Government for policy, while at the same time start the process for operationalizing night schools.
- 2. Need Assessment** - It is recommended that a structured need assessment be conducted before scaling Masoom model to a particular location. Urban locations with lot of industries or presence of migrant population will be best suited for scale, but closing in the right community/area is essential. Potential for starting night schools in locations like **Surat, Delhi, Hyderabad, Kolkata, Ahmedabad, Bangalore** and other high migration cities in India is high. For e.g. Sahayog, an NGO based out of Delhi, working with underprivileged children, is very keen on starting the night school initiative in Delhi for migrant children and had approached Masoom for the same. Also states like **Meghalaya** and **Goa**, where there are already night schools, the potential and ease of scaling would be higher in comparison to other states.
- 3. Joint Forum** - Masoom alone cannot take up the task of scaling night schooling and taking it to the next level. It is very important to build an association/consortium of like-minded NGOs and other organisations which are currently working with drop-outs or under-privileged children and are aligned to the concept of night schools. The consortium can also include Government voices, NGOs, teachers, headmasters and students.

Potential for starting night schools in locations like Surat, Delhi, Hyderabad, Kolkata, Ahmedabad, Bangalore and other high migration cities in India is high.

There are three approaches that Masoom can follow to scale night schools across the country.

MASOOM LED

PARTNER LED

GOVERNMENT LED

MASOOM LED (INDEPENDENT)

In this model, Masoom expands its own team to scale and open offices in areas where it is starting night schools. Masoom will be solely responsible for the replication of the model. Masoom and Government are the two key players in this model. Masoom will lead the operations while Government, within its policy framework, will provide an environment supportive for scaling.

| ROLE OF MASOOM | ROLE OF GOVERNMENT |
|--|---|
| <ol style="list-style-type: none"> 1. Identifies schools that can initiate night schools. 2. Work with the school to execute the entire Night School Transformation program. 3. Capacity building of the school management & staff 4. Monitoring & evaluation of the program. 5. Engagement with Government for enabling support. | <ol style="list-style-type: none"> 1. Provision of infrastructure and school facilities. 2. Provision of learning resources such as text books. 3. Funding support for operations & staff. 4. Support with evening meals. |

PARTNER NGO LED

The second approach explores the possibility of working with a local partner in the geography where Masoom wants to expand. The regional partner will bring in the local geography expertise and Masoom will bring in the experience and the intellectual property, both of which are key for the expansion.

Masoom will primarily play a consultative role here by providing relevant tools, training and handholding them through the process. The Leadership Academy of Masoom will be leveraged to build the capacity and handhold partner NGO to implement the night school model at the given location. Masoom has already received requests to open night schools from Delhi, Surat, Ahmedabad and Hyderabad. From our interaction with "Sahyog", an NGO based out of Delhi working with migrant children, it was clear they were ready to open night schools in urban slums of Delhi.

The Project Lead, Sahyog, Delhi

"Our focus area is on working children. A lot of these children are involved in day work due to fragile family background. We are observing a trend in urban conglomerates where there is a large influx of population and students and young working population come and look for daily wage job. A lot of these people are looking to complete their education and work simultaneously. We are looking to tie up with NGOs who are working in the space, but due to lack of knowledge we are unable to set up institutions that can support the needs of these people."

This offers immediate opportunities as the NGOs there have community connect, good rapport with the Government and a fair execution capability. Government, here again, will play a supportive role within the policy framework.

| ROLE OF MASOOM | ROLE OF PARTNER NGO | ROLE OF GOVERNMENT |
|--|---|---|
| <ol style="list-style-type: none"> 1. Building capacity of partner NGO 2. Providing relevant tools & framework for the Night School Transformation Program 3. Guidance & review | <ol style="list-style-type: none"> 1. Execution of Night School Transformation Program 2. Monitoring the progress and reviewing with Masoom 3. Engagement with Government for enabling support | <ol style="list-style-type: none"> 1. Provision of infrastructure and school facilities 2. Provision of learning resources such as text books 3. Funding support for operations & staff 4. Support with evening meals |

GOVERNMENT LED

In the last approach, Masoom partners with the Government to scale across states with the help of government infrastructure. Government plays a more active role in establishing night schools here. It is assumed that the entire responsibility of implementing the night school models will be with Government. Masoom will again play a consultative role and build the capacity of government and handhold them for implementation.

| ROLE OF MASOOM | ROLE OF GOVERNMENT |
|--|---|
| <ol style="list-style-type: none"> 1. Supporting Government in building relevant systems and tools for implementing night schools. 2. Capacity building of the Government officials. | <ol style="list-style-type: none"> 1. Government plays a very active role in establishing and taking ownership of the night schools 2. Just like day schools, the night schools will be completely run by Government. |

Of the three approaches mentioned, Sattva recommends the “Partner Led” model as the effective approach towards scaling of night schools. The detailed evaluation of the three models based on selected assessment parameters are given on the next page.

| S.NO | ASSESSMENT PARAMETERS | DEFINITION | MODELS | | |
|------|---------------------------|--|--------------------|------------------------------|---------------------------------|
| | | | MASOOM INDEPENDENT | MASOOM'S SCALE WITH PARTNERS | MASOOM'S SCALES WITH GOVERNMENT |
| 1. | Effort | Effort for Masoom in executing the model | High | Low | Medium |
| 2. | Cost | Cost to set up the scaling efforts in terms of money | High | Medium | Low |
| 3. | Control | Control over the program | High | Medium | Low |
| 4. | Regional Expertise | The connect and understanding of the local communities in a region | Low | High | High |
| 5. | Time | Time taken to operationalize night schools | Medium | Low | High |
| 6. | Reach | Large no. of students | Low | Medium | High |
| 7. | Vision | Alignment to the vision of Masoom | High | Medium | Low |
| | Overall Score | | 5 | 10 | 7 |

(Assuming a rating: Green = 2, Pink = 1 and Red = 0)

Way Forward

The study reinforces the relevance of night schools in building an inclusive education system. Thus strengthening night schools and their effectiveness in providing quality education and the role of Masoom in building this eco-system is highly significant. Some of the immediate steps required in this direction are :

- 1. Strengthening & Leveraging Masoom's Leadership Academy** - The key focus of Masoom's Leadership Academy should be to improve the quality of night schools across the country. The academy should be leveraged to build the capacity and handhold local NGOs to setup and run night schools in their specific locations. Further the academy should aim at continuous improvement of quality of night schools through development, documentation & dissemination of best practices.
- 2. Advocacy With Government** - As we have seen, Government plays a crucial role in sustenance and scaling of night school models. There should be a constant effort to engage with Government in creating awareness and bringing about policy level changes for building an enabling environment around night schools.
- 3. Building Collaborative Platform/Network** - Collaboration is the key towards scaling night schools and taking them to the next level. Hence building a platform or network of like-minded organisations which work with under-privileged/dropout children will be crucial for both advocacy as well as implementation. Such a platform will be central to highlight the need for night schools and hence enable strong advocacy with Government. Further some of these organisations can also anchor the scaling of night schools in their location or connect to other NGOs in their network for the same.

Annexure A

EVALUATION OF NIGHT SCHOOL MODELS

This section provides detailed evaluation of different aspects of night schools

Table 1 – Mobilization

Different mobilization strategies are:

1. Word of mouth: Spoken communication as a means of transmitting information
2. Advertising: Newspaper, magazine, hoarding etc used as a medium of communication for night schools
3. Street Play: Any form of theatrical performance and presentation in outdoor public spaces without a specific paying audience
4. ULBs: Utilizing Municipal Corporations to spread awareness around different wards in urban space
5. Local CBOs/NGO partner: Community Based Organization or Regional NGO partners have better community connect and knowledge that can be harness to mobilize more out of school children
6. Door to Door: One on one visits to houses in slums and other regions in urban space

| ASSESSMENT PARAMETERS | DEFINITION | WORD OF MOUTH | ADVERTISING | STREET PLAY | ULB'S | LOCAL CBOS/NGO PARTNER | DOOR TO DOOR |
|-----------------------|--|---------------|-------------|-------------|--------|------------------------|--------------|
| Effort | Maximum people reached out to | High | High | Low | High | High | Low |
| Cost | Effectiveness of the strategy in convincing people | High | Low | Medium | Medium | High | Medium |
| Control | Information shared through the strategy | Low | High | High | Low | Medium | High |
| Overall Score | | 4 | 4 | 3 | 3 | 4 | 3 |

(Assuming a rating: Green = 2, Pink = 1 and Red = 0)

Table 2 – Curriculum

Three key curriculum options for night schools are :

1. State Board Curriculum – Every state has their curriculum developed over the framework of NCF which is followed by the day schools under state syllabus. The formal night school system uses state curriculum
2. NIOS Curriculum – National Institute of Open Schooling (NIOS) has built its own curriculum, being mindful of the special need and structure of the target segment. The curriculum is inspired from the CBSE

3. Own Content – Many informal night schools have their content which caters to the community needs and at the same time the core foundation concepts of the subject in matter. For example, Barefoot has their content taught in their night school.

| ASSESSMENT PARAMETERS | DEFINITION | STATE BOARD | NIOS | OWN CONTENT |
|--|---|-------------|--------|-------------|
| Market Value | Value in terms of future institutional acceptance and jobs | High | Medium | Low |
| Community Perception | Value perception of the people based on interaction during field visits | High | Medium | Low |
| Diversity of Subjects | Subject options available such as Accounting, Economics, Biology & Banking and so on | Medium | High | Low |
| Availability of Medium | Various languages In which subjects are taught to children | High | High | Low |
| Additional Courses: Vocational Training, Foundation Skills etc. | Inclusion of vocational skills, life skills and other relevant courses for the overall development of the student as part of curriculum | Low | Medium | High |
| Overall Score | | 7 | 7 | 3 |

(Assuming a rating: Green = 2, Pink = 1 and Red = 0)

Table 3 – Infrastructure

Infrastructure options are:

1. Municipal Corporation schools: Each locality has day schools run by Municipal Corporations and they have their own buildings to run classes. Formal night schools in Maharashtra largely leverage on these buildings for conducting night classes
2. Community: Informal night schools like Barefoot School prefer to conduct classes in open space or buildings within the community itself
3. NGO/Trust: If the NGO/Trust has own school or space, this is also utilized to conduct classes

| ASSESSMENT PARAMETERS | DEFINITION | MUNICIPAL | COMMUNITY | NGO/TRUST |
|-----------------------|----------------------------|-----------|-----------|-----------|
| Classrooms | Availability of classrooms | High | Medium | High |
| Toilets | Availability of toilets | High | Medium | High |

| ASSESSMENT PARAMETERS | DEFINITION | MUNICIPAL | COMMUNITY | NGO/TRUST |
|-----------------------|--|-----------|-----------|-----------|
| Safety | Sense of safety for students, especially females during and after school | Medium | High | Medium |
| Cost | Money involved to raise the infrastructure | Low | Medium | High |
| Scale | Ease while scaling to other locations | High | Medium | Low |
| Overall Score | | 9 | 6 | 5 |

(Assuming a rating: Green = 2, Pink = 1 and Red = 0)

Table 4 – Learning Resource

Of all the learning resources used in schools today, some of the commonly used ones are:

1. Textbooks: Textbooks are one the most basic learning resource
2. Science Labs: Science labs or functional equipment for practical learning
3. Library: Library for extended learning. This provides children with whole range of books to enhance their knowledge
4. Computer: Computer labs to provide hands on experience to students for enhancing their computer skills
5. E-learning: Use of technologies such as computers to engage children in a highly interactive teaching learning process

| ASSESSMENT PARAMETERS | DEFINITION | TEXT BOOKS | SCIENCE LABS | LIBRARY | COMPUTER | E-LEARNING |
|-------------------------|---|------------|--------------|---------|----------|------------|
| Cost | Cost involved in acquiring the learning resource | Low | High | Medium | High | Medium |
| Learning Outcome | Effectiveness of the resource in enhancing the learning outcomes among students | Medium | High | Medium | High | Medium |
| Overall Score | | 3 | 2 | 2 | 2 | 2 |

(Assuming a rating: Green = 2, Pink = 1 and Red = 0)

Table 5 –Teacher Selection

The three teacher selection methods are:

1. From the community: Informal night schools such as Barefoot hire teachers from within the community itself
2. Through advertisements in newspaper: Formal night schools in Maharashtra follow the same procedure as that by day schools for recruiting teachers. This involves publishing advertisement in the newspaper and conducting interviews to select the right candidate
3. Volunteers: In few informal night schools, volunteers play the role of teachers

| ASSESSMENT PARAMETERS | DEFINITION | WITHIN COMMUNITY | THROUGH ADVERTISEMENTS | VOLUNTEERS |
|--------------------------|---|------------------|------------------------|------------|
| Qualification | Ensuring that the teacher selected is qualified | Medium | High | Medium |
| Experience | Ensuring that the teacher has relevant experience | Low | High | Medium |
| Community Connect | Rapport of the teacher with the community | High | Low | Low |
| Motivation | The interest and enthusiasm shown by the teacher | Medium | Medium | High |
| Cost Involved | Cost involved in terms of providing training to build the capacity of the teacher | High | Low | Medium |
| Overall Score | | 5 | 7 | 5 |

(Assuming a rating: Green = 2, Pink = 1 and Red = 0)

Table 6 –Teacher Training

Teacher training is very crucial component to ensure the quality of teacher and in turn the learning outcomes for the students. Today, teacher trainings are conducted through :

1. Government: NEUPA conducts teacher trainings, especially when there is a revision of the model
2. School: School under the leadership of SMC and headmaster often provides trainings to the teacher
3. Expert: This can either be an individual or an organisation with its expertise in teacher training

| ASSESSMENT PARAMETERS | DEFINITION | GOVERNMENT | SCHOOL | EXPERT |
|---------------------------------|---|------------|--------|--------|
| Subject Matter Expertise | Developing in depth knowledge in the subject. | High | Medium | High |

| ASSESSMENT PARAMETERS | DEFINITION | GOVERNMENT | SCHOOL | EXPERT |
|----------------------------|---|------------|--------|--------|
| Delivery | Exposure to innovative teaching methodologies & developing capacity to deliver the same | Medium | Medium | High |
| Leadership Capacity | Building leadership capabilities among teachers | Low | Medium | High |
| Overall Score | | 3 | 3 | 6 |

(Assuming a rating: Green = 2, Pink = 1 and Red = 0)

Annexure B

GLOBAL NIGHT SCHOOLS

Global night school systems are primarily set up to support students who are working or professionals who are looking to upgrade their knowledge or skill sets to get better paying jobs and/or promotions.

Countries like Australia, New Zealand, USA, Britain, Brazil and China have night schools for the convenience of the people. Most of these night schools are usually part of private or public universities that support their students. The age of students varies according to the country.

Brazil²⁸

Evening Higher Education (classes are held on weekdays, generally from 7:00 pm to 10:30 pm) has been providing young Brazilians with the possibility to work while attending their undergraduate course, a condition that for many of them is, in fact, a real need.

The remuneration obtained by the youth who work allow them to pay for their course (entirely or partially), personal expenses or to assist their families financially.

Even with all the difficulties of student's daily life, such as problems with public transport, traffic chaos in the major Brazilian cities, lack of public security, absence of a labour legislation for more flexible working hours for students, among others, make the working student a symbol of determination and commitment. At present, 63.5% of the 5.4 million enrollments in higher education are for evening courses, remembering that little over a decade there were 55.3% of 2.1 million students.

The single paragraph of the Article 253 (Brazil Constitution) establishes that the state public universities must offer, for the evening courses, at least one-third (33.3%) of the total openings provided. Even though the state schools have been compliant with the law, the percentage of representation in evening class is close to 70%.

Japan²⁹

The junior night schools in Japan are called Yakan-chuugaku in Japanese. These were originally started in Japan for students who could not complete education after World War 2. As night schools gained popularity, some students peaked to over 5000 in 1955 but decreased after that as the living standards of the general population improved, and educational infrastructure was developed.

Japan night schools are primarily designed for those who are not able to complete their compulsory education according to the education law due to various reasons. With the relaxation of immigration policy in Japan in 1980, many migrants also started joining the night schools. The age range of students in night schools span from 15-74 years.

Some of the key reasons for joining night schools are:

1. Missed out school because of war/migration
2. Financial problems
3. Busy making a living during the day

²⁸ <http://www.dandc.eu/en/article/why-many-brazilian-students-choose-go-night-school-after-work>
www.sapub.org/global/showpaperpdf.aspx?doi=10.5923/j.edu.20120207.11

²⁹ <https://www.tofugu.com/japan/yakan-chuugaku/>

<http://www.japantimes.co.jp/news/2014/12/24/national/social-issues/japans-night-schools-offer-hope-second-chance-many/#.WEZQTPn95E4>

<http://www.japantimes.co.jp/news/2014/07/27/national/japan-to-promote-night-schools-to-handle-rise-in-foreigners/#.WEZQT5N95E4>

As per the data on May 1st, 2013, only 1879 students have enrolled in night schools, of the total 1,28,000 who have not finished elementary education. Of this, around 1,442 students are non-Japanese.

Key challenges faced in the current system are as below:

1. Learning objective is different depending on the learner and generation. Some are focusing on further education while others are there for credits. This affects the teacher's teaching and planning for class as she has to cater to wide variety of needs
2. Absenteeism due to health or jobs
3. Variety of culture, native languages and lifestyles with different core values
4. Teacher has to come up with different ways to teach a subject

Annexure C

INFORMAL NIGHT SCHOOLS

1. Barefoot Tilonia, Rajasthan

Barefoot was started in the 1980s with the objective of adult literacy and started night schools in 1982. Currently Barefoot has 46 schools in Rajasthan and works with 13 partners across the country.

Objective of the school is to provide primary education to children in rural areas of Rajasthan, who have limited access to quality education, and further bring them into mainstream education.

The region for starting night school is identified based on a community need assessment. Once the need is identified, a Village Education Committee (VEC) is formed which is completely responsible for running the night school in their community. The VEC is responsible for daily school functioning, teacher identification and monitoring & evaluation of the school.

Capacity building of VEC is done through training programs provided by Barefoot. Teachers for the night school are identified from the community itself. Person with the highest education qualification is usually selected as the teacher. The teachers are further provided training and relevant learning resources to ensure effective teaching and learning. For instance, Barefoot has started using digital content increasingly to ensure standardized teaching process and to improve quality.

The syllabus for the night school is developed by Barefoot and is in line with the state syllabus. Vocational skills relevant to these children, such as woodwork, welding, handicrafts etc. are also part of the curriculum.

The classes are held in community buildings which are identified by the VEC. In case there are no existing buildings, the VEC also takes the initiative to build one.

All the costs related to running of night schools, right from teacher salary to learning resource, is provided by Barefoot & its donors.

Some of the key challenges faced are :

1. Convincing community to send their children to school
2. Retention of students
3. Quality of education imparted
4. Continuous flow of funding for running the schools

2. Vidya, Mumbai & Delhi

Vidya is an NGO started in 1985 with the aim of empowering less privileged children, women and youth through education.

Vidya, through its program for enabling graduation for less privileged youth, provides night classes to working and under privileged students who have registered under NIOS. The key objective is to enable the students attain NIOS degree by providing regular classes, one on one mentoring and support.

Vidya starts its engagement with students by helping them register for NIOS.

Once the student is registered, they are expected to attend regular night classes with Vidya. The classes are held in the NGO premises.

Teachers for the classes are internally recruited by Vidya. Curriculum followed is as per NIOS standards and the classes are delivered in 3 mediums, namely Hindi, Marathi & English. Vidya staff also guide the students in selection of the right subjects so as to ensure relevance as well as ease of studies. Apart from academic subjects, students are also provided sessions on life skills and other general topics. Text books for the children are directly provided by NIOS.

Today, Vidya is supported by its donors to run the night classes. Students are also charged a minimum fee.

Some of the key challenges faced by Vidya are :

1. Lack of awareness about NIOS
2. Lesser value associated with NIOS
3. Student attendance

Annexure D

NIGHT SCHOOL ASSESSMENT FRAMEWORK

| ASSESSMENT AREAS | KEY QUESTIONS |
|------------------|--|
| RELEVANCE | What is the key purpose of starting the night school? - enable dropouts to complete their education, bridge classes for mainstreaming, remedial education for slow learners, extra-curricular & all round development of students. |
| | Who is the target segment for your night school? Working children, out of school, children at risk, girls etc. |
| | Is the night school recognized by Government? Is any kind of Government support provided? |
| | Which all classes does your night school include? |
| | What is the age group of students coming to night school? |
| | How is the community or region for starting night school selected? |
| | What is the minimum no. of students required for starting the night school? |
| | What are the other options for education for the drop out students here? |
| | What is the interest level of community towards the night school? |
| EFFECTIVENESS | How are teachers selected? Who is responsible for selecting them? |
| | How is capacity of the teachers built? |
| | Which syllabus/curriculum is followed for the night school? |
| | Is it aligned to the Government curriculum for day school? |
| | Is there any vocational training provided to students? |
| | Is computer based teaching or any other innovative methodologies used in the night school? |
| | Is any career counselling provided to students? |

| ASSESSMENT AREAS | KEY QUESTIONS |
|------------------|---|
| EFFECTIVENESS | Typically, what happens to students after they complete their night school? |
| | Today, do you track the students who have passed out of your school & what they do? |
| | Is any support given to students post their education with night school? |
| | How are the learning outcomes measured for the students? |
| | Is it in line with the day school assessments? |
| | Is there any formal certificate provided to the students? |
| | What is the pass percentage of your school? |
| | Is there any grading or assessment done for the school? |
| | If yes, on what basis is the grading done? |
| EFFICIENCY | Who is responsible for mobilizing students? |
| | What are the key mobilization strategies? |
| | Do any of the following bodies or committees exist for the school ? - SMC, PTA, Alumni group etc. |
| | What are the key responsibilities of each of these groups? |
| | How are the members for the committee chosen? |
| | How often are the meetings conducted for these schools? |

| ASSESSMENT AREAS | KEY QUESTIONS |
|------------------|---|
| EFFICIENCY | Where is the night school conducted - community premises, BMC, NGO premises, any other |
| | What all facilities are provided to children in the night school? - labs, playground, nutrition (meals), any other |
| | Who provides text books and other inputs to students? |
| | Who pays salary for the teachers? |
| SUSTAINABILITY | Where does the night school get its funding from? Is there any support from Government today? |
| | Is it financially sustainable? |
| | Is it operationally/policy wise sustainable? |
| | How many children are there in your night school presently? Minimum how many are required to run it effectively? |
| | How many teachers/staff are there in your night school presently? Minimum how many are required to run it effectively? |
| | Are you aware of any Government policies wrt to running night schools? |
| | What are the key challenges faced in running the night school? |

Annexure E

LIST OF PEOPLE/ORGANISATIONS CONTACTED

| PEOPLE/ ORGANISATIONS | DETAILS |
|---|---|
| Ms. Nikita Ketkar | CEO & Founder, Masoom (Mumbai) |
| Mr. Jarath | Secondary Education Director, Pune, Maharashtra |
| Mr. Ramesh | Deputy Education Director, Hyderabad |
| Mr. Basavaraju | Executive Director, Grassroots Research & Advocacy Movement (GRAAM), Mysore, Karnataka. Mr. Basavaraju served as a Deputy Director of State Resource Centre on Child Labour, Department of Labour, Government of Karnataka. He developed the State Action Plan for the elimination of child labour. He was Editor-in-Chief of bi-monthly newsletter on Child Labour 'Balavani', established Web Based Child Labour Tracking System and online Child Labour Complaint Registering Mechanism in the state. |
| Mr. Chintan Girish Modi | Chintan Girish Modi is a freelance writer, educator, researcher, teacher trainer and copy editor living in Mumbai. He is the founder of Friendships Across Borders: Aao Dosti Karein, an initiative to promote friendship between Indians and Pakistanis. He holds an M.Phil. in English Language Education, and has received various fellowships. |
| Mr. Shekhar Mahajan | General Secretary, Governing body Sahyog – Care For You |
| Ms. Priti Patkar | Co-founder & Director, Prerana Prerana is an organisation which works for anti-trafficking in Mumbai |
| Head Masters Union, Night Schools, Maharashtra | Association of all headmasters from night schools across Maharashtra |
| Barefoot Night Schools: Tilonia, Bihar Uttarakhand & Karnataka | Barefoot is an organisation which focuses on hands-on, learning-by-doing approach and on poor, isolated communities in order to tackle social norms regarding gender and access to education. |
| Urmul, Rajasthan | URMUL Trust represents a family of organizations working towards social and economic change in the lives of the people in the harsh, inhospitable and interior regions of western Rajasthan. They work across multiple areas such as livelihood, education, health, right based advocacy etc. URMUL ran around 300 night schools from the period of 1989 – 2000, but had to close them all with the SSA focus on "Education for All". |

| PEOPLE/ ORGANISATIONS | DETAILS |
|---|--|
| Innovation Night Schools, AICAPD, Gurgaon, Delhi | All India Citizens' Alliance for Progress & Development (AICAPD) - a national level NGO – having its headquarters in New Delhi has been working towards the up-liftment of children of economically and socially underprivileged and backward people since 2003. AICAPD has especially been concentrating on the up-liftment of children of migrant construction labourers and field workers. AICAPD's Innovation Night School target the children of deprived sections of the society all over the country, initially, starting from Delhi and NCR. |
| Rabindro Open School, Kolkata | The West Bengal Council of Rabindra Open Schooling imparts open learning through self-study materials and personal contact programmes. Flexible & less rigid rules are formulated taking into account the special need of the target group of learners. |
| Vidya, Mumbai | Vidya is an NGO that specializes in the education and empowerment of less-privileged children, youth and women through working with them at an individual level. Their nationally-recognized programmes include schools, remedial education, computer training, adult literacy, skills training, microfinance and social entrepreneurship. |
| Ilaignarkal Education Centre, Pondicherry | Ilaignarkal Education Centre has been in operation for 35 years in the field of educational and vocational training. From its inception, the school has been helping village workers and their children around Auroville to learn and enhance their basic skills and knowledge base. The school has been reaching out to the most difficult cases in society, such as school drop-outs, slow learners and illiterate village workers who are forced to go out and earn early in life due to economic pressures during childhood. |
| AID India, Tamil Nadu | AID India is a non-profit organization, founded in 1996. ID India's education initiative 'EurekaChild', where 'Eureka' represents the spirit of discovery, focuses primarily on education quality improvement programs in Tamil Ndu. All AID INDIA's projects aim to instill this strength in every child. |
| Pratham, Mumbai | Pratham is one of the largest non-governmental organisations in India. Established in Mumbai in 1994 to provide pre-school education to children in slums, Pratham today has interventions spread across 23 states and union territories of India. |
| The Ant, Assam | Started in October 2000, the ANT is a voluntary organization based in Rowmari in Lower Assam. They work with the poorest and marginalised in villages across areas of Women & Girl Empowerment, Community health, Child & Youth Development, Sustainable Livelihood etc. |
| Night Schools | <ol style="list-style-type: none"> 1. Don Bosco Night School, Goa 2. St. Mary Mazzarello Night School, Jowai, Meghalaya 3. St. Anthony's Evening School, Meghalaya 4. Savio Evening School, Shillong, Meghalaya 5. Night Schools across Mumbai, Pune, Ahmednagar & Nagpur |

Annexure F

ABOUT MASOOM

Inception of Masoom was the result of a research project conducted by Ms. Nikita, on night schools in Mumbai. Masoom, an organisation focused on improving night schools and headquartered in Mumbai was thus registered as a Charitable Trust in 2008.

Masoom's vision is to empower, strengthen and transform night schools so as to ensure the youth learn better and earn better. It envisages to enable night school students to achieve their full potential through educational and policy support leading to better skills and job opportunities.

Masoom has been focusing on transforming the night schooling system by bringing in infrastructure support, teacher capacity development and advocacy towards night schooling system for increased government support. In the last 8 years, Masoom has grown to working with more than 60 night schools in Mumbai reaching more than 5,000 students over the years. Masoom also supports additional needs of the students through services that help the students to pursue higher education or receive career based skill development inputs.

More at www.masoomeducation.org

ABOUT SATTVA

Sattva co-creates inclusive businesses that are scalable, sustainable and globally relevant. We serve as a bridge between business and social goals, by designing and implementing solutions that can bring long lasting impact.

Sattva works with corporations and social organizations to help them find their 'magic quadrant' where they can maximize their social impact along with economic value. As end-to-end program partners, Sattva helps organizations execute inclusive models that are innovative, economically viable and add equitable value to all the different stakeholders involved in the chain.

Our work with BOP communities today extends across 16 states in India, Nepal and Morocco and we are engaged with leading multi-laterals, social organisations and corporations across the globe.

More at www.sattva.co.in

Glossary

| | |
|---------------|--|
| AICAPD | All India Citizens' Alliance for Progress & Development |
| AID | Association for India's Development |
| ANT | The Action Northeast Trust |
| ASER | The Annual Status of Education Report |
| BMC | Brihanmumbai Municipal Corporation |
| BOP | Bottom of Pyramid |
| CBO | Community Based Organisation |
| CBSE | Central Board of Secondary Education |
| CEO | Chief Executive Officer |
| DA | Dearness Allowance |
| DEO | District Education Officer |
| FGD | Focused Group Discussion |
| GRAAM | Grassroots Research & Advocacy Movement |
| HM | Head Master |
| MHRD | Ministry of Human Resource Development |
| NCF | National Curriculum Framework |
| NGO | Non-governmental Organisation |
| NIOS | National Institute of Open Schooling |
| NUEPA | National University of Educational Planning and Administration |
| PTM | Parents Teacher Meeting |
| Pvt | Private |
| SMDC | School Management and Development Committee |
| SSA | Sarva Shiksha Abhiyan |
| U-DISE | Unified District Information System for Education |
| URMUL | Uttari Rajasthan Cooperative Milk Union Ltd |
| VEC | Village Education Committee |



Masoom

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