



NEWGEN

MAKING AN **IMPACT**

NEWGEN CSR
ANNUAL REPORT
2019-20

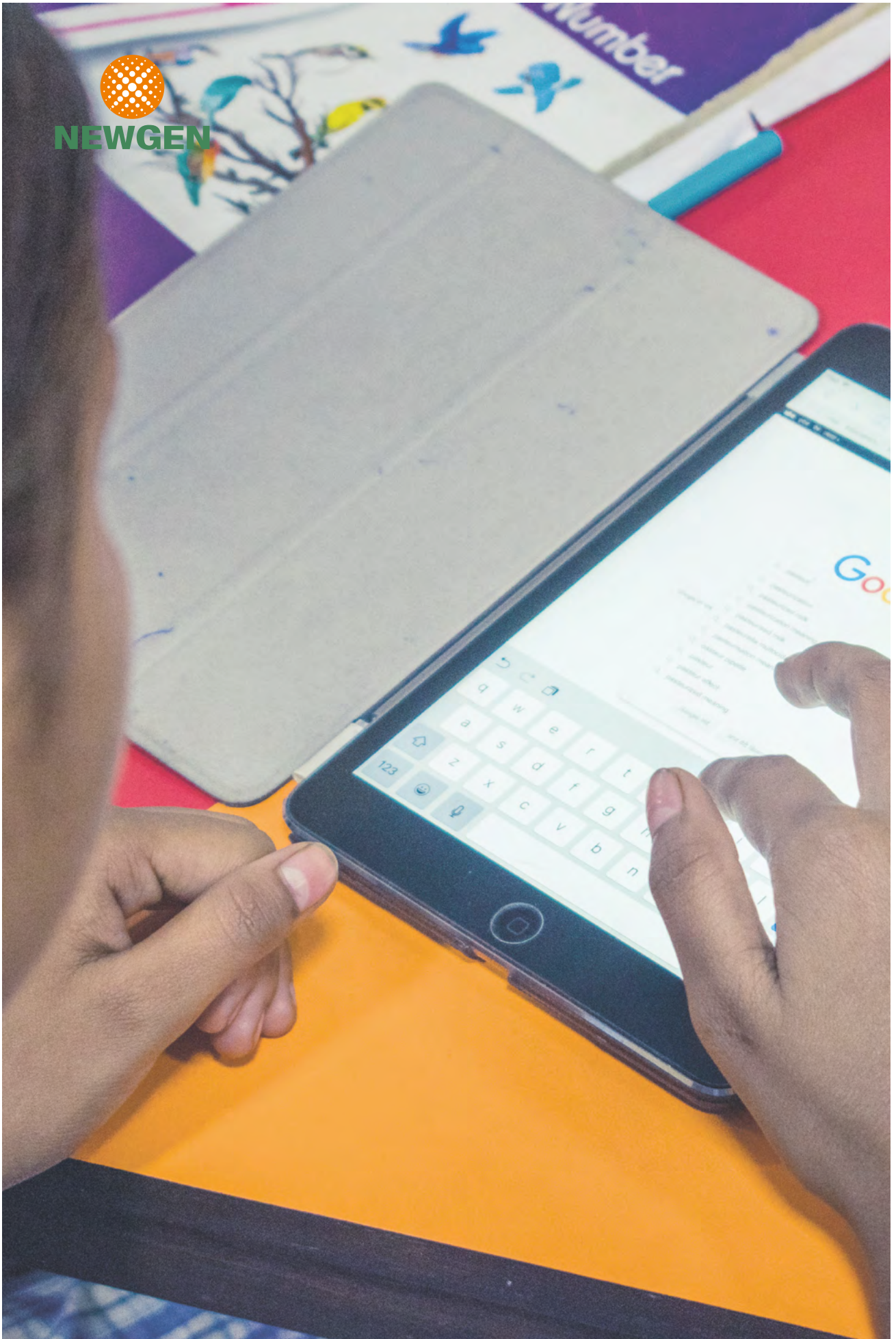


TABLE OF CONTENTS

Letter from the Chair	04
Newgen CSR Timeline	06
Preamble	08
Mission and Vision	09
Newgen Digital Discovery Pathshala	10
Remedial Education Program	40
Mid-day Meal Program	48
Home Sponsorship Program	52
Personality Development Program	66
Newgen in News	70

ABBREVIATIONS USED

CORPORATE SOCIAL RESPONSIBILITY	:	CSR
NEWGEN DIGITAL DISCOVERY PAATHSHALA	:	NDDP
HARKESH NAGAR	:	HN
TEKHAND	:	TKD
SOAMI NAGAR	:	SN

LETTER FROM THE CHAIR

Reflecting back on the year 2019-20, we can say with pride that Newgen's corporate social responsibility (CSR) has done commendable work in all the projects undertaken in the last year. Also, it is important to note that we have completed six years of CSR, beginning our first project in 2014 and adding many more over the years.

Along with the successful implementation of our initiatives, this year there has been a conscious effort to revamp our systems and processes. Concurrently, we have aligned our thematic areas in consonance with the sustainable development goals (SDGs), so as to contribute to the targets set by the United Nations member states.

We have made several changes in the pattern of our project/partner funding, and types of projects that we are selecting. The attempt is now to align them more closely with our vision of providing the holistic change in the lives of the less-privileged children.

Interestingly, Newgen Digital Discovery Paathshala (NDDP) continues to be the core CSR program of the organization. It caters to 3,000 students of class 6th, 7th, and 8th, studying in Government Schools in Okhla, Delhi. There has been a constructive acceptance of the program



amongst the beneficiaries and the community we are working in. To make the NDDP program more effective, several course corrections have been made throughout the year, based on our understanding and learning from the previous years. We have realized that the students need to spend more time doing research and creating content using the iPads.

Thus, with more emphasis on self-learning and research, the implementation methodology of NDDP has been changed as per the requirement of the beneficiaries. We transformed the summer/winter remedial camps into more productive camps, where once again, the emphasis was on the use of the iPad. We realized the students felt more confident working independently, while doing research, leading to better creativity in their content creation and improved understanding of the subject. These camps proved to be very successful as the children participated enthusiastically and worked on various interesting topics. Through these remedial camps we saw a spike in the digital literacy rate of students. We were able to make 86% (Harkesh Nagar), 66.7% (Tekhand), and 88% (Soami Nagar) students

digitally literate.

KHUSHII's remedial education program has been recently added to the umbrella of Newgen's developmental initiatives. In partnership with KHUSHII, we are working with MCD feeder schools to target the students from classes 1st to 5th, and prepare them for senior secondary schools. Currently, the remedial education program is being implemented in four project locations. Three locations in Delhi; Harkesh Nagar (2,600 students), Tekhand (1,400 students), Sangam Vihar (940 students), and Nandambakkam, Chennai (800 students). A total of 5,740 students are being benefited from this program.

To enhance the development of less-privileged children in the age group of 12-18 years, within the community around our workplace, and Sadbhavana, we regularly conduct our flagship program of personality development and counselling with the help of a trained faculty. In the coming months, we plan to expand this program by including the meritorious students of the government schools where NDDP sessions are being held. In fact, we have recently formed an alumni association of class 9th and 10th students who have completed the NDDP program in their respective school.

It gives me immense satisfaction that our association with KHUSHII, through their remedial education program, will help us connect with the same set of students, from classes 1st to 5th in MCD feeder schools (Okhla) and then from

classes 6th to 8th in senior secondary school (Okhla), through our NDDP program. Therefore, we have a great opportunity to groom these children from the age of 5 to 13 years, and ensure their holistic development and growth. The NDDP alumni will further enable us to prepare them for higher education.

Another critical initiative, undertaken last year, has been our support to The AkshayaPatra Foundation, for providing mid-day meals to school children, in order to work towards their holistic development. With this initiative, we are reaching remote areas of the country, and trying to ensure that healthy meals are being served to the school children. Today, we are catering to nearly 9,000 school-going children in Vrindavan, and in the remote areas of Jhalawar, Rajasthan, and Assam, thus providing them with the necessary nutrition.

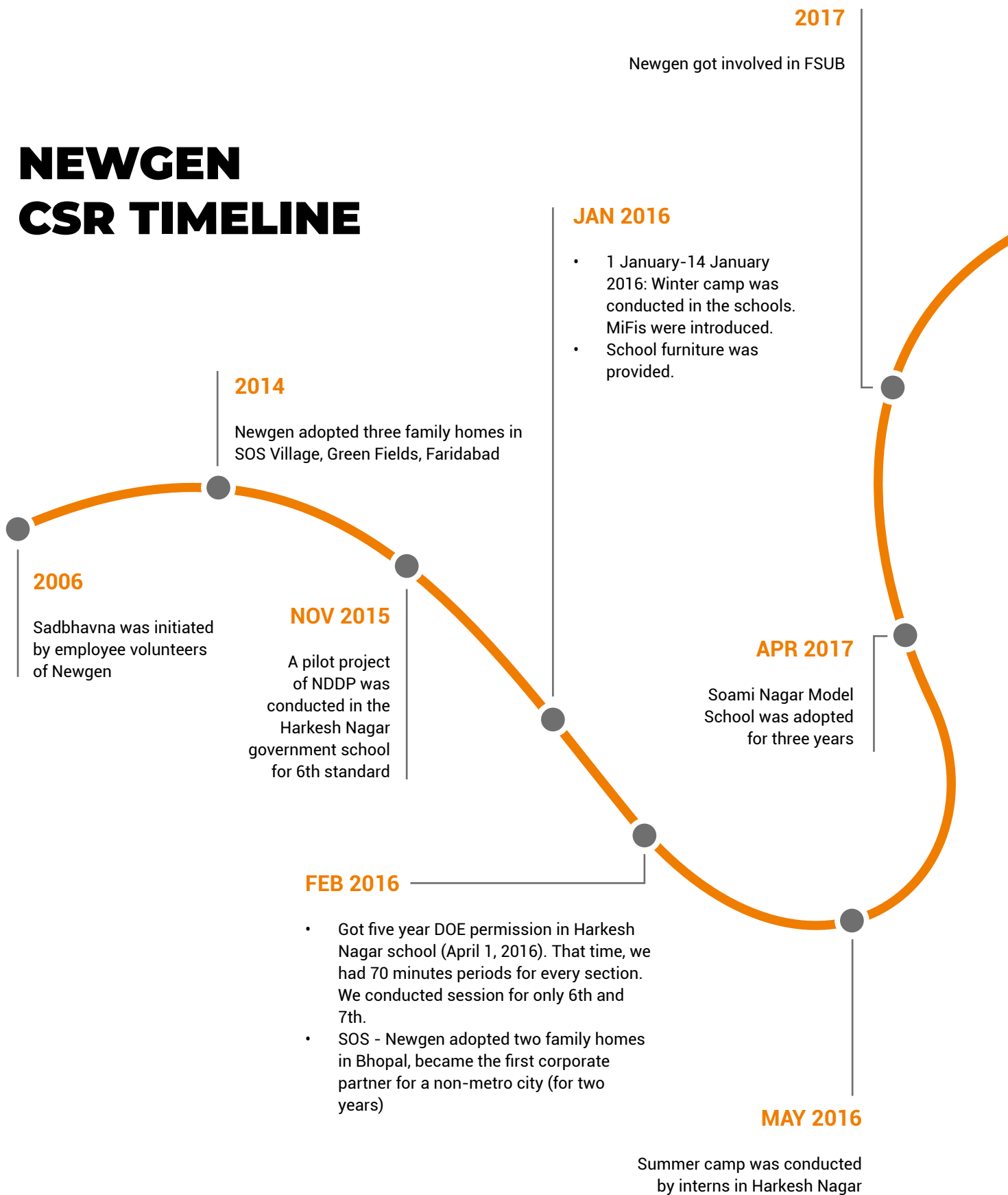
Newgen has spent an amount of Rs. 186.27 lakh on the CSR program in the financial year 2019-20.

Working with the less-privileged children and providing them with quality education and nutrition has always been very close to my heart. I have dreamt of a world where no child goes hungry to bed, and with education and a level playing field, each one of them gets a fair opportunity and leads a better life.

Cheers!

Priya Nigam

NEWGEN CSR TIMELINE



MAR 2018

Sponsored Akshaya Patra in
Vrindavan project
(1053 children)

SEP 2018

First community engagement with the
mothers of the students on menstrual
hygiene

JUL 2018

Newgen officially adopted
Tekhand school

MAR 2019

Newgen adopted 2,636 children
under the mid-day meal program in
Jhalawar, Rajasthan

JUN 2019

Initiated remedial education program in
Harkesh Nagar School by KHUSHII

OCT 2019

Adopted a school in Chennai under the
remedial education program with KHUSHII

MAR 2020

Adoption of Tekhand Primary
School under the remedial
education program

DEC 2020

Adoption of a school in Sangam
Vihar under the remedial education
program

JAN 2020

- Winter camp was conducted in both the schools
- First combined alumni session was conducted
- Adoption of 5000 students in Vrindavan and Assam under the mid-day meal program

PREAMBLE

The concept of Corporate Social Responsibility ("CSR") has gained prominence over the last few years. CSR is not charity or mere donations but a way of doing business, as usual, creating shared values and contributions to social and environmental good.

At Newgen, reaching out to under-served communities is part of our DNA. The Company continually maps the needs and requirements of such communities and fulfills its commitment to be a socially responsible corporate citizen.

MISSION AND VISION TOWARDS CSR

Mission:

To actively contribute to the social and economic development of the communities in which we operate resulting in building a better, sustainable way of leading life for the weaker sections of society and raise the Country's human development index.

Vision:

To be a socially responsible Corporate Citizen.

Objective:

To make CSR a key business process of Newgen for sustainable development of the society in which it operates. To encourage the stakeholders to have a more active and meaningful engagement with the business rather than the often-prevalent one-sided expectation.

NEWGEN DIGITAL DISCOVERY PAATHSHALA

PROJECT LOCATIONS :

1. Government Girls Sr. Sec. School, Harkesh Nagar
2. Government Girls Sr. Sec. School, Tekhand
3. Soami Nagar Model School

PROJECT IMPLEMENTATION
NEWGEN SOFTWARE TECHNOLOGIES LIMITED

Introduction - Newgen Digital Discovery Paathshala

The advancement in technology has changed the way our kids learn and understand things. On the pinnacle of digitization in India, we at Newgen discern that digital education will help students gain digital skills and improve the overall educational experience.

Newgen Digital Discovery Paathshala (NDDP), the flagship CSR initiative of the organization, contributes towards two pivotal government campaigns, 'Digital India' and 'Beti Bachao, Beti Padhao'. NDDP's core focus is promoting quality and equitable digital learning among government school students. NDDP transforms traditional classroom teaching into fun learning sessions by leveraging web-based technology to impart knowledge. Under the aegis of NDDP, students are taught how to research topics using the internet and develop creative content using an iPad.

The facilitators of NDDP use innovative ways, such as role-plays, quizzes, movies, presentations, audio-visuals, iPads, and other digital mediums during the digital literacy sessions. The program is designed in-house and aligned with the students' learning requirements to ensure they grasp the textbook concepts thoroughly.

NDDP footprints are spread across three schools in the Delhi region:

- Government Girls Senior Secondary School, Harkesh Nagar
- Government Girls Senior Secondary School, Tekhand
- Soami Nagar Model School (a trust managed model school)

In 2019-20, over 3,000 students of classes 6th, 7th, and 8th benefited from the program at the project locations of Harkesh Nagar and Tekhand.

NDDP has touched the lives of several indirect beneficiaries as well, including the students' parents, siblings, friends, and their communities. The program has already helped an estimated number of 15,000+ direct and indirect beneficiaries.

Program Implementation Strategy

At Newgen, we focus our attention on the program implementation strategy to guarantee effective results for our beneficiaries.

Selection of Schools

Newgen follows a standard procedure for the selection of schools to ensure ease in replicating the program at new project locations. The following guidelines are taken into consideration during school selection:

- The school must lie in close vicinity of Newgen's presence
- The school should have at least 1,000 students belonging to marginalized communities

The schools that fulfill the criteria are then recognized as target project locations. Both Harkesh Nagar and Tekhand government schools met the required conditions. Soami Nagar Model School is an exception as it is a charity-run school.

The CSR staff examines the schools that satisfy the criteria. The schools are selected based on the benchmark defined by Newgen and the willingness of respective school administrations and students to welcome the program. The CSR team interacts with relevant stakeholders and documents survey results to bring out the best results from the program.

Approval from DoE and Project Pilot

After recognizing the school, a detailed proposal is submitted to the Directorate of Education (DoE) with the documents required for approval. When due approval is received from the school administration, the pilot phase of the project begins.

During the pilot phase, the identified schools are equipped with pre-conditioned facilities for conducting the NDDP sessions. Periods during the school hours are assigned to the NDDP project implementation team to conduct pilot phase sessions that concentrate on building the trust of the relevant stakeholders and to better understand their needs.

Establishing Labs to Conduct NDDP Sessions

For setting up the NDDP lab, the implementation team works with school authorities to plan for vital infrastructural requirements, like classrooms and furniture. The fundamental pre-requisite of the program is acquiring iPads and digital equipment for conducting NDDP sessions in respective schools.

Introductory sessions are planned to familiarize the students with the program as well as to make them

comfortable in interacting with the NDDP implementation team. It is a crucial stage to inspire interest in the students for the program. It also helps to give mainspring to the school administration about the program implementation.

After the due approval is received from the DoE, regular project activities are conducted.

Methodology for Conducting the NDDP Sessions

In order to make the NDDP sessions alluring for students, a variety of methods are used to indulge students and make research-based studies fun for them.

Year-wise Exposure to Digital Inputs in the NDDP Program

Year 1: In the first year, the sessions are more focused on audio-visual engagement to gauge the understanding and learning level of the students. Post this, iPads are introduced in the session. This aims to ensure that the students learn the basic operations of an iPad. Research and content creation are kept minimal.

Year 2: The focus of sessions in the second year moves to iPads and internet browsing, wherein students are taught how to use keywords for searching content and how links are used. The students are tested on their digital proficiency level and research-based content.

Year 3: In the final year of engagement, students are encouraged to conduct extensive research and create content. Often the research is done with keywords from outside their school syllabus. The purpose is to ignite a keen interest for research, which further builds their knowledge. The students are also encouraged to select their own keywords.

Teaching Sessions

iPad Sessions

The students use iPads to research on the topics being taught in their classes. They are given keywords based on the syllabus and encouraged to learn more about it by searching on Google and accessing the links for an in-depth understanding.

The iPad sessions are followed by a brief discussion about the keyword that they searched to understand a student's grasp of the topic. This allows for a meaningful interaction between the teacher and the students, wherein the students can further learn the importance of certain ideas and information. Throughout the session, NDDP facilitators guide the students and answer their queries.



Educative Audio-Visual sessions in process

Audio-visual Sessions

Teaching through audio-visuals helps the NDDP facilitator to present the lessons creatively. The use of audio-visual aids improves students' critical and analytical thinking, and they retain the concepts for a longer duration. It helps to remove abstract concepts through visual presentation. New concepts are more thoroughly and easily understood when they are linked to prior knowledge achieved by researching on iPads.

Interactive Sessions

The interactive sessions encourage open communication with students, which leads to their better participation in discussions. It also results in an increased interest in learning. When students answer or try to explain, NDDP facilitators can see the extent of their grasp on a subject. They can identify what the students understand and where they might be facing a challenge.

Other Features of the Teaching Methodology

1. **Regular Assessments:** Tests and quizzes are conducted on basic iPad knowledge and research to assess the performance and level of understanding of the students.
2. **Summer and Winter Remedial Camps:** The students who face challenges in regular assessments participate in the summer and winter remedial camps which are conducted to bring them at par with the digitally sound students.
3. **Reward System:** NDDP initiated a reward system in the adopted schools to acknowledge the brilliant

students who performed exceptionally well throughout the program activities. A certificate of appreciation is provided to the NDDP achievers. Useful gifts and stationeries are also provided to the students who perform well during regular and remedial sessions. This initiative led to a boost in performance and encouraged students to actively participate in the session.

4. **Regular Monitoring and Reporting:** Monitoring is an integral part of the program and helps maintain the quality and efficiency of the activities on ground. NDDP is strongly monitored via a real-time social media group wherein everything related to the project (implementation, challenges, conflicts) are updated. The facilitators fill the feedback form daily to highlight everyday activities at the project locations.

Program Highlights

1. Course Correction at Programmatic Level

Course corrections have been implemented during the year to make the program more hands-on and engaging for the beneficiaries. NDDP has always been flexible to adopt new changes to bring out the best results and to make sure every penny goes to the beneficiary.

Learning from past experiences, the faculty has made productive changes in the teaching methodology. The sessions presently give more attention to teaching students by using audio-visuals and iPads, which enables them to learn and build self-confidence. These changes have helped to improve the students' researching skills and foster critical thinking and analytical skills through hands-on learning. To incorporate these changes in daily engagement, the learning modules for the program have also been re-framed.

2. Summer Camp

A stimulating summer camp was organized from May 13 to June 11, 2019, during the summer holidays at Government Girls Senior Secondary School, Harkesh Nagar and Government Senior Secondary School, Tekhand. The camp was designed to impart new and innovative skills to students to augment digital education, equipping them with real-world skills in addition to academic learning.

Each day of the summer camp ensured extensive learning and self-development of the students. During the camp, the students were divided into different groups, each being named after a continent, enabling students to learn about the culture, traditions, and geographies of the seven continents.

The groups were assigned a set of keywords and were asked to search for information using iPads. The keywords covered pivotal societal issues, such as girl child hygiene, nutrition, girl child education, and child marriage.

As a part of Newgen's community engagement initiative, a one-day session was conducted with the mothers of the students, creating awareness about various social evils through role-plays. The students depicted different social issues and used iPads to extract ideas for the role play. The progress of the students was closely monitored by Newgen's CSR team. By the end of the camp, the students were proficient in using iPads.

The activity was successful in teaching the students the importance of working together as a team, while also educating them about the issues prevalent in our society



Mothers of NDDP Students attending enlightening sessions

3. Winter Camp

For the year 2019-20, a week-long winter camp was organized in January at the Harkesh Nagar and Tekhand government schools for 8th standard students to lead them towards the digitally proficient category.

The theme of the winter camp was "Inspirational Leaders". The students were asked to browse the internet and learn about Mahatma Gandhi, Malala Yosufzai, and Greta Thunberg, beginning from their early years to the notable work they did for mankind.

All the activities at the camp were executed in a way so that the students get to use iPads throughout the sessions. The sessions not only focused on bringing the students at par with their peers but also aimed at offering a conducive and informative learning environment. Roleplay activities were also organized where the students performed on the topics related to the camp's theme. Days 1 and 2 focused on the teachings

of Mahatma Gandhi. Days 3 and 4 focused on young leaders, Malala Yosufzai and Greta Thunberg, who are fighting for their right to education and environmental safety, respectively.

A well-defined schedule was followed throughout the camp. On the last day, NDDP facilitators played an audio-visual on climate change for students to gain a better understanding of the topic. By the end of the camp, majority students from both the schools were comfortable using an iPad and operating its various features.



Students participating in a role play activity during the winter camp

4. Newgen Alumni Program

To strengthen and amplify the impact of the NDDP program, the NDDP alumni initiative has been instituted. The program focuses on driving active engagement with the beneficiaries of the NDDP program. This program has been formulated to bring together students of all the adopted schools who have exited the regular program and are now in senior classes. Under this initiative, various thematic areas are covered, including career counseling, government schemes, information on scholarships, and an advanced level of digital education. This initiative goes the extra mile to help the students achieve their dreams and aspirations.

The pilot alumni session was held in Government Girls Sr. Sec. School, Harkesh Nagar, attended by 120 students. In December 2019, a collaborative session was held in the Newgen office premises wherein the alumni of both Harkesh Nagar and Tehkhand schools were brought together to participate in the program

with the beneficiaries of both the adopted schools under NDDP.

The session was conducted by the facilitators and the participants were acquainted with the alumni program along with the future prospects in store for them. The students were engaged in a fun and interactive audio-visual activity where they were shown a movie emphasizing on the 'Importance of Education in a Woman's Life'. The alumni session will be held regularly with the identified beneficiaries every second Saturday of the month. In the upcoming sessions, the focus will be more on counseling the children.



Re-connecting with NDDP seniors through Alumni Sessions

Direct Beneficiaries: Assessment, Analysis, and Inferences

As part of the NDDP Program, iPad-based assessment tests were conducted for all the sections of grades 6th, 7th, and 8th of all three schools, and the results of these tests have been taken into consideration while conducting the analysis. The tests had two sections in all three schools - basic knowledge and skill-based iPad knowledge.

NDDP program has been divided into two proficiency levels based on the enrolment and duration of the students in the program:

Proficiency Level I- In this proficiency level, the student can be enrolled for less than one year but should be proficient with the basic functioning of iPad, which includes identifying various icons, browsing keywords, and identifying the links provided by the facilitators.

Proficiency Level II- Under this proficiency level, the students enrolled must have spent more than one year in the NDDP program. The students should be able to comfortably use the iPad for browsing, content creation and perform other research-oriented activities by using the world wide web without any intervention from the facilitators. The students attaining this level of proficiency are also encouraged to browse keywords of their choice.

The major findings from the quantitative data are discussed further.



Newgen employees participating in making a difference



Volunteers actively participating with students during class activity

Assessment: Government Girls Sr. Sec. School, Harkesh Nagar

Methodology: The assessment was divided into two phases. The initial phase was conducted in August 2019 and it was based on basic iPad operations wherein students had to browse the keyword and provide relevant answers to the questions posed using iPads only. The first assessment helped to gauge the understanding among the students regarding standard operation of iPads, giving a further baseline understanding of the students' current learning level.

In the second phase of assessment, more focus was given on the students' capability to research and create content. The assessment was conducted in December 2019. It was a skill-based iPad assessment wherein the students were given keywords to research and to develop content by using iPads individually.

Limitations:

1. Absenteeism of the students due to seasonal migration was a major limitation and setback for this year's assessment.
2. Many students were absent during either of the tests, which has impacted the overall result.
3. Unplanned holidays and seasonal vacations increased the time duration of the assessment.

Proficiency Level: This school falls in the proficiency level II category as the majority students have been a part of the NDDP sessions for more than one year and are able to research and create content using iPads.



NDDP research based assessment being conducted at Harkesh Nagar school

CLASS VI

Harkesh Nagar Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	85	21.1	72	22.5
Proficient	113	32.2	69	21.6
Intermediate	78	22.2	89	27.8
Non-Proficient	74	24.2	90	28.1
Total	350	100%	320	100%

Table 1: Comparative studies between Aug and Dec assessment for class 6th (HN)

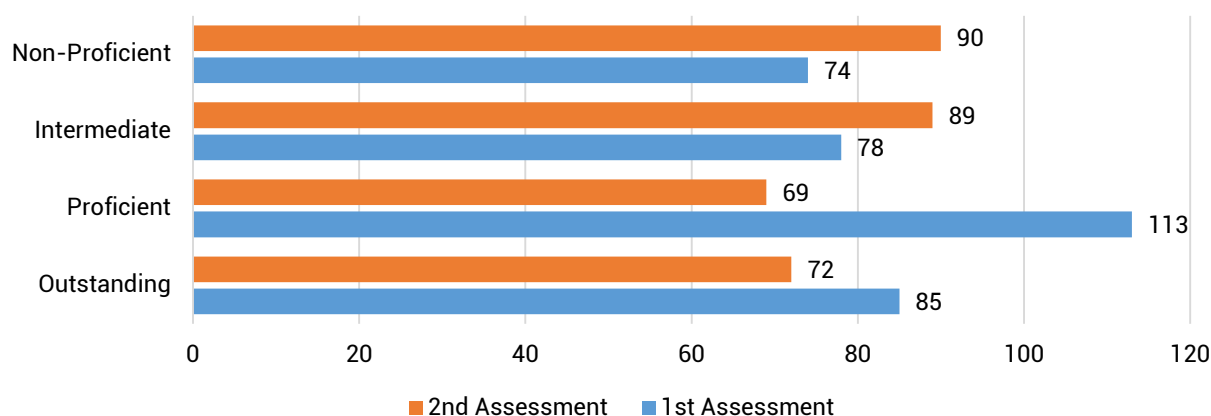


Figure 1: Representation of assessment result comparison for class 6th (HN)

Observation:

- As per the given data, **outstanding** students reduced from 85 to 72, whereas the students in the **proficient** category decreased from 113 to 69, a decline of 44 students.
- The **intermediate** category showed an increase of approximately 5%. These students are those who understand the basic operations of the iPad but are not very good with research and content development. These students also fall under proficiency level 1.
- The number of **non-proficient** students increased from 24.2% to 28.1%, i.e. an increase of 26 students.

We can conclude that the 6th class students in Government Girls School, Harkesh Nagar, responded well in their basic assessment instead of skill-based iPad assessment. The first assessment was an MCQ format basic knowledge test whereas the second was a subjective test. Being new to the program, the students found it difficult to write down their research from iPads, which proved to be a hurdle in completing their answer sheets in the allotted time.

CLASS VII

Harkesh Nagar Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	85	21.14	61	20.2
Proficient	113	32.28	79	26.16
Intermediate	78	22.28	119	39.4
Non-Proficient	74	24.28	43	14.24
Total	350	100%	302	100%

Table 2: Comparative studies between Aug and Dec Assessment for class 7th (HN)

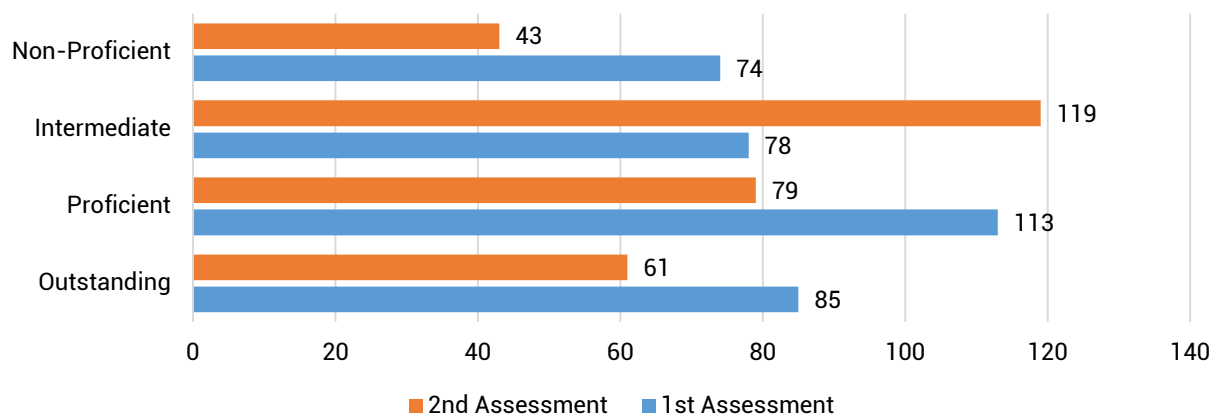


Figure 2: Representation of assessment result comparison for class 7th (HN)

Observation:

- The number of **non -proficient** students reduced from 74 to 43, which indicates that 31 students were able to be at par with intermediate, showing a transition to proficiency level II.
- The students in the **intermediate** category show an upward trend in the graph, increasing from 78 intermediate students to 119, resulting in a spike of 17.2%.
- The students in the **proficient** category reduced from 113 to 79 which is a reduction of 34 students, and for the students in the **outstanding** category, the number reduced from 85 to 61 i.e. 24 students.

The decrease in the non-proficient students and increase in intermediate students shows the transitioning of the students from proficiency level I to proficiency level II in the program.

CLASS VIII

Harkesh Nagar Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	92	27.13	113	36.2
Proficient	110	32.44	106	34.0
Intermediate	79	23.3	76	24.4
Non-Proficient	58	17.1	17	5.4
Total	339	100%	312	100%

Table 3: Comparative studies between Aug and Dec Assessment for class 8th (HN)

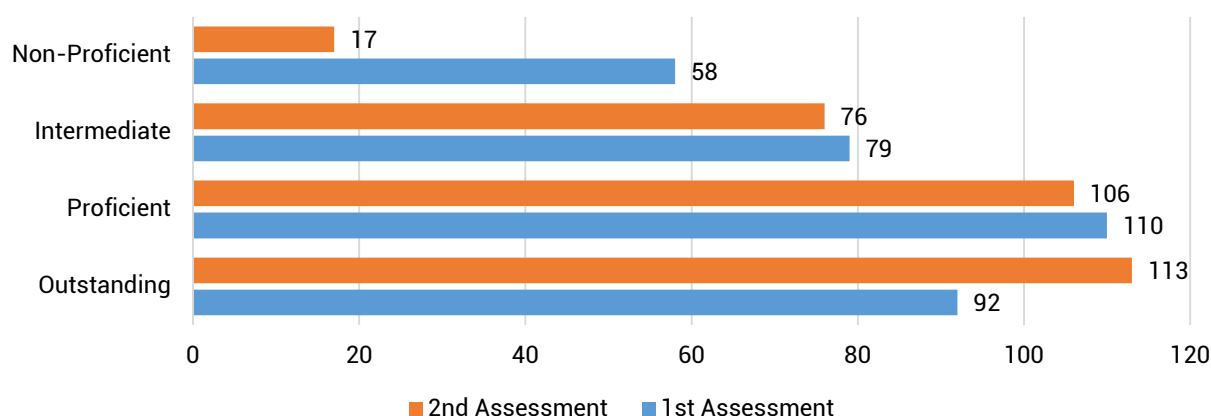


Figure 3: Representation of assessment result comparison for class 8th (HN)

Observation:

- As the above data represents, there has been a considerable decline in the **non-proficient** students, which reduced from 58 in the first assessment to 17 in the second, i.e. the students were able to perform and move up in the categories.
- When it comes to the **intermediate** category, the number of students reduced from 79 to 76.
- The number of **proficient** students was 110 during the first assessment which reduced to 106. The loss of students in this category can be explained by the increase in the **outstanding** category which increased from 92 to 113, indicating the addition of 21 students.

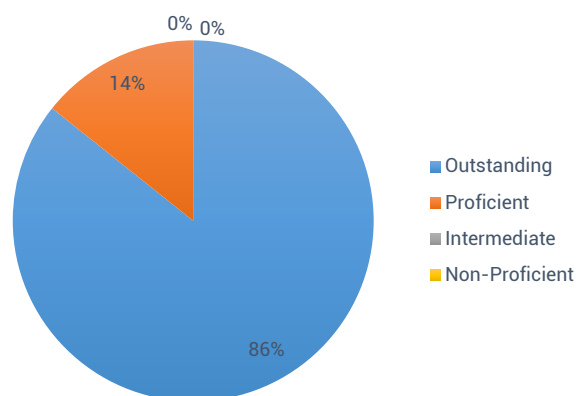
The decrease in the non-proficient and intermediate students and increase in the outstanding students shows that class 8th has completed the transition and reached proficiency level II.

Class 8th students reaching proficiency level II is very essential for the program as the digital literacy rate of the year depends on the digital proficiency rate of class 8th students.

NDDP Winter Remedial Camp - Harkesh Nagar

Since the digital literacy rate of NDDP is defined by the performance of class 8th at the end of their Year 3 with the program, the winter camp is organized only for the students belonging to non-proficient and intermediate categories of class 8th. In order to bring the low performing students at par with their counterparts, the winter remedial camp of 2019-20 was organized to help students attain the proficiency level II parameter in Harkesh Nagar and become digitally literate.

Categories	No. of Students
Non-Proficient	0
Intermediate	0
Proficient	7
Outstanding	42
Total	49



S. No.	Particulars/Statistics	No./Percentage
1	Total No. of Students Enrolled	339
2	Total No. of Students Regularly Attended Sessions	312
3	Total No. of Students Digitally Literate	219
4	Total No. of Students Not Digitally Literate Before Camp	93
5	Total No. of Students Who Became Digitally Literate After Camp	49
6	No. of Students Not Digitally Literate even after the camp	44 (absentees)
7	Number of Students Digitally Literate (Cumulative)	85.8
8	Success Rate of Remedial Camp $(113+106+49=268/312)=85.8\%$	100% (Digital Literacy increased from 70.2% to 85.8%)

TABLE 4: REPRESENTATION OF WINTER CAMP ASSESSMENT FOR GOVERNMENT GIRLS SENIOR SECONDARY SCHOOL, HARKESH NAGAR

The overall success rate of the winter camp was 100% (outstanding and proficient); the students performed and grasped the new techniques, learning through creating content with a positive attitude.

Impact: 85.8% of class 8th students have attained proficiency level II and are now digitally literate in Government Girls Senior Secondary School, Harkesh Nagar.

Assessment: Government Girls Sr. Sec. School, Tekhand

Methodology: The mode for the assessment test was basic knowledge of iPad operations in the first assessment and skill-based iPad assessment in the second. In assessment 1, the questionnaire was in the form of MCQs which was incorporated from the instructions and topics covered during the NDDP sessions, whereas in the second assessment keywords were given to form innovative content using iPad and the internet. These assessments helped to gauge the understanding and usage of iPads among the students.

Limitations:

1. Absenteeism of the students due to seasonal migration was a major limitation and setback for this year's assessment.
2. Many students were absent during either of the tests, which has impacted the overall result.
3. Unplanned holidays and seasonal vacations increased the time duration of the assessment.

Proficiency Level: This school now falls under the proficiency level II category as the students have been a part of the NDDP sessions and remedial camps for two years. They have acquired basic knowledge of operating iPads as well as research and content development skills.



NDDP assessment being conducted at Tekhand school

CLASS VI

Tekhand Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	87	25.44	40	11.98
Proficient	120	35.09	65	19.46
Intermediate	102	29.82	147	44.01
Non-Proficient	33	9.65	82	24.55
Total	342	100%	334	100%

Table 5: Comparative studies between Aug and Dec Assessment for class 6th (TKD)

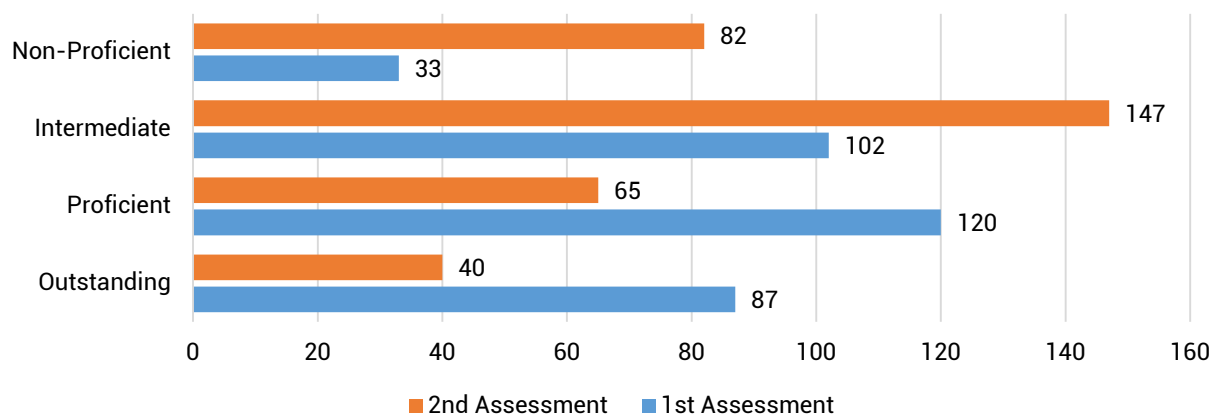


Figure 4: Representation of assessment result comparison for class 6th (TKD)

Observation:

- There has been a considerable growth in the number of **non-proficient** students, which increased from 33 to 82, i.e. 49 students found it difficult to research and develop content in the second assessment.
- When it comes to the **intermediate** category, the percentage of students increased from 29.82% to 44.01%.
- The number of **proficient** students was 120 during the first assessment, which reduced to 65 i.e. a loss of 55 students. We can also observe a decline in the **outstanding** category which decreased from 87 to 40.

Similar to Harkesh Nagar, it can be observed that the class 6th students in Government Girls School, Tekhand, responded well in their basic assessment instead of skill-based iPad assessment.

CLASS VII

Tekhand Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	71	25.45	51	14.83
Proficient	100	35.84	124	36.05
Intermediate	56	20.07	114	33.14
Non-Proficient	52	18.64	55	15.99
Total	279	100%	344	100%

Table 6: Comparative studies between Aug and Dec Assessment for class 7th (TKD)

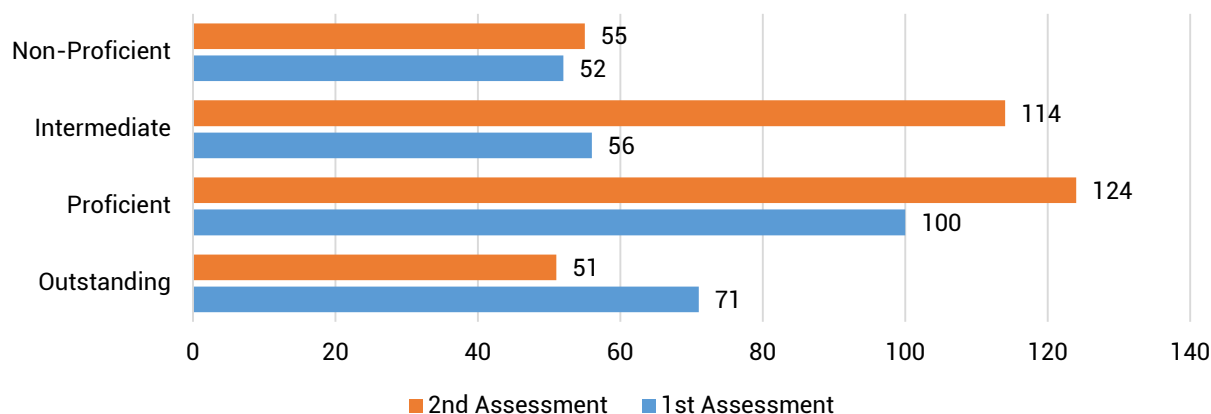


Figure 5: Representation of assessment result comparison for class 7th (TKD)

Observation:

- As the above data represents, there has been an increase in the **non-proficient** students from 52 in the first assessment to 55 in the second.
- In the **intermediate** category, the number of students increased from 56 to 114 i.e. an increase of 58 students.
- The number of **proficient** students was 100 during the first assessment which increased to 124 i.e. an increase of 24 students, mostly due to the decrease in the **outstanding** category from 71 to 51.

The decrease in the outstanding students and increase in intermediate and proficient students shows a transition stage in the program, wherein the students are transitioning from proficiency level I to proficiency level II.

CLASS VIII

Tekhand Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	73	27.44	24	7.97
Proficient	99	37.22	94	31.23
Intermediate	43	16.17	90	29.90
Non-Proficient	51	19.17	93	30.90
Total	266	100%	301	100%

Table 7: Comparative studies between Aug and Dec Assessment for class 8th (TKD)

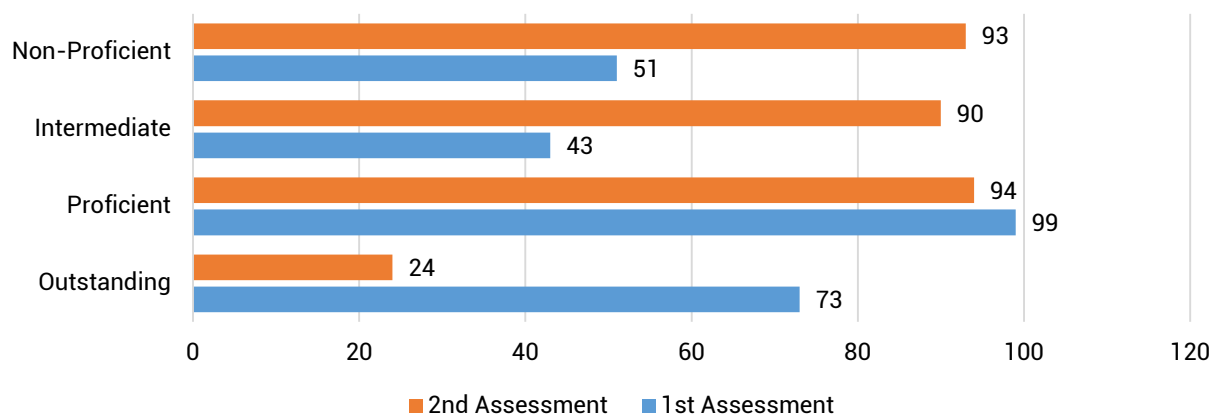


Figure 6: Representation of assessment result comparison for class 8th (TKD)

Observation:

- There has been a considerable increase in the **non-proficient** students, reaching 98 in the second assessment from 51 in the first.
- In the **intermediate** category, the number of students increased from 43 to 90.
- The number of **proficient** students was 99 during the first assessment, which decreased to 94 i.e. a loss of 5 students.
- There was also a steep fall in the **outstanding category** which decreased from 73 to 24, which is a loss of 49 students and thereby led to an increase in the non-proficient category.

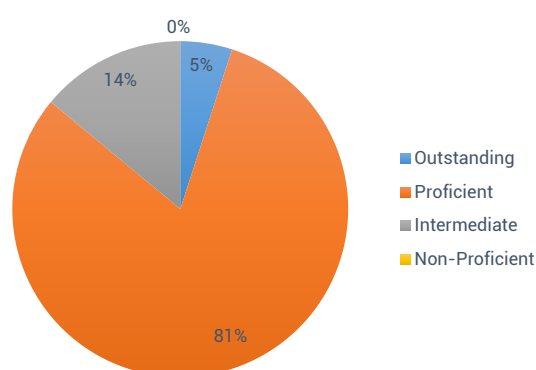
The decrease in the outstanding students and increase in other categories shows that the students are still in the transition stage. The non-performing students participated in the winter remedial camp to reach proficiency level II.

NDDP Winter Remedial Camp - Tekhand

The winter remedial camp was organized in the Government Girls Sr. Sec. School, Tekhand to bring the non-proficient students at par with their proficient peers. The students were selected based on their assessment results. The camp was held for a duration of five days from January 6th to 10th, 2020.

The theme of the camp was 'Inspirational Leaders', a topic through which the students were educated on the importance of leadership by utilizing iPads and other digital mediums. The main learning of winter camp was the qualities of a good leader and how to utilize those qualities for leading society into a brighter future.

Tekhand Winter Camp Assessment and Overall Analysis (January 2020)		
Categories	Percentage	No. of Students
Outstanding	5	5
Proficient	81	78
Intermediate	14	13
Non-Proficient	0	0
Total Students	100%	96



S. No.	Particulars/Statistics	No./Percentage
1	Total No. of Students Enrolled	350
2	Total No. of Students Regularly Attended Sessions	301
3	Total No. of Students Digitally Literate	118
4	Total No. of Students Not Digitally Literate Before Camp	183
5	Total No. of Students Who Became Digitally Literate After Camp	83
6	No. of Students Not Digitally Literate even after the camp	100
7	Number of Students Digitally Literate (Cumulative)	266
8	Success Rate of Remedial Camp $118+83=201/301=85.8\%$	86% (Digital Literacy increased from 39.2% to 66.7%)

TABLE 8: REPRESENTATION OF WINTER CAMP ASSESSMENT FOR GOVERNMENT GIRLS SENIOR SECONDARY SCHOOL, TEKHAND

The overall success rate of the winter camp was 86% (outstanding and proficient). The students showed an enthusiasm to learn, thereby highlighting the importance of organizing more camps like this to empower students with digital literacy.

Impact: 66.7% of class 8th students have attained the proficiency level II and are now digitally literate in Government Girls Senior Secondary School, Tekhand. This is the first year for the school to fall under the proficiency level II category.

Assessment: Soami Nagar Model School

Methodology: Similar to both the government schools, the assessment was divided into two phases. The first phase included basic knowledge-based MCQs regarding iPad operations and the second phase was iPad-based assessments wherein the students were given keywords to research and to develop content by using iPads individually.

Limitations: Absenteeism amongst the students was a major limitation and setback for this year's assessment.

Proficiency Level: This school falls in the proficiency level II category as the students have been a part of the NDDP sessions for more than one year and are able to research and create content using iPads. **Further, it is to be noted that the proficiency level I for the school is 100% while the proficiency level II is currently at 88.46% as compared to 67% in the previous year.**



NDDP assessment being conducted at Soami Nagar school

CLASS VI

Soami Nagar Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	25	58.14	25	67.57
Proficient	16	37.21	11	29.73
Intermediate	2	4.65	1	2.70
Non-Proficient	0	0.00	0	0.00
Total	43	100%	37	100%

Table 9: Comparative studies between Aug and Dec assessment for class 6th (SN)

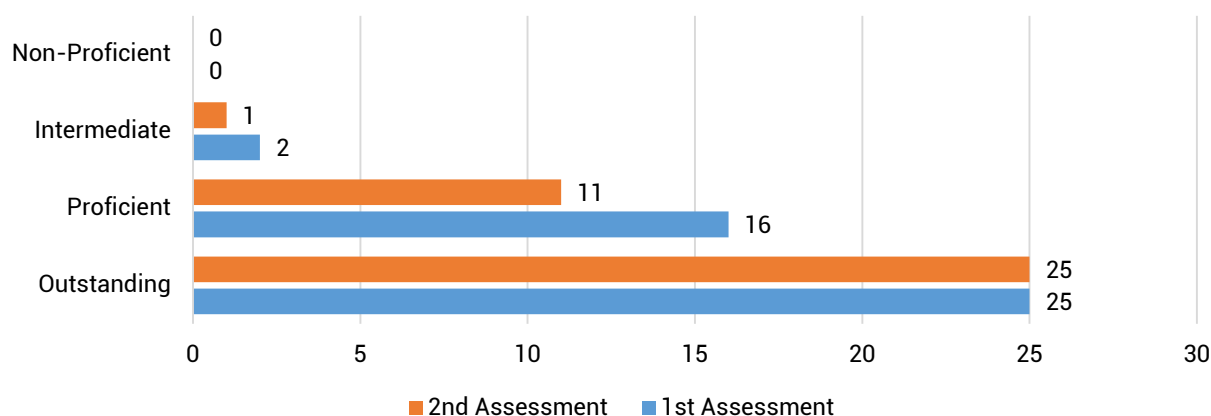


Figure 6: Representation of assessment result comparison for class 6th (SN)

Observation:

- There is no student who is **non-proficient** in class 6th.
- The **intermediate** category showed a reduction from 4.65% to 2.70% which depicts that the students are comfortable with the proficiency level I and are ready to transit to proficiency level II.
- The students in the **proficient** category decreased from 16 to 11 students, whereas in the **outstanding** category students maintain the same number in both assessments.

For the above data, it can be stated the students have performed well during both the assessment and we can see a gradual increase in the number of students being part of the outstanding category.

CLASS VII

Soami Nagar Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	17	60.71	16	50.00
Proficient	10	35.71	12	37.50
Intermediate	1	3.57	4	12.50
Non-Proficient	0	0.00	0	0.00
Total	28	100%	32	100%

Table 10: Comparative studies between Aug and Dec assessment for class 7th (SN)

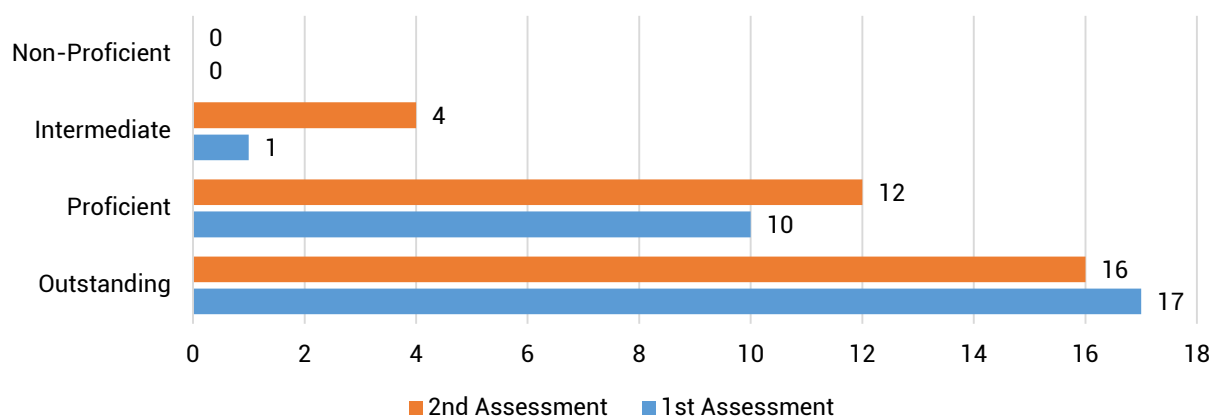


Figure 7: Representation of assessment result comparison for class 7th (SN)

Observation:

- There is no student who is **non-proficient** in class 7th.
- The **intermediate** category shows an increase of 3 students, from 1 student in the first assessment to 4 students in the second. This is a transitional phase of the program, which teaches students to move from basic operations to research and content creation.
- The students in the **proficient** category increased from 10 to 12 students, whereas in the **outstanding** category, the number of students declined by 1 student i.e. from 17 students one entered the proficient category.

Being in the transitional phase, the students of class 7th show the trend of the NDDP growth curve. There is no student who is in the non-proficient category and all the students are trying to make a transition to proficiency level II.

CLASS VIII

Soami Nagar Assessment				
	Assessment 1 (August)		Assessment 2 (December)	
Categories	No. of Students	Percentage	No. of Students	Percentage
Outstanding	8	33.33	11	42.31
Proficient	13	54.17	12	46.15
Intermediate	3	12.50	1	3.85
Non-Proficient	0	0.00	2	7.69
Total	24	100%	26	100%

Table 11: Comparative studies between Aug and Dec assessment for class 8th (SN)

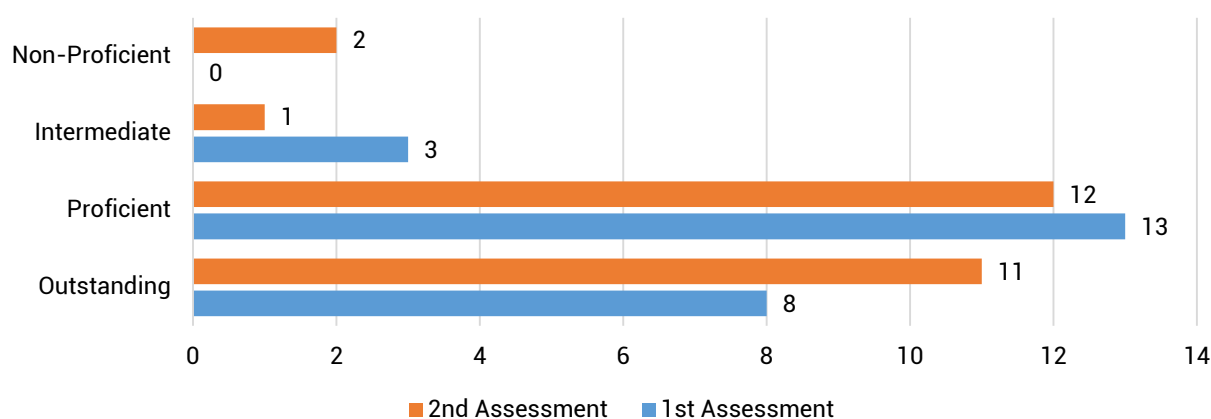


Figure 8: Representation of assessment result comparison for class 8th (SN)

Observation:

- It can be observed from the graphical representation that there are two students who appear to be non-proficient in the program at the end of the session.
- The intermediate category shows a fall in the number of students from 3 students to 1 student in the second assessment.
- The students in the proficient category decreased from 13 to 12 students, whereas the outstanding category has increased by 3 students, bringing the number of students from 8 to 11.

A significant number of students have secured an outstanding performance in the assessment test. Through this analysis, it can be inferred that most of the students in Soami Nagar school have become digitally literate and can now operate iPads and other digital media without any external intervention.

Impact: 88.46% of 8th class students have attained proficiency level II and are now digitally literate in Soami Nagar Model School whereas all the classes show 100% proficiency level I for the year 2018-19. No remedial camp was conducted in Soami Nagar school as the students showcased great progress during regular sessions.

Newgen Employee Volunteer Program

While most of us are occupied in our busy lives, it's a great idea to take some time out from our schedule and volunteer for a noble cause.

During the inception of Sadbhavna (Newgen's philanthropic initiative), many employees and their spouses came forward to help us execute the program. Fortunately, this initiative turned out to be a great success for us. The employees of Newgen have always been forthcoming about their desire to volunteer for social causes. It was also observed during internal employee engagements and orientation sessions that many employees wanted to be associated with the social development projects that the organization is supporting under its CSR mandate.

To support the determination of our employees, the first 'Newgen CSR Week' was organized in 2018. CSR Week gave them a platform to understand about Newgen's CSR initiative and to participate in the activities. After a great reception of the CSR Week, a concrete 'Newgen Volunteer Program' was put in place wherein employees can come forward and volunteer any time they want to.

In the year 2019-20, to allow Newgenites to do their bit, the first official volunteer week was organized under the NDDP program. Many volunteers from Newgen participated in the 5-day program at Government Girls Senior Secondary School, Harkesh Nagar, and Tekhand. Various activities were organized which allowed the volunteers to interact and bond with the students. During the session, the volunteers guided the students with audio-visual mediums, clarified their doubts, and helped them in operating iPads. This initiative will be carried forward and Newgen is committed to organizing employee volunteering exercises every month.



Volunteers guiding the students during NDDP sessions



Ashok Kapoor (Global Delivery Head)

"Excellent job being done by CSR team. Congratulations. The students were eager and working well, I was pleasantly surprised to see that."



Akarshan Sapra (Marcom)

"The whole experience was very good. I really liked how enthusiastic the children were and on the other side how patient the CSR team was. They were explaining every topic very politely and were very empathetic with the students."



Brijesh Trehan (AP1 Mumbai)

"NDDP is a humble initiative of Newgen, which intends to focus on the holistic development of our society. It emphasizes on a section of our society which takes a big chunk of neglect and deserves to live better. The way it tends to these young children is remarkable. It is well-strategized and the resource allocation to make this program a success is also praise-worthy."



Deepali Mehta (HRD)

"Beautiful learning experience, very bright minds. Looking forward to more such sessions."

Testimony from the Stakeholders



The NDDP program proved to be very beneficial for student, enhancing their knowledge in many areas and inspiring them to perform better in studies and become confident individuals.

Ms. Shama, Principal, G.G.S.S.S, Tekhand



Both (school authorities and NDDP project) are on the same journey, working towards a common goal of making our students future bright and enlightening. Let us join hands and work together to create a ripple and help them shine bright like a star.

Renubala, Vice Principal, GGS, Harkesh Nagar



The level of participation in classroom has seemingly increased since the introduction of NDDP. At many instances students showcase their knowledge gained from NDDP before we have even started the same in classroom. This initiative is also motivating teachers as now students are not that disinterested during their regular classes.

Ms. Sakshi, Class Teacher, GGS, Tekhand.



In life, to learn something new, you have to be in the right place with the right people. During the time of my association with NDDP, I have overcome the areas in which I was lagging behind and have learned many new things.

Dilkash, Class Xth, NDDP Alumni, G.G.S.S.S., Harkesh Nagar



The way in which topics are taught during the NDDP sessions are very simple and easy to understand. Every student attending the NDDP classes understands each and every topic with utmost ease.

Soni Rawat, Class VIII, NDDP Beneficiary G.G.S.S.S., Tekhand



I have learnt a lot from the NDDP sessions and the teaching from this session is going to help me life long to achieve success.

Muskan, Class VII, NDDP Beneficiary, G.G.S.S.S., Tekhand



The knowledge that I have attained from NDDP has led to a positive change in my life every NDDP lesson has something unique and new to learn.. I am always excited to attend the NDDP sessions because every time there is something new to learn.

Muskan, Class VIII, NDDP Beneficiary, G.G.S.S.S., Harkesh Nagar

Key Learnings

1) Provision of Innovative Remedial Camps

The provision of remedial or bridge camps for the weaker students acts as an enabler to help students gain confidence and strive for better skills and capabilities. It has been observed that these selective students feel more comfortable and confident in one-on-one interactions rather than group sessions. The camps have proven to be successful in improving the results and the proficiency levels of students involved, which has led to an improvement in the overall results.

2) Re-vamping of Program Execution Methodology

By re-designing the program methodology and increasing focus on iPad-based skill development, the sessions have become more interactive. The students are gaining confidence with their direct involvement with digital platforms in the initial sessions of the academic year.

3) Holistic Development of Students

By focussing on the ex-students of NDDP in the schools of Harkesh Nagar and Tekhand, the true goal of holistic development of children has come to light. The involvement of primary school students from feeder schools through the remedial education program is connecting all the pivotal dots to help Newgen be a part of improving the lives of thousands.

Way Forward

1) Involvement of School Staff

The teaching staff of the schools related to classes 6th, 7th, and 8th will be involved in the session planning of NDDP to form a coherent execution strategy. This will not only ensure stakeholder involvement but also engage the teachers with the program, thus creating a conducive educational environment for the students. Teachers will also be provided with interactive training under this initiative.

2) Introduction of a Scholarship Program

Newgen is planning to offer a scholarship program after strengthening the alumni initiative. Under this initiative, Newgen will provide financial assistance to meritorious students for higher education.

3) Awareness Session as a Part of NDDP

Mandatory awareness sessions will be conducted during the first week of every month in all the schools. Along with the curriculum, specific government services, internet security, health and hygiene, government educational quota and scholarships will be explained to the students.

4) Initiation of the NDDP Student Volunteer Program

Students will be identified as NDDP SPOCs. These SPOCs will motivate their peers' digital learning. They will also act as natural leaders and will disseminate the relevant information they learned during the NDDP sessions to their parents, siblings, and friends, and make them digitally aware as well. This will help in increasing awareness in the community, as well as raise the number of beneficiaries being positively being impacted by the project.





REMEDIAL EDUCATION PROGRAM

PROJECT LOCATIONS :

1. Harkesh Nagar, Delhi
2. Tekhand, Delhi
3. Nandambakkam, Chennai
4. Sangam Vihar, Delhi

PROJECT IMPLEMENTATION PARTNER

KHUSHII (Kinship for Humanitarian Social and Holistic Intervention in India)

Newgen Partners with KHUSHII - Remedial Education Program

Newgen partnered with KHUSHII in 2018-19 to support remedial education initiatives through the Shikshaantra Plus program. The project is continuing to improve the educational achievements of 5,740 students studying in four schools- Harkesh Nagar, Tekhand, and Sangam Vihar K2 Block schools in Delhi and Nandambakkam school in Chennai.

The primary aim of the project is to provide quality, enriching learning experiences to the students with low learning outcomes through efficient, effective, and innovative teaching methodologies. Eligible students are identified by an initial assessment and are chosen through a rigorous selection process. Remedial education classes are provided to the students in the core subjects (Hindi, English, mathematics, and social sciences) by deputizing additional teaching faculties in the schools. Strategic and child-based pedagogy, individualized educational programs based on the student's learning ability, and the academic standard of each student make a significant impact on their educational outcomes. Teaching methods, including instruction-based learning, demonstrations, lectures, digital sessions, audio-visual classes, brainstorming, group discussions, reinforcement techniques, and real-world learning, have stimulated the classroom environment and transformed students' learning patterns.

Counseling has helped **students** who need support managing their behavior, keeping up academically, or require any counseling for the future. Counselors also work with teachers and parents to develop a comfortable, healthy school environment for students.

The overall aim of the program is to provide quality education to students from underprivileged communities through remedial and supportive education. The prospective impact of the program is to reduce the dropout rate and improve the learning levels of students by addressing the challenge of unbalanced teacher-student ratios, poor infrastructure, and unfriendly learning environments. Eligible students are identified through an assessment test and pre-counseling sessions with parents and children to educate them on the pattern and schedule of teaching. The program has multiple features to better the school, such as counseling, investment into teachers, and extracurricular activities to enable creativity and curiosity among students.

Education

Our educational intervention program recognizes the differences in each student in terms of their learning ability, academic standards, classroom learning style, and academic performance; each student subsequently has a unique learning potential. To augment their understanding and responsiveness, we have incorporated various new learning styles into the practices making classroom sessions live and active.

In the 2019-20 calendar year, the program extended its educational outreach to 1,655 students from 1st to 8th standards, through remedial and support classes in English, Hindi, spoken English, social sciences, and mathematics. These students have an 86% attendance rate and have shown a significant overall improvement in academics.

Intervention plans, including **worksheets, digital sessions, one-on-one and group discussions, practical-based learning, and art integrated learning**, have been implemented to maximize outcomes in the academic performance of students.

Each month, two worksheets are given to students for each subject. These worksheets explain topics in a simple manner so it becomes easy for students to understand. The various learning styles used in the classroom are listed below:

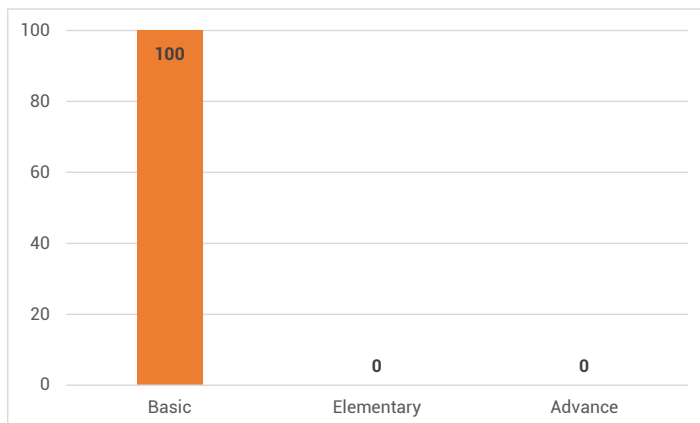
- Reviewing lessons
- Introducing new concepts related to daily situations
- Addressing each other's questions
- Using media and visual aids relevant to the syllabus (videos, PowerPoints, etc.) for boosting engagement levels
- Emulating significant instruction styles, such as oral storytelling
- Activity-oriented learning

Digital learning has enabled students to grasp concepts more quickly, connect theory and application more adeptly, and to engage in learning more readily, while also improving instructional techniques, effectively leveraging instructor time, and facilitating the widespread sharing of knowledge. Students have also become acquainted with the basics of computers. The comprehensive findings of students' improvements are listed as follows:

- **955 students from grades 1st to 5th have received after school remedial education in English, mathematics, Kannada, computers, and science**
- **710 students from grades 6th to 10th have received educational support in social sciences, mathematics, and spoken English**
- **There has been a 43% improvement in school attendance**

Computer Education

In the supported schools in Delhi, Newgen made the computer lab functional by appointing computer instructors. In the Harkesh Nagar school, a computer lab was established with six computers, including audio-visual facilities which make the learning experience more interactive. Computer science is an integral part of the academic curriculum and is compulsory for all 708 students from 4th and 5th standards. A basic digital learning module has been formulated and administered in regular teaching and a specific computer period has been allotted to students, class-wise. Computer education in schools plays an important role in students' career development. All students who are enrolled in computer classes are first-generation learners. In the Sangam Vihar K2 school, a computer lab is yet to be established, however, the project has begun as of January 2020.



100% of the students are learning the basics of computers, its parts, and functions

75% attendance has been recorded in computer classes

Counseling

Group counseling aims to facilitate meaningful conversations that address common issues and problems. Guidance and counseling sessions are taking place regularly through group and individual counseling. However, these activities are in no way a substitute for professional psychological help. If the teaching staff suspects that a child has a serious psychological or behavioral problem, we encourage them to seek the help of a professional counselor. They use active participation methods to support students in making education and career choices.

- **155 group counseling sessions have been conducted by trained counselors for 3,771 students in Harkesh Nagar and K2 Sangam Vihar schools**
- **Sessions on self-awareness were conducted, encouraging students to form rapport on awareness, good/bad touch, child trafficking, and more**

Individual Counseling acts as one-on-one discussions in a safe and secure environment about difficult issues, to receive unbiased, objective feedback and suggestions.

15 individual counseling sessions have been conducted on the issues of behavioral and interpersonal issues with more sessions in progress. Therapeutic intervention is also being provided to eligible students through individual therapy sessions, such as psychotherapy, behavioral modification, and art therapy. Many of these sessions are also in progress.

Capacity Building

Capacity building sessions have been conducted to bolster teachers with new and effective education styles. Thus far, five capacity building sessions have been conducted and attended by school officials in Chennai and Delhi. All the KHUSHII volunteers and school staff have participated in these sessions.

Additionally, sessions on making puppets for primary students were conducted for thirty government school teachers and six KHUSHII volunteer teachers in the Harkesh Nagar school.

These sessions are helping the teaching staff in administering quality learning and overcoming functional challenges.

Parent-Teacher Meeting

Regular efforts are made to achieve optimum parental involvement in the educational process. As Per the baseline survey, no parent-teacher meetings had been conducted thus far, but post our intervention, three meetings have been organized in which 56% of parents participated. The agenda of the meeting was updating parents on the performance of their child and informing parents about the program and the support required at home.

Maitri Group

"Maitri group" is a student group comprising forty members from 1st to 9th classes.

Within the Maitri group, there are four subgroups- eco club, discipline club, health and hygiene, and art club. Each subgroup has ten members who are taking a leading role in maintaining discipline in the school during the morning assembly, mid-day meal, and functions, and ensuring cleanliness in the school and monitoring personal hygiene among students.

Recently, the Maitri group assisted in organizing the following activities:

- Initiated the plantation drive
- Maintained cleanliness on school grounds
- Facilitated art and craft sessions

The formation of these groups helps in reducing cases of bullying and other behavioral problems. Since establishing the Maitri group, discipline-related issues and instances of students being reprimanded by administrators has decreased significantly. As a result, students have become more socially aware and are learning to take responsibility for themselves.

Health and Hygiene

An awareness session on the negative effects of plastic on the environment was conducted with students from 3rd and 4th standards. Post-session, students were engaged in a poster-making campaign wherein they drew environment-related pictures. Additionally, a rally protesting firecrackers was also organized to help sensitize students to real-world issues.

Educators and students have been showing great enthusiasm toward improving health and hygiene. Volunteer educators are working hard to encourage hand washing, daily baths, wearing neat and clean clothes, keeping nails trim, and more. To enhance students' understanding, learning materials and a demonstration on the correct way of washing hands has also been administered, with 90% students exhibiting an understanding of the benefits of handwashing and appropriate methodologies.



Awareness session on health and hygiene

The Maitri group also encourages students to wash their hands before lunch and 10% students have internalized the habit of washing hands before a meal, as evidenced during mid-day meals. Washing hands in school not only promotes hygiene and increases access to quality education, but also supports local interventions to establish equitable, sustainable access to safe water and basic sanitation services in schools.

Recently, an oral health camp was conducted at the Harkesh Nagar school to assess the tooth and cavity-related issues among students. 250 students from various classes participated in the camp, and while none of the students were found to have severe oral hygiene-related problems, all students were educated on tooth care, tooth decay, and the importance of brushing.





MID-DAY MEAL PROGRAM

PROJECT LOCATIONS :

1. Vrindavan, Utttar Pradesh
2. Guwahati, Assam
3. Jhalawar, Rajasthan

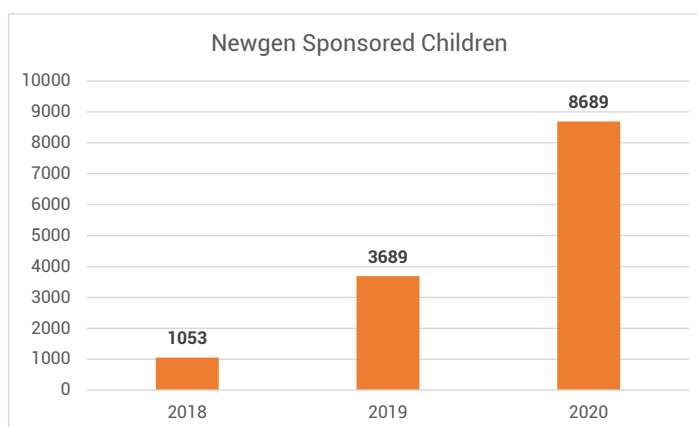
PROJECT IMPLEMENTATION PARTNER
THE AKSHAYAPATRA FOUNDATION

Newgen Partners with Akshaya Patra to Eradicate Child Hunger

The Akshaya Patra Foundation (TAPF) is the world's largest NGO-run mid-day meal program, serving wholesome food to over 1.8 million children from 16,800+ schools across twelve states and two union territories, with the aim to eradicate child hunger. The mid-day meal scheme is a transformative program focused on the well-being and nutrition of children. It is a potent intervention to fight classroom hunger and address malnutrition among children. It serves as an incentive for children to get a proper education, improve socialization among children, and empower women with employment opportunities.

Newgen partnered with TAPF in 2018 to transform the lives of children in India and improve their quality of life through the mid-day meal program. The partnership supported the mid-day meal of 1,052 children in Vrindavan. The following year, Newgen extended its support to 3,690 children, both in Vrindavan and Jhalawar. In the first quarter of 2020, Newgen has continued its work with TAPF, supporting 8,690 children in Vrindavan, Jhalawar, and Guwahati.

Year	Total Meals
2018	2,44,296
2019	8,55,848
2020	20,15,848



Prospectively in the current year, Newgen will be able to serve more than 20 lakhs meals to over 8,600 children in three locations. The impact of the Akshaya Patra program, supported by Newgen, is listed below:

- Improved health and nutritional status of children
- Increased school enrollment rates
- Enhanced school attendance
- Reduced classroom hunger
- Encouragement of inter-caste socialization
- Empowerment of women with employment opportunities

At Newgen, we aim to provide our support and continue to go above and beyond in delivering quality meals and advocating the importance of establishing systems and quality standards.







HOME SPONSORSHIP PROGRAM

PROJECT LOCATION :

1. Bhopal, Madhya Pradesh

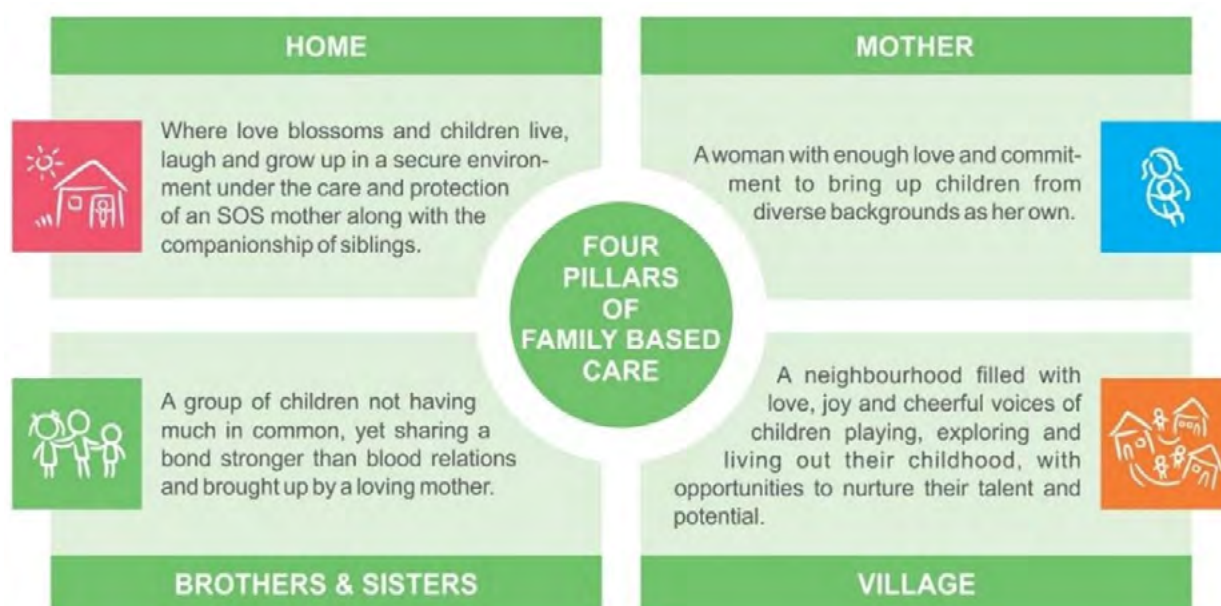
PROJECT IMPLEMENTATION PARTNER
SOS VILLAGE

About the Partnership

Newgen has partnered with SOS Children's Villages in Bhopal to support 30 parentless, homeless, and abandoned children from three family homes. The family home sponsorship (FHS) program takes care of these children and aims to ensure their holistic development, covering components of health and nutrition, quality education, and adequate physical and psychosocial development.

The key objectives of the program are as follows:

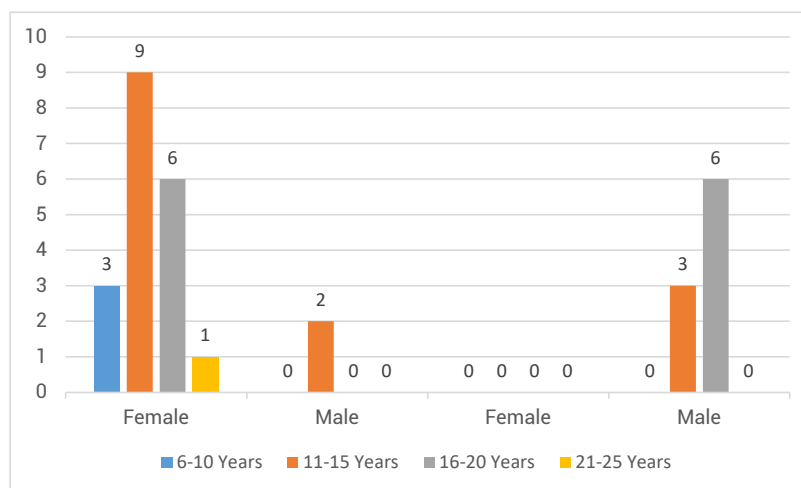
1. Provide basic amenities, like nutritious food, clothing, shelter, healthcare, and medication, etc. to all 30 children
2. Ensure holistic development and empowerment of the 30 identified children and youth through need-based capacity building programs, career counseling, psychosocial counseling, sports, extra-curricular activities, etc.
3. Ensure that the children are able to get access to quality education (primary, secondary as well as higher/professional courses) and excel academically



Key Components of the Program

Details of the Supported Children

Age, gender, and residential status of supported children



Newgen Software Technologies Limited has extended its support to 30 children, which includes 19 girls and 11 boys.

Of the supported children, 19 girls and 2 boys are staying in Children's Villages, while 9 boys of age 14 years or above stay in the youth home. As Per the Indian law, once the boys reach the age of 14 years, they must be shifted to a separate facility for boys. The youth homes, as these facilities are called, are situated at a distance of nearly 3-5 kilometers from the Children's Villages and are closely monitored by male co-workers and a village director (VD).

The majority of the supported children are 14 years old and fall in the age category of 11 to 15 years, while 12 children are between 16 to 20 years. 3 children are aged between 6 to 10 years and one is 21 years old.

Progress/Update on Activities (March 2019 - February 2020)

Family Home Sponsorship (FHS)	
Activities Undertaken	Outcomes
Food and Nutrition	
Creating awareness and conducting counseling sessions on food and nutrition on a regular basis in the village.	Improved understanding and awareness of a balanced diet for mothers and children. Enhanced knowledge on how malnutrition, low hemoglobin can be best avoided as well as addressed.

Diet chart is followed by all the families as recommended by the dietician/nutritionist.	Adoption of healthy practices by families, which includes cooking healthy food (using specific ingredients) per the diet chart suggested by the dietician.
Kitchen gardening was promoted and mothers, as well as children, were encouraged to practice the same by planting fruits and vegetables in their kitchen gardens.	An uninterrupted supply of organically grown fresh fruits and vegetables. Cognizance of the benefits of consuming home grown organic food. Mothers and children got an insight into the benefits of organic food.
Health	
Creating awareness by conducting sessions on health, hygiene, sanitation, etc. • A medical camp was organized for children and mothers. 25 youth boys also took part in the camp (March 2019). • Hemoglobin and BMI camp were held in July 2019. • On World Diabetics Day, a session on nutrition and balanced diet was organized for children, youths, and mothers (January 2020). • A session on 'prevention of Coronavirus' was organized for mothers in January 2020.	As a result of the regular health check-ups, BMIs and hemoglobin levels among children are well-monitored and effective need-based measures are taken to address identified deficiencies. Improved health of children and lesser incidents of children falling sick.
Education	
All the 30 supported children are enrolled in age-appropriate classes/courses and pursuing a quality education. They were provided school uniforms, bags, stationery, tiffin box, school shoes, etc.	The children get an opportunity to explore the lifelong benefits that schooling offers. It enables them to see how education materializes into opportunities for them. Quality education will help children understand their rights in the hope that they will realize them and break out of the vicious cycle of discrimination and extreme poverty.

Tuition, coaching classes, and extra classes are being provided to all children. The aim is to not only help improve their academic scores in various subjects but also to maintain their performance.	Tuition/coaching classes/extra classes for children are helping them appreciate the subjects they are weak in and attain a better understanding of the same. They can clarify their doubts with the support of the tutors, teachers, and education co-workers.
In order to increase children's knowledge, ability, and confidence to use computers, computers with internet facility have already been installed in each home. Also, computer classes for students of classes 10th and above are regularly carried out by a computer teacher.	Computers in family homes will help tremendously in improving education levels and employability of young adults. It has become easier for children to complete projects and access information. Girls can now search for better jobs online.
6 children attended career-counseling sessions with Admizzionz Campuz®. The counselors guided the students through complex admission procedures and ensured they make the right career choice.	The sessions enabled the children to make informed choices about the career they want to pursue across varied disciplines like Hotel Management, BBA, B.Com, Nursing, etc.
The aptitude of 14 children studying in 8th standard and above was assessed through multiple intelligence (MI)/ multiple nature (MN) tests. It helped the counselors to guide the children to identify their career goals.	MN/MI tests enable children to make the best choices for tracing their path towards success and growth. The admission process is made appropriately for studying at ease.
Clothing and Shelter	
Regular and winter clothing are provided for the children according to their choice. Children studying in colleges and distant universities make use of hostel facilities in the campus and paying-guest accommodations available in that area with the support and guidance of the coworkers.	Basic amenities are being provided to the children. Each child is equipped to focus on knowledge and skill development.

Holistic Development (training, workshops, seminars, sports, etc.)

Workshops were also held regularly for developing the personalities of children and mothers. The workshops comprised of:

- A workshop on book reading and library management was organized for a mother trainee in March 2019.
- Awareness session on 'genetic care' and 'career scope in the field of genetics' was organized for youth boys and girls studying in class 10th in March 2019.
- Youth boys participated in sports competitions organized by Madhya Pradesh State Sports Association in athletic games in April 2019.
- A session on safety and security of children organized with youths, children, and mothers in April 2019.
- Visit to Kanha fun city and water park was organized for children and youths in May 2019.
- On 'World No Tobacco Day' in May 2019, two movies were screened for youths on ill effects of tobacco, followed by a group discussion.
- International Yoga Day was celebrated on June 2019. All mothers and children actively participated in yoga sessions.
- As a part of positive youth development activity, girls visited an old age home, interacted with senior citizens, and helped them in preparing food (June 2019).
- As a part of summer activity, 6-day football coaching and 3-day karate coaching was held for children in June 2019. Children were given certificates after completion of the courses.

There is an enhanced physical, psychological as well as social development of children due to their active engagement in co-curricular activities.

Participation and engagement aids in the development of their emotional intelligence and well-being.

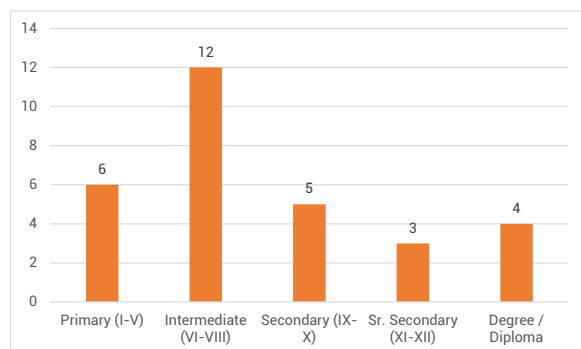
Children's and mothers' awareness and knowledge of several issues have enhanced.

- A visit for children in the age group of 15-18 years was organized to central institute of plastic engineering technology (CIPET) in Bhopal to mark 'World Youth Skills Day' in July 2019.
- NIIT computer training classes were held for children regularly.
- A workshop on anti-fraud guidelines was held for mothers and co-workers in July 2019.
- As a part of positive youth development activity, an outing for girls was organized to upper lake and Dargah in August 2019.
- A visit to the Childline office was organized for girls studying in class 10th in August 2019.
- An awareness session was held for children and mothers on prevention of dengue in September 2019.
- Workshop on 'Art of Living' was held for youth boys and girls in September 2019.
- A session on resume writing and interview techniques was held for girls in October 2019.
- A session on scouts and guides was held for children in the age group of 10 to 16 years in November 2019.
- Resilience building activity for youth boys on 'which mood' & 'non-verbal-expression' was held in December 2019.
- Exposure visit of youths and children was organized to Van Vihar National Park, Bhopal in December 2019. The objective of the visit was to raise awareness about wildlife, forest, and animals amongst children.
- A session on meditation and moral values was organized for children and mothers in December 2019.

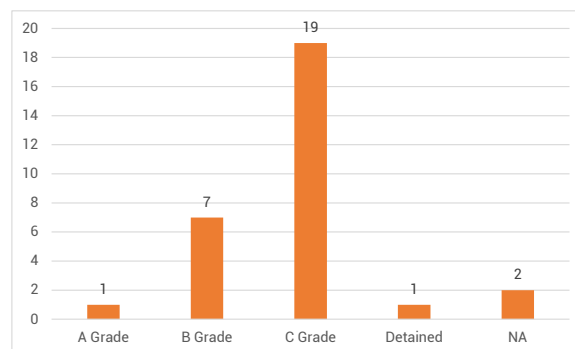
• A session on exam preparation was conducted for children studying in classes 10th to 12th in December 2019. • A session on cyber-crime and safety was conducted for girls and boys in the age group of 12 to 18 years in December 2019. • A motivation session was organized for youth boys on International Youth Day in January 2020. • As a part of positive youth development activity, a retired teacher took a motivational and experience sharing session for youth boys in January 2020. • Session on child protection policy was held for children in February 2020.	
The following festivals were celebrated at SOS Children's Village: • Holi • Environment Day • Mother's Day • International Yoga Day • Independence Day • Dussehra • Diwali • Children's Day • Christmas • New Year • Republic Day	Various festivals were celebrated with a lot of enthusiasm at SOS Children's Village, Bhopal.

Results / Outcomes

a) Education



Education details of supported children (2019-20)



Final grades of supported children (2019- 20)

All the 30 supported children are enrolled in age-appropriate classes and courses and pursuing a quality education. As can be seen from the graph, most of the children, i.e. 12 are studying in intermediate classes, followed by 6 children who are in primary classes, 5 in secondary and 3 in senior secondary classes. Two youths each are pursuing diploma and degree courses.

As far as the final grades of supported children are concerned, the majority of the children i.e. 19 children have scored a 'C' grade (45-60%), while 7 have scored a 'B' grade (61-80%) and one child has scored an 'A' grade (>81%).

One child was detained in the class, grades are not applicable for one youth pursuing a diploma course, and the result of supplementary exams is awaited for one child.

Tuition, coaching classes, and extra classes are organized to help the children improve their academic scores in various subjects. The assigned education co-workers or tutors are given the responsibility of clearing the doubts of the children so that they can improve in the subjects where they are lagging behind and be at par with their peers.

Additionally, in order to ensure that children are able to benefit from the vast array of information that the internet provides and confidently use a computer for doing so, a computer with internet was installed in each home. With this facility, it has become easier for children to complete projects and access information. Adolescent boys and girls are getting the opportunity to search for employment opportunities online, in the hope of better prospects.

The importance of aligning one's individual potential with the professional paths that they choose at a later stage in life was given due importance. Children studying in classes 8th and above, i.e. 14 children appeared

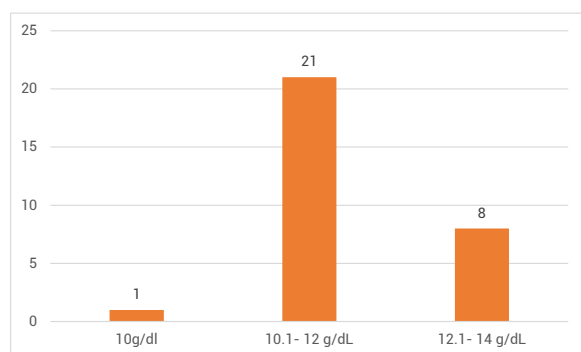
for a multiple intelligence (MI) / multiplenature (MN) test which assesses the key personality traits and abilities of the children and helps them set goals and make decisions accordingly.

Furthermore, children studying in classes 10th to 12th, i.e. 6 children participated in career counseling sessions conducted by Admizzionz Campuz®, a leading provider of career guidance and college admission assistance in India that SOS Children's Villages has partnered with. The concerns or queries that children might face while choosing their specializations after class 10th or choosing the right courses and college after completing school are addressed to a large extent through these sessions.

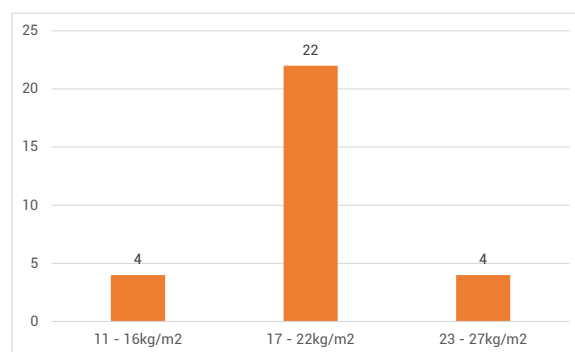
b) Health and Nutrition

Regular sessions on the importance of nutritious food are being carried out in the villages, with participation from all the children and mothers. They also follow a diet chart that is recommended by a dietician. It is ensured that all children receive age-appropriate and necessary immunization, either through health camps or/and visits to hospitals/doctors. Health records of all children are maintained and updated to keep track of their health and nutritional developments.

Kitchen gardening is promoted extensively in the villages. Mothers, as well as the children, are encouraged to practice the same by planting nutritious fruits and vegetables in their kitchen gardens.



Hemoglobin levels of supported children



BMI level of supported children

The above graphs reflect the hemoglobin and BMI status of the supported children. As can be seen, maximum children i.e., 21 have Hb count between 10.1-12 g/dl. Only one child has an Hb count of less than 10g/dl, while the Hb count of 8 children is between 12.1 to 14g/dl. Special care and attention were being provided to the child whose Hb is less than 10g/dl. Mothers provide a healthy diet rich in iron and proteins to the children. The dietician closely monitored the health of everyone.

As far as the BMI levels of children are concerned, maximum children, i.e. 22 have BMI between 17 to 22 kg/m² and 4 have BMI between 11 to 16 kg/m² and another 4 between 23 to 27kg/m².

The average BMI of the children is 19.

Project Management: Implementation and Monitoring

The program is wholly managed, implemented, and monitored by SOS Children's Villages of India jointly by a team comprising of field animators, project coordinators, directors, etc. The program interventions in the SOS Children's Villages are closely supervised and guided by the village director (VD). The VD, in turn, is assisted by an assistant village director (AVD) and a team of co-workers on education, health, etc. The VD is responsible for monitoring program activities on a regular (monthly) basis and reporting the progress and challenges to the program management team at the head (national) office.

The program management team at the national office is accountable for strategic guidance and leadership as well as providing thematic insights for the program. They play a critical role in developing, monitoring, and reporting formats for the program implementation team at the village level and constantly extend their support towards the effective implementation of the program.

Implementation Challenges

- As children of different age groups, gender, and socio-economic backgrounds are brought to the SOS Children's Villages, it is a challenge to understand their specific social, emotional, and physiological needs. The SOS mothers and aunts are therefore adequately trained and capacitated through the years to meet the special requirements of the children and provide them with the necessary guidance and support to evolve as successful and confident human beings
- As some children come from extremely backward communities and economically weaker sections of the society, their educational background is not at par with other children of their age as they have never been to a school before. Therefore, they cannot be directly admitted to a school for formal education. For such children, there is a provision of special classes through which they are educated per their unique learning requirements
- For the youth who have not been able to secure good grades and perform academically well, it sometimes becomes challenging to pursue desired career options
- With regard to nutrition, children are becoming increasingly aware of the importance of a healthy nutritious diet, however, many times their inclination towards junk food is difficult to handle

Lessons Learned and Emerging Best Practices

- Regular insights and capacity building of mothers and aunts are extremely crucial for the successful upbringing and growth of the children. They play a critical role in the emotional and psychological development of the children. Therefore, their knowledge, skills, and attributes towards childcare and development need constant improvement
- Sessions to create awareness on multiple themes and issues relevant to mothers and children, like

health, hygiene, nutrition, career options, cybersecurity, etc., have been hugely successful and helpful. They not only provide an opportunity for the children and mothers to have an understanding of these issues but also allow them to engage in meaningful dialogues and exchange information

- Kitchen gardening, which is promoted in all the SOS Children's Villages, is emerging as an effective best practice as it leads to consumption of home-grown and organic food items. It is also economic and cost-effective
- Diet charts prepared for each family home have proven to be enormously valuable as they guide the mothers and children in practicing healthy cooking and eating. Each family home adopts the diet chart prescribed by the dietician, which helps in ensuring that they consume a balanced diet with adequate nutritional intakes
- Organizing extra-curricular activities in the villages and engaging children in the same has led to their overall personality development. Apart from emphasizing on academic performance, encouraging children to participate in extra-curricular activities, such as sports, arts, and crafts, music, etc., help them in overcoming their apprehensions and builds their self-confidence
- Multiple natures and multiple intelligences (MN/MI) tests for children studying in class 8th and above have helped to assess their overall competencies. Complemented with effective career counseling, it helps children to make informed decisions about their career



Story of Change



**Suman Sonare,
SOS Children's Village Bhopal,
Family Home 1**

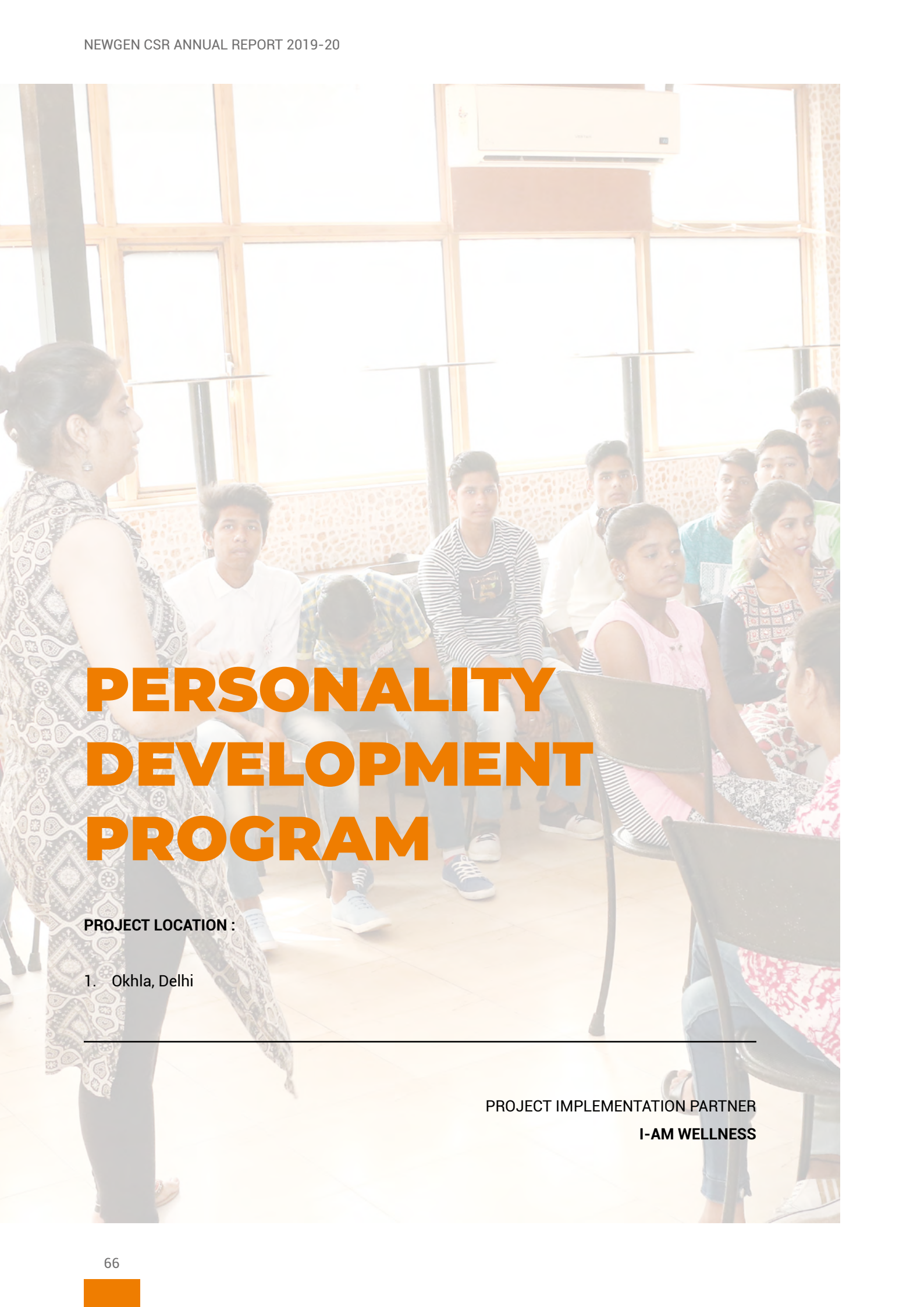
Suman responded very quickly to her SOS mother's affection and built a strong connection with her and other SOS siblings in her family. Her SOS mother says, "Suman is very caring for her younger brothers and sisters and is a very obedient girl." While most mothers know that their love and emotional availability are vital to their children's well-being, many of us do not understand the profound and long lasting impact mothers have in developing brains of our little ones. The mothers and family teach them the first lessons of love and shape their conscience. We are happy to say that our SOS mothers understand this and play this vital role for their children.

Suman is in grade 4. She feels happy when praised by her teachers for doing her homework regularly. "Suman likes to dance. If I turn on the TV, she would start dancing immediately if a music channel is on," said her SOS mother. She also took part in a painting competition in the village and performed really well. She is learning to improve her handwriting and practices for half an hour for the same. She is her SOS mother's princess and a jewel to her eyes!

On the academic front, Suman scored an 'A' grade in her previous examinations. She goes to school regularly and participates in other extra-curricular activities as well.

Glimpses of Village Activities





PERSONALITY DEVELOPMENT PROGRAM

PROJECT LOCATION :

1. Okhla, Delhi

PROJECT IMPLEMENTATION PARTNER
I-AM WELLNESS

PERSONALITY DEVELOPMENT PROGRAM

Breaking Barriers: Phase 1 and Phase 2

Newgen has designed a personality development program for underprivileged children to groom them for a better future. The sessions are conducted on the second Saturday of every month by I-AM. In the previous sessions which were organized in 2019-20, more than 100 children participated in the program.

The personality development program is going to bring out the capabilities and strengths of children to make them more confident to face the outside world. In the first phase, the program aims to ignite the young minds to learn and tackle limitations imposed by the society. The second phase would be focused on '21st-century skills' which would help the children face and overcome challenges identified in the first phase of the program.

Objective:

- Application of learnings gained from the previous sessions
- Phase 1 would be focused on identifying the barriers to growth
- Phase 2 would be focused on breaking those barriers and understanding and developing the '21st-century skills'

Key Observations:

- **Group interaction**

By the end of all the sessions, it was observed that the ability of the children to function as a group and present their thoughts and feelings was improved. They showed tremendous enthusiasm in the activities

- **Reflection**

The sessions were able to help the children develop a sense of reflection and contemplation that they were able to introspect and identify their key take-aways

- **Self-awareness**

In the sessions, the kids were able to identify their likes and dislikes, strengths and weaknesses which helped them know their respective individual personalities better

- **Group cohesiveness**

The children participated in group activities and learnt how to work in teams. This gave them a chance to interact with one another and build connections

- **Having opinions and presenting them confidently**

Initially the children hesitated to participate and openly express their opinions but once they realized the group is a safe place for healthy discussions and interactions, they started expressing themselves more freely

- **Being supportive**

If a child was hesitant towards expressing his/her feelings or participating in some activities, others used to motivate that child to join them

- **Accepting differences and celebrating them rather than being ashamed of them**

There was a tussle between the Sadbhavna children and the SOS children while carrying out an activity. The idea behind this was to make the children accept each other regardless of their background. The value of inclusion, if inculcated at this age, adds to the overall personality development of the individual with the virtues of acceptance and tolerance

- **Attention**

The attention span of children improved as they seemed to have enjoyed the sessions and participated actively

- **Improved communication**

Students' communication skills ranging from listening, speaking, observing, analyzing to giving feedback improved over a period of time as they interacted, listened to and observed each other in the group

- **Creativity and imagination**

The sessions enabled the students to collaborate and come up with ideas which helped increase their level of creativity

- **Application of key learnings**

The children were able to apply their learnings from the sessions when they were given a specific task. They were able to work on it and even tried to inculcate it in their daily lives

- **Completing the work which was given to them to practice at home**

Much to our surprise, a lot of children worked on the homework given to them and even discussed it later in the sessions



NEWGEN IN NEWS







About Newgen Software Technologies Limited

Newgen is a leading provider of low code digital automation platform. Globally, successful financial institutions, insurance, government, and shared services organizations rely on Newgen's industry-recognized products and applications—to manage their processes (BPM), content (ECM), and communications (CCM)—for connected operations. From customer onboarding to service requests, from loans and deposits to underwriting, and many more, Newgen's industry applications transform business-critical operations with agility. Newgen's cloud-based platform enables digital transformation initiatives for superior customer experience, optimized costs, and improved efficiencies.

For more details, visit www.newgensoft.com

For Sales Query

AMERICAS	:	+1 (202) 800 7783
AUSTRALIA	:	+61 2 80466880
CANADA	:	+1-202-800-7783
INDIA	:	+91 11 40773769
APAC	:	+65 3157 6189
EUROPE	:	+44 (0) 2036 514805
MEA	:	+973-1-619-8002, +971 44541365