

**NEWGEN**

**MAKING AN  
IMPACT**





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## Foreword



The core philosophy behind Newgen's CSR initiatives is a deep sense of commitment for the welfare of the society which focuses on ensuring that the last rupee worth is transferred to the beneficiaries so that the impact may grow multi-folds through its welfare initiatives. Newgen has achieved this through a passionate and self driven CSR team dedicated to go beyond their limits in attaining the maximum possible social impact. Apart from this, Newgen has also partnered with several renowned CSOs to take forward its social commitment.

We have travelled a significant distance in our CSR journey since the inception of Sadbhavna in the year, 2006. Sadbhavna is a philanthropic educational program initiated by Newgen volunteers and spouses to aid under-privileged children in pursuit of their educational careers and promote their holistic growth. This initiative has left a lasting positive impression in the lives of the students as most of them today are pursuing professional courses from prestigious universities. The ten years of Sadbhavna and its acceptability amongst the beneficiaries gave us the courage to commence with our core CSR initiative of 'Newgen Digital Discovery Paathshala'.

Information & knowledge have become the cornerstones of a societal development and are the key factors behind promoting and sustaining the implementation of all the Sustainable Development Goals (SDGs). During interactions with the relevant stakeholders, a dire need was felt for creating a fun, interactive and safe space for teaching school students digital literacy which led to the birth of Newgen Digital Discovery Paathshala (NDDP). This initiative was conceptualised on the basis of our Managing Director, Mr Diwakar Nigam's vision with the purpose of empowering children with digital education. The idea is to improve learning by enabling children to creatively engage with subject matter in ways that compel them to innovate, imagine, learn and create a more digitally inclusive society.

NDDP is one of a kind initiative which not only aims at creating a digitally literate future but also does this through provision of state of art infrastructure and equipment as Newgen firmly believes that a safe atmosphere and child friendly ambience for study and growth are the key to any successful educational initiative. Thus, students are being imparted the soft skill of browsing through I-Pads using fun and interactive methodologies such as role plays, quizzes, movies and presentations during digital literacy sessions. Further, mid-session remedial camps are being conducted during winter and summer vacations, to help the less-proficient students that have been identified in each class. During the camp, facilitators and student volunteers work with these children and try to bring them up to the desired level of proficiency.

With over 3000+ direct beneficiaries i.e. students covered under the NDDP program across the three adopted schools, the indirect beneficiaries of this program includes the parents, siblings, friends of these children and the community they reside in makes the impact grows manifolds reaching out to a minimum of 15000+ beneficiaries. The program apart from rendering digital literacy to the students have helped them in understanding study concepts better leading to improved results in their school exams. Apart from this, it has helped in strengthening the confidence levels & team work skills of the students.

The poor plight of girl child education as well as access to resources in India is well known. The NDDP initiative has been especially targeted towards empowering the girl child and building their confidence in order to bring them into the mainstream of digital revolution so that they become future leaders and agents of change. Two of the schools selected in Harkesh Nagar & Tekhand are such schools which lie in the vicinity of the organization and wherein students from the marginalized neighbourhood community are enrolled. The use of digital technology equips the girl students with a skill-set to seek knowledge, discover new horizons and enables them to be independent, self-reliant and confident.



Thus, this initiative is contributing towards achieving of Sustainable Development Goal 4 and 5 being 'Quality Education' and 'Gender Equality'. As India moves towards creating digitally literate people across the country, under the Digital India scheme, this initiative helps complement the desire for the country to become a digitally literate nation.

Newgen believes that provision of holistic care is necessary to sustain the overall growth of children and in this respect we have partnered with SOS Children's Village to support children in need of care and protection staying in three Family Homes in SOS Children's Village Bhopal and one Family home in Greenfields, Faridabad in the financial year of 2018-19. The Program provides family-based care to these children and aims to ensure fulfilment of their basic needs of health and nutrition, quality education and adequate physical and psycho-social development. This initiative contributes towards attaining of SDG 1 being 'No Poverty'. Newgen became the first corporate to support a non- metro facility (Bhopal) under this initiative.

We know that provision of adequate nutritional content is a decisive factor complementing the growth and well-being of children in their formative years and in this regard we have collaborated with The Akshaya Patra Foundation to provide 1053 school going children with necessary nutrition. The Program was upscaled by adding another 2600+ beneficiaries in March, 2019. This initiative contributes towards attaining of the SDG 2 being 'Zero Hunger'.

Further, we have collaborated with I AM, a mental health counselling organization for conducting personality development and career counselling sessions for 12-18 years old children of SOS Youth Hostel and Sadbhavna Trust.

We do not believe in leaving any stone unturned when it comes to spending on CSR initiatives and have even gone beyond our allotted CSR budgets in previous financial years. For the current financial year, Newgen has spent a total of Rs. 125.62 Lakhs.

In the end, I would like to state that though we have covered many a mile in our CSR journey, this is just the tip of the iceberg in terms of attaining our CSR vision and our company intends to upscale its current CSR initiatives and undertake other CSR initiatives with utmost sincerity, dedication and passion so as to leave a sustainable imprint in the lives of the project beneficiaries and to contribute towards inclusive development of India by empowering and strengthening the marginalized and deprived sections of our society.

Sincerely,

Ms Priyadarshini Nigam  
Head CSR & Director, Newgen  
(Corporate Social Responsibility)

Place: New Delhi

# Acknowledgement

This report is an analytical representation of the Impact Assessment Study undertaken by Innovative Financial Advisors Private Limited (Fiinnovation) of the Newgen Software Technologies Limited's (Newgen) CSR interventions for the financial year 2018 - 19. Fiinnovation has undertaken impact assessment study for the Newgen Digital Discovery Paathshala (NDDP) program and has integrated the reports submitted by three other organizations so as to represent the overall status of CSR interventions undertaken by Newgen throughout the financial year 2018-19.

Fiinnovation would like to thank, appreciate & acknowledge all the individuals who have provided support, agreed to be interviewed, assisted and contributed to the entire study in any manner.

We would like to acknowledge with profound appreciation & heartfelt gratitude the indispensable role of Ms. Priyadarshini Nigam (Head CSR & director, Newgen). She has been the guiding force behind all the CSR interventions of Newgen and has been instrumental towards the successful completion of the impact assessment study and compilation of the report. Further, we would like to acknowledge and appreciate the CSR team of Newgen especially Ms Vaishali Sharma, Ms Anam Choudhary, Ms Akanksha Prakash, Ms Shikha Bhardwaj & Ms Raveena Prasad for providing their priceless time and effort in providing us with necessary details & ample support for successful completion of this study and compilation of the report.

This study has been a truly amazing experience for the entire Fiinnovation team and we are really pleased to present this work which we believe will provide a base of well-analyzed project information so that Newgen is able to review the positive aspects as well as the challenges hindering the successful implementation of the projects and accordingly undertake any necessary course correction required to steer the projects back on the road to success.

# About Newgen

Newgen Software Technologies Limited (hereafter referred to as "Newgen" or "Company" is a leading global provider of Business Process Management (BPM), Enterprise Content Management (ECM), Customer Communication Management (CCM) and Case Management solutions.

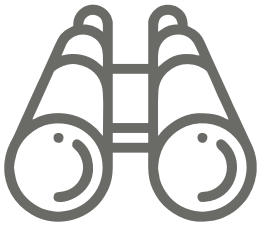
Through their empowering software applications, they are enabling businesses to constantly re-invent, and respond effectively so that they can achieve more. Their suite of solutions are deployed at world's leading banks, insurance firms, healthcare organizations, governments, shared service centres, business process outsourcing (BPO) & telecom companies. With a global footprint that spans 540+ customers installations in 66 countries and continually growing, the company takes pride in being able to make the right clicks in the realm of data technologies across a broad spectrum of industries.

They are also a pioneer in the digital transformation space. Their digital solutions, built on the foundation of their proven BPM, ECM, CCM and Case Management platforms, enables enterprises to move quickly, innovate faster, and work smarter through the perfect unification of information/ content, technology and processes.

Headquartered out of New Delhi, India, they have a global operational network through their subsidiaries in Asia, America, Middle East, and, Europe, imparting them the ability and scale to serve and satisfy all of their clients across the continents.

Distinguished analyst firms including Gartner, Forrester, Frost and Sullivan, and IDC have recognized them time and again, over the last 10 years for their innovative offerings and superior solutions. Newgen is the only Indian Company to feature in Gartner Magic Quadrants and Forrester Wave Report consistently over the last seven years.

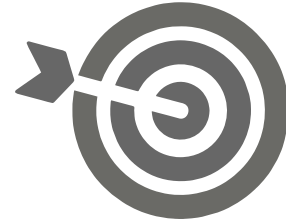




# Newgen's Vision

We are the first choice of every growing business globally through our cutting-edge products and solutions.

# Newgen's Mission



We transform businesses by innovatively connecting systems, processes, people and things.



# Newgen's Commitment

Drive differentiated value for all our stakeholders.

<b>Customers</b>	Technology and initiatives that let our customers enhance their customer engagements and accelerate business growth.
<b>Investors</b>	Technology that ensures that our benefactors stay invested in innovation.
<b>Partners</b>	We are all for inspired partnering, delivering innovations and methodologies that let our partners drive more value for their customers.
<b>Employees</b>	Our symbiotic ecosystem fosters professional development, inspired leadership and collaborated achievements.
<b>Society</b>	We are making a difference working with underprivileged children who need that little push to make it big.

# CSR Policy of Newgen Software Technologies Limited

## 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 fulfils its commitment to be a socially responsible corporate citizen.

## Mission & 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:**

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

Impact Assessment

# Newgen Digital Discovery Paathshala

The Newgen Digital Discovery Paathshala Program (NDDP) initiated in the year 2016 is the flagship program of Newgen with a goal to make the students (especially girl child students) of Delhi's government schools learn about the meaning of discovery through provision of digital education, thus building the foundation for their future and providing a platform for them to help them embark on the road towards digital empowerment. Currently, the footprints of the NDDP is spread across three schools with a beneficiary coverage of over 3000 students.



## Approach & Methodology of Study

### Report Impact Assessment

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# NDDDP

## NEWGEN DIGITAL DISCOVERY PATHSHALA

A two-fold process was employed for conducting this impact assessment study. The first part comprised of studying and analysing the documents and quantitative data submitted by Newgen.

The second part comprised of conducting an on-field study of all the three adopted schools under Newgen' CSR initiative wherein interactions with students, school staff, parents and alumni were conducted. Apart from this, In-Depth Semi-Structured Interviews were conducted with the Newgen project implementation staff so as to find out how the various facets of project design, implementation, monitoring are faring and the overall impact that the project is having in the lives of the beneficiaries. Further, an interaction was held with Ms. Priyadarshini Nigam (Head CSR & Director, Newgen) to understand the vision behind the entire project, its present condition and the future of the program.

### Scope of Study

Impact Assessment Study – NDDP Program:

- 1) Analyse the quantitative data provided by Newgen.
- 2) Conduct qualitative data collection of the program.
- 3) Analyse the quantitative and qualitative data and findings and present it in the report.
- 4) Documentation of best practices and lessons learned from first two years.
- 5) Assessment of sustainability of the structures and processes established through the project.
- 6) Identify/recommend any additional impact achieved through the project intervention and recommend.
- 7) Suggestions for course correction/upscaling of the project.

Apart from this, the scope of work included incorporation of the reports of the other three CSR projects being supported by Newgen in the financial year 2018-19 as part of this report.

### Study Tools

As part of its CSR initiatives, Newgen has undertaken four CSR projects in the financial year 2018-19. Out of these four projects, the impact assessment study was conducted only for NDDP program (Newgen Digital Discovery Paathshala). Furthermore, the quantitative data has been collected by Newgen staff for the NDDP program and Fiinnovation has analyzed and presented it in the report. Apart from this, the qualitative data has been collected and analyzed by Fiinnovation.

For the purpose of this study, Fiinnovation has conducted the following things:

- a) In-Depth Semi Structured Interviews (KIIs) of Newgen Staff
- b) Field Observations (School Visits)
- c) Analysis of Secondary Student Assessment Test Marks Data (Quantitative Data)
- d) Review & Incorporation of other three CSR project reports

The research team and field investigator conducted and documented the above tools with individual respondents to gather information on constraints, opportunities and improvements that can be made.

For the purpose of this assessment, both primary and secondary data were considered. Primary data has been collected from the representatives of Newgen Software Technologies Ltd., the company is in the direct implementation of the NDDP project. The qualitative data was collected through In-depth interviews of the representatives and other stakeholders while, the quantitative data was provided to the Fiinnovation team by Newgen's CSR team.

The entire data collected from the field and through documents submitted by Newgen regarding the NDDP program was reviewed collectively by the Fiinnovation team and data analysis of both the quantitative and qualitative facets of the study was then systematically carried out by the in-house data processing team of Fiinnovation. The findings & analysis of the data along with the field observations and recommendations has been presented in the study report. Furthermore, the reports submitted by the other three organizations have been incorporated in the report.

## Stakeholder Engagement

Stakeholders are those people who are directly or indirectly impacted by the any of the project related activity . The success of the program depends upon the acceptability of the program by the stakeholders.

Newgen CSR initiatives are impacting many direct and indirect stakeholders. For this project, the stakeholders consulted or interacted for the assessment of the NDDP project were as follows:



Figure 1: Students - Primary Stakeholder of Newgen's CSR Programs

### Major Relevant Stakeholders

**Student Beneficiaries:** Are the primary beneficiaries of the project as they are directly engaged with the project activities through regular digital literacy sessions. The students majorly belong to government girl schools and a trust run school of Delhi ranging from class 6th to 8th.

**Parents of student beneficiaries:** The parents of the students play an important role as they can motivate the students to pay more attention during the digital literacy sessions, give consent to attend summer/winter camps and provide their overall consent and approval. Also, they are the ones who are the connection to the rest of the community and their children. Thus, it is important that the parents are on-board and are involved as a major stakeholder.

**School Staff:** The staff of the school plays an important role as they not only allot time and place for the sessions to be conducted but their overall support is required in order to sustain the benefits of the project.

**Student Alumni (Project NDDP):** The student alumni are the ones who have been benefitted by the project and thus their inputs are crucial to measure the success of the project. They have been associated with the project for a duration longer than 3 years.

**Representatives from Project Implementation Team (Newgen):** Facilitator team for this project plays a vital role in the project implementation as they are the ones who ensure proper execution of the project on field. The inputs provided by them are the most indispensable part of the project.

**Head CSR & Director (Newgen):** The inputs from the Head of the CSR of Newgen directing, leading and ensuring that the project is being implemented in the right fashion is crucial to not only understand the implementation but also the vision behind the entire project.

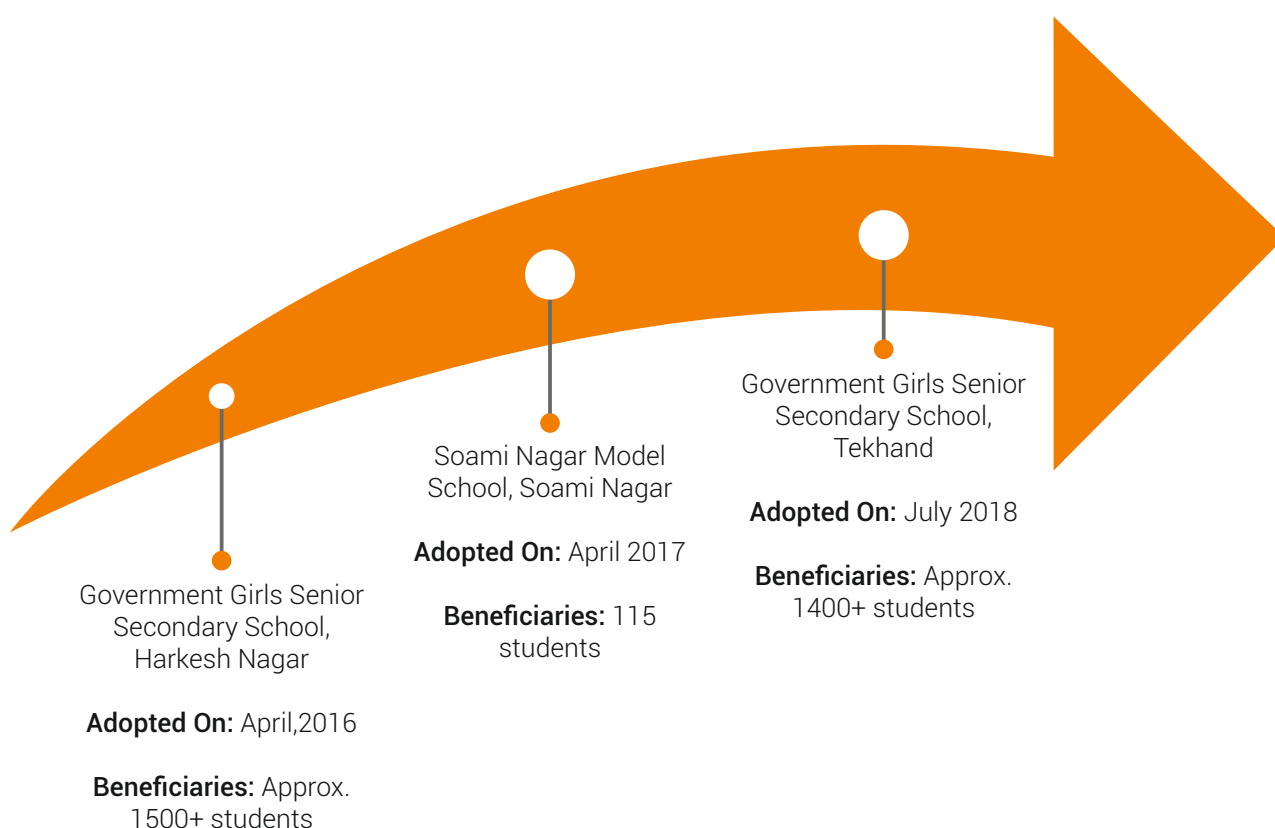
## NDDP Impact Assessment: Newgen Representatives: Findings, Analysis & Inferences

### Respondent Profile

As part of this assessment study, respondents from all three adopted schools wherein the NDDP project is currently being implemented - Government Girls Senior Secondary School, Harkesh Nagar, Soami Nagar Model School, Soami Nagar and Government Girls Senior Secondary School, Tekhand were interviewed. A total of 2 respondents from each school were covered. The classes being covered under the NDDP project are 6th, 7th & 8th of the respective schools. These beneficiaries actively participate in the regular activities conducted under the NDDP Program.

### Newgen School Engagement Duration & School Wise Beneficiaries List

Following representation is the duration for which the NDDP project has been running in the three adopted schools under the NDDP Program.



The above representation reflects that the progress timeline of NDDP which was commenced with the Govt. Girls Sr. Secondary school in Harkesh Nagar in 2016 with 1500+ students post which it began in Soami Nagar Model school in Soami Nagar in the year 2017 with 150 students and from July 2018 it also begun in the Government Girls Sr. Sec. School, Tekhand reaching out to a count of 1400+ students. Further, the no. of student beneficiaries that have directly benefitted from the program can be ascertained from the above mentioned representation.



## School Selection Process

Mentioned below is the process flow which is followed for the selection of schools and implementation of the activities under the NDDP Program. Similar process was followed for the selection of the adopted schools and shall be incorporated for future project location selection and project implementation:

**a) Identification of Location-** According to the Newgen school selection parameters, Government Girls Senior Secondary schools should lie in the vicinity of Newgen and should have a total enrolment of more than 1000+ students belonging to marginalized sections of society. The schools meeting these parameters have been identified as target project locations. Both Harkesh Nagar and Tekhand govt. schools fulfilled the criteria of the above mentioned parameters. However, Soami Nagar Model School was an exception as being a charity run school, the strength of the school did not fit the selection criteria. The further selection of schools would be based on the same parameters.

**b) Need Assessment-** Recce of the identified schools is conducted by Newgen CSR staff. Schools are selected on the parameters defined by Newgen and willingness of respective school administrations and students to accept the Program. Tools such as interactions with relevant stakeholders etc. are used.

**c) Synergizing with Administrative Departments-** After due identification of school, a process of prior approvals from the Directorate of Education is followed. A full-fledged proposal is then submitted to the DoE for approval.

**d) Launch of Pilot Phase of the Project-** Pilot phase is launched only after due approval from the school administration. The Pilot Phase includes the following stages:

**i) Trust Building Exercise:** The identified schools are provided with the requisite facilities for conducting NDDP Pilot sessions. Periods during the school hours is allotted to the NDDP project implementation team to conduct pilot phase sessions.

**ii) Setting Up NDDP Lab:** In order to set up the respective lab, NDDP project implementation team works with school authorities to plan for infrastructural pre-requisites (eg: classroom furniture etc.) falling under the CSR mandate of Newgen.

**iii) Procurement of I-Pads:** I-Pad procurements are done in the pilot phase to conduct the NDDP sessions in the respective schools.

**iv) Initial Introduction Session:** These sessions are conducted with students in order to make them more curious and interested in the program. These sessions also give the school administration a basic idea of the program that would be implemented once the permission comes from DoE.

**e) Implementation Stage:** After due approval, from the DoE the regular project activities conducted have been mentioned below:

**-Conducting NDDP sessions-** The Newgen Digital Discovery Paathshala is conducted in three phases:-

**{Note: All the sessions conducted in the government schools are conducted in Hindi (there maybe exceptions)}**

**i) Audio Visual and presentation sessions-** Audio Visual and presentation sessions are conducted during the introduction stage of I pad operations or any subject related topic. This helps the students to relate to the topics closely.



Figure 2 : Audio Visual Session in process

**ii) I-pad Sessions-** The major component of the NDDP session is the digital operation session.

**iii)** Students during these sessions are taught to operate the I-pad and browse through the internet. By the end of the year, the objective is to make the students digitally literate.

Frequency of the I-pad session increases as the students' progress to senior classes. Details of which are given below:

**Year 1:** When the students join the NDDP in the first year, the sessions are more focused on audio visual engagement. This is done to gauge the understanding and learning level of the students after which the basic use of I-pads is introduced. The aim of the program is to ensure that the students learn the basics of I-Pad operations.

**Year 2:** Entering the second year, the focus of the session moves to I-pad wherein students are made to understand the use of the internet for keyword browsing and how links are used. During the year, 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 content creation. Often the research is done with keywords from outside their school syllabus. The purpose is to ignite keenness for knowledge and research work. The students are also encouraged to select their own keywords in Year 3 of the Program.



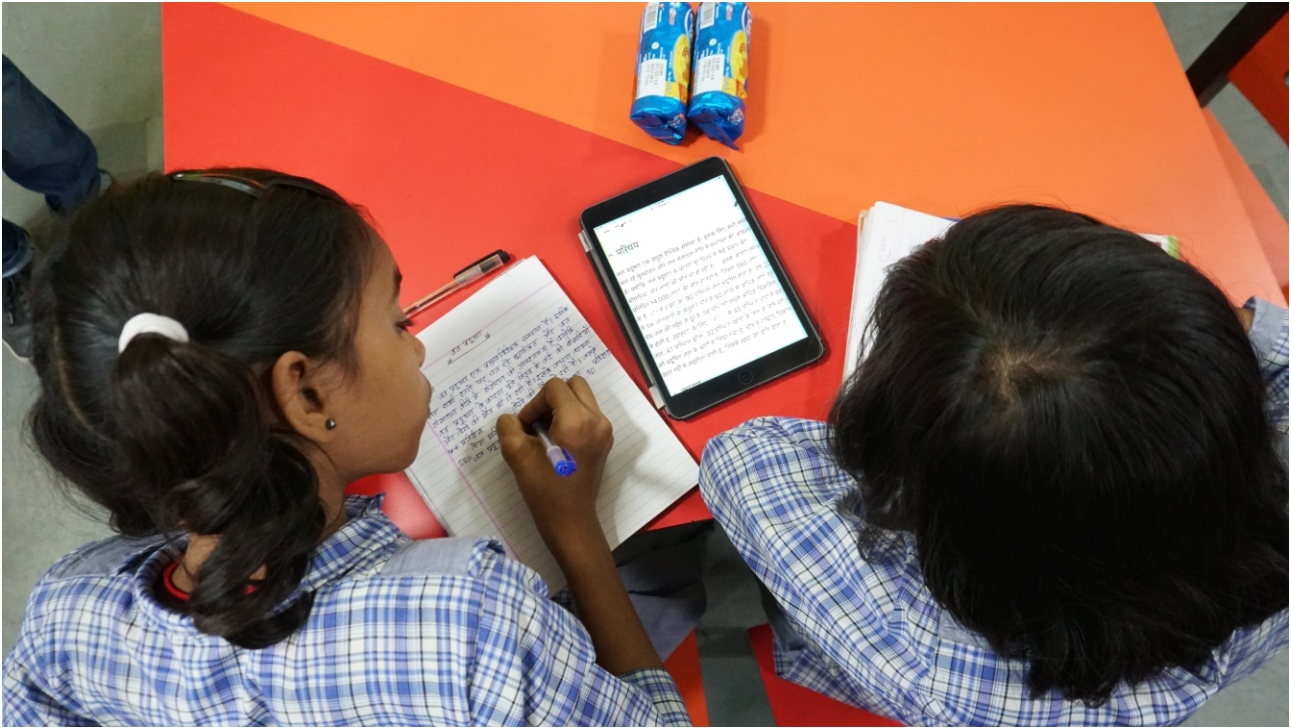
**Figure 3 : Students using I-Pad without any Intervention**



**Figure 4 : Students participating in NDDP Session**

- **Regular Assessments-**Tests, quizzes and assessments (basic I-pad knowledge and I-pad based research assessments) are conducted to assess the performance and learning level of the students.
- **Summer and Winter Remedial Camps:** Based on the regular assessment, identified weak students participate in the summer and winter remedial camps which are conducted to bring the weak students at par with the digitally sound students. Fun activities such as movie showcasing, debates etc. are also conducted during these camps.
- **Empowering female students by engagement in NDDP :** This is one of the newly added activities of the Program. For the pilot, one of Newgen's interns was provided with a platform to conduct a well-defined internship Program for the slow learners to bring them at par with their peers. The outcome of the activity was very well received. 70% of the targeted students enrolled in the pilot sessions became digitally sound.

This initiative has thus become a part of the Program and during the project period students from various prestigious colleges will be able to intern under the NDDP thus adding value to the Program.



**Figure 5 : Students showcasing Research Oriented Skill**

- **Newgen Volunteer Program-** To promote individual social responsibility amongst their employees Newgen organises a week dedicated to volunteerism. Employees from all the sects of the company participate in the on-going NDDP sessions and other CSR activities during this week.
- **Regular Monitoring and reporting-** Monitoring is an integral part of the Program, which maintains the quality and efficiency of the activities on ground. NDDP is strongly monitored via a real time monitoring Social Media group wherein everything related to the project implementation, conflicts, challenges are updated. Apart from the group, the facilitators fill up the feedback form daily highlighting the everyday activities at the project locations.
- Regular Distribution of Nutritious Snacks
- Annual Progress Reporting and Impact Assessment

### Changes Brought About/Experience Sharing

The NDDP program has created an extensive impact in the lives of the beneficiaries by deploying innovative pedagogy and through experienced facilitation. In this section, we will talk about the behavioural changes that the project has brought about within the beneficiaries along with the learnings of the implementation team.

#### i) Government Girls Senior Secondary School, Harkesh Nagar

The first school that was adopted under the program was Government Girls Senior Secondary School, Harkesh Nagar. During the nascent stage of this program, there was a lack of infrastructural facilities in terms of unavailability of labs, furniture, and logistical transfers of I-Pads, white screens, and projectors. Eventually, with time, lab was allotted by school administration which Newgen furnished, and is now known as 'NDDP Lab'. Along with classroom furniture, Newgen also donated electrical fixtures for the students of 6th, 7th and 8th standards, in order to provide better and student friendly educational environment.



**Figure 6 : Students showcasing the 'I Know it All' Attitude**



The students of this school progressed in the session steadily but as the years passed by every successive class that joined NDDP sessions, became more and more interested and proficient with digital education.

Initially, MiFis were used for internet connections but as the days progressed the connectivity became better and currently the program is working with 5g fibrenet thus making sure of the smooth implementation of the program. A cooling system has been installed for smooth functioning of all the electronic equipments used during the NDDP sessions.

## ii) Soami Nagar Model School, Soami Nagar

The beneficiaries of this school belong to a batch of students who are well versed in both Hindi and English which makes it easier for them to operate the I-Pads and understand the instructions given by facilitators with much ease. Compared to their peers in government school, it was easier for the Soami Nagar students to get proficient in their digital literacy in the first year itself.

During the initial phase, students were very indisciplined and had a very short focus span but as the sessions progressed and due to regular interventions of the principal and the NDDP facilitators the interest of the students started building and the students became more attentive and started participating during the sessions. Eventually, the students started participating in group activities and other fun-learning activities wherein they use digital medium as their source of learning.

## iii) Government Girls Senior Secondary School, Tekhand

The Newgen staff said that their experience of working with the children has brought positive results in the lives of the beneficiaries at Tekhand. Initially, they had problems as there wasn't any specific room as well as proper infrastructure for conducting the sessions, but later on, the NDDP project staff got a portable cabin which they refurbished according to the needs of the project. After some time, they requested the school authorities to allow them to extend the room so that the children could be accommodated comfortably. The children are now able to browse through the internet using I-pads and search for the relevant links thus fulfilling the criteria for being digitally literate. The children are now much more disciplined in comparison to their state of discipline at the beginning of the project.



Figure 7 : Students attending NDDP Session



## Main Benefits – NDDP Project

The benefits accrued to the students as cited by the Newgen staff have been given below:

### Government Girls Senior Secondary School, Harkesh Nagar

- i)** Digital literacy will help the students in accessing and exploring information and other requirements via net throughout their lives.
- ii)** Interest in subjects has been enhanced as students are now able to access subject related content across the net.
- iii)** Students have developed a sense of curiosity about knowing all kinds of events happening around them.
- iv)** Students are able to explore content related to new topics due to easy accessibility and now being digitally competent, students explore and understand their subjects in a better way.
- v)** Improvement in the confidence level of students. Now, they not only participate in NDDP sessions but also in their classroom activities.
- vi)** Students have become interactive with both facilitators and other students due to the modern pedagogy being used during the NDDP sessions as it makes the faculty more approachable and the students find it easy to communicate.
- vii)** They are equipped and are aware that they are part of the digital transformation that is happening around the world as they are aware that knowledge and information are available at the tip of their fingers.
- viii)** Provision of nutritional food leading to enhancement in nutritional intake of students.
- ix)** Enhanced team-work and peer-learning within students.

### Soami Nagar Model School, Soami Nagar

- i)** Improvement in attention span and focusing abilities of students.
- ii)** The enrolled students are now able to create content on the topics given to them as a keyword or as assignments.
- iii)** Increase in Interest level of students regarding study subjects.
- iv)** Improvement in attitude & behaviour of students.
- v)** Improvement in class participation amongst students. They participate in group and fun learning activities with the help of digital medium.
- vi)** Confidence to browse Internet without depending on facilitators created amongst students.
- vii)** Enhanced team-work and peer-learning within students.

## Government Girls Senior Secondary School, Tekhand

- i) The level of understanding and grasping power of students regarding classroom subjects have increased by watching Audio Visuals and PPTs as they are now able to relate to the topics in a better fashion.
- ii) Students have developed a sense of curiosity for the exploration of their subject content through the internet. This development has helped students to maintain their interest levels regarding respective subjects.
- iii) Participatory level and responsiveness of students have increased as a result of the NDDP project.
- iv) Students are encouraged to select their own keywords/ topic they want to study to get more clarification on the topics.
- v) Students have become interactive with both facilitators and other students due to the modern pedagogy being used during the NDDP sessions as it makes the faculty more approachable and the students find it easy to communicate.
- vi) The students are equipped and are aware that they are part of the digital transformation that is happening around the world as they are aware that knowledge and information are available at the tip of their fingers.
- vii) Provision of nutritional food leading to enhancement in nutritional intake of students.
- viii) Increased level of self-confidence.
- ix) Enhanced team-work and peer-learning within students.

## Steps Taken for Upscaling of Project

### Government Girls Senior Secondary School, Harkesh Nagar & Soami Nagar Model School, Soami Nagar & Government Girls Senior Secondary School, Tekhand

For the purpose of project up-scaling, NDDP has initiated three new activities which are mentioned below:

**a) Formation of Alumni Club in the adopted schools:** To strengthen the Program and to go that extra mile, a new initiative is in its planning stage. This new initiative will focus on bringing together the students of all the adopted schools who have exited the regular Program and are now in senior classes. Under this initiative, the following thematic areas- career counselling, governmental schemes, scholarship information and an advanced level of digital education will be covered which will help them with their future prospects.

The initiative is in its preliminary stage wherein the enrolment of students is being done at Harkesh Nagar and Tekhand schools. The Program will be implemented in a full-fledged fashion in the school year of 2019.

**b) Community based interventions:** Since for every social intervention, active participation of the community is essential, hence, NDDP has initiated activities connecting the mothers of the beneficiaries with the program in the schools of Harkesh Nagar and Tekhand. Mothers being an integral part of the community have to be empowered to amplify the magnitude of change that is being desired from the NDDP Program thus helping them with digital media, disseminating information and generating awareness regarding different thematic areas of life. Some of the sessions conducted were as follows:



**Figure 8 : Mothers of students gathered in the NDDP Lab of Harkesh Nagar for Menstrual Hygiene Awareness Session**

**i) Menstrual Hygiene Session:** In order to promote better hygiene practice, respective sessions were conducted for mothers of grade 7th and 8th students. Pamphlets and packets of sanitary napkins were also distributed among the participants.

**ii) Financial Inclusion Session:** In order to enhance financial literacy among mothers of beneficiaries, financial inclusion sessions were conducted. These are audio-visual sessions covering topics such as, life insurance, girl child relevant government schemes, Jan Dhan Yojna etc.

**c) New Schools:** Another project scale-up approach taken up by NDDP is adopting new schools. Initially, the school in Harkesh Nagar was adopted post which it began in the school in Soami Nagar and from July 2018 it has also commenced in the school in Tekhand. For this purpose, another new school is in the pipeline for adoption under this Program.

## Steps Taken for Course Correction

### Course Correction at Programmatic Level

**Defining Proficiency Level:** On adoption of the latest school, it was realised that the proficiency level of all the schools can't be measured on the same parameters. It was identified that the students, especially of class 8th of the previously adopted schools, are much more proficient with the I-pads than the ones who recently joined the Program. This observation made the Program team to bifurcate the proficiency into two levels- Proficiency I and II. Details of the proficiency levels are given below:

**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 I-pad which includes identifying various icons, browsing keyword and identifying the links provided by the facilitators.

**Proficiency Level II-** Under this proficiency level, the students enrolled must have spent more than 1 year in the NDDP Program. The students should be able to comfortably use the I-pad for browsing and content creation and do 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.

**Introduction of Reward system:** NDDP has initiated a rewarding system in the adopted schools to acknowledge the brilliant performers who performed exceptionally well throughout the Program activities. Certificate of appreciation is provided to the NDDP Achievers. Useful gifts/stationeries are provided to the students who perform well during regular and remedial sessions. As a result, this initiative not only boosted the performance but also encouraged others to accept and actively participate in the sessions and be a witness to change.



**Figure 10: NDDP Achievers of Year 2018-19**

**Mentioned below are the school wise implementation course corrections that took place:-**

### **Government Girls Senior Secondary School, Harkesh Nagar**

From the Year 2017-18, NDDP assessments were conducted as based on the subjective syllabus knowledge that was taught during the sessions. Two types of questionnaire were prepared for all the classes, one for Pratibha and one for Nishtha. However in 2018-19, the focus shifted to I-pad sessions, thus the NDDP facilitators introduced changes in the way they undertake assessments of the students. The assessments are more I-pad research based now as compared to subjective knowledge which gives the NDDP facilitators more idea about the students ability to work on the I-pad.



**Figure 11: Students portraying increased confidence during NDDP Session, Harkesh Nagar**

More focus is on I-Pad session than on presentation and audio visual for senior classes to make sure majority of the students are getting proficient (including the non-readers and differently abled).

### **Soami Nagar Model School**

According to Newgen facilitators, sessions in this school are comparatively better as the students belong to relatively better economical backgrounds. Course correction has only occurred at the programmatic level, such as, assessment technique has changed in each NDDP adopted school in the last year. I-pad based assessments are being conducted in this school to gauge the understanding of the students.



**Figure 12: Certificate distribution in Harkesh Nagar school**

According to Newgen facilitators, sessions in this school are comparatively better as the students belong to relatively better economical backgrounds. Course correction has only occurred at the programmatic level, such as, assessment technique has changed in each NDDP adopted school in the last year. I-pad based assessments are being conducted in this school to gauge the understanding of the students.

To promote more acceptance of the Program amongst the students of Soami Nagar, Newgen introduced certification for appreciation and excellence in the first year of the Program itself. It was observed that the students reacted positively to this token of appreciation and performed astonishingly well in the second year. This certification system was replicated in the other schools as well.



## Government Girls Senior Secondary School, Tekhand

According to Newgen facilitators, in any particular class, course correction has been done depending upon student's grasping power. If students are brighter, frequency of I-Pad sessions are increased and sessions are made more research-oriented using tougher keywords as the project was only in its first year of implementation.

Certification for appreciation and excellent performance of students was also adopted in this school making the program more accepted by the students.



Figure 13 : Interactive oral sessions being conducted in Tekhand School

## Major Project Challenges

The main challenges cited by the NDDP project implementation staff are as mentioned below:

<p><b>Government Girls Senior Secondary School, Harkesh Nagar</b></p>	<ul style="list-style-type: none"> <li>i) Poor Internet connectivity hampered proper execution of sessions.</li> <li>ii) A decrease in time slot provided to every class, from 70 minutes to 30-35 minutes, hampered the efficiency of sessions, making it difficult for students to cope up with the pace of new sessions.</li> <li>iii) Most of the Nishtha classes are a mixed bag of readers and non-readers. To make the non-readers digitally literate takes different pedagogy all together and different approaches to conduct the activities which makes it difficult for the facilitators to conduct sessions at a defined pace.</li> <li>iv) Relatively large students size makes it difficult for facilitators to provide attention to all 60-70 students at a time.</li> <li>v) Holidays, unplanned leaves, school activities including medicine distribution, Buniyaad sessions, clash with the NDDP sessions thus interrupting the flow of the sessions.</li> </ul>
<p><b>Soami Nagar Model School, Soami Nagar</b></p>	<ul style="list-style-type: none"> <li>i) There was lack of discipline and interest in sessions amongst students.</li> <li>ii) Students being introvert and less participating.</li> </ul>
<p><b>Government Girls Senior Secondary School, Tekhand</b></p>	<ul style="list-style-type: none"> <li>i) Initially, lack of Infrastructural support such as classroom, furniture. Classes had to be conducted in a small computer lab and accommodating all the students was a difficult task.</li> <li>ii) Boys from the local community destroy infrastructure.</li> <li>iii) Few children are not able to read and write even in class 8th making it difficult for the NDDP facilitator to teach them using I-Pads.</li> <li>iv) Time allotted for each session is very less.</li> <li>v) Holidays, unplanned leaves, school activities including medicine distribution, Buniyaad sessions, mid-day meal timings clash with the NDDP sessions thus interrupting the flow of the sessions.</li> <li>vi) High student to teacher ratio is an issue as it is difficult to provide equal attention to all students.</li> </ul>

## Sustainability Quotient of NDDP Program

### Government Girls Senior Secondary School, Harkesh Nagar, Soami Nagar Model School, Soami Nagar & Government Girls Senior Secondary School, Tekhand

The NDDP program is still evolving and is undergoing course corrections. Introduction of new initiatives, activities and teaching techniques are being thought of and are being implemented at regular intervals. NDDP program has been planned in such a manner that after every 5 years a MoU renewal will be done with the DoE to run the Program on a continuous basis for each school.

As of now, there has been no provision of handing over the Program to the school administration or self-sustainability, but the co-ownership of the Program lies with the school administration and the Directorate of Education as well which makes the Program more relevant to the education system.

## Recommendations/Suggestions

Following are the recommendations cited by the NDDP project implementation staff:

<p><b>Government Girls Senior Secondary School, Harkesh Nagar</b></p>	<ul style="list-style-type: none"> <li>i) Time slot for a minimum of 45-50 minutes should be allotted for each NDDP session with discussion from school administration.</li> <li>ii) Intensive extra classes focusing on digital literacy should be done to cover the time decrease which is constant challenge for the NDDP session.</li> <li>iii) Easier modules should be prepared for the students who have not able to read and write or are physically challenged.</li> <li>iv) Increase in volunteerism in the school by the Newgen employees to not only promote individual responsibility but also provide new perspective amongst the students.</li> </ul>
<p><b>Soami Nagar Model School, Soami Nagar</b></p>	<ul style="list-style-type: none"> <li>i) Students should be provided with higher education counselling at the 8th class level so that they can use the digital literacy classes for the optimum usage.</li> <li>ii) Increase in volunteerism in the school by Newgen employees to not only promote individual responsibility along with new perspectives amongst the students.</li> </ul>
<p><b>Government Girls Senior Secondary School, Tekhand</b></p>	<ul style="list-style-type: none"> <li>i) Every classroom should have proportionally divided class-strength in order to ensure that all students get requisite attention of the facilitators.</li> <li>ii) Bridge class should be arranged for the students who are not able to read &amp; write.</li> <li>iii) Mechanism to strengthen NDDP alumni network should be developed so that they can be involved as future facilitators.</li> <li>iv) An increase in time slot for digital literacy sessions is required.</li> <li>v) Increase in volunteerism in the school by the Newgen employees to not only promote individual responsibility but also provide new perspective amongst the students.</li> </ul>

## Direct Beneficiaries: Findings, Analysis & Inferences

The Fiinnovation team has analysed the quantitative data of the I-pad based assessment tests conducted by the NDDP project implementation staff and has presented it below. As part of the NDDP Program, I-pad 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 quantitative analysis. The tests had 2 sections being Basic Knowledge and I- Pad Based Knowledge and had a weightage of 10 marks each for the two sections in Harkesh Nagar and Soami Nagar school wherein for Tekhand along with basic knowledge test and presentation tests were also conducted at the school is newly adopted and to measure the level of understanding and skill enhancement amongst the newly enrolled students.

### NDDP Program has been divided into 2 Proficiency levels:

**Proficiency Level I:** Students must be a part of the NDDP sessions for one or less than 1 year and should have basic knowledge of operating I-Pads.

**Proficiency Level II:** Students must be a part of the NDDP sessions for more than 1 year and should be able to research and create content using the I-pads.

The major findings from the quantitative data are as follows:

### Government Girls Senior Secondary School, Harkesh Nagar

#### NDDP Assessment, Government Girls Sr. Sec. School, Harkesh Nagar

**Methodology:** The assessment was divided into two phases. The first phase included MCQs regarding basic I-pad operations and the second phase was I-pad based assessments wherein the students were asked to identify the keywords and links and provide relevant answers to the questions asked using I-pads only.



Figure 14 : Assessment being conducted in Harkesh Nagar School

#### Limitations:

- 1) Absenteeism and participation in Mission Buniyaad amongst the students was a major limitation and setback for this year's assessment.
- 2) Many of the students who have given one test were absent during the other which has also impacted the result.
- 3) Unplanned holidays and seasonal vacations increased the time duration of the assessment.

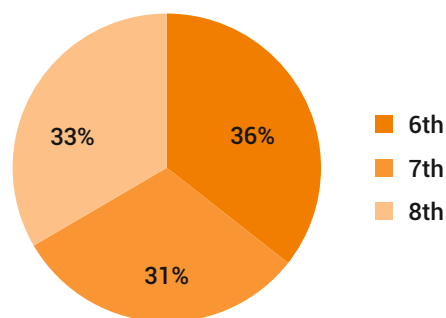
**Proficiency Level:** This school falls in the Proficiency Level II category as the students apart from having basic knowledge of operating I-Pads have been a part of the NDDP sessions for more than 1 year and are able to research and create content using the I-pads.

## Standard Wise Student Distribution



Figure 15 : Students preparing for their assessment

## Standard Wise Student Distribution



A total of 1237 students from the three classes (6th, 7th & 8th) were part of the exams conducted. 439 students from class 6th, 385 students from class 7th and 413 students from class 8th were part of this assessment.

## Students Exam Marks Distribution (Range)

Marks Range	Total Number of Students	Percentage
0 - 2.5	331	27
3 - 5.5	328	27
6 - 8.5	214	17
9 - 11.5	147	12
12 - 14.5	117	9
15 - 17.5	78	6
18 - 20	22	2
<b>Total</b>	<b>1237</b>	<b>100</b>



Figure 16 : First Phase of assessment in Harkesh Nagar School

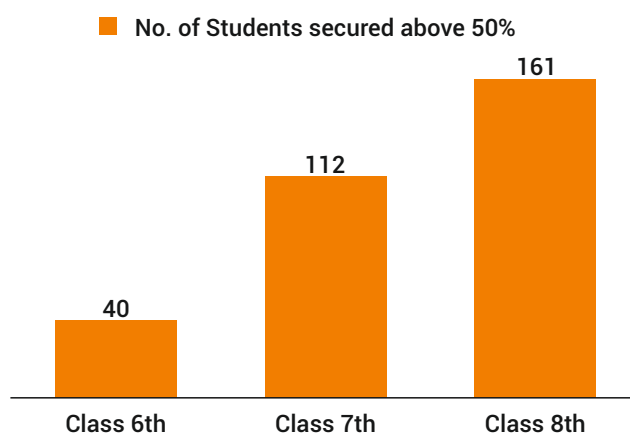
Majority of the students (54%) secured between 0-5.5 marks while 17% of the students scored between 6-8.5 marks. 12% of the students scored between 9-11.5 marks, 9% of the students scored between 12-14.5 marks and 8% of the students scored 15 and more than 15 marks.

## Students Secured Above 50% Marks

Standard	No. of Students Secured Above 50%	Percentage (Against Total No. of Students in these classes)
Class 6th	40	9
Class 7th	112	29
Class 8th	161	43.98
<b>Total</b>	<b>313</b>	<b>-</b>

43.98% of the students from class 8th, 29% of the students from class 7th and 9% of the students from class 6th secured above 50% marks.

## Students Secured Above 50% Marks





## Top Scoring Students

A total of 100 students scored impressively securing 15 (75%) and above marks & 2 of the students even secured cent percent.

## Winter Remedial Camp in Harkesh Nagar School

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 organised only with the weak students of class 8th.



Figure 17 : Students undertaking assessment for research based I-Pad test

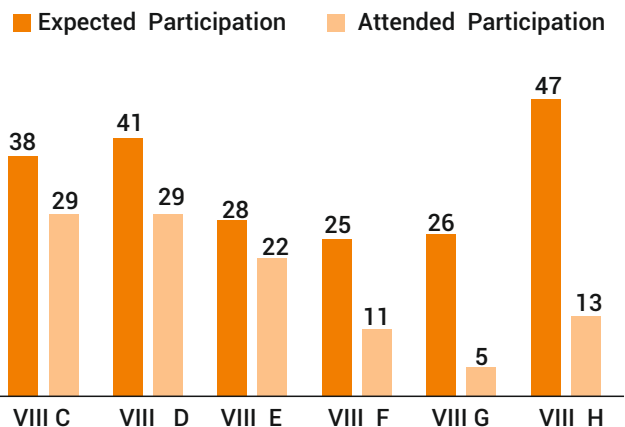
Students are identified through the previous assessment. In order to bring the low performing students at par with their counterparts, winter remedial camp of 2018-19 was organised to make the students able to fulfil the Proficiency Level II parameter in Harkesh Nagar and become digitally literate.

The following table is a representation of the participation secured in the winter camp:

Standard	Expected Participants	Attended Participants
VIII C	38	29
VIII D	41	29
VIII E	28	22
VIII F	25	11
VIII G	26	5
VIII H	47	3
<b>Total</b>	<b>205</b>	<b>109</b>

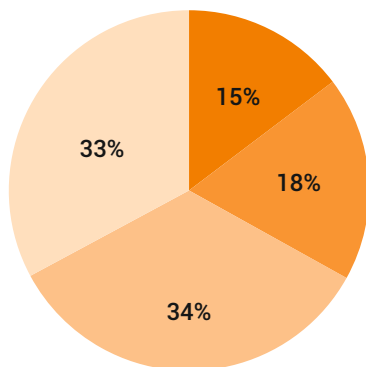
The above table clearly shows that a high no. of students attended the winter camp designed to help them improve their existing digital literacy skills.

### Participation - Winter Camps



### Proficiency Level of Students

■ Non-Proficient    ■ Intermediate  
■ Proficient        ■ Outstanding



The above representation depicts that during the winter camp out of 205 expected students only 109 students participated in the camp showcasing high absenteeism rate during the winter camp.

Out of 109 students, 73 students performed brilliantly and reached proficiency level II. 67% of the students were acknowledged to be digitally sound during the winter camp which brought the total success rate of the NDDP session in Govt. Girls Senior Secondary School, Harkesh Nagar during the year 2018-19 from 43.98% to 63.93% at the end of the academic session.

**Impact: 63.93% of the class 8th have attained the proficiency level II after the remedial winter camp and are now Digital literate in Government Girls Senior Secondary School, Harkesh Nagar for the Year 2018-19.**

A total of 9 volunteers supported and assisted in conducting the winter camp. These volunteers were instrumental in coordination and conduction of the winter camps.

## Soami Nagar Model School, Soami Nagar

**Methodology:** The assessment was divided into two phases. The first phase included MCQs regarding basic I-pad operations and the second phase was I-pad based assessments wherein the students were asked to identify the keywords and links and provide relevant answers to the questions asked using I-pads only.

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



Figure 18 : Phase I of assessment in Soami Nagar school

**Proficiency Level:** This school falls in the Proficiency Level II category as the students apart from having basic knowledge of operating I-Pads have been a part of the NDDP sessions for more than 1 year and are able to research and create content using the I-pads. Further, it is to be noted that the Proficiency Level I for the school is 100% while the Proficiency level II of the school is currently at 67%.

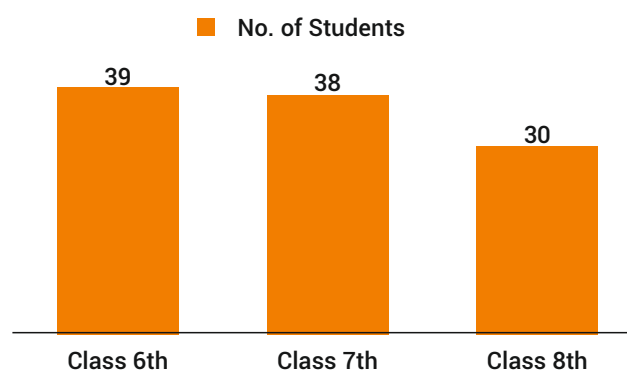
Apart from this, it is to be noted that no winter camp has been held in the Soami Nagar school as the Proficiency Level of the students was found to be good and as a result no winter remedial camp was required to be held in this school.

### Standard Wise Student Distribution

Standard	No. of Students	Percentage
6th	39	36
7th	38	36
8th	30	28
<b>Total</b>	<b>107</b>	<b>100</b>

A total of 107 students from the three classes (6th, 7th & 8th) were part of the exams conducted. 39 students from class 6th, 38 students from class 7th and 30 students from class 8th were part of this assessment exam.

### Standard Wise Student Distribution

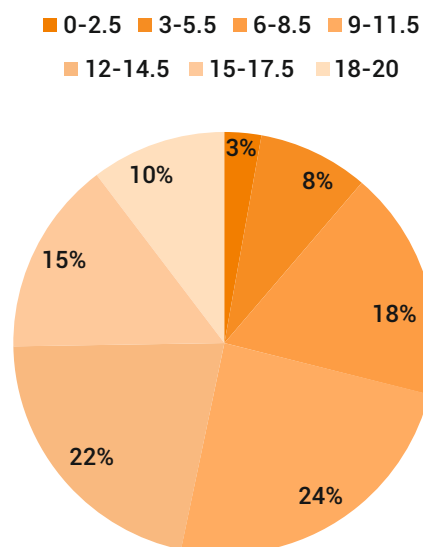


### Students Exam Marks Distribution (Range)

Marks Range	No. of Students	Percentage
0 - 2.5	3	3
3 - 5.5	9	8
6 - 8.5	19	18
9 - 11.5	26	24
12 - 14.5	23	21
15 - 17.5	16	15
18 - 20	11	10
<b>Total</b>	<b>107</b>	<b>100</b>

A significant no. of students (24%) secured between 9-11.5 marks, while 23% of them secured between 12-14.5 marks and only 9 students scored between 0-5.5 marks. 1/4th (25%) of the students had an impressive performance scoring 15 and above (75% & above) marks. Further, 10% of the students scored exceptionally well by securing between 18-20 marks.

### Marks Range Secured - Students



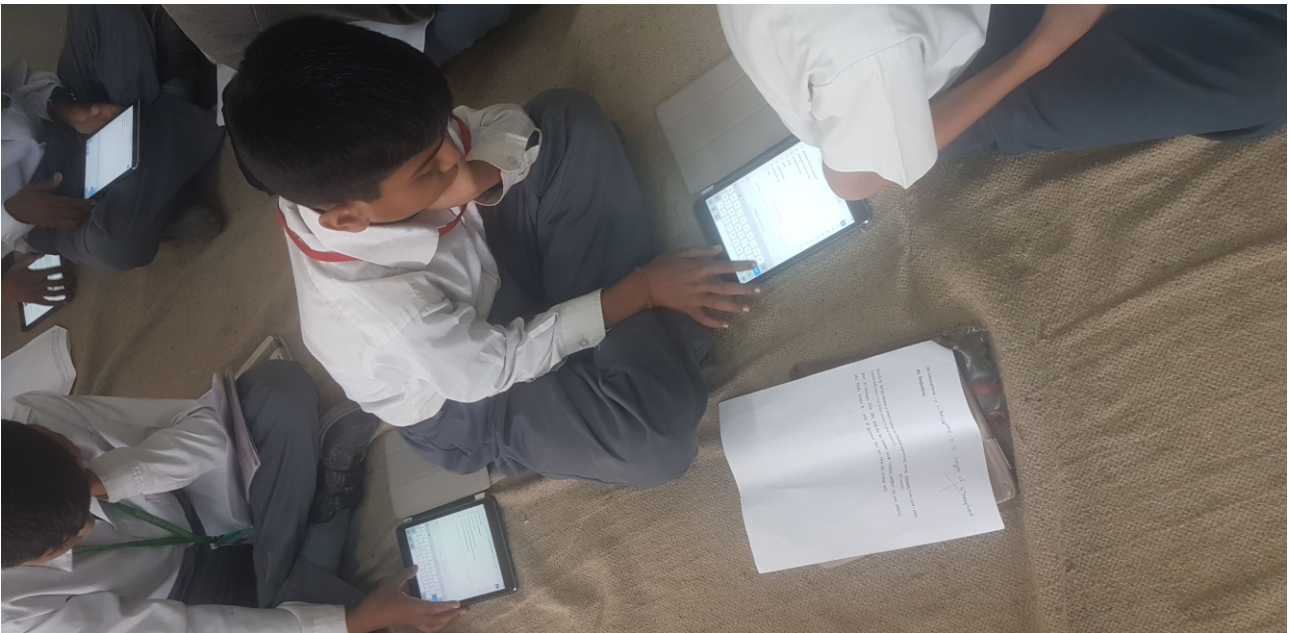


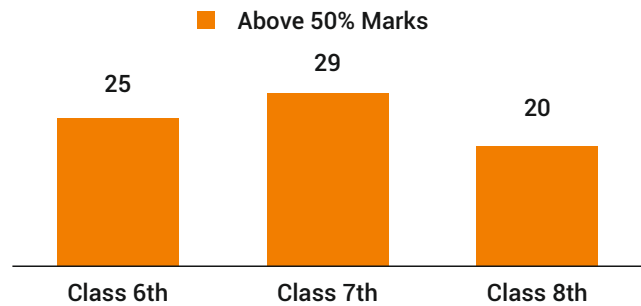
Figure 19: Students undertaking research based I-Pad test

### Students Secured Above 50% Marks

Standard	No. of Students Secured Above 50%	Percentage (Against Total No. of Students in these classes)
Class 6th	25	64
Class 7th	29	76
Class 8th	20	67
<b>Total</b>	<b>74</b>	<b>-</b>

A clear majority of the students from all three classes secured more than 50%. 64% of the students from class 6th, 76% of the students from class 7th and 67% of the students from class 8th who appeared for the test secured more than 50%.

### Students Secured Above 50% Marks



### Top Scoring Students

Marks Percentage	Total No. of Students
75% & Above	27
90% & Above	11
100%	1



Figure 20 : Students using I-Pad to give open book assessment

A significant no. of students as given above, have secured an outstanding performance in the assessment test. Through this analysis, we can infer that the most of the students in Soami Nagar school have become digitally literate and can now operate I-pad and other digital media without any external intervention.

**Impact: 67% of the class 8th have attained the proficiency level II and are now Digital literate in Soami Nagar Model School whereas all the classes show 100% Proficiency Level I, for the Year 2018-19.**

## Government Girls Senior Secondary School, Tekhand

**Methodology:** The mode for the assessment test (basic knowledge of I-pad operations) were in the form of MCQs which was incorporated from the instructions and topics that were covered during the NDDP sessions. These assessments helped to gauge the understanding of I-pads amongst the students that the NDDP session has created.

### Limitations:

1) Absenteeism and student participation in Mission Buniyaad amongst the students was a major limitation and setback for this year's assessment.

2) Many of the students who have given one test were absent during the other which has also impacted the result.

3) Unplanned holidays, Mission Buniyaad sessions and seasonal vacations increase the time duration of the assessment.

**Proficiency Level:** This school falls in the Proficiency Level I category as the students have been a part of the NDDP sessions for 1 or less than 1 year and have acquired basic knowledge of operating I-Pads. It is to be noted that a few of the students fall in the category of Proficiency Level II.



Figure 21 : Phase I assessment being conducted in Tekhand

## Standard Wise Student Distribution

Two assessment tests were conducted in this school and the strength of the students appearing in these 2 tests from this school has been given below.

Ist Test Student Strength			IInd Test Student Strength		
Standard	No. of Students	Percentage	Standard	No. of Students	Percentage
Class 6th	329	35	Class 6th	359	35
Class 7th	286	30	Class 7th	307	30
Class 8th	324	35	Class 8th	360	35
<b>Total</b>	<b>939</b>	<b>100</b>	<b>Total</b>	<b>939</b>	<b>100</b>

A total of 939 students from the three classes (6th, 7th & 8th) were part of the Ist assessment test conducted. 329 students from class 6th, 286 students from class 7th and 324 students from class 8th were part of this assessment exam.

A total of 1026 students from the three classes (6th, 7th & 8th) were part of the IInd assessment test conducted. 359 students from class 6th, 307 students from class 7th and 360 students from class 8th were part of this assessment exam.

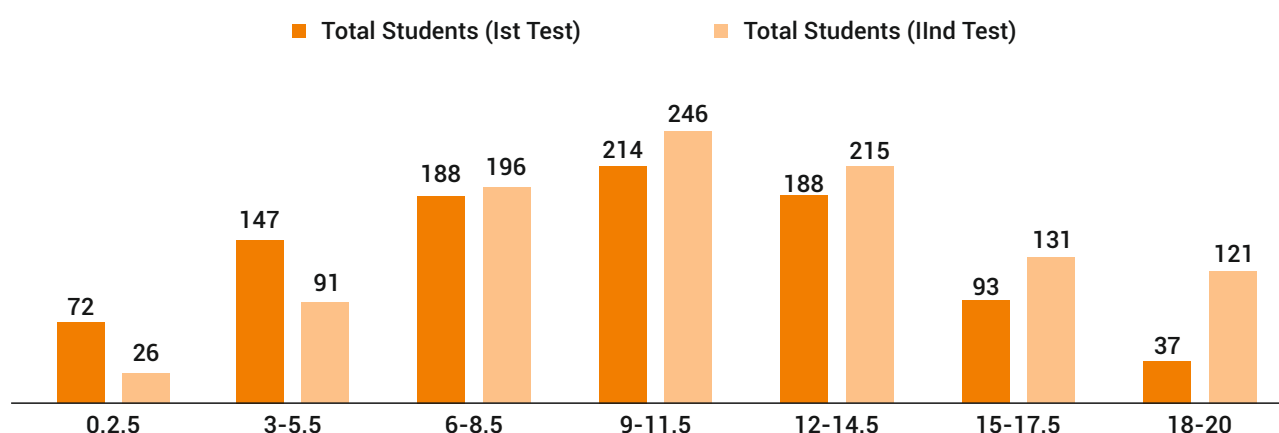


## Student Test Scores

The following table represents the marks secured by the students in both the tests.

Marks Range	Total Students (1st Test)	Total Students (2nd Test)	Total Students (Both Tests)	Percentage of Students
0 - 2.5	72	26	98	5
3 - 5.5	147	91	238	12
6 - 8.5	188	196	384	20
9 - 11.5	214	246	460	23
12 - 14.5	188	215	403	21
15 - 17.5	93	131	224	11
18 - 20	37	121	158	8
<b>Total</b>	<b>939</b>	<b>1026</b>	<b>1965</b>	<b>100</b>

### Students Secured Above 50% Marks



It can be clearly inferred from this table that there has been a marked improvement in the results of the students.

A significant no. of students (121) had an outstanding performance securing marks in the range of 18-20 (90% & above) in their 2nd assessment as against only 37 in the 1st assessment. Further, a major section of the students (131) scored exceptionally well securing marks in the range of 15-17.5 (75%- 87.5%) in their 2nd assessment as against only 93 in the 1st assessment test. This clearly denotes that there has been a very positive development in terms of the students understanding of digital literacy over time.

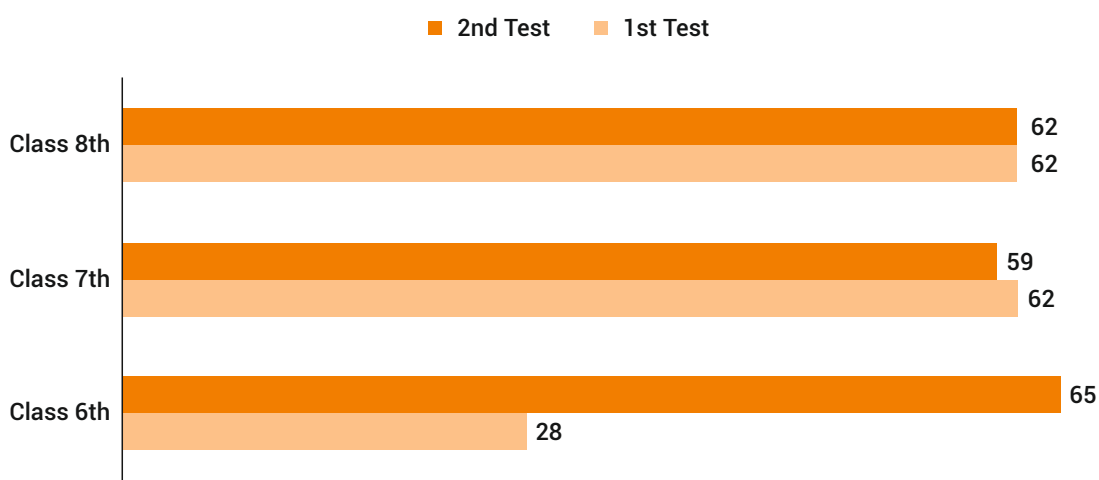


Figure 22 : NDDP assessment being conducted in Tekhand school

## Students Secured Above 50% Marks

Ist Test			IInd Test		
Standard	Above 50% Marks (Against Total No. of Students in these classes)	Percentage	Standard	Above 50% Marks (Against Total No. of Students in these classes)	Percentage
Class 6th	91	28	Class 6th	233	65
Class 7th	178	62	Class 7th	180	59
Class 8th	201	62	Class 8th	223	62
<b>Total</b>	<b>470</b>	<b>-</b>	<b>Total</b>	<b>636</b>	<b>-</b>

## Students Securing Above 50% during Assessments



The above graph clearly represents a marked improvement in the test scores of the students. While less than 3/10th (28%) of the students from Class 6th secured above 50% marks in Ist test, things drastically improved in the IInd test wherein more than 6/10th (65%) of the students from class 6th secured above 50% marks. A marginal increase can be observed in the overall result in the IInd test for 7th class (62%). Whereas there is a consistency in the performance of the students of class 8th at 62% for both the assessment tests.



Figure 23: Special Remedial Session being conducted in Tekhand school

## Top Scoring Students

Ist Test		IInd Test	
Marks Percentage	Total No. of Students	Marks Percentage	Total No. of Students
75% & Above	130	75% & Above	252
90% & Above	37	90% & Above	151
Cent Percent	6	Cent Percent	55

A significant no. of students as given above have secured an outstanding performance in the assessment test. Further, as clear from the above tables, there has been a clear improvement in the no. of the students scoring well in their assessment tests.

Thus, this implies that the students have clearly not only gained digital literacy but a major section of the student beneficiaries have even excelled.

## Winter Remedial Camp in Tekhand School

At the end of the academic session, an assessment was done on the basis of certain selected criteria to gauge the number of students belonging to class 8th who had attained a certain level of 'digital literacy'. For the students who failed to meet these criteria, remedial classes were held after which another test was done to assess their improvement.

### Criteria for digital literacy:

- Able to operate the I-Pad without any intervention
- Able to recognize the icons on the screen such as Safari, YouTube etc.
- Able to type the keywords, locate the correct links, and search for relevant information.
- Able to relate the keywords to the topic being discussed and locate the correct answers to the questions being put forward.
- Able to search for current information related to the topic.



Figure 24 : Special attention being to week students

Following are the statistics of the students enrolled in the winter camp:

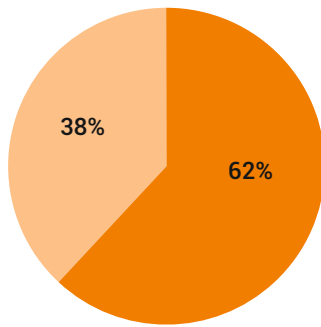
S. No.	Particulars/Statistics	No./Percentage
1	Total No. of Students Enrolled	400
2	Total No. of Students Regularly Attended Sessions	368
3	Total No. of Students Digitally Literate	237
4	Total No. of Students Not Digitally Literate Before Camp	131
5	Total No. of Students Who Became Digitally Literate After Camp	70/50
6	No. of Students Not Digitally Literate even after the camp	5
7	Number of Students Digitally Literate (Cumulative)	307/368
8	Success Rate of Remedial Camp	93.33%

It can be clearly inferred from the above table that the remedial camp was clearly a success with 93.33% students attending the camp and becoming digitally literate. Further, the overall rate of digital literacy in the school increased from 64.40 to 83.42% as a result of the camp.



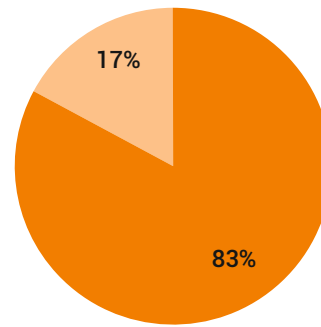
### Pre Winter Camp - Digital Literacy Status

Digitally Literate Not Digitally Literate



### Post Winter Camp - Digital Literacy Status

Digitally Literate Not Digitally Literate



**Impact:** 83.42% of the class 8th have attained the proficiency level I at the end of the year and are now having a basic knowledge of I-pad working in Government Girls Senior Secondary School, Tekhand for the Year 2018-19.

\*The winter camp results can show a variation of +/- 5% as the sample size is variable throughout the year.

## Summer Camp

The summer camp took place in the month of May 2018 in the Government Girls Sr. Sec. School, Harkesh Nagar School. The main aim behind holding the summer camp with the Pratibha sections of classes 6th, 7th and 8th was to help inculcate the digital literacy with the provision of fun based and interactive activities. The camp was held over a period of 4 weeks. The timings of the camp was from 10:00 AM – 12:30 PM.



**Figure 25 : Students participating in role play activity during summer camp**



**Figure 26 : Students participating in group discussion activity**

The camp engaged the children through a multitude of interactive approaches including story-telling, showcasing of Audio Visuals & movies, drawing competitions, Group discussions & I-Pad sessions. Along with this, the students were motivated through prize distributions. The students along with learning digital literacy were also given sessions on a host of topics including the importance of time management, good food hygiene and habits, how to maintain balanced diets in daily lives.

Individual attention was paid to the students in order to solve their queries. All the students displayed a lot of vigour and curiosity for learning. The Newgen staff ensured that the students were having fun while learning through interactive sessions. The outcome of the camp was exceptional not only did the students gain digital literacy but also was able to learn about a lot of other things which will help in development of their personalities.



## Case Studies

The NDDP project has indeed brought about many positive changes in not only the capacity of the students but also has transformed their outlook towards the world. Case studies depicting the changes brought in individual lives of specific project beneficiaries have been mentioned below.

### Government Girls Senior Secondary School, Harkesh Nagar

#### Case Study I

<b>Name of Student</b>	Neha
<b>Standard– Section</b>	7th Standard – Section A
<b>School Name</b>	Government Girls Senior Secondary School, Harkesh Nagar
<b>Case Study</b>	<p>Neha is a differently-abled child having minimal speech &amp; partial hearing. Initially, when she joined the program it was difficult for the facilitators to explain operations and working of I-pad to her and to figure how the session can be made relevant for a special child like her.</p> <p>But, as the sessions progressed, a facilitator was dedicated to her in each session. The operational steps of I-pad were explained to Neha by hand gestures, showcasing steps repeatedly.</p> <p>After a year of being with NDDP, Neha is now able to operate I-pad with confidence. During sessions, pictorial representation of topics is used to make Neha understand what the other students are being taught. She now has a new sense of confidence in herself as she can operate I-pad like her peers. Newgen staff are still working on the use of keywords and links which seem appropriate for Neha in order to figure out how to teach sign language to Neha using digital medium.</p>

#### Case Study II

<b>Name of Student</b>	Muskan
<b>Standard– Section</b>	8th Standard – Section H
<b>School Name</b>	Government Girls Senior Secondary School, Harkesh Nagar
<b>Case Study</b>	<p>Muskaan is one of those natural leaders who have been portraying her strong character in every session since the day she was enrolled.</p> <p>As one of the bright student of her class, she showcased her leadership quality during one of the community sessions which was conducted with the mothers of the students of standard 8th in which her mother was also a participant. The session was being conducted on financial literacy using digital medium and when she came to know about Jan Dhan Yojana accounts during the session, she took up the ownership to open up an account for her mother who before that had never enrolled with any bank.</p> <p>She was successful with the account opening and disseminating the teaching from the digital session amongst her close relatives and neighbours.</p>

## Soami Nagar Model School, Soami Nagar

### Case Study I

<b>Name of Student</b>	Asif
<b>Standard– Section</b>	8th Standard
<b>School Name</b>	Soami Nagar Model School
<b>Case Study</b>	<p>Asif was an indisciplined, non-attentive and academically weak student when he joined the sessions.</p> <p>With time, he gained some interest in the sessions and he eventually became more channelized and focused.</p> <p>Though Asif is still not much proficient with I-pad, but is now a curious student who now comes to sessions during leisure hours to interact with the faculty and seek career guidance from them.</p> <p>In this way, NDDP sessions had a positive impact on his personality.</p>

### Case Study II

<b>Name of Student</b>	Dhruv
<b>Standard– Section</b>	7th Standard
<b>School Name</b>	Soami Nagar Model School
<b>Case Study</b>	<p>Dhruv was a special student whose focus span during initial sessions was relatively less, with respect to his age. He was not confident and was undisciplined.</p> <p>Over time Dhruv's interest in the sessions increased, enhancing his attitude towards studies. He is now more focused, much more responsible and confident.</p>

## Government Girls Senior Secondary School, Tekhand

### Case Study I

<b>Name of Student</b>	Sneha
<b>Standard– Section</b>	6th Standard – G
<b>School Name</b>	Government Girls Senior Secondary School, Tekhand
<b>Case Study</b>	<p>Initially, Sneha used to display deviant behaviour and indiscipline in class. She never followed rules and regulations. All the teachers complained about her and punished her.</p> <p>NDDP facilitators then intervened and started counselling her. In order to instil better behavioural practices and responsibility, facilitators made her the monitor of NDDP sessions. This helped her become more responsible, disciplined and also responsive in classes. Now, she has become a key factor in maintaining discipline and order in her class.</p>

## Case Study II

<b>Name of Student</b>	Anjali
<b>Standard– Section</b>	8th Standard – F
<b>School Name</b>	Government Girls Senior Secondary School, Tekhand
<b>Case Study</b>	<p>Anjali was initially reluctant in even answering basic questions that were posed by the facilitators during the NDDP sessions.</p> <p>Gradually as the sessions progressed, a marked improvement was seen in Anjali. Small rewards even for giving wrong answers encouraged her to answer and interact during the sessions. This improvement in her behaviour was also observed during her regular classroom sessions. The subject teachers now have started appreciating her for speaking up during their sessions and answering to the questions asked by them.</p> <p>The NDDP sessions have not only made her confident but are also helping her overcome her fear of public speaking.</p>

## Field Observations

Fiinnovation undertook field level study and interacted with all the relevant stakeholders including the students, alumni, school staff, parents & NDDP project implementation staff in order to understand the efficiency and efficacy of the project implementation and the changes brought about in the lives of the project beneficiaries.



Figure 27 :Student interaction with Fiinnovation Team

Following are the list of field observations and points made by the specific stakeholders during their interaction with the Fiinnovation team:

### Students

#### Government Girls Senior Secondary School, Harkesh Nagar

- i) Though there were initial hiccups, all the students were able to open links within 3-5 minutes using keywords.
- ii) Almost all the students were able to type the keywords, locate the correct links and search for relevant information.
- iii) All the students are happy and content with the teaching staff. The students said that the teachers take special care of them and attend to all their queries put up by them in class.
- iv) Majority of the students said that their school test scores in Science & SST have gone up.
- v) Infrastructure available including projectors, screens, desks, chairs, lights, fans, air conditioners, almirahs and power backup were all in good condition.
- vi) The level of interest and confidence of the students has increased.
- vii) Participation level, public speaking, team work skills have been enhanced.
- viii) All the students stated that their parents are happy that their children are learning digital literacy.
- ix) The classroom study atmosphere is outstanding due to state of the art infrastructure provided by Newgen.
- x) The students suggested that English classes, art and craft classes, computer, dance and cooking classes may be incorporated in the project.
- xi) Participation level, public speaking and team work skills of students has been enhanced.

#### Government Girls Senior Secondary School, Tekhand

- i) Though there were initial hiccups, all the students were able to open links within 3-5 minutes using keywords.
- ii) Almost all the students were able to type the keywords, locate the correct links and search for relevant information.
- iii) All the students said that they get clear answers to the queries put up by them in class.
- iv) All the students said that they are satisfied with the quality of teaching.



Figure 28 : Facilitators guiding Students during NDDP Sessions in Tekhand School



- v) Majority of the students said that their school test scores in Science & SST have gone up.
- vi) The students said that they really enjoy the interactive sessions conducted by Newgen.
- vii) All the students displayed keen interest towards learning from I-pads.
- viii) All the students stated that their parents are happy that their children are learning digital literacy.
- ix) Pairing of students conducted to promote peer learning.
- x) The interest level of students and their level of confidence have increased.
- xi) Participation level, public speaking and team work skills of students has been enhanced.

### **Soami Nagar Model School**

- i) Students were able to operate the I-Pads without any intervention.
- ii) Almost all the students were able to type the keywords, locate the correct links and search for relevant information.
- iii) Displayed keen interest in learning from I-pads.
- iv) Students said that they wanted to learn other subjects including English & Mathematics too using the I-Pads.
- v) Students said they would like if practical and hand-made models are used during science classes.
- vi) All the students said that they enjoy the interactive sessions and have fun learning through various interactive ways of learning.
- vii) All the students said that their parents are happy that their children are learning digital literacy.
- viii) All the students said that they were satisfied with the quality of teaching.
- ix) Recommendations – More video based learning, practical science models should be used, learning through games & group activities
- x) There has been an overall improvement in understanding level of the students of the subjects.
- xi) Majority of the students said that their school test scores in Science & SST have gone up.
- xii) The interest level of students and their level of confidence has increased.
- xiii) Participation level, public speaking, team work skills have been enhanced.

### **Interaction with Parents**

- i) Parents are well aware of their children being a part of the NDDP program.
- ii) Parents said that they were happy that their kids are learning basic digital literacy.
- iii) Some of the parents said that their children have learned under the NDDP project are now actively using smart phones at their respective homes for study purposes.
- iv) They said Academic performances of their children in Science & SST subjects have gone up.
- v) Parents said that their overall confidence and interest levels in study subjects have gone up.
- vi) Parents said that this will help them in their future for various things including access to study related information, online submission of application forms etc.

### Interaction with Alumni

- i) Level of confidence has significantly improved and that the program had helped shape their overall personality.
- ii) Helped in improving understanding level & securing better marks in Science & SST subjects.
- iii) Said that it helped them to transition smoothly to their next standard/class.
- iv) Newgen staff is very supportive and helpful and has always answered all their queries.

### Interaction with Newgen NDDP Project Implementation Team

- i) Interactive modes of learning have been promoted.
- ii) The customized & interactive methodology of teaching helps in connecting with the child's psychology in a non-judgmental environment. Even students, who otherwise may feel sidelined in the class, feel amazed & excited to learn via I-Pads, and very happily adopt it.
- iii) Infrastructure provided is of bright colors and is child friendly.



**Figure 29 : NDDP Project implementation team interaction with Fiinnovation Team**

- iv) Winter and Summer Camps have been organized to provide extra support to the students. Apart from that the students have been informed about health and hygiene issues (Menstrual Hygiene).
- v) The sessions are held for 30-35 minutes, therefore the facilitators get less time with each class/section to complete the desired syllabus.
- vi) School teachers/administration are not involved in the project.
- vii) The syllabus of the digital literacy sessions is designed taking NCERT syllabus as the baseline.
- viii) Weaker students are paired up with brighter students for peer learning.

### Interaction with School Staff

- i) Students are excited and eager to learn.
- ii) Newgen staff has worked hard to teach students digital literacy.
- iii) Infrastructure provided is of top quality.
- iv) Subject related topics being taught helping in better understanding of students and leading to better results of students in school exams.
- v) The school staff suggested that classes on arts and crafts should also be included in the program and that subjects like Mathematics and General Knowledge should be included in the NDDP program along with Science & SST.

## Bytes – NDDP Stakeholders (Students, School Teachers/Staff, Parents & Alumni)

Following are the bytes taken from the major stakeholders of NDDP. It is to be noted that the identities of the stakeholders have been kept confidential for protecting their privacy.

### Students

- i) "Inn sessions ke wajah se humare mann se darr hatt gaya hai aur ab hum bejjhak har class mein pure confidence se apna opinions aur answers batate hai".
- ii) "Humein inn kitaabo se kahin zyaada gyaan aajkal internet ke dwara mil rahi hai aur isse humare Science aur SST subject tests ke marks pehle se kahin behtar hogyi hai".
- iii) "Maine apne mummy se kaha ki mere school mein mujhe digital madhyam se shikhsa di jaa rahi hai jo sunkar who bohut khush hui".
- iv) "Humein isse kayi tareeke ke fayede aage jaakar milega jaise ki isse hum baad mein padhai aur jobs ke liye form aur Adhaar, voter id, passport wagherah ke liye apply aur update kar payenge".

### Teachers

- i) "Students have started to respond better in other classes and are displaying a renewed curiosity for learning study material".
- ii) "The dedicated and passionate CSR team of Newgen has worked really hard to digitally empower the students of our school".
- iii) "This education will help them in all walks of life in the future".

### Parents

- i) "Ek nayi ichha jaagi hai mere bachhe mein cheeze jaanni aur seekhne mein internet ke madhyam se".
- ii) "Mein aur mera pura parivaar behad khush hai ki humare bachhe ko itne ache tareeke se digital shiksha di jaa rahi hai".
- iii) "Mere bachhe ka padhai mein nayi ruche aayi hai aur Science aur SST subjects mein pehle se kahin behtar hogyi hai. Baaki subjects bhi issi madhyam se padhaaye jaane chahiye".

### Alumni

- i) "Humein pehle cheeze itni samajh nahi aati thi par inn sessions ke baad humara padhai mein ruchi badh gaya hai".
- ii) "Madam ne humesha humare sabhi sawaalo ka pyaar se vistaar mein jawaab diya hai".

## Recommendations & Way Forward

On the basis of the quantitative and qualitative data analysis, the following recommendations are being put forward in order to mitigate the existing challenges & for upscaling of the project.

**i) Advocacy & Networking with DoE Required:** Further advocacy and networking is required in order to request the Department of Education, Delhi to issue the target schools a letter directing the school staff to allot specific time slots for the NDDP sessions. This will help in mitigating the main challenge of time constraint. It will help the NDDP project implementation staff to structure their sessions in a better manner leading to better project results.

**ii) Parent Workshops/Counselling:** 1 day workshop/counselling session with parents needs to be conducted. This session needs to highlight the importance of digital literacy in today's world and its possible uses and implications in their lives. This will result in the parents being more supportive and cooperative towards the NDDP project and will lead to increased participation in Summer & Winter camps.

**iii) Facilitation of Students for Bridge Classes through NGOs:** Nearby NGOs working on the provision of bridge classes needs to be identified. The students who are not able to read and write may be connected to these NGOs. This will help in solving the issue of those students who are not able to read and write. This may be done during the summer and winter breaks especially and may also involve volunteers/interns engaged by the Newgen CSR team.

**iv) Motivate Students to Teach Others:** The students should be motivated during the digital literacy sessions to teach their parents, siblings and friends and make them digitally literate as well. This will help in revision of the learnings as well as raise the no. of beneficiaries being impacted by the project. The students may be asked to teach 3-5 people initially in cyber cafes. The funds required for teaching in cyber cafes may be provided by Newgen.

**v) Creation & Operationalization of Sustainability Plan:** A well designed sustainability plan needs to be created in order to ensure that the benefits of the program remain long after Newgen has exited.

**vi) Define Engagement Process for Alumni & Other Stakeholder Groups:** Specific roles & responsibilities needs to be assigned for all the volunteer groups. Further, a specific incentivisation plan for these groups needs to be formed. This is essential to ensure the sustainability of the project. Apart from the alumni group increased volunteerism is required to be promoted through creation of students group within the classes. Further, volunteerism from Newgen staff members will not only help in increasing the manpower of the classes but also provide a fresh perspective towards possible new arenas of the program.

**vii) Conduct Mandatory Summer & Winter Camps in all Schools:** Mandatory summer & winter camps should be conducted in all schools. Along with the current curriculum, specific availing of government services, schemes and application and correction of forms such as Adhaar may be considered to be taught to the students. This will help them to further incorporate the learnings in the requirements of their daily lives.

**viii) Visibility of Newgen –Branding should be Increased:** The branding of Newgen should be further promoted across all schools and in community level interventions. It should be ensured that Newgen brand is visible throughout school and community level interventions.

**ix) Increase Group Activities:** Group level activities with students needs to be increased to further promote peer learning.

**x) Increase Community Level Interaction:** Assessment of the community may be conducted first and accordingly financial literacy, career counselling, personality development sessions, information dissemination regarding relevant government schemes through online digital application of forms needs to be conducted as required.

**xi) Increased School Staff Engagement:** Atleast one school staff from each school should be taught operation of equipment & trained to conduct digital literacy sessions so as to ensure long-term sustainability of the project so that the benefits of the project remains even after Newgen exits.



## NDDP: Study Conclusion

Following is the summary of impact assessment conclusions regarding the project implementation, the sustainability quotient, and the type of impact the project is having on the ground:

Project Title	Implementing partners	Design Applicability	Progress toward meeting objectives	Sustainability
Newgen Digital Discovery Paathshala (NDDP)	Newgen CSR Team	Highly Applicable	On track but has scope of improvement	Presently having Positive outlook on account of the recommendations being incorporated

The project interventions are creating a positive impact and leading to creation of an improved digitally inclusive society. Though the project implementation has been effective and is mostly meeting its objectives, however, it has scope of improvement as mentioned in the recommendations and way forward section above.

# Annual Report

# SOS Family Home Sponsorship Program

A report of the partnership between Newgen Software Technologies Limited and SOS Children's Villages of India  
(Financial Year: 2018-19)



## About the Partnership

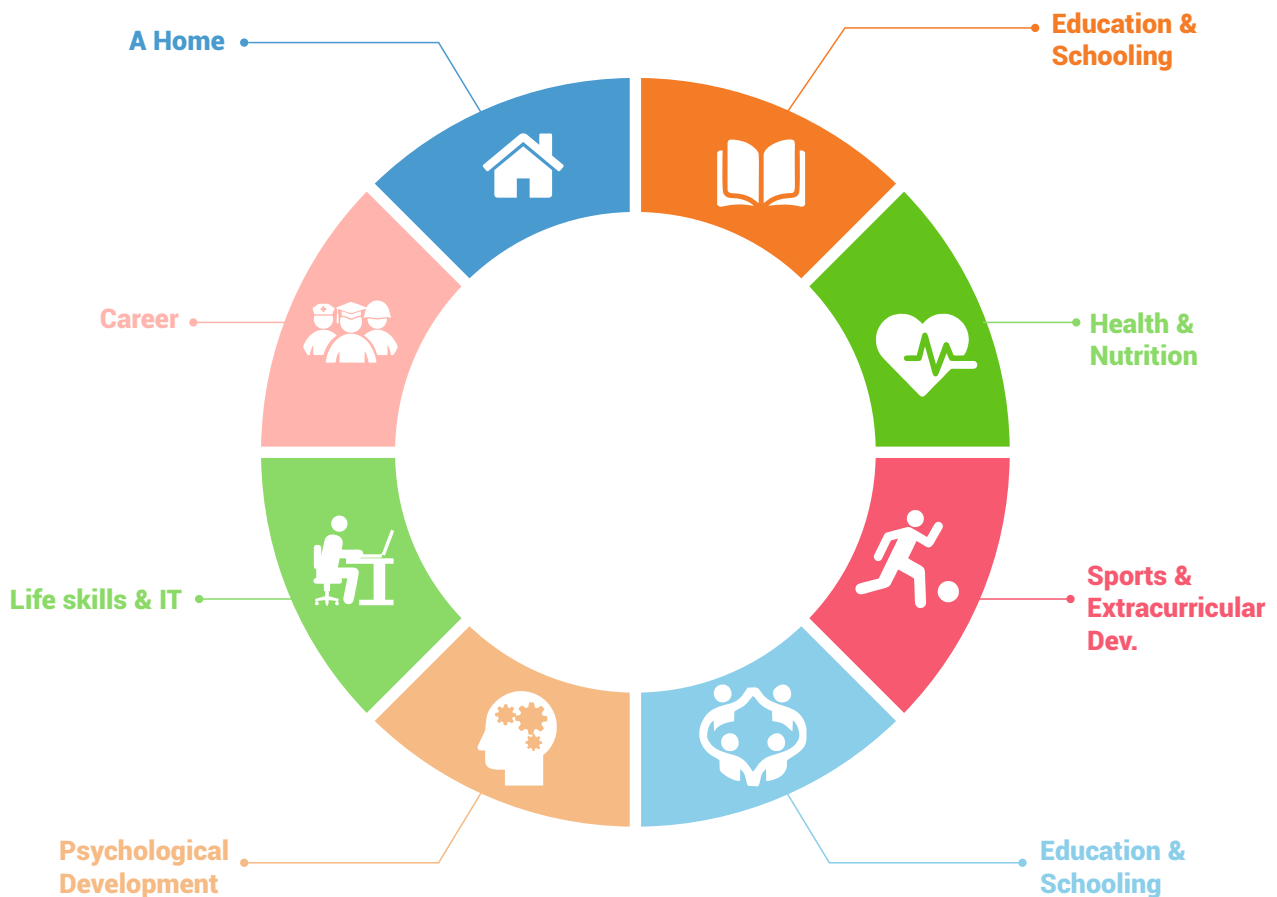
Newgen Software Technologies Limited has partnered with SOS Children's Village to support 30 parentless, homeless and abandoned children from three Family Homes in SOS Children's Village Bhopal. The Family Home Sponsorship (FHS) Program provides family-based care to these children and aims to ensure their holistic development covering components of health and nutrition, quality education and adequate physical and psycho-social development.

Apart from the above, Newgen Software Technologies Ltd has collaborated with SOS Children's Villages of India since 2014. To ensure holistic development of 10 children and their SOS mothers living in one Family Home (Family Home 6) in the Greenfields Village, Faridabad. The partnership will end in the year 2019 and impact of this partnership will be done next year.

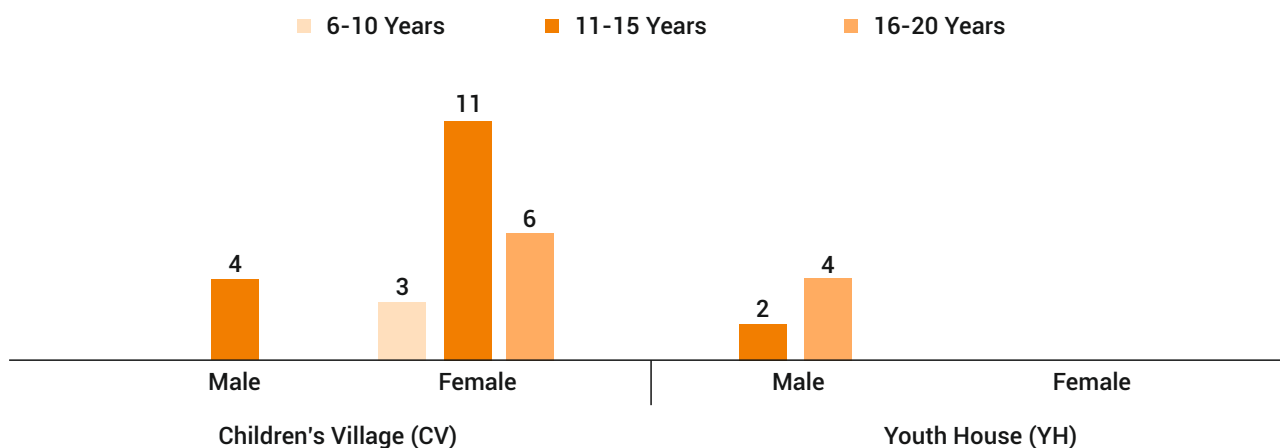
### The key objectives of the Program were as follows:

- a) Provide basic amenities like nutritious food, clothing, shelter, health-care and medication, etc. to the 30 identified children.
- b) Ensure holistic development and empowerment of the 30 identified children and youth through need-based capacity building programs, career counselling, psycho-social counselling, sports, extra-curricular activities etc.
- c) Ensure that the 30 identified 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



## Age, gender and residential status of supported Children



### Details of the supported Children

Newgen Software Technologies Limited has extended their support to 30 children, which includes 20 girls and 10 boys.

Among the supported children, 20 girls and 4 boys are staying in Children's Villages, while 6 boys of age 14 years or above are staying in 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 kilometres from the Children's Villages and are closely monitored by male Co-workers and Village Director (VD).

Majority of the supported children i.e., 17 falls in the age category of 11 to 15 years, while 10 children are between 16 to 20 years. Further, 3 children are aged between 6 to 10 years.

## Progress/Update on Activities (March 2018 - February 2019)

Key Components of the Program	
Activities Undertaken	Outcomes
<b>Food and Nutrition</b>	
Twelve awareness generation and counselling sessions on food and nutrition were carried out in Bhopal Children's Village.	Improved understanding and awareness of nutritious food/balanced diet amongst mothers and children.  Enhanced knowledge on how malnutrition, low haemoglobin can be best avoided as well as addressed.
Diet chart was followed by all the families as recommended by the dietician/nutritionist.	Adoption of healthy practices by the families, which included cooking healthy food (using specific ingredients) as per the diet chart suggested by the dietician.
Kitchen gardening was promoted and mothers, as well as the children, were encouraged to practice the same by planting nutritious 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	
<p>Awareness generation sessions on health, hygiene, sanitation etc.</p> <ul style="list-style-type: none"> <li>• An awareness session on 'how to increase haemoglobin levels' for grown-up girls in May 2018.</li> <li>• Session on Menstrual Hygiene on occasion of Menstrual Hygiene Day in May 2018.</li> <li>• Workshop on 'Health &amp; Sex education' for adolescent girls in September 2018.</li> </ul>	<p>As a result of the regular health check-ups, BMIs and Haemoglobin levels among children are well monitored and effective need-based measures are taken to address identified deficiencies.</p> <p>Improved health of children and lesser incidents of children falling sick.</p>
Education	
<p>All the 30 supported children are enrolled in age-appropriate classes/courses and are pursuing quality education. School uniforms, bags, stationery, tiffin boxes, school shoes etc have been provided to them.</p>	<p>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. 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.</p>
<p>Tuition/coaching classes/extra classes are being provided to all the supported children. The aim is to not only help improve their academic scores in various subjects but also to maintain their performance.</p>	<p>Tuition/coaching classes/extra classes for children are helping them appreciate and become better at the particular subjects that they are weak in, and attain a better understanding of the same. Further, they are able to clarify their doubts with the support of their tutors/teachers/education co-worker.</p>
<p>In order to increase children's knowledge, ability and confidence to use computers, a computer with Internet facility have already been installed in each home. Also, computer classes for class X and above students are regularly carried out with a computer teacher.</p>	<p>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. Senior girls now have the opportunity to search for better jobs online.</p>
<p>Six children attended career-counselling sessions with Admizzionz Campuz®. The counsellors guided the students through the complex admission procedures and ensured that they make the right career choice.</p>	<p>This helps the beneficiaries to make informed career choices across varied disciplines like Hotel Management, BBA, B.Com, Nursing etc.</p>
<p>Aptitude of nine children studying in standard VIII and above was assessed through Multiple Intelligence (MI)/ Multiple Nature (MN) tests. It helped the counsellors to guide the children to identify their career goals.</p>	<p>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.</p>
Clothing and Shelter	
<p>Regular and winter clothing are provided for the children according to the interest and choice of each and every child with the guidance of the mother. Children studying in colleges and distance universities make use of the hostel facilities in the campus and paying-guest accommodations available in that area with all the support and guidance of the co-workers.</p>	<p>Basic amenities are being provided to the children. Each child/youth are equipped to give necessary focus and attention towards knowledge and skill development.</p>

### Holistic Development (trainings, workshops, seminars, sports, etc.)

- Workshops were also held on a regular basis for building the capacities of children and mothers. Some of the workshops held were:
- Boys between 10 to 14 years participated in a resilience-building activity in the Children's Village (March 2018).
- Art & craft training organized for children studying between classes V to VII (April 2018).
- Children from SOS CV Bhopal and Madhya Pradesh Vigyan Sanstha joined hands to observe Global March for Science on April 14th 2018.
- Session for SOS mothers on ensuring the emotional well-being of children in April 2018.
- Session on POCSO and Child Protection for mothers in April 2018.
- One day session on 'Accounting with the latest norms' for mothers in May 2018.
- Session for mothers on 'Guidance to children on Education' in May 2018.
- Career Guidance Workshop for youth boys in June 2018.
- Art & Craft session for children in June 2018.
- Children participated in various dance and sports competitions for SOS Tarang (July 2018).
- Session for mothers on 'How to improve academic scores of children' in July 2018.
- Workshop for mothers on the JJ Act and Child Participation (July 2018).
- A session with senior girls on academic performance, interview skills, first time salary and financial education (August 2018).
- Workshop on 'Eco-friendly way to make Ganesha idol' in September 2018.
- Experience sharing by Dhyani Chand Award Awardee Former Olympian Mr. S.S. Hakim with children (October 2018).
- Training on accident-free and safe Diwali for Youth Home boys in October 2018.
- Career Guidance session for Youth Home boys was organized in October 2018.

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 mother's awareness and knowledge on respective themes/issues have enhanced.

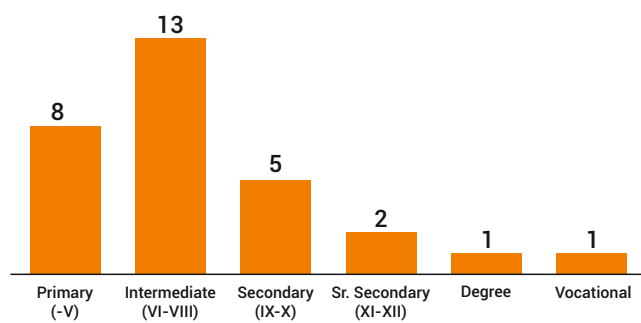
<ul style="list-style-type: none"> <li>• Training session on Disaster Risk Reduction (November 2018).</li> <li>• Children celebrated Christmas with many games and activities in the village (December 2018).</li> <li>• Training on POCSO Act and various forms of child abuse for children (February 2018).</li> </ul>	
<ul style="list-style-type: none"> <li>• The following festivals were celebrated at SOS Children's Village: <ul style="list-style-type: none"> <li>• Holi</li> <li>• Environment Day</li> <li>• Independence Day</li> <li>• Dussehra</li> <li>• Diwali</li> <li>• Christmas</li> <li>• New Year</li> <li>• Republic Day</li> </ul> </li> </ul>	<p>Various festivals were celebrated with full enthusiasm at SOS Children's Village Bhopal.</p>

## Results/Outcomes

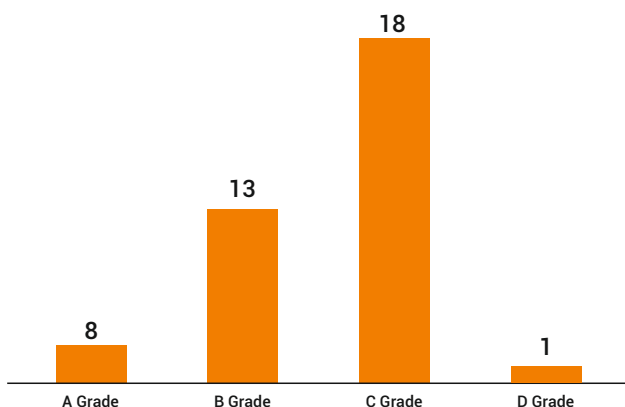
### Education

All the 30 supported children are enrolled in age-appropriate classes/courses and are pursuing quality education. As can be seen from the graph, most children, i.e. 13 are studying in intermediate classes followed by 8 children who are in primary classes, 5 in secondary and 2 in senior secondary classes. One child is pursuing degree course and one is pursuing vocational training.

### Education details of supported children (2018-19)



### Mid-term grades of supported Children



As far as the mid-term grades of supported children are concerned, the majority of the children i.e. 18 children have scored 'C' grade (45-60%), while 9 have scored 'B' grade (61-80%) and 2 children have scored an 'A' grade (>81%). Tuition/coaching classes/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 the children can cope up with and appreciate the subjects that they are weak in.

Additionally, in order to ensure that children are able to benefit from the vast array of information that the internet provides a computer with internet facility 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, bettering their prospects of employability.

The importance of aligning one's individual potential with the professional paths that they choose in life, later on, is given due importance.

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



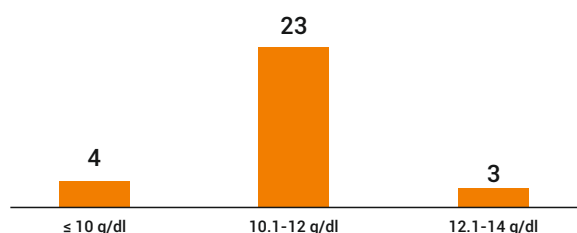
### Health and Nutrition

Regular sessions on the importance of nutritious food are carried out at Villages, with participation from all the children and mothers. They also follow a diet chart that is recommended by a dietician/nutritionist. 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.

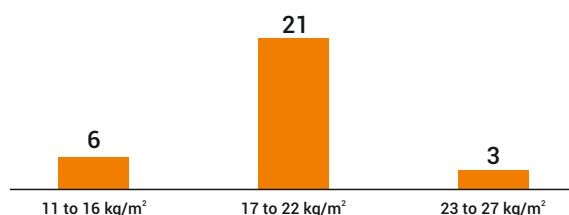
Kitchen gardening is promoted extensively in the Villages. Mothers, as well as the children, are encouraged to practice the same by planting nutritious fruits and vegetables in their kitchen gardens.

### Haemoglobin & BMI Levels of the Supported Children

Haemoglobin levels of supported Children



BMI level of supported Children





The above graphs reflect the haemoglobin and BMI status of the supported children. As can be seen, maximum children i.e., 23 have Hb count between 10.1-12 g/dl. 4 children have Hb count of less than 10g/dl, while the Hb count of 3 children is between 12.1 to 14 g/dl. For children whose Hb is less than 10g/dl, special care, and attention is being extended on a regular basis. A healthy diet rich in iron and proteins is provided to them by their mothers. Their health is closely monitored by the dietician.

As far as the BMI levels of children are concerned, maximum children i.e. 21 have BMI between 17 to 22 kg/m<sup>2</sup> followed by 6 whose BMI is between 11 to 16 kg/m<sup>2</sup> and 3 with a BMI of more than 23 kg/m<sup>2</sup>.

The average BMI of supported 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 (Family Home Sponsorship) 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 thematic and programmatic insights/inputs towards 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 handholding support towards 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 all 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. Thus, 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 as per their unique learning requirements.
- For 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 about the importance of a healthy nutritious diet, however, many times their inclination towards junk food is challenging to handle for the mothers.

## Lessons Learned and Emerging Best Practices

- Regular insights and capacity building of the mothers and aunts is extremely crucial for the successful upbringing and growth of the children. They play a critical role in the emotional and psychological development of children and thus their knowledge, skills, and attributes towards childcare and development needs constant upgradation.
- Regular awareness generation sessions on multiple themes and issues relevant to the mothers and the children like health, hygiene, nutrition, career options, cyber security etc. have been hugely successful and helpful. They not only provide an opportunity for the children and mothers to create a collective understanding of these issues but also allow them to engage in meaningful dialogues and exchange on information/knowledge.

- 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 holistic development. Apart from emphasizing on academic performance, encouraging children to participate in extra-curricular activities, sports, arts, crafts, music etc. help them in overcoming their apprehensions and builds their self-confidence.

- Multiple Natures and Multiple Intelligence(MN/MI) tests for the children who are studying in class VIII and above, have helped to assess their overall competencies. Complemented with effective career counselling, it helps children to make informed decisions about their career.

## Story of Change

16-year-old Tanushree is a confident and smart young girl, who has been living in the SOS village since the year 2002, since she was two days old. Tanushree's journey to the girl that she is today has been nothing short of inspiring.

Tanushree grew from a shy and introvert girl to someone who sets an example in confidence for her other sibling. Her SOS Mother recalls with pride, "The children had organized various games for their SOS mothers. After the games and cultural performances, some children shared a speech that they had prepared for their mothers. Tanushree was the first one to come on stage. I couldn't believe that this girl who was speaking so confidently on stage once had stage fright!"



Tanushree loves playing outdoor games like hide and seek and group games such as Kho-Kho. She also plays basketball and badminton. She enjoys doing craftwork, making greeting cards and other decorative items, when at home. Rest of the time, she enjoys her time at home with her siblings and SOS mother, watching TV and chatting. Tanushree recently won first prize in a quiz competition. She also participates in various debate competitions.

Tanushree is currently studying in class X and is doing well so far. She regularly attends the self-study sessions and tuition classes arranged in the village. She knows that she needs to study hard for the board examinations and is putting in an extra hour every day.

Tanushree remembers the time when teachers asked her class to perform a cultural show on the school annual day functions. "My best friend and I planned to perform a contemporary dance and we taught the dance steps to some new children from our class and worked very hard to put up a good show. Our performance and efforts were appreciated by all and it made me feel very proud!"



**Glimpses of Village Activities**



**New Year celebration at the village**



**Children attending computer training class**



**Independence day celebration at the village**



**Performance at the village on Child Rights Day**



**Children enjoying a game of Tug-of-War**



**Children displaying their craft work**



**Tae-Kwondo competition**



**Mothers getting a lesson on nutritious food**

# Annual Report

## Mid-Day Meal

### Program – Akshaya Patra

A report of the partnership between Newgen Software Technologies Limited and Akshaya Patra (Financial Year: 2018-19)





### Goal of the Project

To eliminate classroom hunger by implementing the Mid-day Meal Program in the government schools and government aided schools.

### Purpose

To counter malnutrition and support the right to education of socially and economically disadvantaged children.

### Project Summary

Particulars	Project Details
Project	Mid- Day Meal Program
Project Start Date	1st March 2018
Project End Date	29th February 2020
Name of the Implementing Partner	The Akshaya Patra Foundation
Name of the Sustainability Partner	Newgen Software Technologies Limited
Geographic Coverage	Vrindavan, UP
Beneficiaries Covered	1053
Total Meals to be Served	4,88,592
Total Meals Served Till February 2019	2,45,349
Total cost of the Program	INR 20,00,000

### Executive Summary

The Akshaya Patra Foundation collaborated with Newgen Software Technologies Ltd. in their noble mission to eradicate classroom hunger.

With Newgen's generous sponsorship the allocated amount of Rs.10,00,000, Akshaya Patra utilized the funds to provide freshly cooked nutritious meals to 1053 school children in Vrindavan for a period of one year from 1st March 2018 to 28th Feb 2019.

In partnership with Newgen Software Technologies Ltd., the Akshaya Patra Foundation has completed first phase of the project. The project was initiated with the following objectives:

- Improving the nutritional status of children in Government and Government aided schools in Vrindavan, Uttar Pradesh.
- Encouraging and incentivizing parents of needy children, belonging to disadvantaged sections, to send their children to school.
- Help improve the learning experience by enabling better concentration levels in classroom.

## Akshaya Patra has undertaken the following activities:

- Identified the proposed number of 1053 beneficiaries.
- Mid-Day Meal is provided to ~1053 children covering in Uttar Pradesh.
- Hot & Nutritious Mid-Day Meal is provided and quality is ensured.

Newgen Software technologies Ltd. allocated a grant amount of INR 10, 00,000/- for providing school meals to proposed number of children for the financial year 2018-19. Akshaya Patra has utilized INR 10, 04, 662/- so far towards providing school meals to the children. Through Newgen's noble initiative, 1053 children in Vrindavan were benefited with hot & nutritious mid-day meals during the period of 1st March 2018 to 28th Feb 2019.

## Purpose of the Project

The well-designed, school meals Program have direct benefits for children: they improve their nutrition status, health, and level of education. These direct outcomes further contribute to wider processes such as the reduction of poverty and inequality and lead to economic growth.

- **Eradicating Classroom hunger.**

SDG 2 – End hunger, achieve food security and improved nutrition and promote sustainable agriculture – is addressed directly by school feeding program. There is strong evidence that the school-based feeding program is a real-time response to the immediate needs of school age children. School feeding reduces the economic burden on families by providing a meal at school and Akshaya Patra – fortified pilot project can be complemented by micronutrient-enriched meal.

Overall, the project is on track and we are looking forward to continue the mid-day meal program in the upcoming months. The project in Vrindavan district has also helped in achieving following SDGs through interventions:



## Project Progress

### Details of the Intervention Program:

Akshaya Patra's intervention program is multi-faceted and it is designed to address the nutritional challenges faced by the children in terms of regular food & milk supplements and other necessary micronutrient supplements.

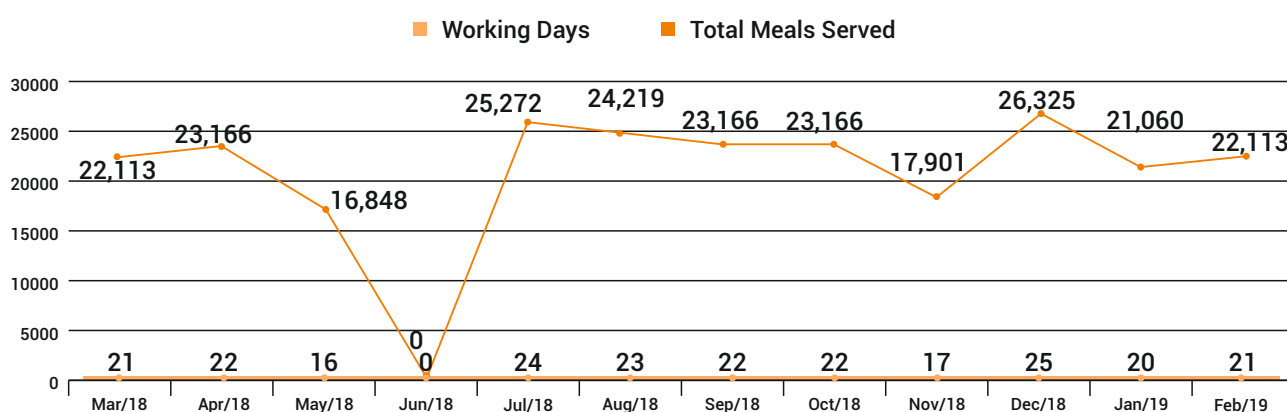
Period: Mar 2018 –Feb 2019		
Intervention	Beneficiary Coverage	Project Status
Hot & Nutritious Mid-Day Meal for the entire project period	1053 Children	In progress

## Mid-Day Meal Program

At the end of Mar 2018 –Feb 2019, the foundation served around 2.45 lakh meals on 233 school days in the Newgen Software Technologies Ltd. sponsored Government and Government aided schools benefiting 1053 children across Vrindavan in Uttar Pradesh.

Mar 18	21 working days	22,113 meals served
Apr 18	22 working days	23,166 meals served
May 18	16 working days	16,848 meals served
Jun 18	0 working days	0 meals served
Jul 18	24 working days	25,272 meals served
Aug 18	23 working days	24,219 meals served
Sep 18	22 working days	23,166 meals served
Oct 18	22 working days	23,166 meals served
Nov 18	17 working days	17,901 meals served
Dec 18	25 working days	26,325 meals served
Jan 19	20 working days	21,060 meals served
Feb 19	21 working days	22,113 meals served

### Meals served per month



### Food Menu

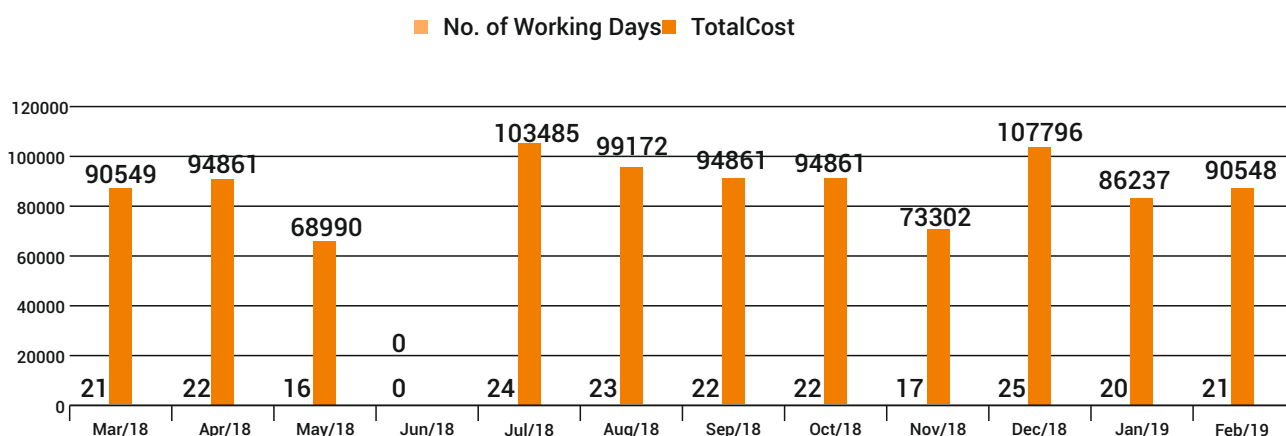
Day	Menu	Primary - MDM Specifications: 12gms of Protein, 450 Kcal Energy	
		Protein (g)	Energy (Kcal)
Monday	Roti, Mix veg & Banana	16.5	579
Tuesday	Roti, Mix veg & Banana	16.5	579
Wednesday	Khichadi, kheer	13.1	483
Thursday	Roti, Mix daal	13.3	433
Friday	Khichadi, kheer	13.1	483
Saturday	Jeera rice, kadhi	15.1	454

## Financial Utilization

In the First Phase of the project, the Akshaya Patra Foundation undertook Mid-Day Meal program in the Newgen Software technologies Ltd. supported schools and utilized INR 10, 04, 662/- (Ten Lakh Four Thousand Six Hundred & Sixty Two only)

S.No.	Month	No. of Working Days	Total Cost
1	Mar-18	21	90549
2	Apr-18	22	94861
3	May-18	16	68990
4	Jun-18	0	0
5	Jul-18	24	103485
6	Aug-18	23	99172
7	Sep-18	22	94861
8	Oct-18	22	94861
9	Nov-18	17	73302
10	Dec-18	25	107796
11	Jan-19	20	86237
12	Feb-19	21	90548

### Cost per month



## Overall Summary

Particulars	Funds Utilized (in INR)
Total Grant Received	INR 10,00,000/-
Utilization	INR 10,04,662/-
Variance	INR 4,662/-



## Stories of the children

### First day of the meal.....

Khushboo knows the value of food. She comes to school with an empty stomach. Her father works as a driver and cannot afford to provide her meal for the whole day. Khushboo has been seeing her father struggle to meet the family needs. Displaced from their land, yet to find a home for their own and now they all live under a small temporary shed. She makes her brothers feel happy all the time and provides whatever she can afford. She has been an instrument in transforming the lives of the whole family.

For Khushboo, P.M.V.A.M School is a second home. She loves her school and the entire crowd over there. She has many friends in her school. She has been the favourite student for the teachers and a best friend to her companions. Her favourite subject is English. She helps everyone who comes to her.

It has been 7 years since she has been enjoying mid-day meal provided by Akshaya Patra. She is just happy to have the wholesome hot-meal served every day. Khushboo says, "Mid-Day Meal provided in the school is the first meal of the day. I feel more energetic and enthusiastic after lunch and it enables me to concentrate on my studies. I can't think of skipping my school days because I will have to stay hungry for the whole day until my parents cook something and feed me in the night."

Her ambition is to become a teacher and support her family who are struggling by hunger & poverty, as the Mid-Day Meal initiative strives to put an end to the classroom hunger. Akshaya Patra wished to fulfil the dreams of the young minds.

### Amit, aiming to become a soldier...!

Amit is studying in Class 5th, P.S. Aurangabad 2. Amit is being an Akshaya Patra beneficiary since his 1st grade and is very well accustomed to the dietary norms & taste of Akshaya Patra's Mid-Day Meal.

The Akshaya Patra's Mid-Day Meal is an inevitable part of Amit's growth all these years because Amit do not get breakfast at home most of the days, and the Mid-Day Meal is the first and at times only meal of the day for Amit.

Amit has 5 members in the family and his father is a farmer and works as a daily laborer. The Mid-Day Meal scheme is a boon for family like Amit's, since his parent's do not have to worry about providing nutritious food for the children.

Amit says, "I like Mid-Day Meals served in school very much. Kadhi and chawal is my favorite of all. I don't get breakfast at home and Mid-Day Meal is the first meal of the day. I feel active & energetic after lunch and I am easily able to concentrate in class. I never miss my school days because if I skip class, I may not get good food and I have to stay hungry for the day until my parent cook something and feed me in the night."

Amit wants to join the Indian Army. His ambitions are not to be hindered by hunger & poverty, as the Mid-Day Meal initiative strives to put an end to the classroom hunger. We wish kids like Amit to surpass all heights and fulfil their dreams.

Glimpses of the beneficiaries





# Annual Report

# Personality Development Program

A report of the partnership between Newgen Software Technologies Limited & IA Mental Health  
(Financial Year: 2018-19)



## Introduction

To contribute towards the holistic development of the underserved children, a personality development Program was developed wherein students from the economically weak background and SOS Youth hostel participate in PD sessions. These sessions help these children to build in self-confidence, develop soft skills and provide career and personal guidance to the students. The sessions are organized by Newgen on the second Saturday of every month by an organization called I-AM.

A large number of children attending these sessions are also part of the Sadbhavna, a philanthropic initiative of Newgen. This initiative commenced 11 years ago with the employee volunteers hand holding the underserved children and guiding them to come at par with their other peers. Over the years we have seen many success stories of the students of personality development sessions.

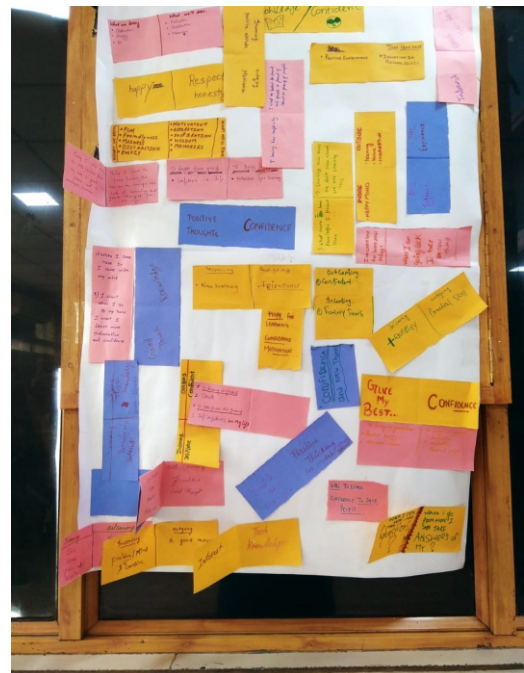
'Breaking barriers' was introduced to the selected group after the successful completion of the 15 session intensive personality development module 'Rubaroo'. This was a 16 session program with the objective of igniting the young minds of the participants to first look within, through introspective activities, in order to identify self as well as society imposed limitations. As social psychology theories suggest IAM's interaction with the society is a two-way process; we contribute to the society as well as the society contributes to our individual beings. It is imperative to first understand our personal belief and value systems and then to subsequently understand how it limits us from achieving our full potential. When we have a clear understanding of what is pulling us back, we can take the necessary steps to overcome those challenges and be able to contribute to the growth and development of ourselves as well as of the society at large. Keeping this in mind, the program was designed in two phases; Phase 1: Identifying barriers to growth; Phase 2: Breaking through the barriers.

At the end of phase one IAM representatives were able to create the necessary conditions for self-reflection and contemplation of these young minds to identify their strengths as well as the challenges they are facing or have the possibility of facing, moving ahead in life and interacting with the outside world. Each session was designed in a unique fashion using various Art-based modalities for the purpose of identifying the barriers to growth. The following paragraphs consist of the wonderful journey that we have embarked upon and accounts for the identified needs that would culminate into the sessions of the next phase of this journey.

## Coming together as a group again

The first session, after a gap of over six months, was spent on rebuilding the bond we share as a group and to build intent for this new module. This was done as usual through group and individual activities. Every participant was asked to introspect and identify one strength they bring to the group and one learning they wish to take away from this group. All of their strengths and learnings were collected and put together on one big piece of paper in order to simply reflect the vast exchange of strengths that each one of them brings in to the group every time.

Through the 'take away' points we were able to come to some common goals for this module. Not only did we understand the common needs but were also able to reflect on the concept of inter-dependence and how we can learn from each other better and identify the pool of resources we possess individually and as a group. This marked a perfect restart to the new program with each of them connecting with themselves and with the group once again. This led to the concept of 'Locus of Control'. In order to explain this concept we used a game based activity to understand the concept of internal and external locus of control. We then covered some theory and examples of how it reflects in daily life. Most of participants were able to identify their locus of control in certain situations once the theory of the same was discussed. They came together in small groups and demonstrated their understanding of the topic and were able to reflect the challenges that come with an external locus of control.



This was a good assessment of how much of the concept is clear to them and if they will be able to apply it in real life situations as the role-plays were designed on themes relevant to their age and lifestyle. They were also made aware of some internal resources that we all carry in our lives and how it influences our future decisions. The topic is vast and will require some more time and effort to become a part of their lives. It has proven to be a good start to understanding ones barriers in the road to success. This topic gave us the road map to the second phase when it comes to the components of decision making, standing up for oneself and gaining clarity of thought.

## Our Journey so far

These intense sessions were centered on in-depth reflection and contemplation. Any pre decided name tags and labels were kept away during the 'journey' sessions. To have a clear mind we skipped the usual opening ritual and after the initial warm up activities involving movement and flexibility, they were all asked to reflect on all the significant incidents of their lives. The metaphor of their life being a 'Journey' was introduced in the group. Through, the metaphor of 'Journey' they were asked to draw, on a large sheet, about their past, their present and their future. Each child was asked to take some time and reflect on their life so far, their current life and what they envision for themselves in the future. This was a safe space for them to do so due to the rapport we have maintained over the years.

The entire process of reflection and then portrayal through color and art on paper was highly mesmerizing as the room was filled with contemplative silence. Not only were the young minds deeply engrossed in the process, but those who initially found it difficult to start, were encouraged by their group mates and eventually got into the flow of reflection.

Once completed, the floor was open for anyone who wished to share any part of their journey. Some shared and the whole atmosphere became very healing as all the children were able to relate with one another. Some of them got emotionally overwhelmed and appreciated their peers' courage to share. We thanked one another for sharing and said a healing prayer for everyone in the room to be happy and healthy. Continuing on the 'Journey' metaphor it was now time to incorporate it with the society at large by understanding the connection between our personal lives and its impact on our surroundings. The medium chosen was metaphors and human sculpts. As they are all familiar with metaphors from previous interactions, they were asked to identify metaphors for their immediate environment, their close ones and eventually were able to give themselves an appropriate metaphor based on any aspect of their personality. Once metaphors were shared, we moved on to sculpting; a process in which we embody what we want to convey, without any verbal cues sculpting various concepts and feelings, each one a different sculpt. After few rounds of individual and group sculpts, they were divided into 4 groups and given the task of creating moving sculpts reflecting the assigned themes: Trust, Freedom, Respect, Flexibility Activity being during a PD session.

All 4 groups came up with beautiful and insightful moving sculpts with their appropriate metaphors and depicted their understanding of the concept as part of the society. After all 4 groups demonstrated their metaphors we discussed how each of those concepts is prevalent in the society and our day to day life. We also discussed our individual role in keeping up these basic virtues in the society at large.





Their moving sculptures were a deep reflection of what these concepts mean to them. It was an insight into the minds of young people, confused between what they have been taught about these virtues and concepts, and what they are experiencing in everyday life about the same virtues. We could see a sense of divide in their ideologies and experiences and how the two interact when they are asked to make decisions, both big and small.



Students performing group activities during one of the session

### From 'my' story to 'our' stories...moving together!

Stories are an indirect and non-threatening form of healing and expression used with children as well as with adults to convey emotions around various experiences. Having shared our personal journeys, it was now time to view ourselves as part of a larger journey that comes together with that of those who are around us. The idea that we are not alone in this journey, rather a cog in this big machinery of society can be overwhelming for teenagers. Stories tend to reduce the impact of hard hitting reality and bring about a sense of connection in a non-threatening manner. To bring momentum the session started with the narration of a story by the facilitator which led to some of the children sharing stories that they have heard in their childhood or created themselves. It created a safe space for the group to share some of their experiences and incidents that have been significant to their lives. We further progressed into using images and toys to create individual stories and then putting our stories together to make a group narrative. Each sub-group shared their combined narratives with the large group and discussed the process of creation of each. The entire session room was abuzz with healing narratives and metaphors which facilitated group cohesiveness and reflection.



Post sharing what came from the children was this need to share and talk openly about the subtle divide they experience within the group between the kids of Sadbhavana and SOS village. To address this we decided to create a buddy pair system where each child was partnered with a group mate with whom they have not had much interaction. We were able to address that gap in a non-threatening environment and the children supported the buddy pair system. The idea behind this was to bring about acceptance and inclusion. The value of inclusion, if inculcated at this age adds to the overall personality of the individual with the virtues of acceptance and tolerance. In order to know each other we played few games which required them to stay with their buddies throughout the next few sessions. They took interviews of their buddies, identified commonalities and unique aspects of each other. They introduced their buddies to the group using the new knowledge and information. The concept of inclusion, not only in our thoughts but also in our actions was practiced. Once there were enough points of interactions and commonalities we all came together and expressed thought colors on a single long sheet of paper as one big group. This 'coming together' of so many young minds was a reflection of the journey we have travelled from being individuals coming to attend a monthly session to coming together as a group, carrying our differences and yet being on the same page as everyone.

## Barriers to growth

The process of Phase 1 was successfully completed with great insight into the world of these children, their perceived barriers to growth, ambitions, fears and dreams. Even though they come from varying backgrounds, some of which we aren't even aware of, and go back to different realities, yet there were certain common themes that were brought to light which were a shared reality for most of them. Some common needs for a healthy and happy life that have been identified are as follows:

- Need for creating a space and identity for oneself in the outside world/society.
- Need for acceptance by family, peers, teachers, future employers etc.
- Freedom for voicing out one's opinions and choices without judgement.
- Acknowledgement and acceptance of mistakes made through one's journey.
- Understanding and solving day to day problems, one at a time.
- Understanding healthy relationships: Gender roles and Sexuality.
- Identifying acts of inclusion and practicing it.
- Following through in the face of failure.
- Reducing misunderstanding in the process of communication with loved ones.
- Dedicated focus on something short term to achieve a long term goal.

## Highlights of Phase 1

There were certain changes that were observed during this phase:

- A lot of children became more comfortable in sharing their personal stories and life with the group, which were earlier considered as embarrassing.
- The overwhelming reaction of most of the children reflected the connection they feel with the other members of the group.
- The number of children who reached out for individual sessions with the facilitator increased, as personal sessions post the workshop and through personal phone calls.
- The children reflected on what in their behaviour could have been harming or hurting for someone close to.

- An apparent shift in the communication process within the group was sensed, candid conversations among children who would previously not interact was also observed.
- A will to be better than what we are today was generated through some of their actions, which acted as a source of motivation of others to reflect as well.

## Way forward

### Phase 2: Breaking through the barriers

Moving ahead with the insights of Phase 1, IAM representatives will now be addressing the needs shared by the children and breaking through the perceived barriers to growth. This will be done by imparting a set of skills that have now been identified as the 21st Century Skills. Keeping in tune with the modalities IAM uses to connect and learn, they will be imparting the necessary knowledge and skills to these young minds to be able to develop the capacity to understand and implement the skills to the best of their capacity.

Each of the skills will be taught through a new internationally accepted model of learning.

### 'Receiving information – Experimenting – Embodiment'

- Collaboration and teamwork.
- Developing creativity and imagination.
- Critical thinking.
- Multiple perspectives.
- Problem solving and decision making.
- Communication and social interaction.

## Personality Development Program Case Studies

### Case Study I

Name of Student	Anoop
Case Study	Anoop became part of Sadbhavna during his teenage years in 2015. He joined the initiative late, but was able to emulate with other children with his perseverance and dedication. Regularly attending all the organised personality development session from 'I-Am' organised by Newgen, his hardworking nature and leadership qualities came into light. After completing 12th standard, he was counselled by the appointed counsellors to enrol himself for graduation Program in which he excelled in his first two years. Parallel to his graduation course he started working as an intern with Newgen CSD department to assimilate real time experience of the IT industry. Anoop is now in his final year of graduation and has obtained many certificates in his field of internship for a better future.

## Case Study II

Name of Student	Raveena Prasad
<b>Case Study</b>	<p>Raveena Prasad is associated with Newgen from quite an early age. She was one of those few children who started attending Sadbhavna sessions when it was first initiated in 2006 and has been part of the Personality Development Program ever since it was first organised for the Sadbhavna kids.</p> <p>Being a charismatic and bright young lady, it did not take too long for her to get recognised for her dedication and hard work. Immediately after finishing her graduation from Delhi University, she started working with Newgen's CSR Team as an intern. Along with her internship, she is enrolled with a MSW course which she is pursuing to develop herself as a better social worker and fulfil her dream to give back to society.</p> <p>A two month long project was conducted by Raveena at the NDDP project location of Harkesh Nagar as part of her coursework wherein specialised remedial sessions were conducted for the non-proficient students of class 7th standard.</p> <p>In the article given below, Raveena has shared her experience she gained from this initiative:</p> <p>"I took up the remedial session's project as part of my MSW course work. The beneficiaries selected under this project were the students who have attended the government's initiative of Buniyaad. These students had a low learning level as compared to their peers and were having trouble with the I-pad sessions when we used to teach them with a classroom technique. The project was initiated on August 1, 2018 and continued for two months with an objective of imbuing a curiosity level in these students to enrich their research skills and making them proficient with the use I-pad. The keywords I used were theme based which covered the topics of health and hygiene. It was when I started working with these Buniyaad students I realised how important it was to interact with these kids on an individual basis. Not only were they able to grasp things easily but also were able to make tremendous progress with the I-pad operations during the initial phase of the sessions. As the project approached its closure date, I noted three things- all the targeted students were proficient with I-pads, the performance of all the other students apart from beneficiaries also improved due to the segregation and I have come to understand that these children take longer to learn anything than other children, but if given appropriate time and attention they are able to perform at par with the other students. This project has not only helped me with my course work but has also shaped my leadership quality and professional stance which is going to help in my future."</p> <p>Raveena's findings after completion of the project were appreciated by the CSR team and the senior management and the CSR team is working to include productive and valuable suggestions into the day to day implementation of the NDDP Program.</p> <p>After this internship project, Raveena has been employed by Newgen as a full time employee and she is currently actively engaged with the implementation and management of the NDDP program.</p>







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