



# AVI-OIL



## **AVI-OIL INDIA [P] LTD.** **CORPORATE SOCIAL RESPONSIBILITY (CSR)**

**Annual Activity Report**  
**2020 - 2021**

# Mission Education

## ANNUAL REPORT 2020-2021

*'CHANGE IS THE END RESULT OF ALL TRUE LEARNING'*



**A Partnership between AVI Oil India  
and Smile Foundation**

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## OUR YEAR IN A REVIEW – 2020-21

### Classroom Teaching Learning

298 literacy days  
conducted

175 tab driven  
sessions conducted  
with 27 students

89% avg. attendance  
of the students

2300 virtual sessions

### Elements allied to academic excellence

*4PTMs were  
conducted for better  
engagement of  
students in  
academics*

*5 Staff meetings were  
pulled off to discuss  
the strategies and  
operations*

### Holistic development

A General Health  
Camp conducted for  
the children to  
monitor their well-  
being

Virtual sessions for  
the students by a  
volunteer on  
Mathematics







## **EXECUTIVE SUMMARY**

### **ACTIVITIES AT A GLANCE**

#### **OCTOBER'20 – SEPTEMBER'21**

A lot was ensued since the commencement of the project. Being the fourth year of the partnership, teachers and students were all prepared for the upcoming project activities. The reporting period was jam-packed with a lot of virtual curricular and co-curricular activities which was embarked by the full participation of the children and the teachers. The current report talks about the initiatives and activities laid down amidst the COVID 19 situation at the project location executed through blended learning approach.

#### **A. CLASSROOM TEACHING LEARNING**

The pandemic exacerbated the challenges of learning, the entire year 2020-21 had been like a roller coaster ride with a lot of uncertainties. As an immediate response to this, we conducted classes in the following manner :-

After the successful completion of the third year of partnership in September 2020, AVI – OIL India Pvt. Ltd. renewed and extended its collaboration with Smile Foundation to support education of underprivileged children for a period of another 12 months from October'2020 to September' 2021. In the current project year, AVI Oil has committed educational support to 120 underprivileged children from marginalized communities in the needy localities of Ballabhgarh, Faridabad, Haryana.

The supported beneficiaries under the project come from families, which earn their livelihood through engagement as daily wage labourers, masons, and seasonal workers, mostly migrated from Uttar Pradesh, Bihar and various parts of Maharashtra.

Under the partnership, the supported children are being benefitted with non-formal education support at the premises of Aggarwal Public School, Sector-3, Ballabhgarh, Faridabad, Haryana.

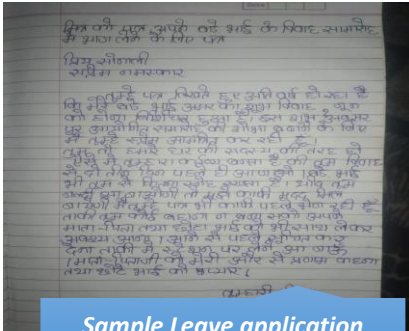
The current report talks about the initiatives and activities laid down amidst the COVID 19 situations during the period of April to June 2021. The project fosters the holistic development of the children with special focus on Non-formal education. Following are a few details pertaining to the ME centre:

<b>Number of Students</b>	<b>120</b>
<b>Type of Educational Support</b>	Non-Formal Education
<b>Curriculum Followed</b>	Haryana State Board syllabus
<b>Classes Supported</b>	Pre-Primary to VIII
<b>Girl Boy Ratio</b>	64 girls and 56 boys
<b>Student- Teacher ratio</b>	30:1
<b>Age Group of Students</b>	3 to 16 years
<b>Educational activities (Blended mode of learning)</b>	2:30 pm to 5:30 pm

S.No	Quarter	Mode of Learning
1	Oct to Dec' 20	Home based/blended mode of learning
2	Jan to Mar'21	Physical classroom activities at the premises of the private school
3	Apr to Jun'21	Home based/blended mode of learning
4	Jul to Sep'21	Home based/blended mode of learning

- **298 curriculum days** were conducted in the reporting year where children have been a part of many virtual scholastic and co-scholastic activities
- An average attendance of **97% and 100%** of students and teachers were reported during the year
- Regular classroom teaching was practiced by following the **Haryana State Board Curriculum through various online platforms like WhatsApp and Zoom.**
- Subject specific sessions were carried out with all the grades
- **70 students** attended classes through WhatsApp and other online modes whilst **30 students** were reached through telephonic mode and **20 students** who had no access to phone attended classes with their fellow peers by visiting them.
- **2300 virtual sessions** were conducted with the students who had access to smart phones
- **1213 telephonic sessions** were facilitated with students who had access to basic phones. It included query handling, doubts sharing, and understanding of concepts
- **175 Subject specific sessions** were carried out with the students of grade VII and VIII by using the tablets preloaded with educational content
- Stated below are some of the chapters and concepts introduced to the children in some of the grades in the reporting cycle :-

Grades	English	Mathematics	Hindi
Nursery	Uppercase alphabets – A to Z and lowercase – a to M, Matching words, Cursive writing, missing letters	Counting – 1 to 100, Reverse counting -50 to 1, Before and after numbers	Sounds and alphabets, 5 poems and few stories
I	Revision of previous work, Essay on My School, sick leave application, few chapters of Literature and poems	Revision of previous chapters for the annual examinations	Revision for the exams, essay on my friend, story of lion and rat, sick leave application
II	Revision of previous chapters, essay on My School and My father, application for an urgent piece of work	Lines and lines Give and take Revision	Chapters 1 to 10, essay on My dog and My School, Application for leave
III	All forms of tenses and verbs, Prepositions, forms of sentences,	Revision from Chapter 7 to 12, Counting in numbers and words	7 chapters of literature and 7 of grammar, an essay on Postman



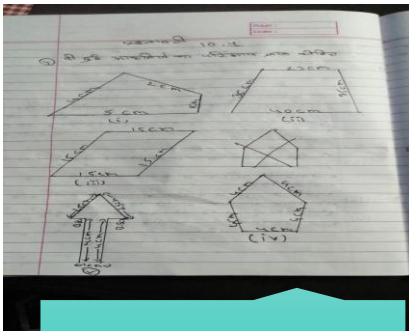
Sample Leave application written by a student of grade VI



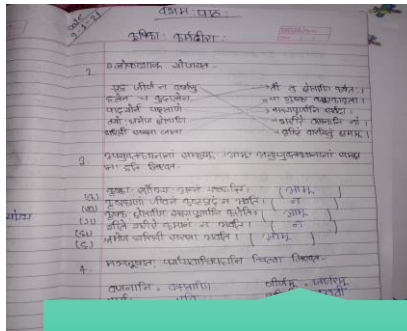
Learning in progress!



Hands on practice amid the sessions



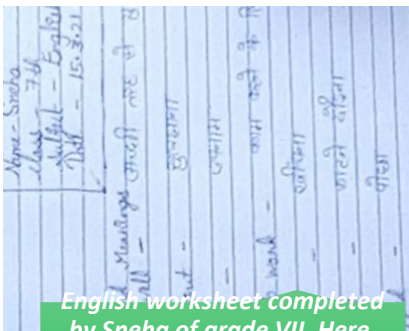
Math Worksheet completed by a student on types of shapes



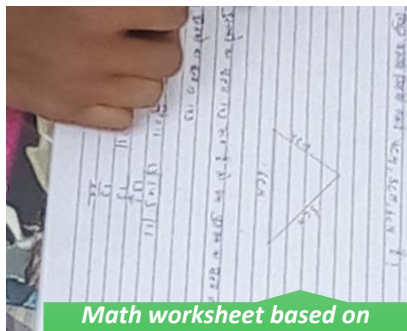
Sanskrit worksheet completed by one of a student



Initiation of the physical classes at the premises of Aggarwal Public School on 1<sup>st</sup> Jan'21



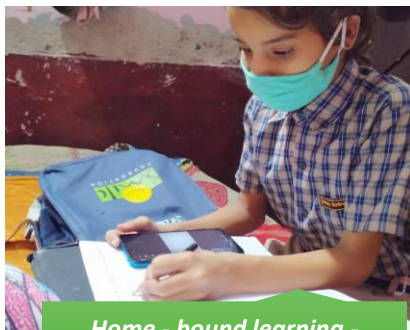
English worksheet completed by Sneha of grade VII. Here, the student is learning new words to enhance his/her vocabulary



Math worksheet based on angles and its properties. Students practicing Geometry and Arithmetic



Zoom Classroom session with students of grade VIII



Home - bound learning - Students contributing their best during the sessions



Bagless Tabclasses - Students exemplifying their concepts through educational content



## B. TEACHING LEARNING MATERIALS

Teaching Learning Materials (TLMs) and Aids are an indispensable part of a teacher's bag of tricks and describes any material that supports and buttresses teachers' efforts in getting a class of diverse capabilities to understand the basics of any learning. During the project cycle, various learning aids were procured for the learners to simplify the concepts they see and observe in their daily lives. The following table provides the details of the TLMs procured and used by the children.

ME Centre Ballabhgarh, Haryana		
Period	Items procured	Usage
October to December'20	Regular stationeries and notebooks were distributed to the students on 20 <sup>th</sup> Nov	Supporting them in writing down the assignments and doing other subject specific work.
January to March'21	Drawing books and colours were procured & distributed to all the supported grades on 14th Feb'21.	Drawing books and colors were used by the students to improvise their cognitive and crative skills.
April to June'21	Course books and notebooks were distributed to all the supported children on 19th June'21.	Course book reinforces the teachers work and offers material for further learning and revision. Besides this, students exhibited a lot of craft skills by using the regular chart papers, colors and readily available waste resources in their surroundings. Craft projects created by the children were displayed during the PTM and health camp. Children were motivated and praised by the ME centre and teachers, they were also given certificates to continue performing like this in future.
July to Sep'21	Regular stationeries like art and craft, chart papers, pencils, colours etc.	Stationery is the basic requirement for learning. Children carried out numerous activities by using the regular supplies.



*Teachers distributing the notebooks to the students*



*Art work by students by making use of the regular stationeries*



*Another one depicting a type of*

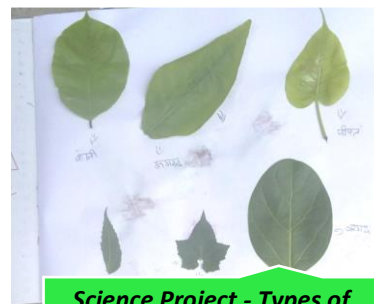




**Distribution of drawing books and colors to the students on 14<sup>th</sup> Feb'21**



**Teachers distributing the TLMs during home visits**



**Science Project - Types of leaves and their associated names**



**Children made birds nest from scavenged natural materials, used their design thinking skills and powers of observation to create and construct a bird's nest.**



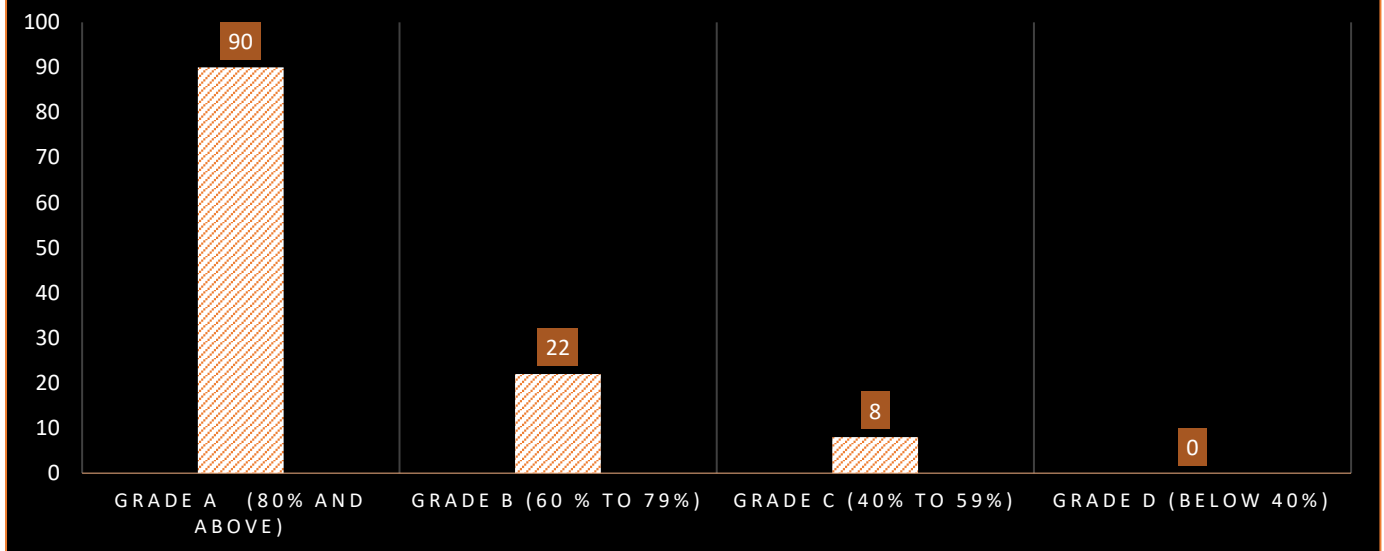
**Exhibition of nest projects during PTM**

### **C. ASSESSMENTS**

At the project location, regular assessments were conducted throughout the project cycle. The graph below depicts the performances of the children during the Unit tests conducted in the month of Sep - Oct 2020. Following table lays down the details of assessments conducted during the project cycle:

Quarter	Type of Assessment	Grades Achieved
<b>Quarter 1 (Oct - Dec 20)</b>	Unit Tests	46 students scored Grade 'A', 68 scored Grade 'B', only 6 scored Grade C and none of the children scored below 40%.
<b>Quarter 2 (Jan – Mar 21)</b>	Annual examinations	50% of the children have secured grade A and B (60% and above)
<b>Quarter 3 (Apr – Jun 21) – Amidst COVID 19</b>	Unit Tests	80 students scored Grade 'A', 27 scored Grade 'B', only 13 scored Grade C and none of the children scored below 40%.
<b>Quarter 4 (Jul – Sep 2021) – Amidst COVID 19</b>	Unit Tests	90 students scored Grade 'A', 22 scored Grade 'B' & only 8 scored Grade 'C'

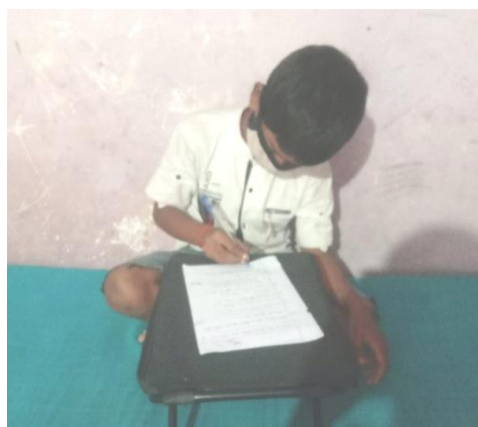
### ACADEMIC PERFORMANCE IN UNIT TESTS



The graph represents the performances of the supported children in the unit tests, 75% of the children have secured grade A, 18% scored Grade B and 6% scored Grade C.



Result distribution on 31<sup>st</sup> March '21. Students were asked to come with their parents to collect the report cards.



Students attending virtual examinations from their home amidst the COVID situation.

## D. PARENT TEACHER MEETINGS

Regular parent meetings form an important integral part of the ME Project. The PTMs conducted during the reporting cycle is mentioned below:

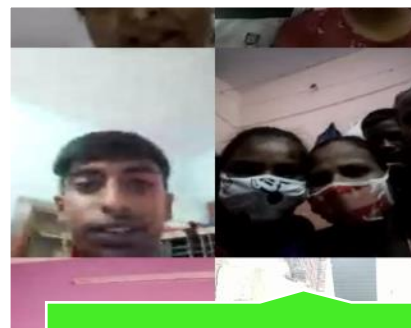
Details (Oct 2020 to Sep 2021)	ME Centre- Ballabhgarh
No. of PTMs	4
Oct to Dec'20 (Physical mode)	19 <sup>th</sup> December
Jan to Mar'21 (Physical mode)	2 <sup>nd</sup> February
Apr to Jun'21(Virtual mode)	10 <sup>th</sup> June
Jul to Sep'21 (Physical mode)	18 <sup>th</sup> Aug
Parent's attendee (%)	Parents of 80% children
Major Topics	<ul style="list-style-type: none"> <li>• Performance of the students so as to make the parents aware of their ward's status</li> <li>• Strategies to support their ward in enhancing study skills to cope with the neo normal transition</li> <li>• COVID 19 and measures to prevent from the virus</li> <li>• Importance of online education and introduction of different learning platforms explored for the student</li> <li>• Result distribution of Unit tests</li> <li>• Informed about the Tablet usage model</li> <li>• Parents were instructed to regularly check the assignments and worksheets done by the children and</li> <li>• share their feedback in the respective WhatsApp groups</li> <li>• Announcement of Health Camps</li> </ul>



*Head Teacher motivating the parents to be a part of more interactions*



*Interaction between parents and teachers, sharing of date sheet and other important information.*



*Virtual engagement through Whatsapp call*



*Discussion for better results*



*Teachers fostering the parents about the new changes and transformed scenario of education*



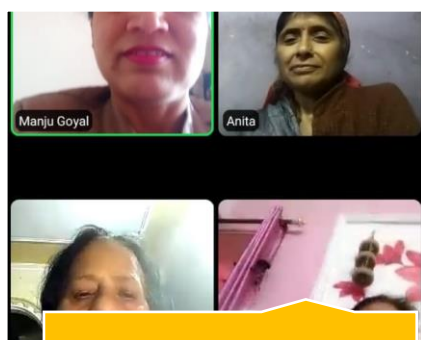
*Sharing of Academic results with the parents*



## E. STAFF MEETINGS

Staff meetings are a way to communicate the daily classroom challenges and seek ways to prevent it from the other educators/teachers. Likewise, ME Centre Ballabgarh also discussed their own set of challenges and led discussions on the areas that are need to be improved. Following is the detailed description of the meetings held during the reporting cycle which were spearheaded by the centre head with full participation of the teachers to discuss the following-

Details (Oct 2020 to Sep 2021)	ME Centre Ballabgarh
<b>Total No. of staff meetings</b>	5
<b>Oct to Dec'20</b>	20th December
<b>Jan to Mar'21</b>	8 <sup>th</sup> February
<b>Apr to Jun'21</b>	15th May and 29th June'21
<b>Jul to Sep'21</b>	30 <sup>th</sup> September
<b>Attendees</b>	All the supported teachers
<b>Spearheaded by</b>	Ms. Veena Bhardwaj, Head Teacher
<b>Broad Topics Covered</b>	<ul style="list-style-type: none"> <li>• Exploration and introduction of the various learning platforms to the children suggested by Smile Foundation</li> <li>• Roles and responsibilities and maintaining the proper process of conducting Unit test adhering to COVID 19 guidelines</li> <li>• Ways to encourage and motivate children during the pandemic times</li> <li>• Review of Lesson plan and worksheets prepared for the students</li> <li>• To inculcate a library period in the existing time table</li> <li>• To distribute duties for the upcoming annual exams</li> <li>• To stimulate physical classes with more synergy</li> <li>• To engage children effectively in the classroom sessions</li> <li>• Revisiting virtual mode during home bound learning</li> <li>• Mobilization plan to brief the children about online classes and COVID 19 guidelines and precautionary measures</li> <li>• Lesson plan and worksheets preparation for the students</li> <li>• Ways to manage tablet-based classes</li> </ul>



*Glimpse of virtual staff meeting*

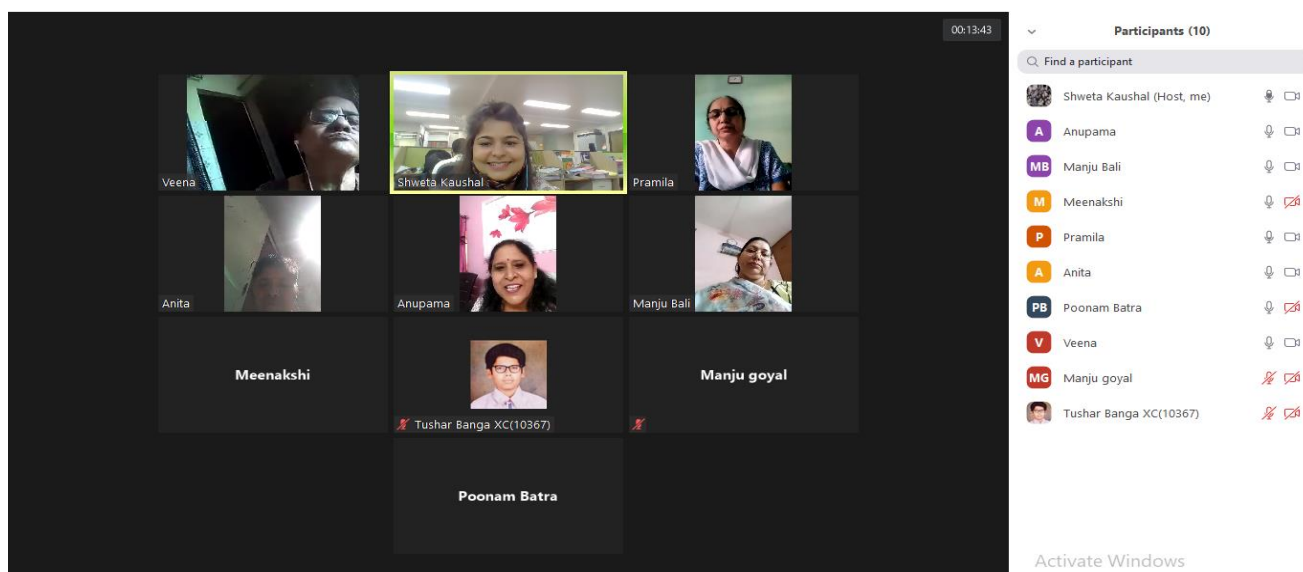


*Brainstorm the possible ways out for home bound learning and changing dynamics of online learning*



*Teachers voicing out their concerns and opinions during staff meeting*

## Monitoring Check by the Project Coordinator



- Once a week Zoom meetings with the teachers to seek an update of the project activities
- Regular involvement by Project coordinator in the sessions being conducted by the teachers
- Engagement in day to day project operations through student teacher WhatsApp groups and promotion of various E-learning platforms available for the students at no cost
- Snapshots and supporting pictures showcasing the engagement
- Monitoring of day to day operations

## **F.HEALTH CAMP**

Setting up positive and healthy learning environment plays an important role in improving the health, well-being, overall academic. The main objectives of conducting health camps is to reduce morbidity amongst children by preventing them from falling prey to the preventable diseases and thus help to reduce the drop-out rate amongst children. Therefore, keeping the above view in mind a general health camp was organized on 29th June'21. The specific details in this regard are as follows :-



**Children being examined by the medical professionals during the health camp. Referrals being made and medicines were distributed to the children identified with poor health**

<b>Dates</b>	<b>29<sup>th</sup> June'21</b>
<b>Camp Theme</b>	<b>General Health Check-up</b>
<b>Specific Activities undertaken</b>	<ul style="list-style-type: none"> <li>• Identification of basic health issues in the beneficiaries</li> <li>• General check-up of the students such as, height, weight etc</li> </ul>
<b>Medical Professional</b>	<ul style="list-style-type: none"> <li>• Dr. Meenakshi, (BMS)</li> </ul>
<b>Major Findings</b>	<ul style="list-style-type: none"> <li>• No major medical issue was diagnosed; however, there were children with common health issues such as, cold, fever, skin rash etc.</li> <li>• Iron deficiency was found in many of the girl beneficiaries</li> </ul>
<b>Intervention &amp; Recommendations</b>	<ul style="list-style-type: none"> <li>• The beneficiaries with above diagnosis were prescribed with suitable medications and referrals</li> <li>• The parents were also advised to cook meal in iron utensils as it enhances the nutritional value in the food</li> </ul>

### **STUDENT WELLNESS CORNER**

The COVID-19 pandemic has been a period of upheaval for the students. We were glad to find out that none of the beneficiary was tested positive for COVID 19 so far. It reflects their in-depth knowledge & understanding towards this novel disease. ME Partner has played a vital role in spreading awareness about COVID 19 amongst the children & in the communities.

### **G. CAPACITY BUILDING OF THE TEACHERS**

During the project cycle, a teacher training was conducted on 28<sup>th</sup> August and 14<sup>th</sup> September'21. Both the sessions were held in virtual mode due to the COVID 19 situation. Trainings were conducted by an external resource person Ms. Priyanka Jain, an accomplished professional with cross-functional experience of more than 13 years in Training and Content Design and Development. Her expertise lies in whole school transformation, SEL, 21st century skills, and mental and emotional well-being.

#### **Workshop Titles:**

- Being a Mindful Teacher 28<sup>th</sup> August'21
- Creating Engaging Worksheets 14<sup>th</sup> September'21

#### **Objectives of the workshops:**

- To make teachers understand the concept of mindfulness and its importance.
- To enable teachers to practice mindfulness for self and use mindfulness in the classroom in simple and interactive ways.
- To empower teachers to go beyond direct questions and answers and recognise worksheets as an important and effective tool for learning.
- To enable teachers to use online tools to create engaging worksheets for effective learning

**Methodology:** Cooperative learning with hands-on experiential activities using audio-visual aids, online tools, demonstrations and group discussions

**Outcomes:** The following main outcomes were expected and achieved from the above-mentioned workshops.



- All teachers shared that stress affects their work and they understood the concept and importance of mindfulness for managing stress and difficult emotions.
- They recognized that their emotional well-being affects the children's well-being. In order to impact children positively, it is important to be a mindful teacher.
- Teachers shared their creative ideas that they could use in the classroom for making children practice mindfulness in simple, interactive and fun ways.
- They learnt how to use some free online tools to create puzzles, activities, games and make their worksheets engaging and effective.



**Way Forward:** Every training requires regular follow-ups and some mechanism to ensure that teachers are able to implement their learning from the workshops. This can be achieved through interactions on a regular basis to understand their challenges. Workshops must also be organized on a regular basis with a pre - determined plan. The plan must include the flow of topics in such a way that enables teachers' learning to occur in a scaffolding manner.

### H.SMILE-AVI OIL PARTNERSHIP- SETTING A BENCHMARK

Teacher training on the modalities of the tablet intervention and its usage



Tablet distribution with preloaded educational content for academic grades V to VII to address the learning deficit in children

To address the learning deficit in children, a digital intervention has been introduced at the ME Center under the quality enhancement of learning environment. **A total of 27 tablets have been procured with preloaded educational content for academic grades V to VII.** The user's (teacher/student) profile have been

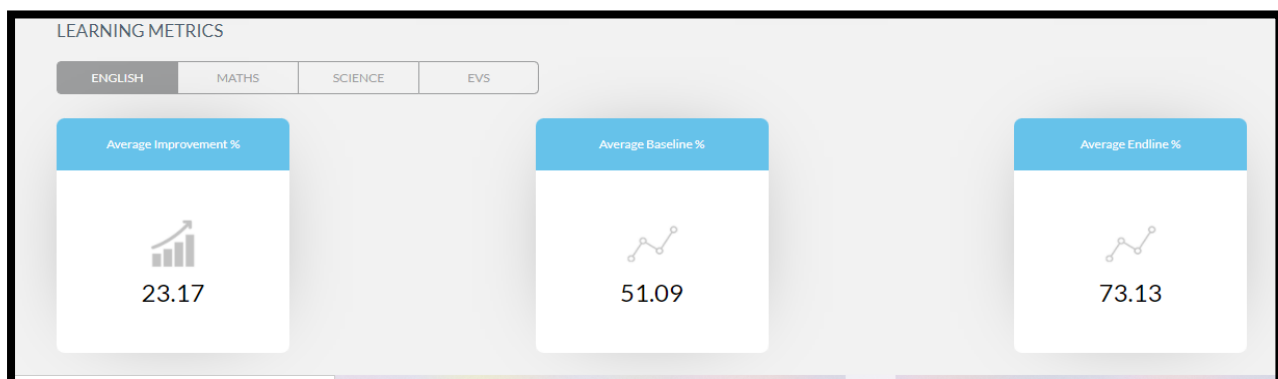
created to build a personalized learning path. Here, the students are to learn through educational videos, interactive books, engaging games, fun worksheets and entertaining animations on the tablet. This intervention allows individual learning through unique student id's. ***On 19<sup>th</sup> Feb'21, a teacher training was facilitated – to help the teachers with technical expertise, learning methodology, progress and performance monitoring, classroom management etc.***

Time for accommodating Tab classes has been integrated with the students' timetable at the centre. Learning data will be tracked and measured continuously on various parameters in order to concretely measure impact and to support key-decision making activities.

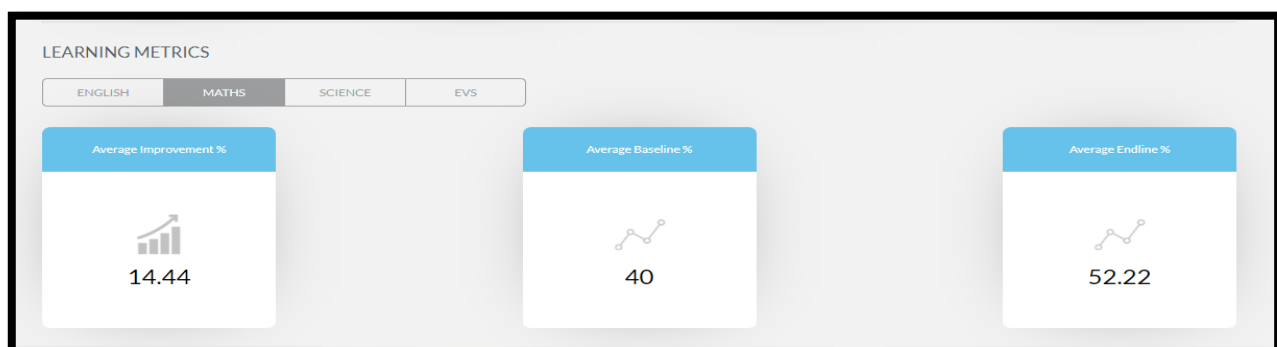
The objective of the program was to leverage the power of personalized learning and technology to transform the learning environment of the centre by focusing on three key areas:

- Bridging learning gaps in core subjects such as Mathematics, Science and English through tablet based digital learning methods to ensure achievement of good grades in forthcoming secondary board examinations.
- Creating a robust learning and evaluation framework to measure learning outcomes transparently and to gauge effectiveness of internal processes.
- Use data and analytics to improve training & feedback

After the intervention, children have started showing more interest in their studies and now they understand the concepts quickly and tend to devote time in their studies. Given below are the snapshots of the progress captured in the dashboard that shows the sample usage and learning metrics (of 6 months i.e. from April to September 2021).



***In English subject, the learning levels have increased by 23%***



***In Math subject, the learning levels have increased approximately by 15%***



***Glimpses of students engaging in tab-based sessions at ME Centre and during cluster learning classes***

### ***I. Employee Engagement Activity through virtual mode***

During the reporting period, students had a productive time by engaging themselves with virtual sessions on Math which were facilitated by Mr. Siddharth, CFOs Son, AVI Oil India Pvt. Ltd. Siddharth is currently studying in grade XII and simultaneously preparing for engineering exams in India. With his ongoing preparation of competitive exams, he also wanted to devote his leisure time towards a social cause.

Hence, he showed keen interest to volunteer for 3.to 4 hours a week. He was inclined towards teaching Math to the students of grade VII and VIII. Till date, 12 virtual sessions on Fundamentals of Math had been conducted with students of grade VII and VIII. Sessions are conducted through Zoom online platform; students are given homework after every session which is then checked in the consecutive session by Siddharth.

***Feedback by Siddharth - It was an interactive session. Students from classes 7th and 8th were there. We participated initially in an ice breaking session and gave our intros. Children were cheerful and seemed willing to learn new things. After this I gave some maths sums which we solved together. I was happy to see them answering being responsive***



**EXERCISE 2.3**

Solve the following equations and check your results.

- $3x = 2x + 18$
- $5t - 3 = 3t - 5$
- $5x + 9 =$
- $4z + 3 = 6 + 2z$
- $2x - 1 = 14 - x$
- $8x + 4 =$
- $x = \frac{4}{5}(x + 10)$
- $\frac{2x}{3} + 1 = \frac{7x}{15} + 3$
- $2y + \frac{5}{3} =$
- $3m = 5m - \frac{8}{5}$

**2.5 Some More Applications**

**Example 14:** The digits of a two-digit number differ by 3. If the digits are reversed, the number becomes 18 more than the original number.

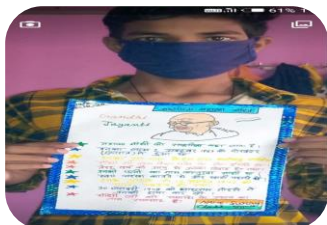
**Glimpse of Zoom Session**

- $\frac{x-40}{2} = \frac{1}{3}$
- $\frac{7x+14}{3} - \frac{17-3x}{5} = \frac{6x-4x+2}{3}$
- $\frac{3x}{4} - \frac{2x+5}{3} = \frac{5}{2}$
- $\frac{5y-3}{2y+1} = \frac{2}{5}$
- $4 - (7-8y) = 2$

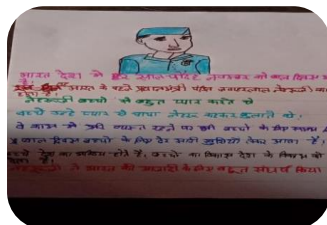
**Worksheet assigned to the students based on ratio and proportion**

## J. Celebrations & Extracurricular activities

All the important days were celebrated physically during quarter I and IV. However, amidst the COVID 19 situation and the already introduced mode of learning i.e. online, all the celebrations took place virtually. Teachers informed the children about the upcoming celebratory days also shared activities in the dedicated WhatsApp group to be performed or executed by the students while being at their respective places. Details of all the celebrations are given below.



**Gandhiji Jayanti celebration on 2nd Oct'20.** Students delivered patriotic speeches and also made beautiful posters to rever this day



**On Children's Day'14th Nov'20.** students created posters and recited poem during their classes to show their love for chacha Nehru



**Diwali Celebrations, 14th Nov'20-** On the eve of Diwali, children decorated dias and shared the pictures with their class teachers



**Virtual meet with the beneficiaries and teachers on National Mathematics Day, 23rd Dec'20.** Children participated in the quiz and shared the importance of the day



**Children created beautiful posters on the occasion of Basant Panchami, 16 Feb'21**



**Republic Day' was celebrated on 26th January'19 with in all its solemnity and gaiety. Children made various posters on patriotic theme**



**On the occasion of Holi 29th Mar'21, children were made to sit at home to avoid social gathering. They created beautiful art work to celebrate the day.**



**'World Environment Day', 5th June'21 - The day was flagged off by creating awareness posters & drawings**



**'Labour Day' was celebrated on 1st May'21. Children made posters and drawings to commemorate the day**



**ME Centre celebrated the 6th 'International Yoga Day' via the online platform 'Zoom' and named it as 'Yoga at home with family'**



**Independence Day celebration on 25th January 2020. Children gave cultural performances and wore patriotic attires.**



**Raksha Bandhan celebration on 3rd August'20. Children shared pictures of rakhis made by them**

## **K.STORIES OF CHANGE**



***'My dream is to become an artist and I will achieve it.'***

She still remembers clearly the day she dropped the idea of pursuing education. "Harshu with her family came from U.P. to have a better life in Ballabgarh in year 2016. Her father runs a tea stall and mother is a home maker. Her father being the sole bread earner sometimes had to take up odd jobs to sustain two square meals a day. In such a situation he lost all hope of making her daughter educated and self-reliant.

Harshu's father had big dreams for her daughter and could not resist visiting ME Centre when she learnt about the free education, stationeries and other support. Following earnest requests and visit to her home, Harshu was enrolled at the ME Centre in year 2017.

She started as a quiet and withdrawn student and took time to come out of her shell and had difficulties in coping because of the new environment, but after a few months she started taking interest in her studies and became a good and regular student at the ME centre.

Today, she is one of the brightest students and counted as an all-rounder in curricular activities among other students. She is really working hard with her studies and looking forward to accomplish her dream of being an artist (Painter).



The odds were against Ritik to succeed. Growing up in an economically underprivileged area of Haryana, he lacked stability. He is a 11-year-old boy studying in class IV, living in slums with his parents and siblings. His father is a liftman at a hospital and mother is a home maker. Less income along with rising inflation is their biggest challenge. The financial situation often restricts them from even having three square meals a day. Ritik accepted his life the way it was going and had convinced himself that now he would not be able to go to school due to the financial condition of his family. When volunteers from Mission Education Centre found out about Ritik, they immediately enrolled him in the education center and started taking feedback.

Soon after joining the Mission Education center, a big change has been observed in him. He started taking interest in studies, especially in Mathematics. Participation has also been seen in extra-curricular activities like dance and other activities. With the support of his teachers, his skills were honed and now he is able to perform at the best of his abilities. He is a talented child who not only does well academically but also displays his flair on stage also.

### ***L.KEY PLANS FOR THE NEXT PROJECT CYCLE***

#### **SUMMING UP**

*Data Pack for the children*

*Life skills/Value education/Career Counselling/Personality Development*

*Health & Hygiene kit related to COVID-19*

*Capacity Building of staff (Training of teachers on pedagogical/subject based skills)*

***The whole year has witnessed active phases of the project, wherein, apart from access to the quality teaching-learning, children were engaged in***



*multiple life-skills sessions, extra-curricular activities, events and celebrations. Apart from this, by means of regular parent-teacher interaction and community engagement in various awareness generation initiatives, efforts have been made to sensitize people on importance of education.*

*Overall, under the aegis of **AVI OIL INDIA PVT.LTD.**, the children continue to grow, learn and dream big for their future with some quality educational support at the Mission Education Centre.*

# Smile Twin E-learning Programme (STeP)

# ANNUAL REPORT

Nov'20-Oct'21

Supported by



Submitted by



## Introduction

As per NSSO's report, the ratio of unemployed male & female youth is 18.7 percent to 27.2 percent in urban areas shockingly higher than the percentage in rural areas. There have been many initiatives taken by government & non-government bodies in recent past to combat the issues of unemployment in the country. However, there is still a huge potential as the Indian labor force is estimated to be growing by 8 million per annum but Indian economy is currently not producing new full-time jobs.

While lack of employment opportunities is one of the major reasons of unemployment, gravity of less qualified & un-skilled population is also high, especially among the population living in extreme poverty. The situation is such that even if new jobs are created, then finding people who are competent enough would be difficult. Therefore, skilling the young population becomes an area of high consideration.

The initiative Smile Twin e learning Program (STeP) started in the year 2007 to train the unskilled and unemployed youth who belong to underprivileged families and placing them into various organized sectors. Through this program STeP addresses the issue of youth unemployment due to the lack of required skills. The Skill Development Training is provided to the youth falling in the age group of 18-28 years. This program is a platform which provides the youth with the opportunities to be placed in the highly competitive job market.

### Partnership with AVI-Oil

AVI-Oil joined hands with Smile Foundation in the year 2018 with a vision of promoting underprivileged youth of the society by equipping them with industry related skills and making them employment ready. In 2020, keeping in mind the changing market scenario due to COVID-19, AVI Oil further extended its support to skill the underprivileged youth in Digital Marketing. The center in Noida will train 120 youth in Digital Marketing in collaboration with NIIT Foundation. This collaboration also aims to provide placements to at least 55%-60% youth after completion of 4 months training program.

**Reporting  
Period**

**Nov'20 to Oct'21**

**Number of  
centers**

**01**

**Location**

**Noida**

**Youths trained**

**123**

**Youths Placed**

**77**

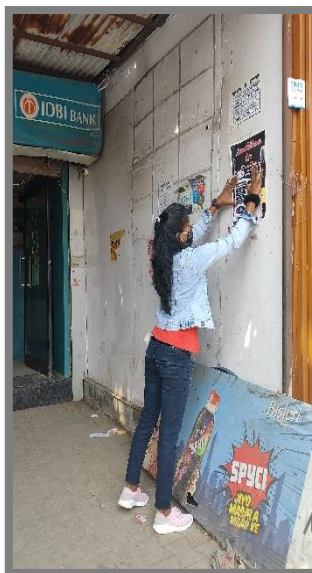


## Implementation process

Under the STeP programme, the enrolled beneficiaries go through various stages of mobilization, enrollments and orientation, regular training, activities and placements. Each step plays an important role in preparing the youth for future jobs. During the execution of the programme, the center instructors along with various resource persons motivate the youth to take up jobs, thereby working towards improving the livelihoods of the enrolled beneficiaries. The 4-month programme is structured in a way that it helps in overall development of youths.

### ➤ Mobilization

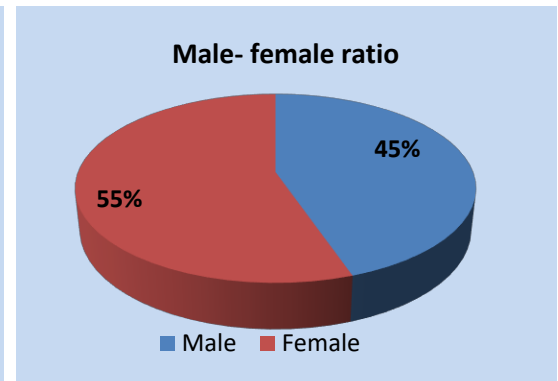
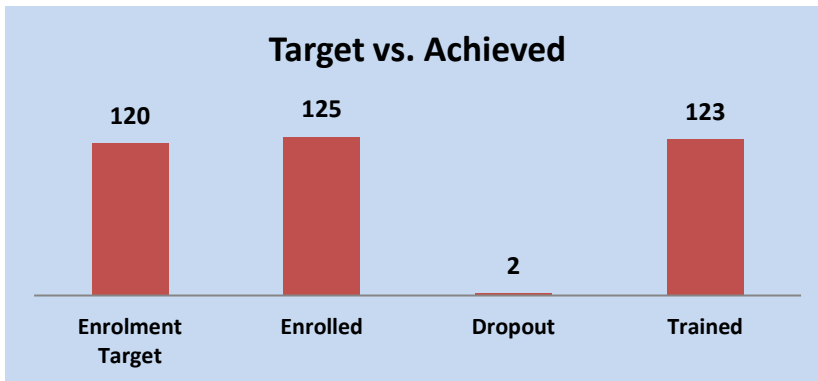
The mobilization always has been one of the most crucial steps of the programme. The whole success of the programme depends on how effectively the mobilization has been done. The main objective of mobilization is to identify and understand the needs and requirements of the youth from the community and provide solutions based on their needs. Due to COVID-19, mobilization was done online as well as offline. Few methods used for virtual mobilization were- sending e-brochures, pamphlets and other training related information through WhatsApp group. Online google forms were also created to collect the data of the interested youth during the mobilization. During the reporting period, center mobilized 207 youth for 3 terms. Below are few glimpses of the mobilization:



### ➤ Enrolments and training

After the successful completion of mobilization process and screening, the youth were enrolled for the training. On the first day of the training, an orientation programme was organized at the center in small batches so that students get to know the trainers and about the training program. During the reporting

period, 125 students were enrolled; out of which 2 dropped out and as a result 123 were successfully trained. Out of 123 enrolled youth 68 are female and 55 are male. Below is the graphical representation



of the same.

During the 4-month training, programme focused on holistic development of the enrolled youth. The programme has been designed considering the high need of skilled Digital Marketing professionals in the market. The 300-hour curriculum consists of 150 hours of classroom learning and 150 hours of self-paced learning. Over the period of 4 months, the students attend 250 hours of Digital Marketing Curriculum and 50 Hours of Core Employability curriculum though online learning platform. The center divided the students into 4 batches. Each batch followed Core Employability class for 1 hour and Digital Marketing Class for 2 hours. The center ran for 8 hours every day and 5 days a week.

Timely assessments/assignments are also part of the training to keep a check on the understanding & progress of each student. Screening test, which is taken at the time of enrollments, serves as the base for comparative analysis in end-term assessments.



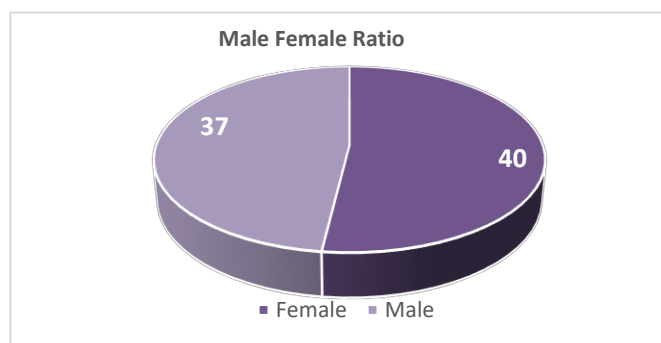
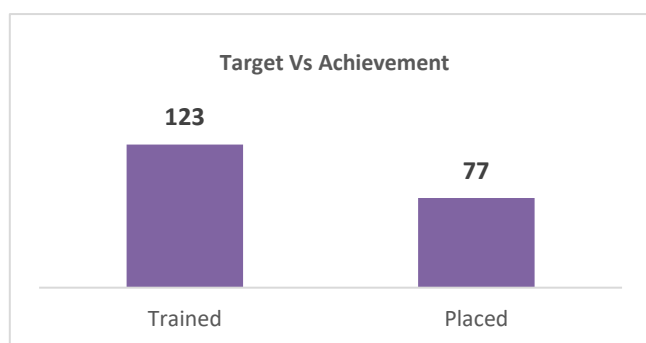
## ➤ Placement

The STeP programme prepares the youth for various entry level jobs available in the market. During the reporting period, students were prepared for various job ready skills with the help of classes and activities.

The placement cell provides various job leads to the students based on their interest area followed by a job interview either at the center or at the employer's office.

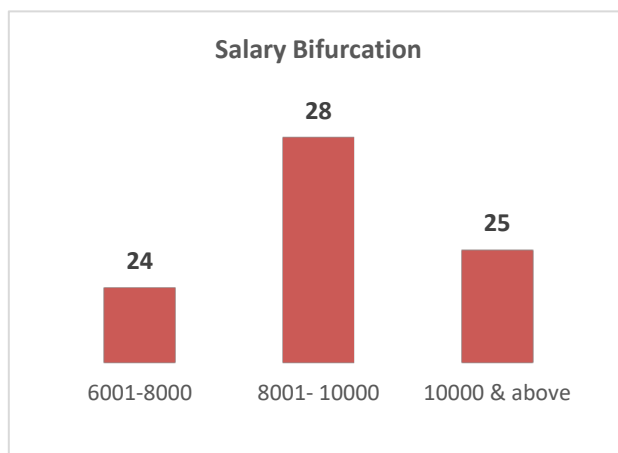
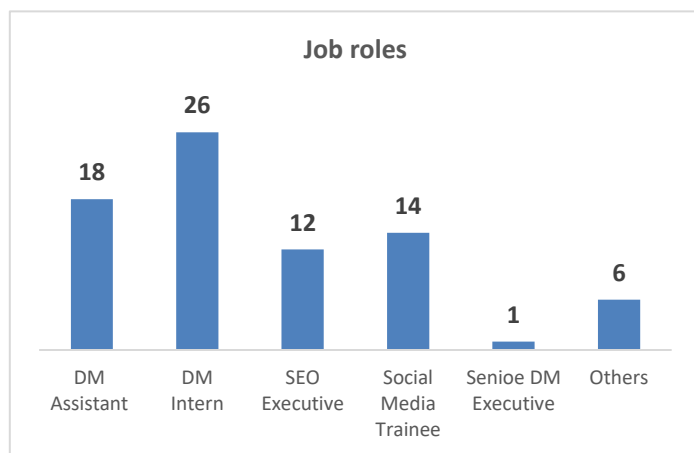
The programme orients the students for the placement interviews by organizing mock interviews, career counseling session, employer interactions and engagement programme that guides the youth in facing their first interview with confidence.

During the reporting period Nov'20 to Oct'21, 123 youth were trained and 77 youths were placed **(62.60%)**. These youth are placed as Digital Marketing Executives, SEO executives, Digital Recruiter, social media marketing trainee, etc. The graph below represents the target versus achieved and male female ratio of the placed youth:



**Note:** Though the placement target is met, few students are still appearing for the interview

The graphs below also represent the various job roles taken by the placed youth and the salary range of the same:



**Note-** For more details on placement, please refer to **annexure-1**



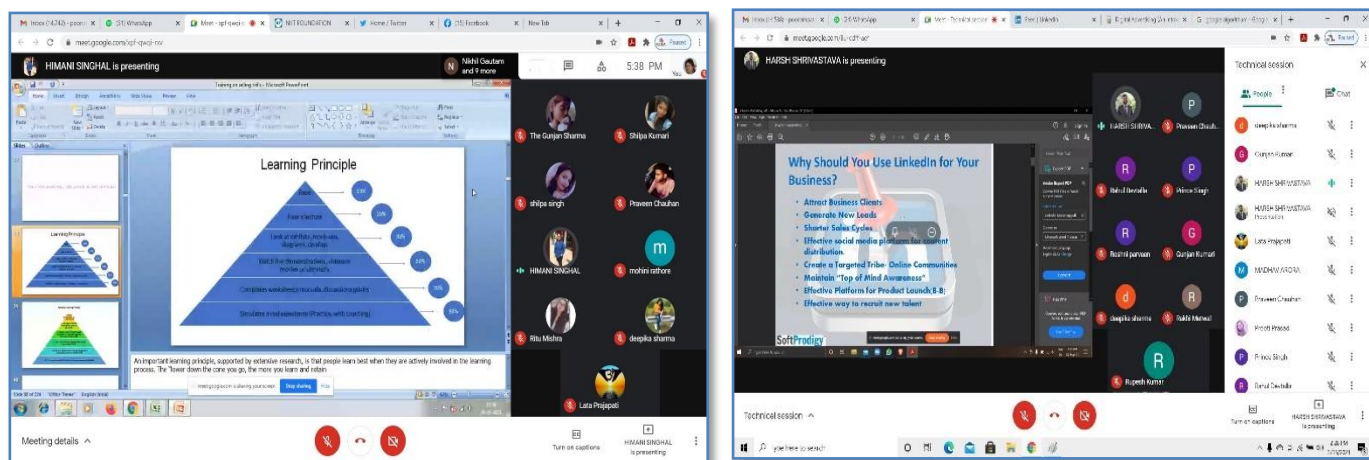
## Activities

While STeP Programme focuses on regular training of the youth, it also ensures that the youth learn through different means. Considering the experiential nature of the program, activities have been given the much-required importance.

### ➤ Career counseling

Career Counseling helps the youth to ask career related queries in an open forum. The students get career advice by the professionals' who assist them in taking their first step towards employment. In career counseling sessions, individual career choices are discussed, along with areas of strength and areas of improvement. Career counselor also clarifies the doubts and confusion regarding job profile, eligibility and skills required. These sessions help in boosting the morale of the students and help the students prepare a career plan based on their skills. These counselors also provide help in identifying the professional goals and enable the youth to take wiser decisions based on their skill set.

During the reporting period, **12** online career counseling session was conducted. Major topics covered during the career counselling session included technical knowledge required for suitable job, enhancing decision making & problem-solving skills and various session on the ways of enhancing interview skills where the resource persons provided tips and also conducted mock interviews. The students asked various questions related to job in digital marketing sector and how to prepare for the same. The resource persons addressed the queries detail. Below are the screenshots of the activity:



**Note-** For more details on Career Counseling Sessions, please refer to **annexure-2**

### ➤ Employee Engagement programme (EEP)

Employee Engagement Programme is organized during the last month of the training where employers from various companies with the opportunities for digital marketing executives interact with the youth in an open platform. It enables the students as well as the employers to know each other well so that expectation gaps are reduced. The Employee Engagement Programme works as a means of interaction between the students and prospective employers. This interaction helps the students to participate in the discussion and ask their queries related to their career and opportunities in the market. The key objective of the EEP is to help the students understand employer's perspective and their aspirations during recruitment of suitable candidate. Employee Engagement Programmes are important for both employers and employees as they help both the parties to have a better understanding of each other's perspective. During the reporting period, **08** Employee Engagement Programme were conducted.



**Note-** For more details on EEP, please refer to **annexure-2**

### ➤ Exposure Visit

Exposure Visit (EV) is organized in the last month of each term which is also the most popular activity among the youth. Exposure visit enables the students to gain firsthand experience as to how the company works and learn from the experiences. **04** Exposure Visits for the reporting period were conducted in Shadow Infosystem Pvt. Ltd. and Forward Eye Pvt. Ltd. The youths were introduced to the working environment of the companies and also allowed them to apply the technical knowledge to real situations.

The youths were motivated and happy after their visits. The students closely observed the work atmosphere and their roles as a digital marketer. They also asked about the work timings, rules and regulations and salaries at the work place in various profiles.

Below are few glimpses of the activity:



**Note-** For more details on Exposure Visit, please refer to **annexure-2**

### ➤ Certificate distribution

The students from term 1 and 2 were provided with the certificates for successful completion of Digital Marketing and Core Employability courses. The students were filled with joy and motivation after receiving the certificates, their enthusiasm was reflecting on their faces. Below are some pictures of certificate distribution ceremony:



## Conclusion

During the reporting period, STeP programme reached out to many underprivileged youth who were looking forward to learn skills in order to support their families and earn a dignified livelihood. The lack of skill development programme in their community made STeP programme unique as they could have all the opportunities to enhance their skills and be job ready.

Despite the challenging COVID-19 situation, the programme was successfully initiated through a blend of online and offline mode. During the reporting period, 123 youth successfully completed their training



and **77** were placed. Apart from regular classroom training, **12** career counseling sessions, **04** exposure visit and **08** employee engagement programme was also organized for the youth.

We thank AVI-Oil for their constant support in empowering the youth through skill development. STeP Programme is striving to not only provide the training but a means to earn a dignified livelihood to the youth.

### **Plan of action**

- Placement for term 3 (July 21 to October 21)
- Certificate distribution to term 3 students.

## Success Story

Name:	Gunjan Kumari
Age:	19 years
Term	Nov'20 to Feb' 21
Qualification	Pursuing Graduation
Location	Noida

### Summary:

Gunjan is a 19-year-old ambitious girl from Bihar and is currently residing in Noida along with her parents and 3 siblings. She is pursuing her graduation in Political Science; however, she was always inclined to make a future in Digital Marketing. She joined STeP Digital Marketing Skilling Programme in Nov' 20 during the mobilization drive. The STeP center not only gave her a platform to display her thoughts before likeminded people, but also made her realize her true potential. She is currently working at Forward Eye Technology as a **Senior Digital Marketing Executive** and grossing in a package of Rs. 12,000 per month (including incentives).

### Family Background:

Gunjan was born and brought up in Bihar and moved to Noida in Dec'20. Her father works as a carpenter and earns 8000/- per month and her mother is a home maker. She has 4 siblings, one of her elder sisters got married last year and others are still pursuing schooling. Gunjan decided to look out for a job or skill development programme in order to financially support her family. In a regular conversation with a STeP staff member, she learnt about opportunity being provided that coincided with her qualifications. She then decided to enroll for the programme.

### STeP center Journey:

During the training she learnt several new facts about digital marketing like Mobile marketing, paid marketing, SEO etc. She describes the world of digital marketing to be as vast as the sea with many different components. This also helped Gunjan understand what she has to do creatively to get more viewers in terms of themes and aesthetics. She also got accustomed to several other activities being held at the center, like career counselling sessions, Employee Engagement Programmes etc.



Soon after completing four months course, she joined as **Digital Marketing Intern** at Forward Eye Technology at a stipend of Rs. 5000/- per month. Within a period of 3 months, she got promoted as **Senior Digital Marketing Executive** in the same company. As a result of her hard work and dedication, she is now earning **Rs. 12000/- pm** with additional incentives.

“I’d like to thank Smile Foundation and AVI Oil for empowering me and making me believe that dreams do come true” says Gunjan



# HYGIENE KIT DISTRIBUTION PROGRAM

## *HYGIENE KIT DISTRIBUTION PROGRAM*

*in Delhi NCR*



*Submitted by:*  
*Smile Foundation*

*Submitted To:*  
*AVI-OIL India Pvt. Ltd.*

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#### **SMILE FOUNDATION'S EXPERIENCE IN DISASTER RESPONSE:**

India's response to Covid-19 has been large in scale, and far-reaching. India was under a national "lockdown" since 22<sup>nd</sup> March, 2020 with a near-complete restriction upon the movement of people, the closure of all establishments except those providing "essential services", and the regular "selling" at neighborhoods and areas that are suspected to be Covid-19 hotspots. The larger section of the population with majority depending upon the daily wage income it became difficult to make both the ends meet. With nearly 22% of the population living in below poverty line, millions of people with a risk of starvation and without any income suffered and were expected to face the challenges of lock down for a longer period of time.

In this current situation Smile Foundation, known for its response towards human development had quickly started complimenting the efforts of government in identifying the most at risk unreached populations who until this point had not been covered under the Governments relief packages. Smile Foundation, with its welfare interventions focused on children and their families, responded to the call of humanity in times of such calamities under its Disaster Response programme. With earlier experiences in response to Kashmir earthquake in 2005, Uttarakhand floods in 2013, Kerala Flood Relief in 2017 etc., Smile Foundation has acted promptly to reach out and trying to respond to the immediate needs of the affected people, while also trying to adopt a sustainable approach to help them rebuild their lives.

#### **ABOUT PARTNERSHIP:**

Having worked in the field of health for over a decade now, Smile Foundation realizes the importance of raising awareness around the problem of hygiene and sanitation among the people working in the industry supply chain. They have been the unsung corona warriors, who have been working constantly despite the challenges. If they are healthy, the whole chain stays active. In the current situation, preventive and promotive healthcare is the most important aspect to fight the risk of COVID-19. Therefore, Smile Foundation designed this project to support the identified vulnerable section to provide hygiene kits for them to get relief.

AVI-OIL India Pvt. Ltd. came forward and joined hands with Smile Foundation to provide 3500 Hygiene kits to the vulnerable group consisting of Auto Drivers, Rickshaw pullers, Daily wage Labourers, Peddlers, Factory workers, Construction labourers, Small shop owners, Scavengers and Sweepers identified across Delhi NCR. Smile Foundation meticulously planned out the distribution of hygiene kits for vulnerable communities in response to Covid 19, while being very accommodative of needy people over riding the

local dynamics. Operational strategy was developed to ensure that there is no stone unturned in terms of missing out the needy.

\*The list of centres and areas are attached as Annexures 1 and 2

#### **HYGIENE KIT CONTENTS:**

Each co-branded hygiene kit contains:

1. Sanitiser – 50 ml
2. 3ply masks – 20 pcs per kit
3. Manual for using and disposing of the above two

#### **DISTRIBUTION ACTIVITIES:**

Hygiene Kit Distribution Programme was designed especially keeping in mind the needy and unreached population in terms of catering to their immediate and essential need. The purpose of the grant was fruitfully met, the major outputs were like:

- *Reduced risk of Covid 19*
- *The partner Organizations were sensitized and involved in the activity*
- *1700 families were sensitized on the do's and don'ts of the COVID 19*

#### **THE LOOK AHEAD:**

The Covid 19 pandemic has devastated impact around the world and India is no different. In these incredibly challenging times, Smile Foundation had taken up the activity of providing and ensuring better access to hygiene for the population at risk in Delhi NCR in India. Since these populations are dependent on daily wage labor and continue to work on-ground despite challenging conditions, more focus for provision of hygiene is to be given. Hygiene Kit Distribution Program to support the needy population could be done with the help of the generous support from AVI-OIL.

The scope to expand the the programme is always there. This could be as follows:

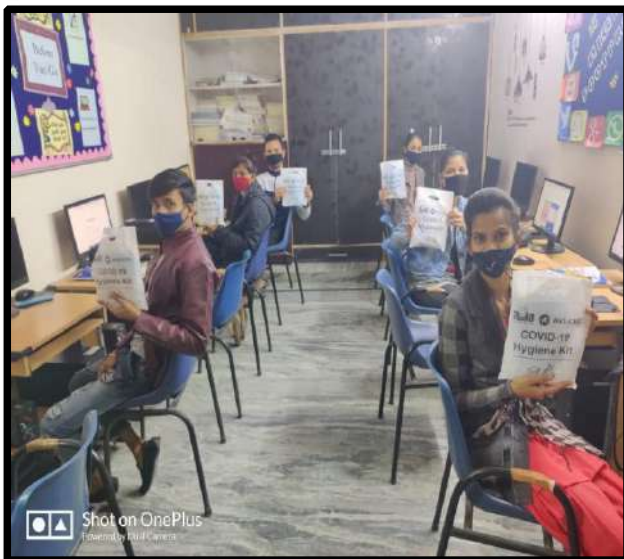
- ✓ Working on the Health and awareness activities post Covid19
- ✓ Educating the community on social distancing and do and don'ts



- ✓ Extending the hygiene kit distribution activities for 2<sup>nd</sup> phase, since the risk of Covid 19 continues and the vulnerable group continues to work on-ground in these uncertain conditio

## GLIMPSES FROM THE GROUND:





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