



**AVI-OIL**



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

**Annual Activity Report**  
**2018 - 2019**

# Mission Education

## Annual Activity Report

### October 2018 to September 2019

The reporting year has been quite a vigorous phase of the project wherein, regular classroom-teaching learning and various other initiatives for strengthening the project implementation took place. The details of all the curricular and co-curricular activities conducted at the Mission Education centre supported under the project for the October 2018 to September 2019 cycle are mentioned below.

#### A. Quality teaching learning

During the project cycle, children learnt through a series of activities. Activities such as plays, celebrating festivals, group work, classroom study, examination etc. paved the way for interactions and creation of learning community. Stated below are the details of the various activities conducted at the ME Centre for the children.

- No. of Curriculum days conducted at ME centre were 188, wherein, basic concepts like counting, alphabets, reading etc. and subjects like, Maths, English, Hindi and EVS were taught to all the supported grades
- The Average attendance of students and teachers during the year was 97% and 98% respectively
- Mission Education Centre ensures regular classroom teaching process by following the Haryana State Board Curriculum with an average student teacher ratio of 30:1
- Children are being taught by the regular teaching methods such as, blackboard teaching, book reading, notes making etc.
- To make the surroundings informative and appealing to the young learners, centre was adorned with instructive charts, labels and various forms of artwork so that children could interact with different forms of print and get an opportunity to learn better
- Teachers emphasized their method of teaching through activity in which the students participated rigorously and bring about efficient learning experiences.
- The children of preprimary classes had sessions for developing motor skills, learning letters, and just learning about the world.
- With Primary grade children, poem recitation sessions were taken up with the children to enhance their reading skills.
- A special session on hand washing skills was conducted for all the children where they were taught when and how to wash their hands. The teachers demonstrated the five steps of hand wash
- Students of grade IV and V were taught about Modals and Speech and they also did a group activity to understand the means of transportation
- Grade V students were exposed to the basics of Science, where they learnt about the variations and shapes of seeds
- Various art and craft, cutting-pasting activities took place in the primary classes as it always helps the children to be focused, expressive and self-reliant. For instance – concept of short and long, big and small.
- Number recognition, counting, Basic addition and subtraction with the younger grades. Students of higher grades were taught multiple digit multiplication, geometry and tables.



Classroom in action



Children discovering the joy of reading



Activity based session - Parts of body



Active Learning- Children learn best when they are involved in the process

## B. Teaching learning material

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. TLMs simplify concepts, provide the chance of practice, increase interest and motivation, help to explain complexities, concretize abstractions, and enrich the course. 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

Period	Items procured	Usage
Oct'18 Dec'18	Chart papers, notebooks, regular stationeries and 6 new blackboards	Charts, Papers, Colors were provided to the students to carry out the art and craft activities in the classes. The children used notebooks in taking down the notes and doing their homework and also used them for various classroom teaching activities
Jan'19 – Mar'19	Regular stationeries, informational charts on alphabets and fruits, colors , drawing books	Children have been using the drawing books and colors during their art and craft period that allows them to exhibit their creativity and hones their fine motor skills. Charts based on alphabets, fruits, animals were provided to students for the ease of learning.
Apr'19 – Jun'19	Books, Globe , notebooks and regular stationery	Books helped the students to learn new things that are specifically described in their syllabus; it also serves as a focal point base for organizing learning activities. Globes helps with comprehension and problem solving
Jul'19 – Sep'19	Regular stationeries	Regular stationeries like notebooks, pencil, eraser, books aids the regular teaching learning process



Tower making activity to promote teamwork and concentration



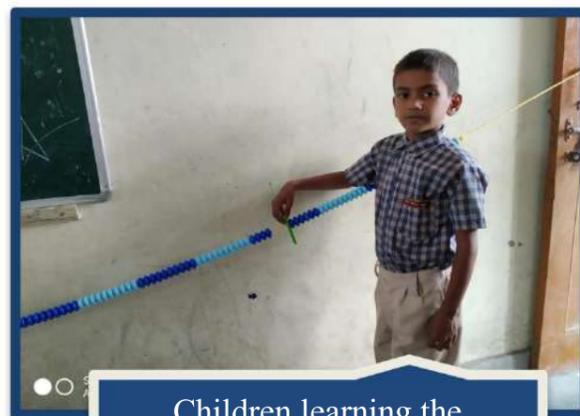
Teacher explaining the concept of shapes



Artwork activity facilitated by the teacher by maing use of chart papers, colors, origami sheets



Teacher facilitating a session on the usage and importance of globe



Children learning the fundamentals of Math by using gantmala

## C. Uniform Distribution

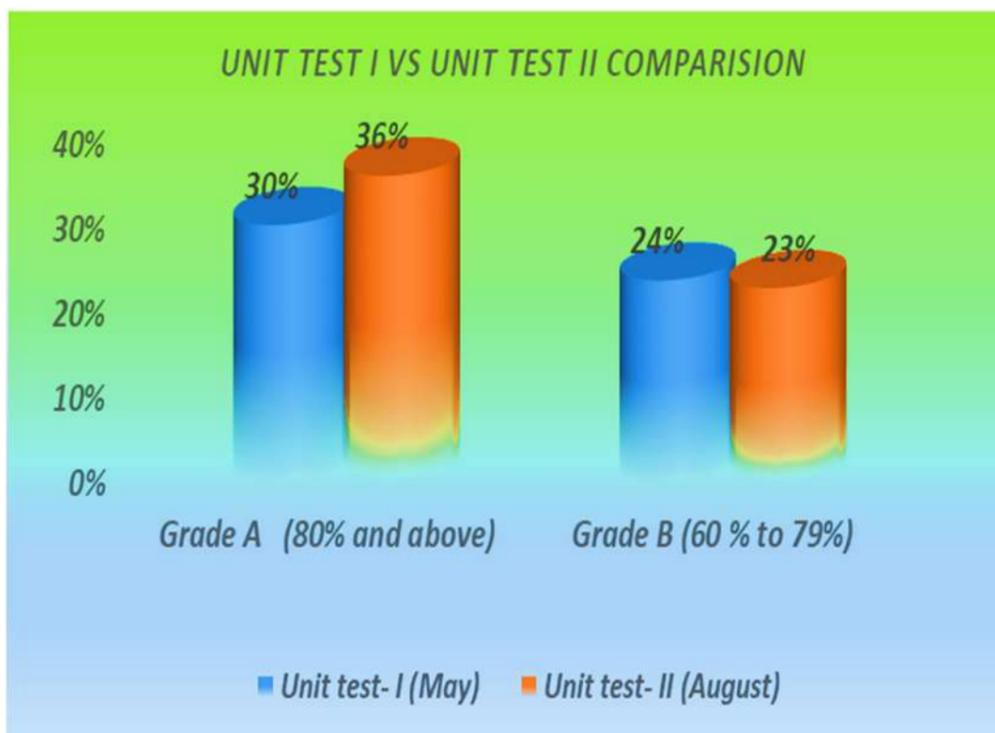
School uniforms encourage identifying with a common enterprise — the excellence of a school

Keeping the above statement in mind, ME Centre Ballabgarh distributed uniforms on 26<sup>th</sup> July 2019 to 200 students. The pair consists of a trouser and shirt, as shown in the picture below.



## D. Assessments

At the project location, regular assessments were conducted throughout the project cycle. The graph below is the comparative analysis of the Ist and IInd Unit tests conducted in the month of May and August 2019:



Note - Graph above depicts that students at the centre holding the total strength of 200 are being regularly fed with quality education to improve their level of learning. As compared to last conducted unit tests, there is a 6% student increase in Grade A contrary the students scoring low marks in the examinations were informed about their areas of improvement and simultaneously, motivated by the teachers to work hard for better performance next time onwards.

## EXCEPTIONAL PERFORMERS



Sneha , Grade III , 90% in Unit test II



Vicky, Grade V , 97% in Unit test II, Topper

### E. Parent Teacher Meetings

Parent teacher meetings are held between the teachers and parents to discuss child's progress and find solutions to academic and behavioral problems. Likewise, a series of PTMs were conducted at the ME Centre to share the progress and concerns of the students with their respective parents. Following table depicts the details of the Parent teacher meetings held at the centre during the project cycle.

Details	ME Centre-Ballabgharh
No. of PTMs	6
Dates	31 <sup>st</sup> Oct'18, 15 <sup>th</sup> Feb'19 , 30 <sup>th</sup> Mar'19 , 20 <sup>th</sup> April'19 , 8 <sup>th</sup> May'19 , 7 <sup>th</sup> Sep'19
Parent's attendees (%)	90%
Major Topics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scheduled unit tests 1</li> <li><input type="checkbox"/> Performance of students in the half-yearly tests</li> <li><input type="checkbox"/> Classroom behavior of children</li> <li><input type="checkbox"/> Health &amp; hygiene and school rules &amp; regulations were discussed.</li> <li><input type="checkbox"/> Preparation of celebratory days and events</li> <li><input type="checkbox"/> Parents were informed about the upcoming Annual Exams</li> </ul>

- Parents were apprised with the importance of their engagement and involvement in their child's education as it helps them in monitoring their child's progress and behavior.
- Annual Assessment results were announced and parents were keen to discuss the different strategies to improve and enhance their child's skills and ability to learn
- Summer classes
- Regularity in the attendance of the children
- Introductory session with the new trustee of the organization
- Importance of activity based learning for the children



Result Distribution



Sharing of worksheets with the parents



Fruitful engagement



Discussion in progress

## F. Staff Meetings

Various staff meetings took place at the ME Centre during the project cycle. Following table depicts the details of all the meetings –

Details	ME Centre-Ballabhgarh
No. of Staff meetings	6
Dates	1 <sup>st</sup> Nov'18, 8 <sup>th</sup> Feb'19 ,28 <sup>th</sup> Mar'19, 8 <sup>th</sup> May'19, 20 <sup>th</sup> Aug'19, 21 <sup>st</sup> Sep'19
Attendees	All the teachers

Major Topics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion were held around the upcoming school cultural activities &amp; students', designing of the library sessions and ways to engage them</li> <li><input type="checkbox"/> To discuss effective lesson plans which should accommodate all types of learners</li> <li><input type="checkbox"/> To discuss the concerns related with classroom management</li> <li><input type="checkbox"/> To stimulate celebrations</li> <li><input type="checkbox"/> To engage children effectively in the classroom sessions</li> <li><input type="checkbox"/> To distribute duties for the upcoming annual exams</li> <li><input type="checkbox"/> Promote the continuous improvement in learning standards</li> <li><input type="checkbox"/> Develop creative activities</li> <li><input type="checkbox"/> Ensure reading habits among the students</li> <li><input type="checkbox"/> Session on fun activities for revision with students</li> <li><input type="checkbox"/> Responsibilities for all the upcoming celebrations of the important days</li> <li><input type="checkbox"/> Techniques for making innovative TLMs</li> <li><input type="checkbox"/> Motivational ways to promote regularity of students at the centre.</li> <li><input type="checkbox"/> Mobilization in the community to encourage children to enroll at the centre.</li> <li><input type="checkbox"/> Distribution of duties for the unit tests</li> <li><input type="checkbox"/> Discussion about the academic performance of the school and measures to improve the attendance and result of the school</li> </ul>
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Meeting being addressed by the new trustee of the organisation



Sharing in progress

## G. Health Camps

During the project cycle, two general health camps were organized on 1st February 2019 and 23<sup>rd</sup> August 2019. The specific details in this regard are as follows:

Dates	1st February 2019	23 <sup>rd</sup> August 2019
Camp Theme	General Health Check-up	General Health Check-up and Eye Check up
Specific Activities undertaken	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of basic health issues in the beneficiaries</li> <li><input type="checkbox"/> General check-up of the students such as, height, weight etc.</li> <li><input type="checkbox"/> Distribution of the health kits</li> </ul>	<ul style="list-style-type: none"> <li>• Eye check-up of the beneficiaries</li> <li>• Identification of basic health issues in the beneficiaries</li> <li>• General check-up of the students such as, height, weight etc.</li> </ul>
Medical Professional	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dr. Chakra Paul Mendiratta (M.B.B.S., D ortho) and Dr. Madhu Lata Paul (M.B.B.S)</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Chakra Paul Mendiratta (M.B.B.S., D ortho) and Dr. Madhu Lata Paul (M.B.B.S)</li> <li>• Dr. Kirti (Eye specialist)</li> </ul>
Major Findings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Major findings included common health issues such as fever, headache, cough etc. and few of them were identified with weak immunity system and skin problems.</li> </ul>	<ul style="list-style-type: none"> <li>• A few beneficiaries were diagnosed with poor vision, anemia and watery eyes</li> <li>• No major medical issue was diagnosed, however, there were children with common health issues such as, cold, fever, skin rash etc.</li> </ul>
Intervention & Recommendations	<ul style="list-style-type: none"> <li><input type="checkbox"/> The beneficiaries with above diagnosis were prescribed with suitable medications and referrals</li> <li><input type="checkbox"/> The doctors also sensitized children and their parents on having nutritional meal consisting of green leafy vegetables, egg, fruits etc</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The beneficiaries with above diagnosis were prescribed with suitable medications and referrals</li> <li><input type="checkbox"/> The parents were also advised to cook meal in iron utensils as it enhances the nutritional value in the food.</li> <li><input type="checkbox"/> A few beneficiaries were given eye drops for aiding their vision</li> </ul>



Children being examined during general health camp on 1st February 2019



Eye check up on 23rd August 2019

## H. Exposure visits

After the intensive and exhaustive study schedules, the students of grade Pre- Primary to VI went to Science Museum and Akshardham temple. It was an awesome experience for the children as they saw the motivational show inside the temple, which depicted the life of Lord Swami Narayan through moving models, light and sound effects. The best part was the boat ride, which was an extremely amazing experience for the little ones. After all the shows, the children enjoyed refreshment at the food court of the temple and returned back to centre with memories to cherish for long. With regard to the visit to Science Museum, there were sessions of curiosity galore as they all had keen interest in Science. The students had an enriching experience and learnt various concepts of Science at National Science Centre.



## I. Quality Intervention

Mission Education program emphasizes on development of children not just through an academic curriculum but beyond the confines of the classroom as well. The best way to support students in their development is to offer a wide assortment of objects along with some new learning experience, to meet their interests and neemile Foundation in association with AVI Oil India Pvt. Ltd. took a step forward to fulfil the surrounding needs and interests of the children at ME centre. The following items were provided to stimulate their progress:



1. 4 LIC (Library in a classroom) kits - To enhance the learning levels and knowledge of children, 2 Stem based and 2 set of story books were procured. These books carry stories set in surroundings familiar to the children and in a language close to their culture. There are a range of stories created to excite children of every age group. It's a library that hangs on the wall, the LIC contains dozens of richly illustrated children's books. With the LIC, the child enjoys invaluable physical proximity to printed books, which in turn encourages her to read and develop emotionally and intellectually. Each kit contains 110-120 books in English, Hindi language with the following levels:

- Level 1: Beginning to Read (For very young children)
- Level 2: Learning to Read (For children who recognize familiar words)
- Level 3: Reading Proficiently (For older children who can read confidently)
- Level 4: Reading Independently (For children who are ready to read on their own)



2. 2 NCERT Primary Raindrop English language learning kits - A total of 2 sets of NCERT Raindrops English language learning kits were procured for the grade I and II to improve their oral communication, reading and fluency skills. This kit contains story charts, alphabet cubes, anagrams, braille chart, masks, emoticons, riddles, alphabet cards etc which can be used for performing activities of classes I and II.



3. **Mathematics Jodo Gyan Kit** - Jodo Gyan advocates activity-based realistic mathematics education for students. It focuses on innovative methods of teaching to make children understand and enjoy maths. We have procured a set of toolkits to support this process across the pre- primary and primary



grades and these have been tried out in the classrooms over the years. These toolkits also include detailed manuals about the different activities and games that can be conducted. All the toolkits have been made according to NCERT syllabus. Children will learn the fundamentals of Mathematics by using the teaching aids like ganit mala, abacus, decimal and fraction kit, number cubes etc.

4. **Mini Camera** – It's vital to capture the project related activities in an appropriate way to showcase the impact generated with the support. For the same purpose, a mini camera was procured for the ME Centre so that clear and relevant activity pictures can be captured and shared.



## J. Capacity building of the teachers

Our passion with talent puts the onus on students to be “smart,” rather than on adults’ ability to teach them. Therefore, the need of the hour is to conduct multiple teacher training exercises around the quality initiatives to build the capacity of the teachers around. During the project cycle, teachers underwent various trainings on different topics and subjects facilitated by expert educationalist working in the education sector.

### □ Teaching of Mathematics using innovative methods.

The training was conducted by Mrs. Jharna De, a trained and qualified resource person.. It was a two days’ training wherein, 9 teachers participated. The topic of the training was “Classroom strategies in teaching of Mathematics”.

The subject matter was divided into four Parts:

- a. Story Telling
- b. Paper Folding
- c. Cutting Pasting
- d. Lesson Planning

The faculty emphasized on Pedagogy & Learning Outcomes in Mathematics. Various methods of Teaching of Mathematics in innovative and productive ways were discussed. Examples of making Number System interesting were shared. A small story about Ramanujan was narrated followed by a challenging and creative worksheet on Number System. Emphasis was on integration of Mathematics with child's day to day activities.

- A. Story Telling: How the concept can teach through stories?. The topics discussed were, BODMASS, Measurement and Conversion of units.
- B. Cutting and Pasting: Mathematical concepts were visualized through cutting and pasting. The topics taught were Numbers, 3D and 2D shapes, Decimals, Geometry (Angles).
- C. Paper Folding: The faculty made the participants understand, how, 3D and 2D shapes, Area and Perimeter can be easily explained to the students through folding papers in different shapes?

Other topics discussed were Vocabulary, Type of angles, triangles etc.

Lesson Plan: Lesson plan can be divided into four phases: Planning, Execution, analyzing and Reflecting. When teachers teach through the above methods, they can test the previous knowledge of students and assess the understanding of students at the end of the lesson. Exposure to innovative methods for making Mathematics interesting and easy for the students so that they can learn it in a play way manner. Sharing interesting experiences and stories from day to day life to make the topic relevant and interesting. Exposure to innovative methods for making Mathematics interesting and easy for the students so that they can learn it in a play way manner. Sharing interesting experiences and stories from day to day life to make the topic relevant and interesting.



## •Session on Non Violent Communication

During last year, we did a two days teacher training program on NVC which really helped the teachers to take up the concept in their respective classes and received a good response. Further, we planned a refresher/follow up training session with the same set of teachers to know their challenges and outcome. NVC and practice in school communities helps teachers, administrators, students, and parents to make school a place where students love to learn, teachers love to teach, and where parents feel confident that their children's needs—for safety, respect, and learning—can be met.

A half day interactive workshop was conducted by R.S. Sreekumar for all the teachers on 30th September 2019. This was a follow up workshop to an earlier initiative by Ms. Sudha Shankar on the 24th and 25th of September 2018.

The intent of the current session was to refresh the understanding of the teachers on a simple but profound model like the Non-Violent Communication (NVC) and help them gain clearer insights into its operating principles and the prior-preparation that needs to go into it for its successful application in a demanding, stressful and challenging environment of the teachers.

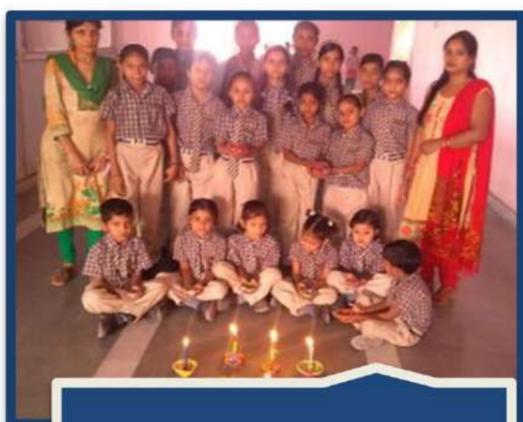
A number of stories and videos were shared as case studies and examples. These included stories and videos from a school scenario as well which were then debriefed in a quiz form for the teachers to correctly identify the elements from the NVC model that were at play in those instances for them to be resolved in the best possible manner. At the end of one of those videos from a school in Haryana/ Punjab, the teachers were requested to write a debrief note themselves on all the four elements of the NVC model – behaviour, feelings, needs and request.

In the end, a special prayer was played through which the teachers realized the importance of empathy for self and others as one of the key elements in successfully applying the NVC model.



## K. Celebrations

Celebrations and events are regularly organized at the ME centre to give children a chance to bond with each other, show case their unique talents and also get knowledge of the rich cultural heritage and diversity of the country. Following are the details of celebrations and events conducted during the project cycle :-



Rangoli and candle lightening on Diwali on 25th Nov'18



Children being participative during drawing competition on Childrens Day , 14th Nov'18



Annual Day celebration on 6th Nov'18



'Republic Day' was celebrated on 26<sup>th</sup> January'19 with in all its solemnity and gaiety



Earth day was celebrated on 22<sup>nd</sup> April'19 . Children created some cards and posters to spread awareness amongst their peers.



In order to make children aware of uses of waste material, a 'Best out of Waste' competition was organised for students of class 4 to 7.



Independence Day celebration on 15th August'19



Raksha Bandhan celebration on 13th August'19, children were made aware about the day and its importance in the Indian culture

## L. Beneficiary Speak



I am Gaurav a student of grade VI studying at the ME centre. I live with my mother and siblings in 36 gaz community of Ballabhgarh, I lost my father few years back and the number of “to-do’s” regarding finances, legal issues, and other came at my mother with incredible urgency. She started selling vegetables and worked really hard to provide quality life for me and my other siblings but the earnings often fall short to meet the needs of our family. However, she did not lose hope.

My mother believed in the importance of education for all of her children and it was her perseverance and persistence to overcome life's obstacles that led her to Mission Education Centre and she got me enrolled here without doubter-thinking.

Through the support of my teachers and family, I was able to seize the opportunities ME Centre offered me to try and work for a future I am passionate and excited about. I enjoy going to the ME Centre regularly and look forward to the new things I learn every day!

## K. Plan for the future partnership

- Procurement of quality teaching learning materials.
- Uniform/School bag procurement.
- Celebration of important days and events
- Activity session on Non Violent Communication
- Trainings based on pedagogy
- Classroom activities by using the Educational kits like Jodo Gyan , NCERT English kit , Jodo gyan kit
- Focus on teaching methods for better results

## SUMMING UP



The collaborative efforts throughout the year has helped us put ‘the best interest of the children’ in the field of education by giving the much needed momentum to go out and realize vision of a happy, healthy and creative childhood for every child.

Mission Education team sincerely appreciates  
AVI Oil India Pvt. Ltd. continuous commitment to support the free  
education of these underprivileged children through Smile Foundation.

# Smile Twin E-learning Programme (STeP)

## STeP At a Glance

The STeP programme is a 4 months training programme focusing on holistic development of under-privileged youth aged between 18 to 28 years. The programme has been designed considering the high need of skill development, particularly employability skills, in under-privileged youth. The methodology used in classrooms under STeP programme is highly experiential in nature and covers a vast range of topics in Computers, English, Basic & Retail Management, Personality development and Financial Literacy. All these topics help students to be ready for entry level jobs in various fast growing sectors. The pictures below clearly define the objectives of the programme.



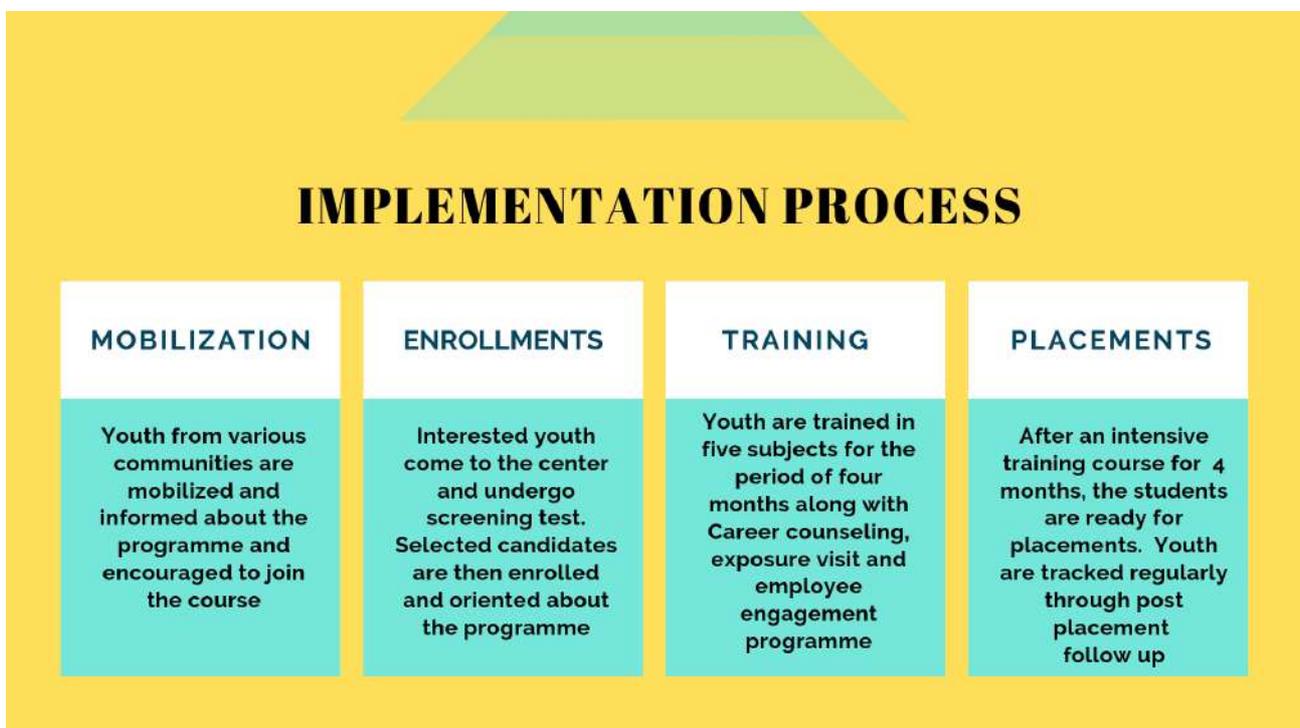
Apart from the regular classes, the students are engaged in various activities to get the real time exposure of professional world. The picture below introduces the activities and its purpose:



# Implementation of STeP

Implementation of STeP programme involves mainly 4 stages of mobilization, enrollments, training & placements. Activities like orientation, soft counseling, career counseling, employee engagement, and exposure visit are conducted from time to time to facilitate the implementation of 4 main stages.

With each intervention, students are taken a step closer to the ultimate goal/objective of STeP programme i.e. placements. From mobilization to training, center staff motivates youth to take up jobs and provide relatable instances for better understanding of enrolled beneficiaries. The brief description of steps followed during the programme is given below:



## Mobilization

The first & the most important step in implementation of STeP programme is mobilization. The mobilization starts one month before the start of the term. For the success of the program, mobilization of right set of candidates is very important. The main objective of mobilization is to find those youth from the community whose needs & requirements are symbiotic with the structure of STeP programme. For need assessment, a form called



Beneficiary Baseline Survey is being given to potential students. The beneficiary baseline survey is a tool introduced by Smile Foundation, used to collect student information which helps the team to better understand the beneficiaries and their interest in training and placements.

During the reporting period, various strategies were used like door-to-door visits in selected localities, awareness campaigns, community meetings etc. to generate awareness amongst the members of different communities. The picture represents few of the methods of mobilization followed by the STeP centers in order to reach out to the target beneficiaries. Regular visits by STeP team members ensured the participation of right candidates. During the reporting period near about **300** youth were mobilized at 1 STeP center for the year Dec'18-Nov'19. Below are a few pictures of the mobilization done in the year:



## Enrollments and Orientation



Mobilization activity is followed by the enrollment of selective students fitting in the criteria of STeP programme. The selection of students is done on the basis of 4 main criteria: Age, Qualification, Family Income, and Qualification .

If a youth seems a fit for the programme, an entrance examination is conducted to further shortlist the youth for the training. The rationale behind entrance examination is to assess the knowledge and understanding of students on general subjects/ topics. An orientation session is organized in the

beginning of each term in which students are briefed about STeP, Smile Foundation, curriculum, donor support and other programme features. Students ask their queries related to the programme during the orientation.

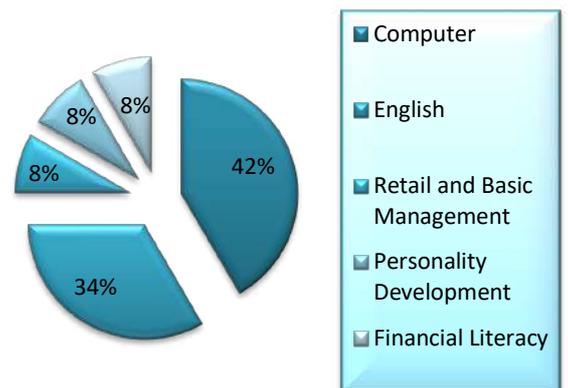
**In this year (Dec'18- Nov'19), 151** youth were enrolled at the STeP center of which 19 dropped out due to various reasons like family migration or other personal reasons and **132** completed training successfully.

# Training

The AVI-Oil India supported STeP center enrolled 151 youth for the term Dec'18- Nov'19 of which **132** completed training. The students attended regular classes in basic computers, spoken English, basic and retail management, personality development and financial literacy. The classes were conducted by experienced instructors who also motivated and prepared the youth to be confident. These classes ran for 8 hours every day for 5 days a week. The classes were conducted as per the given schedule i.e. 4 Computer classes per week, 3 English classes per week, 1 Basic and Retail Management Class, 1 Personality Development class and 1 Financial Literacy class . The picture below provided the curriculum duration along with the weekly division of the classes:

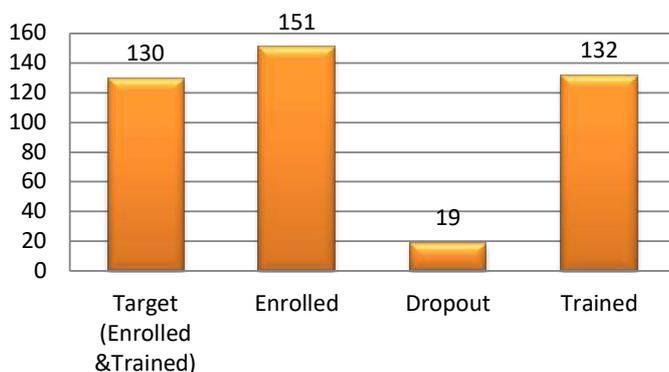


## Division of classes

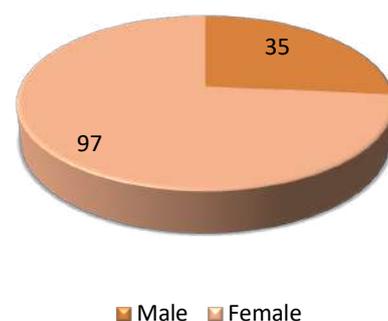


Below are the details of the trained youth:

## Term- Dec'18 - Nov '19



## Male Female Ratio



# Activities

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Considering the experiential nature of the program, a few activities have been given the much required importance. To ensure that youth can connect classroom training to the real world, career counseling sessions, Exposure Visit & Employment Engagement programme are organized during 4 months of training at different times.

**Career Counseling Sessions** are organized every month. The counselors' advice the youth about possible career opportunities, developments and changes in different sectors which is discussed at length at the STeP centers.

**Exposure Visit (EV)** is also organized for the youth in the 3<sup>rd</sup> month of each term which is the most popular activity among the youth. Exposure visit enables the students to gain firsthand experience as to how the corporate functions and learn from the experiences of corporate. The youth are taken to retail outlets, shops, malls etc. to understand from the employees various job functions, roles, do's and don'ts at the work place etc. To set realistic expectation from entry level jobs, salaries etc.

**Employee Engagement programme (EEP)** is also organized during the 4th month of the training where employers from retail, sales and hospitality sector visit the center and interacts 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.

## Career Counseling

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Career counseling is an important part of STeP programme as it is a tool for continuous motivation and guidance to the students. Sometimes it's difficult for the youths to decide their profession or profile as per their skills as they lack the required knowledge to differentiate & take an appropriate decision. Career counseling helps them to decide rationally about the opportunity. This is an ongoing activity which is attended by all the enrolled students.

This activity helps students to open up and talk about their concerns related to job opportunities, course and other related problems. Career counseling sessions cover topics like goal setting, difference between skills & attitude, difference between soft (or behavioral) skills & hard (or technical) skills, why & what soft skills are required for any job.

In this year, 9 career counseling sessions have been conducted at 1 STeP center where representatives from different organizations took the sessions. The discussion helped the students to build on their interpersonal communication and behavioral aspects that would assist them secure the career opportunities in their entire future endeavor.



**Note:** For further information on career counseling sessions, please refer to **Annexure-1**

## Exposure Visits

Exposure visits has been a vital part of the training programme, which provides a platform to the youth to prepare them for the corporate world. Through the visit to various work places like malls, food chain, clothing stores, BPOs etc. the students not only get familiar with the workplace environment but also get an opportunity to interact and learn from the employees. Through exposure, students get a better idea about the role and responsibilities they will have to take up in their first job. An open discussion between the students and the employees clarifies their doubts and provides the information they need about various jobs. During the reporting period, **3** exposure visits have been conducted at Karvy, Dream Developer & Motherson. Below are few common topics discussed during the exposure visits:



Below are few glimpses of the activities:



**Note:** for further information on Exposure Visits, please refer to **Annexure-1**

## Employee Engagement Programme

The objective of conducting EEP is to bridge the gap between employers & enrolled students. This activity is organized keeping placements in mind as this activity helps in nurturing employers. EEP gives firsthand experience on Retail, Hospitality, BPO sectors and its functions. 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, 5 Employee Engagement Programmes have been conducted. Below is a picture of the EEP conducted with **Sriram Insurance Broker**:



**Note:** for further information on career counseling sessions, please refer to **Annexure-1**

## Assessments

Assessments are an important part of the STeP programme as it helps the teacher to measure progress and improvement areas of the students. During the reporting period, entrance assessments were done for the interested students along with a baseline survey to understand their training needs better.

The Entrance assessment & end term assessments were conducted in the first month & last month of training period of each term respectively. In addition, we also conduct midterm examination in the end of second month. The result and answer sheets were shared with the students after the evaluation so that they could identify the improvement areas as well. Below is a glimpse of the assessments at the center:

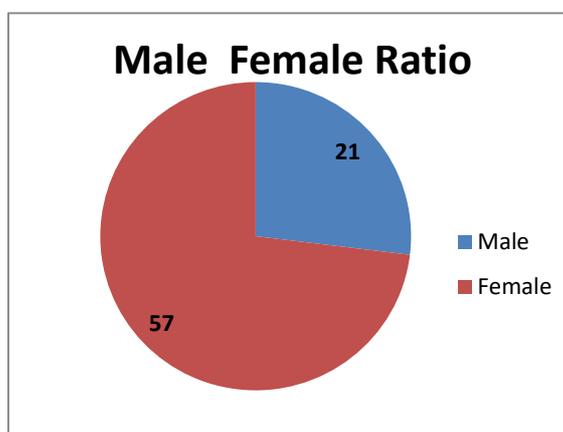
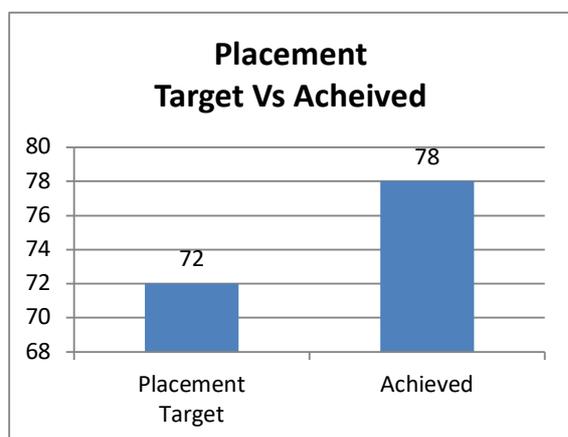


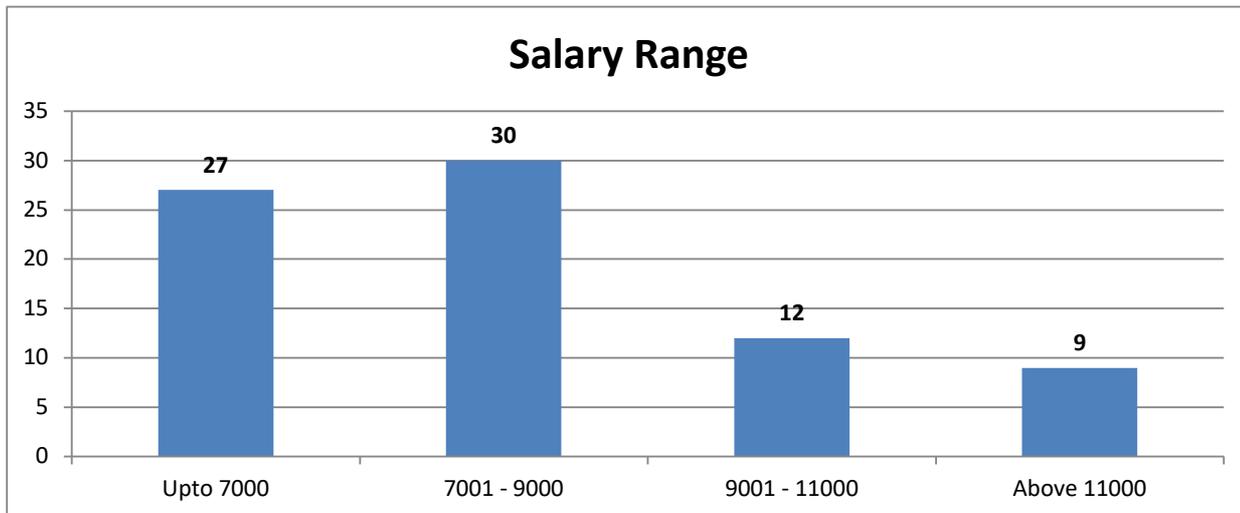
## Placements

Placements being the main objective of STeP programme is one of the most looked after process. Although, youth takes up placements only after completing 4 months training, but placement process starts from the very beginning of the term. Youth are given sessions related to grooming, interview skills, and different job sectors from the beginning; career counseling sessions also aims to bring clarity in their thoughts in terms of choosing job sector.

During the reporting period, 132 youth were trained out of which 78 youth were placed in different sectors like retail, BPO, hospitality etc. The average salary range of the placed youth is 8000 to 9000 per month. STeP center contacted brands like Mcdonalds, Karvy, Waves Mall etc. for placement opportunities.

STeP center also indulge in post-placement follow-ups for 6 months so as to ensure the retention of youth in their jobs.





**\*Note- The third term got over on 30<sup>th</sup> November'19 and the placement is still in process**

**\*Note: for further information on Exposure Visits, please refer to *Annexure-2***

## 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 really unique as they could have all the opportunities to enhance their skills and be job ready.

The relevance of the STeP Programme is more reasonable in these communities where the youth have no facilities to learn and grow as a professional. Intense mobilization process and techniques were instrumental in reaching out to the youth from which **151** youth were successfully enrolled. Apart from day to day classes through experienced faculty, students also participated in **9** career counseling sessions, **2** exposure visits and **5** Employee Engagement Programmes which motivated and prepared them for upcoming job interviews. **132** youth completed training in 1 STeP center. STeP center has achieved its placement target as well with 78 youth being placed so far in various formal jobs. The last term ended in Nov'19 and placement for the term is ongoing.

We at Smile Foundation are thankful to AVI-Oil for believing in the STeP programme and providing learning platform to so many youth in the capital city. The programme has not only provided the placements but has given them a means to earn a dignified livelihood for them and their families.