

Annual Report



April 2016 – March 2017

MISSION

“Creating spaces to dream, learn and transform lives”.

VISION

Project WHY strives to provide quality support education to underprivileged children so that they can complete their schooling years and achieve their dreams. We strive to provide our children with life enhancing programs, character development opportunities and have a voice. Project WHY also believes in gender inclusion and self-reliance in improving women’s socio-economic status through skill enhancement. Specifically, we envision that by 2020, we will:

- *Provide a more comprehensive teen program to include opportunities for career development, computer skills development, social and life skills.*
- *Collaborate with other educational institutions.*
- *Look to create a stronger and sustainable organization.*
- *Increase domestic funding, both individually and through CSR policies.*
- *Give the children the best head-start in life and take their dreams forward.*

Executive Summary

2016 has been the Year of Transformation for Project WHY! New activities were introduced thanks to our volunteers and friends. Exams were prepared and passed with success. Holidays saw the return of the dance teacher to the children's delight and the Centre's throbbed with loud music and thumping feet. Festivals were celebrated, the perfect opportunity to showcase the newly learnt steps. Everything was on track in all Centre's.

However, only few would have guessed how shaky our funding was in the year. It is the kindness and generosity of friends and well-wishers that made the Project WHY ship sail. The year saw Project WHY's work introduced to the Savitri Waney Foundation. They decided to extend support provided we took the first steps towards much needed transformation. Policies were finalized, data put in order and new processes drafted. Amongst the many changes; Project WHY inducted some new board members and the help of a consultant who would assist in strengthening existing and building new resources. This is an ongoing process. Savitri extended one-year support to our Okhla and Khader Centre's and this will allow us to have the time to broaden our donor base and thus move towards **quality** and **sustainability**.

In September, we started a pilot project within our existing resources. This little project reached out to the very first children that Project WHY had targeted way back in 1998: the beggar children of Kalka temple. The program had not worked then, but almost 18

years later, we are able to reach out to these children with our afternoon school program. About 30 school going children learn every afternoon in the night shelter for women.

Another noteworthy highlight has been collaborating with public schools for overall student's enrichment. The first step where our students of Okhla interacted with CSKM school children. We hope this collaboration will continue in the months ahead. We also had a gamut of workshops and activities put up by volunteers that made this year a learning experience for all.

2016 ended with what I call Project WHY's miracles. Two weeks before the year ended, brought the terrible news of the theft of our computers at the Okhla Centre. It was a huge shock for our children and resource persons. However, a simple message was all it took to get all the computers replaced!

As Project WHY program prepare our children for their upcoming final examinations, we would like to thank all our supporters, volunteers and donors who have guided and given us the much-needed momentum to aim high and provide the program that is responsive to our children's dream and learning needs.

Anouradha Bakshi

Founder and CEO of Project WHY

Flagship program of Sri Ram Goburdhun Charitable Trust

Introduction

This year, the flagship program of Sri Ram Goburdhun Trust -Project WHY focused on improving the quality of its after-school education support. The Trust went through formalizing some of its policies and procedures for procurement, financial reporting and human resources. In keeping with its mission of “*creating spaces to learn, dream and transform lives*”; Project WHY’s programs - early to primary and secondary level education –made a concentrated effort to bring quality education support. A lot of planning and effort was undertaken to formalize these changes to ensure that our children are provided with the support that is needed.

To ensure quality educational support and better learning outcomes at all our five Project WHY Centre’s, children learning assessments were initiated. The purpose for our children’s assessment was a) to evaluate the children’s strengths and educational support area(s); b) to inform and guide the instruction, c) to aid and improve children’s English reading abilities, d) to provide feedback on the child’s learning growth to their parents, e) to gauge our programs effectiveness and f) to make learning fun.

The assessment brought some interesting results. To highlights a few:

- *More girls enrolled in Project WHY than boys by 6%*
- *90% attendance of children at all the Project WHY Centre’s*
- *Learning outcome improve in the year for both girls and boys*
- *Girls English reading is better than Boys*

These assessments will guide our resource persons in understanding their class children’s strengthen and the areas of educational support, as well as guide the lesson

planning in tune to the children's needs. The Assessment will also inform areas of the program that require further strengthening – additional resource persons, learning aids for children, teaching aids and others. In addition, reading skills - English and Hindi – is an area Project WHY seeks to strength in all the children of our program.

Below are some details of our children's assessment:

A. ***Student Numbers:*** The table 1 below shows the number of students that are enrolled at all the Project WHY Centre's.

Table 1: Students numbers this year (Girl/ boys enrolment)

CENTERS	LEVELS	Total No. of Teachers	Total No. of Children	Girls (G)/ Boys (B)
1. GIRI NAGAR	Primary	4	36	20G 16 B
	Secondary		61	21G 40B
2. GOVINDPURI	Crèche	2	28	16 G 12 B
	Primary	2	46	29G
	Junior Sec.			17B
	Special Needs	2	20	6G 14B
3. OKHLA	Primary	5	158	75G 83 B
	Secondary	4	134	74 G 60 B
4. KHADAR	Primary	5	155	94G 61 B
	Secondary	5	149	91G 61B
5. YAMUNA	Primary	4	77	35G 42B
6. KALKA MANDIR	Primary	2*	40	20G 20 B
Total		32	907	481G 426B

The figure 1, shows that there are more girls enrolled at the Project WHY's Centre's than boys. About **481 Girls compared to 423 Boys** in this year.

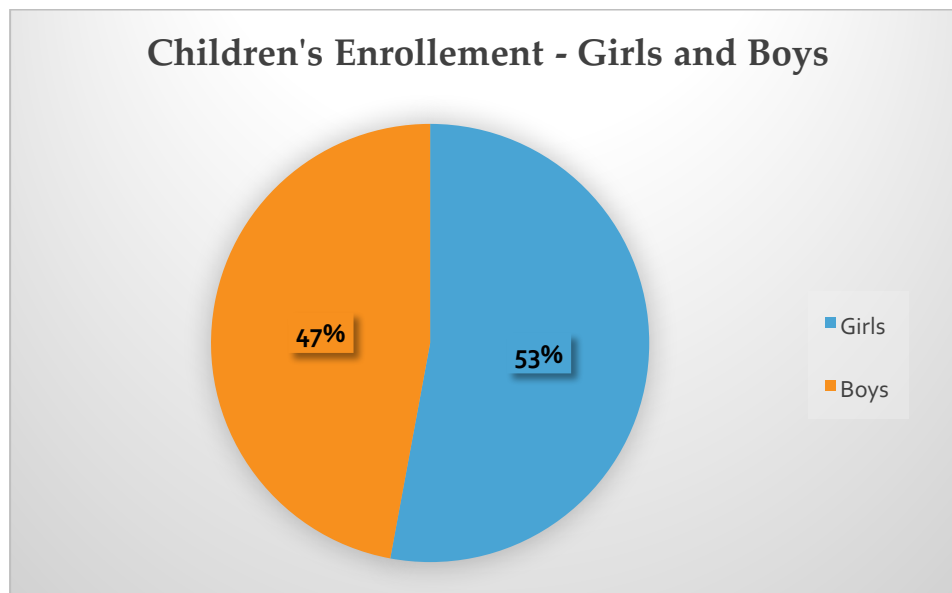


Figure 1: Children Enrollment – Girls and Boys

- B. **Percentage of children with 90% attendance.** During the year, our children were very regular in attending Project WHY. Attendance at Giri Nagar Centre has been the highest followed by Govindpuri and Okhla Centre's as shown in the figure 2.

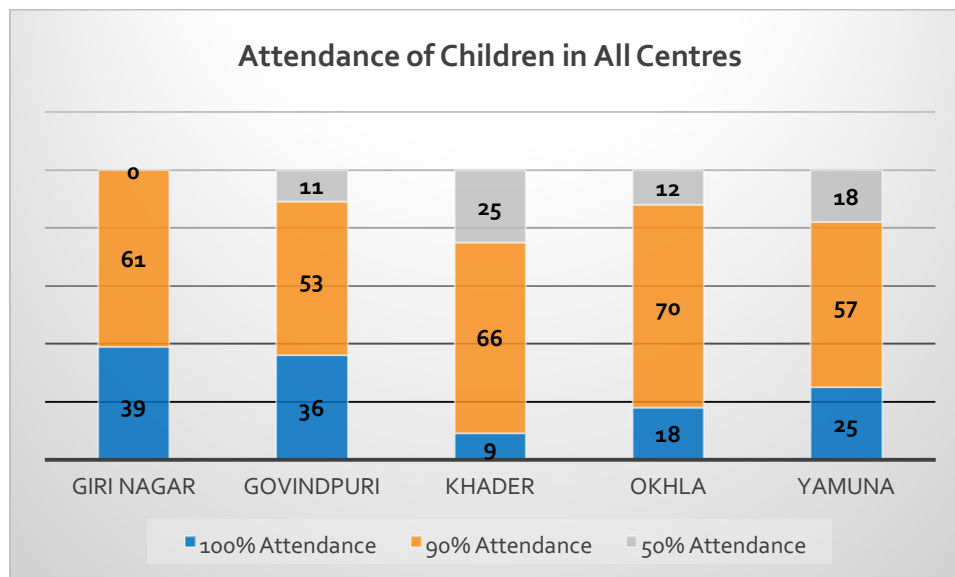


Figure 2: Children Attendance at all Centre's

However, in the Khader and Yamuna Centre's saw some irregularities in children attendance especially during summer break and festival seasons. The number of children increased in the last quarter (January – March 2017), as the Centre's geared-up for final examination preparation.

C. **Percentage of Children scoring 50% and above.** Initially, the Centre's assessed the children's progress monthly, however from this year, all Project Centre's will assess the children academic performance once every Quarter. The figure 3 shows the performance of the children of all the Centre's.

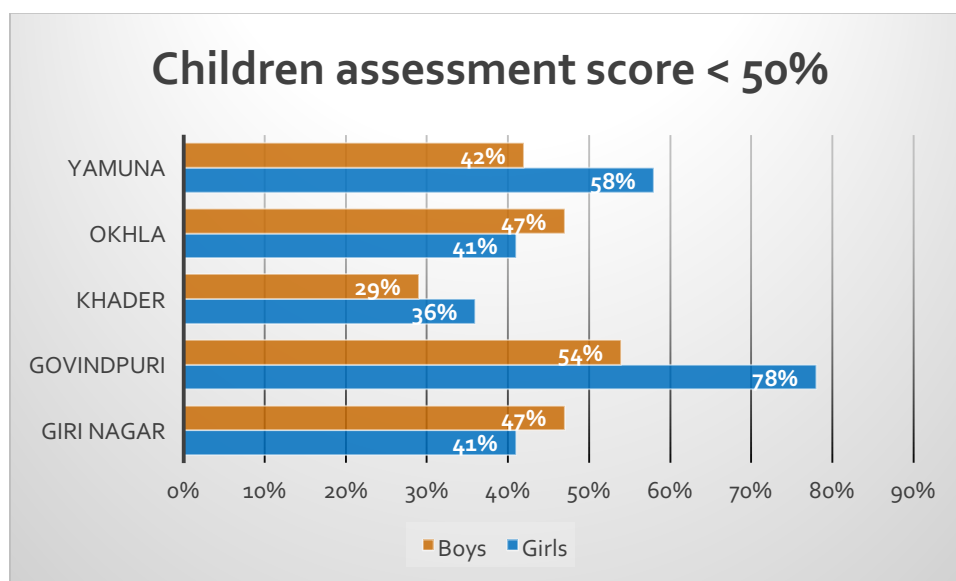


Figure 3: Children's Assessment

In the Centre's the children performance have improved. Comparing two assessments – November 2016 and January 2017; the girls performed better than boys, whereby about 30% more girls scored 50 percent or more marks. The boy's performance stayed consist all through the year. In Govindpuri Centre the girls performed well followed by the Yamuna Centre.

With a little help

Nitish joined Project WHY – Okhla when he was in class 4th. Currently he is in 6th class. He lives in the Mazdoor Kalyan Camp Phase -1 Okhla. He is weak in all subjects. Initially, he was not coming regularly to the centre because he did not like studies and he wanted to play. Ms. Sonia Basnet, the resource

person at Govindpuri, regularly spoke to him about the importance of studies and how learning could be fun. In January 2017, his attendance improved and was 24 out of 25 working days.

As Nistish's base was weak, he was put with the basic group children. Special focus was given on his reading –English and Hindi – with the help of *Barakhadi* book. He was slow in understanding and picking up new things and concepts. Currently, he has showed a marked improvement in his studies at the end of the year. In Hindi, he can read Hindi story books of his level and Hindi newspaper fluently. In Math's he can do addition and subtraction and recites with ease tables from 2 to 20. With attendance being regular, he has cleared and gone to class 7th.

D. Percentage of Children reading English and Hindi – The year also saw children being assessed on their reading skills – English and Hindi. This was assessed through reading of school text books, story books and newspaper. The average of our children's "good" (Grade: A) English reading level across Centre's stands at 20 percent while "fair" (Grade B) English reading level across Centre's stands at 36 percent as shown in figure 4.

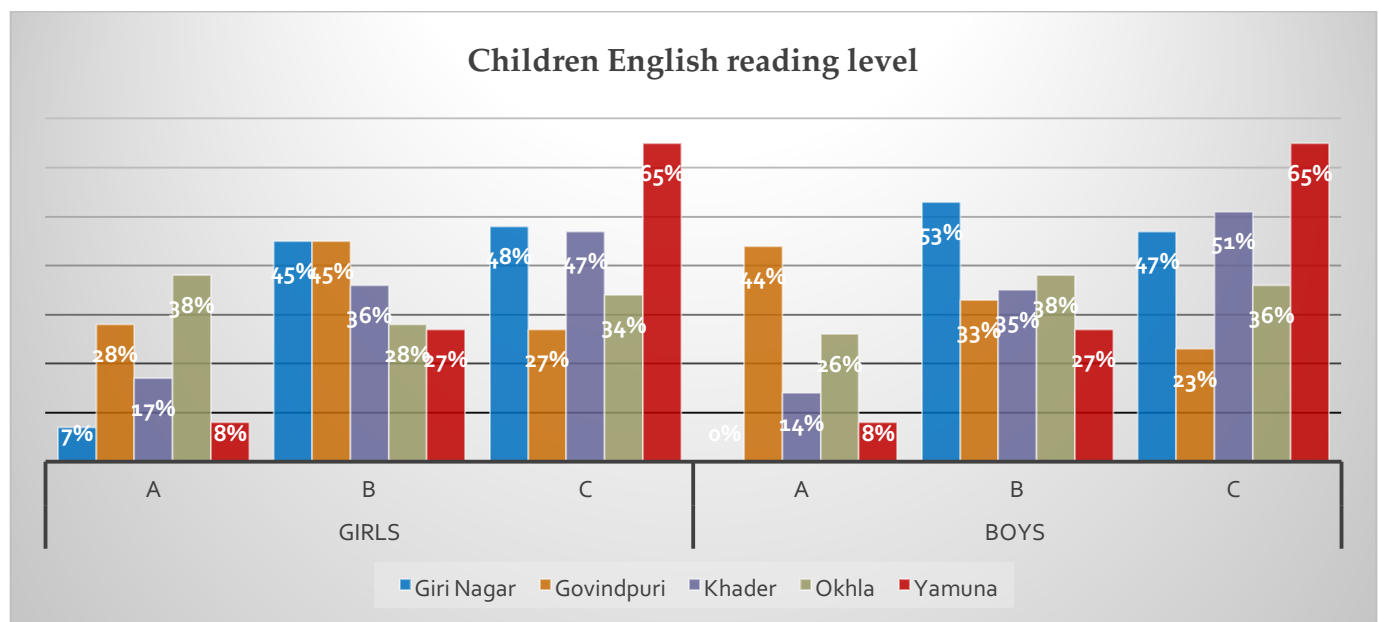


Figure 4: Children English reading levels

The plan for the next year is to have a designated time for reading everyday along with lessons support. Through concentrated efforts our children will improve in reading and speaking English in the following year.

Paragraph reading - Khader

Kajal joined Project WHY – Madanpur Khader on April 1, 2016. She is an 8th standard student. She has two sisters and a brother. Due to her father's shifting jobs, she has changed many school and hence her studies have suffered. She neither gets any assistance at home for her studies. When she joined the center her base was not good. She used to have problem in understanding her lessons and was not confident in reading. However, her basic mathematic was good. She could solve simple problems with ease. With some practice and support, she is now able to do exercise questions by herself.

Reading confidently has been a stumbling block for Kajal. The school that she goes does not ask them to read books. During the year, we started making her read aloud paragraphs from her text book, and asking her to tell us about her day to build her confidence slowly. Now she can read her text book and write by joining letters and words. In the next year, we hope that she can read books of her level and the newspaper.

Percentage of children reading Hindi well: The reading skills in local language – Hindi – was also assessed. The government school mode of instruction is Hindi. However, stress is not laid on reading skills. Our assessment this year showed that the average “good” (Grade: A) Hindi reading level of both boys and girls stands at 40 percent in all Centre's.

Waiting to be Heard

Tousif joined Project WHY in 2016 in 5th class. He lives with his grandmother. Initially he was very shy and did not speak Hindi very well. Also, he was very poor in his studies. He did not know how to write capital or small English alphabets from A to Z. In Hindi, he could not recognize what are *swar* and *vyanjan* (vowels and consonants) words. However, in Math's he can write and count from 1 to 100 and back counting 100 to 1, knows tables 2 to 5 and some addition.

In the month of January 2017, using picture books, flash cards and memory games he has come to understand and recognize English alphabets and Hindi vowels. In Math's he is making progress in his tables and learning table upto 7. He is very active in other activities too like drawing, singing, dancing and playing games like carom and ludo. He is attending Project WHY regularly and his last attendance is 24 out of 25 classes.

He is not hesitant to talk in Hindi language and sometimes he tells the class stories with moral. We hope to work a bit on his confidence and will encourage him to speak regularly.

E. Creativity

All the Centre's of Project WHY give equal weightage to academic and creative work. The Centre's encourage children to express themselves in different ways – drawing, singing, dancing, story-telling and others. In our Govindpuri Centre, our students learnt making puppets and after making puppets they were asked to create two stories: one about a Lion and a Rabbit and another about a Lion and Mouse. Students told their created story in the class with a lot of expressions. Through this process, we encourage the children's imagination, spoken skills and confidence levels. All the students were given a pencil and pen for their creative stories. We hope to make this activity part of the education process at all Centre's.

F. Special Needs Section

The Special Section held the following activities during the year:

i. Individual Education Program

(IEP): Lesson plans are drafted at the beginning of the year, based on the performance assessment of each special needs child, in the previous year. The education program is a mix of oral and written activities. The program evaluates the child every quarter on recall and retention levels.



Depending on the special child's learning ability, some sessions are held on a one-to-one basis as well as through group activities. The program also entailed outing to Lodi and Kalkaji parks.

ii. Self- Care and Awareness: Making the children self-reliant is one of the objectives of our program for Special Needs. The program supports them to perform basic self-care activities independently, such as teeth brushing, bathing, grooming and

basic hygiene. The children learn by experiential learning-by-doing and through group activities. The program also includes making these children aware of basic street signs, (like stop, traffic lights, bus stops, hospital), the use of First Aid Box, concept of money, recognition of denomination and shopping transactions.

- iii. **Creativity** – This includes activities ranging from art and craft, cutting and pasting, painting and drawing, games and dancing, singing as well as simple story telling. This year too our special children painted *diyas* for Diwali and made greeting cards for Christmas. We also organized activities such as paper lamp making, basic gift boxes and bags making, paper snakes construction, and painting *gulaks*. This year too we had our story telling session with the children. The aim of session is to allow the children to use their imagination and share their stories with confidence. The children made up a story on Diwali and we told them the story of “a frog and the princess” and the “thirsty crow.”
- iv. **Vocational training** – The vocational training is divided into two section – Pre-vocational training and vocational training. The pre-vocational activities involve simple steps such as sorting, using scissors, identifying colors and others. Different groups are then made and trained on vocation such as ironing, paper bag making, pot-painting, card-making, *diya* decoration and making book markers. We also teach the children on how to complete an order and packaging prepared items.
- v. **Reading and Speech therapy**- This year too children were assessed on speech and reading ability. In reading, depending on the level of the child, they read newspapers or story books as well as identify picture and match the words. Speech therapy is done in front of mirrors and saying words aloud.

Souring Sky High

Akash Jain joined the special needs class at Project WHY on July 1st, 2015. He lives in Kalkaji with his mother and younger sister. His father passed away in 2011 due to an illness. His mother is the sole source of income in the family. Before coming to Project WHY, he attended the Balwant Rai Mehta school. However, after the death of his father, his mother could not afford to send him to the school and withdrew him.

Initially when he joined Project WHY, he was reserved and did not communicate. He was not able to go independently outside the school premises. He did not know his home address or any personal information. After a few months at our special needs centre at Govindpuri, his social skills improved and he has no difficulty in interacting or making friends in class. He says his name when asked, writes it and knows his home address.

Today, Akash has opened-up and has become independent. We discovered he is a great singer. He represented Project WHY at a singing competition and received a certificate. Now he can write five lines on himself in English, count from 1 to 30 and loves math's. He is going beyond the planned targets that we set for him in his IEPs. Akash is also involved in the vocational activities. He can make paper envelopes with the guidance of the teacher, paint *diyas* and *gulaks* independently. He is a great class monitor, and motivated his class mates to sing with him.

Parent –Teacher Meeting

Parent teacher meetings are conducted monthly at all the Centre's. During the year, the Parent-teacher brought an interest to the meeting as we shared their children's learning assessments. We plan in the coming year to involve parents more in the quality learning support.

Women Vocational Training

During the year, the Women's centre held two consecutive 6-monthly vocational training courses (January – June and July – December) for women in stitching/ tailoring and a course on beautician. Women at the end of each course get a course certificate and a self-made manual of the training. This year, we trained about



198 women. We hope that in the next year we can improve the quality of women tailoring/ stitching by helping them learn different stitching techniques.

Project WHY – NEW CENTRE AT KALKAJI MANDIR

The Project WHY extended its program to Kalka Mandir centre in June/ August 2016. The **Kalkaji Mandir**, also known as **Kalkaji Temple**, is a Hindu temple, dedicated to Goddess Kali in the southern part of Delhi. Over the year, the population of homeless and beggars have grown around the temple premises. Majority of them are illiterate and work as daily wage earners, rag pickers, rickshaw pullers etc. They are exposed to deprivation, exclusion and a variety of other social and health problems.



We started a small primary class (at the *rain basera* a government supported night shelter for women) in the afternoons from 1:30 pm to 4pm for 40 children. Most of the children are beggars but only few go to school. In the shelter, there are also 15 women who stay at the shelter.

The plan in the coming year is to start food distribution with the generosity of Mamagoto, this will help in retaining the children within the centre for their classes and also to start stitching classes for the women at the shelter.

Workshops

- ❖ Positivity Workshop – On August 2, 2016, a positivity workshop was organized by Mrs. Bakshi for the resource persons of Project WHY. The aim of the workshop was to show that being positive can reach your goals in life, and help you to build up a better future. It was an opportunity for all the staff to also interact with one-another. A follow up session was organized in September 2016, with smaller groups of resource persons and children from each Centre.



- ❖ Management Team Development Workshop - On November 12, 2016, Ms. Maggie and Mr. Praveen from the Savitri Waney Charitable Trust took a workshop to help the Project WHY management team in developing their fund raising skills. The workshop covered fundraising methods, how to make fundraising plans and what is needed before we approach funders. The workshop was a mix of lessons and exercises. Small teams were made and asked to come up with funding ideas and how to approach individuals/ institutions for funds. The workshop also covered the Project WHY evolution, growth, and learnings over the years. The managers were also asked to list funding tasks and rate the management's involvement in each task. The workshop culminated in the need for a funding plan and funder raising kit. The team in the

following year will develop a realistic plan and an information kit that would enable management to reach out to potential sources of funding.

- ❖ Dental Camp - On November 17, 2016, a free dental camp was organized at our Okhla center by Dr. Neena Gulabani, who also runs a play-school and day care center for small children in South Delhi called Anubhav Learning Center. Before commencing checking the children teeth, the dentist interacted with the children on the importance of brushing teeth and showed a movie on dental hygiene. The dentist examined the teeth of 150 children and teachers. After each examination, banana, a toothpaste kit and a packet of *lassi* was distributed.



- ❖ Workshop on Adolescence: A Modi care group organized a free workshop at the Khader and Okhla Centre's for 12+ age children on life skills. The four-days workshop in both the Centre's, covered a range of issues and subject like changes in adolescence, peer pressure and bullying, drugs and substance abuse, good touch and bad touch, responsible sexual behavior, HIV-AIDS, gender sensitivity and others. The workshop was conducted using visual aids, role play, case-studies, group discussions and lectures. The children asked various questions and freely shared experiences on bullying and substance abuse.



❖ **Hand Wash Day:** To reduce germs and frequent sickness among the children, the Khader Centre started 'Hand-wash' day for all kids. Every Saturday's are hand-wash days. The children are taught on correct methods of washing their hands, importance of keeping nails short and clean as well as taught ways of having lice free hair. Instructions through demonstration were given throughout the year to children on when to wash hands: (1) before eating (2) after eating; and (3) especially after going to the washroom. It has become a part of everyday routine in the classes and children are seen washing their hands regularly and even the parents share that they have been asked by their children to get soap without which hands are not washed correctly.

❖ **PHOTOGRAPHY WORKSHOP:** This workshop was conducted on April 4, 2016, for two –days by Leonie from Germany, a friend of our long-time supporter Carla. The purpose was to teach our resource persons on how to take good photos, how to have the correct angle, how to edit a picture, what mode to put on the camera for taking different types of photos and how to catch movements in a picture. Ten resource persons from all our centers attended this workshop. The workshop also included a practical session where resources persons could take photos in the open, under the sun, and of children.



Volunteers, Visits & Celebrations

Enfances Indiennes group visit

On 22nd April 2016, an Enfances Indiennes group visited Project WHY. Within their three –days visit, they organized educational outing for the children (of different age group) for the Okhla and Yamuna Centre’s. The visits included places like (i) Mamagoto outlet to see what it is like to work in a kitchen of a big restaurant, followed by lunch; (ii) visit to Humayun’s tomb and (iii) the science museum with a stopover at the India Gate for ice-cream for all. These 3-days the children had fun learning and we hope to make these educational outing a part of the Project WHY education support program.



Volunteers from BARD

Between January 4 – 27, 2017 six volunteers - Beja Wolf, Sophia, Greta, Violet, and Curtis -from Bard University, USA came to volunteer their time with Project WHY at the Khader and Okhla Centre’s. Through Project WHY: Bard (<http://projectwhybard.org/>) founded by Emily a long-time volunteer at Project WHY)

volunteers from the university travel annually to Project WHY during the winter to augment the curriculum through working with the fulltime resource persons.

The Bard volunteers took English reading and spoken classes with students of primary and secondary classes. Curtis supported the Math and Science classes for secondary classes. Sophie also showed some of the secondary student how to safely surf the net, use social media and other computer functions. They also taught our children dancing and choreographed a performed with some children that was showcased on January 26, 2017 for the Republic Day celebrations.



Lantern making

Ms. Sabrina and her family visited the Khader Centre, on November 30, 2016. The purpose of the visit was to celebrate her sons 4th birthday and share with the Khader Centre children the German festival of “Laternelaufen”. Laternelaufen in German language means walking with Lantern. It usually takes place around St. Martin’s Day on November 11, 2016, where children walk along the streets holding colorful, often self-made lanterns and sing songs about the ‘lantern’. It is similar to our Indian festival of Light – Diwali. Ms. Sabrina showed the children (evening shift), step-by-step methods



(through use of stencils and cut out of fruits, flowers and shapes) of making the lanterns. The event culminated with birthday celebration and a procession of the children through the streets of Khader with their self-made lanterns. The children enjoyed the activity, singing the lantern song that was in German and Hindi and had a small souvenir of the German festival to take home.

TOURVITAL Group

Tourvital, a German travel agency, have been supporting Project WHY since July 2007. As India is one of their most frequented destination, the tourvital program in India, most of the times, incorporates a short visit of their groups to the Project WHY Centre's. On November 11, 2016, a Tourvital Group of 40 people from Germany visited the Okhla Centre on their way back from Agra. The group got time to interact with the resource persons at the Okhla Centre and were curious about the Centre and the life of the children in the slums. The visitors, with the help of the resource persons made small groups among the children whereby they could interact with them. Using inflatable balloons, the visitors showed the children how to make different shapes - airplanes, horse, swords - all the children really had a blast. The visit culminated with all the children taking a balloon toy home. We do hope they will come again.

Visit to Colonel Satsangi's Kiran Memorial (CSKM) School

CSKM school students and teachers visited Project WHY's Okhla Centre on November 29, 2016. The overall purpose of their visit was to initiate a series of interaction among both the school (CSKM and Project WHY) children's, provide exposure to different education facilities and play games together. The students and teachers were interested in understanding the life of children in slums of Okhla. The interaction between an economically well- to-do school children and poor slum children showed

that despite minimum resources you can be happy and live a happy life. One of the children from CSKM stated that “they are just like us and like the same sports like us”.

To reciprocate, on December 15, 2016, the children of CSKM invited our Okhla children to see their school and spend a few hours playing with them. Our children were overwhelmed to see the big school where their new friends study as they have never seen such a school before. The CSKM students took the Okhla children to their playground where



the girls group played Kho-Kho, blindman's buff and tennis. The group of boys played soccer, and cricket. After lunch, all the children sat together in a big lecture room where the CSKM's counselor, Ms. Deepika, asked each child what they wanted to be when they finished school. The answers of the children varied from wanting to be teachers, doctors to officers and pilots. With the success of such interaction for mutual learning, we hope to make this a bi-annual event.

Ms. Meenal Madhukar, Our Board member visit

Ms. Meenal has been associated with the Project WHY for a year. A former banker by profession and great supporter of Project WHY. On December 11, 2016, we had a theft at our Okhla Centre computer class. We lost six newly donated computer-sets, sound system, printer and speakers. This has never happened in the past 13 years and had shaken our Centre resource persons.

Upon sharing the news with all; Ms. Meenal, was ready to replace all that was stolen and sponsor CCTV cameras in every Centre of Project WHY. Christmas had come early to Project WHY Centre's through Ms. Meenal's generosity. She and her friend Ms. Seema came to Project WHY on December 24, 2016 to visit the Okhla Centre where her donation helped in replacing the stolen computers and spent time with the children. The children of Okhla had prepared a small performance and handmade card to honor and show their gratitude. We would like to thank Ms. Meenal for her support when we really needed it and hope she continues to keep visiting our Centre's.



Fundraiser Dinner

A small fund raiser dinner was organized on November 7, 2016. The purpose of the dinner was to thank all our supporters through the year as well as share information about Project WHY with our new supporters. The event was hosted by Mr. Kabir Suri of Mamagoto. Mrs. Bakshi welcomed all and gave a short speech as well as power-presentation on Project WHY's different activities. An impact story booklet created by the Project WHY team and volunteer was released on the night.



Origami with Japanese Group

A Japanese group visited the Yamuna Centre and spent time with the children. They all taught the children how to make animal shapes and flying toys out of origami. The children all were fascinated by making flying toys out of paper and took to the fields to see whether these could actually fly. The visit culminated with distribution of warm clothes to the children.



Celebrating World Disability Day

On December 3, 2017, our special section at Govindpuri celebrated the “International World Disability Day” in a simple but different way. On couple of chart papers, we made the children print their hands in different colours, then we asked each child what they wanted to be or do later in life. We realized that they all have very simple dreams in life. Hanifa wanted to have a mobile phone for her mother, Akash wants to be a good man like Amitabh Bachchan, Umesh wants to be a police officer, and Faizaan wanted a copy and a coloring book. These were the dreams of our special section children. We do hope that these small and simple dreams come true and they all get what they desire.



Other Information

Booklet Project WHY impact stories– This year Project WHY brought out its first booklet of successful case-studies collected over 16 years of its existence. The booklet containing stories of the 16 children that have benefitted from Anouradha Bakshi's dedication and Project WHY team hard work.

New Look to Project WHY's Website and Launch of Strategic Plan 2020– In the new financial year, Sri Ram Goburdhun Charitable Trust (SRGCT) - Project WHY will have a new look to their Website. Please do visit the website www.projectwhy.org to catch the latest news and impact stories. In parallel, SRGCT – Project WHY will also launch its Strategic Plan 2020.



New Board Members – The Sri Ram Goburdhun Charitable Trust in March 2017, welcomed new members to its Board. For more information please visit our website www.projectwhy.org

The Boarding School Children

At Project WHY the boarding school program began as an answer to a deafening WHY. It started in 2006, with Utpal joining the boarding school program at the age 6. Today with our generous supporters we could provide a better education to seven more children – Vicky, Babli, Meher, Manisha, Yash, Aditya and Kiran.

The gang of eight are back from school for a short break after their final examinations. They are all doing extremely well both academically and in extra-curricular activities. They all have passed. Seeing them, they have all grown up.

In the new year Babli and Utpal have entered the X –grade. It is an important year as they will be facing the board examination, which is a public examination that occurs at the end of X and XII grade education. The scores achieved in these examinations are considered very important for getting the choice of your subject in XI grade or getting into universities. Kiran who has entered in XI grade will give the examination next year. Others have a few years more before they sit for the board examination.

The first batch will graduate in 2019 and we wait with bated breath for the day to come. We wish them all the best for the year ahead.





PROJECT
WHY

GIRI NAGAR . OKHLA . KHADER .
GOVINDPURI . YAMUNA . KALKA MANDIR