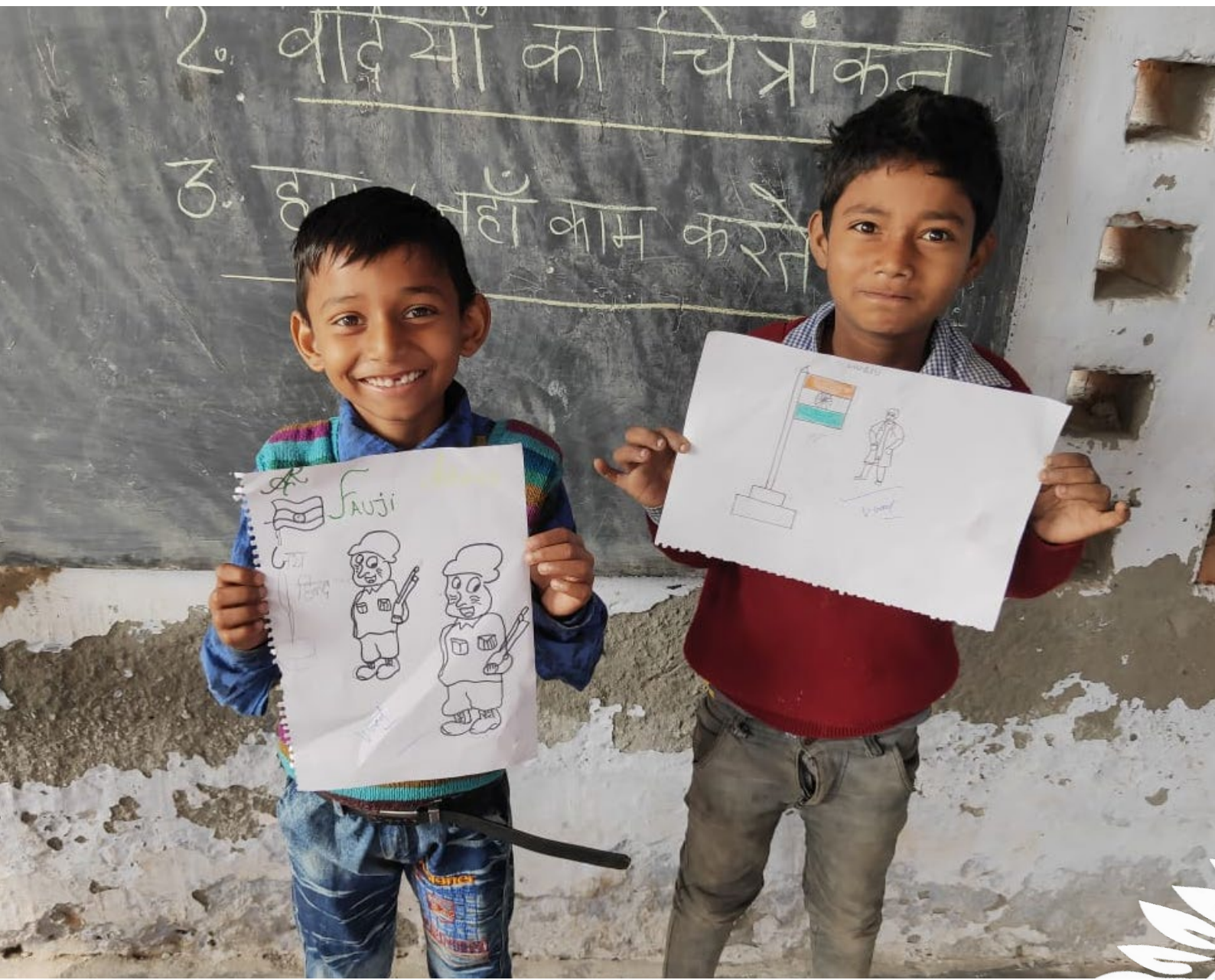
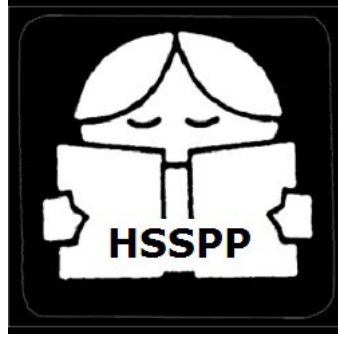


**Annual Report  
on  
Special Training Centres for  
Out-of-School Children  
Session 2020-21**



*Submitted by*  
**Humana People to People India**

*For*  
**Haryana School Shiksha Pariyojna Parishad**



शिक्षा का अधिकार

सर्व शिक्षा अभियान  
सब पढ़ें सब बढ़ें

# Contents

<b>Introduction</b> .....	<b>5</b>
<b>About the Kadam programme</b> .....	<b>7</b>
<b>Key activities</b> .....	<b>7</b>
i. Selection of Education Volunteers for training	
ii. Training of EVs	
iii. Survey to identify OoSC	
iv. 628 STCs were operational	
v. Distribution of learning aids in STC	
vi. Mid-day meals distribution at STCs	
vii. Celebration of Theme Days	
viii. Celebration of festivals with OOSC	
ix. Celebration of Children’s Day at STCs	
x. PTMs conducted at the STCs	
xi. Excursion visits for students	
xii. Regular visits by District and Block authorities to the STCs	
xiii. Monthly Teacher Council meetings and trainings for EVs	
xiv. Participation in webinar conducted by HPPI and Nexus of Good	
xv. Household survey for OoSC for session 2021-22	
<b>Session takeaways, challenges and suggestions</b> .....	<b>13</b>
<b>Extra ordinary initiatives by the Government of Haryana during COVID-19</b> .....	<b>15</b>
<b>Case stories</b> .....	<b>16</b>
<b>Recommendation letters</b> .....	<b>20</b>
<b>Media highlights</b> .....	<b>24</b>
<b>Glimpses from the ground</b> .....	<b>26</b>
<b>Abbreviations</b> .....	<b>31</b>



# Introduction

The Kadam programme is being implemented in all the districts of Haryana under the guidance of Haryana School Shiksha Pariyojna Parishad (HSSPP) in partnership with Humana People to People India (HPPI) with an aim to bring out-of-school children into mainstream education by appropriately bridging their learning gaps. The programme is, currently, in phase II of its implementation, and is in Year 5. The report intends to bring out the programme's outcomes and achievements for the session 2020-21.

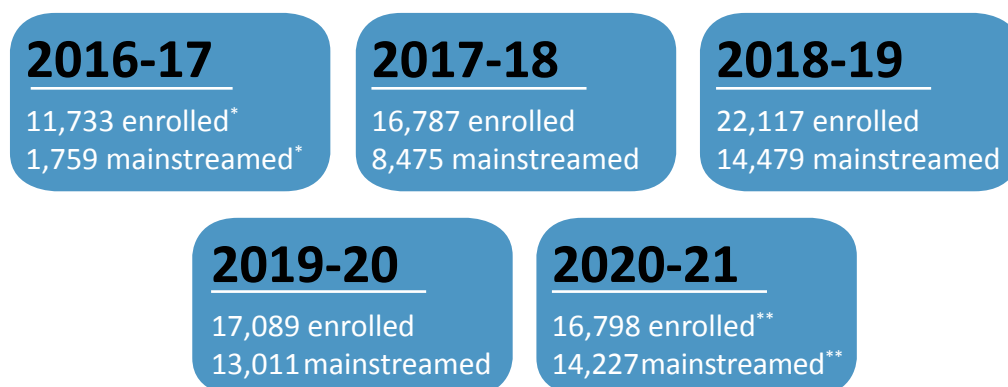
## Project background

The 'KADAM – A Step-Up Programme' was started in 2016 with a 3-year-partnership between Haryana School Shiksha Pariyojna Parishad (HSSPP) and Humana People to People India (HPPI). The programme specifically targeted to reinforce the RTE Act and execute the goal of the United Nation's Sustainable Development Goal (SDG) 4, which is to ensure access to inclusive quality education to all children, promoting lifelong learning opportunities. The programme helps to mitigate the learning gaps of the OoSC before they are mainstreamed in formal education system, across the State. The programme has been implemented under the committed leadership and engagement of the HSSPP State Programme Office, with collaboration between the HSSPP and HPPI teams in the districts.

As Phase II of the project, in December 2019, an extension of the partnership was granted for another 3 years, renaming the programme as the Kadam programme implemented through the Special Training Centres for OoSC Programme in Haryana'. The main objective of the MoU was to identify and mainstream approximately 19,500 OOSC in the academic session 2019-20, 18,616 OOSC for 2020-21, and approximately 29,097 based upon the survey conducted by HSSPP for the year 2021-22.

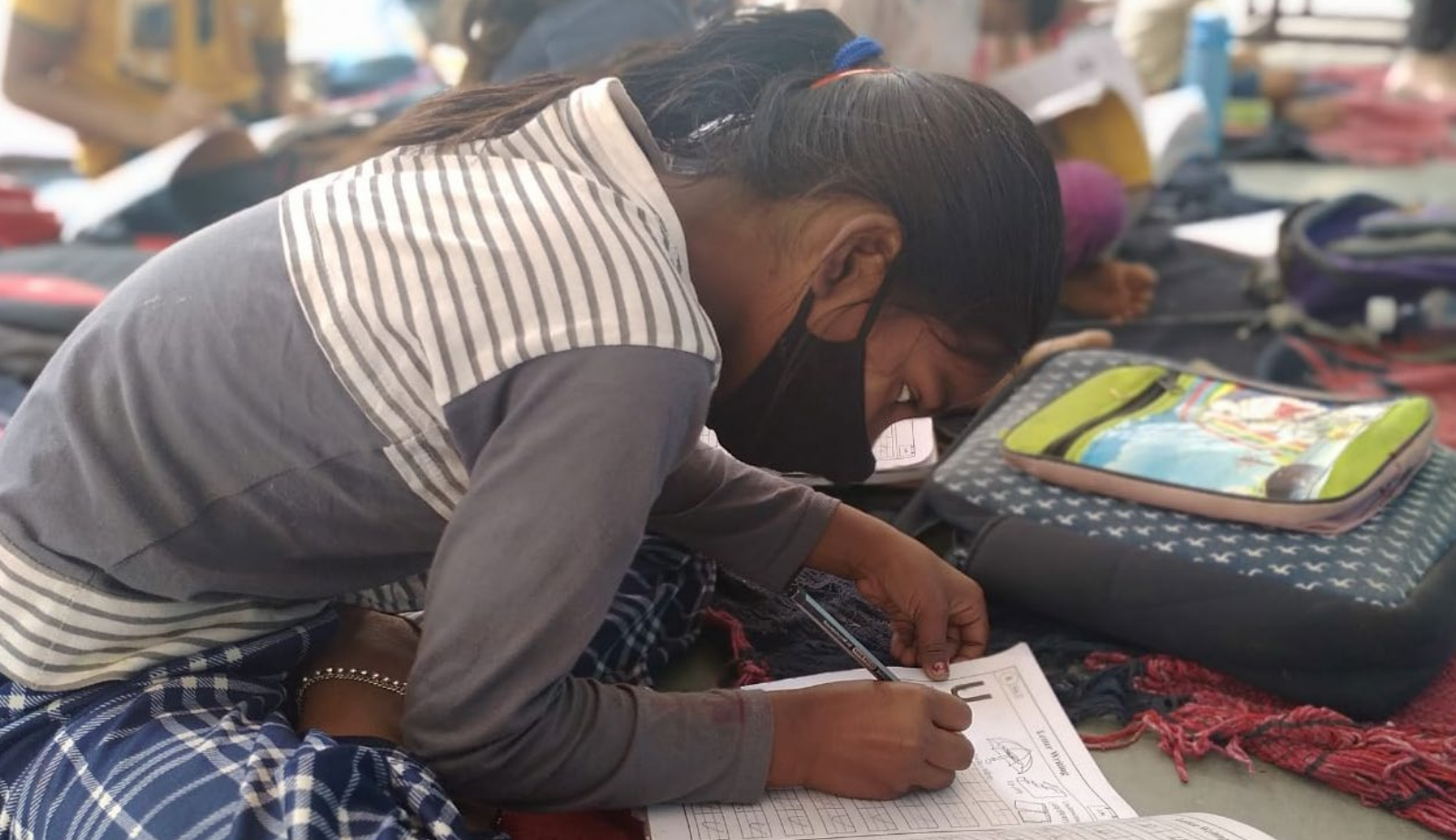
## Overall project figures

The project figures with respect to the children enrolled and mainstreamed for each academic year, from April to March, have been shown below.



\*The Kadam programme is yearlong. The MoU between HPPI and the HSSPP was signed on the 31<sup>st</sup> October 2016 and the programme started hereafter with thoroughly training of teachers, agreement with schools for opening centers and identification of children and supporting parents to get documentation in order to enroll children. The majority of the children could not bridge their learning gaps in the few months until end of the academic year of 2016-17. The solution found was that they could be 'carried forward' or permitted to continue in the academic session 2017-2018. Similar solution has been used year on the year for children joining the Special Training late in the academic session for various reasons – like in migration, family emergencies and more.

\*\*The academic session 2020-21 was extended till August, 21, since the State Government took the decision to prolong the programme in order to provide some extra time for the children to improve their levels as there had been less opportunities for them to learn due to the restrictions imposed to control the pandemic for COVID-19. In the year 2020-21, 7,777 children were mainstreamed from those who were carried forward from the previous session, which adding to the 14,227 children mainstreamed from those enrolled in this session, add to 22,004 OOSC mainstreamed.



### Gap in the ratio of children enrolled and those mainstreamed

The fact that the month of March is when the annual examinations take place in the government schools, combined with the fact that enrolment drives usually take place in the month of April, makes it a frequent situation that the OoSC at the Kadam Special Training Centres (STCs) get mainstreamed in the months of April and May. Thus, the remaining children in the STCs are carried forward to the next academic year due to the non-completion of the programme in that academic session. Similarly, majority of OoSC belong to migrant workers who usually move to either other states or come to the State for work. This creates a gap in the number of children who get enrolled in the programme, while due to the above mentioned reasons are unable to complete the programme. Hence, the visible gap that accounts to about 30% of those who unfortunately could not complete the programme to bridge their learning gaps and therefore, cannot be integrated in the first academic year of their enrolment.

### The academic session 2020-21: An unprecedented year

The measures taken by the National and State Governments to control the spread of COVID-19 implied the closing of the government primary schools since 19<sup>th</sup> March, 2020; a measure which remained till June 2021, to ensure safety of children from the pandemic. Nevertheless, the efforts from the State Government and HPPI to reach the children and support them in this situation enabled reaching 16,798 children in 16 districts of Haryana in the academic session 2020-21, by defining standard operational procedures (SOPs) for implementing the Kadam STCs often in smaller units inside or outside the government school premises and enabling the Kadam STCs to mainly run inside the government schools premises. Along with that, with an aim to provide more time to the children to bridge their learning gaps, the management graciously decided to provide an extension to the Education Volunteers (EVs) in the programme till June. As a result, 22,004 OOSC could be mainstreamed in formal schools (7,777 children from those who were carried out from the previous session and 14,227 OOSC from those enrolled in this session). 2,571 children who were enrolled in the year, left the programme in midway, before they could be mainstreamed, family migration being the main reason behind it.

# About the Kadam programme

The Kadam programme, designed by HPPI, has been implemented in the State to bridge the learning gaps of OoSC and mainstream them at the age appropriate levels in formal schools. HPPI has been working at the grass root level to empower children from marginalized backgrounds and provide them access to equitable and quality bridge education and support. Since 2016, almost 60,000 OOSC have been integrated into formal schools through the Kadam programme in Haryana.

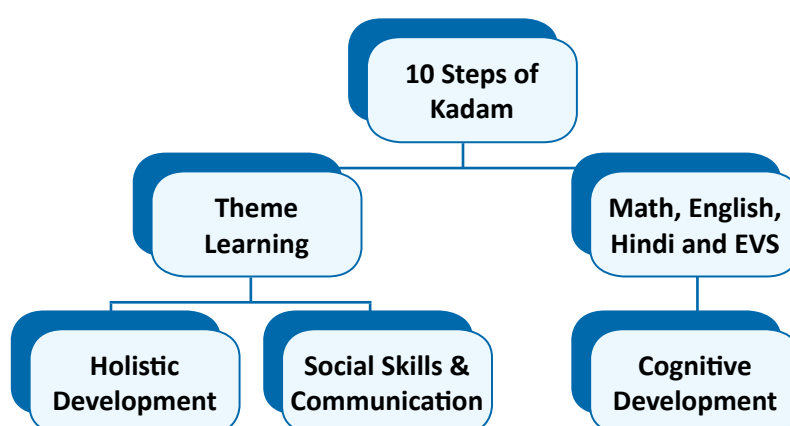
Special training (ST) is provided to OoSC through the Kadam programme by the EVs at the various STCs across the districts. The main aim of the programme is to ensure that the learning gaps of these OoSC are bridged and they achieve age appropriate learning levels for their successful school integration and continuity in schools thereafter. One of the major factors to ensure the success of the programme in achieving the goal of mainstreaming children at their age appropriate levels into formal schools is that they receive training for a minimum of 6-9 months. The period of 6-9 months has been suggested as per the previous experiences which indicate that best results are achieved when students are trained for 9 months. This is also the average minimum period required by OoSC to bridge their learning gaps, following the Kadam methodology without skipping steps, lessons or themes.

## Programme features

The Kadam 'Step-Up' programme is designed to enhance a child's holistic development by focusing on academic growth, interpersonal skills and experiential knowledge relevant to the 21st century by blending collaborative learning, active thought engagement and tracking progress. It is built on creative and engaging pedagogy, targeted curriculum and modern teaching practices and techniques. The 10-Step Kadam methodology integrates reasoning and analysis with learning through real-life situations helping in the all-round development of the children.

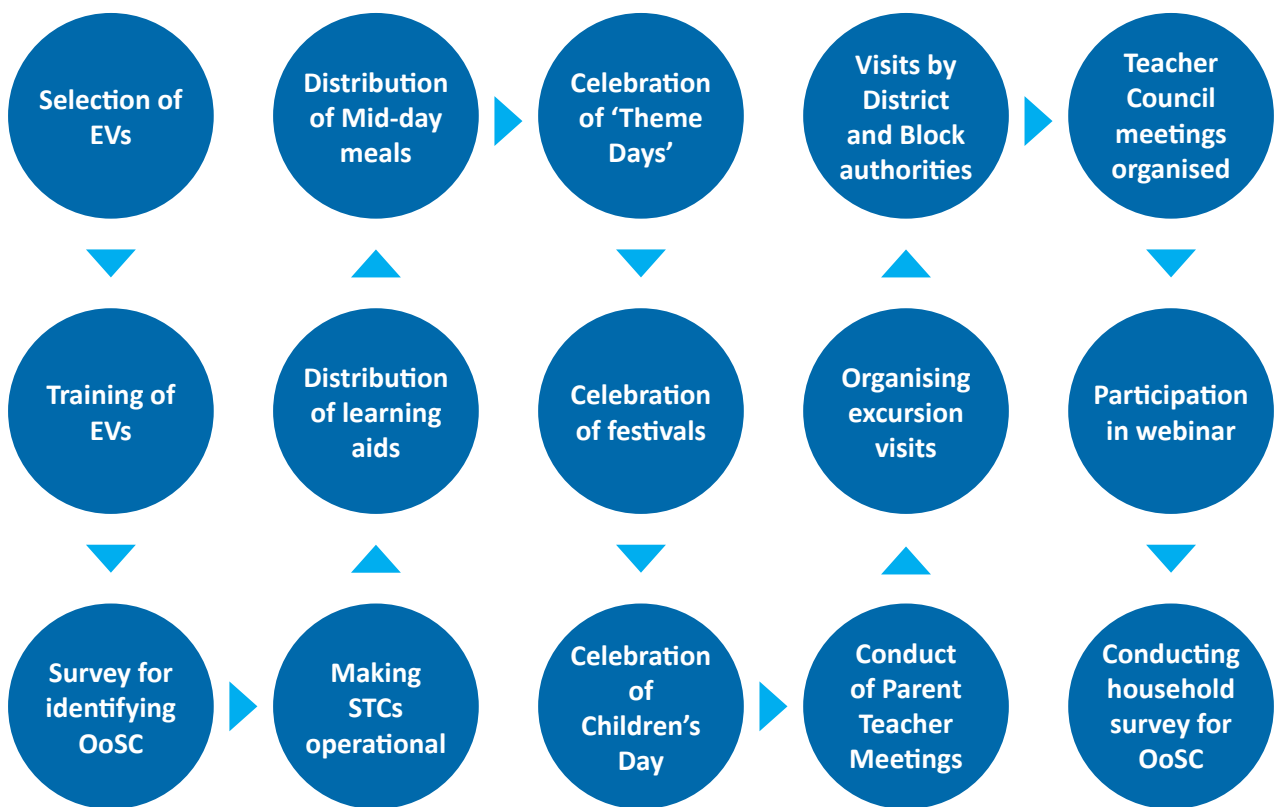
## The concept

- The Kadam pedagogy is a unique blend of cognitive development through subject based competencies and social development through skill building activities
- To address both the domains, the programme has been designed as an amalgamation of 10 Steps and Theme Learning, spread over 1 year of training
- Both the components are delivered side by side, none exists in isolation
- 10 Steps and themes are aligned with NCF 2005 and are in accordance with the NEP 2020



# Key activities

During the academic session 2020-21, many challenges were faced in the programme. However, constant dedication from the programme team, well guided and supported by the HSSPP office, allowed the programme to reach creditable outcomes even during the COVID-19 crisis. Quick, thoughtful and well-planned initiatives by the HSSPP office, with good support and coordination with HPPI programme staff resulted in successful achievement of the following key activities:



i. **Selection of EVs for training** - Successful completion of the process of selection of EVs was completed by January 2021. This task was a big challenge for the DPCs, since they had to identify EVs who were interested and willing in teaching and training OoSC during the pandemic. The HPPI District Coordinators, along with the ADCs (who are the chairpersons of the committees for Samagra Shikha) began extensive search for EVs in their respective districts. The number of EVs deployed in each district was in accordance with the number of OoSC identified with the help of the household survey in the district. In 10 districts, namely, Ambala, Sonipat, Panchkula, Yamuna Nagar, Kurukshetra, Gurugram, Karnal, Faridabad, Jind and Sirsa the process of selection of the EVs was completed in November 2020. The remaining districts finalised their selections in December 2020 and January 2021.

ii. **Training of EVs** - HSSPP, in coordination with HPPI, conducted Training of Trainers (ToT) workshops in all 16 districts. In collaboration with HPPI and Anubhuti Foundation, Gurugram,



the training was successfully completed. For the session, 628 EVs were trained to teach OoSC in the STCs. Subject matter experts and trainers from HPPI conducted and facilitated the trainings. All trainings were conducted following strict SOP measures for protection against the virus; the use of face masks, hand sanitizers and physical distancing were ensured.

- iii. **Survey to identify OoSC** - To identify the number of OoSC in all districts, a household survey was earlier conducted in January 2020. Soon after that, the resurgence of the second wave of the pandemic halted all programme implementation activities and a complete lockdown was announced. Once the lockdown restrictions were eased, the biggest challenge of the programme was to restart the bridge learning of the identified OoSC. HSSPP promptly issued instructions to conduct a household survey again in August 2020 to follow up the one that was earlier done in January. This survey identified 18,616 OoSC in all the districts of Haryana, giving the exact number of children in each district.

**With the second household survey, a total of 18,616 OoSC were identified for the academic session 2020-21**

- iv. **STCs operationalised** - In the past academic year, all the schools and educational institutions were shut down and remained closed for the rest of the year. In this situation, it was a big challenge to resume training of OoSC for the academic session. HSSPP issued special instructions and guidelines to all District Education Offices to resume and re-open the STCs inside GPS premises while strictly following the SOPs for protection against COVID-19. Identified OoSC were taught in small groups of 7-10 children, classes were conducted while ensuring physical distancing, use of hand sanitizers and face masks. In this way, 628 STCs were operational during the academic year, wherein 16,798 OoSC were enrolled. The decision to run the centers inside the GPSs premises was a great relief for the EVs, as finding safe and clean spaces in the community was a challenge. The district authorities as well as the local stakeholders had been helpful and supportive of the programme for its entire duration.

**For the session 2020-21, 628 STCs were operationalised and 16,798 OoSC were enrolled**

- v. **Distribution of learning aids in STCs** - HSSPP provided funds to the districts for procurement and distribution of teaching-learning material for OoSC enrolled at STCs. Necessary stationery, Teaching Learning Materials (TLM), mats for sitting, health and hygiene products (masks, hand sanitizers) were distributed by the concerned DPCs to the children in the operational STCs. A mention of the same had been done in the administrative cum financial approval letter issued by HSSPP on 22nd October 2020. This initiative by HSSPP ensured safety and protection of children from COVID and was a big support to their education. The TLM that included Kadam learning books, assessment books, and other books for the EVs, Tracking our Progress (ToP) charts, Tracking my Progress (TmP) card, etc. was provided in each center. The TLM had been developed by HPPI and cost of printing and distribution was taken up by HSSPP.
- vi. **Mid-day meals distribution at STCs** - Mid-day meals are a provision for all children enrolled in elementary education in all schools in Haryana. Like-wise, these meals are provided to students enrolled at the STCs. In some districts where the STCs were conducting classes in

small groups, hot mid-day meals were provided to the children. In certain centres, this was not possible, hence, dry ration was distributed amongst the children to uphold the scheme.

- vii. Celebration of Theme Days** - As the Kadam programme is a unique blend of thematic and formal learning which covers learning of the academic concepts in subject areas of Hindi, English, Mathematics and Environmental Science; at the same time, the programme provides knowledge for life skills so that children can grow with holistic learning. The programme has 11 theme headlines, one for each month of training duration. For example, the theme title for first month is 'The World We Live In'. This theme motivates children to look at the world around them through a new lens. Similarly, other themes provide exposure to the children and promote learning friendly environment in the classrooms. Through thematic learning, children learn the importance of family and relations, surrounding nature, understanding our earth, communication, etc. through interactive activities which include arts, crafts, dramas, poetries, role plays, quizzes, songs and dance. Thematic learning happens for about 30% of the time and every Saturday and the last week of the month are dedicated to the theme headlines. Saturday is celebrated as 'Theme Day' while the last week of the month is celebrated as 'Theme Week'.
- viii. Celebration of festivals with OoSC** – While promoting cultural participation, acceptance and celebration of diversity, the Kadam programme makes sure that children learn, mingle with each other and participate in a friendly atmosphere. Festivals were used by the EVs to impart important lessons from history, ecology and science. Stories, poems, drawing, songs and art were promoted as eco-friendly ways of celebration while students continued to learn during the process. During the reporting quarter, the STCs celebrated Eid, Diwali, Gandhi Jayanti, Gurupurab, Christmas, Republic Day, Holi, etc. as our festivals. Through these types of activities and interactions, the children learnt about religious, cultural and traditional sensitivities and values, and in the process, bringing cooperation, respects of each other's culture and traditions in their lives.
- ix. Celebration of Children's Day at STCs** - In the Kadam programme, there is an element called 'Children's Day' which is celebrated on the last Saturday of each month to applaud and appreciate the efforts of the children of the centers for taking creative initiatives throughout the month for the theme headline. Such monthly celebrations organized encourage the children's learning and achievements by showcasing their work in front of their parents, family, guests and community members. Children's Day was celebrated in all districts of Haryana as a monthly event on the last Saturday of the month. Children put up shows, their drawings, poems, dance, songs, etc. which had been prepared and attempted during the theme month. The entire event is organized by children and all the stakeholders look forward to this finale for the month for an interactive engagement of all.
- x. PTMs conducted at STCs** - Parent Teacher Meeting (PTM) is one of the most important elements to make the programme sustainable and the increased the involvement of parents and community helps to achieve the goal of curtailing dropout rates and 100% primary school education to all children. Regular PTMs were conducted at most of districts. Many points to seek support of parents were discussed during these meetings such as regularity in attendance, focus on education, maintaining good health and hygiene, procurement of legal identification

documents, etc. Organizing regular and effective PTMs is a good way to establish good rapport with various stakeholders, particularly the parents, and reduce the gaps between the school and community.

- xi. Excursion visits for children** - A great initiative by the HSSPP is to provide budget allocations for educational visits and excursion trips for all the OoSC, which is a unique element of the programme. EVs were given the responsibility to draft trips to nearby educational places such as museums, industrial complexes, planetariums, historical sites, etc. while keeping in mind safety, security and COVID-19 restrictions. However, these visits could not be completed at each center, only, STCs in Panchkula, Ambala, Gurugram, Fatehabad, Krukshetra and Yamunanagar were able to conduct these visits for joyful and enthusiastic children.
- xii. Regular visits by District and Block authorities to STCs** – A clear mention had been made in administrative cum financial approval letter, issued by HSSPP, about the roles and duties of all parties in support of successful implementation programme of training to OoSC, DPCs, APCs, BEOs, BRCs, ABRCs, representatives from HPPI and for the EVs. All parties put their honest efforts to uplift the programme in the best of their capacities. Regular visits and meetings were conducted for monitoring, support and guidance according to the schedule created for the same.
- xiii. Monthly Teacher Council meetings and trainings for EVs** - Regular monthly teacher council meetings were conducted at all districts. During these meetings, EVs were told about programme targets, made status reports, evaluated the achievements, discussed the policy changes, and shared important information regarding government rules and restrictions with respect to COVID-19, etc. At the meetings, they also discussed the best practices, challenges they faced and came together to find feasible solutions for their issues. Whenever required, the EVs were provided refresher trainings to remind them of the core concepts and elements of the Kadam programme. These meetings are essential for coordination, collaboration and team building, which was and is imperative towards achieving the programme’s overall goal.
- xiv. Participation of HSSPP from different levels in a webinar jointly conducted by HPPI and Nexus of Good** - A webinar was organized in March, 2021 by HPPI in collaboration with an NGO, Nexus of Good (NoG). The focus of the webinar was the National Education Policy 2020, especially chapter 3 which is on ‘Curtailling Dropout Rates and Ensuring Universal Access to Education at All Levels’ and chapter 6 which is on ‘Equitable and Inclusive Education: Learning for All’. Moderated by HPPI CEO, Mr. Snorre Westgaard, the webinar saw the presence of keynote speaker Shri Vijay Kiran Anand (IAS), Director General School Education, Uttar Pradesh, Mr. Anil Swarup (IAS), Former Secretary of School Education, Ministry of Education from NoG and representatives from state education volunteers, non-profit organisations and civil bodies. Mrs. Rajwant Kaur, Associate Consultant / Programme in Charge OoSC in Haryana, spoke about the efforts made in Haryana for universal access to education.

In a webinar, jointly conducted by HPPI and NoG, the State officials from Haryana showcased the efforts done in the State towards universal access to education.



**xv. Household survey for OoSC for the session 2021-22** - In the month of March 2021, a plan for household survey was drafted by the HSSPP and a survey format was sent by the W/SPD HSSPP to concerned ADCs for conducting the surveys to identify OoSC for the 2021-22 session at their districts and report the numbers in the prescribed survey forms. To conduct surveys, ADCs invited District Programme Coordinators and other block education officers to make feasible plans and identify the geographical pockets where most of OoSC can be found in each district. In this survey, Government teachers, ABRCs, BRCs and EVs, were involved so that a thorough survey can be conducted and no OoSC has been left unidentified.

As per HSSPP guidelines, random surveys were conducted in March by school teachers in all blocks. As per the survey report, it was found that 29,097 OOSC in the age group of 6-14 years are still there in all the districts. In June 2021, the DPCs received an updated instruction from HSSPP to upload the survey data for the OoSC on the PRABANDH Portal. The DPCs/ BEEOs/ CRCs/ ABRCs/ School Heads were guided to upload the data on the portal.

# Session takeaways, challenges faced and suggestions

## Session take-aways

- i. Mid-day meal scheme for the enrolled OoSC in the STCs was successfully carried out in the form of either hot meals or dry ration as clearly mentioned in administrative cum financial letter issued by HSSPP.
- ii. Extension of three months, as decided by HSSPP, was a good initiative to support the children to complete the programme and in minimizing their learning gaps.
- iii. A good bifurcation of budget was done by the State authorities which was not only easily understood but also well implemented in the field.
- iv. Nearly eighty percent of the enrolled children were successfully mainstreamed after the training in the academic session.
- v. Excursion tour for enrolled students was a good support in enhancing their interest in learning and connecting with school as well.
- vi. COVID-19 protective material was distributed to the children while studying in STCs and strict SOPs were followed. Not a single child was reported or affected with COVID during the session.
- vii. Gap between the school and community was decreased through regularly conducting PTMs. Parents showed trust on schools and teachers as their wards gained academic learning and holistic development.
- viii. Survey initiative was taken by the authorities where ADCs of district were involved directly which resulted in bigger numbers of OoSC identified. Many of these children were from migrant families.
- ix. During lockdown many children were taught through online and telephonic mode.
- x. Travel and communication cost was given to EVs as a promotional support in the programme for their community visits.

## Challenges faced

- i. The academic session could begin according to regular schedule of the academic year.
- ii. Kadam tool kits were not received on time for the enrolled students.
- iii. In some districts, due to lack of coordination among district authorities, the programme got delayed; one of them being delayed selection of EVs.
- iv. In some school premises, the children did not get appropriate place/ room for study; mostly in districts where migrant families were more concentrated, like Panipat, Gurugram and Faridabad.
- v. A big challenge was seen where children come from pockets of bricks kilns. In these areas, either the schools were far away or school heads denied to take their admission because of their migration rate which results in children who stay a few months in the schools as long as there is seasonal work in the brick kilns.

### Suggestions/ recommendations:

- i. Meeting of DPCs, APCs and HPPI coordinators can be held before the start of the session to bring out more clarity amongst all the stakeholders and review meetings in-between the sessions can be held by the state to sort out issues.
- ii. OoSC can be introduced to digital learning platforms likewise computers, tablets, etc. to equip them with technology and provide a wide learning spectrum.
- iii. Books for OoSC can be printed well in advance just after the Annual work plan and budget (AWP&B) is finalized so that not much time is wasted to make the children begin in the programme without books.
- iv. Integration of the Kadam MIS with State MIS will be helpful as the children can be tracked annually after mainstreaming.
- v. Introducing a system for school transfer of migrant children, sensitise schools about the same and include in the State MIS.

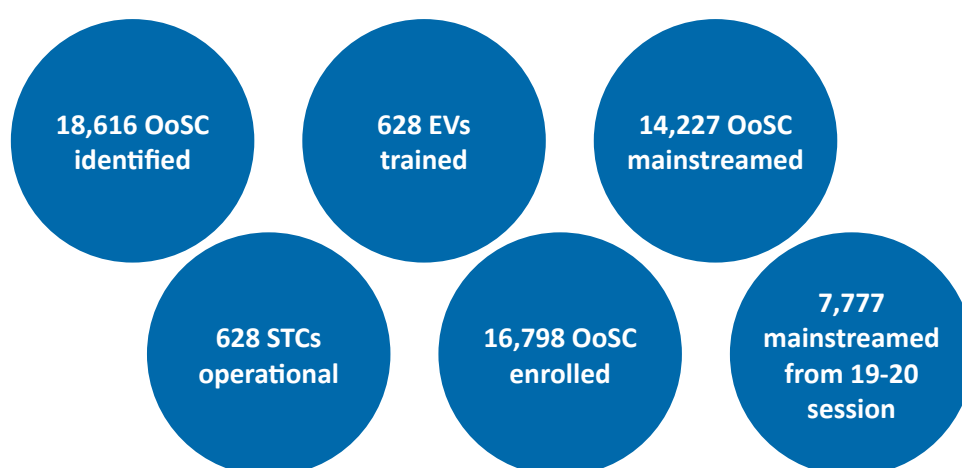
# Extraordinary initiatives by the Government of Haryana during COVID-19

The Government of Haryana has taken the lead in implementing education programmes to improve the quality and accessibility of primary school education. The government has focused on launching programmes which specifically cater to the needs of OoSC in the quest to ensure that no child remains out of school in the state as per the directives of the SSA, RTE and SGD 4. Even during the distressing times in 2020 and 2021, when the whole world was fighting the Corona Virus Pandemic, the Government of Haryana and the HSSPP had been taking extraordinary initiatives to ensure that OoSC education programme to bridge their learning gaps could be successfully carried on and they do not remain devoid of an access to an equitable opportunity to quality education.

The Government understood that the delay in initiation of the programme in the current academic session could mean loss of valuable time for the OoSC in achieving age appropriate learning through the bridge education training in the STCs. Therefore, in October 2020, special orders and clearances were provided to all the districts for selection, appointment, consequent training and deployment of EVs. Similarly, the DPMs were asked to speed up the process for identification and enrolment of OoSC in their respective districts. The STCs were allowed to be run within the premises of the Government Primary Schools which was a big relief and support to the EVs and the trainings, since they struggled to find clean and safe spaces outside of the GPS to conduct the trainings for the children. Provision of mid-day meals, education materials and other supporting TLMs were given priority while re-opening the STCs which had benefitted all enrolled OoSC.

Realizing that for the students who begin the training late during this academic session, it would be an almost impossible, extremely challenging up-hill struggle to bridge learning gaps and achieve age appropriate learning by the end of the academic session in March 2021, the programme was also granted an extension of 3 months, up till 30th June, 2021 to allow more time for the children to complete the programme in order to make up the valuable time lost during the lockdowns.

As a result of the above initiatives, during the reporting period, 628 STCs were operational in 16 districts in the state of Haryana, wherein 16,798 OOSC were trained by 628 EVs, out of which 14,227 children have been mainstreamed into formal schools. 7,777 children from the previous academic session were carried forward and mainstreamed this year as well.



## Case stories



**Rihan,**  
Kadam student

**R**ihan is nine years old and studies in grade 2 in the Government Primary school in Uttawar, Palwal, Haryana. He lives with his mother and four siblings in the local slums of the town. Unfortunately, his father passed away in a road accident a few years ago. After the demise of his father, his mother, Praveen, began working as a labourer to earn money for the family. As a result, the children were left unattended and got into bad company, developed habits of consuming tobacco. They were not enrolled in any school as Praveen did not have any money to spend on their education. Whatever she earned, was spent in paying the house rent and getting basic supplies for the home.

Praveen was worried about her children, she wanted them to be educated but did not know how to get help. She was soon contacted by the Kadam teacher, Ms. Poonam Sharma, who told her about the bridge course and post that enrollment in a government school. Praveen expressed her concern about the expenditure education would cost, but, was relieved to know that books, stationery and uniforms are provided free of cost to the children. Rihan was, hence, enrolled in an STC and proved to be a bright and fast learner. Praveen was impressed by his progress and gave her positive feedback during one of the Parent Teacher Meetings. She has promised to enrol her other children in the programme too. Rihan completed his steps in the Kadam programme, and was mainstreamed. Now, he is happy and excited to go to school every day.





**Shabnam,**  
Kadam student

**S**habana is a 13 year old girl, belonging to Patna district in Bihar. Her father's name is Shahid and he works as a watchman, earning Rupees 8,000 per month. Her mother Saleema is 35 year old, and sells vegetables, earning INR 4,000 per month. While in her native village, Shabana used to study in Grade III in a private school. Once they moved to Gurugram, Shabana and her two siblings joined the Kadam center at Nathupur. When she appeared for the baseline test, she had secured 40% marks and thus, enrolled in Step I. Gradually, she cleared 8 steps with her dedication, hard work and guidance from her teachers. Over the period, she learnt the basics of English, Hindi, Mathematics, and Environmental Science. She participated in theme activities and loved to read and write poems. Through various theme headlines, Shabana learnt about the solar system, weather reports, human body, writing paragraphs and stories, along with gaining knowledge in languages and mathematical concepts like, addition, subtraction, multiplication and division, etc. during her study at the center.

In April 2020, her sister Shabnam and brother Salman were mainstreamed in a government school. However, due to an error in her date of birth in her adhaar card, Shabana could not secure admission in a school.

Due to COVID-19 lockdown, it was a challenge to get the date of birth corrected in Shabana's aadhar card. The programme staff visited the government office along with Shabana and her parents multiple times to get the error rectified. Finally, after almost eight months, the correction was made and a new aadhar card was issued to her. Eventually, Shabana was able to secure admission in a Government school in Grade V.

During the lockdown, the programme staff helped the family by providing groceries and dry ration twice. They also got them registered with the local government body to enable them to get free ration under the food security scheme of the government.

## Case stories



**Deen Mohammad**

Parent of Kadam student

**F**ifty four year old Deen Mohammad lives in village Gheera in Punhana, Nuh. Deen Mohammad has never been to a school. “I cannot read and write as I never went to a school in my life. I work at farms, owned by other landowners, to make a living”, said Deen Mohammad. Married to forty eight old Asgari, who also goes to work in farms, Deen Mohammad and his wife support their seven children. He explains, “My wife and I, together, earn around fifteen thousand in a month from farm labour. However, since this is a seasonal work which we do not get regularly throughout the year, and for the other months, I work as construction labour in nearby sites”.

“Out of my seven children, four are sons while three are daughters. After my elder daughter’s fourth grade in school, I arranged her marriage. Now, my elder son has started to help in earning as he is going to a motorbike workshop to learn mechanical work and earns a stipend”, says he. His other two children, the younger siblings, are going to school in grades second and third. One of his child, third in number, named Rashid, didn’t get chance to go to school as he had been sent to live at his maternal uncle’s home. The relatives do not support Rashid in attending school and they engage him in domestic tasks as looking after their cattle. “Now that I have brought Rashid back home, I felt it best that he too, like his elder brother learns work at a mechanic shop as he has never been to school all this while”, said Deen Mohammad.

In February 2021, a team of two Education Volunteers EVs approached Deen Mohammad. They asked him about his family and the number of children who are in or out of school. Rashid was standing next to Deen Mohammad. Point towards him, Deen Mohammad told the visitors that this was Rashid, ten years old, who has never been to school and will eventually join the vocation of his brother as a bike mechanic. The EVs suggested to Deen Mohammad that even if it is a little late, but still Rashid can join school and become an educated individual. Rashid will need some extra learning and if he is a good learner, he can easily cover up the course and get enrolled in a school. “Firstly, Rashid is too old and secondly, what good it will be to go to school when he still learns to learn a trade?” expressed Deen Mohammad.

The EVs told about him about the Kadam programme which is

especially meant for children who have either been drop-outs or have never been to school. In the programme, special training is conducted for such children who have crossed the age of learning corresponding to their age appropriate grade. They also told him that the programme was supported by the Haryana Government. Finally, the EVs were able to convince Deen Mohammad and he agreed to send Rashid in Special Training Centre (STC).

“When Rashid started attending Special Training classes, then day after day, he would explain me about the atmosphere of class and how the teachers were treating him. He also shared what he had learnt so far. Every month, I was invited by the teachers of that school to attend meeting to share the progress of my child. I felt that this is really a good system where I am invited to know what my child is learning and meet the teacher and see the school. Rashid was learning many things and now, all that he learnt was reflected in his behavior towards all. He was, now, leading his younger brother and sister to go to school”, told a jubilant father.

In July 2021, Rashid was mainstreamed in Government Primary School, Gheera in 5th grade. Deen Mohammad joy seems no end. Proud of the fact that, now, even if Rashid takes up a vocational course/ training as a mechanic, at least, he would be better than being an illiterate. He adds, “I am thankful to the teachers of the school and the Government of Haryana who have started such a programme”.

# Recommendation letters



॥ विद्ययाऽमृतमश्नुते ॥

## Government Primary School

VILL. JAJRU (BALLABGARH) FARIDABAD

Ref. No.....

Date..... 31/5/2021.....

(Kadam Centre G.P.S. Jajru)

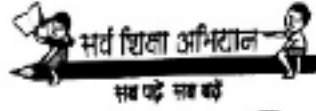
### Recommendation Letter

हमारे राजकीय प्राथमिक पाठशाला बालगढ़ बल्लभगढ़ में 2 Dec. 2020 में कदम कार्यक्रम में 2 सेंटर चला रहे हैं। कदम से जुड़े सदस्यों का मुख्य कार्य है कि बच्चों का दायित्व करना जो सभी सरकारी स्कूल वाली जा जायें। उनकी शिक्षा से संबंधित सभी परिवारों को पूरा करना शिक्षा की मुख्य धारा से जोड़कर अपना अभियान को सभल करें। वह किसी भी प्रकार से शिक्षा से वंचित न रह सकें। इस कार्यक्रम को हम दोनों शिक्षिका (स्वमेवती, आरती) बड़ी खुशी व गर्व से कर रहे हैं। इस कार्यक्रम में दौरान बच्चों के खर्चों तथा सांस्कृतिक गतिविधियों को भी हम विद्यार्थियों के सभी अह्मापकों का सहयोग मिल रहा है। कदम सेंटर द्वारा चलाई गये प्रोग्राम को अवधि में 48 विद्यार्थियों का नामना कराया गया। यह प्रोग्राम 2 Dec. 2020 को शुरू हुआ और 31 मई 2021 को पूरा हो गया।

Headmaster  
Govt. Primary School  
JAJRU (Faridabad)

U Dice Code: 06010400602

School Code: 16221



# Govt. Primary School

Garhi Kotaha, Block Raipur Rani (PKL)



Ref No.....

Dated 04-06-2021.....

प्रमाणित किया जाता है कि यह एक पाठशाला गठी कोटाहा जिला पंचकुला में  
 Umma People to People India समूह द्वारा out of school बच्चों को शिक्षा  
 कार्यक्रम की प्रवर्धन से जोड़ने के लिए KUDAM THE STEP-0 हीनर चलाया गया  
 विद्यार्थी प्रोग्राम में शिक्षण के रूप में कार्य किया श्रीमती पुनम में 1 दिसंबर  
 2020 से 30 अप्रैल तक कार्य किया अपने कार्यवाही में इनके द्वारा 21  
 out of school बच्चों को शिक्षण कार्यक्रम की धारा से जोड़ा त  
 विद्यालय में नामांकन कराया इस दौरान श्रीमती पुनम समय की पाबंद रही  
 बच्चों को अच्छे ढंग से पढ़ाती थी त बच्चों के प्रति व्यवहार  
 बहुत अच्छा रहा पढ़ाने के अन्य स्टाफ सदस्यों के साथ व्यवहार सौहार्दपूर्ण  
 त बहुत अच्छा रहा कुल मिलाकर शिक्षण का कार्य बहुत प्रशंसनीय  
 त सराहनीय रहा ।

*[Signature]*  
**Head Teacher**  
**GPS Garhi Kotaha**  
**Dist. Panchkula**

# Recommendation letters

## GOVT. PRIMARY SCHOOL

HARIPUR, SECTOR - 4, PANCHKULA  
BLOCK PINJORE, SCHOOL CODE : 16152  
LDISE CODE - 06010100112

(M) : 94169-54169  
94675-08345

Ref. 87/21

Date 30-04-2021


प्रमाणित किया जाता है राजकीय प्राथमिक पाठशाला हरिपुर सै-4 पंचकुला में Humana people to people India संस्था द्वारा out of school बच्चों को शिक्षण अदिग्राम की सुखधार से जोड़ने के लिए "KADAM THE STEP-UP सेंटर चलाया जा रहा है। जिसमें श्रीमती सोनिया शर्मा शिक्षिका के रूप में कार्य कर रही है। श्रीमती सोनिया शर्मा 5 November 2020 से 30 April 2021 तक कार्य करती रही है। अपने कार्यकाल में इनके द्वारा 26, out of school बच्चों को शिक्षण अदिग्राम की धारा से जोड़ा गया व रा. प्रा. पा. हरिपुर सै-4 पंचकुला में नामांकन कराया गया। इस दौरान श्रीमती सोनिया समग्र की यावन्द रही। बच्चों के साथ इनका व्यवहार मिलनसार व काम के प्रति मेहनत एवं लगन रही। बच्चों को रुचिकर ढंग से शिक्षण दिया गया। विद्यालय स्टाफ के साथ भी इनका व्यवहार बहुत अच्छा रहा। कुल मिलकर सोनिया शर्मा का कार्य प्रशंसनीय एवं सरहनीय रहा। सभी स्टाफ व सु. शिक्षक इनके उपजक्त श्रेष्ठि की कामना करते हैं।

HEAD TEACHER  
G.R.S. HARIPUR  
SEC-4, PANCHKULA  
(16152)

30/04/21

## RECOMMENDATION LETTER

प्रमाणित किया जाता है कि HSSPP/SSA व संस्था हुमाना पीपल टू पीपल इंडिया के संबुक्त तत्वाधान में राजकीय प्राथमिक पाठशाला बादली पुन्हाना में कदम सेंटर चलाया जा रहा है। जिसमें स्कूल से बाहर (OOSC) बच्चों का सर्वे करके व कदम प्रोग्राम के माध्यम से आबु अनुसार दक्षता हासिल करवाकर आबु अनुसार कक्षा में दाखिला किया जाना है। सत्र 2020-2021 में भी कदम प्रोग्राम स्कूल में चलाया जा रहा है। SSA व संस्था हुमाना पीपल टू पीपल इंडिया का कार्य अत्यंत प्रशंसनीय है कि कोरोना काल में भी इन्होंने OOSC बच्चों की शिक्षा के लिए महत्वपूर्ण कदम उठाया। हम SSA व HSSI के धन्यवाद सहित सभी कदम बच्चों के उज्ज्वल भविष्य की मनोकामना करते हैं।

  
Head Teacher  
06/02/2021  
Govt. Primary School  
Badli Punhana (NUH)

# Media highlights



सिरसा भास्कर 25-01-2021

**आउट ऑफ स्कूल बच्चों के लिए खोले सेंटर** समग्र शिक्षा परिषद की ओर से सेंटर में दी कदम टूल किट, बच्चों को दिया जाएगा मिड-डे मील

## 15 केंद्रों पर मिलेगी शिक्षा, एक सेंटर पर 25-30 बच्चों को पढ़ाया जाएगा

**पंकज चौधरी**  
स्वयं सहायता समूहों के तहत शिक्षा विभाग ने आउट ऑफ स्कूल बच्चों के लिए जिला में 15 सेंटर शुरू किए हैं। इन सेंटर में 375 से ज्यादा बच्चे पढ़ाई करेंगे। जबकि इससे पहले यह सभी बच्चे पढ़ाई नहीं करते थे। इन सेंटरों में बच्चों को पढ़ाने के साथ-साथ नये सत्र से उनका भोजन भी सुनिश्चित किया जा रहा है। जिला में चयन किये गए सेंटर में इनका नामांकन कराया गया। बिना पढ़ाई के बच्चे शुरुआत में बर्बाद हो रहे हैं। लेकिन इन बच्चों को बेहतर

जीवन देने के लिए सेंटर में पढ़ाना शुरू किया गया है। लेकिन सेंटर पर 25 से 30 विद्यार्थियों को ही पढ़ाया जाएगा। कोविड के कारण पिछले एक साल से सेंटर शुरू नहीं हो पाए थे। लेकिन इस बार सेंटरों की संख्या भी 15 की गई है। बच्चों को पढ़ाने के लिए 15 टीचरों की नियुक्ति की गई है। बच्चों को पढ़ाने के लिए स्कूल में समग्र शिक्षा परिषद की ओर से कदम टूल किट प्रदान की गई है। शिक्षा के अधिकार नियम के तहत सभी बच्चों का पढ़ने का अधिकार है। बच्चों को पढ़ाने का अधिकार है। बच्चों को पढ़ाने के लिए स्कूल में 17 जिलों में आउट ऑफ स्कूल बच्चों के लिए सेंटर खोले हुए हैं, जिनमें 18 हजार 616 बच्चों को शिक्षा दी जा रही है।



सिरसा। आउट ऑफ स्कूल बच्चों के लिए शिक्षा विभाग द्वारा खोले गए सेंटर में पढ़ाई करते बच्चे।

**जिले में 15 सेंटर पर 375 से ज्यादा बच्चों को पढ़ाने के लिए टीचर नियुक्त**  
375 से ज्यादा बच्चों को पढ़ाने के लिए 15 सेंटर बनाए गए हैं। हर सेंटर पर 25 से 30 बच्चों को पढ़ाया जाएगा। जिस पर टीचरों की नियुक्ति की गई है। जिसमें जीएसएसएस ऐलनाबाद, जीएसएस मोचीवाली, चतरगढ़पट्टी स्कूल में दो सेंटर, जीएसएस रूपवास, जीएसएसएस नहराना, जेजे कॉलेजी, जमाल, कालावाली, डबवाली, मोचीवाली में सेंटर खोले गए हैं। इस किट में किताबें, टीचर्स डायरी, स्पेशलरी, मास्क, सैनेटाइजर, कापी, पेंसिल दी गई है, जबकि सेंटर पर समग्र शिक्षा की ओर से बच्चों को पढ़ाने के लिए रजिस्टर, बोर्ड, चाक उपलब्ध कराया जाएगा। हालांकि बैठने के लिए देरी दी गई है।

**जिला में 15 सेंटर किए शुरू: एपीसी**  
शिक्षा विभाग ने आउट ऑफ स्कूल बच्चों के लिए जिला में 15 सेंटर शुरू किए हैं। सेंटरों पर टीचरों की नियुक्ति कर दी गई है। जो बच्चों को पढ़ाने का काम कर रहे हैं। सेंटर में कदम टूल किट दी गई है। जिसमें बच्चों के बैठने से लेकर पढ़ाई-लिखाई तक सभी चीजें उपलब्ध हैं। जिला में 375 से ज्यादा बच्चों को पढ़ाया जा रहा है-गोपाल कृष्ण शुक्ला, एपीसी, कला प्रिन्स।

**17 जिलों में चलाए जा रहे सेंटर**  
हरियाणा स्कूल शिक्षा परिषद पंचकुला से कंसल्टेंट स्टेट राजवंत कोर ने बताया कि शिक्षा विभाग की ओर से प्रदेश के 17 जिलों में आउट ऑफ स्कूल बच्चों के लिए सेंटर चलाए जा रहे हैं। यह सेंटर 31 मार्च तक चलेंगे, जिसमें बच्चों को शिक्षा देकर नये सत्र से संबंधित स्कूलों में उनका दाखिला कराया जाएगा। राजवंत कोर ने बताया कि पूरे प्रदेश में 18 हजार 616 बच्चों को ड्यूकर उन्हें सेंटरों पर पढ़ाने का काम टीचर कर रहे हैं।

**एनजीओ बच्चों की करती है तलाश**  
शिक्षा विभाग ने जिले में स्कूल नहीं जाने वाले बच्चों की तलाश कर उनको सेंटर में दाखिला दिलाने के लिए एनजीओ को जिम्मेदारी सौंपी गई है। जिले में एनजीओ ह्यूमना के प्रतिनिधि स्लम, निर्मलाश्रीन साइट, ईट-भट्टी व उडोगों के आसपास रहने वाले बच्चों की तलाश करते हैं। हालांकि बच्चों पर निगरानी भी रखी जाती है। अगर बच्चे केंद्र पर दो दिन लगातार नहीं आते हैं तो बच्चों के अभिभावकों से संपर्क किया जाता है। संपर्क नहीं होने पर बच्चों के घर पर जाते हैं।

## जिले के 3888 ड्रापआउट को 134 प्रेरक करेंगे शिक्षित



नूंह : नूंह जिले में ड्रापआउट अभी भी सबसे बड़ी समस्या है। इसी के चलते जिले में साक्षरता दर में खास इजाजत नहीं हो पा रहा है। लेकिन अब जिले में इससे निपटने के लिए शिक्षा विभाग ने 134 प्रेरकों की तैनाती कर दी है। जोकि जिले के 3888 ड्रापआउट को गांधी के गली मोहल्ले में शिक्षित करेंगे। इसके लिए सोमवार को नूंह के कस्तूरबा गांधी बालिका विद्यालय में 134 प्रेरकों के चार दिवसीय प्रशिक्षण शिविर की शुरुआत की गई। जिले में यह कार्यक्रम हरियाणा स्कूल शिक्षा परियोजना परिषद एवं ह्यूमना पीपल टू पीपल इंडिया द्वारा संयुक्त रूप से चलाया गया है। जिसमें 7 से 14 साल तक की उम्र के बच्चों को पढ़ाया जाएगा। ह्यूमना पीपल

टू पीपल इंडिया द्वारा जिले में 2016 से वर्तमान तक निरंतर चलाया जा रहा है जिसमें 14482 बच्चों को अब तक शिक्षा की मुख्यधारा से जोड़कर सरकारी विद्यालयों में पंजीकृत किया गया है। लेकिन इस बार कोरोना की वजह से जिले में ड्रापआउट की संख्या बढ़ी है। जिससे इस कार्यक्रम से शिक्षा को काफी बल मिलेगा। ह्यूमना पीपल टू पीपल इंडिया द्वारा जिले के चार खंडों में ये विद्यालय चलाए जाने हैं जिनमें नूंह में 27, फिरोजपुर झिरका 26, नगीना 20 व पुन्हाना खंड में भी लगभग 20 शिक्षा केंद्र चलाए जाने हैं। जिले में इस कार्यक्रम की शुरुआत करने के मौके पर जिला परियोजना समन्वयक

डॉक्टर अब्दुल रहमान खान हरियाणा राज्य के कदम कार्यक्रम के राज्य संयोजक संतोष कुमार यादव ने बताया कि इस कार्यक्रम का मकसद ड्रापआउट को पूरी तरह से खत्म करना है। ड्रापआउट शिक्षा के विकास में सबसे बड़ी बाधा है जिसे ध्यान में रखते हुए वह कार्य कर रहे हैं। इस मौके पर एपीसी डॉ. अभिषेक, जिला संयोजक गजानंद यादव, उप जिला परियोजना समन्वयक हरिश यादव, राजेश यादव, अभिनव, डॉक्टर शीतल, स्कूल प्राचार्य सुमित्रा के अलावा ह्यूमना संस्था के अधिकारियों में फिरोजपुर झिरका से अशोक यादव, पुन्हाना व नगीना से रामचंद्र, कमलेश



पंचकूला भास्कर 02-01-2021

## शिक्षा से वंचित 1250 बच्चों को बांटी स्टेशनरी



जिला परियोजना अधिकारी इंदु दहिया बच्चों को स्टेशनरी वितरित करते हुए।

**मौरी** नववर्ष शिक्षा से वंचित 1250 बच्चों के लिए अपार खुशियां लेकर आया। इन बच्चों को मुख्यधारा से जोड़ने के लिए समग्र शिक्षा के अदभुत प्रयास के तहत आज 1 जनवरी शुक्रवार को जिला परियोजना कार्यालय पंचकूला में एक मीटिंग का आयोजन किया गया। जिसमें जिले

से सभी 50 कदम सेंटर्स पर कार्यरत अध्यापकों ने भाग लिया। समग्र शिक्षा एवम ह्यूमना एचपीपीआई के संयुक्त तत्वावधान से जिला परियोजना अधिकारी मैडम इंदु बाला दहिया के नेतृत्व में इन विद्यार्थियों के लिए कार्डिया, पेंसिल, रबड़, शार्पनर, आदि सामान वितरित की गया।





सिरसा भास्कर 16-01-2021

## आउट ऑफ स्कूल बच्चों के लिए खोले 9 स्पेशल ट्रेनिंग सेंटर, 150 बच्चों को पढ़ा रहे 9 शिक्षक

नए सत्र से मूल्यांकन कर संबंधित कक्षा में दिया जाएगा प्रवेश, पुस्तकें करवाई उपलब्ध

सर्व शिक्षा अभियान के तहत जिले में स्पेशल ट्रेनिंग सेंटर खोल गए हैं

भास्कर न्यूज़ | सिरसा

आउट ऑफ स्कूल बच्चों को मुख्यधारा में शामिल करने के लिए जिला में 9 स्पेशल ट्रेनिंग सेंटर खोले गए हैं। जिसमें बच्चों को पढ़ाया जाएगा। इन सेंटरों में बच्चों को पढ़ाने के साथ-साथ नये सत्र से उनका मूल्यांकन कर संबंधित कक्षा में प्रवेश दिया जाएगा।

हालांकि जिला में 300 से अधिक बच्चे आउट ऑफ स्कूल हैं। जिनका चयन करके स्पेशल ट्रेनिंग सेंटर में उनका नामांकन करवाया गया है। जो बच्चे कभी स्कूल नहीं गए, ऐसे बच्चों को मुख्यधारा में लाने के लिए विशेष स्पेशल ट्रेनिंग सेंटर खोल गए हैं। 150 से ज्यादा बच्चों को पढ़ाने के लिए टीचर भी नियुक्त किए गए हैं। सभी 9 सेंटरों पर बच्चों को पढ़ाने

बरासरी, ऐलनाबाद, डबवाली और जमाल, कालावाली में खोले हैं सेंटर

जिला में 150 से ज्यादा ड्रॉप आउट बच्चों को स्पेशल ट्रेनिंग सेंटर में पढ़ाना शुरू कर दिया है। जबकि बच्चों को पढ़ाने का जिम्मा अलग-अलग 9 शिक्षकों को दिया है। वहीं बच्चों को पुस्तकें भी निशुल्क उपलब्ध करवाई गई हैं। स्पेशल ट्रेनिंग सेंटर जमाल, बरासरी, ऐलनाबाद, डबवाली, कालावाली में खोले गए हैं। वहीं जमाल में शिवकुमार, बरासरी में कृष्ण कुमार, ऐलनाबाद में नमृता व राजन कुमार, डबवाली में किरण व सुमन, कालावाली में अमनदीप, शालू व चैनप्रीत बच्चों को शिक्षा दे रहे हैं। वहीं बच्चों के पढ़ाने के बाद नय सत्र दौरान दाखिले भी करवाए जाएंगे।

के लिए समग्र शिक्षा परिषद की ओर से पुस्तकें दी गईं। शिक्षा के अधिकार नियम के तहत सभी बच्चों को पढ़ने का अधिकार है। शिक्षा विभाग द्वारा ऐसे बच्चों की पहचान कर रहे हैं जो कभी स्कूल ही नहीं गया या

एपीसी ने किया सेंटरों का निरीक्षण, व्यवस्थाएं जांची

मुख्यमंत्री सुशासन सहायिका सुकन्या जनादन व एपीसी गोपाल कृष्ण शुक्ला ने स्पेशल ट्रेनिंग सेंटरों का निरीक्षण किया। इस दौरान उन्होंने वहां पर व्यवस्थाएं जांची और शिक्षकों को अच्छे ढंग से पढ़ाने के बारे में भी प्रेरित किया। इस दौरान उन्होंने बच्चों को बढ़ते कदम की पुस्तकें भी दीं। सुकन्या जनादन ने बच्चों को पढ़ने के लिए कहा। उन्होंने कहा कि वे मन लगाकर पढ़ें और उन्हें सरकारी स्कूलों में दाखिला भी दिलाया जाएगा।

फिर मजबूरीवश उन्हें स्कूल छोड़ना पड़ा। जिनकी पढ़ाई पूरी नहीं हो पाई। ऐसे में उन्हें पढ़ाने के लिए जिला के सरकारी स्कूलों व अन्य स्थानों पर स्पेशल ट्रेनिंग सेंटर खोले गए हैं।

## Glimpses from the ground



*Children being taught in small groups at Panipat*



*Mid-day meals being served at Panipat STC*



*Student fills Tracking Progress Chart*



*Teacher council meetings being held at Palwal*



*Monitoring and mentoring visits by State and District authorities are crucial to support the training of OoSC*



*Thematic learning teaches students to be active citizens to react on current issues of the world*



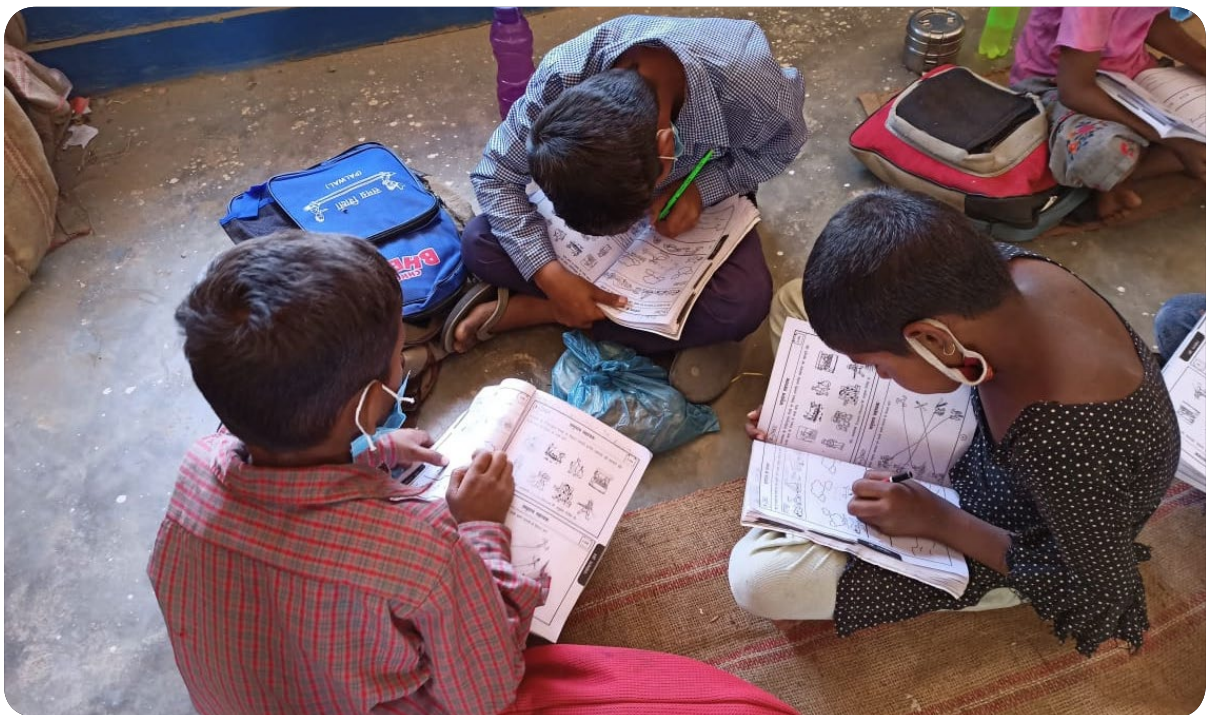
*Indoor and Outdoor games are also part of Special Training Programme from where OoSC draws energy and enthusiasm to stay at schools*



*Health and hiegiene is also part of teaching learning process*



*Students are also scanned for health check ups by the local District Health Department*



*Trio system is very helpful to make children subject learning and life skill values*

# Abbreviations

**ABRC** Assistant Block Resource Coordinator

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**APC** Assistant Project Coordinator

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**BRC** Block Resource Coordinator

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**CRC** Cluster Resource Coordinator

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**DPC** District Programme Coordinator

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**EV** Education Volunteer

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**HPPI** Humana People to People India

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**HSSPP** Haryana School Shiksha Pariyojna Parishad

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**MoU** Memorandum of Understanding

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**NCF** National Curriculum Framework 2005

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**NEP** National education Policy 2020

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**OoSC** Out-of-School Children

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**SDG** Sustainable Development Goal

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**SMC** School Management Committee

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**SOP** Standard Operating Procedure

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**SSA** Samagra Shiksha Abhiyan

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**ST** Special Training

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**STC** Special Training Centre

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