

**REACHA
ANNUAL REPORT
2012-13**



CONTENTS

<u>Sl No.</u>	<u>Subject</u>	<u>Page</u>
1	INTRODUCTION	3
2	REACHA WORK 2012-13	4
3	FINANCES	6
4	ANNEXURE 1a - Project Kalpana - Overview	8
5	ANNEXURE 1b - Kojo Update for 2013	14
6	ANNEXURE 2 – A First Hand Report on implementation of Project Kalpana	16
7	ANNEXURE 3 - Media Coverage – Kojo Workshop	17
8	ANNEXURE 4 – Emerging CSR Scenario in India	18
9	ANNEXURE 5 – REACHA Accounts	27



REACHA ANNUAL REPORT 2012-13

INTRODUCTION

REACHA is a community based organization and therefore strives to provide 'need-based' solutions to improve the lives of people. The prime tool to do this is to give training in a focused manner. In the year 2011-12 it was decided to launch a teacher training initiative with the objective to share REACHA-work in child development through child-centric project based learning. It also incorporated a technology intervention - Kojo. Both these initiatives are explained further in this report.

REACHA continued to forge alliances and partnerships with like-minded Voluntary Organizations (VOs) as part of its larger strategy to collaborate and share its hands-on know-how for child & community development.

The REACHA website – www.reacha.org was accessed from across the globe and this has gradually evolved into a useful platform that assists the origination to share its work.

Child development through sports continued to be the focus area for REACHA interventions. Over the years this has become an important part of the REACHA strategy for social change.

The following were elected by consensus as the office bearers of the National Governing Board (NGB) of REACHA for the year 2012-13 in its last AGM:

• Sri J.C.Pant (IAS Retd.)	Chairman
• Smt. Malati Sinha (IAS Retd.)	Vice-Chairman
• Sri V.P.Singh (IFS, Retd.)	Executive Director
• Capt. V.K.Pandey	Treasurer
• Dr. Pranav Pandya, Shantikunj, Haridwar (NGO)	Member
• Dr. S.L.Seth	Member
• Sri Laxmi Narain Modi	Member
• Sri Aakash Khandelwal, . Beas Education Society, Amritsar	Member
• Sri A.S.Awasthi (IAS Retd.)	Member
• Sri Nikhil Pant	Member-Secretary



REACHA WORK

Work on education and child development:

REACHA's **Project Khoj** and **Sports (Squash) Development Programme – SDP** - continued to work with different partners in the field of child development. Both these projects feed one another and work in tandem with its **R&D efforts**. The overall thrust is on action research, collaboration with like minded people & institutions and sharing the outcomes/resources for larger community welfare.

A Teacher Training Initiative was initiated by REACHA in 2012-13 with the following approach:

- **Overall objective ---**
 - Evolving responsible, caring and compassionate future citizens
 - Peer and Collaborative learning at the level of teachers and students – through participatory work groups; sharing of best practices amongst teachers.
 - Understanding the hidden potential in every child – and nurturing it for a noble cause – as part of the teaching-learning process.
- **Evolving Project Based Learning (PBL) teaching-learning modules for implementation of teacher training during summer vacations 2012-13:**
 - Classes I – V
 - Classes VI – VIII
 - Classes IX – X
- **Incorporating applied aspects of ---**
 - Mathematics
 - Science
 - Social Studies
- **Methodology ---** A consultative process to be adopted, with inputs from:
 - In-service teachers
 - School Principals
 - Retired Principals & teachers
 - Parents
 - Children/students/alumni/college students
 - Civil society organizations engaged in child development & education
 - Government & municipal officials etc
- **Broad framework:**



- RTE Act 2009
- CCE – Continuous & Comprehensive Evaluation of children through Formative & Summative Assessments (FA and SA), with **special concern for large classes:**
- **Scholastic ---**
 - Connecting classroom teaching learning to the real world through appropriate curriculum mapping, Project Based Learning (PBL) etc. PBL can take up subject-integrated/convergent projects on issues that concern the local communities from where children come to the school as part of FA – energy conservation, water conservation, democracy in action, safe neighbourhood etc
 - Special attention to the differently abled children as part of inclusive education
 - Improving learning outcomes through innovative teaching-learning approaches/teaching methods
 - How to make math enjoyable for school children – approaches and methodology
 - Developing scientific temper in children – how to get children excited about science
 - Improving Hindi & English listening, speaking, reading and writing (LSRW) skills – to be integrated into the overall training module
- **Co-Scholastic ---**
 - Student leadership programme - Involving children in self-management committees to manage their chosen activities as practice of value education, team work, life skills & leadership.
 - Appropriate development of PBL modules for the same.

The above was adopted to develop **teacher training content using NCERT books** for primary school children as part of their after school support initiatives. This was done in a consultative manner with active participation from community based teachers. The process is still on and it is planned to develop more content as we go along. Once developed, the content would be used to train teachers from NGO, Government and Municipal schools.

Project Kalpana was launched in partnership with Kogics. **Refer Annexure – 1a – Project Kalpana Overview.** Also refer **Annexure 1b – Kojo Update.** The same was piloted in various NGOs in Delhi. **Ref Annexure – 2 - A First Person Report.** A teacher training workshop was also conducted in partnership with Maa Kalka Sewa Samiti in order to share Kojo with a wider audience of school teaches from NGOs and government schools. **Refer Annexure 3.**



Sports/Squash Development Programme (SDP)

REACHA continued to develop sports in children as an integral part of child development. It also supported skill development of its coaches by getting them trained with the National Squash Federation. Squash has been a sport that the organization has been taking up for many years now. This continued further in close partnership with the DDA Siri Fort Sports Complex, New Delhi and Manava Bharati India International School, New Delhi. Over the last 5 years more than 400 children have undergone this training and most have benefited enormously in both co-scholastic and scholastic areas of their education.

New Companies Act 2013

Corporate Social Responsibility – CSR – became a buzzword during the year as the new Companies Act 2013 was enacted. Section 135 of this Act brings for the first time CSR within the ambit of law. REACHA is sharing its two decades of CSR and community work to assist the rollout of CSR within this law through its Member Secretary, Nikhil Pant who is also currently the Chief Programme Officer at the Indian Institute of Corporate Affairs (IICA), Ministry of Corporate Affairs, Government of India. The IICA has the mandate to facilitate the implementation of Section 135 across the country. **Refer Annexure – 4.**

e-Publishing:

Lalit Pant was instrumental in converting the Chairman's memoirs "**Pandit Sriram Sharma Acharya As I Knew Him...memoirs of a Civil Servant**" into an 'e-book' and the same was loaded on the REACHA website. This facilitates a very wide dissemination of the philosophy of social action of REACHA in a most authentic manner.

FINANCES

- As part of the random scrutiny of NGOs, REACHA underwent a rigorous scrutiny by the Income Tax Department. The organization cleared this exhaustive due diligence process and the IT Department gave an all clear to our financial discipline.
- There was a balance of Rs 7,827.50 in the Savings Bank Account of REACHA with Canara Bank, Diplomatic Enclave, at the close of the financial year 2012-13.
- There was a balance of Rs 4,421.89 in the Savings Bank Account of REACHA with Canara Bank, Malviya Nagar, at the close of the financial year 2012-13.
- There was a balance of Rs.5,350.00 in the Savings Bank Account of REACHA with Canara Bank, Dehra Dun, at the close of the financial year 2012-13.
- There was a balance of Rs 1,99,113.93 in the Savings Bank Account (9090) of REACHA with Axis Bank at Malviya Nagar, at the close of the Financial Year 2012-13. This is a jointly operated account (Treasurer & Member Secretary).



- There was a balance of Rs. 72,064.57 in the Savings Bank Account (2060) of REACHA with Axis Bank at Malviya Nagar, at the close of the Financial Year 2012-13.
- There was a balance of Rs 15,830.00 in the FCRA Account of REACHA with Canara Bank, Diplomatic Enclave, at the close of the financial year 2012-13.
- The Receipt and Payment Statement, Balance Sheet and Income & Expenditure Statement for the year ending 31st March 2012 are enclosed as **Annexure – 5**.

We thank Captain V.K. Pandey, Director, Manava Bharati India International School, New Delhi for facilitating our accounts to be audited by the school Chartered Accountant RC Kapoor & Company.

Donations:

- Sri J C Pant - Rs. 1,00,000.00; Sri Lalit Pant - Rs.75,000.00; Sri Nikhil Pant - Rs. 75,000.00; Durga Dutt Modi Foundation - Rs. 5000.00; Ram Pisipati USD 2000.00; Ambuj Mahendra – Rs. 5,000.00

REACHA FD Investments are as follows:

Sl.No.	Date	Amount of Investment	Due Date	Maturity Amount	Remarks
1.	04/3/11	2,54,844	19/6/14	3,44,348	FD with Canara Bank
2.	15/2/11	1,34,792	30/5/14	1,82,374	FD with Canara Bank
3.	15/2/11	1,15,271	30/5/14	1,55,755	FD with Canara Bank
4.	08/7/11	10,00,000	Quarterly interest @ 9.25% credited to savings account		FD with Axis Bank

I would like to thank the members of REACHA, office bearers of the NGB and all our well-wishers for their whole-hearted co-operation and support throughout the year.

J.C.PANT
Chairman, REACHA



Annexure – 1a
Project Kalpana - Overview













Annexure – 1b

Kojo Update for 2013

Kojo Buzz

- Kojo on Swedish National TV**
 A group of teachers is attempting to introduce systematic computer programming into the Swedish curriculum, and Kojo is playing a role in the effort. Here's a [short video from Swedish National TV](#) on the subject:
<http://www.svt.se/nyheter/sverige/krav-pa-att-elever-lar-sig-programmera>.
 You can see the kids working with Kojo when the camera focuses on their computer screens. Prof. Bjorn Regnell (a Kojo contributor) from Lund University is playing an important role in this effort.
- Kojo on the Scala website**
 The official website for the Scala language was revamped this year, and Kojo now has [nice visibility on the site](#): <http://scala-lang.org/documentation/getting-started.html>
- Kojo translation to French**
 Kojo was translated to French earlier this year by Pierre Couillard (Québec, Canada) and Audrey Neveu (France) – for usage in their respective regions.
- Increased downloads**
 Kojo downloads have tripled over the last few months - a sign that Kojo usage is on the rise.
- Kojo in undergrad CS courses**
 We're starting to see the use of Kojo in undergrad CS courses. A student from Germany writes:

"We are fascinated by your idea of teaching students with kojo and the opportunities you provide with this tool for free. We are three students from the Universität der Bundeswehr in Munich and are studying business-informatics. We are currently thinking about using kojo for building a tutorial to teach other students programing Scala."

And then a few months later, after the exchange of many emails:

"The project is almost done, I hope. We fixed some bugs and tested the material last week. We are using Kojo-Desktop and it is running very well! The students start working with it in 5 or 6 weeks, after the new semester starts."



Kojo is also being used by a group of students at Shivalik Engineering College, Dehradun for their 3rd. and 4th. year projects.

All of this is nice validation of the fact that Kojo can scale up well – all the way from grade 5 to 4th. year in computer science!

- **Teacher Training workshop in Delhi**

A teacher training workshop was held, in collaboration with REACHA, at Delhi in May 2013 - to introduce school teachers to Kojo. To support this session and future work within the school system, work was started on a [new Kojo book](http://wiki.kogics.net/sf:beta-books): <http://wiki.kogics.net/sf:beta-books>, and an accompanying teacher's manual.

- **Pilot projects in Delhi**

As a follow up on the workshop, many Kojo pilot projects were launched in collaboration with REACHA at Delhi (Aroh, Amar Jyoti, MKSS).

- **Core R&D and teaching**

Teaching work is continuing at the Kalpana Center, Dehradun. This provides valuable inputs for the development of the new Kojo book, and for Kojo itself.

- **Upcoming Projects (early discussion stage)**

The following Kojo based projects are being discussed with potential collaborators:

- Sanskrit in Kojo – both at the level of Interactive Learning Modules on Sanskrit for children, and Sanskrit as a language for computation.
- Value Education in Kojo through the development, by children, of *values* oriented games.
- Increased focus on empirical mathematics based on practical insights from the Indian mathematics tradition – with inputs from a world renowned expert in this area.

New Kojo features

A lot of core software development has taken place this year. Some of the important features added to Kojo include the following:

- Tracing Support (as a result of GSOC 13):
<http://kojoenv.wordpress.com/2013/09/15/new-kojo-release-140813/>
- Arithmetic aerobics to help kids with their Math calculation skills:
<http://kojoenv.wordpress.com/2013/08/02/new-kojo-release-010813/>
- French support to enable effective Kojo usage in the Québec and French education systems:
<http://kojoenv.wordpress.com/2013/07/19/new-kojo-release-180713/>
- Many refinements to the Swedish support within Kojo
- Worksheet Support:
<http://kojoenv.wordpress.com/2013/02/13/new-kojo-release-120213/>
- Visual Programming Support:
<http://kojoenv.wordpress.com/2013/01/30/new-kojo-release-290113/>



Annexure - 2

A First Person Report on implementation of Project Kalpana

CENTERS

- Amar Jyoti
- Maa Kalka Sewa Samati (MKSS)
- A Ray Of Hope (AROH)

ABOUT KOJO

Kojo is a software which is very playful and easy to learn. It is a software made for children from the age of 12 onwards. There are many benefits of this software. This software enhances the way to think. This software basically is made so that the children who are underprivileged can increase their way of thinking as they are not so much exposed to good schools and better curriculum.

EXPERIENCE OF KOJO THROUGH REACHA

My experience of Kojo has been great throughout the days. I've been teaching about this software since April 2013 and it's been fun and exciting. I've been teaching about this software at Amar Jyoti, AROH and MKSS throughout this time.

AMAR JYOTI

At Amar Jyoti I teach the disabled children. These students are the kids of class 5th and 6th. They enjoy using kojo a lot and at the same time I enjoy teaching them. In this time span there has been a drastic change in their way of conceptualizing any given task and have acquired a better way of thinking. Kojo is built on a platform of math. Math is the root of Kojo. The children in a playful manner learn how to programme and solve math problems.

MAA KALKA SEWA SAMITI (MKSS)

I've taught at MKSS Trilok Puri and Laxmi Nagar centre. At these centre I taught the students of every age group. It was for the first time that I had to teach the students from class 6th to 3rd year of graduation. As kojo is being used by the students at LUND University so we thought why we should not try teaching here the higher age group. We did so and it was a success. The higher age group even gained more interest. They themselves felt change in their way of thinking.

AROH (A RAY OF HOPE)

At the AROH centre which was at Saket I used to train the students as a teacher. I used to share my experience as a teacher like how to encourage the children, the ways to make the learning more interesting, how to introduce new fascinating figures to the children. At AROH the students were taking up vocational training. They used to learn web designing, tally and photoshop. For introducing them to this software I had to be very innovative. First I had to explain to them about what a program is and then what the program will do and after that what should be kept in mind while teaching it to the children. Training



them as a teacher was of immense satisfaction. They appeared ready to give their time as a teacher to Kojo.

Pranav Tripathy
Kojo Trainer

Annexure - 3
Media Coverage – Kojo Workshop



Annexure - 4

Emerging CSR Scenario in India

**Dr Bhaskar Chatterjee, DG & CEO, IICA and
Nikhil Pant, Chief Programme Officer, IICA**

Introduction:

Over the years, Corporate India has played a significant role in the socio-economic development of the country. Its innovative approach, appropriate technological interventions, skilled manpower, geographical spread and the capacity to compete with the best in the world has instilled much confidence and hope that India is well on its way to becoming a global super-power. Economic liberalization initiated at the start of the decade of the 90's has given much impetus to this process. The developing world now looks up to India to provide leadership on how corporates can integrate their efforts with the developmental processes in the country in a seamless manner. This synergy is critical if any nation intends to leverage the strength of its corporate sector for nation building.

Business and Development – Two sides of the same coin:

The growth and expansion of corporate India has also given an opportunity for businesses to unleash their latent power, reach, scale of operations and core strengths to contribute significantly to national development through 'enlightened and need-based' Corporate Social Responsibility (CSR). It is heartening to note that through the years, some corporate houses have meaningfully utilized this opportunity and have adopted innovative ways to give back to society and the environment through their CSR activities. These interventions have been making a tangible difference and contributing significantly to national development. Many of these interventions also provide useful insights into how carefully crafted community intervention models can bring about positive social change.

One, therefore, feels a sense of hope and optimism that this progression will gain further momentum as we move together in partnership under the provisions of the new legislation enacted through Section 135 of the Companies Act 2013. The enabling provisions of this path-breaking legislation also have the potential to make a significant contribution to corporate governance, since CSR will now be directed right from the vantage position of the Board of every company that falls within the ambit of this Act and the Annual CSR Report will be part of the Directors Report each year.

Indian CSR – Our Agenda:

In a way, the dawn of a new era in Indian CSR is just round the corner and this is reason enough for all of us to be excited about the prospect of joining hands and making it work. It is important for us to realize that the Indian CSR agenda must focus on *our* needs, *our*



requirements, *our* priorities. What must evolve is an *Indian* model that addresses *Indian* concerns. It must also be arrived at through a consultative process by engaging with all stakeholders. To do this, the government has been engaging in a constructive dialogue with all concerned in an effort to evolve the most practical and effective roll out.

Defining ‘Indian CSR’:

Various definitions of CSR have been doing the rounds for much too long. In a way, this landmark legislation gives us the opportunity to lay at rest this debate, and get on with the task of doing our best to make a difference - together. *CSR is the process by which an organization thinks about and evolves its relationships with stakeholders for the common good, and demonstrates its commitment in this regard by adoption of appropriate business processes and strategies. Thus CSR is not charity or mere donations. CSR is a way of conducting business, by which corporate entities visibly contribute to the social good. Socially responsible companies do not limit themselves to using resources to engage in activities that increase only their profits. They use CSR to integrate economic, environmental and social objectives with the company’s operations and growth.*¹

Through CSR, a conscientious corporate would first assess the needs of the community and the environment through a consultative mode, formulate a CSR Policy as a response to this and initiate activities/projects through measurable budgets and timelines leading to impactful sustainable development. An alert CSR Committee of the Board of every such Company must closely monitor its CSR Policy to ensure that it is effective. This Policy may also need to be an organic document, and could be periodically reviewed to be in harmony with changing societal and environmental needs.

How CSR can play a catalytic role:

It is estimated that under the provisions of Section 135, about Rs. 15,000 – 20,000 crore per annum would be available for CSR activities from approximately 16,000 companies qualifying under the Act. This constitutes a minuscule amount when compared to the government expenditure on social and community development through sectors like education, health & family welfare, livelihoods etc. Still, if effectively channelized, CSR efforts can firstly, play a catalytic role leading to better utilization and impact of government efforts and secondly, create strong synergies with civil society organisations. If this were to happen in a sustained manner through time and space, the end benefits would be much more than the sum of the contributions from all players. Also, re-inventing of the wheel is likely to be avoided as partnerships would lead to sharing of resources. This means a more efficient utilization of ‘created’ resource and its ‘timely’ delivery to the end beneficiary....a win-win situation for all!

¹ As defined in the CSR Rules published online for feedback by the Ministry of Corporate Affairs, Government of India in September 2013



Creating shared value in a 'mindful' manner:

Shared Value is a management principle that seeks opportunity for business in solving social problems. Companies can solve problems in three ways that can lead to competitive wins.

- 1. The first is to solve them through products and services. This requires defining markets in terms of unmet needs or social ills, and developing products that will change these conditions as they are purchased and used. Innovation and growth is typically fueled by a renewed sense of purpose in the business. We call this form of Shared Value reconceiving products and markets.*
- 2. The second is to address them through the company's operations by consuming "public goods" as efficiently and productively as possible. Better use of natural resources, growing human talent or supplier capabilities can help businesses both in the short and longer term: by lowering costs and by ensuring future access to these goods. We call this form of Shared Value reconfiguring value chains.*
- 3. The third is to invest outside the company's operations to solve the problems that are most connected with the company's growth and productivity potential. Social conditions ranging from the rule of law, to infrastructure or the presence of supportive industries and academic institutions are all assets that allow businesses to thrive if they exist, or cause them to struggle if they are absent. Investing to build these assets helps unleash a company's growth and productivity potential. We call this form of Shared Value enabling local cluster development.*

In all three cases, a company's opportunity to create Shared Value is unique to its business model and the social conditions that surround its operations. Shared Value creation starts with a deep understanding of social problems and their connection to the business.²

The value that business can bring to the table is more from empowering the disadvantaged sections of society by mobilizing its organizational, managerial, and innovative capacity to place them on a self-sustainable path of development rather than mere philanthropy. Meaningful scaled-up sustainable action is feasible if linked to the context of business with a longer term beneficial convergence. Today, we see that strategic CSR is in vogue in so far as it is helping companies make profitable business out of societal needs. Having said this, companies engaged in 'creating shared value' will need to suitably quantify in 'measurable' rupee terms the social benefit accruing to the community even as it generates commercial profit out of a societal need as part of its business activity. This may require the setting up of new accounting standards.....and above all a very mindful approach towards CSR through this route.

An opportunity for Corporate India to 'reinvent' itself:

Section 135 of the Companies Act 2013 is a landmark legislation on CSR for our country. The new mandate will provide a healthy environment for corporate India to play a more pro-active role in significantly contributing to community development and

² As defined by Mark Kramer and Michael Porter. Reference - <http://www.fsg.org/OurApproach/WhatIsSharedValue.aspx>



environmental conservation. This will be possible even as companies further develop their businesses through responsible governance processes. The provisions of the Act will not stifle their creativity. Rather, it will provide a robust platform for business and industry to plan, design and implement their individual CSR interventions. The Act gives enough flexibility and space for companies to work as well as unleash their creative and managerial spirit. Having said this, what the new legislation would do is synergize efforts towards achieving larger national development goals. We all must understand that human and financial resources are scarce when compared to the enormity of human development and environmental conservation tasks that are at hand in our country. Collaboration and partnerships within this new mandate will strengthen the government's hand in reaching out to the masses in the quickest possible time with maximum impact.

Technology and social media today keep people abreast with latest knowledge and information, and communities that have not been suitably benefitted from this growth are becoming more and more uneasy about a lopsided model of development that consistently excludes them. CSR gives corporates a mechanism to bridge this chasm through dedicated socio-economic and environmental interventions as also to strengthen the value of their brand in the process.

Importance of 'Prioritization':

Schedule VII of the Companies Act 2013 provides a list of areas keeping in view current national priorities that CSR efforts may take up. Companies may use this for planning their CSR initiatives. It will be worthwhile to focus on certain key areas of national concern rather than spread themselves too thin. This should lead to better and more focused impact in minimum time, thereby adding to one's belief that collective, collaborative efforts can make a visible difference through CSR. Impactful achievement of CSR goals can thus, only be arrived at through proper prioritisation of efforts and effective collaboration between corporates, government and civil society. Such areas of work need to be identified and early action taken. This would strengthen our efforts and build faith that CSR can deliver at scale, without compromising on the quality of outcomes.

Critical role of Industry Associations and Chambers of Commerce:

The active support and participation of business associations and chambers of commerce in this unique endeavour would be crucial for the CSR agenda to succeed. They could act as hubs to further facilitate a process of constructive engagement and collective action with their respective member organisations. Such initiatives would go a long way in strengthening the delivery and impact of CSR efforts across the country. Feedbacks from such associations will provide useful information on how the CSR rollout is actually performing on the ground, and this would help in taking up mid-course corrections in the best interests of the country.

**Role of Civil Society and NGOs in reaching the 'bottom of the pyramid' through CSR:**

Let us also remember that CSR and sustainability can hardly be thought of without the active engagement of civil society actors. Historically, civil society and NGOs have played a limited role in the CSR scenario in India, but they have become increasingly important and relevant in recent years. The number of NGOs has grown rapidly and the fresh emergence of civil society actors devoted to CSR issues has allowed NGOs to play a far more significant part. Today, civil society seeks to have greater influence on CSR efforts by acting as watchdogs and monitoring business activities, bringing stakeholders together for collaborative action on social issues and partnering with businesses to implement CSR programs. As we go forward, let us also remember that civil society institutions and NGOs have played an important role particularly in generating new ideas for CSR. Much of the thinking on what defines CSR and innovative CSR approaches have originated from them. This trend is likely to continue and gain further momentum.

The CSR Rules developed by the Ministry of Corporate Affairs give special reference to the role that NGOs would play as implementing agencies for CSR projects. Details of their participation, funds utilized etc. are now mandated to be disclosed in the reporting format. This will further strengthen the participation of such organisations and hopefully lead to more constructive development at the grass-roots.

In times to come, therefore, NGOs are likely to play a pre-dominant role in conceptualizing, designing and implementing impactful development sector CSR projects. As true representatives of grass-root beneficiaries, it is the NGO which 'must' present the 'true voice' of the masses. Only then can Indian CSR become 'need-based' leading to the development of impactful 'Models of Socio-economic Intervention' around which grant proposals for CSR funding can be developed. For this to happen, CSR executives would be required to professionally engage with, and consult, NGOs as part of their ground level strategy. This requires the development of a trained cadre of CSR professionals and institutions such as the Indian Institute of Corporate Affairs need to take the initiative in this matter.

This is likely to rub-off and lead to forging of genuine Public-Private Partnerships (PPPs) between the Corporate, the Government and the NGO. The national development planning and implementation would then become more 'bottom-up' rather than top driven.

Thus, Indian CSR has the golden opportunity to become a unique three-way combination that can significantly contribute to the process of 'welfare' reaching the 'real' beneficiary at the 'bottom of the pyramid'. The Indian NGO would then have played a watershed role to make this work.



Social Entrepreneurship – Endless possibilities for innovation to ‘gain scale’ and bring widespread ‘positive change’:

A Social Enterprise is a company (governed by the Company’s Act) that applies commercial strategies to maximize improvements in social and environmental well-being. Its business model encompasses the undertaking of projects and programmes and offering of services and products in the social sector.

Social entrepreneurs are daring people who provide innovative, and often out-of-the-box, solutions to society’s crying social, economic and environmental problems. Many of the issues they confront are often hidden from public glare and so remain unheard, but alive within communities. The successful pilot efforts presented by these people generally lack funding and technology support, and therefore the solutions usually get forgotten with time. The new CSR scenario presents a wonderful opportunity for these pioneers to join hands with other stakeholder’s to convert their niche efforts, in alignment with the country’s development agenda, into large scale impactful projects and programmes that can perceptibly impact communities and the environment. This can lead to setting up of new Social Enterprise organisations through CSR support that can be run on the ‘for-profit’ principle of sustainability.

CSR initiatives can also partner existing well established Social Enterprises that can become their Implementing Agencies for delivering such development projects. Thus, a ‘for-profit’ model of CSR delivery can gain prominence and create shared value for business and the community.

For such ‘for-profit’ models it is important that the profits generated are ploughed back into welfare and environmental conservation rather than into peoples’ pockets.

The ‘R&D connect’ – CSR as the enabler:

As the new CSR agenda rolls out, Research and Development (R&D) on the dynamics of this process will be another area that can have a significant impact on the welfare of our country. For this, a baseline of CSR in the country needs to be taken up in partnership among concerned institutions. The baseline could be done across geographies and sectors. A datum would then be available against which we would be able to measure the ‘change’ brought out by the rollout over various periods of time. Sector-wise analysis can also be facilitated in order to measure outcomes and impacts. Another major source of analysis could be the data generated at the level of the government as part of mandatory reporting on CSR.

If positive correlations are arrived at, it would mean that the CSR Rules that are framed by the government and based on which CSR Policy of corporates are framed, were on the right track. Else, mid-course corrections would be needed to better align the CSR rollout with national needs and goals.



This dynamics, and the data coming out of it, can also provide a wonderful opportunity to researchers and academicians to delve deep into areas of human endeavor that interest them, document these in the form of case studies and books, and share them in the interest of larger public good. This is likely to lead to the development of a repository of exhaustive development sector literature that could be of much use to the Planning Commission, Government Ministries, CSR departments and Foundations, NGOs, economists, development sector institutions etc. Appropriate use of this literature can meaningfully inform the evolving development planning, implementation and impact assessment of projects and programmes across the nation.

The facilitative and enabling role of the government:

The government does not propose to dictate the type of CSR intervention that companies undertake. This should remain the prerogative of companies based on their own understanding and assessment of community needs and environmental concerns. Also, the government would like to repose trust on the corporates and believe that they will meaningfully utilize the salient provisions of this Act to do real good. There is no reason why genuine intent will not find ways within an enabling environment that the Act seeks to provide. For this reason, the government would give adequate leeway to industry and devise practical implementation guidelines and self-reporting compliance mechanisms.

The Indian Institute of Corporate Affairs (IICA) has been mandated by the Ministry of Corporate Affairs (MCA), Government of India to play a facilitative role in order to bring all players – corporates, government, civil society and communities – together, in such a way that genuine and meaningful collaboration happens, re-inventing of the wheel is avoided through informed resource sharing, and national development is taken up with greater momentum and efficiency in a mission mode. To perform this function, the National Foundation for CSR (NFCSR) has been set up at the IICA. The NFCSR will work to constructively engage with all stakeholders and facilitate the forging of effective partnership models, develop a database of good CSR practices, empanel outstanding NGOs and identify community based projects that CSR can support. It will also work to prepare a cadre of Certified CSR Professionals to develop efficient and robust delivery mechanisms for CSR programmes in Companies and NGOs. CSR Orientation Programmes for Director level officers and 3-5 day Management Development Programmes (MDPs) for CSR Heads and Senior Managers would also be taken up.

‘Project’ based approach to CSR: An effective way to measure spend and assess impact:

The passage of the Companies Act 2013 has brought about a regime where CSR activities would have to be measured in rupee terms, only then can they be reported objectively. In order to do this effectively, Corporates are encouraged to adopt a Project mode for their CSR activities. An activity will qualify as a Project when it has a start date and an end date; a fixed allocated budget; a baseline survey is undertaken to assess the starting point and an endline survey done to assess the final results; has a specific time duration; is monitored and objectively evaluated, and the entire process is well documented . A



project mode of CSR would not only capture the 'rupee' outlays but also help to emphasise the outcomes and impact of CSR programmes. Per beneficiary costs may also be worked out for various analyses. Successful projects can be replicated as also scaled up through effective partnerships.

Conclusion:

It is a significant and path-breaking development that CSR has been incorporated in the Companies Act 2013. This gives us a huge opportunity to do pioneering work and showcase our efforts globally - especially in terms of setting a standard in doing CSR that is *measurable in rupee terms* and implementing a framework of mandatory *self-reporting*. If done the right way, India has the potential to become a leader and a trend-setter in this domain. This aspiration can be fulfilled only if we work in partnership, collaborate and share. What makes this whole new endeavour of ushering in an era of concerted CSR especially difficult and challenging is that there are few precedents elsewhere in the world.

As the importance of being socially responsible is being recognized throughout the world, governments are aware of the national competitive advantages won from a responsible business sector. Large corporations have progressively realized the benefit of implementing CSR initiatives where their business operations are located.

The Organization for Economic Co-operation and Development (OECD) established a set of guidelines for multinational enterprises in 1976, and was thus a pioneer in developing the concept of CSR. The purpose of these guidelines was to improve the investment climate and encourage the positive contribution multinational enterprises can make to economic and social progress. In addition to the OECD's 30 member countries, 11 observer countries have endorsed the guidelines. It is observed that, transparency in reporting enhances the focus on economic, social and environmental factors. It motivates companies to intensify their efforts in becoming socially responsible. Several efforts have been taken by various governments, to encourage CSR reporting, such as incentivizing companies who voluntarily report their CSR activities or by taking measures such as mandating CSR reporting.

In 2007, the Malaysian government passed a regulation to mandate all publicly listed companies to publish their CSR initiatives in their annual reports on a "comply or explain" basis. Accordingly, all public listed companies (PLCs) in Malaysia have to either publish CSR information or they need to explain why they should be exempted. In another example, in 2009 Denmark mandated CSR reporting, asking all state-owned companies and companies with total assets of more than €19 million, revenues more than €38 million and more than 250 employees, to report their social initiatives in their annual financial reports. To enable transparency from businesses on the environment, social and governance front, France passed a law called Grenelle II, which mandates integrated sustainability and financial reporting for all companies listed on the French stock exchanges, including subsidiaries of foreign companies located in France and unlisted



companies with sales revenue of more than €400 million and more than 2,000 employees. Although some CSR standards are mandatory, there are others, which comprise of both, mandatory and voluntary standards.

For instance, in 2006 the British Companies Act mandated all companies listed in the UK to include information about their CSR activities in their annual reports; however, a full length CSR reporting was made voluntary.

A corporate responsibility index challenges and supports large organizations to integrate responsible business practices. Emerging markets such as Brazil, China and South Africa have become forerunners in CSR reporting in the developing world in terms of their involvement in CSR-related activities in order to promote the listed companies' credibility, transparency and endurance. The Johannesburg Stock Exchange was the first emerging market stock exchange to create a socially responsible investing (SRI) index in 2004. China has also encouraged CSR reporting in guidelines released through the Shanghai and Shenzhen Stock Exchange.³

India is embarking on an exciting mission that can set benchmarks and establish altogether new credentials. For this experiment to succeed, we will need the commitment and understanding of the business world, the expertise and watchfulness of civil society and social entrepreneurs, and of course, a highly enlightened and enabling regulatory framework which is being provided by the government. If these work in tandem, then India stands on the threshold of an age in which its united strengths will be harnessed, to provide for its people, a significantly better quality of life than ever before.

³ CSR in India – Potential to contribute towards inclusive social development; PHDCCI and E&Y, Global CSR Summit 2013



Annexure 5

REACHA Accounts

The Kalpana Project

Joyful Learning through Exploration and Play

Project Overview

The Kalpana Project aims to make learning fun and joyful in the areas of *computer programming, thinking skills, math, and science*, with the eventual goal of improving learning outcomes at schools in the scholastic areas of math and science.

Concept based math and science learning lie at the core of any child's education. But, even as more children are getting enrolled in our schools, learning outcomes in these subjects are not keeping pace. There are various reasons for this - lack of effective in-service teacher training being one of them. Technology can help, but then there is the challenge of how to effectively embed it in the classroom without diluting the role and sanctity of the teacher. This project seeks to address these issues and fill the *learning outcomes gap* by effectively harnessing the learning potential in every child on the one hand, and providing helpful teaching-learning material to teachers on the other.

The project employs an innovative open-source software application called Kojo (www.kogics.net/kojo) to enable school children to learn effectively in the above-mentioned areas/subjects through *exploration, discovery, play, and creation*.

Kojo has been developed by Lalit Pant, a core member of the project team, and is being used worldwide. The development of Kojo has received funding support from Lund University (located in Sweden), and Typesafe (a cutting-edge software startup based in Switzerland and the USA, which employs some of the best computer scientists and software engineers in the world). Kojo continues to be developed by a worldwide team of volunteers led by Lalit. This includes meritorious international students as part of the *Google Summer of Code* project (www.scala-lang.org/gsoc2013). Within India, Kojo has been successfully trialed in the school systems at the Him Jyoti School, Dehradun and Rishi Valley School, Bangalore. A number of NGOs have shown keen interest in adopting Kojo for their children.

The Project is being delivered by an NGO called REACHA (www.reacha.org). REACHA has expertise in the domain of education and child development, including areas like child centric Project Based Learning (PBL), Curriculum mapping, and connecting the classroom to the real world. This expertise has been acquired over a period of two decades of project work in India - led by Nikhil Pant, Head, Child & Youth HRD Division, REACHA. During this period, the NGO has worked closely with the CBSE and School systems in the country and has played a meaningful role in the rollout of the CCE (Continuous & Comprehensive Evaluation) system of child assessment under the RTE Act 2009. It has also been engaged with the CBSE in developing teacher training material as well as in conducting teacher trainings and workshops. Nikhil, a core member of the project team, has also played an important role in delivering and shaping CSR projects over the years in these areas of education.

The Team

The Project team is led by:



Lalit Pant (Founder, Kogics, and Member, REACHA)

Lalit is a Codecrafter, Software Architect, and Teacher based out of Dehradun, India. He spends his work/hobby time enjoying teaching Computer Programming and Math to school-children, writing Ebooks, and developing Educational Software. Lalit has worked as a professional programmer for over 16 years - in roles all the way from Junior Programmer to CTO - designing and developing software for companies in the United States, Europe, and India. He has also written articles for popular programming magazines like Dr. Dobbs Journal and Java Report. He has several Patents pending against his name (although he is not too proud of that fact, given his [Open Source](#) leanings!). His current software-related areas of interest are: Interactive Tools and Games in Education, Programming Languages, [Genetic Algorithms](#), Concurrency, Distributed Computing, and Artificial Intelligence.

Lalit is a graduate of IIT Kanpur. He has a postgraduate degree from IIT Delhi. He did his schooling at La-Martiniere, Lucknow.



Nikhil Pant (Head, Child & Youth HRD Division, REACHA)

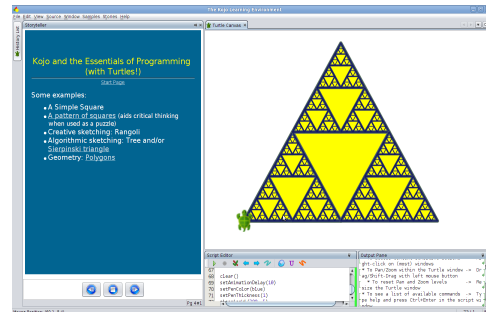
Nikhil is also Chief Programme Officer, National Foundation for CSR (NFCSR) at the IICA (www.iica.in), Ministry of Corporate Affairs, Govt. He has over 20 years' experience in the development sector - as Founder member of the NGO REACHA (since 1992; www.reacha.org); as a CSR professional and trainer engaged in conceptualising, designing, leading, implementing, monitoring and assessing community based development projects at the regional and national level; as a school teacher (teaching math and science to children below Class X for over 12 years); as a student's counsellor, teacher trainer, author and a national level squash player/coach. During this time he has worked extensively on child and youth development. A B.E in Civil Engineering from NIT, Allahabad, Nikhil took to community development just after college in 1991. He has worked closely with national institutions like CBSE (education and child development through Project Based Learning), corporate houses like the Tata's (CSR projects for REACHA) and Mahindra & Mahindra (as Principal Consultant, Tech Mahindra Foundation - for supporting sustainable grassroots' community development CSR initiatives in partnership and consultation with NGOs and the beneficiaries). A more detailed profile of Nikhil is available at: www.linkedin.com/in/maitreya4all

The Technology

The project is powered by Kojo, an open-source, software-based, Learning Environment for children. Kojo runs on Linux, Windows, and the Mac.

What Children Learn within Kojo

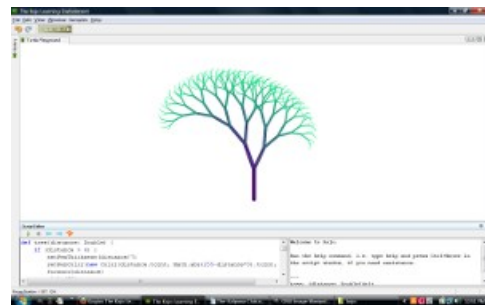
- Computer Programming.
- Analytical, Systematic, Inductive, Deductive, and Creative Thinking.
- Math and Science.
- Art and Music.
- Computer and Internet Literacy.



How Children Learn within Kojo

By playing with computer programs, and creating drawings, animations, and games. This learning is based on the following ideas:

- Children learn by doing, in environments that provide constructive feedback, and encourage mindful trial-and-error.
- Children learn effectively when they can relate to what they are learning.
- Self-directed learning, in the form of play, is very powerful.
- Feelings of joy and accomplishment strongly support the learning experience.



Kojo Features

- A productive, fun, and friendly graphical environment - where **computer programming** is used to explore and play with **Math, Art, Music, Animations, and Games**.
- A point-and-click **visual programming** facility to make it easy to get started, with full support for **text based programming** for more advanced usage.
- **Turtle** graphics, for an intuitive beginning.
- **Sprite** animation.
- **Pictures**, which take turtle graphics to the next level, to create rich shapes that can be used in animations and games.
- **Stories**, to author creative works - using programs, text, images, sound, and music.
- Support for the **composition** and playing of computer generated **music**, and for **MP3** music playback.

- A virtual **Math Lab** with good support for both Algebra and Geometry.
- Powerful support (based on Stories) for **authoring** rich, interactive learning material.
- A **modern, powerful, programming language** called [Scala](#) to work with. You begin with a very small and simple subset of Scala, and progress to the level of Scala proficiency that you care to reach.
- Features like **syntax highlighting, code completion, and code templates** to make computer programming friendlier.
- **Multi-language** capability. English and Swedish are supported, with more to follow.

How Kojo fits the Bill!

Kojo adds value to the process of implementation of the RTE Act 2009 in a number of ways. Some of these are listed below:

- Kojo has support for English and Swedish, and can easily be extended to support Hindi and other Indian regional languages. This is a crucial capability, which allows the child to learn in his/her mother tongue.
- It can be introduced to school teachers and children as part of CCE – Continuous & Comprehensive Evaluation – both under Scholastic as well as Co-Scholastic areas.
- It increases analytical and logical thinking in children, and lays the groundwork for better understanding of math and science.
- It helps children to go beyond text books, an important suggestion under the RTE Act 2009. In this manner, it facilitates a process of connecting the classroom to the real world. Children can make simple projects using Kojo that can easily help them design spaces, objects etc from their daily lives. For example, a group of children could design an Activity Center Building within the school campus using the Geometric programming facility in Kojo.
- It adds value to the Computer, Math & Science curriculum by embedding Activity Based Learning (ABL) as part of the teaching-learning process.
- It encourages children to work in teams as they apply math to solve interesting problems.
- It encourages a fun way of learning, which is a genuine *pull factor* for today's schools. Kojo's programming and storytelling facilities help children and teachers engage meaningfully, in a fun context, as part of the schooling process.
- It facilitates rich outcomes. Each Kojo activity can lead to multiple learning outcomes. Some of these are quantifiable, and are listed in every chapter/activity of the Kojo Learning Material, while many depend on the interpretations/inferences that teachers or children derive based on their respective creative potential. Kojo also assists the enhancement of this potential – both in teachers and children – by providing an e-canvas where the human brain is given an opportunity to learn through exploration, discovery, and trial-and-error.
- It allows children can learn at their own pace. Early/fast learners get the

opportunity to become teacher assistants, thus becoming part of a unique Leadership Programme within the classroom. This adds to the Life Skills that a child must acquire through a conscientious schooling system.

- Kojo has an important role to play in strengthening thinking skills if it is appropriately taught to children during after school support classes. This is especially relevant to underprivileged children who have been mainstreamed into formal schools but are unable to keep pace with other more fortunate learners in their class.

Kojo around the world

Kojo is a mature learning environment that is garnering interest and being used worldwide. Please visit <http://wiki.kogics.net/kojo-world> for more information.

Selected Testimonials

“At Lund University we have used Kojo intensively since 2011 and Kojo has grown into a strategic platform at our Science Center of Faculty of Engineering, LTH, where we reach out to our future engineering students by increasing kids’ interests in technology. Thousands of kids visit our Science Center each year and discover the joy of programming through Kojo and Scala. Kojo is easy to use for curious, young learners, while providing the power and elegance of a modern, type-safe programming language. We will continue to contribute to Kojo and further develop its native language support for programming in Swedish.”

- Professor Bjorn Regnell, Vice Dean of Research, Faculty of Engineering, LTH, Lund University (<http://www.lunduniversity.lu.se/>), Sweden

“The Kojo Learning Environment has truly provided immense scope for the all round mental development of our 11 year old daughter - it has sharpened her creative and analytical acumen while enhancing her scientific temper at the same time. Maths has traditionally been a weak point for students, especially for girls and our daughter is not an exception. But working with Kojo has really helped her grasp the basics of mathematical concepts as it is based on self - learning modules, something that Kojo has amazingly been able to incorporate in its design.”

- Vishal Anand, Parent, Dehradun

“My kids love Kojo and have been using/playing it frequently in their free time. They love the ability to create pretty pictures using simple commands and I like the fact that they learn logical thinking, programming (and some geometry) in their playtime. My 12 year old used it recently to try out some designs for her Art class, created scripts to produce music, and used the Math-tools in Kojo to plot line intersections. Kojo was intuitive enough that my younger one was already scripting pictures with it at age 7. She recently created a complex design which she presented to her class in school as part of *show and tell*. I recommend it to all my friends.”

- V. Kohli, Parent, Dallas, Texas (USA)

“I used the Kojo programming environment to introduce some concepts in programming to students in Grade XI at Rishi Valley School. These students had learnt Java as their first programming language in the BlueJ environment in grades IX and X. They used the online SimplyScala tutorial to quickly pickup the syntax and get used to the environment. I believe this tutorial is now integrated in Kojo! The examples that come with Kojo serve as a convenient way of showing its capabilities and also inspire students to write their own programs. Once they got the hang of turtle movements, they were

able to make a program to draw the Sierpinski's Triangle.

Using operations on Lists they were able to write various algorithms for sorting (QuickSort, InsertionSort, Mergesort) and contrast the functional approach with the imperative approach they'd learnt in Java. Here Scalatest's integration with Kojo was very useful - it allowed them to efficiently test their programs on different inputs. Scala's minimal and clean syntax allowed for more concise and expressive code and Kojo's ease of use allowed them to get rapid feedback on their programs. We had plans to have them show some mathematical concepts using interactive stories in Kojo but alas, the constraints of the syllabus forced us to move back to Java in the latter half of the term.

I highly recommend Kojo as an environment for children to learn programming and mathematics."

- Saurabh Kapoor, Computer Teacher, Rishi Valley School, Bangalore

Kojo is a great tool for learning programming because it combines a real language, Scala, with a simple, fast way to see results in the form of graphics. It's a natural way to teach loops, functions, conditionals and variables. My students have learned a lot about programming while having a lot of fun, and I've barely scratched the surface of what Kojo can do.

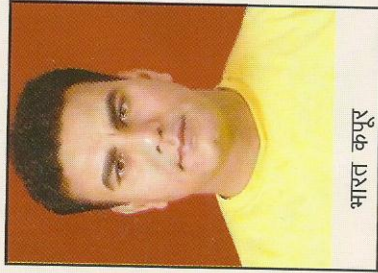
- Dave Briccetti, teacher and software developer, Dave Briccetti Software LLC
and College for Kids at Diablo Valley College, Pleasant Hill, California, USA

Contact Information

For connecting, you may write to nikhil@reacha.org

सम्पादकीय

सरे बाजार बिकते खिलाड़ी



भारत कपूर

इंडियन प्रीमियर लीग के मैचों में स्पॉट फिक्सिंग ने सभी खेल प्रेमियों को स्तब्ध कर के रख दिया है। यह विषय जितना चिंताजनक है उतना शर्मसार भी करने वाला है। किस प्रकार मात्र चंद रुपयों और चांदी के सिक्कों की खातिर यह तथाकथित खिलाड़ी देश की अस्मिता को भी ताक पर रखने से गुरेज नहीं करते। वास्तव में चूस मैचों के प्रति जनता का इतना अधिक रुझान है कि वह अपने कामकाज से भी ध्यान हटा कर चूस मैचों में तल्लीन हो जाते हैं।

यह भारत-वर्ष की विडंबना है कि जब देश के युवा-वर्ग और राजनेताओं को देश के अन्दर और बाहर मौजूद समस्याओं से रुबरु होने के लिए तैयार होना चाहिए, तब वह नीरो की भांति बापुरी बजाने में व्यस्त हैं। चीन हमारी सीमाओं का अतिक्रमण कर प्रति-दिन आगे बढ़ रहा है और केन्द्र में बैठी किंकर्तव्य विमूढ़ हो चुकी मनमोहन सरकार शांति-शांति का राग गाने में व्यस्त है। क्या केन्द्र सरकार 1962 में मिले सबक को भूल गई है।

खेल को खेल की भावना से ही खेला जाना चाहिए। यह प्रकरण पुनः न होने पाए। इस के लिए जरूरी है एक सख्त कानून बने जिस से ऐसा करने वालों को एक कठोर सबक मिल सके। क्या पता यही फिक्सिंग अन्य खेलों में भी अपनी जड़े जमा चुकी हो। जरूरत है एक सख्त कानून की जिस से ऐसे मामलों पर अंकुश लग सके।

प्रतिभावान छात्र को है मदद की दरकार



यूं तो सरकार शिक्षा के किसी सीमा में नहीं बांधा जा सकता। महाराष्ट्र के प्रचार-प्रसार के लिए अनेक सिलवासा में लगी 39वीं जवाहर लाल नेहरू योजनाओं का संचालन करती साइंस एंड मैथ्स प्रदर्शनी में ललित का मॉडल है। जिसके परिणाम अपेक्षाकृत रखा गया और केन्द्रीय मंत्री श्री पी. चिदंबरम द्वारा संतोषजनक नहीं रह पाते, ललित को सम्मानित भी किया गया। सरकारी

शिक्षक वर्ग के लिए कार्यशाला आयोजित



विशाल अरोड़ा

'कल्पना' परियोजना' शिक्षा/शिक्षक प्रशिक्षण कार्यक्रम शहीद सुखदेव कॉलेज ऑफ बिजनेस स्टडीज के प्रांगण में आयोजित किया गया। यह प्रशिक्षण ऋचा और मौला का सेवा समिति संस्थाओं के सहयोग द्वारा किया गया।

श्री निखिल पंत (मास्टर प्रशिक्षक) व अन्य सहभागी कार्यकर्ता जिसमें श्रीमति शशीकला व प्रणव त्रिपाठी एवं मौला कालका सेवा समिति से श्री मुकेश वैद्य, श्रीमति वन्दना खुराना ने मिलकर इस कार्यशाला को सार्थक बनाया। इस कार्यशाला में शिक्षिका व शिक्षकों को प्रोत्साहित करने के लिए पूर्वी दिल्ली के महापौर श्री राम नारायण दूबे, उप-महापौर श्री महेन्द्र आहुजा, अतिरिक्त आयुक्त श्री समीर सी मिन्ज व शहीद सुखदेव कॉलेज की प्रधानाचार्या श्रीमति पूनम वर्मा उपस्थित हुए व कार्यशाला की सराहना की।

SUPPORTED BY : MKSS



TEACHER TRAINING WORKSHOP

16 MAY 2013

Shri Ram Narayan Dubey, Deputy Mayor, Delhi

Shri Samir Sehgal, Additional Commissioner, Delhi

Shri Poonam Verma, Headmistress, Shiksha Vihar, Delhi

इस कार्यशाला को प्रभावी बनाने के लिए ऋचा संस्था की ओर से श्री ललित पंत, (कोजो के रचियता),