

# **PROJECT COMPLETION REPORT**

## **TITLE OF PROJECT**

COMPUTER EDUCATION TO  
UNDERPRIVILEGED YOUTH  
(BOY'S & GIRLS)

## **SPONSORED BY**

SIX RED MARBLES LEARNING  
PRIVATE LIMITED

## **IMPLEMENT ORGANIZATION**

SOCIAL EDUCATION AND  
LIBERTY FOUNDATION, (SELF)  
NGO, DELHI  
ESTB.2014



# INTRODUCTION

**Project Name:** Computer Education to Underprivileged Youth  
(Boys & Girls)

**Sponsored By:** Six Red Marbles Learning Private Limited

**Implement Organization:** Social Education and Liberty  
Foundation, (SELF)NGO, Delhi

<b>Sponsored by Contribution</b>	<b>Implement Organization Contribution</b>
07 Desktops PC Donate	Enrollment Students: 30
Conditions of PC: Used	Advertisement & Branding sponsored company, Administration Cost, Faculty Cost, Other Miscellaneous expenses (Electricity & Water)

**Location of Project:** Institute of Creative Studies (ICS) Running Under by Social Education and Liberty Foundation NGO H.No.-382-B, Anaj Mandi, Shahdara, Delhi 110032.

## Project Technical and Administrative Staff Details

<b>Sl.No.</b>	<b>Name of Board Members</b>	<b>Designation</b>
1	Mr. Piyush Roy	Founder of SELF NGO
2.	Mr. Inder Jeet	Secretary of SELF NGO
3.	Mrs. Bimla	Director of SELF NGO

## **Details of Project Head**

<b>Sl.No.</b>	<b>Name of Board Members</b>	<b>Designation</b>
1.	Mr. Siddhartha Garg	Director of SELF NGO

## **Details of Faculty Staff**

<b>Sl.No.</b>	<b>Name of Board Members</b>	<b>Designation</b>
1.	Mr.Prem Verma	Faculty
2.	Mr.Shivam Chaurasia	Faculty
3.	Mr.Dev Sher Chand	Faculty

## **Details of Administrative Staff**

<b>Sl.No.</b>	<b>Name of Board Members</b>	<b>Designation</b>
1.	Mr.Pankaj Saini	In-charge
2.	Mrs.Jolly Verma	In-charge
3.	Mrs.Barkha Verma	In-charge

**Authorized Signatory**

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## 1. Executive Summary

The "Computer Education to Underprivileged Youth" Project has been an outstanding success because it has provided a wide range of impoverished and underprivileged students with the biggest and most important tool that was required for them to get started on the path to become digital citizens of India. During the execution of the project, the team ran into a number of difficulties because the disadvantaged children and teenagers needed to be educated to a level where they could comprehend how to use computers and other tools that they would need to know in order for the learning process to be streamlined and effective. Our tutors had been thoroughly trained to tackle the problems that the students were having, with a particular focus on the students' accessing and learning skills as individuals. Despite all the obstacles we had, we were able to overcome them as a team, and now that the project is done, we are pleased to see the upward shift in the digital skillset of our students, that we had aimed to bring about at the beginning.

## 2. Project Identification

### 2.1. Context

Instead of concentrating on "knowing," the curriculum placed an emphasis on "performing." The amount of time spent lecturing was limited to the bare minimum required, and more time was devoted to "hands-on training." We provided training on a variety of topics, including but not limited to advanced computer concepts, basic computer concepts, the internet, social media, and more. Teaching was done in both a practical and a theoretical setting, and formal certification was issued by **SOCIAL EDUCATION & LIBERTY FOUNDATION** on behalf of **Six Red Marbles Learning Private Limited**.

Individualism was emphasized throughout the various training modalities in order to get each participant up to the pace of competency. There were opportunities provided to learners for work on an individual basis. The progress of learning was evaluated in a constant manner, and feedback will be offered on an individual basis. Extensive use will be made of demonstrations, which will include the use of a variety of models, video aids, and equipment. Before the conclusion of the programme, students were offered a placement, assistance, and the task of developing an entrepreneurial project on the relevant issue or topic. This project needed field trips to neighboring areas companies and freelancers. As a result, they got the self-assurance necessary to operate in the market.

Through its **Computer Vocational Training Centre** at Branch 1: Shahdara (Anaj Mandi) and Branch 2: Uttam Nagar, South West Delhi in India, the "**SOCIAL EDUCATION AND LIBERTY FOUNDATION**" has immensely worked to close this education gap by providing IT-related training to disadvantaged individuals and women.

In order to take the next reasonable step, we placed an emphasis on the need of providing children with opportunities to acquire the kinds of technical and vocational skills that would allow them to be financially independent and find more employment.

## 2.2. Social, Economic, and Educational Impact

**Goals:** - The primary objective of this initiative was to raise awareness among members of the community about the perils of unemployment, which may lead to poverty, as well as the

consequences of ignoring the importance of education for young men and women. In addition, we wanted to enlist their assistance in bringing these numbers down to the lowest practicable level. By accomplishing this objective, we wanted to make it possible for disadvantaged children and teenagers to realize their full potential via the pursuit of education in computer-related occupational fields. The grass-root level slums are unable to comprehend the necessity for vaccination, the significance of growth monitoring, or methods as a result of a lack of knowledge, information, and orientation in **Vocational Computer Education**. Vocational computer education helps people advance their careers and secure their social security, keeps those who are employed competitively in the job market, and encourages people to start their own businesses or go into business for themselves.

## Objectives

Target Group	Underserved Youth (Boys & Girls)
Locations	Delhi (South West District & North East Delhi)
Duration of the project	06 Months
Placement	80% of the trained candidates were placed in the informal sector. Estimated Placed students



### 2.3. Project Location and Relevant Underprivileged Society Development

- The project trained 30 candidates in employability skill training in Delhi.
- The beneficiaries of the project were unemployed, underemployed/unskilled, and underserved youth.
- The age group for the candidates were between 18 to 30 years of age, pursuing college, completing school, or dropping out of school after completing grade 10<sup>th</sup> ,10+2 passed out.

### 2.4. Origin and Problem

The establishment of a **Computer Training Center** contributed to an improvement in the overall quality of life for disadvantaged, underprivileged, and vulnerable youngsters. It made sure that the young boys and girls had an appropriate education so that they could become responsible citizens and have a brighter future via computer vocational training.

### 2.5. Main Problems to be addressed

Not only did it bring about a good change in their lives, but it also brought about a transformation in society as a whole. The students got familiar with the many programmes that are available on the computer, as well as gained a substantial amount of knowledge about the various applications that may be carried out with the use of computers. The project contributed to the realization of development objectives, including the reduction of unemployment and the eradication

of poverty. It further contributed to the dissemination of education that was pertinent to higher output and productivity, economic growth, and individual affluence. It made an effort to produce a trained workforce at all levels in order to assist reduce unemployment in rural areas and contribute to the overall growth of the country. Learners obtained the vocational competencies and abilities necessary for self-sufficiency and the ability to engage in self-employment as a result of this. It fostered the development of occupational abilities as well as creative thinking in the relevant areas and made training more accessible.

The project aimed to raise knowledge about various career fields and to give foundations for gaining higher-level training in the fields involved. It helped the students to build a personal and humanitarian consciousness, which, in turn, let them make the most of the intrinsic qualities they already had. It did this by offering vocational training to both young men and women and improving their overall financial situation.

### **3. Project Objective Implementation Strategy**

#### **3.1. Project Objective Implementation Strategy**

*The methodology adopted for the Assessment of the Project*

- a) **Baseline Survey:** A baseline study was carried out with the purpose of identifying the potential beneficiaries in the South West regions of Delhi. Their socioeconomic statistics were taken into consideration throughout the selection process. People who were marginalized lived below the

poverty line and belonged to lower social strata were selected for participation in this initiative. The in-depth investigation included not only primary data but also secondary data such as records that were kept at the district level and research that was undertaken.

- b) **Awareness Generation:** Following the completion of the baseline survey, several methods were used to raise awareness among the recipients of the project in order to infuse the advantages of the initiative among the beneficiaries. The campaign was made more participatory and communicative via the use of a wide variety of information and communication tools.
- c) **Selection of the beneficiaries:** This was carried out in two steps, namely, the mobilization and counselling and thereafter, the training of teaching staff for the course instructor position. These are elaborated in detail herein below:

### 3.2. Assumption and Risk

**Mobilization and Counseling:** This entailed reaching out to the local youngsters, their families, and the all-important stakeholders identified during the mapping of the community activity (marketing), as well as putting the plans for students' enrollments into action. The counseling procedure consisted of in-depth instruction from the moment a student walked

through the door to the moment the student registered for a specific class. In addition to providing counseling to students, teams also participated in conversation with parents to discuss the role that parents have in their children's success at work, as well as the ideas of respect and equality.

The following are some of the mobilization and counseling activities conducted during the project:

- ❖ Campaigning involved going door to door: inserts and brochures were delivered, and the chance to engage in a one-on-one conversation with parents was taken care of.
- ❖ Put up canopies within and outside of schools and universities in order to disseminate information about the center, its classes, and other related topics.
- ❖ Utilized a rickshaw as a promotional tool; this rickshaw had an audio recording that educated the neighborhood about the center and invited students to check it out.
- ❖ Team engaged in free demo sessions and referral programmes.
- ❖ Forms and prescriptions for counseling were made accessible, and extensive training was provided on how to use this instrument.

#### Training of candidates:

The community was examined for selecting potential candidates, and those individuals were then trained in the appropriate courses according to their aptitude and degree of interest. The

training was provided at the foundation's facilities by highly competent instructors who had been selected by the Social Education and Liberty Foundation.

S. No	COURSE NAME	Eligibility	
		Age	Qualification
1	Diploma Course in Data Entry Skill Office Assistant.	between 18 to 30 years of age, can read and write English	10 <sup>th</sup> , 10+2 standard minimum.

Eligibility	
SC/STs OBCs , Minorities	Cover + Beneficiaries mandatory to submit at time of admission Cast Certificate only considering central /state Govt certificate only affidavit relaxation Rajasthan as per central Govt rule.
SC/STs OBCs , Minorities	West Delhi (Uttam Nagar) SC /STs OBCs , Minorities Population – 70% as per Delhi Govt data
EWS	Under EWS 5% population west Delhi
Income Ceiling	The ceiling of total annual family income from all sources under the Scheme is Rs. 50 thousand to 3.00 Lakh.

- ❖ Young men and women who were interested in teaching computer education were identified and recruited by the non-governmental organization, SELF. The training began by putting together a central team, drawing out a strategy for orientation and training, developing a curriculum based on pedagogy, and choosing training partners.

- ❖ We also provided the indigenous girls and boys, who already had some foundational knowledge about computer education, the option to collaborate with us as a team if they already have that knowledge. We reached out to the people who might potentially benefit from the programme via various mobilization and outreach campaigns, with the goal of getting women and girls to sign up for a computer training programme so that they can improve their abilities.
- ❖ SELF NGO placed a greater emphasis on arranging high-caliber computer training for particular beneficiaries by making use of the resources available locally. The costs were kept to a minimum in order to ensure that the greatest number of young men and women can participate in this programme.

#### Attendance, Assessment and Certification:

Only the trainees who have achieved a minimum attendance rate of 80 percent were authorized to take the final exam for the course. Students who had successfully completed the required number of training hours were invited to take part in the evaluation that was administered by the Social Education and Liberty Foundation (Objective Type Exam, Offline mode) Those students who were successful in the evaluation received a Course Completion Certificate.

#### Latest Technology Update:

The training of all beneficiaries was carried out using the most recent, most up-to-date software version available on the most recent technology, which taught beneficiaries how to achieve new

levels of success and get new employment prospects once they had finished the courses

## 4. Project Performance

### 4.1. General Overview of Activities and Approaches

#### **Monitoring mechanism for the project**

The whole of the project was overseen by a monitoring team and backed by documentation throughout its duration. The funding agency and the organization designated members to the monitoring team. The programme was carried out by staff members who had been assigned to the task by our organization, SELF. The monitoring team was chosen in such a way as to secure the involvement of the community. A Project manager was assigned to oversee the whole of the programme as well as record the various actions. The budget was subject to an audit and assessment on an annual basis, and both the comments and the action is taken via the budget were included.

#### Monitoring and Evaluation:

<b>Impacts/Effects</b>	<b>Indicators</b>	<b>Means of Verification*</b>
Underprivileged adolescent girls and boys of the area and surrounding got vocational and skill training in computer education	Increased skill of 30 trainees on computer education course especially among underprivileged families living in mentioned nearby south west district. Decreased unemployment	Impact assessment report and annual report List of trainees enrolled the training year.

	inability and placement support.	Trainees' daily attendance register etc.
Improved skills to tackle unemployment among adolescent girls and boys through vocational training in computer education	Trained beneficiaries to establish microenterprise and linked to income-generating activities and Job placement support	Training application Training register Training completion Training reports etc. Training certification records etc. Training Placement record

#### 4.2. General Summary of Results and Successes

The conclusion of the project may be characterized as an unqualified triumph. When we first began work on this project, one of our primary goals was to facilitate the acquisition of computer education for students from disadvantaged backgrounds and to raise overall levels of digital literacy. As a result of the fact that each enrollment was carried out in accordance with the identical criterion that we had planned for, the success ratio of this Project was spectacular. The intended recipients of this project's



benefits have been effectively targeted, and measures are being taken to ensure that those recipients will, in fact, get those benefits.

## **5. Project Outcome, Target Beneficiaries Involvement**

The result of the project has been a huge success. The objective we bore in mind while starting with the project was for helping out the underprivileged students in attaining computer education and increasing digital literacy.

All enrollments were done on the same parameter as we had planned out and therefore, the success ratio of this Project was phenomenal. The target beneficiaries have been addressed in the right manner and it is made sure that the beneficiaries reap all the fruits of this project.

### **5.1. The extent to which the project-specific objective was achieved.**

The project was carried out according to the technique that had been strategized by the team. As a result, the target that was aimed for has been accomplished to a significant degree. Our expectations have been satiated in every manner that's feasible. The training were monitored and overseen by our Project Advisor and under his supervision the target we aimed to achieve has been met adequately.

## 5.2. The Situation Existing

The Project is still ongoing smoothly as we have planned to keep promoting digital education. The academic departments are doing quite well. In the beginning, we ran into some difficulties when it came to picking the beneficiaries since we needed to identify the individuals with the greatest level of need in a nation where the level of digital literacy is already very low. However, by employing the appropriate strategy and putting it into effect our strategies of selection, in a manner that was both effective and efficient during the process of weeding out the students from the most disadvantaged backgrounds, we tackled this issue. We were able to find out those people in the society who would be able to achieve the benefits of the project and, in turn, become successful in bringing digital awareness to all others following them.

## 5.3. The Participating of target beneficiaries

The response was overwhelming from the participants. We expect the Sponsoring company to be our ally and work with us to promote this project on a higher scale where we may turn out to be the guiding light and soul for the underprivileged students. Without a doubt, the students who have received training and mentorship during the execution of this project have been advantaged by our endeavor.

## 5.4. Project Sustainability

The initiative brought about changes in behavior and attitudes within the local communities, notably among the girls and women. These changes enabled the girls and women to actively

engage in decision-making for all other activities that might take place in their future. Both young men and women were able to meet and interact on a shared stage to talk about the sociocultural issues that are causing shifts in long-established patterns of social behavior. The initiative had a tremendous impact on the lives of these women after they had finished the computer course, as well as the lives of the young girls who had been given the chance to teach at the institution. We investigated the ways in which these talents might be translated into activities that generate revenue, provide security for one's livelihood, and enable one to work for oneself. This helped instill the much-needed confidence in them, allowing them to continue ahead towards growth in a more positive direction. The feeling of responsibility was ignited in such students as a result of their involvement in the decision-making process, community-based planning, and serving as an instructor.

In the course of this project, the **Social Education and Liberty Foundation** continued to play an active role in order to aid young girls and women who are full of energy in establishing a solid relationship with government schemes and initiatives in order to produce the necessary assistance. Enrollment fees, contributions, and earnings earned by community-based institutions are going to be the primary sources of income for the organization internally. This project helped stimulate jobless girls and women to develop micro-enterprises at the local level, as well as minimize their unnecessary migration to other cities in search of work.

## **6. Assessment & Analysis**

### **6.1. Assessment**

Our course has been designed and executed in a manner where the learning is largely practical, to be precise, the course is 80 % practical and only 20 % theoretical. More focus has been placed on imparting computer literacy, improving typing abilities, and gaining skills required for digitalization drive. Teachers have been giving due time and attention to all the students. The Project Management Team works closely with the teachers to ensure that the teaching runs smoothly. They also take feedback from students and prepare a weekly assessment which is further looked into while preparing the Monthly Report. The management team acts as a bridge between teachers and students. The examination that is conducted has been made, keeping in mind the ability and grasping power of the students. The pattern of the exam is MCQ-based where the number of questions ranges between 5-10. We further conduct an Oral Assessment every month to see the progress of the students. If we find certain students lagging behind or showing weaker performances, we pay extra attention and train them to match their level with other students and give them a wholesome learning experience.

## 6.2. Major Challenges

The most challenging aspect of the project was instructing pupils who had no prior knowledge of how a computer system functions. The process of acclimating them to the systems was fraught with many difficulties and obstacles. The teachers were required to maintain lengthier class times and focus a great deal of attention on the pupils' individual requirements.

We anticipate that the Sponsor company will continue to provide us with funds on a consistent basis, either in the form of assets or in some other manner, so that we may be able to maintain this project over the long term and continue to promote digital education in the society. We are really delighted that organizations of this kind have become our supporters and are willing to work with us over the long run to affect positive social change. We anticipate that they will continue working on this project with us in the years to come as well.

## 6.3. Constraints and Lessons Learned

One of the constraints we would like to highlight in this project is the entire fee waiver provided in this project. This may turn out to be counter-productive as keeping no fee at all brings down the interest of learning amongst the participants and the drop cases rise. Besides, free goods and services hold little value in the eyes of public.

We believe some nominal charges should be levied as our experience says that such condition makes people take the course seriously. There should be a token amount only, which may be merely Rs. 50-100. This will only be kept for the maintenance of the center and not otherwise.

We nevertheless want to extend our larger support to people who might not be able to pay such an amount. We also provided the charges of commute for people who reside far away from the Centre to encourage them to attend the classes and training.

## **7. Achievement**

We nevertheless want to extend our larger support to people who might not be able to pay such an amount. We also provided the charges of commute for people who reside far away from the Centre to encourage them to attend the classes and training.

## **8. Milestone Target**

In addition to accomplishing the goal of increasing computer education opportunities for beneficiaries, the infrastructure that was supplied by the sponsoring company was important in our being able to reach new heights with this project and make our goals a reality. In addition to this, we offered individual counselling to the pupils who showed the greatest need for it, and the novel approaches that were used in this project contributed to its remarkable level of accomplishment.

## **9. Visibility**

As per the visibility guidelines provided through Six Marbles Pvt. Ltd., the relevant logos were appropriately demonstrated in all knowledge products.

## **10. Success Stories**

One of the success stories is based on the true life of a student whose father belongs to the labor class and lacks measurement skills as to how to measure square foot wise. Besides, without digital literacy, he did not have the requisite skills to use an application or software for the same. Our student who has been acquiring these skills through our training helped out his father by using the MS Excel Sheet for doing the calculations as well as the MS Word application for designing an invoice for the services offered by his father. We are truly elated that our endeavor has brought such beneficial changes in someone's life and has beautifully impacted society toward development.

## **11. Conclusion and Recommendations**

The Project has been a resounding success since it has given a broad variety of destitute and underprivileged pupils the most critical and crucial tool, they needed to somehow get started on the journey to becoming digitally advanced. Due to the fact that impoverished children and teens needed to be trained so that they could understand how to use computer systems and other technologies, the team encountered several obstacles throughout the project's implementation. Each of our tutors had undergone extensive training in order to address the specific issues that the participants were experiencing, with an emphasis on improving the students' ability to acquire and absorb new skills. We were willing to

surmount all of our challenges as a team, and since the project is complete, we are glad to see the positive change in our participants' digital skillsets that we had hoped to achieve at the initiation of this endeavor. We strongly suggest that at the very least, this effort should continue for the following two years. The implementation of the project has achieved all of its goals at this point, but we are looking forward to the project being more sustainable in the future and promoting it on a much larger scale.

11.1. Annexure 1

11.2. Annexure 2