



Annual Report 2019-20

Sunaayy Human Welfare Foundation



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Letter from the CEO and Director

Dear Friends of Sunaayy,

When I started Sunaayy Human Welfare Foundation in May 2009, I never would have imagined that we would reach out, to and provide a quality and holistic education to more than 1000 children, serve over 100,000 meals, and distribute over 3000 blankets and 7, 5000 uniforms. From a batch of 6 children in one centre in Vasant Kunj, New Delhi we have grown to more than 550 children who regularly come to 20 Sunaayy centres spread out across New Delhi, Kolkata and Bihar. Our scope of service has also expanded from not only providing a holistic platform of care to our students, equally paying attention to their education, nourishment and health, but also to extend an arm to women from underprivileged households, who now actively contribute to the affairs of Sunaayy, and who take great pride in the work that they do with us.

I would like to take this opportunity to dedicate our achievements of the past year, and specially thank those people without whom none of this would have been possible. Sunaayy is immensely honoured to associate with several individuals and organizations who have volunteered their time, expertise, and effort to help us grow. In many ways, I can truly say that service volunteering, which goes beyond donations, has been the heart and soul of Sunaayy's existence and growth. The compassion that our volunteers have shown towards the children, their education and health, and the dedication that have shown towards the work that they do with us, is an inspiration for us all.

Our volunteers' diligent, kind and consistent service has been a pivot around which we have strived to expand our outreach and create a significant social impact. In many crucial ways, our continued efforts will be contingent on this bond that has been created between our volunteers, our beneficiaries and the core of Sunaayy's service offering. The troubled times of the COVID-19 lockdown has also seen Sunaayy strive towards mitigating some of the worst impacts on our students and their families, through the distribution of food, rations and other essentials. This has been made possible primarily due to the network and ethos of service volunteering which in many ways, goes beyond the donations, to which we continue to remain grateful.

I cannot highlight how appreciative Sunaayy is of the *swayamsewa* of our many volunteers, which truly evokes the spirit of *karmayoga*. We need your continued help to make our efforts go even further! Come join this force of volunteers to realize your service potential and witness the positive impact that you can make for yourself. The Sunaayy Human Welfare Foundation, our students and their families will forever be grateful.

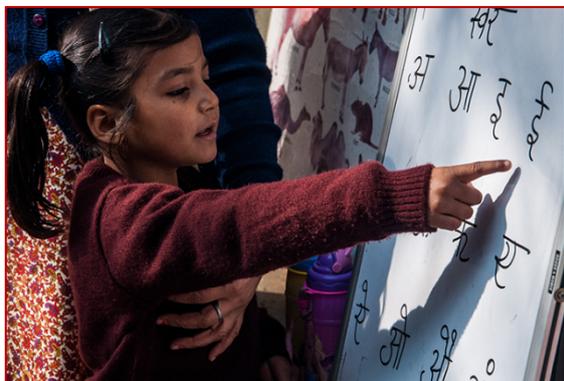
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With faith and gratitude,

Richa Prasant

Director & CEO - Sunaayy Foundation

Why We Do What We Do – Our Focus Area



UNESCO defines early childhood education and care as the “holistic development of a child’s social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing”. A child’s earliest years present a window of opportunity to address inequality and improve outcomes later in life. Academic evidence from the Programme for International Student Assessment (PISA), shows that students who participated in *early childhood development (ECD)* for more than one year achieved

higher scores in standardised mathematics tests at age 15. Access to ECD further limits the development of competence gaps between advantaged and disadvantaged children.

Improved cognitive development, better schooling outcomes and increased lifelong productivity are just some of the potential benefits from ECD programmes. When paired with proper nutrition, the returns from investments in children’s early education can be leveraged to reduce intergenerational transfer of poverty, improve gender outcomes, as well as translate into better health and fewer illnesses, preparing the child to become a productive citizen.

According to Census 2011 data, there are 164.48 million children of 0-6 years of age in India. The *Right of Children to Free and Compulsory Education (RTE) Act 2010* guarantees children their right to quality elementary education. ECD is not recognized as a compulsory provision by RTE, but RTE urges states to provide free pre-school education for children above three years. Despite the recognition of the importance of ECD by the Government of India, the *challenges in implementation remain*. There are still substantial numbers of children not enrolled in preschools. Even in elementary education, while there is a significant rise in enrolments, the dropout rate continues to be a matter of concern, with dropouts being highest in the first two grades of elementary schooling. Learning assessments also show that literacy skills are poor in early primary grades.



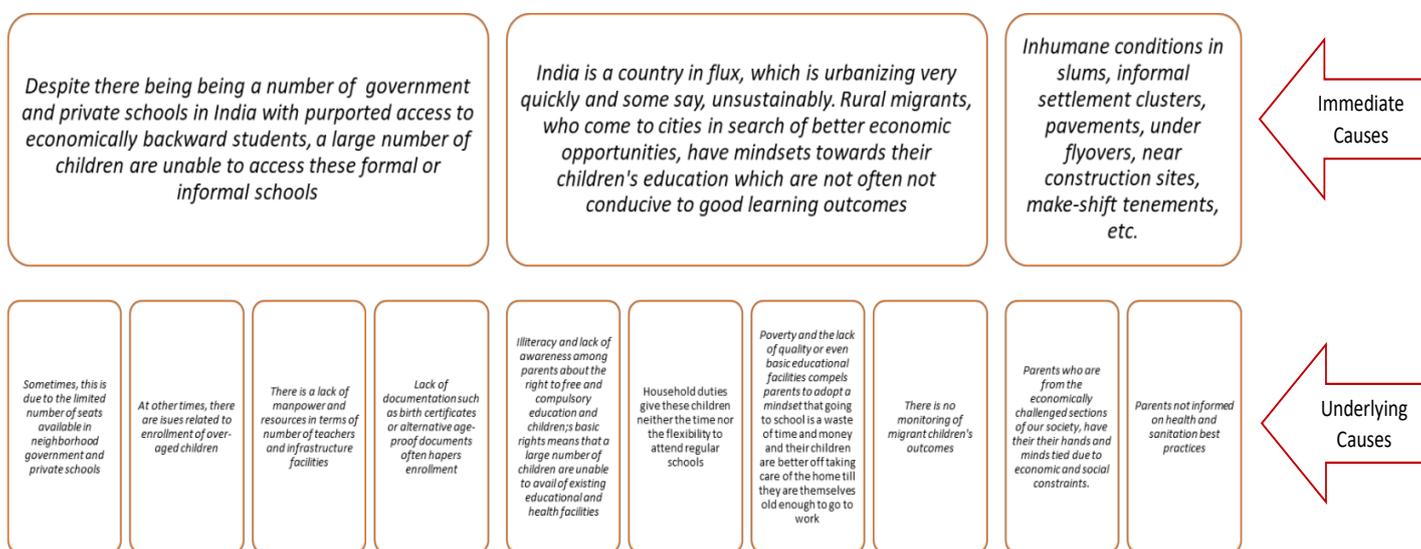
This points to the urgency of helping children, particularly from first generation families, develop adequate school readiness through a good quality ECD programme, to enable them to make a smooth transition.

Where We Come In – Our Vision & Mission

Sunaayy Foundation is a Non-Profit Organization that was founded in May 2009 in the Vasant Kunj Area of New Delhi, India. Sunaayy adopts an issues-based approach to focus on a critical development challenge, an issue that we aspire to tackle in the medium to long-term, namely –

Addressing the poor education, health, hygiene and nourishment outcomes of children from underprivileged and marginalized households.

We have developed a *problem tree* to help us understand why this development challenge persists and the shape it takes in the contexts that we work in. We found *immediate causes* that were the proximate or nearest triggers of our critical development challenge, offering the most direct explanation for why it exists, as well as *underlying causes* related to the choices made by people in response to the immediate causes, as well as policies, laws and regulations.



How We Do What We Do – Our Approach & Intervention

Sunaayy Foundation, with its extensive experience of 10 years in ECD, intends to intervene with a *cluster-based strategy*. A cluster can be defined as a JJ cluster or slum or similar place with high concentration of marginalised families, who cannot provide for early childhood development. The key is to create model cases in the clusters and then disseminate the cases for replication by a larger number of community-based organisations for improved outreach and impact. Sunaayy would address each of the challenges through soft and hard interventions involving workshops for sensitization, establishment of pre-school centres (make-shift with smart classes) and providing linkage with formal educational institutes.

Sunaayy has charted out a *solutions pathway* which is a map of a sequence of positive changes and interventions that would address the causes behind the critical development challenge, and in so doing have articulated out programme *Theory of Change*. This is an articulation of our service delivery model:

Sunaayy's Impact:

Empowering children from marginalized and underprivileged households with a childhood replete with nourishment, health, hygiene and education through a multi-grade sustainable learning system in a safe environment

Our Key Outcomes

Filling the gap between what the Right to Education Act aspires to be and what the ground reality is

Our Key Outcomes

Improved education, nutrition, and health results for children of migrant and marginalized households

The Desired Output

Improved information amongst parents (of migrant and marginalized households) on rights based entitlements

The Desired Output

Improved documentation for over-aged enrolment and enrollment of migrant children

The Desired Output

Increased classroom attendance and better classroom performance leading to higher transition to formal schools

The Desired Output

Well-trained and motivated teaching staff

The Desired Output

Reduced economic burden on households and health risks in children

Activities in 2019-20 Under Each of Our Desired Outputs

Improved documentation for over-aged enrolment and enrolment of migrant children:

-  Fostering a dialogue with local school authorities to ensure that no child is turned away due to absence of birth certificates
-  Help households with alternative age of proof documentation





Increased classroom attendance and better classroom performance leading to higher transition to formal schools:

- ✦ Outdoor centres with outreach to out-of-school children and first-generation learners who would otherwise slip into illegal child labour, drug addiction or other vices
- ✦ New teaching methods - storytelling, puppet shows, and interactive activities to improve student engagement and participation in class

- ✦ Improve child socio-economic awareness using innovative techniques, which leads them to influence their families to send their siblings to our centres
- ✦ Curriculum that focuses on Social & Emotional Learning (SEL) to increase discipline and self-confidence amongst children
- ✦ Set-up of virtual learning centres and SMART classrooms whereby for remote skilled teaching delivery
- ✦ Set-up of mobile education units for areas where centres cannot be established
- ✦ Mentoring both parents and students for entrance exams and interviews



Well-trained and motivated teaching staff:

- ✦ Recruitment of teachers from within the same locality as the children to invoke a sense of responsibility, attachment, bonding, and nurturing qualities
- ✦ Teacher training and mentorship programmes to promote interactive learning, efficient classroom management, improving the curriculum and better program delivery
- ✦ Teacher training, not only for better education delivery, but also to make them capable for student and parent counselling on several issues like gender discrimination, substance abuse, child labour, etc.



Reduced economic burden on households and health risks in children:

- ✿ Provision of freshly cooked and nutritious breakfast and lunch to each student, which also acts as a behavioural stimulus to maintain regular attendance
- ✿ Distribution of freshly cooked hot food and warm blankets
- ✿ Curriculum includes best practices in health, sanitation, and guidelines to prevent communicable and non-communicable diseases
- ✿ Conducting workshops at regular intervals on topics such as – health and safety, anti-substance abuse, gender and social equality, vaccinations, and medical check-ups
- ✿ Pre-school day-care centres which provide mothers with the choice of working which will increase family incomes



Highlights of the Year

SMART Classroom Pilot

Our pilot project in New Delhi, Warishpur (Bihar), and Kolkata (West Bengal) is part of our ongoing endeavour to enhance human capacities in the teaching space, in addition to providing the game-changing innovation in the education sector, of smart classrooms and distance learning, to the vulnerable children that we have already identified and are serving.

Our approach is as follows:

- Partner with a third party to set up Wi-Fi enabled knowledge hubs at our centres, which will act as an interactive platform, connecting skilled professional teachers to students.
- Offer STEM-based programs through SMART classrooms within



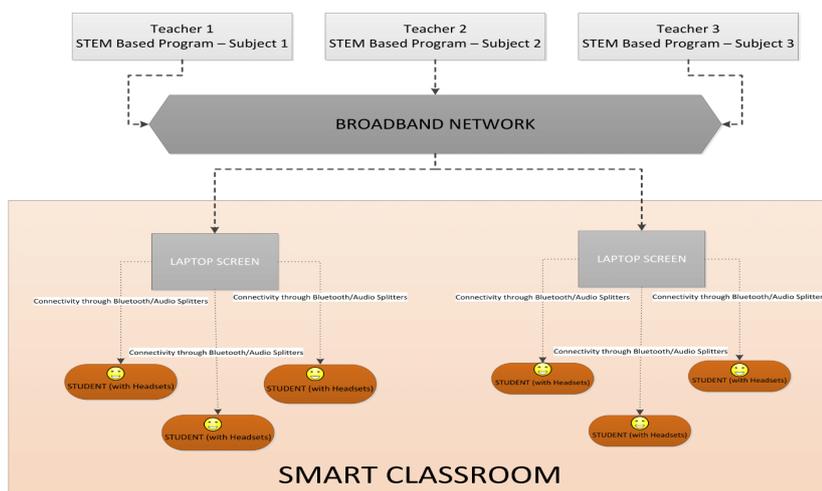
our centres where children can engage in hands-on activities. Implement activities and lesson plans based on integrated STEM curriculum. Lessons will include topics such as human impact on nature and its resources, design principles and limitations, organisms and ecosystems, forces in nature and their interactions, to name a few.

- Professional development for field teachers and support staff in accordance with new SMART class project.

The current pilot project has been ongoing for around six months. The overall progress of the project has been positive. The teachers and the administrative staff have been successfully using the smart class infrastructure to teach the children as is evident from the overwhelming

response displayed by the students towards the classes. They are effectively grasping the basic concepts and showing a tendency to learn more. Even more crucially, students have regularly been attending all the sessions.

While classes were being held regularly, it is still too early to quantify the impact of classes on their mathematical and language skills. However, the behavioural changes like arriving for classes, arriving on time, attentively sitting through lessons, responding to instructions etc. are already showing



marked improvement. These are the first steps towards effective learning, and we intend to quantify these too moving ahead.

Our Ongoing Response to COVID-19

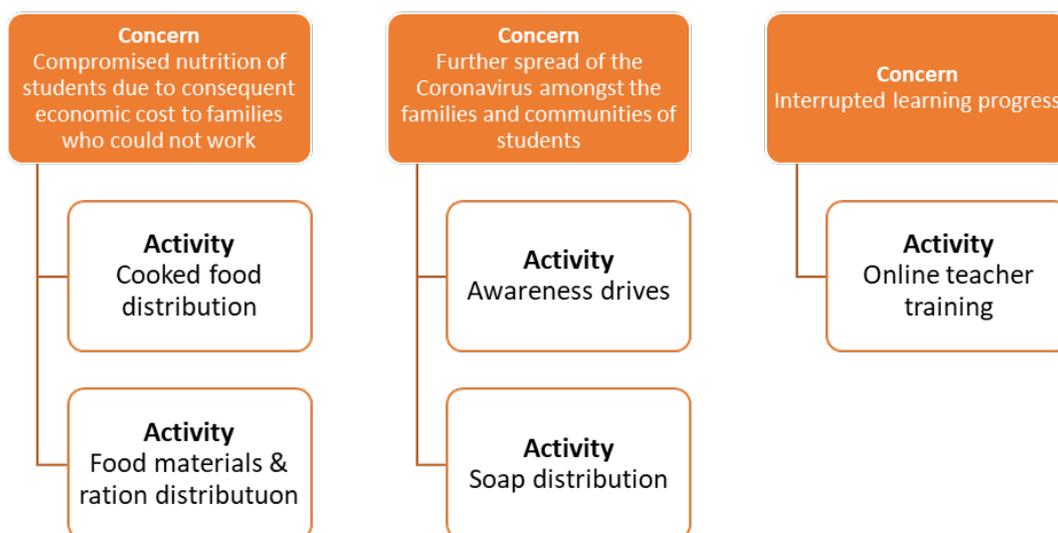
The biggest challenge ahead of us is the mandatory closure of schools and educational institutions, and the national lockdown, instituted by the Government of India in an effort to stem the spread of COVID-19 through non-pharmaceutical interventions and preventive measures such as social-distancing and self-isolation.

The consequences of these school closures have not only been the interrupted learning of our students, but it also raised concerns regarding their compromised nutrition, the consequent economic cost to families who could not work, spread of the virus due to low awareness, and the continued training of our teaching staff.

While the health threat from the global coronavirus outbreak is undeniable, as is our obligation to follow the national lockdown directive, education practitioners and advocates such as Sunaayy Foundation, worry that the crisis will worsen the education gap for low-income and migrant households from where our students hail. The disrupted classes will be compensated once the lockdown period is lifted, to the furthest extent possible.

Most of our students come from migrant families who have settled in the slums or informal settlements around the primary catchment area for our operations. Their parents are mostly employed as daily wage labourers or engaged in the informal/unorganized sector. The lockdown to contain the virus’s spread has hit these households the hardest, not only due to the consequent loss of incomes and livelihoods, but also due to the crowded and unhygienic surroundings in which they are forced live, which often have little to no access to municipal facilities such as running water, sufficient toilets, or adequate sewage lines.

We have taken steps to mitigate some of these grim outcomes of the crisis.



Further details of our activities can be seen in the Appendix.

New Centre in Kolkata



We have always maintained that the Sunaayy model is a low-cost and replicable one that can be started by any individual with an infusion of a minimal capital investment, and with relatively low overheads. This year we are privileged to announce the opening of a new centre in Kolkata which is being run by nine staff which includes seven volunteers. There are 45 students in our Kolkata

centre between the ages 5-18 years. These students belong to marginalized households and are not attending formal schools. These students are being exposed to the Sunaayy holistic education platform replete with quality learning, a healthy and safe environment to pursue their dreams, along with regular assessments and counselling by teachers. In winter, sweaters were distributed to the students, and they were taken on a picnic as well.



Distribution of Stationery, Uniforms & Sweaters



Coming from an underprivileged background, our students had to depend on used/donated stationery for their education. The new set of notebooks and pencil box kit which included pencils, eraser and sharpener have boosted their morale and confidence.

In the education system of India, uniform plays a crucial role. It gives the students a sense of belonging and unity. In the slums, the uniform encourages higher enrolment by means of indirect advertisement. Uniforms have been procured under this project, which have been made to order keeping in mind the tender age of the students. The uniforms are easy to wear and maintain.

Furthermore, in winter, we also distributed new sweaters and blankets to our students.



Diwali Celebrations

By celebrating festivals together, children can not only enjoy themselves but also feel a spirit of oneness with the rest of their class. Through such activities, it is to be hoped that Sunaayy's students will develop a mindset of acceptance, tolerance and openness- a crucial factor that will enable them to grow into educated, empowered individuals who can emerge from the cycle of poverty and take the nation forward. On Diwali, our students in our New Delhi centres gathered and under the guidance of their educators, children painted their own *diyas*. At the end of the evening, the children took home their *diyas*, both as proud reminders of their own craftwork and as symbol of the common light that shines in all children. A special meal was also prepared for the students.



The Fruits of Labour – Our Impact in 2019-20

Primary Outcomes

<p>Increased classroom attendance</p>	<ul style="list-style-type: none"> • Enrolment up to 550 students - many first-generation learners. • Gender ratio continues to be balanced. 	<p>183↑</p>
<p>Improved learning experience and performance</p>	<ul style="list-style-type: none"> • Conventional vs innovative teaching methods such as storytelling and puppetry led to dramatic improvements in student engagement and achievement levels in 60% of students. • Through regular training sessions teacher confidence improved, particularly their command over spoken English, an especially valuable skill imparted to students. 	<p>60%↑</p>
<p>Increased transition rate to formal schools</p>	<ul style="list-style-type: none"> • The transition rate rose by 32% as students took admission in formal schools from kindergarten to the 8th grade. • Distribution of essentials like applications, uniforms, books, copies continue to be facilitated. • Sunaayy continues to monitor each child to prevent dropouts. 	<p>32%↑</p>
<p>Improved relative influence of education</p>	<ul style="list-style-type: none"> • Encouraged by our holistic learning approach, students who motivated their parents to send their siblings to Sunaayy centers increased by 66%. • Two out of three students positively influenced their families by bringing awareness of health and social issues to them. 	<p>66%↑</p>

Secondary Outcomes

<p>20%↑</p>	<p>Increased family income</p>	<ul style="list-style-type: none"> • Pre-school day care centres provided mothers with the choice of working during the day, leading to a 20% increase in family incomes • Additional income is spent on child’s welfare and savings.
<p>\$300 pa ↓</p>	<p>Reduced economic burden on parents</p>	<ul style="list-style-type: none"> • Regular classes, free books, notebooks, stationery, and distribution of hot meals have reduced the economic burden on families by about \$300 per annum. • With household incomes of less than \$70/month, this reduced economic burden has significantly increased the possibility of the families saving funds for unplanned events and emergencies.
<p>75% ↓</p>	<p>Improved health risk</p>	<ul style="list-style-type: none"> • Students adopted healthier practices at home such as daily bathing with disinfectant soap and washing hands before meals to improve cleanliness at home and surroundings. Following such guidelines have prevented the incidence of communicable and non-communicable diseases like dengue, malaria, and typhoid. • Health risk reduced by at least 75% due to such practices. • Household visits to the doctor decreased as compared to previous years.

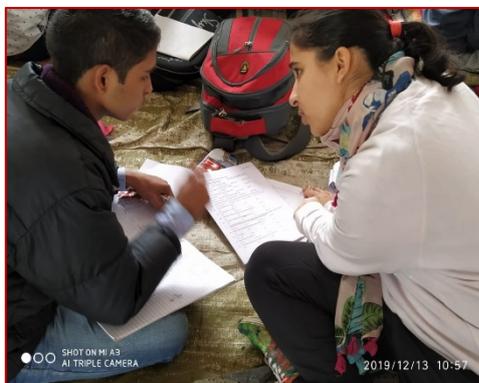
Changing Lives – Our Stories

Our Teachers Going Above & Beyond

We have continued to recruit teachers from within the same locality as the students to invoke a sense of responsibility, attachment, bonding, and nurturing qualities. During the lockdown period, our teachers who were in constant touch with the families of many of our students, ascertained their essential needs and requirements over the phone. This information was crucial for us in formulating our strategy and response at an organizational level (see Appendix for further details). Before we organized the distribution drive of rations and other essential items, some of our teachers such as Shobha and Pooja came forward to help the families of some of our students who were especially struggling during these very difficult times. These teachers stepped forward of their own accord to help these families with rations and monetary support, with no expectation of any recognition, and while they were themselves going through difficulties. While we have compensated our teachers monetarily for the costs incurred, their service, which went above and beyond their regular duties and expectations, is inspiring.



Our Motivating Volunteers



A training session was held by volunteers from the Lady Shri Ram College (LSR) to prepare our students for the all-India Child Education Trust (CET) examinations. CET provides financial and academic support to students through scholarships. Sunaayy aims to provide quality education to all its children and do it in a manner that creates results. Sunaayy believes in giving exposure to its children so they can learn and grow. One way to ensure that children are getting quality education and the exposure they need is through examinations. Examinations are important as they

compel the students to learn. They are a way to test the knowledge of an individual and find out the real talents and skills of students. The volunteers from LSR conducted training sessions with our students where they helped them to understand the finer points of the examination.

Our Students Who Motivate

Soni

Three-year-old Soni walked to Sunaayy for the first time with her mother, Farida who was the first teacher at Sunaayy. Soni has been with Sunaayy since she was a toddler and is now a young confident girl who speaks fluent English and attends Class VI at a Government School for Girls. Her foundational holistic learning at Sunaayy enabled her to secure top grades in her final examinations this year and played a critical role in her getting past the entry requirements at the Government School. Besides academics, Sunaayy gave her an exposure to art and dance. She is an avid cyclist and wants to grow

up to be a teacher just like her mother. Sunaayy has been a crèche, a play school and an elementary school all rolled in one for Soni. It has been a place of comfort and warmth for her that prepared her for mainstream educational institutions. Coming back here on her school holidays gives her the much need rejuvenation that she needs. We are very proud to see Soni fly and hope we can continue to be the wind beneath her wings!



Shahnawaz



Shahnawaz is in Class IX and has been coming to Sunaayy for the last 3 years. Besides Sunaayy he also attends the local government school.

“Shobha Ma’am brought me to Sunaayy. I was good in studies, but my Science wasn’t very strong. Now Mrs. Roy is teaching us Science in a very different way which has increased my interest and proficiency in the subject. I like it so much here that I got my other friends to join as well. I would like to become an engineer when I grow up.” Shahnawaz is getting private tuitions at Sunaayy to bolster his schoolwork. Besides studies he is an active member of the weekend hobby club where he first learnt chess and is now teaches the younger children as well. The son of a tailor, Shahnawaz dreams of becoming an engineer. We hope and pray that we can make his dreams come true!

Sonu

Sonu is a student at Sunaayy and has been with us for the last 3 years. He attends Sunaayy in the morning and is also enrolled in Class X at the local government school which he attends in the afternoon shift. Mrs. Roy, one of our volunteer teachers (ex-Headmistress at DPS Gurgaon), has identified Sonu as someone with potential, whose current family condition may prevent him from fulfilling his full potential. While he is not an orphan or abandoned child, his parents have meager resources which are in no way adequate to support Sonu’s journey. The fact that they are sending him to school is already a big deal for them.



According to Sonu – “Coming to Sunaayy is like coming to safe learning environment where I am being coached not only in my studies but also on life skills. The love and personalized attention from the teachers and volunteers alike have made me more confident in achieving ambitious goals in life. And now I am going to get a private tutor to help me in my studies. I feel grateful for all the blessings that we get”. We found supporters who would be willing to sponsor Sonu’s education for the next few years and provide guidance as a mentor in these critical years (Classes X to XII) as he makes his choices in life.

Rachna

Rachna is in Class VIII currently and started her Sunaayy journey 8 years ago. She was in fact the in the founding batch of students at Sunaayy.

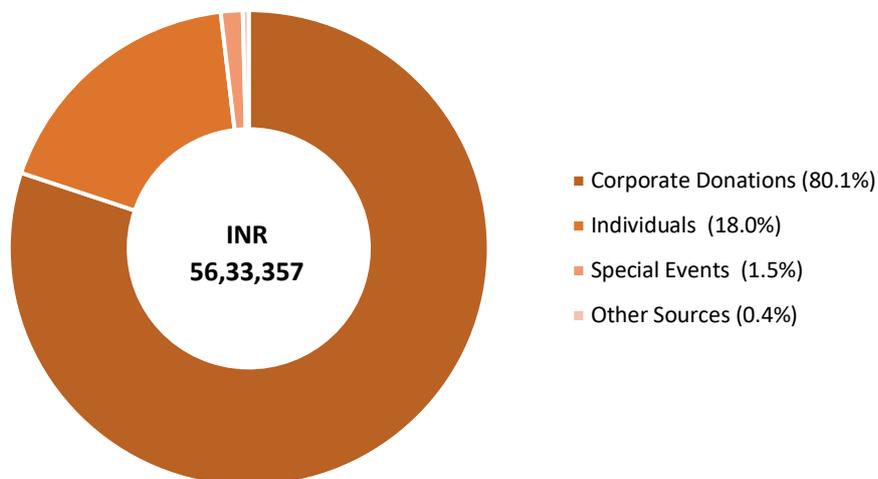


In her own words – “When I first came to Sunaayy I was so little that I didn’t even know what education meant. I didn’t know if I would ever get an opportunity to study. Most of time was spent in playing or helping around the house. Then Ma’am came into our lives. She would pick us from home and bring us to school. We started studying and have come a long way in the last 8 years, learnt a lot. Whatever I learnt here equipped me to blend in effortlessly with the public-school system. At times I still miss school to come here when my heart so wishes. This place energizes me. I feel so good when I come here. We all come together as a family here. Ma’am listens to our problems and tries to help solve them. Inspired by Richa Ma’am, my dream is

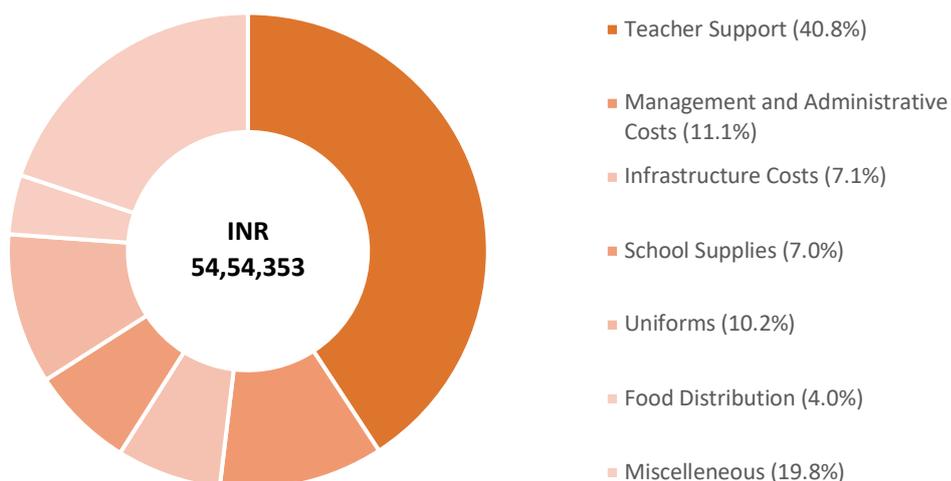
to start a similar school so that children like me continue to get an opportunity to study and changer their lives. I am extremely grateful for what Sunaayy is to me.”

Financials

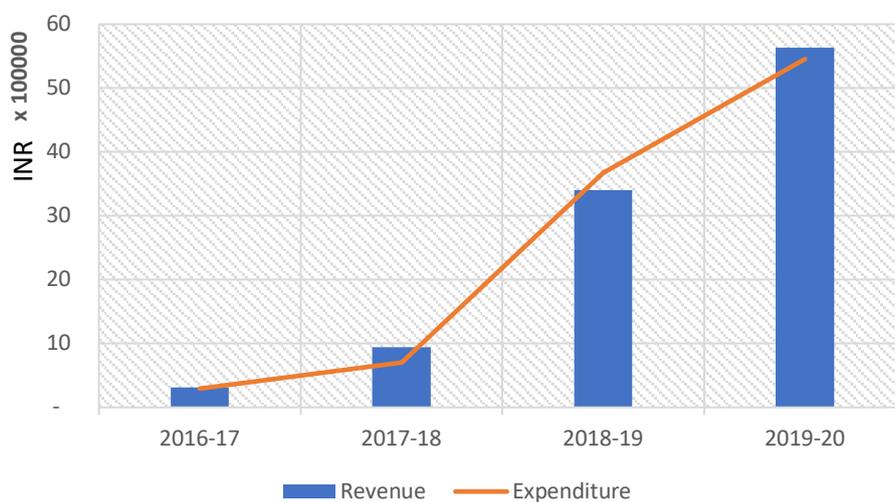
Revenue Summary (2019-20)



Expenditure Summary (2019-20)



Revenue & Expenditure Growth



What's Ahead

Building on the success of the past few years, our focus in 2020-21 will be on building scale with sustainability – so that we are able to reach out to more students with our holistic early childhood development programme centred around education, health nutrition and hygiene. Our current strategic plan will have to effectively counter the detrimental effects of the global coronavirus pandemic and the response to it by our national and state governments.

In order to serve more people and to do so in a way that truly lasts, Sunaayy must innovatively grow and diversify its donor base of support. This will be one of our biggest challenges in the years to come – connecting with a diversified donor and supporter base in India and elsewhere.

In India, there has been limited convergence in basic capabilities between marginalized population groups and the rest of society. Disparities in access to education persist across social groups, reflecting inequalities in opportunity. Now we are beginning to see a divergence in enhanced capabilities such as access to computers and to increased years of education. Marginalized groups are moving forward but in comparative terms are lagging further behind, despite progress. The economy is on the brink of a fourth industrial revolution which has the potential of widening competence gaps between advantaged and disadvantaged children.

We at Sunaayy plan to bring technology and education together to address this gap so that a quality education is accessible to our students from even the most marginalized households. We have been planning towards entering partnerships with remote-education technology service providers to design a module whereby education can be delivered to remote parts of the country, through live interactive streaming. Our pilot project in an informal cluster in New Delhi and Kolkata, and a remote village in Bihar is part of our new deployment of this online educational platform and smart classrooms.

Ours is a frugal model that has comparatively low management cost. In addition, our documentation, and focus towards results-based management will ensure that this is a model that can be replicated after incorporating our lessons from implementation, and add to knowledge creation

Nilufa Khatun has been a student of Sunaayy since 2016. After attending two of our workshops on empowerment and equality, and on financial literacy, she became aware of her own potential in educating and informing others. She has started teaching her mother Sabina, a domestic help, who has not had the benefit of an education and was illiterate. When we last spoke to Sabina, she reported that she can now easily recognize letters and numbers and is able to sign her own name. With Nilufa's help she has been able to open and operate her own bank account. Nilufa has also ensured that her two younger brothers, Arif and Sarif, have started attending classes at Sunaayy centres, where have settled down well and are learning with enthusiasm.

This is why we do what we do – so that Nilufa and many others like her will have a better future. Thank you for joining us in this work. None of it happens without you.

Appendix – Our Response to COVID-19

Cooked food distribution

Initially, when classes were suspended, our teachers went into the field and informed our students and their parents regarding the availability of cooked mid-day meals at each of our centres. Students would come on time to collect their lunches in the lunchboxes provided by the teachers who wore masks and gloves while distributing the food. This was stopped after one week, when we realised the associated risks of congregating the students in this manner.



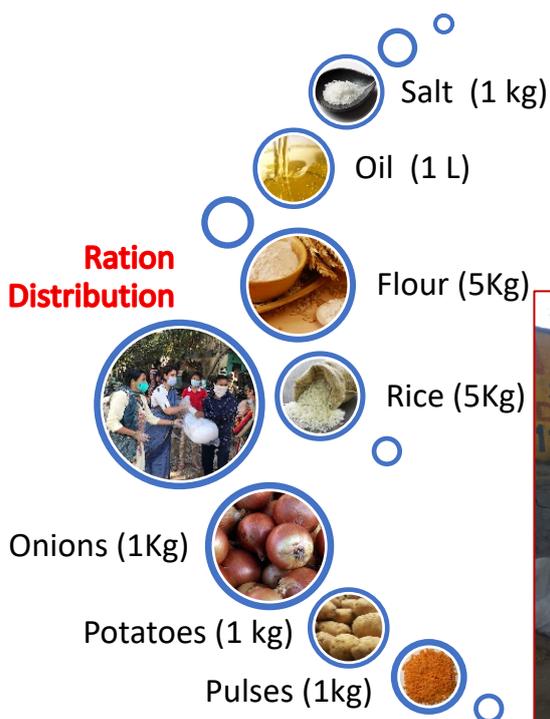
At a later date, police permission and support was received for the distribution of food boxes comprising cooked rice, cooked rajma and sweets among the families of our students who live in the informal clusters which are the catchment areas of our centres. The distribution team wore protective masks and gloves, and social distancing was maintained to the furthest extent possible.



Food materials & ration distribution

Realising that it won't be feasible to continue the large-scale distribution of cooked food and that resource-poor households needed to be equipped to prepare their own meals we organized the distribution of dry rations in the catchment areas of our centres.

Each bag contained the following:



Awareness workshops and drives

To reduce the risk of the transmission of coronavirus infection, awareness training workshops were first conducted for our teaching staff in each of our centres, following which they visited the field with charts and educational material to disseminate information on how the virus spreads, as well as on



preventive measures including washing hands frequently, respiratory etiquette such as using cloth/handkerchiefs over the mouth while coughing or sneezing, etc.

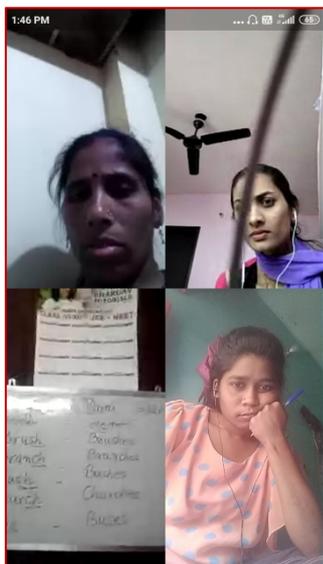
Soap distribution

As part of our efforts to spread awareness on hygiene and safety, we distributed soap bars on 18th March amongst our students in the aforementioned catchment areas. This gave us a further opportunity to further educate them about the virus, the do's and don'ts and how best they can protect themselves.



Online teacher training

Due to the unavailability of the appropriate technology, continuing the education of our students is a daunting task. While there will undoubtedly be interruptions, we felt that this period could be effectively utilised to upskill our



teachers through online education to ensure that students continue to receive a quality education once classes resume.

Along with Nextconnect, our partner in online remote classes, we have developed a comprehensive crash course on interactive and communicative English for our teaching staff, through mobiles/laptops/tablets which we have made available. The intention of this English course is to teach the teachers a way in which they can interact with students and make students interact in turn through the medium of the English language. This is to boost the moral and confidence of students and teachers alike and give them another medium to express themselves.

DAYS	BATCHES	TIMING
MON	BATCH-1	9 AM TO 10:30 AM
	BATCH-2	2 PM TO 3:30 PM
TUE	BATCH-3	2 PM TO 3:30 PM
	BATCH-1	6 PM TO 7:30 PM
WED	BATCH-2	9 AM TO 10:30 AM
	BATCH-3	2 PM TO 3:30 PM
THU	BATCH-1	2 PM TO 3:30 PM
	BATCH-2	6 PM TO 7:30 PM
FRI	BATCH-3	9 AM TO 10:30 AM
	BATCH-1	2 PM TO 3:30 PM
SAT	BATCH-2	9 AM TO 10:30 AM
	BATCH-3	2 PM TO 3:30 PM
OBSERVER 1	BATCH 1	SOMYA BHASIN
OBSERVER 2	BATCH 2	BHAWNA BHATT
OBSERVER 3	BATCH 3	MADHAVI BHANDARI

Regular classes with teachers are being held on a daily basis.