



**THE IN **VISIBLE** URBAN CHILDREN**

**Annual Report  
2017-18**

# HOW ARE WE MA

“I am trying to teach my dad not to exceed the speed limit even if he is getting late for office and my mom, even if she is getting late for a party”.

Student  
Steer to Safety Programme



“We all know about road rules but we do not follow them. We are nudging people to follow these rules so that we can have a safe future ahead.”

Student  
Steer to Safety Programme



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“Childscapes Centre is a centre for happiness. Children come here, have fun and learn new things.”

Ravi  
Mentor  
Childscapes-Naraina



“I have been employed for 3 months now. I had gifted a saree worth Rs. 5000 to my mother from my first salary. I am happy that today I have become something.”

Manish (Youth)  
Childscapes





# KING A DIFFERENCE



**"I will also try and make a street play with my friends in the society so that everyone can come to know about road safety and travel nicely on the road without any danger".**

Student,  
Steer to Safety Programme



**"We learned that our imaginations can also make sense and they could turn into reality".**

Student,  
She's Ambassador Programme

**"The stories that we presented, were also of our choice. That's why I feel that is the best thing in this session".**

Student,  
She's Ambassador Programme



**"I like coming to the Centre. I can now write my name also. I am trying to quit drugs and concentrate on my studies. By applying my mind to studies, I can even become an engineer or a drawing master".**

Rohit,  
Drug Addict Street Child  
Childscapes



**"I had never worn shirt-pant earlier. I only used to wear sarees. Now, I like wearing my uniform as a Security person. I have now got a job and am able to supplement my family income".**

Anita (Community Mother),  
Childscapes

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## WHO ARE WE

PVR Nest (PVR Network for Enablement & Social Transformation) is a registered trust and the Corporate Social Responsibility (CSR) arm of PVR Limited. Established in 2006 as a not-for-profit entity, the trust is working on urban sustainability issues maintaining a special focus on children at risk due to the fallouts of unchecked and ill-planned urbanisation in India. PVR Nest believes in educating, empowering and building a collaborative society to contribute to India's Developmental Goals.

## THE GENESIS

PVR Limited, the Company, got incorporated in 1995. Sustained economic performance, environmental and social progress have been the key factors for the holistic business growth of our business.



“What a company does in the normal course of business is, by itself pretty beneficial. It converts ordinary people’s saving into productive capital, generating a return. It provides jobs, new incomes and pays taxes. Companies invest in research and development, both in-house and in universities, and extend the frontiers of human knowledge. They take existing knowledge and produce new applications that serve humankind. All this seems, in itself, to be quite creditable social contribution on the part of the company. Yet more can be done. There are activities that companies undertake, which do not directly add to their bottom line, but enable them to function in the first place”.

TK Arun  
Editor- Opinion  
The Economic Times CSR Compendium





PVR Network For Enablement & Social Transformation



Honorable Chief Minister of Delhi  
Ms. Shiela Dikshit  
inaugurates

# CHILDSCAPES

Dignity and Respect for Deprived Children

Vasant Vihar Community Centre

August, 2007



Much before CSR was legislated in the Companies Act in 2013, we, at PVR Ltd. were already fulfilling our corporate social responsibility commitments through a philanthropic approach. The organisation has always considered contribution to nation building as integral to the growth of our business.

**“We feel that the responsibility of any business is not simply to make money. We believe in giving back to the society we take in equal measure. The least we can do is to extend a helping arm to those who need it right now. And cheer them on as they continue unhindered with their journey later”.**

Ajay Bijli  
CMD, PVR Limited

PVR Limited has persistently initiated, developed and promoted the ‘triple bottom line’ of sustainability and conservation practices. As the company got listed in 2006-2007, we established the PVR Nest as a not-for-profit nodal entity with a dedicated approach to community development. We wanted to engage with the community and communicate with them. We wanted to work with children with fewer advantages and opportunities and do our bit to improve the urban environment around us.

To achieve inclusive growth, we felt it was important to work closely with key actors including the government, civil society and NGOs. We began with initiating

programmes for the poor and deprived children around PVR Complexes. These children from the nearby communities come every day to our open cinema complexes to earn their livelihoods and engage in activities like rag picking, shoe-shining and begging. Living in extremely vulnerable conditions, these children are largely trapped in issues like hunger, ill-health, lack of direction and extreme substance abuse.

Under the ‘Bhagidari Scheme’, an initiative of the Government of Delhi, we partnered with the Traders, Market Associations, Residential Welfare Associations, Corporates and NGOs as stakeholders. With a common purpose, the partners brought on-board individual and collective strengths encompassing design, resource mobilisation, implementation, operations, management and sustainable development of the programme. And that’s how Childscapes, our flagship programme, was born with a mandate to address the issue of children at risk, in and around PVR cinema complexes and mainstream them as contributing citizens of India.

**“PVR Nest, as the name suggests, is a network for enablement of social transformation. It is a partnership with many stakeholders with a common goal- to improve the community we operate in, with a special focus on disadvantaged children”.**

Deepa Menon  
SVP, CSR PVR Nest



PVR Network For Enablement & Social Transformation

Honorable Chief Minister of Delhi

Ms. Shiela Dikshit

inaugurates

**CHILDSCOPE**

Dignity and for children  
Centre



Right in the first year of its implementation we received the 'Bhagidari Award 2006' by the Government of Delhi as a recognition to citizen-government partnership initiative. This public-private partnership approach for social development set the tone for the formation of the PVR Nest model and is the key driver of sustainability for many of our programmes, even today.

With the arrival of the CSR Legislation in 2013, all the programmes transitioned qualitatively from a traditional concept of corporate philanthropy to sustained value for the beneficiaries and took responsibility of the concerns of the multiple stakeholders (Government, Shareholders, Management, Employees, Patrons, Community and others). We decided to strengthen our outreach and began engaging with local communities on a wider scale. Socially responsible investments enable us reach our goal of literacy and education, health and hygiene, rehabilitation, road safety, environment and urban sustainability through innovative models of communication, awareness campaigns and community based interventions.

## **VISION STATEMENT**

To help every vulnerable child in urban communities reach his or her potential through enablement and empowerment.

## **MISSION STATEMENT**

To address issues which impact children in urban environments and develop community based programmes to help them gain a holistic understanding of their circumstances, support their initiatives and provide a platform to voice their vision.



# SUSTAINABLE DEVELOPMENT GOALS



Our programmes are in alignment with the mission of the UN Sustainable Development Goals 2030

## Focus Areas

In accordance with the requirements under the Section VII of the Company's Act 2013, PVR Limited through PVR Nest focuses on -

**Non-Formal Education-** Promoting education, healthcare, nutrition and rehabilitation services to Children at Risk.

**Formal Education-** Effective implementation of the Right to Education Act by enrolling Out-of-School children into mainstream school education, pan India.

**Hunger, Poverty, Malnutrition and Health-** Reducing hunger, malnutrition and promoting preventive healthcare in marginalised segments of the society.

**Sanitation and Safety-** Promoting sanitation in Indian cities through the creation of infrastructure around our business enterprise.

**Gender Equality -** Creating scalable education campaigns to create awareness about gender equality within Indian society.

**Environmental Sustainability-** Promoting environmental sustainability to create large-scale education campaigns and implementation programmes on urban environmental sustainability.

**Road Safety Education -** Creating school based road safety education campaigns which position children as responsible road users.

# WHAT WE DO

## CHILDREN AND URBAN SUSTAINABILITY

The erstwhile impression of India living in its villages, is undergoing a rapid transformation as the years pass-by. India is witnessing a demographic shift from rural to urban as more and more people aspire to live in cities. Urban India has grown 5 times since 1961 in terms of population. It is estimated that by 2040-50, 50% of India's population would be living in urban areas!

Children have emerged as the most vulnerable group as our cities expand and urbanisation becomes the norm. Many lose their childhood as they get displaced and find themselves without a roof over their heads. Their socio-economic circumstances compel them to work for a living. Their daily struggle for survival keeps these children away from schools thereby depriving them of education in the formal sense. They often suffer ill-health due to poor sanitary conditions, lack of nourishment and minimal access to quality medical services. More often than not, they find themselves in the vicious web of substance abuse, crime and other unlawful activities.

Children in cities are also the worst casualty of air and water pollution. They are also victims of road accidents and are at the receiving end of burgeoning traffic on city roads and road rage. At the one end of the spectrum, children from economically well-off families are growing up unhealthy and burdened with 'lifestyle' diseases, while at the other end, children from poor families are suffering 'chronic' diseases due to lack of access to nutrition and basic facilities.

While policy framework exists to address the needs of children in cities, their requirements are often neglected within urban planning processes and mainstream discourses about urbanism. Despite being a very important demographic category and a potential human resource of tomorrow's India, their needs are mostly overlooked during the urban planning processes. This is disturbing, as evidence suggests that children are the worst sufferers of poor urban planning and execution.

In India, estimates of street and working children vary from between 10-25 million, with an estimated 100,000 in country's capital, New Delhi alone. Once they are on the streets, they are off the radar screen for governments, schools, and public safety nets.

One in every eight children in Urban India stays in slums with extremely poor infrastructure. There are over 12.66 million child workers in India, but many NGO's reckon the real figure is up to 60 million.

43 Children die in road accidents in India every day. 15,633 children were killed in road accidents across India in 2015. This means 7 times more deaths caused due to road accidents than due to crime against children like murder and infanticide.

At least 620 million people, about half the population of India defecate outdoors. Frequent exposure to animal and human faeces is known to contribute to chronic bacterial infections and diarrhoea that prevent children from absorbing nutrients from food.

THE CONSTITUTION OF INDIA GURANTEES FUNDAMENTAL RIGHTS TO ALL CHILDREN IN THE COUNTRY AND EMPOWERS THE STATE TO MAKE SPECIAL PROVISIONS FOR CHILDREN. THE DIRECTIVE PRINCIPLES OF STATE POLICY SPECIFICALLY GUIDE THE STATE IN SECURING CHILDREN FROM ABUSE AND ENSURING THAT THEY ARE GIVEN OPPURTINITES AND FACILITIES TO DEVELOP IN A HEALTHY MANNER AND IN CONDITIONS OF FREEDOM AND DIGNITY; AND THAT CHILDHOOD AND YOUTH ARE PROTECTED AGAINST EXPLOITATION AND MORAL AND MATERIAL ABANDONMENT.

A CHILD IS ANY PERSON BELOW THE AGE OF 18 YEARS.

CHILDHOOD IS AN INTEGRAL PART OF LIFE WITH A VALUE OF ITS OWN.

CHILDREN ARE NOT HOMOGENOUS GROUP; THEIR DIFFERENT NEEDS REQUIRE DIFFERENT RESPONSES, ESPECIALLY THE MULTI-DIMENSIONAL VULNERABILITIES EXPERIENCED BY THOSE IN DIFFERENT CIRCUMSTANTES.

A LONG-TERM, SUSTAINABLE, MULTI-SECTORAL, INTEGRATED AND INCLUSIVE APPROACH IS NECESSARY FOR THE OVERALL AND HARMONIOUS DEVELOPMENT AND PROTECTION OF CHILDREN.

A survey by the World Health Organisation has revealed that Delhi is the most polluted city in the world. The pollution level in Delhi was found six times the WHO recommended maximum levels, 12 times of the standards set by the US and more than twice the level considered safe even by Indian authorities. It is feared that millions of children in India are likely to suffer serious health problems later in life on account of pollution.





Given that India is poised to be the youngest nation by 2020, with 64% of its population in the working age group, it is imperative that we plan and build sustainable and inclusive cities placing young children at the centre of all our urban planning and development endeavours. This child-centric planning will ultimately make our cities better, not just for children, but for everyone.

PVR Nest recognises children to be the key stakeholders in the process of urbanisation. We believe that a Smart City has to be a child friendly city. We are committed to contribute towards the vision of Child Friendly Cities through our multiple projects which place children at the centrestage and create a platform to reclaim their childhood, find their voices and restore their demographic identity so that they are able to contribute towards making the urban landscape sustainable for all children. Making cities child friendly is an objective that cuts across many overlapping problems and doesn't only benefit children but all of us.

## VISION OF CHILD-FRIENDLY CITIES

### In a child-friendly city, children will

Express their opinion on the city they want.

Participate in family, community and social life.

Receive basic services such as shelter, healthcare and education.

Drink safe water and have access to proper sanitation.

Be protected from exploitation, violence and abuse.

Walk safely in the streets on their own.

Meet friends and play.

Live in an unpolluted environment.

Be an equal citizen of their city with access to every service, regardless of ethnic origin, religion, income, gender or disability.

# FOR WHOM

URBAN CHILDREN AT RISK





India, with 1.21 billion people is the second most populous country in the world with children representing 39% of its total population

Who are the children at risk due to rapid urbanisation?

Street Children

Out of School Children

Children in Substance Abuse

Children as Road Users

Children as victims of Environment Pollution

Children as victims of Poor Sanitation, Health and Hygiene

Children living in Difficult Circumstances

All children due to their age are considered to be at risk for exploitation, abuse, violence and neglect. But vulnerability cannot be defined simply by age. Though age is one component, vulnerability is also measured by the child's capability for self-protection. The question that thus arises is- Are children capable of protecting themselves? Can children provide for their basic needs, defend against a dangerous situation or even recognise a dangerous situation in offing? These questions call for a redefinition of the concept of self-protection. A child's vulnerability comes from various factors that hinder a child's ability to function and grow normally. Hence self-protection is more about the ability of the child to lead a healthy life and their ability to protect themselves or seek help from people who can provide protection.

At PVR Nest, we are working with these children to explore if we can turnaround this situation. The questions we are attempting to address are –

What makes these children vulnerable?

How can we take them from their current conditions of unsafety or risk into a safety zone amongst the protection of care-givers, be it individuals or institutions?

How can we convert their situation of vulnerability to that of 'empowerment'?

How can we offer them a level playing field so that they live life as equals and with dignity?

How can we help them find their voice and take it to the rest of the country so that they are not forgotten?

How can we share their perspectives with the policy makers, planners, their parents, communities and civil society?

How can we make them visible?

It is questions and concerns like these that led to the genesis of many of our programmes. Herein lies the treasure trove of our stories of experiments, trials, tribulations, persistence, resilience and success.





**PVR**  
CINEMAS



**PROGRAMMES**

**CHILDSCAPES**

**PROJECT EKLAVYA**

**SEA**

**CINEART**

**INFRASTRUCTURE**

**WE CARE**

**PROJECTS**

**SPECIAL**

**PROGRAMMES**







# CHILDSCAPES

Childscapes is a non-formal education and rehabilitation programme specifically designed to identify, engage, educate and rehabilitate

- Street children
- Out of school children and
- Children engaged in substance abuse

The larger purpose of this programme is to mainstream these children into schooling and steer them towards the path of overall well-being and development.

The programme reaches out to **Children at Risk**, i.e. children who are visible in and around frequented hot-spots in a city - PVR Cinema complexes, malls, shopping arcades and busy traffic intersections. These children are often found loitering around, living on streets and sustaining themselves economically through activities like begging and rag-picking. In an urban ecosystem, they are an untapped and wasted human resource, suffering gross neglect, prone to delinquency and are highly vulnerable to crime and unlawful activities.

## Vision

Childscapes envisions to identify, rescue and rehabilitate street children and out-of-school children in and around PVR Complexes and offers them non-formal education that prepares them for mainstream school education.

## Objectives

To mainstream street children and out-of-school children in and around PVR Cinema Complexes into school education.

To ensure overall growth of children at our learning centres through non-formal education.

To provide special support for children engaged in substance abuse by facilitating rehabilitation.

To identify youth and mother champions from the community as partners and process owners and lead the community centres.

To bring on board stakeholders and influencers which impact the lives of these children and promote their well-being.

## Beneficiaries

### Primary

Vulnerable Children and Youth between 5 to 18 years.

### Secondary

Mothers, Parents and their Communities.



## Programme Highlights

Using Play and Community Sports Events for Physical, Social and Emotional Development.

Providing Mid-Day Meals and Snacks to counter Malnutrition.

Enabling Periodic Health Check-Ups.

Practicing Non-Formal Education for preparing and reinforcing learning at school.

Expressing through Creative Arts, Storytelling, and Rehabilitation.

Supporting Employment on a need basis.

Rescuing children in substance abuse and sending them for Rehabilitation.

Aiding high risk children without families and support systems with shelter homes post their Rehabilitation.

## Phase 1: 2006-2016

Early years of the Childscapes Programme revolved around our philanthropic mission to do good for the society. We observed that most of our cinema complexes were frequented by street children who ambled around the whole day, aimlessly. Economically, they sustained themselves through begging and petty errands at the market place surrounding our cinema complexes. The harshness of the life they led, made them vulnerable to committing petty crimes like

theft. They were under substance abuse as well. The immediate need was to act and do whatever it takes to rescue them from the unsafe and wretched environment they lived in and orient them to a safe path of emancipation through non-formal learning and open their minds to an alternate way of living.

We began by engaging NGO partners who helped us identify the children on streets, motivated them, collected them under a tree or shade nearby and began working with them on a daily basis. The primary purpose was to involve them into constructive activities. The sessions were unstructured and the mentors taught them what they knew. This was a period when we got to understand the world of street children, their families, why they migrate to cities, how they survive here and how they are vulnerable to the dark side of urban living.

The market associations around PVR complexes soon became our allies and began supporting us as social influencers, offering space and donations in kind for these children. As the word spread, more children began to attend our sessions from nearby communities. Some of them were out of school children and others were attending either a government school or going to an affordable private school. Although many of these children were living with families, yet they suffered gross neglect. Alcoholic parents struggling for daily living had little time available to look after them.

We identified potential NGO's like Katha and Literacy India, Bol Child, Magic Bus, and Sshrishti to help these children with their expertise. While their specific interventions benefitted the children overall, there was no data and record keeping on an individual child's holistic progress.





Meanwhile, our challenges were mounting up. While many children had begun attending our sessions regularly, they would suddenly disappear when their families left the locality and moved to a different place within the city or to another city in search of seasonal employment. This made us sit and reflect on our existing approach - How do we design a robust programme that benefits street children? How do we measure its success or gauge its impact with such transient populations?

We observed that, just as the children were leaving, new children also started pouring-in and attending our sessions. This meant that we had to start afresh every time to accommodate the needs of the newly inducted children. There was also significant consistency in participation from the children from nearby communities. Informal feedback gathered from within the community revealed that our initiatives had actually started benefitting the children. We found that they needed 4 kinds of interventions:

- Positive Engagement
- Non-Formal Education
- School Enrolment
- Rescue and Rehabilitation



These insights helped us channelise our interventions and the programme began evolving. Subject to the vagaries of weather and wind, the temporary shelter of trees and concrete extensions, where we were conducting our sessions soon outlived their utility. This is when we set up our first brick and mortar Community Learning Centres (CLCs) which today are the nodal points of delivery of the Childscapes Programme. With a modest 1-2 room infrastructure, CLCs are like large multi-usage spaces where different children of different age groups can learn in groups at any given time. They have an attached washroom, safe drinking water and are equipped to serve breakfast and midday meals on a daily basis. Thus CLCs are an attraction hub leading to an increase in the number of children enrolling into the programme.



Despite the new infrastructure, learning methodology at CLCs still continued to be intuitive and unstructured. In case a child needed help for school enrolment or rehabilitation or child abuse, the entire team would redirect its energy and resources to make that happen on a need basis. At times, the fire-fighting required for each case was so demanding and prolonged that other aspects of the programme would suffer neglect. This needed to change.

The team reflected on the sustainability of this approach and concluded that the programme needed to go to the next level with more structure and process so that it could lead to a visible and measureable impact for every child.







## Phase 2: 2017-2027

One of the significant learnings which was put into action in Phase 2 was the repositioning the identity of CLC as an innovation hub in order to further improve the quality of service delivery for the children.

### Strategic Interventions: 2017-2018

**Revamping the role of centre head** to bring-in individual expertise, encourage peer learning and stimulate overall growth. The Centre Heads today, are not only in-charge of managing their own centres but also have a specific responsibility as planners to nurture a key area of expertise within all the 5 centres. This helps us harness the individual talent of each Centre Head for the benefit of children enrolled at all our CLCs. Corrections are being planned accordingly.

Unlike earlier, Childscapes partners now have complete **Ownership of the outcomes of their interventions** for the child. Baseline and Midline Assessment for each child is being recorded and course corrections are being planned accordingly.

**Monitoring and Evaluation** of the programme includes key data points like attendance, active learning points of a child, learning outcomes assessment and parental attendance.

**Innovative tools of engagement** are being developed using sports, arts and the crafts to nurture the physical, social and emotional well-being development of the child.

Enabling **Community Entrepreneurship** through building up Youth and Mother Champions.

Networking with **Market Associations, Government Agencies, Integrated Child Development Services**, Neighbourhood Schools as influencers

which offer support to develop the various dimensions of the programme.

**Consolidating relationships with partners** in the domain through collaboration and learning from their best practices and contributing through our programme experiences and strengths.

**Mapping the programme evolution processes** through extensive documentation of innovations and their impact assessment.

### Training the Trainer

We began with assessing and training our Centre Heads driving the programme. The Centre Heads then conducted classes with the children. Weekly and monthly assessments and feedback of classes were integrated within the training design. Currently, the growth path of every Centre Head is mapped and recorded as a leader, resource person, mentor and facilitator.

The **Baseline and Midline Assessment** of each child attending the programme was also conducted. Some of the key statistical outcomes include-

37% improvement in attendance regularity as compared with the baseline.

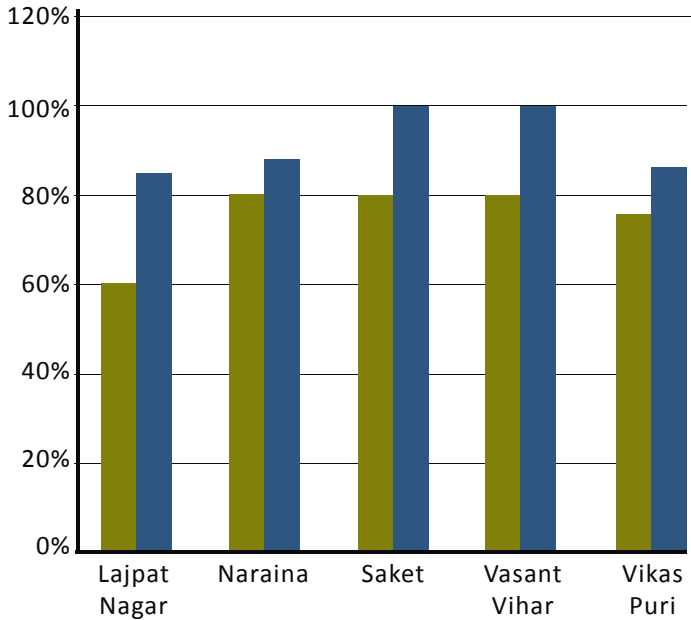
31.8 % is the conversion rate of forms filled to actual school admissions.

Recognition and Reading Improvement in every centre.

Rehabilitation Process is structured with more focus on screening, hand-holding and support.



## Key statistical outcomes with inferences

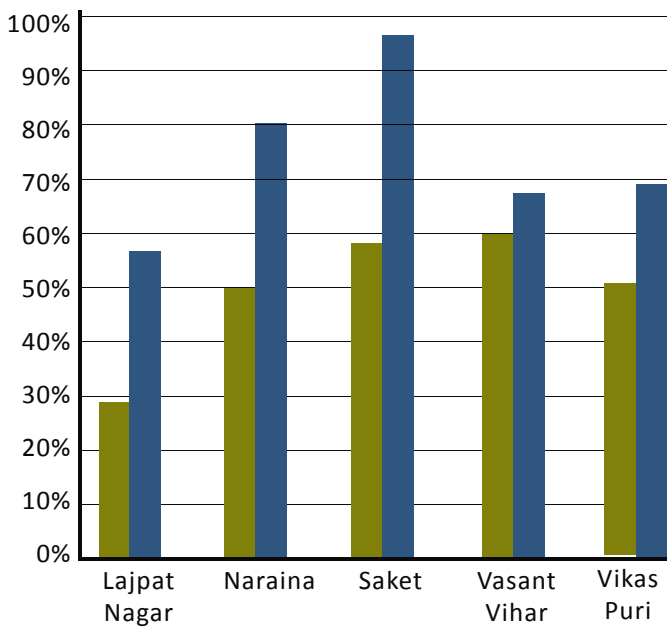


■ Recognition Baseline  
■ Recognition Midline

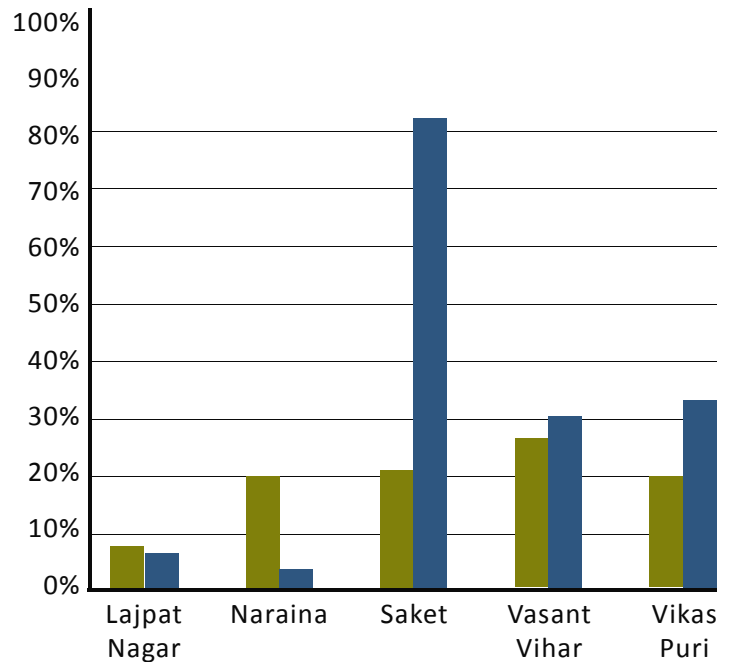
### Inference 1

Recognition and reading is marginally improved across all centers, while comprehension is exceptionally improved for Saket centre.

This improvement is against input of 8 visit per center by Tarkeybein experts and 2 workshops



■ Reading Baseline  
■ Reading Midline



■ Comprehension Baseline  
■ Comprehension Midline

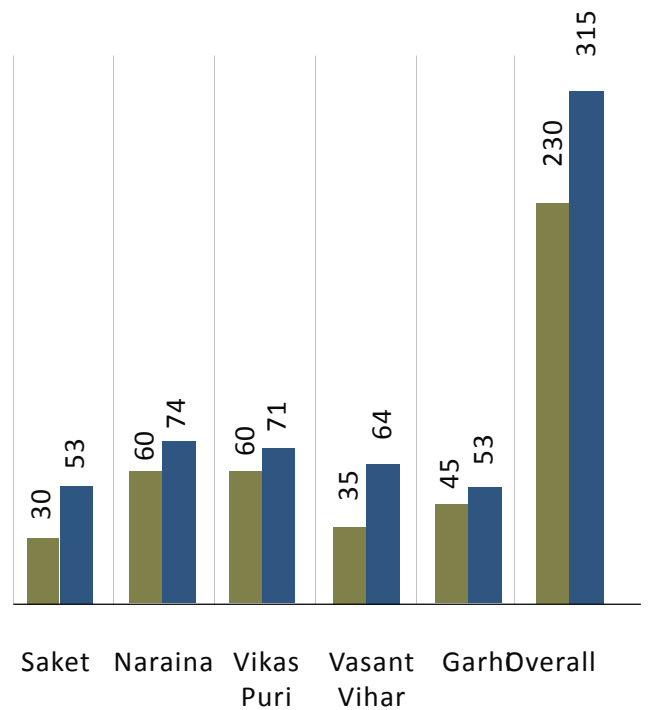


## Inference 2

Rehabilitation is structured with more focus on screening, handholding and support.



|                             |     |
|-----------------------------|-----|
| Total visits                | 120 |
| SPYM (Children under rehab) | 6   |
| Mentor visit                | 5   |



## Inference 1

37% is the average percentage point improvement in regularity compared with baseline.

## Inference 2

23 are the mother champions identified from 5 centers through sports program

|              |   |
|--------------|---|
| Vikaspuri    | 6 |
| Vasant vihar | 5 |
| Naraina      | 4 |
| Saket        | 5 |
| Lajpat nagar | 3 |

The **inferences** derived from the key statistical outcomes have been integrated within the process design and are being backed with action steps.



## Tools of Engagement

**Developing** the Community Learning Centres as a shared space for children, youth and mothers.

**Practising** an assessment driven process design

**Identifying** champions among users and stakeholders to become role models and leaders.

## Programme Design

**Designing** contextual Lesson Plans around language (Hindi & English) and Mathematical literacy.

**Imparting** training around for soft skills development.

**Conducting** activities and events, establishing the learning centre as a shared space for children, youth and parents.

## Transfer of Ownership to Centre Heads

**Developing** the team Key Result Areas to own their role, responsibilities and practice delegation.

**Integrating** Assessment and Feedback within process design and product ownership.

**Collaborating** with Consultants and Partners for demonstration and trouble shooting.

## Building Communities

As Centre Heads take ownership of their role as process owners, a key task for them is to identify champions within the community who are potential contributors and stakeholders who are likely to help the Centre Heads achieve the objectives of the programme.

- Child Champions (8 years to 11 years)
- Youth Champions (12 years to 18 years)
- Mother Champions





# Childscapes Model

Over the years, the Childscapes programme has evolved organically as a unique model encompassing multifarious services catering to the needs of the Childscapes child, delivered by independent partners bound by a common purpose and commitment towards the society.

## OVERALL IMPLEMENTATION

Art of Play Foundation

## ENGLISH LANGUAGE LEARNING

Tarkeybein

## MATH LANGUAGE LEARNING

Jodo Gyan

## HINDI LANGUAGE LEARNING

Pratham

## READING LIBRARIES

Katha, Read India

## BREAKFAST

ConAgra Foods

## SPORTS

Art of Play Foundation

## HEALTH CHECK-UPS

Max India Foundation

## KNOWLEDGE PARTNER

## NATIONAL COMMISSION OF PROTECTION OF CHILD RIGHTS

WCD

DCPCR

HAQ

## REGULATORY AGENCY

Child Welfare Committee

## REHABILITATION CENTRE

Society for Promotion of Youth and Masses

## SHELTER HOME

Jamghat

Salaam Baalak Trust

## INFRASTRUCTURE AND RUNNING COSTS

PVR Cinemas



**PVR**  
CINEMAS

## COMMUNITY LEARNING CENTRES (CLC'S)

The Childscapes programme is delivered through its learning centres that are located within the communities around select PVR Cinema Complexes. These resource centres nurture the academic and non-academic growth of the participant children. They also foster community stake-building for the betterment of their quality of life.





# Outreach

**DELHI**



**CLCs**

**SAKET**

**NARAINA**

**VIKASPURI**

**VASANT VIHAR**

**LAJPAT NAGAR**

**KASHMERE GATE**

**YAMUNA BAZAAR**

**JAMGHAT SHELTER HOME**

**LITTLE ONES PUBLIC SCHOOL**

**GREENFIELD PARAMOUNT SCHOOL**

**SOCIETY FOR PROMOTION OF YOUTH AND MASSES (SPYM)**

Currently we have 12 CLCs spread all across Delhi. Over 1865 children are benefitting through the CLCs programme and interventions. Of these, 1219 are going to school.

Each CLC is managed by 2 Centre Heads who are passionate and enthusiastically work in the community. These are exceptionally motivated individuals with proven commitment to channelize the potential of these children and orient them to lead a safe and productive life.

The primary task of the Centre Head is to bond with the street children in and around PVR complexes and convince them to attend the activities at their respective learning centres. This is critical as the children need to realise the merit of the programme before joining-in so that they are more open and willing to the new learning and experiential activities planned for them. Past experience has shown that any form of coercion to attend these sessions can be counterproductive for the child and is unlikely to lead to their long term engagement with the programme.

Apart from street children, the learning centres also serve as a resource hub for other children from the nearby communities. If the child is out-of-school, then the Centre Heads advocate for non-formal education programme with the objective of preparing the child to eventually enroll in a government or an affordable private school as soon as s(he) is ready. In case the child is already going to school, (s)he is offered non-formal academic support which reinforces classroom learning in the subjects of English, Hindi, Mathematics and overall personality development to ensure happy learning and successful schooling years. If a child is in substance abuse, immediate counselling begins to motivate the child and the family to give consent to avail the services of a rehabilitation centre. When the family agrees, the Centre Heads facilitate communication with the Child Welfare Committee and the child is sent for de-addiction to a rehab centre. Post rehabilitation, in case the child does not have a conducive family environment or a support system, there is a high chance of a relapse. Such cases are further referred to the Child Welfare Committee for recommending an appropriate shelter home for providing a safe and healthy environment.







## Children in Mainstream Schools

Little Ones Public School  
Green Fields Paramount School  
Rockvale Public School, Naraina  
Dashmesh Public School, Naraina  
Government Schools

## DIMENSIONS OF CHILDSCAPES

### Education

One of the challenges of the programme is to harness and channelise the potential of street children and out-of-school children and prepare them for formal schooling. The CLC's act like a feeder school facilitating the entry of the child into the formal education system. The Centre Heads identify children, connect with their families and motivate them to join the learning centre and counsel them on the importance of schooling as a pathway for a better quality of life. They prepare the child for admission to schools through academic and non-academic interventions in a multi-grade classroom using age appropriate curriculum. Once the child is ready for school, they facilitate admission to government schools or affordable private schools with whom their centre has forged a tie-up in advance. All school-going children continue coming to the centre as the non-formal education curriculum supports classroom learning and reinforces their fundamental learning concepts.



**“Most of the Childscapes children came from slums, perhaps worse than that, since many were living in a 4 bamboo pillars and a plastic sheet covering it. Sometimes they would be late to school. I saw that the teacher would ask “why are you so late?” I counselled the teachers that always think that their coming to school is the very big thing. This was the pathetic situation then, now all the students have passed out from our school. That itself is very satisfying”.**

Shampa Chaudhury,  
Little Ones Public School, Saket







## Physical Education

With physical well-being of the children as the desired learning outcome, we conducted the first baseline assessment to gather the existing skill levels of the students in physical competencies. The idea of this assessment was to build a strong physical foundation for a child by focusing on aspects like speed, endurance, upper and lower body strength, core strength and agility. Observations around each skill for each student were summarized on a scale for analysis. The aim of this exercise was also to identify top level performers and give them opportunities and guidance to excel in sports.

143 students were assessed over 5 centres.

### Inference 1

“Majority of children, which is 76% are on the ‘average’ level across all skills.”

### Inference 2

“On an average, lower body strength (vertical jump test) remains the best performing skills across all children”.

### Inference 3

“Boys performed better in majority of the skills than girls”.

### Inference 4

“Every skill has a unique top performer. There is non top performer who has shared the same result in any other skill”.

## Recommendations

The overall performance of children in the CLC centres has been good.

A planned and designed intervention will help them get even better. A few of them could be encouraged to participate in competitive sports.

This assessment report will be discussed with CLC centre heads and a progressive quarterly goals-based structure will be formed to achieve better results at the endline assessment.





We also believe that sports has a definitive role to play in developing the socio-emotional skills of these children. A holistic physical education programme is being implemented which helps the child learn through all kinds of socio-emotional experiences while at play. Subjective competencies are measured over a period of time by collecting observation points over a pre-decided set of indicators, each corresponding to a socio-emotional competency. These include Perseverance, Collaboration, Proactive Responsiveness, Communications, Reflection and Awareness.

*“ Sports is a fantastic ground for any socio-emotional experience manifested in your life. When children play Frisbee, one of things sport facilitates and we emphasise upon, is the ‘spirit of the game’. Every game is not just marked on their athletic ability and how many goals they got but also to evaluate how the opponent team was. How did they conduct themselves on the ground? Did they display sportsmen spirit? Were they competitive but maintained a certain type of behaviour and discipline about the game? At the end of every match we have a feedback session. Who was the best player, irrespective of the team? So the whole idea is to use sports for physical, social and emotional development of the child. On the sport field all this happens – emotional highs and low, aggression, bad and good behaviour, teamwork, and effective communication”.*

*Tanazz Anklesaria,  
Programme Manager, Art of Play Foundation*



## English Language Learning

We are implementing an innovative English Language Acquisition Programme for the pre-primary and primary age group. Contextual and child friendly, the programme prepares the children to express their thoughts and feelings in an articulate manner and help them make meaning of their surroundings through observation and expression. The language learning process is divided into four stages:

Level 1 - Recognition

Level 2 - Reading

Level 3 - Construction

Level 4 – Comprehension

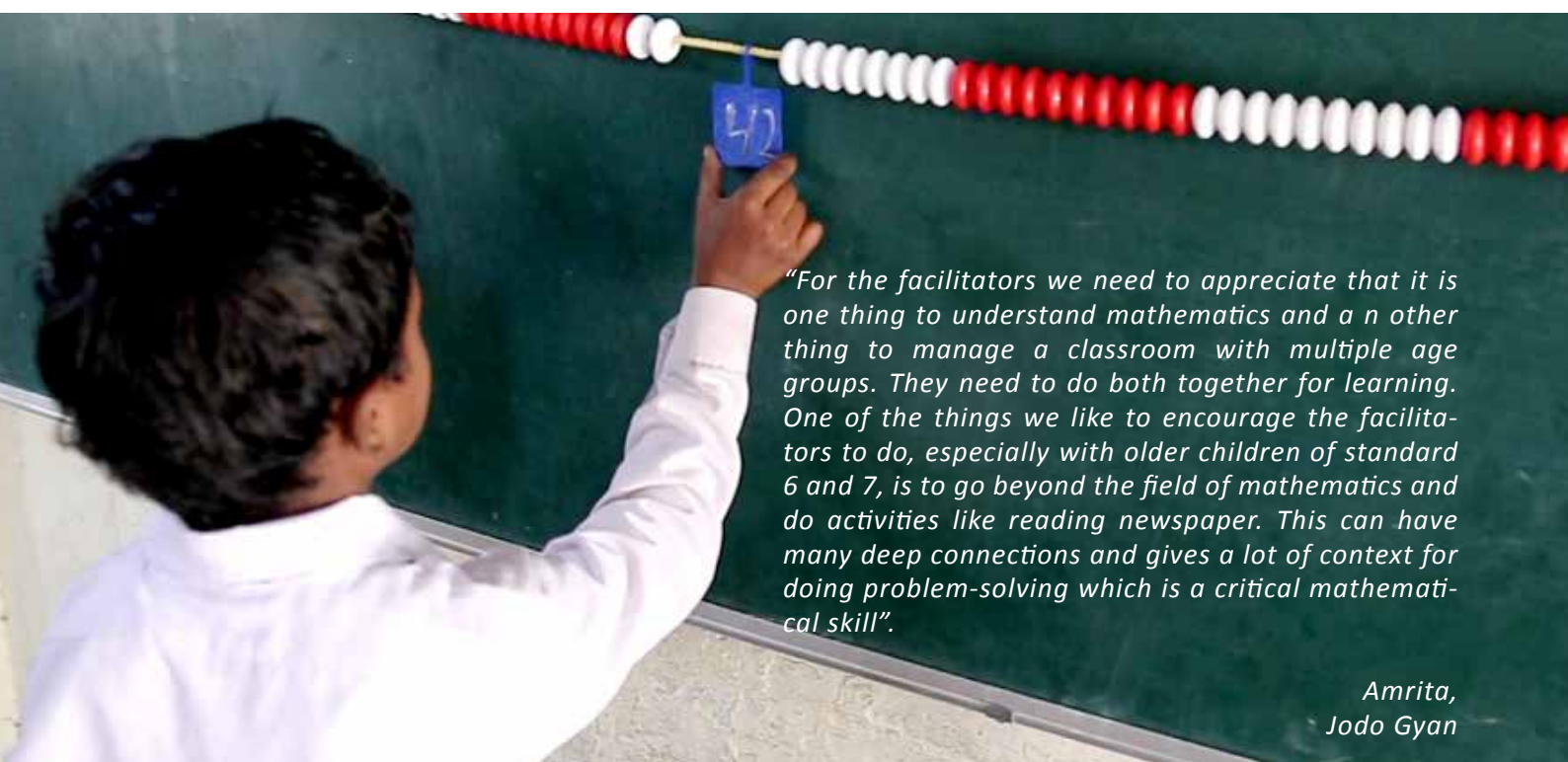
*“At the Saket CLC, most children come from Garden of Five Senses and so they see a lot of birds and animals around them. When the facilitator asked “what are the animals that you see around you?”, all of them had something to say and they happily brought those stories into the classroom thereby expressing themselves in English and also building their connect with the facilitator. With this method, the facilitators are able to break the walls between classrooms and are teaching using children’s everyday experiences”.*

*Shruti Jain,  
Tarkeybein Education Foundation*

Each lesson plan is mapped to their classroom learning so it reinforces language learning beyond school.

## Number Sense

The goal of this intervention is to inculcate a sense of numeracy in the child and replacing the ‘fear-factor’ of math with ‘fun-factor’ of math. With a gradual orientation to the methodology, the students explore the various dimensions of the Rangometry Kit and internalise the multiple dimensions of learning math and its application in their lives.



*“For the facilitators we need to appreciate that it is one thing to understand mathematics and a n other thing to manage a classroom with multiple age groups. They need to do both together for learning. One of the things we like to encourage the facilitators to do, especially with older children of standard 6 and 7, is to go beyond the field of mathematics and do activities like reading newspaper. This can have many deep connections and gives a lot of context for doing problem-solving which is a critical mathematical skill”.*

*Amrita,  
Jodo Gyan*



*“ The feeling of success in a programme like ours which has so many challenges is when we rescue a child from such a dangerous and unsafe existence into the umbrella of safety and belonging so that s(he) grows to potential in a family like atmosphere and therefore become a productive resource for the nation”.*

*Amit Sinha,  
Founder, Jamghat*



## Rescue and Rehabilitation

For many children caught in the vicious cycle of substance abuse, the partnership with Society for Promotion of Youth and Masses (SPYM), Jamghat and Salaam Baalak Trust (SBT) has proven to be very productive. Through the Child Welfare Committee recommendations, 3 of our high-risk children have been admitted for rehabilitation to SPYM. Post rehabilitation, if a child’s history shows that s(he) does not have a healthy family environment resulting in a high chance of relapse, the Centre Heads again recommend their case to the Child Welfare Committee to get them transferred to a shelter home. Jamghat Shelter home has been providing refuge and a protected place for such children to grow.

*“One of the achievement of the Childscapes Programme this year has been the consolidation of so many micro programmes and alignment of these towards the holistic progress of each child. All the partners own the percentage improvement which has resulted due to their intervention. This strategic shift has made a visible difference in improvement of the quality of services and innovations planned for the children”.*

*Hemant Kumar,  
Art of Play Foundation*

## Achievements

- **12** Childscapes Learning Centres
- **2000** Children Impacted
- **1219** School Going Children
- **95** Mother and Youth Champions
- **50+** Programme Partners
- **30** Children in Rehabilitation Centers
- **16** Committed Mentors

# FROM THE CHILDSCAPES

## Mothers Frisbee Team – CLC Naraina



“Initially, women would not play saying that now that we are ‘mothers’, their days when they could play are long over. When they visited our Childscapes Centre, we taught them how to play sports, the value of playing games, how it is good for the health of mind and body. Slowly, they began to play and became interested in the game. They felt free while playing away from everyday tension for some time. That’s how the Mothers learnt how to play Frisbee. Currently we have 5 mothers who are very competent with the game. They play regularly and participate in Frisbee tournaments regularly”.

## Special Story - CLC Vikaspuri



Chand is 10 years old. He is a special kid who cannot speak and hear. However we observed that he showed interest in dance & games. So we thought we should help him. We connected to SpHear - Speech & Hearing Clinic. After completing all the processes, we have provided Hearing Aid to Chand on 12th Jan 2017. Now he can hear.

## Healthy Me - CLC Vikaspuri



As per our Big Idea-2017, in the month of May, we organized a competition between community mothers. In this competition, mothers made nutritious food for children using healthy ingredients without any fire. They were also given a presentation on Health and Hygiene which influenced them a lot. After these sessions there were many positive spin-offs. They have started to cook nutritious food using less oil, covering it from flies and washing the food before cooking.

## Change for Good - CLC Vikaspuri



Rahul, a 13 year old boy from Budella Gaon is studying in 6th standard. Today, he is an extrovert but there was a time when he was very irresponsible. He played with his friends at PVR complex the whole day. When he joined the centre, he was not able to read & write and was least interested in studies. But after joining the CLC his interest in studies has increased. He has started to enjoy the relaxed atmosphere at the centre and the way they reinforce school learning. Now he spends more time at centre and has become interested in the activities happening here and participates in all of them.



# LEARNING CENTER...

## Rehab Turnaround- CLC Saket



I am Gaurav. When I joined the Saket CLC, I was highly addicted to drugs. I got counselled but I was not keen to go to the rehabilitation centre. Instead, I preferred to be at the Saket Centre for 2-3 hours every day. My friends would often stop me to from going there but I told them that I felt nice being there. One day I had a major fight with my family so I also stopped going to the CLC for a few days. When I restarted going back to the centre, I used to spend almost 4-5 hours there and be a part of all the activities happening there. Slowly, I felt that I should leave my addiction to drugs forever and was determined to make it a reality. I decided to go to the rehabilitation centre. After coming back I began work. I began supplying tiffins in Mahipalpur and continue to do so till date.

## Child Leadership - CLC Vasant Vihar



Junaali started playing Frisbee at our centre. After a few months, all the children playing Frisbee were given a target to form a Frisbee team which could represent the centre. Junaali formed her team and helped each member learn to play the game. She built their capability so that they could participate in tournaments. This exemplary display of initiative and leadership built her confidence and she began participating in sports at school as well. Now Junaali has shifted with her family to Assam. She will be studying there and she wants to teach Frisbee to her friends there as well.

## Way Forward

After 10 years of proven commitment, we have an exciting line-up to further expand our outreach and have deeper inroads within the communities. Product innovations are being planned to reach out to more beneficiaries through the setting up of more sub-centres which the youth and mother champions will be leading as process owners. We aspire that within the next three years, Childscapes Learning Sub Centres will be driven by the community members and local schools will actively participate in mainstreaming the children at the sub centres.

# EXTENSION

## CHILDSCAPES REHABILITATION PROJECT Yamuna Pushta Area

Some of the worst cases of extreme neglect, ill-health and abandonment of children can be seen in the by-lanes of Yamuna Pushta area. These are the children of the migratory communities who come to Delhi from all over India in search of livelihood. They live in settlements near the railway bridge. One can see children living under bridges and flyovers, sleeping most of the day. Many children are runaways from various parts of Delhi and Northern India.

Involvement of children in thievery, snatching and petty crimes often accompanied with violence are common in this area. Once the children involved in these activities come under the scanner of the police, they simply board the train out of the city and shift to another city or return to their native places. Most children are reported to be involved in some or the other form of substance abuse. Underground video parlours are common in this area. These escapist experiences are used as baits to introduce children and youth into experimenting with substance abuse which turns habit forming for the child who then leads the rest of his or her life as a drug addict.







Recognizing our domain expertise and commitment to work with Street Children, this year, the National Commission for Protection of Child Rights (NCPCR) approached us to partner them for a challenging project at Yamuna Pushta along with the Department of Women and Child Development, Salaam Baalak Trust, Jamia Millia Islamia University and the All India Institute of Medical Sciences.

## VISION

To commission 2 Childscapes Centers in the Yamuna Pushta Area of Delhi with the aim of

- Rehabilitation of children involved in substance abuse.
- Providing accessible preventive care services to those vulnerable to substance abuse.

## OBJECTIVES

- To create a safety net by identifying hotspots and enabling access to rights-based care for the beneficiaries.
- To link the beneficiaries with child friendly therapeutic de-addiction services.
- To rehabilitate and reintegrate beneficiaries into social mainstream through education and skill development.
- To monitor and regularly follow-up the cases of weaned out children and adolescents in order to prevent relapse.
- To liaison and disseminate awareness among key stakeholders regarding the learnings and dimensions of this rehabilitation project.

### Project Duration

- 1 year

### Beneficiaries

- Street Children
- Children in Substance Abuse

### Baseline Research Findings

A survey of 125 children living on the streets in and around Old Delhi Railway station revealed the following:

54% of the children were addicted to at least one form of substance abuse with solution sniffing being the most common.

While the youngest was as young as 8 yrs old, majority of the children were 12 yrs old.

Apart from solution, ganja and charas were the next most common form of substance abuse.

84% of the children, who engaged in substance abuse, had their family in other parts of Delhi. They had run away from them and lived here alone or with peer group in the vicinity. Alcoholic fathers, mothers into beggary, violence at home or death of a dear parent were the main reasons which kept these young children away from home.



## Projected Outcomes

By the end of the pilot phase intervention, we plan to have 2 running Childscapes Centres in Yamuna Pushta Area wherein we would reach out to at least 1000 children from Yamuna Bazaar and Kashmiri Gate. We aim to send at-least 300 children for De- addiction and Rehabilitation, and restored around 400 children to their families and provided shelter care to around 200 children.

| Area          | Total reach | De-addiction Referral | Restoration | Shelter |
|---------------|-------------|-----------------------|-------------|---------|
| Yamuna Bazaar | 500         | 150                   | 200         | 100     |
| GPO           | 500         | 150                   | 200         | 100     |

## Implementation Process



## Way Forward

The pilot year offers tremendous scope of learnings for the programme and gives us an opportunity to consolidate our association with the partners and stakeholders driving this initiative.





PROJECT  
→ Eklavya →



# PROJECT EKLAVYA

While the Childscapes programme was originally designed to reach out to children-at-risk, in and around PVR Cinema Complexes, it became popular with many out-of-school children from nearby communities who enrolled themselves and eventually got mainstreamed to government schools or affordable private schools. Our decade long experience with Childscapes has given us an in-depth understanding into the circumstances due to which children remain out-of-school. One of the key findings was the low awareness of the Right to Education Act (RTE). Many times, even if the parent wanted to send the child to school, they were unaware of RTE Act and its provisions and were intimidated with the process which seemed cumbersome and complicated. They did not know 'when', 'what' and 'how' to apply and complete the formalities of school admissions.

Thus we identified another area to focus upon, and this eventually assumed the shape of full-fledged Project Eklavya. We were convinced that information dissemination of RTE was critical to parents within the community for its benefits to be realised to its full potential. We decided to work with community mothers as stakeholders since they could play a significant role to increase its outreach and impact. Moreover, we also wanted to scale up and apply our insights and learnings beyond PVR business centres in Delhi-NCR to other localities, cities and states, pan-India. Also, we wanted an increased engagement from the PVR employees to participate as project stakeholders and contribute towards this CSR mission.

Project Eklavya was conceived keeping all these factors in mind.

Enable the benefits of the RTE Act to reach its beneficiaries

Scale-up the learnings of Childscapes Programme

Engage community mothers as change-agents

Involve PVR employees as stakeholders

Provide education outreach through PVR Cinema complexes and business centres Pan-India

## Piloting the Project

In 2016-2017, in partnership with Indus Action, a pilot initiative was launched through the Childscapes Communities which has given an impetus to the Right to Education Programme of the Government of India.

### The RTE ACT

Section 12.1.C of the Right to Education Act provides 25% reservation in private schools for free education of children from economically and socially disadvantaged groups. Currently 1.6 million RTE seats out of total available 2.2 million seats annually India-wide are going vacant. States do not have the know-how to implement this policy in a transparent, efficient and cost effective manner.

Awareness amongst beneficiary communities about this legislative right is very low which is yet another roadblock in availing the benefit of this scheme.







## CLC Mothers as Shiksha Sahyogis

We decided to pilot the project in the five Childscapes Learning Centres in Delhi.

Firstly, Childscapes Centre Heads were trained about RTE and how to mobilize beneficiaries who have children below 7 years, to access this right. The Centre Heads went into the communities and mobilized community mothers and convinced them to be part of the initiative. 75 women, mostly homemakers were recruited as Shiksha Sahyogis. They were trained as Data Banks Facilitators for the programme. The existing data from the communities was merged with Government Data and a final list was provided to the Shiksha Sahyogis. They were coached to telephonically follow a script. All the beneficiaries would give a missed call indicating an interest to know further about RTE. The Shiksha Sahyogis would give information to them on various aspects of RTE and how to access the right. To ensure that the beneficiary family does not get left out, the telephonic follow ups were continued for a period of 3 months prior to the admission season. This culminated into an application drive wherein the Shiksha Sahyogis held application windows for people from the communities to apply at the application desk. They charged a fee for this service which became an income source for Shiksha Sahyogis as well.

The project serves a dual purpose of providing an economic incentive for the Shiksha Sahyogis as well as a Centre for information about RTE within the community. Once the admission results are out through the lottery system as in Delhi, the Shiksha Sahyogis get engaged in post-lottery calling and counseling on how to deal with Private Schools, maintaining a data base for Impact Assessment and directing the grievances to the DCPCR. Another of their role is to enroll the children for School Readiness Programme and parents for the Parent Intervention Programme.

## Achievement

The pilot initiative had encouraging results. This year over 165 applications were filled and 75 children got admission. From an information dissemination campaign, the initiative became a revenue generation activity for the women. Going forward, this model is ready for replication in other states of India.

## Vision

To enroll 'out of school' children below the age of 7 years to private schools enabling the access to avail the benefits of RTE Act in 6 States of India.

## Objective

To reach out with information to more than 9 lakh families and secure 70,000 admissions through multiple channels

PVR Team Engagement for Communication Mobilisation and Advocacy-

PVR Customers through PVR screens

Community based Civil Society Organisations

Government channels like Aanganwadis, ICDS Kitchen Delivery systems etc.

## Beneficiaries

Primary: Socially disadvantaged children below 7 years of age

Secondary: Mothers, Parents and their Communities

## PROJECT EKLAVYA MODEL

6 social entrepreneurs will carry out 100-day campaign to maximise the number of applications and admissions in their state using tried and tested campaign and advocacy models.

Outbound missed call helpline.

Continued telephonic support to each family through the process.

Community run application desks for ease of access.

Post-lottery grievance support .

Post-lottery counselling support to those not successful in the lottery.

School Readiness Support through women community leaders to children admitted.

# Project Eklavya

## SHIKSHA SAHYOGI

### PRE-ADMISSION



**Missed Call  
Helpline**



**Help Desk**



**Additional  
Information**



**Individual  
Support**



**Application  
Filling**

**Behavioural Nudging**

### POST-ADMISSION SUPPORT



**School  
Readiness**



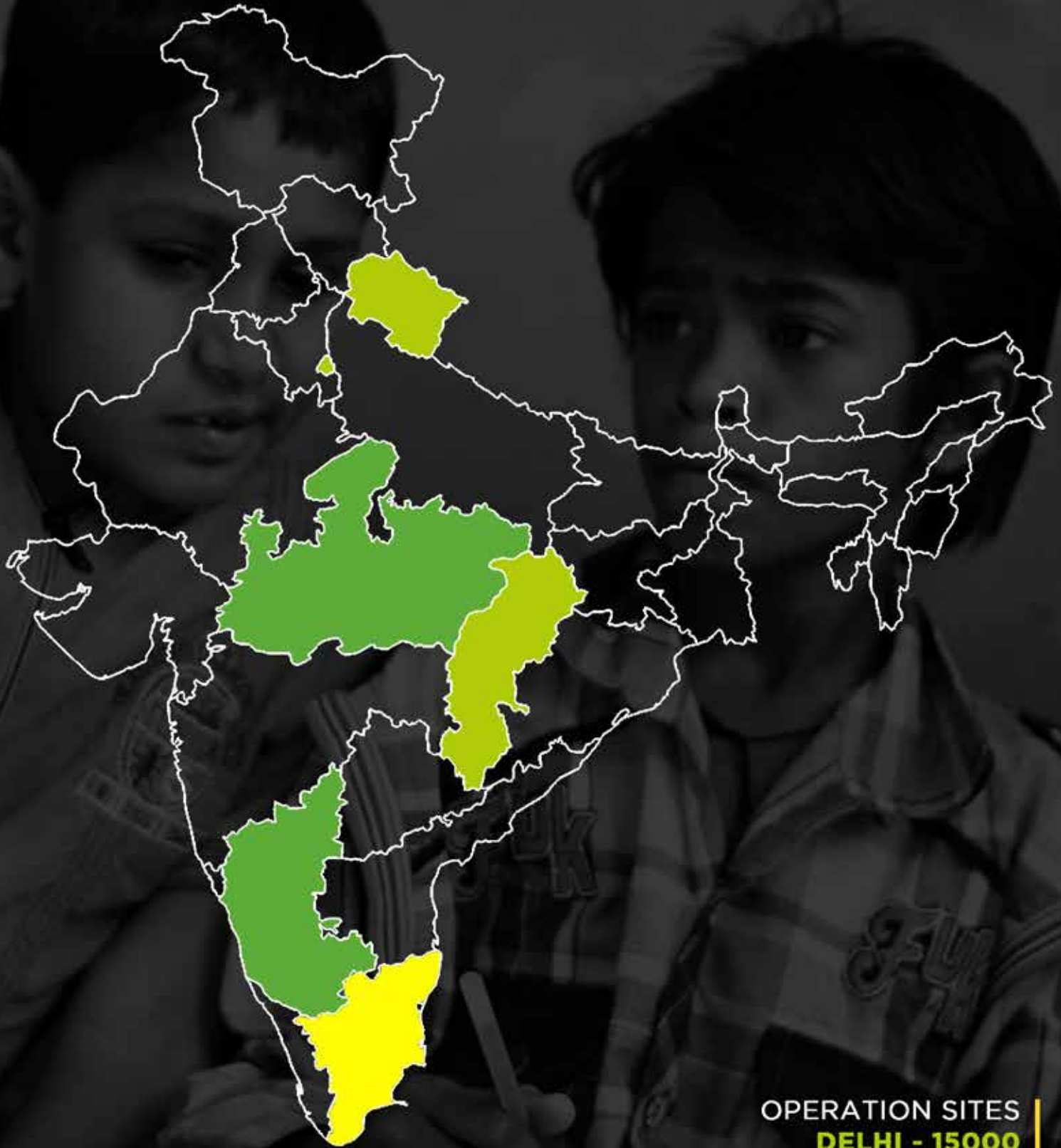
**Early Child Development  
Training For Parents**



**Students  
Inclusion  
Tracking**



# Outreach



## OPERATION SITES

|                       |                |
|-----------------------|----------------|
| <b>DELHI</b>          | <b>- 15000</b> |
| <b>UTTARAKHAND</b>    | <b>- 15000</b> |
| <b>CHATTISGARH</b>    | <b>- 15000</b> |
| <b>MADHYA PRADESH</b> | <b>- 10000</b> |
| <b>KARNATAKA</b>      | <b>- 10000</b> |
| <b>TAMIL NADU</b>     | <b>- 5000</b>  |



## Projected Outcomes

To work with six social entrepreneurs on the RTE Act to implement it within their area.

To provide temporary employment and skill building to over 150 women and youth.

To raise awareness among over 9 lakh families through a multi-model outreach mechanism.

To engage 10,000+ PVR employees to enable people access this right.

To utilise the goodwill and facilities of PVR Cinema Complexes to disseminate RTE related information.

To get 70,000 children enrolled in private schools of their choice.

To reach out to over 1 million PVR Cinema patrons to further spread information and messaging.



## Way Forward

As a 3rd year roll-out plan starting 2018-19, Project Eklavya is ready to scale-up through a four-pronged initiative involving different stakeholders, including the PVR Team, state governments, women and youth from underprivileged communities and most importantly, children from disadvantaged communities in select states of India.

**INDUS ACTION**

प्राइवेट स्कूल 3-6 वर्ष के बच्चों के लिए मुफ्त एडमिशन दे रहे हैं

RTE की धारा 12(1)(C) के अनुसार प्राइवेट स्कूल मुफ्त शिक्षा प्रदान कर रहे हैं

हमारी मदद से अज्ञान, जमीं भी और लड़कों के लिए अज्ञान हरे

यह अज्ञान क्लब EIKS, SCST, OBC, ST, और अन्य पिछड़े वर्गों के बच्चों के लिए है





# **SCHOLARSHIP FOR EXCELLENCE IN ACADEMICS (SEA)**





SEA is a higher education initiative to provide scholarships to meritorious students with lack of resources or infrastructure, from areas that are disadvantaged due to geographical or historical conflicts. The scholarship can make education attainable for those who need financial assistance and enable students to focus on school-work, learning and become contributing members of the society.

## CHILDREN SPONSORED



**Aman Karn**

B.Com  
18-19 Academic Year  
2nd Year & CA - Inter  
Both Groups



**Surender Lakhna**

Class 9  
Sahyadri School  
17-18 Academic Year



**Yusra Padder**

KFI, Bangalore  
17-19 Academic Year



**Kapil Mawai**

BGIS, Vrindavan  
17-18 Academic Year

**CHINGLEMBA  
TOKPOM**

New Era High School  
Panchgani  
18-19 Academic Year



**SHEEBA ALLIE**

Sahyadri School  
18-19 Academic Year



**LAIJADEVI BALESH-  
WAR NAOREM**

New Era High School  
Panchgani  
18-19 Academic Year



**JITBIR JITENDRA  
LONGJAM**

New Era High  
School Panchgani  
18-19 Academic  
Year

**TABITHA NEM-  
NUHOI BAITE**

New Era High  
School Panchgani  
18-19 Academic  
Year



**LHAINENING VAIPHEI**

New Era High School  
Panchgani  
18-19 Academic Year



**ARBEENA JAN**

KFI, Bangalore  
17-19 Academic  
Year



**MUQADAS WANI**

Sahyadri School  
18-19 Academic  
Year





**cineart**  
Convergence of cinema  
and art for social change





Working with children and helping them find their identity meant that we equip them with the best of communication tools to express their thoughts and ideas. With PVR Cinemas being an industry leader in film exhibition, we wanted our child beneficiaries to use the art of film making to educate and entertain their audiences. CineArt came into being as it used Cinema and Art for social convergence. It is India's largest film based education program for children and youth to harness the power of cinematic storytelling. It aims at producing films which are made by children and youth which share their perspectives, touch our hearts and tickle our mind.

Through this unique, one of its kind platform, we are putting the spotlight on children who are leading the project as influencers and catalysts for change. With them, we are raising new questions, exploring new possibilities and looking at timeworn issues from newer angles. It also helps them develop their creativity, imagination and problem solving skills to raise awareness on road safety, gender, heritage, environment, health and hygiene. The programme is generating breakthroughs beyond expectations with significant learnings for all of us to understand the world of children as stakeholders, educationists, policymakers and members of the civil society.

### **Mission:**

To help participants discover their potential as filmmakers and storytellers and provide an exhibition platform for their work.

**Beneficiaries:** Children and Youth

### **Programme Highlights**

CineArt equips participants with cinematic tools through filmmaking workshops. They explore the grammatical rules, stylistic techniques, and narrative elements of filmmaking and express their ideas through films. These films showcase their natural responses and have the power to touch us and inspire change. The program also prepares participants to take the center-stage as influencers, communicators and proactive citizens.

Educating children about the focal issues to build their contextual understanding regarding it.

Nurturing their creative expression and communication skills.

Developing the natural responses of children as storytellers.

Equipping them with skills of film making.

Mentoring them with accomplished filmmakers as guides.

Providing them with a platform of creative expression and exhibition of their films.





## Empowerment

Using multiple mediums of expression like posters, street plays, theatre, photo exhibition, muppetry, puppetry, radio and films, students get an opportunity to share their voice to reach out to the public and raise awareness about issues and showcase their perspectives. A significant highlight of CineArt is the production of student films which are an outcome of the film workshop conducted by eminent industry professionals. These films are also exhibited in select PVR Cinema Halls in a cinema circuit comprising 711 screens at 153 properties in 60 cities across India and reach out to over 76 million PVR Patrons annually.

## CineArt Projects

Steer to Safety – Road Safety Education and Awareness

She's Ambassador – Health and Hygiene Education and Awareness

Eco Grant – Environment Education and Awareness

## CineArt Model

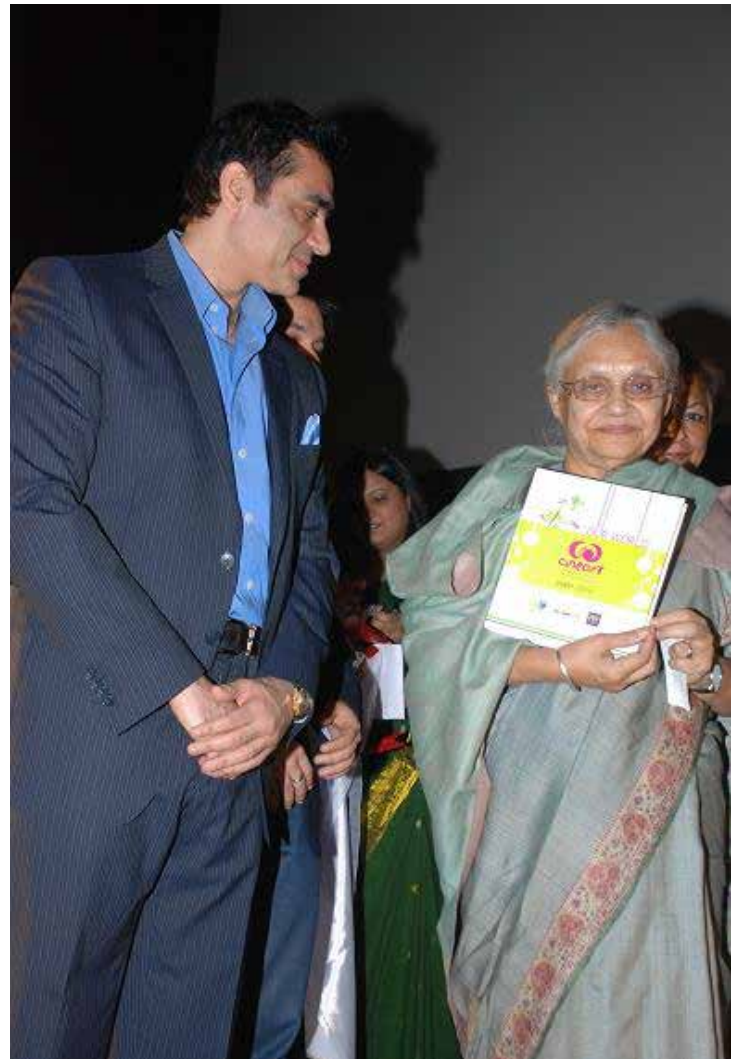
Over the years, CineArt has acquired multiple dimensions but the core of programme remains its 3E's: Education, Enablement and Empowerment.

### Education

Based on the theme, we design an age-appropriate curriculum which is transacted through 'knowledge sessions' for primary, middle and secondary school students. Using a blended learning approach, the learning design uses creative exploration and experiential learning methods and the participant learns as s(he) engages with the activities or learning experience.

### Enablement

As part of the programme, domain experts, industry professionals and facilitators from various disciplines are invited to curate sessions and engage with the learners and help them hone their skills in various aspects of storytelling and filmmaking. Action projects driven by students are designed and executed wherein the participants get a platform to find their identity as citizens and express themselves by presenting their work to influencers, decision makers, authorities and civil society.



# CineArt



KNOWLEDGE SESSIONS  
CREATIVE SUBMISSIONS

FILMMAKING  
ACTION PROJECTS

EXPRESSION  
EXHIBITION

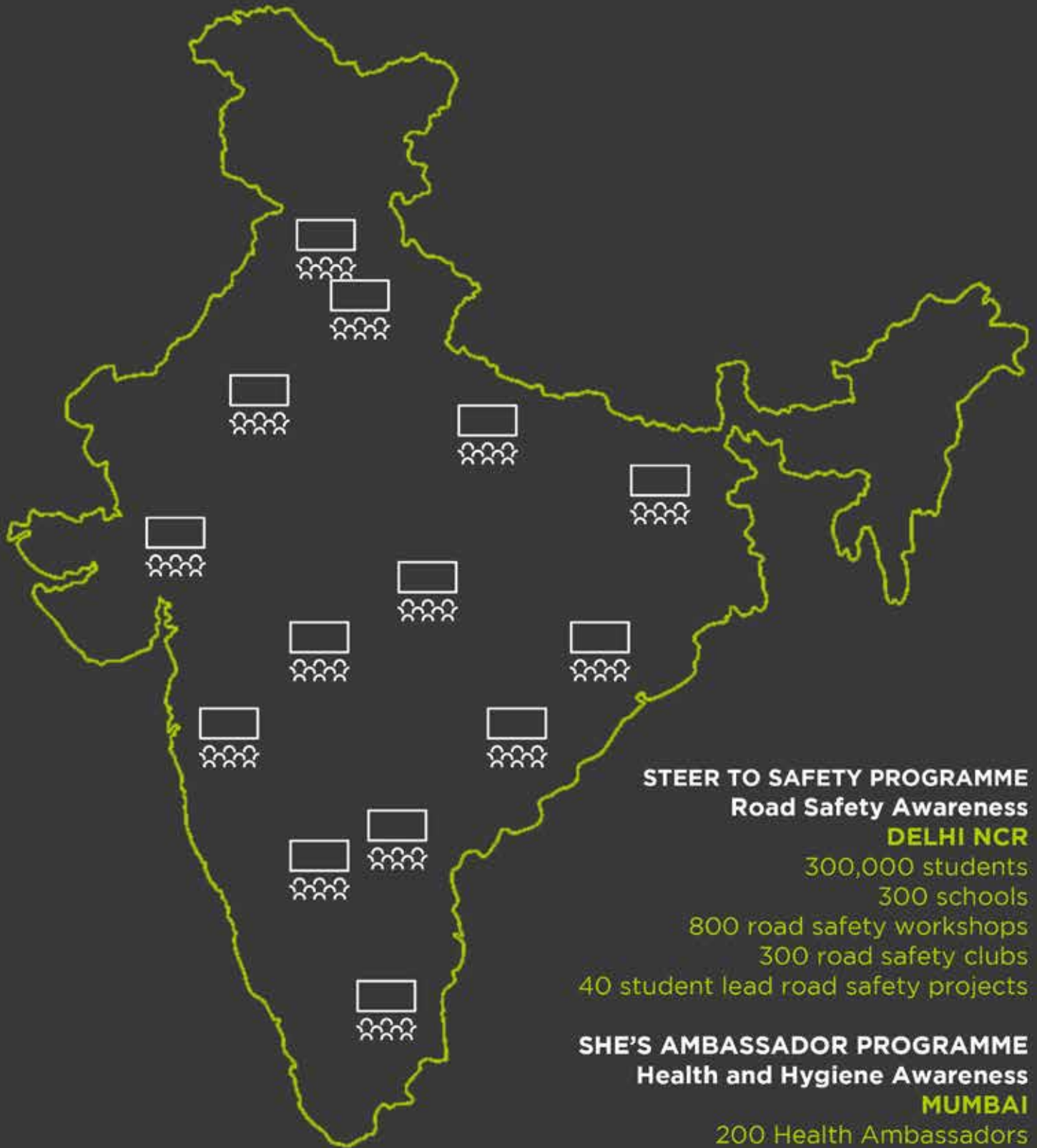
**D U C A T E**

**N A B L E**

**M P O W E R**



# Outreach



## STEER TO SAFETY PROGRAMME

Road Safety Awareness

**DELHI NCR**

300,000 students

300 schools

800 road safety workshops

300 road safety clubs

40 student lead road safety projects

## SHE'S AMBASSADOR PROGRAMME

Health and Hygiene Awareness

**MUMBAI**

200 Health Ambassadors

50 Schools

## ECO GRANT PROJECT

Environment Awareness

**DELHI NCR, JAIPUR, DEHRADUN, LUCKNOW, UDAIPUR**

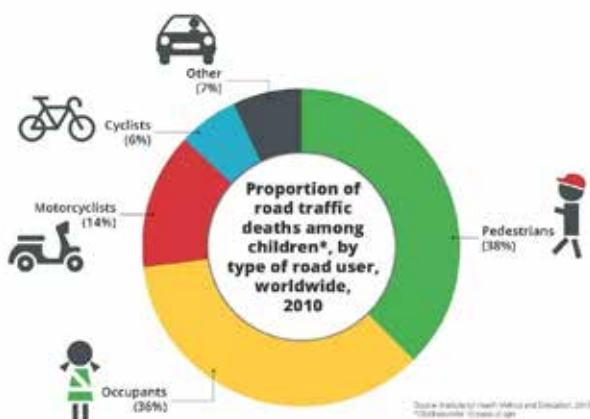
10 INCUBATIONS OF YOUTH IDEAS



# STEER TO SAFETY

## Largest Road Safety Education Programme in India

According to the World Health Organization, in the year 2010, road traffic injuries caused an estimated 1.24 million deaths worldwide. India ranks highest amongst countries with regards to road mishaps globally.



Amongst all the road users, children are the most vulnerable.

Data from the Government of India reveals that 5,700 children between the age group of 0-14 and 26,000 youth between 15 and 24 lost their lives in road accidents. Amongst those killed were 38,000 2-wheeler riders. Drunken driving is one of the major causes of road crashes. Though the government data only records 7,800 deaths in road crashes on account of drunken driving, the actual number of casualties could be much higher.

It has been recognized that if children are at such high risk, then it must be them who should be equipped with the knowledge and practices to stay safe on roads.

## Mission

Steer to Safety programme seeks to nurture a positive road culture through a social campaign that rides on an experiential learning and film based education model to sensitise school children and trigger mainstream conversations around road safety. This initiative is a part of the UN's GLOBAL DECADE ON ROAD SAFETY 2010-2020 activities for which India has committed itself along with the many other countries across the world.

## Objectives

To nurture students as influencers to promote 'responsible road behaviour' for themselves and others.

To use creative expressions like puppets/muppets, filmmaking and other forms of creative arts for content delivery and student engagement.

Generate a creative pool of social messaging around 'Responsible Road Behaviours'.

To support Road Safety Champions, Schools and student led road safety projects to make commuting to schools safer.



## Steer to Safety 1.0

### Theme: Road Safety begins with me!

Steer to Safety 1.0 became one of the country's pioneering attempts in creating awareness through discussions, art, puppetry, dance, theatre, filmmaking and other creative pursuits unlike uninspiring textbooks and monotonous lectures. With exciting milestone events like Horn Please (NOT)OK, Camera Se Masti, Clay Odyssey, Kaagaz ki Kashti, Filming the Streets, Yellow Robots, Toddler Parliament, On the Mark, Get Set GO, Saare Zameen Par, CineArt Film making Workshops, the programme unleashed the creative potential of children in generating messaging 'by' children and 'for' children. This was backed by knowledge sessions and a robust social media outreach to accelerate the outcomes of the campaign. Numerous partners co-sponsored and kick-started this initiative. The Embassy of France, Michelin India, Renault India, Tata Jaguar, Total Oil India and the Bajaj Group made notable contributions to this campaign.



## Steer to Safety 2.0

Theme : 10 Golden Rules of Safety

Steer to Safety 2.0 marked the emergence of co-creation and value partnerships for program delivery and sustainability. Michelin India and PVR Nest collaborated to develop a strategy by employing creative methodologies delivered by experts thus building capacities of both, the individual and the institutions participating in the endeavour. A multilayered partnership emerged with nearly 30 program partners involved with social activations particularly in the field of road safety and behaviour change. A campaign film, content carriers, road safety ambassadors, road safety clubs and master classes were some of the significant value additions to the existing format. This helped sharpen the focus and gave direction to the erstwhile road safety film club to get converted into road safety clubs for encouraging road safety initiatives at schools. Simultaneously, a strengthened outreach program enrolled numerous stakeholders and partnerships including message dissemination through radio, muppets and street plays. For the first time, behaviour assessment was conducted for the participating students.

## CineART Steer to Safety 3.0

Theme: Responsible Road Behaviour

**Steer to Safety 3.0** 3.0 is an outcome of collective expertise of thought leaders having diverse domain strengths with a strategic outcome on how school children can become influencers to encourage 'responsible road use behaviour' for self, others and the society. PVR Nest & Michelin India further consolidated their partnership and aligned their common agendas towards mindset change. Building upon the strengths of the earlier initiatives, the current program is broader in scope and is designed to reach out to all stakeholders which include teachers, parents and school bus drivers. With renewed focus on awareness and education, the program uses original tools, methods and experts to engage with the students. An innovation initiative is the Champions for Change project which uses project based learning methods for students to apply their road safety education to their real lives and make a difference to the road safety scenario around their schools.







## ROAD SAFETY EDUCATION - LEARNING DESIGN

CHILDREN become STEER TO SAFETY AMBASSADORS



MULTIPLE MEDIUMS of CREATIVE ENGAGEMENTS



WHOLE SCHOOL IMPACT through PEER LEARNING



SOCIAL OUTREACH



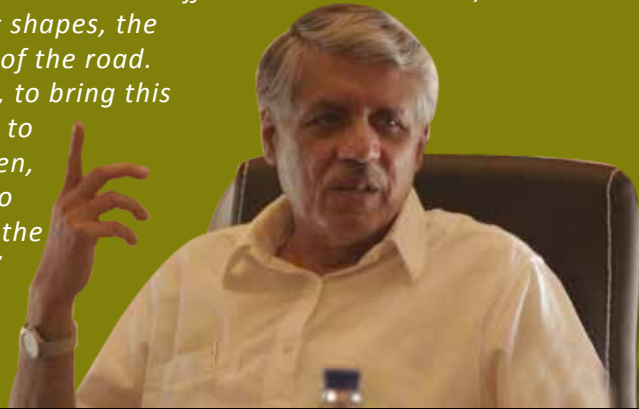
# STAKEHOLDERS SPEAK...

*"India has the dubious distinction of having the highest fatalities on road. We lost 1.4 Lakh people last year. It is almost equivalent to losing a jumbo jet every day. So there is a very urgent need to engage citizens in responsible road behaviour."*



Anil Shukla, Delhi Police

*"Teachers have to be aware of the hazards first, they have to be aware of the legislation, they have to be aware of what these traffic control devices are, the geometric shapes, the language of the road. Therefore, to bring this education to the children, we have to first train the teachers."*



Dr. Rohit Baluja, President-Institute of Road Traffic Education

*"It is heartening to see the efforts of PVR Nest & Michelin India in making Delhi-NCR roads safer and it gives me immense pleasure to see participation from a large number of schools. I would like to take this opportunity to inform and assure you that road safety is a top priority of the government, which is in line with our vision of providing safer cities and efficient transport facilities to the public. My congratulations to the young champions of road safety. I look forward to keep hearing more inspiring success stories about your efforts towards this great cause."*



Shri Abhay Damle, Joint Secretary, Ministry of Road Transport, Highways & Shipping-Government of India.

*"I am delighted to support this outstanding initiative which has inspired children across India. Over the past three years, half a million children in 500 schools have committed to setting up road safety clubs. Films recorded by students have been viewed by almost 80 million people. To reach such a wide audience and generate so much interest in road safety is a fantastic achievement, and I congratulate everyone involved in the campaign. Above all, there is an important message to follow the rules of the road, and respect other road users."*



Mr. Jean Todt, President of the Federation Internationale de l'Automobile



Nagesh Kukurnoor, Filmmaker

*"What's great about the PVR Nest initiative is that it has employed practical methods to spread social awareness. Social awareness campaigns often trigger yawns. But CineArt Format had 10 children make films on something so critical – Road Safety. They are amazing films which capture the expression of children as filmmakers and touch your mind and heart."*

## Achievements

Over the years the program has acquired multiple dimensions - from awareness to communication to education, leading to deeper inroads to influence the minds of school children so that they practice safe road behaviour and become responsible road users. From a student road safety film making campaign, the program has grown laterally with a robust ground activation that includes whole school outreach mechanism which encompasses 300,000 students, 300 schools, 800 road safety workshops, 300 Road Safety Clubs to spread the messaging through social media and special events. 40 student led road safety projects were activated and awarded in Road Safety Champion Schools.

## Way Forward

After working with children in Delhi-NCR, we would like to extend our outreach and are in the process of designing a multi-city campaign targeting the youth. On 16th November 2017, we began brainstorming with college leaders in Delhi NCR. We plan to position the youth as a critical partner, role model, influencer and catalyst for bringing about change in behaviour and practice on India's roads.







**SHE'S  
AMBASSADOR  
PROGRAM**

# SHE'S AMBASSADOR

## First ever Adolescent health development and leadership programme in Mumbai

On 11th April 2017, CineArt focussed on adolescent girls' health and well-being issues and the programme was launched at PVR Cinemas, Juhu. Conceived by PVR Nest, the initiative is supported by Mumbai Obstetrics & Gynaecological Society (MOGS).

### Context

According to WHO's global data on "Adolescents: health risks and solutions": an estimated 1.3 million adolescents die each year from preventable or treatable causes such as road injuries, HIV, suicide, pneumonia, interpersonal violence, early pregnancy and child birth. Many adolescents take excessive risks that lead to significant illnesses, diseases and even death. Around 1 in 3 girls aged between 15 to 19 years have experienced violence from their communities and about the same age, many girls in low- and middle-income countries marry before they even turn 18. In addition, about 16 million girls aged between 15 to 19 years go through early pregnancies and child birth complications.

Adolescence, being the tender age, constantly confronts new situations and threats to health. Illnesses can hinder the ability of a child to grow and develop to her full potential. Therefore, promoting healthy practices during adolescence and taking steps to protect young people from health risks become critical for the prevention of health problems in adulthood. Health planners, healthcare providers, education and social sector in India are constantly devising, testing and making wider use of effective new approaches focused on youth and children and train the society to adapt to new local health realities.

### Objectives

To empower young people to make informed and sustainable decisions favourable to healthy lifestyles and social development.

To educate the target groups on health planning, influence social and economic integration of adolescents, provide youth counseling services and promote health policies and best hygiene practices.

To address the hidden concerns of adolescents, make health education and safe learning accessible to young girls. To help girls develop the confidence in becoming leaders through meeting influencers who have demonstrated strong leadership in their respective fields.

### Programme Highlights:

Exploring collective participation to enable the adolescent girls improve the dismal condition of their existing health parameters.

Developing leadership skills among adolescent girls, from varied socio-economic backgrounds, to improve health & well-being among themselves and their communities.

Curating a multi-phased initiative for schools in association with celebrity influencers from different sectors. The influencers shared their real-life stories to inspire leadership & change among adolescent girls. This exchange of learning and development through creative processes like the knowledge sessions and film making sessions enhanced leadership skills and created young health champions known as 'Health Ambassadors' prepared to lead their communities towards a healthy way of life.

Provided a platform for collaboration between influencers from the film industry, business and social sectors to engage with children on the health of adolescent India.







## Themes

The age-appropriate innovative training program includes knowledge sessions, new age counseling sessions with multi-sectored influencers, film-making workshops and project-based learning on thematic zones of this initiative.

1. Nutrition and fitness
2. Menstrual health and hygiene
3. Communicable and non-communicable diseases
4. Sanitation and cleanliness
5. Mental health and well-being

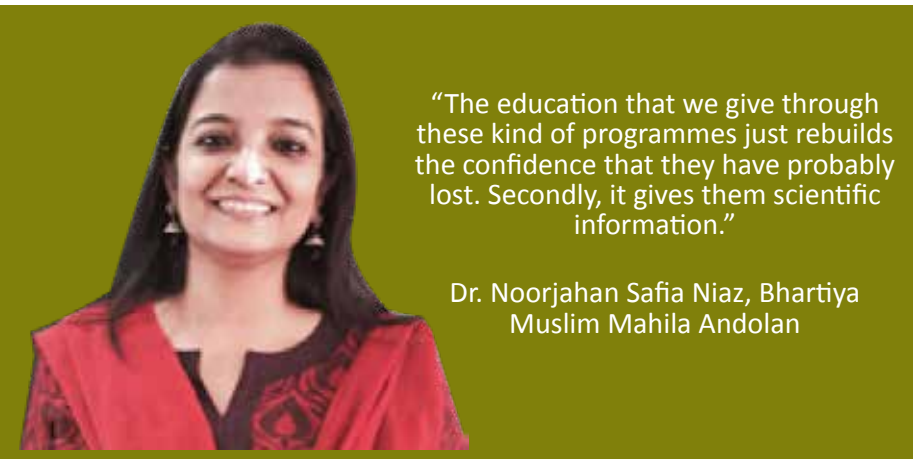
## Achievement

The program reached out to adolescent girls from 50 Bombay Municipal Corporation Schools through the formation of Health Clubs, identifying Health Champions and a media campaign. The participants created films on the campaign's thematic zones, which were screened across PVR Cinemas in Maharashtra.



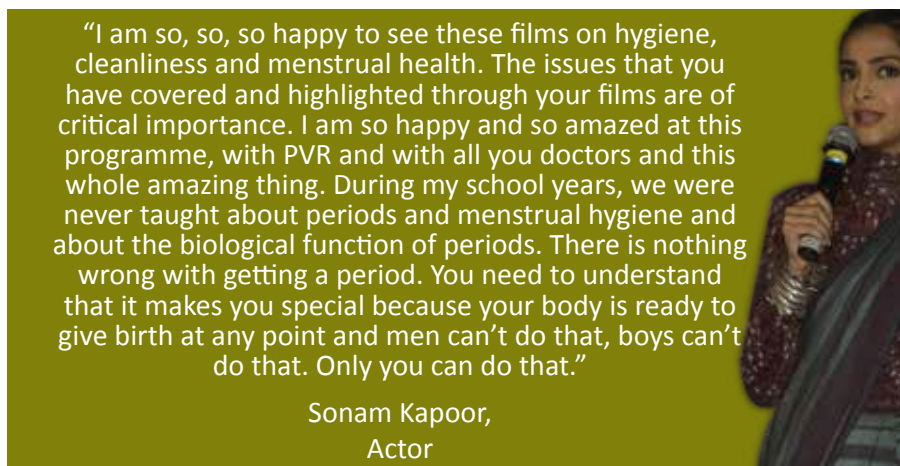


# STAKEHOLDERS



“The education that we give through these kind of programmes just rebuilds the confidence that they have probably lost. Secondly, it gives them scientific information.”

Dr. Noorjahan Safia Niaz, Bhartiya Muslim Mahila Andolan



“I am so, so, so happy to see these films on hygiene, cleanliness and menstrual health. The issues that you have covered and highlighted through your films are of critical importance. I am so happy and so amazed at this programme, with PVR and with all you doctors and this whole amazing thing. During my school years, we were never taught about periods and menstrual hygiene and about the biological function of periods. There is nothing wrong with getting a period. You need to understand that it makes you special because your body is ready to give birth at any point and men can't do that, boys can't do that. Only you can do that.”

Sonam Kapoor,  
Actor



# SPEAK...

“At schools when we take this project, we ensure that we cover right from the basics.”

Naaznin Husein,  
President,  
Indian Diabetic Association  
(Mumbai Chapter)



“We were able to educate them in two different manners – One, knowledge sessions where the entire team of the school and outreach partner conducted various sessions by doing skits, theatre and poster presentations and interactive workshops.”

Ruby Sound, Secretary, Indian Diabetic Association (Mumbai Chapter)

“I think the best way to communicate is through films and I think that the kind of message that goes across to the masses through movies is amazing. I think we should utilize it for a lot of issues in our country. I just want to tell PVR, don't stop here! Please carry this on and we all are with you for anything you need.”

Priya Dutt,  
Trustee, Nargis Dutt Foundation, Former MP

“In addition to our ongoing school activities, we feel programmes like these (CineArts) will enable better development of our students. They will become fearless and feel empowered in real life situations.”

Ashok Kumar Yadav, Principal,  
Sanyas Ashram School,  
Mumbai



“My child has learned a lot in this workshop. These children will only train other children and spread knowledge among their peers.”

Rajinder Kaur,  
Teacher



“We educated the girls regarding their health and hygiene, nutrition and even skill development. Today we have created so many ambassadors and they are going to be a wave of change in the community. The other point we really touched was mental health. As doctors we have seen that among girls and even other children, there are lots of mental issues. They feel inferior and are traumatized by certain situations that we adults find normal. We should take care of mental health also.”

Dr. Nandita Palshetkar,  
Mumbai Obstetrics and Gynaecological Society (MOGS)



“I had never worn shirt-pant earlier. I only used to wear sarees. Now, I like wearing my uniform as a security person. My husband's income was not enough to run the household. I have now got a job and am able to supplement my family's income.”

Anita (Youth),  
Childscapes



# ECO GRANTS

INCUBATING YOUTH IDEAS





# ECO GRANTS

## Incubating Youth Ideas

### Context

As per current projections, by 2050, around 50 percent of India's population is expected to be living in urban areas. Consequently, the volume of waste generated will grow by 5 per cent each year. More than three-fourths of the municipal budgets are spent on collection and transportation, leaving very little for processing, recovery, and disposal. This is primarily due to the lack of awareness among people.

According to India's State of Environment Report 2016, nearly 30 per cent of land in India is degraded. Hearteningly, environmental crimes declined 12 per cent between 2014 and 2015, though there is still a long way to go. The states of Rajasthan and Uttar Pradesh accounted for three quarters of the 5,156 cases of environmental crime recorded in 2014 and 2015. Environmental crimes are registered for offences under the Indian Forest Act, 1927, Wildlife Protection Act, 1972, Environment (Protection), 1986, Air (Prevention and Control of Pollution) Act, 1981, and Water (Prevention and Control of Pollution) Act, 1974.

Set in this context, the "The Eco Grants – A Young Leaders' Collective for Environmental Sustainability" seeks to create a corpus for initiatives which will lead to an environmentally sustainable future and create scalable models, which can be further replicated pan-India.

The Eco Grants Programme aims to create awareness and dialogue on the Sustainable Development Goals (SDGs). It seeks to embed sustainable development skills in young people to make sustainability a part of the fabric of their everyday life while developing practical and relevant solutions to the pre-identified developmental challenges. Conceived by PVR Nest, the programme goals will be achieved with the strength, synergy and commitment of its partners, Plan India and Centre for Youth. The purpose of Eco Grants is to address the burgeoning environmental challenges in the five intervention cities of Delhi NCR, Dehradun, Jaipur, Lucknow and Udaipur by providing innovative solutions and involving youth in the development of such solutions. The programme's objective is to foster environmental sustainability by promoting citizen action, creating awareness through partnerships and developing scalable solutions for environmentally resilient communities.

## Types of Projects Invited

The Eco Grants invites projects under the following sections:

1. Innovation in sustainability – Process/ Product/ Technology Innovation/ IT/ App-based
2. Social and Behaviour Change Communication to achieve sustainability of intervention
3. Capacity Building Initiatives to create an empowered target segment
4. On-ground implementation

## Target Audience

Through the Eco Grants Programme, we will collaborate with young people in the age group of 18-29 years from Delhi-NCR, Dehradun, Jaipur, Lucknow and Udaipur, who have a long-term sustained vision for solving issues. They will be chosen from the formal and informal sector and other organisations, including

1. Universities and colleges (School of Planning and Architecture, Science and Technology institutes, Institutes of environmental studies, Urban planning institutes, WASH and Waste management institutions such as from environment and solid waste management departments, MSW departments, TISS, IITM, Polytechnics, Communication institutes)
2. Research and Incubation centres in educational institutions
3. Youth resource centres
4. Youth network organisations
5. Dynamic social change foundations that create a pipeline of nation builders: Gandhi Fellowship Programme, Ashoka Fellows and Youth Network Groups
6. Civil Society Organisations (CSOs)

## Scale

The programme comprises a fund of Rs 50 lakh. Up to Rs 5 lakh will be given to each of the 10 solutions, as per the project requirements.



## THEMES

- Accessible green spaces
- Air pollution
- Sanitation and hygiene
- Water security
- Waste management

## WHAT WE WILL ACHIEVE THROUGH THE ECO GRANTS

Create the first-ever comprehensive programme on innovation in environmental issues that will include the 'voices of young people', which are mostly unheard.

Inculcate analytical and critical thinking among these young minds and promote learning about these issues.

Develop at least 10 change solutions to pressing environmental problems by providing experiential training, project development and management skills.

Create close to 200 young change-makers.

Reach out to nearly 4000 youth in the capital city.

Create a sustainable and measurable change in environmental attitude and behaviours.

Develop original products like 'Guide-books' and 10 short films as educative tools.





# INFRASTRUCTURE



We believe that “philanthropy support organisations are the scaffolding on which civil society is built”. The improvement of the quality of life of all of city folks depends upon public amenities and infrastructure provided for us. Many organisations, the government, private, individuals and NGO’s are working towards this goal. We have been contributing through supporting infrastructure development of a project or an idea that connects us with social causes which resonates with our vision and mission.

In the past, through the VoluntEARS programme we partnered with Disney for the upgradation of Aurobindo Park, New Delhi. The aim of this program was to redevelop the park which is a public space and contribute towards its landscaping, plantation and greening and the development of the play areas through a phase-wise implementation plan in association with relevant government authorities, resident welfare associations, experts and other resources.

Building upon the success of such initiatives, this year we have partnered the following programmes through the Public Private Partnership model.





# GREEN INITIATIVES

Most spaces under the flyovers have been either encroached by vehicles or night shelters and have become the hub for anti-social activities.

Green Scene Project seeks to identify ways to adapt & adopt environmental friendly solutions around PVR Cinema Complex-es. Under this project, we have partnered with the South Delhi Municipal Corporation (Horticulture) to improve the condition of under-flyover areas and convert them into parks.

We have begun with the maintenance and upkeep of Africa Avenue under-flyover (Outer Ring Road). This project is being implemented under the leadership of Hon'ble Lieutenant Governor of Delhi, supporting the national level Swachh Bharat Abhiyan. The length of the developed park is 190 m and it is situated at a distance of approx. 3 km from PVR Sangam and PVR Priya Cinemas.







## PINK TOILETS

Providing and promoting toilets for women and girls is a key agenda of the Swachh Bharat Abhiyan to achieve India's goal of health and sanitation.

PVR Nest partnered with the National Commission for Protection of Child Rights (NCPCR), Delhi Commission for Protection of Child Rights (DCPCR) and South Delhi Municipal Corporation (SDMC) to launch 'Pink toilets' in the national capital to create smart toilet infrastructure for women and children. Pink toilets ensure safe menstrual hygiene as they are equipped with a sanitary napkin vending machine and an incinerator facility. These compounds also have an exclusive breastfeeding area.

The partnership involves building and maintaining three 'Pink toilets' compounds around PVR complexes at Vikaspuri, Anupam Complex and Vasant Vihar. The inauguration of the first toilet compound took place on 24th April, 2018 at PVR Anupam Cinema complex, New Delhi.

NCPCR is the concept partner as they are providing their collaborative assistance to endorse and support the initiative. DCPCR and DWCD are the knowledge partners which are responsible to reach to disadvantaged surroundings and

communities through Anganwaadis. SDMC is responsible for infrastructural construction/fabrication and re-construction (in case of existing ones) of the toilets and managing the utilities required such as sanitary napkin vending machine, incinerators, tissue papers, hand-wash facilities and the feedback mechanism. PVR Nest will be maintaining these critical public spaces for an entire year with their own manpower and house-keeping facilities.







## ART FROM THE HEART

Children staying at juvenile homes need quality institutional care, knowledge and understanding of the world, new skill-sets, building interdependency and trust leading to behavioural change.

Art from the Heart Project is designed with the aim of using spaces interactively through art by and for children to creatively express themselves and therefore enhance their living space and develop a sense of ownership towards it. An attractive blend of hidden learning elements (numbers, alphabets, words) are embedded in the painting so that each group of children who comes to stay, finds it intriguing and discovers its own way of interacting and relating with the paintings.

In partnership with NCPCR as the knowledge and coordinating partner, PVR Nest undertook the responsibility of the makeover of the Juvenile home through art therapy techniques involving children to beautify their home.







## DIGITALES

In order to support affordable schools with education technology with the purpose of improving the learning outcomes, we formed Digitaless in partnership with Next Education. Digitaless is a multilingual digital learning tool which has age appropriate modules for children and also helps train the teachers. The aim is to bridge the digital divide and provide access to learning and understanding of digital technology regardless of socio-economic status and enable the attainment of the common core content standard, benchmarks and 21st century skills.

At the launch of the project on May 10, 2018, we set up a computer lab consisting of 15 computers along with a wall mounted smart board at one of our community schools – Little Ones Public School (LOPS), Saket. LOPS is a recognized school up to Class VIII predominantly catering to children from economically weaker sections. Through this, we aim to impact 250 students and 12 teachers, empowering them and also enhancing their literacy skills via technology. Going forward we plan to scale up the concept to many affordable private and public Schools all over India with the intent to raise the bar of quality of education being imparted in the classrooms.

The Letter of requisition we received from Little Ones Public School...

To Team, PVR Nest,  
Greetings of the day!

Little Ones Public School is a MCD recognized school near Saket in Saldulajab village up to 8<sup>th</sup> standard. Here near about 250 students and 12 teachers and 4 support staff are not only getting education but the school is following the objectives made by late R.Prasad (founder) upliftment of children, character building, and moral values. It is 34 years old school. Near about 60 percent students are from weaker sections.

In this journey of ours we are very thankful to PVR Nest for always giving opportunities to our children to take part in their different activities, which gave our Little ones tremendous confidence and exposure.

We want to thank PVR Nest for choosing our school for your digital literacy project. Though we had planned for digital education but due to lack of funds we are not able to accomplish it. For bright future of our students we require this digital literacy programme as without digital knowledge education nowadays is incomplete.

For achieving this, we request PVR to provide us with the resources for the complete set up of computer lab that includes furniture, electric wiring and 14 computers.

Shampa,  
Little Ones Public School



# SPECIAL PROJECTS



Our CSR support extends to reach out to many of our partners who align with our mission through donations



Gender Based Violence Manual to Sisters for Change Community Libraries for Katha and Read India



Cataract surgeries for children prone to blindness to Savitri and Akhand Jyoti Eye Hospital



# WE CARE

## — AN EMPLOYEE ENGAGEMENT INITIATIVE



Recognising the link between CSR activities, organizational pride and employee engagement, we ensure that our CSR activities do not occur in a vacuum. Increasingly, all our programmes are incorporating the best, most symbiotic CSR relationships that are created by harnessing employee potential, channeling it and making a valuable contribution to society.

Uptil 2017, the employee voluntary programme was unstructured and was limited to special drives and events only. This year with the conception of Project Eklavya, we have taken employee engagement to a new level. Over 10,000+ PVR employees will be engaged to enable people to access the Right to Education (RTE).

- Educate Employees on CSR Activities and how to engage with them.
- Orient CSR Achievements with trustees and HODs.
- Organise school visits to share knowledge and skills with school children.
- Celebrate special days – Women’s Day, Earth Day, Environment Day etc.

- Appeal for Donations for support during natural calamities for relief and rehabilitation work of disaster struck Uttarakhand, Nepal, Chennai and Kerala.
- Support Childcares Centers during Deepawali and Annual day.
- Conducting donation drives for books or winter clothes
- Special screening for persons with disabilities.
- Champions of CSR (some of the employees are very supportive and actively engage and participate).
- Complimentary film screenings for children of government schools, affordable private schools and NGOs.

# HOW ARE WE AUDIT

**Narender Singh & Co**  
Chartered Accountants



306, Near Shakti Nagar Under Bridge, Nidhi Plaza I,  
Delhi DELHI 110052  
Ph. 9810329312, 11-23640473

## FORM NO. 10B

[See Rule 17B]

### Audit Report under section 12A (b) of the Income-tax Act, 1961 in the case of charitable or religious trusts or institutions

We have examined the balance sheet of PVR NEST AABTP3409K [name and PAN of the trust or institution] as at 31/03/2017 and the Profit and loss account for the year ended on that date which are in agreement with the books of account maintained by the said trust or institution

We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the above-named trust visited by us so far as appears from our examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by us subject to the comments given below:

In our opinion and to the best of our information, and according to information given to us the said accounts give a true and fair view: -

- i. in the case of the balance sheet of the state of affairs of the above-named trust as at 31/03/2017
- ii. in the case of the profit and loss account, of the profit or loss of its accounting year ending on 31/03/2017

The prescribed particulars are annexed hereto.

For Narender Singh & Co  
Chartered Accountants

(CA. Narender Singh)  
Partner

Membership No: 089004  
Registration No: 030207N

Place :Delhi  
Date : 31/10/2017



# INVESTING REPORT

**PVR Nest**  
61, Basant Lok, Vasant Vihar, New Delhi - 110057  
Balance Sheet as at 31st March, 2017

| LIABILITIES  |            | March 31,<br>2017 | March 31,<br>2016 | ASSETS                                   |           | March 31, 2017 | March 31,<br>2016 |
|--|------------|-------------------|-------------------|--|-----------|----------------|-------------------|
| <b>Corpus Fund</b>                                     |            |                   |                   | <b>Current Assets</b>                    |           |                |                   |
| Opening Balance  | 18,61,767  |                   |                   | Bank Balances                            | 75,42,204 |                |                   |
| Addition during the year                               | -          | 18,61,767         | 18,61,767         | Loans & Advances                         | 10,67,818 | 86,10,022      | 27,65,210         |
| <b>Current Liabilities</b>                             |            |                   |                   |  |           |                |                   |
| Sundry creditors including statutory dues payable      |            | 17,14,780         | 17,92,918         |  |           |                |                   |
| <b>Excess of Income Over Expenditure</b>               |            |                   |                   | <b>Excess of Expenditure Over Income</b> |           |                | 8,89,475          |
| Opening Balance  | (8,89,475) |                   |                   |  |           |                |                   |
| Add: Excess of Income over Expenditure during the year | 59,22,950  | 50,33,475         |                   |  |           |                |                   |
| <b>Total</b>   |            | 86,10,022         | 36,54,685         | <b>Total</b>                             |           | 86,10,022      | 36,54,685         |

As per our report of even date  
For Narender Singh & Co.  
ICAI Firm Registration No.: 030207 N  
Chartered Accountants

Narender Singh  
M. No - 089004  
Place: Delhi  
Date: September 25, 2017



For PVR Nest

N.C. Gupta  
Trustee



# HOW ARE WE AUDIT



**NARENDER SINGH & CO.**  
CHARTERED ACCOUNTANTS

## INDEPENDENT AUDITOR'S REPORT

The Trustees  
PVR Nest,  
New Delhi

### Report on the Financial Statements

We have audited the accompanying financial statements of PVR Nest which comprise the Balance Sheet as at March 31, 2017, Receipts and Payments Account and the Income and Expenditure Account for the year then ended, and a summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements that give a true and fair view of the financial position and financial performance of the Trust in accordance with the Accounting Standards, to the extent applicable, issued by the Institute of Chartered Accountants of India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Trust in preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



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B-38, Christian Colony, Patel Chest, Delhi University, Delhi - 110007  
Ph. 23640473, 27666996, Mobile: 9810329312, E-mail nsbisht2003@gmail.com



# INVESTING REPORT

## Opinion

In our opinion and to the best of our information and according to the explanations given to us, the financial statements give a true and fair view in conformity with the accounting principles generally accepted in India:

- (a) in the case of the Balance Sheet, of the state of affairs of the Trust as at March 31, 2017; and
- (b) in the case of the of Income and Expenditure Account, of the excess<sup>7</sup> of income over expenditure for the year ended on that date; and
- (c) in the case of the Receipts and Payments Account, of the Receipts and Payments for the ended on the date.

## Emphasis of Matter

According to the management relevant accounting standards prescribed by the Institute of Chartered Accountants of India are not mandatory and hence not applicable for the reasons stated in the said note. The consequential impact thereof on these financial statements has not been identified. Our opinion is not qualified in respect of this matter.

Place of Signature: New Delhi  
Date: 25.09.2017

For Narender Singh & Co.  
Chartered Accountants  
FRN : 030207N



CA. Narender Singh  
Partner  
M. NO 89004.

# BEHIND THE ADVISORY



## MR. SANJAI VOHRA

INDEPENDENT DIRECTOR

Sanjai Vohra is a B.Sc graduate from the St. Stephens College, Delhi University and has completed his PGDM from IIM (Ahmadabad). He has more than 25 years of varied experience in the Banking Industry including (P)Equity Finance, Risk Management and Various Debt Products. Sanjai was also associated with Citibank and JP Morgan.

## MR. AJAY BIJLI

CHAIRMAN & MANAGING DIRECTOR, PVR LIMITED

Ajay Bijli is the Chairman & Managing Director of PVR Limited. He commenced his entrepreneurial career by pioneering the concept of multiplex cinemas in India. With his enterprising and visionary attitude, he realised his ambition of providing the best movie houses to Indian cinema-goers and transformed the way the country watched movies. PVR Cinemas today is the largest chain of multiplexes in India.

As founder and trustee of PVR Nest, Ajay provided the vision to PVR's CSR social intervention plan. This includes establishing the Childscapes Community Centres for youth, children and families to come together as a convergence platform for socialization and personal fulfilment and growth. Under his guidance, the PVR CSR initiated dialogues and forged partnerships with civil societies, corporate bodies and NGOs which has brought immense success and recognition for our CSR programmes like Childscapes and CineArt.

## MRS. SELENA BIJLI

TRUSTEE, PVR NEST

Selena Bijli is instrumental in laying down a strong foundation and a shared vision for PVR Nest. She has been the force behind setting up a competent leadership and benchmarks to assess constant growth for the various programmes run by the company towards the upliftment of more than 300 children at risk who come every day to PVR cinema complexes to earn their livelihoods. A doctor by education, she zealously strives to extend sustained support towards the daily mid-day meals, life-skills training, healthcare, immunization, counseling, and mainstreaming to schools to the children beneficiaries whom we support.

Her contribution to the society reflects in the recognitions she has received over the past decade, including awards such as the 23rd Bharat Nirman Award for Excellence in social service for today's India '11, Commendation by Global Green Awards for CineArt project '10, Karmaveer Puraskaar for Holistic CSR Initiatives by iCONGO '08, Retailer of the Year Award for CSR activity' '07 at the Indian Retail Forum & Delhi Government's Bhagidari Award for commendable work with street children '06.



# SCENES BOARD

## MS. DEEPA MENON

SR VP - CORPORATE COMMUNICATION & CSR

Deepa Menon is the founder head of PVR Nest and is presently the Senior Vice President, Corporate Social Responsibility in PVR Limited. She has international diplomas in Corporate Sustainability from the Harvard Business School (HBS) Massachusetts, Boston, United States AID agency (International Volunteer Program) and Swedish Institute of Management program, Embassy of Sweden. Presently she is also managing external communications in PVR Ltd.

Deepa has 18 years of developmental experience in social sector stakeholder relations and management, corporate social responsibility, programmes, financial and budgeting management, social and development communication, public and corporate, industry-governmental affairs.

## MR. N C GUPTA

CHIEF LIAISON OFFICER

Mr. NC Gupta is Head of Legal, Company Secretary and Compliance Officer at PVR Limited Mr. Gupta is a qualified Chartered Accountant & Company Secretary. With an experience of more than 41 years, Mr. Gupta has been providing exceptional support to PVR Limited through his wisdom and foresight.

## MR. SANJEEV KUMAR BIJLI

JOINT MANAGING DIRECTOR, PVR LIMITED

Sanjeev Kumar Bijli is the Joint Managing Director – PVR Limited. He has been intricately involved with PVR Ltd. since its inception and has over 13 years of experience in the film exhibition industry. He manages the cinema acquisition and distribution business and programming activities of the company and also oversees the operations and marketing. His experience in cinema exhibition stretches the full spectrum of the company's business, propelling PVR to greater heights.



# PARTNERS



Green Field School





# TEAM



Sahila Kalia, Geetanjali, Deepa Menon, Sarika Negi, S.Rajalakshmi



**Apex India CSR Award for Childscapes Programme**

### References

- Compendium of Best Practices of Child Friendly Cities, 2017, National Institute of Urban Affairs.
- A Study of Implementation of Section 12 (1) (C) of RTE Act, 2009 in Delhi pertaining to admission of children from disadvantaged sections in Private Schools, NCPCR.
- Forgotten Voices, The World of Urban Children in India, Save the Children.
- The Economic Times CSR Compendium.





## AWARDS

**Year 2018** – Apex India CSR Award for Childscapes Programme

**Year 2017** – CSR Journal Excellence Award for Childscapes Program under Women Empowerment and Child Welfare category.

**Year 2017** – India CSR Leadership Summit & Awards for Road Safety Education 2017

**Year 2016** – Indywood Excellence Awards – CSR Excellence Award 2016

**Year 2015** – NGO Box's 2nd CSR Impact Awards at India CSR Summit 2015 for CineArt Steer to Safety under education category

**Year 2015** – Delhi Traffic Police award for Road Safety Club.

**Year 2014** – ABP News Global CSR Excellence & Leadership Awards 2014

**Year 2014** – TIMES NOW & Maruti's Road Safety Mission Award for CineArt Steer to Safety programme

**Year 2012** – Aaj Tak Care Award for CineArt in Education category.

**Year 2011** – 23rd Bharat Nirman Award for Excellence in social service for today's India.

**Year 2010** – Commendation by Global Green Awards for CineArt project.

**Year 2008** – Karmaveer Puraskar for Holistic CSR Initiatives by iCONGO.

**Year 2007** – Retailer of the Year Award for CSR activity at the Indian Retail Forum.

**Year 2006** – Delhi Government's Bhagidari Award for commendable work with street children

As urbanism engulfs Indian cities and towns, our work at PVR Nest (PVR Network for Enablement & Social Transformation) is becoming even more relevant for urban children and youth. Children being the most vulnerable citizens, we strive to ensure that their voice and vision is not drowned into oblivion. Our programmes will continue to keep the spotlight on the urban child, mainstream their concerns and make them visible as influencers and stakeholders of their better tomorrow. The growing urban sustainability challenges demands innovative outreach campaigns and projects in the area of education, road safety, gender, health, sanitation and environment. This report captures the commitment of PVR Nest as a responsible corporate citizen demonstrated through its array of programmes that reach out to its beneficiaries to enable a better tomorrow.

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