



## Smiles Beyond Miles.....

With a mission to create equal and quality educational opportunities for children and to elicit the best potential in children from rural pockets, Everonn India Foundation in collaboration with Cognizant Foundation enabled the Computer Lab and Advanced Digital Learning Facility at Banadurai Higher Secondary School, Kumbakonam.

With great vigor and enthusiasm, the students of the BHSS, received the Guests of Honour for inauguration of the Novel Computer Lab set up for instilling an integrated and technologically improved culture of learning.

The 'Centre of Excellence' - aims at bridging the digital divide and benefitting over 1000 young students aspiring to excel in their educational pursuits, was inaugurated on February 17, 2010 by Dr. S. Ramamurthy, Director, Cognizant Foundation and Dr. Tapan Kumar Panda, President- Marketing and Corporate Affairs, Everonn Education Limited, in the presence of Mr. Swaminathan, Correspondent and Secretary, BHSS and Ms. Angayarkanni, Head Mistress, BHSS.

## From the Chairperson's Desk



It is quite gratifying to see that more children from rural schools are enjoying the computer-aided lessons offered under the COPPATARS (Corporate Partnership Program and Technology Adoption in Rural Schools) program.

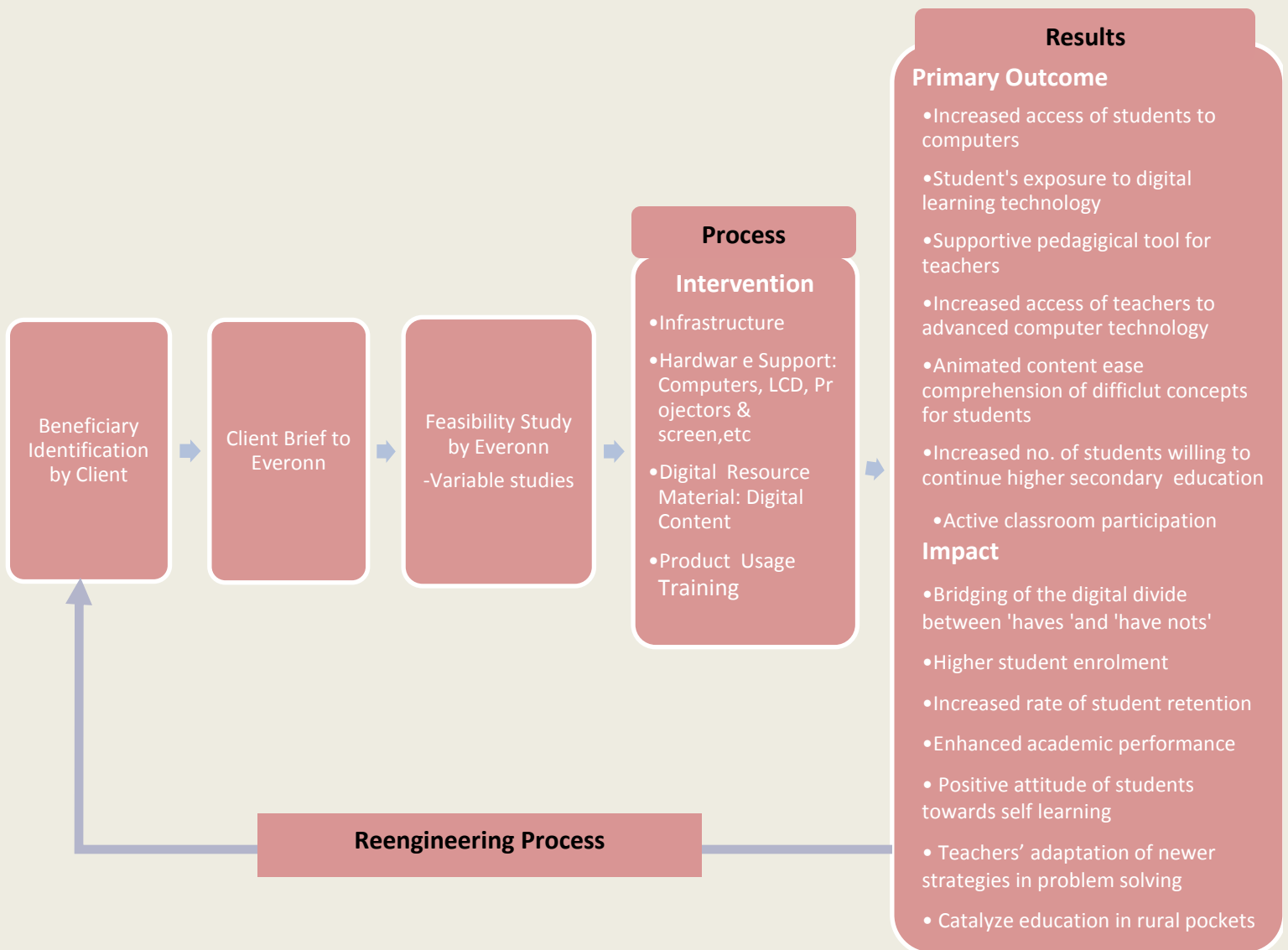
It is Everonn India Foundation's dream to bring hundreds of such rural schools under the digital umbrella through similar partnership programs.

The Foundation is also actively trying to promote the iCare Connect program - a reminder to every individual to contribute towards the improvement of his/her Alma Mater or other rural schools.

Projects have been completed in Banadurai Higher Secondary School, Kumbakonam and Ramakrishna Mission Higher Secondary School, Chennai. It is our hope that many more in the pipeline will see fruition in the near future.



The Process Structure below depicts the qualitative and quantitative resource flow in outreach to rural schools so far.....



With interventions across various rural pockets, Everonn India Foundation seeks to undertake an extensive Impact Assessment Study in creating a benchmark of educational attainment through the Digital Learning Facility.

Based on the belief that digital revolution would negate the educational rift between the 'haves' and the 'have-nots', EIF is preparing to conduct a survey to measure the significance and impact of the advanced computer and digital learning facility. The analytical framework would explore a causal relationship between inputs and activities in respect of the student/teacher/school achievement via output and outcome indicators.

A correlation between the investment measures such as **ICT Infrastructure, Teacher's ICT Competences & Training, Digital Learning Resources** and the results such as **student's academic performance, satisfaction in teaching learning processes, digital competences** is also influenced by several environmental factors. Components like **socio-economic conditions, curriculum, access, school leadership, teacher & student commitment**, etc are integral as they could help in determining the supportive and/or obstructing factors affecting the impact of technology driven learning in the larger context of the country.

In order to focus on use and development of technology enhanced learning, the objective of this study would be to identify the gaps and add value to classroom teaching learning practices.

### Promotional events:

Initiatives of Everonn India Foundation have been acknowledged in the 'Samvriddhi' - a Compendium deliberating the social engagement of Corporate in the Kancheepuram district.

The compendium was released by Mr. T.R. Baalu on March 20, 2010.

Co-sponsor of CSR Conference "Making CSR an Actionable Business Agenda" hosted by Confederation of Indian Industry and National Foundation for Corporate Governance.



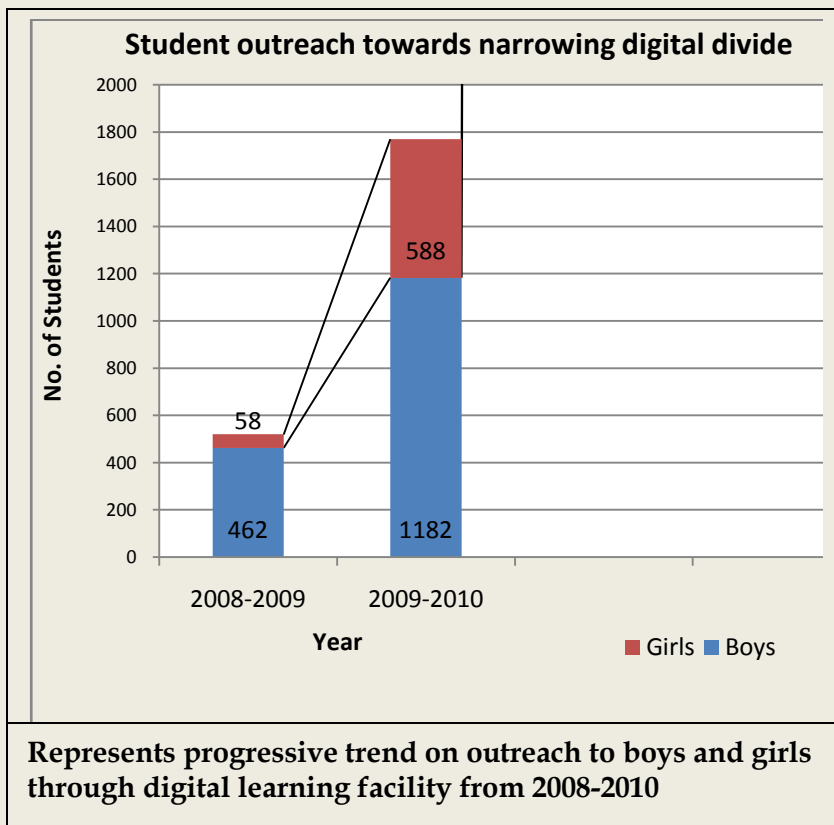
### Discerning Field Scenarios

Outreach to schools with a vision to institutionalize and enable inclusive educational growth across India to empower underprivileged children is a journey started at Everonn India Foundation.

The quest to revitalize rural education amplifies with the concerning grassroots realities witnessed overtime as we highlight a few issues below:

Some rural schools have insufficient infrastructure, especially desks, chairs and rooms resulting in children squatting on the ground within the classroom. With more than 100 students being addressed in a classroom by an individual teacher, the question remains whether students absorb most of what is imparted in the class amidst the commotion or is the teacher able to reach out to individual students to crack the complex concepts illustrated as per the curriculum.

The crowded classrooms pose a menace to the pedagogy, rendering classroom delivery as a



mere routine without seeking for the student's physical comfort in the learning process. Sometimes students sit and write their exams outside the classroom in the corridor with little supervision and safety measures.

Some schools do not have fans or sufficient lighting facilities. Even though majority of the students come from remote villages and marginalized families, it is not fair to assume that they experience no discomfort in acclimatizing to similar experiences.

The paradox lies in the situation that these government schools cannot halt admission of additional children into schools as it may exploit their fundamental right to education and/or also discourage families and children from pursuing formal education. In most cases, as discussed by school authorities, most children are first generation literates and may not get adequate educational guidance from their families. Such conditions make it further imperative for schools to take complete responsibility of every child's education and development.

A handful of schools with support from the faculty take extra initiative in coaching the relatively weaker students after school hours for reinforcement. Use of alternative pedagogical methods and tools like the digitized content could be a respite for both teachers and students and make classroom learning increasingly interesting and interactive.

Some aided schools charge a nominal fee from students, while some schools have an exclusive fee structure only for the English medium students. The question is whether it is an assumption or generalization that only children from affluent or relatively better economic conditions aspire and can have access to English Language?

Interaction with students, especially those from higher classes communicate their enthusiasm in learning and working on computers. It is indeed ironic that English by default is the recognized computer language as most of the rural schools have larger number of regional medium sections as compared to English medium sections.

In some district schools there are more than 2000 (approx) students enrolled from the peripheral villages who commute about 15- 20 kms daily to reach school. In some cases the State Government has provided the higher secondary students with bi-cycles and free bus service to travel to their respective schools.

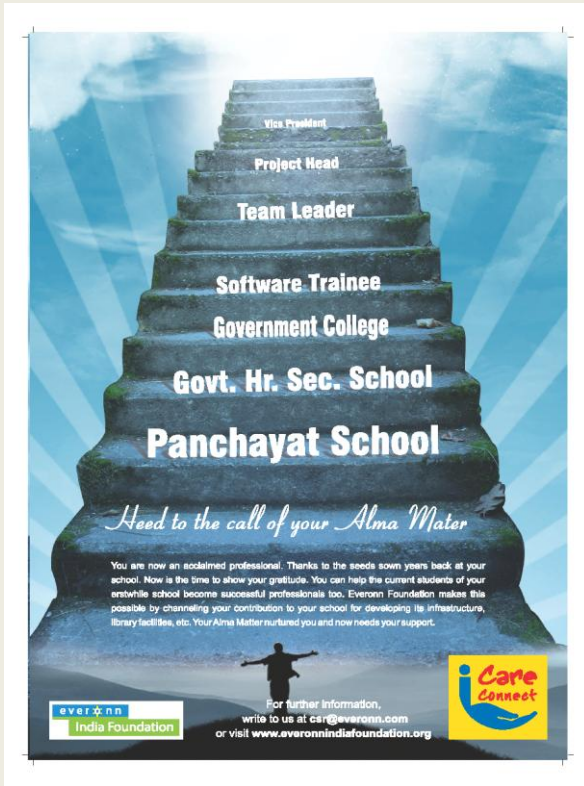
Child labour still remains a reality as children before and after school hours, work as domestic help, garland makers, newspaper vendors, and assistants in tea shops, agricultural labourers, etc to support their families. Some occupations like beedi rolling increase children's vulnerability to hazards.



With a developmental perspective towards education, EIF's uniqueness is to reach to these rural schools with advanced digital facilities that would not have traditionally been included in similar projects. The endeavour is to counter these adversities by enabling quality teaching/learning practices to the rural doorstep in dissolving the divide between urban and rural education.

*Rochita Roy*  
*Everonn India Foundation*

[Register](#) to participate in this revolution towards empowering children and offering them accessibility to equitable quality education.....



### **iCARE CONNECT Program**

*Revitalizing rural education through iCare Connect Program* –EIF is building a forum for individuals to reward their schools/villages/community and encourage individual involvement to revive the facet of rural education across India.

The concept has been hosted on the EIF website, enabled with a database of schools.

The Registration process is enabled to guide interested individuals to indicate their contribution preferences towards

- School Books
- School Bags
- Uniforms
- School Fees of a Child
- Teaching Learning Material
- Furniture for School

### ***Some Forthcoming Initiatives:***

- ❖ Enabling rural schools across Tamil Nadu, Karnataka with benefits of VSAT and Digital Learning Facility
- ❖ Set up Vocational Training Unit offering multiple skills based courses for increased livelihood/income generation opportunities among rural population of boys and girls
- ❖ The 'Go Green' initiative to 'Save the Environment' and reverse the hazard of global warming.....

**and more... ..**

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