Catalysing Change 2005-06

IT Industry’s Commitment to Societal Development
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CSR REPORT

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Acknowledgements

It is amazing how quickly debts pile up when putting together a book, paper or best practices! It owes its existence to many institutions and individuals. In attempting to acknowledge all of them one may run the risk of omitting some by oversight. However, it is important to recognize their contribution, even if it means throwing the proverbial caution to the winds and forgetting to mention some of them!

We are grateful to all the NASSCOM member companies (list attached) who gladly shared their experiences with us. Chairpersons, Chief Executives, Senior Managers and heads of these companies were extremely generous of their time. We would never have succeeded in putting any of this together without their help. They are the pioneers of information technology in India and we hope that we have been able to describe their work in an honest and fair manner.

We would like to acknowledge all the individuals who played a part in designing, putting and editing the case studies, and hence directly contributed to this document. Viraf Mehta, Chief Executive, Partners in Change who provided expert consultation on the case studies, Piya Rao, a research consultant who wrote the cases as if they are happening in front of our eyes, Khurram Naayaab, Programme Manager, Partners in Change for editing and putting together the details of companies who had submitted their cases.

Thanks are also due to Avantika Printers, who were responsible for printing the document on time. They also deserve much credit for this document seeing the light of the day.

List of Companies who have submitted their case studies:

- Agilent Technologies
- Aptech Limited
- Byrraju Foundation
- Computer Associates
- Cognizant Foundation
- Flextronics Software Systems
- GTL Foundation
- Hewlett Packard
- IBM
- ICICI One Source Limited
- Infosys Technologies Ltd.
- Jopasana
- KPIT Cummins Infosystems Limited
- Lapiz Digital Services
- MAQ Software
- Microsoft Corporation
- Mphasis Software & Services Pvt. Ltd.
- NIIT Technologies
- Polaris Software Lab Ltd.
- Rapidigm
- Syntel - SIFE India
- Tata Consultancy Services
- TESCO Hindustan Service Centre
- Trust to Promote Advanced Technology in India
- Xansa India Limited
- XSYSYS Technologies Pvt. Ltd.
Dear member,

In presenting this report to you, I am reminded of the challenge posed by Sir Arthur C. Clarke, in his Foreword to the UNDP Regional Human Development Report on Promoting ICT for Human Development: Realising the Millennium Development Goals, “to get ICTs to solve real life problems without creating any new ones”, whilst simultaneously noting that “each country has to define what works best within the range of options and technologies available”, and that “such decisions and choices have to be made quickly and resolutely as the development needs are vast and urgent”, and perhaps nowhere more so than in India.

It is this role of using ICT to solve concrete problems that should constitute the core of industry’s social responsibility. More companies are now recognising that this is enlightened self-interest, and not mere altruism. With growing consciousness of this, the private sector companies have become mindful of their wider societal responsibilities, acknowledging their accountability for the impacts on all their stakeholders and the community at large. This has led to an increasing number of companies reviewing their existing Corporate Social Responsibility (CSR) policies and practices. Through this journey, many companies are discovering that the ‘business case’ is located within the relevant industry-sector, and in direct proportion to a company’s ability to integrate CSR into all aspects of its business. The Secretary General of the UN, Kofi Annan, as part of his appeal to business to join the Global Compact, said: “We are not asking corporations to do something different from their normal business; we are asking them to do this normal business in a different way.”

In India, the IT sector has been an exemplary model of doing well and doing good. Individual companies have taken many excellent initiatives to promote education, health and general development in rural and urban areas, especially for disadvantaged groups. NASSCOM, embodying the collective will of the IT industry, has also sought to be its conscience. In this role, NASSCOM has been committed to promoting social development, in its broadest sense, particularly through the application of ICT. We have sought to promote this agenda amongst our individual members, as also the strength of our collective efforts. This has culminated in the formation of NASSCOM Foundation, to take forward this task in a dedicated and focussed manner. NASSCOM and the IT industry are very conscious of our responsibility to society and feel that the time has come for us to accelerate the deployment of industry’s knowledge and experience in ICT towards solving the larger needs of the disadvantaged community in India. The majority of NASSCOM’s member companies have been engaged in such programs for some time. NASSCOM Foundation intends to become a catalyst, encouraging members to do more, capturing best practices, and promoting and assisting their replication. It also seeks to harness a greater array of resources, intellectual and financial, from the industry and beyond, to make a major impact on the development of society. It is with this aim that I take pleasure in presenting to you this latest compilation and analysis of the work being done by our members, and it is our intention to follow-up on the findings and recommendations through further development of individual case studies, and workshops to disseminate and build upon such benchmark practices. We hope that this publication with its learnings and findings would encourage others to emulate the good work documented here, and help change the face of India.

I would like to convey my appreciation to Partners in Change, our partner agency, who developed the report and the best practice case studies from NASSCOM member companies and presented them in the best possible manner, hence producing a good reference book for the NASSCOM member companies. We hope that this publication will serve as a useful reference and that the showcasing of the work of some will encourage and motivate others.

1 February 2006

Kiran Karnik
President NASSCOM
Trustee, NASSCOM Foundation
**Agilent Technologies**

**ABOUT THE COMPANY**

Agilent Technologies, a spin-off of Hewlett-Packard Company, broke records on Nov. 18, 1999 as the largest initial public offering (IPO) in Silicon Valley history. The US $2.1 billion raised from that IPO was a sharp contrast to the $538 in working capital that founders Bill Hewlett and Dave Packard began with in 1938.

About two-thirds of Agilent’s revenue was generated from outside of the United States in fiscal 2005. With 21,000 employees, our global presence offers a competitive advantage. Agilent’s manufacturing, R&D, sales and support capabilities around the world give customers the flexibility they need in today’s competitive environment.

**WEBSITE**

www.agilent.com

**WHEN WAS IT FORMED**

Agilent was spun off from HP as an independent company in 1999

**FOCUS**

Agilent Technologies is the world’s premier measurement company. Agilent provides core electronic and bio-analytical measurement tools to advance the electronics, communications, life science research, environmental and petrochemical industries.

**LOCATION**

Agilent has facilities in about 30 countries and develops products at manufacturing sites in the U.S., China, Germany, Japan, Malaysia, Singapore, Australia and the U.K. Agilent Labs has its headquarters in Palo Alto, California, with additional sites in South Queensferry, Scotland and Beijing, China.

Project target location: India, Gurgaon (Jacobpura), Haryana

**WORK FORCE**

21,000 employees globally

**CASE BRIEF**

Computer Education and English Lessons at the Jacobpura Girls Senior Secondary School “Dreams made Real” later termed as “Ambition” by the students started in 2003 - 2004. At Jacobpura Government Girls Higher Secondary School, Gurgaon employees provide coaching on language and communication skills to increase the employability of students.

Ambition can be best described as a holistic personality development programme. It aims to groom about 40 pass outs of the Jacobpura School for employment as data entry operators, call centre executives or front desk executives. Majority of these girls are from the Grade XII batch of 2004-05. The total strength of Grade XII batch was about 600.

**MAIN OBJECTIVES**

- To support girls from economically and socially underprivileged backgrounds and enable them to learn skills which would make them employable
- Positive impact on the immediate community.
- Support the government in encouraging education for the girl child.
- Opportunity for active employee involvement in community service, spending time with these students.
TARGET GROUP
Weaker sections of society specially the girl child

PROJECT PARTNERS
Govt Girls Sr. Secondary School, Jacobpura, Gurgaon, Haryana

DREAMS MADE REAL - AGILENT
An apt name for a venture that made many a dream come true for many people. People from different walks of life - young students, adolescent girls, experienced educators, tech savvy executives - all united by Agilent's desire to connect with the communities where they do business, by its vision to go beyond mere business objectives participated in the program. Agilent through its Community Relations programs is committed to "Inspiring Minds and Enriching Lives" and supports programs that focus on education and sustaining healthy communities. 'Dreams Made Real' is one such program initiated and supported by Agilent in Jacobpura, close to Agilent's facilities in Gurgaon.

IN THE BEGINNING...
In 2002 Agilent in India identified a Government Senior Secondary School for Girls to provide support to it in requisite areas. The school was identified keeping in view the company's diversity and inclusiveness goals and its proximity to the Agilent office in Gurgaon so that employees could go and work with the students under their voluntary programme.

Assessing the needs of the school and its students, a decision was taken to first address the lack of inadequate infrastructure and hygiene standards. The school catered to about 1800 students of classes VI-XII and worked in two shifts. Despite this several students were sitting outdoors, summer or winter, due to paucity of space. Thus the first phase commenced with constructing four class rooms, which were of great benefit to the school. About 200 Agilent employees, along with their senior leaders volunteered to paint the class rooms once the construction work was over and also participated in an environment program, planting trees in and around the school.

Subsequently they also engaged with the students in various classroom activities. A couple of activities based on scientific experiments were carried out which helped in making the students understand scientific concepts in a much more practical manner. To facilitate this further, Agilent also provided the students with special scientific kits to work on basic experiments as per the school curriculum.

A DREAM COME TRUE
The Jacobpura School had long dreamt of acquiring computers for the students. In 2004, Agilent helped make this wish possible. Realizing the school's need for a computer lab, they constructed one, starting off by providing 15 computers to the school for a computer education program, which was to be known as - Dreams Made Real. During this year, about 25-30 volunteers from Agilent interacted with the students helping them acquire computing skills. Since then, a total of 40 computers have been provided for, allowing more students to gain hands on experience of the computer.

The computer lab and Dreams made Real program was initiated with a two pronged objective. First and foremost, to support 25-30 girls from economically and socially underprivileged backgrounds; enabling them to learn skills which would make them employable in the future. Secondly, to involve Agilent employees in community...
AMBITION TAKING WING

After a year of commencing the computer education program, it was felt that to make the computer education program meaningful and worthwhile for the Jacobpura school girls, it was important for them to learn English as well. Therefore, in 2005, computer skills training was complemented with lessons in English comprehension and conversation skills. Thus another project, Ambition, was launched.

Best described as a holistic personality development program, Ambition aims to groom about 40 high school graduates for employment as data entry operators, call centre executives or front desk executives. Of the 600 students of the Class XII batch of 2004-2005, 40 were selected for this program.

The selection procedure consisted of a round of written test and personal interview. The written test assessed the ability of the students in essay writing, spellings and English grammar. The personal interview was helpful in gauging each student's ambition, their purpose of joining the course and their future plans based on the skills attained from the course. It was the student's performance in both these tests on a scale of 70, (Written- 50, Interview- 20) that formed the basis of selection.

For a year, beginning April 2005, Ambition has trained the selected 40 girls in basic computer (MS office) and spoken English skills. However, going by past learning's and experience, it was recognized that for one to be successful in any sphere of life, high levels of self-confidence and self-esteem are essential. To instill these qualities, theatre activities imparted by SNS Foundation are being extensively used with this group of 40 students, which is also bringing them to speed with English conversation. These theatre classes have seen the students grow not only on their confidence but also in ways of expressing themselves better.

A SUCCESS STORY

Reports indicate that the computer classes have been effective, with the students doing well with the Microsoft Office package, and plans afoot to introduce them to TALLY in the near future. In the past eight months that have gone by, students have been introduced to various activities which have instilled a lot of confidence in them. To improve their pronunciation and diction, their vocabulary and fluency in spoken English, activities such as reading newspapers, listening to news, engaging in simple dialogues have been widely used. Besides participating in this program, almost half the batch are also pursuing regular college studies in the morning hours; truly personifying the project they are a part of - Ambition.

From Agilent's perspective and in their words - “the experiment of AMBITION appears to be a very successful venture as we have received request from the school to continue with this program in the coming years”.

FUTURE PLANS...

Encouraged by the outcome of their past initiatives, Dreams Made Real and Ambition, Agilent plans to further support educational projects in 2006.
Partnering with established schools in Gurgaon, Bangalore and Hyderabad through NGOs to provide better quality math science education for teachers in underprivileged schools. To ensure that the newly acquired teaching methodologies can be implemented by the teachers, necessary infrastructure will also be provided to the identified schools in these geographies.

This program also aims to train underprivileged children (11-14 years) in the areas of science and technology, towards fostering an untapped skill set and candidate pool for the Indian market, which is increasingly focused on innovation and growth.

Through this program, Agilent partners the government program, ‘Sarva Sikhsha Abhyaan’ (Learning for All) which is designed to promote teacher training across India including remote and less-resourced towns. Such programs usually do not equip schools with proper infrastructure (e.g. labs) hindering effective transfer of learning by the teachers back at the schools which are typically ill-funded. Therefore Agilent’s intervention in this program would support the government program of training the teachers as well as equip schools with computers and science labs so as to make a meaningful, lasting impact. This initiative would be targeting 12 teachers and 1200 students in the first year, and progressively increasing this through the subsequent years. This being a substantial number, Agilent welcomes the prospect of partnering with other interested corporates towards realizing the targeted numbers.
Aptech Limited

ABOUT THE COMPANY
Aptech Limited, a Global Learning Solutions Company with a presence in over 50 countries across 5 continents, is playing a key role in helping individuals, organizations and nations adapt to the changing requirements of a knowledge-driven world. Aptech's various business lines include IT & Multimedia Education & Training (Aptech Computer Education, Arena Multimedia & SSI Education); Offshore Content Development (Aptech Learning Services); e-learning (onlinevarsity.com), Testing & Certification (ATTEST); Soft Skills & IT Training Solutions (Aptech Training Solutions) and Manpower services.

Aptech commenced its IT education & training business in 1986 and has trained over 4 million students - globally. Aptech is an ISO 9001:2000 organization and was the first IT training and education organization in Asia to receive the ISO 9001 quality certification for Education Support Services in 1993. Aptech's global billing was in excess of Rs. 4910 million in 2004. Aptech is listed on the Bombay Stock Exchange and National Stock Exchange, India.

WEBSITE
www.aptech-worldwide.com

WHEN WAS IT FORMED
1986

FOCUS
- IT & Multimedia Education & Training - Aptech Computer Education, Arena Multimedia & SSI Education
- ATTEST - Testing Services
- Aptech Learning Services - Offshore Content Development;
- Aptech Training Solutions - Soft Skills & IT Training Solutions
- Manpower services
- onlinevarsity.com - elearning

LOCATION
Head Quarters - Mumbai, India

WORK FORCE
600

GOAL
Promote IT-literacy among the underprivileged and weaker sections of the society

TARGET GROUP
Underprivileged and weaker sections of the society

PROJECT PARTNERS
Corporate Citizenship @ Aptech Limited - "At Aptech our mission is to empower individuals, organizations, nations and societies through effective IT deployment leading to improved productivity and prosperity. We believe that IT literacy is as vital as basic literacy."

-- Mr. Pramod Khera, CEO & Managing Director's Statement

Project Saraswati - Aptech's effort to bring IT literacy to the underprivileged & the weaker sections of the society.

Following the initiative of the National IT Taskforce that every Indian becomes computer literate, Aptech launched several initiatives to lead the drive for complete computer literacy. Today this drive has taken a concrete form in Aptech's tie-ups with various NGOs throughout the country to fulfill Aptech's dream to empower all sections of society through Information Technology.

Aptech's initial social commitment endeavour began in 1998 in a village near Pune called Apsingha. Aptech donated an entire computer lab comprising of Pentium computers, colour monitors and the supporting software. The courseware was translated into Marathi, Aptech's faculty trained the students and members of the staff to kickstart this initiative. This was followed with a tie up with leading NGO called Pratham in Mumbai. Pratham's 'Balwadi' initiative was an endeavor to developing low cost innovative technology models for primary education. Aptech supported 25 such Balwadis or pre-primary centers.

Aptech launched Vidya, a computer education course in 1999. This course is designed to give first time users a feel of working with computers and empower them with a basic competency whilst using some of the more popular applications in use today and the course fee was made attractively low for users to enroll from all classes and walks of society. In coordination with Yukta Mookhey, (Miss World 1999) an outstanding alumnus of Aptech, Aptech also donated Vidya courses to the underprivileged students and women across the country. More than 4 lakh students have undergone the Vidya programme since then.

Aptech worked with the Rotary International in Mumbai, Palghar, Kolkata, Delhi & Greater NOIDA, and donated Computers for setting up labs in various schools, bringing IT literacy to thousands of underprovided children for whom learning computers was a distant dream.

Aptech also works with CRY & it's associated NGOs like SWATI, KISLAY, ANCHAL &
ASHRAY, CII - Shiksha and it’s associated NGO Butterflies and has trained students associated with them at its various Aptech, SSI Education & Arena Multimedia Centres. A recent endeavour has been to hold personality development workshops for these children to increase their confidence level and improve their personality.

In Kolkata, Aptech works closely with Udayan, a home for the children of Leprosy patients. The founder of Udayan is Rev. J.G. Stevens, with Steve Waugh and Dominique Lapierre as chief patrons. Aptech's initiative includes handholding the children of Udayan and providing them with computer education. Besides IT Education, Aptech also organises competitions for them from time to time to instill confidence in them. Another beneficiary of Aptech's IT literacy programme are the children from CHIP (Children in Pain) an NGO operating in Tangra, Kolkata.

Aptech has also worked with the Coimbatore-based NGO, Isha Foundation, to participate in its Rural Rejuvenation Project, where it provided free IT training and courseware to tribal students from villages in and around Gobichettipalayam. Aptech has a tie-up with leading Mumbai-based NGO, DEEDS (Development, Education, Empowerment of the Disadvantaged in Society), to provide free IT training and courseware to the hearing impaired DEEDS students at Aptech's centre in Mumbai.

All these projects reinforce Aptech's strong belief that education is an integral part of the country's social fabric. For the global village to be a reality, its residents need to be empowered with the strength of computer literacy.
Byrraju Foundation

ABOUT THE COMPANY
A not-for-profit organization committed to transforming the quality of life among the rural underprivileged. The Byrraju Foundation seeks to build progressive self-reliant rural communities, with a holistic approach, by providing services in the areas of healthcare, environment, sanitation, primary education, adult literacy and skills development. The Foundation currently works to transform 150 villages in 5 districts of Andhra Pradesh - East Godavari, West Godavari, Krishna, Guntur and Ranga Reddy - and impacts 800,000 people.

WEBSITE
www.byrrajufoundation.org

WHEN WAS IT FORMED
2001

FOCUS
To achieve the objective of sustainable and holistic rural transformation, the Foundation’s activities have been divided into value creating entities, which are called Modules. Modules are classified into Delivery Modules, which directly deliver services to the beneficiary; and Support Modules, which facilitate the effective functioning of the Delivery Modules. While the Delivery Modules directly impact the beneficiaries, the Support Modules are internal to the Foundation. Currently 18 Delivery Modules are in operation. i.e. Primary Healthcare, School Health, Eye Care, Dental Care, Epilepsy, Diabetes, Hypertension, Referral-Secondary care, Maternity & Child Care, Congenital Heart Disease Detection, Primary Education, Secondary Education, Adult Literacy, Drinking Water, Individual Sanitary Latrines, Waste Management, Livelihoods, Virtual Delivery of Services.

We are scaling up and expanding the scope of our activities, at the same time we are ensuring that the village level organisation is able to take over the operations of the activities.

LOCATION
Andhra Pradesh, India

WORK FORCE
500+

CASE BRIEF
GramIT - the Rural BPO model of Byrraju Foundation - addresses issues of sustainable wealth creation in villages through the twin channels of employment and entrepreneurship. Issues of risk mitigation, for both clients as well as entrepreneurs, are addressed by multi-location of centers and broad-spectrum service offerings. The model focuses on the village BPO being a supplier of quality services at a competitive price to Indian Corporates and Government. The GramIT brand is positioned as a mid market operator with potential to reach out to both the lower and higher ends of the market. The model also outlines the strategic advantages of GramITing, namely lower employee attrition, bilingual and vernacular ability and strength to withstand a price war.

The unique Build Own Operate and Franchise (BOOF) model fosters a Village Level Productive Enterprise (VLPE) by effectively derisking the stakeholders viz...
entrepreneur (in this case a Mutually Aided Cooperative Society), the lender, the employees and the Customer. It is the basic premise of this model that the derisking of enterprise creation to entrepreneurs, lending to banks and outsourcing to clients will catalyze the flow of work from the cities to the villages and the successful growing of a number of rural franchised enterprises in the ITES sector.

The multiplier effect on the economy and off-take of, and demand for good quality services in areas of education, health, water and environment because of the introduction of an educated and aware grey-collared class will make a significant contribution to Rural Transformation.

**MAIN OBJECTIVES**

- To Employ rural people in the ITES industry.
- To create profit for the entrepreneur running the BPO (including if the Entrepreneur is a cooperative).
- To provide better basic services in the villages.
- To create educated and working role models in the village for others to follow
- To have a positive effect of women working and the effects of that on homes and society.

**TARGET GROUP**

Villages of India

**PROJECT PARTNERS**

Society for Elimination of Rural Poverty (SERP), Government of Andhra Pradesh (GoAP)

**PROJECT DESCRIPTION**

GRAMIT - Imagine a typical call centre. Banks of computer monitors, scores of young people haloed with their headsets, busy working away. One may easily be forgiven for believing that he is witnessing a regular work shift at one of the BPO centres in any one of India's IT centric cities. Instead to discover that this is a GramIT centre, India's first rural BPO, situated in a village in Andhra Pradesh, will most certainly evoke considerable surprise, and understandably so. The employees instead of being city bred, urbane youth, are residents of nearby villages. In place of voice and accent training, these youth begin by acquiring computer and keyboard skills, written and spoken English. Most pertinently, this BPO centre does not belong to a national or multinational corporation, but is owned, managed and led by the community. Clearly, while India's IT expertise has been receiving high decibel attention on the global stage; there have been quieter but perhaps as significant developments in the BPO world at home. If the program unravels as envisaged, then it has potential to transform rural India, promises its promoters.

The Byrraju Foundation, set up in July 2001 is inspired by the memory of the Late Byrraju Satyanarayana Raju, Founder, Satyam group of companies, a philanthropist who held villages dear to his heart. The Foundation seeks to build progressive self-reliant rural communities, with a holistic approach, by providing services in the areas of healthcare, environment, sanitation, primary education, adult literacy and skills development. The Foundation currently works to transform 150 villages in 5 districts of Andhra Pradesh- East Godavari, West Godavari, Krishna, Guntur and Ranga Reddy and impacts 800,000 people.
THE CONCEPT

With the objective to move rural India from the edge to the center of the new economy, the Foundation launched ‘GramIT’ (pronounced as ‘graamit’), as an initiative that seeks to engage educated rural youth in the new economy by providing Business Process Outsourcing (BPO) services from the village. GramIT takes rural transformation to a new cycle of rural economy, enhancing the self-esteem of the rural youth, attracting new generation workers and encouraging reverse migration from the city to the villages.

THE STRATEGY

The Foundation builds on strengths. The enthusiasm of the rural youth is harnessed by honing their English, computer and keyboarding skills and making them fit to be deployable in the ITES industry. Smart and dedicated graduates are chosen to undergo intensive training for 8-10 weeks in the village, by trainers who are experienced professionals with excellent ability. Selection for training is based on a simple aptitude cum skill test. This is followed by personal interview. No salary or stipend is paid during the training period.

Post-training, the youth are to be engaged in transaction processing at the GramIT centers that will be the back office of Indian Corporates, Governments and other institutions, offering transaction processing in a variety of areas such as, accounting, HR, bulk mailing, records digitization and archival services, reminder and follow up services, logistics and travel support etc. The GramIT centers being set up by the Byrraju Foundation will follow a BOOF (Build Own Operate Franchise) model. These centers will be operated by the Foundation until they reach a position of financial stability (in say 6 months). The associates of the GramIT center will then be organized into a Mutually Aided Cooperative Society and the Center will be franchised out to them. The work force will have ownership of the center and be driven by the entrepreneurial motivation for greater efficiency and thereby profit. They will assume full responsibility for operations and adherence to delivery schedules.

Quality, Processes, Training, Customer Interface and Business development and Brand will continue to be owned and managed by the Foundation which will ensure that a uniform high quality customer experience is built and maintained. The BOOF model thus effectively de-risks all stakeholders - the employees, the investors and the customers.

Each GramIT center is a well appointed and equipped 50 seater that can employ up to 100 people in 2 shifts. Each GramIT has 512 Kbps connectivity and a back up dial up or ISDN connectivity, and for more remote areas a VSAT back up is used. Every GramIT center has power from the Grid as well as a back up Generator of adequate capacity and of course adequate UPS. Access control and other security systems are also set up to ensure complete data security. Overall, the infrastructure is on par with the city based BPOs. Besides the basic training, the youth are trained in multiple processes and they are reoriented towards an exacting quality paradigm. Each one of them is put through a 6 sigma Green Belt Training Program and their appreciation of the concepts and techniques is tested. Experienced and passionate trainers who are transplanted from the city do training at the GramIT Center. While the Operations
Manager is a “local youth”, an experienced professional with several years of IT experience in managing delivery/operations oversees several such Centers.

**THE VISION**

The promoters believe that long-term common economic surplus to sustain services at village level needs to be created through Village Level Productive Enterprise(s) (VLPEs). GramIT Centers are envisioned as VLPEs that will serve more than one purpose. As each GramIT center will be an independent enterprise that caters to predefined and exacting service standards, it will foster the spirit of enterprise in the village. Not only will they employ some villagers, but will empower a village, by contributing a part of the profits to chalk out their own strategy for village development, as a supplement to Government programs or as an independent initiative. They will also act as a hub to increase demand for quality infrastructure and services such as better roads, retailing, education, health, etc., in the village. Thus the GramIT being a profit-oriented enterprise will plough back a part of the surplus into the village for supporting the village in implementing initiatives like health, education, water, sanitation etc. The innovation is thus an amalgamation of a social cause and a business case.

**THE REACH AND IMPACT**

The first centre was launched at Jelli Kakinada, about 25 km from Bheemvaram in West Godavari district in August 2005, employing 200 youth from the village who would have otherwise moved to cities in search of job opportunities. As the first customer, Satyam Computer has outsourced some of its internal processes in human resources, bookkeeping and administration, with several leading corporates and institutions have also offering to support the initiative. The aim is to reach another 250 villages and 2 million people in the future.

GramIT has already seen a number of reverse migrations. Currently over 5% of Gram IT associates have migrated back from the cities and this number will grow further to at east five times the current figure once the robustness of the GramIT model is proven.

Several educated housewives accounting for nearly 20% of the GramIT workforce, a lost resource, have come to work either for the first time or are returning to work. Unmarried girls, comprising 20% of Gram IT associates are seeking employment and earning an income which will also have an effect on social issues like dowry and gender equality in the villages. Significantly, the youth, who would perhaps be unemployed for another 5 years while they search for ‘Government employment’, higher education or settle down in a vocation that does not use their education, are now economically useful contributors to the village economy.

**THE WAY FORWARD**

The biggest threats to the BPO industry are high levels of attrition and an urban associates’ viewpoint that the BPO industry is not a long-term career option. In contrast, the educated youth of the village represents a human resource, which if properly trained and harnessed could provide a stable long-term workforce for the Indian BPO sector. This opportunity has to be taken through a process of maturity.

GramIT Centers will start with simple transaction processing for Indian Corporates, Government and Institutions and gradually climb the value beanstalk. They will also
naturally have the ability to withstand greater long-term price competition arising from a stable force with limited career horizon in the villages and need based overheads.

Going forward, voice services in both English and vernacular will be offered. Each GramIT Center will develop "specialization" in a group of related processes and will cater to a range of customers. If a customer so desires, a whole GramIT, a full shift of a GramIT can be dedicated to the customer. Also each of the GramIT centers can expand to cater to the new customers and therefore can provide employment for about 150-300 individuals per village. Setting up a rural BPO poses several challenges. Unreliable poor, poor connectivity, market skepticism, lack of trained manpower, inadequate orientation towards organized sector working are some of them. However, there are early indicators from the market about the economic potential of GramIT centers, affirming the Foundation's belief in the potential of GramIt as a catalyst of rural transformation.
Computer Associates

ABOUT THE COMPANY

Computer Associates (CA) is one of the world's largest IT management software providers. Our software and expertise unify and simplify complex IT environments in a secure way across the enterprise for greater business results.

Computer Associates serves more than 98% of Fortune 1000® companies, as well as government entities, educational institutions and thousands of other companies in diverse industries worldwide. It is also driving the next level of growth through the four-part strategy of product development, leveraging partners, global expansion and strategic acquisitions - all with the goal of helping its customers realize the full power of IT to drive their business.

WEBSITE

www.ca.com

WHEN WAS IT FORMED

1976

FOCUS

CA’s clear vision for the future of IT management. It’s how you can manage systems, networks, security, storage, applications and databases securely and dynamically. You can build on your IT investments, rather than replacing them, and do so at your own pace.

LOCATION

Headquarters in the United States and 150 offices in more than 45 countries.

WORK FORCE

5,300 developers world wide

MAIN OBJECTIVES

- Support to hundreds of children in distress, in India and other South Asian countries.
- Enhanced educational opportunities - computer literacy, personality development for slum children.
- Multifarious support to NGOs across the globe in achieving their goals.
- Varied opportunities to CA employees to be involved in the communities they work and live in.

TARGET GROUP

Children and Young people.

PROJECT PARTNERS

CHILDLINE, Hope Foundation, Naandi Foundation

CASE BRIEF

BREAKFAST FOR CHARITY - Imagine one's breakfast making a difference in many other lives. A far-fetched idea most would think. But a happy reality for the employees of CA across the globe. The
’Breakfast for Charity’ program is CA’s global drive, which entails employees giving up company-sponsored breakfasts for one week. The money raised is then channeled to non-profit organisations in each country. An amazingly simple and innovative idea, which has enabled CA to contribute millions to organisations worldwide through its “Breakfast for Charity” program launched in 1998.

THE PROGRAM

In India, through its “Breakfast for Charity” program, CA India has donated funds to underprivileged children to CHILDLINE India Foundation (CIF). CHILDLINE Foundation was selected by the employees of CA’s Asia South region, which included India, Indonesia, Malaysia, Philippines, Singapore and Thailand. More than $500,000 were donated to non-profit organizations throughout the world as part of this program.

The CHILDLINE India Foundation (CIF) is the nodal organization to support the development of the CHILDLINE service in India. CIF acts as the nerve center for the development of the CHILDLINE service, networking and facilitation, training, research and documentation, awareness and advocacy at the national and international level. CHILDLINE reaches out, in every possible way, to children in need of help. Using a multi-pronged approach to empower and help children in distress, it believes that responding to calls and crisis intervention should go hand in hand with sensitizing the allied services and government functionaries. Working across various levels, CHILDLINE aims for a holistic approach in their efforts for attaining their objectives. CA India has been associated with CHILDLINE for the past two years and has been providing assistance to such organisations regularly.

FINDING HOPE

Besides working passionately towards the welfare of children CA, has also undertaken noteworthy initiatives in the education of children. One such instance is in a school situated within a slum in Hyderabad. Habsiguda, a slum area in Hyderabad, is like many other slum areas to be found across the country. Certainly, no surprises for anyone who chooses to walk through it, unless one chances upon a school located within the slum. Hope Foundation’s Pre-Primary School for children, it is truly a haven of hope to about 150 children. Children, who typically would have had little to look forward to and less to hope for, and the school too would have been like any other school in a slum, had it not been for the desire of CA to try and make a difference.

By adopting this pre-primary school the employees of CA India Technology Centre have made a tremendous difference in the lives of young students. Apart from providing education, the children are given free medicines and clothes. Besides, CA employees have donated computers and educational CDs to the school,
create the Hope Computer Institute. Here, besides education, training in language skills, aptitude and personality development are also offered to these students, enabling them to prepare for career opportunities later in life.

Encouraged by the outcome of this initiative, CA in partnership with NGOs - Naandi Foundation and Project 511-Hyderabad Round Table 8 - have also adopted three government schools, thereby letting loose myriad rays of hope into the lives of several children.

**THE MISSION**

The above initiatives are two examples of CA’s mission - To share our resources, technology and expertise worldwide to help others reach their fullest potential and achieve more. A global corporation with a local commitment, CA works towards improving the quality of life in communities where they live and work worldwide. CA supports organizations, programs and initiatives that enrich the lives and well-being of others in three key focus areas - health, education and technology - for children and young people.

**THE STRATEGY**

Recognizing the efforts of non-profit organizations, CA has established a new philanthropy program - CA Together that will enable the company to have a greater impact on both the global and local stage. CA Together has major giving components that include: CA Together IT, which aims to support and strengthen the non-profit community through improved IT capabilities. This initiative is a result of CA’s deep understanding of the valuable services non-profit organizations provide and our recognition that non-profit organizations often lack the necessary funds to upgrade, expand and maintain their critical IT systems. To further its commitment to the non-profit community, CA has also introduced Capacity Building Grants to provide financial support solely for the purpose of improving IT systems.

Under the CA Together Community Grants, CA focuses on grants in three key areas related to underserved children and young people - Health, Technology and Education. CA Together Matching Gifts Program is the new, user-friendly Matching Gifts site which now available. Cheques will be distributed quarterly beginning in December 2005. CA Together Product Grants Program brings CA’s best-in-class software products and technology to qualifying non-profit organizations. Through the CA Together Employee Volunteer Program, employees are encouraged to do volunteer work in the community. All employees, with the approval of their manager, are given three non-consecutive days for volunteering. A new volunteer intranet site will be available early next year.

**OUTCOMES**

- Support to hundreds of children in distress, in India and other South Asian countries.
- Enhanced educational opportunities - computer literacy, personality development for slum children.
- Multifarious support to NGOs across the globe in achieving their goals.
- Varied opportunities to CA employees to be involved in the communities they work and live in.
Cognizant Foundation

**ABOUT THE COMPANY**

Headquartered in New Jersey, with more than 24,000 employees worldwide, Cognizant is a global leader in IT services and pioneered the pace setting 4th generation IT services model. Cognizant has senior executives—such as client partners, practice heads and program managers—based close to their clients in the US and Europe who are tightly integrated with their robust SEI CMMi Level 5 offshore capability, rated as one of the top 4, by a leading analyst firm. Cognizant is widely seen as highly customer-centric by creating new ways to deliver bottom-line benefits to their customers.

Cognizant has been in the forefront in its commitment to the society as it has always believed that its leadership role in the business-technology services sector comes with a certain responsibility. It believes that the most successful organizations are the ones that give back to the community and Cognizant have been no different in setting high standards in being socially responsible. To focus its efforts in this direction, Cognizant established Cognizant Foundation which acts as the nucleus of its corporate social responsibility initiatives. The foundation actively contributes to several worthwhile causes through charities, fund-raisers, sponsorships, not for-profit organizations and industry-academia linkage programs.

**WEBSITE**

www.cognizant.com

**WHEN WAS IT FORMED**

1994

**FOCUS**

As the first major offshore company to align across industry practices, Cognizant has experts who know the competitive challenges that customers face—and the solutions needed by customers to leap ahead of rivals.

**Cognizant’s industry practices include:**

- Banking & Financial Services
- Healthcare
- Insurance
- Manufacturing & Logistics
- Media & Publishing
- Life Sciences
- Retail
- Telecommunications
- Media, publishing and entertainment
- New Technology

**LOCATION**

Head Quartered in New Jersey; other location points are India (Chennai, Kolkata, Pune, Bangalore, Hyderabad, Mumbai and Coimbatore).

Global: Japan, Singapore, Chicago, California, Malaysia, Australia, Dallas,
PROJECT TARGET LOCATION

Cognizant Foundation contributed about Rs 30 lakhs and the villages that would be benefited through Cognizant’s funding include Modsar (Kutch, Gujarat), Durgapur (West Bengal), Kolkata (West Bengal), Sanpada (Nerul, Maharashtra) and Marredpally (Secunderabad, Andhra Pradesh).

WORK FORCE

More than 24,000 employees worldwide

CASE BRIEF

Empowering Rural India-ISRO, which is India’s foremost agency for space technology & research, envisioned the Village Resource Centre (VRC) to create and implement a sustainable, scalable and space technology supported community infrastructure to catalyse the transformation of Rural India.

The VRC initiative provides the rural community with greater access to information, help in disaster management by disseminating information and assist during epidemics and seasonal diseases.

MAIN OBJECTIVES

Empower local farmers and small entrepreneurs with information that would help them in sustaining themselves by setting up Village Resource Centres (VRC).

Cognizant Foundation has supported ISRO and Amrita Vishwa Vidyapeetham in their endeavor to set up Village Resource Centres (VRC) that has reached out to empower 5 Indian villages across the country.

- VRC will serve as the window for information-interactively, on-demand, at the village door-step. Information spanning a variety of areas of importance to the village community in several fields including:
  - Education, Health, Business, Agricultural,
  - Women’s empowerment, E-governance
- Each VRC will act as a Centre of The Functional Community for greater access to information through ICT.
- Provide Information and Help during epidemics & seasonal diseases leading to improved Disaster Management.
- Create a force of dedicated self-help group entrepreneurs who are motivated, compassionate, and enthusiastic about using technology to alleviate problems of local farmers and village people by providing services.
- Empower local farmers and small entrepreneurs with information to succeed in their mission and become self-sustainable.

TARGET GROUP

Disadvantaged local farmers and small entrepreneurs of villages.

PROJECT PARTNERS

Indian Space Research Organisation (ISRO), Amrita Vishwa Vidyapeetham.

A VIGNETTE...

A small village located near Secunderabad in the south of India. In the early hours of the day, in a small dwelling close to the market place, a group of farmers sit around, avidly listening to a young man as he shares with them information from a computer terminal. The group breaks out into animated debate, decibels rise, questions are
raised and all attention reverts to the computer man, who turns to his computer for an answer. What is this all about, one is wont to ask? The latest weather report, the expected date and duration of the monsoon is being sought and shared, which will impact many a decision to be taken over the next few days, by members of the group present here. Decisions of money, of people, of time-when to buy the seeds for planting, how many labourers to employ and when, to invest in one crop or two?

What’s unusual about these farmers trying to ascertain when the rains will arrive and plan accordingly? Plenty; even a year ago, these very men would gaze at the sky, trying to read the clouds and winds. A few who could read would peruse the newspapers for weather news and share it with his neighbours. Many would tune in to the radio often for the weather news and sometimes get lucky. Today, they can walk up to the Village Resource Centre for the latest reports beamed by a satellite; which can not only estimate weather and climactic conditions almost to the day, but can also provide information on the nature of the soil in their locality, the extent of land being used in their vicinity, can warn the fishermen of stormy water, or unusual disturbances over land or water. For the villager, the information accessible is seamless, and its impact immense.

In this village, this transition that has been made possible, with the support provided by Cognizant Foundation to ISRO and Amrita Vishwa Vidyapeetham in their endeavor to set up Village Resource Centres (VRC) to empower Indian villages across the country.

**THE CONCEPT**

The VRC concept has been envisioned and evolved by ISRO by integrating their capabilities in satellite communications and satellite based earth observation to disseminate a variety of services emanating from the space systems and other Information Technology tools to address the changing and critical needs of rural communities.

The information provided is in the form of geo-referenced land record, natural resources, suitable sites for drinking water as well as sites for recharging ground water, water harvesting, rural employment creation, alternate cropping pattern, and so on. By suitably blending the information derived from earth observation satellites with ground derived and weather related information, locale-specific community advisory services can be provided. Community based vulnerability and risk related information, provision of timely early warning and dissemination of severe weather related information can lead to reliable disaster management support at the village level.

VRCs can also provide a variety of services like tele-education, telemedicine, online decision support, interactive farmers’ advisory services, tele-fishery, e-governance services, weather services and water management. By providing tele-education services, the VRCs act as virtual community centric learning centres. At the same time, VRCs can provide connectivity to specialty hospitals thus bringing the services of expert doctors closer to the villages. In addition, VRCs are expected to facilitate access to spatial information on important subjects like land use/land cover, soil and ground water prospects which can enable the farmers to get support in taking
important decisions based on their query. Fishermen can obtain information on sea state and wave heights. Provision of information on many governmental schemes, location and farming system specific action plans based on weather, community specific advice on soil and water conservation are the other services to be rendered by VRCs.

Thus, the VRC initiative strives to promote a need based single window delivery system for providing services in the areas of education, health, nutrition, weather, environment, agriculture and livelihoods to the rural population to empower them to face challenges. It is a genuine and unique effort targeted at overall development of India’s vast rural landscape with the help of the cutting edge communication and information technologies.

**IMPLEMENTATION OF THE PROJECT**

Multi-disciplinary university Amrita Vishwa Vidyapeetham (Amrita) collaborated with ISRO to launch the AMRITA-ISRO VRC satellite network, a comprehensive satellite-based rural transformation initiative. In the first phase of the project, 12 VRCs were launched on the satellite network across India. The project was launched by the President of India APJ Abdul Kalam on 6th July, 2005 in Ettimadai, Coimbatore.

The project is a unique venture in bringing about an academia-government-industry partnership, uniting some of the foremost multi-national technology companies. Cognizant has been one of the key players in this initiative and has sponsored the setting up of one VRC with necessary communication infrastructure such as servers, PCs, networking cards, projectors and so on.

Cognizant Foundation has contributed about Rs 30 lakhs towards setting up VRCs in 5 villages across the country- Modasar (Kutch, Gujarat), Durgapur (West Bengal), Kolkata (West Bengal), Sanpada (Nerul, Maharashtra) and Marredpally (Secunderabad, Andhra Pradesh). Apart from funding the computing and technical aspects of the classroom infrastructure for this initiative, Cognizant continuously collaborates with Amrita in sharing their experiences in distance education, quality training, virtual classrooms, assessments, etc., in an attempt to make this venture successful. It also monitors the project progress and provides insights into how efficiently the entire project can be steered to success.

**OUTCOMES**

Through the established Village Resource Centers remote villages are receiving knowledge, medical care, and educational resources. In Tsunami affected regions, villagers are receiving medical consultation and counseling from specialists based at AIMS hospital in Kochi.

With information gathered by satellite, ISRO locates the best fishing spots, which is then transmitted to remote fishing villages. Lectures by experts in various fields are also being transmitted from in Ettimadai, Coimbatore to classrooms set up in the villages. This project has also expanded into e-commerce and e-governance, empowering the people and improving their lives by connecting them with valuable current and accurate information.
ABOUT THE COMPANY

Flextronics Software Systems (FSS) is a global leader in the convergence marketplace, providing solutions for voice over packet, SS7 signaling, IMS, broadband, Datacomm, wireless and handset domains. FSS offers both licensable technologies and outsourcing services to meet the needs of over 300 customers globally.

Incorporated in 1991, FSS is an ISO 9001:2000 certified company with various centers assessed at SEI-CMMi Level 5 & BS7799-2: 2002 and has also received the TL 9000 for some of its development centers. FSS is now part of Flextronics, a global leader in Electronics Manufacturing Services (EMS).

WEBSITE

www.flextronicssoftware.com

WHEN WAS IT FORMED

1991

FOCUS

Flextronics' Software Systems Social Responsibility efforts focus on Information Technology education for underprivileged youth and children, disaster relief and rehabilitation, environmental protection, and support of communities in which we operate.

LOCATION

Corporate Head Quarters in Gurgaon, India
Other offices in India (Bangalore, Chennai) and Global: USA, UK, Germany, Ukraine, Japan, France, China and South Africa
Project location: Gurgaon, Haryana, India

WORK FORCE

4500+

CASE BRIEF

Infotech Education: The FSS Carterpuri Initiative—In sync with its vision to provide Infotech education to underprivileged children and also contribute towards bridging the digital divide prevalent in our country, FSS launched an Outreach Program in 2000. Under this program, FSS adopted the Carterpuri Government School (Gurgaon, Haryana) with the objective of making the children of the school IT literate. FSS has built two Infotech laboratories and donated computers and other resources to make the laboratories functional. Additionally, FSS has also helped to build the primary wing of the school adding six rooms to the facility. FSS continues its support to IT education at the Carterpuri Village High School by donating computers on a regular basis and by making a significant corporate financial contribution towards the children’s education.

MAIN OBJECTIVES

- Provide opportunities for underprivileged children to enhance their learning through the use of Digital Technology.
- To enhance the teaching-learning process by building the capacity of teachers in using technology as a tool for learning.

TARGET GROUP

Underprivileged Children and Youth
Friends of Rural India, an NGO

Carterpuri Government School, situated in Gurgaon, Haryana, until the year 2000, was an ordinary government school where classes were conducted in the open ground from primary to secondary level. Its infrastructure was inadequate and amenities wanting until its contact with a group of concerned citizens and a corporate.

In April 2000, Flextronics Software Systems (FSS), seeking to pioneer infotech education for underprivileged children and youth, decided to adopt the Carterpuri School to provide IT education for its children in the age group of 7-15 years. To facilitate its efforts in providing better infrastructure and amenities for the students, FSS joined hands with Friends of Carterpuri and Choma Villages (now called Friends of Rural India) and CAF India.

Within a short time, the students at Carterpuri were attending computer classes at their newly instated computer labs. FSS provided funds to build the two Infotech Labs, one in the primary and one in the high school wing with 20 computers and other IT peripherals to make the Labs functional. The new lab can today accommodate 24 workstations which ensure 2 students use one computer at a time for better learning. Further, voltage stabilizers and inverters at the computer lab have been installed to ensure smooth functioning and safeguarding of resources in case of power fluctuation. Additionally, FSS provided financial resources for building the High School wing, which today has six large earthquake-resistant rooms. The High School Wing houses class rooms, a computer lab, the FSS Vocation Training Centre, a Library and one small room as the medical room for the children.

To further deepen the commitment to Carterpuri, FSS launched a program called ‘The Give as You Earn (GAYE) program’ amongst its employees. This is an online program whereby FSS employees can support the Carterpuri initiatives by pledging a fixed amount of their salaries towards this which is then deducted from their respective payrolls. The Carterpuri cause received a great boost by the launch of this online campaign. The campaign is completely voluntary and is an effective and convenient way to help individuals reach out and do their little bit towards a social cause. An amount of over Rs. 20 lakhs has been contributed to this project through this scheme. Not only monetarily, but FSS employees have also volunteered for conducting vocational training classes for the students.

Computer literacy to all the children including those in the primary section has been one of the biggest achievements at the school. Six trained teachers have been hired full time to impart training to the primary as well as high school children and, 1000 children have already been trained in computers in different batches. Special classes are also organized for outstanding students. The school has also adopted modern techniques of imparting education using audio-video equipment to facilitate better understanding and quick learning. For those who are not able to complete school, vocational training centers have been opened up, like the FSS Vocational Training Centers in the High School Wing at Carterpuri Village and in the Om Indu Rural Hospital premises in Dhankot Village.
THE FUTURE

Building on the strong basic foundation that has already been created, Flextronics Software Systems will continue to support the organisation, Friends of Rural India to better the facilities for the underprivileged students.

Commending FSS’ efforts and its association with Carterpuri, Col. Taneja, President of Friends of Rural India, shares - “We have had a long and successful association with FSS and we are grateful to the management, which has always taken a proactive role in supporting our efforts. We have found the spirit and willingness to contribute to the cause of the under-privileged very strong and it is heartening to see it run through the entire hierarchy of the organization. The other thing that has been touching is the warmth of the people and the time they take out to listen to our side of the story.”

FINALLY

FSS defines CSR as “going beyond business to associate ourselves with a humanitarian cause to make a positive difference to the community at large”. Whether as a team or as an individual, each FSSian is encouraged to think of ways and means to show that they care and that they are willing to go that extra mile to make a meaningful contribution to society. Every individual is encouraged to make a difference to the society through the 3-Ms of corporate giving that is, contribution in terms of Money, Material and Manpower. The Carterpuri initiative is a fine example which embodies this very spirit of FSS.
GTL Limited

ABOUT THE COMPANY
GTL is a global provider of networked systems management services.

GTL presents integrated end-to-end service offerings: Carrier Grade and Enterprise Network Engineering, Networked Applications and Infrastructure Management (managed services), Converged Network Systems Integration, Process Implementation Solutions, and Process Fulfillment Services. These services are offered to international enterprises, including Fortune 500 companies, telecom carriers, large non-profit entities, and public agencies.

GTL service framework consists of nearly 3600 associates working out of global delivery nodes that include Dubai, London, Mauritius, Mumbai, Dallas, Riyadh and Singapore. GTL’s FY 2004-05 worldwide revenue was Rs 756.37 crore. GTL Foundation (GTLF) is a public charitable trust founded by GTL Limited.

WEBSITE
www.gtllimited.com

WHEN WAS IT FORMED
GTL Foundation was founded in 2004

FOCUS
GTL customer engagements include large public and private sector organizations engaged in banking, finance and insurance; IT and telecommunications; retail and logistics; FMCG; process and batch manufacturing; and health care. Business process management services include applications management, back-office accounting, customer care, security management, and legal support services. GTL provides to its customer-partners best-in-class technologies and innovations, “customer-first” service reliability, and unparalleled real-time transparency.

LOCATION
Mumbai, Ahemedabad, Goa, Delhi, Gurgaon, Pune, Vapi, Chennai, Bangalore, Kolkata, Jaipur, Coimbatore, Jamshedpur, Lucknow.

WORK FORCE
Approx 3,600

CASE BRIEF
Project Gyan - IT: An educational program for imparting training, giving educational aids to the deserving and needy section of the Society as well as supporting research in this area for improving the digital divide in our country.

MAIN OBJECTIVES

- Research on ICT Connectivity to help reach ICT to people in rural areas of the country.
- Computer education in rural areas through mobile van to spread computer literacy programme.
- Setting up computer labs and networking in rural areas and schools thereby spreading computer literacy and provide hands on experience to senior citizens.

TARGET GROUP
Rural Population, Senior citizens in Mumbai.

PROJECT PARTNERS
Cambridge University and Stanford University.
Gyan IT - A buzz word which perhaps originated within the IT domain, but has since traversed well beyond its frontiers and permeated sectors and society is ‘digital divide’. Many initiatives have been undertaken and immense efforts are on to bridge this divide - by the government, the corporates and individuals; and ever so often one is acquainted with diverse approaches attempting to demystify the computer for the masses. Considering the challenges of our country, a few amongst these initiatives stand out for their ingenuity and innovation, and Project KNOW, devised and being delivered by GTL Foundation is without doubt, one such unique endeavor.

Believing in the fundamental premise that knowledge is power and that the computer is the most powerful tool for access to the world of knowledge; GTL Foundation focuses on IT education, training and research to demystify and disseminate computer skills, especially amongst children. Project KNOW, and other initiatives are based on the premise that the computer allows children to seek and explore knowledge with relative ease. This exploration then cultivates a rational and scientific outlook, thus empowering the children with the requisite edge to compete and contribute in the global context.

With a little less than 70% of our population residing here, amidst a grave paucity of basic facilities like power and water, with minimal or no access to any form of education, it is here that the children are most handicapped from accessing computer education. Although, the cost of computer education is reducing continuously, it still remains well beyond the reach of these children. In addition, perceiving the commercial disadvantages in such a venture, few providers of computer education enter these areas. All these factors thus coalesce into one of the biggest challenges in bridging the digital divide across rural India.

This challenge resulted in an innovative idea, called ”Project KNOW (Knowledge on Wheels)”. GTL Foundation conceptualized and created a state of the art bus equipped with its own generator set, air conditioners and eight computers all networked and loaded with the relevant software for teaching basic computer skills. To impart training, a 40 hour learning module was developed to be spread over eight days, to be taught by a trained teacher who would travel with the van.

Launched in May 2004, as a workable solution to provide computer education in rural areas, this mobile lab makes regular visits to the primary and secondary schools and junior colleges situated in remote and hilly areas of the Sindhudurg district in Maharashtra. Students are encouraged to study through hands on sessions, which also help to dispel their fears in handling modern technology. At the end of this training, students are evaluated through a test. This process is repeated in the same area after a span of six months as a refresher course.

During 2004-05, 5000 students have been provided with basic computing skills, aiding in their preparation for higher education in the area of their interest. This intervention has created tremendous enthusiasm amongst students, teachers, school managements, parents and general public in these areas. GTL motivated by the response to KNOW, and envisaging the potential of a trained workforce in the near
future, decided to take this initiative a step further. Employment-counseling seminars were conducted in colleges in the Sindhudurg district, to create awareness about the career opportunities in the BPO industry amongst the youth and their families. To cultivate and further develop the awakened interest in computers amongst the young people in these areas, GTL has also set up static computer labs for the children in schools in the Sindhudurg district, which has benefitted around 20,000 students. Together, these initiatives, by fostering computer literacy and awareness in these hitherto un reached areas of the Sindhudurg district, have the potential of developing and creating an immense talent pool which can then attract IT organisations to spread their centers and delivery nodes to smaller towns and rural areas currently outside their purview. And this could well pave the way for India to gain the 'super-power' status in the ITeS sector.

OTHER INITIATIVES

On a mission to provide quality computer education to children, GTLF partners with several schools in rural Maharashtra, as well as a school and shelter in Navi Mumbai, by setting up computer labs. The modus operandi being that the institution provides at least two computers, and GTLF provides six. This is done to ensure that the partner-beneficiary feels a sense of ownership and takes the programme seriously, which is critical once the handholding period is over. In addition to training the children, a one-year train the trainer program is also undertaken, wherein computer training is imparted to the teacher as well, enabling the trained teachers to independently teach the students once the GTLF trainers move on to other centres and projects.

Motivated by their desire to provide the best computer education to the maximum number of students & the approach and methodology to be cost effective, GTLF acquired a technology that makes both possible. This technology allows one to run a mix of Pentium IV and P I/P II/486 computers - enabling the lower end computers to be run at almost the same speed and efficiency as of P IV computers. This has not only considerably reduced expenses for but has also made it feasible to use old computers without compromising on quality of output. The plan is to replicate this technology in all the computer labs being setup in schools and shelters for children. This technology will allow GTLF to optimally utilise limited resources and thereby take computer education to many, many more children. Besides training in IT education, GTLF also undertakes training initiatives to impart English language training and vocational training to diverse groups of people in the Sindhudurg district. Labs to teach English have been set up in rural schools in this area with the help of the Cambridge University.

As in urban areas, generating employment in rural areas is also a big challenge. Though students here are bright, and many graduate from schools and colleges, they are not very conversant about job opportunities outside their districts / regions and the new avenues opening up in India, such as ITES and BPOs. Catering to this need, GTL has conducted awareness programs in the Sindhudurg district on the prospects available in this sunrise industry.

Yet another initiative undertaken by GTLF targets young women and widows. Many
young women chose nursing as a career to support their families. GTLF in turn supports some of these aspirants who are economically disadvantaged, by providing them with books and also training in the English language to facilitate their education and enhance their prospects. Widows in these areas are being supported into small self-help groups to promote self-employment and entrepreneurship.

As mentioned earlier, one of GTLF’s thrust areas includes research in IT. GTL has partnered with Stanford University by sponsoring a research on ICT rural connectivity in India. This research is being conducted at the behest of the Government of India. GTL has also formed a small group, to do research on a screen reading software for the visually challenged. When completed, this will help the millions of blind people in India who cannot afford expensive software that is available abroad. There is also work underway on a chess software with speech for the blind. Chess is the only game where the blind plays on par with the sighted, making them feel a part of mainstream society. It is this fact that prompted GTL to support them for over six years now.

**OUTCOMES**

- 5000+ students provided with basic computing skills, facilitating further education.
- Employment Counselling seminars creating awareness about career opportunities among youth and their families.
- Static computer labs set up in schools in Sindhudurg District benefiting 20,000+ students.
- Train the Trainer programs conducted to train teachers who will in turn train students in basic computer skills.
- English language and vocational training imparted in rural areas.
- Conducted research in ICT in partnership with Stanford University.
- Development of screen reading software for visually challenged.
- Development of chess software with speech for visually challenged.

**IN SUM**

Working on providing IT education over the last couple of years, GTLF volunteers from the target areas, have developed the network and have also supported the training for the children as well as teachers. A couple of these volunteers from the Sindhudurg district have been integrated into GTL, thereby setting an example and role model for other young boys and girls to follow. Those implementing the projects have also learned from their experiences, which are reflected upon whilst formulating the syllabus for teaching. This constant learning and reinventing from time to time has helped GTLF provide better teaching and learning opportunity for subsequent batches.

In conclusion, the words of a GTL spokesperson - “our support towards the research on ICT connectivity is broadening our horizon as an organisation and we are able to see the huge opportunity that is available in rural connectivity area in India.” - can be construed as a harbinger of greater achievements. And a well known fact is that when an organisation’s CSR activities fall in synch with its core business activity, the potential to make an impact is immense.
Hewlett-Packard

ABOUT THE COMPANY

HP is a technology solutions provider to consumers, businesses and institutions globally. The company's offerings span IT infrastructure, global services, business and home computing, and imaging and printing. For the four fiscal quarters ended Oct. 31, 2005, HP revenue totaled $86.7 billion.

HP is committed to helping people apply technology in meaningful ways to their businesses, personal lives and communities. The company's US$4 billion annual worldwide R&D investment fuels the invention of products, solutions and new technologies to better serve customers and enter new markets. HP invents, engineers and delivers technology solutions that drive business value, create social value and improve the lives of customers in 170 countries.

OVERVIEW

- Company name: Hewlett-Packard Company (NYSE: HPQ)
- Headquarters: Palo Alto, California
- More than one billion customers in more than 170 countries on five continents.
- 150,000 employees worldwide

WEBSITE

www.hp.com

WHEN WAS IT FORMED

1939

FOCUS

HP delivers vital technology for business and life. The company's solutions span IT infrastructure, personal computing and access devices, global services and imaging and printing for consumers, enterprises and small and medium business.

HP's Three Core Business Groups

- Technology Solutions Group (TSG)
- Imaging and Printing Group (IPG)
- Personal Systems Group (PSG)

In addition to the above three business groups, HP Labs provides a central research function for the company. HP Labs is focused on inventing new technologies that change markets and create business opportunities.

LOCATION

Corporate Head Quarters: USA

CASE BRIEF

Kuppam hp i-community-ICT for Sustainable Socio-Economic Development of Technologically underserved Communities. An HP i-community is a community where Information and Communication Technology (ICT) infrastructure is strategically deployed to facilitate in the development of solutions. The solutions have been created with the participation and inclusion of all appropriate parties in the enhanced economic and social development of the community such as literacy, job creation, income generation, access to Government services, education, healthcare etc. The vision for the Kuppam hp i-community is to create ICT driven solutions that
will lead to the creation of a thriving self-sustaining economic community leading to significant improvements many facets of its citizens’ lives. The i-community provides the community access to information and services that would otherwise not have reached these communities in the foreseeable future. This in turn leads to an accelerated socio-economic development of the community.

**MAIN OBJECTIVES**

- Sustainable ICT infrastructure
- Self-sustaining new job/income opportunities
- Profitable revenue streams by providing access to new markets
- Appropriate technology innovations and replicable business models
- Leadership and capacity within the community
- An eco-system which ensures the broadest possible active inclusion of all the relevant stakeholders in the community

**TARGET GROUP**

Kuppam Community, Project target location: Kuppam, a rural region in Andhra Pradesh, India. People: 300,000; 62,400 households in 5 mandals - 612 habitations.

**PROGRAMME APPROACH**

To translate the vision and goals into actions tangibly impacting people, HP followed a structured approach. HP first identified key communities to be addressed as part of the solution like farmers, self-help groups, and students and ascertained their priorities, which was later synthesized with inputs from various levels of the state government. Several innovative means including a visioning exercise both at Kuppam and Hyderabad, and town hall meetings helped in identifying specific initiatives that would have an immediate to medium term impact on the targeted communities. Thereafter, phased plans for delivering solutions to the targeted communities were crafted.

**STRATEGY OF THE I-COMMUNITY**

The objectives of the i-community were accomplished by creating an eco-system involving the Government, NGOs, private sector players and the broadest possible active inclusion of relevant community stakeholders. The deployment of people, technology and know how in the i-community helped HP realize both brand value and business value for itself while delivering social and economic value to the community. The i-community program took a citizen-centric, holistic approach. Based on the needs articulated by the community and on the business and technology needs of HP, we identified the domains of education, health, economic development, social empowerment and interface with government, for creating sustainable and replicable ICT solutions. The solutions developed under each domain are as below. These goals were developed to create a sustainable, replicable information and communication technology (ICT) based solution framework.

I. **Interface with the Government**

*Yojanalu - Government to Citizen services* - Governments in developing economies have a plethora of welfare programs for citizens. Individual departments implement these programs and the citizens have to approach each of these departments to avail of the benefit. As the information is cornered by a select group of individuals, the benefit does not reach the larger population. It is to address this divide that Yojanalu
was developed as a one-stop-shop solution for the govt. welfare programs. The application has details of all the welfare programs, eligibility criteria, and facilitates online processing of the applications.

**VALUE PROPOSITION**

For the government: There is objective information dissemination to the larger population and thus the benefits of the welfare programs could reach the needy. The transaction processing also led to improved efficiencies and thus cost savings for the government.

For the citizens: The citizens were able to access all the relevant information without having to meander through various government offices. In addition they had access to a transparent processing system available at a time convenient to them. This resulted in increased savings as they neither had to pay brokers nor forgo their days' wages on account of time delays in processing of their application.

**Public Grievance System** - As in the case of govt. welfare programs, citizens had to approach each individual department to voice their grievances. The Public Grievance System is an online grievance submission system, which enabled the citizen to file their grievances pertaining to any department from the CICs. The solution also enabled citizens to track the grievances submitted by them.

**II. Economic Development**

As part of the Farming Information System, technology was used to provide farmers with cost effective access to information, best practices and expertise that enabled them improve their returns from their land. The solution developed by HP provided farmers with modules on a package of practices; Tele-Agriculture (to solve problems); Market Intelligence; Expert System and Training. HP partnered with SAMUHA, an NGO, to generate a remote sensed, GIS-based natural resources management database, and technical action plans as foundational tools for business development.

HP also piloted a new mobile photography solution for the rural markets, called the Village Photographer Programme. In this solution a photography kit comprising HP's digital camera and portable photo printer were bundled along with a portable solar kit which powered the printer in power starved regions.

**VALUE PROPOSITION**

To the citizens: This service was not available in their communities earlier. It opened up a new income generating activity in a sustained manner and thus provided livelihoods to the participating families. This service has helped capture cherished moments for the citizens as the photographers were available on demand.

**ITeS (IT enabled Services - business process outsourcing) Centre at Kuppam** - As a part of its commitment to create ICT enabled jobs, HP facilitated the creation of an ITeS centre at Kuppam. The Kuppam ITeS Centre project fulfilled a key i-community goal of generating new and sustainable ICT enabled jobs in Kuppam.

**Electronic Employment Exchange Solution** - HP developed an electronic employment exchange solution that was designed specifically for rural job markets that are largely unskilled and unorganized with high volumes of transactions. The solution was a
hybrid of e-bay and monster.com customized for an environment where information flow was not at the optimum resulting in significant under-employment situations. This solution bridged the information gap between the job providers and the job seekers in the community.

For the community and channel: access to information on the profile of jobs and candidate pool. This in turn helped in the optimization of resources and led to improved socio-economic conditions. The channel enhanced its offering to the community by playing the role of match-maker in fulfilling one of the key requirements of the community.

III. Education

Adult Literacy - Kuppam HP i-community developed a functional literacy-testing module, which helped the government to test the literacy rate at a much quicker pace. The solution was devised to test the neo-literates using new interactive devices such as touch screens and voice enabled system that went toward providing a simplified interface in the local language.

Computer Education to students - HP, in association with other organizations like Azim Premji Foundation, America India Foundation, World Links etc. and on its own, created and implemented ICT enabled education programs for students in the rural environment.

IV. Health

Eye-testing - HP Labs developed a computerized eye-testing module, which was deployed in the Kuppam HP i-community. This software helped in assessing if the citizen had a problem in his/her eyes and based on the result the citizen was advised to contact a specialist, if required.

Tele-Medicine - In association with PES Medical College & Specialty Hospital, Kuppam, HP i-community implemented a tele-medicine via video conferencing for remotely located citizens. The i-community also worked with the Tele-Vital group to provide quality health information and solution to the citizens of Kuppam. The solution from Tele-Vital streamed ECG and Angiogram to specialty hospitals from remote locations and had an integrated patient record which helped in easy administration of health care. The solution also envisaged integrating other vital information of a patient to the record thus becoming a remote diagnostic tool.

V. Social Empowerment

Self Help Group - performance management and training system - HP developed performance management and training solutions with the objective of providing an MIS solution for the administration and a capacity building tool for the groups. This dual-purpose solution was developed in close consultation with GoAP. The solution coupled with the wireless network had the capability to deliver multi-media enabled training modules to remotely located groups.
Placement Centre-A placement centre was established in the i-community with the objective of identifying job opportunities for the citizens in the community. The centre used the employment exchange solution to identify the gap between the opportunities that exist and the talent pool available in the community and addressed this gap by providing training on vocational and soft skills to the candidates in the i-community.

Directory Of Services-As part of the community portal, a directory of services was created with the key objective of dissemination of information and creating awareness of various educational and vocational opportunities for students and teachers, healthcare service providers and agriculture test labs/facilities available in and around Kuppam.

Alternate livelihood programs-To preserve and increase wealth in the i-community, HP worked on promoting alternate livelihood programs. For example, through a trainer, HP worked at reviving the skill of jewellery-making using beads and wires which used to be a traditional trade in the past. Later, women were trained on this skill. One more such initiative was the Home Herbal Gardens. Through this initiative, HP promoted income generation activity using under utilized assets of the community leading to economic development and thus empowerment of the families.

Value proposition
For the community: services being delivered at doorstep. Cost savings for the transactions being processed by the mobile unit as they did not have to travel to the nearest service provider.

ACCESS INFRASTRUCTURE
To create a seamless connectivity in the i-community, HP in partnership with the Govt. of Andhra Pradesh deployed a broadband wireless network using 802.11b technology. Various services providers like the CICs, the government offices, hospitals, police station etc were inter-connected by means of the wireless network. Solutions like internet telephony, internet radio, public broadcasting etc were deployed using the wireless network.

OUTCOMES
- Creation of innovative ICT solutions to address various socio-economic problems, which are replicable, scalable and sustainable.
- New job & income opportunities, access to new markets, greater access to government programs & schemes, creating entrepreneurial leadership and capacity building models, with information technology providing the necessary framework.
- The deployment of people, technology and know how in the i-community helped HP realize both brand value and business value for itself while delivering social and economic value to the community.
IBM

ABOUT THE COMPANY
At IBM, we strive to lead in the invention, development and manufacture of the industry’s most advanced information technologies, including computer systems, software, storage systems and microelectronics.

We translate these advanced technologies into value for our customers through our professional solutions, services and consulting businesses worldwide.

WEBSITE
www.ibm.com/in

WHEN WAS IT FORMED
1911

FOCUS
Hardware: Servers, Storage, Personal Systems, Printing Systems, Retail store solutions

Software: Connect operating systems, business processes, and applications seamlessly

Services: Connect operating systems, business processes, and applications seamlessly

Financing: A leading provider of financing and asset management services to companies selling or acquiring IT related products and services

Research: Innovative technologies that produce leading edge solutions

Technology: Develop, market and deliver leading chip technologies and services

LOCATION
Present in 174 countries across the world. For details kindly visit the following URL: www.ibm.com/planetwide/

PROJECT TARGET
location: India, Bangalore

WORK FORCE
3,29,001

CASE BRIEF
KidSmart-A programme designed for pre-school children from families with little to no chance of access to technology at home. IBM gives them access to technology in pre-schools and primary schools as another way to acquire important skills and concepts, helping them gain a jump-start on elementary school education. Specially designed for children, these Young Explorer units are colorful units pre loaded with software for children to help them understand basic concepts like alphabets, numbers etc.

Till date, we have donated over 1200 Young Explorer units across over 160 Kidsmart Early Learning Centres - Government, Corporation and Trust schools in Karnataka, Tamil Nadu, Andhra Pradesh, Pondaicherry and Maharashtra training over 500 teachers. These centres reach out to over 200 schools and 30,000 children.

Teachers are trained on specially developed training modules that train them on using technology to develop children's basic language, math and science skills. IBM provides one year program and technical support to schools and teachers.
MAIN OBJECTIVES

- Harnessing technology strengths to reach the best and most relevant in computer hardware, software and educational material to the underprivileged pre and primary schools in India.

- Developing reading skills among children at early stages, seeking to reduce the school dropout rates in India in the long run.

- Enhance the learning experience for young children consistent with the goals of early childhood education.

- Focus on the professional development of teachers of participating schools for sustaining the programme.

- Train the teachers on using the Young Explorer units to support classroom teaching.

TARGET GROUP

Young underprivileged children at the pre and primary school level

PROJECT PARTNERS

Promise Foundation, Bangalore, Byrraju Foundation - Secunderabad, Pratham Mumbai Education Initiative, Mumbai.

PROJECT DESCRIPTION

THE KIDSMART EARLY LEARNING PROGRAMME - Miles away from the several hi-tech facilities in Bangalore, an unique technological revolution is being unleashed in parts of Karnataka, which is fast spreading to other regions of India. Scores of young children, boys and girls in pre and primary schools, are being acquainted with computer, and are learning their alphabets and numbers on the computer. Perhaps nothing unusual in a time when the computer is almost ubiquitous by its presence in every sphere of our lives and information technology is breaking barriers every second throughout the globe. It is unusual however when one considers the fact that these children belong to less affluent, socio-economically challenged families, where basic literacy is a luxury, leave alone computer literacy. Many of these children are also abandoned or orphaned, living in foster homes in SOS villages across the country. And, for them to be able to access a computer, to learn from it and enjoy is a fortunate occurrence indeed. An occurrence which has been initiated by IBM India, who deigned it necessary to go beyond its corporate corridors into the community, to reach out to young children preparing them for the IT centric world outside.

THE PROGRAMME

Harnessing its technology strengths to reach the best and most relevant in computer hardware, software and educational material to the underprivileged pre and primary schools in India, IBM launched the KidSmart Early Learning Program (KSELP). Aimed at introducing technology at the pre-school level, this is currently the only such program in India. The
program focuses on developing reading skills among children at early stages, seeking to reduce the school dropout rates in India in the long run. It primarily caters to students of pre and primary school educational institutions at the grassroots level of the Indian education system - Aanganwadi centres, Government & Corporation schools and Trust run schools.

The KidSmart Early Learning Program is designed to enhance the learning experience for young children consistent with the goals of early childhood education. It builds on the understanding that children learn best through creative play and social interaction and encourages them to become confident users of technology. IBM partners with organisations specialising in Early Childhood Education to implement the program in various countries. In India, it has been conceptualized and structured by The Promise Foundation, a Bangalore based NGO, to focus on the following areas of skill development in children:

- Reading skills focus on supporting children’s literacy acquisitions. Children explore alphabets, words and texts through listening, speaking, visual processing and meaning making activities.
- Technology skills introduce them to the world of technology. Children work in pairs on each Young Explorer unit.
- Craft skills focus on developing their creativity by teaching them to make creative objects out of simple materials like paper, sand and cotton. They also experiment with various colours and textures. Craft skills are useful to the children as well as parents, as they are seldom able to afford expensive playthings.

**METHODOLOGY**

Each KidSmart Early Learning Centre has one or more Young Explorer Units consisting of a PC and all supporting peripherals and furniture. The unit has been designed colorfully and aesthetically to liven up the process for the young students. The software used is an award winning Edmark software, covering basic concepts like alphabets, numbers, basic science etc. To address the country’s diverse needs software in local languages has been introduced to optimise the effectiveness of the programme.

A significant component of this program is that it not only supports students, but also focuses on the professional development of teachers of participating schools, without which it would be difficult to sustain the program. Teachers are therefore trained on using the Young Explorer units to support classroom teaching. The program currently has a learning network of 400 teachers...
who interact and communicate with each other to exchange, discuss and develop creative resources and materials to develop reading skills in children.

THE SPREAD

The KidSmart Early Learning program was initiated in India with a pilot roll out of 50 Young Explorer units - 40 units across various states in India to 20 SOS Children's Villages, and 10 units were donated to 10 Aanganwadi Centers under the Directorate of Women and Child Welfare, Government of Karnataka. Till date, over 1200 Young Explorer Units have been donated across approx 160 schools mainly in the states of Karnataka, Tamil Nadu, Maharashtra, Andhra Pradesh and Pondicherry reaching more than 30,000 children.

To suit the requirements of the Indian educational system, a unique model has been developed for the KidSmart Early Learning program based on the concept of ‘Host and Neighbourhood Schools’. In this system, the KidSmart Early Learning centre serves as a community resource, which is not only available to the school where the centre is hosted, but also to all neighboring participant schools. The program is implemented with the support of local partners in every region.

IN SUM

Addressing significant issues in education - the disconnect between pre and primary school education, high drop out rate in schools, lack of educational infrastructure - IBM has managed to leverage its core strengths to reach the power of technology to over 30,000 young children in India in 3 years.

OUTCOMES

- Bringing technology to pre-school India. First programme in India to target pre school children and bring technology to pre schools.

- Teacher and project training. The programme does not end with the donation of equipment - it also includes teacher training, project support and monitoring. The programme is evaluated for its effectiveness at the end of the program period.

- A wide range of schools have been brought together under this program:- Aanganwadis, Government schools, Corporation schools, Army schools, Navy Schools, and Trust run schools, among others.

- Local language teaching. IBM is currently working on adding local language software to this programme to meet local requirements.
ICICI OneSource

ABOUT THE COMPANY

ICICI OneSource (I-OneSource) is among India’s leading BPO companies providing customised solutions for clients in a wide range of industries with a particular focus on Financial Services, Telecom, Healthcare and Collections.

I-OneSource was ranked among India’s top 5 BPO companies by NASSCOM for the year 2004-05. The company partners with Fortune 500 and FTSE 100 companies to provide a suite of customer management services. ICICI OneSource Limited is majority owned by the ICICI Group, India’s financial powerhouse. The ICICI Group manages assets of over US $27 Billion. The Group’s flagship, ICICI Bank, is the largest private sector bank in India and was the first Indian company to list on the New York Stock Exchange (NYSE: IBN). I-OneSource’s other significant stakeholders are Temasek Holdings of Singapore and Westbridge Capital Partners.

WEBSITE

www.icicionesource.com

WHEN WAS IT FORMED

2002

FOCUS

I-OneSource’s value proposition allows customer management through a combination of BPO, call center and transaction processing capabilities. The company offers a complete range of solutions from customer acquisition, customer care, claims processing, collections, reconciliations and investigations, research and analytics to information services.

Over the years, I-OneSource has earned the reputation of being an organization with the ability to rapidly set up and manage large scale complex processes over accelerated timeframes. It has partnered with clients to create virtual extensions of their organizations so they can concentrate on their core competency. A culture of responsiveness, flexibility, operations excellence and mutual trust and transparency has led to long-standing client relationships.

LOCATION

India, UK and USA

WORK FORCE

7700 employees across ten Delivery Centers

CASE BRIEF

Livelihood Advancement Business School (LABS)-The project would identify the potential livelihood options available for the underprivileged youth in Bangalore and train them according to the market requirements, thereby achieving the goals of poverty alleviation and self-employment. Over a period of 28 months, 7 batches will undergo training, which will roughly benefit 1400 beneficiaries. LABS could include courses such as BPO Skills, Housekeeping, Retail, Office Assistant and Basic and Advanced Computer Skills. Each batch of LABS will run for 4 months, upon completion of which the students will be awarded certificates. Post course completion, LABS students will be offered jobs in corporate houses with the help of the placement and guidance unit managed by the Dr. Reddy’s Foundation staff.
MAIN OBJECTIVES

- Objective of Community Involvement: Optimizing unique ICICI OneSource assets and competencies for the benefit of the community.
- Empowering underprivileged youth by providing them with opportunities to get trained in various skills that will enable them to become economically independent.

TARGET GROUP

Underprivileged youth

PROJECT PARTNERS

In Bangalore - Dr. Reddy's Foundation for Human and Social Development - DRFHSD

FIRST STEP

Keeping in mind the strategy and the objective, it was decided to focus on the "Livelihood Advancement Business School" (LABS) Program in Bangalore as the first initiative in Corporate Social Responsibility at ICICI OneSource. The LABS program (by the Dr. Reddy's Foundation for Human and Social Development - DRFHSD) was launched in Bangalore in October 2005.

THE CONCEPT

ICICI OneSource works in close conjunction with the LABS team to identify the potential livelihood options available for the underprivileged youth in Bangalore and train them according to the market requirements, thereby achieving the goals of poverty alleviation and self-employment.

Over a period of 28 months, 7 batches will undergo training, which will roughly benefit 1400 beneficiaries. LABS could include courses such as BPO Skills, Housekeeping, Retail, Office Assistant and Basic and Advanced Computer Skills. Each batch of LABS runs for 3 to 4 months, upon completion of which the students are awarded certificates. Post course completion, LABS students are offered jobs in corporate houses with the help of the placement and guidance unit managed by the Dr. Reddy's Foundation staff. This program has the potential of creating a long-term impact by addressing the very "root cause" of unemployment amongst the underprivileged youth. ICICI OneSource has pledged Rs.51 lakhs towards this initiative, of which over Rs. 9.75 lakhs has currently been deployed.

EARLY SUCCESS

The first batch of 90 students who passed out were all successfully placed. While most of the students were placed in popular retail outlets and DSA’s, 4 were absorbed within ICICI OneSource. This is a clear case of a demonstrable impact of a social initiatives programme.

SPIRIT OF VOLUNTEERISM

The ICICI OneSource employees in Bangalore enthusiastically volunteer to add value to the curriculum being taught at the training center. Volunteers conduct specific sessions on weekends to supplement the student's learnings. They have collectively proved that a little bit of well thought out action deepens the corporate's social involvement programme.

IMPACT AND SUSTENANCE

An intervention which empowers the underprivileged youth by providing them with opportunities to get trained in various skills that will enable them to become economically independent, is by definition a sustainable model. To further scale up this initiative, ICICI OneSource looks forward to partnering with implementing organizations that specialize in this focus area, to create and develop curricula for
new economy vocations, which can then be replicated through future partner organizations in other urban areas. Significantly, the LABS program provides ICICI OneSource with ample opportunities for proactive employee involvement. The program has the potential to help them give back to their communities by sharing their skills and competencies, for a generation of Indian youth to benefit from and cherish.

Believing that corporates have an important role to play in social development and appreciating the need for nurturing the communities one operates within, ICICI OneSource decided to embark on a CSR program to make their community contribution impactful, measurable and sustainable.

With this in mind a steering committee was instituted comprising of senior members of the company including the CFO and Vice President, Human Resources. The committee brainstormed, weighed different options and decided that for a program to be impactful and measurable it needed to be scientifically designed with professional guidance. After considering various NGOs, GIVE India, an organization which helps NGOs raise funds and promotes greater transparency and accountability in the voluntary sector, was identified to partner the CSR initiative. The first mandate GIVE India was charged with was to see that ICICI OneSource’s CSR program was truly reflective of its employee’s beliefs.

GIVE India met employees and management across levels in focus groups to collect their views on a range of issues related to community development. This was followed by a company wide online survey among employees on basic preferences for community development / CSR. The survey threw up a few key focus areas for a community involvement model. Based on employee feedback and the results of the survey, it was decided to look at Education for a Sustainable Livelihood as a key focus area. Education for Livelihood aims at imparting various skills to the underprivileged youth, enabling them to become economically independent. The goal was to empower the underprivileged youth by providing them with opportunities to get trained in various skills that will enable them to become economically independent. These skills may include vocational skills, literacy, personality development, spoken English and enterprise management. All this toward making the underprivileged youth more employable.

The overall objective of community development was to optimize unique ICICI OneSource assets and competencies for the benefit of the community. Keeping in mind the strategy and the objectives of their CSR goal, the steering committee then identified the LABS program as ICICI OneSource’s first step toward what they feel will be a robust and impactful constituent of their CSR program.

Past researches on CSR have revealed that when a corporate engages with its employees while taking decisions with regard to CSR activities, keeping in mind the pre-dominant issues facing the country, greater involvement and enthusiasm is evinced, ensuring the success of the initiative. ICICI OneSource clearly demonstrates the veracity of this insight, which greatly enhances the viability of its chosen initiative.
Infosys Technologies Ltd.

ABOUT THE COMPANY

Pioneering a new generation of Strategic Offshore Outsourcing

Infosys Technologies Ltd. (NASDAQ: INFY) defines, designs and delivers IT enabled business solutions to clients globally - as partners to conceptualize and realize technology driven business transformation initiatives. These provide our clients with strategic differentiation and operational superiority, thereby increasing their competitiveness. Each solution is delivered with the industry-benchmark Infosys Predictability that gives our clients peace of mind.

Infosys was ranked #10 amongst all global IT companies by BusinessWeek in its list of IT 100, and the global leader amongst IT Services companies. It has been ranked amongst the 100 most respected companies in the world in a survey done by FT and PwC. It has been called a "company with a conscience" by the Medinge Group in their book "Beyond Branding".

WEBSITE

www.infosys.com

WHEN WAS IT FORMED

1987

FOCUS


Services: Business Consulting, IT Services, BPO, Product Engineering

LOCATION

America, APAC, Europe.

Project target location: Bangalore, India

WORK FORCE

49,000

CSR IN INFOSYS

Infosys Foundation, the philanthropic arm of Infosys Technologies Ltd., came into existence on 4th December 1996 with the objective of fulfilling the social responsibility of the company by supporting and encouraging the underprivileged sections of society. In a short span of time, the Foundation has implemented numerous projects in its chosen areas. The Foundation has undertaken various initiatives in providing medical facilities to remote rural areas, organizing novel pension schemes and in aiding orphans and street children. It has undertaken a large rural education programme titled "A library for every school" under which 5500 libraries have been set up in government schools spread across many villages. Other activities include the reconstruction of old school buildings, setting up of rural Science Centers and schemes to provide support to dying traditional art and culture forms.

CASE BRIEF

Through creating opportunities and working towards a more equitable society, Infosys Foundation has made small, but effective strides in the areas of healthcare,
education, social rehabilitation and the arts. Promoted by Infosys Technologies Limited, the Foundation offers the promise of a better tomorrow, through its projects across India.

**MAIN OBJECTIVES**

To successfully implement projects in four key focus areas:
- Health care
- Social Rehabilitation and Rural Up-liftment
- Learning and Education
- Art and Culture

**TARGET GROUP**

Underprivileged people

**PROJECT PARTNERS**

Infosys Foundation, Infosys Technologies

“...no corporation can sustain its progress unless it makes a difference to its context!”

- Nandan Nilekani, Chief Executive Officer, President and Managing Director.

Actualizing these words of its leader, Infosys is actively involved in various community development programs under the aegis of Infosys Foundation, promoted in 1996 as a not-for-profit trust. Infosys contributes up to 1% PAT every year to the Foundation, which then is responsible for promoting and implementing the community development activities, monitored by the Board of Directors of Infosys.

Some of these community initiatives are enumerated here below -

**Research and Educational initiatives**

- Infosys Fellowship Program instituted in 1999 at top institutes in India for PhD programs in computer science, management, law and accounting. This was part of Infosys’s initiative to foster excellence in education. Under this programme, the company grants Rs. 25,000 per fellowship for these PhD programs.
- Infosys along with Microsoft launched in 1998-99, a new program - Computers@Classrooms.

**Community Service**

- Catch Them Young Programme - This program introduces young & brilliant students from school to the fundamentals and latest trends in information technology. This project is focused on the selected students of the urban schools and gives them an opportunity to understand work in the IT industry.
- Train the Trainer Programme - This program is aimed at increasing the awareness of faculty teaching Computer Science/other related subjects, about the latest trends in technology and Software Engineering as used by the Indian Software Industry.
- Rural Reach Programme - This programme gives rural school children exposure to computers, kindles their interest to learn and demonstrates their utility in day-to-day life.
- Employment - Infosys indirectly employs over 400 men and women at its
various campuses from the socially backward communities. Apart from decent wages, Infosys also helps these families in housing, children’s education, health and welfare.

- **Welfare activities**

  The Foundation focuses on the underprivileged in rural areas, healthcare for the poor, education, and promotion of Indian arts and culture.

- **Initiatives for the rural poor and the underprivileged and rehabilitation programmes**

  The Foundation has constructed orphanages, relief shelters, student hostels, schools for the blind, rehabilitation centres for destitute women and for people with physical and mental disabilities etc.

- **Healthcare for the poor**

  The Foundation has taken up several health care activities in Karnataka, Maharashtra and Tamil Nadu. For instance -
  - it distributes medicines in remote areas and to the poor;
  - constructed a hospital to treat brain fever in Bellary;
  - conducted leprosy rehabilitation camp and relief work in Leprosy Colony, Gulbarga;
  - built a cancer hospital annex in Kancheepuram, Tamil Nadu etc.

  It has also introduced a novel pension scheme for the aged, the destitute, widows, and people suffering from cancer, leprosy, defects of heart/kidney, mental illness and other major disorders.

- **Education**

  - 'A Library for Every School', one of the largest rural education programmes in the country. It also distributes books that simplify the standard of computer education for the students in rural areas under this project.
  - Identifies promising students from economically weaker sections and provides financial support for their higher education till first-degree level,
  - Constructed Science Centers and labs in rural schools and donated generously towards reconstruction of old school buildings.

- **Arts & Culture**

  The Foundation promotes dying art and culture forms of the rural areas, encourages artistes to perform and also benefit financially.
Jopasana

**ABOUT THE COMPANY**

Jopasana is a solutions company catering to the world market in the areas of real-time systems and integrated information systems. Jopasana, as a group, has been providing software products and specialized services to the engineering and hi-tech industry for the last 16 years.

Jopasana began its existence in the year 1990 as a product company serving the process industry in the domestic market. It successfully developed and deployed several solutions around its supervisory control & data acquisition product (SCADA) and was the recipient of the G.S. Parkhe industrial merit award instituted by the Mahratta Chamber of Commerce & Industries for innovative product/process/design or import substitute items development. Jopasana was recently short-listed for Product Innovation by Nasscom for its product OutPerform in the space of Real Time Asset Performance Management.

**WEBSITE**

www.jopasana.com

**WHEN WAS IT FORMED**

1990

**FOCUS**

In 1997, Jopasana made a strategic move to expand its horizons internationally serving as a design and development outsourcing company. Using its core skills of real-time, scientific and engineering applications, it ventured into new domains serving the Semiconductor, Life-Sciences, and Telecom industries. Jopasana was one of the early providers of the offshore outsourcing practice when it was in its nascence. It successively improved and successfully implemented the outsourcing model for its customers and partners over the years making the whole process seamless be it for design, development, testing or any other product life-cycle service.

**LOCATION**

India, US, UK, Germany, Japan and the Middle-East.

Project location: Bhor, Velhe, Mawal blocks in interiors of Maharashtra, India

**WORK FORCE**

125 Engineers

**CASE BRIEF**

Educational Resource Centre-The programme was launched to reach children and teachers at the grass root level and assist their formal and informal education through the use of available tools and technologies for the underprivileged. Launched in June 2005, with a humble beginning in nine schools, there are now 35 schools associated with the programme.

**MAIN OBJECTIVES**

- To act as a bridge between the available education material and the deprived.
- Remove the existing phobia of technology among rural dwellers by setting up access to educational resources in terms of new methods, processes, tools and localised content.
- Use the already available IT infrastructure as a medium to bring out a social change in the rural area.

**TARGET GROUP**

Children and teachers in the village school.

**PROJECT PARTNERS**

Jnana Prabodhini, Connecticut Maharashtra Mandal
Educational Resource Centre-Salumbe is the interiors of Maharashtra, where electricity is a luxury and the literacy rate is less than 20 per cent. However, many children in this area adore Hon’ble President of India Dr. A.P.J. Kalam, are thorough with the cycle of pollination and can give a presentation on the solar system. They eagerly await their weekly turn of operating a computer and also enjoy playing games on the laptops. Thanks to an initiative by Jopasana Software & Systems, for the children of Salumbre, computers are not futuristic, fantastic machines, but a learning tool they are familiar with. They are using technology to gain better knowledge and be entertained. This is truly inspirational, considering the inaccessible and underdeveloped areas one is referring to.

**The Genesis**

A brainchild of Ajay Phatak, CEO of Jopasana and Bhal Tulpule, an NRI friend from Connecticut, USA, an Education Resource Center (ERC) was envisaged to reach children and teachers at the grass root level and assist their formal and informal education. Its key objective is to give the students easy access to information, expose them to alternative educational methodologies and create a favourable environment.

After three months of deliberations and brainstorming with various like-minded people, Ajay and Bhal, along with Jnana Prabodhini - a recognized organization in Pune, known for its interdisciplinary exposure to education and development work in the rural areas - developed an initiative that would use available tools and technologies for educating the underprivileged. This initiative was launched in June 2005. From a humble beginning in 9 schools, there are now 35 schools associated with the programme.

**The Methodology**

The implementing body for the ERC is Jnana Prabhodhini, with its penchant for new experiments, especially in the realm of education. Prabodhini helps in developing educational content or ‘Indianising’ available content to make it more relevant for students and educators in the interior areas of the state. It also aims at creating and maintaining a repository of content, which can be used whenever, wherever, the need may be. Right from recording educational events, speeches, seminars or workshops to developing original content, the ERC essentially aims at acting as a bridge between the available material and those who need it. Probodhini also maintains the hardware and equipment required to run this program, making available equipment like video cameras, projectors and laptops to schools as and when required.

The financial resources for the ERC are primarily generated through Bhal’s initiatives in the USA. Due to his efforts, the Connecticut Maharashtra Mandal has committed a funding of 6000 dollars a year, for a period of three years. This group in the US was thinking of doing something for their country, and through Bhal, they found a good avenue in ERC. It is hoped that with the ERC gaining experience and momentum, with more information available on its progress, the program will become more visible in the US, thereby attracting more funding. This will enable expansion of ERC’s scope and will also help it sustain beyond the initial project span of three years. Indian corporate and individuals will also be urged to participate in this funding. Jopasana provides technology support to the program, is responsible for developing and maintaining a web site for ERC, and plays the vital role of coordinator between the India and US teams. Apart from lending full moral support for the program, Jopasana also contributes in concept development, software and hardware infrastructure and proliferation of the concept, by encouraging others in the technology field to make their infrastructure available. At times, even junk from these companies would be of
great value in our rural areas. Jopasana is keen to involve more and more organizations in expanding the scope of this venture, enabling the model to proliferate.

THE PROGRAM

The premise of ERC is the team’s belief “that education should go beyond literacy and conventional methods of teaching”. Hence, efforts are on to encourage experiments in education methodologies, which also use advances in technology. The tools provided by technology can be creatively used to enhance the education experience not just in cities but also in villages and small towns. The focal attempt has been to develop and deliver maximum content to create awareness about the environment and ecosystems, which is perceived to be a critical need. Work is on to have all science experiments, interactive English conversations, a presentation on the rain cycle, enactment of scenes in the history books, all in the local language and local context, available on CDs and other accessible formats.

At Jopasana, a pertinent need identified has been to develop some excellent information (content) available on the web within the local context, thereby making it more relevant to students and educators in India. In collaboration with Prabhodhini, it identifies topics relevant to the rural schools and children alike, and develops these using local contextual settings and idioms, which can then be easily appreciated by students here. For the schools located in the interiors of our land, a support of this nature can certainly be likened to a highway from the village to the world wide web!

SCOPE & STRATEGY

Though presently focusing on western Maharashtra, the project will soon cover more of Maharashtra within a just a few months. With a view to sustaining the program, membership models for schools, teachers and students are being considered and developed. The aim also is to develop some of the participating schools into executors and implementers of the programme. These schools can be deemed as nodal centres, servicing other schools in the immediate vicinity. This will assist to proliferate the concept even further, while utilising the available resources optimally.

To enable more schools, students and teachers in the hinterland, access and use the ERC and benefit from it, one needs to address the existing phobia of technology among the rural populace. Recognising this, Jopasana is assisting to set up computer labs in schools, which provide early exposure to new tools and technologies. Jopasana is also committed to making best use of its industry connections for adding infrastructure to its programme.

To evaluate and review its progress, to instill a sense of oneness, to share ideas and experiences and plan for the future, Jopasana plans to organize an event which will bring together all the stakeholders of ERC - funders, implementers and beneficiaries.

CONCLUSION

The ERC, made viable with Jopasana’s belief that with conscious efforts and active contribution, significant change could be brought out in the society; and the realization that technology can be a very effective medium to educate and empower the masses. The ERC team, spanning the globe, in a manner of speaking, views this program as a start of the process of change. The infrastructure and technology, which is readily available for most IT industries, can thus be used by any other team or individual keen to partner this process of change, and work towards the goal of building the future generation of India.
**ABOUT THE COMPANY**

KPIT Cummins has been the IT consulting partner of first choice for its customers across the globe. With a major presence in IT for Manufacturing, Advanced Technology Solutions (Automotive, Industrial Automation, and Semiconductor Solutions) and BFSI (Banking, Financial services & Insurance) verticals, the company has grown at a scorching pace of 77% CAGR over the past three years. Strategic partnerships with 2 of the largest and renowned players in their respective areas: Cummins (Manufacturing / Automotive) and Lehman Brothers (Financial Services) are a testimony to this focused business model.

KPIT Cummins has been credited with building one of the earliest and largest SAP Business Warehouse (BW) in the world. With strong expertise in Engine Management software development and semiconductor solutions, the R&D Engineering services group is all set to acquire leadership position in this arena.

In an endeavor to accentuate the leadership profile, KPIT Cummins has now commenced high-end offerings in Risk Management & Financial accounting. These offerings are an amalgamation of KPIT Cummins’ deep accounting lineage and strong experience in IT.

**WEBSITE**

www.kpitcummins.com

**WHEN WAS IT FORMED**

1990

**FOCUS**

- Manufacturing Business IT: Hi-Tech, Discrete & Consumer Packaged Goods
- Embedded - Automotive Electronics, Industrial Automation & Consumer Electronics
- Semiconductor Solutions: VLSI & Systems Software
- Banking Financial Services & Insurance
- Global Business Solutions (High End BPO Services)

**PRACTICES**

- Business Intelligence & Data Warehousing
- SAP
- Advanced Technology Solutions
  - Tools and Embedded for Automotive Electronics, Industrial Automation & Consumer Electronics
  - VLSI
  - Semiconductor/R&D solutions
  - Risk Management & Compliance

**LOCATION**

Headquartered in Pune, the company services its clients across the globe through its branches and global subsidiaries in the US, UK, Germany, UAE, and Japan. It has extended its reach through partnerships in Switzerland, France, Sweden, Australia, Qatar and Kuwait.
WORK FORCE
2000+

CSR OBJECTIVES
The core objectives of the KPIT Cummins’ CSR initiative - ‘Let Us Give’ are to:
- Contribute to IT Education and IT Community
- Spread the use of IT in rural areas
- Help the physically and economically challenged members of the society
- Contribute towards improving the environment

TARGET GROUP
Underprivileged students, rural population, physically and economically challenged members of the society.

PROJECT PARTNERS
Bhagini Nivedita Pratishthan, (Pune - an NGO working towards educating underprivileged students), Paraplegic Rehabilitation Centre, (Pune), Khed Shivapur Public Health Centre, Government of Maharashtra.

CASE BRIEF
LET US GIVE - A KPIT CUMMINS INITIATIVE
In Kalyan village (located 40 kms from Pune), Saturdays are special, especially for the children. On every Saturday, since the last two years, a team from KPIT Cummins has been visiting Kalyan, to train the students in basic computer skills. Prior to these visits, awareness about computers was nil, but which has now changed a great deal. The team, through their weekly efforts, has been able to teach MS-Word, Excel, Paint and PowerPoint to 37 school children and 5 school teachers.

The effectiveness of the training can be gauged by the fact that the students are managing the library (created from the books also donated by KPIT Cummins) using MS-Excel. A marriage invitation card for one of the student’s brothers wedding was designed using MS-Paint and the print outs were circulated in the village. Some of the personal letters are also drafted using MS-Word. The impact is visible not only among the children, but is also apparent in the confidence evinced by the villagers. When KPIT Cummins conducted a 5 day residential camp for the meritorious computer students at Bhagini Nivedita Pratishthan, in Dighi, out of 15 students who attended it, 9 were girls!

In Kalyan, in addition to the computer training, painting competitions, cleanliness drives, cricket matches have also been organized, with articles made by the children being displayed at the annual Collector’s corner held in KPIT Cummins. Plans are afoot to shortly provide them with an internet connection, which would then give them a window to the world.

Inspired by the Kalyan village activity, a similar computer training program is being initiated at Marunji village, located 3 kms away from KPIT Cummins’ Hinjawadi office. The class here would consist of 225 students and 9 teachers. In their efforts to bridge the digital divide, KPIT Cummins has also donated computers and software to many schools and NGOs in Pune and in rural areas. A ‘Best CIO of the Year’ award in association with the Computer Society of India has been instituted, and scholarships have been given to the deserving female students of Bhagini Nivedita Pratishthan for computer related training. Besides imparting computer education to the children at
Kalyan village, others achievements of the 'Let Us Give' include -

- Training inmates of Paraplegic Rehabilitation Home (a residential institute in Pune for paraplegic and quadriplegic ex-defence personnel) on Accountancy Packages like Tally in order to help them automate the Accountancy procedures for the institute's management.

- Tsunami Relief Fund wherein the employees of KPIT Cummins contributed approximately Rs. 6 lakhs and the company contributed an equal amount towards rehabilitation of the tsunami victims. Out of the funds raised, 13 mechanized fishing boats were donated, each equipped with a GPS equipment and a set of 3 fishing nets. Each boat was co-owned by 5 families. Thus 65 families from the village were supported.

- Blood Donation Camp which witnessed around 20% of the employees donating blood.

- Bhagini Nivedita Pratishthan is an NGO which works towards educating underprivileged students. KPIT offers scholarships to 60 students per year and a few students were also offered employment in KPIT Cummins’ community initiatives.

- Book Collection was a week long activity wherein around 1000 books were collected. 214 books out of them were donated to the school in Kalyan, thus raising a library. Some of the books were sold and from the money generated, a few chemicals, some apparatus and some geographical maps were donated to the school laboratories.

- KPIT Cummins is in the process of designing a software application in VB/MS-Access for Khed Shivapur Public Health Centre. This application would help them during their annual survey. Help was extended also in raising funds for Telemedicine equipment at this Centre.

- Environmental and developmental projects at Sinhagad, an ancient fort on outskirts of Pune, where KPIT Cummins is associating with the Government of Maharashtra to put in place garbage disposal facilities, provision of sanitation facilities on the fort and training local youth to act as guides.

- Flood Relief Fund to alleviate some of the damage caused to life and property in Konkan region of Maharashtra by the incessant rains and the resulting floods. Rs. 5 lakhs were raised through employees and the company, for rehabilitation work.
Lapiz Digital Services (Lapiz) is the ITES division of the parent company Ultramarine & Pigments Ltd. Ultramarine & Pigments Ltd (UPL) is a 45 years old public limited company and has been engaged in the manufacture of pigments, detergents, detergent raw materials and plastic packaging. Lapiz was established as a services division of UPL in the year of 1999.

WEBSITE  
www.lapizdigital.com

WHEN WAS IT FORMED  
1999 - Lapiz Digital Services

FOCUS  
UPL along with its division Lapiz and other group companies manages Thirumalai Charity Trust (www.thirumalaicharitytrust.org) which was set up in the year 1970. TCT runs projects in the Health care for the (rural poor), Education and rural development, Empowerment of rural women.

LOCATION  
Chennai, India

Project target location: Ranipet, Tamil Nadu, India

CASE BRIEF  
Bringing the rural poor together in building their own future - Thirumalai Charity Trust (TCT) was created in 1970 to promote education, provide medical relief to the rural poor and, in general, alleviate human suffering.

TCT has evolved several programmes based on the needs of the rural communities, with a focus on women and children. In its integrated approach to development, TCT works towards the best utilization of village based resources with the assistance of women volunteers and groups. TCT partners with other organizations, both voluntary and Government, to ensure meaningful service to its target clientele.

MAIN OBJECTIVES  
- To empower rural women through group organization and training in an integrated programme of women's development.
- To reduce the burden of disease by providing affordable, appropriate and sustainable health care.
- To demystify and transfer knowledge and skills to women volunteers from the villages.
- To reduce the burden of debt on the poor and to build sustainable banking programme managed by women.
- To encourage and enable self management processes towards achieving sustainability and empowerment of communities.
- To promote environmental and social development in the villages.

TARGET GROUP  
Rural women

PROJECT PARTNERS  
NGOs, Government of Tamil Nadu
WOMEN’S DEVELOPMENT

TCT’s women’s development programme is implemented through village-based Savings and Credit Groups. Twelve to twenty poor rural women in a village are organised into a Group / Sangham. From the beginning, they are trained to manage the Group within a framework of rules and regulations. They meet on a fixed day and time in the week, collect savings and loan repayments, approve loans for members and disburse them. After they learn to manage the money and ensure loan repayments, external loans from TCT or Banks are organised for them. The loan may be taken for any purpose, but over a period of time, more productive loans are encouraged. The Sangham operating in the village becomes a nodal delivery point for most of TCT’s activities.

TCT has been operating this programme since December 1994, and it has been growing steadily in size and outreach, making this the main focus of TCT’s activities.

Service for Persons with Disabilities Since 1996, TCT has been networking with Government and other voluntary agencies in the district in organising programmes for disabled persons and streamlining assistance to them.

From organizing awareness programmes, special health camps and government assistance camps for disabled persons, TCT has progressed towards setting up rehabilitation services and organising them into Self-help Groups. The Comprehensive Rehabilitation and Counselling Centre provide Physiotherapy, surgery assistance and distribute assistive devices to persons with disabilities. Self-Help Groups for persons with disability are promoted. Leaders of these groups are given leadership training.

COMMUNITY HEALTH

Sustainable, Affordable, Accessible, Primary Health Care is TCT’s motto. TCT has a two-tier health system. Trained Women Volunteers, Midwives and Teachers serve in the villages. They are supported by trained Health Workers at the Community Health Centres, each serving ten to twelve villages by extension and coordination services.

TCT’s health activities are directly implemented through eight health centers in 85 villages and 42 schools. Eight Health Centres provide treatment and health services, six days a week. A comprehensive Rehabilitation and Counseling Centre serves disabled persons.

SCHOOL HEALTH

Every year, TCT’s trained health workers do screening of children in over 40 schools in Vellore district. About 2500 children of under 16 years of age, from Primary and middle schools are covered in this programme. The children are examined and treated for various common ailments, like ear, nose and eye problems, dental and skin problems (scabies), vitamin deficiency and worm infestations. They are also treated for wound and sore, cold and cough that they may have at the time of screening.

HEALTH EDUCATION

- Health Education is given through songs and stories, films and folk arts, slides and street plays, flash cards, posters and pamphlets.
- Maternal and child Health - For pregnant women and young mothers.
- Hygiene and personal care - For School children.
- Environmental Sanitation, HIV/AIDS For Community.
MAQ Software

ABOUT THE COMPANY
MAQ Software’s talented development and design teams have the skills to deliver outstanding solutions. Team members have a proven track record at leading technology companies. MAQ Software is a Microsoft Certified Partner, member of the Oracle Partner Network and an IBM Business Partner.

For the last five years, MAQ Software has served the technology needs of customers located around the world in industries ranging from hi-tech to manufacturing. We are experts at building Web, Windows and Smartphone/PDA applications that improve our customers’ ability to provide services, collaborate, and conduct commerce.

WEBSITE
www.maqsoftware.com

FOCUS
We excel at developing E-Business Solutions, such as:
- Migration to the next generation of applications utilizing .NET and XML Web Services
- Mobile phone and PDA application development
- Web and graphics design
- Data Warehousing and Business Intelligence
- Application development, migration, and maintenance
- Enterprise Resource Planning, Enterprise Application Integration, and Customer Relationship Management
- RFID and Smart Card solutions

LOCATION
Seattle (US), Hyderabad and Mumbai (India)

WORK FORCE
100+

GOAL
To help local school girls access computers to enhance their computer skills, thereby compensating for the lack of training at school and acquiring career building skills.

TARGET GROUP
Underprivileged school girls

CASE BRIEF
Weekend Training Program—Every weekend the employees at MAQ Software’s Goregoan Development Center are joined by their ‘weekend colleagues’ - Sneha, Dipali and Jyoti, three class ten students who come in only on weekends to train young girls like themselves acquire computer skills. Not long ago, the ‘trainers’ were among the initial batches who were part of the MAQ weekend training program. The program helps local school girls access computers to enhance their computer skills, thereby compensating for the lack of training at school and acquiring career building skills. Since its commencement in October 2002, more than 400 students benefited from the training. A profile of these three young girls will provide a deeper understanding of the MAQ program and its impact on the students.

Sneha Shinde, a class ten student who wishes to be a doctor or social worker in a
hospital. Her father is a bus driver and her mother a Balwadi teacher. Spurred on by her mother’s support, Sneha wish is to make her mother proud by learning more. Her familiarity with computers allows her to spend her free time surfing websites focusing on career options. Regularly training other girls from her school, Sneha makes it a point to come every Sunday for the training sessions. She enjoys teaching and is considering computer training as one of her career options. “I have learnt a lot about computers and I want to learn more”

“In class nine, we used to have computer classes in school only for half an hour a week. Now, in class ten, we do not even have a single class. I am happy to get longer hours of computer training at MAQ” says Dipali, one of the trainers for the weekend training program at MAQ Software. Having successfully completed her training in early 2004, Dipali, along with her classmates, handle a batch of 30 students at a time.

Supported by her parents, Dipali enjoys teaching computers to girls from her school. She feels that more time should be provided by schools for computer lessons. Keen on getting her younger brother to learn computers, Dipali opines that computers are required in any work you do and hence training in computers is important.

Jyoti Lokhande was amongst the first students who received the training program at MAQ Software. “I was scared when the training started. We were first batch of students to receive training” says a confident Jyoti today. Interested in computers right from the time her school introduced her to computers, Jyoti was disappointed that her school could provide only half-hour sessions every week. This was one of the reasons Jyoti volunteered to teach the new batch of students from her school. She feels she gets a better understanding when she has to teach students.

“I am glad to come here every Sunday and teach my friends. We have a four hour class every Sunday” says a delighted Jyoti who earlier had to eagerly wait every week for a thirty minute computer class in her school. “I want to build a career in computers”, says Jyoti, who plans to take up an advanced course in computers after passing out of class 10.

Brief insights into the lives and minds of the aspiring trainers; allow us to appreciate how a few hours dedicated by the employees of MAQ Software for young students will perhaps have a life long impact.

Since its commencement in October 2002, more than 400 students benefited from the training.
Microsoft Corporation

ABOUT THE COMPANY

At Microsoft, we are motivated and inspired every day by how users apply our software to find creative solutions to business problems, develop breakthrough ideas, and stay connected to what's most important to them.

We are committed long term to the mission of helping our users realize their full potential. Just as we constantly update and improve our products, we want to continually evolve our company to be in the best position to accelerate new technologies as they emerge and to better serve our customers.

WEBSITE

www.microsoft.com

WHEN WAS IT FORMED

1990 (commencement of operations in India)

FOCUS

Microsoft primarily has six business units in India - Microsoft Corporation India (Pvt) Ltd, the marketing division, Marketing Subsidiary; Microsoft India Development Center; Microsoft Global Technical Support Centre; Microsoft Global Development Center India; Microsoft Global Services India & Microsoft Research India.

Under its mission of ‘Realizing India’s Potential’ Microsoft has strategic initiatives towards creating a digitally inclusive society in India, forging local partnerships for building a vibrant domestic IT ecosystem, and empowering the Indian developer community. The aim is to innovate from India, for India and with India.

LOCATION

Microsoft has its offices located all over the globe including India. To find microsoft locations visit the following URL: http://www.microsoft.com/businesssolutions/worldwide.mspx

CASE BRIEF

Unlimited Potential - As India blazes a trail across the global economy with its expertise in information technology, so does Karamjeet Kaur, a young girl from a small town in the north of India. Their canvases may differ in scope, but their achievements are not dissimilar. Just as the world has woken up to realize India’s unlimited potential in this arena, so are Karamjeet’s neighbours realizing that their doubts in her abilities were unfounded. Despite her physical disability, she has demonstrated her unlimited potential, fulfilling both, her own and her partner’s quest. Karamjeet’s partner in the process has been Microsoft’s global initiative - The Unlimited Potential Program - which is supporting several young women like Karamjeet to discover their potential.

MAIN OBJECTIVES

- Enable access to Technology.
- Broaden digital inclusion and aid global workforce development by providing technology skills through Community Technology Learning Centers (CTLCs).
- Deliver an information and communication technology (ICT) skills training curriculum for disadvantaged individuals that would generate genuine career opportunities.
- In India, the program has a specific focus on creating opportunities for underserved women and girls as well as rural communities.
TARGET GROUP
Underserved women and girls, and rural communities.

PROJECT PARTNERS
Development Alternatives (DA), a non-profit research and development organization whose prescriptions for sustainable development are based on careful management of technology, energy, water, shelter, and cottage industries, and TARAhaat (Technology and Action for Rural Advancement), a social advocacy enterprise which has implemented many of DA's projects.

THE OBJECTIVE
Appreciating that access to technology is only part of the answer, and that it is equally critical to provide IT skills training, tools, and guidance, Microsoft Unlimited Potential (UP) has been designed to help broaden digital inclusion and aid global workforce development by providing technology skills through Community Technology Learning Centers (CTLCs). In India, besides addressing the digital challenge, a greater challenge was to ensure that both men and women can enjoy progress equally. In order to capitalize on India's technology-fueled growth, women must confront enduring social restrictions and traditions which have kept their economic lives marginalized for centuries. To facilitate this, the India UP program has a special focus on creating opportunities for women and girls in rural as well as urban areas. The objective was to deliver an information and communication technology (ICT) skills training curriculum for women and girls that would generate genuine career opportunities.

THE PROCESS
The first step to attract qualified, educated women to become master trainers went smoothly; 30 master trainers were identified, tested, and certified in TARAhaat’s rigorous educational certification program. The problem was how to attract the commitment of female participants. Cultural traditions in rural communities exert a powerful constraint on the freedom of women to pursue an independent economic future. To address this problem, a wide scale advertising campaign was launched to explain the benefits of ICT training. The messages of the campaign were that computing technology is crucially relevant to the lives and futures of girls and women, and that the cultural barriers which obstruct them from pursuing skills training are worth overcoming.

By mid-2005, over 500 women and girls had signed up with the project. The project training includes basic IT skills to enable participants to access ICT facilities in the future, and practical skills for the women to use in the workplace (e.g., keeping accounts and writing short applications), and this is delivered at 45 of TARAhaat's local centers, called TARAkendras. Each of these centers has a nominal reach of 20,000-30,000 residents in the local towns and villages. Courses are delivered in English, Hindi, and Punjabi. Registrations indicate an encouraging willingness of girls to receive instruction in a non-local language (in contrast to the boys in other TARAkendra courses). According to TARAhaat, the successful targeting of women and girls has resulted in a downward shift in the male to female ratio across all of their programs, from 80 percent male-20 percent female to almost 50 percent male-50 percent female.

EMPOWERING WOMEN
The DA project is part of a wider Microsoft initiative to empower women and rural communities in India. Microsoft also works with the NASSCOM Foundation, the Mahila
Sewa Trust, Datamation Foundation, and the M.S. Swaminathan Research Foundation to help the women and rural populace of India improve their skills.

While all of Microsoft's UP programs aim to act as catalysts for change, the DA project faces an especially hard challenge because of the prejudices and restrictions against women that are powerfully and deeply rooted in the local societies. The benefits of the project's success, however, are not limited to individual employment potential. Giving women and girls the ability to capitalize on their own skills helps to empower women in all situations, no matter what they are doing, as has been proven by Karamjeet and many others like her.

Some notable case studies:

- Karamjeet Kaur, only 22, is a Master Trainer at the Zira TARAkendra in Punjab. Despite being afflicted with polio, she pursued a career in IT, completed a BCA (Bachelors in Computer Application) course and then passed TARAhaat's Technical Assessment Test. Her neighbors, once skeptical of her ambitions, are now sending their daughters to the TARAkendra she runs. She is convinced that many parents have shed their inhibitions in sending their girls to the TARAkendra because the courses are taught by a female instructor. “I want to set an example to other girls; I want to show everybody that girls are capable of more than they are thought of.”

- Teena Bansal from Punjab thinks Microsoft’s Unlimited Potential Program is the best thing to have happened in her life. She feels she has found a means to fulfill her dreams.

THE SPREAD

As of Dec. 1st, 2005, Microsoft had awarded UP grants in India amounting to US$ 1,152,500 in cash, in addition to software donations valued at over US$ 3 million. Apart from cash grants and software donations, it also contributes an IT skills curriculum for training. The grantee NGOs include:

- Development Alternatives: ICT skills training based on the UP curriculum to women Master Trainers and - through them - to hundreds of other trainees, across 45 TARAkendras or franchised telecenters in Jhansi (Uttar Pradesh) and selected areas of Punjab, Madhya Pradesh and Haryana.

- Datamation Foundation Charitable Trust: A one-year project which aims to benefit 3,000 poor and semi-literate women from the Chikankari embroidery weavers community in Lucknow and informal sector workers in Kanpur by imparting IT skills as well as income-generating vocational training.

- M.S. Swaminathan Research Foundation (MSSRF): 35 CTLCs being set up in Pondicherry and four districts of Tamil Nadu, and 1,500 ‘Knowledge Managers’ from rural communities being trained over a one-year period.

- Mahila SEWA Trust: The grant targets to train 4,000 women Self-Help Group (SHG) members in Gujarat in basic IT skills and promote capacity building. It also aims to aid competitiveness of micro-enterprises and help make SHGs engines of economic growth in rural areas.

- NASSCOM Foundation: This is the largest UP grant in India so far and is the flagship program under Mission 2007. It envisages a grid of 65 Rural Knowledge Centers
(RKCs) across 7 states for information empowerment of rural communities, and targets to train 6,500 Master Trainers.

- World Links: The grant focused on imparting IT skills training and capacity building to underserved women drawn from the Aanganwadi network and slum areas in identified districts in and around Delhi.

OUTCOMES

- A total of 22,155 persons targeted to be directly trained under the above projects.
- Income generation and livelihood skills, improved employment prospects, and support for micro-enterprises provided to underserved individuals.
- Immeasurable, but indispensable attributes of self confidence and self esteem for innumerable women and girls.
**Mphasis Software & Services Pvt. Ltd**

**ABOUT THE COMPANY**
Mphasis provides business solutions in the BFSI (Banking, Financial Services, and Insurance) and Technology industries, working around time zones, across geographies, and powered by a dedicated workforce sold on the idea of leveraging domain knowledge to solve problems that add value to human enterprise.

Over the years, the Mphasis brand has consolidated its value and gained a deep insight into the practices, quality factors, project management, and technology that drive successful deployment, employing Six Sigma methodologies, Service Oriented Architecture for seamless integration of applications in architecting value by developing flexible platforms that allow our clients to rapidly implement business processes with minimal capital outlays.

**WEBSITE**
www.mphasis.com

**WHEN WAS IT FORMED**
Mphasis BFL Limited ("Mphasis") was formed in June 2000 after the merger of the US-based IT consulting company Mphasis Corporation (founded in 1998) and the Indian IT services company BFL Software Limited (founded in 1993).

**FOCUS**
Mphasis has expanded its IT, BPO, and Embedded Technology solutions to the Healthcare, Retail, Mobile, Telecom, Life Sciences, Consumer Electronics, and Utilities industries. Our Consulting arm leverages our existing practices for Architecture, Business Analysis, Business Intelligence and Business Excellence to provide process improvement and Customer Relationship Management solutions to clients.

**LOCATION**
Mumbai, India

**WORK FORCE**
10,000+

**CASE BRIEF**
To explore the scope for employment opportunities for the visually impaired people in the IT sector, and understand the job functions they can carry out, their training needs, competency development, difficulties they face in getting accepted. Two visually impaired employees of Mphasis, Vishnu Ramchandani and Fakruddin Badshah, are successfully involved in carrying out IT related functions.

**MAIN OBJECTIVES**
To become a more inclusive organization by recruiting larger numbers of disabled people as productive employees.

**TARGET GROUP**
Disabled people (physical/hearing/sight impairments)

**PROJECT PARTNERS**
Victoria Memorial School for the Blind, Mumbai; Enable India, Bangalore

**THE CONCEPT**
Many disabled people come from the poorer strata of society. Mphasis discovered that these people do not have a) resources to educate/qualify themselves b) Knowledge/network to seek out new job opportunities c) The instruments with which to successfully execute a given job. India has the largest number of disabled people
in the world (both in absolute terms as well as a % of the population) and it makes eminent business as well as social sense to engage them as productive members of society.

**IMPACT**

Since the programme started, we have provided employment to more than 40 disabled people in our BPO Company alone. The numbers are small; however we seek to expand the reach of this programme shortly.

**APPROACH**

Mphasis engages with disability NGOs on a continuous basis to understand the needs and aspirations of disabled people. Our other key partners in this initiative are our training vendors, who conduct the actual training of the candidates before they enter the Mphasis recruitment process.

**CASE STUDY**

Visually Challenged Employees with Mphasis Software & Services (Note: Employment refers to employment with Mphasis).

**Background:** Vishnu Ramchandani and Fakruddin Badshah, visually impaired, are employed with Mphasis, and took part in the study. They worked on project assignments together, splitting responsibilities and assisting each other in completing the tasks successfully. They lunch together, and draw strength and companionship in shared problems that are unique to their condition.

**Coping with Disability:** Vishnu lives alone in Mumbai. His father passed away last year (2005). His mother and brothers are based in Aurangabad. To a question about what his mother feels on his securing employment with Mphasis, the very kind of question nobody would bother asking people with normal eyesight, thus belying the state of employment opportunities for the visually impaired and general perception toward them, he said, “She is not educated, but knows that I do something in computers, and that I earn and can take care of myself even when living alone. That itself is enough to make her very happy. I visit them every 3-4 months.”

Vishnu lives in Jogeshwari at the M.N.B home for the blind. “They give me food. I share a room with four others,” he said. “Except for the days on which my computer programming classes are scheduled at GTL in Malad, I take the bus to my hostel in Jogeshwari, else I travel to Malad after office hours, and attend the classes before making my way home to Jogeshwari.” When asked how he manages the traveling alone, not without its own uncertainties, he smiled before replying, “I’ve my white stick.”

“I’ve been directed onto the wrong bus on more than one occasion,” he said. “Sometimes the person at the bus stop whom I’ve requested to alert me when my bus arrives, forgets to tell me that he is leaving after his bus arrives, and I don’t come to know of it, and wait there thinking he is still around and will alert me when my bus arrives. But somehow I reach home. I do.”

**Overcoming Disability:** In the interactions during the case study, there were never once any hint of despondency. If anything, they were eager to be given tasks, and at one point even letting on, albeit very politely, that it would help if Project Managers
were to explore their capabilities further, setting them challenges that conventional wisdom would hesitate at first thought.

One of the Project Managers made a telling comment when discussing their abilities and skills in the testing domain. He said, "I find them way ahead of testers with normal eyesight. Vishnu and Fakruddin are much better than the others when it comes to certain aspects of functional testing. I can tell you this 100%." The broad scope of any Functional Testing involves testing the system from a logical aspect, covering all the business flows as the business users would see it. Checking for the inter-dependencies and inter-linkages of one scenario with the other is another important event that we test for here. Also, checking for the validity and the sanctity of data and their relationships is confirmed during this process.

**Extending Possibilities:** Web Accessibility issues are in the forefront today. Designers believe that in confirming to Accessibility guidelines, it’s not just simply accessibility to disabled people but also benefit everyone. Accessibility issues typically affect those with disabilities that prevent them from seeing, hearing, and moving, or using tools that interface with information. Disabled readers have access to devices and assistive technologies such as screen magnifiers, screen readers (JAWS) among others. The technologies are no longer merely technologies. They have helped extend employment possibilities.

An e-learning company contacted Vishnu for help with functional testing of their e-learning courses developed in line with web accessibility requirements. Vishnu got 6-7 visually impaired people he knew from his days with Victoria Memorial School for the blind and those he met up with on Access India (a yahoo mailing list set up to provide an opportunity for the visually impaired persons in India to share experiences, questions, and suggestions related to the use of computer technology) to test these courses. Barun Yadav, from the Senior Specialist Group with the e-learning company, is working to develop these courses, vouched for their effectiveness. "We asked them to go through 3 different courses without any help. These courses were either in Html or Flash. Our aim was to test the templates we created and whether those can be understood by them and our conveying what we intend to. These templates also included interactivities. They did well," he said.

Barun believes that "We (normal eyesight) can see the screen and they (the visually impaired) have to visualize the screen with whatever they hear. As a sighted user we assume a few things because we can see. They don’t."

**Employability Factor:** The ability to ‘see’ beyond the sighted coupled with a certain minimum training in computers can go a long way to improve their employability in IT companies.

A Project manager at Mphasis lists ‘proactive’ among the qualities that are mandatory, and believes that a proactive employee will take initiative in trying to sort out problems they encounter in the course of their work. "Other skills expected of them are: Basic computer awareness, proficiency in JAWS or any other similar screen reading software, knowledge of applications like MS Word and MS Excel, and certain
tools. Training in tools (e.g. Code Review) such as those used in logging in defects uncovered during testing and passing them on to development teams is mandatory. Together, this constitutes adequate proficiency in computers to help them carry out the following tasks after providing them with supportive training specific to particular tool usage.”

- Functional testing*: Using JAWS they can read test plans and test cases, and can carry further testing, and write their own test cases if required, besides filling in review logs.
- Load testing: They can be trained to use tools like LoadRunner to carry out load testing.
- ADA Compliance*: They can help with ensuring that sites are ADA compliant.
- Defect Logging: They can log calls and defects using systems like JIRA.
- SQL scripts/Database scripts*: They can write scripts with supportive training.
- Configuration Management: VSS management for projects, and maintenance.
- These tasks were successfully completed by Vishnu and Fakruddin.

TRAINING
Training assumes importance in view of their disability. IT industry requires visually impaired candidates to acquire training adequate to prepare them to successfully handle basic tasks involving computers before applying for positions with a company. Such training determines/shapes aptitude required for skills-specific training tailored to the job profile for which the candidate is hired, and which they're expected to learn on the job.

Three institutes based in Mumbai were included in the study to find out the existing training infrastructure for training visually impaired people. They are: Victoria Memorial School (Tardeo), GTL - Foundation (Malad), Tanya Computer Centre at M.N.B home for the blind (Jogeshwari).

POST-EMPLOYMENT
Post-employment, training in applications/tools specific to job profiles was made available to the employees, enabling them in carrying out several aspects of functional testing successfully. Companies can ensure, at little cost, time, and effort, familiarization with tools to carry out the assigned tasks by providing training in them.

EMPLOYEE PROFILES
1. Vishnu Ramchandani
- Educational qualifications include BA (Political Science), and English Braille Stenography Course,
- NAB Workshop for the Blind, Mumbai. Shorthand and Typing Course,
- Basic Computer Course: Computer Fundamentals, MS Windows, MS Word, MS Excel, MS Outlook and Outlook Express, Internet and E-Mail, (Using Screen Reader Software: JAWS) Page Scanning and reading. (Using Open Book Ruby).
2. Fakruddin Badshah

- Educational qualifications include BA (Arts), and
- Rehabilitation course (duration: four months) at the National Association for the Blind learning Braille, Mobility (as in getting about on their own as in traveling), Communication skills (structuring story telling sessions, communicating logical concepts in science etc.), Social work/craft skills (making candles, paper bags, liquid soaps).
- Telephone Operator course (3 months), and Basic computer skills (MS Word, MS Excel, JAWS).

**Post-employment training/experience:**

Note: The following details apply to them both.

Projects successfully completed:

" Virtual Tax Room (VTR): The task involved consolidation of documents into a master document, and creating hyperlinks. Over 50 documents from different locations were compiled and modified as required, into a single master file. Hyperlinks were put in to assist user navigation through the document. Application used: MS Word.

- Candidate’s Resume Database: The task involved collating information from over 1000 resumes sent in by applicants, categorize information from the resumes under separate headers (Name, Address, Tel no., Mail ID, Date of Birth, Qualification, and Experience) in a single worksheet to facilitate quick access. Application used: MS Excel.

- Employee’s Resume Database: The task involved collating employee information for the Usability Engineering Team, and categorizing them under various fields to facilitate search and sourcing requirements (skill-sets) for projects. Application used: MS Excel.

- Functional Testing: The task involved testing websites for functional integrity using Rational Sweet Enterprise Software. It involved testing websites for accessibility as well as usability for a conventional user, as in field sequencing, presence of incomplete/broken links, data population, page loads, and the like.

**TRAINING CHALLENGES**

Beyond a point, the only difference between the visually impaired and the rest is eyesight. Their (Vishnu and Fakruddin) performance has been heartening for its thoroughness and efficiency. The study learnt that apart from the initial catch-up time spent in in-house training to familiarize them with tasks requiring completion, they were on par with the rest for the same tasks.

Speaking of his experience in training the visually impaired in using software applications, Swagat Sinha, a teacher with Victoria Memorial School, said “First and foremost we had to learn to speak to them softly. Since they are not able to see facial expressions, anything said in a high tone constitutes shouting, affecting them. Secondly, the fact that they are not able to visualize the screen meant we had to make paper/cardboard models they could touch and feel, only then would we explain
them the concepts. Once they were clear with what’s on screen, terms like icon, button, popup, word wrap, scrolling and the like were explained, and from then on it became easy for them to learn, before acquiring a proficiency that was comparable to the sighted. We followed this up with more abstract concepts like File, Folder, and Saving files etc. These concepts were used in getting them to relate them to the Internet and the possibilities it offered. There was no looking back then.

**ACCEPTANCE**

A senior manager with Mphasis is of the opinion that “our own expectations of the visually challenged restricts the scope we provide them. People with normal eyesight significantly scale down their expectations from the visually challenged people, applauding them for completing ‘simple’ tasks thus restricting them to similar tasks. This in turn constrains us from visualizing beyond the simple tasks they can perform, when in fact they are capable of much, much more as is evident with Vishnu and Fakruddin.”

Project Managers need to be proactive in identifying roles and assigning responsibilities and believing in their (the visually challenged) ability to deliver. It is a principle that applies across the board. Belief in another’s ability to deliver drives performances, and hence outcomes.

All trainers the study talked to looked forward to employment opportunities in the IT sector for their students. Vishnu keeps in touch with his friends over the phone and messenger, sharing developments, experiences, and opportunities on the Access India mailing list. “My friends ask me if there are any openings for the visually impaired in the IT sector that they can avail of and put to use their education,” he said.

He finds much satisfaction in working with Mphasis. “Good, good, good,” was how he reacted on being asked of his feelings. “I worked with the National Association for the Blind workshop before but that was regular as everyone was in the same boat, but here it is particularly satisfying to be working among people with normal eyesight. It makes me feel I am equal, and it is a great feeling.”

**CONCLUSION**

In the end it is about leveling the playing field for all, and providing equal opportunities equally, for, equality echoes from proactive action else it is condemned to remain yet another theoretically viable idea, languishing in a blind alley.

**OUTCOMES**

We have understood the need for a participative approach i.e. collaboration with NGOs, disabled people, their families to remove some of the myths surrounding employment of disabled people.
**NIIT Technologies**

**ABOUT THE COMPANY**
With the mission of “Bringing People and Computers Together…Successfully,”, the NIIT Group services enterprises and individuals by offering IT Solutions and Learning Solutions across the Americas, Europe, Asia, Africa and Australia.

NIIT Technologies, the IT Solutions organization, has positioned itself as a navigator, the company has been guiding customers in their quest for state-of-the-art IT solutions. The two key values driving business practices at NIIT Technologies are Innovation and Trust; attributes that have helped build enduring relationships with clients.

**WEBSITE**
www.niit.com

**WHEN WAS IT FORMED**
1981

**FOCUS**
NIIT Technologies focuses on well-defined industry verticals of BFSI, Travel and Transportation, Retail and Manufacturing for its IT Solutions business. The company offers services in Application Development and Maintenance, Enterprise Solutions and Business Process Management.

NIIT Technologies follows global standards in its software development processes that include assessment at SEI-CMMi Level 5 and PCMM Level 5, BS7799, BS15000 standards and an ISO 9001:2000 certification.

**LOCATION**
Americas, Europe, Asia, Africa and Australia.

**PROJECT TARGET**
Initially started in New Delhi, and subsequently taken to various parts of India.

**WORK FORCE**
3290

**CASE BRIEF**
The Hole-in-the-Wall (Minimally Invasive Education™)-Through this project, a freely accessible computer was put up for use. This computer proved to be an instant hit among the slum children. With no prior experience, the children learnt to use the computer on their own. The Minimally Invasive Education project touches the lives of underprivileged children through 100 plus computers that have been set up at over 40 urban and rural locations across India as well as destinations abroad. Today’s children need not only basic education, but also the ability to deal with an increasingly complex and connected world. We need
to create inclusive educational solutions that address all sections of society and help transform them. Now, more than ever before, it is critical to look at solutions that complement the framework of traditional schooling. Minimally Invasive Education™ is one such solution - a solution that uses the power of collaboration and the natural curiosity of children to catalyze learning.

**MAIN OBJECTIVES**

The experiment proves the hypothesis that children, irrespective of their social, ethnic or educational identity, can learn to use computers by themselves, thereby closing the much discussed “digital divide”.

**TARGET GROUP**

Children who do not have access to technology.

**PROJECT PARTNERS**

International Finance Corporation

**PROJECT DESCRIPTION**

**Hole in the Wall** - A slum area, little children in ragged clothes running amok, playing make believe games, totally oblivious to the filth strewn around, while adults go about their daily strife of making ends meet. A usual vista in any urban ghetto, until one senses the palpable excitement and action emanating from a group of young boys and girls tightly bunched around an object of intense interest. If one were to move in and join the group, one would be witness to a marvelous occurrence. The children were taking turns, playing on a computer placed in a hole in the wall, surfing the internet, discovering various images and sounds, exploring various sites... A fantastic vision almost, but very real in fact. An idea made real by an individual's passion for computer-based education, specifically for those who do not have access to technology.

**THE IDEA**

In 1999, a computer scientist, Dr. Sugata Mitra, who heads research and development at NIIT, had an idea. What would happen if he could provide poor children with free, unlimited access to computers and the Internet? Mitra launched what came to be known as the hole in the wall experiment. Just outside his office is a wall that separates his office from a slum, wherein Mitra decided to place a high-speed computer in the wall, connect it to the Internet, and watch whether anyone would use it. To his delight, curious children were immediately attracted to the strange new machine. Within minutes, children figured out how to point and click. Mitra simply left the computer on, connected to the Internet, and allowed any passerby to play with it. He monitored activity on the PC using a remote computer and a video camera mounted in a nearby tree.

What he discovered was that the most avid users of the machine were ghetto kids aged 6 to 12, most of whom have only the most rudimentary education and little knowledge of English. Yet within days, the kids had taught themselves to draw on the computer and to browse the Net. This affirmed his belief that children, even terribly poor kids with little education, can quickly teach themselves the rudiments of computer literacy. The key, he contends, is for teachers and other adults to give them free rein, so their natural curiosity takes over and they teach themselves. He calls the concept “minimally invasive education.” Dr. Mitra has since installed a computer in rural neighborhoods with similar results, which makes him convinced that 500 million children could achieve basic computer literacy over the next five years, if the
Indian government put 100,000 Net-connected PCs in schools and trained teachers in some basic “non invasive” teaching techniques for guiding children in using them.

THE APPROACH

The MIE approach is a unique enabler, in the sense that it uses the natural curiosity that children possess and focuses on providing an enabling environment where they can learn on their own. Children, in the process of freely experimenting with the Learning Station, pick up critical problem solving skills. It also provides a collaborative setting where children can share their knowledge and in the process, develop better group dynamics, all in a highly natural environment. Conventional teaching, on the other hand, focuses on the teacher’s ability to disseminate information in a classroom setting. MIE thus complements the formal schooling system by providing a much-needed balance for a child to learn on her own and provides for a holistic learning experience.

THE SPREAD

The Minimally Invasive Education (MIE) project is touching the lives of underprivileged children through 100 plus computers that have been set up at over 40 urban and rural locations across India as well as destinations abroad. The project is making a significant contribution to improving elementary education and life skills of children across the world, especially those in disadvantaged communities in rural areas and urban slums.

The first adopter of the idea was the Government of NCT of Delhi. In 2000, the Government of Delhi set up Learning Stations in a resettlement colony. This project is ongoing and continues to create a tremendous impact among generations of young learners. In 2001, a joint venture between NIIT and the International Finance Corporation was set up to pilot this experiment in several locations across India. In 2004, the Hole-in-the-Wall reached Cambodia through the Ministry of External Affairs, Government of India. The experiment has also been tested in South Africa.

OUTCOMES

Hole-in-the-Wall is an idea, which offers the world a fresh perspective on the learning process. Breaking the traditional confines of a school, Hole-in-The-Wall Education Limited (HiWEL) takes the Learning Station to the playground, employs a unique collaborative learning approach and encourages children to explore, learn and just enjoy. It has already impacted the lives of over 40,000 children and is possibly poised to touch the lives of every child in the world.

The impact of such an intervention can be tremendous in scope and reach. This learning tool ensures education, through access to information and access to teaching. It will facilitate distance learning, which is a valuable tool in the struggle to overcome resource constraints in developing world education. It will enable development of equal learning opportunities for both boys and girls in urban and rural areas of the country, also allowing children from the lowest income families to benefit. Most significantly, it will be possible for many children to participate in the global information revolution by providing them access to information which they currently do not have.
**Polaris Software Lab Ltd.**

**ABOUT THE COMPANY**

Polaris Software is a global Solutions Specialist with a dedicated focus on the Banking, Financial Services and Insurance vertical.

Polaris Software Lab Ltd is one of India’s leading institutions contributing to the knowledge economy of the global financial services marketplace. Headquartered in Chennai (India), in this knowledge quest, over the last 2 decades (11 years as Polaris), Polaris has established its solutions and services footprint globally contributing to the realisation of the business vision of some of the world’s leading giants in the money vertical.

**WEBSITE**

www.polaris.co.in

**WHEN WAS IT FORMED**

1993

**FOCUS**

Polaris Software is a global Solutions Specialist with a dedicated focus on the Banking, Financial Services and Insurance vertical.

**LOCATION**

US, Canada, France, Germany, Ireland, Switzerland, United Kingdom, India (Chennai, Hyderabad, Mumbai, Gurgaon, Secundrabad, Delhi and Kolkata), Australia, Saudi Arabia, UAE, Bahrain, Japan, Singapore

Project target location: India

**WORK FORCE**

5800

**CASE BRIEF**

Ullas Trust: Mentoring economically underprivileged school children. Polaris has always strived to make life happier, be it within the organisation, be it the corporate world or be it the society. The company’s social responsibilities transgresses boundaries and geographies and has put in its bit to help the less advantaged with the Ullas Trust.

This is a trust floated and fully managed by the associates of Polaris for mentoring economically underprivileged school children. Each Polarite mentors a deserving school student from the economically weaker sections, by acting as a role model and also by providing 40% of the scholarship amount. Rest is contributed by the Organisation. The Ullas Trust Organises educative and informative sessions ‘You can do it’ for the school students wherein volunteers from the organisation teach the children the basics of computers and the Internet and also counsel the
students on career prospects.

**MAIN OBJECTIVES**

- Integrate Polaris’ associates with the larger community.
- Encouraging a Can Do It spirit among the young, economically challenged students, who have the aptitude but lack the means.
- Recognising academic excellence in students from Corporation and Government schools and ensuring that their talents are not wasted.
- Providing opportunities for economically challenged students to be mentored by IT professionals “in Polaris.”

**TARGET GROUP**

Educational Support to Underprivileged Students

**PROJECT PARTNERS**

ICICI, HeyMath, District Library Association (Chennai)

**PROJECT DESCRIPTION**

If you can dream it, you can do it! A strong believer in the power of the organisational subconscious and common destiny, Arun Jain, Chairman and CEO architected ‘Lakshya’, the annual visioning and goal setting exercise of Polaris. Lakshya soon became the meeting point of all associate dreams. During one of these sessions came the realisation that education had played a transformational role in to many associate lives, elevating them from their humble beginnings. From this realisation emerged a common dream - transforming other lives by encouraging them to dream. Ullas Trust was thus created to integrate Polaris’ associates with the larger community.

The main thrust behind Ullas Trust was the state of education in India. Several factors work against universal education in India. Although Indian law prohibits the employment of children in factories, the law allows them to work in cottage industries, family households, restaurants, or in agriculture. Primary and middle school education is compulsory. However, only slightly more than 50% of children between the ages of six and fourteen actually attend school, although a far higher percentage has enrolled. School attendance patterns for children vary from region to region and according to gender.

Evolving middle-class values have made even nursery school education in the private sector a stressful event for children and parents alike. Tough entrance interviews for admission, long classroom hours, heavy homework assignments, and high tuition rates in the mid-1990s led to charges of lost childhood for pre-school children and acknowledgment of both the social costs and enhanced social benefits for the families involved. In other words, this is the period where dreams are born. Education from being a drudge becomes a means to a better future.
DREAMS OF SUCCESS

The charter for Ullas Trust was simple:

- Integrate Polaris’ associates with the larger community.
- Encouraging a Can Do It spirit among the young, economically challenged students, who have the aptitude but lack the means.
- Recognising academic excellence in students from Corporation and Government schools and ensuring that their talents are not wasted.
- Providing opportunities for economically challenged students to be mentored by IT professionals “in Polaris.

The charter is executed through a simple, yet effective method:

- Every year, a team of Ullas volunteers make presentations at Corporation and Government schools on the Ullas Trust Scholarship.
- A written test is administered to all Class VIII students who have scored at least 70% in previous annual examinations and whose parents’ annual income does not exceed Rs. 50000.
- Based on the results of the test, Ullas Trust volunteers identify deserving students (based on aptitude, attitude and economic status) though one-on-one meetings.
- These selected candidates are awarded Rs.1500 p.a. scholarship till they complete their schooling and are also inducted into the Ullas Trust programme.

SUCCESS OF DREAMS

The programme has had large scale ramifications. In the last 8 years, Ullas Trust has provided scholarships to over 13500 students, from Corporation and Government schools in Chennai, focusing on students from classes 9th to 12th Standard. Going beyond scholarships, the Ullas Trust provides support to the students in various other forms:

- Recognising achievers in public forums
- Building skills that would help them in future: Weekend programmes on basic computer awareness, advanced computer lessons, English communication, personality development and career counseling are conducted at the Polaris office premises. Encouraging creativity in young minds: Painting competitions are held every year, where the winning entries are converted into Polaris New Year Greeting Cards which are sent all over the world.

DREAM MERCHANTS

- Financial contribution: Every Polaris associate contributes Rs.600 p.a. towards the Trust. Polaris tops each contribution with Rs.900 making it Rs.1500/-. This means that, in effect, each associate contributes to one deserving candidate’s scholarship every year.
- Identification of Ullas Achievers: The initial meetings with schools, conducting the aptitude examinations and selecting the deserving candidates are all done by Polaris associates.
- Sharing of skills: Intensive computer classes and the personality & communication workshops are conducted by associates under the expert guidance of an eminent public speaker. These classes are conducted on weekends so that work pressures do not hamper associates.
- A glimpse into the corporate world: By associating with professionals in a corporate environment, Ullas Achievers are given a touch and feel of the
corporate environment and also on the various career options open for them.

- Mentoring: The highlight of associate involvement is the 'mentor' program. Under this scheme, associates are encouraged to 'adopt' children and guide them through their education and career choices. They can use their own education and experience to provide a sounding board for the dreams, aspirations and hopes of these children.

**DREAM INITIATIVES**

- Encouraging Excellence in Education (EEE) awards are given out every year to Outstanding Corporation/Government Schools. These schools are chosen on the basis of their high performance and on the initiative shown by students and teachers in furthering the cause of education among the economically challenged.

- A special book for Ullas Achievers called the 'Diary of Dreams' is being compiled every year to encourage young achievers to put their dreams down on paper and start working towards achieving them.

In 2003, the Trust tied up with ICICI bank and opened bank accounts for 2000 Ullas students. The students enjoyed withdrawing their scholarship amounts from the ATMs of ICICI bank and in the process were educated on basic banking concepts. In 2004, Ullas Trust helped four schools in Chennai set up Math Lab, with the help of an organisation called HeyMath. The Math Lab is aimed at interactive mathematics education and has the stated objective of removing the fear of Math in students. In 2005, Ullas Trust has tied up with the District Library Association of Chennai to provide free library membership to all the Ullas Achievers.

**A DREAM FUTURE**

The phenomenal success of the Ullas Trust has lead to more dreams:

- Strides into Higher Education: Ullas Trust has expanded the scope of the scholarships to include Higher Education. Students who have completed their schooling under the Ullas Trust will be supported through their choices for Higher Education as well.

- Creating Role Models: The recipients of the Higher Education scholarships will work actively with the Ullas Trust, volunteering for the Ullas initiatives and acting as role models for the later students.

- Expanding the footprint to other states: Ullas Trust has commenced its activities in Mumbai in October 2004 and Gurgaon in May 2005 and is planning to reach out to students in Hyderabad soon.

- Reaching the smaller towns: In the near future, Ullas Trust plans to extend its ambit to cover entire districts across Tamil Nadu instead of just focusing on metros.
About the Company

Rapidigm is a leading provider of business information solutions. With offices throughout the U.S. and India, Rapidigm has served over 1800 clients including many Fortune 500 companies.

Rapidigm specializes in enterprise application implementations and end-to-end services for SAP, Oracle and PeopleSoft. Rapidigm also provides custom development using almost all the technologies and integration services, remote database application support, enterprise portals, quality assurance and support and maintenance services. The company’s Business Intelligence practice offers strategy and implementation services using all the major BI products. Our services are rounded out by our Change Management practice, which helps organizations embrace change to maximize their returns. Additionally the company has a fully functional Business Support Service practice, which caters to voice based and documentation service requirements.

Website

www.rapidigm.com

When was it formed

1968

Focus

Our mission is to help our clients manage change and transform their businesses through high-quality, cost-effective business information solutions. Our ability to evolve and be flexible to a dynamic business world is the reason why we’ve been successful for so long. We provide comprehensive, web-enabled, end-to-end services from within our many service offerings.

Rapidigm’s areas of competence cover the major ERP (SAP, Oracle, Siebel) and Packaged Enterprise Applications, as well as custom applications. We provide end-to-end custom solutions across technology platforms including legacy and cutting edge Technologies. We have a fully functional Business Support Service practice, that caters to the voice based services (helpdesk, Level 1 application support etc.) and documentation service requirements for clients. Rapidigm engages with the clients in several different areas and technologies:

- Full projects and/or upgrades for ERP, CRM, Supply Chain Management (SCM)
- Enterprise Application Integration (EAI), Client Server, E-business and Mainframe implementations, customized software and product development.
- Functional assistance in project planning and project management.
- Staff augmenting of client's current staff levels with qualified consultants who work along side current employees.
- Mentor-based training of client's staff with qualified consultants who work along side current employees.
- Customized Application-based training.
- Database Administration on-site or off-site - Oracle, Sybase, Informix, DB2, SQL Server.
- Client Server Network Administration (UNIX, NT, AS400 and Mainframe).
- Production supports.
- Offshore Development services.

**LOCATION**

20 offices in the US, 3 offshore development centers in Pune, Noida and Hyderabad and a marketing office in Bangalore, India.

**WORK FORCE**

2600+

**GOAL**

Sustained efforts to contribute towards the upliftment of the underprivileged.

**TARGET GROUP**

Underprivileged children and NGOs.

**PROJECT PARTNERS**

Deenanath Mangeshkar Hospital, Kothrud, Pune, CRY - NGO, Sparrows - NGO, Sumati Balvan School.

**CSR INITIATIVES**

Rapidigm's first steps towards fulfilling its social responsibilities was to design a feasible CSR program, identifying and prioritizing areas of intervention. Thereafter emphasis was laid on the establishment of an internal communication channel among all the employees to create awareness about the activities that the company wished to undertake. In sync with Rapidigm's vision as an organization with strong social commitments, its employees at all levels have come together and contributed generously towards the activities that have been undertaken over the years.

**Highlights of activities undertaken by Rapidigm in 2005:**

- Blood Donation Camp - Rapidigm (India) Limited donated blood to Deenanath Mangeshkar Hospital, Kothrud, Pune.
- An Under Arm Cricket match was organized in which teams formed by employees participated. The players had to register themselves to play by paying a fee; which was then donated to CRY.
- CRY-Khoj Ek Bachpan Ke, an event in which CRY provided Rapidigm with a set of Crossword puzzles for its employees. The winners of this puzzle walked away with prizes and later attended a program on Awareness of Girl Rights, which was demonstrated by CRY.

- CRY Corporate Quiz, wherein Rapidigm took part in the inter organization Quiz program and all the proceeds generated from the participation fee was handed over to CRY.

- Diwali celebrations for underprivileged children of Sparrows, an NGO.

- Donation of school stationery to Sumati Balwan School and Sparrows.

**IN SUM**

Rapidigm believes that getting involved in CSR is like an investment. While there may be no direct benefits to the organization, it shows the way an organization is evolving. Studies have also shown that employees feel a sense of pride when they are involved in such activities, which, in turn, might help in retaining them. Similarly, such activities at an individual level also contribute towards image building, helping build leadership skills among employees. But mainly, all the activities have been voluntarily organized with two fundamental ideas in mind - commitment & satisfaction.
Syntel - SIFE India

ABOUT THE COMPANY

Syntel - A New Breed of Offshore - Business Efficiency Provider

Syntel (NASDAQ: SYNT) is a leading global provider of custom outsourcing solutions in a broad spectrum of information technology and information technology-enabled services. The Company’s vertical practices support the entire Design-Build-Operate-Optimise lifecycle of systems and processes for corporations in the Financial Services, Insurance, Retail, Health Care and Automotive industries.

The first US-based firm to launch a Global Delivery Service to drive speed-to-market and quality advantages for its customers, Syntel now leverages this efficient model for the majority of its Global 2000 customers. Syntel has more than 6000+ employees worldwide, is assessed at Level 5 of the SEI CMMI, BS 7799-2:2002 as well as ISO 9001:2000 certified.

WEBSITE

www.syntelinc.com

WHEN WAS IT FORMED

1980

FOCUS

Our focus and priorities are considerably different from our competition. We are focused on the benefits new delivery models can deliver, not on forcing work to offshore locations. We seek out ways to improve YOUR efficiency. There is no one size fits all solution at Syntel. Your business is unique and so are the opportunities waiting to be discovered.


e-Business - Business Exchanges/Marketplaces, Data Warehousing, Customer Relationship Management (CRM), Enterprise Application Integration (EAI), ERP (PeopleSoft, SAP, Siebel), Web Architecture/Integration, Business Process Outsourcing (BPO).

LOCATION

Head Quarters at Troy, Michigan, USA.
27 Offices and 8 Global Development Centers.
Indian Offices: Bangalore, Chennai, Hyderabad, Mumbai, Pune.
International: UK, Germany and Singapore.

WORK FORCE

6000+

CASE-BRIEF

Welingkar SIFE Team Project Nasik Jail
“Every Saint has a past…….... Every sinner a future……..”

SIFE Team of Welingkar Institute of Management, Mumbai decided to take up an Entrepreneurship development and Reformation project in tune with the correctional philosophy at the Nasik Central Jail. A strong Business Advisory Board (BAB) identified from the corporates guided the project.
The Welingkar SIFE Team then developed a plan to fill in gaps by studying and examining the nature, type and extent of vocational training facilities available to the jail inmates, the production process practiced by them etc., so as to facilitate their rehabilitation process. It was decided to empower them with knowledge and skills that would help them to earn living post the jail term once they finish their sentence.

**MAIN OBJECTIVES**
- To support the inmates to have better and different future once released
- To provide them with skills and knowledge of a new alternative occupation
- To create awareness amongst the government, corporates and the jail authorities and inmates towards the possibility of a better future

**TARGET GROUP**
Inmates at the Nasik Central Jail

**PROJECT PARTNERS**
Students in Free Enterprise, Khoj (leading market research company), jail authorities, and Business Advisory Board Members.

**THE BEGNNING**
- The study began with an in depth interview of the Jail authorities. Welingkar SIFE Team understood the concepts of the “Ideal Jail” through Gap analysis method.
- Revelations came through after discussions with the inmates on requirements of help and support.
- Welingkar SIFE Team also studied the important statistics of the SSI unit in the jail, in terms of the turnover of each section, the number of prisoners working in each department; wastages etc that helped them identify the areas that needed improvement.
- Brainstorming sessions were done with the guidance of the Business Advisory Board (BAB) to mesh the gaps identified.

**PROBLEMS IDENTIFIED**
- Irregular Orders
- Lack of awareness amongst the corporate world about the potential of the prison as a supplier of raw material or an outsourcing center.
- Undeveloped vocational skills of the women prisoners (which would help them to earn money post their sentence.)
- Bureaucracy
- No work for the skilled or unskilled Inmates.

**PROJECT PRAAYAAS**
Under Project Prayaas Welingkar SIFE Team conducted several programs to address
the above issues.

- The Team realized that the laundry section or the Ironing unit of the Factory had higher profit potential. They helped the jail set up a channel for taking orders for their Laundry section.

  The Result: Continual orders for ironing and laundry works.

- SIFE Team mapped the profile and competencies of each prisoner and identified some prisoners who composed poetry, while others sang and played musical instruments. The inmates were encouraged to compose their own music album and market it through proper channels. They found the support of a leading market research company “Khoj” which sponsored the entire recording and production costs of the album.

  The Result: the CD saw substantial response in the market especially by the Marathi speaking audience.

- In order to spread awareness about the social activities initiated within the Nasik central Jail, SIFE Team organized a seminar, and corporates were invited and briefed about the different ways in which they could contribute towards the initiatives. The Seminar also saw the presence of the I.G, the principal secretary of the Prison Department, Mr. Nana Patekar (Actor), Mr. Prakash Jha (Film Maker) and other dignitaries from the government as speakers.

- Another important initiative was the setting up a small pen making unit with the help of a sponsor, within the jail premises. A pen-making machine was purchased and inmates were trained on the skills of pen making. The reason for selecting this business plan was less amount of capital investment, thus making complete usage of ‘Micro Finance’ offered by banks.

  The inmates were also trained on the financial aspects such as cash flow, fund flow, working capital requirements, marketing and profitability. This helped them plan their loan repayments.

- For the Women Inmates: A Beauty Parlor coaching centre in the jail has been set up to help the women prisoners to become independent.

SIFE or Students in Free Enterprise (www.sife.org) is a global organization that is literally changing the world through highly dedicated student teams on more than 2,000 university campuses in 48 nations. Founded in 1975, Students in Free Enterprise (SIFE) has grown to become one of the largest collegiate
organizations in the world promoting the spirit of free enterprise, and helping others achieve their dreams through free enterprise education.

In India, Syntel has taken up SIFE India as its Corporate Social Responsibility. SIFE India is a non-profit organization which works through student bodies and SIFE teams teach important concepts through educational outreach projects using management skills and techniques. SIFE’s mission is to provide college and university students the best opportunity to make a difference and to develop leadership, teamwork and communication skills thorough learning, practicing and teaching the principles of free enterprise.

Keshav R Murugesh COO Syntel Inc. and SIFE India Chairman has to say “India has great potential and has contributed immensely to Syntel’s growth through sourced IT talent. SIFE is a very important part of that investment. Imagine how significantly advantaged our Indian students thinking will be once they are exposed to other students from all over the world as well as business leaders in India and overseas who also participate in SIFE events as judges. SIFE enables them to reach beyond their normal boundaries and practice their thoughts on free enterprise thereby positively imparting the environment around them”.

THE SIFE MODUS OPERANDI

SIFE staff introduces SIFE programs to colleges through a set format. A formal presentation to Professors and Deans that highlights opportunities for students not normally exposed through bookish knowledge. Once the program is understood professors appoint their own college SIFE team. Students then identify projects based on SIFE Criteria’s and compete internally to show case these at competitions, which are held at various levels - starting from within the college to the national level, and finally at the global level.

SIFE teams present 24-minute multi-media summaries to judges describing their educational outreach programs. Thus projects that compete at competitions get refined. Syntel invites key business executives to coach the winning team for the SIFE World Cup and also provides support in terms of enhancing the presentation quality ie in-sync with the world standards.

EXPERIENCE

The experience enables SIFE alumni to develop into able entrepreneurs and preferred recruits for companies such as Wal-Mart, Unilever, KPMG, Syntel, Nortel Network, PepsiCo, Coca Cola etc. Moreover, students acquire teamwork, leadership, communication and project management skills in a unique way, not typically gained through other university programmes.

CEO, Syntel - Mr Bharat Desai is on the SIFE Global board and believes that all countries who participate at the SIFE World Cup share a bond of friendship and camaraderie. “Syntel globally has committed over $100,000 to the operations of SIFE India this year and looks forward to continuing its sponsorship of this compelling and exciting program.”

SIFE INDIA FUTURE PLANS

SIFE Board comprising of leaders from different industries are being recruited. We plan to have a board that not only contributes through involvement and sponsorship
but takes the onus of leading SIFE India to each and every college in India.

**SIFE WORLD CUP 2006**

The next SIFE World Cup 2006 is slated to be held in France, Paris from 11th to 13th September 2006. Last year, at the SIFE World Cup in Toronto, Canada, SP Jain IMR representing India ranked in the top 16 qualifiers out of a total of 45 country teams.

**CONCLUSION**

For Syntel and its employees, SIFE is not just another youth program; because at Syntel they believe that they can contribute by running programs that influence young minds around socially relevant programs. The impact is not only on the students but also on the employees who share their skills with SIFE teams. With other corporates joining the SIFE India board the spirit will gain momentum. Students will not only compete on a healthy platform but will get chance to be recruited by multi-nationals. Lastly the SIFE Team realizes that by helping others reach their dream do they reach theirs...

**OUTCOMES**

- Influencing young minds, by providing an opportunity to be acquainted with a variety of social and economic issues. SIFE Teams work on real life projects guided by eminent business advisory board members who help students utilize their management techniques learnt in classrooms solve social problems.
- Enabling young people to teach and learn from diverse groups of people within a community - children, young adults, homemakers, senior citizens and even jail inmates.
- Facilitating several socially relevant projects across the country
- Providing an opportunity to Syntel employees to be involved with community programs.
- Involving other corporates and their representatives in creating opportunities for young, aspiring students, by empowering them with skills and experiences.
Tata Consultancy Services

ABOUT THE COMPANY

When we commenced operations in 1968, we pioneered the offshore delivery model for IT services. Today, with a presence in 34 countries across 6 continents, & a comprehensive range of services across diverse industries, we are one of the world's leading Information Technology companies. We are part of one of Asia's largest conglomerates - the TATA Group.

WEBSITE

www.tcs.com

WHEN WAS IT FORMED

1968

FOCUS

Consulting: One of the first companies to set up an independent consulting division.
IT Services: Application development and maintenance services over the entire IT application life.
Asset Based Solutions: Utilizing its proprietary software assets to deliver solutions to clients in specific industries and licensing several software intellectual property rights.
IT Infrastructure: Offer services including complete outsourcing of IT networks.
Engineering and Industrial Services: Offer a range of engineering services, embedded software and R&D services.
BPO: We offer a variety of transaction based IT enabled services.

LOCATION

34 countries across 6 continents

Project target location: India

No of learners covered by Computer Based Functional Literacy (All India)

Andhra Pradesh 43,465
Tamil Nadu 8,647
Maharashtra 2,483
Madhya Pradesh 1,970
Uttar Pradesh 930
Delhi 250

WORK FORCE

59,384

CASE BRIEF

Computer Based Functional Literacy (CBFL)-Making this possible is a remarkable initiative from the Tata Group that has changed the lives of thousands of adults in different parts of India. The ‘computer-based functional literacy’ (CBFL) programme is a new-age solution to an age-old problem, and one that has the potential to lift our country’s literacy rate in record time. Born of the Tata Group’s ever-enduring commitment to community causes and bred by its expertise in information technology, this is a project as novel in methodology as it is ambitious in scope.
MAIN OBJECTIVES

- To help teach adult women how to read and write through Computer Based Functional Literacy Classes.
- To provide employment to women educators who were earlier students of the same course.
- To teach adults through mix of methods like teaching software, multimedia presentations and printed material thereby taking less time to learn than conventional means.

TARGET GROUP

Adult women (30-40 years) in a village of Andhra Pradesh

PROJECT PARTNERS

National Literacy Mission

PROJECT DESCRIPTION

SPREADING THE WORD-In a small village in Andhra Pradesh, a small class is in progress, which is very distinct from any classroom in the village school. The students’, all women, in the age group of 30-40 years, are being taught to read by another woman, who also was a student in the same class until a year ago. These women, helped by their teacher, are fast learning that alphabets have distinct sounds, pleased at being able to string the syllables into words, discovering what it means to read. In no time will these students be able to read words, albeit slowly at first, and also sign their names. Before being a part of this class, these women were counted among about 200 million Indians who cannot read or write. That was before they became part of the computer-based functional literacy (CBFL) program initiated by the Tata Group, developed by Tata Consultancy Services.

THE PROGRAMME

As described by TCS, “the ‘computer-based functional literacy’ (CBFL) programme is a new-age solution to an age-old problem, and one that has the potential to lift our country’s literacy rate in record time. Born of the Tata Group’s ever-enduring commitment to community causes and bred by its expertise in information technology, this is a project as novel in methodology as it is ambitious in scope.”

The project uses a mix of methods to teach an uneducated person to read in a fraction of the time it takes to do this by conventional means. They are:

- teaching software
- multimedia presentations
- printed material

The project employs animated graphics and a voiceover to explain how individual alphabets combine to give structure and meaning to various words. The settings for the lessons are visually stimulating and crafted in a manner that learners can easily relate to (the puppet-show idiom). The accompanying voiceover reinforces the learner’s ability to grasp the lessons easily, and repetition adds to the strengthening of what is learned. The method is implemented by using computers, which deliver the lessons (‘shows’) in multimedia form to the learners. Supplementing computers in this process are reference textbooks of the National Literacy Mission.

The puppets used as the motif in the teaching process, has been designed from material developed by the National Literacy Mission, established by the Indian
government in 1988 with the aim of eradicating adult illiteracy in the country. The mission's lessons, outstandingly researched and formulated, are tailored to fit different languages and even dialects. With the emphasis on learning words rather than alphabets, the project addresses thought processes with the objective of teaching these words in as short a time span as possible. A unique aspect of this literacy program is that while standard adult-literacy projects teach reading, writing and arithmetic, the TCS program focuses exclusively on reading, drastically reducing the time it takes an uneducated person to achieve the objective. It teaches a person to read within a span of 30 to 45 hours spread over 10 to 12 weeks. The emphasis is on words rather than alphabets, and the process is styled to suit the learner. Since the program is multimedia-driven, it does not need trained teachers. This also means a reduction in the cost of eradicating illiteracy. Those coming through the program can acquire a 300-500 word vocabulary in their own languages and dialects, which is enough for everyday requirements, such as reading destination signs on buses, straightforward documents and even newspapers. And it sets these people on the path to acquiring the other literacy skills, including writing and arithmetic ability.

THE IDEA

The original idea for a computerised program to tackle India’s illiteracy came from Faqir Chand Kohli, TCS’s former deputy chairman and the man widely regarded as the father of India’s software industry. Mr Kohli believes that modern technology can and should be used to speed up the spread of literacy in India. He feels that if this is done effectively, all of India can become literate in a much shorter time frame than the 30-odd years it is currently assumed it will take.

The intention is to supplement existing government efforts in the field. Official statistics say there has been a 13 per cent increase, from 52 per cent to 65 per cent, in the country’s literacy rate between 1991 and 2001. But during this period India added 200 million people to its population. In absolute terms, the literacy gains were neutralized, which renders Mr Kohli’s emphasis on speed very significant.

THE SPREAD

The initial experiment for the CBFL programme was conducted in Beeramguda village in Medak district of Andhra Pradesh in February 2000. This was followed by an extended trial run in 80 centres spread across the districts of Medak, Guntur, Vijayawada and Visakhapatnam. Currently operational in more than 1,400 centres in Andhra Pradesh, Tamil Nadu, Madhya Pradesh, Maharashtra, Uttar Pradesh and West Bengal, and it has helped more than 57,000 people learn the most basic of the three Rs: reading. More centres are in the process of being set up, which means that many more of India’s uneducated will have a shot at a better life.

This remarkable initiative has now crossed Indian shores and will soon be implemented in South Africa, where a version in the Northern Sotho language - one of 11 in the country - is scheduled to start running in the Lephalale municipality of Northern Province. The lead for this project extension was taken by Zaneli Mbeki, the wife of South African President Thabo Mbeki, who, in May 2002, visited some CBFL centres near Hyderabad during an official visit to India and has been more than impressed by the project and its methodology. She requested Tata Consultancy Services to develop the program in a South African language, a challenge the
organisation came to grips with in quick time. Further, TCS has been requested by the United Nations Development Program to prepare and implement a CBFL programme in Arabic for use in Egypt.

THE CHALLENGES

The computer-based functional literacy (CBFL) project has proved that it can be a cost-effective solution to India’s adult illiteracy problem. But there are many miles to go, and a multitude of challenges to be overcome for the program to realise its full potential. The foremost challenge has to do with resources. Getting the computers the project requires, the infrastructure to house the centres, the teachers to conduct the classes, all of this costs money. Even if organisations can be persuaded to donate machines for the program, there are obstacles to be surmounted. The government can make the greatest difference in a project such as this, but getting its endorsement requires hard work. Where the state and local administrations have responded, like in Andhra Pradesh, the program has been a success.

Another problem which remains is getting the villagers to come to class. The coordinators share that since most of these people have to work for a livelihood, persuading them to come to a class after a hard day’s work is quite a task. It is in this context that the role of non-governmental organisations becomes valuable. They can motivate people to join the project by offering various incentives, like combining this literacy program with income-generation initiatives, self-help group activities, etc. Added to this basic problem are other inherent issues like the monsoons which hinder attendance, the erratic electricity supply, uninterested instructors and badly located centres.

One of the biggest challenges of this initiative is in attracting uneducated adults among men. The overwhelming majority of those attending the classes are women. A shortage of male teachers is one reason, but Muthiyala Jayamma, an instructor with the project in Medak district, says this is because women see becoming literate as more important than do men. “Also, men take being taught by women as an affront to their ego; they feel ashamed,” she says. “They won’t even let their wives [who have come through the program] teach them.”

Another very pertinent need is to establish an efficient monitoring system to track the program. Says Professor Kesav V. Nori, who has been connected with the project since its inception: “Today our computers are stand-alone machines, but if we can set up a network or a portal it would be so much easier to monitor the project, share information and get feedback. The kind of infrastructure we can ride on is crucial to the greater success of this program.

THE ROAD AHEAD

The potential that the computer-based functional literacy (CBFL) programme holds for India can be gauged from its success in Andhra Pradesh and now especially in Tamil Nadu, where it is operational in 1400 centres as of now and has helped more than 52,000 people learn to read. If implemented properly, the project can make 90 per cent of India literate in three to five years, instead of the 30-odd years it is currently expected to take.

An infotech-based solution to India’s illiteracy problem can also pave the way to
addressing other societal issues that operate on a large scale. A similar approach can be adopted for healthcare or agriculture, where material can be produced and disseminated through CDs, or, if connected, through a network.

For any democracy to function effectively, and for any people to improve their chances of economic betterment, literacy is an imperative. The Tata Group’s endeavour with the CBFL project is to help pave the path to that education, enabling India to derive a whole lot of benefits in a variety of economic, social and human-development indicators.

OUTCOMES

- Until August 2005, more than 57,000 adults have benefited from the CBFL program across 6 states.
- Industry programs organised for less literate workforce in corporations like ACC, Goa Shipyard, Orissa Cements, ITC Group, JK Cement, Classic Stripes.
- Literacy made a pre-requisite for applications for loans by Selfhelp and Savings groups like National Agro Foundation, DHAN (Chennai), MAVIM, Govt of Maharashtra.
- CBFL program effectively deployed for post tsunami rehabilitation in South India
- The program being utilized by NGOs in the rehabilitation of prisoners in jails across Mumbai, Delhi, Trichy, Pune and Hyderabad.
- TCS’s contribution to education using technology has been internationally recognized at various forums, begetting it many prestigious awards.

At the Asian Forum for CSR awards in 2003, (organised in association with AIM, Manila) one judge conclusively remarked - ‘This goes far beyond traditional corporate philanthropy by focusing on how the company’s own core business expertise and technological innovative can contribute to a social cause. All in all, this is a model example of ‘3rd generation corporate citizenship’.
ABOUT THE COMPANY

Tesco HSC is the Global Services Arm, building competitive advantage for Tesco - the world’s third largest retailer. The shared service centre provides IT and Business services to make the Tesco experience better, simpler and cheaper for over 300,000 Tesco employees and 15 million Tesco customers worldwide.

Tesco is the first global retailer of any significant size to have a fully owned IT and offshoring operations in India. HSC supports existing technologies, pioneers new leading-edge technologies and provides business services to the Tesco group, with an emphasis on the UK market.

The Bangalore centre also offers business process services to Tesco operation. We have moved processes and built capability across functional areas and have four business streams - Finance and Accounting, Customer Service, Stores Help Desk & One Stop.

WEBSITE

www.tescoindia.biz

WHEN WAS IT FORMED

May 2004

FOCUS

Tesco Hindustan Service Centre focuses on IT development and Business Services which include developing new applications, maintaining existing applications and integrating technology solutions and business processes.

LOCATION

India, Bangalore

Project target location: India, Cox Town Model High School, Bangalore

WORK FORCE

900+

CASE BRIEF

Learn with a smile Initiative-As a first step TESCO launched this initiative in June 2005, where TESCO adopted a school in Cox town - Bangalore, called Cox Town Model High School with the aim to educate, empower and assist underprivileged students by providing English education, value education and awareness on hygiene through a team of volunteers from TESCO HSC.

MAIN OBJECTIVES

- To build academic rigor
- Enhance learning levels of the students,
- Empower them to deal with life situations,
- Inculcate values that would help them grow as individuals,
- Assist them to migrate from unskilled labour to skilled labour and
- Introduce basic English language competency.
Underprivileged students

Cox Town Model High School, Bangalore

"Life's most urgent question is what are you doing for others?" - Martin Luther King

If one were to specifically pose this query to the employees of TESCO HSC at Bangalore, the gratifying response would be to help others. Believing that much can be achieved when people work together on practical things that make a difference, TESCO HSC launched the ‘learn with a smile’ initiative in June 2005. They adopted a school in Cox town - Bangalore, called Cox Town Model High School.

To ensure a holistic approach, the goals set for this initiative were -

- To build academic rigor
- Enhance learning levels of the students,
- Empower them to deal with life situations,
- Inculcate values that would help them grow as individuals,
- Assist them to migrate from unskilled labour to skilled labour and
- Introduce Basic English language competency.

About 50 volunteers (Tesco HSC employees) go to the school and teach the children English, value education and hygiene. Apart from the regular sessions at the school, the volunteers organise health check up camp for the children to understand the top issues the children were facing and take necessary steps accordingly. Factory visits for the students are also organised to broaden their horizon. The volunteers also coordinated a special cultural performance for the school children at an event organised as part of the world disability day by an NGO called ‘Samarthanam’.

Going forward, the team hopes to add more initiatives under the umbrella of the program. As the organisation grows in numbers and processes, this vision should take wings with the support and encouragement of all those who are committed to making a difference, thereby responding to life’s most urgent question.