

YEARBOOK 2021-22

DURBEEN

Youth's perspective of
working with the
Government



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Chief Minister's Good Governance Associates Programme

Editorial

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CONTENTS

TABLE OF CONTENTS

Messages	4
1. Sixth year at a Glance	10
2. A note from the CMGGA Programme Team	13
3. Associates Speaks	16
4. CMGGA Modules	24
1. MukhyaMantri Antyodaya Parivar Utthan Yojna (MMAPUY)	
2. Theme Feedback	
3. Meri Fasal Mera Byora	
4. ICDS	
5. eOffice	
6. Samarth Haryana	
7. Super 100	
8. Model Sanskriti School	
9. Saksham Haryana	
10. Antyodaya Saral	
11. Research	
5. District Initiatives	51
6. Looking Back and Forward	82





Shri Manohar Lal

Hon'ble Chief Minister
Haryana

Another fruitful year of the CMGGA programme has come to its completion. Since its inception in 2016, the CMGGA programme has gained extensive popularity among other states, government stakeholders and youth. Each year of the programme has tremendously contributed to bringing efficiency in governance in Haryana.

I'm so happy to see the efforts that Associates have put into implementing various flagship schemes of Haryana and making service delivery of schemes more robust. These 24 young minds from different parts of the country have brought a fresh perspective to the government mechanism, and the innovative resolutions in their districts are praiseworthy. I am proud of the collaboration with Ashoka University as they provide excellent academic support to the programme and nurture the Associates to bring out-of-the-box ideas for the issues arising in their districts.

This year has maximised the direct communication with the citizens through the Associates. When it comes to policy design, keeping citizens at the centre is very crucial, and their feedback shapes the policies. Associates played an important role in providing a citizen-centric perspective through unbiased and true communication from our citizens of Haryana including the Antyodaya, Farmers, Teachers, and ordinary citizens. These insights have helped amend the policies and schemes to make them more efficient and effective providing our citizens greater benefits.

The zeal and enthusiasm that Associates show in their one year of tenure with the CMGGA programme are unparalleled. Their initiatives and ideas have aided the District Administration in the process of reengineering various schemes. I am proud of Cohort Six and wish them best regards for their future endeavours.

Dr. Amit Agrawal, IAS

APSCM, Haryana

Project Director,
CMGGA Programme



The vision of the CMGGA program is to accentuate the quality of governance in the life of fellow citizens. As Project Director of the CMGGA programme, I had the opportunity to closely monitor various schemes implemented on-ground and have witnessed the substantial achievements of the programme in making a tangible impact.

This year, we are successfully graduating our sixth batch (2021-22). These 24 young Associates chosen from various States, with diverse academic backgrounds and professional expertise have worked closely under the valued guidance of their respective District Administrations to ensure the success of welfare schemes on the ground.

Associates have been instrumental in the on-ground implementation of flagship schemes of the Government of Haryana like Model Sanskriti Schools, Super 100, Meri Fasal Mera Byora, and many more. I am also pleased to share that all Associates have led and run district initiatives across the themes of Anaemia, Substance Abuse, Career Counselling, Livelihood, etc.

In 2016 an attempt was made by the Government of Haryana to embark on a journey of Good Governance in the State via this programme. I believe this journey will successfully traverse multiple hurdles and set an example for the subject of Governance. I wish good luck to this outgoing batch of 2021-22 for their future endeavors.



Vineet Gupta

Founder and Trustee,
Ashoka University

Since the inception of the CMGGA program in 2016, the programme has set a new milestone for citizen-centric governance in the state of Haryana each year. Ashoka University being a knowledge partner to this programme continuously contributes to the academic training and impactful research orientation of Associates.

Under the leadership of the Hon'ble Chief Minister of Haryana, who is a continuous source of motivation and leadership to us, this programme was able to contribute to the weakest sections of the population of the State. The 24 young Associates of cohort 2021-22 are very enthusiastic and empathetic in bringing positive change in the field of governance. I am also proud that a district initiative being run by Associates has bagged a Good Governance award this year.

Ashoka University looks forward to continuing the partnership as we welcome the 7th cohort in August.

I would also like to extend my gratitude to our donor partners, Hero MotoCorp, Cisco, Pernod Ricard, and Yokohama, for their continuous support and contribution to the programme. Last but not the least, I am thankful to the entire CMGGA team for putting in huge efforts to ensure the success of this programme.

I wish all the luck to this cohort of 2021-22. I believe these Associates would be valuable assets for any corporate or organization.

Mohit Soni

Chief Feedback Officer,
Chief Minister's Office Haryana
Chief Coordination Officer,
CMGGA Programme



CMGGA यात्रा है, केवल आलोचना करने से आगे बढ़कर चीजों को बेहतर करने की। यह एक अवसर भी है, अपने आप को खोजने, अपनी सीमाओं से आगे जाने और आने वाले जीवन की दशा और दिशा समझकर उसे तय करने का।

यह प्रोग्राम सरकार, सरकारी तंत्र और उस तंत्र में होने वाले कामों को समझने में न केवल मदद करता है बल्कि समाज को और सरकार को देखने का हमारा नजरिया भी बदल देता है।

इसकी सुंदरता ही यही है कि आप समस्याओं का हल खुद भी कर सकते हैं और समस्याओं को उन व्यक्तियों तक भी पहुंचा सकते हैं जिनके पास इसका हल है।

यह यात्रा आज अपने छः वर्ष पूरे करने जा रही है। इसकी सफलता के लिए अनेकों बधाई और इसे सफल बनाने वाली पूरी टीम को धन्यवाद। मैं विशेष रूप से माननीय मुख्यमंत्री जी का आभार और धन्यवाद करता हूँ। जिनकी सोच और विश्वास से ही यह प्रोग्राम शुरू हुआ, हम सभी को इससे जुड़ने का मौका मिला और आज यह प्रोग्राम इस मुकाम तक पहुंच पाया है।

आगे की यात्रा के लिए अनेकों शुभकामनाओं के साथ...

शुभेच्छा

Jayesh Bhave

Director, Ashoka University
CMGGA Program Team



It gives me immense pleasure to be a part of the good governance journey of Haryana with the CMGGA Programme. Being a member of the programme team, I have witnessed the considerable impact being achieved with the cumulative efforts of our valued Associates, the programme team, and Government officials.

Working closely with the district administration, department officials, and beneficiaries, the programme has achieved a significant impact on various programs including the Mukhyamantri Antyodaya Parivar Uthan Yojana for the upliftment of the weakest, Reforming Education in the schools of Haryana or suggesting policy level changes in various welfare schemes.

This programme is completely aligned with the vision of the Hon'ble Chief Minister of Haryana i.e., to maximise governance and minimise government. Associates have worked towards the fulfilment of this vision and have put their efforts into reaching last mile citizens and ensuring service delivery. I would like to mention here that being housed in Ashoka University brings the expertise of academic institutions and government functionaries on one platform to achieve the common goal of citizen-centric delivery of governance.

This year we are successfully entering the seventh year of the CMGGA programme while graduating 24 young leaders for the future. I hope they continue this journey of Good Governance. I wish them good luck and health.

Synergies that Made the **CMGGA Programme Possible**

THANK YOU

to our supporting partners for their
strong commitment to the programme



The CMGGA programme has been a self-funded programme that leverages the expertise and sustainability concerns of the corporates. We are proud to have Hero Motocorp, Cisco, Pernod Ricard India Foundation, and Yokohama as our donor partners for the year 2021-22.

The synergies between the State, Academia, and the Corporate Sector are instrumental in driving policy implementation. Through these partnerships, the programme has also been able to incorporate technology solutions for major on-ground issues as well as gain from the expertise of these corporations in policy matters. In the year 2021-22, the CMGGAs have worked

on state-wide initiatives ranging from poverty alleviation, welfare scheme delivery, education, skills and employment, agriculture, and improvement of citizen service delivery. Associates have also worked on district initiatives to solve problems arising in the districts like anaemia among girls and women, livelihood generation, tech in governance and education reforms etc.

With these partnerships, we were able to create impact and push ourselves to broaden our horizons for the greater good. We are thankful to Hero Motocorp, Cisco, Pernod Ricard India Foundation, and Yokohama for their continued support, and we aspire to excel in this partnership ahead.





Sixth Year at a Glance

CMGGA Batch 2021-22

Sixth Year Journey of the CMGGA Programme

Started in the year 2016, The Chief Minister's Good Governance Associates (CMGGA) programme is one of the most successful and unique kind of experiential learning model in the country. Every year the programme recruits 24-25 talented young professionals through a highly competitive selection process.

The sixth cohort of the programme consists of 24 young leaders from diverse professional and educational backgrounds ranging from Law and Commerce to Business Studies, Economics, Humanities, and Public Health with an average work experience of over a year and a half.

The Associates work directly under the leadership of the Hon'ble Chief Minister's Office, and in close collaboration with Deputy Commissioners, the District Administration and with the guidance of the CMGGA programme team. A set of State Government's flagship programmes are diagnosed by the CMGGA programme team in close coordination with the Hon'ble Chief Minister's office. The project are then converted into the work modules that the Associates implement in their districts. Apart from these, the Associates also work and bring innovative solutions to the issues pertinent to their districts. These are



generally conducted in a pilot mode and if successful, can be scaled up as a statewide programme.

Induction for Associates: 10 days boot camp at Ashoka

The sixth year of the Programme started with an intensive 10-day Induction programme at Sonipat. This is designed to help the Associates learn about the functioning of the government, as well as the skills necessary to work with the program.

CMGGAs are inducted by IAS officers about working effectively with the government.



Subject matter experts join as the Guest speakers and help Associates get an overview of the social sector.

Some of the topics related to Tech in Governance, Education Landscape of Haryana, Urban and Rural Governance were heavily discussed.

Field-to-forum approach

Adopting a Field-to-Forum approach, the Associates work in the districts for ~7 weeks and then gather at Ashoka University for a week long Forum.

The Forums are designed to problem solve challenges, synthesise learnings, and ideate to work better. Forums allowed the team to design work streams, enable problem-solving and discuss workable solutions to streamline existing programmes at the State level.





For the professional development of Associates, various workshops were held at the Forums. Experts from relevant fields were invited to walk the Associates through certain challenges in the social sector and how to solve them. For instance, Mr. Vivek Pandit, COO, Generation India, took a workshop for the CMGGAs wherein he shared his insights on various issues about the employment system and how to overcome them in a recent forum.

Another workshop was conducted by Anushakti Tayade from Women Entrepreneurship Platform (WEP), Niti Aayog on women-focused entrepreneurship schemes, initiatives and programmes and shared best practices from women entrepreneurs.

In the latter part of the year, the Forums also

focused on career guidance.

Ankur Jain from GDi Partners took a session on career opportunities in the impact sector, where he detailed out career paths, answered queries from Associates, and discussed nuances of working in the development sector.

Forums also witnessed many career advancement workshops. A workshop on creating an impactful profile by the Career Development office, Ashoka University, was conducted. McKinsey's Aditya Agarwal conducted a workshop on Guesstimates and Case Studies. A session on employment and employability in Haryana was conducted by QuestAlliance. The Associates made it a lively and interactive session with their queries and perspectives.



A NOTE

from CMGGA Programme Team



“The CMGGA programme continues to deliver on its potential of promoting ‘Good Governance’ through intense participation in various welfare schemes for the benefit of Haryana’s citizens, including the most under-privileged.”

Jayesh Bhawe | Director

“The CMGGA programme continues to provide a platform to young and aspiring nation builders to shape policies and programs. I am confident that the experience gained in negotiating the nitigrities of the bureaucracy will add valuable life skills which will be applicable across sectors and geographies”

Vaibhav Limaye | Deputy Manager



“The CMGGA programme aims to provide an insider view of complexities in governance to young professionals. I am hopeful that the programme has helped associates become well - rounded individuals who can deal the diverse social issues with their on ground exposure.”

Monica Hemrajani | Deputy Manager





“A lifetime opportunity for the youth of our country to not only witness the governance closely but bringing the palpable amount of change on the ground. The Programme’s unique feature is the balanced amount of on ground exposure and trainings provided to these young minds.”

Shivansh Srivastava |
Assistant Manager, Media & PR

“The CMGGA programme is a unique programme that is creating the leaders of tomorrow. Youngsters get an opportunity to create sustainable impact in Haryana while becoming confident and compassionate leader.”

Vivek Gangarapu | Deputy Manager



“The CMGGA programme provides an opportunity to young people to understand the ground realities and come up with sustainable systemic solutions so that the government programs and policies can reach to the last mile communities. The programme has continued to create young leaders who are creating an impact in the society.”

Sanjana | Deputy Manager



“CMGGA programme is a unique avenue building on the synergies of multiple stakeholders in society to bring about long term and far reaching impact down to the last mile. The most important actor in the success of programme has been the consistent energy that it’s young associates add to it..”

Priya Agarwal | Deputy Manager

“The CMGGA programme continues to provide a platform to young and aspiring nation builders to shape policies and programs. I am confident that the experience gained in negotiating the nitigrities of the bureaucracy will add valuable life skills which will be applicable across sectors and geographies”



Akshay Joshi | Deputy Manager



“The CMGGA programme is an opportunity to solve welfare challenges at scale and contribute to the progress of the State and citizens through collaboration of driven change makers at the grassroots.”

Aakanksha Sangwan | Deputy Manager

ASSOCIATES SPEAKS

Hear from our Associates about their journey with the CMGGA Programme

“CMGGA programme allows and encourages you to get involved and create solutions at multiple levels, be it an implementation of policy at the district level or providing ground feedback for the policy design at the State level.”

Kunal Chauhan
CMGGA, Kaithal



“CMGGA programme has equipped me with the skill of accommodating different perspectives, filtering out the necessary information and arriving at an effective and contextualised solutions.”

Avinash Mitra
CMGGA, Kurukshetra



“The learnings from the CMGGA programme in this year-long journey are unparalleled. The programme has helped me approach a problem with a citizen-centric lens.”

CA Shubham Chaturvedi
CMGGA, Rohtak



“The CMGGA programme exposed me to rural and urban Haryana, allowing me to understand social and development issues while ensuring my personal and professional growth.”

Romil Hotwani
CMGGA, Sirsa



“CMGGA programme was my first job, and I couldn't have asked for a better exposure to the impact sector. In our induction, we were told that we would hit the ground running, and I'm happy to say that it wasn't a sprint, it was a marathon.”

Tavleen Singh
CMGGA, Karnal



“The kind of collaborative structure, the coordination channels and direct involvement of senior stakeholders leading to action-oriented work isn't something that I have observed or experienced anywhere else.”

Sukhda

CMGGA, Gurugram



“The CMGGA programme provides you with a platform wherein you get autonomy to innovate in order to find solutions to diverse problem statements while dealing with a wide pool of stakeholders.”

Shristi Sharma

CMGGA, Panchkula



“CMGGA has been a journey of self-discovery for me. It has enhanced my decision-making skills. The programme has also made me cognizant of my strengths and has provided me with a chance to improve my weak areas.”

Anushka Mishra

CMGGA, Hisar



“The CMGGA programme has provided me a lens for interpreting things at the multi-sectoral level. The difference we could make in people’s lives in one year makes it a very unique experience.”

Saket Subh
CMGGA, Jind



“The program delivers on its promise to put you in the thick of governance. As an associate, you get the most hands-on experience imaginable. You will be most satisfied and have the most fun if you have a genuine service mentality and you want to dedicate one year of your life to doing something good in the district that you are posted in.”

Sarath Ninan Mathew
CMGGA, Ambala



“I believe in the model at which CMGGA works - the mixed model ensures structures and action oriented tasks, and also provides you with ample freedom on the ground.”

Tanya Jain
CMGGA, Jhajjar



“CMGGA’s unique feature is the direct investment and involvement of the Honourable CM. The CMGGA experience has equipped me with an understanding of the planning, processes, and practical constraints which affect the ground-level implementation of a scheme or policy.”

Aravind Nair
CMGGA, Gurugram



“This opportunity of lateral entry at the district level gives a platform to work with the public system to see and effectively work on government policy implementation., learning through this opportunity and at the same time driving results to improve systems. I believe such a platform does not exist anywhere else.”

Rittesh Koul
CMGGA, Fatehabad



“The CMGGA program has provided an enriching experience to engage with government departments at various levels as well as citizens on a day to day basis. It has further given me an opportunity to initiate and be able to collaborate with the administration, departments, and even external stakeholders - NGOs, citizens, etc.”

Jyoti Shukla
CMGGA, Sonipat





“The positioning that a CMGGA has in a district allows you to explore many areas, which may be very different from or beyond modules.”

Vipul Falor
CMGGA,
Yamunanagar



“The CMGGA programme has provided me with an opportunity to understand the government machinery, working with a diverse set of stakeholders, and interacting with citizens. Your growth map at CMGGA is extensive.”

Karan Kapoor
CMGGA, Faridabad



“The CMGGA Programme gives you the freedom to learn from every failure. It has enhanced my problem-solving skills and opened up an ocean of possibilities.”

Dinesh Mallah
CMGGA,
Charkhi Dadri

“The programme has helped me immensely to ideate and implement interventions that have a large scale impact and learn the art of faster decision making. It has shown me the pathways of social change about which I was unaware.”

Aman Walia
CMGGA, Rewari



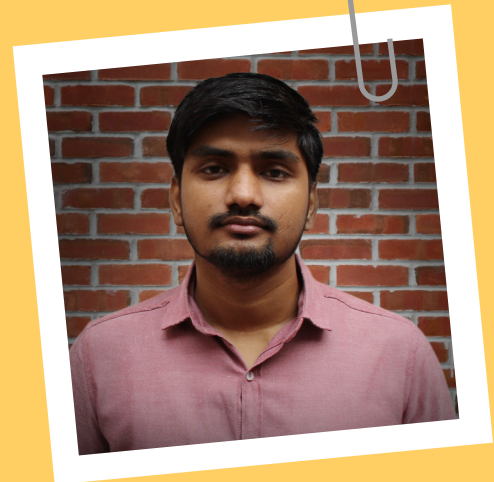
“ CMGGA provides an opportunity to improve programmes and services. There is room for creativity at the CMGGA. We work collectively towards a common goal and together we get the job done. As a team member you have to genuinely value other people’s ideas and expertise and be willing to learn from others.”

Parag Jaswal
CMGGA, Panipat



“ This programme not only cherished my work, ideas and thoughts but also provided me a platform where I worked independently. It helped me become more confident about my skills and abilities.”

Kritish Kumar
CMGGA, Mahendragarh



“ This program throws you into an ocean and you learn to navigate on your own. There are not many fellowships/ programmes which can teach you about yourself in a span of one year. At the same time, the difference we could make in people’s lives in such a short time also makes it a very unique experience.”

Gaurav Sirohi
CMGGA, Bhiwani



“The CMGGA programme has provided me an opportunity to contribute and understand closely the work being done by the government in the different fields like education, health, nutrition, skill, social security etc.”

Raju Ram
CMGGA, Nuh



“The programme provides the opportunity to be guided in becoming social change leaders who will impact thousands of life. It provides a space to innovate and grow while ensuring personal growth and enhanced social status.”

Arvind Kumar
CMGGA, Palwal



“In the past year, I have learnt a lot about public administration, implementation of schemes & policies and social impact creation at the ground level. CMGGA programme is like a crash course in social sector with extensive learning.”

Kausthub Irukulla
CMGGA, Hisar





CMGGA MODULES

Modules are projects focused on the flagship programmes of Haryana and are conducted uniformly and simultaneously by Associates in each of their districts. The modules are decided collectively by the Chief Minister's Office officials and Programme Team members during the start of a new cohort. Associates conduct diagnosis around the issue and implement the set strategies designed by the Programme Team, and streamlining the services across various domains. In the year 2021-22, the Associates worked on nine modules, which are covered in this section.

MUKHYA MANTRI ANTYODAYA PARIVAR UTHAN YOJANA



Objective

To realise the vision of proactive governance and poverty alleviation, Hon'ble Chief Minister of Haryana announced Mukhyamantri Antyodaya Parivar Utthan Yojana. The core objective of the yojana is to increase the annual income of the poorest "Antyodaya" families to at least Rs. One lakh per annum initially and later to Rs. 1.8 lakh per annum per family.

Brief

In this initiative the Haryana Government identified the poorest families in the state with an annual family income of less than 1.8 Lac and provided them with a bouquet of schemes to empower them to increase their income. The bouquet of 50 schemes includes schemes for skill development, private employment, and loans for self-employment and are provided to the Antyodaya families through Antyodaya Melas held at the block level across all blocks of Haryana. Each family then

selects one scheme of their choice based on their requirement to support their livelihood and increase their income. Antyodaya Melas are held in phases with a certain number of families identified in each phase; currently, three phases of Antyodaya Melas have been held.



मुख्यमंत्री परिवार उत्थान मेला, फरीदाबाद



आपकी और आपके परिवार की आय में वृद्धि करने के लिए

सभी विभाग होंगे एक साथ, जल्दी होगा अब काम

मेला स्थल	शहीद स्मारक महाविद्यालय, तिगांव	दिनांक	04.03.2022
ये दस्तावेज़ जरूर लाए: <ul style="list-style-type: none"> ✓ परिवार पहचान पत्र ✓ आधार कार्ड ✓ बैंक खाता कॉपी ✓ पासपोर्ट साइज़ फोटो ✓ वोटर कार्ड ✓ जाती प्रमाण पत्र 		मेले में आपकी रुचि और योग्यता को समझा जाएगा <ul style="list-style-type: none"> <input type="radio"/> कैसा काम करना चाहेंगे? <input type="radio"/> क्या आप सब्सिडी पर लोन लेना चाहेंगे? <input type="radio"/> क्या आप कोई नया कौशल सीखेंगे? <input type="radio"/> क्या आप अपना व्यापार बढ़ाना चाहेंगे? <input type="radio"/> आप क्या काम करना जानते है? 	
 प्रशिक्षण मिलेगा		 ऋण मिलेगा	
 रोज़गार बनेगा			



Role of Associates

1. To gather feedback from citizens identified under Antyodaya Yojana to evaluate the implementation of the Yojana and provide solutions for areas of improvement
2. Associates supported the district administration in training, scheduling and monitoring of the Melas and assisted the administration in operationalising Antyodaya Melas and resolving issues in on-ground implementation. Did capacity building and training of government officials involved in the implementation of the Yojana
3. Associates assisted the administration in driving scheme sanctioning and reducing pendency of departments and banks-
 - Identifying reasons for the delay in sanctioning applications and resolving them under the guidance of ADCs
 - Follow-up with department Nodals and LDMs to ensure progress in sanctioning of loans
 - Support ADCs in conducting review meetings

Achievements in 6th Year

1. **Capacity building** of Govt officials to implement the scheme:
 - With a greater focus on pre-mela counselling associates trained over 700 members of pre-mela counselling teams in Antyodaya Melas
 - To train the Following the recommendation of capacity building for counselling counselling teams, associates created a training document, scheme wise eligibility matrix and trained over 330 counselling desk members

2. Operationalizing Antyodaya Melas and Sanctioning of schemes:

- Associates supported the district administration in conducting a total of 303 melas that ran for a total of 550 days as part of Phase 2 and Phase 3 of Antyodaya Melas across all 22 districts of Haryana
- With associates training the counselling desks, the scheme selection rate of families that visited the Antyodaya Melas increased from 56% in phase 1 to 89% in Phase 2 and Phase 3 of Antyodaya Melas. A total of 70,760 families were counselled by counselling teams trained by associates in the Phase 2 and 3 of Antyodaya Melas out of which 62,857 families selected and applied for a scheme
- Associates supported the district administration in coordination between departments, banks through DC/ADC reviews and regular follow ups to ensure that applications are being approved and sanctioned by both departments and banks
- Department application pendency reduced from ~30% on March 15th to 5% on April 7th. Currently post Phase 3 Antyodaya Melas the Department pendency stands at 3.4%. Trained the department nodals through ADC review meetings to fasten the sanction process, lead to continuous results
- Associates assisted in increasing the sanction of loans to 11000 loans from ~5000 loans through regular follow ups with LDMs and Banks. Post this deep involvement, associates supported the ADCs and LDMs in conducting efficient reviews to increase the total number of sanctioned loans to 26,974 currently.
- With regular follow-ups with LDMs and providing feedback to the state department by associates, the total loans disbursed stand at 9694 currently. Going forward, associates will be focusing on increasing this number”



THEME FEEDBACK



Objective

To provide recommendations to improve on-ground delivery of welfare schemes through direct feedback from citizens and sectoral (thematic) analysis.

Brief

CMGGAs are uniquely positioned in the District with opportunities to engage with District administration, citizens, scheme beneficiaries and civil society organisations. This provides them with a 360-degree overview of challenges in welfare scheme implementation and last-mile delivery of benefits. With the start of the 2021-2022 batch, the Hon'ble Chief Minister desired that this position be leveraged to gain direct field feedback and analyse the schemes by Government to improve their performance and improve the delivery of benefit to the last mile, "Antyodaya"

To achieve the goal of comprehensive welfare scheme delivery and address various inter-dependencies within government functioning, it was important to take a thematic/sectoral approach towards analysis and solutions. 170+ Schemes run by the Government of Haryana and the Government of India were categorised into 25 different welfare themes such as Self employment, Skill development, Social security etc. for gathering direct feedback and analysis in different Districts of Haryana. 12 such themes were taken up by this year's batch, analysed for duplicacy of benefits, gaps in delivery and improving the efficacy of delivery of schemes k. The output was benchmarked with national best practices and comments sought from various civil society organisations





and relevant technical partners. Final recommendations were drafted and proposed to the Hon'ble CM. Upon approval, the team worked closely with the departments to bring various recommendations to fruition.

Role of Associates

The 25 Associates were divided into 12 teams of two each to study a sector in their respective Districts. The teams undertook a rigorous feedback exercise wherein

1. 1. Associates conducted qualitative and structured 500+ interviews with citizens, and beneficiaries and 300+ interviews with Government stakeholders to get feedback on the ground delivery of the schemes
2. 2. Associates undertook secondary data and sectoral literature review, the study of best practices of different states and countries for identified problem areas in scheme delivery in Haryana
3. 3. Associates Interacted with the different development sectors, Civil society organisations and technical experts to seek technical expertise on recommendations

Achievements in 6th Year

Over the year, 120+ schemes of Haryana State have been analysed in 2 phases under 12 themes resulting in,

Hon'ble CM accepted the following 12 recommendations under 4 themes These recommendations span across Policy Changes , strengthening of delivery:

1. Policy changes

- Recommendations were provided on Scholarship:





- » To consolidate 23 schemes of scholarship from center and state into **single means cum merit scheme** to address duplicacy and overlap of beneficiaries in school education
- » To consolidate 8 schemes scholarships from center and state into **single means cum merit scheme** for Higher Education was provided
- » to increasing annual income eligibility to 1.8 lakh for income based support scheme of Higher Education to cover Antyodaya strata of the society
- Recommendations were provided on Skill Development :
 - » To consolidate 4 short term skill development schemes and converge them in the Haryana skill development mission
 - » Revising the process for onboarding of Training partners for short term skilling.
 - » To strengthen District Skill Development Authority and devolution of appropriate administrative powers for its effective functioning

2. Strengthening of delivery

- Recommendations on Employment and Livelihoods:
 - » To create a Sashakt Yuva portal to Further increase access to private employment and Short Term Skilling opportunities for the youth by consolidation and creation of a single web portal.
 - » To provide market linkages for Self Help Groups: to support private and government market linkages for SHG producing farm and non-farm products, Hand Holding them with branding, certification and pricing.

MERI FASAL MERA BYORA



Objective

Digitise the process of purchase and sale of crops by the Government by creating a one-stop portal for all agriculture-related knowledge - crops grown, land patterns, seasonal information, etc and deliver all agriculture schemes/services through the MFMB portal

Brief

A key initiative known as *Meri Fasal Mera Byora* was taken up by the Haryana government for the welfare of farmers. The portal has been designed to ensure that farmers get the benefits offered by the State Government including MSP, insurance cover, compensation for crop damage due to natural calamities and other financial assistance under different schemes. Farmers have to upload details about crops sown in their field on the portal at nearby Common Service Centres (CSCs) or Atal Seva Kendras, or by themselves. Through this portal, the government aims to get accurate data on the area and amount of crops cultivated in various parts of the state. It brings together departments of agriculture and farmers' welfare,





revenue, food civil supplies and consumer affairs on a single platform for the betterment of the farmers.

The Hon'ble CM's target for the Associates was to provide support in increasing the registration for the Rabi season (21-22). Associates began by interacting with farmers to gather feedback, identify issues and reasons for low registration, and accordingly design solutions to improve the registration on the MFMB portal. As a result of this feedback, Associates provided the department with recommendations to improve the user-friendliness of the MFMB portal. Additionally, Associates supported the district administration in creating district-specific operational plans to increase registration on the portal, create effective IEC and set up free village registration camps.

Achievements in 6th Year

1. Citizen feedback and recommendations -

- Feedback on MFMB was collected from 540+ farmers from across 45 villages in Haryana through the Focus Group Discussions (FGDs)
- Findings from the FGDs on awareness, user experience, grievances and so on were shared with the Hon'ble Chief Minister. The following recommendations were provided to make the usage of the portal easier for farmers in Haryana -
 - » *Prices for MFMB registration were recommended to be fixed in the form of notification in all CSCs at Rs 20 for the first entry and then Rs 5 per killa upto a maximum of Rs 50, to resolve the issue of uneven and high pricing that farmers were unhappy about.*
 - » *Additionally, free-of-cost MFMB registration desks were recommended to be set up at all Antyodaya Saral Kendras, Mandis and the 114 offices of the State Agriculture Marketing Board, to increase the ease of registration for farmers*

- » *It was recommended that the MFMB portal be kept open for registration throughout the year, only to be closed for a few weeks between seasons for technical purposes. This was to resolve the issue that farmers want to register their crops in more than two seasons, but they are unable to do so. This also was required as the MFMB ID was being used for many other schemes, and therefore an option for farmers to register at any time was necessary*
- » *As cost was a hindrance for farmers, especially small and subsistence farmers, it was recommended that farmers registering for the first time on MFMB were to be financially incentivized by reimbursing the registration charges through DBT*
- » *Another major issue that was identified by Associates in their interactions with farmers was that of inefficient grievance redressal mechanism. Associates recommended that the grievance redressal have a ticketing feature on the portal to escalate from CRO to DRO to DCs with defined SLAs at each step of the portal*
- » *Associates recommended that a targeted approach to registration be adopted by identifying low registration villages and conducting free village registration camps for MFMB registration.*

2. Free Village Registration camps - Associates supported the district administration in the creation of SoPs, training the workforce, and scheduling and monitoring over 500 village camps in the month of February to increase the registration percentage on MFMB

3. Increase in registration percentage despite COVID 3rd wave- As a result of the above recommendations and especially the village level camps facilitated by Associates despite the COVID 3rd wave, the registration percentage went up to 67% in the Rabi season (21-22) as compared to the previous season at 58%.



INTEGRATED CHILD DEVELOPMENT SERVICES (ICDS)



Objective

Integrated Child Development Services (ICDS) is a Government of India program which provides 6 services including Nutrition, Counselling, and Growth Monitoring to children in the age group of 0-6, Adolescent Girls, Lactating Mothers and Pregnant Women. In Haryana, these services are provided across all the ~25,000 Anganwadi Centres across the 22 districts.

Brief

The CMGGA brief was to support the WCD department and identify gaps in the service delivery.

1. Support WCD: Ensure effective and efficient delivery of the critical services to the beneficiaries by providing support to the Women & Child Development (WCD) Department. Given the scale of operations, it is very important to continually track how the Anganwadi Centres are doing. COVID had added another level of complexity as the Anganwadis which were shut had only recently started opening again.
2. Identify gaps in the service delivery: CMGGA was expected to present an independent perspective on the gaps in service delivery. At the same time, the expectation was to also suggest recommendations for improvement.





Role of associates

Nutrition: During the Anganwadi centre visits, Associates went in-depth into understanding the whole Supplementary Nutrition Program. With the permission of the Anganwadi Workers, Associates checked the storage facilities for the staples like Wheat, Rice, etc., checked the expiry dates of the milk powder packets, and interviewed the staff to understand the frequency of ration delivery, etc.

Growth Monitoring: Associates realised some issues in this aspect - while growth monitoring devices (Infantometer, Salter Scale, etc.) were available and functional in most of the Anganwadis, many Anganwadi Workers were not proficient at using them in the right manner. Also, they were not aware of minor things like the indicators on the weighing scale could show weight in KGs or LBs, due to which they assumed that the machine was dysfunctional as sometimes the numbers would sharply increase or decrease.

Pre-school education: With the help of implementation partner NGO, Associates visited multiple co-located play-schools to verify infrastructure issues, and collated the full list of issues to be passed on to WCD for appropriate action

Health & Nutrition counselling: Associates attended multiple sessions and realised huge gaps between the guidelines and the actual experience on-ground.

Beneficiary survey: The programme also realised that for a holistic perspective, we need to also have a beneficiary lens. To enable this, we designed a ~30 question survey covering all the 6 ICDS services and interviewed over 170 beneficiaries. This was done through random sampling, covering all 22 districts, and ensuring that Urban and Rural Anganwadis were covered in the survey.



Achievements in 6th Year

After a thorough analysis, the programme has come up with the following deliverables:

1. Created 7 Videos as training material for the Anganwadi workers in the usage of the growth monitoring equipment, and recording of the height-weight data. WCD department will roll out the videos to all the Anganwadi Workers. These videos can be directly viewed on Whatsapp so there is no data lag, and WCD will also ensure that these are made mandatory viewing by the Anganwadi Workers. This will ensure proper usage and noting of the growth, and allow for early detection of SAM/ MAM children in Haryana
2. 10 recommendations (e.g. change the nutrition plans, improve counselling efforts, etc.) from the beneficiary survey to help WCD develop targeted plan around Nutrition, Counselling and Growth Monitoring
3. Highlighted the infrastructure issues in the play-schools based on the on-ground survey of ~2,300 co-located play-schools. The WCD department is actively working to address them.



eOFFICE



Objective

Make Haryana a paperless state by onboarding the departments and government officers on eOffice - A digital platform for processing files which would eventually bring desirable values of transparency, efficiency, accountability, and faster decision-making in the government of Haryana.

Brief

e-Office is one of the Mission Mode Projects under the National e-Governance Plan, Department of Information Technology of India. eOffice, was developed by NIC with the aim to improve the functioning of the Government through more efficient, effective, and transparent Inter-Government and Intra-Government transactions and processes.

In line with the vision set by Hon'ble CM to build a Digital Haryana, the electronic file processing system proves to be a key enabler in ensuring 'minimum government, maximum governance'.

eOffice is a flagship initiative and has great potential to bring long-lasting change to the Haryana governance system. This is a push to move all filing in the government online - to go paperless, and is being implemented in a mission mode. As it currently stands, all State offices are live in Haryana. The CMGGAs have been playing a pivotal role in implementing eOffice in the district offices.



Role of associates

1. Facilitate District level reviews under chairpersonship of Deputy Commissioner for the onboarding and uptake of eOffice
2. Facilitate capacity building and orientation workshops for staff of district departments
3. Debottleneck local challenges such as insufficient hardware, logins, user rights of Government officers, etc .
4. Disseminate usage and performance reports for district, departments and their users. Leverage these reports to drive adoption of eOffice.
5. Coordinate and debottleneck technical challenges with Hartron team and NIC.



Achievements in 6th Year

Following are the achievements for e-Office adoption facilitated by Cohort 6. **At present, all 22 Districts are live on eOffice with 15,000+ officials using eOffice at the district level.**

1. All 70+ state departments have also been onboarded across 3 batches in states
2. All 22 DC offices in the district have been onboarded
3. 15,000+ officials have been onboarded on eOffice. This has been made possible through CMMGAs ensuring training, reviews, and gaps in hardware availability across all departments in all districts. Associates facilitated 120+ DC led eOffice reviews in Districts.
4. Training & Capacity Building: 90+ group training conducted for employees of various departments.
5. 150+ department visits facilitated to debottleneck challenges, encourage adoption.
6. More than 5 Lac eFiles and more than 14 Lac eReceipts have been generated



SAMARTH HARYANA



Objective

Create a set of 4,000 co-located play-schools to focus on Early Childhood Care & Education. These play-schools will have trained Anganwadi Workers to deliver high-quality pre-school education and get students ready for formal education.



Brief

CMGGA had a two-pronged brief related to training and infrastructure.

1. Enable and train the Anganwadi Workers to provide high-quality pre-school education
2. Identify infrastructure gaps across these co-located play-schools and bring it to the Department's notice for required action

Role of associates

This was amongst the first set of projects that CMGGAs took up this year. Soon after reaching their respective districts, Associates attended meetings to discuss the process of conducting these trainings at-scale. The objective was to cover all the 24,000+ Anganwadi Workers and provide them guidance on the teaching methodology, importance of socio-emotional learning, dos and don'ts of interacting with the young children at their centres, etc.



As the trainings commenced, the Associates realised that they had to step in and solve for the small as well the big issues. To cite just one example - In one district, there were long power outages in the venue which was marked for these trainings, which resulted in disruptions. The Associate had to work quickly with the WCD team to identify an alternative venue, make the arrangements to get it training-ready, inform the relevant Anganwadi Workers, and ensure that training was completed smoothly. The Anganwadi workers were very receptive to the training and enthusiastically participated in all the activities.

While the implementation partner NGO continued to track the infrastructure issues and compile a detailed list, Associates also conducted visits to the play-schools to understand the infrastructure gaps first-hand.

Achievements in 6th Year

The Associates facilitated 700+ trainings to cover all the 24,000+ Anganwadi Workers in Haryana. Alongside, Associates also facilitated the monitoring of the activities in Anganwadis through DC/ ADC reviews.

Below recommendations were provided and actioned upon:

1. Create a separate head for Play Schools budget.
2. Form a committee under the leadership of DCs to ensure that the decentralised district funds are utilised for target playschools' transformation
3. Playschools to be provided in jag-mag villages where availability of electricity will not be an issue
4. Procurement of infrastructure for play schools should be scrutinised and a report on the same should be submitted by the WCD Department (some of the wasteful expenditure on towels, etc. was scrapped based on CMGGA recommendations)



SUPER 100



Objective

Provide free coaching to the selected students for two years for JEE/ Medical Entrance & other competitive exams, and help them secure a bright future.

Brief

CMGGA was to identify the best practices across the 3 existing Super 100 centres, and suggest areas of improvement to make the system more robust.

Role of associates

1. Associates did an in-depth analysis of the current Super 100 centres in Rewari, Panchkula and Karnal with a view to expand the programs to other districts / centres in the state of Haryana
2. Associates interacted with the selected students, and teachers to understand the funding and administrative needs of the students and centres

After a detailed analysis, the CMGGA team came up with a few recommendations which were discussed with the Department and presented to the Hon'ble CM.





Achievements in 6th Year

Based on the recommendations from CMGGA, three key points were decided

1. Associates suggested an expansion strategy from 2023 to increase the benefit of the scheme to more meritorious students
2. Associates worked on forward linkages for the outgoing students and suggested a mechanism to increase the awareness and thereby enrollment in the existing centres
3. Coordinate with the Super 100 pioneer to ensure a way forward which is more effective in delivering the desired results



MODEL SANSKRITI SCHOOL (MSS)



Objective

The Model Sanskriti Schools are being developed in the State of Haryana with an objective of providing Government Schools with high-quality education and other facilities at par with private Schools. English would be the medium of instruction

Brief

As desired by the Hon'ble CM, **~1,400 Primary and ~135 Senior Secondary Schools were identified across the 22 districts** to be converted into Model Sanskriti Schools to provide quality education and facilities. Children in government schools who mostly come from low socio-economic backgrounds and are many a times first-generation learners now get similar opportunities that come easily to children from private English-medium schools.

Role of associates

1. Associates visited ~30 Primary Model Sanskriti Schools and all 137 Senior Secondary MSS to provide on-ground feedback on the current state of infrastructure, facilities provided under Model Sanskriti Schools, and student and teacher experience



2. Associates conducted a detailed survey on 35 parameters including classrooms, washrooms, labs, boundary walls, etc. to provide data-backed solutions to the Education Department. Associates assisted the School principals and Headteachers in preparing the School development plans

Achievements in 6th Year

Identified multiple gaps across Administrative, Academic and Infrastructure in MSS schools. The following recommendations were made to the Education Department which were approved by the Hon'ble CM

1. Provide teachers in extreme low teacher/student ratio schools through solutions such as discretionary posting, deputation etc
2. MSS to be notified as special schools under the Right to Education Act.
3. Number of seats in MSS to be notified
4. Number of schools to be increased under Model Sanskriti Schools. An analysis report to be submitted by Education Department
5. Admission policy for MSS to be formalised including aspects such as admission via an online portal, and screening test for Class 9 – 12
6. The disparity in charging fees for an existing student and that of a new entrant in the Model Sanskriti School was to be resolved through an appropriate mechanism



SAKSHAM



Objective

Flagship education programme of the Government of Haryana aimed at improving the quality of education in the state and making 100% of government school students in elementary classes grade-competent i.e. Saksham.



Brief

CMGGA's brief was to be the on-ground partner for the Saksham Haryana initiative to continuously improve FLN capability in government schools. Launched in 2017, Saksham continued to be one of CMGGA's core projects in Education this year as well.

Role of associates

Due to COVID, many schools continued to operate in the online mode when we commenced the programme this year. Lack of access to adequate mobile devices, poor data networks, scarce affordability for data usage, etc. had led to the real issue of learning loss for students

in government schools. Working closely with the Saksham Haryana Cell, Associates focused on two key activities this year - 1) Monitoring & Evaluation, and, 2) Parent Teacher interactions.



Associates worked closely with senior District Administration officials to facilitate reviews based on the Saksham scorecards. This resulted in adequate focus and pressure on the Education officials at the District level to formulate action plans to raise their District's ranking.

The other core activity was to arrange interaction between the Schools and Parents, which had practically ceased since COVID struck. Given we were still under multiple restrictions due to COVID, Associates quickly pivoted and organised online Parent-Teacher Meetings (PTMs). Where possible, they also invited Parents to Schools and physically attend PTMs for a free flowing discussion on their issues, and try to solve for some of them.

Achievements in 6th Year

1. Facilitated 15 DC and 52 SDM review meetings across the 22 districts
2. Facilitated multi-modal Parent Teacher Meetings which resulted in cumulative attendance of ~15 lakh parents



ANTYODAYA SARAL

Objective

Transform citizen service and scheme delivery in Haryana by digitization of services under one stop platform called Antyodaya Saral.

Brief

In 2017, the Government of Haryana envisioned a paperless, cashless and faceless service delivery mechanism for its citizens to provide timely and quality service through a smooth and transparent experience, and thus was born Antyodaya Saral. Since its launch, the project has transformed service delivery in Haryana - more than 100 state-of-the-art citizen service centres,



Saral Kendras at district and sub-division level have been established along with onboarding of 10,000+ CSCs in the State to ensure last mile access to the platform. It follows the concept of a single window for availing 600+ services across 47 departments. The Kendra has a token system for better crowd and time management.

A citizen can track the status of their application at all stages by a single click on the Saral portal. The design also includes grievance redressal through a full time functional helpline run by trained operators and an IVRS based feedback mechanism. The project is an example of successful partnership and team efforts of NIC Haryana, the technical teams of the concerned departments, and CMGGA. Antyodaya Saral has emerged as a best practice in





digital public service delivery. Multiple prestigious awards including 'Digital India Award 2020 for Excellence in Digital Governance' presented by the Hon'ble President of India, Sh. Ram Nath Kovind, is a testament to the project.



Role of associates

1. CMGGAs have been associated with Antyodaya Saral since the first batch in 2016-17, where they undertook a diagnosis of the project idea by streamlining services in SDM Offices. The feedback was crucial to designing the project at the State level and understanding the blindspots in strategy from an implementation perspective.
2. Antyodaya Saral has been taken forward by CMGGA batches accelerating the on ground adoption of new digital systems, operationalization of 100+ Antyodaya Saral Kendras (ASKs) and increasing adoption of data based reviews by District administration officials such as DC and SDMs
3. Associates assisted the district administration to improve the performance of district on Grievance redressal (ticketing) performance, Right to service performance and operationalization of Kendras
4. Associates also implemented SOPs of services offered by select departments in order to make service paperless end to end
5. Associates trained & onboarded District Nodals on Antyodaya Saral

Achievements in 6th Year

To ensure project sustainability, in the 6th year the objective was the handover of CMGGA activities to nodals within the Government. Associates undertook the following activities in Districts,

1. Assisted the district administration on Grievance redressal (ticketing) (Average Ticketing score of all 22 Districts - 8.1/10), improving the performance of Right To service (Average RTS score of all 22 Districts - 9.3/ 10) and operationalization of Kendras
2. 100+ DC and SDM Antyodaya Saral reviews were conducted in Districts this year
3. 22 District nodals have been onboarded to streamline state - district communication for the sustenance of the project



RESEARCH AT ASHOKA

BUILDING KNOWLEDGE REPOSITORY WITH CMGGAs

Objective

In line with Ashoka's mission to help create well-rounded individuals who can critically analyse issues from multiple perspectives and communicate effectively, the CMGGA programme provides a multi-faceted platform to the CMGGAs to conduct research during their work on-field.



Role of associates

The CMGGAs are expected to undertake both qualitative and quantitative research. This will help them assess the impact of the initiatives already underway, to deliver an analysis of the governance and policy landscape of the State and to identify opportunity areas for government intervention to deliver impact at scale.



Achievements in 6th Year

Associates in teams of 2 to 3 researched on the following topics:

1. Technological interventions in Police administration in Haryana
2. Management of Biomedical waste in Haryana
3. Understanding the discourse surrounding pregnancy and factors affecting decision making during this process in Haryana
4. Creative and Critical thinking in government schools in Haryana
5. Parivar Pehchan Patra - Policy Review
6. Meri Fasal Mera Byora - Policy Review
7. Mhara Gaon JagMag Gaon - Policy Review
8. Swamitva Yojana - Policy Review

It is noteworthy that our last two cohorts have received wide acceptance of their research papers by various publications. A total of 7 research papers have been accepted for publication, of which 4 have been published on platforms like Policy Review, ISPP, Journal of Governance and Public Policy, and IPE India.

Given below is the list of published research papers.

1. **'Saksham Haryana: The Role of Policy Implementers'** (Jindal Journal of Public Policy)
2. **'Performance Measurement in Public Administration'** (Policy Review,ISPP)
3. **'Saksham Best Practices'** (Journal of Governance and Public Policy, IPE India)
4. **'Antyodaya Saral - Citizen's Perspective'** (Journal of Governance and Public Policy, IPE India)





DISTRICT INITIATIVES

District Initiatives are pilots conducted by Associates across various domains in their respective district to measure its success. The Associates take a topic of their choice, generally an issue prevalent in their district and provide innovative solutions to tackle it. As part of this, they also conduct research and design the project model based on it. If found successful, the district initiatives get scaled up at the state level.



AMBALA

CAREER COUNSELLING

Sarath Ninan Mathew

In my very first meeting with the w/DC, he was clear that education in government schools is one sector where he would require the most support from the CMGGA program. He shared with me that his school visits showed that the students in government schools were unaware of the various career opportunities available to them. Almost everyone wants to be a Group D government staff, work in a factory/shop, or work as a police constable. I undertook school visits myself in the first month and this observation resonated with me as well. We have very bright students in our schools who have the potential to reach the stars, but they never knew they could so much as fly.

Process Followed

To rectify the above, we started the career counselling initiative from my first month in office. Blessed with a supportive Deputy Commissioner and Education Department, we could make large strides in a short time. We started with a basic round of Information, Education and Communication (IEC) in government schools on the various career opportunities available. Charts were made in all 93 senior secondary government schools¹ in this regard with the material being provided from the district level. These charts were shown to students and also to the parents in the Parent Teacher Meetings.

Post the IEC, we asked all students to commit to a career choice. This data was recorded and we made a database on the career inclination of students in each of the 93 senior secondary schools. By the second month of the program, we provided books suitable for career preparation and tailor made to the choice exhibited by a majority of students in a particular school. The final step in our initiative was to conduct motivation sessions by bank / army officers so that students could hear from the horse's mouth how people who were once students like them have made careers in fields they are interested in.

Impact and Outcome

The initial round of IEC, commitment to career by students, and provision of study material was done in all 93 Senior Secondary Schools in Ambala. Further, counselling on banking Sector by Banking officials was completed in all 93 Senior Secondary Schools by 31 December 2021. We also carried out a session with officers from the Army and Airforce - 653 students attended the session held in SD College on November 25, 2021. 485 students participated in sessions conducted by ex-students who cracked the IIT-JEE exams in the previous year.

The consistent feedback was that the program was very well received by both the students and the parents.

¹ The program began with a pilot of 22 schools and was later scaled up to all schools.

BHIWANI

PRAYAS: EK KADAM ATMANIRBHARTA KI AUR

Gaurav Sirohi

Rajiv Gandhi Women's College in Bhiwani has more than three thousand girl students. On one of my visits, a professor spoke about how sometimes girls from far-off places come to the college without having their breakfast and fall ill. On enquiring further, it was learnt that college does not have a permanent canteen for over 4 years due to the high rent. I visited other colleges in the city and found similar issues.

Simultaneously, I was working with National Urban Livelihoods Mission (NULM) and National Rural Livelihoods Mission (NRLM) for their capacity building. After multiple rounds of consultations with the stakeholders, it was decided that the Self-Help Groups (SHGs) would run canteens in these colleges. The objective would be twofold:

- College students can buy freshly cooked, highly nutritious food.
- SHGs women earn their livelihood via these canteens.

Process followed

I started meeting SHGs who would be interested in this venture. One of the criteria was that there should be at least two women in the group who have been victims of domestic violence and do

स्वयं सहायता समूह दिशा ने राजीव गांधी महिला महाविद्यालय में शुरू की कैटीन छात्राओं को उद्यमिता के लिए प्रेरित करेगी दिशा कैटीन

भिवाणी, 8 नवम्बर (स.ह.): महिला स्वयं सहायता समूह दिशा ने राजीव गांधी राजकीय महिला महाविद्यालय में कैटीन शुरू की है। यह प्रदेशभर में शायद पहली ऐसी कैटीन है, जो स्वयं सहायता समूह की महिलाओं द्वारा किसी शिक्षण संस्थान में स्थापित की गई है। दिशा नाम से शुरू की गई यह कैटीन कालेज छात्राओं को चाय पिलाने के साथ-साथ उद्यमिता के लिए प्रेरित करेगी। भले ही चाय बनाने का कार्य बड़ा व्यवसाय न हो, लेकिन यदि योजनाबद्ध ढंग से किया जाए जो यह छोटी-छोटी बचत से बड़ा रोजगार का रूप ले सकता है। इसी कड़ी में एक प्रयास उपायुक्त आर.एस. दिल्ली द्वारा महिला स्वयं सहायता समूहों के लिए किया गया है। इसका पहला कदम सोमवार से राजीव गांधी राजकीय महिला कालेज से शुरू किया है। दिशा स्वयं सहायता समूह ने इस महिला कालेज में दिशा कैटीन शुरू की है। इस स्वयं सहायता समूह से करीब 10 जरूरतमंद महिला जुड़ी हैं, जो इस कैटीन में



मुख्यमंत्री सुरासन सहयोगी गौरव सिरौही चाय कैटीन की स्थापना हेतु दिशा समूह की महिलाओं का मनोबल बढ़ाते हुए।

काम करेंगी। इस कैटीन में छात्राओं के साथ-साथ स्टॉफ सदस्यों को चाय कॉफी, समोसा, ब्रेड पकोड़ा व स्नैक्स आदि मिलेगा। यहां हम बताएं कि इस कालेज में करीब 3200 छात्राएं हैं। उपायुक्त आर.एस. दिल्ली के मार्गदर्शन में मुख्यमंत्री सुरासन सहयोगी गौरव सिरौही ने इस योजना को अमलीबाम पहचाने में मुख्य भूमिका निभाई है। इसके साथ-साथ राष्ट्रीय आजीविका मिशन शहरी को देख रही

एस.एम.आई.डी. की क्विंट प्रभोगे ज्योति पांचाल ने महिला स्वयं सहायता समूह को इस कार्य के लिए प्रोत्साहित किया है। प्राचार्य सुधीर शर्मा ने चाय कैटीन की स्थापना के लिए दिशा समूह की महिलाओं का मनोबल बढ़ाया। पांचाल ने बताया कि दिशा समूह में प्रदान कुमुलता के साथ रेखा, हर्षलता, नीतू, कमलेश, मिनि, मोता, रीना, मिनि व सुनहरी आदि महिलाएं प्रमुख रूप से शामिल हैं। ये सभी जरूरतमंद महिलाएं हैं, जिनको स्वरोजगार की जरूरत है।

पति किराए का आँटो चलता है : सुनहरी: स्वयं सहायता समूह सदस्य सुनहरी ने बताया कि उनका पति किराए का आँटो चलता है, जिससे मुश्किल से गुजर बसर होता है। उन्होंने बताया कि यह कैटीन उनका परिवार चलाने में काफी मददगार साबित होगा।
घर की हालत बहुत कमजोर है: मिनि : स्वयं सहायता समूह सदस्य मिनि ने बताया कि उनके परिवार में कमाने वाला कोई नहीं है।

इस प्रकार शुरू कर सकती हैं महिला स्वरोजगार

महिला उत्थान एवं स्वरोजगार के लिए सरकार द्वारा अनेक प्रकार की योजनाएं शुरू की गई हैं। इनमें मुख्य रूप से स्वयं सहायता समूहों का गठन कर उनको स्वरोजगार का प्रशिक्षण दिलाया जाता है। स्वयं सहायता समूह महिलाओं को अचार बनाना, कुकिंग, सिलाई-कढ़ाई, ब्यूटी पार्लर, किरायागी की दुकान और हथकरघा का प्रशिक्षण दिलाया जाता है। यह प्रशिक्षण एल.टी.एम. कार्यालय के तहत और कुषि विज्ञान केंद्र में दिया जाता है। भिवाणी में ऐसे अनेक स्वयं सहायता समूह हैं, जिनसे हजारों की संख्या में महिलाएं जुड़कर स्वरोजगार कर रही हैं। इन महिलाओं को 2 से 5 लाख रुपए की आर्थिक सहायता के रूप में विभिन्न बैंकों से ऋण भी मुहैया करवाया जाता है, जिससे वे अपना रोजगार शुरू कर सकें।

एम.एन.एस. कालेज में भी शुरू होगी महिला स्वयं सहायता समूह की कैटीन

राजीव गांधी महिला कालेज की तरह ही भिवाणी में महाराजा नीमपाल सिंह कालेज में भी जीवन ज्योति स्वयं सहायता समूह द्वारा कैटीन की स्थापना की जाएगी, जिसके लिए तैयारियों की जा रही है। यह कैटीन सोमा कुमारी के नेतृत्व में चलेगी, जिसमें राजपति, संतोष व गीता प्रमुख रूप से कार्य करेंगी। इस कालेज में करीब 5,000 विद्यार्थी हैं। इस बारे में सी.एम.जी.जी.ए. गौरव सिरौही ने बताया कि महिलाओं को स्वरोजगार अपनाने में किसी प्रकार की हिचक महसूस नहीं करनी चाहिए। उन्होंने बताया कि किसी भी कालेज स्तर पर किसी स्वयं सहायता समूह द्वारा ऐसी कैटीन की यह अपने आप में अनूठी और नई शुरुआत है।
उनके घर की हालत बहुत कमजोर है। जिला प्रशासन के सहयोग से यहां पर जो कैटीन शुरू करवाई गई है, इससे उनको बहुत मदद मिलेगी।

not have anyone to support them. More than 50 groups were interviewed for the canteens in 11 colleges keeping parameters such as their capacity, experience and financial vulnerability in mind.

For the first six months, no rent is to be charged by the colleges. After that, a fixed amount is to be charged by the college administration. The idea is to make the canteens self-sustainable in the long run. Going forward, continuous monitoring and support will be provided to the groups by the CMGGA, SMID and DPM. Their performance will be monitored fortnightly, and plans will be chalked out with the group.

Key Features

SMID & DPM - Identification of the groups.

Colleges - Providing space for the canteens.

CMGGA - Getting colleges on board for the initiative. Facilitating end to end process of SHGs and colleges.

For the first six months, no rent is to be charged by the colleges. After that, a fixed amount is to be charged by the college administration. The idea is to make the canteens self-sustainable in the long run. Going forward, continuous monitoring and support will be provided to the groups by the CMGGA, SMID and DPM. Their performance will be monitored fortnightly, and plans will be chalked out with the group.

Impact and Outcome

1. This has been the first initiative where SHGs have opened canteens in colleges.
2. More than 30 women are employed in such canteens at 11 colleges. These canteens have been generating a revenue of more than Rs 2.80 lacs per month.
3. In one instance from Tosham, a woman from the Nav Prayas SHG has moved out from her abusive household and now lives independently because of the canteen.
4. As a next step, a cloud kitchen is being developed via SHGs to deliver the best quality home-cooked food in Bhiwani



CHARKHI DADRI

ZILA KO ZILA BANANA HAI

Dinesh Mallah

Every district has its own identity - people are known by their family name, district name, village name, etc. Charkhi Dadri district was created in 2016, before which it was a part of Bhiwani District. Each and every document of the citizens of Charkhi Dadri mentions Bhiwani as a District. According to the Unique Identification Authority of India, Charkhi Dadri district does not exist in Haryana. 500,000+ people are using their old identity proof. As we all know Aadhar cards nowadays play an important role in our life. Citizens are struggling if they want to submit documents for any type of verification. To help the Charkhi Dadri citizens, I started working on this “जिला को जिला बनाना है” Project. The main objective is to provide identity to the District at the National and Global levels platform.

Process Followed

1. Identified the gaps with the help of DIO, DM CSC, and relevant documents
2. Contacted uidai State Team for a better understanding of the process
3. Started finding missing parts of the puzzle like Haryana Government Notification for making Charkhi Dadri separate District, Village wise data with old and new Pincode
4. Cross verified data with multiple stakeholders
5. Whenever uidai state team required data then I coordinated with all stakeholders and assigned a timeline with each task

Key Features

1. This project will provide identity to 500000+ people who ever earlier known by other district.
2. Its will help in the Document verification process where district name is important

Impact and Outcomes

1. Charkhi Dadri District gets identity at the national and Global level after 5 years of creating the District.
2. 500,000+ citizens' documents are now with Charkhi Dadri as their District.
3. The upcoming generation will get benefits from this project as there is recognition of Charkhi Dadri as a separate district



FARIDABAD

SHIKSHA SANGAM

Karan Kapoor

As part of the CMGGA mandate on improving the quality of education in Government Schools, we noticed several teacher vacancies in government schools of Faridabad. In the absence of faculty member(s) in the schools, education of children was suffering. Further, while interacting with teachers and students, we found an absence of consistent systems for fostering/ providing exposure to government school students towards co-curricular activities and mentorship activities.

Process Followed

While we were exploring the solutions under the guidance of the w/DC of Faridabad, Jitender Yadav, we noticed many B.Ed. and M.Ed. colleges in the district. As part of the B.Ed. and M.Ed. curriculum, the students are required to devote a stipulated number of days towards teaching in schools, and many colleges sent their students to private schools for this. Further, even where the B.Ed. and M.Ed. students went to government schools for teaching, the students of these schools were not effectively mobilised and monitored.

Hence, we undertook several meetings with relevant stakeholders including District Officials, College Authorities, Government School Principals and, members of Faridabad Education Council², to build a sustainable ecosystem to address these problems.

Key Features

Accordingly, a district level intervention titled '**Shiksha Sangam**' was envisaged with the following objectives:

1. Mobilize B.Ed and M.Ed college students of identified colleges in Faridabad, as *teaching volunteers*, in Government schools of Faridabad to improve quality of education and foster knowledge exchange. This was envisaged to be done on priority against schools with teacher vacancies (subject to students' convenience and to the extent possible) to temporarily plug-in the existing teachers' vacancies in Government schools for a period ranging from 2-4 months.
 - For mobilising the college students as teaching volunteers, the Colleges have been given the responsibility to: (a) Jointly prepare the teaching plan along with the faculty of the assigned schools; and, (b) Assist, handhold and monitor the teaching volunteers.
 - A comprehensive Monitoring and Grievance Redressal mechanism has also been institutionalised, wherein District & Block Officers, identified Colleges, Government School Principals and, Project Monitoring Unit of Faridabad Education Council have been assigned certain responsibilities.

2. Faridabad Education Council is a multi-layered collective impact initiative, comprising of Private entities including Industry leaders & philanthropists, designed to complement the efforts of the Government in education and contribute towards innovative development projects in the district through private contributions (CSRs and Philanthropy) to improve the quality of education in government schools.

2. Student committees titled '*Shiksha Saarthis*' are being formed to foster knowledge exchange; drive co-curricular activities and specialised learning activities/workshops in government schools.

Impact and Outcomes

A pilot was undertaken in the academic year 2021-2022, wherein over 12 Colleges participated and 221 college students were mobilised to undertake teaching as volunteers in government schools. Upon successful completion of the volunteer teaching period, the college students are provided with a jointly signed completion certificate from w/Deputy Commissioner, Faridabad and District Education Officer.

The 12 identified colleges have agreed to collaborate with the District Administration, Faridabad and have formalised the relationship. Further, a Standard Operating Procedure, with step-wise description and timelines, has been developed and has been shared with colleges and District Stakeholders, specifying timeline of each step.



GURUGRAM

MODEL UNITED NATIONS (MUN) - HARYANA'S FIRST MUN FOR GOVERNMENT SCHOOL STUDENTS!

Aravind Nair & Sukhda

During our multiple school visits, the students enthusiastically mentioned to us that they're looking forward to taking part in new activities and competitions, something different from the typical arts, poetry or debate competitions that happen every year. After multiple discussions, we narrowed down on Model United Nations (MUN), an academic simulation of the United Nations. This activity offers multiple benefits for the students:

1. Improves exposure to global politics and world affairs
2. Increases awareness and knowledge about the UN Sustainable Development Goals
3. Develops confidence and oratory skills
4. Introduces them to research
5. Improves critical thinking and analysis skills
6. Provides a platform to discuss multiple social issues, including issues that they face in their own lives

Most private schools have active MUN circuits, and these students go on to excel in MUNs at the college/university level. We wanted the government school students to also get the same exposure and thus decided to launch the **first ever** MUN for the government school students in Haryana!

123 students were selected for this pilot from 12 government schools of the district. After the pilot, the project will now be scaled up to 50 schools in the district, orienting close to 750 students to the MUN programme.

Process Followed

The first step was to look for individuals or a partner organisation who would train the students and introduce them to the United Nations, MUN and its procedures. We came across The Dais, a Delhi-based youth led organisation working on the UN Sustainable Development Goals. We then developed a model for the pilot in collaboration with The Dais.

3 schools each from the 4 education blocks of the district would be selected and 123 students from these 12 schools (~10 students from each school) would be selected for the pilot. We then visited these schools where Keshav Gupta (founder, The Dais), interacted with students and shortlisted 10 students from each school who were interested in social science, politics and public speaking. We interacted with the students and asked the students about the social issues that they feel should be addressed immediately. Out of this list of issues, we selected "the importance of political representation of women at all levels of governance" and "the importance of sustainable waste management systems" as the agenda for the MUN conferences. One teacher from each school was deputed to support the students in

the preparation. We also collaborated with M3M Foundation who provided funding for the project, and with KR Mangalam University who hosted the district level MUN conference.

The shortlisted students attended 8 orientation & training sessions (online and offline), and after a month of being shortlisted, participated in a block level MUN Conference as delegates representing different countries. 70 of these 120 students then participated in the district final MUN conference.

Impact & Outcomes

1. 123 students, 12 teachers were introduced to the United Nations, Model United Nations, its functioning and procedures
2. 8 orientation & training workshops, 2 block level MUNs and one district level MUN was conducted
3. Students took up the role of delegates of different countries, researched and gave speeches on “the importance of political representation of women at all levels of governance” and “the importance of sustainable waste management systems”



HISAR

NASHA MukT HISAR: HISAR IN SYNC WITH HARYANA'S VISION OF 'NO SUBSTANCE ABUSE'

Anushka Mishra

The Ministry of Social Justice and Empowerment has identified 272 Districts most affected by drugs, and unfortunately Hisar also figures in this list. Realising that drug addiction has emerged as a serious concern leading to dangerous socio-economic consequences not just for the person using drugs, but also for the family and society at large, 'Nasha MukT Hisar' was taken up.

After studying the civil hospital's data for the last 3 years (2018-21) & after visiting Pirawali, one of the worst affected villages of the district, I realised that a multidimensional and comprehensive drug strategy was needed for the district to achieve the objectives enshrined under the Nasha MukT Bharat Abhiyan.

Process Followed

1. Identification of three key work areas was done, that included reducing the supply with the help of police action, reducing the demand by means of outreach and awareness, and rehabilitation, both medical and economic.
2. The strategy identifies the departments of Police, Health, Education, Sports, Women and Child Development, Public Relations and Civil Society Organisations as major stakeholders and involves them in solving the issue of drugs.
3. Clear goals were given to each department to be completed in a set time-frame. E.g. School management workshops are to be conducted in 5 government schools situated in the worst affected areas of the district by 31st March 2022.
4. The next step was brainstorming in tandem with all the departments and devising an action plan to execute the program. Key role was played by W/IG Sh. Rakesh Kumar Arya, IPS & W/ADC Sh. Swapnil Ravindra Patil, IAS in providing guidance and expert advice.

Impact & Outcomes

1. **Improvement in the condition of the de-addiction centre in the Civil Hospital.** The room was repainted and has inspirational quotes, etc. Facilities like Yoga/Meditation, sports for the in-patients, etc. were introduced in collaboration with Ayush Department. Regular inspection of the deaddiction ward was also done by officials.
2. **Narcotics Anonymous Club** was started, where people recovering from drug addiction can help each other pursue healthy choices. The club is led by a recovered addict, and during meetings, members of the group share their experiences, listen to others, provide and receive encouragement, and celebrate their successes on the path to recovery.
3. An **awareness workshop for identified nodal teachers of 273 government senior secondary schools**, that included psychiatrists, child psychologists, drug de-addiction

specialists, and a recovered drug abuse victim, was organised. It focused on how to initiate discussions around drugs and their abuse in the classroom, and introducing different assessment tools for early identification of drug use and way forward from there on.

4. **Hisar ka Yuddha, Nashe ke Viruddha**, it was a joint effort of Police and Education department, wherein, the identified and trained nodal teachers led the session and each government senior secondary school of the district was visited by 2 police personnel each as guest speaker - effectively mobilising the force of 552 police men and women, and covering over 2,500 students of ages 14 to 17. Themes included - "Inkar ka pahiya"- how to say no to drugs in different situations, 'Maadak padartho se sambandhit mithak aur tathya' - clearing the air about the misconceptions that revolve around drug abuse and asking for help. A painting and speech competition was also organised across all schools and awards were given at the end of the event.
5. **Becoming Champions** a five-day sports and art based rehabilitation program was organised on pilot basis for 50 addicts in Hisar, in collaboration with Shreeja Foundation. The program was run at two locations, Adampur and Sisai, each catering to 25 addicts. The initiative attempted to increase self-awareness and insight among the beneficiaries and enable them to learn appropriate coping mechanisms and how to redirect inappropriate behaviours through Sports (Football) and Art Therapy.
6. **The Drug Prevention Cells** were revived under the aegis of Dhakad program, an yearly schedule of activity is to be made and followed by all the colleges of Hisar.
7. Other **community mobilization efforts**, like competitions in schools, 'mahila sabha' by Anganwadi Workers, 'Chai par Charcha' with college students on the topic of awareness against drug abuse were organised under the initiative from time to time.
8. Regular monthly reviews of the initiative were conducted under NCORD meetings, leading to establishment of accountability of stakeholders, better work delegation, brainstorming over innovations, and most importantly, institutionalisation of the initiative.



HISAR

MISSION SWAYAMBHU

Kausthub Irukulla

Swayambhu is a Sanskrit word: 'Svayam' which means 'self' or 'on its own' and 'bhū' which means 'to take birth' or 'arising'. Swayambhu started with a Mission to make the Divyaang schools and students *Atmanirbhar* (self-reliant).

During a school visit for Divyaang (differently abled) children, I was fascinated by their interest to learn and passion for technology, art and sports. After further interactions with students, parents and staff, I realised that there are many challenges for Divyaang students to achieve their dreams.

Process Followed

With the help and guidance of w/DC Hisar, Dr. Priyanka Soni, IAS, and then w/ADC of Hisar Shri Swapnil Ravindra Patil, IAS, I held discussions with the staff, students and parents of Hisar's Welfare Centre for Persons with Speech and Hearing Impairment and Red Cross Society to understand the areas that needed attention of the district administration. These areas included:

1. Upgradation of Infrastructure
2. Training and Capacity Building of students
3. To enhance learning experience

We then collaborated with multiple CSR and training organisations and came up with innovative solutions for each of the above mentioned areas.

The school for Hearing Impaired (residential school) lacked basic recreational facilities for students. We collaborated with multiple CSR organisations for the following:

1. Establish an Early Intervention Classroom for 3-6 year children with speech and hearing impairment.
2. Construct a Multipurpose Hall and Library
3. Set up a Gymnasium for promoting physical activity among the students and hostlers
4. Beautify Walls with innovative paintings that enhance the learning experience.
5. Distribute Hearing Aids for school students.

We also worked with Hisar Red Cross Society to upgrade the infrastructure of the Special School for Intellectually challenge children.

Impact & Outcomes

After addressing the basic infrastructure problems, we then shifted our focus to training and capacity building of *Divyaang* students. We collaborated with PNB RSETI, MSME and the Employment department and organised a 30-day training program for 50 students with Hearing and Speech impairment, which received an enthusiastic response from students. As part of Phase 2 of *Mission Swayambhu*, the district administration is working with multiple organisations to come up with innovative curriculum that caters to the needs and aspirations of *Divyaang* students.

JHAJJAR

PRATIBHA MANTHAN

Tanya Jain

Careers have always fascinated me! Through my own personal journey, I have understood how it requires a lot of self awareness and how having mentorship during this period can be extremely beneficial. Hence, when I noted a lack of structure for career guidance in Government schools, I wanted to do something to fix it.

Process Followed

As part of the CMGGA modules, I used to conduct school visits in Jhajjar and speak with students, teachers and school heads. During my conversations with the students, I understood that quite often they don't have a basis for selecting their stream in XIth and are clueless about what to do after XIIth grade.

On probing further, I realised that only a handful of careers are valued in the region and there was a low awareness about the other zillion things that students can take up.

While the problem statement was evident, I wanted to develop a solution from the perspective of Jhajjar. I also wanted to build a skill to understand careers within the students so that they can pivot from their choices anytime in their lifetime. This required me to think differently from how the conventional system worked.

I spoke to multiple individuals and organisations who work in the area of career guidance & mentorship, and finalised Alohomora Education Foundation as the implementation partner.





This partnership helped us design a comprehensive program of career exploration for students involving fun and hands-on activities. We interviewed various entrepreneurs, industrialists, local shopkeepers, sports enthusiasts to develop a holistic program keeping in mind the context of Jhajjar. The program would also involve organising student-led showcases to share learnings with teachers, parents and build confidence. The program was named “Pratibha Manthan” by an enthusiastic teacher of the district itself.

Key Features

1. Enable up-skilling of students to make them able / competent to think about careers and be able to pivot from them, make them curious and motivate them to plan for their careers ahead
2. Spread awareness about careers especially about the non-conventional career options
3. Provide hands-on and practical activities for the students to be able to experience the careers and understand them better
4. Includes student-led showcase events wherein they can exhibit what they have learned to the entire school, and other neighbouring schools as well.

Impact and Outcomes

This program is being implemented through school teachers in Jhajjar’s education ecosystem in 177 senior and high schools of the district involving more than 22,000 students. Two expected outcomes in the initial one year from the project are (1) Teachers will understand the career exploration process and will feel confident to support students, (2) Students will feel motivated to plan for their careers and increase their knowledge pool of different careers.

JIND

HEALTH & EDUCATION - 2 SIDES OF THE SAME COIN

Saket Subh

Thin kids lacking concentration was a common observation during my school visits. It was quite evident that without good health we can't expect desired educational outcomes. On further analysis, I understood that the key issue was Anemia. Data also backed this observation with NFHS-5 reporting Anemia prevalence at more than 50%. The problem was crystal clear in our heads.

Process Followed

Leading from the front Dr. Anand Sharma, IAS (then the SDM of Safidon block) launched the campaign against Anemia. The idea was to start with screening of all the students in government school and ensure rigorous followup in the severe & moderate cases. Under his guidance, I prepared the concept note, which included the reporting & monitoring mechanisms. We ran the whole idea with Dr. Manoj Kumar, IAS - deputy commissioner of Jind, a trained doctor himself who immediately gave the green light.

Key Features

Along with the health department we immediately started getting logistics in place. We realised that we had to solve multiple challenges. The existing HB testing machines were faulty & expensive, and were not sufficient to perform a mass screening. Thus, we identified a new HB machine which made mass screening possible and also reduced our per student screening cost to Rs. 2. All the other equipment was procured & teams were trained to test more than 10,000 students within a month.

Impact & Outcomes

On May 4th, 2022 we officially launched our program. But launching was not enough. While planning we had brainstormed on common post launch issues with Anemia projects foremost being lack of follow-up & non-compliance with iron tablets. School teachers were made responsible for ensuring Anaemic students eat 1 tablet before leaving the school. Moreover, doctors were made responsible for calling these students to CHC with their parents to ensure comprehensive treatment & counselling. With an amazing team, we tested around 10,000 students before schools closed for summer holidays. The results - 19% - Mild Anemia, 45% moderate Anemia & 2% severe Anemia, aligned with NFHS-5. These students will again be tested in July to analyse the impact of the program. Eventually, this campaign will be expanded to other sub-divisions of Jind.

KURUKSHETRA

AWC MONITORING DASHBOARD

Avinash Mitra

Anganwadi Centre (AWC) visits were something I looked forward to. It was encouraging to see the turnout of children, their delightful recitals of alphabets, numbers and poems reverberating against the walls. In line with UN Sustainable development Goal 4.2 (access to quality pre-primary education) and National Education Policy 2020, the Govt. of Haryana has the noble goal of converting 4,000 AWCs to pre-schools focusing on Early Childhood Care & Education. As CMGGAs, we were tasked to ensure that there were no bottlenecks and provide feedback on disruptions in service delivery. Observation at the centres, and conversations with Anganwadi Workers revealed gaps in infrastructure and amenities. I realised that the district officials lacked access to a comprehensive view of the requirements for intervention. Thus was born the idea of a Monitoring Dashboard to gauge the status of infrastructure and amenities present in AWCs, block/circle wise, which the POSHAN tracker fails to capture. On the other hand, this Monitoring Dashboard gives district officers a holistic view of the situation of AWCs present in the district, in order to assist in planning and monitoring implementation.

Key Features

1. An interactive dashboard, created on Excel showcases the status of Infrastructure and Amenities in AWCs, region wise via charts. It provides a comparison between regions as well as performance of regions over time.
2. The tool has the functionality to also highlight top and bottom performing AWCs for each block/circle.
3. Selection of Variables can be decided in consultation with ADC and officials from WCD dept.
4. A Google survey form was floated on ICDS WhatsApp groups to be filled by the Anganwadi Worker (AWW). CDPOs and Supervisors were initially trained on how to accurately fill up the form, who then trained the AWW.
5. Overall Block/Circle Status in terms of Infra and amenities present in the AWCs of the particular geographical region measured across 16 variables. This includes Need for Repair, Status of Electricity, Blocked gateways, Functional Anthropometric instruments (Salter Scale, Infantometer, Digital weighing Scale, Stadiometer), Availability of amenities (toys, books, stationery), appropriate Kitchen Area with sufficient storing space & clean utensils, Timely supply of Dry Ration, and support from ASHA & ANM.
6. Best and Worst AWCs of each region was determined through a simple scoring exercise

Impact & Outcomes

The monitoring tool will help officials to identify areas of intervention, plan for redressal and track status of improvement over time.

The improvement of the infrastructure and access of amenities at AWCs will motivate parents to regularly send their children, enhance the AWWs ability to provide quality services, and create an enabling environment for children to learn and grow.

KARNAL

SWASTHA MANN, SWASTHA JEEVAN

Tavleen Singh

During my visits to government schools, I would often see teenage girls being cordoned off to a corner for period awareness talks, while boys remained curious with no avenue to ask their questions. I would think about my own experiences during adolescence, the hushed conversations and unreliable information, in a time of rapid physical and emotional changes. After discussions with school teachers I realized that there was an immense stigma in their head as well about sexual education and they had the capacity to build a safe space in their classrooms which would allow open discussion and lead to mentally robust students.

Along with The Zero Period, a Delhi based organization working on comprehensive sexual education, we contextualized a curriculum based on the needs of teachers in Karnal and simultaneously mobilized teachers to voluntarily sign up for the training. \

Key Features

1. Teacher Sensitization Trainings - Over 600 teachers were trained on sexuality education and its need in schools, revisiting fundamental values and principles as teachers, understanding child rights, unlearning and relearning ideas around gender, sex and stereotyping, mental health.
2. Teacher Ambassador Training - Out of the trained teachers, 20 teachers who had an aptitude and interest were further trained intensively to become gender champions in their respective schools and act as key resource persons. Using mock classroom sessions, interactive case based study and audio visual based learning topics such as 'Destigmatizing Mental Health', 'Navigating Online World', 'Agency and Self', 'Bodily Changes and Comfort', 'Consent', 'Violence', 'Mapping Safety Networks were explored and a curriculum was shared with all teachers to be imparted in their classrooms.
3. Baal Manch - Teachers have started to implement the curriculum aimed at students from Class 6 - Class 8, in student forums called Baal manch, co-educational safe spaces for students to openly and safely discuss all their doubts, worries and stories about adolescence with their teachers and peers.

Impact and Outcomes

The baseline and endline surveys for teachers have shown an overwhelmingly positive result with 92% teachers showing more openness, empathy as well as accurate knowledge about sexuality education.

Students have also shared how they are enjoying the curriculum and are finally feeling seen and heard, and less alone in this crucial transition phase in their lives.

What has truly moved me is the experience of being able to do something that sounded impossible given the stereotypical and patriarchal mindset embedded deep in the society. Having teachers address boys and girls, speak openly and normalise sexuality education is proof of the truly radical power of gradual and consistent efforts at change.

KAITHAL

MERI COPY MERI KITAAB

Kunal Chauhan

With a deep interest in the education sector, I used to routinely visit the schools in my district. As schools started to reopen, I started to understand the impact of virtual education, especially on children from marginalized families in rural areas. One such incident happened during SAT 2 exams in October 2021. It was the first time in eighteen months that students were expected to write an exam at the school premises. I was shocked that many students were unable to form coherent sentences. The situation was the same across classes in multiple schools I visited that day. Thus, I began researching the current state of reading and writing skills of students.

Process Followed

The initial research started with stakeholder consultations. Various rounds of conversations were conducted with District and Block level education officers, BRPs & ABRCs, Teachers and Students, where the gap in the reading and writing skills was thoroughly discussed. A baseline survey was conducted of 7,000+ students by BRPs and ABRCs.

Based on the insights from the study, DIET faculty with the assistance of teachers prepared the reading and writing lesson plans for students from classes 3 - 8 for both Hindi and English. The implementation period was for 5 weeks and robust monitoring was done alongside. The entire exercise was conducted under the guidance of W/DC Pradeep Dahiya, IAS and SDM Kaithal, Manish Kumar Lohan, HCS. At the end, an endline survey with the same 7,000+ students was conducted to analyse the impact of the intervention.

Key Features

I was personally inspired by the innovative ways in which Teachers were conducting the sessions in their classes, and the Student and Parent response. All the stakeholders understood the impact of foundational literacy for students and accordingly showed their participation. To further motivate Principals and teachers, intensive training was conducted with them at district, block and cluster level. During the implementation, I visited schools everyday. I still remember personally helping one little girl in class 4 to write the word 'कर्म'. Though it took her a while to get proficient in writing the word properly, I ensured that I left only after she was able to write it herself. It is one of my favourite memories from my time as a CMGGA.

Impact and Outcomes

The endline survey helped me understand and quantify the impact of our intervention. The result was astonishing as **reading** in both the subjects i.e. Hindi and English (words with 5/7 consonants + vowels) and **writing** i.e. correct height, correct spacing between letters and words had greatly improved. Some students were even able to answer fact-based, meaning-making or constructive questions on their own understanding.

MAHENDRAGARH

DHAROHAR-E NARNAUL

Kritish Kumar

While exploring Mahendragarh, I was told by the previous CMGGA, Kaustubh, that this District has been the hub of hundreds of monuments from historical times. However, due to ignorance and negligence, the majority of them have been devastated and some are on the verge of being lost forever. Kaustubh initiated some of the projects, and rest the left for execution, which I took up. This Dharohar project comprises activities such as restoration and conservation of old monuments, revamping and construction of new ones on that broken structure.

Process Followed

After meeting with stakeholders, I converged all of them for review meetings. We identified the core problem that because of unavailability of Department of State Archaeology and Archaeological Survey of India, the work is very slow and pending for many days. With the help of stakeholders such as Engineers and SDM, I sent the pending proposals for approval and sanctioning of funds. Later on, we did the tendering and other works to make it successful on the ground.

Key Features

1. Tendering and Estimate making of different monuments, Videography and identification of monuments to be protected.
2. Enlisting endangered monuments under state-protected monuments for conservation and restoration
3. Collection of old and historical artefacts from different blocks and adjacent districts for displaying in the Museum.

Impact and Outcomes

1. More than 5 monuments have been identified for conservation and restoration.
2. Over 30 old and historical artefacts have been collected from different blocks and adjacent districts for displaying in the museum.
3. 3 monuments including *Birbal Ka Chatta* and *Mirza Ali Jaan ki Bawri* are successfully undergoing restoration after the due tendering and administrative approvals
4. Construction of Jal Mahal and Madhogarh Fort has been completed and are now open for tourists. Electricity connection, Ticket counter, library has been set up, and water-light show is in pipeline
5. A documentary of the city Narnaul and its monuments was made and released. Please find the link: <https://youtu.be/6sZcr1n9P3U>



NUH

COLLABORATING WITH SOCIETY TO MAXIMISE GOVERNANCE

Raju Ram

When the country emerged from the second wave of COVID-19 and was doing vaccination on a war footing to reduce the threat from subsequent variants, the immunisation coverage in the Nuh district was abysmal. In October 2021, 75% of the eligible population in India had received the first dose of the COVID vaccine, while Nuh district was just at 20%. During field visits, I observed that people had misconceptions about the effect of the COVID vaccine. For this reason, despite the best efforts of the district administration and health department, an average of only 250 people were getting vaccinated in the district per day.

Process Followed

I worked with the serving Deputy Commissioner, Capt Shakti Singh Ji, to design strategies to increase the level of COVID vaccination in the district. Under the chairmanship of ADC, Chief Medical Officer, District Program Officer-Women and Child Development Department, Secretary-District Red Cross Society's district level committee was constituted.

Key Features

Village Vaccination Monitoring Committee consisting of a former sarpanch, local religious leader, Anganwadi workers, Asha workers, numberdar, representatives of active NGOs and other influential people was formed, who were given the target of 100% vaccination by creating awareness among villagers.

Through Indian Idol winner singer Salman Ali, a resident of Nuh district, the youth group was inspired by COVID vaccination.

Discounts on medicines and other materials were given to the vaccinated people. Also, locations with the maximum public movement were identified to cover the maximum population. Further, collaborating with M3M Foundation, all vaccinators were encouraged to be facilitated with electric tiffins. Every day top 5 vaccinators were given appreciation letters by the District Deputy Commissioner.

Impact & Outcomes

As a result, Nuh's vaccination coverage reached the country's average within a month. Learning from the success of this initiative, the Administration has started working more in collaboration with local leaders and NGOs to improve the district's performance on various indicators in the fields of education, health and nutrition.

PALWAL

SAAT SIDHI

Arvind Kumar

Growing up in rural Bihar, I never had access to quality English education. Over time, I realized how vital a role it plays in one's career growth. I noticed a similar problem while visiting government schools in Palwal - children lacked grade-level English competency, making them lag behind their counterparts studying in private schools.

English has evolved into an aspirational language over time. It is one of the main factors influencing parents' choices to enrol their kids in private "English Medium" schools. Students who don't know English feel less confident, which hinders their academic and professional success. Project सात-सीढ़ी was launched in Model Sanskriti Primary Schools of Palwal's Hathin Block. to tackle this issue during the foundation years of the academic journey of students.

The project seeks to equip primary school teachers with the tools they need to impart mainstream quality English teaching to children from classes 1 to 3. It employs a play-way method of instruction and adopts a holistic approach.

Key Features

1. The project adopts a holistic approach and employs a play-based teaching strategy. It provides primary school instructors with the tools to educate classes 1 through 3 of students in high-standard English.
2. The teaching package has integrated assessment methods that make it simple for the teacher. A mobile app is used to track the progress of the programme. After finishing each study level, students are given a digital certificate.
3. This programme assists teachers in receiving proper training in the pedagogical methods used to teach basic English.
4. In future, the expertise of trained teachers can be leveraged by the education department to train teachers from other blocks. The program's long-term goal is to assist the district in forming an English Resource Group (ERG) made up of qualified, skilled teachers.

Impact

1. Teachers from 19 schools received training over three capacity-building sessions.
2. More than 600 students benefited since the launch of the programme
3. This has helped pupils develop their personalities and their academic skills.
4. Aim is to have the majority of students finish all 7 levels of learning in three years.



PANIPAT

POSHIT BAPOLI

Parag Jaswal

Malnutrition is one of the biggest concerns among the Govts. Every country in the world is affected by one or more forms of malnutrition. Unfortunately, India is also not spared from this - 35% children are stunted, 19% are wasted and 32% are underweight as per the NFHS-5 data.

The same report has the following data for Haryana - 27% of children under the age of five are stunted, 11% are wasted, and 21% are underweight. Panipat has numbers closer to that of Haryana - 25% are stunted, 11% are wasted, 19% are underweight & 66% Women (15-49) are Anaemic. Bapoli block of district Panipat has the highest number of severely malnourished (SAM) children. Hence, I chose Bapoli to start an initiative for my District.

Process Followed

To tackle the issue, I met with the department on the current status of malnutrition & what can be done on the same. We came up with a solution of preparing Poshan Vatika in 20 Anganwadi Centres (AWCs) of Bapoli block as a pilot (where the number of SAM children was highest) so that the problems of undernutrition, wasting & anaemia can be tackled. I visited AWCs where POSHAN Vatika could be set up.

Key Features

1. POSHAN Vatika is meant for producing fresh vegetables, fruits/herbs for personal/community consumption for good health and well-being. Its main objective is to ensure supply of nutrition through organically home-grown vegetables and fruits.
2. Supply of Plants to AWWs in convergence with the forest department.

Impact and Outcomes

1. Identification of AWCs for Poshan Vatika - 20 AWCs & plantation in all the AWCs completed
2. 100% CBE(Community Based Events) in all 20 AWCs
3. Proper Growth Monitoring- Height & Weight of all Children, P& LM enrolled in the AWCs
4. 100 % SNP distribution to the beneficiaries - WCD(Supply & Distribution)



PANCHKULA

TURMERIC INITIATIVE - MORNI HILLS

Shristi Sharma

During the beginning of the CMGGA programme when I was allotted Panchkula as my district, many of my stakeholders asked me to visit Morni at least once as it is Haryana's only hill station. Little did I know that I would end up spending half my tenure driving a project in Morni.

Initially, I used to visit several schools and Anganwadi Centres of Morni as a part of my module-related work on early childhood education, nutrition and Saksham Haryana. Through my interaction with various localities, I learned about the agricultural landscape of Morni. Most of the farmers have small land-holdings and they engage in the cultivation of various herbs such as ginger, turmeric and harad (chebulic myrobalan). They also process ginger (also the One District One Product of Panchkula) and turmeric into the end products such as dry ginger and powdered turmeric respectively. However, they were unable to sell those products, especially turmeric, at a fair and reasonable price due to unawareness of the quality, variety, processing and potential market of turmeric.



Process Followed

Considering the increasing demand for organic products, I was keen to take up this project and help farmers realise the actual potential of their produce. I reached out to more than 50 farmers through Farmer Producer Organisations ('FPOs') to further substantiate the problem statement. I realised that most of the farmers were unaware of the variety of seeds they were sowing. Also, different farmers followed different methods of processing- some used to boil it while some used to process it raw; some used to dry it in the shade while some used to dry it directly under the sunlight and many farmers used to grind it in atta chakkis which ended up decreasing the curcumin content of their produce. But most importantly, most of the farmers were not able to sell their produce at a decent price as every other person in Morni cultivates turmeric if not commercially then for their personal consumption. As a result, the farmers were not able to sell their powder in the local Kirana shops as well.

Through primary research, I realised that farmers will be able to increase the scope of their market beyond Morni and sell all their produce at a reasonable price without any wastage if the entire process of cultivation, processing and marketing gets streamlined. I also interacted with



a few turmeric farmers who were following accurate methods of cultivation and processing and as a result, their curcumin content was more than 5%. I further researched about the marketing and branding strategies of turmeric and came to know that curcumin is the unique selling point of this herb i.e., higher the curcumin content, better the quality, fetching a higher price. For example, Lakadong turmeric has the highest curcumin content (>7%) in India and it retails for Rs. 1,000-1,200/kg. Thereafter, I studied about the quality of various brands readily available in the market such as Catch, MDH etc. whose curcumin content was =<2% and realised that Morni's turmeric has the scope of breaking in the mainstream market. Further, I worked on the following key features with help of the Directorate of Horticulture to resolve the bottlenecks.

Key Features of the Project

1. Mobilisation of farmers: To establish Morni's own turmeric brand, it was pertinent that all the farmers come together on a similar page and follow a uniform process of cultivation, processing and marketing. This would ensure standardisation of their end product, distribution of costs such as transport, labour, etc. and most importantly, would help in increasing farmers' bargaining power in the market. Therefore, I initially mobilised around 500+ farmers through two FPOs and afterwards two more FPOs with 300+ farmers joined the project.
2. Capacity Building: Uniformity of the product is most important for establishing a common brand. Therefore, a capacity building session was held with more than 100 active turmeric farmers of Morni Hills wherein they were informed about the proper cultivation methods, and the correct method of processing the turmeric. They were also made aware about other concepts such as natural farming. Awareness sessions about various schemes such as Crop Cluster Development Programme ('CCDP') and Agriculture Infrastructure Fund ('AIF') were also held.
3. Processing Units: Four FPOs will be opening up their small-scale processing units for which infrastructural support with 80% subsidy will be provided to them under CCDP. Moreover, handholding support such as how to apply to the scheme, what kind of machinery they should buy for their processing unit, etc. was also provided to them through the Small Farmers' Agri Business Consortium ('SFAC').
4. Marketing Linkages: Support in terms of branding and marketing will be provided to the selected FPOs by SFAC. Moreover, for security purposes, they are also linked with Haryana Agro Industries Corporation Limited (HAICL) which will buy their produce at reasonable prices. This will help motivate the FPOs to establish their processing units and help in avoiding wastage.

Conclusion

Initially, we started this project with turmeric but going forward, the farmers are also encouraged to streamline the processing of other produce such as ginger while expanding their processing units. Through this project, we envision to increase the income of Morni's small-scale farmers by eliminating the role of a middleman and helping them establish their own businesses as selling the value added products is more profitable. Moreover, this project also endeavours to put Morni on a map and establish its brand by promoting the organic produce of this region.

ROHTAK

PROJECT RUDHIR, MAKING ROHTAK ANAEMIA FREE

Shubham Chaturvedi

The objective of this initiative is to make the testing mechanism better, track the beneficiary, involve the community using PLA and treat the beneficiary.

The idea of DI came after discussion with w/Deputy Commissioner, Rohtak Capt. Manoj Kumar, IAS. We were discussing the main issues in Rohtak District. Anaemia came out as the main issue since the NFHS-5 data shows the precarious situation across India and Haryana.

1. NFHS - 5 - Report for Haryana

- NFHS 5 - Increase of Anemia prevalence in Pregnant Women (at 56.5%, increase of 1.5%)
- NFHS 5- For the rest of the target population, there has been little improvement vs NFHS 4

2. District Level

- NFHS 5- Increase of Anemia prevalence in all Population like Pregnant Women (at 77%, increase of 18.5%) and all women -15 to 49 years age (at 63%, increase of 11%)

I could corroborate the data through my interaction with Health and Women and Child Development (WCD) Department Officers and beneficiaries in the district. I could sense that nutrition is a big issue and citizens are not aware about their health priorities as such.

On my field visits, I realised that Anaemia Testing is not mandated by the government and hence the need of the hour was to test the target population and facilitate interventions required in the areas of tracking, monitoring and record keeping.

Key Features

Testing: The plan is that we will be testing a population on a regular basis. After that we will see the impact of IFA Tablets on the population.

Customised Health Card: We have also launched a customised health card. This card gives the beneficiary the entitlement to know about his/ her health conditions along with Anemia. It is similar to the report card given out in schools. This will also encourage completeness of the different rounds of testing.

PLA Approach: Parallely we will be running a system of Participatory Learning Approach (PLA) with the help of a third party consulting firm where modules will be made of training and they will be monitored.

Funding: National Health Mission (NHM) and CSR funds utilised for a dedicated van for the purpose of mobilisation of the population and transferring the beneficiaries to health facilities (if required).



Tracking and monitoring: We have also introduced Google Reports Tracking wherein Anemia Testing will be tracked properly.

1. Awareness Rallies were held in Schools.
2. Painting/Slogan Competition was held in schools.
3. Meetings were conducted with Panchayats/Health Department Officials.
4. Training was given to Asha Workers about Testing using Mock Camps before the actual camps were held.
5. Interns from PGIMS were onboarded too for counselling.
6. Artist community from Delhi was also onboarded to create awareness.

Impact & Outcomes

1. Convergence of various departments like Ayushman Bharat, Health, Education, and Women and Child Development
2. Dedicated Anaemia van for on-spot testing and consulting
3. More than 7,000 citizens were tested across 10 health camps, and customised health cards were distributed. These health cards will help monitor the haemoglobin levels and ensure adequate and quick action can be taken.
4. Over 2.5 lac tablets were distributed post counselling on consumption pattern
5. The initiative targets 100% population of the district in the coming year. Development of a digital application is in progress for effective monitoring.



REWARI

PROJECT HEALTH EXPRESS

Aman Walia

Project Health Express was a mission mode project for transforming the public health care system in district Rewari. It aimed to design and implement different interventions to address multiple problems at the level of Primary and Community Health Centers. One such intervention was about in-hand delivery of birth certificates within 24 hours.

Process Followed

1 in 10 children under the age of 5 years do not have a birth certificate in India. It is among the five countries that contribute to half of the world's 166 million children whose births have not been registered. *“A child not registered at birth is invisible – nonexistent in the eyes of the government or the law. Without proof of identity, children are often excluded from education, health care and other vital services, and are more vulnerable to exploitation and abuse.”- Henrietta Fore, Ex-UNICEF Executive Director*

Getting a birth certificate after a year is very complex and largely becomes inaccessible for people from lower socio-economic backgrounds. Children suffer in many ways in the absence of having a birth certificate. For addressing this problem, a meeting was called with all the SMOs, MOs, Registrars of the CHCs/PHCs and other concerned stakeholders to carve out a strategy for issuing birth certificates within 24 hours of the birth.

Key Features

1. Designing of a Solution Implementation Matrix that is helping CHCs/ PHCs to self-identify tasks that they can pursue even without funds
2. Addition of details of 10+ PHCs/CHCs on Google Map
3. Convergence between Rashtriya Bal Swasthya Karyakram (RBSK) Team and WCD for better coordination in the identification and treatment of malnourished children. From the recent camps organized by the RBSK team, close to 1.5% have been identified as severely malnourished children of the total screened so far, as against 0.1-0.2% earlier.

Impact and Outcomes

Since the launch of the initiative more than 120 birth certificates have been issued within 24-48 hours, with a few having been issued within 6 hours.



SONIPAT

SAARTHI SHGS

Jyoti Shukla

While exploring rural Sonipat, I came across various crafts practised by women, which had potential to develop given their environmental sustainability, social benefits and economic empowerment of the most marginalised sections. I was particularly fascinated by Pyari Ji, an artisan who makes beautiful baskets from natural materials. She was the only one who knew how to utilise the abundantly grown Sarkanda grass and create beautiful and useful baskets. Seeing her make these baskets made me think of expanding the venture for other women who could do this to earn a living at home. As a result, the project focused on providing quality training to more Self-Help Group (SHG) women and deepening the crafts route for employability.

Process Followed

Being a heritage and culture enthusiast, I studied Haryana's cultural history, and focused on Sonipat once I was allocated this district. I engaged with individuals involved in the crafts sector to understand their perspectives. I also met various government departments that worked in rural areas including Haryana State Rural Livelihood Mission (HSRLM) which provided valuable information about various professions practised by women. I came across Pyari Ji's basket work through them, and am happy that I was able to take the project forward with her & the department's support.

Key Features

1. Basket weaving as a craft was chosen for training SHG groups to support environment-friendly livelihoods aligning with SDG-12 (Responsible consumption and production).
2. Pyari Bai (member of HSRLM SHG) was the facilitator for the training.
3. Department of National Urban Livelihood Mission (NULM) was involved to train a group of 25 SHG members from Sonipat block.

Impact and Outcomes

1. Basket weaving practised by artisan in Tanda village, Rai block, Sonipat District was documented and featured by UNESCO-ICHCAP- <https://www.unesco-ichcap.org/crafts-of-sonipat-haryana/>
2. On 25th March 2022, 40 SHG members from Haryana State Rural Livelihood Mission (HSRLM) were taken to Surajkund Mela, Faridabad for an exposure trip to understand about the crafts sector.
3. An 18-day training programme was organised in June 2022 as a pilot project and all the members were felicitated by w/Deputy Commissioner Shri Lalit Siwach.
4. A mini-sale was organised and baskets worth Rs. 4,000/- were sold within 2 hours. The SHGs received many orders for their products from different cities .
5. Market linkages are currently being worked on to ensure success of the program. An online page for promotion has been created to take the project forward.

SIRSA

MISSION CLEAN

Romil Hotwani

Owing to my background in law and my past working experience with the human rights commission where I worked on a project for rehabilitation of prisoners, I was drawn towards visiting district Prison in Sirsa. There are around 1250 inmates in Sirsa prison out of which around 850 prisoners are serving their sentence for offences related to NDPS act most of which are between the age of 18 to 40 years.

It was observed that when these inmates come out after serving their sentence, they once again indulge in consumption or illicit sale of drugs and other drug related crimes. In past few years many inmates have committed suicide because they were not able to get drugs inside the prison. It has also been noticed that the inmates face severe withdrawal symptoms in the form restlessness, anxiety, acute or severe depression, PTSD and uncontrollable desire to consume drugs which at times forces them to take drastic steps such as self harm or hurting others .

This drug menace has reached alarming proportions and an urgent need was felt for curative measures to bring the existing users towards de-addiction and support their recovery and rehabilitation with the help of sensitization and IEC programmes.

Key features

1. A 3 day meditation and de addiction workshop was organised where these inmates were taught about the ill effects of consuming drugs and how to overcome addiction.
2. The workshop was conducted under the worthy leadership of Superintendent of Police and efforts of CMGGA Sirsa in collaboration with ISKCON Dwarka led by famous spiritual leader and youtube fame Acharya Sh. Prashant Mukund.
3. Through this workshop efforts were made to direct prisoners towards spirituality and dedicating their time and energy towards meditation, chanting and reading scriptures.
4. The workshop was attended by Hon' ble Jail Minister Sh. Ranjit Singh Chautala , Worthy SP Sirsa Dr. Arpit Jain, CMGGA Sirsa, prison staff and all the inmates.
5. Through this workshop the inmates were taught about the purpose and meaning of life, overcoming addiction, how to live a pious life and other valuable lessons from various scriptures.
6. The inmates were encouraged to quit drugs and take ownership to stop other people from consuming drugs and work towards creation of a better society.

The camp was completely fruitful as well as beneficial to all the attendants of the camp as all the inmates took a vow to stay clean of drugs, encourage others to quit drugs and to make efforts towards living a meaningful life.

Way forward

The Hon'ble Jail minister has proposed that an MOU can be entered between Haryana Government and ISKON through which such workshops and awareness programmes can be conducted across all prisons in Haryana.

YAMUNANAGAR

PROJECT UDAAN

Vipul Falor

Yamunanagar is an industrial district in the northeast corner of Haryana at the intersection of Himachal Pradesh, Uttar Pradesh and Uttarakhand, which also leads to significant inward migration. Urban slums and illegal settlements can be observed in the city area which houses a significant population working in the many factories or in the informal economy of Yamunanagar.

Process Followed

The project was initiated as w/DC Parth Gupta wanted to rehabilitate the child beggars and hawkers. As we started to dig deeper, we realized that there are many other related issues faced by these children, and there were concrete action steps that could be taken for their welfare.

Thus Project Udaan was born with the aim to address the educational, nutritional, emotional and healthcare needs of Children in Need of Care and Protection (CNCP) and Children in Street Situations (CiSS).



Key Features

1. Out of school children (OOSC) were identified and enrolled in bridge courses and later admitted to government schools
2. A comprehensive screening for malnutrition and Anemia was conducted across ICDS and non-ICDS areas and remedial measures were provided
3. 5 play areas were created in hotspot areas to provide a safe space to such children by engaging them in play or other positive activities in the evenings

Impact & Outcomes

1. For the academic session of 2021-22, 1,591 OOSC were identified and provided with a bridge course before securing them admissions in regular schools
2. 27 new out-of-school centres were opened for providing the bridge course
3. A fresh survey for the new session 2022-23 was conducted and 1,534 new kids were identified. The quality of such surveys was monitored and efforts were made to ensure that there are no exclusions
4. 5 play/ safe spaces were made functional and volunteers were mobilized to engage with the kids in the evenings
5. Apart from regular screenings, special health camps in urban slum areas were organized to test for malnutrition and Anemia. As of Jun '22, total people screened below 19 years of age are around 16,000.





Looking Back, and Forward

The Government's functioning has sharply improved in terms of citizen service delivery. There was a time when file movement from one office to another meant an expenditure of time. This has also resulted in back and forth between officers, and on the citizen front, there was a corrupt mechanism and long waiting lines. To solve these daily firefighting of citizens and officers, Hon'ble CM Manohar Lal recommended to work on the technological interventions, new ideas to bring maximum governance and better transparency in the system. The need for including young minds to help the government to achieve these milestones was also established. It is not the first time that young professionals helped and supported governments in India. However, in Haryana, the Chief Minister's Good Governance Associates programme with Associates working on ground in the 22 districts has set a new benchmark with every successful year by bringing the best possible and sustainable solutions to the issues.

Since 2016, the CMGGA work domain has expanded. From citizen service delivery, women safety, health and nutrition, education, sanitation, and now COVID, agriculture, poverty alleviation, welfare schemes feedback, and skills & employment. Associates (or CMGGAs as they are referred to) have worked efficiently to bring about the best in governance. The CMGGAs work on problem solving and also implement innovative solutions in their district to support their DCs. CMGGAs in the sixthth year have been instrumental in upholding the spirit of the programme by tackling challenges. Some of the achievements in the sixth year have been highlighted in the previous section of the yearbook.

It is also noteworthy that the efforts and dedication that CMGGAs put in their respective districts has been recognized from time to time by the Government. This is the result of six years of building trust among the people of Haryana by proving the clear-cut outcomes and palpable impact across flagship programmes such as Antyodaya Saral, eOffice, Meri Fasal Mera Byora, Mukhyamantri Antyodaya Parivar Utthan Yojna, Samarth Haryana, etc. For District Initiatives, several interventions (including leveraging technology) were conceptualized and initiated by CMGGAs, which have helped curb the crisis.

With changing dynamics in every domain of work, it is important to study and document the work CMGGAs do in the district, including concept notes, presentations, and best practices from the ground. The programme also involves CMGGAs experimenting with first-hand research on multiple domains and author research papers in the public policy domain.

The Field to Forum approach of the programme is unique and one of its kind to ensure the professional development of the CMGGAs. This involves working on the ground in their individual districts for ~6-7 weeks, and then coming together at Ashoka University for week-long Forums. These Forums enable a platform for peer learning, problem-solving, nurturing new skills and knowledge by engaging with industry experts, focused capability workshops, etc.

For the past six years, CMGGAs have proved themselves as thought leaders and we are very confident that they will continue to work towards the betterment of society at large. We wish this cohort the best of journey for their future endeavors.

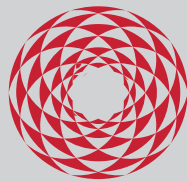




CMGGA

Chief Minister's
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**A strategic collaboration between the
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