



Sol's ARC  
— EVERY LAST CHILD LEARNS —








# ANNUAL REPORT 2019-20 & 2020-21

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**Landmark:** Opp. Fab India.



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## Our Identity: About Us

**2003**

- Registered as Charitable Trust

**2004-06**

- Started with remedial therapy
- Within a year extended to other services

**2007-09**

- Started branch in Kandivli, Mumbai (1st)
- Started India's 1st parallel school offering curriculum for children with learning lags
- Began research and curriculum development

**2010-13**

- Started branch in Byculla, Mumbai (2nd)
- Consultation and training for school and other organisations

**2013-15**

- Pilot studies conducted
- Project validation with National and International Agencies
- Focus on capacity building

**2016-17**

- Standardisation of Primary Level Curriculum
- Partnership with 2 Organisations for scaling curriculum to reach out 25000 Children of Maharashtra and Rajasthan

**2017-18**

- Partnership with 4 organisations in Maharashtra and Rajasthan, reaching 1,00,000 beneficiaries

**2018-19**

- Partnership with 6 organisations in Maharashtra, Tamil Nadu Madhya Pradesh and Rajasthan, reaching 2,00,000 beneficiaries

**2019-20**

- Redflag Pilot in Tamil Nadu
- Pathways Internship partnered with Amazon

**2020-21**

- 3 Districts selected in Tamil Nadu for Pilot implementation of Redflag



Redflag Pilot

Pathways  
Internship

Pathways  
Placement

Project  
Ankur

## Project Ankur

Sol's ARC is a technical partner for Project Ankur, which is a coalition of NGO partners for driving FLN mission in Madhya Pradesh along with other esteemed NGO's partners. Sol's ARC role primarily involves providing technical support for Foundational Numeracy by developing grade 1 & 2 teacher's lessons plans, students worksheets, teacher training plans (in Hindi) and supporting the government in steering the FLN Mission.

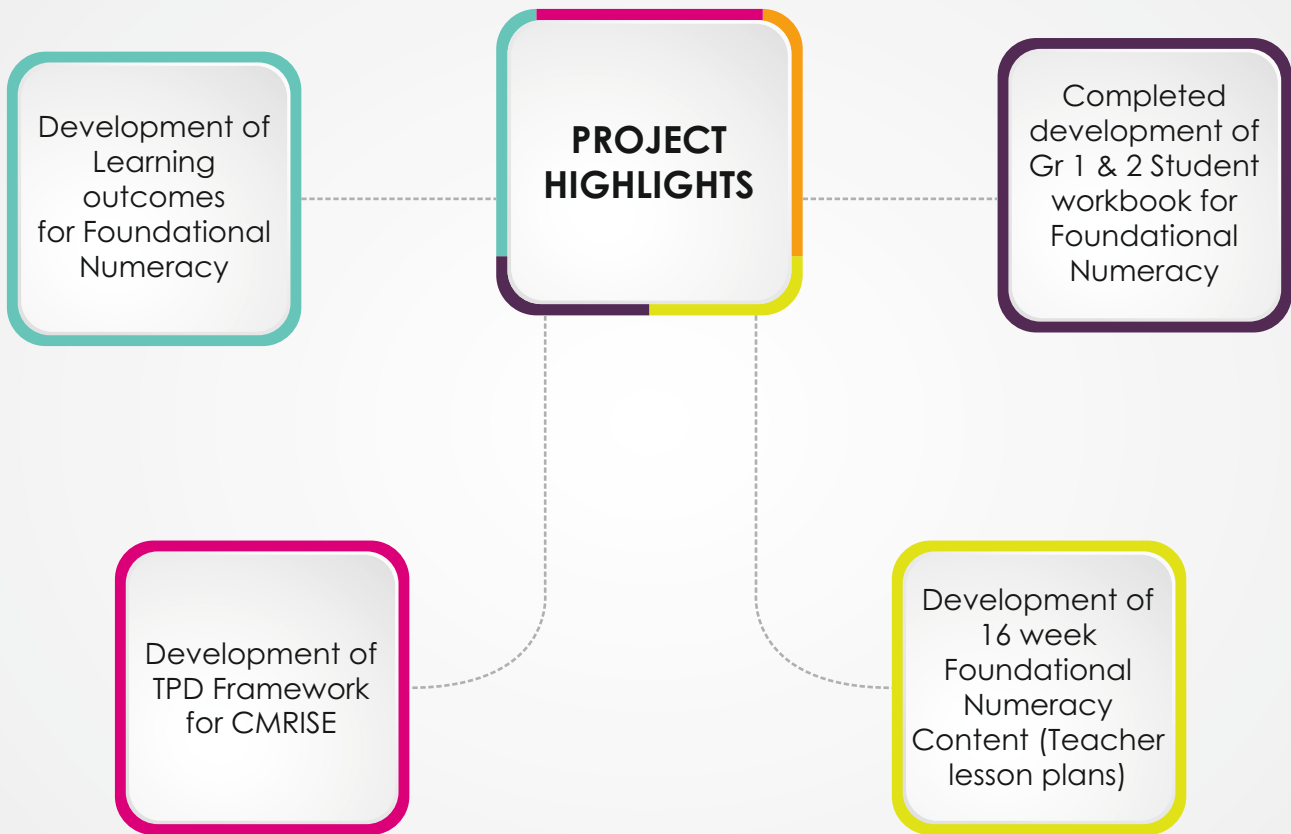
### Quarter 1 (2020-21)



## KEY MILESTONES ACHIEVED

- Contribution to finalization of the Project Ankur design, considering Covid situation and government priorities.
- Development of Foundational Numeracy Content for Grade 1 & 2 i.e Student Worksheets & Teacher Lesson Plans.
- Identified and developed tools for Classroom Teaching - Math Kit.
- Curation of materials/e-materials for state wide post-Covid interventions around Foundational Numeracy.

**Quarter 2 (2020-21)**



**KEY MILESTONES ACHIEVED**

- Development & finalisation of Foundational Numeracy Content for Grade 1 & 2 Student Worksheets.
- Development of Teacher Professional Development framework for Foundational Numeracy after discussion with Peepul and state officials.
- Development of 16 week Teacher Guide Grade 1 & 2 for Foundational Literacy.
- Assisting state on ECCE and development of learning outcomes.

**Quarter 3 (2020-21)**



**KEY MILESTONES ACHIEVED**

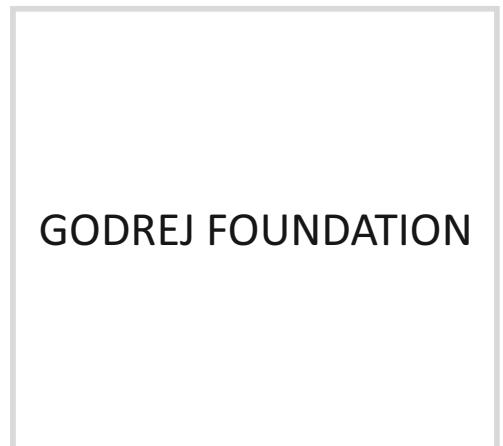
- Foundational Numeracy Training was conducted for PMU team from November 26th November to 1st December.
- Print Ready version of Grade 1 i.e. 15-week student workbook was finalised and shared with RSK.
- Grade 2 i.e. 15 week student workbook has been shared with the RSK.
- Initial review of LO document and then review from Math experts.
- Inclusion of Sol's ARC goals in LO document to create final version of sub learning outcomes. Grade 1 document of LO has been approved by Govt.
- Planning for Academic Year 21-22 for Foundational Numeracy such as workbook, lesson plans and others based on final discussion had with the Government officials.
- Worked with Room to Read on developing Innovation District Plan.

## Partnerships

Special Edge is a partnership program that offers inclusive learning materials and methodology that can be implemented in a classroom to address needs of all children including those with learning lags.

Special Edge content has content in English and Math. It is based on National Curriculum Framework (NCF) 2005 thus making it acceptable across India.

In 2019-20 Sol's ARC partnered with 6 organisations to reach out to more than 2,00,000 Children in Maharashtra, Rajasthan & Madhya Pradesh. Under the ATMA partnership we work with two special schools, namely: Little Hearts Learning Centre and Anandi.





## Special Edge Programme and Impact

The Special Edge Programme services not only include providing content, but also prides on working closely with the partners to ensure improved learning outcomes. This is achieved through:

1. Pedagogy and content trainings for all teacher or master trainers,
2. Observation and support visits that provide on ground assistance and troubleshooting,
3. Support calls to help partners understand the data analysis and plan the intervention,
4. Student wise data analysis [of Baseline ASER Test and the Content Knowledge Test (CKT)]

that helps teacher with grouping children to facilitate a differentiated classroom and also identifies students for Tier intervention.

Here is a list of trainings and support visits conducted, followed by visuals of the trainings.

## Stats

Number of Training

**13**

Orientation of CAC/BAC in ID of Project Ankur

**05**

Teachers Reach Through Training

**148**

Number of Observations

**15**

Numbers of Support Calls

**08**

Number of Reports Generated

**21**

## Teacher Training





## Classroom Observation



## Data Analysis & Outcome:

### 1. Educate Girls:

Established in 2007, Educate Girls' is a non-profit that focusses on mobilising communities for girls' education in India's rural and educationally backward areas.

Strongly aligned with the 'Right to Education Act' or the 'Samagra Siksha', Educate Girls is committed to the Government's vision to improve access to primary education for children, especially young girls.

Educate Girls currently operates successfully in over 13,000 villages in Rajasthan and Madhya Pradesh. By leveraging the Government's existing investment in schools and by engaging with a huge base of community volunteers, Educate Girls helps to identify, enroll and retain out-of-school girls and to improve foundational skills in literacy and numeracy for all children (both girls and boys). This helps deliver measurable results to a large number of beneficiaries and avoids duplication or parallel delivery of services.

The Content Knowledge Tests (CKTs) highest expected average score is the learning level target an organization aims to achieve. For all grades the highest expected score targets that Sol's ARC has set for its partners is 80%. However, for the ATMA partners that are Special Schools, the highest expected score target is set at 70%.

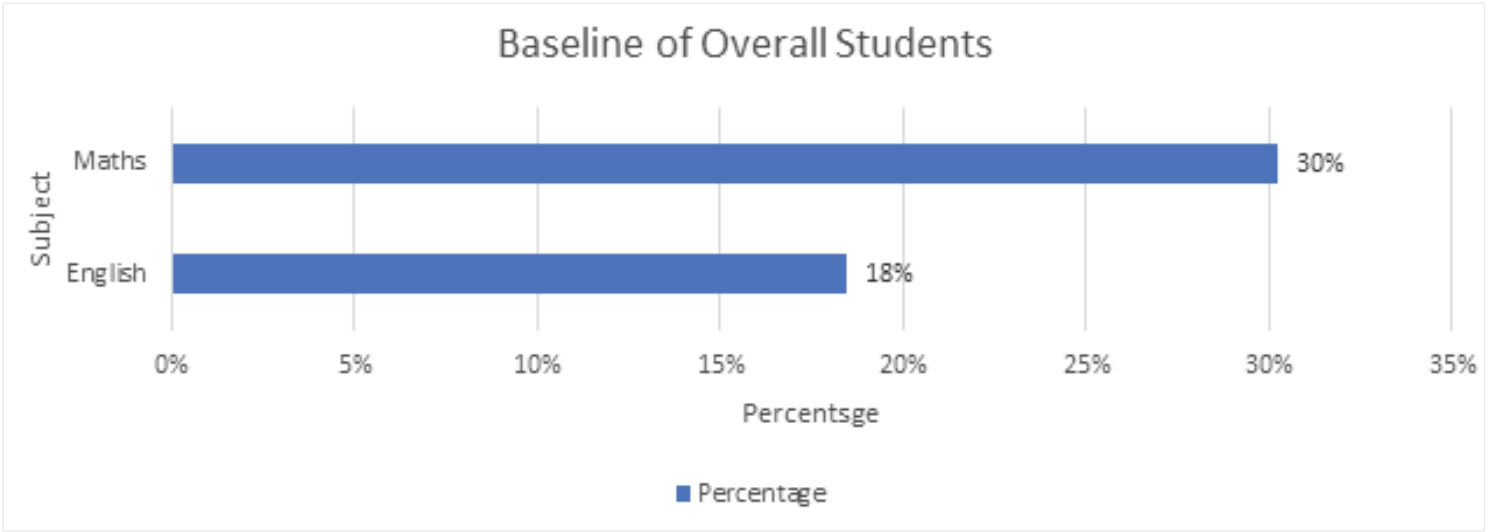
### 2. Little Heart Learning Centre (ATMA Partner):

Little Hearts Learning Centre was founded by Gowri Ramesh and Reshmy Nikith in 2009. It was established to fulfil the growing need for a local professional setup catering to the educational and functional needs of differently-abled children and adults. Beginning in a 100 sq.ft area with a strength of 6 children, 2 professionals and 4 volunteers, we have grown considerably and now cater to 50 children with a staff strength of 31. The organisation will continue to spread its wings and we intend to expand into the field of vocational training, based on a skill development programme we have formulated which is geared towards employability and social inclusion.

At the Little Hearts Learning Centre the children are grouped in the following level:

1. Pratham (those children giving the Pratham exam)
2. Academic
3. Pre-Academic
4. Pre-Primary

2019-20 was the 3rd year of intervention with Little Hearts Learning Centre.

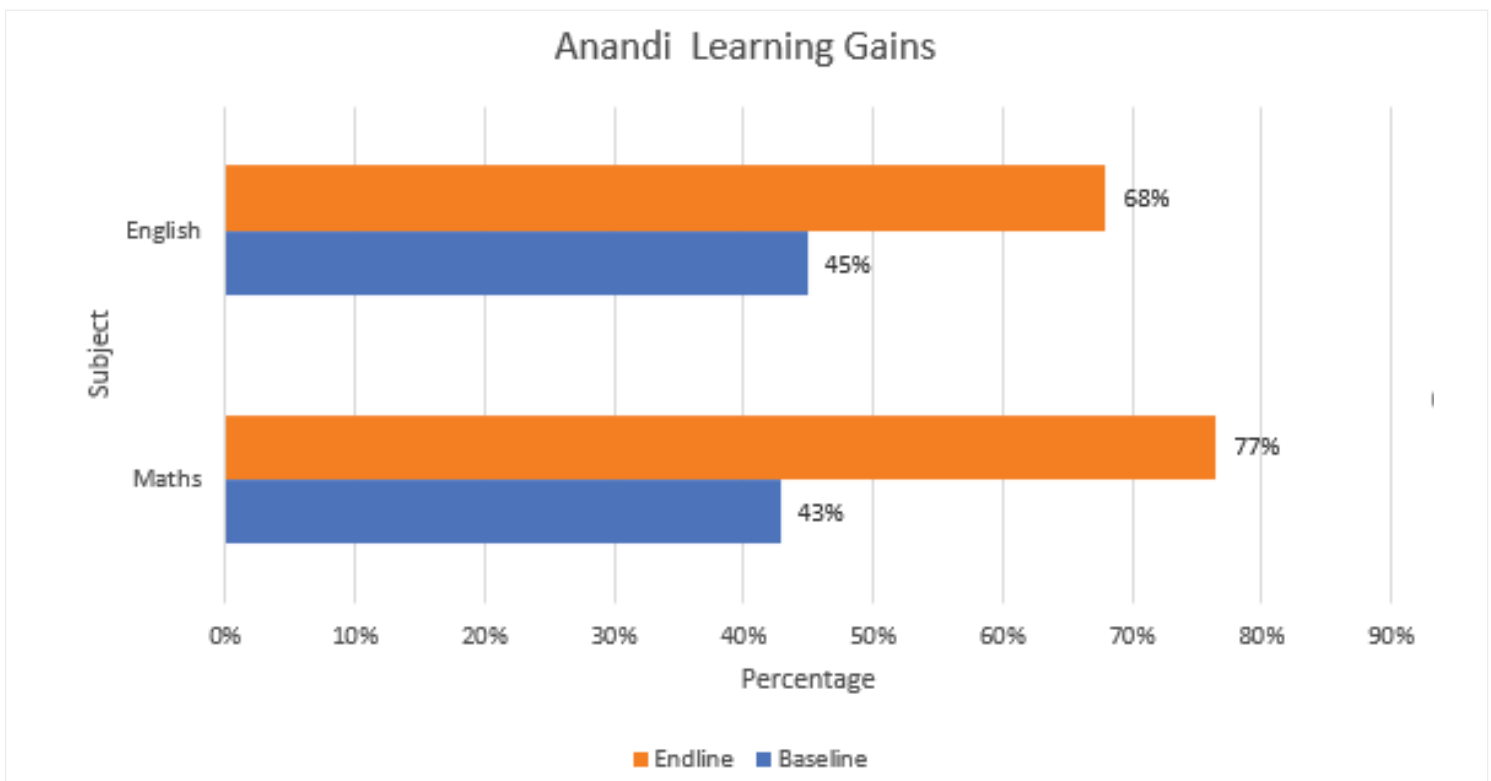


*(Due to Pandemic Endline was not held)*

### 3. Anandi (ATMA Partner):

Anandi is a non profit organization established by Shree Sadguru Education Society, a registered trust with charity commissioner of Mumbai, section 1860 section 1950. We are dedicated to provide an inclusive environment for children with developmental, learning and multiple disabilities, by giving them educational, vocational and therapeutic services. Since the last 7 years, we have been working with children having Autism, Cerebral palsy, Down syndrome, Mental Retardation (MR), Attention-Deficit/Hyperactivity disorder (ADHD), Attention deficit disorder (ADD) and other such multiple exceptionalities.

For the ATMA partner, as the number of students is less, we have provided graphical data student wise and have made recommendations for intervention are made accordingly.





For Partners with large numbers per class:  
In order to be able to group students within the class to facilitate differentiated classrooms and then at the next stage implement Tier intervention, a level system was created as follows:

60% and above – Group C

20% to 60% - Group B

Below 20% - Group A

This grouping is done both during the PRE-CKT and PRE-POST CKT analysis to assist with the class grouping and Tier Intervention respectively.

#### 4. Guardian of Dreams (Go Dreams)

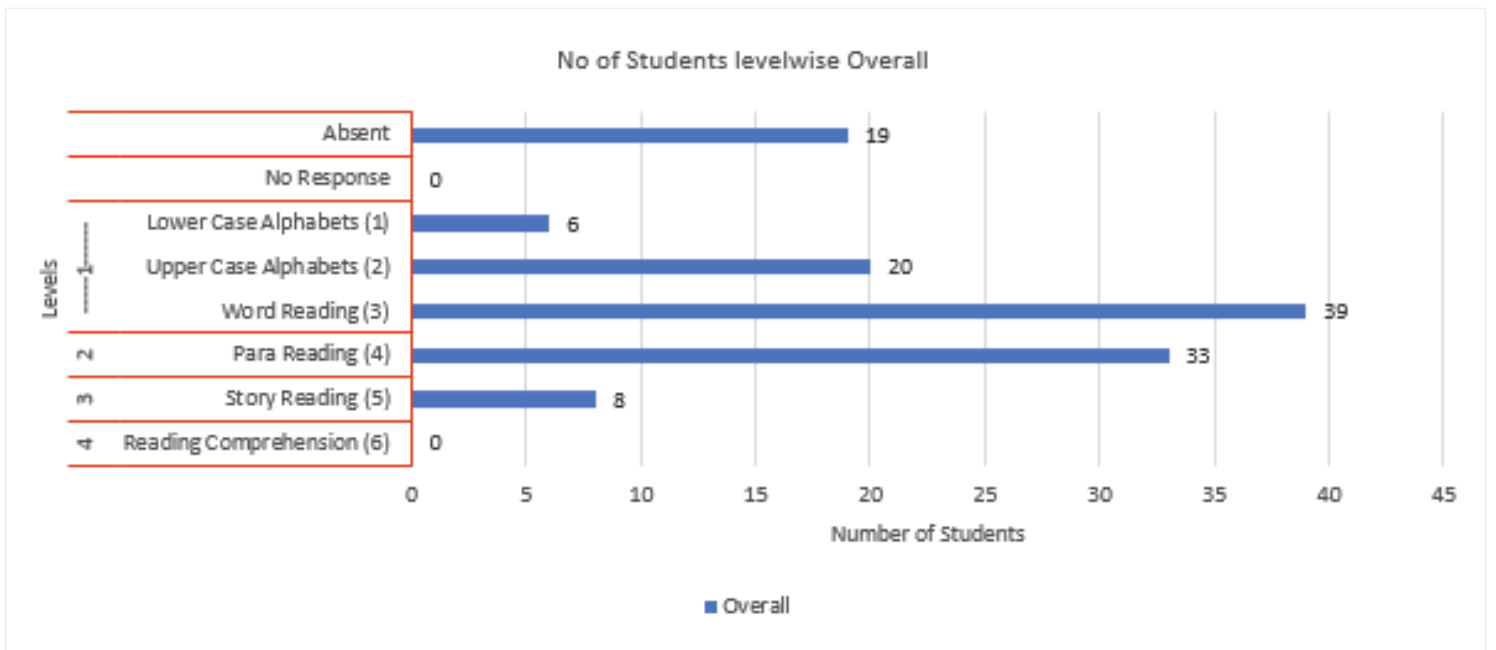
Guardians of Dreams is a startup non-profit organisation that works with children in need of care and protection who grow up in Child Care Institutions (CCIs) like orphanages, open shelters, observation homes, adoption centres etc. There are 2 crore children classified as orphans in the country, out of which approx. 5000 children are living in CCIs per urban district. The organisation has built a network of 250+ CCIs across Bengaluru, Chennai and Ernakulam districts and has reached out to over 6500 children through its current programs.

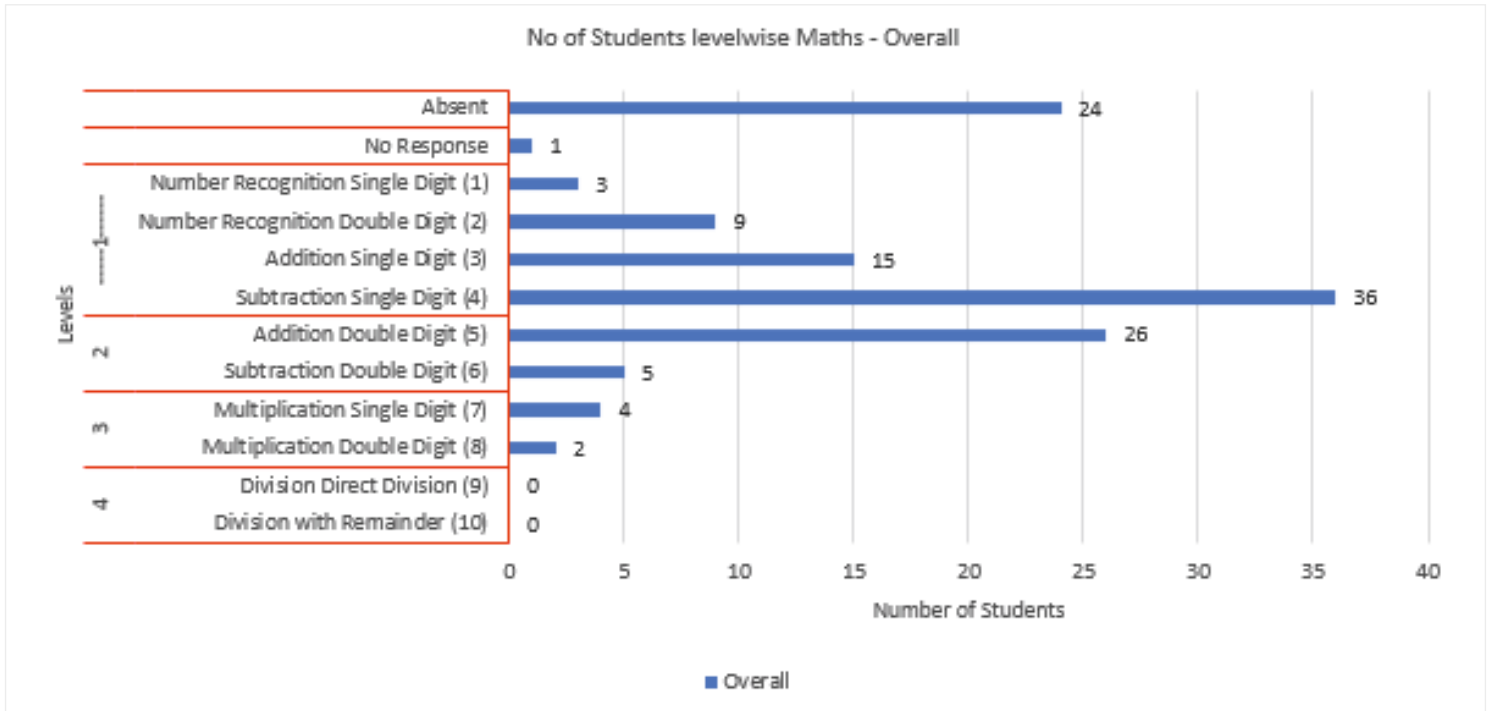
Before implementation of the Special Edge curriculum the ASER Tests was administered to measure the current Reading and Math Computation levels. The ASER tests were modified a little to include all competencies in order to clearly identify the grade equivalence of the child.

The following are the elements of the ASER test. In 'blue' are those components that were added by Sol's ARC.

Grade Level		I	II	III	IV
	0				
<b>COMPETENCIES &amp; LEVEL</b>	1	Alphabet Recognition – Lower Case			
	2	Alphabet Recognition – Upper Case			
	3	Word Reading			
	4		Paragraph reading		
	5			Story Reading	
	6				Story Comprehension

Grade Level		I	II	III	IV
	0				
COMPETENCIES & LEVEL	1	No. Recognition Single Digit			
	2	No. Recognition Double Digit			
	3	Addition – Single Digit			
	4	Subtraction – Single Digit			
	5		Addition – With carry forward		
	6		Subtraction – With borrowing		
	7			Multiplication – Single Digit	
	8			Multiplication – Double Digit	
	9				Division – Direct divisible
	10				Division – With Remainder



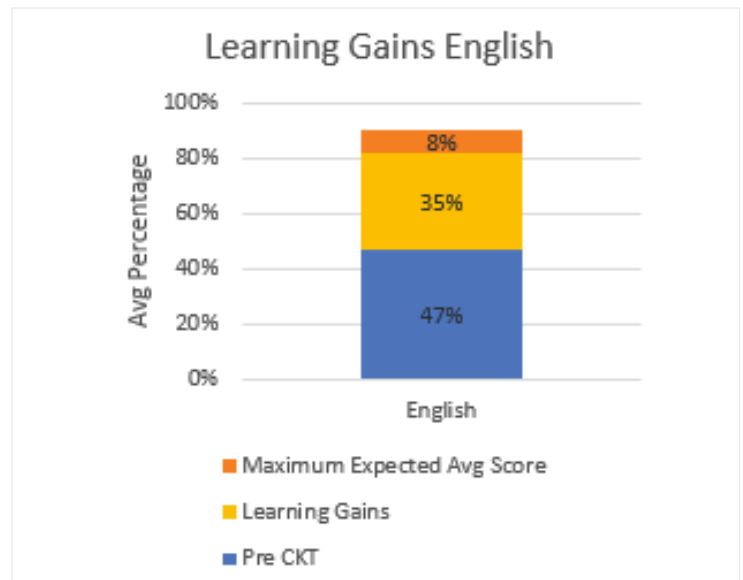
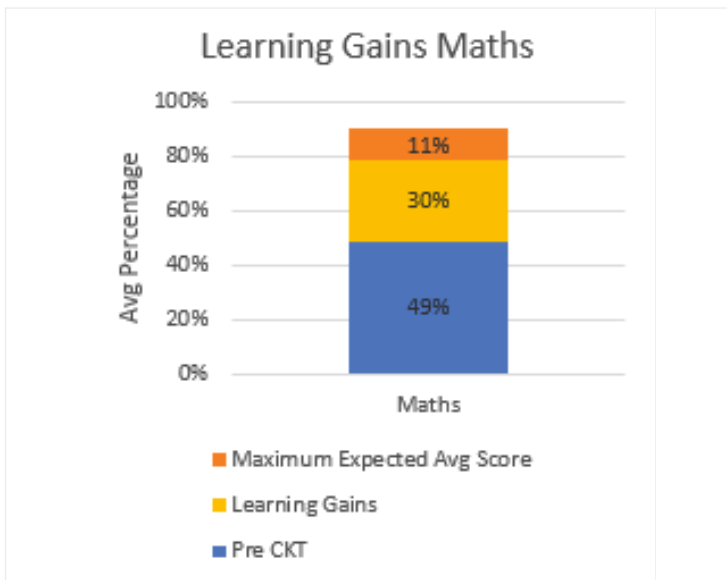


*(Due to Pandemic Endline was not held)*

## 5. Educo

Educo was registered as a charity (Bombay Public Charitable Trust no. E-25425), in 2009. We are located in Central Mumbai managing Saibaba Path Mumbai Public School (SPMPS) in partnership with the MCGM under the School Support Program. Our curriculum is focused on providing high quality contemporary English medium education to our students. Additionally, we lay equal emphasis on imparting structured value education in order to build the student's character. With active parent engagement and their commitment to educo, we are able to impact the local community thereby being catalysts for social change.

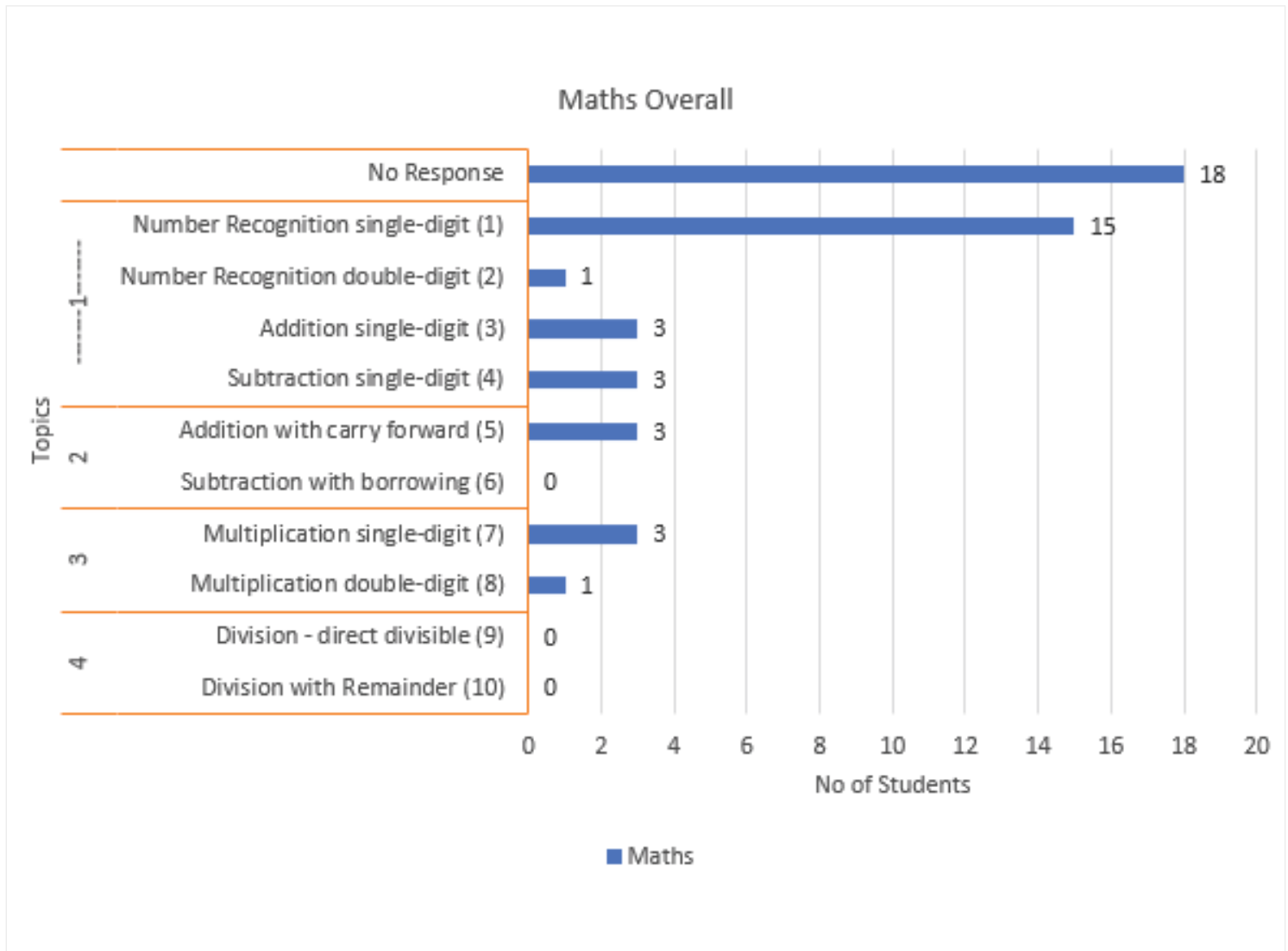
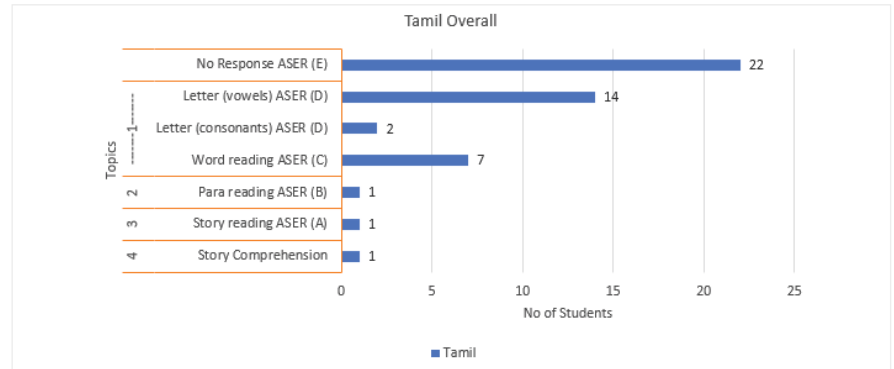
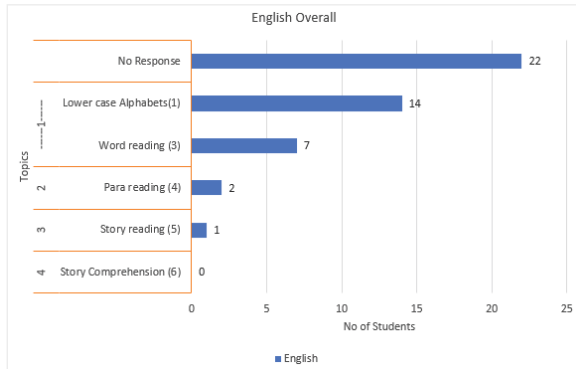
Saibaba Path Mumbai Public School is Educo's first and only project right now. The school is a modern English – medium primary and secondary school that provides high quality, contemporary and balanced education in a nurturing environment for underprivileged children of Lalbaug area of Mumbai. The students at Educo are given tuition-free education.





## 6. Satya Special School

Satya was set up to serve as an integrated centre for disability rehabilitation in Puducherry. Apart from providing free and quality rehabilitation services to the underprivileged, Satya has been working tirelessly toward making children with special needs (CWSN) as self-sufficient as possible in order to alleviate the social stigma that is prevalent among the public at large. At present, it caters to over 900 children with special needs through its seven urban and three rural centres. Its mobile therapy crew provides door-to-door service to over 124 disabled children living in Puducherry's 44 fringe localities.

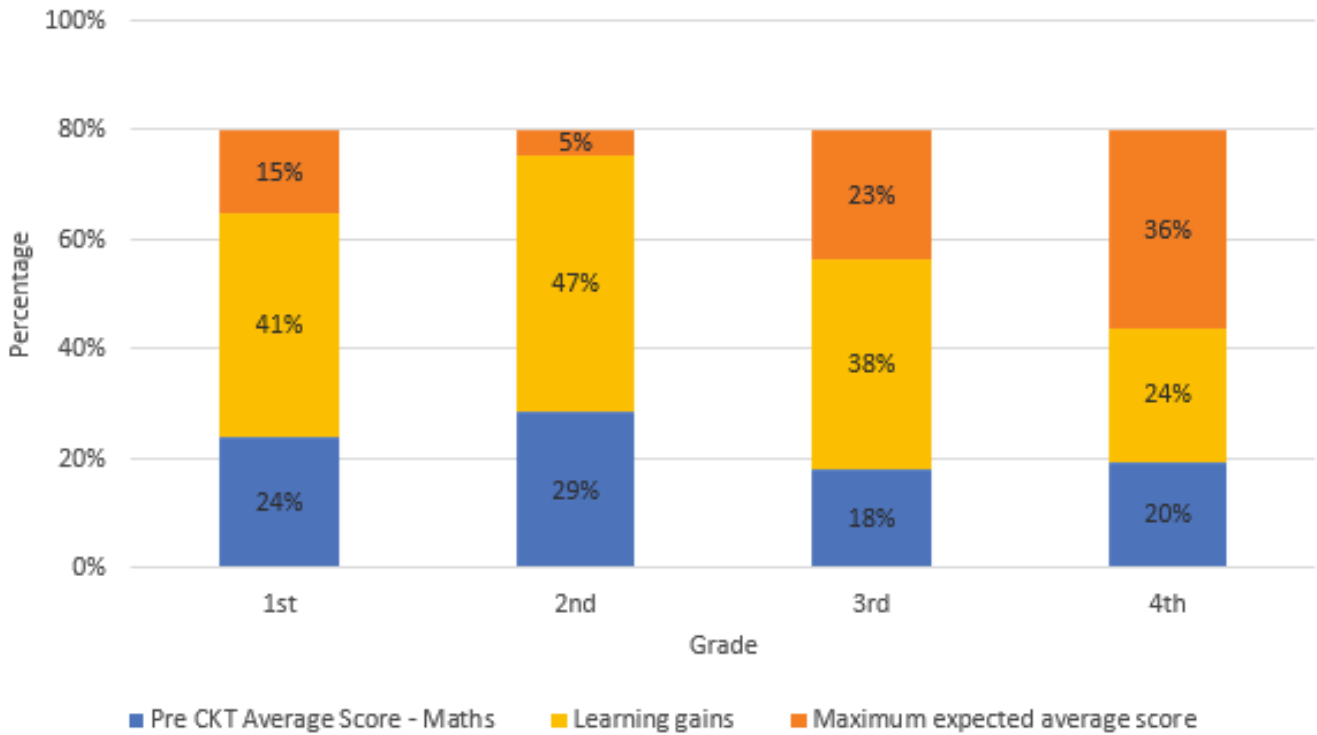


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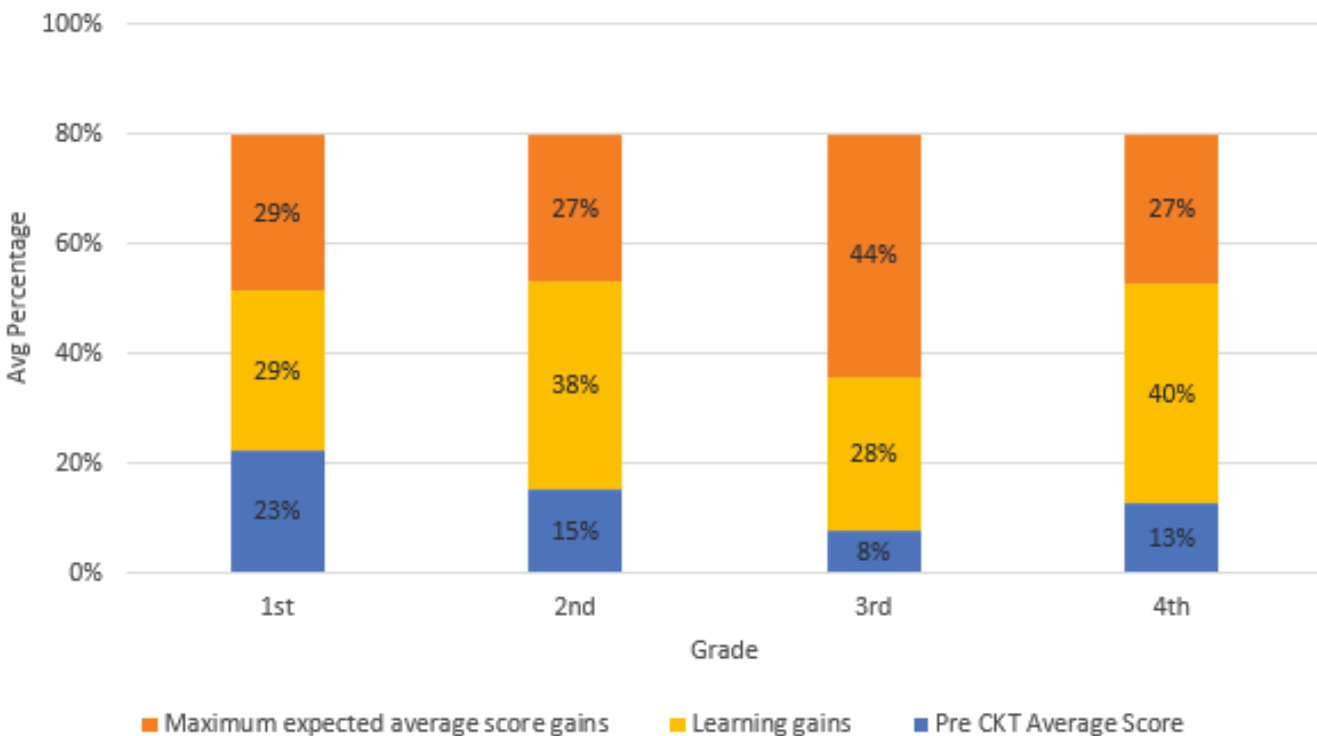
## 7. CHIP

CHIP is engaged in School Enrichment Program (SEP). SEP is a transformative model that improved the overall quality of education and provided students with a strong foundation was urgently needed in BMC schools. The Program focuses on the applied aspect of English and Mathematics and works intensively on developing verbal skills, particularly in English. Art education is also an integral component of this program.

**Annual Gains Maths Gradewise**



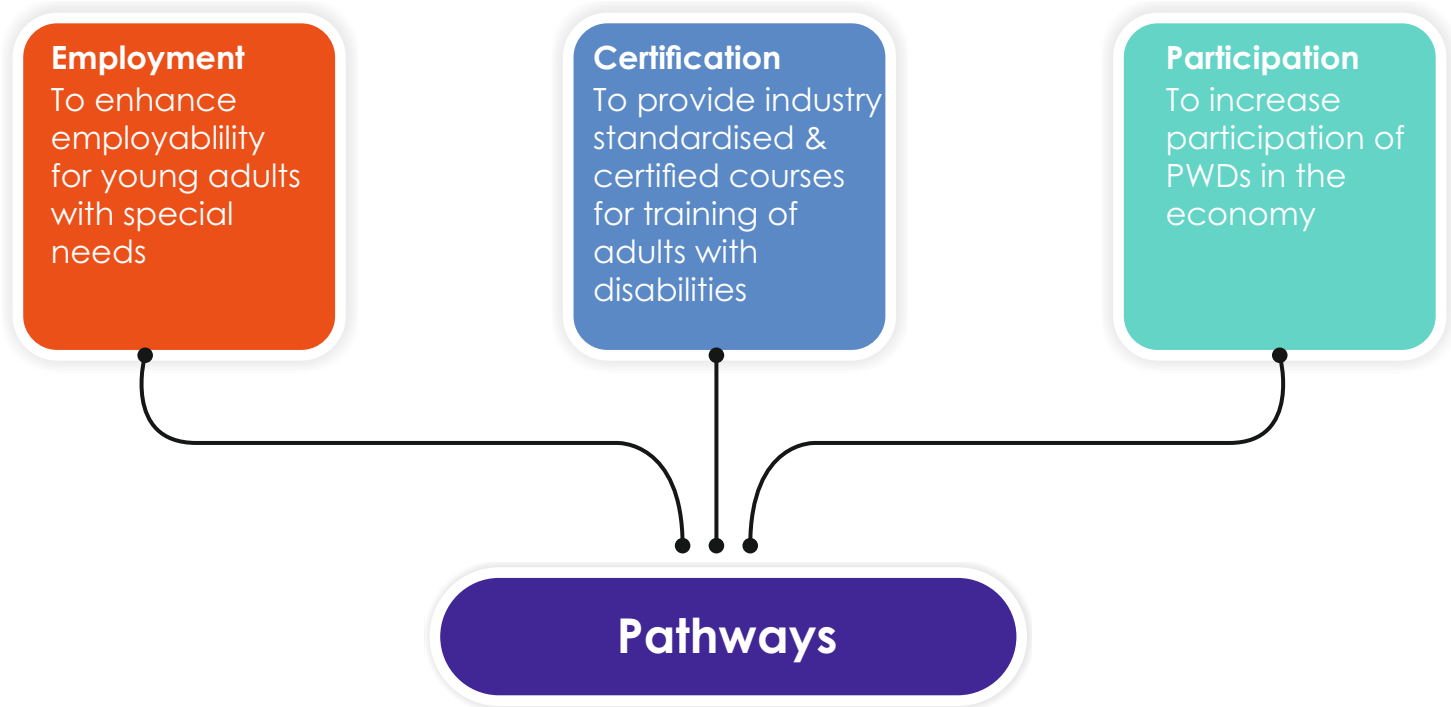
**Annual Gains English Gradewise**



## Vocational Training Program

Pathways is a 3-year Associate Vocational Degree Program with academic and industry certification, providing a career path for young adults to gain skills, thus creating livelihood opportunities leading to increase self-esteem and personal autonomy.

Sol's ARC recognizes the importance that improving vocational training and employment opportunities for adults with special needs is critical element for enhancing their quality of life, their families but there are also substantial gains to broader economy.



## PROJECT ANNUAL HIGHLIGHTS

- Successful formation of Retail expert committee of Key Retail Govt., Industry & NGO partners
- 1st Retail expert committee meeting organised for approval of Adaptive Retail curriculum framework
- Collaboration with Big Bazaar for 1st pilot in Retail with young adults and development of the adaptive retail training curriculum
- Collaboration with Amazon for 2nd pilot in Online with young adults and development of the adaptive online retail training curriculum
- Collaboration with Starbucks for the 3rd Pilot in Quick Service restaurant (QSR)
- Partnership with Aatman and Rajhansee Foundation as NGO partners for Amazon FC pilot
- Partnership with Jinshiksha for Pre - Store Employment model in Retail
- Retail E-learning classes for training of young adults with Autism and ID during corona pandemic
- Sensitization & Awareness training with Industry partners. Trained more than 350 employees

## Pathways Partners

### Industry Partners



### Job Mapping Partners



### Curriculum Development



## First Pilot Launch (June 2019 – Nov 2019)

### DIGITAL CONTENT DEVELOPMENT AND BRINGING IN TECHNOLOGY PARTNER

**Outcomes:**

- Adoption of Digital Learning Platform (DLP)
- Development of Content for DLP such as training materials, videos, handouts, tests and others
- Pathways students use DLP as part of their course

### CONTENT VALIDATION FROM INDUSTRY PARTNER

**Outcomes:**

- Industry partners approve in-store retail and e-commerce content

### DIGITAL LEARNING PLATFORM (DLP) PILOT

**Outcomes:**

- Content is uploaded on DLP for whole Retail Sector's Associate Job Role
- Content is translated in 3 languages – English, Tamil & Marathi
- Pilot testing of the Platform is started with NGO partners.

### PLACEMENT OF YOUNG ADULTS WITH AUTISM AND INTELLECTUAL DISABILITIES AT AMAZON AND MONITORING OF THEIR PERFORMANCE FOR 3 MONTHS

**Outcomes:**

- Renewal of the 3 students contract with respective Amazon delivery centres
- Making students part of regular workforce with full acceptance and understanding by the industry partner's employees by conducting sensitization workshops with Industry partners

### ADDING NEW INDUSTRY PARTNER IN QSR – SUBWAY

**Outcomes:**

- Starting QSR pilot with Subway to develop identified job content and validation of the content

## Second Pilot Launch (Dec 2019 – May 2020)

### 2nd PILOT LAUNCHED IN ONLINE RETAIL IN COLLABORATION WITH AMAZON

#### Outcomes:

- The one-month Amazon internship program was designed to equip the students of Sol's ARC with the skills required to succeed in the online retail sector
- Build and test out potential job roles and adaptive curriculum developed for training of young adults with Autism & ID in online retail sector.

### PARTNERSHIP WITH AATMAN & RAJHANS FOUNDATION AS NGO PARTNERS FOR AMAZON FULFILLMENT CENTRE (FC) PILOT

#### Outcomes:

- Develop Amazon FC training curriculum for training of adults with Autism & ID and test out job roles and curriculum in collaboration with NGO partners.

### PARTNERSHIP WITH STARBUCKS FOR 3rd PILOT IN QUICK SERVICE RESTAURANT (QSR)

#### Outcomes:

- Partnership with QSR industry partners
- Development of the adaptive QSR training curriculum and pilot internship for testing out the job roles and curriculum in collaboration with QSR industry partner.

### PARTNERSHIP WITH JINSHIKSHA FOR PRE – STORE EMPLOYMENT PILOT IN RETAIL

#### Outcomes:

- Sol's ARC jointly with Jinshiksha and Big Bazaar initiated pre – store employment pilot to identify such potential job opportunities during store opening activities in Retail stores in collaboration with Big Bazaar.

### RETAIL E- LEARNING CLASSES FOR YOUNG ADULTS WITH AUTISM & ID

#### Outcomes:

- Continuation of the Retail training for young adults through technology platform.

### SENSITIZATION AND AWARENESS PROGRAM FOR THE INDUSTRY PARTNERS

#### Outcomes:

- Autism Awareness Sensitization for Amazon Employees through Online Platform.



## Pathways At Glance 2019-20

### Vocational Training Program

Practical's





## Internships Partners



**Internship at Big Bazaar**



**Internship at Hair n Care**



**Internship at Lemon Tree**



**Internship at Amazon**





## Placement & Success Stories

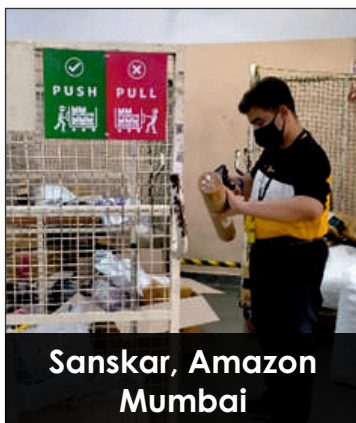
### Total 5 students were successfully placed at Amazon after completion of Vocational Degree and internship

**Case Study 1 :** This is the story of Khushi, a 20 yr old girl who belongs to a lower middle-class family living in Mumbai. She is an only child and Her mother is a housewife and father; a daily wage earner works in a small grocery shop. Khushi was diagnosed as having intellectual disability. Her parents got her to Sol's ARC for intervention when she was 7 years old. After doing her assessment at Sol's ARC, the therapist planned an individualized educational plan for her to work on specific areas of literacy skills that she required support. Khushi had significant difficulty in learning complex concepts, writing skills and social interactions. She was very fearful of talking to people as she lacked confidence.



With intensive training provided at Sol's ARC, Khushi overcome her challenge and fear of learning, Sol's ARC provided her the platform to learn and she successfully completed her 10th Grade. She then enrolled in Pathways vocational degree program and due to limited family income, Sol's ARC offered sponsorship and encouraged her to pursue her dreams. Through the Pathways program, Khushi got an opportunity to learn and completed a professional Hospitality and Retail course while also clearing her IT exam. She also successfully completed her internship at Park View hotel and Big Bazaar that boosted her confidence and gave her exposure to social communication and learning the skills required in the real workplace. The life skills program helped Khushi with skills such as time management, organizing skills, and communication. Khushi successfully completed her Pathways Program in the year 2020 through intensive counselling given by her mentor at Sol's ARC and working closely with her parents to provide right interventions. Khushi was placed and supported by Sol's Arc at Amazon and is now successfully working independently.

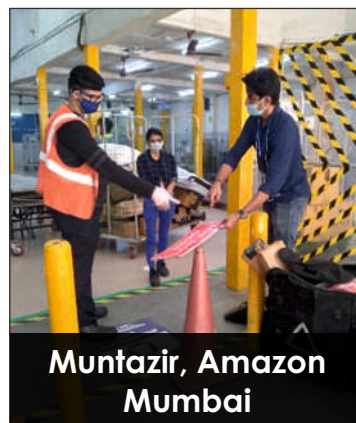
***Khushi says, "My experience at job is very good and I like working with the Amazon boss and Amazon friends. I maintain 6 feet distance from all and now work and earn money independently. My parents, teachers and my friends are proud of me."***



**Sanskar, Amazon  
Mumbai**



**Salil, Amazon  
Mumbai**



**Muntazir, Amazon  
Mumbai**



**Rohan, Amazon  
Pune**



## Sol's ARC Parallel School

Sol's ARC Parallel School is a model school and therapy centre setup, where inclusive education and therapy are implemented for children with special needs. Services include assessments, special education, different therapies. The school offers highly individualized adaptive curriculum based on child's ability. The curriculum executed in elementary level, NIOS (National Institute of Open Schooling) and Pre NIOS-is based on NCF guidelines. The center also provides educational support for students with special needs studying into mainstream schools.

## Extra-Curricular Activities and Events Celebrations at Sol's ARC

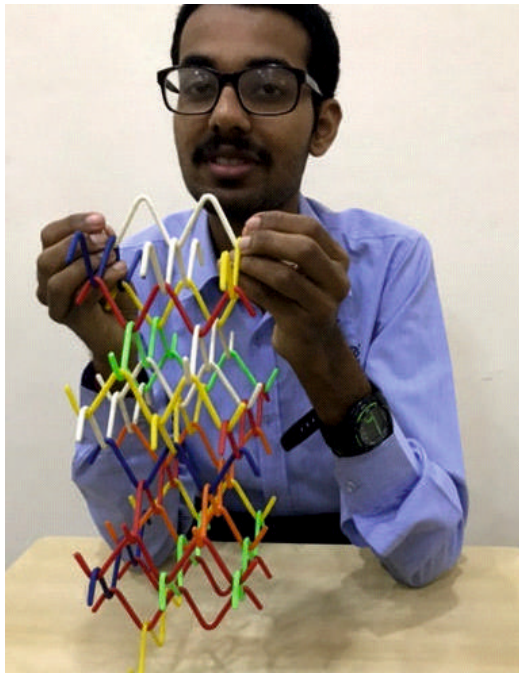
At Sol's ARC, students are encouraged to participate in extracurricular activities so that they not only get to interact with one another outside of their classes, but to also develop their interpersonal, problem solving and social skills. The socio-cultural events were celebrated at the center in order to provide opportunities for students to showcase their talent/skills.





## Therapy

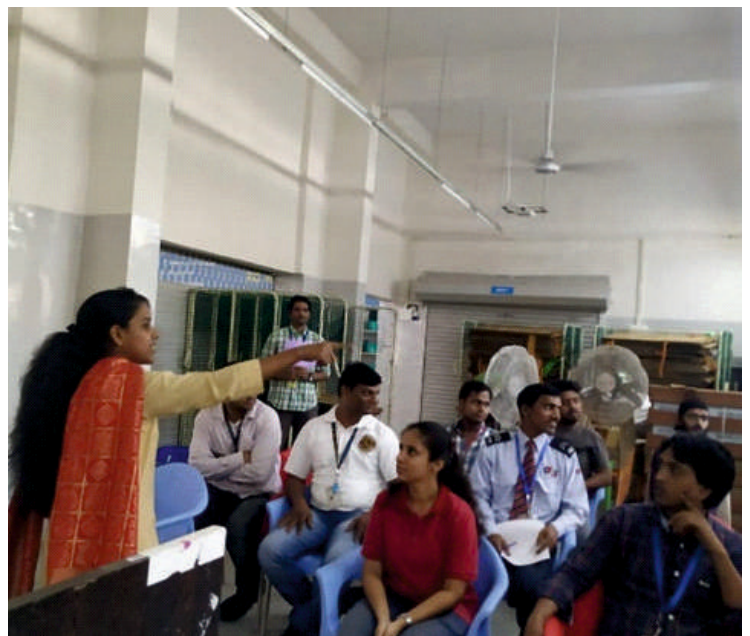
Our experienced and qualified therapist in Mumbai create customized therapy programs to meet every child's special needs. The goal is to provide therapy that meets high professional standards and is tailor made to enhance each child's functional abilities. Our highly individualized remedial focuses on building attention/perception skills, pre-reading & writing skills whereas the therapy program focuses to gross motor and fine motor skills, cognitive perceptual skills, sensory integration, socio- emotional skills and ADL training.



## Quiet Hours & Employee Sensitization

Sols ARC partnered with Big Bazaar for India's 1st Quiet Hours initiative aimed at helping people with Autism have a calmer and quieter shopping experience.

Big Bazaar Matunga store went silent for an hour to give sensory friendly shopping experience for people with Autism. We scaled this initiative across 16 cities by collaborating and training 16 NGO partners.

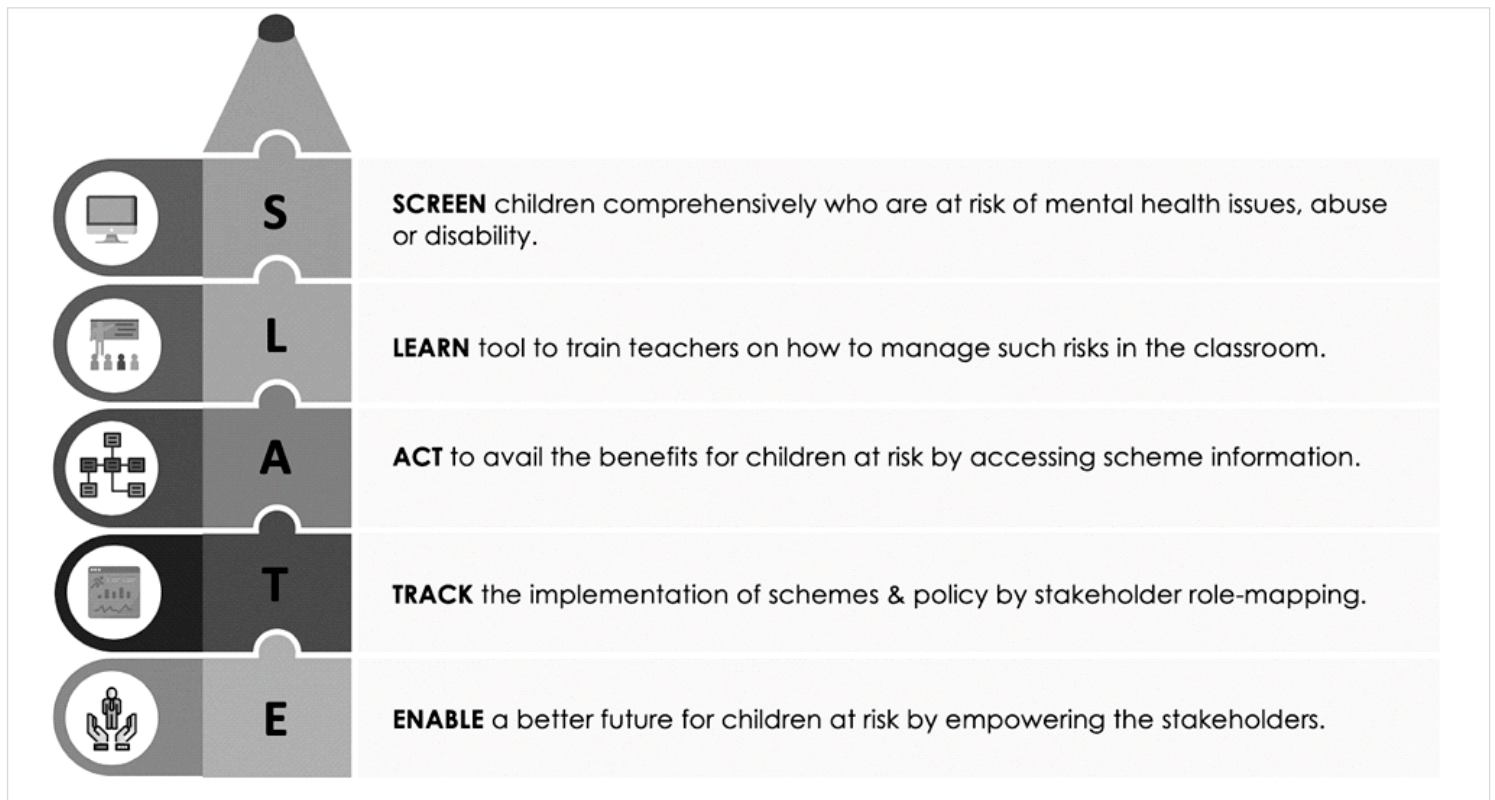


## Introduction

The overall goal for Red Flag is to increase awareness of teachers and various stakeholders about the various risk factors children face due to vulnerability in the area of disability, mental health and abuse and help identify such students in mainstream classrooms so that these children can be supported appropriately. This goal will be achieved through development of a mobile app that will help teachers to identify children at risk and training various stakeholders which will lead to increased awareness. The Red Flag project will be implemented directly with various state Governments to ensure systemic integration and sustainability of the approach.



## Features of the RedFlag APP



## Activities

### 1. Development of Screening tool and validation with Experts

Screening tool items were developed and validated by 150+ experts across eight risk areas of Hearing Impairment, Visual Impairment, Autism, ADHD, Mental Health, Child Abuse, Intellectual Disability and Special Learning Disability. Experts represented more than 40+ organizations including NGOs, state institutions, hospitals, research institutes and universities and people with lived experiences. The screening tool validation article is published in the International Journal of Education.

### 2. Development of Training Modules

Six training e-modules are developed for improving awareness of disabilities and mental health challenges are available in English and Tamil languages.

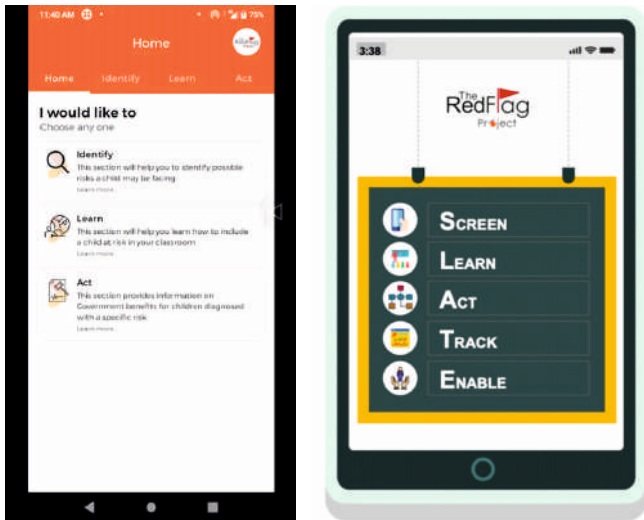


### 3. RedFlag App (android version) has been launched in beta version

### 4. Redflag App – The Act section has also been completed to link identified children to Government schemes across vulnerabilities

### 5. Pilot of Redflag App in partnership with Tamil Nadu Government

- Pilot study was conducted with **1600 teachers** and resource persons to test the screening tool & App feasibility in 3 districts in Tamil Nadu in partnership with Samagra Shiksha
- Data analysis shows considerable improvement in identification of risks through the APP as compared to screening without the App. Use of the app **increased correct assessment of the risk by 19 % points** among the participants which is statistically significant ( $p < 0.05$ ).
- Overall, there is an increase in correct assessment of each of the case study from pre to post by teachers and Special Teacher which is statistically significant at **95% confidence interval**.



## Partnerships

### a. Partnerships with Experts –

In order to make this project a success especially for validating the screening tool and teacher training content, Sol's ARC has formed a panel of 150+ experts across sectors of Hearing Impairment, Visual Impairment, Autism, ADHD, Child Abuse, Mental Health, Intellectual Disability and Special Learning Disability. These experts will act as ambassadors for the Red Flag project and will play a lead role in scaling up the project across India. Our experts came from organizations such as XCVRC- Xavier's Resource Centre for the Visually Challenged (Mumbai), Arpan (Mumbai), TN state officials, Sangath (Goa), Teach for India, The Akanksha Foundation amongst others. These organizations will be our potential project implementation partners going forward. These organizations are interested and keen to collaborate with Sol's ARC once the pilot is complete.

### b. International Universities -

Sol's ARC has formed an advisory board consisting of erudite and esteemed professors from Harvard University, University of Canterbury, Texas University, Florida Center of Reading Research at Florida State University & Hawaii University. An advisory board has been set up with representations from these universities and will be instrumental in steering the project in the right direction by providing strategic inputs.

**c. Government Partnerships -**

Sol's ARC is working in partnership with Tamil Nadu State Government, Samagrah Siksha for implementation of Project Samavesh focusing on developing inclusive solutions in the state. This project comprises of the pilot of Red Flag app, incorporation of inclusive curriculum for FLN and developing vocational solutions for all children. Sol's ARC will be demonstrating our work in 3 innovations districts and also working with the state officials for integration of approaches throughout the state.

**d. Monitoring & Evaluation Partners -**

JPAL, one of the leading M&E organizations in the world has successfully conducted a Theory of Change and M&E advisory session with Sol's ARC to develop a robust framework & logic model to measure the impact of this project at the end of two years.



## TN Project



CWSN Taskforce Meeting 17th Dec 2020 : Sol's Arc leads the Vulnerable Group Task Force to build a Road Map for state wide inclusion under the guidance of Samagra Shiksha, Tamil Nadu. Various other NGO's Vidya Sagar, Madras Dyslexia Association, Sri Aurobindo Society etc. are a part of the task force that aims to work on improved access and equity for the most vulnerable groups of children from early intervention to vocational education.



## Teachers Training on SLATE App at Pilot districts Kancheepuram, Theni & Villupuram





**CWSN Taskforce Meeting 17th Dec 2020 :**

Sol's Arc leads the Vulnerable Group Task Force to build a Road Map for state wide inclusion under the guidance of Samagra Shiksha, Tamil Nadu. Various other NGO's Vidya Sagar, Madras Dyslexia Association, Sri Aurobindo Society etc. are a part of the task force that aims to work on improved access and equity for the most vulnerable groups of children from early intervention to vocational education.

**Big Bazaar Book Launch 18th Sep 2019**

Big Bazaar launched booklet for shoppers with Intellectual disability to ease the experience of shopping. Sol's ARC students participated in the event at Big Bazaar, Infinity store, Andheri and learnt the ways of shopping independently using the Shopping book.



**Newzhook Conference (Feb 2020)**

Poonam Nair who heads the Pathways vocational program was the speaker in a panel discussion for the Inclusive conference organised by Newzhook. She shared the work Sols Arc has done for mapping and standerdizing jobs for young adults with Autism and Intellectual disabilities.





"Keep doing this great job! We are all a dream team!"

- **Muriela Schaab** (SAP, Brazil)

"Don't change just become more famous and let me know when you are on TED."

- **Andreas Nickel** (SAP, Germany)



"Our goal was to support Sol's Arc by building Strategic Plan."

- **Tomasz Nowacki** (SAP, Poland)

"I learned not only work, but also communication outside of work. I also learned the differences between working styles in India and Japan, and the differences in working styles."

- **Natsumi Endo**, Hitachi, Japan



"Our mentor Sonali Saini mam was quite understanding and we liked working with her."

- **Prachi Sanpal**, NMIMS

"Great experience working at sol's Arc. Definitely would love to volunteer again if given a chance."

- **Ande Sri Sai Vamsi Abhishek**, NMIMS



"It was quite a learning experience working with Sol's ARC where I got to harness my capabilities for the scaling and marketing of Pathways project, together with placements plan for the batch."

- **Akshay Bohra**, NMIMS

## Employee Engagement

