Womennovator invited experts and stakeholders from the public and private education ecosystem to ideate and engage in conversations to co-construct the desirable change for the future of education.

The occasion was graced by our chief guest Dr. M P Poonia, Vice Chairman, All India Council for Technical Education, along with renowned educationalists, strategists and social entrepreneurs whose valuable inputs have been complied in this report.

1. Tripti Somani, Founder, Womennovator
2. Simmi Puri, Co-Founder CISO Cybersecurity
3. Dr Jukka Holappa - Country Manager, Business Finland
4. Sangeeta Gupta - Senior Vice President at NASSCOM
5. Sangeeta Mamgain – Program Director, Kaivalya Education Foundation
6. Meeta Sengupta -Founder, Centre for Education Strategy
7. Padma Srinivasan – Off Principal, Delhi Public School R K Puram, Now Delhi
8. Manju Rajput - Principal at Raghubir Singh Modern School, New Delhi
9. Geetanjali JB - Founding CEO of the Himalayan Institute of Alternatives (HIAL)

Video link of the session: https://youtu.be/XxQjlGJ0bR0

Womennovator also invited with some trailblazers from the audience (in an "unconferencing session") to share the 'good work' they are doing at the grassroots level in their communities using innovative designs and alternative methodologies to address the learning in lockdown.

1

FORWARD

Over 1.4 million schools in India are closed since the third week of March.

Covid has augmented the education divide, while students in private schools seamlessly moved to virtual classrooms, students in the public education system (over 65% of the Indian students are enrolled in public sector schools) have no means to access content online. Majority of the students in our public educational institutions would neither have the technology for this transition, nor the economic or social capacity to bridge its inequity.

Only 8% of households in India have a computer with an internet connection. The major challenge of remote learning is **disparity in access** – from electricity and internet connections to devices like computer or smartphones. India's smart phone penetration is 24% and internet access is available to mere 50% of the population – most of which might not fulfill the minimum bandwidth required to stream this content. (Compare this with the U.S. where 17% of students do not have computers in the home and 18% of students lack access to high-speed internet.) Digital initiatives taken by the government and many NGOs have made technology reach public schools but not their homes - lockdown has brought their learning to a halt across the country. It has put a 'pause' on learning of the segment that has been struggling with learning crisis.

A shift to digital from the traditional face-to-face mode of classroom learning can help us address the shortage of good teachers in the public education system - with many states reporting a teacher vacancy to the tune of almost 60-70 per cent. A hybrid model of physical and digital classrooms will help us share the 'scarce' resource of good teachers across many schools. Online educational resources can be used by teachers to enhance the learning outcomes of their students. Any policy decision must keep the socially marginalized and economically challenged students at the forefront of our vision of change.

Are we in the midst of a **"knowledge emergency"** where bulk of our school going children are witnessing a 'learning lockdown'? Is this an unprecedented opportunity to bring about the much-needed change in our education systems? Will digital learning platforms like DIKSHA, SAWAYAM and PM eVidya turn this into an opportunity for the youth of India? Will RTE (Right to Education) be re-phrased as RTDE – Right to Digital Education. Our experts help us answers some of these challenging questions.

How to safely bring India's **290 million students back to school**?

RE-IMAGINING EDUCATION IN DIGITAL INDIA

Chief Guest: Mr. M P Poornia,
Vice Chairman, AICTE All India Council for Technical Education

Mr Poornia emphasized the need of the Indian Education system to focus on 'learning' and not just schooling. He talks about the low-learning traps in the Indian education system that have led to poor leaning outcomes and low enrollment ratios, especially in higher education- only 27% of the school graduates enter higher education.

Education and learning raise aspirations, set moral and social values, enrich lives, and make individuals happy. If delivered well, education translates into human capital and has many benefits for the society and economy as a whole. Education without learning is a terrible waste of precious resources and of human potential.

It's vital for the society to impart 'right' education to our students so they add value – by providing meaningful solutions to problems and making this world a better place (considering that every 6th person in the world is an Indian). How critical it is to connect school education to higher education to ensure continuity in enrollment, and further to the industry to ensure employability. What would generate a real return on investment is that students learn and acquire the kind of skills that will make them employable, anywhere is the world.

He expresses concerns about the underutilization of the huge infrastructure that India has built for imparting technical education - current capacity utilization is as low as 45%. There are over 10500 technical colleges in India with a yearly student's enrollment capacity of 32 lakh out of which only 20 lakh seats get filled. Over 7 lakh students drop out during the course and 13 lakh students graduate, but only 6 lakh students are absorbed by the industry. His bigger concern is after spending over 18 year in education, the youth in India doesn't have jobs. The human capital lost because of the shortcomings of our education system threatens economic development, closes doors of opportunity, consigning them to the fringes of economic growth.

Mr Poornia lays thrust on improvement of school education in building critical thinking, problem solving, and decision-making skills – a recent survey done by Stanford University assessed capability of students from class 11th and 12th and concluded that Indian education system needs to inculcate these 21st century skills. This is further validated by the findings of learning outcome assessment of undergraduate engineering students conducted by Stanford University.

*"A study has found that Russian and Chinese engineering students are better than those in India. Indian students make substantial gains in mathematics and critical thinking skills in the first two years of their education compared to their counterparts in China and Russia, but their **overall higher-order thinking** skills are substantially lower than the Chinese and Russians."*

Reference: Technical Education Quality Improvement Programme (TEQIP) supported by the World Bank.

He concluded by talking about proactively addressing the gender disparity in higher education to empower women– especially in STEM (job families expecting the highest employment growth in future) – where the current [enrollment ration is mere 17% (2019-20](). He acknowledges the efforts being made by the womennovator forum and has invited us to join hands with the AICTE to collectively 'bridge the gender gap'.

Tripti Shinghal Somani and Simmi Puri

At Womennovator (Gvriksh) we believe that we are presented with a rare opportunity to re-imagine our education systems. If learning is a continuum , then it has to be **quest orientated.** It has to generate curiosity in the mind of the learner. By ignoring the individual qualities, strengths, and interests of students, our society has failed to use schools to support students' strengths and passions and instead has forced them to rote learning with defined tasks largely aimed at training students to pass tests.

We interacted with many educationalists to answer one simple question -**What is the purpose of education**? We started to think backwards - Educational purpose of schools is to address a child's immediate needs, child's long-term needs and society's long-term needs. It is the biggest equalizer.

The future of education is in imparting skills and inculcating values that can enrich an individual's life and society as a whole. Womennovator has launched programs that will help our children navigate the "maze" of their life and make them responsible for their own future. These initiatives focus is on **instilling quest, creativity, and fostering innovation**. We help children, youth, and women to connect with "relevant information" to acquire skills and translate them into meaningful work in their lives.

Lean Forward

Globally schools are failing our learners. The collapse of our schools is a deep crack in India's foundation. Technology has revolutionized the way knowledge is disseminated and accumulated around the world, and rapid advances in education software on mobile is changing the way students and teachers are learning every day, even while schools remain closed.

Education is no longer restricted to standard classrooms, it's fluid, and a lifelong process. We need to re-image the idea of education to allow these new educational models to flourish.

Panel of Experts - Key Takeaways

Sangeeta Gupta,
Senior VP, NASSCOM

Sangeeta believes that learning is a continuum, and we all have to keep upskilling/reskilling ourselves. Technology is a huge enabler and India is gifted with a large pool of talented professionals - we have built a $190 billion industry. However, the focus should be on future skills, as job roles are changing with the ever-evolving technology landscape.

Online learning has unleashed new ways of acquiring skills, and NASSCOM has launched many initiatives in the past to accelerate India on the journey to become the global hub of talent in the emerging technologies like Artificial Intelligence (AI), Blockchain, Big Data Analytics, Robotics, Cybersecurity etc. Government has joined hands with NASSCOM and plans to invest Rs 436 crore over a period of three years on the digital platform called Future Skills PRIME (Programme for Reskilling/Upskilling of IT Manpower for Employability).

She said that with the onset of COVID-19, our team collated all the content on 'one portal' and made it easy for leaners to design their skill journey. NASSCOM announced free consumption of the AI Skill programme in mid-April and has had over 100,000 registrations. She strongly promotes blended learning models and virtual instructor-led programs for acquiring skills to get job ready.

Sangeeta Mamgain
Program Director, Kaivalya Education Foundation

Digital learning platforms have existed for two decades, offering myriad learning opportunities to everyone across the globe. Sangeeta believes that they remained limited to some pockets due to the limitation of the digital infrastructure - availability of data and devices being a huge bottleneck.

She states that the '**mindset' of the user was always a bigger hinderance** that deterred the migration to online leaning (even where the digital infrastructure is available). She reiterated that skills need to gain a "digital underlining" – and empathized the need for Digital Facilitation of not just the teachers and students, but also the administrators. Today State Education departments have moved (rather been pushed) to digital planforms unleashing many more possibilities in years to come. It's an unprecedented opportunity not only to take education to the remotest corner of India but also to improve the learning outcomes of our children. Periodic

feedback from teachers and parents and community involvement will help us optimize this initiative.

Sangeeta has worked on many State Transformation Projects – she cited a case study from the state located in the heart of India – Madhya Pradesh. MP has 7000+ districts, over 3.5 lakh block/cluster officers and teachers and 95 lakh children enrolled in the public education system. The pandemic locked down schools and brought their learning to a halt. With digital facilitation of teachers, students, parents, and community workers, over 5 lakh children have consumed digital content; 1.5 lakh teachers have been trained in a short span. All the meetings with key stakeholders of the state education board are held virtually, which has led to agile decision making. Over 30,000 WhatsApp's groups have been formed to actively engage and communicate with one another. Digital is indeed the mantra …even after the crisis subsides. COVID came as a crisis but we turned it into an opportunity.

Sangeeta concludes by stating that digital facilitation is not just about online tools and content, but about making that 'connect' with each student in the virtual classroom. Without being able to see and interact with each student, how does a teacher generate interest through the length of the class and ensure resonance in the virtual classroom – it's something we all are learning.

Meeta W Sengupta
Founder, Centre for Education Strategy

Meeta Sengupta presented a vision for the future of education that moved away from the restrictive assumptions of the classroom and opened up the teaching landscape for digital pedagogies.

Education has been led by tech solutions rather than being teacher led, which has caused the current crisis where schools and teachers have to catch up. This is the time for good digital pedagogies to emerge, and for them to evolve. In the crisis, two good things happened-schools and teachers proved that they could change, and change fast. Within a week all of them who could afford it, were online in different ways. The second good thing to happen was that teachers knew that they had to listen and learn - and they received feedback from students, peers, students and improved their teaching day after day. This continuous improvement cycle will help digital pedagogies evolve.

Teachers need to continue to do better, because for the first time the students are not bound by the four walls of the classroom, and if the teaching is not engaging, they have the freedom to walk away and seek knowledge elsewhere. Teachers now must learn to teach to the free - and using a medium that makes us all equal. The old powergames and bullying of the classroom do not work here - and genuine professionalism must evolve. It is true that in giving up personal contact, they have lost many of their tools of engaging the student, or judging student understanding. Even when we move to hybrid patterns of learning, we will have to learn how to teach with less information - and more impact. The first step to that is to give up old assumptions that only served administrators - for example the idea of the 40x40 classroom - there is no reason for a class to go on for 40 minutes, and lectures certainly will not work. 40 minutes of synchronous learning is too much, and needs to be broken up into

smaller chunks. 40 students per class is also not necessary any longer - Knowledge sessions or videos could be seen by a 1000, and activity sessions may work best in groups of 6 or 10. Do not try to replicate the classroom, change your assumptions for better teaching.

Meeta Sengupta asked teachers to abandon 3Cs - the fixation on the Classroom, the obsession with Content (Content is a means to practicing learning skills), and Certification (marks and rote learning reduce the student to a photocopier). Instead, replace them with these new 3Cs for digital learning: Connect, Care and Community. These will bring peer learning loops, engaged learning and the multiplier effect to the teacher's efforts.

Finally, M Sengupta suggested 5 Rs that should form the checklist for designing any learning for the future: students need to be taught to build Resilience, Reliability, Responsibility, Relationships, and Risk Taking. Particularly the last, which has been cut out of the present education system and leaves our students unable to handle the world.

Manju Rajput
Principal, Raghubir Singh Modern School

Within 10 days, of the lockdown, most of the private schools in India moved their classes online. Teachers were trained and facilitated, and with parental guidance, students even from primary education system moved to virtual classroom. Manju feels that we **are serving our children 'partially'** - both in terms of quality and quantity. Most of the activities where contact is vital and peer interaction fosters learning are being conducted virtually with partial outcome, and over 25% children even in private schools either do not have access to digital infrastructure or need to share the device with their siblings or parents.

Teachers rose to the occasion and underwent training in a short period of time to deliver the best to their students through the digital platforms leveraged by the institutions. They are far more confident and are continuously innovating 'new ways of doing things' – schools are getting re-imagined and becoming more learner centric. Children have started thinking beyond the content, they are solving problems, and are able to deconstruct their learnings, analyze and apply them in various situations. These young learners will be able to construct their learning paths and grow up to be responsible and resilient individuals.

Future for education will be a blended – physical and digital. While lot of content may move online, students still need to meet in person for social and emotional development. They need to learn how to cooperate, collaborate, and care for one another and for the society as a whole.

Padma Srinivasan
Off Principal, Delhi Public School, R K Puram

Padma strongly believes that people can work together and build new systems. While she agreed that the pandemic has pushed the academia to embrace digital learning platforms, it also made teachers create good content that could be used in these virtual classrooms. Primary reasons for the teachers to reject online educational resources was that it did not qualify as "good teaching material". Teacher did not curate the content; it was imposed on them by private vendors.

Virtual classrooms have been a huge success, and teachers have innovated new methodologies to keep students engaged. Teachers have also designed new way for conducting preforming and vocational art classes – dance, poetry, art, theatre, debating, etc. **Teacher are the frontlines, our warriors.** They have been the real care givers and have helped keep children usefully engaged and happy.

Padma said that we have a new medium which has made us explore new possibilities in learning environment, taking education beyond the four walls of the classroom. Technology- based innovation is the way forward, not just to change the way students learn, but to radically alter our educational landscape.

Geetanjali JB
Founding CEO, Himalayan Institute of Alternatives (HIAL)

Geetanjali says that the transition to online education system was smooth, primarily because of the innovative pedagogies and alternative learning methodologies that forms the foundation of the Himalayan Institute of Alternatives. She elaborated on the **four-pillar approach to learning at HIAL.**

An approach which she believes has the potential to change how the education is delivered. (1) Contextual learning what she calls going "deeper and narrower" - about 70% of the classes take place on field working with the local communities. (2) Experiential learning – encourage learners to solve problem by using the 3Hs: Bright Head, Kind Heart, and Skilled Hands. Knowledge is transmitted by teachers through practice and then it enters the students' mind. (3) Transdisciplinary – realty is composite; hence all the disciplines are interlinked and interdependent. (4) Indigenous knowledge systems – current education system is colonial in nature, while ancient Indian education system (that has survived over 10000 years) is more relevant, resilient and instills a lifelong quest for learning – we should aim to achieve a blend of the indigenous wisdom with modern technology.

The four pillars provide are holistic approach to learning and engaging with nature to provide meaningful solutions to make this world a better place.

Dr Jukka Holappa
Country Manager, Business Finland

Dr Jukka believes that if a country focuses on equality, education, and innovation, happiness will follow. (Since 2018, Finland has been ranked as the happiest country in the world by the UN).

Jukka says Finland's economic growth has seen many setbacks – Finland witnessed an economic recession in 1990s with the collapse of the Soviet Union which disrupted the trade; it rebounded as a knowledge-based economy with the spectacular success of Nokia. A decade ago, iPhone killed Nokia and the iPad killed the Finnish paper industry. Finland once again emerged as the technology hub with the most unique ecosystem of startups, SMEs, and academic institutions. Today there are over 2000+ companies that are exporting. This has boosted the economic and social well-being of our people.

Education is one of the cornerstones of the Finnish welfare society. Jukka talks about the importance of education in for society as whole – education drives long-term economic growth, reduces poverty, spruces innovation, strengthen institutions. Finland invested heavily in technical education. Education has been a huge enabler to make Finnish people resilient – **knowledge and innovation are key drivers** of the economy

Education has been an equalizer in reducing disparity. Apart from being the happiest country in the world, Jukka concluded by saying that Finnish people are the most honest people in the world.

CONCLUSION

The crisis has exposed a harsh reality of the vulnerabilities and challenges faced by humanity and provided a clear picture of the inequalities that exists in our education system. Private education system moved online within two weeks after the lockdown – training their faculty on digital learning tools. Public sector schools lagged behind due to limited or no access to digital infrastructure and relevant (and vernacular) digital content. They have 'pushed' their limits and reached out students to ensure continuity of learning, though they regret that they have "served partially".

Proactive participation by parents and community partnerships are vital to transmit knowledge through digital technologies. Teachers need to be enabled to create content, as they have rejected ready-made content built outside of their pedagogical space – online education can no longer be dependent on digital platforms controlled by private companies.

We acknowledge the role that schools play in providing for the well-being of children and youth, and in ensuring health, happiness, social bonding, alongside academic learning. For professional learning and development, digital is the new mantra, however it is vital to protect the physical and social spaces provided by schools as we transform education.

UnConferencing – Alternative Pedagogies

Learning in Lockdown ... Is Digital the Mantra!

Exploring Alternative Pedagogies

After an interactive session with the experts, we explored new possibilities by **Unconferencing with the Audience on "Learning in Lockdown**". Womennovator would like to highlight the 'good work' being done by individuals and social organizations in different pockets of India.

1. Neelakantha Bhanu – Founder, Exploring Infinities

Maths in Lockdown – addresses the phobia for subjects which need regular practice and understanding of concepts like mathematics. Exploring Infinities (EI) came up with a unique alternative - leveraging the mobile device, the power of PPPs and TV Broadcast is the way forward.

Bhanu stated that EI started the **Math in Lockdown** project by initially streaming to 1 Lakh + students through social media platforms like TikTok to reach out to rural India, and with ByteDance backing, we could reach over 2 Lakh students in total in the span of the first month. But that wasn't enough, the interaction was necessary. Live video streams were a good idea but was not something which could be elaborate or interactive. With several collaborations we established WhatsApp Groups through which Math classes in Hindi, Telugu, English and Urdu are being distributed. The groups have now become places where the students clarify doubts with our mentors, through voice messages. With a recent tie-up as the Math Education partner with the T-SAT Network and Govt. of Telangana, our classes are now reaching out t**o *1 million students*, through Satellite Broadcast.**

2. Shivagi – Program & Partnerships, ShikshaLoKam

Shivangi works for ShikshaLokam, a foundation that focusses on amplifying leadership development opportunities for K-12 education systems. They work in collaboration with NGOs

and State governments and helped then quickly migrate from conventional modes to pivot towards creating context-aware solution and build resilient education systems. They leverage open source platform (like Sunbird) to collaborate with multiple stakeholders in the public education ecosystem. Shivangi stated that with a country as large as India, change at a systematic level requires **co-creation and collective effort.**

This can be illustrated by the first virtual parent-teacher meeting that ShikshaLokam held with over 5 lakh parents in Punjab. In the current times of COVID, it was fundamental to build that trust between parents and educators through open communication – facilitation of virtual PTMs is just the first step. In Andhra Pradesh, the state board looked at this lockdown as a time to build internal capacity by training teachers, while in Bihar, ShikshaLokam is working with civil society organizations and enabling community leaders passionate to work in education, to expand teaching capacity.

3. Shenaaz – Founder ShenaazTeaches

Shenaaz is an "education coach" and works with groups of students in Mumbai by leveraging mobile devices. Her focus is on creating content that not only makes learning fun but enables her to connect with her students – she calls this the **"rhythm' of the virtual classrooms**. Virtual classrooms need new set of skills, she frequently conducts professional training sessions with teachers to enable them to make their virtual lectures more effective and productive.

Her focus is not just on coaching but addressing other critical constraints that students from lower socioeconomic-economic background face like (1) lack of personal device (2) disruptive or poor internet networks, and (3) low finance to procure data-packages. She coaches students and teachers in the K-10 segment and works closely with parents to align student's home schooling & online learning sessions.

4. Ranju Shah, Social Activist

Ranju Shah is conducting online classes for **skilling the youth and women** in the urban dwellings of Nehru Nagar, NCR. The children of these dwellings have no access to any personal device, so she is leveraging their parents' mobile devices to teach these children. Most of them are children of the migrants who came to the city with a single-minded determination to give her children the best possible material security – good education is just the first step. Her challenge is not just content and data, but the availability of the parent's mobile device who work as domestic help and factory labourer and are out during the day to sustain their families. Right to access internet for any govt. schools, students should be made fundamental rights as Kerala state have given.

She is empowering youth and women who have poor skill set and have been rendered as unfit for employment.

About Womennovator

Womennovator is the flagship program of Gvriksh (Not for profit society registered under section 12 AA (Section 80G) of the income tax act.). Gvriksh is also registered with Darpan (Niti Aayog), which has been actively working for women entrepreneurs to help them achieve their ultimate goal and in other fields such as water, sanitation, hygiene, health, education, project designing and strategy development in the social development sector.

Womennovator was started in the year of 2014 with the motive in mind to make a virtual incubator for women entrepreneurs or women who do have exceptional ideas and want to get a platform to grow. This campaign is an endeavour to communicate excellent work done by women around the world.

It is an initiative with the goal of helping women entrepreneurs to grow local economies by providing business education and training, mentoring and networking, win new revenue contract through interaction with Industry leaders, relevant fellow Womennovators, Influencer's, Jury, Media, Crowdfunding platforms, Government schemes, brand equity exchange programs, and an opportunity to connect and incubate Indian women outside India. For more detail: www.Womennovator.co.in

Womennovator (Global Virtual Incubator for Women) is the brainchild of Mrs.Tripti Somani based in Delhi. She is developing communities of women entrepreneurs across India at different levels and covering various sectors in 100 smart cities. Enabling women entrepreneurs to access national and international resources to grow their venture.

Womennovator is determined to support the cause of women empowerment and has endorsed the women empowerment principle of UN Global Compact – SDG 5 and has been constantly been supported by UN Women and various countries.

Womennovator created an **Asia Book of Record** last year by providing an opportunity to 100 Women to pitch their products/ services/ initiatives in 60 seconds on the same platform. This time womennovator expects a **World Record /Guinness World record in April 2020** considering it would have 200 influencers, 900 women entrepreneurs and 1000 plus Jury members.

Womennovator has gone global in November 2019 at Singapore by launching this initiative in front of 33 countries and hence would see international participation for Women in the main event.

Womennovator Achievements

- Womennovator got placed into *Asia Books of Records in 2018* for record multitude of 60 seconds Elevator Pitches.
- Twelve entrepreneurs out of 100 Women Faces have received the Crowdfunding for their business.
- One out of 100 Women Faces was selected for a sponsored trip to Australia under the Virangana Project and South Asia Connect program.
- Many women with our help are covered in national media i.e BW Business World, Inc42, ShethePeople, Yourstory , Doordarshan and many others.
- Presence in 100 plus cities and focus on 90 sectors and have dedicated Influencer in each city and sector

- Have channel partner i.e Association, academic partner and Value partner in 100 cities of India

Programs by Womennovator :

 Our **key objective** is to ensure the following:

I Ensuring Women Cybersecurity Expert across India

One of our key goals is training women in cyber security issues with the objective to secure themselves and also to open avenues for them in jobs and entrepreneurial opportunity due to heavy demands of Cyber security experts in all areas.
We already have designed training modules on cyber security safety and security which can easily be implemented across India.

II Digital Literacy for Women in Textiles Sector through online training
Textiles is a vast sector. Handlooms penetrate deep into the rural households and creating an ecosystem that can streamline the entire system from weaving to marketing, will not only give a major boost to rural economy, but also opens many avenues for women to be benefited.
Online training courses for women will generate more opportunities for gainful employment. This would unlock the huge hidden potential of women, the cascading effect of which can trigger faster economic growth.

III Women Distribution Networks

IV Schemes for Empowering Tribal Women
Though Tribals in India, constitute around 8 percent of the total population, their contribution to the overall economy is not accurately and scientifically measured, and are still vulnerable to exploitation from outside, and the development agenda is yet to reach them. To change the scenario, Womennovator has outreach plans that would result in empowering the tribal women.

V Creating women Job creator in E waste management
E waste has become a major issue and having radioactive implications Breaking down into parts and reuse of some components is labour intensive exercise and can provide vast employment opportunities for many women.

VI Ensuring Women owned Electric Vehicles Battery Charging Stations
Considering the gradual shift from fossil energy-based transport systems to electricity driven transport systems, there is an urgent need for providing battery charging stations alongside the roads network and women, mostly rural can be associated with managing these stations, and making a livelihood out of it.

Our Programs are WE Pitch , WE Talks and Webinar, WE Vendor and Embassy meet , **WE Virtual Incubation program, WE- Management Planner and Coffee table , WE (Women) Cell in colleges and schools** , **WE Distribution channel and WE Brand ambassadors (creating Value proposition for Jury and Influencers)** WE programs and initiatives : https://www.womennovator.co.in/wp-content/uploads/2020/04/WE- programs-and-initiatives.pdf

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