



# ANNUAL REPORT

FY 2023-2024



## From the Director's desk

In recent years, Swadeep has brought about a positive transformation in the lives of thousands in Gujarat by enhancing educational access, reinforcing livelihoods, and empowering marginalized groups—particularly women and children.

Sandeep has achieved the following through strategic collaborations with organizations such as Tata Power, APM Terminals, GHCL, ONGC, and AIF. We have tried to improve learning environments in hundreds of ICDS centres, LRC, as well as Primary and Secondary schools, assisted fisherfolk and rural families with sustainable livelihood options, encouraged health, hygiene, and nutrition in at-risk areas, raised the profile of women's leadership in community governance. Swadeep's emphasis on a people-first, community-led approach guarantees that development is not only provided but also embraced by the individuals it aims to help, fostering a future that is self-sufficient, inclusive, and resilient.

-Kalyan Dangar, Director

## About Swadeep

“Swadeep” came to life to align with a moto, ‘Spreading Smiles Across the World’. Smile needs a small act but a profound impact to be as lively as it can. Presently, in the times where most people long for honest lively smiles within complexities despite a life with required amenities, Swadeep looks forward to work on bringing smiles to those who face complexities even for the basic necessities. Swadeep identified Education, purpose driven tool for curbing the set-backs faced by rural population residing in the remotest villages and make them deserving of their happiness. The belief prevails in the Swadeep’s work that an improved education through social service mode will enable disadvantaged groups to become self-reliant and emerge out of the clutches of poverty.

Spanning its work since 2005, Swadeep has been working with perseverance in the field of rural and sub-rural education as educational transformation requires time and consistency for raising a tenacious and compassionate individual. The work areas of Swadeep are prone to orthodox customs, superstitious beliefs, migration, unemployment, accessibility and adverse climatic conditions henceforth, the upliftment of qualitative education shall restrain the odd practices and pave a way for healthier lifestyle. Considering the holistic approach in bringing the change, Swadeep works with children, community members, schools and village authorities in a proportionate balance all the aspects of life are tailored in manner that they influence each other, hence, holistic approach to the core idea of education is the prime focus. The thematic areas of Swadeep also expand to Health and Livelihood, wherein the oral health and hygiene aspects of communities are in focus while in the Livelihood project, the focus is on the fishermen community, the community’s livelihood, health, educational facets are supported through interventions in an interwoven manner.

The work undertaken is done with the support of CSRs of varied organisations and the efforts have developed lasting association with government, non-government and corporate organisations as well as with communities and groups with whom Swadeep works.



## Mission

To work towards the empowerment of vulnerable communities in under-serviced areas with a special focus on children and women.

## Vision

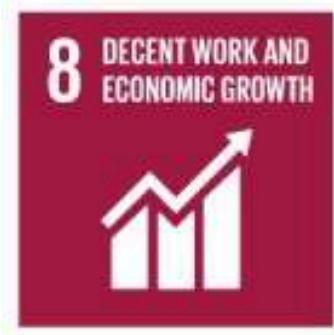
Improved social service delivery to enable disadvantaged communities to become self-reliant and evolve out of the crutches of poverty and deprivation.

## Approach of Swadeep

- Community based and bottom-up approach to ensure that the needs and issues faced by communities get represented and addressed by programs.
- Strengthening people's institutions and prioritizing women's' role in decision-making
- Vulnerable communities are identified at micro planning stages to empower them and establish their representation in community-based institutions.
- A comprehensive 'Organization Model' encompassing an array of guidelines and systems for effective and efficient functioning is followed by Swadeep.



# Achieving Sustainable Goals through Work



# Background of Projects

## A. Education

Education stands as the cornerstone of any thriving community, playing a pivotal role in shaping the futures of individuals and the collective society. However, in our country, the access to adequate and quality education remains elusive for many, particularly in rural areas where this access is nearly non-existent. This disparity is attributed to a multitude of factors, including limited awareness, deficiencies in government agencies such as schools and ICDS centers, unfavorable home environments, early pressures to contribute to household income, and a general lack of enthusiasm towards education. Even among those enrolled in formal education, many lag behind their expected academic levels, alongside deficiencies in cognitive development.

This educational deficit significantly impedes the quality of life for individuals and the community as a whole, perpetuating detrimental practices such as substance abuse, early marriages, and caste and gender-based discriminations. Consequently, this perpetuates a vicious cycle that undermines societal progress and prosperity. Breaking free from this cycle necessitates a holistic approach that addresses multiple fronts simultaneously. Initiating interventions from the earliest stages, particularly in pre-primary education, and providing consistent support throughout primary and secondary schooling are crucial steps in this endeavor.



0 to 6 years are considered as 1st of 4 phases of development in human beings, and this phase is considered the building phase as almost 90% of the brain is developed in those years. The first six years of life are critical for a child since the rate of development in these years is more rapid than at any other stage of development. Research in neuro-science confirms the importance of the early years in a child's life particularly since 90% of brain development has already taken place by the time a child is six years of age. Research also indicates that the development of the brain is influenced greatly by the quality of the psycho-social environment the child is exposed to in these early years. A psycho-socially deficit environment or emotional neglect can lead to negative consequences for a child's development, which may even be irreversible. This places a significant percentage of children from poorer or marginalised families, 'at risk', in terms of their life chances and opportunities.

According to UNICEF India, over 43 percent of children under the age of five are at risk of not fulfilling their full developmental potential<sup>3</sup>

In India, Pre-primary Education is provided through Anganwadi centres, covered under Integrated Child Development Services-ICDS. Anganwadi centres play an important role in a child's development and in the long-term his/her overall development as a human being.

It is often found that on ground-level reality, Anganwadi centres are falling short of providing quality pre-primary education to children. Due to various reasons like inadequate training of Anganwadi workers, and lack of enough material, space, human resources, and infrastructure. Anganwadi workers are often found overworked due to multiple responsibilities. <sup>4 5</sup>

Various studies suggest a different scenario in India, in terms of infrastructural facilities, informal teaching learning material for 3-6-year-old children, and capacity building of Anganwadi workers. Not even 50% of Anganwadi have their building, along with other required infrastructure, instruments, and teaching-learning material.

At the elementary and beyond elementary education, the factors raising a challenge in education for rural areas are, viz. lack of adequate infrastructure, including classrooms, sanitation facilities, and clean drinking water. This deficiency adversely affects the learning environment and student attendance. The quality of education is often subpar due to limited access to educational resources, and a lack of teachers compared to student's count. These impacts learning outcomes and fails to prepare students adequately for higher education or future employment. Socio-economic factors such as poverty, child labour, and gender disparities, migration contribute to low enrolment rates and high dropout rates, especially among marginalized communities. These barriers prevent many children from accessing and completing primary education. The geographical landscape poses logistical challenges in providing education to remote and sea side areas. Transportation difficulties and limited connectivity impede efforts to reach every child with quality education. There is a need for improved monitoring and evaluation mechanisms to assess the effectiveness of educational initiatives and identify areas for improvement. Without proper oversight, resources may not be allocated efficiently, exacerbating existing challenges.



Important role vs current situation creates a gap that requires immediate intervention to make sure children do not suffer due to this gap. Hence, concerning to the above presented situations, the majority of the projects operational by Swadeep have core focus on emphasizing qualitative and pedagogy driven education in Anganwadi centres, Elementary schools and Beyond Elementary which helps engaging child's interest and help him/her inculcate the learnings. The structure of the projects is similar however, the locations of the project hold its own challenges and issues therefore the approach through each of the same intervention varies to specific region.

## B. Health

The quote, "Health is Wealth" holds utmost importance for each individual. However, the applicability of the quote in urban and rural areas widely vary. It is because of the challenges that stand in the pathway of accessing the service. In urban situation the person has an exposure towards correct information and means to work on the information and inculcate in the lifestyle. While in rural areas, a lot of factors are interwoven for securing healthy life for the family.

The communities of rural areas are deprived of good health because of multiple factors that can be referred to as interconnected maze. In some parts the socio-economic factors are favoring the community but due to lack of awareness means they set back from receiving proper care, in some areas the people know the need when the situation is serious but lack the accessibility factor due to economic restrictions and distance therefore, they opt for superstitious method for eradicating pain and also start the practice based on misconception of eating tobacco to curb the pain. The villages where people are engaged in labor, driving work etc. eat tobacco and smoke for seeking relief as the rural areas lack the means of entertainment and the rural communities cannot afford to take a day off from daily labor and compromise on the wage of the day because the person has to secure the family meal of the day. Sometimes, the inability to convey the problem also delays the treatment process. Also, people are scared to visit the doctors and find it difficult to trust anyone other than their community, it requires a lot of patience to gain the trust from rural community members to work even when it's for their own betterment.

The quote hence would be considered appropriate for the rural context if written as, "Being able to seek the available health service is the True Wealth". With this, Swadeep has been engaged in working on oral health and general health concerns though awareness mediums with the purpose of preventive care and treatment provision in order to reinforce the behavior to acknowledge the problem and seek the requisite treatment in efficient manner.



## C. Livelihood- Fisheries

Gujarat is India's largest marine fish producer, mostly due to its 1640 km long coastline supports four lake population of fishermen and women. These fisher folks bring in large amount of business in the state with stark contrast to the northwest area of Kutch where the fishing sector is suffering with a mere 12% of the fish brought in, even though it has the longest coast line. With the willingness to identify the set-backs and support the communities to overcome the set-backs faced by them, Swadeep added the thematic area of livelihood in its work structure. The livelihood project is centred on fishermen communities residing in villages of Mandvi block of Kutch.

Several factors contribute to the disparity such as differences in access to resources, fishing techniques, infrastructure, and market opportunities, leading to a stark contrast in fishing productivity. The set-backs also prevail due to the industrial development, which lead to the change of location of fishing for the fishermen. The fishermen communities are required to migrate to the sea bank and reside their until fishing season, the add-ons to the set-backs are prior mentioned i.e. fishing technique, lack of infrastructure required for fishing and access to market opportunities. The fishermen fall in three categories- the Pagadiya fishermen who are foot fishermen and fish on the banks and they are the poorest, then come the Khalasi who work as a labor and assist the fishermen who owns the boat, the earning of Khalasi is based on the daily wages fixed for labour, the highest earning fishermen is the one owning boat. The intervention area of Swadeep consist of Pagadiya fishermen the highest. The pagadiyas spend approximately 10 days in tying the nets on the banks and that gets them the catch of 2-5 kgs. The Khalasi's migrate to places for earning labour while the boat owners go where they expect the highest catch. The hinderances occur majorly due to the financial dealings fishermen do, they fix the wage with the retailer before the season begins and take the loan, so even though the market rate of the catch is higher, they earn whatever is fixed prior however, they can't compromise on loan as they need money to for daily living in the off season and for their religious functions and marriages. This situation prevails because of lack of financial literacy and lack of awareness about market functioning. The poor conditions of fishermen community also cause issues in accessing healthcare and proper education. The lack of avail of government schemes under department of fisheries also contribute to the poor lifestyle.



## D. Rural Infrastructure Development

A good infrastructure not only provides the comfort but also it visually makes a very positive effect in individual. Swadeep has worked in this area for the betterment of villages, schools, Anganwadis and hostels also. Because, everyone deserves a little comfort and massive happiness level!

1. School infrastructure: The appearance of school is one of the major things that attract children towards school. Who would not love a school at first sight which looks like it is made by keeping only children at focus? Swadeep is having a vast experience of transforming the appearance of building and developing a child-friendly playground. We lay a special emphasis on providing playground equipment (indoor and outdoor), school library and beautification of school grounds including painting work, plantation of trees and much more. The project is currently implemented in 29 schools of Rajula taluka in Amreli district of Gujarat.
2. Swadeep has also raised a helping hand for intellectual and implementation support for the development of some user specific infrastructure and educational facilities for Bhavnagar Railway School. The Bedding facility was provided for the school hostel with capacity of 100 children.
3. Beautification of Anganwadi: Painting the walls of Anganwadi centre with educational content which is not just visually beautiful but it also helps children grab the basic academic level of their age. Till the date, we have well-provided a beauty touch to Anganwadi centres with the drawings of basic learning topics like vegetables, flowers, fruits, vehicles, animals, colours, shapes, numbers, alphabets, etc. The experience of seeing the favourite cartoon character on the wall of their learning place makes children more comfortable in the building.
4. Installation of Solar Street Lights: Swadeep does not stop working only for the educational buildings. We also provide the solutions for infrastructure development for community with always keeping environment at the first priority. Under a project, the successful Installation of solar street lights is completed in the interior villages of Rajula taluka. We also hold the expertise and would surely love to work for the development of roads, Panchayats and installation of solar lights to better serve the community.

## E. Disaster Management

When nature shows its destructive side in India and especially in Gujarat, Swadeep strongly count it as a duty to serve the humankind; who might have lost their everything in fraction of seconds or have suffered for the days. Swadeep believe to be at the site which has faced the calamity to serve the society socially, physically, mentally, emotionally and economically. Swadeep always takes this kind of situation at priority to share one's sorrows and help all the lives in any possible way. Director and Senior team members of Swadeep are having great experience of work in following disasters;

- Kutch earthquake- 2001
- Kashmir earthquake- 2005
- Nagapattanam Tsunami - 2004
- Surat & Navsari flood- 2006
- Koshi flood, Bihar - 2008
- COVID-19 Pandemic - 2020
- Tauktae cyclone – 2021

Apart from this, Swadeep has been activity working in the underserviced areas during latest calamities Gujarat and U/T Dadra Nagar Haveli has faced in lastsome years. These activities were performed with the support of some social groups and individuals. The major highlights of work are as below;

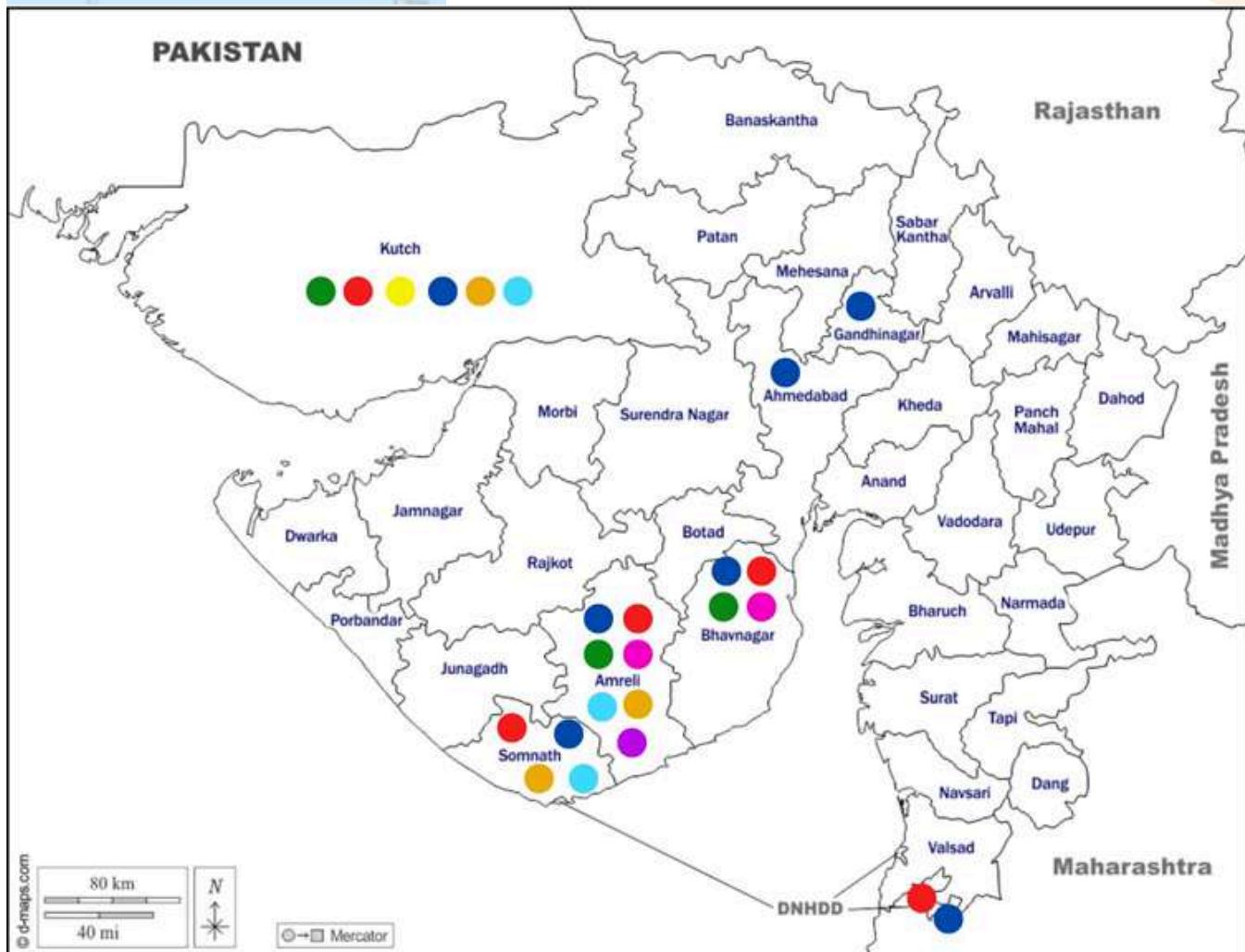
- During COVID -19, 32,000 masks distributed in 5 districts of Gujarat and U/T Dadra Nagar Haveli
- 6000 educational kits were distributed by collaboration with Sesame Workshop India during COVID-19 lockdown
- COVID-19 Awareness work and ration kit distributions in rural areas of Gujarat.
- Workshops for better mental health for community.
- Tauktae Cyclone: 1. 3,000 ration kits were distributed in the majorly affected areas of Rajula taluka of Amreli District.
- 500 solar lights, 150 tarpaulin and 50 full-fledged kitchen kits were provided to the needy ones.

### References:

- <https://www.ncbi.nlm.nih.gov/books/NBK310550/>
- [https://wcd.nic.in/sites/default/files/national\\_ecce\\_curr\\_framework\\_final\\_03022014%20%282%29\\_1.pdf](https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf)
- <https://www.unicef.org/india/what-we-do/early-childhood-development>

# Thematic and Geographic Areas of Work

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- Early Childhood development & Education
- Primary School Intervention
- Secondary School Intervention
- High School Intervention

- Empowering Adolescent Girls
- Health
- Adult Literacy Program
- Livelihood- Fisheries

 **APM TERMINALS**

**Gyanjyot Project**

**SPARK Project**



**Vidhyajyot Project**



**Gyandeep Project**



**Learning & Migration Program (LAMP)**



**LAMP Project**

**Dental Hygiene Awareness Program**

**Dr. Nammy Patel**

**Dental Hygiene Awareness Program**



**Balsarthi Project**



**Sagarbandhu Project**



**Co-curricular, Special Coaching & Scholarship Project**



बामर लॉरी एण्ड कं. लिमिटेड  
Balmer Lawrie & Co. Ltd.

**Swachch Bharat Project**

## Government Convergence

The meetings and visits are made to TPO, CRC, BRC, School Authorities, CDPO, Health officer, PHC and department authorities with the purpose of seeking permissions and updating on project interventions.



## Framework of Interventions

The majority of Swadeep's project are developed with the aim to uplift and empower the ecosystem of education in the village.

The intervention activities are curated in a way that it seeks the participation of stakeholders associated with education are conducted to encourage their efficacy for creating a healthy educational environment for children along with the direct interventions with children. The belief underlying the curation of interventions is that 'the child's development is influenced by holistic environment consisting of Anganwadi worker & helper, School Teachers, Parents and an aware and active community members viz. PRI (Panchayat Raj), SMC (School Management Committee) and Villagers that emphasis the maintenance of an environment for a child to learn and progress in an efficient manner in accordance to his/her age, learning patterns and learning stage'. Additionally, adolescent girls are covered with a focus on the role girl and women hold being a part of family and a future mother.

The interventions that are conducted directly with children varies at ICDS, Primary School and High school based on the child's developmental stage and project objectives however, there are common aspects of the project as conducting fun with learning, module-based activities, library sessions, balmelas and summer-winter camps for children to cultivate and further have their interest intact in studies. The interventions with children vary grade wise and are also subject to shortlisted students based on their learning levels based on their assessment in certain projects. Unlike urban set-ups, rural children are deprived of required exposure therefore the interventions are curated keeping in mind the provision of exposure to a child for him/her to be able to gain insight of his/her talent and interest and even for facilitator to realise the weaknesses-strength of the child and accordingly frame a strategic scope of work.

The third part of the work structure is of resource provision for a child to have required resources to support his/her learning process to reach the required progress. The resources are curated based on the child's learning level and age to fill the gap of child's present learning level and the expected learning level of the child based on his age and grade. For the Anganwadi, the pedagogy driven learning toys are provided and at school level, the Teaching learning Materials, Library Books, Materials appropriate for teacher to facilitate learnings are provided.

Hence, with the aim to provide a child with conducive environment of learning is envisioned with three pillars that help develop child's interest in learning, empower the supporting members for a child to have strong foundation and enable the child to progress with required resources. Herewith, is the detailed description of interventions covered in majority of Swadeep's project centred on educational upliftment is presented;



# Stakeholder Engagement and Capacity Building

## a. Parent's Home Visit

The Parents' Home Visits are done at periodic basis with the purpose to cultivate a rapport with parents and to understand the situation of child's lifestyle to be able to make them appropriate suggestions helpful to the family to secure a better life. The topics covered in home visits were about the child's regularity, his/her progress, his/her good habits, talent and interest areas, applicable government schemes and project updates. The home visits help in the sensitization part which is major factor for behavioural change, it makes parents feel that someone else is concerned for their child and they should too equally participate in the child's educational well-being. The visits also help in understanding the child's home environment and its impact on the his/her learning outcomes, hence, formulation of activities based on the child's requirement is also grasped through the parents' home visits.

## b. Parent's Meeting

The Parent's Meeting is done with the purpose to facilitate topics that are applicable to all the parents and community members, to mentions, how education helps in not only securing better job and pay but also work efficiently on farming, animal husbandry, harmful effects of tobacco/smoking, fights in house and its influence on child, how interwoven is community customs and child's education etc. The updates of projects and resources provided to children in class are also showcased during parent's meeting.



### c. Anganwadi Worker Meeting

The Anganwadi Worker Training is done with the purpose to impart the Anganwadi worker the efficiency to conduct varied pedagogy focused activities with children, the challenge faced by Anganwadi worker is the paper work and balancing all the children together, hence, through the meetings, they are made aware of the child's behaviors and developmental stages and how they can be engaged in an activity. The Anganwadi worker are engaged in activities themselves for them to learn how to conduct the same with children, as in the colour and print work is done with Anganwadi worker and are suggested to the same with children. The topics of Storytelling, Action song (Abhinay Geet), Balgeet, Creative activities and its importance are delivered to Anganwadi workers. Additionally, the workers are also assisted with creating a planning of activities of the month for them to have a schedule to follow.

### d. Anganwadi Helper Meeting

The Anganwadi Helper Training is conducted with the purpose that development in child cannot alone be facilitated through activities, a balance of nutrition, cleanliness in self and clean environment is equally important for child's development. The Anganwadi helpers are made aware of how nutrition and cleanliness lead to child's efficient participation in learning process, further, the helpers are also engaged in basic activities, songs and stories so that can engage children when Anganwadi workers are occupied in other tasks and are unable to attend the children.



The activities are framed in a way that each child can participate, feel involved throughout the learning process for which necessary tools are also used. The learning patterns and learning level of the children are catered through the activities. The planning of activities is done in a strategic manner keeping in consciousness, the rural cycle as in what activities to be done on seasonal basis and in the case of migration of children for each child to seek the deserved benefit through project interventions. At ICDS centres, the Balmitras (Education Facilitators) visit Anganwadi on periodic basis and conduct activities with Anganwadi children based on the monthly themes prepared by ICDS. The purpose of this is to provide the child with age- appropriate activity exposure that help facilitate development.



Another, is that Anganwadi workers can also learn by observing and participating with the Balmitra, it works as indirect capacity building for Anganwadi workers wherein they get an insight into what activities can be done with children and moreover how. Hence, the visit to Anganwadi helps in providing child an environment to cultivate his/her gross and fine motor skills and cultivate a level for school readiness. The school readiness assessment is conducted in some projects wherein the assessment tool is prepared based on curriculum and grading is given to the child based on it.

The children are supported through extra classes in schools with the concept of 'Fun with Learning' for mathematics and language addressed as LRC Class (Learning Resource Centre). The children are engaged in different games in groups and at individual levels and the learnings are facilitated. The initiation of these LRC classes happen with the baseline assessment, the children who score low in the baseline assessment are shortlisted and are enrolled under LRC class. The timely assessment is also considered on a yearly basis to monitor the progress made by the child and to identify the challenges faced by any child during the learning process through the additional classes conducted through project interventions. The activities with primary and high school children are based on Mojila Shikshan Module, wherein the activities are done in a way that helps child memorise. The module is in sync with the syllabus and the activities are framed based on the topics therefore engaging the child in activities help them gain interest in reading the syllabus chapter as well, for illustration, a history lesson in Social Science is presented as an engaging story for children. Further, the Balmela is conducted in schools wherein children engage in different creative activities and games based on their grades, this helps children engage in studies better. The days are celebrated in schools wherein children are provided with information underlying those days which help increase their general knowledge.



## Resource Provision at ICDS and School Level



The resources are necessary as it work as supportive toll for any activity to be undertaken. The resources provided are in accordance to the requirement and assurance of utilization by the stakeholder for it to serve the purpose it carries. The resources are provided to each stakeholder at individual level and at institutional level as per the requirement and utilization purpose. In ICDS centres the educational toys, informative charts, pictorial story charts, small black slats and chalks, cleanliness kit are provided with the focus on child gross and fine motor skills thereby cognitive development, in schools- Sports kit, NMMS books, Schools bags and Stationary kits are provided, Story book, Charts, Supportive books based on subject- for English, Science, Mathematics etc., TLMs and more. The adolescent girls are given Sanitary napkins. Thus, based on the needs, resources are provided to the concerned stakeholder.

Thus, the standard structured interventions which are majorly common in Swadeep's projects are listed above, however, the additional interventions are framed based on the demands of supporting organisations, project objectives and target beneficiaries. The focus of all the interventions is to provide children with a conducive environment wherein he/she can flourish to his/her maximum ability and to empower the ecosystem of education to offer a wide range for a child to flourish.



## Glimpse of Projects and its Interventions

### 1. Gyanjot Project

The area of work is marginally poor because of unfavourable geographical conditions, the villages are located on coastal front wherein the farming doesn't suit and the fisheries work is taken up by few sections of people. The area also faces wildest consequences of climate adversities, majorly floods. Therefore, the larger section of community members is engaged in labour work in farms or salt pans. The accessibility is also the major concern for the intervention areas and the proportion of migration is at the larger scale. The people are blinded by orthodox and superstitious practices to an extent that even though they are having the finance provision they would opt for spending it in celebration and show off and not on the actual needs. The belief is rigid thereby raising a challenge to uplift the lifestyle that is healthy and secure, hence, the key to break the unfruitful norms is education at all levels in the community which frames the core focus of the project; "Eradicating poverty by enhancing the education level and behavioural change among the community members." The Gyanjot project was operational in total 6 villages of Rajula block and Jafrabad block namely- Ramapara -2, (Divalo & Padar). Bherai, (Devapara & Thavi). Shiyalbet, Kadiyali, Pipavav, Kumbhariya and respectively covering 24000 human populations. The coverage of 15 ICDS Centre, 9 Primary Schools and 3 High School was done through different interventions during the financial year of 2023-2024 with the support of APM terminal, Pipavav Port.

The objectives of the project are here under;

- Enhancing children's self-confidence and self-esteem by providing quality education, thus preparing them for the future and ensuring increased access to primary learning institutions.
- Cultivating an environment conducive to learning by raising awareness about safety, educational rights, and constitutional provisions, and by nurturing the intellectual development of every child.
- Encouraging girls' education through initiatives such as gender sensitization, digital literacy, financial education, and programs tailored to adolescent needs.
- Enhancing students' physical and mental capabilities through engagement in various sports activities and the development of reading and writing skills.



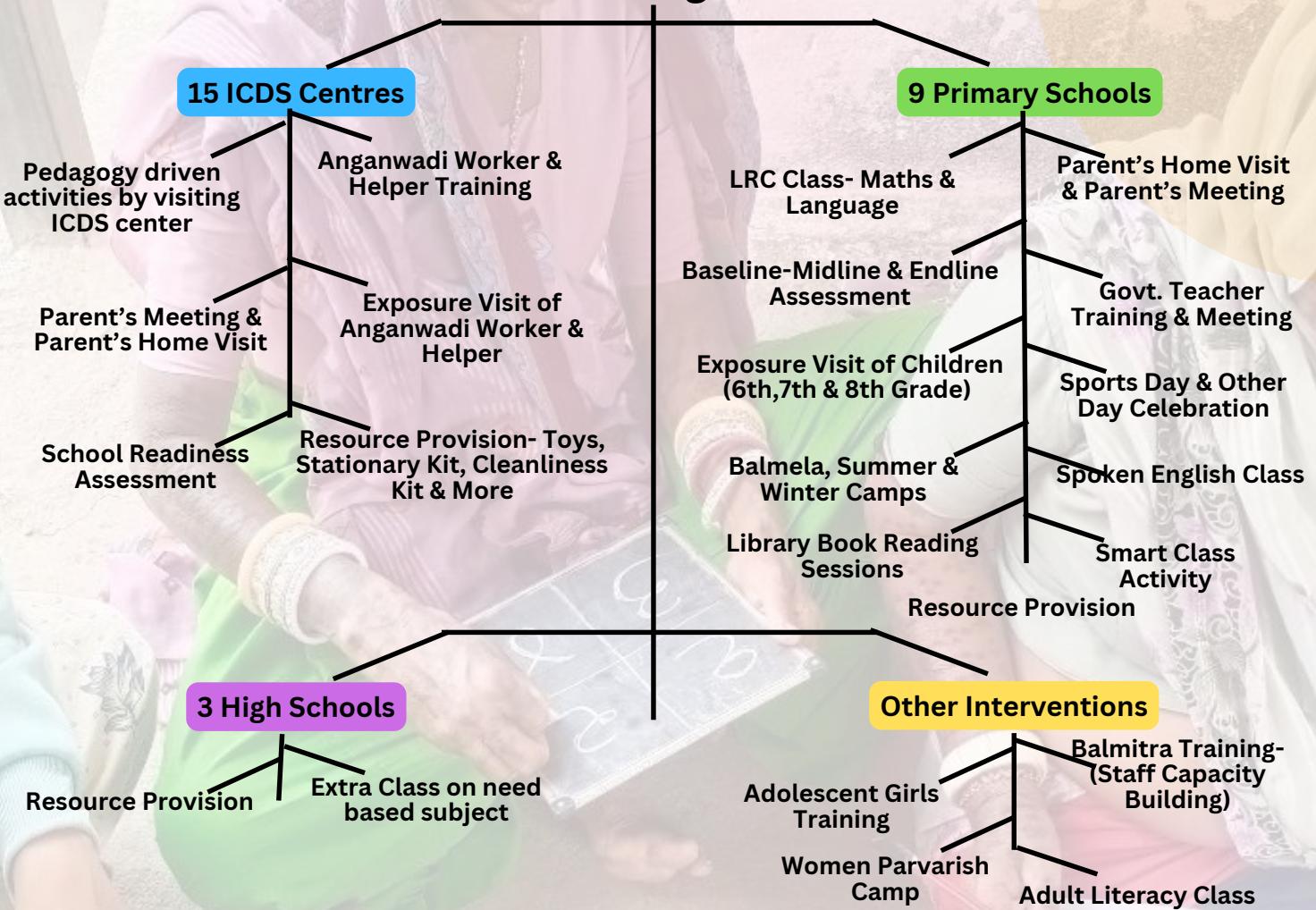
The activities of Gyanjyot project are in context of interventions described in 'structure of work segment' are hereby presented;

## Gyanjyot Project

**1 District**

**2 Blocks**

**6 Villages**



The Gijubhai Balmitras ('Education Facilitators' addressed as Gijubhai Balmitras inspired from renowned educationist Gijubhai Badheka) are teachers deployed in target ICDS centres, primary and high schools, they conduct age-appropriate curriculum driven activities with Anganwadi children, LRC class and activities from Mojila Shikshan Module oriented class with 6th, 7th & 8th grade students in primary and high school children, their trainings and workshops are conducted on one- or two-day basis. Their training consists of learning about different TLMs, DIY materials and activities based on skits, songs and stories, the activities are explained in details and also done on practically basis to make sure, the gijubhai balmitras have grasped the activity thoroughly and will be doing it with children. Throughout the year, monthly meetings are conducted with balmitras to conduct the review of preceding month and make a planning of succeeding month and training session are conducted on bimonthly or quarterly basis. Further

Further on regular basis, the parents' home visits are done where the issues of irregularity, child's performance and project activities are updated and at intervals the parents meeting is conducted that helps enlighten parents about how to offer the child an environment to perform as per the best of his/her ability and what present situations are hindering the same and further how the hinderance has to be solved through active community efforts. The special events are done with the purpose to provide an exposure to the rural children which they are deprived off unlike urban children whose parents have an accessibility, resources and knowledge about what to do for a child and how it shall help the child. Considering the situation of lack of accessibility, resources and knowledge, the project aims to create an environment where children get an exposure to learn new things which includes, the Balmela, Summer and Winter Camp activities are curated in a way that a child gets to participate in different activities and this also helps the facilitator identify what is the interest area of child, what he/she can do well and where the child is lagging. The children also get the learn new things and exposure to new experiences that apart from academic and co-curricular learning, help enhance social, emotional skills, skills to work in team, problem solving ability, rational skills and overall cognitive ability.

The activities in these camps are on making ideal village from available natural resources, making clay items, creative things from leaves, outdoor games, documentary screening and more. The Smart classes are put up in the target schools with the help of organisational support that helps child learn efficiently in an audio-visual manner. The smart classes also help teachers to deliver the lessons to children in an efficient manner. The Library Reading Sessions are done with the purpose to cultivate an interest in reading which result in better vocabulary and sentence making skills verbally and non-verbally. The children are provided with their level of books and in the concluding session they are asked to share their insights from the book. The Spoken English classes were initiated in schools wherein children get to do basic grammar and sentence formation exercises that shall help them learn their curriculum lessons in an efficient way, the worksheets and modules were prepared considering the child's level of grasping and interest. The Career Guidance sessions are conducted with high school children for them to gain a direction to study further and not go with the societal pressure, this is also to make child aware enough to make a decision pertaining to his/her interest, lifestyle and future interest and also learn to make financial availability for the same with the help of government schemes.



The Sports Day is organised at inter-village level wherein the children of all grades participate in age-appropriate sports, the sports materials are provided to schools through organisational support and teacher's meeting is done in presence of CRC and BRC members to fix the sports day in terms of number of participants, number of games and which, rules and regulations of the games and assigning of responsibilities to teachers. Then the prizes are distributed to children based on the performance, the child's who holds the potential to go ahead in the line of sports is identified and parents are met to discuss what all the child can do in the line of sports and the child is also motivated and guided to participate in higher level tournaments.



At the stakeholder level, the Government Teacher Training is conducted with a purpose to work hand-in-hand for provision of quality education to children. The training part consist of sharing the difficulties in delivering the quality education to children at children's and community level, further, the potential solutions are discussed and teachers are presented with the materials used for teaching received through project and how those materials and its correct process help in facilitating quality education to children. The teachers are also presented with the data work done through project that is baseline, midline and endline exams in order to justify the progress made by children through an assessment medium framed as a part of project intervention. The teachers are also asked for feedbacks and suggestions to work for children's betterment and support required through project interventions. The Exposure Visit is curated for Anganwadi workers and helper staff for them to receive knowledge about the set-up and children they are working with so that they can upscale themselves by witnessing and learning about it.



The girls are vulnerable in their adolescent stage because they undergo varied hormonal changes and along with physical changes, mental changes in the external environment also take place, therefore the Adolescent Girls Awareness is necessary in order to create a secure and protective environment for themselves. It is also with the purpose to raise a woman from a girl who is responsible and aware in terms of how an ideal family is and what contribution should a female do to uplift the family through education. The awareness topics include, why-how-what should be done during menstruation cycle, nutritious diet, career guidance as a lot of girls in rural areas are drop-out due to multiple factors hence, how and what importance it holds to complete the education is also explained, what diseases is a woman body prone too is also covered. At last, the sanitary pads are distributed. Connected activity to Adolescent girls session is the Parvarish for Girls & Women that is a 2 days initiative to provide girls with knowledge on their own well-being i.e. on nutrition, hormonal changes in body, menstrual cycle, career-oriented dialogue, fun activities are done with girls in more sensitizing manner. These issues are discussed in a very sensitive and relatable manner because a girls' life in rural areas is restrained with a lot of factors, hence, the topics are facilitated through games, tasks and group activities, for girls to feel the comfort zone to express and perceive. Another initiative at community level where the Adult Literacy Classes are run for women in the night time, it is with the purpose to facilitate basic numeracy and literacy skills in women to be able to facilitate and participate in child's studies. The numeracy and literacy lessons are taught with the help of TLMs where the women learn practically and efficiently. Hence, with the aim to uplift community to secure future generations' educational aspect, the parent's home visit, meetings and adult literacy classes are conducted.



"Due to Gyanjyot project by APM Terminal, Gujrat Pipavav port, many changes can be observed in school and at community level. Positive attitude towards education is developed in children due to LRC class activities. My child now regularly spend time in educational activities after school time and his screen time on mobile phone is also reduced thanks to efforts of Gijubhai Balmitra. We are very thankful of APM terminals for their efforts." -Famidaben Bloch, Parent, Bherai.

"Under the project Gyanjyot, APM terminals provided additional teachers: Gijubhai Balmitra, are conducting LRC classes for students who required extra support and teaching them reading, writing, basic math, along with various extra-curricular activities at school level. This has resulted into improvement in knowledge and understanding of students. Regular parents' visits are also conducted" -Raningbhai Vagh, SMC member, primary school, Rampara-2

## 2. Spark Project

Mathematics and science are commonly identified as the least favored subjects among school-going children, posing challenges both in learning and teaching. This issue is particularly pronounced in rural government schools, where limited exposure and resources exacerbate the difficulty of imparting these subjects effectively. The practical aspects of science and mathematics often take a backseat, leaving students with a superficial understanding rooted solely in theoretical knowledge. Despite the presence of laboratory equipment, constraints such as resource scarcity and inadequate teacher training result in their underutilization, depriving students of valuable hands-on learning experiences.



Furthermore, the reluctance of teachers to actively engage in science fairs, designed to promote experiential learning, further widens this gap. According to a survey of 2014 undertaken Unified District Information System on Education (UDISE) and data analyzed by the Delhi-based National University for Educational Administration and Planning (NUEPA). More than three-quarters of schools in the country do not have fully equipped science laboratories for students in classes 11 and 12, a survey of 2.4 lakh secondary and senior secondary schools has found. For classes 9 and 10, where an integrated science module is taught to students, over 58% of schools don't have the requisite lab. [1] More such disheartening reports and surveys are easy to find that shows that current scenario is not improved much. [2][3] The essence of learning science extends beyond the confines of textbooks, encompassing the development of scientific temperament, curiosity, and creativity inherent in every child. Recognizing these challenges and the urgent need to address them, the SPARK Project was initiated in year 2021-2022. Funded by GPL APMC Terminal, SPARK aims to bridge the gap in science and mathematics education by providing practical, hands-on learning experiences to economically disadvantaged government school children. By fostering curiosity, nurturing creativity, and supplementing the existing curriculum, the project endeavors to empower both students and teachers, paving the way for a more engaging and impactful learning environment. Through strategic interventions and collaborative efforts, SPARK strives to ignite a passion for learning, ensuring a brighter future for the youth of our nation. There were 6 Primary School children and teachers benefitted with this Project from Rajula and Jafrabad Block of Amreli District.

1. Rampara - 2 Primary School (Padar & Divlo area)
2. Bherai Primary School (Thavi area)
3. Shiyalbet Primary School
4. Kadiyali Primary School
5. Devpara Primary School
6. Pipavav Dham Primary School

Other 25 Schools were being visited quarterly with science awareness activities. Hence, total 31 schools are covered through SPARK Project from 23 villages.

[1]

[2] <https://indianexpress.com/article/cities/chandigarh/govt-schools-lack-sufficient-science-laboratories-computers-libraries-books-ncert-survey/>

[3] <https://indianexpress.com/article/cities/chandigarh/govt-schools-lack-sufficient-science-laboratories-computers-libraries-books-ncert-survey/>

The objectives of the project are;

- Increasing Exposure to Practical Education: Our primary objective is to enhance the exposure of practical, hands-on Science and mathematics education among economically disadvantaged government school children.
- Fostering Curiosity and Creativity: We aim to spark curiosity, nurture creativity, and foster leadership qualities among underprivileged school children.
- Supplementing School Curriculum: Our project seeks to supplement the Government School system by providing experiential science learning activities linked to the school syllabus.
- Teacher Training: We are dedicated to training teachers from government schools in hands-on pedagogy to enhance the quality of education delivery.
- Peer-to-Peer Learning: Introducing a peer-to-peer teaching/learning methodology to encourage collaborative learning environments.

The execution of these objectives is facilitated through a 'Mobile Science Van' equipped with instruments and materials specifically designed for conducting science and math activities suitable for primary school children. The van visits schools at regular intervals, with two dedicated science facilitators accompanying it to ensure the successful execution of the project. This initiative not only enriches the educational experience of students but also empowers teachers with innovative teaching methodologies, ultimately contributing to a more vibrant and engaging learning environment in government schools.

Major Activities under the project;

### SPARK Project

**1 District**

**2 Blocks**

**23 Villages**

**6 Core Schools- Weekly Visits**

**26 Other Schools- Three Visits to Each School in a Year**

Govt. Teacher Meeting & Training

Summer Camp and Winter Camp in School

Night Sky & Star Gazing Activity

Exposure Visit to Regional Science Center of Lokbharti Sanosra

Cluster Level Science Fair wherein 6 target schools participated

Block Level Science, Maths & environment Fair wherein 5 schools were selected from Cluster Level

Science and Mathematics Day Celebration

Library Book Reading Sessions on Subject of Science and Environment

Baseline & Endline Assessment

DIY Activities

Science and Nature Club





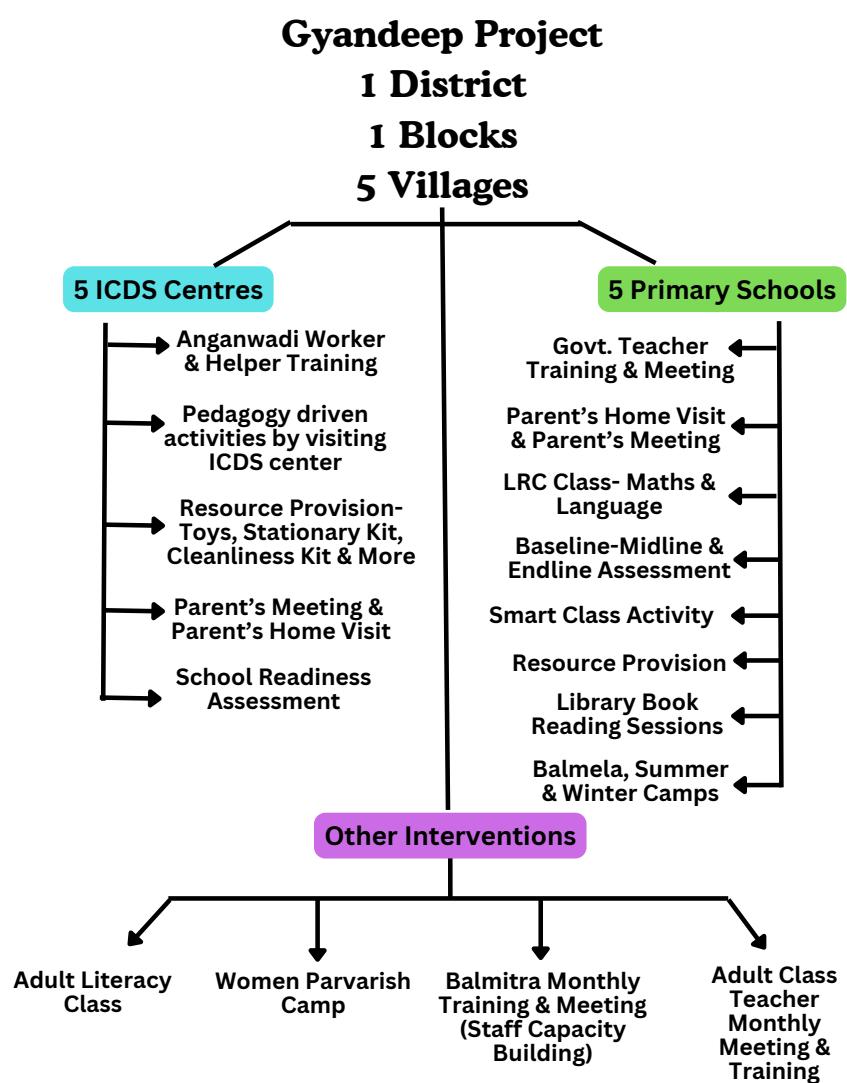
As the project operates in 31 schools, 6 core schools are visited on weekly basis and 25 other schools are targeted to visit thrice in a year. The activities for 6 core schools are curated in accordance to the syllabus/curriculum, the practical experiments, DIY techniques, puzzles on logical reasoning are utilized to facilitate learning on the subject of science and mathematics. In the other 25 schools, the DIY activities, fun activities on science and maths are conducted for children to develop an inclination through relatability towards the learning of science and maths subjects which otherwise they shall not look forward too. The celebration of World Science Day and World Mathematics Day is done by displaying subject related tools and encouraging children to participate by providing them the guidance to create something on the curriculum-based topics which helps the child in developing interest and understanding towards the topic of science and mathematics. The library reading sessions are organised for children to develop the interest and knowledge towards the wide topics of science as in the general scenario hardly the rural areas have the books on the topics and children address it as very hard, hence the curiosity factor in child is also faded so organising library session help in boosting the curiosity of the child and thereby engage them in the learning process of science and mathematics. Alongside, few target schools also have the Science and Nature Clubs where children are supported for incorporating their innovative ideas that are in favour is environmental concerns. The Night activity of Sky and Star gazing is organised in villages where the children are shown the solar objects through telescope and the zodiac patterns and its connections with seasons is explained, in this activity the villagers often participate which supports the organisational efforts as they get aware of interventions conducted under project and how it helps their village children in a similar manner as that of urban areas. To monitor the children's grasp over the subjects and activities, the baseline assessment that highlights the prior condition of children and endline that highlights the progress children have made post project activity interventions. The government teacher trainings, meetings and exposure are curated in the way that the teachers can provide their inputs and challenges and further seek the potential solution or pathway to curb the setbacks so that the organisational support can be enhanced and the concerns covered under the project objectives can be worked upon. The meeting with teacher also involves data-oriented discussion collected through baseline and endline assessment as it lays as a proof and quantitative tool to access the situation in reality and further assist in developing strategies for teaching children. In the year 2023-2024, six core schools were shortlisted for presentation at Cluster Level Science Fair and it was the very first time the schools had gotten chance, further in five school's students were selected for Block Level Science Fair. This opportunity turned positive through organisational support and it was a profound exposure for the students as they got to compete and also present themselves in a larger setup.

*"During the summer camp, the science van from project SPARK of APM Terminals Gujarat Pipavav Port came to our school. At night, very interesting sky gazing activity was conducted with children and villagers. Moon and Venus were shown through a telescope after giving information about celestial objects in the projector. The youth of the village also joined the program. Overall, the program was successful. Many thanks to the APM Terminals Gujarat Pipavav Port for providing our school with the benefit of such enlightening programs." - Dulabhai Kalsariya, Principal, Devpara Primary School*

### 3. Gyandep Project

The project has been created with the aim of changing the quality of education among the community members and emphasizing on behavioural change to make the population aware and empowered through literacy enhancement. This project has been implemented in Rajula Taluka of Amreli District. The target area of this project has the average literacy rate of 65% and is blinded by the orthodox patterns that hampers the educational, health, farming and overall lifestyle of the community. The customs are so rigid that the girl child is not allowed to study beyond 8th grade, the mindset of treating diseases through religious practices, child marriages, laaj tradition (covering face through veil) and addiction highly prevail in the area. Hence, the educational upliftment is concerned to break the orthodox patterns and bring awareness in the perception of community about how things should be approached in a practical and efficient manner whilst certain customs are more harming than the other practical alternatives. The project will undertake specific result-oriented initiatives at School level, ICDS level and Community level to improve the state of education in the region. 5 villages, schools and anganwadis are the targets for this project- Vad, Bachadar, Uchaiya, Chatadiya & Ningala.

The major activities are as below:





The activities of the project involve interventions in Anganwadi, Schools and at Community Level for covering the society as whole and bringing awareness at all levels for bringing a behavioural change and breaking patterns. The ICDS centres are visited by the Balmiras (Education facilitators) on periodic basis, the Anganwadi worker and helper trainings are conducted on monthly and quarterly basis wherein they are trained on different activities that help in creating a happy environment for child, toys and other materials for children, parents meeting and home visits to sensitize them towards importance of ICDS centre and school readiness assessment to map the child's learning level and capacity.

The supporting interventions in school are managing Smart Class operations that serve efficiently in facing the challenges arising in rural areas as that of vacancy of teachers, keeping the child engaged, providing exposure and more, Library reading sessions provide the children with reading exposure which is linguistic knowledge enhancing as well as cultivating patience and stillness in a child, fun and creative activities are conducted under Balmela, Summer and Winter Camps viz. preparing items from clay, paper balls and paper, craft work, games that focus on team performance, problem solving and more and Resource Provision which is subjective to the set-up as well as child's demand and necessity.

The other activities include Staff capacity building and Adult Literacy class for women and Women Parvarish Camp to empower the women in the community so that they can efficiently contribute rather participate as mothers or elder in the child's educational aspects. The Adolescent Girls Trainings were also conducted wherein the girls were explained about the changes body go through at the adolescence age and in that regard, what care and concerns should be kept in mind physically and mentally as in eating balanced diet, keeping the cleanliness, safety measures and the girls were also provided with sanitary pads. The parent's meeting and home visits are to strengthen the rapport with the community for them to enable the grasping of the information provided through the project team, the meetings are facilitated on the topics related to the concerns of villages and its impact on the child's education. The meetings are conducted in simple, relatable, light and activity-oriented manner for rural people to understand and implicate it in their daily routine thereby favouring the child's education.

This all interventions are in order to the setbacks prevailing in the target area and beneficiary's lifestyle.



## Case Study: "Raising the flame of Awareness"



**Name: Solanki Kailash Ben**

**Family members: 6**

**Occupation: Labor**

**Village: Ningala**

One of the children of Kailashben enrolled in 1st Grade this year and he received all of the above materials about which Kailashben is extremely happy. Her other 3 children were a part of LRC class that used to operate from morning 9:00 am till 11:00 am, and Kailashben is happy to know that her children who couldn't read, write or count properly have now started doing better through the scores in exams. Additionally, Kailashben has become very aware about her children's education and the reason behind is parent's home visits by Gijubhai Balmitra. Kailashben states that she used to have addiction but post attending parent's meeting, women parvarish camp (women's education camp) she realized how parent's influence the child and as a responsible parent they should take care of their health and children's health and increase the savings to make the future secure. She believes that the Gyandeep project intervention has brought many positive changes in their lifestyle as in she is now addiction free and has increased savings, her children have gained interest in studies for which she expresses an heartfelt gratitude to PRCL and Swadeep and wishes that the progress of each rural based family.

## Case Study- "Relighting the fading lamp- cultivating interest in studying"

**Baldhiya Manish Malabhai**

**Family Occupation: Farming and Animal Husbandry**

**Grade 4**

**School: Chatadiya Primary School**

Manish's family resides in Lunaspur village while he lives with his maternal aunt and uncle in Chatadiya village. Back in Lunaspur, Manish has a family of 5 members- parents and a brother and a sister with major source of income from Farming and Animal husbandry.

In terms of education, Manish was irregular in school and used to speak very less in the class. When he was enrolled in LRC class, he used to deny to come for the classes and was more interested and driven to play video games in mobile and outdoor activities. He was completely uninterested in Mathematics and was weak in linguistic activities.

To work on the same, attempts were made to engage him the activities that he preferred and was praised for the same as he was shy. Steadily, he was engaged in the activity of writing alphabets through clay, leaves etc., Story books, puzzles and other games. Manish's guardians were also visited and his brother was encouraged to sit with Manish and engage him in reading and writing or numeracy. This helped in generating Manish's interest in studies and he started coming regularly to school and his interest in mobile related activities decreased and participation in class activities increased. He is now able to speak confidently and can read, write and calculate efficiently. He likes reading stories, making clay toys and paper activity.



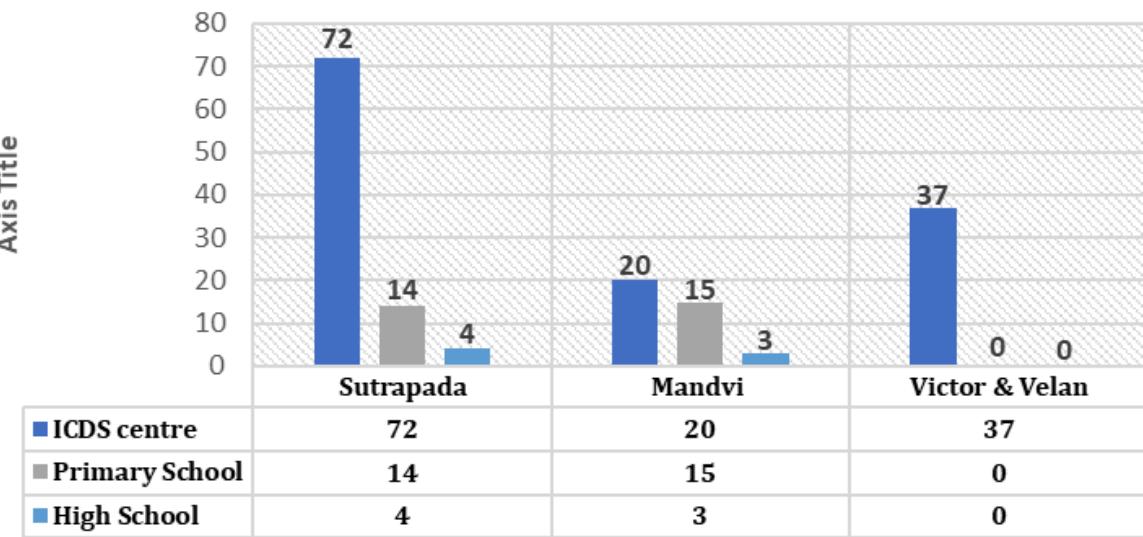
#### 4. Vidhyajyot Project

The cumulative locations of the project consist of three core areas of Vidhyajyot project in accordance to the work site of GHCL company (Gujarat Heavy Chemicals Ltd. Company). The primary objective of Project Vidhyajyot is to work with children across first three levels of education – pre-primary, primary, and secondary – by fostering collaboration with Anganwadi workers/helpers, teachers, and parents. Recognizing the pivotal roles these stakeholders play in the holistic development of children; the strategy aims to forge synergies among them to effectively advance the project's objectives;

- To decrease the dropout ratio in pre-primary schools by promoting the habit of going to pre-schools, better performance, and prevention of caring for younger siblings in the age group 3 to 5 years.
- To enhance the capacity of service providers (Anganwadi workers, Helper), improve the quality of nutrition, and emphasize improving the quality of education.
- The facilitate sessions in primary schools on the subject of mathematics and science in the 'fun with learning' manner for children to stay motivated to learn and understand thereby reducing drop outs from primary grades.
- To equip High schools with required tools and resources thereby working on the poor accessibility of resources for education in rural areas.

*The Vidhyajyot Project is operational at three locations covering 4 Districts, 7 blocks and 49 villages. The first site known as Sutrapada covers 3 blocks and 21 villages; the second, Mandvi site covers 1 block and 15 villages; the third site called as Victor & Velan covers 3 blocks and 13 villages.*

#### Intervention Institute Coverage



#### Location 1- Gir Somnath District

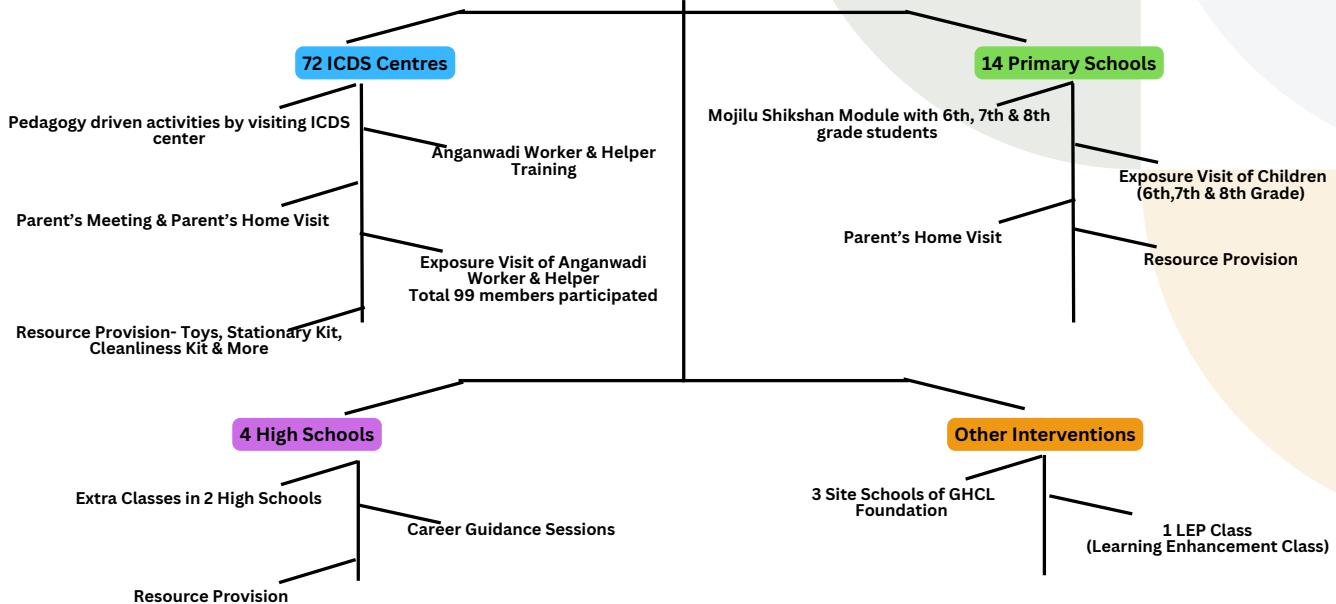
The 3 blocks are covered from one district, the villages are located on coastal belts wherein the population is consisting of communities are engaged in farming and labour work thereby migration also prevails in the area. Having similar demographic and geographic background of Gyanjyot and Gyandeep project, the Vidhyajyot project interventions at Sutrapada location includes visits to ICDS centres on periodic basis and the activities are conducted based on the themes provided in the curriculum, further in the project, the trainings are provided to Anganwadi worker and helper both in accordance to the concerns they should focus on in their work for providing the growth-oriented background to the child. The exposure visits are provided to anganwadi worker and helper which lays tremendous results in the project. The parental involvement is sought through parents' home visits and parents' meeting. To offer the conceptual learning to the child the 'Mojilu Shikshan module' is followed in primary schools for 6th,7th and 8th grade students along with exposure visits while in high schools the resources are provided based on the demands of school viz. additional teachers are deployed through the project intervention which helps in teaching the children on what they lack, computers are provided and more based on the requirement of the school. Other interventions are arranging career guidance seminars for high school children, supporting the site school of GHCL foundation and provision of resources at different levels based on the subjective needs.

## Vidhyajyot Project (Sutrapada)

1 District

3 Blocks

21 Villages



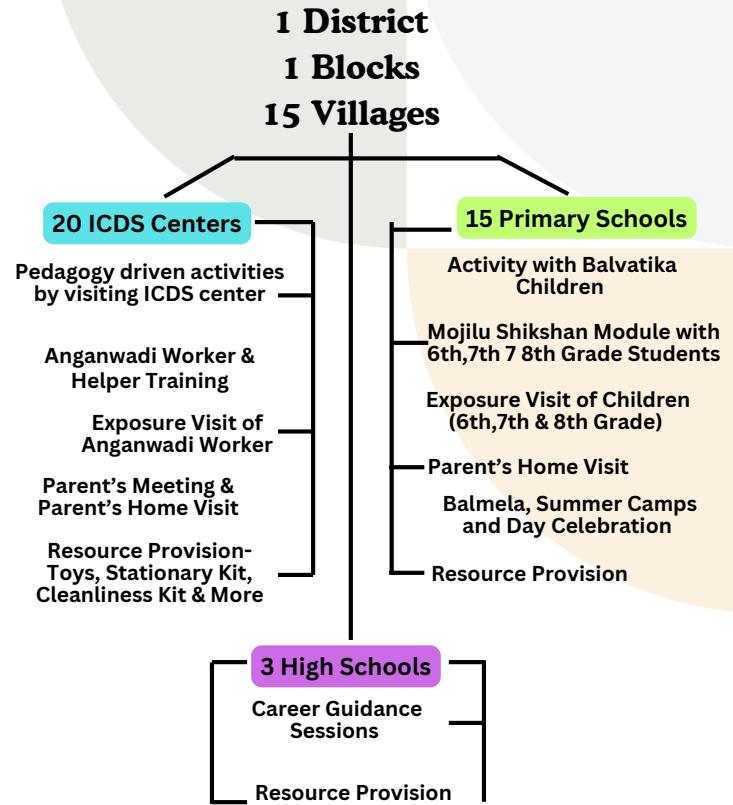
## Location 2- Kutch District

The intervention villages of Mandvi block in Kutch are challenged with lack of awareness about the educational aspect. Considering the earthquake in 2001, the villages of Kutch saw a lot of restored development with industries stepping in and with a push of tourism the communities in Kutch got the financial rise however the other aspects of lifestyle which need education for its upliftment are still in deprived state as in the strong belief in castes, early marriages, dropout rate of girls and boy in order to engage in earning sources from industries and tourism, also higher education of girls is a concern as the villages have less population of girls therefore, if the girl is alone, she doesn't pursue higher education as there is none to accompany, all these raise the need of educational awareness to preserve the warmth and beauty Kutch has to offer without being blinded by the modernized concept. These concerns are addressed on steady basis through constant interaction with parents and community members.

Considering the structure of work presented above, the Vidhyajyot project in Mandvi covers 20 ICDS centres wherein the focus is on regularity of children in Anganwadi, parents learning about the importance of pre-primary education, emphasizing on providing the healthy home environment to the child at home by restricting the utilization of mobile phones and doing other creative activities with vegetables, dough and other items in house and alongside capacity building of Anganwadi workers and helpers in order to make them capable to provide child the environment he/she requires.

The 15 Primary schools are covered wherein the activities are done with balvatika children similar way as that with Anganwadi children but a level higher for them to have strong platform for further studies. The 'Mojilu Shikshan Module' is covered in school with 6th, 7th & 8th grade students wherein science and mathematics subjects are taught in fun with learning manner, in link with the same, the Parents home visits are done and for keeping the children's interest engaged in the learning process the Balmela, Summer and Winter camps are done with children to push their creative, socials, emotional aspects and thereby get to explore different things. In 3 high schools are materials are provided to/for children based on the requirement to schools and Career Guidance seminar is organised for children to receive guidance for securing their future in a healthy way. With the interventions on quality education the resources are also provided at Anganwadi and School level which supports the facilitation of quality education.

## Vidhyajyot Project (Mandvi)



## Case Study- Building Brighter Horizons

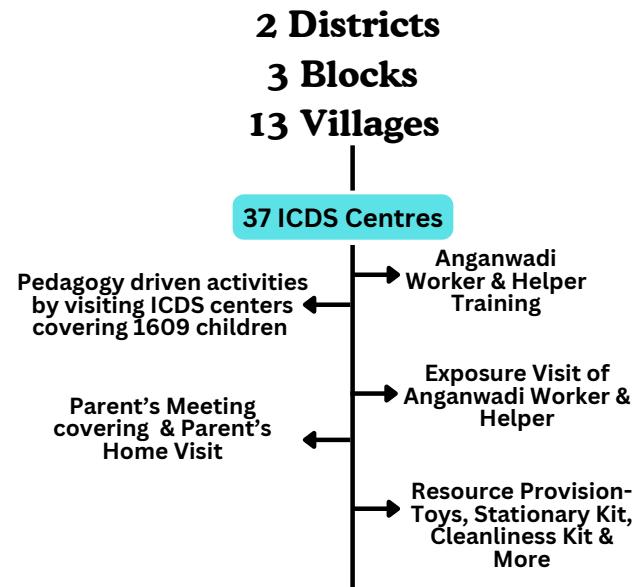


Bayath is a village situated 24 km from Mandvi, home to diverse communities such as Muslim, Mahesvari, Koli, Dataniya, and Kshatriya. The primary sources of income for the villagers are labor and farm work. The village has two anganwadi centers, a primary school, and a secondary school. Initially, the 50 children attending the anganwadi centers exhibited limited participation in activities and showed delayed communication skills, along with underdeveloped cognitive senses and fine motor skills. To address these challenges, the Vidhyajyot project was introduced, offering various activities at both the anganwadi and school levels. These activities were specifically designed to meet the developmental needs of the children, using positive reinforcement to motivate them to engage more fully. As a result, the children's involvement in activities significantly increased. Currently, these children are enrolled in Balvatika as part of the new education policy, and substantial improvements have been observed. The children now actively participate in activities, showing genuine enjoyment and eagerly awaiting the Vidhyajyot project staff to conduct further fun and engaging sessions. The benefits of the ongoing activities at both the anganwadi and Balvatika levels are evident in this group of children. Going forward, efforts will continue to provide additional support to this group while also working on replicating this success with more children in the village.

### Location 3- Amreli and Gir-Somnath District

The third location covers villages which are prone to higher migration rate as the villages are located very near to coastal belt so the employment opportunities and farming is limited. The literacy rate in the villages is also the lowest, few of the communities are engaged in fishing. However, fishing is limited to specific months and the returns on fishing are very limited so the villagers migrate for farming labour to the other villages which causes children to have a long break from Anganwadi and schools. The schools also face the issue of hardly any presence of children in school despite of seasonal hostel facility. Considering the situation the core focus is on Anganwadi children for the parents to understand that Anganwadi is more crucial compared to school as 70% of child's development happens in the age of 0-6 years. The focus is on the 37 Anganwadi's intervention wherein the pedagogy driven activities are conducted in Anganwadi, trainings of worker and helper and their exposure visit is curated for them to receive an opportunity to enhance their skills in dealing with children thereby providing the child his/her needed activities and environment. And the parents of anganwadi children are met through home visits and meetings in Angawadi centres on periodic basis. At last, the resource provision is done wherein toys, charts on different subjects and stationary materials stimulating cognitive development in children are provided. The increase in the delivery of quality education shall help engage children thereby leading to parents' happiness and further learning the importance of pre-primary education.

### Vidhyajyot Project (Victor)



## Case Study- Building bonds- transformative change in Anganwadi worker's perception.

With the aim to enhance the quality of pre-primary education in close collaboration with ICDS and anganwadi centers. The project follows a multifaceted approach, involving direct interaction with children, community engagement, and professional development for anganwadi staff members.

At the anganwadi center situated in the labour indulged area of Victor, Parulben, an experienced anganwadi worker, initially expressed skepticism and reluctance toward the Vidhyajyot initiative. She saw it as irrelevant to her duties and questioned its necessity and effectiveness.

However, through persistent efforts, social worker Darshnaben built a rapport with Parulben, offering her detailed insights into the project's activities and facilitating discussions with other anganwadi workers who had positive experiences with the initiative. Gradually, Parulben's interest grew, fuelled by these conversations and the opportunity to attend training sessions and meetings.

Attending a single meeting out of curiosity proved transformative for Parulben. She witnessed firsthand the value of the training and interactions provided, which led to a profound shift in her attitude. She began actively engaging in all project activities and gatherings.

Looking ahead, the focus will be on further strengthening collaboration with ICDS personnel and working together to improve the quality of pre-primary education provided at anganwadi centres to provide children with a suitable environment for growth.



### Case Study-Fostering Futures: Sumit's Journey to Anganwadi

Pre-primary education plays a crucial role in the well-balanced development of children, providing essential stimulation through various activities conducted at anganwadi centers. At Velan Anganwadi Center-1, Sumit, a 4-year-old child, struggled with the habit of attending the anganwadi daily and showed little interest in its activities. When forced to attend, he would often cry, refuse to participate, and insist on returning home, which concerned his parents. To address this issue, Anjnaben Rathod, a social worker from Swadeep Shikshan Vikas Sanstha working with the anganwadi center under the Vidhyajyot project (funded by GHCL Foundation), began making efforts to encourage Sumit to attend the anganwadi. She conducted regular home visits, engaged in discussions with Sumit's parents, and helped them understand the importance of attending the anganwadi for his development. Anjnaben explained how each activity at the anganwadi was specifically designed for children aged 3-6 and worked on building a rapport with Sumit, emphasizing the fun activities that took place at the centre. Sumit comes from a joint family of 12 members, including 7 elders and 5 children. His parents, who have studied only up to the 10th standard, have a total family income of around 102,000 rupees, earned from fishing and daily wage labor. Among the 5 children in the family, 3 are currently attending school. Encouraged by Anjnaben, Sumit's family began taking him to the anganwadi and stayed with him until he felt comfortable. Over time, Sumit began to show a positive change in his attitude toward the anganwadi. He started participating in all the activities and eventually began attending on his own, without needing his family's accompaniment. This behavioural shift brought joy not only to Sumit's parents but also to the Anganwadi staff and Anjnaben. Moving forward, continuous efforts will be made to ensure that all children aged 3 to 6 attend the Anganwadi regularly and benefit from the educational activities offered there.

## Case Study- Pathways to Participation- Chanch Machchhipara Anganwadi

Chanch village, located along the coastal area of Arabian sea in the Rajula block of Amreli district, is predominantly inhabited by the Koli community. The village relies heavily on fishing and salt pans as the primary sources of income, leading to significant migration for about eight months of the year, with residents returning only during the monsoon season. The village is home to five Anganwadi, a primary school, a high school, a PHC centre, and a private college. Among the village's areas, Machchhipara is notable for being the residence of the fisher community and is the most socio-economically underprivileged. The Chanch Machchhipara Anganwadi Centre faced daily challenges due to irregular attendance from children. Many parents lacked awareness and exhibited a nonchalant attitude towards their children's education, with little effort made to ensure regular attendance at the anganwadi. Poor hygiene and grooming were evident among the children, and detrimental habits such as substance abuse and gambling were prevalent within the community. On average, only 5-6 children attended the anganwadi. In response to these challenges, the project team, regularly visit the anganwadi, engaging children in various activities and conducting parental visits and meetings to raise awareness within the community. These interactions focus on highlighting the importance of pre-primary education, the activities at the anganwadi, and the responsibilities of parents in supporting their children's education. As a result of these combined efforts, there has been a significant increase in the number of children attending the anganwadi. Additionally, personal hygiene among the children has improved, and through community engagement activities, a stronger rapport with parents has been established, leading to increased interest and support for the anganwadi's activities. Moving forward, continued efforts will be made to sustain and further improve these positive outcomes.



The Balsarthi Project is supported by Astral Foundation divided in two clusters i.e. Kalol Cluster of Gandhinagar District and Dholka cluster of Ahmedabad District, covering 42 villages. The project was initiated in the year 2023-2034 with the following objectives;

- To develop in the child a good physique, adequate muscular coordination and basic motor skills.
- To develop in the child good health habits and to build-up basic skills necessary for personal adjustment such as dressing, toilet, washing, cleaning, eating etc.
- To develop desirable social attitudes and manners, to encourage healthy group participation and to make the child sensitive to the rights and privileges of others.
- To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions.

To Building self-confidence and self-esteem of Children.

The target area being a neighbour to urban suburbs raises a challenge of sheer competitiveness for urban luxuries despite the accessibility in village and finance constraints. The work opportunities are high, the parents engage in work while the child doesn't attend the ICDS centre on a regular basis. Also, the seriousness for sending a child to the ICDS centre is massively lacking. Like mentioned prior, getting in the competitiveness of attaining urban luxuries, the parents prefer to send the child to private set-up compared to Anganwadi centres. The family-to-family influence is very high that if the neighbourhood child attains private school, the next day another neighbour would put the child in private set-up. The labelling of child as intelligent depends on how he/she can recite alphabets and numbers whilst research and curriculum of 3-6 years has hardly any mention of teaching numbers and alphabets. The child has to have exposure to multiple things through songs, stories and creative activities however, parents fail to understand the learning capacity of child and get in the flow of unaware system thereby draining their hard-earned bread on a set-up that does less benefit and more harm to the child's development and learning process.

The education facilitators (project team members) visit the Anganwadi on periodic basis wherein they conduct creative and play activities on the monthly theme of ICDS scheme. The activities of vegetable print during the theme of vegetables, singing songs of body parts during the theme of 'my body', telling short stories of birds and animals and more. Then, the irregular children are visited and they are explained about the importance of sending child regularly to the Anganwadi and the parents are also suggested about what all activities they can do with the child at the home which shall help in proper development during parent's home visits. The parent's meetings are conducted twice in the year in each village wherein the role of Anganwadi in child's development, what a child does in Anganwadi, how they shall do activities with children at home to avoid the addition of mobile phones, avoiding junk food and topic of savings is covered. The Anganwadi helper meeting is done on quarterly basis. Another important factor is of resource provision wherein the charts of different topics, learning enhancement toys, story charts, books, cleanliness kit were distributing as supportive tools for activities conducted in Anganwadi centres. The exposure visit was curated for Anganwadi worker at the educational institute for them to learn deal with challenges and make is a fulfilling experience for children.

### Balsarthi Project

**2 Districts**

**2 Blocks**

**16 Villages**

**42 ICDS Centres**

Pedagogy driven activities by visiting ICDS centers

Parent's Meeting covering & Parent's Home Visit

Anganwadi Worker & Helper Training

Resource Provision- Toys, Stationary Kit, Cleanliness Kit & More

Exposure Visit of Anganwadi Worker



Geetaben Mukeshbhai Rawal, a resident of Sahij village, initially remained disengaged from the activities of the local Anganwadi centre, Sahij 2, despite her four-year-old son Nayan being enrolled there. However, a pivotal visit by a team from Balsarthi, an organization dedicated to child welfare, transformed her perspective and ignited a sense of responsibility towards her child's development. Geetaben had completed her education up to the 7th grade and, like many other parents, was initially aloof from the Anganwadi centre's activities.



This interaction sparked a realization in Geetaben about her responsibilities toward Nayan's development. Inspired by the insights shared by the team, she underwent a significant transformation and recognized the importance of attending meetings and actively participating in the Anganwadi centre's activities. As a result, she began regularly attending meetings and engaging more actively with the centre's staff. Geetaben also noted the supportive role played by Swadeep Shikshan Vikas Sanstha and Astral Company in enhancing the capabilities of the Anganwadi centre. Through their collaborative efforts, these organizations provided valuable resources and support to nurture the growth and development of children like Nayan. Geetaben credited their contributions with helping her realize her parental responsibilities and gain awareness about her child's developmental needs. As a result of her active involvement, Geetaben saw positive outcomes not only for Nayan but also for other children in the community. By attending meetings and engaging with the center's resources, she gained valuable insights into child development practices, which empowered her to create a nurturing environment at home that complemented the efforts of the Anganwadi center. Geetaben's journey serves as a compelling case study of the transformative impact of community interventions and parental engagement in early childhood development. Through partnerships between organizations like Swadeep Shikshan Vikas Sanstha, Astral Company, and grassroots initiatives like Balsarthi, parents like Geetaben are empowered to play a crucial role in fostering the well-being and growth of their children.



***Case Study- Sakshi's journey of transformation from reluctance to active engagement***

Jalalpur Centre – 1, located in the village of Jalalpur, serves as a vital Anganwadi center dedicated to the holistic development of children in the community. One notable case within this setting is the transformation of Sakshi, a 4-year-old girl, whose initial reluctance to participate evolved into active engagement and social integration. Sakshi, daughter of Dashrathbhai Prajapati and Priyaben, lives in a joint family with her brother Kartik. Despite being dearly cherished within her family, Sakshi initially resisted attending the Anganwadi center, and her mother, Priyaben, had to accompany her each day, facing Sakshi's tears and reluctance.

In the early stages, Sakshi's hesitation to engage was evident in her reluctance to interact with peers and her possessiveness over resources. Her demeanor reflected a sense of detachment from the activities and communal spirit of the Anganwadi. Recognizing the need to address Sakshi's apprehension, a collaborative effort between the Balsarthi team and Anganwadi personnel was initiated. They implemented strategies tailored to encourage Sakshi's participation, using activities such as games, singing, and storytelling to create a sense of belonging and comfort. Through consistent encouragement and targeted interventions, significant progress was observed in Sakshi's behavior and participation. Over time, she transitioned from a withdrawn observer to an enthusiastic participant, actively engaging with her peers and demonstrating newfound confidence. This transformation brought surprise and joy to her mother, Priyaben, who expressed gratitude for the positive changes in her daughter. Sakshi's journey exemplifies the transformative potential of early childhood education and highlights the invaluable role played by dedicated educators and caregivers in nurturing holistic development. Her story underscores the profound impact of personalized support in unlocking a child's full potential. Looking ahead, Sakshi's mother aspires for her daughter to pursue further education and dreams of her becoming a doctor one day.

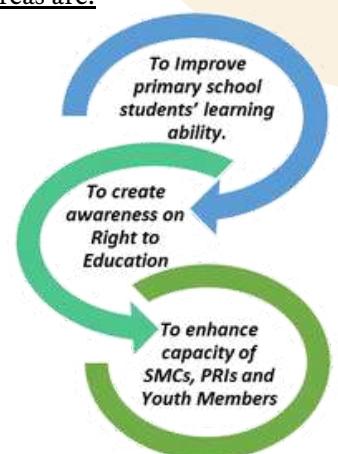


The implementation of the project is undertaken by AIF and Swadeep, reaching out to the key stakeholders to bring about an improvement in the quality of schooling experiences and establish inter-linkages between the needs of the government school teachers/project staff and children. The strategy includes key focus areas - Access, Learning, Participation, Governance and systemic integration - a continuum that provides a cohesive framework for intervention. Focus on all these components in an integrated manner is bringing about a change that is holistic and sustainable.

The program addresses the need of the children in communities whose lives are uprooted as the result of seasonal distressed migration. Most of the children from rural area of Mahuva block are first generation learners the problem of children in migration prone geographies is more acute. Children from families that migrate seasonally for a livelihood / cultivation of cash crop- cotton in particular have been the first choice for farmers in over area. Though, cultivation of cotton provides them remunerative cash income in comparison to other crops. Parents involve their school going children for plucking of cotton during the harvesting season. This leads them to drop-out, irregularity during the period and rejoining school couple of days and months later they break regular study eventually leading to learning deficit and drop-out from school. AIF is funding to strengthen the education of 12 schools of 12 villages of Mahuva block of Bhavnagar district in Saurashtra region. The major objectives to reach of these costal rural areas are:

- Address learning deficits of primary grades children by creating a learning intervention encompassing the diversified learning needs of children, studying in 10 schools and also facilitate them to complete the schooling
- To improve learning levels of children through specially designed Learning Resource Centre and Learning Enhancement approach and use it as a demonstration, to bring changes in the teaching –learning practices and classroom organisation in the proposed schools
- To build community awareness and ownership towards the school, leading to better transparency, accountability and management of schools. Towards this end, initiate strengthening SMC members and youth through training and handholding

The major interventions are below represented;

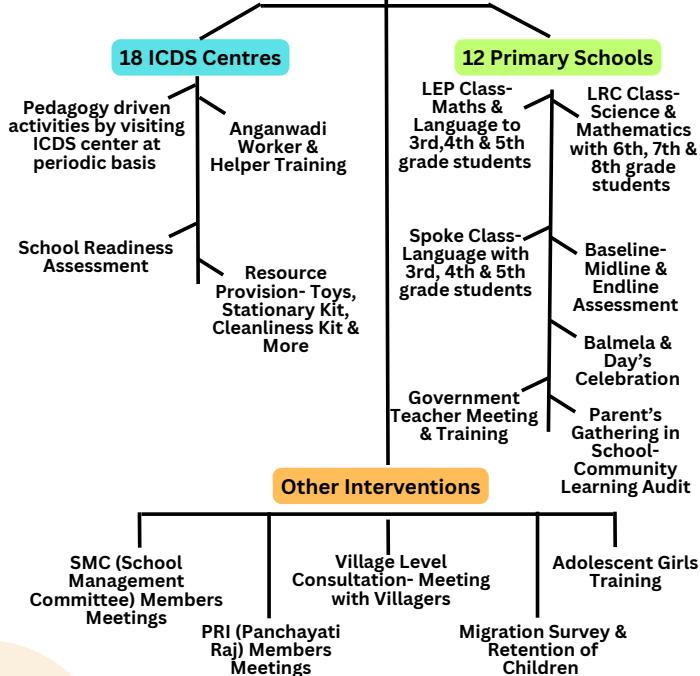


### LAMP Project

1 District

1 Block

12 Villages



The LAMP project focuses on ecosystem of education and migration, the interventions include conducting classes with 3rd, 4th and 5th grade students in two schools on the subject of mathematics and language- classes addressed as LEP class and with 6th, 7th and 8th in two same schools on the subject of mathematics and science on regular basis- classes addressed as LRC class. The classes titled as Spoke classes are conducted in 10 schools with 3rd, 4th and 5th grade students on the subject of language which are conducted once in week at each school. The classes are conducted in accordance to the weekly module prepared by AIF organisation prepared in accordance to the school curriculum. Also, the students under these classes are shortlisted on basis of the weak performance in the baseline assessment tool and are further monitored through midline and endline assessment. The module consists of activities through TLMs for children to learn in an engaging manner. The module is also developed on ICDS interventions that is followed by education facilitators during their periodic visits. The fun and creative activities are also done with children under Balmela which helps child cultivate problem solving ability, team building and stimulate cognitive development.



At stakeholder level, the parents' home visits are made to discuss about the migration consequences on child's education in the migration prone villages and in non-migration prone villages, the educational concerns in terms of regularity in schools, engagement in child labour activities and study at home is emphasized upon. The village level consultation meetings are conducted wherein the CE members referred as Community Educators are engaged in awareness meetings wherein the village issue causing hinderance to educational aspects of children is identified and discussed upon for example- how to address irregularity of children in schools and anganwadi; how the situation of lack of classrooms in schools shall be dealt with; how shall the School Development Plan be made; what the prerequisites of child's education and more is explained, the information of Right to Education Act 2009 and other concerned government schemes is also provided. The meetings with SMC (school management committee) and PRI (panchayat members) include the discussion on what responsibilities fall under these two structures and what power they hold to create a conducive environment for child's growth and development such as creation of SDP plan, participating in school meetings, applying for Seasonal hostel for migration prone villages. The government teacher training is conducted to identify challenges faced by children and accordingly address it and facilitate the teachers with the techniques and module LAMP project has as in how the TLMs shall help the learning process and moreover the procedure of utilization of TLMs is explained in details to make the class operations sustainable. The anganwadi worker and helper training are conducted with the purpose of equipping skills in the workers and helpers in their roles to provide the pedagogy driven education to ICDS children with the nutritional and cleanliness support.



The other interventions consist of migration surveys that help identify the rate of children retained then adolescent girls' awareness sessions to bring awareness in the girls about the changes body go through in the adolescence phase, nutritional needs, career opportunities, protection rights for them to be empower with their own well-being. The District/Block level SMC convention is conducted wherein the SMC members from different villages are gathered and they are made aware of their responsibilities and its impact on the educational development of children in their villages. The gathering of parents at the end of academic year is done in two villages where LRC and LEP classes are operational- it is addressed as Community Learning Audit wherein they are presented with work done throughout the year, they are also presented with individual profiles of the children, tools through which education was facilitated and overall project activities.

Hence, the project interventions cover each branch of eco-system involved in creating an holistic educational environment in the village.

### ***Case Study: Vanita's experience in LAMP's intervention of Adolescent Girl's Awareness Session.***

Joliya Vanita Keshubhai

Nikol Village

Post completion of Adolescent Girl's Session, Vanita who is 19 years of age and had to drop-out from school due to covid, currently works as Diamond Polisher came up with the problem of irregular periods and pain. She used to take local pain-killer tablets for pain relief from local chemist without consulting doctor. The facilitator suggested her to not take medication without consulting doctor and for relieving pain she can use hot water bag to massage and start eating proper diet inclusive of cereals, pulses, green leafy vegetables.

Vanita gave the feedback that she got to learn a lot about menstruation cycle and is now aware of the process and reason of it happening and most importantly she mentioned that she feels very capable of sharing the knowledge with other girls.



## 7. Dental Hygiene Awareness Project

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The issues around dental hygiene starts to arise due to family influence; the parents send the child to buy the tobacco and gives some to the child and eat themselves and that's how the habit is cultivated. Also, the influence amongst friends is common. When it comes to the access of health or rather dental services, the people do not take dental health as a priority because the pain doesn't happen until the problem takes seriousness. Also, the resilience in the face of environment and economic challenges contribute to the neglecting of the problem. Mainly it is due to inadequate information on the process of treatment and whom to approach for the problem. Even in the cases where people approach for the treatment, the poor literacy makes them reluctant to ask more questions and blindly follow whatever told and mostly in the scenarios the information provided is misguided. Another factor is the presence of dental health professionals in rural areas, in very rare cases the dental care professional is found in the nearby vicinity of 30-40 kms. Hence, all these combined stands as a barrier to receive required preventive and curative measure of dental hygiene.

The major objectives of the Dental Hygiene Program have been:

- To create oral hygiene awareness and promote good practices amongst children and the community
- To develop and operate a mobile dental clinic van
- To improve oral healthcare through dental health checkup and care camps
- To provide on the spot – diagnostic, preventive, interceptive and curative dental health care services to communities in remote rural areas.

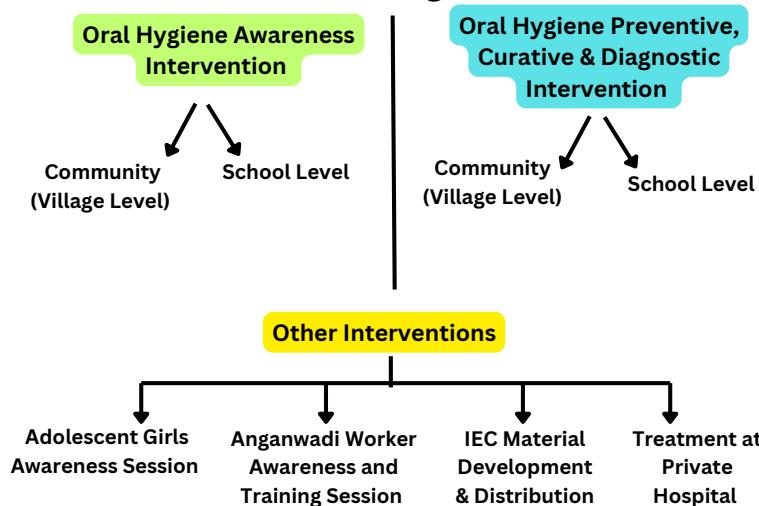
The interventions are described as under;

### Dental Hygiene Awareness Project

1 District

1 Block

50 Villages



The dental hygiene awareness project was incorporated with the aim to improve the standard of well-being of oral hygiene in the Saurashtra region of Gujarat that is apparently known for higher rate of addiction along with other areas of India. The target region of the project included villages located on the coastal belt as those are the remote villages lacking the facility as well as awareness towards the facilities. The adults are found to be victim of addiction and harmful diseases caused due to consumption of tobacco, betelnut and other items commonly referred as mawa and ghutka, the children in those regions are as well found to be addicted and the causes are parental influence, lack of or no restrictions from schools, consumption of processed drinks and food. The underlying scenario involves parents engaged in labour work as the farming opportunity lacks on the coastal belt therefore, they are either engaged in fishing or in other's farmlands. The situation that adds on the problem of dental hygiene also consist of lack of caretaking measures, that helps in prevention of the problem. The members are highly negligent about brushing regularly and maintaining their mouth. These patterns lead to lifetime of sufferings as the community lacks accessibility of dental care and at the same time seeks solution from unhealthy practices of dental care that are done by streets vendors and religious practices for relieving the pain. Therefore, the project interventions are focused on providing awareness related to the preventive and curative oral hygiene measures at school as well as community level in regard to the problem statement that the poor oral hygiene is influenced from the family itself in the child. Post the awareness the primary treatment is made provisional through the mobile dental van equipped with dentist, dental tools and medicines.



At school level the intervention is framed in a way that children are first made aware on the dental hygiene measures as in, why teeth are important, how shall it be taken care, how they are damaged, what happens if they are damaged is described to the children. The brushing technique is demonstrated to them through a model of teeth and emphasis is laid on regular brushing. The activities are done grade wise with children with the aim to facilitate oral hygiene information along with fun and learning on the associated subjects of mathematics and language as in guessing the riddle on dental aspects, calculate the damaged teeth from total teeth in mouth, good food and bad food and more, this activities helps in facilitating the information of dental care as in what is to be done if there's cavity in teeth, how to do datan (tree-twigs) in case brush is not available. With small grade children the matching of activities with number of teeth, colour matching of brush and teeth activities were done to make the child comfortable so that he/she doesn't step back from coming up for check-up. This activity-oriented intervention was curated as a solution for a challenge that was to keep children engaged in dental activities and at the same time providing learning on other subjects as the processing and attention towards verbally described information is restrained and less participation seeking. The next step post awareness is that of check-up and treatment provision wherein children are called grade wise and their teeth are examined and necessary medication is provided. In case of treating the teeth, the parents or teachers' consent is sought and in extreme cases, the parents are explained the pathway for treatment and even offered treatment at the private setup through organisational support however, it varies case to case on depends on certain criteria.



At village level, the awareness is spread through mobile van roaming in village streets for people to acknowledge the dental van and know the purpose of visit; while doing the rounds, pamphlets are distributed that consist of oral hygiene care parameters in brief and the details of dental camp- date, location and time. The pamphlets are distributed house to house and are also put up on the shop's wall as people visit shop on frequent basis. On the day of camp, the brief meeting as in gathering is done to impart awareness on the dental care, the brushing technique, use of datum, harmful effects of tobacco and providing children with junk food and more. The information material in the form of Standees is explained which were made on the topic of project information and interventions, faulty beliefs and facts on dental care, how poor hygiene can cause diseases, why to opt dentist, different oral diseases- its causes, treatment process are explained, concerning low literacy rate in rural areas- the IECs had pictorial representation along with written information. The dental camp is initiated wherein people step up for check-up and seek treatment.



At both, school and community level, the records of beneficiaries are maintained in terms of what problem was identified and treatment and medication provided to gain insight into quantitative data. The IEC materials were prepared as presented in above paragraphs in form of standees, models of teeth, model of cavity progression in teeth, model of treatment for cavities, TLM book (teaching learning material on dental care) and its utilization steps, a story book was created on curative measure with the focus on anganwadi and primary school children so that children can gain dental insights in an interesting manner titled as 'Arti & Tooth Fairy'. Other interventions involved Anganwadi worker training and Adolescent girls training wherein the anganwadi workers are explained about the measures to consider in children of 0-3 years and how their hygiene shall be maintained and if not, what are the adverse consequences, the anganwadi workers are also trained on TLM utilization to impart dental hygiene learnings in children. The Adolescent training is with the focus to raise aware mothers in future who are conscious of their own well-being thereby contributing efficiently to the family's wellbeing.

## Case Study- Raising an Influential Figure

Patient name: Mohanbhai Gujariya

Age/gender: 42/ male

Occupation: driving

Clinical diagnosis: oral submucous fibrosis and oral squamous cell carcinoma of left buccal mucosa.

Chief complaint: patient has inability to open full mouth

A dental camp was held in Victor village, home to around 3,000 people, located five kilometers from the sea. Previously known as Victor Bandar, the village's economy was once based on fishing and salt pans, but now many people work as agricultural laborers due to the decline in salt production. The village, located on a main highway, also sees a high number of drivers and hotel workers. During the camp, several local drivers, many with addictions to mawa, gutka, and alcohol, attended.

One patient, Mohanbhai, showed difficulty opening his mouth and had a habit of consuming 15 mawa packets daily. Examination revealed submucous fibrosis, with fibrous bands in his mouth and a white, non-painful ulcer in his left cheek. The ulcer was fixed and indurated, suggesting possible precancerous changes. After counseling by the doctor and social worker on de-addiction, he was prescribed treatment for submucous fibrosis, including lycopene supplements and triamcinolone gel, and referred to a cancer hospital.

Fifteen days later, Mohanbhai visited a hospital in Bhavnagar for a biopsy, which, while not indicating current cancer, suggested a future risk. He returned to the dentist, expressing gratitude, and reported that he had quit mawa. Furthermore, he successfully influenced 4-5 peers to stop using tobacco.



## Case Study- Igniting Behavioural Change

Chauhan Drishti

Garde 6th

Bhorvad Primary School

A dental camp was organized at Bhorvad Primary School in Chanch, a remote coastal village where people primarily engage in fishing, agricultural labor, and salt production. Due to poor transportation, the community has limited access to outside resources. The camp aimed to raise awareness about dental and oral health among the children using Teaching Learning Materials (TLM). Most children were treated, including Drashti Bijalbhai Chauhan, a 6th-grade student who had been examined the previous year for four cavities. Despite repeated attempts, her parents, concerned about her cerebral palsy and financial difficulties, initially refused treatment.

After much persuasion, Drashti's parents finally agreed to take her to the institution's doctor in Rajula for a root canal treatment. The cavity, which had worsened over the year, had reached the tooth's root. Drashti's parents had previously believed the problem would resolve with medicine, thinking it was a baby tooth that would eventually fall out. However, after receiving treatment and correct information about the importance of dental care, her parents' attitude shifted from fear and skepticism to a positive one. By the end of the year, they were satisfied with the treatment and understood the significance of dental health.



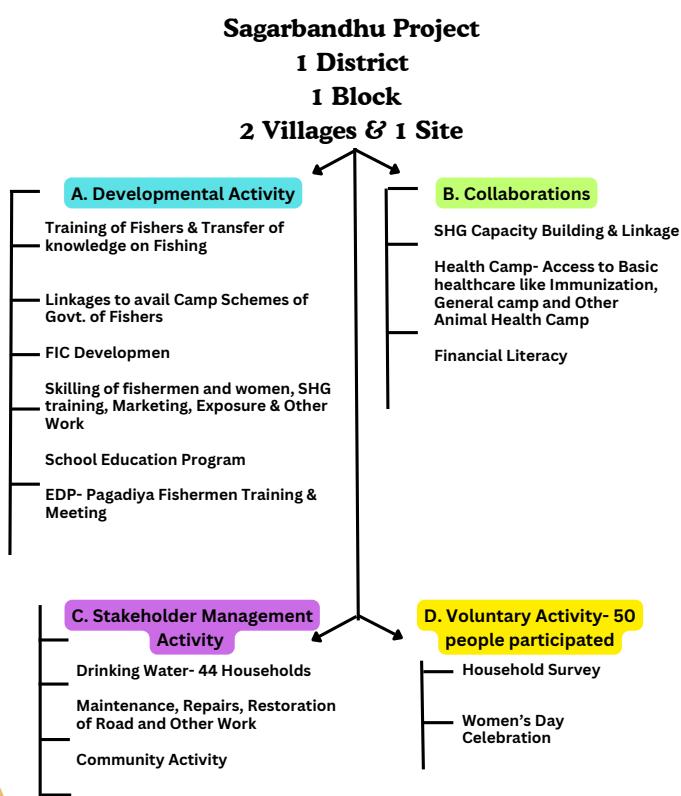
## 8. Sagarbandhu Project

A subsidiary of Tata Power Company, Coastal Gujarat Private Limited (CGPL), has their 4000MW Ultra Mega Power Plant in Kutch and the company, being highly involved in Corporate Social Responsibility, set out to discover the crux of the issue and go about fixing it. In 2013, CGPL launched a community-based sustainable livelihood program. This initiative, called Sagarbandhu, was focused in the villages of Tragadi and Modhava in Mandvi block which are the major areas where the fisher folk live and return to when the fishing season ends, and do their alternative jobs, which are highly seasonal.

The Sagarbandhu program went beyond just looking for way of providing the fisher folk alternative employment for the rest of the year, but also inspired to help develop the community and a sense of ownership and independence within the villagers. Activities undertaken include VDAC formation, value chain analysis, revolving fund at the start of the season, exposure visits, regular meetings, SHG formation, drinking water and sanitation facilities, school-level interventions, and distribution of boat lights, fishing nets and marketing equipment. Local institutions designed to help with the development of the community were set up. These included Self-Help Groups (SHGs) and a Village Development and Advisory Council (VDAC). Through these, the fisher folk and villagers are offered training on new and different fishing techniques. There has also been an improvement made to the infrastructure in the villages to provide easier access to local markets.

The objectives and interventions are centred to below mentioned thematic areas that contribute to the betterment of fisher community members;

- Education- ICDS, awareness on education, drop-out, parental involvement in education;
- SHG & Women Empowerment- provide financial education to increase savings habit, participation increase to sell fish product under micro-enterprise.
- Government Schemes Awareness, Entitlements & Collaboration- raise govt. scheme awareness, coordinate with govt. department, info on documents related to schemes, increase the reach of schemes to fishing community; sale of fish through new market support and linkage- provision of training and information provision on bestselling fish product in market, teaching to make and sell different fish items, training on new fish products & increasing livelihood, use of various fish equipment of packing fish products and increase sales.
- Health Awareness- govt. health department, organising health awareness camps, benefits of govt. of health-related schemes, raise awareness on malnourishment, provide treatment to animals under care of fishermen as their work asset.
- Other- voluntary work and community engagement work.





### *Case Study- Receiving support in case of being disabled with illiteracy.*

Chavda Hasan Abdullah

Village: Modhwa; Taluka- Mandvi Kutch

Hasan is the resident of Modhva village and works as Pagadiya fishermen. The pagadiya fishermen are considered the poorest amongst other two fishermen namely Boat Owing fishermen and Khalasi fishermen. Hasan, being the Pagadiya fishermen didn't have license of the same which made him deprived of the government benefits under fisheries scheme. Through government scheme camps and training by the organisation, he decided to enroll through the project intervention and he is so thankful for the process as it was a good experience for him. He quotes, "I tried many times to get the license but I could not apply for the license because I was illiterate and did not have proper guidance to apply for the license. The Sagarbandhu facilitator of the organization came to my home and took all the documents and applied for me to get the license. When the license will be issued through draw system of government, I will be able to fish legally on the seashore and because of the license I will be able to apply for the benefits of government schemes as well". - Chawda Hasan Abdullah



### *Case Study- Empowering Self through Support.*

Junas Bhusar Afsana

Village: - Modhwa

Taluka: Mandvi, Kutch

Afsana Ben belongs to the fishermen family. Her husband is a Pagadiya Fisherman and at times when good catch is not received at Modhva bank then her husband goes to Jhakho bandar and works as a fisherman labourer locally referred as Khalasi to support the family. Under the Sagarbandhu program initiative, training sessions on Mehendi and Beaty Parlour were organised wherein Afsana received the training for two months. Afsana mentioned that she couldn't go anywhere away from Modhva and was not at all outspoken. Post training, Afsana states that she has got a sense of confidence and can now put across her thoughts in words. And with this positive transformation she started her own beauty parlour and has started generating income. She expresses her gratitude to TATA Power and Swadeep organisation for making her capable to support her family within her village through the skill development training.

## 9. Swachch Bharat Project

Swacchta Pakhwada is a fortnight initiative to carry on the agenda of Swachh Bharat Mission, aimed at promoting cleanliness. Swachh Bharat Abhiyaan is an initiative started by government of India to make the country completely clean of any mess or littering, thereby making every nook and corner of the nation clean and tidy. The Balmer Lawrie & Co. Ltd has taken initiatives to celebrate 'Swachhata Pakhwada' at Khadoli village, Silvassa. The objectives of this celebration were to spread the awareness on Swachhata to partake in Swachh Bharat Mission through educational medium. The interventions focused on health and hygiene in villages of Saily & Khandoli- Silvassa which below mentioned objectives;

- a. Parents Meeting- 'Jan Bhagidari'
- b. Parents', teachers and the workers associated with these centres are to be involved in the community connect initiative so that they play an important role in ensuring better and improved hygiene standards.
- c. Ensure that children in the pre-primary schools and in primary schools are provided with understanding on personal hygiene and that over a period of time will help in behaviour change modification among them.
- d. Awareness about Swachha Bharat among the parents 'Jan Bhagidari', Anganwadi worker and helpers, school staff, students of primary schools will be informed about government guidelines such as social distancing, wearing mask, regular hand washing etc.

The interventions were focused on Anganwadi children by conducting the pedagogy driven activities to engage children in learning process thereby facilitating habit of cleanliness in children, Anganwadi worker training on how to do different activities with children for their healthy mental and physical development, parents' meeting of Anganwadi children for parents to inculcate the cleanliness habit in children. At school level, the children were imparted the importance of cleanliness by organising competitions on cleanliness theme, distribution of cleanliness and hygiene kits consisting of dental kit, soap, nail cutter and other products.

Hence, total 1130 children from primary schools from 10 schools, 527 children from 17 anganwadi centres and their parents and other community members were benefitted on hygiene and cleanliness aspects through educational medium and worked upon 'Jan Bhagidari' under 'Swach Bharat and Education Program' in Silvas, Dadar and Nagar haveli helping in ensuring the sustainability of project interventions.



## 10. TATA- Co-curricular, Special Coaching, Scholarship Support Project

### 1. Co-curricular Project

The proposed project targets 8,000 students in grades IV to VIII across 25+ schools in Sanand block, Ahmedabad, Gujarat. It aims to enhance learning, holistic development, and academic performance through diverse co-curricular activities like drawing, essay writing, poetry, quizzes, and sessions on environmental awareness, waste management, and adolescent health.

The absence of co-curricular activities in rural Sanand schools due to lack of resources, teachers, and time has hindered students' life skill development, confidence, and holistic growth. Economic challenges force many capable students to drop out and work as laborers, with limited access to study materials, guidance, or advanced learning methods.

As part of Tata Motors' Vidyadhanam initiative in 2023-24, Swadeep Shikshan Vikas Sanstha provided coaching and resources to 300 students from 16 schools, focusing on JNV exams and scholarships. Materials included academic books, finance guides, and study tools. Of the 195 students coached, 193 appeared for the JNV exam, and 2 gained admission to residential schools. The project addressed critical educational gaps, aiming to equip students with skills and opportunities for their overall development and future success.

The interventions are centred on below described objectives of the project;

- To improve the performance in the studies by providing scholarship support and vocational guidance.
- To distribute useful study material to improve quality education among students to continue with their studies.
- To address drop out to pursue their carrier goal.
- To enhance the overall learning experience of primary school students by providing a variety of co-curricular activities and extracurricular activities, nurturing their talents and interests beyond the academic curriculum.
- To promote teamwork, leadership, discipline, and time management among students through participation in various activities thereby improving students' physical and mental well-being, fostering a healthy and balanced lifestyle. Also, enhance cultivation of social skills, intellectual skills, moral values, personality progress and character appeal in students.
- Well-trained children / person will give their best output to build the Nation with focus on school dropouts students.



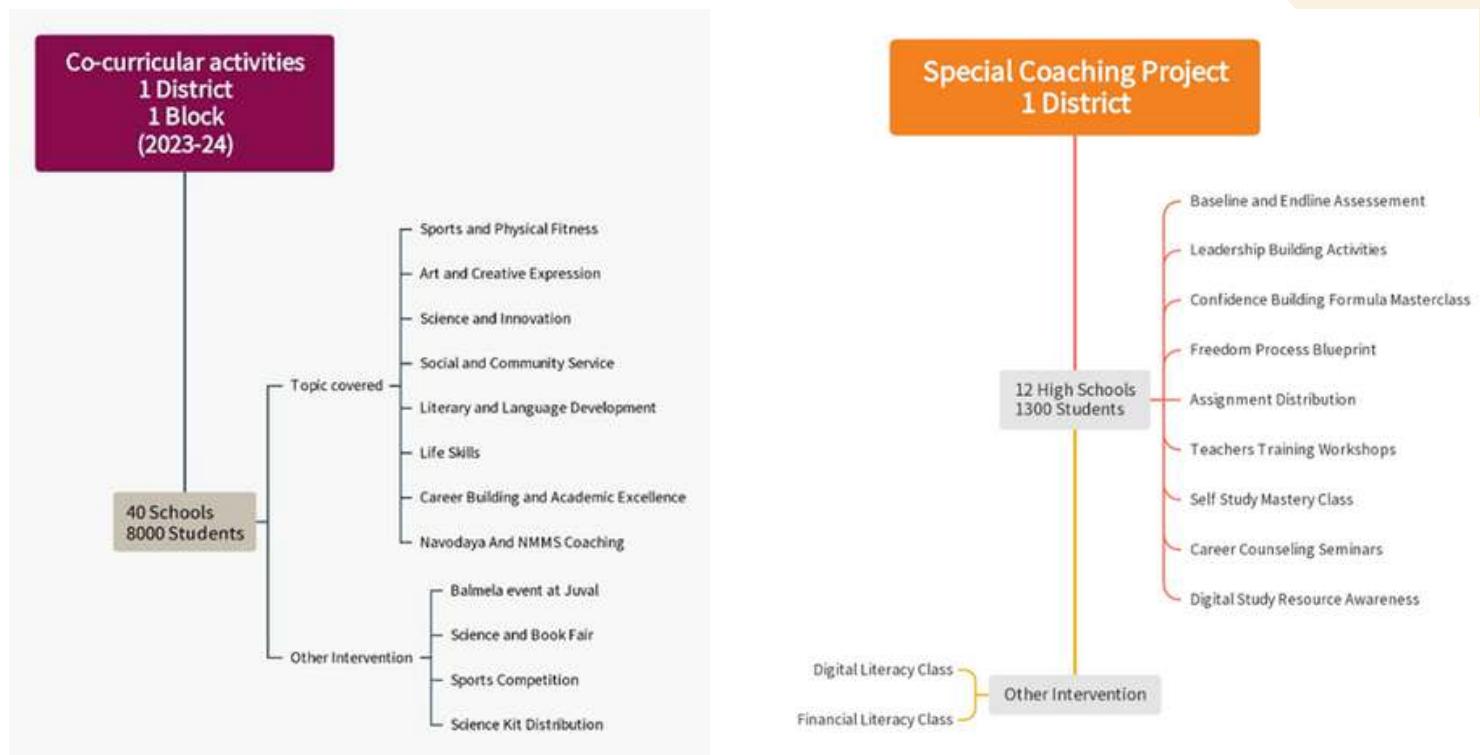
## 2. Special Coaching Project

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The Special Coaching Project aims to improve education quality, reduce dropout rates, and enhance career clarity among 1,370 grade XI and XII students from 12 government/trust-led schools in Ahmedabad, covering areas like Naranpura, Ghatlodiya, and Bhuyangdev. The initiative addresses gaps in traditional education by offering goal-oriented coaching that fosters communication, accountability, and career readiness, addressing the unique challenges faced by rural students.

The interventions are framed on hereby presented objectives;

- a. Reduce dropout rates among 11th and 12th standard students in rural schools by providing them with quality coaching and academic support.
- b. Improve the academic performance of students, leading to higher pass rates and better understanding of core subjects.
- c. Increase the students' access to various study platforms, technological resources, and career guidance.
- d. Empower local teachers with effective teaching methodologies and resources to enhance their teaching capabilities.



### 3. Scholarship Support Project

UDAAN scholarship is an initiative of the Tata motors Passenger Vehicles limited to provide scholarship support to the selected students of the 11th and 12th standards. Educational material is provided to the identified students to support them to improve their exam performance. To avail this facility Swadeep identified the eligible students. Preferences given to SC/ST/OBC communities. At least 40% students of these communities considered to provide the scholarship support. Swadeep team ensured that girl's students get benefit.

Additionally, TMPVL also invited Swadeep team to make the presentation of the activities during celebration of the Voluntary week at the TMPVL premises. Mutual learning took place during the fruitful interaction with TMPVL team members. During the voluntary week celebration TMPVL volunteer came to the project villages of the Co –curricular activities for upper primary school children project. Activities were carried out with school children and community in following villages.

#### Scholarship Project 1 District(2023-24)

16 Schools  
300 Students

- Student Screening Process
- Collecting Final Data
- Procurement Of Material
- Distribution Of Material
- Appreciation Certificate Distribution

TMPVL team members provided guidance to children. Did cleanliness drive in schools and community. They actually did cleaning of village streets, school premises, study rooms, school compound etc. Team motivated community by demonstrating cleanliness campaign. It was a learning cum fun event as community and students took active part. TMPVL team took school children at the three spots for the observation of the existing situation of the environmental sanitation. With the guidance of the TMPVL volunteers, children did presentation after coming back to schools. Swadeep team members facilitated the entire process.



## 11. VIA Project

Total 20 English Medium Private schools were identified for the ViA Ambassador Program in Ahmedabad city. Total 40 teachers, 2 Total 4004 children participated during awareness phase activities. Overall, 5000 children, teachers, parents and people were benefited through this ViA Safe Mobility Ambassador Program. VIA provided an innovative educational approach addressing 21st-century emotional, social, and creative skills. Its child centric education programme favours peer education and encourages young people to speak up for their right to safe mobility.

The objective of the safe mobility programme was to educate students about road safety practices, raise awareness about the potential risks and hazards, and equip them with the necessary knowledge and skills to navigate safety in various scenario. The duration of the VIA programme was for 9 months, was implemented in two stages: In the first stage, VIA raises awareness about safe mobility targeting the most significant number of students in each implementation school. Then commitment phase, VIA Creative, that enables groups of young people in each school to design impactful prevention posters about road based on concrete observations and recommendations presented to the whole school. VIA program targeted students from Std 6 to 9 (12 to 15 years).

The project has yielded valuable insights and contributed to enhancing the safe mobility and road safety. The program has increased awareness among schools, teachers, parents and people of the city. Safe Mobility activities in the schools have played pivotal roles in disseminating awareness, preparing children for actions to mitigate road hazards and promoting safe behaviour in the society. Collaborations with traffic department has helped to spread the messages on road safety.





The achievements of Swadeep are categorized on qualitative and quantitative basis as the structure and methodology of Swadeep's project emphasize on quality education enhancement and awareness in regard to livelihood and health thematic areas.

The qualitative outcomes of Swadeep are divided on basis of framework of interventions;

## A. Stakeholder Engagement and Capacity Building

- The parents' homes visits resulted in better rapport building with the community members thereby sensitizing them towards educational aspect of their child. The impact on parents was in a way that they felt somebody else is taking concern for the child so even they should try to acknowledge the importance of the same. Unlike urban set-ups where parents themselves take an effort, the rural areas lack to take it in consideration as they feel if studies happen or not, the lifestyle is going to remain the same however, the change was witnessed in the perception and the results were observed through regularity of children in anganwadi and schools, the girls started pursuing higher studies and the parents started participating in their children's' studies.



- The parents' meeting helped address the common issues faced by rural suburbs as in mobile addiction in children, consuming of junk food, inefficiency of parents to balance children and work, lack of awareness of pre-primary education, misconceptions of anganwadi centers as being limited to nutritional benefits. The parents were made aware of why pre-primary education is important as it established a firm foundation to grasp the school curriculum, how to engage children in conversations and activities in kitten by segregating utensils, vegetables, kidding dough to keep away from mobiles, how to make child understand about consuming healthy food and maintaining regularity in anganwadi. The meetings helped in framing a productive outlook in parents about the pre-primary education.
- The Anganwadi worker meeting and training interventions upgraded the skills of anganwadi workers and moreover worked as an encouragement for the work they do, most of the times, the anganwadi workers wish to do the best for children but as skills are required to go parallel with willingness, the anganwadi workers faced challenge with skills part and that was what the focus of their trainings resulting in their inefficient facilitation of activities to children. Ultimately, with combined efforts of project teams to work on parental awareness and capacity building, the children started receiving better environment of learning in terms of activities based on their age, learning patterns, behavior and interest. Earlier, the pedagogy formulated under ICDS scheme was not followed appropriately, most of the anganwadi workers were not aware of the monthly themes, but with these intervention, the activities were done in accordance with the pedagogy addressed as 'pa pa pagli' in anganwadi centres thereby filling the gap of ICDS scheme and community perceiving.



- The anganwadi helper meetings is done with the purpose to provide child with nutritional and cleanliness value alongside learning activity for a child, every parameter holds importance for holistic development. The helpers usually go unnoticed and unrecognized for their efforts, with the intervention of helper meeting, the helpers were praised for the work they do and their efficiency for the work was raised through providing them the importance of cleanliness, nutritional food, regularity of children and how to conduct activities in absence of anganwadi workers. Hence, with the combined efforts of anganwadi workers and helpers, the anganwadi environment was enhanced for children.
- The Women Parvarish camp under few projects made women realize the aspects of care which would benefit the overall family lifestyle in terms of savings, mensural health, nutritional aspect and participating their child's learning process, the adult literacy class benefitted women and children thereby making children participate non-neglect in studies under parent's supervision. 60% women from the different target areas felt empowered and started savings and being active for their children.
- The Adolescent girls awareness aided the breaking of stigma associated with mentural cycle and approximately 70% girls started using sanitary napkins in place of cloth and learnt about other aspects associated with health, hygiene and nutrition.

- The health awareness on dental aspect and other diseases through two of the projects helped community members learn about health aspects and restricted junk food, addictive items through IEC materials leading awareness about conscious care during pregnancy and child upbringings, influence in children thereby living a healthy lifestyle.
- The awareness on government schemes under livelihood project and making provision for accessing the government schemes helped bridge the gap of benefit provider and benefit seeker, making the system productive.
- The involvement of government teachers in the project intervention activities helped strategize the activities in accordance to the problem and also creating a sustainable impact as the teachers also get to know about the interventions are positively impacting the community on educational aspect as teacher, students and community members are pillars for productive education in rural areas.



## B. Supplementing Activities at School & ICDS Level

- The anganwadi children received the learning in accordance to their age, behavioral and learning pattern thereby stimulating their five developmental parameters namely; gross motor, fine motor, language, cognitive and socio-emotional development. The regularity of children was also observed as parents' witness the productive activities with children thereby making children happiest.
- At school level, the children who were weak received appropriate assessment tool to track their performance, an environment and approach to learn in fun with learning activity based module resulting in regularity, lower drop-outs and increased pursue of higher education. The career guidance seminar also benefit the higher school children and teachers.

- The activities of Exposure visits of children, Balmela, Summer & winter camps, celebration of different days help children receive varied exposure to different activities making them aware of their interest and also help in boosting confidence like urban set-ups. Also, the children get aware and knowledgeable of different things existing around them giving them boost to imagine and innovate.



### C. Resource Provision at School and ICDS Level

- The resource provision is done in accordance with how it is impacting the children and helping the productivity of children. The resources led to anganwadi workers and government teachers utilization of same making it engaging for children. The use of resources in anganwadi helped in balancing the children as the children got the tool to focus on helping the anganwadi worker formulate the activity without children making chaos. The activity based learning made children learn efficiently through relatability and practical approach.



The quantitative coverage of Swadeep is hereby mentioned;

**State- 1 &  
1 Union Territory**

**Districts- 8  
Blocks- 13**

**Villages- 147**

**Anganwadi  
Centres- 260**

**Primary Schools-  
170**

**High Schools-  
32**

**Anganwadi  
Children- 6560**

**Children of  
Primary School-  
34,309**

**Children of  
High School-  
2573**

**Community Members  
(Sarpanch, SMC, Parents,  
Adolescent Girls)-  
28,997**

**Other Stakeholders  
(Anganwadi Worker &  
helpers, Govt. Teachers)-  
900**



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