



ANNUAL REPORT

FY 2024-2025



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Director's Message



Since 2005, Swadeep Shikshan Vikas Sanstha has empowered marginalized communities across Gujarat and Dadra & Nagar Haveli through grassroots efforts in education, health, livelihoods, and infrastructure. Working in 15 blocks across 7 districts, it has supported 300+ Anganwadis, 150 primary schools, 30 Learning Resource Centers, and introduced Smart Classes and mobile science labs. Swadeep promotes adult literacy, health awareness, and livelihood support for fisherfolk. Boosted the resilience of fisherfolk communities in Kutch and Amreli by launching fisheries livelihood programs, including training, equipment support, and market linkage through Fisheries Information Centres Infrastructure upgrades include solar lighting, sanitation, and school enhancements. Its people-centric, community-led approach ensures sustainable impact, enabling self-reliance and inclusive growth for some of the region's most underserved populations.

Kalyan Dangar, Director





ABOUT SWADEEP

"Spreading Smiles Across the World" is the motto that led "Swadeep" to come to life. For a smile to be as vibrant as possible, a tiny deed must have a significant impact. At a time when most people want for genuine, lively smiles despite living in a world with all the conveniences they need, Swadeep is excited to work on making people smile, even when they are struggling to meet their fundamental needs. According to Swadeep, education is a purpose-driven tool that may help rural residents in even the most isolated areas overcome their hardships and earn the right to happiness. The prevailing concept in Swadeep's work is that underprivileged groups may become self-sufficient and escape the grip of poverty with better education delivered through social service method.

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

- 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.

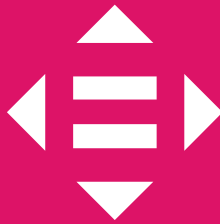


ACHIEVING SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY
EDUCATION



10 REDUCED
INEQUALITIES



6 CLEAN WATER
AND SANITATION



3 GOOD HEALTH
AND WELL-BEING



8 DECENT WORK AND
ECONOMIC GROWTH



1 NO
POVERTY



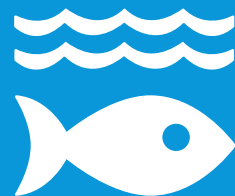
5 GENDER
EQUALITY



17 PARTNERSHIPS
FOR THE GOALS



14 LIFE BELOW
WATER



THEMATIC AREAS

Education



Livelihood



Rural Infrastructure



Disaster management



Health



A. EDUCATION

The foundation of any flourishing community is education, which is crucial in determining both the individual and societal outcomes of people. However, many people in our country still struggle to gain access to high-quality education, especially in rural areas where it is almost nonexistent. A number of factors, including as a lack of awareness, shortcomings in government institutions like schools and ICDS centers, poor family situations, early pressure to contribute to household income, and a general lack of enthusiasm for education, are blamed for this difference. Many students, even those in formal school, fall short of their anticipated academic performance and have cognitive development deficits. This lack of education severely impairs people's quality of life along with that of the community at large, sustaining harmful behaviors like abuse of drugs, child marriage, and discrimination based on gender and caste. As a result, this feeds an endless loop that hinders the advancement and prosperity of society. A comprehensive strategy that tackles several fronts at once is required to break away from this loop. Crucial elements in this attempt include starting interventions early on, especially in pre-primary education, and offering constant assistance throughout primary and secondary schools.

In terms of sustainability, Swadeep is dedicated to establishing a solid foundation for lasting knowledge and well-being. Beginning with pre-primary education (Anganwadis), we have expanded our efforts to include higher secondary schools, aiming to help children complete their education. We are enhancing the learning experience to be more enjoyable and productive by tailoring various strategies to meet the specific needs of classrooms, particularly in the aftermath of the COVID-19 pandemic.

B. HEALTH

For every person, the phrase "Health is Wealth" is extremely important. Nonetheless, there are significant differences in the quote's relevance between urban and rural settings. It is as a result of the obstacles that prevent people from using the service. People in metropolitan settings are exposed to accurate information, have the resources to improve that information, and are able to instill living style.

Many aspects are interconnected in rural areas to provide a healthy existence for the family. Multiple factors that can be referred to as a linked maze prevent rural people from enjoying good health. While socioeconomic circumstances in certain locations benefit the community, in others people are unaware of the need for proper care when the situation is bad, which prevents them from receiving it.

As a result, individuals use superstitious methods to end their anguish and begin the practice under the false impression that smoking tobacco will make their pain go away. In order to find comfort, individuals in the villages where they work as laborers, drivers, etc., smoke and consume tobacco. Furthermore, because they must ensure the family meal of the day, many in rural communities cannot afford to take a day off from their regular work and make concessions on their daily salary. Occasionally, the therapy procedure is also delayed by the inability to communicate the issue. Additionally, many find it difficult to trust anyone outside of their group and are afraid to see doctors. Gaining the trust of rural community members to labor, even if it's for their personal improvement, takes a great deal of patience.

In order to promote the behavior to acknowledge the issue and seek the necessary treatment in an effective manner, Swadeep has been working on oral health and general health concerns through awareness media with the goal of providing preventative care and treatment.

C. LIVELIHOOD- FISHERIES

Gujarat produces more marine fish than any other state in India, mostly because of its 1640 km of coastline, which is home to four lakes and a population of both men and women fisherman. These fishermen generate a significant amount of revenue for the state, in sharp contrast to the northwest region of Kutch, where the fishing industry is struggling with only 12% of the fish imported, despite having the longest coastline. Swadeep included the theme of livelihood in its work structure because it was willing to recognize the obstacles and help the communities overcome them. The fishermen's communities living in the villages of Kutch's Mandvi block are the focus of the livelihood initiative. Access to resources, techniques for fishing, infrastructure, and market opportunities are some of the main causes of variations in fishing productivity.

Fishermen have migrated to sea banks as a result of industrial growth, where they stay until the fishing season. The fishermen are divided into three groups: boat owners, Khalasi, and Pagadiya fishermen. Pagadiya fishermen spend ten days tying nets on banks and catching two to five kilogrammes. Khalasis are employed as labourers and receive daily compensation that is determined by a set rate. Boats are owned by the highest-paid fisherman. Fixed wage agreements with shops and debts that are not reimbursed for everyday expenses and religious activities are the sources of financial hardship.

This lack of financial literacy and awareness about market functioning contributes to the situation. Poor conditions in the fishermen community also lead to issues in healthcare and education. The lack of government schemes under the fisheries department further contributes to the poor lifestyle.

D. RURAL INFRASTRUCTURE

Swadeep has been working to improve villages, schools, Anganwadis, and hostels in Gujarat. He focuses on improving school infrastructure, particularly in child-friendly playgrounds. Swadeep has experience in transforming building appearances, providing playground equipment, and beautifying school grounds. The project is currently implemented in 29 schools in Rajula Taluka, Amreli district. Swadeep has also provided support for the development of user-specific infrastructure and educational facilities for Bhavnagar Railway School. A bedding facility was also provided for a school hostel with a capacity of 100 children. Anganwadi beautification involves painting educational content on the center's walls, which not only looks good but also helps kids understand the fundamentals of their age-appropriate academic level. With the illustrations of fundamental learning subjects including vegetables, flowers, fruits, cars, animals, colours, shapes, numbers, alphabets, etc., we have so far successfully given Anganwadi centres a decorative touch.

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.

E. DISASTER MANAGEMENT

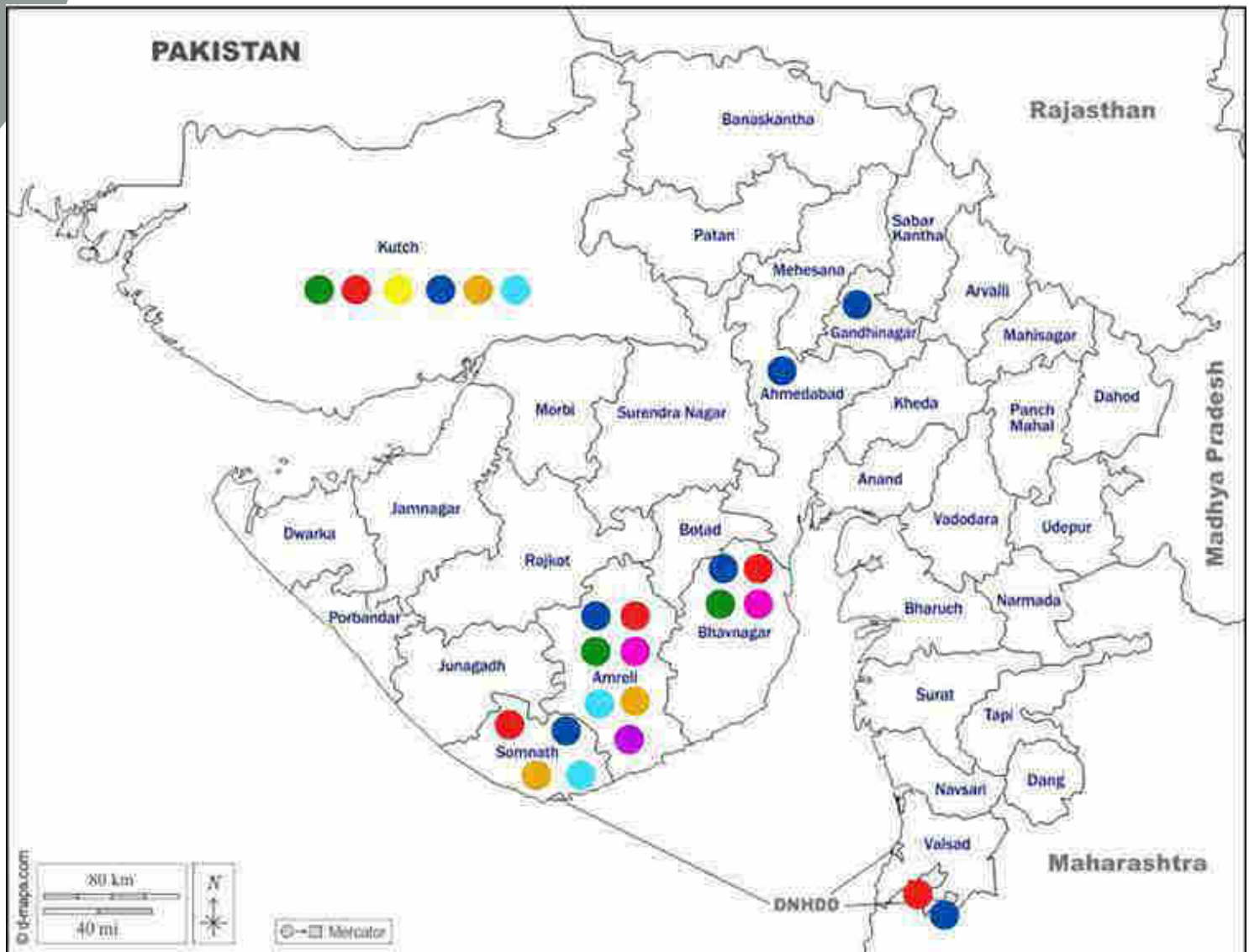
In India, and particularly in Gujarat, where nature can be destructive, Swadeep firmly believes that it is our obligation to help those who might have lost everything in a matter of seconds or endured days of suffering. Swadeep thinks that the location, which has experienced disaster, is there to help the community on all levels—socially, physically, emotionally, and intellectually. The following disasters have been worked on by Swadeep's director and senior team members: · Kutch earthquake (2001); Kashmir earthquake (2005); Nagapattanam tsunami (2004); Surat & Navsari flood (2006); Koshi flood, Bihar (2008); COVID-19 outbreak (2020); Tauktae cyclone (2021).

Apart from this, Swadeep has been activity working in the underserved areas amid latest calamities Gujarat and U/T Dadra Nagar Haveli has encountered in lastsome years. Some people and social groups provided support for these initiatives. The following are the work's main highlights:

- During the COVID-19 shutdown, 32,000 masks were supplied in five districts of Gujarat and U/T Dadra Nagar Haveli. Additionally, 6000 educational kits were distributed in partnership with Sesame Workshop India.
- 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.



GEOGRAPHICAL AREAS OF WORK



- | | |
|---|-------------------------------|
| ● Early Childhood development & Education | ● Empowering Adolescent Girls |
| ● Primary School Intervention | ● Health |
| ● Secondary School Intervention | ● Adult Literacy Program |
| ● High School Intervention | ● Livelihood- Fisheries |

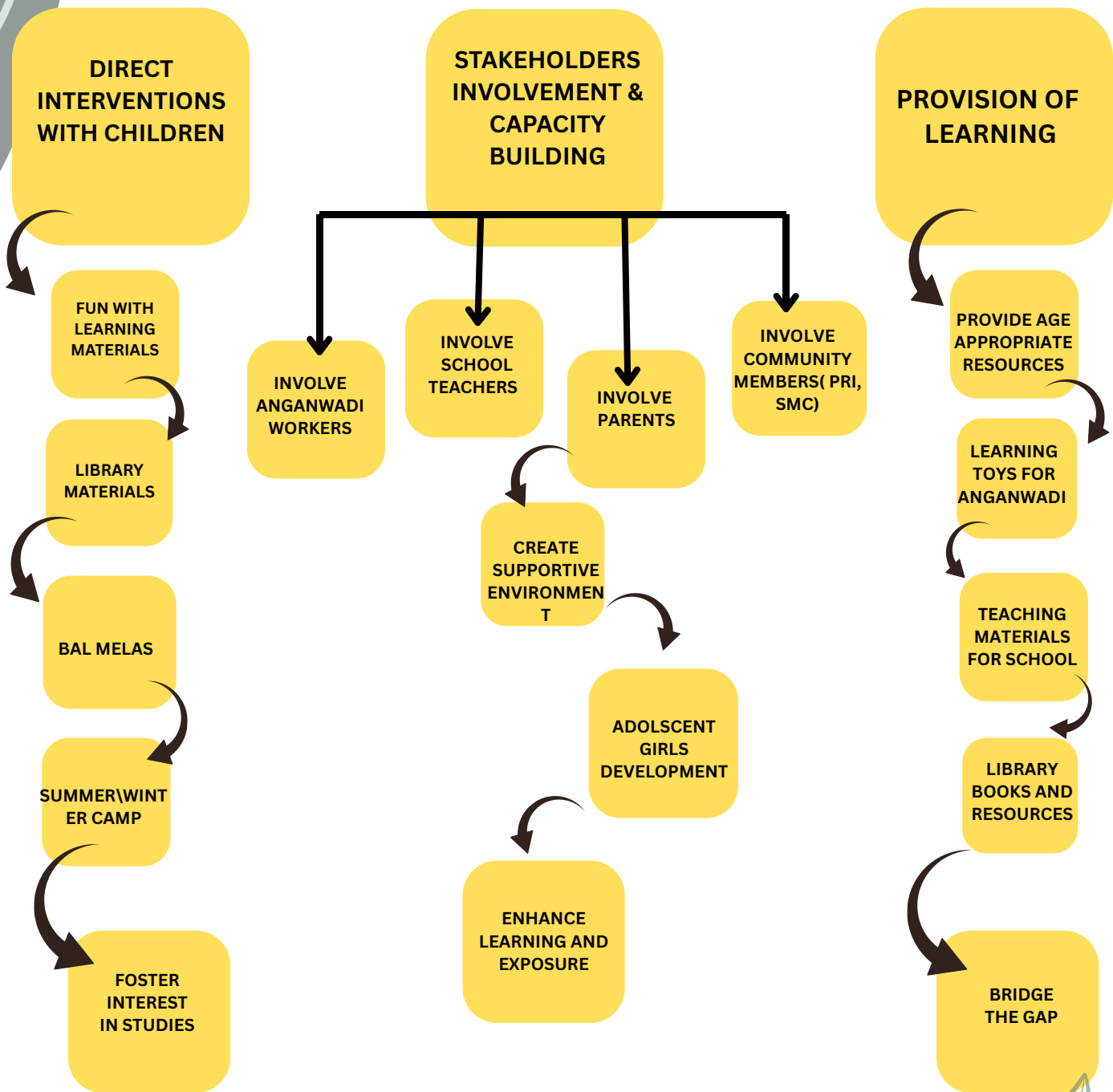
PARTNERS





FRAMEWORK FOR INTERVENTION

THREE CORE PILLARS



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.

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 ageappropriate 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.

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.



PROJECTS AT A GLANCE

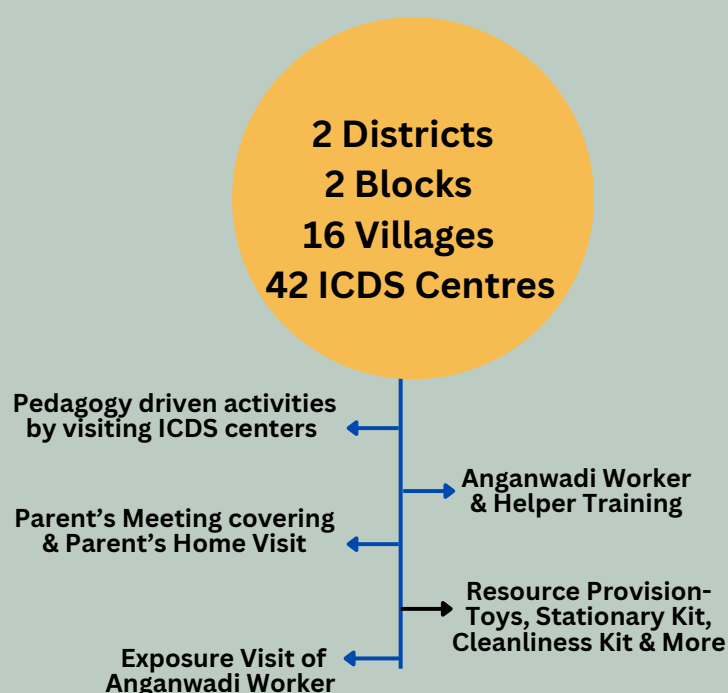


The Astral Foundation supports the Balsarthi Project, which is spread across 42 villages in the Kalol Cluster of Gandhinagar District and the Dholka Cluster of Ahmedabad District. The following objectives guided the project's inception in 2023–2024:

- 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 Build self-confidence and self-esteem of Children.



The ICDS program's anganwadi centers have a number of challenges that hinder their capacity to deliver quality healthcare, including subpar facilities, a lack of equipment, inadequate training, low pay, heavy workloads, and a lack of community support. Due to perceived superior facilities and social influence, parents usually choose private schools over Anganwadi centers, which results in reduced enrollment and underutilization of ICDS services. Children's development is greatly impacted by financial instability, which can lead to behavioral problems and lower academic achievement. Children between the ages of three and six go through important developmental phases during which they learn language, fine motor skills, and social interactions—all of which are best supported by surroundings that are exciting and structured.



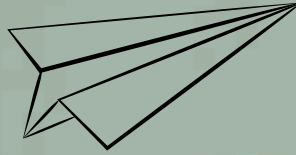
Through the facilitation of theme-based creative and play activities, home visits to irregular attendees to encourage regular attendance, and parent education on at-home developmental activities, the project team consistently supports Anganwadi centers. Every two years, they arrange parent meetings to talk about the role of the Anganwadi, household chores, and issues like conserving money and eating healthily. Activity planning is the main emphasis of monthly training for Anganwadi workers. Monthly helper meetings and the distribution of educational materials including charts, toys, books, and hygiene kits are also provided. In order to improve their abilities and tackle issues, Anganwadi staff are also given the opportunity to visit educational institutions.





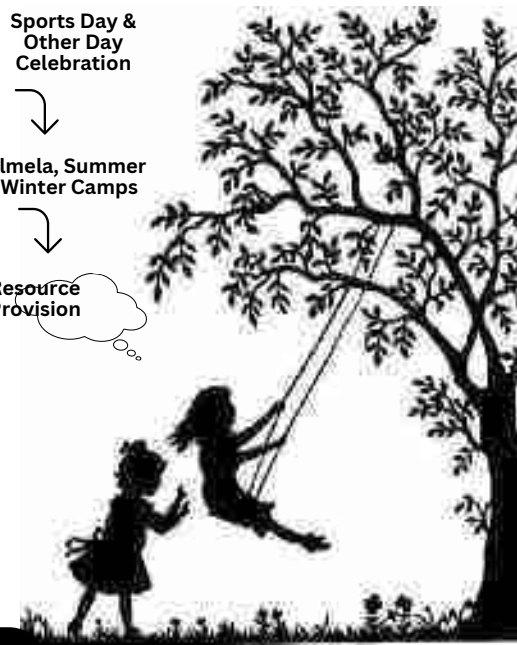
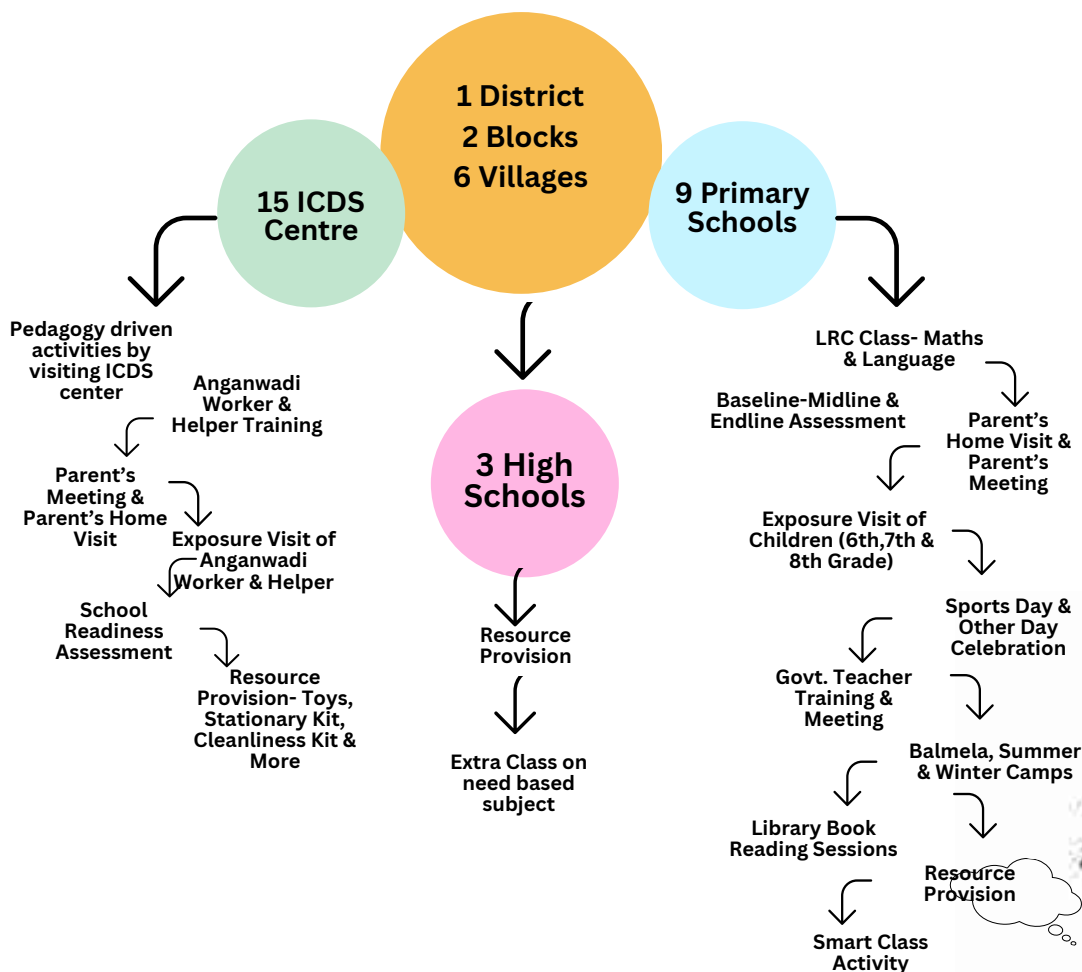
MEETINGS WITH ANGANWADI WORKERS

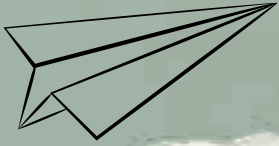




Due to unfavorable physical circumstances, the work area is somewhat impoverished; the villages are situated along the shore, where farming is inappropriate, and only a small percentage of the population works in the fishing industry. The region also experiences the most severe effects of climate change, particularly flooding. 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.





Age-appropriate activities and curricula are implemented in ICDS centers, elementary schools, and high schools by the “**Gijubhai Balmitras**”, who serve as education facilitators. To guarantee successful delivery, they undergo frequent training on a variety of instructional strategies and resources, including hands-on demonstrations. Ongoing training sessions and monthly review meetings are added to this.

By actively engaging parents and the community, the program expands its reach outside of the classroom. This involves parent meetings to create encouraging learning environments and home visits to talk about the difficulties and progress of the students. In order to expose rural children to a variety of experiences and improve their social, emotional, and cognitive development, special activities such as camps and festivals are planned. Further enriching the educational landscape, the project incorporates Smart Classes for audio-visual learning, Library Reading Sessions to cultivate reading habits, and Spoken English classes for language development. High school students benefit from Career Guidance sessions, while inter-village Sports Days promote physical activity and help identify talented young athletes, guiding them towards further opportunities.







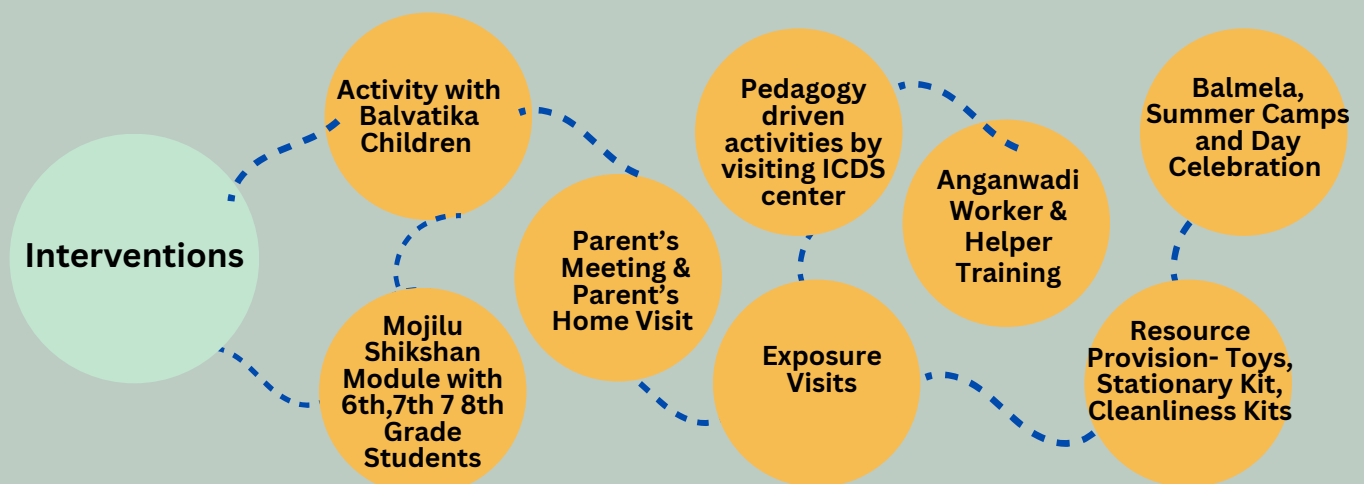
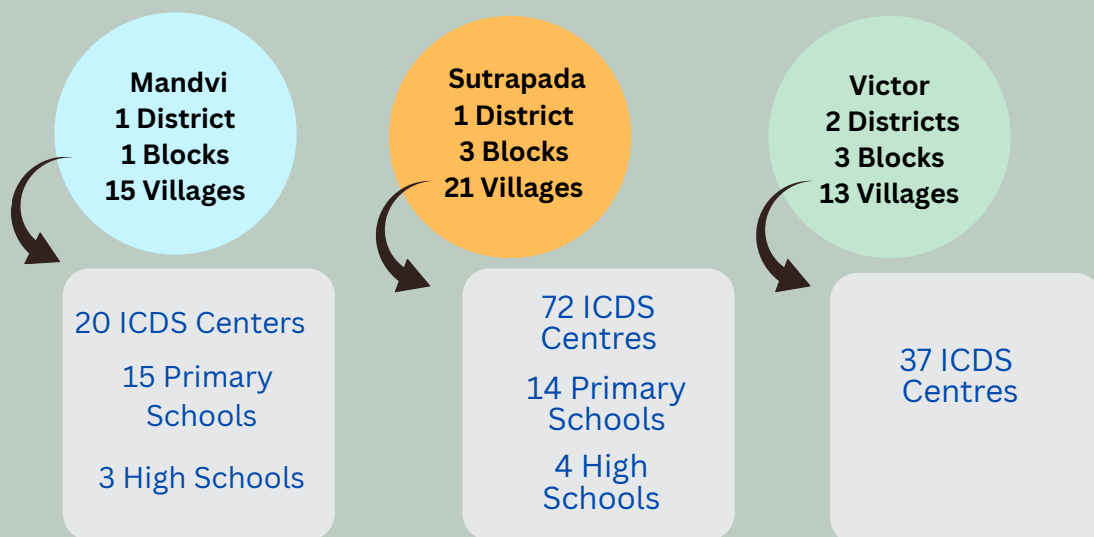
According to the work site of GHCL (Gujarat Heavy Chemicals Ltd. Company), the project's cumulative locations comprise three central Vidhyajyot project areas. Project Vidhyajyot's main goal is to work with students in the pre-primary, primary, and secondary grades of education by encouraging cooperation with parents, teachers, and Anganwadi workers/helpers. Understanding how important these stakeholders are to children's overall development, the strategy seeks to create partnerships amongst them in order to successfully further 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.

The project successfully enhanced village education by increasing Anganwadi enrollment through parental awareness and engaging activities, fostering greater parental involvement through home visits and meetings that addressed attendance barriers like caste issues and distance. It also improved the confidence and effectiveness of Anganwadi staff through training and exposure trips, while reducing primary school dropouts with the 'Mojila Shikshan' teaching method. Furthermore, high school interventions boosted student performance and retention, demonstrating a holistic positive impact on the educational landscape, supported by better resources and teacher assistance.





GYANKOSH AND GYANRATH



The **Gyan Kosh project's** backdrop is found in five villages in the Rajula block of the Amreli district, which are close to the Pipavav Railways. The villages in the southern Saurashtra belt are regarded as isolated and follow a traditional way of life, interacting with nature and working in agriculture and animal husbandry. They maintain their way of life due to their deep cultural ties, although in any rural location, this way of life is viable, but occasionally certain problems impede the village's growth and cause hardship for the entire community. For example, when a village experiences drought, most people turn to religion and blame it on their own wrongdoings. However, the practical perspective and approach needed to overcome a challenge are lacking, as they are also necessary in conjunction with belief systems, which makes the problem worse. Therefore, in order to balance the county's entire economic and social structure, educational intervention is necessary to repair the advancement of the rural lifestyle.

Science education in rural government schools faces major challenges due to limited resources, lack of trained teachers, and minimal hands-on learning. Often reduced to memorization, science loses its practical value. Laboratory tools are underused, and educators show little involvement in experiential activities like science fairs. True science learning should nurture curiosity, critical thinking, and a scientific mindset qualities vital to a child's growth but often overlooked in current teaching methods. By transforming science education from a theoretical subject into an interactive and enjoyable learning journey, the **Gyanrath Project** empowers students with the skills and mindset needed to explore, question, and innovate laying the foundation for a more informed and capable generation. The execution of these objectives is facilitated through a '**Science van**' equipped with instruments and materials specifically designed for conducting science activities suitable for primary school children. The van visits schools at regular intervals, with science communicators accompanying it to ensure the successful execution of the project. A total of **1219 students** benefited from activity-based science learning during the course of the year. Five schools participated in a Summer Camp in May that included interesting activities including problem solving, creating paper and scientific toys, and entertaining science experiments. Exciting experiments like water bubble creation and model rocket launches were part of a Winter Camp that took place in November. Two schools advanced to the block level out of the eight that took part in the cluster-level science fair. In order to promote the creation of models out of waste materials, **450 students** in grades 6 through 8 were also given the "**Bhalu Thajo Bhangar**" activity booklet. At the block level, there was also a Science, Math, and Environment Exhibition that featured games, posters, models, and interactive activities. The fair attracted a total of **1068 participants**, including students and teachers, who gained valuable scientific exposure and enjoyed the learning experience.



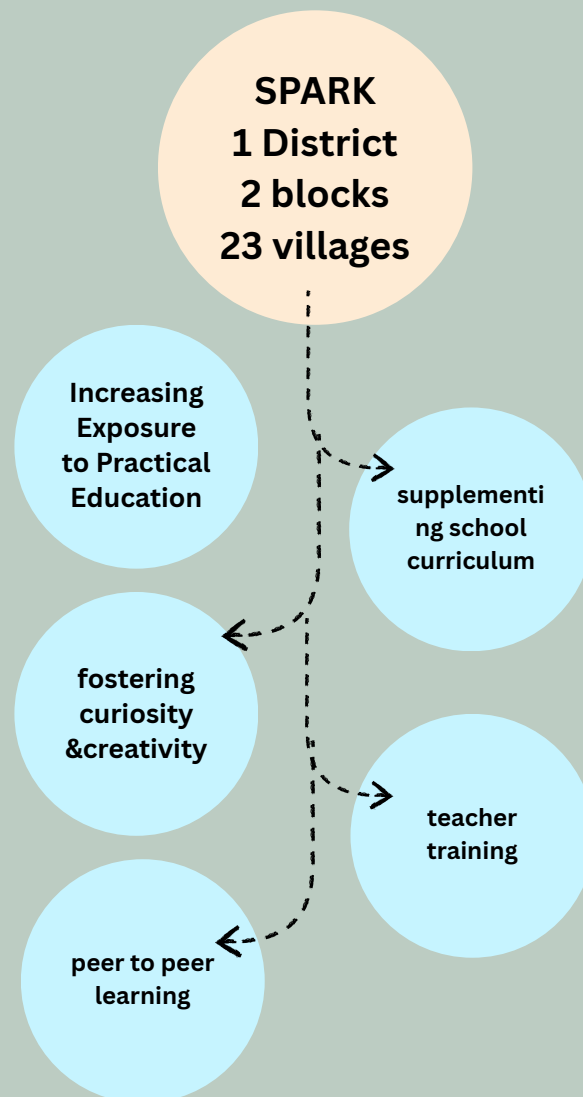
SPARK

Science and math often appear as the least popular subjects among students, which presents difficulties for both instruction and learning. This problem is most noticeable in rural government schools, where it is more difficult to teach certain topics successfully due to a lack of resources and exposure. Students are left with a superficial grasp that is based only on theoretical knowledge when the practical applications of science and mathematics are frequently neglected. Despite the availability of laboratory equipment, limitations including a lack of resources and insufficient training for teachers lead to its underutilization, depriving students of important experiential learning opportunities.

The SPARK Project was launched in 2021–2022 in light of these issues and the pressing necessity to address them. With funding from GPPL APMC Terminal, SPARK seeks to bridge the achievement gap in science and math by giving underprivileged government school students real-world, experiential learning opportunities. Through encouraging curiosity, developing creativity, and adding to the current curriculum, the project aims to empower instructors and students and create a more impactful and engaging learning environment.



SPARK works to foster a love of learning through target driven interventions and teamwork, ensuring a better future for our country's young people. Six primary school students and instructors from the Amreli District's Rajula and Jafrabad Block are benefited from this project.



Since the project works in 31 schools, it visits six core schools every week and aims to visit 25 other schools three times a year. Activities for the six core schools are chosen based on the curriculum and syllabus; science and math learning is aided by hands-on experiments, do-it-yourself projects, and logical reasoning problems. The DIY projects and enjoyable scientific and math activities are carried out in the other 25 schools to help kids build a relatable interest in learning these subjects, which they would not otherwise look forward to.

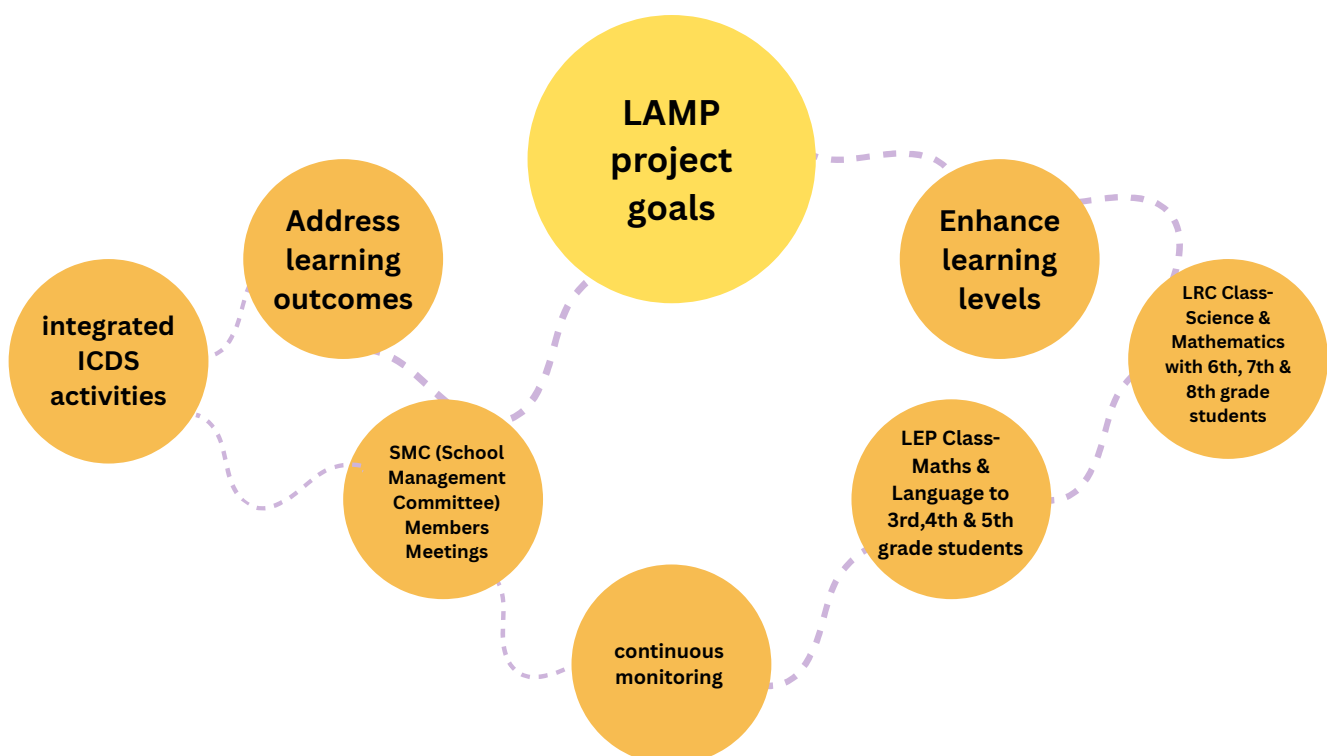


LAMP- LEARNING AND MIGRATION PROJECT



In order to increase the quality of educational experiences and create connections between the demands of government school instructors and project personnel and students, AIF and Swadeep are implementing the LAMP(Learning and Migration) project by contacting the important stakeholders. The strategy's main focal points are participation, learning, access, and a continuum that offers a unified paradigm for intervention is governance and systemic integration. A comprehensive and long-lasting transformation is being brought about by concentrating on all of these elements in an integrated way. Children in communities whose lives are uprooted due to seasonal disturbed migration are the focus of the initiative. However, compared to other crops, growing cotton gives them a respectable monetary wage. During the harvest season, parents help their school-age children pick cotton. This causes individuals to discontinue their education, become irregular at that time, and return to school.

After a few days or months, individuals stop studying regularly, which ultimately results in learning disabilities and school dropout. In the Saurashtra region, AIF is providing financing to improve the education of 12 schools spread over 12 villages in the Mahuva block of the Bhavnagar district.







**IGNITING LEARNING
EMPOWERING
COMMUNITIES**



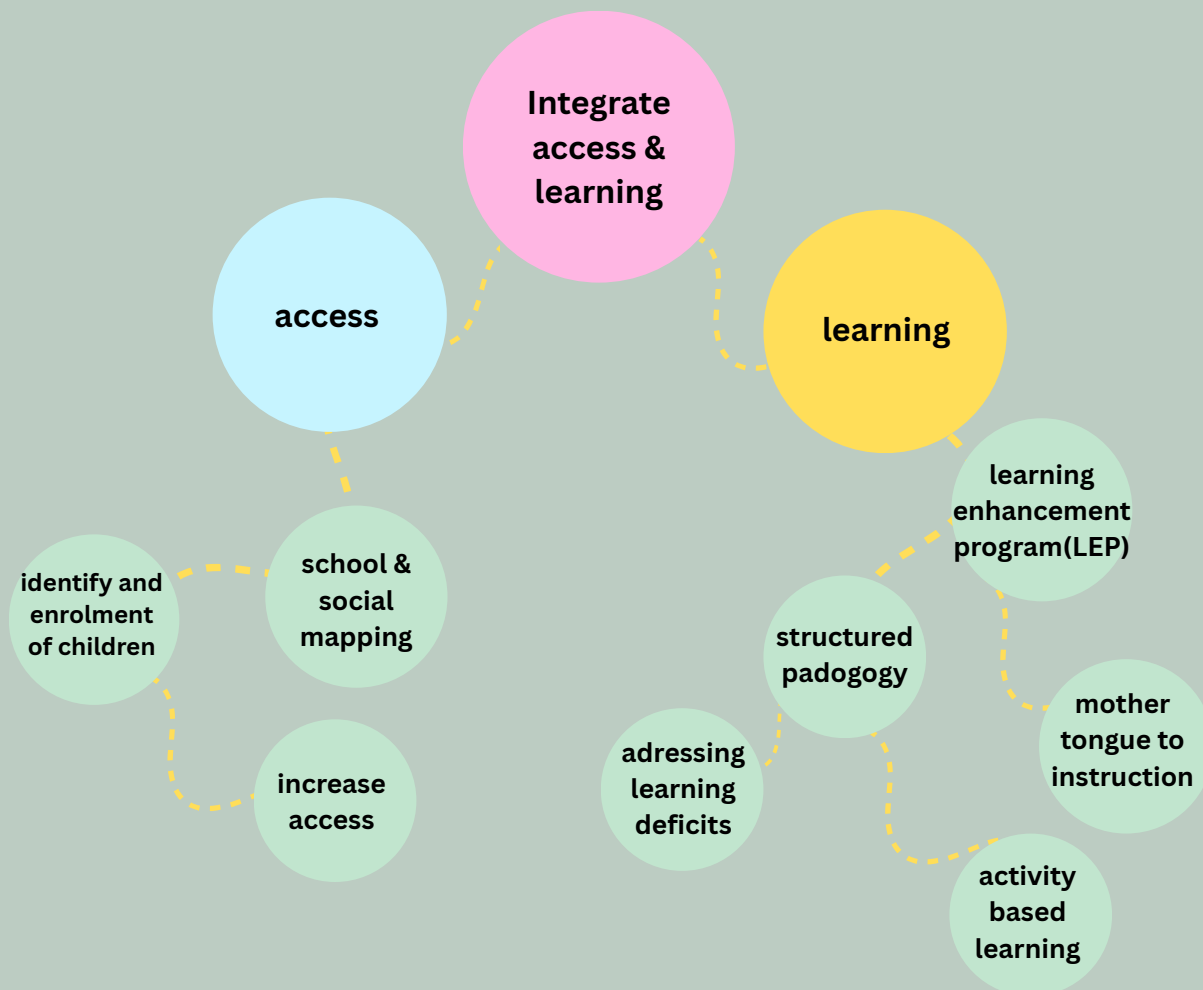
UDAN

The Udan Project in Ankleshwar is home to many migrant families, mostly from Uttar Pradesh and Bihar, who live in challenging conditions. They often reside in crowded, one-room dwellings with shared restrooms, lacking proper light and air. While parents work hard as laborers, earning about 10000 rupees monthly, most of it goes towards rent (3000-4000 rupees) and supporting family back home, leaving no savings. Money is also spent on things like junk food and mobile recharges. Children in these families struggle with education because there are no government schools, and private ones are too expensive. The few tuition centers available don't teach in an age-appropriate way. This situation traps families in a cycle of "urban poverty," making it hard to improve their lives and provide a better future for their children. The Udan project focuses on empowering children within these migrant communities through education. Its core mission is to provide an environment where children can truly thrive. This initiative aims to create a space for play and learning that is tailored to each child's age and individual learning style (whether they learn best by hearing, seeing, doing, or reading/writing). The goal is to help them develop essential skills and positive qualities. Ultimately, the Udan project seeks to equip these children with the tools they need to lead healthy and mindful lives, both financially and socially, ensuring they receive the educational opportunities they rightfully deserve.



Project Objectives

- To identify and assess the number of out-of-school children in the target communities.
- To understand the barriers preventing these children from continuing their education.
- To develop and implement strategies to re-enrol these children in schools.
- To engage with community stakeholders to create a supportive educational environment.
- Enhanced Education Level and improvement in the quality of education.



The '**Masti ki Pathshala**' project started enrolling children by talking to community members and visiting families to explain the classes. This helped create a list of participating children. As of December 18, 2024, one center is running, helping children of different ages get ready for school. Now, there are three centers in total, holding two classes every day, one in the morning and one in the afternoon. Each class has about 31 children, serving a total of 218 children. Each session lasts for three hours, and attendance and activity records are kept daily.



SAGARBANDHU

The project goal is to enhance the Fisheries livelihood. Health, education and Drinking water will help in the attainment of several Sustainable development goals. This will carry out planning and management of programs and will intends to improve the socio-economic status of fishermen community at Tragdi Bandar, Modhva and Tragadi Village. Access to quality education hence no child should be deprived of education in mention villages, Benefit of Government Schemes, Sale and New Market Linkage support of the fishermen produce, Fulfillment and delivery of emergent need of the fishermen community. To make fishermen aware of government schemes and to empower them economically and socially by giving them the benefits of various government schemes.

This program aims to improve the quality of life, focusing on two main areas: Education and empowering women through Self-Help Groups (SHGs).

For **education**, the goals are to:

- Spread awareness about education and provide learning materials.
- Work with children and parents to highlight education's importance.
- Encourage children to stay in school and reduce dropouts.
- Increase parents' involvement in their children's schooling.

For **women's empowerment**, especially in fishing communities, the goals are to:

- Teach financial skills and encourage saving through SHG training.
- Support women in selling new fish products through small businesses to help them become more financially independent.

Government Schemes Awareness, Entitlements & Collaboration:

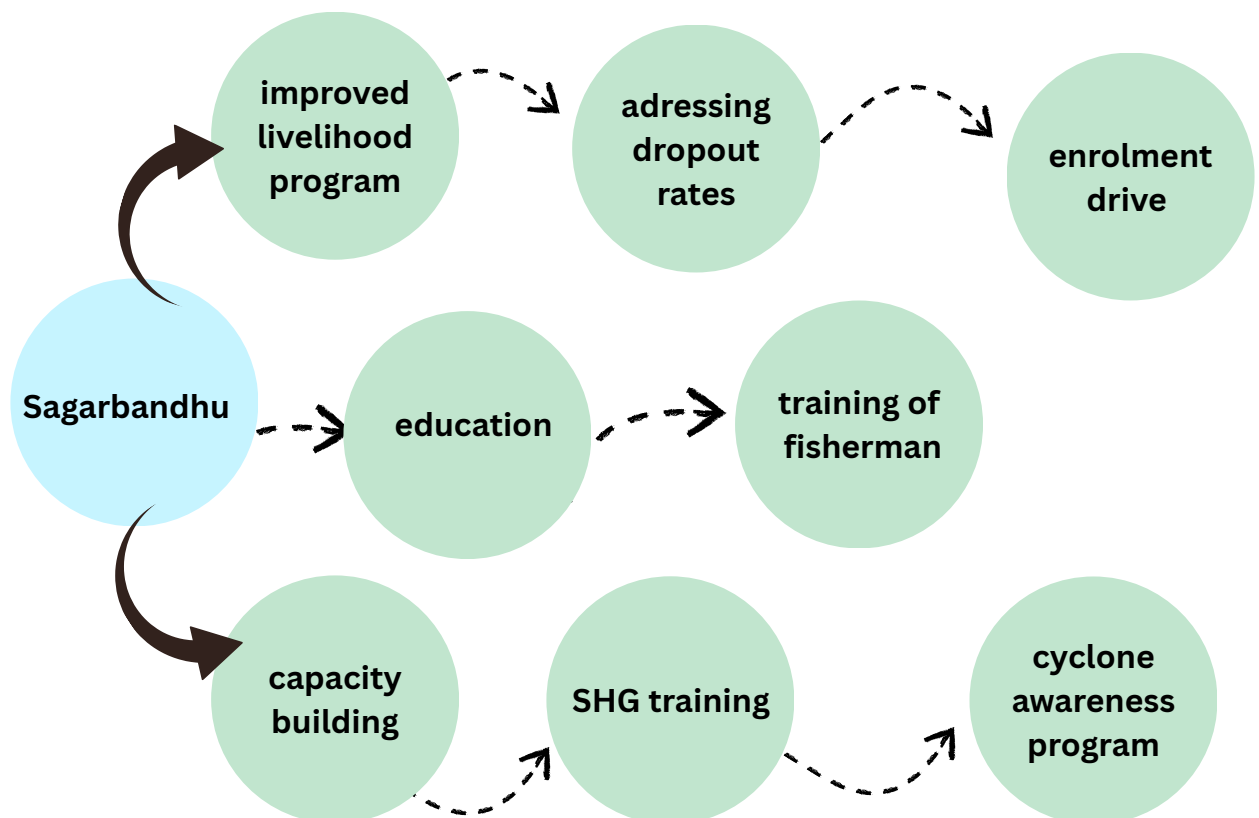
- To Raise the awareness towards government schemes and provide information regarding schemes.
- To coordinate with Government Department for the benefit of Schemes and make the schemes available to fishing community.

Sale of Fish through New Market Support & Linkage:

- Provide information and training on the bestselling fish products in the market.
- To teach to make and sell different dishes of fish thereby promoting fish sales.

Health Awareness:

- Working with the government health department to ensure that fishermen and their family members have access to basic health care by organizing health camps in coordination with local PHC.
- To extend the benefits of various government health related schemes to the fishing community and avoid malnutrition in women and children.
- Major aim is the development of the critical mass of fishermen community and also to increase the satisfaction level.



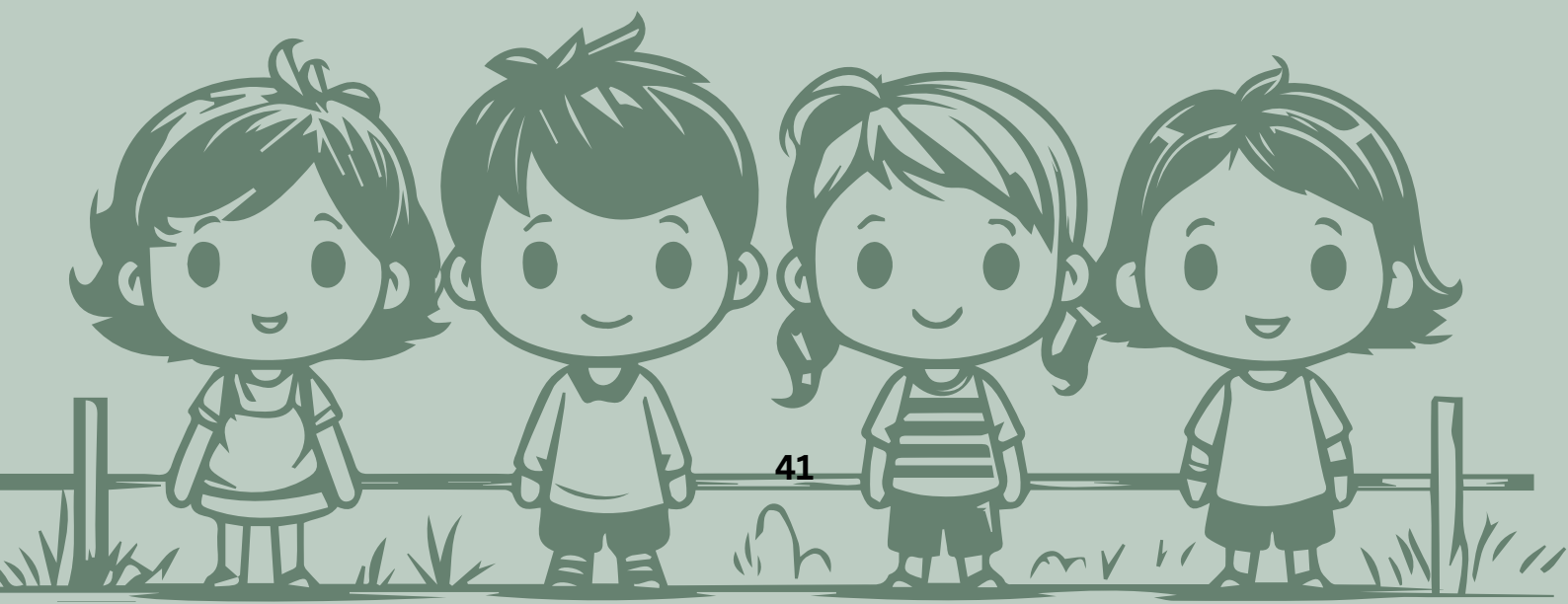


OTHER INITIATIVES

Co-curricular activities for upper primary school children (2024 -25) Project proposed project will aim at working with 11000 students of grades IV to VIII from across more than 40 schools of Sanand block and 10 schools of Viramgam of the Ahmedabad district, total of 50 school in the state of Gujarat. The project intends to provide a diverse range of activities that will enrich students' learning experiences and positively impact their overall growth and academic performance

Covering areas such as Naranpura, Ghatlodiya, and Bhuyangdev, the **Special Coaching Project** seeks to enhance education quality, lower dropout rates, and improve career clarity for 1,370 students in grades XI and XII from 12 government/trust-led schools in Ahmedabad. The initiative tackles shortcomings of conventional education by providing coaching that is focused on goals and promotes accountability, communication, and career preparedness while addressing the specific difficulties encountered by rural students.

The **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 gets benefit.

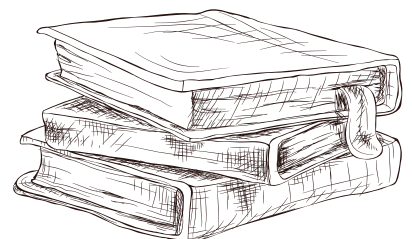




CASE STORIES

- **Ayush and Anand**, two brothers at Ajotha's Anganwadi, initially struggled to join activities, often crying and needing their sister to stay. This made it hard for them to learn and grow, as play is a key part of early education. The Anganwadi team decided to make learning fun by introducing enjoyable games. Slowly, over three months, Ayush and Anand started participating and enjoying the activities on their own. This helped them develop well and made their parents and the Anganwadi workers very happy. Encouraged by this success, the team now plans to use the same playful approach in other Anganwadis. Their goal is to make learning fun and engaging for all children, ensuring every child can participate and develop joyfully through play.
- **Meghpur's Anganwadi Center No. 2** faced a significant challenge with the poor hygiene practices of its children, an issue that persisted despite the dedicated efforts of the Anganwadi worker. This situation was particularly concerning because maintaining good personal hygiene is not only crucial for a child's immediate health, preventing the spread of illnesses, but also plays a vital role in their overall development and ability to engage effectively in learning activities. The lack of cleanliness among the children indicated a broader need for community-level intervention to promote healthier habits and a more conducive learning environment.

To fix this, parent meetings were held to teach them about the importance of hygiene and their role in teaching good habits to their children. These meetings showed how parents can help their children be cleaner and better learners. After eight months of continuous effort, all the children now come to the Anganwadi clean, and their homes are cleaner too. The goal is to bring this success to other Anganwadis to ensure all children are healthy and clean.



- **Tanuja**, a 6 years old girl who is fresh to studies comes at '**Masti Ki Pathshala**'. In the initial days, her parents struggled to bring her to the class. She used to cry but within brief time frame, she started enjoying the classes. What her parents liked the most was that it took her comparatively less time for her to adjust than it took to her in her tuition class. Her parents took her off the tuition class considering this aspect, her parents remark that the games played in the class is Tanuja's favourite part. Her mother is also insistent on running the classes on Sunday as well and continue the classes. Tanuja now knows Hindi alphabets, number, basic calculations, names of birds, fruits and other subject based details. The game time is her favourite part of the classes and she enjoys it.



- **Suman**, a 10 years old boy who comes to '**Masti ki Pathshala**' with his sister was a child identified as the one who sat in the corner in a crouched manner- head down and eyes puzzled upon being asked something. After being regular in class- he started participating actively, now he pretty confidently interacts with other children and facilitator and supervisor. That's the environment Suman received under the intervention. Being 10 years, deprived of the environment of proper learning and interaction would have further impacted his personality but he got the support of this intervention and presently on the scale of improvement.

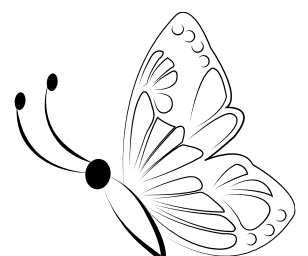


- When 4-year-old **Sumit** first refused to go to Velan Anganwadi Center-1 and engage in its activities, his parents became concerned. When forced to go, his hesitation resulted from a lack of interest, which caused him to cry and want to go home. This instance brought to light a prevalent difficulty in guaranteeing young children's continuous participation in pre-primary education.

A social worker from Swadeep Shikshan Vikas Sanstha named Anjnaben Rathod stepped in through the GHCL Foundation-funded **Vidhyajyot project**. She regularly visited Sumit's family at home, explaining to his parents the value of attending anganwadi sessions for his growth and how the activities were designed with kids ages three to six in mind. Additionally, Anjnaben established a rapport with Sumit by emphasizing the fun parts of the anganwadi, which eventually changed his viewpoint. These dedicated efforts yielded positive results, as Sumit began attending the anganwadi regularly and participating enthusiastically. His initial resistance transformed into active engagement, bringing immense satisfaction to his family, the anganwadi staff, and Anjnaben. This successful intervention underscores the significance of community support and tailored engagement strategies in fostering early childhood development.



- Reading, science, and simple math were once areas of difficulty for **Makwana Sanjana**, a Class 8 student who lived adjacent to her school. Her enthusiasm for practical activities and science projects kept her motivated in spite of these obstacles. She attended every **LRC(Learning Resource Center)** lesson for eight months in a row. Her ability to read and write in Gujarati increased with daily practice. Thanks to interactive teaching learning materials, she was able to overcome her challenges with addition and multiplication in math. She progressed from comprehending only six hours of math material to 22 hours. Sanjana manages household duties as well, taking care of her younger brothers while her parents are at work. She is still committed to her studies in spite of this. Her improvement from 9/15 to 12-13/15 in math and science is evident. Sanjana is a true inspiration whose journey demonstrates how hard effort, support, and enthusiasm can lead to success.



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