



Jnana Prabodhini's
Institute of Psychology
प्रज्ञा – मानस संशोधिका



SAKSHAM ANNUAL REPORT FY 2022-23

Funded by: Rohan Builders (India) Pvt. Ltd (RBPL)

Implemented by: Jnana Prabodhini Samshodhan Sanstha (JPSS)

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Foreword

The Saksham project implementation started in July 2022 in five wastis (Settlement of Mulashi Taluka) and a hostel for the Katkari community in Male village, managed by Vanvasi Kalyanashram organization, was initiated by the team from Jnana Prabodhini's Institute of Psychology (JPIP), a department of JPSS. Assurance of wholehearted cooperation to take this work ahead was given by Suhas Lunkad Sir (Chairman & Managing Director) and Vartika Bhatewara, CSR head, during rounds of meetings with them. Rohan Builder's CSR perspective on community development aligns with its core values and objectives. In pursuit of their mission, they have forged a partnership with the Jnana Prabodhini recognizing the significance of collaborative efforts. This joint endeavour aims to promote the development of the Katkari community in Mulashi Taluka, specifically concerning children and youth capacity building. The positive outcome of the sessions in the first year of 2022-23 was significantly attributed to the participation of children and youth, an efficient facilitators team, and the support provided by Rohan Builders.

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INSTITUTE INTRODUCTION

JPSS, established in 1985, is a registered Public Charitable Trust and Research Society. One of its departments, JPIP (www.jpip.org), focuses on identifying and nurturing human potential for positive social change through fundamental and applied research on intelligence and personality, leadership, quality of life, psycho-social environment, adolescent psychology, and gender issues. JPIP also provides teaching, soft skills training, consultancy, guidance, and counselling services. JPIP has made significant achievements, including completing more than 60 major and 50 minor projects, developing over 200 standardized psychometric tests, and publishing over 100 articles in national and international, peer-reviewed journals, with over 10 of them being on topics related to sexual and reproductive health. Its pioneering work based on the structure of intellect by J. P. Guilford has resulted in the development of 120 tests, such as aptitude testing, MENSA testing, comprehensive child development, adolescent psychology, and sexuality measures. Furthermore, JPIP is recognized as a university-recognized PhD centre in psychology, highlighting its commitment to promoting research and education in the field.

Potential Enhancement Service cell- PES is an honest effort in the same direction. The wing started functioning in 1994 in the form of the Comprehensive Child Development Program (CCDP). The research regarding the nature of intelligence is applied here, to students of age from 7 to 12 years. Later the development program extended to adolescents, parents, and teachers as well. It mainly focuses on the enhancement of cognitive and socio-emotional abilities through various training modules.










Functions-

- To arrange and run programs for child development.
- To train parents/guardians to boost child development.
- Arrange and run training programs for people who want to become facilitators.
- Design need-based training modules for all age groups.
- Consultancy to design the modules as per request

Features-

- Strong theoretical background for each program.
- Well-planned and efficiently executed programs.
- Training personnel having a base of School Psychology.
- A big network of associate facilitators.

PROJECT DESIGN

 SKILLS COVERED	Cognitive, Emotional, Social
 LANGUAGE	Marathi
 MODE	At five <i>Vastis/bastis</i> (settlements of Mulashi) and a Hostel for the Katkari community at Male village managed by Vanvasi Kalyanashram
 NUMBER OF BENEFICIARIES	150 children 21 youths
 PROJECT DURATION (FIRST YEAR)	April 2022 to March 2023
 TOTAL SESSION TIME	2 to 2.5 hours per session 2 sessions per day 4 sessions per month
 TIME ALLOTTED TO EACH ACTIVITY (IN MINUTES)	Attendance: 5mins Healthy snacks distribution: 10 mins Actual Activity: 90 mins (2 Activities) Debriefing: 10 mins Feedback from the student: 5mins
 FACILITATORS QUALIFICATIONS	Bachelor's/Master's Degree + Minimum 5 years of experience working as a facilitator
 FACILITATORS TO CHILDREN RATIO	1:8 (for children) 2:20 (for Youth)

PROJECT COVERAGE

Beneficiaries

Children (Child, Adolescent group)		Youth	
Targeted	Actual	Targeted	Actual
100 to 150	150	20	21

Gender (Child, Adolescent group)		Gender (Youth)	
Male	Female	Male	Female
88	62	12	9

Class/grade Split (Child, Adolescent group)

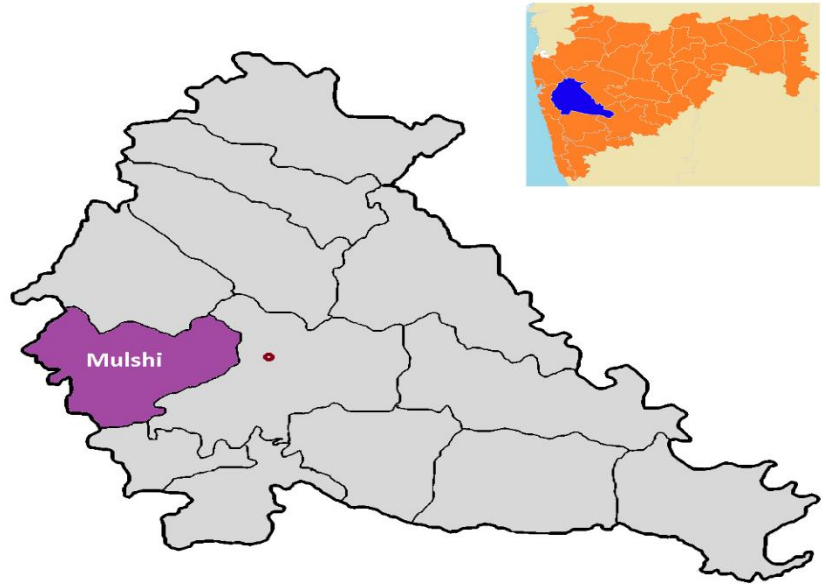
Class/grade	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	ITI	Total
Number of students	6	16	30	9	24	22	15	10	4	3	2	1	6	148

*School dropout-1, Never been to school-1

Areas Covered

Seven settlements in Mulshi Taluka/Tahsils and centre Vanvasi Kalyanashram-Male (माले)

- Sutarwadi
- Belwade
- Andeshe
- Disali
- Lahvarde
- Hiwaliwasti* (Only for some sessions)
- Ambadvet* (Only for some sessions)
- Vanvasi Kalyanashram-Male (माले)



**Due to the low attendance of children in each activity session despite constant pursual and a general lack of awareness among parents, Rohan Builders Team and JPSS have jointly decided to discontinue the Ambadvet Wasti and replace it with Lavharde Wasti.*

**For Hiwali Wasti, we faced difficulties in conducting sessions for children, particularly girls, due to their parents' reluctance to send them to the Male hostel. Therefore it was decided to put Hiwali Wasti on standby for the time being. In the meantime, Sessions have started being conducted at a new location, Sutarwadi.*

PROJECT ADMINISTRATIVE STRUCTURE

Once a project has been approved, developing an implementation plan is next. This plan requires the creation of administrative structures to carry out the planned activities, which may include hiring staff if necessary. The success of any project relies heavily on careful planning and effective management, which requires dedicated facilitators to carry out the details that will make these activities happen.

The comprehensive administrative structure

The program team comprises 24 members, each of whom plays a critical role in ensuring the project's success. Successful projects require collaboration and the expertise of each team member. Identifying the key team members and their respective roles is essential to ensure that the project moves forward smoothly. The project team members include the project head, project coordinator, facilitators team, content, and assessment tools development & expertise team, data management & analysis team, and administrative personnel. Each of these team members has a specific role to play in the project's success.

A) Project Head

1. Directing the completion of the project while ensuring this project is on time, on budget, and within scope.
2. Monitoring the progress of the project
 - 2.1 Ensuring that key milestones are reached
 - 2.2 Comparing actual performance against the planned /scheduled performance
3. Communicating with the project coordination team, and RBPL-CSR team in the forms of weekly and monthly meetings, reports, and regular updates from the project coordination team.

B) Project Coordinator and Team

1. Coordinating project schedules, resources, equipment, and information
2. Planning, organizing, and monitoring the daily progress of projects
3. Providing detailed project-related updates to the project head and RBDPL -CSR team
4. Planning meetings and organizing the project's logistics
5. Assigning tasks to internal teams and assisting with schedule management
6. Ensuring team members have the necessary supplies and resources to complete their assigned tasks on time.
7. Create and maintain comprehensive project documentation, plan, and reports.
8. Analyze risk and opportunities.

C) Facilitators Team

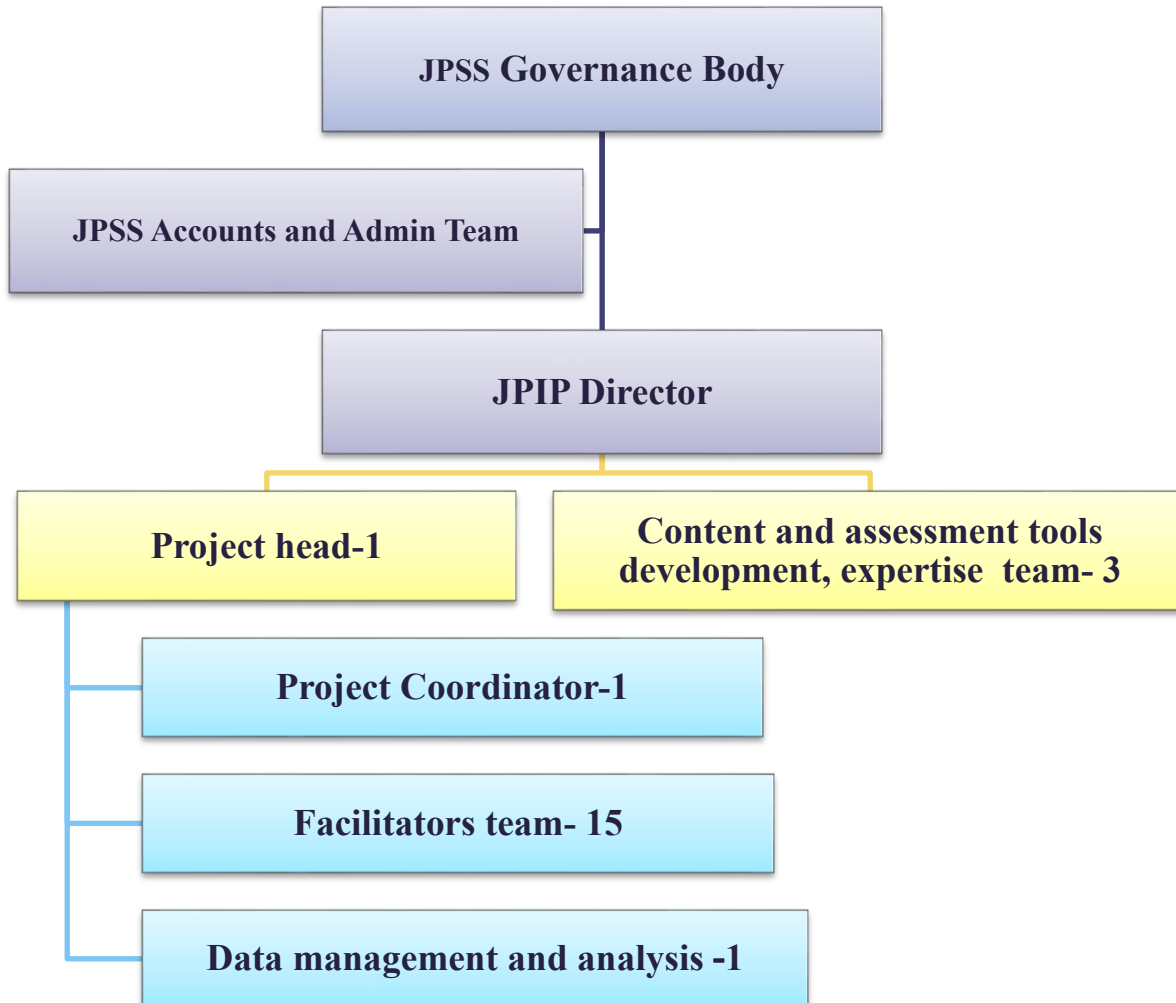
1. Completing the trainer's training program conducted by JPSS
2. Participates in activity designing sessions during the training program.
3. Completion of all planned sessions on the field.
4. Reporting to the project coordination team.
5. Attending all the internal meetings with the project coordination team.
6. Fill in all the data in Pragati app with observations made during the session and special entries.
7. Record each session in the given log book.
8. To care for and guarantee that the training materials used during the entire project -

questionnaires, session materials, data, photos, videos, and compiled information will not be used anywhere other than this project.

9. To keep a team on track by providing support with meeting agendas, time management, and group dynamics.

10. Maintaining and Keeping all the registration records of the session and consolidating all the session material required for the next session.

In conclusion, the success of any project depends on careful planning, effective management, and the project team's collaboration. Each team member plays a critical role in ensuring that the project moves forward smoothly and achieves its objectives.



INTERNAL MONITORING MECHANISM

Monitoring was undertaken to ensure better learner coverage and effective programme delivery –

- Project head ➡ Project coordinator ➡ Facilitators ➡ children/adolescent/youth
- Weekly Meetings of facilitators with the core team were taking place
- WhatsApp groups were created between the programme team and mentors to receive updates
- Periodic review meetings were conducted by the leads with the team to track progress and share inputs on better coverage of learners
- Field visits were undertaken by the leads to monitor programme delivery
- Project Monitoring Tool - Kshмата Mobile App

For data management, an Android mobile application called "Kshмата," is created which serves as a convenient platform for the facilitators' team to manage student attendance, track student responses, and provide performance feedback for each session. The application will enable the facilitators to input data for each child and session efficiently. The Kshмата app will streamline the process of tracking children's attendance and performance by providing an intuitive and user-friendly interface. The facilitators' team will be able to input children's data and attendance records seamlessly.



PEDAGOGY

The program encompassed a total of 24 activities, each of which was designed with distinct objectives. Facilitators assigned some tasks for each activity and followed up with regular check-ins and feedback in the subsequent activity.

- ✓ The contents of the program were focused on cognitive skills, which are the fundamental skills derived from thinking, reading, learning, remembering, reasoning, and paying attention.
- ✓ In addition, the program also emphasized social skills, which involve understanding emotions and feelings, and recognizing one's own emotions and those of others furthermore,
- ✓ Program also targeted emotional skills, which are used for effective communication and interaction, both verbally and non-verbally, through gestures, body language, and personal appearance.

Session flow

- **Prayer & meditation** -Firstly, all facilitators commenced each session with a prayer. This was then followed by a brain gym activity to engage the students and stimulate their mental faculties.
- **Feedback on the previous session** -Next, the facilitators provided feedback on the previous session, to assess the student's progress and understanding of the concepts covered. At the beginning of each session, the children in the group are provided with nourishment in the form of various food items, such as different types of rice, poha, and laddoo. Each child is allowed to partake in these meals, ensuring that their dietary needs are met.
- **Planned activity**-Afterwards, the actual implementation of the activity took place, where the students engaged in the assigned tasks under the guidance of the facilitators.
- **Debriefing the session** -Upon completion of the activity, a debriefing session was conducted where the facilitators discussed the takeaway message from the activity with the students. This allowed for a deeper understanding of the concepts covered and provided an opportunity for students to reflect on their learning.

STAGE WISE DESCRIPTION

Preparation

- An orientation, and an overview of the program and its objectives. The orientation session was held on 27th April 2022, at JPIP. This session aimed to give the promoters an in-depth understanding of the *Katkari* community. For that, Narendra Pendse sir, who has been working as a coordinator at Kalyanashram for many years and who has worked closely with the children of the community, told everything from the history of the *Katkari* community, how they lived, what is the tribal community, how the *Katkari* community is a migrant, etc. He also informed us about the challenges that the *Katkari* community is currently facing, their problems and the problems of the young generation.

Facilitators Mobilization

A total of 15 facilitators were recruited for the program, selected from the organization's existing cadre based on their experience and availability for a two-year commitment.

Facilitators Training

All facilitators underwent a comprehensive two-day training, which included-

- The Two-days training was held on the 9th and 10th of June 2022, at JPIP. At the beginning of the training, each training participant was given participants pre-training survey. The purpose of the training was to strengthen the facilitation skills of the facilitators in terms of
 - General skills, communication skills, planning skills, storytelling skills, and hands-on tips.
 - Activity designing sessions (part1-day 1) and (part 2- day 2) were brainstorming sessions for the facilitators. It contained the name, objective and what it's for, time (duration), what children will learn, what the facilitator will need (activity material), and the discussion on questions. All activities would be in the form of intelligence games.
 - They are in the forms of playact role plays, hygiene and self-care sessions, value education, life skills, developmental skills, and storytelling. The focus would be on the cognitive and socio-emotional domains of the children.
 - In addition, the facilitators receive ongoing training through weekly meetings, where they discuss the activities and purpose of each session. During these meetings, facilitators have the opportunity to demonstrate and clarify any doubts they may have. These weekly meetings are an integral part of the facilitators' continuous training and are highly beneficial. They begin with facilitators providing feedback on their previous sessions and discussing the feedback received from students.
 - Overall, the training and ongoing support provided to the facilitators have contributed significantly to the project's success.

An Interactive orientation session with Narendra Pendse sir and Vidula Pendse Madam.



Facilitators filling in the pre-training survey questionnaire



An activity designing sessions-brainstorming for the facilitators



SESSION SCHEDULE

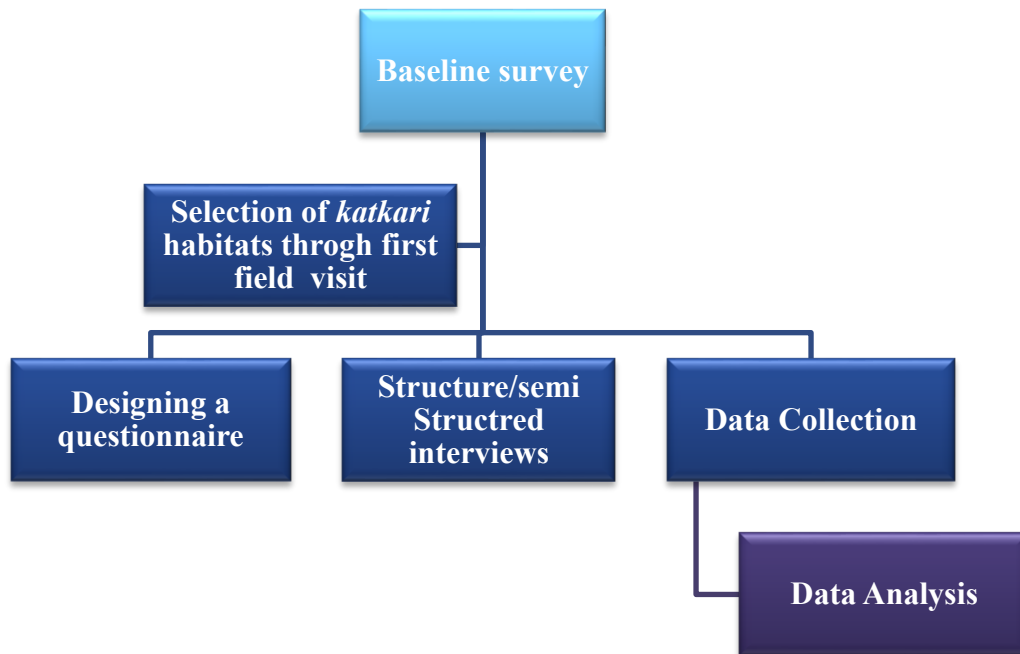
The following table gives the details of the schedule for all sessions executed

Date	Day	Purpose	Group type
17/4/2022	Sunday	First field Visit	Four staff members from JPIP-
8/6/2022	Wednesday	Baseline survey	4 staff members from JPIP +12 facilitators
20/7/2022	Wednesday	1 st & 2 nd session	Youth
7/8/2022	Sunday	1 st & 2 nd session (5 wasti's and Hostel)	Child and Adolescent
21/8/2022	Sunday	3 rd & 4 th session (5 Wasti's and Hostel)	Child and Adolescent
18/9/2022	Sunday	5 th & 6 th session (5 wasti's and Hostel)	Child and Adolescent
21/9/2022	Wednesday	3 rd & 4 th session	Youth
2/10/2022	Sunday	7 th & 8 th session (5 wasti's and Hostel)	Child and Adolescent
6/10/2022	Thursday	5 th & 6 th session	Youth
16/10/2022	Sunday	9 th & 10 th session (5 wasti's and Hostel)	Child and Adolescent
19/10/2022	Wednesday	7 th & 8 th session	Youth
20/11/2022	Sunday	11 th & 12 th session (5 wasti's and Hostel)	Child and Adolescent
20/11/2022	Sunday	9 th & 10 th session	Youth
4/12/2022	Sunday	13 th & 14 th session (5 wasti's and Hostel)	Child and adolescent
4/12/2022	Sunday	11 th & 12 th session	Youth
18/12/2022	Sunday	15 th & 16 th session (5 wasti's and Hostel)	Child and adolescent
18/12/2022	Sunday	13 th & 14 th session	Youth
8/1/2023	Sunday	17 th & 18 th session (5 wasti's and Hostel)	Child and adolescent

Date	Day	Purpose	Group type
8/1/2023	Sunday	15 th & 16 th session	Youth
22/1/2023	Sunday	19 th & 20 th session (5 wasti's and Hostel)	Child and adolescent
22/1/2023	Sunday	17 th & 18 th session	Youth
29/1/2023	Sunday	21 st & 22 nd session (5 wasti's and Hostel)	Child and Adolescent
29/1/2023	Sunday	19 th & 20 th session Guest session on Mindfulness	Youth & Adolescent
4/2/2023	Saturday	21 st & 22 nd session Exposure visit	Youth & Adolescent
12/2/2023	Sunday	23 rd & 24 th session (5 wasti's and Hostel)	Child and adolescent
12/2/2023	Sunday	23 rd & 24 th session Guest session on anti & de-addiction	Youth & Adolescent
26/2/2023	Sunday	25 th & 26 th session (5 wasti's and Hostel)	Child and adolescent
19/3/2023	Sunday	Parent meet	Child and adolescent
13/5/2023	Saturday	Fun Camp	Child and adolescent

Baseline Survey

Methodology- A brief sketch of the adopted methodology



The baseline survey serves as a critical initial step for the Saksham project, specifically about the identification of the five settlements to be targeted for intervention. Following our first exposure visit to these settlements, we have determined that they are suitable for the project's activities. Consequently, we have opted to conduct a comprehensive baseline survey in these settlements. This survey comprises a set of specific questions designed to obtain pertinent information.

- Literacy rates of the overall sampled population in all five Wasti's present a very low level.
- Another disconnecting fact that emerged in the survey was
 - o extreme poverty across all the Wastis,
 - o Young adults and child marriages,
 - o unhygienic livelihood conditions,
 - o lack of basic water facilities,
 - o high level of people consuming alcohol,
 - o no stable house lands,
 - o unavailability of basic govt approved documents like ration cards and Adhaar cards.
 - o And the feeling of disconnection from the society.
- *Katkari* mainly works in pre- and post-agricultural activities, brick making, marginal collection of fishes, crabs, medicinal plants and vegetables, labouring, etc.
- However, fast developmental activities have reduced traditional occupational patterns. *Katkaris* somehow maintained a distance from surrounding rural populations.
- Major constraints in their development are related to their socio-economy, health, migration, habits, and livelihood strategies.

Please note that the baseline survey was conducted exclusively in six *Katkari* settlements located in Mulashi Taluka. Therefore, the information provided is solely derived from the collected data only. It is also important to note that numerous houses were found either closed or unoccupied during the survey. Consequently, these houses were not included in the baseline information data.

One of the facilitators taking baseline information-



A typical Katkari house-



Baseline Information of Each *Katkari* Settlement

1)Sutarwadi-

Specifications	Total
Total number of houses	34
The population (approx.)	140-150
Total number of children between ages 8 to 11 yrs	25 Female-12, Male-13
Total number of adults	68
The total number of school-going children between ages 8 to 11 yrs	25
The total number of children – school dropped or never been to school	00
Sources of income	Farming, crab catching, fishing, labouring, working at the construction site
Total number of youths	Female youth-4 Male youth-7

2) Belwade

Specifications	Total
Total number of houses	24
The population (approx.)	158
Total number of children between ages 8 to 11 yrs	29 Female-12, Male-17
Total number of adults	115
The total number of school-going children between ages 8 to 11 yrs	29
The total number of children – school dropped or never been to school	00
Sources of income	Pre-post agricultural activities, crab catching, fishing, labouring, working at mines
Total number of youths	Female youth-15 Male youth-9

3) Andeshe

Specifications	Total
Total number of houses	18
The population (approx.)	60-70
Total number of children between ages 8 to 11 yrs	13 Female-6. Male-7
Total number of adults	40-45
The total number of school-going children between ages 8 to 11 yrs	13
The total number of children – school dropped or never been to school	00
Sources of income	Farming, crab catching, fishing, labouring, daily wedges.
Total number of youths	Female youth-3 Male youth-4

4) Disali

Specifications	Total
Total number of houses	11
The population (approx.)	45-50
Total number of children between ages 8 to 11 yrs	24 Female-13, Male-11
Total number of adults	25-30
The total number of school-going children between ages 8 to 11 yrs	23
The total number of children – school dropped or never been to school	01
Sources of income	Pre-post agricultural activities, Farming, crab catching, fishing, labouring
Total number of youths	Female youth-5 Male youth-5

5) Lahvarde

Specifications	Total
Total number of houses	30-35
The population (approx.)	100-120
Total number of children between ages 8 to 11 yrs	22 Female-11, Male-11
Total number of adults	60-70
The total number of school-going children between ages 8 to 11 yrs	21
The total number of children – school dropped or never been to school	01
Sources of income	Working at farmhouses and Lavasa city, farming, crab catching, fishing, labouring, working at coal mines, and brick-making activities.
Total number of youths	Female youth-8 Male youth-10

6) Hiwalivasti

Specifications	Total
Total number of houses	06
The population (approx.)	35
Total number of children between ages 8 to 11 yrs	8 Female-6, Male-2
Total number of adults	23
The total number of school-going children between ages 8 to 11 yrs	8
The total number of children – school dropped or never been to school	00
Sources of income	Pre-post agricultural activities, crab catching, fishing, labouring,
Total number of youths	Female youth-2 Male youth-1

7) Ambadvet

Specifications	Total
Total number of houses	36
The population (approx.)	180
Total number of children between ages 8 to 11 yrs	28 Female-16, Male-12
Total number of adults	80
The total number of school-going children between ages 8 to 11 yrs	23
The total number of children – school dropped or never been to school	00
Sources of income	Farming, crab catching, fishing, labouring, working at the construction site
Total number of youths	Female youth-4 Male youth-5

Students Mobilization

The mobilization of 150 students, ranging from 5th to 7th standard, was accomplished through a targeted initiative. The facilitators played a key role in motivating and gathering all children at each settlement to participate in the program. In the Male hostel, there are a total of 14 students from the children age group, while 18 belong to the adolescent age group. The students in the hostel are dedicated to their studies and there are no issues related to absenteeism. The total number of youths present is 21, consisting of 12 males and 9 females.

Significant Accomplishments

Following are the noteworthy accomplishments achieved during the first year of the project.

Guest Session On Mindfulness- Peace of Mind

We organized a guest session for the adolescent and youth groups. Sameer Khadye and Jui Ganu of the organization –Anubhuti - Nurturing Young Minds were there to take the session. Date & Time 29/01/2023; Number of Participants Total 25. 19 from the Yuva group (7 female + 12 male) (Identified youth as change-makers) and 6 Adolescents- Male Hostel from Vanvasi Kalyanashram-(Male-Mulashi).

Anubhuti - Nurturing Young Minds was founded by Sameer Khadye in June 2013. Anubhuti Sanstha works on improving the mental health of society and the concentration of children as well as adults. The

Anubhuti team also makes special efforts to sow the seed of social entrepreneurship in society, especially in the new generation. Also, a lot of research is being conducted throughout the world on the brain. In Anubhuti, such research is studied, and sincere efforts are made to implement many of them regularly to live life positively, and everyone helps each other for the same. To create awareness in society about these issues, many activities are conducted throughout the year in the organization. Any person in society who wants to change himself and who is youthful can join the organization. Before establishing "Anubhuti", Mr Sameer Khadye used to work as a professional trainer. Anubhuti studies the practice of management concepts and positive thoughts in our daily lives. Through various activities, Sameer Khadye and Jui Ganu showed this Youth Group how important mental and physical health is. What exactly is Kaizen, how this concept works, and how to build a team while working in a group, also explained by giving examples that if we change our perspective during our daily work, how much it will benefit us in life? They also talked about Bhramari Pranayam, its importance, the effect of good daily habits, and how our memory, concentration, mental health, physical health, self-confidence, and comprehension is enhanced and nurtured due to these habits.

Expert Guidance on Anti-Addiction and De-Addiction

Milind Diwakar and his team from Palavi Foundation, Pune. conducted the expert guidance session for the youth group. Today, our society is suffering from a terrible disease called alcoholism. The menace of alcohol/drug abuse is unimaginable. The families affected by it are suffering a lot. We see how alcoholism/drugs lead to violence, family problems, divorce, etc. Young people addicted to alcohol and drugs as well as their families feel helpless. Their family and friends want to help the addict and they go from one place to another to get rid of this problem. Therefore, the Palavi Foundation was established to help addicts to become addiction free. The main objective of the organization is to help addicts to re-establish themselves as responsible, acceptable citizens in society. The organization explains the disease of addiction to the families of addicts so that they are better equipped to deal with him/her. The trustees of the executive board of Palavi Foundation were themselves addicts; therefore, they understand the addicts better as they have h this stage in their life.

Since they were meeting for the first time, Milind sir conducted a small activity game to get acquainted and establish a rapport in which everyone had to complete one sentence and create a story. The nature of the game was such that the first candidate in the group will start the story and the last candidate will finish the story.

The activity ended by discussing what they discovered and learned from the created story. Then, Palavi Foundation was introduced. The youth were asked about the addictions known, what are the different addictions and their types, as well as what causes addictions. They were informed about the causes and effects of addiction through a PPT presentation. In the end, all of them were divided into groups and they were given topics for role plays and the role plays were presented. Points for Discussion were-In what ways can you inform people about addictions when you go to your settlement?

Exposure Visit

Exposure visit - Yuva group (FY 2022-23) Date & Time 04/02/2023; 11 am to 4 pm, Number of Participants Total 23. 17 from the Yuva group (8 female + 9 male) (Identified youth as change-makers) and 6 Adolescents Male Hostel from Vanvasi Kalyanashram-(Male-Mulashi). Venue was Punarutthan Samarsata Gurukulam, Chinchwad- Pune. Dr Girish Prabhune sir, the founder of Punarutthan Samarsata Gurukulam, addressed all the youths and guided them. Addressing these youths, he gave information about the organization and told us how to utilize our strengths without underestimating ourselves.

The purpose of this exposure visit is to generate an exchange of experiences. It enables participants to interact with and learn from each other, allowing them to view a practical example of the successful integration of sustainable practices. Punarutthan Samarsata Gurukulam is a non-profit organization based in Chinchwad- Pune. Serving currently around 300 underprivileged children from the age of 5 to 25 yrs old. The organization provides residential schooling from 1st to 10th standard while providing them with vocational training teaching them life skills to get back on their own feet. The children studying in this school belong to the Paradhi community and many of the children's parents are in jail due to some or other reasons. Some parents are absconding and some children are complete orphans. The work this organization is doing is remarkable considering the passion and desire of these children. The organization relies on funding and support from the community. Jnana Prabodhini Samshodhan Sanstha arranged an exposure visit under the part of the Saksham CSR Project for Youth groups from various *Katkari* habitats and adolescent groups from Vanvasi Kalyanashram -Male Mulashi. The focus of this exposure visit was- 1) To see this organization, to understand the history of this organization, how and why it started, and what was the motivation behind it. 2) Meeting Padmashree Dr Girish Prabhune Sir who has achieved remarkable achievements for contributions to social work and added his enlightenment to the youth group in their further work. 3) To inspire the youth that we too can do such kind of work for our community and habitat.

Parent's Meet

It was decided to hold the first parent meeting of the FY 2022-23 under the Saksham project on 19th March 2023 i. e. before the end of the first year. A joint meeting was held at the office of Rohan Builders on 15th March 2023 to decide the flow and overall management. For this, team members of the Saksham project-Jnana Prabodhini, Vartika Bhatewara, Anuja Shams, Mohsin Sir, Anil Waghmare, Deepak Chaudhari from Rohan Builders CSR team, and youths from Saksham Youth Group were present. In this meeting, the flow of 19th March was fixed, and the timings of bringing parents from different settlements, bus arrangements, and food menu were decided. Anildada would take responsibility for bringing someone to cook at the Male hostel was decided. The purpose of this parent meeting is to generate an exchange of experiences. It enables parents from different settlements of Mulashi, to interact with and learn from each other, allowing them to view practical examples of successful integration of sustainable practices.

100+ parents and 50+ children from 6 settlements came on 19th march 2023. Along with this, Mr Sagar Katkar, the young leader of the *Katkari* community, and Mr Mutha of Vanvasi Kalyan Ashram also came. All team members of the Saksham project-Jnana Prabodhini, Pune, and All CSR team members of Rohan Builders, Pune, and Youths from the Saksham project- youth group were present full-time for the event. A video was shown after the introduction of the main event. In this approximately 25-minute video, different activities conducted in each settlement were filmed and shown to the parents. Parents enjoyed their children's performance very much. The children from both Belawade and Disali settlements bravely performed the action games they had learned to all the parents by coming to the stage. Some showed activity-related reading skills. Similarly, some of the 8th to 10th-class students living in the Male hostel presented a beautiful skit that they had also written on the topic of anti-addiction. And very confidently delivered the message in front of everyone. After that, some parents expressed their thoughts. In that they said that our life has gone like this, now our children should be wise and move forward, learn, and grow up. Later Vartika Bhatewara Madam interacted with all the parents and created awareness among the parents about how the activities conducted in this Saksham project for your children are useful. Later, Sagar Katkar interacted with the parents in the *Katkari* language, and finally, the program ended after everyone had a meal.

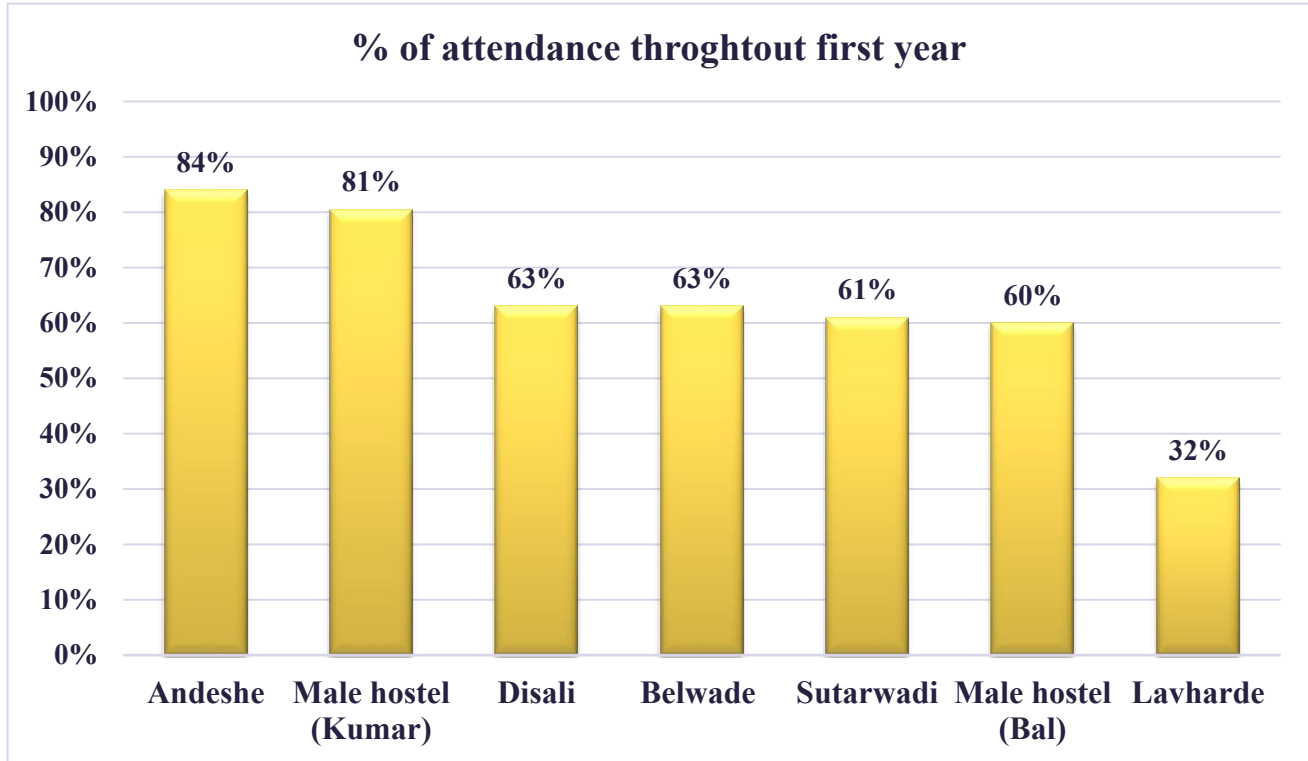
Fun Camp

Date and day 13/05/2023, Saturday, a total of 38 children from 4 settlements- Andeshe, Disali, Belwade, Sutarwadi. The venue was Rashtriya Sarvangeen Gramvikas Sanstha, Gaddavane- Sutarwadi, Mulashi. It was decided to hold the Fun camp (Gammatt Shibir) under the Saksham project on the 13th of May 2023, i.e., before the first year's end. A small online joint meeting was held to decide the flow and overall management. In this meeting, the timings of bringing children from different settlements, transportation arrangements, and responsibilities were decided. The primary objective of the fun camp is to facilitate the gathering of children from various settlements, allowing them to engage in a wide array of enjoyable activities and make the most of their vacation. Equally important is the establishment of strong connections among the children, as the upcoming year will commence in just a few months, leaving a considerable gap between their interactions. By organizing this camp, we aim to foster a sense of happiness and ensure that the children thoroughly enjoy their time while simultaneously building lasting relationships that will carry forward into the future. 5 facilitators and the project coordinator of the Saksham project-Jnana Prabodhini, Pune, and all CSR team members of Rohan Builders, Pune was present full-time for the event. After introducing each facilitator to the children, the session commenced with a prayer, followed by a brain gym activity that the children thoroughly enjoyed. Subsequently, small snacks were provided to them. A short cartoon film was shown, carefully selected to deliver a meaningful message for the children to learn from. Following the film, the children were divided into groups to engage in small filler games incorporating physical activities, which they greatly relished. The fun camp proceeded smoothly, with well-planned activities, and it was evident that all the children were thoroughly enjoying themselves and becoming refreshed. Lastly, they savoured a satisfying meal.

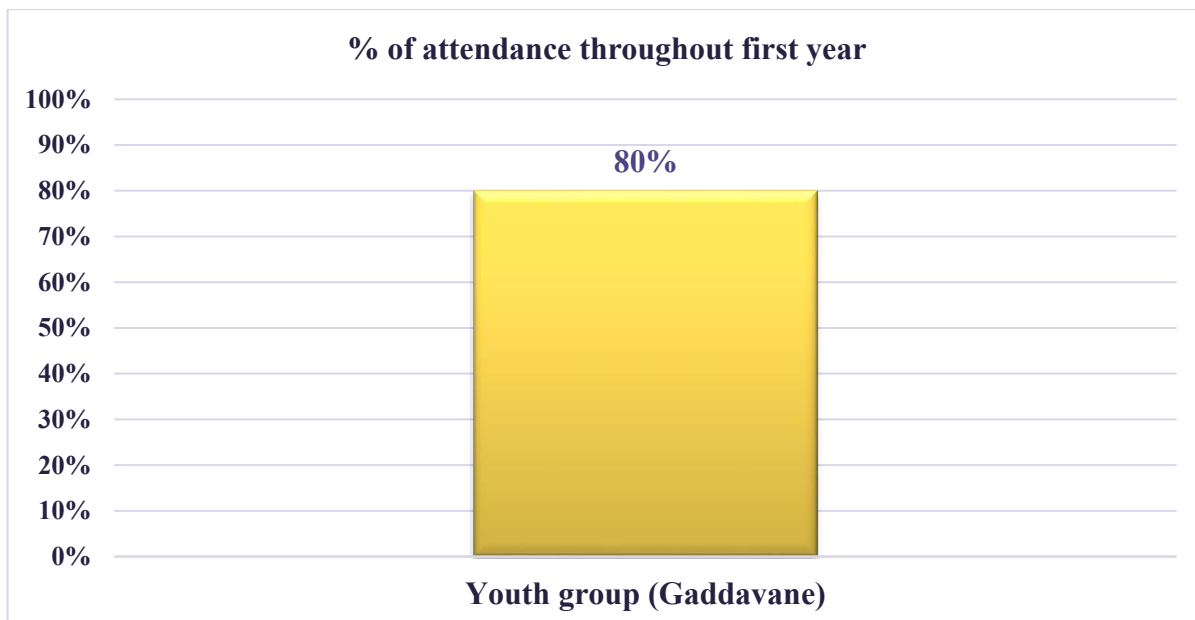
WHAT DID WE FIND?

Analysis- of Attendance

Graph 1- Represents avg % of attendance of each settlement and Male hostel for the child and adolescent ability-building program under the first year of the Saksham project



Graph 2- Represents avg % of attendance of youth groups -for the youth ability-building program under the first year of the Saksham project



- The above data (graph -1) represents the average percentage of children and adolescents who are presently attending activities under the Saksham project in different settlements. The settlement-wise data is as follows: Andeshe (84%), Male hostel- Adolescent group (81%), Disali (63%), Belwade (63%), Sutarwadi (61%), Male hostel- child group (60%), Lahvarde (32%). Except Lahvarde wasti, all the other settlement shows more than 60% of average presenty.
- While Youth group data (graph-2) represent the average (80%,) suggesting that the majority of the youth group members are actively participating. it indicates a high level of engagement and commitment from the group members.
- The Saksham project aims to promote skill development, and ability building among children, adolescents, and youths. And this data can help us evaluate the effectiveness of the project in different settlements. It can also aid in identifying areas where more support and resources are required to increase children's participation in the project. It is important to note that the number of sessions held in each settlement was different- ranging from a minimum of 16 to a maximum of 26. These average percentages of attendance are based on the duration of (July 2022 to March 2023) i.e., 9 months.

Qualitative Findings

The following qualitative findings are derived from the collective observations provided by all facilitators involved in the first year of the Saksham Project. This format is divided into three categories: basic cognitive skills, socio-emotional, and involvement parameters. The information presented is organized according to settlement-wise data. This division allows for a comprehensive evaluation of the project's outcomes. This report presents the findings from observing the children. The program focused on promoting thinking skills, socio-emotional skills and fostering a positive environment for the children. Table- 1 presents a comprehensive overview of the combined observations, whereas, Table-2 delineates the pathways of advancement. Subsequently, a detailed account of qualitative observations across various settlements and groups is provided.

Table no-1 -Settlement-wise collective observations-

Name of the settlement	Basic Cognitive skills	Socio-emotional	Involvement parameters
ANDESHE	<p>Memory-</p> <ul style="list-style-type: none"> ➤ Increased recall ability ➤ Able to share experiences in proper words ➤ Increased retention of tasks as the session progressed ➤ Word retention capacity increased in the word memory game <p>Observation-</p> <ul style="list-style-type: none"> ➤ An improved observation about surroundings as well as games/activities played ➤ Improvement in observation of the explanation of rules, and demonstration was given by the facilitator. <p>Understanding-</p> <ul style="list-style-type: none"> ➤ Faster understanding of directions ➤ Improved rapport development, resulting in better cognition of numbers and words games 	<p>Confidence-</p> <ul style="list-style-type: none"> ➤ Definite improvement in presenting their views and asking about doubts ➤ Performing in front of others with significantly increased confidence. <p>Sensitivity-</p> <ul style="list-style-type: none"> ➤ Empathetic towards community and environment ➤ Improvement in being vocal about it. 	<p>Motivation-</p> <ul style="list-style-type: none"> ➤ Interested in listening to short motivational stories ➤ A maximum number of children attended each session <p>Attention-</p> <ul style="list-style-type: none"> ➤ Improved attention span ➤ Pay more attention as they know that it will help them to understand the story, activity, and even studies better

Name of the settlement	Basic Cognitive skills	Socio-emotional	Involvement parameters
<p>DISALI</p>	<p>Memory-</p> <ul style="list-style-type: none"> ➤ Improvement was seen with an impressive capacity to retain, showcasing the ability to recognize letters & construct words, and can identify differences easily. <p>Observation-</p> <ul style="list-style-type: none"> ➤ Displayed preferences for the hands-on activity <p>Understanding-</p> <ul style="list-style-type: none"> ➤ Displayed an understanding of words that sounded differently. The overall capacity for understanding has improved. 	<p>Confidence-</p> <ul style="list-style-type: none"> ➤ Performed many activities in front of others confidently <p>Sensitivity-</p> <ul style="list-style-type: none"> ➤ Demonstrated a strong sense of cooperation and sharing 	<p>Motivation-</p> <ul style="list-style-type: none"> ➤ Increased interest in learning new things <p>Attention-</p> <ul style="list-style-type: none"> ➤ Children didn't get distracted easily.

Name of the settlement	Basic Cognitive skills	Socio-emotional	Involvement parameters
<p>BELWADE</p>	<p>Memory-</p> <ul style="list-style-type: none"> ➤ Demonstrated good memory skills <p>Observation-</p> <ul style="list-style-type: none"> ➤ The acting performances exhibited during the role-play were commendable ➤ Their observation skills were noteworthy, as they incorporated their surroundings seamlessly into their performances <p>Understanding-</p> <ul style="list-style-type: none"> ➤ Exhibited an impressive ability to grasp and understand the subject matter 	<p>Confidence-</p> <ul style="list-style-type: none"> ➤ Enhanced engagement and participation in various activities, including storytelling and performing in front of other group members, have been observed. <p>Sensitivity</p> <ul style="list-style-type: none"> ➤ Children demonstrate sensitivity towards the needs of others within their group. 	<p>Motivation-</p> <ul style="list-style-type: none"> ➤ The overall level of participation in the activity is commendable. ➤ With a notable observation that girls exhibit a higher level of involvement in the groups compared to boys. <p>Attention-</p> <ul style="list-style-type: none"> ➤ The children demonstrated a deep involvement and enthusiasm for the activities, exhibiting a good attention span.

Name of the settlement	Basic Cognitive skills	Socio-emotional	Involvement parameters
SUTARWADI	<p>Memory-</p> <ul style="list-style-type: none"> ➤ Their memory skills are good, and they exhibit a strong inclination towards learning new concepts. ➤ Their ability to connect their overall learning experiences further enhances their educational development. <p>Observation-</p> <ul style="list-style-type: none"> ➤ Demonstrates a commendable aptitude for observation and actively engages in hands-on activities. ➤ Their ability to connect with such activities enhances their overall learning experience and facilitates a deeper understanding of the subject matter. <p>Understanding-</p> <ul style="list-style-type: none"> ➤ The children gain a comprehensive understanding of the concepts taught during the activity through various activities such as storytelling. ➤ Effectively grasping the concepts presented to them 	<p>Confidence-</p> <ul style="list-style-type: none"> ➤ Confidence was observed through their presentation in front of the group, asking questions freely to the facilitators and communication skills. <p>Sensitivity-</p> <ul style="list-style-type: none"> ➤ Sensitivity was observed through their helping–sharing and responses were given to the stories told by facilitators. 	<p>Motivation-</p> <ul style="list-style-type: none"> ➤ Their proactive behaviour and active participation indicate their keen interest and motivation in the activity and their desire to further enhance their understanding. <p>Attention-</p> <ul style="list-style-type: none"> ➤ An earnest endeavour was exerted to accomplish the task, showcasing a good attention span and level of focus and concentration.

Name of the settlement	Basic Cognitive skills	Socio-emotional	Involvement parameters
LAHVARDE	<p>Memory-</p> <ul style="list-style-type: none"> ➤ Children exhibit remarkable innate memory skills. Recognizing this inherent ability, it becomes imperative to consistently nurture their potential through active engagement in continuous learning activities. <p>Observation-</p> <ul style="list-style-type: none"> ➤ Possess noteworthy observation skills. However, due to limited exposure, some of them are experiencing a deficiency in this area. <p>Understanding-</p> <ul style="list-style-type: none"> ➤ While their current level of understanding is noteworthy, there are identifiable gaps that could be addressed to further enhance their proficiency in this domain. 	<p>Confidence-</p> <ul style="list-style-type: none"> ➤ Noticeable growth in confidence among the children from the initial session to the final session 	<p>Motivation-</p> <ul style="list-style-type: none"> ➤ External circumstances pose significant challenges to the consistent engagement of children in activities, despite the strong motivation of children to participate in activities <p>Attention-</p> <ul style="list-style-type: none"> ➤ During the initial sessions, it was observed that participants exhibited less attentiveness, with a higher preference for hands-on activities as opposed to cognitive tasks.

Name of the settlement	Basic Cognitive skills	Socio-emotional	Involvement parameters
<p style="text-align: center;">MALE HOSTEL</p> <p style="text-align: center;">(CHILD & ADOLESCENT GROUP)</p>	<p>Memory-</p> <ul style="list-style-type: none"> ➤ Both younger and older children exhibited good memory skills across various activities. Their ability to retain information was commendable. <p>Observation-</p> <ul style="list-style-type: none"> ➤ They demonstrated proficiency in comprehending intricate details, completing tasks, and engaging in close observation <p>Understanding-</p> <ul style="list-style-type: none"> ➤ They displayed a sense of self-worth by sharing their unique experiences and showcasing their out-of-the-box thinking abilities. 	<p>Confidence-</p> <ul style="list-style-type: none"> ➤ Notably, a significant improvement in the children's confidence levels was observed throughout the activities compared to their initial state. <p>Sensitivity-</p> <ul style="list-style-type: none"> ➤ These children displayed a remarkable sense of togetherness and cooperation, often seen supporting and assisting one another. This is particularly noteworthy as they are living away from their immediate family members. 	<p>Motivation-</p> <ul style="list-style-type: none"> ➤ Their motivation to excel was evident as they diligently worked hard despite living away from their families. ➤ Their motivation to learn and acquire knowledge is evident. <p>Attention-</p> <ul style="list-style-type: none"> ➤ Given that these children reside in a hostel, where they lack external distraction, they displayed remarkable attention spans during activities.

Table no- 2- Avenues of progress

During the first year of the Saksham project, noteworthy observations were made in various settlements, underscoring the potential for overall development and the improvement of children's well-being through a focused approach in the following thematic areas of progress.

Name of the settlement	Thematic areas of expected progress
Andeshe	<ul style="list-style-type: none"> ➤ Provision of Extensive Reading and Writing Materials ➤ Encouraging more Reading to Build Confidence
Disali	<ul style="list-style-type: none"> ➤ Exposure to diverse educational experiences ➤ Enhancing Concentration ➤ Nurturing Creativity
Belwade	<ul style="list-style-type: none"> ➤ Integration and concentration ➤ Implementing comprehensive strategies to improve children's reading and writing skills ➤ Productive energy utilization
Sutarwadi	<ul style="list-style-type: none"> ➤ The inclusion of short English book reading activities, as well as incorporating short English writing exercises ➤ Providing platforms for creativity
Lahvarde	<ul style="list-style-type: none"> ➤ Provision of exposure to fundamental reading and writing skills ➤ Engaging them in structured learning activities
Male hostel (child & adolescent group)	<ul style="list-style-type: none"> ➤ Interventions to enhance children's reading and writing abilities. ➤ Establishing a supportive environment in hostels to cater to the emotional needs of children. ➤ Offering structured sports programs to encourage physical activity, teamwork, and overall fitness among children.

Commonly observed need for all settlements –

Support for formal education.

A detailed account of qualitative observations across various settlements and groups

1. Andeshe

Elaboration of the observations-

- During the initial stages, it was observed that the children were enthusiastic about attending the sessions, engaging in new games, and acquiring new knowledge. However, parental cooperation was limited initially but improved over time as they witnessed positive changes in their children. Face-to-face interactions with the children, emphasizing the importance of education, cleanliness, and encouragement of reading played a crucial role in this shift.
- A significant transformation was noted in the relationship dynamics between the children and the facilitators. A playful bond developed, resulting in improved communication among the children. Additionally, low absenteeism rates were observed throughout the year.
- Among the individual children, four children displayed intelligence and diligence among the girls. Among the boys, three demonstrated remarkable intelligence and were smart and hardworking. Children exhibit proficient reasoning skills and thought processes.
- Notable changes were observed in specific children's behaviour. H, who previously used to drown the school because of the fear of hitting and shouting in school, but now it has reduced. A, who initially had limited verbal communication, now engages in open and free communication. Girls A and B, who were initially shy, have gradually become more comfortable expressing themselves.

Overall, positive changes were observed in a majority of the children within the group. These changes include increased enthusiasm for learning, improved communication skills, reduced anxious behaviour, and enhanced confidence levels.

2. Disali

Elaboration of the observations-

- The project revealed several noteworthy observations regarding the young children (ages 6 to 10 yrs) in this settlement. Firstly, these children exhibited a strong sense of mutual assistance, showcasing their willingness to help one another. Additionally, they displayed keen observational skills and an inherent attraction to new objects, demonstrating an innate curiosity about their surroundings. Furthermore, the children showed a remarkable ability to preserve objects of interest.
- Moreover, the children exhibited an impressive capacity to retain information, as they were able to recall the name of the facilitator. They also displayed a genuine interest in learning new things and exhibited a fondness for listening attentively. Some of the children exhibited proficient language skills, showcasing their ability to recognize letters and construct words from them. They particularly enjoyed forming words and demonstrated enthusiasm for this activity. Additionally, they displayed an understanding of words that sounded different, readily identifying the odd one out.
- Furthermore, the children exhibited strong memory retention capabilities, along with the ability to think creatively and logically. They displayed proficiency in recognizing and differentiating colours, and their observational skills were highly developed. In terms of mathematical abilities, the children demonstrated competence in performing mathematical processes. Throughout the sessions, they displayed a preference for hands-on activities, indicating a kinesthetic learning

style. As the program progressed to session 23, the children showcased enhanced problem-solving skills and increased confidence.

- Specifically focusing on the older children group aged 10 to 13 years, revealed several significant observations. Firstly, these children demonstrated a strong sense of cooperation and sharing, actively engaging in helping one another. During feedback sessions, they provided valuable insights into the previous session's activities, showcasing their active involvement and participation.
- However, it was noted that one child, referred to as "R" does not attend school but displayed a keen interest in participating in all activities. Despite not receiving formal education, this child enthusiastically engaged in various project activities.
- In terms of mathematical abilities, the children demonstrated competence in basic addition and subtraction, capable of performing these operations orally. However, they struggled to comprehend mathematical symbols, indicating a need for further practice and understanding in this area. Division posed a particular challenge for the children, as they did not grasp the concept naturally and required extensive practice to master it. Interestingly, many children reported that they did not receive proper guidance in terms of reciting tables in school, suggesting a potential gap or deficiency in their academic experiences. Additionally, the children expressed difficulty in understanding signs, indicating a potential literacy or comprehension barrier.
- Several challenges were observed throughout the project sessions. It was noted that the children frequently interrupted their participation to engage in activities such as playing cricket or assisting their parents with tasks such as planting potatoes. These distractions posed obstacles to maintaining consistent engagement in the project's activities.

Overall, these findings highlight the positive characteristics of the children in Disali wasti under the Saksham Project. Their increased cooperative nature, strong understanding, keen observation skills, confidence, and language processing abilities will contribute to their overall academic potential and growth. These findings underscore the importance of nurturing these qualities further and providing suitable educational opportunities to support their continued development.

3. Belwade

Elaboration of the observations-

- ***Based on the findings and observations of the young children group (ages 7 to 9 yrs)-*** The children in this group have a liking for listening to small stories. This suggests that auditory learning methods may be effective in engaging them.
- **Letter Recognition:** Out of the nine children observed, five show good letter recognition skills. The children can write spoken words but require practice. This implies that they can translate spoken words into written form, but they need further guidance and practice to improve their writing skills. It is recommended to increase reading practice for the children in this group. This can help improve their reading abilities and expand their vocabulary.
- **Drawing** seems to be challenging for the children in this group. On the other hand, paper cutting is described as fun and easy for these children. This indicates that they may find hands-on activities like paper cutting more engaging and enjoyable, which can be utilized in their learning activities.

- The observed children exhibit good fine motor skills. This suggests that they have developed control and coordination in their small muscle movements, which can be further honed through activities that involve precise hand movements.
- Children require additional practice in mathematics. Providing them with structured math exercises and activities can help improve their numerical skills.
- The children demonstrate good memory skills. This indicates their ability to retain and recall information, which can be utilized to enhance their learning experiences.
- *A large group of children ages (10 to 13 yrs)*-showed enthusiasm and actively engaged in the activities. They demonstrated a keen interest and enjoyment, indicating their willingness to participate.
- The children exhibited good attention spans and were able to grasp and understand the concepts presented to them effectively. Many times, the children did not want the game to end, indicating their deep involvement and enjoyment in the activities.
- The overall participation of girls in the group was observed to be higher than that of boys. This may indicate a greater interest or motivation among the girls.
- The children in this group found division as a mathematical operation to be challenging. It suggests that they may need additional support and practice to understand and master division concepts.
- Due to a lack of reading and exposure, the children found it difficult to create things, and stories based on their imagination.
- The children displayed a competitive spirit, indicating their drive to excel and succeed. This can be harnessed to motivate and encourage their learning progress
- Interest in Short Story Books: The children showed a liking for reading short story books. This interest can be leveraged to enhance their reading skills and foster a love for literature.
- While their oral communication skills were found to be good, the children struggled with written work. With appropriate support and guidance, it will improve their written expression and overcome any barriers they may face.
- Performance on cleanliness: During a parent's meeting, the children performed about cleanliness and created different slogans related to cleanliness within the group.

These findings and observations provide valuable insights into the strengths and areas for improvement within the younger group and older groups of Belwade Vasti. The overall attendance of children from Belwade vasti has ups-downs, while boys engage in income generation activities such as playing in wedding bands, working in the fields, and enjoying hiking in the mountains, girls are primarily occupied with domestic chores such as fetching water and washing. This disparity sometimes was a cause for concern.

4. Sutarwadi

Elaboration of the observations-

- The commencement of sessions in this particular settlement occurred at a later time compared to other settlements. However, despite the delayed start, all the planned content for the entire year was covered successfully.

- The younger groups of children demonstrated a keen interest in hands-on activities and showed their enjoyment while participating in them. Additionally, their reading skills were found to be proficient.
- One notable observation was the significant increase in the confidence level of the children. It was evident that they actively engaged in various activities and displayed enhanced self-assurance. Some children exhibited strong abilities in language processing and drawing.
- Moreover, it was noticed that the children particularly enjoyed participating in group activities and games. These collaborative tasks brought about a sense of joy and enthusiasm among them.
- Notably, since the settlement is situated near the city, all the children attending the session also attended regular school.
- Among the children, there was a special case of an energetic and sensitive child who faced difficulty in verbal communication. However, despite this challenge, the child actively assisted others in the group and actively participated in every activity independently.

Overall, the session at Sutarwadi settlement demonstrated positive outcomes, including increased confidence levels, improved language skills, and the children's enjoyment of group activities.

5. Lahvarde

Elaboration of the observations-

- The commencement of sessions in this particular settlement occurred at a later time compared to other settlements. However, despite the delayed start, all the planned content for the entire year was covered successfully.
- In the beginning, the children exhibited reticence during the sessions; however, as the sessions advanced, they gradually became more expressive. The settlement has a substantial population of children; nevertheless, a significant portion of the community engages in coal mining, brick kiln work, and out-of-state employment for earning livelihoods. Consequently, the children also accompany their families, leading to a notable impact on the overall attendance across all sessions, resulting in a considerably low average attendance rate. Furthermore, the children frequently venture to the nearby backwater for activities such as washing, bathing, and tending to livestock, necessitating the need to gather them from various locations.
- There was a noticeable growth in confidence among the children from the initial session to the final session. Throughout the entire duration of the sessions, a consistent group of 3-4 children actively participated and demonstrated sincere engagement. The children in this settlement possess a genuine interest in reading and writing, while also displaying a preference for hands-on activities. They exhibit high levels of energy and enthusiasm. However, due to limited exposure, they occasionally faced challenges when it came to conceptualizing and executing given tasks. Physical activities were more prevalent than cognitive-based activities. Nonetheless, their capacity for understanding, observation, and memory is notably sharp.

6. Male Hostel + Hiwalivasti (Child Group)

Elaboration of the observations-

- Observations of the facilitators conducting sessions for the *Katkari* community children residing at the male hostel revealed several noteworthy findings. Primarily, it was evident that these children possess a genuine desire and enthusiasm for attending school and acquiring education. Right from the initial session, the children exhibited spontaneous and active participation, displaying their eagerness to learn.
- Furthermore, the children demonstrated a keen interest in engaging in action games and expressing their creativity through drawing and painting. Notably, they exhibited helpfulness, a strong sense of responsibility, and a caring attitude toward both objects and individuals. Problem-solving strategies were also evident among the children, showcasing their ability to effectively tackle challenges.
- The children particularly enjoyed playing together, showcasing their excellent motor coordination. Remarkably, they consistently retained information from previous sessions, highlighting their strong memory recall. Additionally, their association skills were commendable, enabling them to make meaningful connections between different concepts.
- The joy of learning and the excitement of embarking on new and diverse activities were consistently visible on the faces of the children. Their enthusiasm served as a constant reminder of the positive impact of education and the fulfilment it brought to their lives.
- Many children demonstrate the ability to form words using English letters. Engaging in storytelling activities is a favoured and desired activity among children. The mathematical aspect of the sessions primarily involved simple subtraction and addition, allowing two children in the group, who had limited numerical recognition, to practice and improve their skills.
- Despite the challenging nature of certain sessions, the children thoroughly enjoyed the game. During a creativity session, the children exhibited themes of group companionship, and helpfulness, while showcasing their creative abilities.
- During the book reading session, it was observed that certain children encountered challenges when reading consecutive lines. Nevertheless, the session proved to be engaging and enjoyable for everyone through the utilization of diverse games provided by Onama Educational Aids. As a result, the children exhibited an enhanced grasp of language skills and a playful approach to words. Upon reflection, it became evident that the children residing in the hostel would greatly benefit from emotional support and motivation.
- **Hiwaliwasti-** Nearly half of the sessions were attended by children from Hiwaliwasti who visited the Male hostel for the session. Initially, the girls displayed some shyness, but over time, they progressively became more receptive and open. Several girls from this group exhibited notable confidence and demonstrated leadership skills. Additionally, they displayed a keen interest in learning and actively participated with enthusiasm. The only essential requirement for their continued progress is parental support.

7. Male Hostel (Adolescent Group)

Elaboration of the observations-

- ***Based on the findings and observations of the children group (ages 13 to 15yrs)***-The adolescent age group of children demonstrated notable positive effects resulting from their participation in the sessions. These sessions contributed significantly to their overall understanding, observational skills, and confidence. The children displayed proficiency in reading and writing, showing a genuine enthusiasm for reading. The impact of the sessions was also evident in their sporting activities, with improved performance and positive responses. The children exhibited commendable qualities of helping and sharing with others.
- Initially, some of the children experienced nervousness when speaking in front of the group, as they were new to expressing themselves in such settings. However, over time, they gained confidence and began discussing topics based on their personal experiences. The more active children openly shared their strengths and weaknesses, and the discussions on embracing diverse perspectives were highly engaging.
- The children displayed a strong affinity for creative activities, such as crafting projects from pictures, reading and analyzing stories, and engaging in discussions about them. They responded well to sessions focused on understanding emotions, sharing personal experiences related to emotions, and learning strategies to manage them effectively.
- During a parent meeting conducted at the hostel, the children confidently shared their learnings from sessions of Saksham. They expressed their preferences for specific activities and highlighted the benefits they derived, showcasing their growth in understanding and self-assurance. The knowledge acquired through these sessions has had a profound impact on their cognitive abilities, socio-emotional development, and communication skills.
- ***Based on the findings and observations of the children group (ages 16 to 18yrs)***- The group consists of nine young boys who are currently enrolled in 11th, 12th, and ITI (Industrial Training Institute) programs. They are residing in a Male hostel while attending college. Initially, it was challenging for them to adjust to living away from home. During the initial sessions of the Saksham project, the children displayed a sense of overwhelm and shyness.
- Several sessions, such as those focusing on transformation, change in thinking, SWOT analysis, adventure story reading, and problem-solving activities, were well-received by the children.
- The session on career counselling and guidance, which discussed future career & job opportunities, was particularly appreciated by the children.
- Noteworthy observations include N's -strong language processing skills and ability to relate to the content.
- During the sessions, each child shared their qualities and identified areas that required improvement. A common point of discussion on obstacles among the children was their home situations.
- Student name R tends to require additional time to comprehend certain concepts and determine appropriate actions. S on the other hand, takes longer to become actively engaged, often relying on others to initiate participation. Surprisingly, S, who rarely speaks, shared a story during one of the sessions.
- By the end of the program, it was evident that the children had developed increased confidence, improved questioning abilities, enhanced listening skills, and better communication. They were also able to connect the discussion topics with their own lives.

These qualitative findings demonstrate the positive changes of the Saksham project on the children's personal and academic growth.

8. Ambadvet

Elaboration of the observations-

Following the baseline survey, Ambadvet *vasti* was initially selected as it had a significant population of children. However, upon commencing sessions in this location, we encountered several challenges, primarily stemming from the overall lack of parental engagement with their children. Despite our efforts to explain and raise awareness, only a few children attended the sessions. Given these circumstances, it was jointly decided to discontinue the program in this settlement and select an alternative settlement. Consequently, we visited this settlement on only two occasions.

9. Youth Group

The main objective of the sessions was to develop leadership skills among young change-makers. That's why the activities were based on communication skills, problem-solving skills, skills for being resilience, decision-making, sensitivity, empathy, mindfulness, and anti-addiction.

The mode of activities – Videos, intelligence games, hands-on activities, use of reading materials, discussion, role play, etc.

- The youth group comprised a diverse mix of individuals, varying in their educational backgrounds. Within this group, a total of twelve males and nine females were present, with a range of educational levels, including some who had received minimal or no formal education. Many of the members were married and some had children, which placed them under the dual responsibilities of managing their household and pursuing employment.
- At a tender age, these individuals were burdened with the demands of the world and the pressures of earning a living.
- Despite these challenges, a number of the youth displayed remarkable determination, perseverance, and motivation to work for their betterment and contribute to society. Some members of the group were interviewed and recorded on YouTube, where they exhibited remarkable confidence while speaking on camera. Furthermore, they openly shared their personal experiences, aiming to inspire others.
- The females within this group – the majority of them were young, educated, and unmarried. They possessed a strong desire to become self-sufficient and financially support their households. However, external limitations prevent them from pursuing opportunities outside their village or settlement. Additionally, some of the females got married and relocated to other settlements, resulting in decreased attendance at the sessions.

Overall, the youth group encompasses a diverse set of individuals with varying levels of education and life circumstances. Despite the obstacles they face, their resilience and determination shine through, as they strive for personal growth and make positive contributions to their communities.

The following are representative findings from the youth case study conducted under the Saksham project highlighting remarkable progress and the potential for the youth's continued positive transformation.

1. Manoj Jadhav-

Age- 28 years, Gender- Male, Disali, owned mini shop at Disali wasti, currently unemployed.

Personality Traits – Sensitivity, leadership skills, effective communication abilities, a helpful attitude, good comprehension, and a growing sense of self-confidence.

Educational Background – No formal education received.

Progress summary-

- Initially, Manoj struggled with confidence while providing answers within the group setting. However, over time, he began actively participating in discussions and sharing his opinions. Moreover, he displayed a strong understanding of the subjects taught, effectively articulating his viewpoints during discussions and inspiring others to contribute their perspectives as well. Manoj consistently pondered how the knowledge acquired in the sessions could be utilized for the advancement and well-being of his community.
- Given his lack of formal schooling, Manoj often experienced feelings of inferiority during the initial sessions. Nevertheless, through continuous encouragement, he started embracing the opportunity to learn, seeking knowledge from others and utilizing online platforms such as YouTube to enhance his reading skills. Notably, Manoj played a significant role in ensuring the near completion and success of child development sessions in his *Katkari* settlement-Disali.
- Avenues of progress - Looking ahead, it is anticipated that Manoj will experience further positive changes in his life. As he continues his journey, it is expected that he will acquire the ability to read and write, which will undoubtedly broaden his opportunities for personal growth and development. Additionally, his self-confidence is likely to increase, empowering him to pursue new endeavours and face challenges with resilience. Furthermore, as Manoj gains more knowledge and skills, he may achieve a level of financial independence, further contributing to his personal growth and the betterment of his community.

2. Mangesh Jadhav-

Age- 23 years, Gender- Male, Kashing, working as a labourer

Personality Traits- sensitivity, leadership, confidence, good communication, the courage of crossing rules and boundaries set by society, clear thinker, loves reading

Educational background 12th pass, desire to complete education up to graduation

Progress summary-

- In the first couple of sessions, he was a bit predictable but after that he gradually started to speak in the session, very clear thinking, confidence, and understanding of the subject was getting better. Thus, he liked to discuss the things he had read.
- He has very good sensitivity and uses it for his close friends and other young people in his community. He asserts and behaves in ways that differ from their society, such as that a girl should be helped during her period, and that a wife should not have a child until she is twenty years old. It is observed that his sessions deepened his thoughts and gave them direction.
- Avenues of progress- Completing graduate studies, taking on leadership responsibilities and work.

3. Datta Waghmare-

Age 24 years, Gender- Male, Tahmini, owned poultry shop,

Personality Traits- Sensitivity, leadership, good communication, good comprehension, memory, persistence

Educational Background- Education 12th completed, desire to further study. willingness to complete a degree.

Progress summary-

- Dutta was initially hesitant to present an opinion to the group. But gradually he started to express his opinion in front of the whole group very confidently. Comprehension and transfer of learning capacity were felt to be very good. Therefore, listening very attentively to the content taught and presented in the group, understanding and thinking openly where there are doubts, all these positive changes were seen later.
- He was Thinking about how the topics taught in the session can be connected to the problems of our community, and what can be done to solve the problems there. After the discussion of resilience, he felt his confidence increased.
- His efforts for Police bharati are going on and for that, getting independent guidance, coming and staying in Male hostel for studies is admirable, he has got clarity in his thinking, so he asked

his father for a period of two years, within that period Police bharti was completed otherwise he wanted to complete his education through distance mode. has decided. The sessions at Saksham suggest that he is getting motivated by his talk.

- Avenues of progress- Completing education, and emotional management taking on specific leadership responsibilities.

4. Karishma Jadhav-

Age- 25 yrs, Gender- Female, Belwade, currently unemployed

Personality Traits: Calmness, stability, self-confidence, the attitude of taking responsibility

Educational Background: Completed nursing course

Progress summary-

- During the initial two to three sessions, she displayed reluctance and did not actively participate in any activities. Nevertheless, over time, a noticeable improvement in her behavior was observed. She gradually started engaging in group discussions and sharing her thoughts during the sessions.
- Her level of understanding and maturity is commendable, as she demonstrates an ability to grasp concepts and contribute effectively to group interactions. Furthermore, she has taken it upon herself to assume responsibility for alerting the children residing in her community before each session on child development held in Belwade Vasti.
- Avenues of progress- Consider applying for an advanced course in nursing and may join a small hospital.

Remarkable things

- New learnings for the JPSS team
- Ample affection from children
- Whole-hearted support from Rohan Builder's CSR team
- Despite the project not having determined the specific allocation of providing nutritious food for children in each wasti (settlement), it is our willingness to provide nutritious meals to all children residing in both the wasti's and the hostel at the commencement of each session. These meals consist of various components such as different types of rice, poha (flattened rice), broken pulse salad, and peanut laddu (sweet snack) as accompaniments. The primary objective behind this practice is to ensure that all participants have their stomachs adequately nourished before engaging in any activities. By providing a substantial meal, we aim to equip them with the necessary energy to actively participate and concentrate fully during the activities.

Challenges

During the course of the Saksham project this year, (FY 2022-23) we encountered several challenges. The following issues were particularly prominent-

- **Inconsistency of children's attendance:** A significant challenge we faced was the inconsistency of children attending our sessions. Many times, upon settling, we found that the children were not present. This was due to various reasons such as attending weddings, moving to another settlement, accompanying their parents who had to leave for work, or engaging in household chores like washing utensils or clothes at the river or backwater. On Sundays, their maximum time was consumed by domestic responsibilities.
- **Lack of awareness among parents and children:** Another concerning issue was the lack of awareness among both parents and children regarding the importance of attending sessions and regular attendance. This hindered our efforts to create a consistent learning environment.
- **Absence of local guardians:** A significant number of children lacked a local guardian who could ensure their presence and participation in the sessions. This absence of supervision made it difficult to engage the children effectively.
- **Responsibility for younger siblings:** Due to their parents' daily work commitments, many children were tasked with taking care of their younger siblings. Consequently, they were unable to attend the sessions as their time was devoted to fulfilling household responsibilities.
- **Migration of parents:** The economic need for parents to migrate to other states or villages in search of employment and daily wages also posed a challenge. As a result, many children accompanied their parents to these new locations, disrupting their regular attendance and participation in the program.
- Additionally, the process of changing the session location from one settlement to another, such as from Ambadvet and Hiwaliwasti to Lahvarde and Sutarwadi- presented difficulties. Despite our efforts to raise awareness and educate them about the significance of the activities, parents in Hiwaliwasti remained reluctant to send their girls to a Male hostel, impeding their

participation.

- **Impact on youth group:** Within the youth group, some girls faced the challenge of getting married and subsequently moving to another settlement. This led to a loss of participants and required us to adapt our approach accordingly.
- Throughout the inaugural year of the project, we encountered numerous challenges before, during, and after each session. Some of the challenges we faced included last-minute notifications, such as learning the night before that the children from a particular settlement would not be attending the next day's session. These unforeseen changes had a direct impact on the logistics, requiring modifications to be made to the transportation cart and the food designated for that specific settlement. As a result, our overall logistical operations were affected by these spontaneous alterations.
- As these children were not accustomed to such types of activities which were based on thinking skills, encouraging them to participate and remain focused during the activities became an ongoing challenge.

To address these challenges, it is crucial to enhance awareness among both parents and children regarding the significance of the activity and consistent attendance. Additionally, establishing local guardians or volunteers who can ensure the children's participation and provide necessary support is essential. By working collaboratively with communities and families, we can mitigate these challenges and ensure the success of the Saksham project. Addressing these challenges necessitated our unwavering commitment to ensuring the children's engagement and concentration during the sessions.

Despite the various obstacles encountered, the JPIP team persisted in bringing the children together and creating an environment conducive to their active participation. Dedicated JPIP facilitators worked diligently to motivate the children and create awareness about the effectiveness of the activities. The impact of these sessions often lasted for several days, as the children would recall and reflect on the activities conducted in previous sessions when asked about them

Recommendations/ Suggestions to be implemented by both the organization after discussion

Here are some recommendations/suggestions to be thought about and implemented by both the organization (JPIP-Rohan Builders) after discussion for the next year (FY- 2023-24) of the project to improve its impact-

- **Revise Settlements and Number of Children:** Assess the effectiveness of the current settlements and the number of children in each. Consider re-evaluating and adjusting these factors based on factors such as available resources, facilitator-to-child ratio, and the overall impact on the children's development.
- **Planning for Children's Migration:** Anticipate and plan for children's migrations to minimize disruption and ensure their stability and consistency. Develop strategies to support children

during the transition, such as providing orientation sessions or connecting them with local resources in their new settlements.

- **Coordination for Smooth Sessions:** Improve coordination efforts to optimize session time and energy. Explore methods to streamline the process of gathering children before each session, reducing the time and effort spent on collecting children. This could involve working closely with local community leaders to ensure children are aware of and prepared for the sessions.
- **Enhancing Facilitator Focus:** Implement measures to help facilitators focus more on conducting activities and engaging with the children. By minimizing administrative tasks, such as getting children together for the session, , facilitators can allocate more time and energy to the actual sessions. Consider recruiting additional volunteers or assigning specific roles to support facilitators in managing logistics
- **Spreading Awareness Among Parents:** Develop an awareness campaign targeting parents to highlight the benefits of the project and encourage their active involvement. Use of various communication channels such as community meetings, flyers, and local community youth living in that particular settlement, to educate parents about the project's objectives, activities, and how their support can positively impact their children's development.
- **Change in the approach while conducting the parent meeting:** As we plan for the upcoming year of the Saksham project, we would like to recommend a change in the approach while conducting parent meetings. Instead of gathering all the parents at the Male (माले) hostel, we suggest arranging the meetings directly in their respective settlements. This shift in location offers several advantages. Firstly, it eliminates the need for additional logistics such as arranging transportation, meals, cooking facilities, and domestic arrangements like water jars and seating arrangements. By conducting the meetings in the settlements, themselves, we can avoid unnecessary complexities and streamline the overall process. Moreover, hosting the meetings on the field provides a more accessible and convenient space for the parents. It reduces travel time and enables a larger number of parents to attend, as they can easily reach the venue within their settlement. Additionally, conducting the meetings on the field allows for a more intimate and personalized interaction between the facilitators and the parents. We believe that adopting this approach will optimize our resources, enhance parent engagement, and ultimately contribute to the overall success of the Saksham project

Feedback from the facilitators

Feedback from a facilitator conducting sessions in a settlement (*Vasti*)- Belwade

“I would like to provide feedback on my experience as a facilitator conducting sessions in a settlement (wasti) called Belwade. Throughout my time working in this capacity, I have gained valuable insights and would like to share my observations. Firstly, I have found the overall experience to be highly enriching and fulfilling. Engaging with the community and witnessing the growth of the individuals I worked with has been immensely rewarding. During the first year of the Saksham project as a facilitator, I had the opportunity to work with a group of small children in a settlement called Belwade. I was responsible for taking the activities for the children ranging from 2nd to 4th grade, and it was evident that they thoroughly enjoyed the sessions. Many times, there were instances when they questioned wondering why we didn't come every Sunday. I experienced a sense of apprehension each time I went to the settlement, but I left feeling satisfied with the progress we made. One challenge I faced was having to change the place of taking sessions multiple times in the settlement itself. Gathering the children for each session was quite a task, and the settlement itself lacked proper hygiene, resulting in unpleasant odours and the presence of flies, among other issues. Despite my repeated attempts to emphasize cleanliness, the children remained untidy. Introducing the concept of personal hygiene was met with resistance, particularly from a boy who would become angry and dismissive whenever asked to wash his face. Furthermore, there was a girl in my group who struggled with reading and writing, often choosing to leave whenever related activities were introduced. She would only stay for meal times. Despite these challenges, the children exhibited enthusiasm, curiosity, and happiness throughout the project's first year. In my opinion, to provide an even better learning experience for these children, it would be beneficial to conduct sessions in a more controlled environment, such as a hostel or another location where external disturbances and household noises are minimized. This would allow for a more focused and impactful session.”

Feedback from a facilitator conducting sessions in a Male (माले) hostel- (Vanvasi Kalyanashram)

“As a facilitator, I have been working with children for over 20 years, I have had the opportunity to develop skills of the children in various settings, including rural areas. I had the privilege of working with Katkari children at the Vanvasi Kalyanashram-Male Hostel, and I must say that this experience was truly unique. Initially, I anticipated facing a language barrier, but to my surprise, the children were good in Marathi, which made it effortless for them to comprehend the instructions during the activities. At a cognitive level, they exhibited similar traits and abilities to children from other backgrounds. What struck me the most during my sessions at the hostel was the children's exceptional level of care, respect for others, and attentiveness towards their belongings. Their regular attendance at the sessions was remarkable; even if someone had to go home for a period, they were sorely missed. However, one significant challenge I observed was related to the children's health. Scabies, a common skin disorder among them, often necessitated their return home for treatment. Consequently, they would miss out on project sessions for a considerable period of two to three months. It became evident that if accommodation and treatment facilities were provided within the hostel premises, it would greatly contribute to ensuring a consistent attendance of students.”

PHOTOS

- ❖ **First session- Gathering of all children from all settlements at Male Hostel**



- ❖ **Children from Disali settlement at Male Hostel**



❖ Children engrossed in one of the activities



❖ Adolescent group- attending one of the sessions at the Male hostel



❖ Sessions at Belwade Vasti



❖ Debriefing session-Adolescent group



❖ Encouraging personal hygiene through a hand puppet



❖ Activity related to comprehension, vocabulary



❖ One of the sessions at Lahvarde wasti-



❖ Children enjoyed hands-on activities related to craft: Male hostel



❖ Children from Andeshe wasti-



❖ Children from Disali *vasti* enjoying snacks



❖ Children at Male hostel



❖ Youth group- at Gaddavane



❖ Female candidates engaged in the given task- Youth Group



❖ Youth Group at Male hostel-



❖ Rohan builders CSR team, Jpip team with children at Andeshe wasti-

