

Light of Life Trust

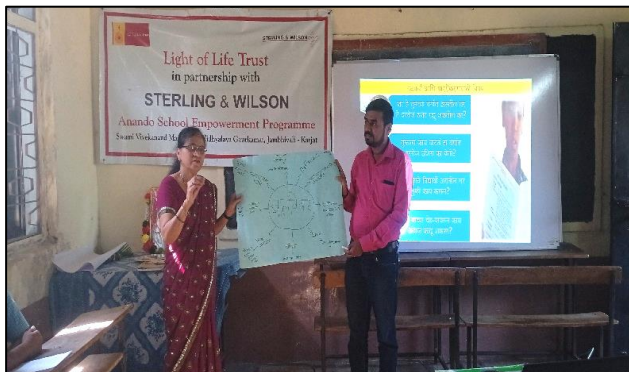
Anando School Empowerment Programme

Impact Report

2013 – 2024

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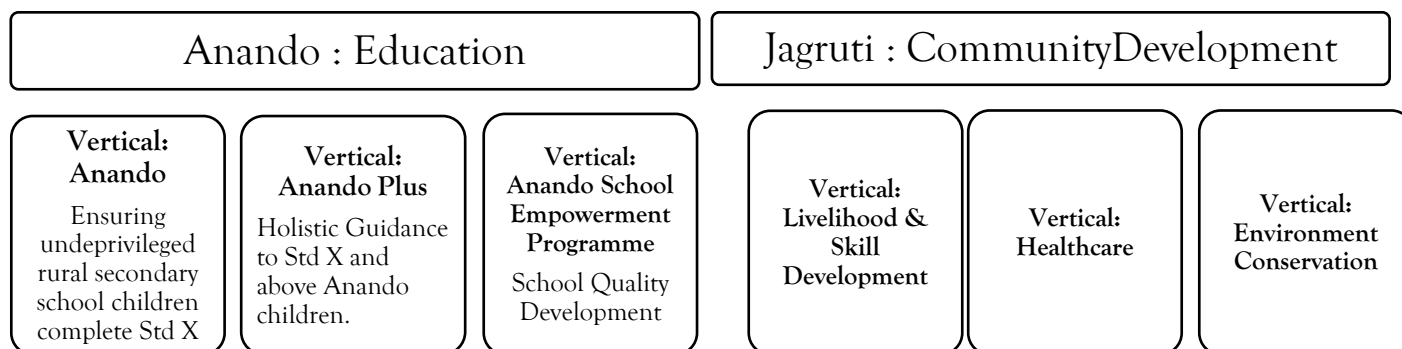


About Light of Life Trust

Vision: To transform lives of rural underprivileged communities in India.

Mission: To break the generational cycle of poverty, one life at a time.

Light of Life Trust is a non-governmental organization established in 2002 and registered under Bombay Public Trust Act, 1950 is founded by Mrs. Villy Doctor, with a vision to transform the lives of underprivileged rural communities. Roots must be strengthened and nurtured to grow healthy plants, so, we strengthen our roots, the rural people of India and nourish them through our two divisions:



Light of Life Trust's Impact:

Economic Empowerment:

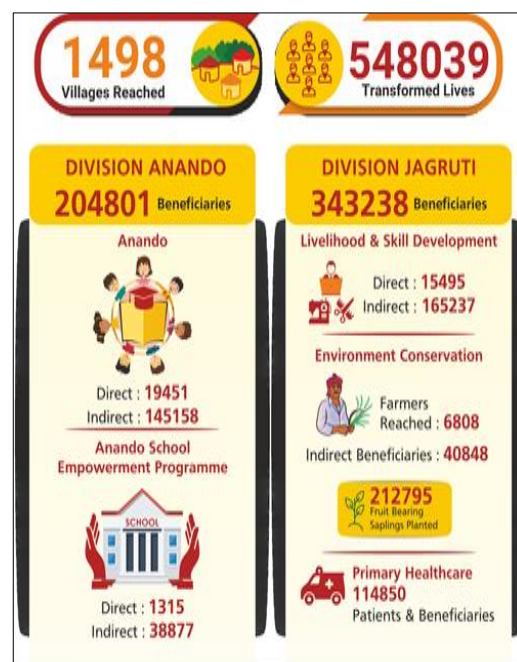
- 93% of parents earn a monthly income below ₹ 4,500/- whereas 63% of employed LOLT beneficiaries earn monthly income between ₹5,500/- to ₹50,000/.

Social Impact: Age of marriage:

- 16 years is the average marriage age in the areas of intervention while 22 years is the average marriage age of female beneficiaries of LOLT.
- 692 Tribal children are pursuing higher education due to LOLT intervention.

Educational Impact: Rural girls pursuing higher education:

- 3605 female beneficiaries of LOLT are pursuing higher education currently.
- 51% of LOLT female beneficiaries are pursuing higher education, in comparison, the Maharashtra State percentage in the districts of intervention is 27%.



Light of Life Trust has reached out to 548039 beneficiaries since its inception across the states of Maharashtra, Gujarat, Rajasthan, Madhya Pradesh, & Odisha.

About Anando School Empowerment Programme:

Rationale:

India has the largest number of children out of school in the world today. A number of initiatives have been taken up by the Government of India and a number of positive developments have been observed and recorded under the Sarva Shiksha Abhiyaan especially at the elementary school level. However the fact remains that secondary schools especially the ones which are Government aided and recognized schools, fall short in imparting quality education to the children.

Light of Life Trust's education division Anando through its holistic development approach since inception, has supported and strengthened the capacities of its beneficiaries to break free from the vicious generational cycle of poverty prevalent in rural India. The result - building a generation of youth who are literate, confident and knowledgeable and who are able to make effective career choices that would lead them to gainful means of livelihood and make them & their families financially stable.

Light of Life Trust with its experiences and learnings over the last decade on positively impacting the beneficiaries in a holistic manner in the areas of academic performance, emotional development, communication with family, undertook an integrated school development programme with school authorities and teachers to ensure quality education to all, in the year 2013 through its **School Empowerment Programme (SEP)** with the aim to enhance and strengthen school teachers in interactive classroom processes, effective modes of parent & community interactions which would lead to increasing involvement and participation of all the key stakeholders in a child's life to ensure they are sustained in school to complete at least their basic education.

The Anando School Empowerment Programme was initiated in June 2019, and is a combination of key activities from LOLT's flagship programme Anando & its teacher focused programme - the School Empowerment Programme. This programme envisages enhancing the quality of education being imparted in secondary schools and is looking at impacting not only the school teachers but the students and their parents in its effort to make a difference in the overall quality of education and life of all involved key stakeholders. The programme intends to build, activate & strengthen the partnership of School (Teachers / Head Master), Parents and students towards the ultimate development of the students who are emerging responsible citizens of a young and dynamic India.

Vision: To ensure that rural children complete basic education (SSC) thereby preventing school dropouts.

Objectives:

- To increase the involvement of school authorities, teachers, & parents in the child's growth and development.
- To ensure academic development of students and teachers.
- To ensure personality development of students and build their capacity and quality to face and withstand competition and develop leadership & life skills to lead productive lives.
- To enhance teachers' capacity to ensure the quality of education.
- Advocacy to address key issues that affect education.

Evolution of the programme:

In the year 2013, LOLT undertook an integrated school development programme with school authorities and teachers to ensure quality education to all with the initiation of the School Quality Development Programme in Anjar Tehsil, Kutch District, Gujarat State.

In the year 2014 a similar programme was launched with secondary schools in Uran Tehsil, Raigad District, Maharashtra State under the name of Anando National Education Programme.

With a change in nomenclature the programme was started in Karjat Tehsil, Raigad District, Maharashtra State in 2017 under the School Empowerment Programme (SEP) with the continued aim to enhance and strengthen school teachers in interactive classroom processes, effective modes of parent & community interactions which would lead to increasing involvement and participation of all the key stakeholders in a child's life to ensure they are sustained in school to complete at least their basic education.

In the year 2019 - after review and deliberation the Anando School Empowerment Programme was launched which was a combination of key activities from LOLT's flagship programme Anando & its teacher focused programme - the School Empowerment Programme.

Year	Programme	Location
2013 - 14	School Quality Development Programme (SQDP)	Anjar Tehsil, Kutch District, Gujarat
2014 - 15	Anando National Empowerment Programme (ANEP)	Uran Tehsil, Raigad District Maharashtra
2017 - 18	School Empowerment Programme (SEP)	Karjat Tehsil, Raigad District, Maharashtra
2018 - 19	School Empowerment Programme (SEP)	Pathardi Tehsil, Ahmednagar District, Maharashtra
2019 - 20	Anando School Empowerment Programme (ASEP)	Karjat Tehsil, Raigad District, Maharashtra
2020 - 21	Anando School Empowerment Programme (ASEP)	Pen Tehsil, Raigad District, Maharashtra
2021 - 22	Anando School Empowerment Programme (ASEP)	Khalapur Tehsil, Raigad District, Maharashtra
2022 - 23	Anando School Empowerment Programme (ASEP)	Karjat & Khalapur Tehsil, Raigad District, Maharashtra
2023 - 24	Anando School Empowerment Programme (ASEP)	Uran Tehsil, Raigad District, Maharashtra Ghugus Tehsil, Chandrapur District, Maharashtra Kukarmunda Tehsil, Tapi District, Gujarat

The programme has grown and evolved through a process of review, modification and application of learnings through regular interaction with all concerned stakeholders like education administrators, target beneficiaries and funding partners & agencies. Integration of the learnings by

the LOLT team played a significant role in the moulding, shaping and refining the programme objectives and activities to ensure expected outcomes and impact at the school level and the system level. Changes in nomenclature of the programme over a period of time indicates the evolution of thought processes of the organization.

Learnings from each location in the initial phase:

Anjar Tehsil, Kutch District Gujarat: The programme was initiated in the primary and upper primary schools and the response from the education department and the school Principal & teachers was very positive and many effective pedagogies evolved through the year of intervention with support and joint efforts of the teachers and educational experts. It was LOLT teams first experience of picking up and quickly learning a new language (Gujarati) as till then all LOLT projects were operational in Maharashtra with Marathi being the main language of communication.

Uran Tehsil, Raigad District, Maharashtra: The teacher training module and the training expertise and dexterity sharpened in the programme implementation in Uran Tehsil. The experiment of introducing case work and group work techniques brought in parents and community participation along with team work with the school teachers very successfully. The concept of the Student Action Forum was also introduced for the first time in rural schools which was very positively received and actioned by the school authorities and students alike.

Pathardi Tehsil, Ahmednagar District, Maharashtra: The programme catered for particular needs of the migration community students. For the first time with the support of the partner organization the LOLT team experimented with the distribution of education material to the school students to prevent drop outs and to ensure students were able to continue their education without fear of not having the right educational material.

Karjat & Khalapur Tehsil, Raigad District, Maharashtra: The fine-tuned and modified programme implementation became smoother and the LOLT team was able to work towards the probability of providing key infrastructural needs to the school to improve the quality of education through the provision of Science laboratory, Computer Laboratory and a school library to enhance the students learning experiences and their subject knowledge in key areas like IT and Science. Some of the schools with support from the partner organization even received sports equipment and solar energy sources – all leading to increased participation levels of students and increased involvement and participation of parents. The provision of an E – Learning Kit to each school and the introduction of Supplementary Academic Classes (SAC) for the academically weak students has positively contributed to the acceptance of the programme and the powerful impact the combination of activities is having on the holistic growth and development of the students, teachers and parents.

Pen Tehsil, Raigad District, Maharashtra: The integration of all the learnings & experiments undertaken under the ASEP so far is benefitting the students and the teachers in Pen Tehsil to a great extent and is showing early encouraging results.

Chandrapur Tehsil & District, Maharashtra: The ASEP programme has been received very positively by the school authorities and with the support of the partner in addition to the programme school refurbishment was undertaken to ensure that students came to a school with many amenities and opportunities for undertaking extracurricular activities. New practices like students setting up their individual study corners at home and Group Contract activity wherein each class, as a group, draw up an Agreement for the year, comprising of the Rules and Responsibilities of the Group and the group then Pledges to abide by the contract drawn up by them have been successfully introduced and implemented in Year 1 of the programme itself.

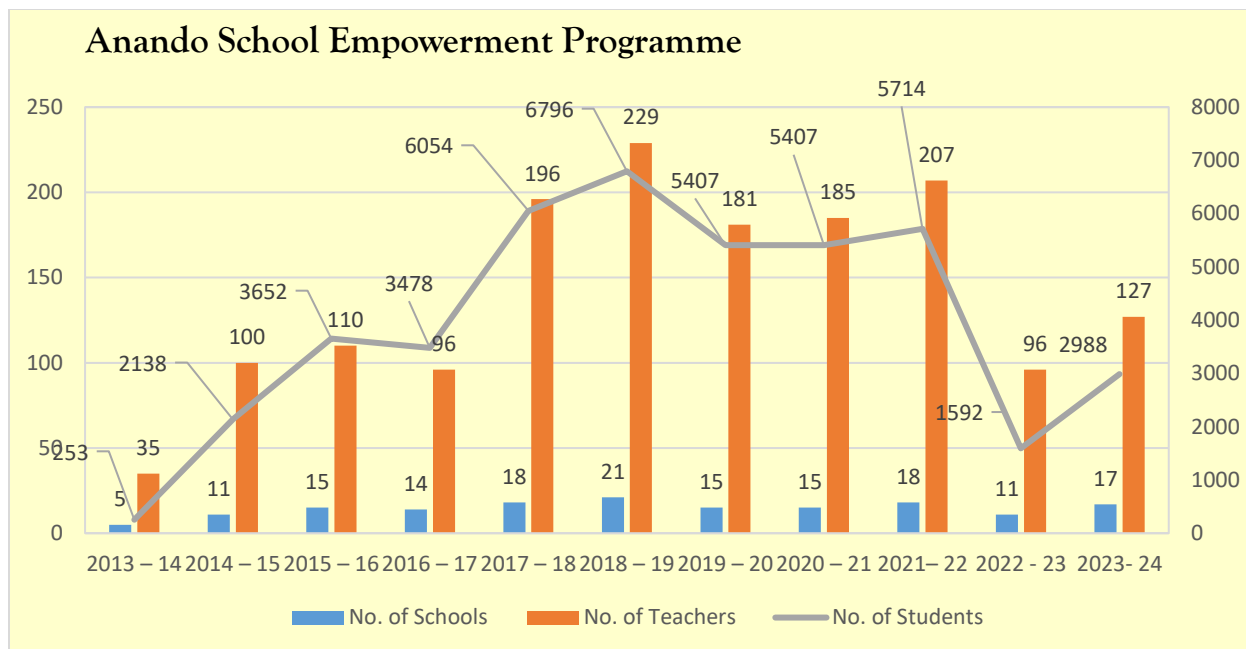
Kukarmunda Tehsil, Tapi District, Gujarat: The ASEP programme changed the entire approach of the school teachers from withdrawn and uncommunicative to actually adding the LOLT name to their advertisement for new enrolments as their knowledge partner in a year's time showcases the development in the smooth implementation of the programme.

All schools across all regions have been integrating & incorporating many aspects of the ASEP programme into their regular schedules and taking initiatives on their own to undertake different programmes and activities under the guidance of the LOLT ASEP team.

Anando School Empowerment Programme Overall Reach between 2013 to 2024:

Year	No. of Schools	No. of Teachers	No. of Students
2013 - 14	5	35	253
2014 - 15	11	100	2138
2015 - 16	15	110	3652
2016 - 17	14	96	3478
2017 - 18	18	196	6054
2018 - 19	21	229	6796
2019 - 20	15	181	5407
2020 - 21	15	185	5407
2021 - 22	18	207	5714
2022 - 23	11	96	1592
2023 - 24	17	127	2988

The programme has reached out to 54 schools, 1442 teachers and approximately 41865 students from the year of inception in 2013 upto March 2024.



About the schools under the Anando School Empowerment Programme:

The government run/government aided schools in India serve the important and crucial purpose of giving education to the masses. Secondary schools are far less in numbers compared to primary schools. The quality of education being imparted in the government run/aided schools is a matter of great concern and therefore a programme like ASEP has been welcomed by school Principals and teachers as they see tremendous value brought in across all stake holders be it School management Committees, School Principals, Teachers, students and parents.

The programme was initiated in Anjar Tehsil of Gujarat state and since then has expanded to different tehsils in the state of Maharashtra & Gujarat over a period of 11 years. The schools under the programme have steadily increased and the additions briefly halted during the COVID 19 pandemic and subsequent lockdown. Post the lockdown from the academic year 2021 - 22, the number of schools under the programme have started increasing again and continues growing steadily.

Numbers of Teachers under the Anando School Empowerment Programme:

Teachers are the main change agents in the education system and under ASEP, teachers are shouldering major responsibilities towards the process of transforming the schools. Almost all programme activities are directly done jointly with the school teachers and the impact is seen in the increase in the quality of education being imparted at the classroom and school level.

The number of teachers is also increasing steadily in the programme as the number of schools in the programme increases. Despite certain ups and downs in the levels of teacher's participation due to their regular teaching and non-teaching responsibilities, the trend of participation continues in the upward direction.

Teacher's contribution in the schools under interventions has not only increased quantitatively but also qualitatively and the impact seen is significant. Teachers are actively participating not only in the teaching process but also in many other aspects of the education process. The teachers have now understood that education is a holistic development process and not only one that is confining them to their isolated subject teaching process.

Numbers of students under the Anando School Empowerment Programme:

Positive impact on the student community is the final goal of any educational programme. Students in the ASEP programme are mostly from rural and tribal communities and come from deprived families. Teachers not only face challenges for their academic development but also need to deal with aspirations or lack of it from their families and themselves.

As number of schools and teachers are increasing under the programme, students' numbers are also increasing. The number surged in 2018 but subsequently reduced in coming years due to COVID 19 pandemic. It has continued to increase post the pandemic.

LOLT ASEP team along with schools teachers are working with the students to dream big and choose appropriate career path. The programme activities focussed on students to develop leadership and provide support and counselling to adjust to their changing world with the onset of adolescence. The Student Action Forum enables them to learn management of school activities and also increase and fine tune their socialisation process and develop self-confidence.



Anando School Empowerment Programme: Activities

The major programmes /activities conducted under the programme are:

- **Education material Distribution Programme:** The education material provided includes a set of 12 notebooks, 1 Geometry box, 1 Graph Book, 1 Drawing Book, 1 Uniform and 1 School Bag.
- **Empowerment Workshops:** To ensure all round personality development of the students, and to build capacity and quality to face and withstand competition and develop leadership & life skills to lead productive lives. 10 such workshops will be conducted with each student in a year – subjects covered will be current and age appropriate.
- **Supplementary Academic Classes (SAC):** To conduct daily classes in English & Maths with selected students (30%) who are academically weak in order to build their basic concepts and strengthen their understanding of the subject.
- **Teacher Training Programmes:** To enhance teachers' capacity and to ensure the quality of education, in a year, 04 capsule trainings were conducted with the teachers and equipped them with the following:
 - Understanding pedagogy: Classroom goal setting, Classroom Management, Classroom delivery, Teaching Learning Material, Group-work and Cooperative Learning, Learning Styles, etc.
 - Subject knowledge on subjects of their expertise.
 - Improving student & parent involvement and participation at school level through Child Psychology, Parent's participation, Students' Evaluation, etc.
 - Their own personal and professional development through linking online material for learning teaching development, SWOT, Time management, Team Work, Decision Making, Stress Management, Communication and other related topics.
- **Mahacharcha Programme:** To guide Std X students with emotional & academic preparation for the SSC Board examination. Mahacharcha was organized to gather insights from former SSC Rankers, where they shared their experiences and engaged in discussions with the current SSC students about board exams. This event helped the current SSC students manage their time and study effectively based on the strategies used by former SSC rankers.
- **SSC Special Guidance Programme:** A subject guidance session was conducted for SSC students wherein experts specialized in specific subjects delivered tailored sessions to meet the students' academic needs. This programme helped SSC students with exam focused subject understanding to score maximum marks in the SSC Board examination.
- **Career Guidance programme:** Career guidance was organized for Std X students to create an awareness among students and parents about the options available for higher studies after Std X. This session aimed at raising students' awareness of diverse career options. The Students

received guidance on various pathways, taking into consideration their field of interest, intellectual ability, and talents. Additionally, they were informed about the necessary documents required for further admission. This guidance assisted students in making informed career choices and motivated them to pursue higher education.

- **Bal Kala Mahotsav:** This annual cultural event provided a platform for students to showcase their talents. It encouraged students to apply life skills like team work, sense of responsibility & accountability, accept and respect the importance of diversity and leadership and develop confidence face and perform before an audience.
- **Parent Meeting:** To demonstrate to school teachers how they can ensure efficient parenting and cohesive support from parents for overall development of their children.
- **Shikshan Mahotsav:** A unique annual forum in the form of an event ensuring development and participation of teachers. The aim is to provide a platform to the teacher community to express their thoughts/opinions/suggestions about the current education system and give them an opportunity to showcase their talents.
- **Case work & Counseling (Critical & Need based):** School teachers skills are strengthened to provide personalized support to students and their families, address their emotional and psychological needs, and enhance their overall well-being and academic performance. This helps in creating a stable and nurturing environment at home, enabling students to overcome personal challenges and reach their full potential. Home visits serve multiple objectives, including establishing rapport and trust between teachers and parents, identifying and addressing academic, social, or behavioral challenges impacting student performance.
- **Student Action Forum:** The Student Action Forum aims to cultivate leadership qualities in students by encouraging them to take initiative in planning and organizing school activities, thereby increasing participation and enhancing academic performance.
- **School Infrastructure:** In order to provide holistic educational environment and upgrade the student's skill sets at par with new age needs, the schools were equipped with proper infrastructure such as computer and science laboratories, a book library and a digital classroom. Solar electrification of the classrooms enabled the smooth functioning of digital technology and ensured that the school could bear the electricity expenses and continue the learning process seamlessly.

The ASEP activities have evolved over the years with continuous learning integration and modifications. The number of activities increased in the new schools over the years.

Sr. No.	Activities	Anjar	Chandrapur	Karjat	Khalapur	Kukarmunda	Pen	Uran
With School Teachers								
1	SMC/SMDC/PTA Meeting		✓	✓	✓	✓	✓	✓
2	Teachers Training	✓	✓	✓	✓	✓	✓	✓
3	Teachers Meeting	✓	✓	✓	✓	✓	✓	✓
4	Shikshan Mahotsav							✓
5	Case work & Counselling LOLT & teachers	✓	✓	✓	✓	✓	✓	✓
6	Annual Review meeting and felicitation program			✓			✓	✓
7	Classroom Observation Visits			✓			✓	✓
8	Demonstrative home visits		✓	✓	✓	✓	✓	✓
9	Parent Meeting		✓	✓	✓	✓	✓	✓
10	Student Action Forum meetings		✓	✓	✓	✓	✓	✓
With Students								
1	Education Material Distribution Programme		✓	✓	✓	✓	✓	✓
2	Empowerment Workshops		✓	✓	✓	✓	✓	✓
3	Supplementary Academic Classes		✓	✓	✓	✓	✓	
4	Counseling Sessions for Students		✓	✓	✓	✓	✓	✓
5	Career Guidance Programme		✓	✓	✓	✓	✓	✓
6	Mahacharcha for SSC Students & Parents		✓	✓	✓	✓	✓	✓
7	Leadership Training - Student Action Forum		✓	✓			✓	✓
8	SSC special guidance programme		✓	✓	✓	✓	✓	✓
9	Bal Kala Mahotsav - Annual gathering		✓	✓	✓	✓		
School Infrastructure Development								
1	Science Laboratory		✓	✓	✓	✓	✓	
2	Computer Laboratory		✓	✓	✓	✓	✓	
3	E-Learning Kit			✓	✓		✓	✓
4	Digital Classroom							
5	Sports Equipment			✓	✓			
6	Solar Electrification			✓				
7	Book Library		✓	✓		✓	✓	
8	School Refurbishment		✓	✓				

Anando School Empowerment Programme - Impact

Teachers Training:

Secondary school teachers sometimes go through subject training workshops organized by the Education Department. These trainings are taken very lightly by the teachers who do not gain much from the sessions and attend as it is compulsory.

LOLT Teacher Training subjects are of a holistic nature and are undertaken through interactive sessions and are a new learning experience for the teachers. Teachers have expressed that they feel more empowered, motivated, encouraged & technically equipped to deal with the behavioural, emotional, educational and psychological problem of children since they received the training on topics like child psychology, counselling, case work and group work methods, assurance of parent's participation effective home visits etc.

Impact:

- Teachers have become more sensitive towards the socio-psycho needs of the children. They are now being able to understand the mindset of students and parents and are able to find effective solutions.
- Teachers feel that the LOLT teacher's training components need to be integrated with the teachers training module administered by the state government and central governments.
- Teachers are seeing merits of the trainings in their personal life as well.
- Teacher's personality & interpersonal relationships both personal & professional life has improved in terms of communication with colleagues & family members, time management, etc.
- Teachers are now able to resolve their own internal conflicts/clashes amongst themselves and are making efforts at fostering an environment of mutual understanding and collaboration.
- Communication skills have improved especially in building rapport with parents & students.
- Some of the changes undertaken by the teachers post training:
 - Teachers have started preparing lesson plans before going to the classroom.
 - Applying classroom management techniques.
 - Teachers are making TLM themselves also are motivating students to participate in making TLM and intensity of use has increased.
 - E-Learning Kits have improved their teaching efficiency, level of job satisfaction and at the same time lead to improvement in the students' interest and participation levels.
 - Teachers have accepted that parents irrespective of their socio - economic - educational backgrounds are important partners in the education process of the children and therefore their interaction with parents has become more sensitive and welcoming.

- After demonstrative home visits and case counselling, teachers have been able to ensure few students have re-joined schools.
 - Teachers have started adhering to the school timings strictly and diligently.
 - Teachers have started the practice of undertaking home visits to support needy students.
 - The seating arrangement into rotation mode so that no student remains a back bencher and ignored in the classroom.
- Some of the areas where Teachers post training have showed an increase in classroom Engagement:
 - Before the ASEP Teacher Training, many teachers in general stayed in the staff room instead of attending class but post the training the teachers having recognized their strengths have been dedicating their time to the students and have fully embraced their professional duties.
 - Teachers have shown a keen interest in ongoing trainings to further enhance the educational environment in the school.
 - **Teachers have started paying closer attention to the problems faced by the students and the school and have actively tried to resolve many of them. As a result a number of students have been retained in the educational stream.**
 - **Despite initial challenges teachers have now developed their own digital proficiency and use the tools provided with ease in the classroom.**
 - Teachers own creative and academic pursuits have seen an upswing. For eg one teacher has published songs on YouTube, two teachers have enrolled in post-graduation programmes, and two others have started using net banking without fear.



Empowerment Workshops:

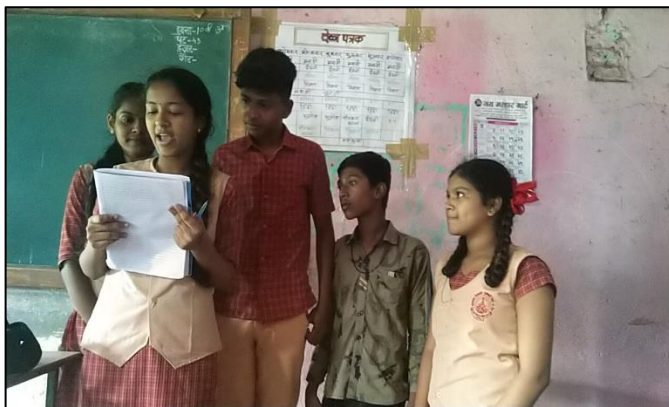
The meditation sessions during the workshops have been highly appreciated and fully accepted activity in the school. In addition, according to the teachers, students' discipline has improved, participation of students in classroom and extracurricular activities has improved, students' awareness about life skills has increased and their thought processes are turning more positive. Students have understood about different personality traits and its association with success and failure in life.

Impact:

- In the schools where the empowerment workshops have been regularly conducted for over two years there has been a marked change observed in the student's confidence levels, active responses and participation in various activities run by LOLT. Positive transformations have been seen in students – For eg. students who were neglecting their personal hygiene, are now consistently maintaining good hygiene through regular baths before school and keeping clean after using the toilet. Another eg. of change observed in the Marathi medium students of Pen Tehsil who experienced a lack of attention from teachers earlier, however, with the positive changes in these students, teachers began to notice and support them, leading to a significant increase in school attendance. Additionally, students realized that teachers were paying more attention to them, resulting in fewer students running away after the lunch break.
- The workshops have made students more communicative and decisive, improved their concentration, and increased their enthusiasm for learning. Essential topics like sex education, cybercrime, personality development, and exam preparation, alongside with interactive games and activities are covered during the workshops.
- The school authorities have incorporated these workshops into the regular school timetable, appreciating its unique and beneficial content. Additionally, students maintain notebooks for the workshops and start each workshop with a meditation session.
- Tribal students have not only started actively participating in programmes/activities but have also begun engaging in conversations. In the ASEP schools in Karjat, Khalapur & Pathardi Tehsils over 50% of tribal students now actively take part in group discussions and presentations.
- The practice of meditation is being conducted with utmost precision. Meditation has become a key activity during empowerment workshops, and schools adopting this practice. School teachers lead meditation sessions, incorporating the seven chakras, even in the absence of the LOLT ASEP Team members. One of the schools has taken a positive step forward and painted one of its walls with meditation chakras, further emphasizing the importance of this practice.
- School teachers have shared feedback about students who have been regularly attending the empowerment workshops and Supplementary Academic Classes with seriousness stating that

they display noticeable behavioral changes such as respecting others, showing leadership and having enough confidence to complete the tasks assigned to them.

- Some examples of student transformation due to the workshops:
 - Std X students of BVC Jite, Pen Tehsil inspired by the empowerment workshop on the importance of their learning environment, collected donations and took the initiative to decorate and refurbish their classrooms. They created educational charts for Math, English, and Science, painted the rooms, and repaired the fans, all as a heartfelt "Guru Dakshina" to their teachers.
 - Five students from Std IX at Priyadarshini Kanya Vidyalay, Ghugus, Chandrapur who previously missed Maths and Science classes, attended every class after the "Effective Study and Memorizing Techniques" workshop, which motivated them to value their education.
 - During the workshop, three Std VIII students at Priyadarshini Kanya Vidyalay, Ghugus, not only improved themselves but also involved their parents, with Shreya Botkar gaining the confidence to participate in the Running Competition at the Bal Kala Mahotsav.
 - Inspired by the workshop subject "Payback to the Trust & Society," 8 students from Std VIII & IX at Indira Gandhi Vidyalaya, Padoli, Chandrapur were seen helping each other, embodying the spirit of community support.
 - Mr. Nagose from New English High School, Pandharkawda, Ghugus highlighted the strong rapport between LOLT and the students, questioning why such open interaction was not seen with school teachers, a sentiment echoed by other teachers observing the positive student - LOLT relationship.
 - Screening of the movie '12th Fail' before conducting the 'Let's Prepare for Exam' workshop was an effective way to leverage the power of storytelling to provide valuable insights and enhance the relatability and engagement of the workshop content.
 - Students have developed a social approach by making Rakhis for Indian soldiers, which were sent to the soldiers, who wore them and shared photographs with the students.



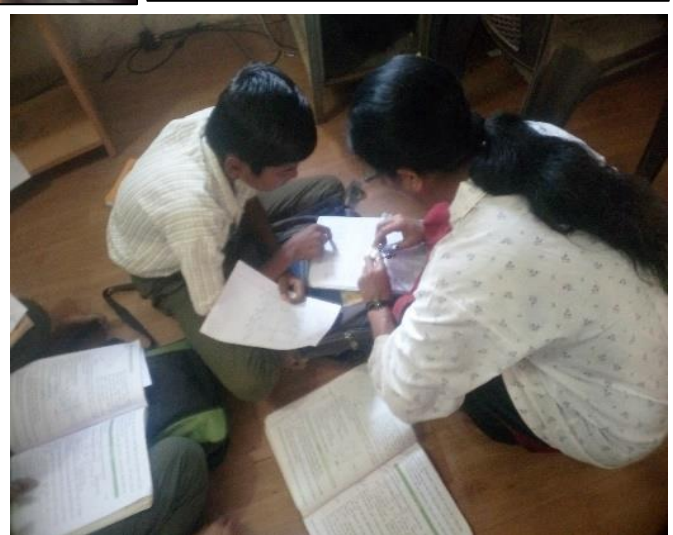
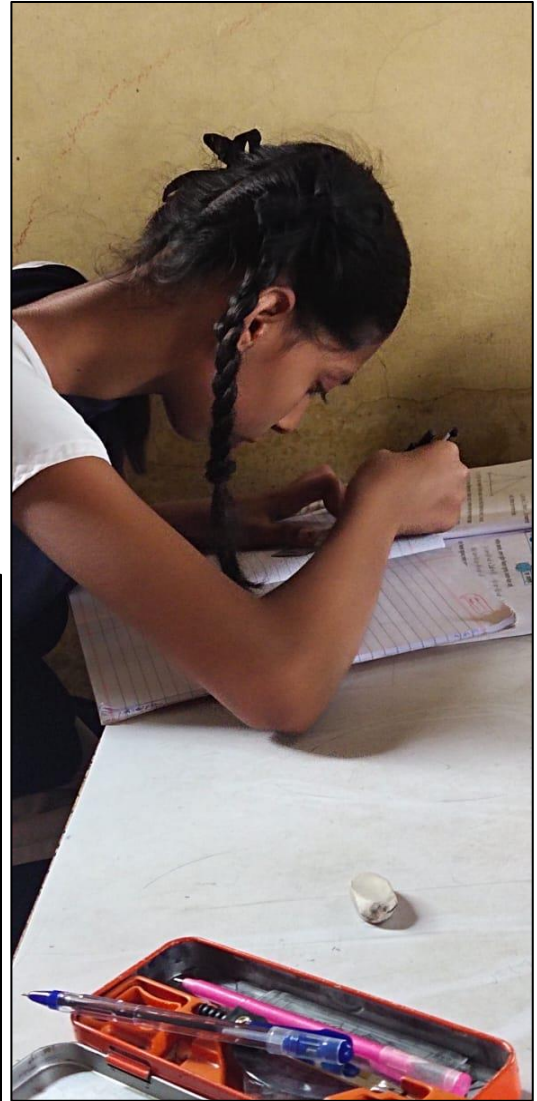
Supplementary Academic Classes: (SAC)

Based on the academic baseline assessments conducted of the students at the beginning of the programme, students in need of academic support are identified and special supplementary classes are run for them on a daily basis in two key subjects – English & Mathematics.

The classes have resulted in improvement in student's levels of understanding of basic concepts and their academic performance. The overall academic result of the schools has improved. The school teachers have welcomed this approach as the pressures on them for additional inputs to academically weak students has reduced. Students and parents are very receptive to the supplementary classes as they were aware of the need but were not in a financial condition to pay for extra classes. The students regularly attending the classes feel empowered, confident and better prepared.

Impact:

- The students attending these classes are benefiting greatly from the instruction provided by SAC teachers, contributing to improved academic performance and achievement levels overall.
- **The SAC Teachers' Personalized Approach and Home Visits** has helped build a strong bond with students and families. This has fostered improved engagement, support, and academic success, benefiting individuals and the school community.
- Students show improvement in English letters, reading, grammar, pronunciation, self-introduction, as well as in mathematical skills like addition, subtraction, division, multiplication, and writing tables, because of the consistent practice being given during SAC classes in English and Mathematics.
- The SAC classes have been instrumental in helping students overcome their fears and challenges associated with the Maths and English subjects.
- Many students in Khalapur and Pen tehsils, mainly from tribal communities with limited educational awareness, struggle with basic skills. SAC classes have helped the students to overcome difficulties in reading, writing, and simple math operations, boosting their confidence and enabling them to tackle more challenging tasks.
- These classes focus on clarity in concept understanding in basic English grammar and arithmetic operations, for which school teachers often lack the time to cover comprehensively. By removing the fear of these subjects and instilling a love of learning, students perform better and show increased enthusiasm for Math and English.
- SAC Teachers identify specific academic cases and initiate strategic efforts for development across all tehsils. For eg: in Pathardi tehsil, regular case counselling of 04 identified students has led to significant improvements in basic skills through follow-up phone calls, discussions, and counselling sessions.



Mahacharcha Programme:

In the 19 schools in Uran Tehsil, and one school in Karjat Tehsil, Raigad District the Mahacharcha Programme is organized and conducted on an annual basis even in the absence of an active intervention by LOLT in those schools. The programme has been incorporated in the regular calendar of activities undertaken by the schools in a given academic year.

SSC students become aware of new ways to handle SSC studies, prepare & follow time schedules and are motivated to put in more efforts as they realize that in spite of similar difficulties and critical situations many of the ranker students were able to overcome hurdles and with determination stuck to their hard work for SSC final exam and achieved success.



Career Guidance Programme:

For the first time in the history of the rural secondary schools in LOLT operational areas, the career guidance programme was introduced through the Anando School Empowerment Programme looking at the abject need to guide Std X students on the next steps forward. Students become more aware about the available career options and definitely have a clearer vision about their future.

Through this programme students are able to get adequate information about the varied career options in the different streams - Science, Arts and Commerce and get an opportunity to understand and know more about matching a career option to their aptitude/interest. Students feel empowered to take a better decision based on their ability, interest and available resources as well as learn how to avail admissions in desired sector and the process they need to follow and documents that they need to start collecting for smoother steps forward once results are declared.

The programme has played a vital role in broadening the horizons for rural students by introducing them to diverse career options, as many of them lack awareness in this regard. Across all regions, a significant number of students are now equipped to explore and consider different career paths, actively engaging in the critical thinking process of selecting a field.

SSC students share their aspirations, ranging from dreams of becoming engineers, mechanical experts, Merchant Navy officers, to pursuing careers in hotel management and fashion design. The session has helped facilitate open discussions where students express their doubts, shared thoughts about various careers, and make commitments to excel in their SSC exams, culminating in a positive response overall.

Omkar Madhyamik Vidyalaya School from Karjat tehsil, in its fourth and final year, proactively organized career guidance sessions for its Std X students. Teachers from well-known institutes were invited to provide comprehensive information on career options in science, arts, and commerce. They covered the admission process, the importance of 10th-grade marks, and required documents, emphasizing that good performance in the 10th grade can open numerous opportunities.



Bal Kala Mahotsav:

A cultural annual event to provide a platform for students to showcase their innate talents. It also encourages students to carry and apply life skills like team work, sense of responsibility & accountability, accept and respect the importance of diversity, leadership skill, etc.

In the ASEP schools no extracurricular activities were being undertaken and the concept of the Bal Kala Mahotsav was introduced for the first time. The schools have started organising & conducting this annual programme and giving the students getting an opportunity to showcase their talents. Recognizing their achievements through a small memento as an award has increased the students' self-confidence and has resulted in enhancing their participation in many ongoing school and outside school activities.

This annual event has stimulated the entire school environment as all connected to the school – SMC members, parents, teachers, students get involved and contribute in different ways to organize this event.

Impact:

- The Bal Kala Mahotsav holds a significant importance as it has united all stakeholders and celebrated achievements, fostering stronger relationships. Various competitions have been organized to tap into students' hidden talents, with many students enthusiastically participating. The school principals and teaching staff have started to diligently prepare students for the competitions held during the Bal Kala Mahotsav.
- Participating in various competitions for students who lacked confidence due to poor academic progress removed their fear and boosted their morale, encouraging them to actively participate in competitions.
- Participation in multiple competitions allowed many children to gauge their skill levels and to understand their strengths and areas for improvement
- School teachers took the initiative to collect donations for purchasing prizes to be awarded to the winning students was a meaningful step towards fostering sustainability and community engagement within the school.
- School teachers have begun to take the full responsibility for all aspects of the Bal Kala Mahotsav, from preparation to prize distribution, showcasing their initiative and dedication to making the event a success.
- In order to instill a passion for reading among students, winners were awarded books as prizes along with their trophy, a concept enthusiastically embraced by the students. Many prize recipients have already read the books, marking the start of a reading journey for at least a few students.
- Swami Vivekananda Madhyamik Vidyalaya in Karjat tehsil organized a similar event for the first time in 32 years, and in Pen tehsil, after 27 years, with 70% of students participating and winning several prizes.
- The Bal Kala Mahotsav has fostered a sense of community and involvement among SMC members, parents, teachers, and students. Teachers took full responsibility for organizing the event, enlivening the entire school atmosphere. Home visits by school teachers and the LOLT ASEP team increased attendance and participation among tribal students, with notable achievements such as winning a group dance competition, which boosted their confidence and attachment to the school.



Students Action Forum:

As per the RMSA (Rashtriya Madhyamik Shiksha Abhiyaan) guidelines in all ASEP schools LOLT team has formed and activated the Students Action Forum. Selected students on the SAF committees are trained in various leadership components and the committee meetings are held regularly in the presence of responsible school teachers.

Empowered Students Action Forum committee members contribute in managing school events effectively & independently with minimal guidance of the school teachers.

Students innovatively managing the creativity board set up at each school level with contributory creations like poems, view point on the current affairs, articles associated with education etc. The creativity board not only updates all school students with current information but also builds their personal life skills and overall personality.

The SAF committee members hand hold slow learner or other students to uplift their academic performance and self-esteem and support them to cope with the stresses of school life.

Suggestion box - this concept is introduced at each ASEP school level through the SAF in order to allow students to comment or suggest or give feedback to any situation taking place in school without being stigmatised. The suggestion box is opened on a regular basis and in front of the School Principal, representative School teacher, LOLT team member and the SAF committee members and all messages dropped in by students are read and action points jointly decided. This has led to an increase in the students say in decision making of school. For e.g.:

- Issue of uncomfortable uniform for girls in one school was acted upon with the support of school management trustee and the uniform design was changed for the better.
- Cleanliness drive and campaign initiated as self-responsibility to keep the school premise neat and clean.
- The colouring of black board in school for better visibility

The Student Action Forum, the creativity board, the Suggestion Box concepts were initially rejected by the school teachers but over time they have proved their merit and now they are encouraged, monitored and executed by the same school teachers. The suggestion box has definitely become a voice of the student's problem & challenges.

Impact:

- Students have embraced responsibility by actively participating in various school activities, taking charge of planning and executing them with dedication and enthusiasm.
- Initially met with scepticism, concepts like the Student Action Forum, creativity board, and Suggestion Box have now earned the trust and active involvement of school teachers, who monitor and encourage these initiatives as they witness their effectiveness and impact over time.
- The Student Action Forum has played a pivotal role by coordinating with school authorities and coordinators during parent meetings, career guidance sessions, Mahacharcha events,

teacher training sessions, workshops, notice board decorations, and various other activities, showcasing their dedication and leadership capabilities. The SAF students diligently facilitated uniform distribution, managed classrooms during assessments, initiated weekly meditation, implemented a suggestion box activity for student feedback, conducted classes in teachers' absence, and contributed to planning and executing Teachers Training at Priyadarshini Kanya Vidyalay, Ghugus.

- SAF is actively promoting creativity and communication among students by encouraging them to decorate the creativity board and showcase their talents. Additionally, SAF ensures that students regularly provide suggestions or positive notes, fostering a vibrant and interactive school environment.
- **Success Achieved by the Student Action Forum Committee members:**
 - **SAF students lead renovation of broken ground floor of Sheth S.K. Kapadia Vidyalaya, Kukarmunda Tehsil, Gujarat:** Despite an initial estimate of Rs 3000 for repair work of three broken spots in the school, it was deemed too costly for the school management to undertake the work. Following discussions within the SAF Committee, Std XI student Mr. Abhishekh offered his expertise, prompting a team of students to take on the repair work voluntarily. The initiative taken by the SAF student inspired other students to contribute their efforts towards the betterment of the school community.
 - **Improved Uniforms for Girls:** The issue of uncomfortable uniforms for girls was effectively addressed by the Student Action Forum and other students, resulting in a redesign supported by the school management trustee. The new, more comfortable uniforms were distributed to the students, demonstrating a successful collaboration for positive change.
 - **Hygiene Campaign at Kapadia School, Kukarmunda:** Observing the unhygienic conditions at the Kapadia School, the Student Action Forum (SAF) and other students organized a campaign to maintain the premises neat and clean. Their collective effort has significantly improved the school's environment, promoting a healthier and more pleasant atmosphere for all.
 - **Study Corner:** The introduction of the 'Study Corner' concept in the ASEP schools in Chandrapur Tehsil prompted students to create dedicated study spaces at home, resulting in 57 established study corners by the end of the academic year, with good support from parents. This initiative particularly benefited 42 economically disadvantaged students, enhancing their focus, memorization skills, and overall concentration, ultimately fostering a habit of regular studying and academic improvement.
 - **Group Contract Initiative:** The Group Contract activity at all three schools of Chandrapur Tehsil, successfully promoted unity and a sense of belonging among students, fostering a feeling of responsibility towards their groups. School teachers lauded this innovative activity for encouraging students to adhere to rules and regulations and inspiring them to behave as model students throughout the year. The students collaboratively formulated group rules, pledged to abide by them, and created 15 signed and displayed charts across 8th, 9th, and 10th standards, symbolizing their commitment to collective responsibility and positive behavior.

○



Need base Home Visit & Counselling:

The introduction of the concept of school teachers reaching out to students and parents to resolve issues that directly and indirectly effect student's regularity and involvement and participation in the school has added value to the teachers own development and growth.

The school teachers after training now feel empowered to undertake effective home visits. The demonstrative sessions have truly helped them to develop finer skills of empathy, listening and communicating with the student and parent community. This has played a key role in teachers being able to build on winning the trust of the students and their parents.

Impact of Home Visits with School Teachers:

- School teachers, working alongside the LOLT ASEP team have experienced the profound impact of directly engaging with students during these visits. This has led to a noticeable increase in such visits throughout all the schools under the ASDEP programme, reflecting the programmes' goal to not only improve enrolment but also enhance student outcomes and gain firsthand insights into their challenges, thereby creating a more supportive and effective learning environment.
- An **increase in the number of parents'** visits to the school, expressing their concerns about their child's studies and aspirations, reflect their deep-rooted desire for their children to have a better life than their own.
- Increase in the no. of parents attending school meetings reflecting a growing commitment to active parental involvement in their children's education.
- A surge in parental involvement in school-level programs signifies a strong commitment from parents towards actively participating in their children's educational journey.
- The significant impact on the tribal community students at Kapadia Vidyalaya, where 98.00% of the students belong to this community. In a heart-warming initiative, 15 students received home visits from school teachers which not only encouraged regular attendance but also contributed to their academic success, with 14 out of 15 students passing the SSC exams.
- Demonstrating exceptional dedication, two school teachers conducted home visits along with the LOLT ASEP team until midnight, aiming to boost student attendance and foster a more engaged learning environment at the school.
- Through targeted counseling sessions and constant follow-up, teachers have developed essential skills of empathy and communication, building trust between students and parents. Overall, the program has improved teacher-student-parent relationships, improved teacher competencies, and strengthened the school community, thereby contributing to the holistic development of students.

Impact of Home Visits:

- A number of students (approximately 80 students in the year 2023 – 24) across Chandrapur, Karjat, Khalapur, Pathardi, and Pen Tehsils have transitioned into regular students highlighting the positive impact of regular follow up and counseling of irregular students ASEP's intervention on student engagement and commitment to education.
- Parents, who had never attended any school meetings before, made their debut appearance at a parent meeting following home visit, showcasing the significant impact of home visits on enhancing parental involvement in school activities.

- Significant progress has been observed in student behavior and engagement. Children who previously did not complete their homework are now consistently finishing it. Additionally, there is a noticeable improvement in the attentiveness of students who were previously inattentive in the classroom. Furthermore, the issue of students leaving school after recess has seen improvement, with expectations for even further progress.
- Adolescent problems of female students were identified and resolved, leading to four girls attending regular school and SAC classes.
- 60% of students with behavioral issues and who previously gave rude answers to teachers have become aware of these problems through counseling. They now engage in respectful conversations, increasing classroom positivity.
- SSC students began studying regularly at home after home visits for study follow-up.
- Post counseling, 15% of students from Std VIII & IX with increased confidence participated in the Bal Kala Mahotsav and in other inter-school competitions, where they even won prizes.



Parents Participation at the school level:

Parental involvement in schools has increased significantly, where parents were previously reluctant to participate. Schools have reported an increase in parent meetings and attendance.

Level of parent participation at the school level has increased under the ASEP programme as school teachers are learning different techniques from the LOLT ASEP team on effectively and successfully reaching out to the parent community. In rural schools where generally parents consciously do not go to school even to collect annual academic reports of the children – it has been observed that:

- The numbers of parent meetings organised by the schools have increased and parents participation in these meetings has increased considerably.
- Parents involvement is now visible and their visits to the schools have increased.
- Parent participation is being ensured by teachers who are applying the methodologies shared during teacher training to conduct objective focused interactive parent meetings, tools of inviting parents for meetings, etc.
- PTAs and SMCs non-active before the LOLT ASEP intervention are now showing a difference post intervention. Parents addressed critical school infrastructure issues by installing new water taps, repairing pipelines, cleaning toilets, and donating a printer with alumni support.
- SSC students' parent meetings have been introduced and parents have been actively participating in the same marking the most important parental involvement.
- At the Swami Vivekanand Madhyamik School, a parent meeting was held after 32 years following ASEP's intervention, with an impressive 49% attendance, signifying an increasing awareness among parents that is now spreading across regions.



Provision of essential School Infrastructure & other material Support:

Education Material Distribution:

In the secondary school the government of India does not provide any materialistic support to students like it does at the primary & upper primary school level. Provision of the educational material under ASEP has been able to address the issue of potential student dropouts due to extreme poverty and inability of parents to provide the required educational material of the students at the secondary level. This distribution has supported many students to continue their main stream education and increase their involvement and engagement in the education process and ultimately share the burden of underprivileged parents.



E-learning Kit:

Under the ASEP programme each school is provided with an E learning Kit which is equipped with the state curriculum and is a tool teachers can use to supplement their teaching at the classroom level. The E learning Kit has led to:

- Teaching & learning process becoming more effective
- Enhanced learning adaptability
- Engagement of students and teachers in the classroom has improved
- Understanding of complex concepts have become easier and is undertaken in a more interactive and joyful manner.

Computer & Science Laboratory at the school level:

All the participating schools have been equipped with a science laboratory and a computer laboratory to provide sufficient exposure to the students in a practical manner to all that they are studying in their syllabus. This experiential learning has enhanced and improved students performance. Teachers too are excited at undertaking practicals with students where previously they were not able to do the needful due to lack of facility.

Solar Electrification:

With the partner organisation two schools under the ASEP programme were provided solar electrification and as a result of this the schools electricity bills have reduced and the schools continue to function smoothly even during the power cuts which are frequent in the rural areas.

Bicycle Distribution:

With the partner organisation the students of two schools under the ASEP programme were provided 149 bicycles in order to provide students a mode of transport and ensure regular attendance in school as these were issues of great concern in the area. Students who lived more than 3 Kms distance from the school were provided this facility and it helped to greatly improve the attendance & regularity of the students and the school authorities felt supported because a huge number of children started attending school regularly which automatically improved the school results and enabled more students to appear in the SSC examination.

Sports Material:

With the partner organisation two schools under the ASEP programme were provided sports material to provide all round development facilities for the students. The use of the sports material has enabled the students to be a part of different sports activities and has enhanced their life skills like coordination, cooperation, team spirit, time management, sharing responsibilities etc. school teachers also understood the importance of the sports facilities and accordingly the schools made changes in the time table and ensured that the students got sufficient time to play. One of the main change observed was that the old culture of locking all material/equipment in cupboards do to the fear of the same getting stolen or lost is changing. The responsibility of keeping the equipment's safely are being shared by the students and teachers equally.

Impact of providing School Infrastructure Support:**Education Material:**

- Increased school attendance when students have the requisite education material to bring to school especially when uniform is given to the students who did not have proper clothes before, it helps them come to school regularly. This reduces the feeling of being left out or different, and makes the students attend class regularly and also reduces the number of students leaving school early.
- **Significant increase in Enrolment in Karjat & Pen Tehsil:** The academic year 2023-24 saw a notable rise in student enrolment, with an average increase of 11.30% in Karjat and Pen tehsil, reflecting growing confidence in the students of these regions.
- Providing all students with the essentials like books, uniforms, and other materials reduces the socio-economic gaps, making learning more inclusive.
- The provision of educational materials and uniforms not only benefits individual students but also has a broader positive impact on the community by promoting education as a priority and empowering future generations with the tools for success.

E-learning Kits:

- The installation of an E-learning kit is crucial in modern education as it enables remote learning, enhances engagement through multimedia content, supports self-paced learning, promotes digital literacy, and prepares students for future careers in a digital world.
- The use of E-learning kits has helped students to engage more effectively in the digital world and enhance their critical thinking skills.
- School Teachers from Maharashtra and Gujarat are actively utilizing E-learning kits and are advocating for their use to further enhance teaching - learning methodologies.
- Initially, older and less tech-savvy teachers faced challenges in using E-learning kits, but through proper training, they have embraced digital education.
- E-learning kits have transformed previously teacherless classes into engaging learning environments. With the entire syllabus and extracurricular activities integrated into the kit, students benefit from clear conceptual understanding. This innovative approach has not only improved classroom engagement but also made learning enjoyable through interactive videos and images.

Science Laboratory at the school level:

- The introduction of science laboratory equipment to rural students who have never experienced it before, along with the guidance of the LOLT ASEP team ensuring regular lab usage by teachers, has empowered students from Std VIII - X to share their experiences, fostering increased confidence and engagement.
- Consistent utilization of science labs reflects a commitment to integrating practical applications of scientific concepts into the academic curriculum. The preparation of Std X students using science modules and slides enabled them to conquer their fears before the science practical exam, leading to reduced anxiety and increased satisfaction with the science lab's presence.
- School teachers actively utilize the science lab, conducting experiments for and with the students. Students are acquiring practical laboratory skills, such as using scientific equipment correctly, collecting and interpreting the results. Experiential learning has enhanced and improved student performances and the teachers are finding it easier to explain scientific concepts to students with the help of experimentation, facilitating better understanding and retention.
- Lokamanya Tilak Madhyamik Vidyalaya in Vasrang Khopoli achieved success by securing the second prize in Khalapur's tehsil level online science fair for the year 2023-24. Their impressive exhibit, "Fan Driven Car," showcased innovative thinking and scientific prowess.

Books Library at the school level

- The introduction of a book library at rural secondary schools has had a tremendous impact as it has increased the students' access to educational resources, improving literacy levels, fostering a love for reading, and enhancing overall academic performance.
- During the summer vacations, teachers in the Karjat Tehsil distributed books to students which were provided with an aiming to instill a love for reading. Students showed interest and some even selected multiple books, sparking enthusiasm and encouraging a habit of reading.

- School teachers are setting an example by dedicating their free time to reading, emphasizing the importance of literacy and knowledge acquisition. At the Priyadarshini Kanya Vidyalaya, Ghugus, Chandrapur Tehsil the school has allocated a class for students to go to the book library and read as part of their time table.

Computer laboratory at school level:

- Students in rural areas often lack exposure to modern technology, which is crucial for keeping pace with the rapid advancements in the world. Therefore, schools are provided computer labs where students are empowered with essential computer knowledge.
- Providing students who had never used computers before with access to computer labs at school not only introduced them to technology but also sparked their enthusiasm to learn more about computers and explore their capabilities.
- The schools in Karjat and Khalapur Tehsil have appointed dedicated computer instructors to ensure effective computer education for students from classes VIII to X, resulting in enhanced computer literacy and proficiency in applications like Paint, Microsoft Word, and PowerPoint.
- One of the Chandrapur Tehsil schools has ensured that the computer lab is fully used thrice a week on Thursday, Friday and Saturday. The school has hired a computer teacher for 3 days a week, to ensure the use of computers to educate the students.

Solar Electrification:

- Solar electrification a crucial need for schools to ensure a continuous and reliable power supply, particularly during frequent summer outages that disrupt students' concentration. By leveraging solar energy, the school is able to achieve long-term cost savings, reduce its carbon footprint, and promote sustainability.
- Consistent electricity enables the use of electronic learning aids and educational technologies, thereby enhancing the quality of education.
- The solar power system has set a positive example for the community, encouraging the adoption of renewable energy.
- Overall, solar electrification has not only improved the learning environment but has also built resilience against power disruptions. The school now benefits from significantly reduced electricity costs, with the monthly bill dropping to just Rs. 100.

Sports Material:

- These resources enable students to participate in a variety of sports activities, enhancing life skills - coordination, cooperation, team spirit, time management and sharing responsibility.
- Recognizing the importance of sports, school teachers have adjusted schedules to ensure that students get enough play time.
- In the past, devices were locked for fear of theft. Now, students and teachers share the

responsibility for keeping equipment safe, fostering mutual trust and responsibility.



HP Clap programme in Karjat Tehsil ASEP schools:

The first of its kind in Maharashtra State in partnership with NT Assets Ltd & HP Clap (Continued Learning Access Programme) Programme, a mobile digital van was launched for the benefit of the school children in two schools under the ASEP programme in Karjat Taluka, Raigad District. It is an initiative by HP India to bridge the digital divide between communities. The programme targets students from low-income strata with no digital devices to support their school lessons. Under this programme the van is equipped with 120 Chromebooks loaded with the state syllabus for Std I to X by Kompkin. The van was inaugurated on 04th August 2022 in the presence of representatives from HP India and LOLT Founder & Managing Trustee Ms. Villy Doctor, Mr. Ramesh Daswani – CEO, LOLT and the schools students, teachers, principals & the LOLT Team.

Created by HP India provides access to educational content, interactive learning experiences, and the joy of using personal laptops. This initiative not only connects students to the wider world but also enhances their learning through syllabus-oriented activities, allowing them to solve questions, play educational games, and engage with digital resources.

Students experience enhanced learning and grasp complex concepts more effectively thanks to the integration with Chromebooks, resulting in a remarkable academic 22% improvement in Std X results in the first year of its operations. In addition, in the Janata Vidyalay, Dahivali Karjat school, student marks in Science, Mathematics, and Sanskrit improved by an impressive 40%, showcasing the transformative impact of technological integration on academic performance.

The HP Clap Digital Van not only boosted student attendance and attracted tribal students but also gained recognition from schools, leading them to mention the van in their annual admission advertisements. This acknowledgment underscores the van's effectiveness in expanding educational access and fostering inclusivity while also highlighting its positive impact on the wider educational ecosystem. School teachers are enthusiastic about conducting sessions independently, with students. They adeptly handle the Chromebooks, with old students taking the initiative to mentor others and delve deeper into their usage. Additionally, in the teacher's absence, students efficiently solve questions using the "Kompkin App" on their Chromebooks, engaging in exercises and games that contribute to a harmonious classroom environment.



School Refurbishment Work

One ASEP school in Karjat Tehsil and 03 ASEP schools in Chandrapur Tehsil with support from partner organizations have undergone significant refurbishment work. In total 854 students are reaping the benefits of the refurbishment work carried out at the schools. Many more students over a period of 10 - 15 years in the future will continue to reap the benefits of this work carried out in the year 2023 - 24.

The type of refurbishment work carried out was:

Karjat Tehsil:

- Science Laboratory setup
- Water filter installation
- Solar Electrification - Installation of 08 Fan and 04 Tube light per classroom x 03 classrooms
- Refurbishment of existing urinals & toilets
- Wooden Desks & Benches - 70
- Book Library set up
- Construction of a partition to create a separate classroom

In Chandrapur Tehsil:

- Electric equipment purchase & fitting in all classrooms
- Tiles, window and doors fitting, glass fitting in all classrooms
- Paver block fitting
- Painting of school
- Installation of Water Cooler & RO
- Tables and revolving chairs for school teachers
- Repairing leaking roofs of the schools
- Desk and benches repaired



Shikshan Mahotsav

A unique annual event ensuring development & participation of the teachers with an aim to provide a platform to express their thoughts/opinions/suggestions about the current education system and at the same time give them an opportunity to showcase their talents.

LOLT under the ASEP programme has annually organized the Shikshan Mahotsav and has received stupendous response from the teacher community. The very first of its kind - Shikshan Mahotsav was organized in Uran Tehsil, Raigad District in the year 2017 - 18 where 240 teachers across 53 primary and secondary schools participated. Topics like the challenges faced by the Indian education system, changing pedagogy and teacher's capacity building, demands of a changing educational system, ways to increase student's interest & engagement in classrooms, etc were raised for discussion through various competitions and discussion panels.

The 2nd Shikshan Mahotsav was held in year 2018 - 19 in collaboration with the Education Department & the Panchayat Samiti, Uran through the Education Officer, Raigad District. The teachers individually contributed towards the programme as they felt that it added value to their profession where they would celebrated a day for themselves through healthy debates and discussions and showcased their talents. In total 271 primary and secondary school teachers participated in the event in the presence of political dignities and government officials who appreciated the thought behind the event and the role played by LOLT in strengthening the education system in Uran Tehsil.

The 3rd Shikshan Mahotsav was organized online due to the COVID 19 restriction on 25th March 2021. Due to its online nature the reach of the event was far wider and in total 683 registrations were received from 291 teachers across 32 districts of Maharashtra State, under different competitions by the LOLT team.

Innovative and attractive competitions were planned and organized to ensure more teachers would be able to participate in the event. Some of the competitions organized were as under:

- Aksharmoti: Calligraphy Competition
- Jagar Vicharancha: Elocution Competition
- Mazi Lekhani Maze Vichar: Writing Competition
- Mazyakde Paha: Chart Writing Competition
- Kabad Se Jugad: Best out of Waste Competition
- Shabdanchi Malfule: Self Poems Recitation Competition
- Meri Aawaz Suno: Singing Competition

All entries were received online, teachers shared their videos on the selected topics and the same were judged by experts in the field and at an online event in the presence of LOLT Founder & Managing Trustee the winners were declared and were awarded E certificates. Trophies received were individually couriered to their residence. Schools and teachers shared details of this event and their success on different social media platforms which got covered by 4 to newspapers in the state.

Post the event two what's App groups have been formed and the groups remain active and have become the platform on which teachers are sharing their extraordinary achievements and view point on different current affairs related with education scenario.



नवराष्ट्र

शिक्षकांच्या ऑनलाईन शिक्षण महोत्सवाला प्रतिसाद लाईट ऑफ लाईफ संस्थेचा उपक्रम

प्रतिनिधी@नवराष्ट्र

उरण : शिक्षकांच्या विचारांना आणि कलागुणांना वाव देण्यासाठी राज्यस्तरीय शिक्षणमहोत्सव कार्यक्रमांतर्गत लेखन, वक्तृत्व, सुलेखन, भित्तीपत्रक, टाकाऊ पासून टिकाऊ, स्वलिखित काव्यवाचन, गीत गायन अशा विविध स्पर्धांचे आयोजन अलिबाग येथे करण्यात आले.



SINGING WINNER
Mr. Manohar Narayan Patil
Shree. Ma. Balmiketan School
Kopri, Thane.



ELOCUTION WINNER
Ms. Chaitali Vishwajeet
Kanitkar, Dnyaneshwari Vidyalaya,
Dombivali.



BEST OUT OF WASTE WINNER
Mr. Subhash Gajanan Mokal.
R. Z. P School,
Alibaug.

Impact at a glance:

Programme/Activities	Methods / Tools Introduced	Before the intervention	After the intervention
Objective: To increase the involvement of school authorities, teachers, & parents in the child's growth and development.			
Teachers Training	Changes in sitting arrangement	Traditional method followed	100%
	Daily class plan preparation	5%	85%
	Use of teaching aids and the participation of children in making the teaching aids	10%	90%
	Use of innovative participatory techniques	5%	80%
	Use of Teaching Learning Material	5%	70%
	Team work increasing performance	5%	85%
	Application of Social Work tools like case work, group work and counselling	5%	90%
Parents Participation	Formation of Parent Teacher's Association	10%	90%
	Parent - Teacher Meetings	10%	90%
	Parents started visiting school	10%	100%
SMC / School Trustees	Orientation Meeting	5%	100%
Shikshan Mahotsav		None	60%
Objective: To ensure academic development of students.			
Supplementary Academic Classes	Academic Baseline Assessment of students	None conducted	100%
	Sessions on concept clarity	None	100%
	Regular sessions in school	Only for SSC	VIII - X
School Infrastructure	Computer Laboratory/Digital Classroom	Not Available	57.14%
	Science Laboratory	Not Available	71.42%
	Book Library	Not Available	57.14%
	E-Learning Kit/ Digital Education	Not Available	71.42%
	Solar Electrification	Not Available	28.57%
Objective: To ensure personality development of students and build their capacity and quality to face and withstand competition			
Student Action Forum	Formation of SAF	None	100%
	Notice Board	30%	100%
	Suggestion Box	None	100%
	Academic support Group	None	70%
Education material Distribution		None	100%
Empowerment Workshops		None	100%
Bal Kala Mahotsav		36%	100%
Career Guidance Programme		None	100%
Mahacharcha Programme		None	100%

Anando School Empowerment Programme - Best Practices:

Teacher Training

Four capsule trainings with teachers to enhance the capacity of the teacher to ensure the quality of education being imparted by the teachers and an increase in the teachers involvement and participation in all activities leading to the all-round development of students is the back bone of the ASEP Programme.

Supplementary Academic Classes:

These classes are conducted for the academically weaker students to ensure there is basic concept clarity in subjects like Maths and English and at the same time provide an opportunity to the students to cope more effectively with the syllabus of their class.

Mahacharcha Programme:

The Mahacharcha Programme focuses on motivating Std X students towards goal setting, ensure students are sensitized towards study, better emotional & academic preparation for examination. The previous year's ranker students and parents are invited to share their experiences with the current batch of Std X students and their parents. The ranker students are felicitated for their achievement making them feel proud and are encouraged to continue their higher education.

In the first year the LOLT ASEP team demonstrates the planning & organizing of this programme and year 2 onwards supports the teachers to conduct the same at the school level. The older schools have internalized the need and importance of this programme and have incorporated the same in their annual calendars.

SSC Special Guidance Programme

Maths and English are the most difficult subjects faced by the students in their SSC exams. Well qualified teachers are invited to guide the students on the most difficult topics and supported to overcome fear of these subjects and score better marks. They are also advised on the best ways to score better and easy tips on how to spend time on answering the exam paper.

E - Learning Kit

Digital education is key to quality learning and under the LOLT ASEP programme each school is provided with a E Learning Kit which has inbuilt interactive sessions based on the SSC syllabus for Marathi medium schools. This portable kit is regularly used by the teachers with all standard teachers to enhance the understanding of a lesson/chapter being taught in the classroom.

Science and Computer Laboratories

Schools must have basic infrastructure to enable students to learn effectively. Science and Computer laboratories are given to the ASEP schools to raise the quality of education being imparted at the school level and enhance the knowledge base of the students through practical sessions.

Anando School Empowerment Programme - STORIES OF CHANGE:

In Janta Vidyalaya, Lowjee School, two students – Imran Shaikh Std VIII & Mahek Khan, Std IX were observed to be always nervous in class and not very interested in studies. Looking at their overall study graph, their self-confidence seemed to be low. Through counselling sessions with both the students, their problems became known to LOLT team members & school teachers and after interacting with them regularly and building a good rapport with them, the fear of study lessened and was removed slowly. After interacting with them and supporting them, their absenteeism in school also reduced.

About Imran Shaikh, Std VIII

Imran lives in Kelawali. He belongs to a 4-member family. His mother and father work in the Zorabian Chicken Company's ice factory. His brother is a college dropout. Imran's family's financial condition is weak. Every day in the morning, walks approximately one and a half kilometres from his house to the station to reach school on an almost empty stomach. Imran is weak in studies and considered himself weak in the group of other students. He would always hide his notebook when approached for the same. After taking Imran into confidence and interacting with him, he realized that he loves to study and sing. By giving him some support and understanding, he was able to overcome his fear. LOLT team member (APC) spoke to him as a friend and made efforts to boost his self-confidence. As a result of the counselling sessions the change in Imran was very visible. Imran fearlessly participated in the individual competitions held at the recent Bal Kala Mahotsav. He presented a beautiful patriotic song and also took part in the group singing competition and became the lead singer of the group.

This new Imran no longer skips school and he comes to school every day. He always has a happy face in school. Imran's confidence has increased and his studies are showing a diffImran is slowly improving his English writing with the help of his teacher.

Short clip from Imran's Singing competition:

https://drive.google.com/file/d/1RZRr7WJopCuKo8B0mGCgcXh1Wc9mW1gM/view?usp=share_link



Imran practicing English reading with teacher during the Supplementary Academic Classes



Imran showcasing his singing talent @ the group singing competition held at the Bal Kala Mahotsav



Imran performing @ the solo singing competition held at the Bal Kala Mahotsav

X Hindi		Marks	
1	Good - 20/20		
2	Good - 20/20		
3	Good - 20/20		
4	Good - 20/20		
5	Good - 20/20		
6	Good - 20/20		
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98	Good - 20/20		
99	Good - 20/20		
100	Good - 20/20		

Imran's efforts at improving his academic performance

About Mahek Khan: Std IX

Mahek is currently living in Khopoli town with her family as her father's company has shifted to Khopoli from Kalamboli. Earlier she was in a Hindi medium school and now she is studying in a Marathi medium school. As the Hindi medium school was far away from home, her father enrolled her in a Marathi medium school. Mahek used to get confused with the new language as the teachers and students were speaking in fluent Marathi in front of her. After interacting with her for a long time, it was realized that she loves to study but the other students did not include her amongst them.

She was reintroduced in her class and she got over her fear of studying and learning in a new language. Now Mahek can read and write and practices maths along with English subject daily. Mathematics - addition, subtraction, division and multiplication were difficult for Mahek, now she is overcoming her fear with practice. Mahek comes to school every day without fail.



Mahek Practicing Maths Problems in the Supplementary Academic Classes

About Nita Gaikwad: Std X

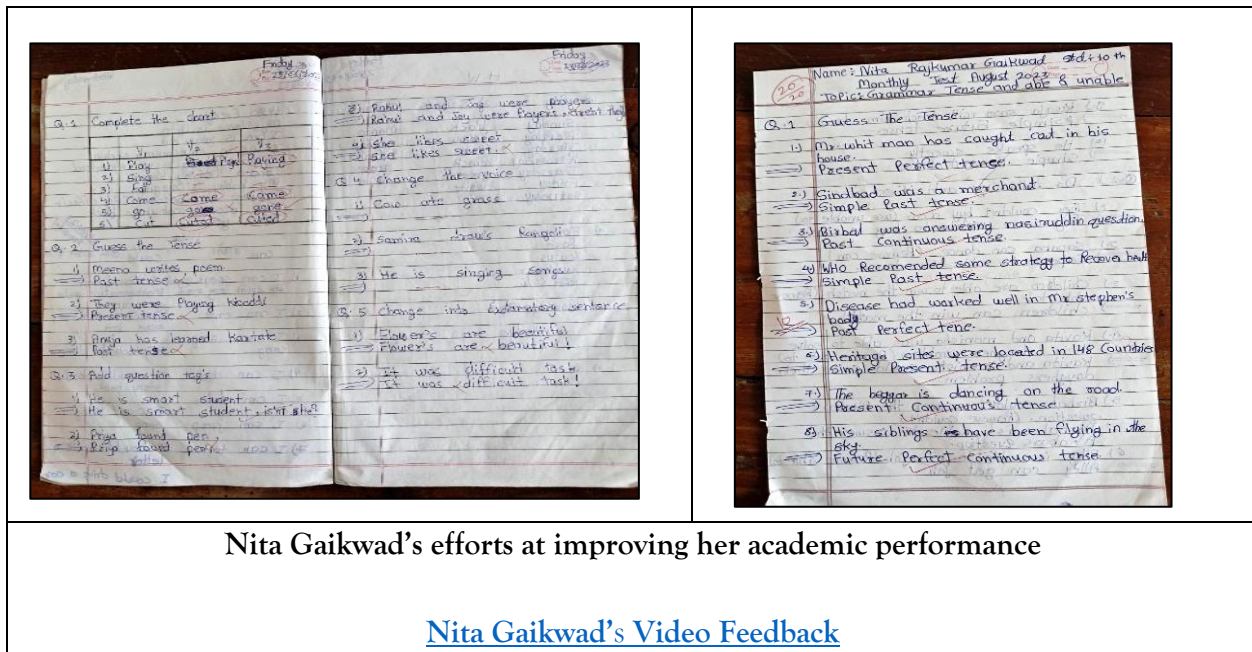
Name of School: Janata Madhyamik Vidyalaya, Lowjee

Nita Gaikwad, a Std X student of Janata Madhyamik Vidyalaya, Lowjee, lacked English writing skills despite scoring 61 out of 100 marks in English in Std IX. On evaluating her academic performance at the beginning of the ASEP programme, she scored a mere 2 out of 10. LOLT decided to intervene to help Nita improve her English.

Nita was provided dedicated support through LOLT's ASEP SAC wherein the SAC teachers helped Nita focus on English and followed up with her work and assignments regularly. This dedicated focus and attention helped Nita improve quickly. She scored 20 out of 20 in a class Grammar Test followed by a 16 out of 20 in the Unit Test.

Nita's consistent attendance in SAC classes demonstrated her commitment to learning. Her scores significantly improved to 60 out of 80 and 66 out of 80 in the SSC Semester and Pre-Board Exams. Her paper presentation skills also improved.

In addition to English, LOLT's intervention helped Nita prepare for the SSC Exams in all subjects. Nita was provided exam model papers from previous SAC students to help her obtain a higher percentage in the SSC Board Exams.



Nita Gaikwad's efforts at improving her academic performance

[Nita Gaikwad's Video Feedback](#)

About Abhay Satish Gaurkar: Std VIII

Name of School: New English High School, Pandharkawda,
Chandrapur Tehsil



During LOLT's workshops it was observed that Abhay was regularly absent from all workshops and activities at the school. On inquiring with the class teacher, it was observed that Abhay had not come to school since a long time (03 years) . The class teacher shared how Abhay's father had brought him to school when school re-opened after the Covid 19 pandemic, however, Abhay was crying loudly as he did not want to attend school. On hearing this LOLT decided to intervene and undertake a home visit (Sonegaon).

Abhay belongs to an economically backward family. He supported his family by tending to goats and herding bullocks after school. He used to also carry out farm work for his father and work for anyone in the village for small amounts of money. Due to his family circumstances, Abhay had become a child laborer at a young age.



As Abhay had dropped out of school many years ago, he was afraid to return to school and preferred roaming around the village the whole day. He had picked up bad habits along the way. His parents wanted him to go school and forced him to return and complete his education. They even decided to enroll him in a boarding school or hostel away from the village to ensure Abhay focuses on his studies. However, Abhay was not interested in studying at all. LOLT began intervention and started visiting Abhay at his house regularly.

On interacting with Abhay, he shared that he had trouble traveling to school. His Std VII friend also did not attend school, so both did not attend school together. As it had been years since he went to school, he would scream and shout that he did not want to study and did not want to go to school and **would try to run away when LOLT visited his house**. His parents complained about his lack of interest in education and his bad behavior and bad habits.

LOLT continued following up with Abhay patiently. The importance of education was emphasized often and **the new initiatives by LOLT at his school was explained to Abhay and his parents. Then one day Abhay decided to visit his school again.**

The LOLT team took Abhay to his classroom and introduced him to his class teacher and classmates. **Abhay's class teacher welcomed him and encouraged him to attend school regularly.**

LOLT picked up Abhay from his home and dropped him to school for 2 consecutive days. He was also dropped home after school on both days. After that Abhay started traveling to school on his own, daily. **He was provided with a brand-new uniform, school bag and notebook** and was enrolled into LOLT's Supplementary Academic Classes (SAC). **Abhay has begun attending school regularly, studying at home and also completes his homework.**



On Abhay's first day at school after a gap of 3 years, LOLT introduced him to the headmistress, his class teacher and his classmates.

With patience, perseverance and dedication, LOLT reintegrated a school dropout back into school. The school also cooperated in welcoming Abhay back with open arms.



About Janhavi Jitendra Kurrewar: Std X

Name of School: Indira Gandhi School, Padoli, Chandrapur

Problem: Hostile and aggressive at school

Results: Improves relationship and behavior with teachers and peers



Janhavi, a Std X student from a backward community used to attend LOLT workshops and classes regularly, however, she was extremely rude and aggressive towards the Supplementary Academic Classes (SAC) teachers and students. Due to several complaints LOLT team intervened to identify and resolve the issue.

LOLT team met Janhavi's family and friends to know more about her in order to help her better. Personalized counseling helped identify her problems and appropriate support and treatment was provided to her.

Regular intervention, counseling, home visits and follow-ups over the course of 5 months helped bring about a change in Janhavi. She now interacts amicably with her teachers, peers and others due to the personal attention, understanding and dedication she received from LOLT.

Regular counseling and collaboration with SAC teachers, coordinators, and school teachers, proved instrumental in Janhavi's personal progress. LOLT will continue to monitor Janhavi's growth, progress and well-being while keeping track of other students like Janhavi, as continued effort by a dedicated team can turn around the life of a child.

ASEP Programme Impact on School Teachers in Karjat Tehsil:

At the start of the ASEP programme the school's veteran teachers having two decades of teaching experience resisted the advice and guidance by LOLT on matters pertaining to teaching methods and student interaction. Undeterred by this reluctance, LOLT continued its interventions at the schools with the students and continued to dialogue with teachers on relevant educational issues, gradually introducing innovative concepts and methods.

After ongoing interactions with LOLT ASEP team and after attending teacher focused trainings, activities and meetings, the teachers began to recognize the relevance and novelty of the topics introduced by LOLT. They began interacting and participating in other LOLT activities and training sessions through the year.

The impact of the training sessions was reflected in the changed behaviour of the teachers and their improved understanding of student dynamics. The teachers began to take initiative in meeting the needs of the students and following up with students who have been missing school regularly by visiting them at home and encouraging them to return to school.

The school teachers also began to review English and Math lessons and engage in constructive discussions with students and teachers of the Supplementary Academic Classes.

LOLT's intervention helped improve teaching methods, student interaction and communication. Classrooms have become more engaging and conducive to learning. Regular meetings, trainings and activities helped build a sense of camaraderie among teachers. Once hostile and distant teachers are now united in their shared goal of academic growth and holistic development of the students and the school.

The schools acknowledge and appreciate the invaluable support provided by LOLT and HDFC Credila, towards improving the learning environment in their schools.

ASEP Programme Impact on School Teachers in Pen Tehsil:

New English School Johe is located in Pen Tehsil, Raigad District. The school covers 1700 to 1800 students from Std V to XII. All students come from 15 - 20 surrounding villages belonging to the lower economic class families whose main occupation is mainly farming, fishing and daily wage labor. The school has classes from Std. V to Std. XII with a total teaching staff of 29 teachers

From last 05 years the school has no proper toilets for students and teachers. The girl students and female teachers were facing hygiene problem continuously.

About the Intervention:

The LOLT ASEP team, Pen Tehsil has been regularly bringing up this issue of concern with the school authorities and the SMC Chairman and was regularly doing follow up for the same. The Asst. Coordinator created awareness about this being the responsibility of the School Headmaster and the School Management Committee. As a result of these efforts the school principal and SMC chairman took on the initiative to collect funds for the new construction of the sanitation facility.

The school SMC Chairman and Headmaster Mr. Patil approached the Rotary Club for the construction of the sanitation room and to install solar panels for the school for which the Rotary Club supported them by a donation of Rs 25,00,000/-. This support will ensure the construction of 10 urinals and 4 toilet units for boys and 10 urinals and 08 toilet units for girls.

On 15th April 2023 the construction of sanitation rooms began. The school started the demolishing the old building and started the new construction. The construction work progressed and the inauguration of the constructed space was undertaken on 5th January 2024. By the month of December 2023, the toilets were put into use and the finishing touches were being made to the building constructed and the solar panels installed.

In this manner due to the efforts made by the LOLT ASEP team the school authorities were motivated and encouraged to take up a significantly big project which they were not prioritizing over the last 05 years causing absenteeism especially amongst the girl students and female teachers.

Glimpses into the process of the Sanitation Rooms construction:



Bhoomi Pujan to start the construction in the presence of all school teachers and School Management Committee Members

Demolishment of the old broken-down building



Construction Work in Progress



Toilets Construction Completed



Toilet Construction Completed

"ज्ञान, विज्ञान आणि सुसंस्कार यासाठी शिक्षण प्रसार"
शिक्षण महर्षी डॉ.बापूजी साळुंखे

श्री स्वामी विवेकानंद शिक्षण संस्था कोल्हापूर संचलित
न्यू इंग्लिश स्कूल व ज्युनिअर कॉलेज,
 + २ स्तर व कन्या प्रशाला, जोहे, ता.पेण, जि.रायगड

नूतन स्वच्छतागृह, सोलर पॅनल व बॅच्येस हस्तांतरण समारंभ

शुक्रवार दि. ५ जानेवारी २०२४

मा. श्री./सी. _____

आपणास कळविण्यात आलेला आनंद होत आहे की, या विद्यालयात रोटररी क्लब ऑफ ठाणे ग्रीन सीटी यांच्यामार्फत बांधण्यात आलेले नूतन स्वच्छतागृह तसेच सोलर पॅनल व बॅच्येस हस्तांतरण समारंभ शुक्रवार दि. ५ जानेवारी २०२४ रोजी सकाळी ठीक ११.०० वा. खालील मान्यवरांच्या उपस्थितीत आयोजित केला आहे. तरी आपली उपस्थिती प्रार्थनीय आहे.

* कार्यक्रमालाचे अध्यक्ष *

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* प्रमुख पाहुणे *

रो.मा.श्री.केलास जेठानी
(District Governor, 2022-23 RID 3142)

* उद्घाटक *

मा.सौ.मुक्ता कुमार व मा.श्री.कॅप्टन तरुण कुमार
(अभिनेता हारोबंदर, कॅम्पिओ मॉडेल बॅकग्राउंड एक्टिंग वॉ.फि.)

* प्रमुख उपस्थिती *

<p>रो.मा.श्री. संतोष शिंदे <small>(FAB President 2022-23)</small></p> <p>रो.मा.श्री.कॅप्टन प्रसाद तेंडुलकर</p> <p>मा.प्राचार्य श्री. पी. एल. हाके <small>(विद्यालय प्रमुख रायगड, ठाणे, मुंबई, पालघर)</small></p> <p>मा.श्री. एस. सी. महाजन <small>(निरीक्षक - रायगड, ठाणे, मुंबई, पालघर)</small></p> <p>मा.श्री.अशोक परशुराम मोकल <small>(अध्यक्ष, चक्रेल कमिटी, न्यू इंग्लिश स्कूल व ज्युनि. कॉलेज जोहे)</small></p> <p>मा.अपय्यब, मा.सर्व चक्रेल कमिटी सदस्य, पंचक्रोमीतील सर्व सामाजिक संस्थांचे, उपचरणाचे व सर्व सदस्य, माता पालक संघ, उपाध्यक्ष व सदस्य, पंचक्रोमीतील सर्व सामाजिक प्रामस्य, माजी विद्यार्थी, शिक्षक-शिक्षिकांकडून कर्मचारी, विद्यार्थी व विद्यार्थिनी न्यू इंग्लिश स्कूल व ज्युनिअर कॉलेज जोहे, ता.पेण.</p>	<p>रो.मा.श्री.चंद्रशेखर लिमये <small>(Excellent President 2023-24)</small></p> <p>रो.मा.श्री.कॅप्टन सुरेश कल्याणकर</p> <p>मा.श्री. एस. आर. वेडगे <small>(अजीव केंद्रक, श्री स्वामी विवेकानंद शिक्षण संस्था, कोल्हापूर)</small></p> <p>मा.श्री. एस. एच. पाटील <small>(निरीक्षक- रायगड, ठाणे, मुंबई, पालघर)</small></p> <p>मा.प्राचार्य श्री. एस. आर. पाटील <small>(न्यू इंग्लिश स्कूल व ज्युनि. कॉलेज जोहे)</small></p>
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शिक्षण महर्षी डॉ.बापूजी साळुंखे

श्री स्वामी विवेकानंद शिक्षण संस्था कोल्हापूर संचलित
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नूतन स्वच्छतागृह, सोलर पॅनल व बॅच्येस हस्तांतरण समारंभ

शुक्रवार दि. ५ जानेवारी २०२४ रोजी सकाळी ठीक ११.०० वा.

प्रति,
 मा.श्री./सी. _____

राहुल मुंड्रे व सपुडी
कार्ड ऑफ ठाणे.

निमंत्रक

मा.श्री.अशोक परशुराम मोकल
(अध्यक्ष, चक्रेल कमिटी, न्यू इंग्लिश स्कूल व ज्युनि. कॉलेज जोहे)

मा.प्राचार्य श्री. एस. आर. पाटील
(न्यू इंग्लिश स्कूल व ज्युनि. कॉलेज जोहे)

Invitation to the Inauguration Programme

ASEP Programme Impact on School Teachers in Pen Tehsil:

Balganga Vidyamandir (Chunabhatti), Jite is located in Pen Tehsil of Raigad District. It caters to 170 students coming from 5 surrounding villages belonging to the lower economic class families whose main occupation is farming, fishing or working as daily wage laborers. The school has classes from Std. V to Std. X with a total teaching staff of 12 teachers.

Case Study: 01

Due to lack of space and resources, the school had not organized any major event for its students since the past 18 years.

Under the ASEP programme an annual children's event - Bal Kala Mahotsav (BKM) has been organized in the last two years at the New English School, Johe. However, due to construction work at New English School, Johe, this year there was no space available to conduct the same at the school premises.

About the Intervention

Light of Life Trust played a crucial role in assisting and guiding the school management committee and parents to plan and execute the Bal Kala Mahotsav, at the **Balganga Vidyamandir (Chunabhatti), Jite** in this academic year. The idea to organize this programme had originated through regular discussions with the school faculty, students, and community members. LOLT was able to organize the programme with collaborative efforts and support from the school management committee, teachers, and students. Parents and villagers also provided wholehearted support towards this initiative, recognizing the importance of such activities in the overall development of students. The Bal Kala Mahotsav provided a platform for the students to showcase their talents. It helped foster a sense of pride and unity among the students of all the local villages near the school. This was a significant milestone for the school as it brought the entire village community together through a single event.

Outcomes:

LOLT's intervention enabled Balganga Vidyamandir (Chunabhatti), Jite to organize such an event in its premises after 18 years. Organizing such a large scale event after almost two decades brought forward the powerful impact collaboration, determination, and community support brings towards achieving common goals in education and cultural enrichment. Inspired by the success of the Bal Kala Mahotsav this year, the School Management Committee of Balganga Vidyamandir (Chunabhatti), Jite have adopted the Bal Kala Mahotsav as an annual event for the school.

Case Study: 02: Formation of Parent Teachers Association (PTA):

This school lacks basic facilities like clean toilets, clean drinking water facility with proper tap, Computers are available but there is no printer for administration work.

The LOLT team discussed the concept of a PTA with the School Principal and teachers and explained the process of formation of the Parent Teachers Association and the objectives behind establishing such a forum at the school level. On 15th July 2022 formed PTA of 12 members for two years in the presence of school teachers.

The LOLT team member introduced the roles and responsibilities of PTA members in the first meeting. The second meeting was held in August 2022 in the presence of the School Principal, school teachers, and Student Action Forum members where school issues regarding lacking infrastructure & need for development was discussed.

Impact:

- Parents took up the initiative to action certain crucial tasks that needed immediate attention.
- Installed a new stainless-steel tap and repaired the leaking water pipeline
- Parents formed a volunteer group which cleaned up the student's toilets and made them useable once more.
- PTA members took the initiative and donated towards the cost of a printer with financial support of the SSC batch 1994 students alumni and handed over the printer to the school authorities during the 15th August 2022 Independence Day Programme at the school.
- The PTA Chairman regularly visits the school and is taking follow up of student's academic levels even if the LOLT team is not present.



Case Study: 03

Earlier, in this school the teacher's thought process was not so active and participatory. It needed to change with a different perspective. Few teachers were not aware about self-responsibility and few teachers were facing time management issues due to extra paperwork. It was observed that teachers were in need of guidance and motivation for self-development.

About the Intervention:

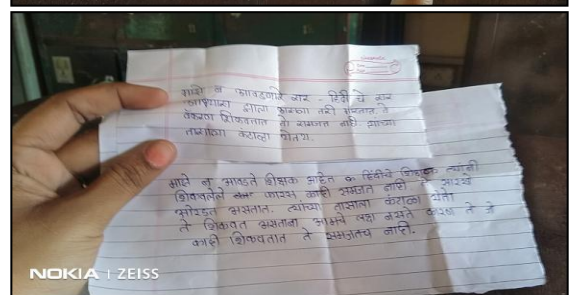
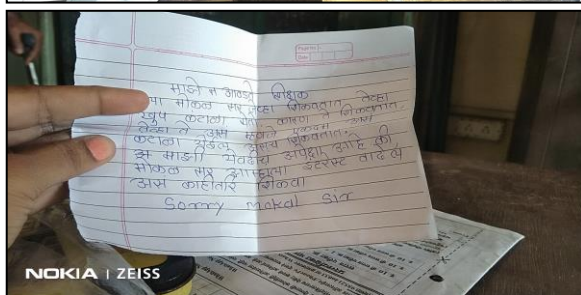
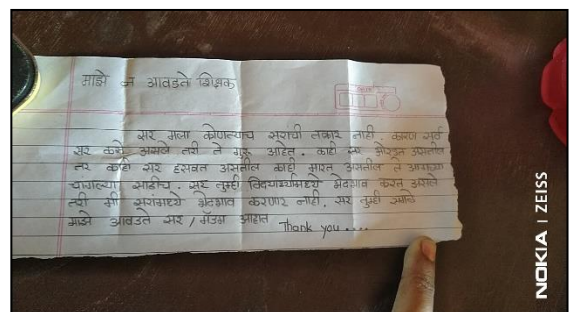
LOLT team observed all these issues and made efforts to bring about a change. A teachers' training programme was planned and the subjects Case work, Group Work and Classroom Management were undertaken which slowly made the teachers think about different perspectives.

Outcomes:

After the Classroom Management training session the teachers of the school took one activity with students. Every student was asked to write negative traits about specific teacher with explanations. 80% of the students participated in this activity from Std VIII – X. All the teachers took the student inputs positively and collated data received was handed over to the LOLT ASEP Pen team.

This is one kind impact of the teacher training that teachers accepted the process and conducted it for self-assessment at the school level. It was really not easy for teachers to accept assessment from the students, but the teachers positively looked at the inputs given and tried to bring change in their day to day professional lives.

Students freely wrote what they actually felt about a change needed in the teachers and their reasons for the like or dislike of the specific teachers. Teachers took the feedback positively and worked on it together as a team for the development of self and of the school at large.



ASEP Programme Impact on School in Chandrapur Tehsil:

LOLT's Meditation activity continued by School Teachers of Indira Gandhi Vidyalaya, Padoli

Light of Life Trust's ASEP programme began at Indira Gandhi Vidyalaya, Padoli in 2023. Various needs of the school and students such as Science and Computer laboratories, Libraries, Uniforms, Bags and other such requirements were met immediately in order for the programme to commence and run smoothly. Supplementary Academic Classes (SAC) and Empowerment Workshops were carried out regularly to provide additional learning and all-around development. The students participated in all LOLT programmes and activities wholeheartedly and freely engaged with LOLT coordinators, social workers and teachers.

During some of these interactions with the students of Std VIII - X, the students seemed anxious and uncertain about their studies, life and future. They inquired about non-academic activities to help them manage the pressures and challenges surrounding them. To provide additional support to the students, LOLT started conducting short Meditation sessions before the start of each workshop. The students enjoyed these meditative moments and always looked forward to it. LOLT then began conducting Meditation as a regular activity every Saturday. The school teachers and other staff also began participating in these sessions along with the students. On experiencing the benefits of Meditation, the school teachers continued LOLT's initiative and have been conducting Meditation sessions in the school every Saturday. On enjoying the benefits of Meditation and experiencing improved concentration and reduced anxiety, some students practice meditation at home daily.

This initiative by LOLT has come a long way in raising the consciousness of the students and school staff of Indira Gandhi Vidyalaya, Padoli.



Anando School Empowerment Programme – Glimpses:



Feedback: School Principals & Teachers:

The school teachers & Principal feedback:

https://drive.google.com/drive/folders/1zLP6NETIewYsE4oytErKZw7OGmjKi8pi?usp=share_link

Teachers Trainings Feedback Videos:

https://drive.google.com/drive/folders/1RZvkKaW3teq_f7_E2P2nyTcmjGfdGIfB?usp=sharing

Feedback Videos of 2nd Teachers Training: [LOLT-Lloyds Feedback Videos](#)

Feedback Videos: [LOLT Drive - Feedback Videos](#)