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Quarterly Progress Report - Q1 [April-June-2023]

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SANKALP EK PRAYAS



JULY 5, 2023

SANKALP EK PRAYAS  
March 2023 – June 2023

## Acknowledgement

We would like to express our sincere gratitude to all the program coordinators, Ms. Vandana Kumar, Ms. Garima Shukla, and Ms. Pragati Robins, for their valuable inputs in preparing the first quarterly report of the 2023-24 period for Sankalp Ek Prayas.

This Report has been compiled and finalised by SEP (Sankalp Ek Prayas Core Team and will be published as First Quarter Report for 2023-24 and filed under the KARTAVYA Report File.

We extend our appreciation to all the members of the Sankalp Ek Prayas team for their continued dedication and contributions. The report shall be circulated to all WhatsApp groups of team members, and to coordinators, mentors, and individuals involved in SEEKH, SRIJAN, and GARIMA, programs.

Once again, we would like to thank everyone who contributed to the preparation and distribution of this report for their valuable support.

Best regards,

Parimal Sinha

Secretary & Founder

Sankalp Ek Prayas Society, Bhilai (Durg, C.G.)

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## **(1) CHHATTISGARH'S CONTEXT AND STATUS OF CHILDREN & EDUCATION –**

Chhattisgarh, like many other states in India, faces several contemporary challenges that are hindering the development of children & educational system. These problems include – (a) Limited access to quality education & Inadequate infrastructure, (b) Lack of skilled, innovative and passionate teacher cum facilitators and (c) Insufficient knowledge for optimum & effective utilisation of available resources to support learning. Children in these areas also face social and cultural barriers that impact their educational outcomes, including Gender based discrimination and poverty. Additionally, the lack of proper health care facilities, awareness and nutrition further exacerbate these issues, impacting the holistic development of children. These challenges require urgent attention and action to create a conducive environment for education & Child development in rural areas of Chhattisgarh.

## **(2) SOME HIGHLIGHTS OF REPORT ON “ANNUAL STATUS OF EDUCATION REPORT (ASER) CHHATTISGARH (RURAL) 2021” –**

- Reading and numerical abilities have taken a severe beating.
- Number of children who were unable to recognise even letters in classes 2, 3, and 6 has increased double fold, since 2018. In class 2, it increased from 19.5% to 37.6%; in class 3, it increased from 10.4% to 22.5% while in class 6, it increased from 2.5% to 4.8%.
- In class 3, only 12.3% students were able to read class 2-level text.
- Number of children who were unable to recognise single-digit numbers has increased from 11.4% to 24.3% in class 2, since 2018.
- Findings on enrolment in the state are among very few positive aspects, captured by the survey. Enrolment in government school has increased from 76.4% in 2018 to 82.9% in 2021, in 6-14 years of age group.

## **(3) ORGANISATION'S INTRODUCTION–**

SEP (Sankalp ek prayas), is a registered Non-Government Organisation (NGO) that is committed to making a positive impact in the lives of children and communities. As part of its ongoing efforts, the organisation has been working on the creation of a model child-friendly village. This will ensure villages as having a safe, supportive, and nurturing environment for children to assist them grow & thrive to their full potential. The endeavour is aimed at promoting holistic child development and empowering communities to create a better future for children.



#### **(4) JOURNEY SO FAR WITH ACHIEVEMENTS –**

Recently, the SEP celebrated its 13th anniversary, marking a remarkable journey from humble beginnings to an organization with a strong presence in 5 districts, 7 development blocks, and 250 villages in rural Chhattisgarh. Throughout this intense and adventurous path, we have cultivated a network of over 700 dedicated and passionate female youth leaders and facilitators, positively impacting the lives of 20,000 students.

When we initially embarked on this journey, we had no idea how we would contribute to the education landscape in this region. However, along the way, we learned valuable lessons and had the opportunity to connect with numerous highly dedicated, talented, and inspiring individuals. They graciously mentored and guided us, offering not just financial support but also technical, emotional, and psychological assistance. Their trust in our abilities and their unwavering support propelled us forward.

We were fortunate enough to attract young, enthusiastic girls from the villages who resonated with our principles and core values, joining us in our transformational journey. Additionally, we received tremendous support from exceptional organizations working in the field of education and child development. These valuable collaborations and experiences not only broadened our perspectives but also provided clarity regarding the path we should tread.

Through our endeavours, we have earned the trust, love, and support of many, and we continue to receive these blessings. We firmly believe that by working together, we can realize our vision for the future in the coming years.

#### **(5) SEP – ABG Model –**

We are fortunate to have a mentor like Babu Joseph Sir, who visited our organization earlier this year and introduced us to the concept of an inclusive and holistic education model, known as SEP – ABG Model (Sankalp ek prayas \_ Aadarsh Bal Gram Theme). This model aims to transform villages into child-friendly environments through education.

The proposed model villages address various concerns by establishing a secure and nurturing atmosphere for children's growth and education. It also aligns with the Indian government's vision of child-friendly villages, as announced in letter number D.O. No.-11015/124/2021-CB on March 31, 2022.

The primary objective of the model village is to create an environment that enables children to reach their full potential. This will be achieved through the following approaches:

- (a) Providing access to quality education.
- (b) Ensuring adequate support in healthcare department and ensure nutrition.
- (c) Providing a safe and supportive environment:

(d) Empowering the community

By implementing this model, we aim to create villages where children can thrive and realize their potential. It is a comprehensive approach that addresses their educational, healthcare, and safety needs while empowering the entire community.

## (6) VISION, MISSION AND GOALS –

- **VISION** - “Preparing Children for future.” - By creating joyful childhood and healthy educational ecosystem to ensure Holistic development of Children within the community
- **MISSION** –
  - (a) Providing access to quality education: The village will have a well-equipped education and childhood support system, which will include a child-centric pedagogy and provides a conducive learning environment for children and promoting extracurricular activities that ensure value driven holistic development.
  - (b) Ensuring support to adequate Basic healthcare: The village will have a Basic healthcare support system that will provide support to ensure basic medical facilities, regular health camps, and nutrition (Diet) awareness programs for children and clean drinking water, sanitation facilities.
  - (c) Providing a safe and supportive environment: The village will be designed to provide a safe and nurturing environment for children, with provisions for child protection and safety.
  - (d) Empowering the community: The model village will work closely with the community to create awareness about child rights, child protection, and the importance of education and healthcare for children.
- **GOAL** –

Our aim is to make a meaningful impact on the holistic growth of 20,000 children by empowering the community. We strive to create a safe and supportive educational ecosystem in the villages, driven by strong values. Additionally, we provide assistance to ensure access to basic healthcare facilities, as well as promote hygiene and sanitation practices.

## (7) ABOUT MAJOR INTERVENTIONS UNDER ‘PROJECT KARTAVYA’ -

- From March to June 2023, our main focus was on enhancing the capabilities of our Fellows through a range of activities such as exposure visits, workshops, and training programs. Alongside this, we organized summer camps and conducted special classes to prepare students for the Navodaya entrance exam. We also finalized the SEP-Adarsh Bal Gram model during this period. Our primary

objective during these four months was to ensure thorough preparation and planning for the entire year. Capacity building was given utmost importance, with various training programs being conducted for the Fellows, and the knowledge gained from these programs was shared with our community teachers. Additionally, we dedicated time to research and develop plans for the upcoming 2023-2024 session. Our commitment and efforts were directed towards setting the stage for a well-prepared and productive year ahead.

- **SEEKH** - The SEEKH intervention aimed to target 250 villages across five districts of Chhattisgarh, namely Durg, Bemetara, Balod, Dhamtari, and Rajnandgaon. It was considered as an entry point in these villages and served as a significant intervention under Project Kartvaya and the SEP-ABG Model. Currently, we have 24 fellows working on the SEEKH program, with one vacancy remaining under the SEP-SEEKH Fellowship program.
- **SRIJAN** - The SRIJAN intervention aimed to target 50 villages in Durg District, Chhattisgarh, with a focus on promoting holistic growth among middle school students and enhancing their proficiency in Mathematics, Science, and English. This initiative involved the deployment of 15 fellows who worked closely with community teachers. Currently, we have 9 fellows actively working on the SRIJAN program. We are in the process of hiring additional candidates to ensure that we proceed with the right individuals who align with our objectives.
- **GARIMA** - Sankalp Ek Prayas firmly believes that education and empowerment of girls and women play a crucial role in enabling families to contribute significantly in various spheres of society and the nation. Currently, GARIMA focuses on the following themes:
  - (1) Menstrual Hygiene & Gender Equality
  - (2) Supporting the Health System to ensure adequate medical facilities
  - (3) Ensuring Mental Health Well-being
  - (4) Promoting Legal Awareness & Challenging Harmful Practices

GARIMA aims to work in 250 villages across the operational area of Sankalp. To achieve this, we have appointed 25 Fellows under the SEP-GARIMA fellowship program, with the support and cooperation of all SEP staff and the community. Currently, 21 fellows have been selected, and we continue to search for suitable and capable candidates to fill the remaining vacancies.

## Initiatives

01

### SEEKH

1. Bridge Course (Core Academic Skills) + Digital Education
2. Socio-Emotional learning (QCT) + CVMS (Value Education) + Hygiene & Sanitation
3. Library + Peer learning + Exceptional learner Program
4. Saturday Time = Plantation driven + SMC + Movie Time + CCA + Sports

02

### SRIJAN

1. Bridge Course (Core Academic Skills) + Digital Education
2. Socio-Emotional learning (QCT) + CVMS (Value Education) + Hygiene + Sanitation
3. Library + Science & Math Fair + Computer Education + Exceptional learner Program
4. Saturday Time = Plantation driven + SMC + Movie Time + CCA + Sports

03

### GARIMA

1. Menstrual Hygiene + Gender Equality
2. Health (Dental, Eyesight, First Aid) + Mental Health
3. Safety Concern \_ Road Safety, Cyber Safety & Child Protection)
4. Promote legal awareness & Challenge harmful Practices

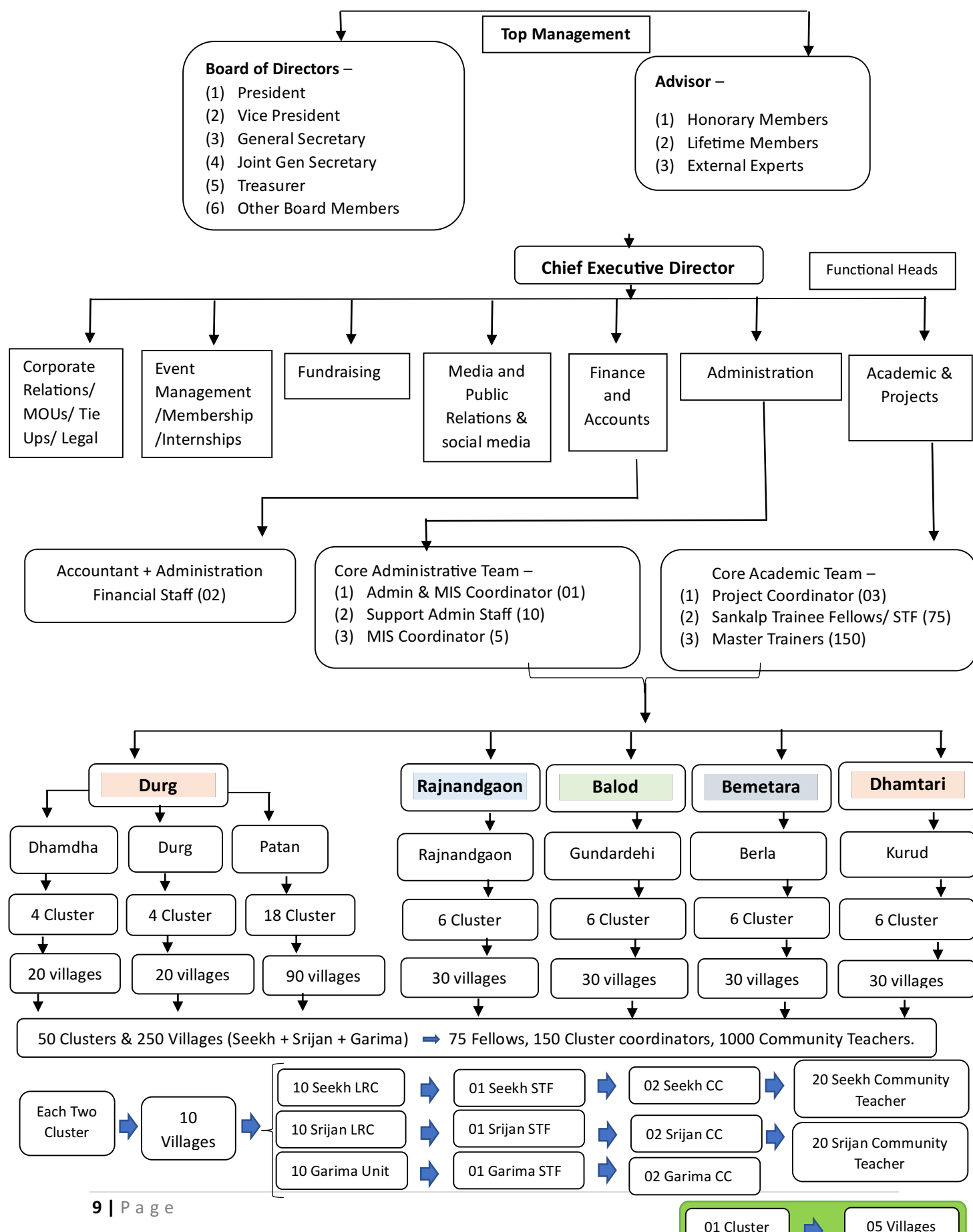
## **(8) RESTRUCTURING AND SANKALP TRAINEE FELLOWSHIP (2023-25)–**

To achieve our goals, we undertook a restructuring of the organization and introduced an ambitious fellowship program encompassing three domains: Seekh, Srijan, and Garima. This program consists of a cohort of 75 fellows who will undergo an 18-month journey to develop as future leaders. The fellowship is divided into four distinct phases:

- ✓ Phase 1: This initial phase spans two months and involves selection processes, orientation sessions, exposure visits, brainstorming activities, and the identification of potential knowledge partners.
- ✓ Phase 2: Over the course of three months, participants from all three programs engage in in-house capacity building programs. Additionally, the fellows prepare and provide training for the Community Teachers.
- ✓ Phase 3: The third phase, lasting ten months, focuses on implementing the acquired knowledge and skills in real-world settings. Fellows gain hands-on experience, facilitating practical learning and growth.
- ✓ Phase 4: During the final three-month phase, fellows undergo assessment and evaluation processes. Graduation ceremonies are held to acknowledge their accomplishments, and the selection of the next cohort of fellows takes place.

Through this comprehensive fellowship program, we aim to cultivate a new generation of leaders who are equipped with the necessary skills and experiences to drive positive change in their communities.

## (9) CURRENT PROPOSED ORGANISATIONAL STRUCTURE (IN IDEAL STAGE) –



## (10) PROGRESS REPORT \_ Q1 \_ MARCH 2023 TO JUNE 2023 –

As previously mentioned, we have finished the initial two phases of the fellowship curriculum. Since we are new to this field, we spent the past two months exploring the organizational structure needed to achieve our goals, determining the support mechanisms required, and devising strategies for attaining the desired outcomes. At the beginning of this year, we launched the Seekh Fellowship program and initiated a two-phase selection process consisting of a Statement of Purpose (SOP) and personal interviews. As of February 1, 2023, a group of 25 Seekh STF (Sankalp Trainee Fellows) began their work. During the first month, we conducted an induction and orientation program, allowing fellows to familiarize themselves with the program. They were assigned tasks, such as compiling the children's assessments for 2022-23, and received training in essential professional skills like reporting, emailing, and planning. They also engaged in study work. From March onwards, we simultaneously proceeded with Phase 1 and Phase 2, which involved visiting various organizations, regularly interacting with them, and identifying like-minded or value-based organizations that align with our goals. Meanwhile, we also completed the selection process for Srijan and Garima and initiated the same process with them.

## (11) OUR ENGAGEMENT AND LEARNING OF THE FIRST QUARTER YEAR 2023-24 THROUGH DIFFERENT EXTERNAL EXPOSURES / TRAININGS / WORKSHOPS –

(A) Organisation Name - **AAVISHKAR – PALAMPUR**

✓ INTRODUCTION –

- Established in 2012.
- Founder – Sharat Gupta & Sandhya Sharma.
- Centre Location – Kandbari, Palampur (Near Dhauladhar ranges) Himachal Pradesh
- Organisation's Purpose – To reduce fear and learning fun with their innovative methods of understanding mathematics & Science.

(1) **EXPOSURE CUM TRAINING ('HAMARI KAKSHA') -**

- Date – 23<sup>rd</sup> March to 25<sup>th</sup> March 2023
- Venue – Kandbari. Palampur
- Participants – 7 (3 from Seekh + 2 from Srijan + 2 Coordinator)

✓ **OBJECTIVE** -The goal is to find an organization that can assist in enhancing students' comprehension of the basic principles of science and mathematics and alleviate the difficulties experienced, particularly in underprivileged rural areas.

✓ **TRAINING MODULES AND TOPIC COVERED** – It was a Well-designed 3 Day Workshop on Conceptual understanding around Maths and Science.

- First Day is dedicated for Understanding of Concept of Fraction (Maths).
- Second Day is dedicated for Understanding of Concept of Light (Science).



- Third Day is designed to Consolidate the learnings of last two days & Demonstration of various learning tools including Maths and Science Fair process.
- ✓ **LEARNINGS FROM THE EXPOSURE VISIT CUM 3 DAY TRAINING –**
  - Teacher as a Facilitator – At Aavishkar, every instructor abides by a shared principle which holds that educators are not obligated to answer every inquiry posted by the students, their primary role is to promote the learning process and inspire curiosity in children.
  - 'Ganit & Vigyan Charcha' – Workshop begins with the 'Charcha' (Discussion). Ganit (Math) and Vigyaan (Science) Charcha are an integral part of Aavishkaar. 'Charcha' is confidence booster and a energizer for participants weather they are adults or children. There are numerous benefits of 'Charcha' among the children such as –
    - (1) Enhance Critical Thinking,
    - (2) Enhance Communication Skills,
    - (3) Promote Active learning,
    - (4) Build Social skills (empathy, active listening, and respectful communication) and
    - (5) Increase engagement.
  - A very well-organized educational learning workshop -
    - (1) Clear and specific goals and objectives that are communicated to participants in advance.
    - (2) A detailed agenda outlining the schedule and topics to be covered.
    - (3) A skilled facilitator who is knowledgeable about the subject and ability to engage participant in the discussion and various activity.
    - (4) Interactive Activities such as 'Charcha', Hook activity, Group activity, role play & Ice-breakers.
    - (5) Participants should have opportunities to provide feedback on the workshop.
    - (6) Concluded Session – Day has divided in 4 different sessions, Usually the day ends with a conclusion session in which all the learning of the whole day consolidated in well mannered. This is also a method of evaluation of the effectiveness of workshop and finding scope of improvement.
    - (7) The Next start with Revision of the previous day learning, Insight sharing and Energizer.
  - "Maths is a Language" -Mathematics can be considered a language as it has its own symbols, syntax, and rules. And, like any language, accuracy is essential for effective communication and understanding. With right use of language, we can always ensure Conceptual aspect of Mathematics
- ✓ **Outcome / Analysis –** We have discovered an organization that can support and empower our community teachers and colleagues in promoting conceptual learning in



mathematics and science. Their efforts will contribute to cultivating children's interest and enthusiasm for these subjects. Additionally, they assist in organizing math and science fairs, providing opportunities for students to showcase their knowledge and skills.







**(2) 6 DAY TRAINING ON CONCEPTUAL UNDERSTANDING ON MATHS & SCIENCE BY AAVISHKAR -**

- Date – 29<sup>th</sup> May to 3<sup>rd</sup> June 2023
- Venue – Morid (Patan, Durg)
- Participants – 35 (25 from Seekh + 10 from Srijan)
  
- ✓ **OBJECTIVE** - We have recognized Aavishkar as a reliable and enduring knowledge partner who will assist SEP Fellows in enhancing their skills and knowledge related to conceptual learning in mathematics and science. The purpose of the six-day in-house workshop was to empower the participants and enable them to simplify intricate concepts, effectively linking them to real-life situations. The ultimate objective was for the fellows to gain confidence in their ability to engage students in meaningful learning experiences, thereby fostering a deeper understanding and application of mathematical and scientific principles.
  
- ✓ **WORKSHOP MODULE / CONTENT / TOPIC COVERED** –
  - Pedagogy of Maths & Science.
  - Maths – Story of Number, Basic Operation of Mathematics – Addition, Subtraction, Multiplication and Division.
  - Science – Concept of Optics.
  - ‘Charcha’ & Science and maths Fair
  
- ✓ **KEY LEARNINGS** –
  - The training helped fellows gain a deep understanding of the fundamental concepts of science and mathematics.
  - Participants learned effective strategies to make math and science accessible to individuals with limited prior knowledge of these subjects.
  - The training incorporated activities like Guided Meditation and Grounding, which aimed to enhance self-awareness among students and foster a deeper connection with their learning experiences.
  - Participants learned how to initiate class discussions on math and science topics, sparking curiosity and interest among students.
  - Strategies for keeping students engaged through interesting questions and activities were explored.
  - Fellows gained insights into when, where, and what types of questions should be asked to encourage student participation.
  - Collaboration techniques were taught to ensure equal opportunities for every student to actively participate in class.
  - Methods for making math and science teaching more creative and engaging were shared.
  - Fellows discovered multiple approaches to simplify the learning of basic math and science concepts.
  - Maths/Science Mela: As a culmination of the training, a Maths and Science Mela was organized in collaboration with Avishkaar trainers. The event featured various



games and activities related to math and science, providing an enjoyable and easy way for students to learn and practice. Examples include "jodi banao" (matching game) and "nishana lagao" (target practice).

✓ OUTCOME/ANALYSIS –

During this training, the participants delved into Aaviskar's pedagogy on mathematics and science in a more rigorous and profound manner. They developed a strong emphasis on fostering critical thinking and curiosity among children through engaging discussions on various topics in these subjects. The participants recognized that encouraging questions and nurturing curiosity lays the foundation for future generations of rational thinkers, innovators, and problem solvers. This newfound understanding will enable them to impart the same orientation to community teachers, thereby instilling a culture of conceptual understanding rather than rote learning among both students and teachers. Ultimately, this approach will encourage students to engage in experiments and pursue STEM fields in the long run.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
	29th May	30th May	31st May	1st June	2nd June	3rd June	
9:00 - 9:25 am	Travel  Baseline (online)	Opening Siddhi	Opening Kavita	Opening Siddhi	Opening Kavita	Opening Siddhi	
9:25 - 9:35 am		Charcha Kavita	Charcha Siddhi	Charcha Kavita	Charcha Siddhi		
9:35 - 11:00 am		Story of Number (Counting) Number Sense (Flexibility with 5 and 10) 5 Frame & 10 Frame + Games Kavita	Number Operations (Add & Subtract) Kavita	Multiplication Kavita	Division Kavita	Mela Siddhi	
11:00 - 11:30 am		Tea Break					
11:30 am - 1:00 pm		Science - Optics 1 Siddhi	Science - Optics 2 Siddhi	Science - Optics 3 Siddhi	Science - Optics 4 Siddhi	Closing + Endline Siddhi	
1:00 - 1:45 pm		Opening Activity + Expectations + Norm Setting	Lunch Break				Travel
1:45 - 2:00 pm			Energizer Siddhi	Energizer Siddhi	Energizer Siddhi	Energizer Siddhi	
		2:00 - 3:30 pm	Ganit Charcha Kavita	Groupings Place Value Kavita	Exploration Task 100 Chart Kavita	Work Time Make Charcha and Facilitate Kavita	
3:30 - 5:00 pm	Science - What is Science? Siddhi		Estimation Siddhi	Open Ended vs Close ended Siddhi	Design Challenge Siddhi	Science Work Time Siddhi	
5:00 - 5:30 pm	Reflection						









(B) Organisation Name – **OELP (ORGANISATION FOR EARLY LITERACY PROMOTION)**



✓ INTRODUCTION –

OELP is a registered, not for profit organization working in rural Rajasthan since 2008. Their work has been driven by their belief that engaged reading and writing can play a major role in transforming the lives of large numbers of children, youth and adults from low literate communities. They consider these as essential tools which are required to participate meaningfully in the contemporary world.

✓ EXPOSURE VISIT CUM TRAINING IN 2 BATCHES –

(1) First Batch -

- Date – 27<sup>th</sup> March to 30<sup>th</sup> March 2023
- Venue – Ajmer (Rajasthan)
- Participants – 15 (14 Seekh Fellows + 1 Program Coordinator)

(2) Second Batch -

- Date – 18<sup>th</sup> April to 20<sup>th</sup> April 2023
- Venue – Ajmer (Rajasthan)
- Participants – 11 (10 Seekh Fellows + 1 Program Coordinator)

✓ OBJECTIVE –

The aim is to actively participate in the foundation learning program of OELP and utilize the pedagogical materials provided by their team. The goal is to enhance the comprehension of reading, writing, and numeracy foundations, with a particular focus on grade 1 and grade 2 students in primary education.

✓ WORKSHOP MODULE / CONTENT / TOPIC COVERED –

- Reinforcing the fundamentals of primary-level education.
- Implementing effective strategies for initiating classroom activities.
- Recognizing the significance of Hindi language sounds within the classroom.
- Understanding the roles and responsibilities of teachers in establishing an optimal learning environment.
- Exploring innovative teaching methods and engaging activities for effective language instruction.
- Guiding children in transitioning from oral to written language skills.
- Mastering time management techniques and effective classroom organization.
- Harnessing everyday vocabulary for enhancing language development in children.
- An enabling environment for children's emerging cognitive abilities

✓ KEY LEARNING –

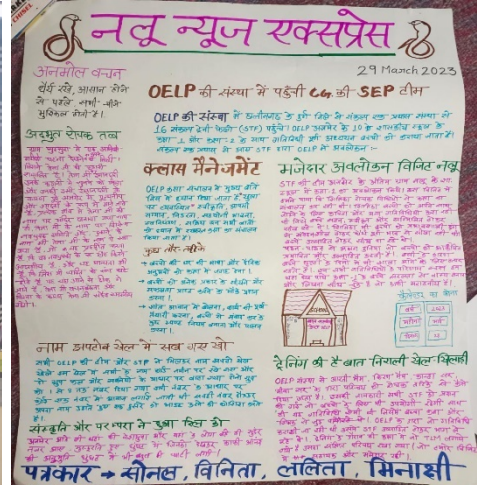
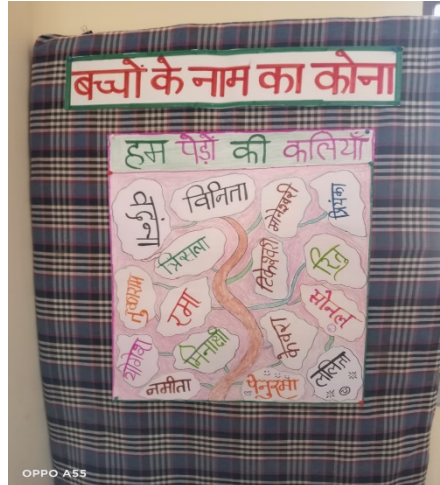
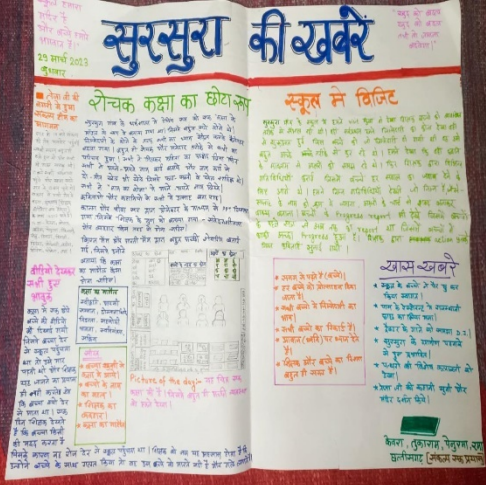
- Gaining a better understanding of how to teach language concepts to 1st and 2nd-grade children.

- Recognizing the importance of word sounds in the development of language.
- Simplifying and making Hindi language instruction more accessible.
- Encouraging greater involvement of teachers and parents in supporting children's learning.
- Empowering teachers with the necessary abilities to design organized and adaptable lessons.
- Emotional well-being of children and social competence.

✓ OUTCOME / ANALYSIS –

- For FLN and pedagogy of language in primary classes, we identified an (OELP) to serve as a knowledge partner.
- The training program successfully highlighted the significance of establishing a solid language base for young students and provided teachers with actionable tactics to accomplish this objective. By integrating creative teaching techniques and fostering collaboration between educators and parents, the training sought to improve the overall language development of children in the specific grade levels.









(C) Organisation Name – **MUKTANGAN**

✓ INTRODUCTION –

Muktangan was established by Mrs. Elizabeth Mehta, a highly respected educator with more than fifty years of expertise in teaching, curriculum development, educational administration, and pedagogical research. By implementing the "Muktangan community-based model" of education, Muktangan aims to showcase exemplary educational practices through an inclusive, student-cantered, and teacher-friendly approach integrated within the mainstream school system. Over time, Muktangan has evolved into a distinctive model that provides comprehensive education to more than 4000+ children from underprivileged educational backgrounds.



(1) **TWO DAY MUKTANGAN SITE VISIT –**

- Date – 12<sup>th</sup> March to 13<sup>th</sup> March 2023
- Venue – Mumbai (Maharashtra)
- Participants – 2 (Seekh Program Coordinator + Consultant)

✓ OBJECTIVE - To personally visit Muktangan's English medium Municipal schools and engage with Community Teachers/Facilitators and organization staff, while actively observing their teaching methods. This visit aims to ensure that we are forming a partnership with an organization that aligns with our requirements.

✓ KEY LEARNINGS –

- Muktangan's educational model shares similarities with SEP's community-based education approach.
- The teaching staff demonstrates high dedication to their work.
- The classroom framework is well-designed.
- The active and constructive approach to learning and facilitation is highly impressive and effective.
- Muktangan is a value-based organization that passionately offers support to organizations like ours.

✓ OUTCOME/ANALYSIS –

Upon evaluation, we have identified Muktangan as a valuable knowledge partner for SEP. With a long-term support system, SEP can develop a cadre of educators who possess a similar level of competence. The implementation of portfolios for different themes proved to be an effective strategy. Additionally, by adopting different pedagogical approaches, SEP can also learn from Muktangan's organizational work system.

(2) **INTERACTION FOR 1.5 HOUR WITH SEEKH FELLOWS –**

- Date – 8<sup>th</sup> May 2023
- Venue /Mode – Online
- Participants – 25 (Seekh Fellows)



- ✓ OBJECTIVE – To examine the different aspects of the Mukhtangan - Sankalp Partnership and determine the expectations for the upcoming workshop scheduled by Mukhtangan in May.

- ✓ TOPIC COVERED -

Time	Activity	Facilitator
9 to 9.20 am	Icebreaker and Introductions	Jumana.R and Jyoti.C
9.20 to 9.30am	Mukhtangan-Sankalp partnership	Vandana/Deepak
9.30 to 9.40am	Mukhtangan's Role in the partnership	Vinita.S
9.40 to 10.10 am	Expectations from the Mukhtangan training (google form)	Mayur.K and Vinita
10.10 to 10.25 am	An activity	Jumana and Jyoti.C
10.25 to 10.30 am	Closure	Vandana/Deepak

- ✓ LEARNINGS AND OUTCOME –

- Mukhtangan has a comprehensive understanding of SEP's work culture, as well as the level of dedication and commitment exhibited by the Fellows. They have identified methods to establish a support system within the organization.
- The themes in which Mukhtangan will provide support to enhance the organization's capacity have been finalized.
- The dates and agenda for the upcoming field visit cum in-house workshop have been confirmed.

**(3) TWO DAYS SEP'S LRC VISIT AND TRAINING ON ACTIVE-CONSTRUCTIVE APPROACH –**

- Date – 16<sup>th</sup> & 17<sup>th</sup> May 2023
- Venue – Morid (Durg, C.G.)
- Participants – 24 (Seekh Fellows)

- ✓ OBJECTIVE – The aim is to gain a comprehensive understanding of the education landscape in Chhattisgarh, assess the status of Sankalp's Learning Resource Centres (LRCs), and have an initial face-to-face interaction with the fellows. Additionally, providing a foundational training on the 'Active-constructive learning pedagogy' will be part of the objective.

- ✓ TOPIC COVERED –

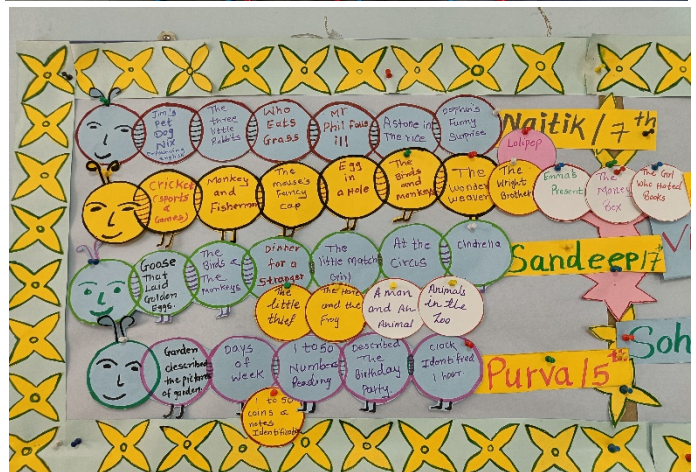
- Mukhtangan's English and Maths Door Activities.
- Difference between Active and Passive Learning.
- Introduction to 21st century skills.
- Students Engagements – Emotional, behavioural & Cognitive.

- ✓ KEY LEARNINGS AND OUTCOME / ANALYSIS –

- A comprehensive understanding of the active learning pedagogy was achieved, equipping the fellows with the necessary skills to design effective curriculum and lesson plans.

- By adopting active learning strategies, the fellows will be able to establish dynamic and engaging classrooms that promote critical thinking, collaboration, and student-centered learning.
- This shift in approach is expected to lead to improved learning outcomes and increased student engagement.
- The themes for the upcoming trainings have been finalized, including:
  - Pedagogy of English (Primary and Upper-primary).
  - Pedagogy of Mathematics (Primary education).
  - Quality Circle Time (QCT) & Socio-emotional learning.
  - Leadership training and Special aid trainings.









(D) Organisation Name – **MCF (MOUNTAIN CHILDREN FOUNDATION)**



✓ INTRODUCTION –

- Date – 16<sup>th</sup> & 17<sup>th</sup> May 2023
- Venue – Mar Thoma Church, Street no. 01, Sector 6, (Durg, C.G.)
- Participants – 41 (15 from Garima + 18 from Seekh + 8 from Srijan)

✓ OBJECTIVE –

- Formation of Bal Sangathan in all 250 villages.
- Internalization of "Healthy Home" Concept in SEP Supported geographies.
- Capacity building of SEP STF in community engagement.

✓ THEME – “Breaking Barriers Unlocking Potentials”

✓ TOPIC COVERED / TRAINING SCHEDULE – (Child Rights and Child Participations.) –

- Day 1: Communication Techniques, Leadership, Inspiration, and Teamwork.
- Day 2: Child Participation and Bal Sangathan Formation.
- Day 3: Mapping of Villages, Community Engagement, and Healthy Homes & Survey Planning.

✓ KEY LEARNINGS –

- How to Empower our children to create their own community which can help to build confidence in themselves and also to solve their issues.
- By creating a community how they can create their own identity.
- How their own community will help them to address issues among themselves and they can move together for further solutions.
- Building Leadership quality- there were multiple activities as per concept which was helpful for children to build a leadership quality.
- Understanding of child rights in a creative way.
- Understanding of good and bad habits also shows how they can grow with good habits.
- Understanding of multiple games and activities for kids to inculcate all the Knowledge mentioned above including leadership, team building and confidence building.
- Importance and benefits of child participants.
- How to create a child community- steps for the same.

✓ OUTCOME / ANALYSIS – The three-day training program successfully achieved its objectives of -

- Creating awareness, building capacity, and fostering a sense of responsibility towards child rights.
- The participants gained valuable knowledge, skills, and resources to empower children and
- Promote their active participation in decision-making processes.



- MCF training was helpful to understand how to help our children to empower with the power of collective action, build collaborative mindset and create Baal Sabha (community for children) among themselves. As well as to create a child leader.







गुण नाम :- प्रगति

- ★ लीडर सभी के सच सच के रहता है।
- ★ सच लीडर में धीरता, वीरता और उदरता होना चाहिए।
- ★ लीडर यक्षपाती नहीं होना चाहिए।
- ★ सभी की बातों को सुनना और उनका सम्मान करना।
- ★ लीडर प्रेक्षा भ्रान्त होना चाहिए।
- ★ लीडर को हर परिस्थिति का शक्ति बुरे सामना करना और उनका समाधान उसे होना चाहिए।
- ★ स्वयं नियंत्रण लेने की क्षमता होनी चाहिए।

एक लीडर को अपने सभी टीम की कार्यक्षमता का ज्ञान रहना चाहिए।

**संगठन का घर**

नशा न करना	एक दूसरे की मदद करना	संगठन का अपना एक लक्ष्य निर्धारित करना	संगठन में सभी अपनी बात रखें
बच्चे एक दूसरे की बात का सम्मान करें	सभी बच्चों की सामग्री से सामुहिक निर्माण लेना	माह में एक बार आवश्यक रूप से बैठक करना	कार्य योजना के अनुसार कार्य करना
लड़के एवं लड़कियों का संगठन	संगठन में सभी की भागीदारी सुनिश्चित करना	निर्णयों का पालन करना	संगठन के नियम बनाना
अपना संगठन अपने आप या बड़ों की मदद से बनाएं	आपस में मिल जुलकर रहना	कार्य योजना बनाना	

मूल्यांकन

**CHANGE MAKER**

Collaboration  
जो भी को साथ ले कर करें

Communication  
संवाद ही से करें

LEADER QUALITY

Positive Mindset  
• विश्वसनीय  
• भरोसेमंद  
• जनकार  
• स्वयंसेवक

Problem Solve कर पावे।

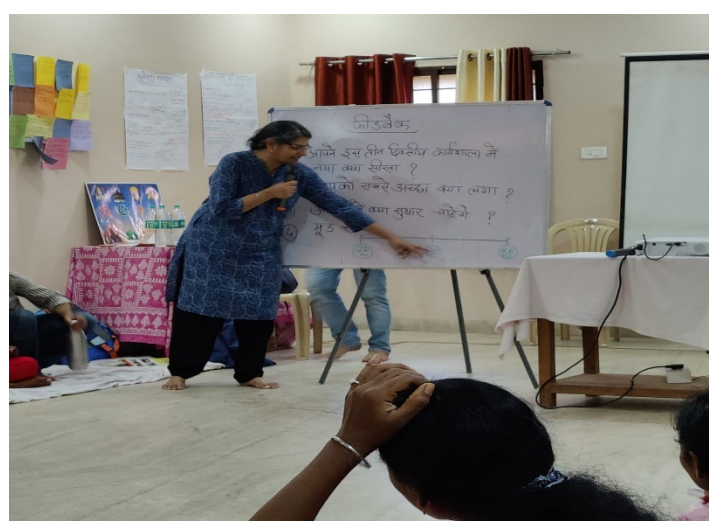
संयोजन करने में


अपनी क्षमताओं को प्रयोग में लाएं।

अपनी क्षमताओं को प्रयोग में लाएं।


अपनी क्षमताओं को प्रयोग में लाएं।







स्वच्छ गृह सर्वेक्षण



HIMMATHAN

बाल संगठन का नाम ..... गाँव का नाम ..... दिनांक .....

परिहार के मुखिया का नाम .....

व्यक्तिगत स्वच्छता	घरेलू स्वच्छता	आसपास की स्वच्छता
1. परिवार के सदस्यों द्वारा नालबंदी कब तक की जा रही है ?	1. पीने का पानी कहाँ से लाया जाता है ? (नल, खोला, कुआँ, गड्ढा, अन्य स्रोत)	1. परिवार के पास शौचालय है क्या नहीं ?
2. परिवार के सदस्यों के बाल साफ रहते हैं क्या नहीं ?	2. घर में पीने के पानी को ठीक कर रखा जाता है क्या नहीं ?	2. शौचालय का उपयोग किया जाता है क्या नहीं ?
3. परिवार के सदस्यों के द्वारा प्रति दिन दूध की सफाई की जाती है क्या नहीं ?	3. पानी निकालने के लिए बनी युवा नाल का उपयोग किया जाता है क्या नहीं ?	3. शौचालय के लिए पानी की व्यवस्था है क्या नहीं ?
4. परिवार के सदस्यों के द्वारा शौचालय का उपयोग करते समय बाजार का उपयोग किया जाता है क्या नहीं ?	4. खाना बचाने से पहले साबुन से हाथ धोये जाते हैं क्या नहीं ?	4. शौचालय साफ है क्या नहीं ?
5. परिवार के सदस्यों के द्वारा शौच के बाद हाथ साबुन या रस से धोये जाते हैं क्या नहीं ?	5. पानी भरने से पहले ढाक साबुन से धोते हैं क्या नहीं ?	5. घर के पास कुत्ता/बिल्ली बसा है क्या नहीं ?
6. परिवार के सदस्यों के द्वारा खाना खाने से पहले हाथ साबुन से धोये जाते हैं क्या नहीं ?	6. खाने के बर्तनों को धुकर रखते हैं क्या नहीं ?	6. पशुओं को रखने का स्थान घर के पास है क्या नहीं ?
7. बर्तनों को साफ कपड़े धुलाई जाते हैं क्या नहीं ?	7. कुत्ते/बिल्ली का उपयोग किया जाता है या नहीं ?	7. गोबर घर के पास जमा किया जाता है क्या नहीं ?
8. बर्तनों को साफ कपड़े धुलाई जाते हैं क्या नहीं ?	8. घर का मूला मित्रिका स्थान पर डालते हैं क्या नहीं ?	8. मूला मित्रिका से घर साफ करने के तरीके साफ हैं क्या नहीं ?
	9. रोजी का काम साफ रहता है क्या नहीं ?	9. घर के पास की गुलाब साफ करने है क्या नहीं ?
	10. रोजी घर की सफाई की जाती है या नहीं ?	
	11. घर का आँगन साफ रखा जाता है या नहीं ?	
कुल योग	कुल योग	कुल योग

सर्वेक्षण फार्म भरने वाले सदस्यों का नाम : 1. .... 2. .... कुल प्राप्ति : .....

3. .... 4. .... 5. ....



(E) Organisation name – **INVOLVE**



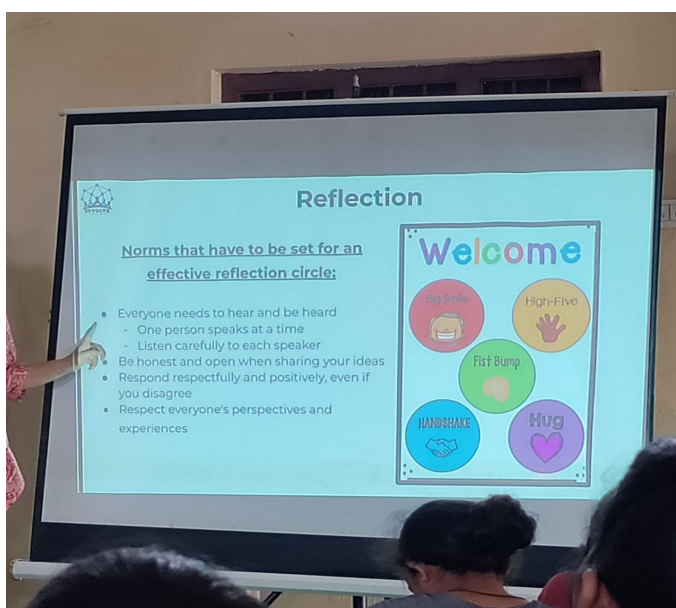
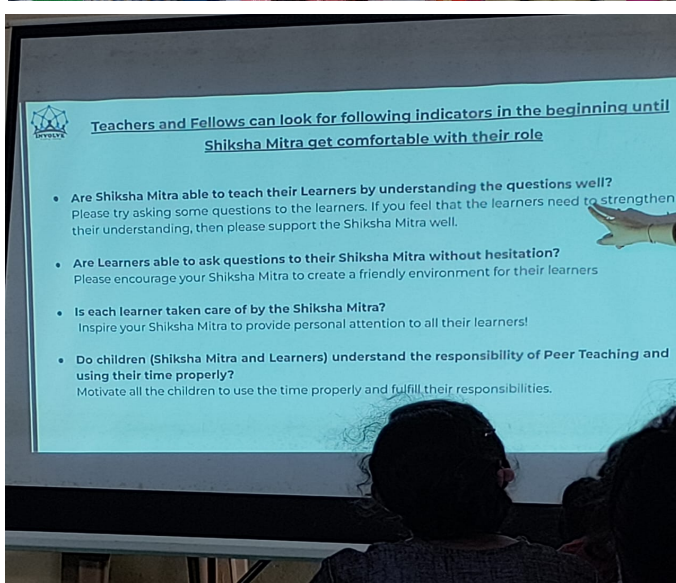
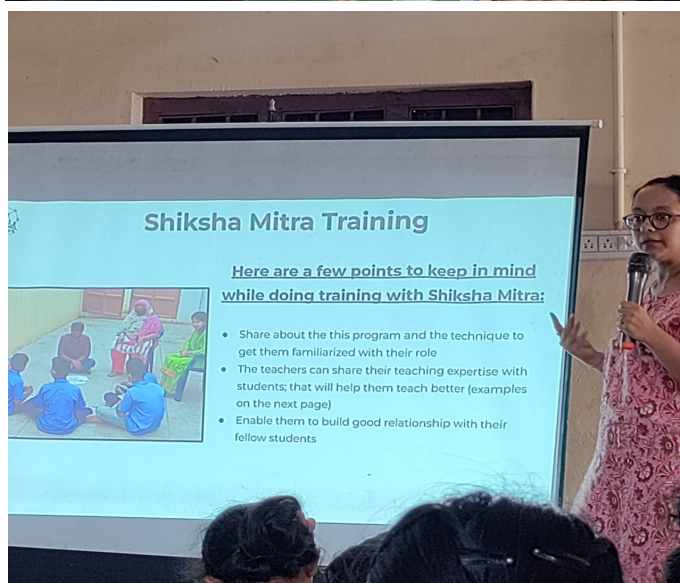
- ✓ **INTRODUCTION** – Involve is NGO registered in 2018 and their Theory of Change is that children learn better in group environments, amongst their peers via discussion, reflection & inquiry. They, as an organization have 3 core principles, co-creation and design with students, led by students, and active participation through choice of students. In order to follow these 3 principles, They follow the '*Peer Teaching Model*' which reworks the lines of responsibility within and around classrooms.
- ✓ **PREVIOUS ENGAGEMENT WITH INVOLVE** –  
In the previous year (2022-23), we embarked on a pilot project in which we collaborated with the Involve team to implement the 'Peer Teaching Model' in 21 Seekh Learning Resource Centers (LRCs) located in the Dhamdha block. Encouraged by the positive feedback received, this year we aim to demonstrate the peer learning methodology in all Seekh LRCs within SEP's operational area. This builds self-awareness, confidence & thinking process in them that improves learning outcomes, skills & ownership.
  - Date – 23rd June 2023
  - Venue – Morid (Patan, Durg)
  - Participants – 35 (25 from Seekh + 10 from Srijan)
- ✓ **OBJECTIVE** - The aim of the Peer Teaching Training Program was to provide our fellows with the essential knowledge and skills required to effectively implement a Peer Teaching Program in our centres. This program guided fellows through key steps involved in peer teaching, such as orientation, selection, and mapping of shiksha mitra (senior students), as well as conducting orientation sessions for both teachers and shiksha mitra.
- ✓ **TOPIC COVERED / TRAINING MODULE** –
  - (a) Orientation on 'Peer Teaching Model' & its Importance.
  - (b) Selection and Mapping of 'Shiksha mitra'.
  - (c) Orientation of Community Teachers and Shiksha Mitra.
- ✓ **TAKE AWAY / KEY LEARNING** –
  - (a) Clarification on the desired characteristics and qualities of the envisioned students.
  - (b) Understanding of the selection process to identify student leaders.
  - (c) Knowledge on developing differentiated learning approaches based on students' individual understanding levels.
  - (d) Awareness of the requirements for creating a supportive learning environment for students in the classroom.
  - (e) Strategies to assist student leaders in supporting their peers effectively.
  - (f) Methods for fostering strong bonds among students and student leaders.
  - (g) Fellows promptly created a presentation for their students, summarizing the session's content.
  - (h) Insight on incorporating subject-specific and level-based peer learning in primary and middle schools.

- (i) Guidance on helping student leaders strike a balance between assisting others and focusing on their own learning.

✓ OTCOME / ANALYSIS –

The Peer Teaching Training Program proved to be highly effective in providing our fellows with the necessary skills and strategies to successfully implement a Peer Teaching Program. By promoting collaboration between teachers and senior students, this program has the potential to cultivate a supportive learning environment within our centers. This collaborative approach not only empowers senior students to take on leadership roles but also fosters a sense of responsibility and ownership in their own education. Through peer teaching, students are able to reinforce their understanding of concepts by explaining them to their peers, thereby enhancing their own learning in the process. Moreover, the program encourages active participation and engagement among students, as they learn from and support one another.





(F) Organisationa Name – ‘**COMPUTER SIKSHA**’



- ✓ INTRODUCTION - Computer Shiksha came into existence as dream of IT and management professionals who vowed to address the challenge of Digital Divide. To address Digital Divide issue , Computer Shiksha was born and after interactions with the various schools/NGOs , it became clear that unless all these pain points are addressed by Computer Shiksha free of cost, computer education cannot take off.
  - Date – 5<sup>th</sup> June to 12<sup>th</sup> June 2023
  - Venue – Gurugram (Haryana)
  - Participants – 04 (3 Fellows from Srijan + 1 Program Coordinator)
- ✓ OBJECTIVE –

The objective of the 8-day workshop on 'Computer Education' was to equip trainers with the necessary skills to teach their students the fundamentals of Microsoft Office tools and enable them to comprehend the different hardware components of a computer.
- ✓ KEY LEARNINGS -
  - Attained foundational knowledge of Microsoft Paint, including familiarity with its various tools and toolbars.
  - Gained an understanding of Writer 2 in Open Office, exploring its functionalities and determining appropriate use cases. Explored the different bars and features within the application.
  - Acquired skills in using Impress, a presentation software, to create engaging and innovative presentations.
  - Fellows had the opportunity to showcase their newly acquired skills by presenting their learning in front of fellow trainers during the training program.
  - The training program also included a basic comprehension of computer hardware components.
- ✓ OUTCOME / ANALYSIS – Participants gained a deeper understanding of computer fundamentals, including Microsoft Paint, Writer 2 in Open Office, and Impress. They acquired comprehensive knowledge of the tools, functions, and features of these applications.







(G) Organisation Name – **Digantar**



- ✓ INTRODUCTION - Digantar feels that the aim of education should be to develop rational autonomy, sensitivity, democratic and egalitarian values, dignity of labour and skills. Digantar believe that the purpose of primary education is to make the child a self-motivated and independent learner. Digantar's search for alternatives in education began on a very small scale with a small school in 1978. The teachers of this school had trained under the late Shri David Horsburgh, who also guided the school in its initial years.
- ✓ ONE DAY DIGANTAR SCHOOL (JAIPUR) VISIT
  - Date – 27<sup>th</sup> march 2023.
  - Venue – Jaipur (Rajasthan)
  - Participants – 04 (3 Fellows from Seekh + 1 Program Coordinator)
- ✓ OBJECTIVE – The objective is to examine the feasibility of adopting Digantar's educational philosophy and to explore how Digantar can support SEP fellows in incorporating this philosophy into their educational practice.
- ✓ KEY LEARNINGS –
  - Digantar Vidyalaya embodies a unique educational philosophy characterized by learning with understanding, peer cooperation, and freedom in the pace of learning. This approach aims to break down the traditional boundaries of the classroom.
  - Digantar Vidyalaya puts conscious effort to bridges the gap between educational theory and practice.
  - Education at Digantar Vidyalaya is free; children are not charged any fee.
  - Democratic practices are essential aspect of our system where teacher, student and all other staff members share equal and mutual responsibility of making teaching learning process and school environment just for all its members.
- ✓ OUTCOME / ANALYSIS -
  - Digantar's Philosophy of Education, although highly effective and detailed, was deemed unsuitable for exposing all fellows to such a profound philosophy in the early stages of the fellowship program. Consequently, Digantar has been identified as a potential future knowledge partner for SEP.

- To further enhance their understanding and evolve their perception of educational philosophy, SEP began participating in online workshops called 'Sanvaad' conducted by renowned educationist Rohit Dhankar. These workshops serve as a platform for fellows to learn and engage in meaningful discussions about educational philosophies.

(H) Organisation Name – **Abhyudaya Sansthan**

✓ **INTRODUCTION -**

Abhyudaya Sansthan is located in the Acchoti village of



**शिक्षा दर्शन संवाद शृंखला**

**संवाद 23: मूल्यांकन**

"परीक्षाओं के जिस स्वरूप से वर्तमान में हम वाकिफ़ हैं और जैसा उन्हें आज जाना और समझा जाता है, माना जाता है कि प्राचीन भारत में शिक्षा के एक 'साधन' के रूप में उनका कोई अस्तित्व नहीं था, न ही वे 1854 के घोषणा पत्र (डिस्पैच) में प्रमुखता से शामिल हैं। लेकिन हाल के वर्षों में इनका फैलाव और विकास असाधारण रूप से दिखाई देता है, और भारत में शिक्षा की सम्पूर्ण प्रणाली पर इनके प्रभाव को हावी होने दिया गया है, ....भारत में (परीक्षाओं ने) यह साबित कर दिया है कि विद्यालयों के किसी भी स्तर पर उन्हें लागू किया जाए, शिक्षा पर इनके प्रभाव विनाशकारी ही होते हैं"। (राष्ट्रीय शिक्षा नीति, 1904)

- वर्तमान समय को देखते हुए, राष्ट्रीय शिक्षा नीति, 1904 के इस कथन और खासकर अंत में परीक्षाओं के प्रभाव के बारे में कही गई बात से क्या आप सहमत/असहमत हैं?
- 1904 के दौर के लगभग शिक्षा में ऐसा क्या हो रहा होगा जिसके आधार पर नीति में परीक्षाओं के बारे में इस तरह की राय दी गई?
- हम सभी 'शिक्षित' होने की प्रक्रिया में विभिन्न प्रकार की परीक्षाओं से गुजरे हैं। हमारे क्या अनुभव रहे हैं?
- क्या परीक्षाएँ आवश्यक लगती हैं?

इस विषय पर इन और ऐसे अन्य सवालों पर चर्चा के लिए संवाद में आपका स्वागत है:

**तिथि एवं समय:**  
17 जून 2023,  
शाम 6.30 से 8.00 बजे तक

**रजिस्ट्रेशन लिंक:** <https://bit.ly/Samvad23>  
**मोबाइल संपर्क #:** 6398536301,  
**संवाद शुल्क:** 200 रुपए

Durg district and encompasses a sprawling

17-acre campus. It serves as an institute where several families coexist harmoniously, guided by the principles of Madhyasth Darshan Philosophy. Madhyasth Darshan, also known as 'Co-existential Philosophy,' provides profound insights into reality and human nature. The term "Darshan" in Sanskrit refers to seeing or having a vision of reality as it truly is. This philosophy originated from the original existential exploratory research conducted by the late Shri A. Nagraj from Amarkantak, India, who hailed originally from Hassan, Karnataka. Madhyasth Darshan represents a novel understanding of the fundamental nature of the universe, human beings, consciousness, and the purpose of

human existence. It sheds light on the essence of matter, consciousness, space, and evolution, effectively demystifying the human being and the nature of existence.

- ✓ “Abhibhavak Vidyalay” or “Guardians School” is a Upper-primary school that aims to provide entire education in the light of Madhyasth Darshan – Coexistentialism.
- ✓ Till the date One Orientation program and total 4 different Workshops have been conducted. The detailed are given below –

**(1) ‘Jeevan Vidya’ introductory Workshop**

- (a) Date – 3<sup>rd</sup> march to 11<sup>th</sup> march 2023
- (b) Venue – Abhyudaya Sansthan, Achhoti (Dhamdha, Durg)
- (c) Participants – 26 (25 from Seekh + 1 Program coordinator)

**(2) ‘Jeevan Vidya’ introductory Workshop**

- (a) Date – 7<sup>th</sup> may to 14<sup>th</sup> May 2023
- (b) Venue – Abhyudaya Sansthan, Achhoti (Dhamdha, Durg)
- (c) Participants – 30 (10 from Srijan + 19 from Garima + 1 Program coordinator)

✓ **OBJECTIVE –**

The objective of actively participating in the seven-day 'Jeevan Vidya' workshops is to gain a profound understanding of the true meaning of life. These workshops provide participants with lifelong learning concepts, foster social character development, and offer insights into daily routines, including health and work. Moreover, they help individuals connect the workshop content with their day-to-day lives, emphasizing the importance of living within a family and engaging in family vocations. By promoting an increased focus on production and cultivating a mentality of physical work, these workshops aim to enhance overall productivity and work ethic.

✓ **TOPIC COVERED / WORKSHOP SCHEDULE –**

- Purpose of Human life in the light of Madhyasth Darshan – Coexistentialism.
- Meaning and Objective of the Education.
- Happiness curriculum

✓ **KEY LEARNINGS –**

- Education is meant to enable understanding of the needs of the individual, family, society and nature and their interconnectedness. This leads to
  - (1) Mental well-being (Realization and understanding),
  - (2) Harmony in relationships (with humane conduct) and
  - (3) Material fulfilment (with physical work and sustainability) in each one of us.
- We have seen live examples as the mutual affection and understanding among the family members living in the Campus and believed that Workshop actually enables people for proper understanding.



- The objective of education should be to achieve happiness. Abhibhavak Vidyalaya is implementing a distinctive educational approach called CVMS, which focuses on developing consciousness, values, and education. Its positive effects on children, parents, and teachers are evident.
- Acquiring knowledge in this place will enable us to enhance our understanding and commitment to ethical behavior, leading us to become better individuals. Consequently, we can become more proficient teachers who can guide children towards the right path and ensure their all-round growth.

✓ OUTCOME / ANALYSIS –

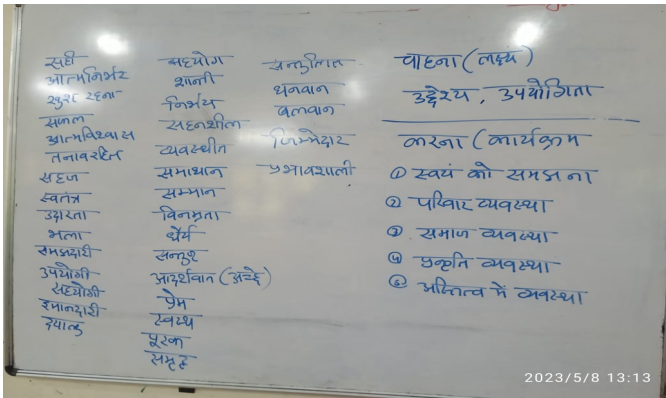
- As Fellows have acquired numerous life skills here, we anticipate that they will be able to utilize this knowledge to establish a positive work culture within the organization, as well as to enhance their leadership abilities and strengthen the team.
- Fellows are also keen to explore how these learnings can enhance their ability to communicate effectively with community teachers within our clusters, and how this, in turn, can help these teachers facilitate children in an appropriate manner.











### (3) 'SUMMER CAMP FOR KIDS'

- (a) Date – 23<sup>rd</sup> march to 3<sup>rd</sup> April 2023  
 (b) Venue – Abhyudaya Sansthan, Achhoti (Dhamdha, Durg)  
 (c) Participants – 4 Fellows (4 from Seekh)

#### ✓ Objective –

- The training aimed to obtain creative and captivating techniques for organizing a summer camp specifically designed for small children.
- The program sought to explore diverse activities and approaches that could ensure the summer camp experience for the children was not only engaging but also educational and enjoyable.
- The purpose was to comprehend the ways in which such activities could instil values in children and to ensure a safe environment for them during such events

#### ✓ SUMMER CAMP SCHEDULE –

Summer Camp Schedule; 23 April - 03 May 2023- अभिभावक विद्यालय, अछोटी, जिला दुर्ग												
Tentative												
Date	Day	Training Session-1 Time 5:30-7:30 am	Breakfast	CVMS Session-2 Time 9:30-10:30 am	Break Drinks/ Fruits	Training Session-3 Time 11am-1 pm	Lunch	Noon Session-4 Time 3-5 pm	Break Drinks / Free Time	Night Session-5 Time 6-8 pm	Dinner 8-9 pm	Incharge
23-Apr	Sunday	Yoga/Goushala/ Kitchen (Group Setting-*) Manjit Bhaliya		उद्घाटन सत्र (start by 10 am); followed by Sansthan Bhraman				Cooking Workshop Jyoti Didi Team		Group Formation NGO 4 Didi Team		Mahavir Bhaliya/ CSR
24-Apr	Monday	Yoga/ Sabji/Fruits (Group Setting-#) Manjit Bhaliya		CVMS Mamta Jain Didi		Wood Art CA Sagar Jain Bhaliya		Wood Art CA Sagar Jain Bhaliya		मूल्यांकन ++		Balwant Bhaliya
25-Apr	Tuesday	Yoga/ Nirmaan/ Hydrophonik, Chaara etc (Group Setting-@) Manjit Bhaliya		CVMS Neeti Jain Didi*		Memory Class Sh. Avadhesh Patel Bhaliya		Memory Class Sh. Avadhesh Patel Bhaliya		मूल्यांकन ++		Manjit Bhaliya
26-Apr	Wednesday	(Group Setting-*)		CVMS Dinesh Rathore Bhaliya		Music Class Sh. Niroj Bhaliya		Music Class Sh. Niroj Bhaliya		मूल्यांकन ++		Sanket Bhaliya
27-Apr	Thursday	(Group Setting-#)		CVMS Alka Didi		Drawing Workshop Jyoti Didi Team		Drama workshop Dr Kunj Bihaari Choubhe Bhaliya		Godhi Graam Visit		Mahavir Bhaliya/ Hemlal Bhaliya
28-Apr	Friday	(Group Setting-@)		Poetry Writing Sh. Nikash Parmar Bhaliya		Poetry Writing Sh. Nikash Parmar Bhaliya		Drama workshop Dr Kunj Bihaari Choubhe Bhaliya		Godhi Graam Visit Mulyankan/ presentation		Sanket Bhaliya/ CSR
29-Apr	Saturday	(Group Setting-*)		Photography workshop Nav Bharat Sh. Gokul Soni Bhaliya		Photography workshop Sh. Gokul Soni Bhaliya		Drama workshop Dr Kunj Bihaari Choubhe Bhaliya		Achhoti Graam Visit/ Kids Nukkad Natak		Hemlal Bhaliya/ Balwant Bhaliya
30-Apr	Sunday	(Group Setting-#)		CVMS Meena Didi		Happiness Nritya Class (Dance) Poonam Sahu Didi		Drama workshop Dr Kunj Bihaari Choubhe Bhaliya		Achhoti Graam Visit Mulyankan/ presentation		Manjit Bhaliya
01-May	Monday	(Group Setting-@)		CVMS Chani Didi		Happiness Nritya Class (Dance) Poonam Sahu Didi		Drama workshop Dr Kunj Bihaari Choubhe Bhaliya		Murmunda Graam Visit/ Kids Nukkad Natak		Balwant Bhaliya
02-May	Tuesday	(Group Setting-*)		CVMS Amba Didi*		Happiness Nritya Class (Dance) Poonam Sahu Didi		Drama workshop Dr Kunj Bihaari Choubhe Bhaliya		Murmunda Graam Visit Mulyankan/ presentation		Manjit Bhaliya
03-May	Wednesday	Photo Poster Display		CVMS/Mulyankan Saar Surendra Pal Bhaliya*, Neeti Jain Didi, +++		Mulyankan All		तेयारी समय (- पदरंजी/ कूडपेन्ट के लिए)		Food Fest 5-6:30 pm/ Samaapan 6:30-8pm - (in Presence of Amba Didi*)		Mahavir Bhaliya/ CSR

Group Name- 1.कृतज्ञता, 2.विश्वास, 3.स्नेह, 4.सम्मान

incharge:  
Dolly Didi,  
Anil Bhaliya,

incharge:  
Dolly Didi,  
Anil Bhaliya,

- Yoga / Exercise / Cleaning and Shram-abhyas.
- Classes on CVMS (Value Education) & Self – assessment.
- Memory Class, Music Class, Poetry writing, Dance Class.
- Photography, Drawing, Craft and Drama Workshop.
- Cooking classes, Village visit, Nukkad Natak, rally.



## ✓ KEY LEARNINGS –

- **Cooking:** Participants learned how to organize cooking classes for children, teaching them basic culinary skills and promoting healthy eating habits.
- **Wood Art:** The training program covered wood art workshops, where participants learned techniques to teach children the art of wood crafting, fostering their creativity and manual dexterity.
- **Memory Class:** Memory enhancement techniques were shared to help participants develop activities that stimulate memory and cognitive skills in children.
- **Music Class:** Participants were trained in conducting music classes, introducing children to various musical instruments and enabling them to express themselves through music.
- **Village Visit:** The fellows were provided with the chance to visit a neighbouring village and witness the functioning of rural communities. This exposure was intended to foster their comprehension of cultural diversity and the unique challenges encountered by children.
- **Field Visit:** An excursion was arranged to explore the natural surroundings, encouraging participants to plan outdoor activities that would connect children with nature and raise their awareness about the environment.
- **Drawing with Nature:** Techniques were taught on how to incorporate natural elements into art activities, inspiring participants to organize sessions that seamlessly blend artistic expression with an appreciation for the environment.
- **Reflection in Depth:** Participants actively engaged in reflective sessions to delve into the emotional and psychological needs of children. This enabled them to design activities that would promote personal growth and self-reflection among the children.

## ✓ OUTCOME –

The training program proved to be immensely beneficial for our fellows in gaining valuable insights and skills to organize an interesting and innovative summer camp for children of SEP LRCs. The program successfully achieved the following outcomes:

- **Enhanced Creativity:** Participants gained access to innovative approaches for engaging children in a variety of activities, fostering the development of their creativity and imagination.
- **Practical Knowledge:** The training program provided practical hands-on experience in organizing diverse activities, equipping participants with the necessary skills and strategies to successfully execute a summer camp.
- **Sensitivity and Empathy:** Through visits to rural areas and reflective sessions, participants developed a heightened understanding of the challenges faced by underprivileged children. This enhanced sensitivity and empathy will enable them to design activities that address the specific needs of the children.
- **Holistic Development:** The training program covered a wide range of activities, ensuring that participants can design a well-rounded summer camp



that promotes the physical, intellectual, emotional, and social development of the children.

- Environmental Consciousness: The training program underscored the significance of connecting children with nature and fostering environmental consciousness. Participants acquired knowledge on incorporating nature-oriented activities into the summer camp curriculum.









**(4) Workshop on CVMS (Chetna Vikas Mulya Siksha)**

- (a) Date – 12<sup>th</sup> June to 16<sup>th</sup> June 2023
- (b) Venue – Abhyudaya Sansthan, Achhoti (Dhamdha, Durg)
- (c) Participants – 27 (23 from Seekh + 3 from Srijan + 1 PC)

✓ **OBJECTIVE –**

- To understand ‘humanization of Education’ - ‘Human Centric view’ approach that Includes all phases and dimensions of human life, human happiness.
- Consciousness Development via Human Values (Chetna Vikas Mulya Shiksha or CVMS), aims to understand the optimal approach to value-based education for children, with a focus on their overall development encompassing cognitive and emotional development.

✓ **KEY LEARNINGS –**

- Gaining an understanding of value-based education.
- Exploring methods to integrate value education into various subjects.
- Learning how to instill values in children through activities.
- Developing an attitude of gratitude and fostering a positive mindset in children.
- Exploring the historical aspects of mathematics and integrating math with values.
- Engaging in drama activities to enhance value-based math and other subject learning.
- Understanding the crucial role of teachers in value-based education.
- Identifying the necessary resources for teachers in implementing CVMS.
- Learning how to teach children with empathy and cater to their individual levels.
- Cultivating a mindset of obedience and self-discipline in children.
- Developing strategies for implementing CVMS in classrooms and discussing the requirements for its success.
- Engaging in drama presentations to strengthen connections among parents, children, and teachers.
- Discussing the teaching of values and character development.
- Exploring the connection between relationship values and teachings.
- Discovering methods to teach math, social science, and language by relating them to CVMS.
- Recognizing the importance of mentors in students' lives, particularly in the context of English subject integration with value education.

✓ **OUTCOME / ANALYSIS –**

- 'Value Education for Consciousness Development' (CVMS) aims to establish all-round happiness in each child. This is manifested as the following qualities in a child:
  - (1) Has Self-Confidence.
  - (2) Respects excellence in other humans



- (3) Has balance in his talent and personality
  - (4) Is sociable in behaviour.
  - (5) Is self- sufficient in occupation.
- Self-Assessment is used as tools for personal improvement, on parameters like –
  - (1) Sambodhan (Addressing),
  - (2) Sahyog (Cooperation),
  - (3) Swa-anushashan (Self-escipline),
  - (4) Niyntan (Mindfulness).
- The objective of Sankalp vision is to equip children for the future. This future can only be realized when the next generation comprehends the significance of the relationships between individuals, between humans and nature, and ultimately, the value of the philosophy of coexistence. Therefore, CVMS or Value based Education forms an integral part of Sankalp's mission.





## **(12) Our engagement and learning of the First Quarter year 2023-24 through different Internal Workshops / Events / Webinars –**

### **(A) VISION BUILDING EXERCISE -**

- Date – 10<sup>th</sup> June 2023
- Venue – Morid (Patan, Durg)
- Participants – 14 (from Garima)

#### **✓ OBJECTIVE -**

1. Guide participants in clarifying their personal or professional vision, helping them gain clarity, set meaningful goals
2. Create a roadmap for their future.
3. Inspire participants to dream big, overcome limiting beliefs, and take actionable steps towards manifesting their vision.

#### **✓ TOPIC COVERED AND KEY LEARNINGS -**

- 1) Understanding the Power of Vision:
- 2) Identifying the benefits of having a compelling vision.
- 3) Reflecting on Personal Values and Passions.
- 4) Exploring the alignment between values, passions, and long-term vision.
- 5) Overcoming Limiting Beliefs and Fears.
- 6) Strategies to identify and challenge these limiting beliefs.
- 7) Techniques to cultivate a growth mindset and develop self-belief.
- 8) Creating a Compelling Vision Statement on Garima themes
- 9) Guiding participants in crafting a clear, concise, and inspiring vision statement.
- 10) Explaining the concept of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.
- 11) Assisting participants in translating their vision into actionable goals.
- 12) Teaching goal-setting techniques and strategies for effective goal management.
- 13) Developing a Vision Roadmap.

#### **✓ OUTCOME / ANALYSIS –**

By the end of the exercise, fellow participants have gained clarity on their personal or professional vision, established SMART goals, and developed a roadmap to manifest their vision. They were inspired, motivated, and equipped with practical tools and strategies to overcome obstacles and make progress towards their desired future.



## (B) WORLD MENSTRUAL HYGIENE DAY CELEBRATION –

- World Menstrual Hygiene Day was planned to conduct it on 28-05-2023.
- Total 19 Garima fellows participated in the event.
- Event divided in to 3 subtypes.
  - Among the fellows Seminar was organized.
  - Quiz, Dance Drama and Street Play was done in various Rural & Urban areas.
  - Total 30-40 active participants were involved.



✓ OBJECTIVES -

- Break the taboos and end the stigma surrounding menstruation
- Raise awareness about the challenges regarding access to menstrual products, education about menstruation and period-friendly sanitation facilities
- Introduced various menstrual devices for safe bleeding.

✓ PLAN OF ACTION -

Target Population were; Fellows, Rural Area & Urban Area. We conducted;

- Street Play & Dance Drama
- General quiz on menstrual hygiene (gifts for participants)
- Free pads giveaway
- Media coverage of Media Channels and Press

- 1) For feedbacks, flex was put with division of Excellent, Good, Average and ask audience to share their feedbacks.

✓ PROGRESS –

Lots of curiosity seen in all three groups on Menstrual devices, myths & facts, doubts were raised. Continuation of the programs was requested.

✓ ANALYSIS -

- 1) We found that it's not only in rural area but in urban areas too required such awareness on such stigmatised topics.
- 2) They all need a platform to raise questions and get relevant answers.







### **(C) WEBINAR ON SELF LOVE –**

- ✓ Date – 6<sup>th</sup> June 2023
- ✓ No. of Participants – 17 (Garima Fellow)

#### **✓ OBJECTIVES -**

1. Provide 17 participants with insights, strategies, and practical tips to cultivate a healthy sense of self-love.
2. Promote overall well-being.
3. Help 17 participants understand the importance of self-love, overcome self-criticism and negative self-talk.
4. Develop self-care practices that contribute to their mental, emotional, and physical well-being.

#### **✓ TOPICS COVERED -**

- 1) Understanding Self-Love
- 2) Challenging Self-Criticism and Negative Self-Talk
- 3) Practicing Self-Compassion
- 4) Developing Self-Care Practice
- 5) Building Healthy Boundaries
- 6) Resources and Tools for Continued Self-Love
- 7) Fostering Positive Self-Image and Acceptance

#### **✓ ANALYSIS -**

- 1) 17 participants should have a deeper understanding of self-love and its impact on their well-being.
- 2) They should feel empowered with practical strategies and tools to cultivate self-love, practice self-care, and foster a positive self-image



#### **(D) WEBINAR ON ‘BODY LANGUAGE’ –**

- ✓ Date – 14<sup>th</sup> June 2023
- ✓ No. of Participants – 15

##### ✓ OBJECTIVE -

1. Provide participants with a comprehensive understanding of the role and significance of body language in communication.
2. Help participants interpret and utilize nonverbal cues effectively, enhance their own body language skills, and improve their overall communication abilities.

##### ✓ TOPICS TO COVERED -

- 1) Introduction to Body Language
- 2) Understanding Nonverbal Communication
- 3) Reading Facial Expressions
- 4) Analyzing common facial expressions and their associated emotions.
- 5) Interpreting Body Posture and Gestures
- 6) Identifying open and closed postures and their effects on communication dynamics.
- 7) Practical Exercises

##### ✓ ANALYSIS -

- 1) Recommended books, videos, or online resources for further learning and improvement.
- 2) Encouraging participants to observe and analyze body language in everyday interactions.
- 3) By the end of the webinar, participants should have developed a deeper understanding of body language, its role in communication, and the ability to interpret and utilize nonverbal cues effectively.
- 4) They should feel empowered to enhance their own body language skills and
- 5) Apply this knowledge to improve their personal and professional interactions.

#### **(13) A summary of the programs conducted during this period is as follows –**

##### **(A) SPECIAL CLASSES FOR NAVODAYA PREPARATION –**

- ✓ OBJECTIVE - Sankalp Ek Prayas effectively arranged a month-long intensive course for disadvantaged children residing in rural areas. The primary objective was to offer comprehensive educational assistance for the Navodaya entrance exam.
- ✓ KEY FEATURES -
  - Duration - 1<sup>st</sup> April 2023 to 28<sup>th</sup> April 2023
  - Total students - 627
  - Internally Identified as potential students - 148

- Cleared Navodaya Entrance Exam - 14
- ✓ **OUTCOMES -**
  - Academic Enhancement: The children benefited from targeted teaching and extensive practice in fundamental subjects, leading to the improvement of their foundational knowledge and academic abilities. By addressing their academic weaknesses and building upon their strengths, our goal was to enhance their overall educational performance.
  - Exam Readiness: We ensured thorough preparation for the competitive exam by acquainting the children with the exam structure, providing them with relevant study materials, and conducting practice sessions to boost their confidence and preparedness.
- ✓ **FUTURE PLANS FOR NEXT YEAR'S PREPARATION -** Building upon the positive outcomes of the current year, we are planning to commence preparation for the upcoming academic year 2023-24 right from day one. We will organize vocational residential classes specifically for internally identified Navodaya aspirants. Additionally, special coaching will be provided to teachers and students involved in the program.

**(B) SUMMER CAMP FOR THE CHILDREN IN SEP's OPERATIONAL AREA –**

- ✓ **KEY FEATURES -**
  - Duration – 10<sup>th</sup> May to 28<sup>th</sup> May 2023
  - Centre / Village Covered – 25
  - Total students covered – 783
  - Total Parents Involved in the activity - 333
  - Total community Teachers & Fellow involved – 67 (42+25)
- ✓ **INTRODUCTION –**

The main objective of the summer camp was to foster the holistic development of children and discover their hidden talents. In today's education system, which places significant emphasis on academic competition, other crucial aspects of a child's growth are often neglected by schools. Therefore, the summer camp served as an ideal platform to promote overall development and nurture untapped abilities. The children from our centres enthusiastically took part in the summer camp.
- ✓ **ACTIVITIES –**

The summer camp offered a diverse range of activities that aimed to cater to different aspects of development. These activities included prayer sessions, yoga, and meditation to promote physical and mental well-being. The program also featured introductions, poem writing, general knowledge quizzes, field trips, voluntary labour (shramdaan), education on physical hygiene, movie storytelling, role-playing, art and



craft sessions, village tours, nature painting that encouraged imaginative skills, creating artwork from recyclable materials, and tree plantation. Furthermore, the program included initiatives to foster a love for reading, phonics learning, meaningful songs, and imparting knowledge about states and capitals.

✓ OUTCOME / ANALYSIS –

The summer camp yielded several favourable outcomes that had a significant impact on the children –

- Participation in Shramdaan fostered a positive attitude towards labour among the children.
- The children developed understanding and goodwill towards others.
- Effective imparting of disciplinary knowledge to the children.
- Yoga sessions increased the children's awareness of health and well-being.
- The children improved their ability to express themselves through poetry writing.
- The children gained knowledge about their village and the surrounding areas.
- Village visits provided valuable insights into the local community and its activities.
- Storytelling activities stimulated their imagination and memory power.
- Art and craft sessions nurtured various artistic skills in the children.
- Engaging in "Best out of waste" activities promoted resourcefulness and an appreciation for the utility of different items.
- Tree plantation instilled a stronger connection between the children and the environment, while imparting knowledge about the importance of trees.
- Book reading activities combined learning with enjoyment, encouraging the children to explore new ideas.
- Simple phonics identification and meaningful songs created awareness of family relations among the children.

✓ PARENTAL ENGAGEMENT –

Throughout the summer camp, parents demonstrated a high level of dedication towards the development of their children. They actively engaged in various activities and ensured their continuous presence and support. Regular check-ins with parents were conducted to assess the camp's progress. During the closing ceremony, parents expressed their appreciation for the camp.

✓ CONCLUSION –

The summer camp was an exceptional achievement, promoting the overall development of children and nurturing their latent talents. Through a wide array of activities, children acquired knowledge, skills, and a heightened sense of awareness in multiple areas. The active participation of parents played a pivotal role in the camp's triumph. Sankalp Ek Prayas takes great pride in organizing this summer camp and remains committed to empowering children and fostering their holistic growth.













## बच्चों ने वेस्ट से बनाया बेस्ट, समर कैम्प में हुनर दिखाया, गांव के खेत खलिहान, मितानिन आगनबाड़ी में कैसे होता कार्य इससे हुवे परिचित

■ पर्यावरण बचाने निकाली जागरूकता रैली

घाटन (समय दर्शन)। सामाजिक संस्था संकल्प एक प्रयास के माध्यम से ग्राम रवेली में 20 दिवसीय समर कैम्प का आयोजन रखा गया। जिसका समापन आज हुआ। समापन के अवसर पर मुख्य रूप से ग्राम पंचायत रवेली के सरपंच श्रीमती पुष्पा संजय वर्मा मौजूद रही। उन्होंने बच्चों का काफी ठसाल बढ़ाया। साथ ही संकल्प एक प्रयास सामाजिक संस्था के कार्यों की सराहना किया। समर कैम्प में ट्रेन सामाजिक कार्यकर्ताओं ने बच्चों को खेल खेल सभी चीजों का जानकारी दिया। घर में पद वेस्ट मटेरियल से कैसा आकर्षक सुभर और सजावट का समान बना सकते हैं इसका ट्रेनिंग दिया। इसके अलावा गांव के विभिन्न जगह का भ्रमण किया। पंचायत भवन में जाकर किस तरह से ग्राम विकास के लिए पंचायत कार्य करती है, सरपंच और पंचों का क्या होता है। इसकी चारोंको से अध्यन किया। राशन दुकान, नहर, तलाब गौठान, शमशान घाट, बगीचा, खेत, बाड़ी चल रहे कार्यों को भी देखा। मनरेगा रमल में जाकर मनरेगा के कार्य से किस तरह से मजदूरों को काम मिलता है इसकी जानकारी रोजगार सहायक ने बच्चों को दी। ग्रामीणों का स्वास्थ्य की



देखभाल करने वाली मितानिन का कार्य भी जाना। मितानिन ने अपने कार्य तथा किस तरह से ब्लॉक मुख्यालय से हमेशा जुड़े रहकर स्वास्थ्य किं स्थिति की जानकारी देते हैं इस पूरी प्रक्रिया से बच्चों को अवगत कराया। आंगन वाड़ी में होने वाली गतिविधियों को सभी को जानकारी दी। इसके अलावा सामान्य ज्ञान की जानकारी देते हुवे पर्यावरण को बचाने, पानी बचाओ, पेड़ लगाओ, ग्रामीण खेल, नुकड़ नाटक के माध्यम से समाज में व्याप्त कुर्रतियों को कैसे दूर कर सकते हैं इसका जानकारी दी। बीस दिन के इस समर कैम्प में बच्चे खेल खेल

में काफी कुछ सीख गये। सामाजिक कार्यकर्ता भावेश, दुर्गेश्वरी, काजल, रितेश, कुणाल हिमांशी, लुकेश्वरी, धानी, तृशा, विवेक, रुचि, खुशबू, हारना, योगिता पानी, मोनिका, तमन्ना, अदिति, दिव्यांशु, छेमंद, भोजराम, दिवकल, रिषभ, करुणा ने बच्चों का भरपूर सहयोग किया। समर कैम्प के समापन अवसर पर सरपंच पुष्पा वर्मा, पंच राधिका साहू संकल्प में सिखाने और पढ़ाने वाली रेणुका वर्मा, राणु वर्मा गोमती साहू गुंजा साहू नम्पो साहू कार्यक्रम में उपस्थित माताएं कामनो दुर्गा डिलेश्वरी गौरी अनोता गिरजा रानी जानकी धनेश्वरी, उपस्थित थी।

## समर कैम्प में बच्चों ने सेल्फ डिफेंस की बारीकियां सीखी



उतई @ पत्रिका . संकल्प एक प्रयास ने 15 दिवसीय समर कैम्प का आयोजन मचांदुर में किया गया। इसका समापन कार्यक्रम सांस्कृतिक मंच में संपन्न हुआ। मुख्य अतिथि सरपंच दिलीप साहू थे। इस कार्यक्रम में बच्चों ने डांस, फैसी ड्रेस तथा रैप वॉक की शानदार प्रस्तुति दी। इसके अतिरिक्त बच्चों ने अपनी सेल्फ डिफेंस तथा इंग्लिश स्पीकिंग आदि प्रतिभाओं को दर्शकों के सामने प्रस्तुत किया। इस 15 दिवसीय समर कैम्प में बच्चों को ड्राइंग, डांस, सेल्फ डिफेंस, कैलीग्राफी,

इंग्लिश स्पीकिंग आदि का प्रशिक्षण संकल्प एक प्रयास के सदस्यों के द्वारा दिया गया। इस अवसर पर प्रमुख रूप से संजय साहू, शिक्षिका ऋतु देवांगन, तारणी देवांगन, चंद्रकला देवांगन, रंजीता देवांगन, काति देवांगन, संगीता देवांगन, रजनी देवांगन, जागेश्वरी साहू, हेमा ठाकुर, तारणी साहू, समर कैम्प में शामिल हुए। प्रेरणा, ग्रेसी, निशा, कुणाल, रोशनी, भूमिका, ढामेश्वरी, नोहलिका, जानवी, गुंजन, पोई गीतांश, मुकुंद, नमन, मयंक, तमन्ना, छवि की प्रस्तुति सराहनीय रही।



## मचांदुर में समर कैम्प का समापन

नवभारत रिपोर्टर । उतई।

मचांदुर में संकल्प एक प्रयास द्वारा लगाए गए 15 दिवसीय समर कैम्प का समापन कार्यक्रम मचांदुर सांस्कृतिक मंच में हुआ। कार्यक्रम में मुख्य अतिथि सरपंच दिलीप साहू उपस्थित थे।

कार्यक्रम में बच्चों द्वारा डांस, फैसी ड्रेस तथा रैप वॉक की प्रस्तुति दी गई। इसके अतिरिक्त बच्चों ने अपनी सेल्फ डिफेंस तथा इंग्लिश स्पीकिंग आदि प्रतिभाओं को दर्शकों के सामने प्रस्तुत किया। इस 15 दिवसीय समर कैम्प में बच्चों को ड्राइंग,

डांस, सेल्फ डिफेंस, कैलीग्राफी, इंग्लिश स्पीकिंग आदि का प्रशिक्षण संकल्प एक प्रयास के सदस्यों द्वारा दिया गया। इस अवसर पर मुख्य अतिथि सरपंच दिलीप साहू, संजय साहू, शिक्षिका ऋतु देवांगन, तारणी देवांगन, चंद्रकला देवांगन, रंजीता देवांगन, काति देवांगन, संगीता देवांगन, रजनी देवांगन, जागेश्वरी साहू, हेमा ठाकुर, तारणी साहू, समर कैम्प में शामिल हुए बच्चों में प्रेरणा, ग्रेसी, निशा, कुणाल, रोशनी, भूमिका, ढामेश्वरी, नोहलिका, जानवी, गुंजन, पोई गीतांश, मुकुंद, नमन, मयंक, तमन्ना, छवि, उपस्थित थे।

**(C) DEVELOPING A BASIC UNDERSTANDING ON NEP 2020 & NCF 2023 BY SELF-READING & GROUP DISCUSSION –**

✓ **OBJECTIVE -**

The objective of the self-reading of NEP 2020 (National Education Policy 2020) and NCF 2023 (National Curriculum Framework 2023) by Fellows of Seekh and Srijan group will be to gain a comprehensive understanding of the new educational policies and frameworks proposed by the government.

✓ **KEY LEARNINGS -** By self-reading and studying these documents, Fellows abled to make a basic understanding on -

- Familiarize themselves with the key principles and goals outlined in NEP 2020 and NCF 2023.
- the shifts and reforms in the education system envisioned by the new policies.
- Identify the changes in pedagogy, assessment, and curriculum design suggested in the documents.
- Grasp the implications of the new policies on teaching practices and student learning outcomes.
- Align their teaching methodologies and approaches with the guidelines provided in the NEP 2020 and NCF 2023.
- Adapt their instructional strategies to promote holistic development, critical thinking, and creativity among students.
- Incorporate a multidisciplinary and holistic approach to education in their classrooms.
- Implement the recommendations for continuous professional development and capacity-building for educators.
- Collaborate with other educators and stakeholders to discuss and share insights on the new educational framework.
- Ultimately, improve the quality and effectiveness of education in their institutions and contribute to the advancement of the education system in line with the national policies.

✓ **OUTCOME / ANALYSIS -** The self-reading activity of NEP 2020 and NCF 2023 by teachers and education leaders can lead to several potential outcomes:

- It enhanced their understanding of the goals, principles, and reforms outlined in NEP 2020 and NCF 2023, gaining insights into the rationale behind the proposed changes in the education system and we are anticipating that they will definitely align their teaching practices, pedagogical approaches and curriculum design with recommendations provided in NEP 2020 and NCF 2023, ensuring coherence and consistency with the national educational policies.
- We are also anticipating that this activity will help us improving instructional strategies within the organisation and professional growth in fellows and community teachers.



- Fellows have engaged in discussions and collaborate with peers, sharing their insights, experiences, and best practices related to the implementation of NEP 2020 and NCF 2023. This collaboration can foster a culture of continuous improvement and learning among educators and thus further contribute in enhancing student learning outcomes and overall impart into positive institutional impact.



## Summery and Way forward –

The past few months have been both challenging and encouraging for us at Sankalp Ek Prayas. We have successfully restructured our team in alignment with the organization's new vision and finalized the SEP-ABG model, which serves as our aspirational demonstration. The addition of new members to our team has brought valuable contributions and perspectives. The external visits from our mentors, project supporters, and knowledge partners have infused new energy into our entire team. We feel fortunate to have connected with outstanding individuals and esteemed educators throughout this journey, and we are grateful for the partnerships we have formed with renowned educational institutions.

The exposure visits, trainings, and workshops provided to our Fellows as part of their fellowship have played a crucial role in their growth from young, enthusiastic individuals to mature educators. Although we are aware that the journey ahead is long and that we are only at the beginning, we have a clear vision of the days to come. Sankalp Ek Prayas is committed to transforming itself into a community-led organization, and we are dedicated to investing our time and energy in grooming our team members as true leaders of society.

During this period, we faced various challenges and encountered resistance to change. However, we understand that these are natural parts of the journey. We remain steadfast in our commitment to foster a value-based work culture within the organization, where all members contribute to creating a society rooted in values and strive towards building a better world through our educational and developmental activities.

The launch of the Fellowship program was a significant milestone for the organization. We now have a well-designed fellowship program, and we are nearing the completion of Phase 2. As we prepare to enter the most difficult and challenging Phase 3, which involves implementation, we remain hopeful that our interventions, supported by all members of Sankalp, partner organizations, stakeholders, and the community, will bring about significant change in society.

With determination and collective effort, we aim to make a lasting impact and contribute to the betterment of the communities we serve.