

Annual Report

2012 - 2013



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Founder's Message

Dear Friends & LOLT Family,



**Congratulations! New Challenges conquered!
New challenges and new pathways have been explored!
New breakthroughs have been achieved this year!
I feel proud and happy to be a part of Light of Life Trust.**

As the Best Social Worker of the year 2012 - 13 Ms Swati Jadhav expressed - "We are creating the wealth for our Nation, the wealth of an educated youth in rural India".

वच्चों का है सपना, वो दौलत हमारी
उन्हीको है जिताना, जिम्मेदारी हमारी
जित ये हमारी सब करके दिखाना
लाइट ऑफ लाइफ ने चुना है ये सपना | |

Our totally committed social workers are our pillars and have so far impacted the lives of more than 9000 rural youth under our project "ANANDO". The beneficiaries of our project Anando are orphan, single parent children and all below the poverty line, who otherwise would not have been able to achieve this phenomenal success in education and vocational as well as professional life.

Our major achievements this year have been extensive. To mention just a few,

- ★ The Lokkruti Project- a **community development centre, at Village Mohili, built on land donated by a rural beneficiary. This in itself is a biggest achievement, as the donor has acknowledged our Vision and Goals and from his limited means generously donated the land;**
- ★ Our glowing **SSC results- from our 580 beneficiaries who appeared for their SSC Examination, 461 were successful, out of which 38 secured "distinctions", 156 secured a "first class", 217 secured a "second class" & 119 secured a "pass class";**
- ★ Exemption received under Section 35 AC of the Income Tax Act **for our project Jagruti;**
- ★ **July 2012, saw the launch of the School Quality Development Programme with 4 Schools, 30 Teachers and 1500 Children in Anjar Tehsil, Kutch District, Gujarat;**
- ★ Anando Plus students are today pursuing different professional careers like B.SC in Optometry, Diploma in Electrical Engineering, Nursing, Teaching, etc.
- ★ Under Project Jagruti, a Mobile Medical Unit **has been purchased and is currently being refurbished to be launched in August 2013 serving the rural community;**
- ★ Under Project Jagruti-Jeevan Asha Community Centre, **at our Satellite Centre's at Village Khandas and Village Dahiwali, we have started sewing & tailoring and computer training courses respectively.**

All this would not have been possible without the continuous support of our large-hearted donors. I wish to thank each and every one, for their participation and contribution of their time, energy and money for our cause.

I congratulate all the members of the LOLT team!

The pearls of the LOLT strings are a-many, without individually naming them, I acknowledge them for their commitment, hardwork and contribution, without whom our achievements and success would not have been possible.

I invite all our donors and LOLT Team, to help fulfil my vision for the forthcoming year in completing the construction of Orphan and Senior Citizens Home & the launch of our Anando National Education Programme.

With all my blessings!

Villy Doctor
Founder & Managing Trustee

Executive Summary

The Light of Life Trust (LOLT) is a non-governmental organization established in 2002 with a vision to transform the lives of the underprivileged. **Compassionate, gentle, humble, giving and committed - the Founder and Managing Trustee Villy Doctor** is a psychologist and an educationist who has dedicated herself to transforming the lives of disadvantaged rural people, particularly women, children and senior citizens restoring to their lives dignity and self respect. Her unconditional love for each individual who seeks help is the moving force behind the projects of the Light of Life Trust.

Integrity, excellence, transparency, passion and commitment, respect, trust and joy are the core values of the organization that are clearly reflected in all the areas of our work.

Light of Life Trust, since the inception of Project Anando in 2005, has been working towards uplifting underprivileged rural children by reinstating them in schools and equipping them with skills to become independent and productive citizens. The goal is not just literacy but complete all round development of each child through a 3E Approach, i.e. Educate, Empower and Equip for employability, thus empowering the beneficiaries to take life changing decisions by choosing appropriate career paths.

Light of Life Trust through its holistic development approach supports and strengthens capacities of its beneficiaries to break out of 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 and their families financially independent and stable.

In the academic year 2012 - 13, Project Anando has reached out to 3648 beneficiaries across 426 villages from five districts in the state of Maharashtra. Through the initiation of the School Quality Development Programme in Anjar Tehsil, Kutch District, state of Gujarat the organization has further reached out to 1500 children & 30 teachers in the first year of implementation of the programme.

Project Jagruti - Jeevan Asha Community Centre has reached out to over 200 youth through its livelihood training programmes in this year.

Major Highlights of the year 2012 - 13:

- ★ Exemption received under **Section 35AC of Income Tax Act, 1961 for Project Jagruti.**
- ★ Enlisted under **GiveIndia.org**, a donation platform for NGOs.
- ★ Launch of the **School Quality Development Programme** with 4 Schools, 30 teachers & 1500 students in Anjar Tehsil, Kutch District, Gujarat State in the month of July 2012.
- ★ **YUVA MAHOTSAV** - a celebration of the **8th Anniversary of Project Anando** with felicitation of Anando beneficiaries who have stepped into different careers and have made LOLT proud.
- ★ **Inauguration of a 'PUBLIC LIBRARY'** in Karjat with support from Johnson & Johnson and popular book stores - Just Books & Crosswords.
- ★ **Foundation Stone laid for 'LOKKRUTI'** - a project for the people, of the people . by the people in Mohili Village in Karjat, to be built as a capacity building centre for the local community.

★ **SSC Results : June 2012** (for the academic year 2011 -1 2)

From the 580 beneficiaries in SSC – 461 passed out of which 38 secured distinctions, 156 secured a first class, 217 secured a second class and 119 secured a pass class.

The rankers in LOLT were:

- * Devanand Jawale securing 89.45% from Shelu Bazaar Centre, Washim District
- * Sagar Namdev Vehale securing 85.82 %from Neral Centre, Raigad District
- * Reshma Rajendra Angre securing 85.64% from Khopoli A Centre, Raigad District
- * Kiran Suresh Shinde securing 85.09% from Khopoli A Centre, Raigad District
- * Shubangi Narendra Joshi securing 82.80% from Jalna Centre, Jalna District

★ **Anando Plus students pursuing different professional careers**

- * 32 beneficiaries are pursuing D.Ed. (Diploma in Education)
- * 67 beneficiaries are pursuing/ have completed B.Sc.
- * 09 beneficiaries are pursuing B.Sc. in Optometry (a highly non conventional career option for rural children)
- * 24 beneficiaries are pursuing B.E. (in varied streams of Engineering)
- * 34 beneficiaries are pursuing/ have completed Diploma courses in Fashion Designing, Tailoring , Hotel Management
- * 23 beneficiaries are pursuing/ have completed Diploma in Nursing.

★ **Project Jagruti – Community Needs Assessment conducted in villages upto 50 kms radius from Tiwari Village**

★ **Project Jagruti - Jeevan Asha Community Centre**

- * Inauguration of Satellite Centre in Khandas Village in Sewing & Tailoring
- * Satellite Centre in Computer Training initiated in Dahivali Karjat
- * Beautician Training Course initiated in Tiwari

★ **Project Jagruti – Medical Mobile Unit**

- * A Force One ambulance purchased as Medical Mobile Van
- * Will be operational in August 2013
- *



About Light of Life Trust

Introduction

Light of Life Trust (LOLT) is a non-profit, non-governmental organization established in 2002 with a vision to transform the lives of the underprivileged. **Compassionate, gentle, humble, giving and committed - the Founder and Chairperson Villy Doctor** is the moving force behind the projects of Light of Life Trust. A psychologist, spiritual healer and an educationist she has dedicated herself to transforming the lives of disadvantaged rural people, particularly women, children and senior citizens restoring to their lives dignity and self respect. The founder Villy Doctor's unconditional love for each individual who seeks help is the moving force behind the projects of the Light of Life Trust.

Integrity, excellence, transparency, passion and commitment, respect, trust and joy are the core values of the organization that are clearly reflected in all the areas of our work.

The organization believes that roots must be strengthened and nurtured in order to grow into healthy plants and our roots are the rural people of India. The organization is looking at nourishing these roots by educating them, creating a holistic community living in a conducive environment and providing health care so that they flower into healthy, wholesome and happy individuals. Our strong sense of belief in the cause helps us to stay dedicated to helping the underprivileged rural population.

Our Vision

Development of rural underprivileged communities through a holistic approach leading to education, empowerment and employability.

Our Mission

To realize the untapped potential of India's rural communities and empower them through various programmes leading to their overall growth and development.

Our Objectives

- To uplift disadvantaged children by reinstating them in schools
- To provide care and shelter to the homeless, orphaned children
- To support & equip for employability destitute, abandoned or widowed women.
- To give a life of dignity and respect to the aged.
- To create a Hospice for the terminally ill, that they may live their last days in peace and comfort.

History

The Founder and Chairperson of Light of Life Trust, Mrs. Villy Doctor, along with a few likeminded & concerned individuals came together to look at different avenues through which various supportive & sustainable programmes could be initiated to reach out to underprivileged women & children, the most vulnerable section of Indian society especially in rural India.

With the formation of Light of Life Trust in 2002, the founding members focused their energies on looking at different approaches to establish a community center for women, a senior citizen's home, a children's home and a medical diagnostic center. The Trust acquired two pieces of land, one in 'Tiware' village of Karjat to develop a holistic community center, children's home, senior citizens home & a medical diagnostic centre, through one of its verticals - **Project Jagruti** and the second one in 'Uttan' village of Gorai to set up a hospice and a Research & Development center through its vertical - **Project Aangan**.

At the same time a professional social worker from the Tata Institute of Social Sciences was appointed to study the needs of the local rural community in Karjat. The study brought to light various issues of concern out of which the issue of out of school children emerged as the neediest segment needing immediate attention.

Keeping the above in mind and looking at addressing the immediate need of the community, the third vertical of Light of Life Trust - **Project Anando** was launched in the year 2005 with 25 children in Karjat Tehsil, Raigad District, Maharashtra, based on the belief that no child should be forced to drop out of school, as the kind of start they get will determine the foundation for their children. Project Anando aims to realize the untapped potential of India's rural children and empower them.

Project Anando has been replicated in five districts of Maharashtra namely **Raigad** (Karjat, Alibaug & Mangaon Taluka), **Mumbai (Worli)**, **Jalna** (Badnapur, Mantha, Jalna & Ambad Taluka), **Washim** (Manora, Mangrulpir, Karanja & Malegaon Taluka) and **Nandurbar (Shahada Taluka)**. In Mumbai District it reaches out to the urban slum children in Worli, Mumbai. Light of Life Trust has also launched a new programme 'School Quality Education Programme' in Anjar Tehsil, Kutch District in the state of Gujarat which is reaching out to 30 teachers and 1500 students.

Our Projects

The organization aims to enrich and empower people's lives through integrated, holistic, sustainable social models which encompass three critical areas:

1. **Project Anando** - (Education): In order to realise the untapped potential of India's rural children, recognize them as a major human resource and empower them, the Anando Project was initiated in 2005 with 25 children, with the belief that no child should be forced to drop out of school. The goal was not just literacy, but the complete all round development of each child. **Project Anando is implemented based on the 3 E approach:**
 - a. **Educate** - Anando beneficiaries are supported to complete their education and equipped with skills to enable them to become self sufficient. Educational inputs (especially in English & Mathematics) are provided through Student Friendly Supplementary Education Programmes (SFSEP) to ensure students get the necessary inputs to perform well in the exams.
 - b. **Empower** - weekend workshops focused on self growth, personality development and building confidence.
 - c. **Equip for Employability**- Anando Plus supports deserving children to take a decision post state level exams on the career/ vocational training they want to pursue. Those students desirous of continuing higher education are also supported and helped to seek the admissions to colleges in their fields of interest. Career opportunities are enhanced by networking with vocational guidance and training institutes as well as corporate houses and entrepreneurs to enable student placements.

Over the last seven years, Light of Life Trust through Project Anando has reached out to more than 9000 children and their families from approximately 426 villages in the Mumbai, Raigad, Washim, Jalna & Nandurbar districts in the state of Maharashtra.

In order to ensure children receive school education Light of Life Trust has initiated a pilot programme focussed on enhancing the quality of school education through the **School Quality Development Programme in Anjar Tehsil, Kutch District, State of Gujarat** covering approximately 1500 students across 4 schools. The programme aims to enhance and strengthen capacity of school teachers in interactive classroom processes, effective modes of parent & community interactions which would all lead towards increasing involvement and participation of all the key stakeholders in a child's life to ensure they are sustained in school to complete atleast their basic education.

2. **Project Jagruti** (community development) - a holistic approach to create a community which can blossom with the emotional support and interdependence of each other. The project aims to reach out to women, children and senior citizens through the setting up of a community centre, a children's home and a home for senior citizens in Karjat. It will also set up a Medical Diagnostic Centre for the benefit of the local communities residing in and around Karjat. Project Jagruti will be set up on the 23 acre plot of land in Tiware village 6 kms from Karjat Railway Station.

- a. **Jeevan Asha Community Centre** - The Centre aims to provide opportunities to underprivileged rural women, girls & unemployed youth to equip them with income generating skills leading to them attaining not only financial independence but also an increased self confidence and esteem and in turn enable them to brighten the future of their children and the local community at large.
- b. **Children's Home** - To provide a safe and healthy environment for orphaned children, conducive to their growth and development under the guidance of surrogate parents.
- c. **Senior Citizen Home** - To provide a congenial atmosphere for the elderly where a happy environment would lead to a meaningful life complete with good physical health and mental stability.
- d. **Medical Diagnostic Centre & Medical Mobile Unit** - To provide efficient, reliable and accessible medical diagnostic facilities to the local population in and around Karjat. This facility will greatly ease the lack of diagnostic centres in the area.

The Medical Mobile Unit was purchased in the month of March 2013 and will begin its operation from the next year and cover far to reach areas that are inaccessible to health care facilities. The unit will cover villages in the vicinity upto 35 kms from the centre in Tiware.

3. **Project Aangan** - (Health): To set up a hospice providing residential care and comfort to the terminally ill. A Research & Development wing will also be set up to look at alternate healing therapy for the terminally ill. *Project Aangan will be in Uttan village in Bhayander a distant suburb of Mumbai city on the western railway line. The Project is in the planning & conceptualization phase currently*



Light of Life Trust: Milestones

| Year | Milestones |
|----------|--|
| 2002 | * Light of Life Trust registered as an NGO under the Bombay Public Trust Act 1950. |
| 2005 | * Initiated Project Anando with 25 kids from 3 schools of 3 hamlets of Karjat, Raigad District. |
| 2006 | * Expansion of Project Anando to Alibaug & Mangaon Talukas in Raigad District. * No. of Anando beneficiaries: 733. |
| 2007 | * Initiation of Student Friendly Supplementary Education Programme. * Initiation of Anando Plus. * Baseline survey for scaling-up in another region of Maharashtra State. * No. of Anando beneficiaries: 1086. |
| 2008 | * Project Anando initiated in Marathwada region (4 talukas of Jalna District with 535 children) and in Vidarbha Region (5 talukas of Washim district with 305 children). * Initiated music programme Anant with selected Anando beneficiaries. * No. Of Anando Beneficiaries: 1926 |
| 2009 | * Initiation of Construction for Jeevan Asha Community Centre, Project Jagruti in Tiware village. * Initiation of Project Anando in Nandurbar District with 72 beneficiaries * No. of Anando Beneficiaries 2730. |
| 2010- 11 | * Inauguration of Project Jagruti : Jeevan Asha - Community Centre * Initiation of following training programmes at the centre <ul style="list-style-type: none"> * Computer Training Programme, * Rural BPO Training Programme * Sewing & Tailoring Training Programme * Livelihood training programmes in sewing & tailoring and beautician training programmes also initiated at the Worli Centre, Mumbai District. * No. of Anando beneficiaries 3413. |
| 2011- 12 | * Certificate of Accreditation - Credibility Alliance * Empanelled with the National CSR Hub - Tata Institute of Social Sciences * No. of Anando beneficiaries: 3473 across 325 villages. * Anando sustainability plan implemented * Pilot visit for the School Quality Development Programme in Anjar Tehsil, Kutch District, Gujarat. * Project Jagruti - initiation of satellite sewing & tailoring centre in Khandas village, * Initiation of <ul style="list-style-type: none"> • Agriculture Training Programme • Beautician Training Programme • Banana Plantation bears fruit * Lokkruti Project launched in Mohili Village |
| 2012- 13 | * Initiation of Pilot Project - School Quality Development Programme in 4 schools in Anjar Tehsil, Kutch District, State of Gujarat * Approval of Government of India under sec 35AC of Income Tax Act 1961 for Project Jagruti * Enlisted under GiveIndia * GRIHA Award for Exemplary Demonstration of Low Energy Material applications in projects * No of Anando Beneficiaries : 3548 across 426 villages * Project Jagruti - Tie up with bank of India Star Swarozgar Yogana for agriculture training * Purchase of Force Ambulance for the Medical Mobile Unit to be operational in the next year. |

Light of life Trust – Board of Trustees



VILLY DOCTOR

Founder & Managing Trustee

is a psychologist, an educationist and a therapist. *The former Head - Department of Psychology, Sophia College, Mumbai and former Lecturer of Psychology at St. Xavier's College, Mumbai, she has conducted many stress management and meditation programmes at the Tata Institute for Fundamental Research, BARC, Infosys Technologies Ltd, Grey Worldwide, Google Inc. U.S.A. San Francisco, Nokia Inc Dubai & at various other institutions including the University of Connecticut Medical Sciences, Farmington. She has initiated a number of counseling, vocational guidance and meditation centres in Mumbai.*

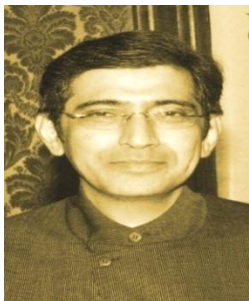
Villy Doctor is also the founder of Satyavati Spiritual Foundation which promotes and teaches

meditation through a scientific and systematic technique that helps people move towards good health and total wellbeing. Satya Meditation programmes have been organized at the national and international levels and have benefitted thousands of people across the globe by helping them achieve inner peace and health at the emotional, mental and physical state.



GAYATRI RUIA – Trustee

A young and dynamic entrepreneur from the Ruia Family, Ms. Ruia has applied her entrepreneurial skills in the fields of art and fashion. She is also a Trustee of the Aakar Charitable Trust, which promotes early childhood education, water conservation and water harvesting.



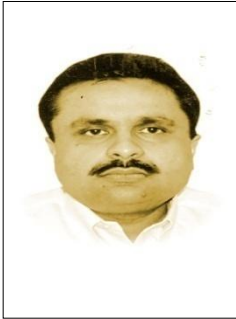
JITENDRA MEHTA – Trustee

A leading businessman, Mr. Mehta is the Chairman of Special Projects – Rotary Club Bombay Sea Face. Mr Mehta has been involved in Adoption of Villages affected by the Gujarat earthquake. He was also responsible for raising large capital through funds for the people affected by the devastating tsunami across the Asian subcontinent. Mr Jitendra Mehta is the founder member and Chairman & Managing Director of the Mehta Charitable Trust.



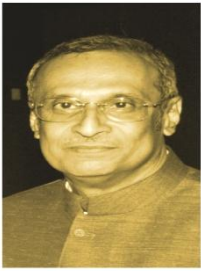
SUJAL SHROFF – Trustee

A Real estate designer and developer, Mr. Shroff is a specialist in boutique, residential and corporate office development. He is a member of the Managing Committee of the Maharashtra Chamber of Housing, the leading developer body for Mumbai and the State of Maharashtra. He is actively involved in urban planning of Mumbai city.



MANOJ MURARKA – Trustee

Runs Batlivala & Karani, a 140 year old financial services company. Spends most of his time engaged in the world of philanthropy and mentoring teenagers. Runs “Aahat”, an NGO focused on uplifting handicapped artists in India. His passion is to mentor and drive nonprofit social business and make their business models more sustainable. He is seeking to create a social impact funding organization to maximize impact for uplifting adolescent girls in rural India. His wife Swapana is an active participant and partner in philanthropy. His daughter Nishita works for Dasra - a nonprofit social business empowering company and his son Saahil works for Indusind Bank.



VALI MERCHANT – Hon. Secretary to the Trust

Mr. Merchant was a faculty of Burhani College of Commerce & Economics for 7 years. He is a practicing Chartered Accountant for the last 35 years.



JAYA AHUJA – Hon. Director

Ms. Ahuja is a part of the Trust since its inception and handles resource mobilization aspects of all the projects. She also develops global relationships and liaisons with several corporates for Light of Life Trust.



PUNIT ANAND – Legal Advisor

Mr. Punit Anand graduated from Government Law College, Mumbai, in 1989, enrolled with the Bar Council of Maharashtra and Goa the same year. He commenced independent private practice in 1991 with a host of corporate and multinational clients. Mr. Punit's profession brings him into contact with a cross section of society, the affluent to the not so affluent. As a result, he does a lot of *pro bono* work and joined LOLT as Legal Advisor in 2009 at the invitation of his Guru, the Founder Trustee, Villy Doctor.

PROJECT ANANDO



Mission Statement:

To realize the untapped potential of India's rural children and empower them and to recognize them as a major source with the belief that no child should be forced to drop out of school, as the kind of start they will get will determine the foundation for their future.

Introduction

Light of Life Trust, through its Project Anando initiated in 2005, has been working towards uplifting underprivileged rural children by reinstating them in schools and equipping them with skills to become independent and productive citizens. The goal is not just literacy but complete all round development of each child through a 3E Approach, i.e. Educate, Empower and Equip for employability, thus empowering the beneficiaries to take life changing decisions by choosing appropriate career paths.

Light of Life Trust was the only NGO to initiate such a programme to reinstate school drop-outs in the age-group of 11 -18 years in the rural areas and have thus established as pioneers in this field. The success of Project Anando is seen in the emerging new generation of confident, high aspiring and motivated young rural citizens, the commendable result of our continuous efforts with them.

Light of Life Trust through its holistic development approach supports and strengthens capacities of its beneficiaries to break out of 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 and their families financially independent and stable.

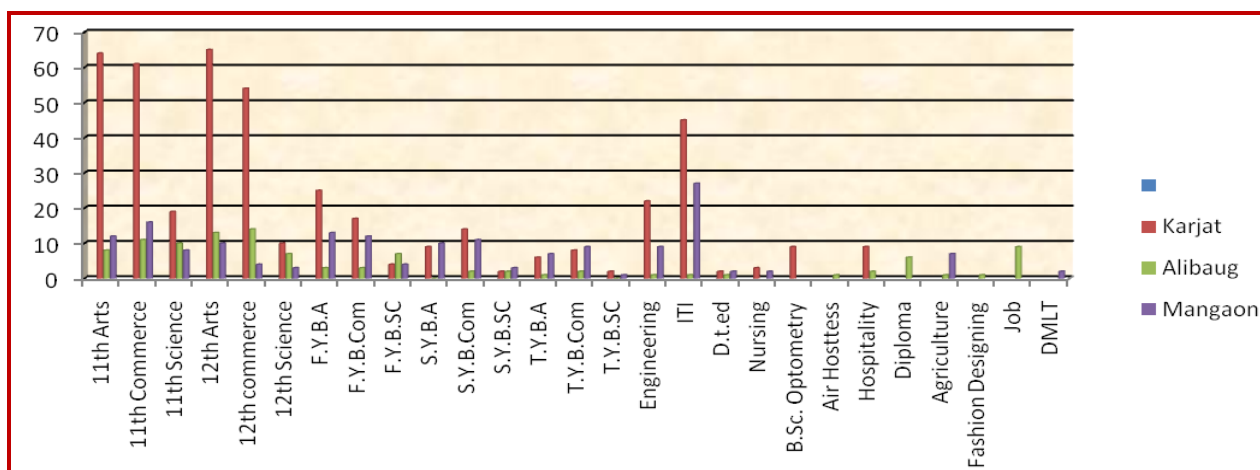
The Anando Module was designed by the Founder, Mrs. Villy Doctor, Former Head of Department (Psychology), Sophia College, affiliated to Mumbai University. Over the last 7 years, the Anando model has been tested, suitably modified and experimented with and has thus evolved in the current form as a totally robust and replicable model.

In this reporting year through Project Anando, Light of Life Trust has reached out to over 3500 beneficiaries from 426 villages across 5 districts in the state of Maharashtra besides touching the lives of their immediate and extended families, local community members, school teachers and concerned authorities to ensure that our efforts bring a marked difference in their lives. In addition through its pilot programme 'School Quality Development Programme' initiated in 4 schools in Anjar tehsil, Kutch District in the state of Gujarat, Project Anando has reached out to 1500 students and 30 teachers in this year.

The first batch of 12 Anando beneficiaries have appeared for the their Bachelors Degree final year exam - a movement of great pride for the organization as the beneficiaries look forward to creating new pathways for themselves very different from the situation they were in five years ago.

Many more of our beneficiaries are in the process of attaining professional training in various fields which can be ascertained from the chart given hereunder.





Project Anando – Rationale

India has the largest number of out of school children in the world with approximately 5.55 crore of whom (i.e. 36%) drop out between the age group 11-18 years, of which, 4.65 crore are from rural India (The data is based on NSS round 62nd) who are not the focus of the Indian Governments intervention in the field of Education nor are they given due encouragement or support from their families who are struggling to make ends meet for their survival.

In rural India the highest percentage of out of school children is in the age group 11 years to 18 years which increases as they grow older due to various reasons like – looking after their younger siblings and their homes, as parents are daily wage earners, earning an extra income for the family, no access to secondary schools, etc. The future of a young country like India is in the hands of this age group and hence the need to address the alarming issue of dropouts at the secondary school level becomes the key to the development of young India.

The issue of out of school children has raised some major concerns for secondary school education, as in comparison, enrolment percentages are relatively higher in primary schools. Secondary education is given less importance today, in terms of no special programs dedicated to it like the Sarva Siksha Abhiyan. Secondary Education is a link between elementary and higher education, also it is an important step towards vocational education and empowerment.

Inspite of the school dropout rates being higher in the rural areas there are only a few NGOs currently working towards addressing the needs of this critical segment. **Looking at the abject state of this segment of children especially in rural India, Light of Life Trust decided to focus its interventions with students at the secondary school level in rural districts of the State of Maharashtra with a vision to reach out and positively impact the entire nation in a planned and phased manner.**

First generation learners need support and guidance to break out of this vicious cycle of poverty and illiteracy.

The organization works towards uplifting underprivileged rural children by reinstating them in schools and equipping them with skills to live in mainstream society. Our goal is not just literacy but complete all round development of each child through our 3E Approach leading to our beneficiaries taking life changing decisions by choosing appropriate career paths further leading to their becoming responsible citizens of our country. The organization supports deserving children to take a decision post state level exams on the career they want to take up. Students desirous of pursuing higher education are also supported to seek admissions to colleges in their fields of interest. **Career opportunities are enhanced by networking with vocational guidance and training institutes as well as corporates and entrepreneurs to enable student placements.**

Light of Life Trust through its holistic development approach is looking at supporting and strengthening capacities of its beneficiaries to break out of the vicious generational cycle of poverty that rural India is reeling under. Through its ongoing efforts the organization is looking at building a generation of youth who are literate, confident and knowledgeable of the world in which they live and who are able to make effective career choices that would lead them to gainful means of livelihood and make them and their families financially independent and stable.

In order to ensure children receive quality school education Light of Life Trust has initiated a new programme for school teachers – **School Quality Education Programme in Anjar Tehsil, Kutch District, State of Gujarat**, with the aim to enhance and strengthen school teachers in interactive classroom processes, effective modes of parent & community interactions which would all lead towards increasing involvement and participation of all the key stakeholders in a child’s life to ensure they are sustained in school to complete atleast their basic education.

Project Anando – Objectives

- Develop a will to learn and get educated.
- Develop an ability to study despite lack of continuous backing
- Build capacity and the quality to face and withstand competition and develop leadership skills
- Enhance the child’s personality.
- To ensure that the beneficiaries are suitably equipped for employability that will enable them to lead a life of self sufficiency and dignity.
- To help beneficiaries assess their own strengths and weakness, explore their potential and pursue higher education as per their interest or choose a vocational training programme.
- Involvement of parents, community & teachers in the child’s growth and development

Project Anando - Methodology

The holistic development of the CHILD, being the *raison d’être* for Project Anando, is the centre of all programmes under the project. As the key stakeholder the child plays an active part in his/her development and is an involved member throughout the process rather than being just a passive recipient. The child’s family, school teachers, peer groups and the community are significant contributors to the child’s development as a responsible individual and hence all major influencers in the child’s life are significant groups with whom a number of intensive and ongoing programmes are conducted.



Project Anando has adopted the three “E” holistic approach to achieve overall development of the child, namely

1. **Educate** - The first step is to identify drop outs and potential drop outs from the community and schools respectively. With the support of ongoing counseling sessions, in-depth work with the parents & teachers and provision of the required education linked material support helps reinstating some of them back into schools. A continuous interaction with parents and teacher is maintained to understand the child’s issues & to jointly find solutions, has reaped positive results for the children under the project.
 - a. **Education Linked Material** is provided to every child to ensure that the child has the basic required materials to successfully complete the required education.

| | |
|-----------------------------|--|
| Educational Material | Text Books, Notebooks, Guides, School Bag |
| Clothing | Uniforms. |
| Health | Nutritious Food and need based medical support. |

- b. **Student Friendly Supplementary Education Programme: (SFSEP)** Over the years though a marked positive difference was observed among the Anando beneficiaries, it was clear that children were finding it difficult to perform better academically due to a high % of failure in two subjects – English and Mathematics. In 2007 to address this issue of immense concern the Student Friendly Supplementary Education programme (SFSEP) was launched by the Light of Life Trust.

The SFSEP programme is currently being run in all 35 centres under Project Anando and in addition reach out to approximately 550 non Anando beneficiaries with the support of 60 part time teachers.

4. **Empower** – Project Anando’s goal is not just literacy but the complete all round development of each child. The organization firmly believes that along with education holistic personality development and skill development is critical to a child to stride ahead in life. Through two specially designed programmes focused on the process of empowering the child, Project Anando looks at developing the all round personality of the children and building their capacities to look at a bright future confidentially.
- a. **Weekend Workshops:** Every Saturday and Sunday interactive empowerment focussed workshops are organized by trained social workers on different aspects of academics, self awareness and personality development for the Anando children. A typical workshop starts with a Meditation Session, necessary for a balanced physical, mental and emotional state of mind.

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|--|
| Impact: The week end workshop aims to : |
| • Enhance the child’s personality. |
| • Helps them to set their goals. |
| • Increase involvement & Increase confidence. |
| • Enhance Leadership quality. |
| • Develop effective communication skill. |
| • Develop concepts of cleanliness, self discipline in workshop, Time Management. |
| • Increase concentration due to meditation. |
| • To firmly state their opinions in different situations. |
| • Lead to more involvement and confident participation in all activities and programmes in school and outside as well. |

b. Parent/ Guardians Awareness & Involvement Programmes

Parents/ Guardians being the most significant stakeholders in the child’s world are the chief influencers in how each child moulds and develops as an individual. All programmes at Light of Life Trust are undertaken with the involvement and support of our parents as the Trust believes in involving them in all decisions regarding their wards life.

During the year the following programmes are organized with the parents in addition to maintaining regular contact with them through the home visits made by the LOLT team as part of the Anando programme:

- **First parent meeting & follow up monthly meetings with parents** - A parent meeting is organized as soon as the selection process of the children is completed. At the very first meeting itself it is made very clear that Anando parents need to be involved in their wards development and growth. Regular monthly meetings are organized for the parents to provide inputs to parents and also address various emerging regular needs of both parents and their children which impact family relationships. Parents are encouraged to be open and free in the sharing of various moments in their day to day life so as joint solutions could be found.

- **Parent training Programmes** – Each centre organizes various training programmes with parents. The areas covered include sessions on child rearing practices, ways to pay attention to the child’s study, issue of child marriages and its detrimental effects on the child, establishing self help groups, workshops on topics of parental interest such as modernization techniques in agriculture, etc
 - **Parent Representatives** - A few parents are selected as representative parents for the entire parent group in each centre and they are assigned various leadership roles during the year. Special training programmes are also organized for them in the year to enrich their existing skills and abilities.
 - **‘Ekhach Divas Amcha Baharnyacha’** - Once a year a day is dedicated to our parents and a **Parent Melava** is planned and organized fully by them with support from the Light of Life Trust team. Over the years parents have become one of the major pillars of support in the programme and this one day gives them the opportunity to show case their talents and skills as also take a break from the stress of life to enjoy an entire day only for themselves.
- c. **Anant:** With the belief that music has the capacity to calm the mind and direct all energies to creative results the Anant programme was initiated for the children. Through the learning of the tabla and undergoing vocal training from trained teachers have seen many blossoming into well adjusted children.

| |
|---|
| The objectives of Anant programme are as under: |
| • To improve students overall life with the help of music. |
| • To search hidden talent in students. |
| • To educate students about how they can be more efficient on several fronts with the help of music. |
| • To provide a platform to those who are showing some potential towards music. |
| • To empower students by teaching them the art of performance, art of singing and art of playing an instrument etc. |

5. **Employability** – Secondary school education is a basic necessity for children in preparation for higher education through college or vocational training courses. Unless students complete good quality higher education and enter into respectable profession or service the cycle of their development remains incomplete.
- a. **Anando “Plus”** is an initiative under Project Anando to ensure that the beneficiaries are suitably equipped for employability that will enable them to lead a life of self sufficiency and dignity. The initiative helps beneficiaries to assess their own strengths and weakness; explore their potential and then either pursue higher education as per their interest or choose a vocational training programme.

A number of additional programmes are also organized for the participating children to widen their perspective and to provide the right platform to show case their talents.

- i) **Bal Kala Mahotsav:** An annual talent programme organized by Light of Life Trust to support children to explore, discover and showcase their innate talents in singing, dancing, playing musical instruments like the tabla, short skits, elocution, drawing and essay writing leading to their self growth and increase in their confidence level as they perform on stage and compete with other children. Children from all the neighbouring schools are invited to participate in the various competitions including all Anando children.

- ii) **Rainy Picnic:** An opportunity for children to interact with one another and enjoy their day to the fullest.
- iii) **Mahacharcha:** An interactive session is organized for the students about to appear for their Std. X. board exams where students who have successfully appeared for the same exams come and share their best practices and their experiences. The programme is aimed to motivate the students to perform with confidence for the said exam.
- iv) **Sphurti:** Students are given guidance on ways in which to answer the English paper and seek answers in the question paper itself. They are also shown various quick and easy steps to solve maths problem. The outcome of this programme is to make students gain the confidence of answering their papers well, to resolve maximum number of their difficulties with the help of good resource people present during the programme and students feel highly motivated just before their examinations.

Anando - Methodology:

- **Desk Research** -To understand the existing educational status of the country and the specific region.
- **Field Research** - To visit identified districts and Talukas to gauge level of implementation
- **Identification** of the areas to be included based on the reports of desk and field research.
- **Orientation & Induction** - Orientation & intensive training of new recruited team.
- **Selection of Schools & Children** - Based on the selection criteria already formulated by the organization..
- **Baseline Study** - In order to monitor the impact of the programme.
- **Actual Anando Programme** - As per the implementation Plan.

One social worker is assigned one centre typically comprising of students from 4/5 neighbouring villages. One centre will have maximum 65 numbers of students as beneficiaries.

Project Anando - Appropriateness:

{Growth of number of beneficiaries from 25 in 2005 to over 3,500 in 2012 - 13}

Looking at the fact that the secondary education is critical to breaking intergenerational transmission of poverty, LOLT took the initiative and designed the 'Anando' Model and initiated its programme in 2005. During these 7 years, the model has evolved through a natural process. Learning's in different regions enriched the program and success on ground gave courage and inspired LOLT to take this model to more needy children and families to empower them to break the vicious circle of extreme poverty and illiteracy. The model is tested successfully in four different regions with varied socio-eco-geographical background. It is observed that the model is scalable and easily replicable as well economical too.

The Anando Module has been designed by a qualified educationist, our Founder Mrs. Villy Doctor, Head of Department, Psychology, Sophia College affiliated to the Mumbai University.

Over the last 5 years the model has been tested, suitably modified and experimented with and has evolved in the current form as a totally replicable model.

Light of Life Trust is the only NGO to initiate a Programme to reinstate school drop outs between 11 - 18 years in the rural areas and have been the pioneers in this field. The success of our programme is seen in the emerging new generation of confident, high aspiring and motivated young rural citizens is the mark of our continuous efforts with them.

Project Anando works towards accomplishment of our mission as we not only reach out to over 3500 children but to their immediate and extended families, local community members, school teachers and concerned authorities and hence we work with the entire community around the child to ensure they make a difference.

Measurement of Impact

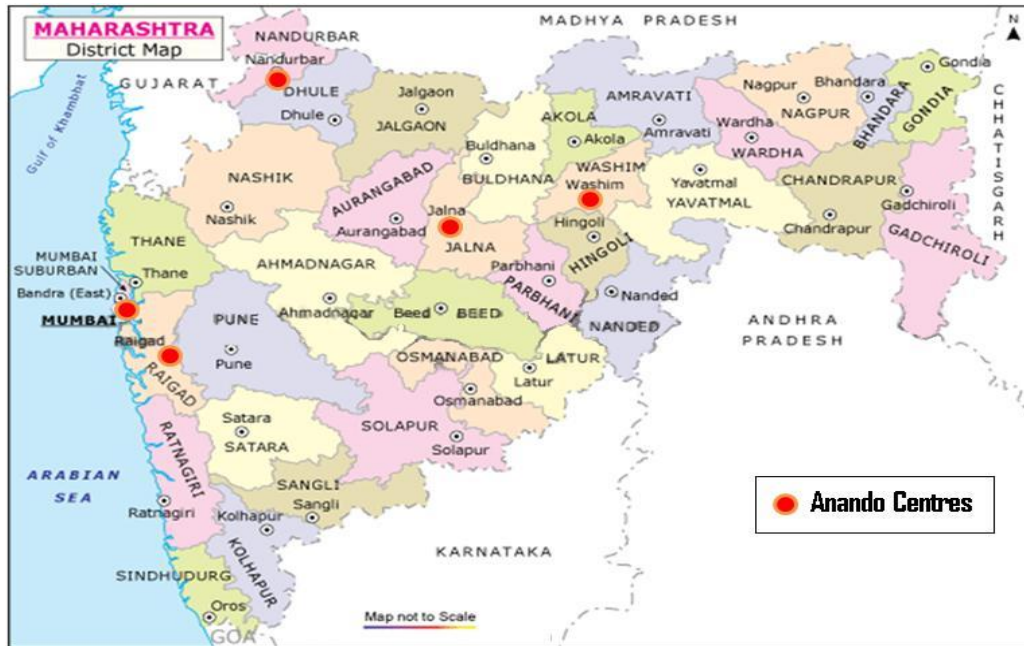
- **Manthan** - The six monthly and annual review with a focus on enhancement of the programme implementation.
- **Assessment Post Test (Student):** The baseline study to monitor impact of the programme in all areas of work.
- **Staff Monitoring:** Performance appraisals of Staff, regular Monthly & Weekly team meetings.
- **Financial Monthly reporting** – quarterly system of reporting is followed by the organization
- **Individual work plan for each staff member**
- **Child’s own assessment through “Let us know ourselves” questionnaire**

Project Anando – Expected Outcomes

- Children, who would have dropped out from schools, not by choice but due to poverty, are reinstated.
- Holistic development through Project Anando will help them adjust to varied environment.
- They have the guidance to choose careers best suited to them.
- These children will escape child labor and break the vicious circle of poverty and illiteracy.
- A major leap in the employment opportunities available to the children from unskilled labor to either gets skills required for employment or entrepreneurship.
- By intervention with the parents, guardian and community they will understand the value of education and have awareness about various social issues related to their community. Thus, developing more aware and better communities.
- Intervention with the teachers in schools helps support improvement in the overall education.
- Untapped and unrecognized potential in rural India will be identified, developed which will then shine in a way as to contribute in the national development process.
- Children will grow up to be confident, positive, enriched and responsible human beings, capable of contributing to their community and the society at large.



Project Anando Reach:



| PROJECT ANANDO | | | | | | | | |
|-----------------------------|-----------------|---------|---------|-----------------|--------------------|----------------|--------|-----------------------------|
| BENEFICIARY DETAILS 2012-13 | | | | | | | | |
| | District | | | | | | | |
| | Raigad District | | | Washim District | Nandurbar District | Jalna District | Mumbai | |
| | Karjat | Alibaug | Mangaon | | | | Worli | Total |
| Anando Children | 647 | 200 | 221 | 305 | 140 | 488 | 47 | 2048 |
| SFSEP Anando | 407 | 104 | 149 | 218 | 107 | 295 | 38 | Included in Anando Children |
| SFSEP Non Anando | 278 | 81 | 103 | 0 | 0 | 0 | 0 | 462 |
| Anant | 143 | 87 | 53 | 0 | 0 | 0 | 0 | Included in Anando Children |
| Anando Plus | 596 | 70 | 113 | 140 | 11 | 98 | 10 | 1038 |
| | | | | | | | | 3548 |
| TOTAL | | | | | | | | 3548 |

Project Anando – Achievements over the years

- * Project Anando initiated with 25 beneficiaries in 2005 has reached out to over 9000 beneficiaries in 2012 - 13 in a span of 7 years. The children, who would have dropped out from schools, not only by choice but also due to financial family related circumstances have been reinstated and sustained to complete basic education and look at a career that would help them to break out of the vicious cycle of generational poverty.
- * Initiated in 5 hamlets of Karjat Taluka, Raigad District in 2005 now reaches out to 426 villages in five districts of Maharashtra State – Raigad, Jalna, Washim, Nandurbar & Mumbai District.
- * Exceptional talent has been identified amongst 280 Anando beneficiaries for music – through the Anant Programme where these selected beneficiaries are being professionally trained in Vocal classical Indian Music, Tabla and folk dance. Many of the beneficiaries are now aspiring to pursue careers in different streams of music.
- * The Student Friendly Supplementary Education Programme has reaped great benefits for the beneficiaries not only strengthening their foundations in mathematics & English subjects but also enhancing their academic performance. Some of the beneficiaries who have topped SSC exams in the last few years with the support received are :
 - Year 09–10: Akshay Thakur ~ 91.64%, Chondhi Centre, Alibaug Taluka.
 - Year 10–11: Parag Thakur ~ 90.36%, Chondhi Centre, Alibaug Taluka.
 - Year 11–12: Devanand Jawale ~ 89.45%, Shelu Bazaar Centre, Washim District
- * Partnership with local Government Education Department & school authorities leading to permissions being granted to hold SFSEP classes & Anando programmes in the school premises on a daily basis without cost.
- * Excellent cooperation & support from School management and teachers to ensure our beneficiaries sustain their efforts. School representatives are always present for all the programmes and activities organized by LOLT in the local areas and express the valuable contribution being made by the Trust in the lives of the beneficiaries in open forums.
- * Anando beneficiaries post Std X / XII are pursuing different careers as per their interest and aptitude – many girl students are now enrolling for higher education with the change in mindset of the parents & community. Prime example of this is 5 girls enrolling in the Bachelor of Computer Application Degree Course in Dhapoli which is around 250 kms from their village Khandas , (35 kms from Karjat) with the support and encouragement of the elders of the village who had over three years ago opposed sending the girls for higher education outside their village. This change is the direct result of the five years of intervention by the Trust in the village.

*

- * Some of the careers being pursued by our beneficiaries are :

| | | |
|--------------------------|--------------------|----------------------------------|
| * Rural BPO | * BSC in Optometry | * Nursing |
| * Diploma in Engineering | * Teaching (D. Ed) | * Degree in Computer Application |
| * Hospitality | * Agriculture | * Fashion Designing |

- * Some of our beneficiaries have come back to the organization as Teachers and Social Workers.
- * One of our first beneficiary is employed with a corporate house and is earning Rs.18000/- per month. She has initially undertaken training to become an air hostess at the Frankfin Institute in Mumbai
- * Parents who initially were reluctant to continue their children’s education from Std VIII onwards, are now taking the lead planning ahead for their development as they have understood the value of Education and want their children to move forward in life.
- * Parents are now involved as active volunteers and inspite of difficult work pressures participate in all major activities of the organization.

- * One of the parent's – **Mr. Laxman Palkar** offered his small piece of unused land to the Trust to build a small community centre which could be used for developmental work for the girls and women of the village. In 2012 the Mohili Centre completed 5 years and this momentous occasion was celebrated by the beneficiaries, the parents and community on a grand scale. **During the programme the community members offered their services to help build the centre free of cost if material was provided to them.** Looking at the enthusiasm and the involvement of the villagers, (both Anando and non Anando parents) **Chance of Life – a German organization agreed to support the aptly named 'Lokkruti Project'– a project of the people, by the people, for the people.** The Foundation Stone laying ceremony was undertaken in the presence of the Chance of Life Team, the parent donor Mr Laxman Palkar, the Sarpanch of the village, elders of the village, Anando beneficiaries and the team. The event was covered by the local vernacular press as a pioneering movement in Karjat Taluka.
- * Underprivileged rural children are able to think rationally and depending on their abilities and skills make career choices leading them to break the vicious cycle of rural Indian poverty.
- * Beneficiaries grow up to be confident, positive, enriched and responsible human beings, capable of contributing to their community and the society at large.



History and Development of Project Anando:

| Year | Milestone |
|----------|--|
| 2002 | <ul style="list-style-type: none"> * Registration of Light of Life Trust under the Bombay Public Trust Act 1950. * Acquired Land in Tiwari Village, Karjat Taluka, Raigad District |
| 2003-04 | <ul style="list-style-type: none"> * Conceptualization of programs, approaches & methodologies for intervention in order to meet the vision of the organization. * Community Needs Assessment undertaken to look at emerging needs of the local community |
| 2005 | <ul style="list-style-type: none"> * Project Anando initiated with 25 children from 4 schools in Karjat Taluka. * Extended to 75 children from 7 schools in Tiwari village within three months. |
| 2006 | <ul style="list-style-type: none"> o Expansion of Project Anando to Alibaug & Mangaon Talukas in Raigad District. o No. of Anando beneficiaries 733. |
| 2007 | <ul style="list-style-type: none"> * Project Anando reach extended to 1086 children in three Talukas of Raigad District * Initiation of Student Friendly Supplementary Education Programme in Raigad District * First batch of 16 Anando students appear for SSC Exam. |
| 2008 | <ul style="list-style-type: none"> * Replication of Project Anando in two new districts of Maharashtra: <ul style="list-style-type: none"> o Marathwada Region: Jalna District - 535 beneficiaries. o Vidarbha Region: Washim District - 325 beneficiaries. * Initiation of "Anant Programme" to empower children through music in partnership with Flowering Tree Inc., USA. * Anando Plus Programme initiated in Raigad District to ensure the 3rd E of the 3E approach - Equip for Employability. * Project Anando reached out to 1926 beneficiaries |
| 2009 | <ul style="list-style-type: none"> * No. of Anando beneficiaries: 2730 from 350 villages across 13 Talukas in 5 districts of Maharashtra. * Initiation of Project Anando in Nandurbar District with 72 beneficiaries |
| 2010- 11 | <ul style="list-style-type: none"> * No. of Anando beneficiaries: 3413. * Inauguration of Jeevan Asha Community Centre & initiation of Computer training programme, Rural BPO training programme and Sewing & tailoring training programme covering 101 beneficiaries. * Livelihood training programmes in sewing & tailoring and beautician training programmes also initiated at the Worli Centre, Mumbai District with 35 beneficiaries. |
| 2011-12 | <ul style="list-style-type: none"> * No. of Anando beneficiaries: 3473 across 325 villages. * Anando sustainability plan implemented * Initiation of Alibaug Computer Training Centre * Pilot Visit for School Quality Development Programme to Anjar Tehsil, Kutch District , Gujarat |
| 2012-13 | <ul style="list-style-type: none"> * No of Anando Beneficiaries : 3548 across 426 villages * Construction of Lokkruti Project in Mohili Village * Library Set up for the local community in Karjat * Launch of the School Quality Development Programme in Anjar Tehsil, Kutch District , Gujarat with 3 schools, 30 teachers & 1500 beneficiaries |

Programmes at a Glance

Maharashtra the state with a population of more than 10 crore is administratively divided in four regions, namely, Konkan Maharashtra, Marathwada, Western Maharashtra and Vidarbha. Project Anando initiated in 2005 has been tested and replicated across all the four regions of Maharashtra. Today Project Anando has its presence in and proven outstanding examples of enlightened and changed lives of many underprivileged children and their families in 5 districts (Raigad, Jalna, Washim, Nandurbar & Mumbai) across the four regions of the state.

Konkan Region:

Konkan one of the four administrative divisions of Maharashtra state occupies the entire west coast of Maharashtra. The region has six districts - Raigad, Ratnagiri, Sindhudurg, Thane, Mumbai and Mumbai Suburban. The overall reported literacy rate of Konkan Region is approximately 80% however in reality there is a wide gap in enrollment and retention of students in schools. The transition rate i.e. transition from primary to secondary school is a cause of great concern to educationist in this region.

Light of Life Trust initiated its pilot project in 'Project Anando' Karjat Taluka, Raigad District in 2005 with 25 children. Karjat is popular because of its proximity to the hill station - Matheran and also for its outstanding painting form 'Warli' by Katakari and Thakar indigenous people. Within a year of its operation Project Anando was initiated in 3 other Talukas in Raigad District, namely Khalapur, Alibaug and Mangaon.

Currently in Raigad District, Project Anando is operational in 19 centers across five Talukas - Karjat, Kholapur, Alibaug, Murud and Mangaon.

Karjat Taluka & Khalapur Taluka

Karjat Taluka has a population of over two lakhs. Looking at the existing educational scenario it has been observed that though there has been an increase in the enrollment rate of students at the primary school level the challenge lies in the transition rate of students in the secondary school.

Karjat is fast emerging as an educational hub for students around Khalapur, Karjat and Panvel Talukas of Raigad District as many private education institutes of higher education have opened colleges there. A majority of the student population in Karjat is from the nearby suburbs of Mumbai and Pune City and very few of the local people from nearby villages have really availed of the education being offered.

The real estate business, educational industry, and the hospitality sector are flourishing in Karjat as a result of which a good number of job opportunities have increased in the skilled labor category. Unfortunately due to lack of adequate qualifications, inadequate educational facilities, poor quality education, lack of awareness about the constantly changing trends in the labor industry, have all collectively proved that local people are not suitable for the opportunities available.

Khalapur Taluka is situated 53 kms from Mumbai city. The local people are basically farmers but due to uncertain rainfall they have moved away from their traditional occupation to seek employment opportunities in the construction line, real estate or as labor force in growing industries. Mixed communities reside together peacefully - the Katakari, Thakar and Bhill Adivasi. There is a pro-education environment in the areas closer to Khopoli city whereas in the neighbouring villages they are still educationally backward. The lack of awareness and interest towards education especially at the upper primary and secondary school level is very high and a matter of concern. Khalapur Taluka's administrative affairs are run from Khopoli city as geographically the city is more easily accessible to majority of the villages in the Taluka. Majority of the village students attend school in Khopoli and hence in Khalapur Taluka, Project Anando is operational in Khopoli. .

LOLT initiated Project Anando in Karjat in 2005 with 25 children. In this reporting year 2012 - 13 totally 649 beneficiaries were a part of the programmes from Karjat & Khalapur Taluka.

The new academic year for the Karjat and Khalapur team began with the relocation of the Karjat Project Office to a larger office in Shivaji Nagar, Dahivali, Karjat occupying two floors of a residential bungalow rented out to the organization by the Andrews family.

Activities organized in the year:

Educational Material Distribution Programme:

In this academic year 649 beneficiaries from Karjat & Khalapur Taluka received education material in the beginning of the academic year. The Educational Material Distribution Program was organized in all the 11 centres on different dates in a planned manner. School teachers, local community leaders & influential personalities, Anando beneficiaries and their parents **participated in the programme.**

The programme aimed to:

- a. Make parents, students, teachers, and community members feel involved with the work of the organization, become vision partners and support the process of development.
- b. Make students and parents understand their responsibilities, accountabilities and the roles that they are expected to perform to ensure a successful academic year.
- c. Create awareness about effective and appropriate use of the education material to achieve success. They were also encouraged to use the text books and guides carefully so that they could be reused by younger students in the years to come as well.



Weekend Empowerment Workshops:

Empowerment Workshops are a critical component of the Anando programme as it builds the thought process of the beneficiaries and shape their approaches and attitude to life in general. In Karjat and Khalapur Taluka in total 36 workshops were organized across the year.

In these workshops, the following subjects were covered extensively:

- a. Importance of personality development in shaping ones future.
- b. Effective communication - an art that can be learnt
- c. Gender Equality.
- d. Decisions and belief to be based on Logic, Reason and Fact.
- e. How to face exams successfully.
- f. Scientific study methods.
- g. Effective techniques of answering papers
- h. What makes thinking positive and or negative, its impact, and how to be a positive thinker.
- i. Career guidance & Aptitude testing.



Since the previous year, sports activities have been incorporated in the regular workshop schedule itself where one session in every quarter is dedicated to sports. This has helped increase students participation and involvement. Some examples of the positive impact of the sports activity are:

- **In Kadav Centre**, six students, whose participation levels at the workshops was low due to a feeling of inferiority since they were not too good in their studies, showed a marked improvement in their attendance and involvement in all Anando activities since the inclusion of sports activities. They enjoyed the activity and were good at it, that helped their good qualities to emerge the acceptance level of others also increased as they saw their positives. They have now become regular in the workshops and school too, and this has lead to them performing better in academics too.
- **In Karjat Centre** one of our beneficiaries - Shakil Shaikh was not very expressive but he really liked playing Kho-Kho. The social worker who came to know about this asked him to lead the activity during the sports activity session. Shakil collected all possible information, put down the rules on paper and successfully managed the activity single handedly. From that day onwards he has become very popular and is now an strong pillar at Karjat Centre.
- **In Kondiwade Centre** - Pournima Devankar is very good in running but never came forward as she is shy, less expressive and frighthened of rejection at the school level. She also comes from a non-supportive home environment. On realizing her strong area and skill, the social worker consciously developed a good rapport with her family, encourages Pournima to participate in various sports activities. As a result Pournima has begun to win many prizes and is well known as the best runner and is heading her school team.



Summer Vacation Activities:

In the summer vacation students mostly spend their time in nonproductive activities that sometimes lead them into trouble. In order to make the best use of their time during this period and to build their skills a number of interactive sessions with students are planned during this period.

In the month of May - June 2012 for the beneficiaries of Karjat & Khalapur Taluka a total of 18 activities were conducted over a period of 10 days. In all 368 students across the 11 centres participated in the summer vacation activities.

The activities were:

- Greeting Card making
- Diya making
- Handicraft making best out of waste
- Mehendi
- Rangoli making,
- Glass painting
- Learning the art of drawing
- Kitchen Gardening
- Conversational English language
- Basic Introduction to Computers.
- Pathnatya Prashikshan - Drama
- Music - Vocal Training
- Sessions on Adolescent Issues
- Documentary and discussion on 'Small Act' to understand the impact of consistently following dreams through planned and organized efforts.



Most of the sessions were undertaken with support from LOLT team members. A few resource persons were also invited to undertake special programmes like :

- Ms. Sakshi Mhatre who is associated with various organizations was invited to take sessions on adolescent issues with the boys and girls separately.
- Mr Ravindra Raut an established teacher who runs his own private coaching business and who is associated with LOLT since its inception undertook excellent session on English communication with practical exercises. He also covered academic portions giving the children useful reading tips for effective understanding and remembering the read chapters, letter writing, handwriting, creative thinking etc.
- Anant Dance teacher Ms. Meenakshi Lokhande took an orientation class in Kathak with the Kashele Centre beneficiaries for 10 days. She also took 'dance for fitness' sessions with students of Kondiwade, Kadav, Khandas and Nandgaon centres during this period.
- Mr. Rahul Korde - agriculture consultant with Project Jagruti conducted informative sessions on Kitchen Gardening for the beneficiaries from Karjat & Tiwre Centres. He made students understand the economics of agriculture, actual productive cost of vegetables and the selling cost in field that motivated the participating students so much that many children tried kitchen gardening at home. For example Ms. Rupali Bhoir sowed spinach, lady finger and Ghewada outside her home. Pooja Tare sowed lady fingers, Suraj Jadhav and Tanaji Bhoir of Tiwre Centre sowed corns. Many other students also experimented with kitchen gardening. A positive feedback was received from parents during the first parent meeting where they expressed that these sessions encourage children to be more practical and to be more productive for their families as they sowed the seeds and now the families are getting the vegetables without cost.

Special Programmes /activities for SSC students:

In the academic year 2012-2013, 165 students appeared for the SSC exam. Since the number of students were high the team from beginning of the year adopted a systematic approach and strategies to ensure that all the students prepared well for the same.

Mahacharcha Programme:

In order to sensitize SSC students and their parents, in the month of July 2012 the Mahacharcha Programme was organized with an aim to provide guidance through interaction with ranker students and their parents to the current SSC students and their parents. To make the programme more effective and accessible to all the students this programme was organized at three different locations

- a. Kashele (for the students of Nandgaon, Kashele and Khandas centres)
- b. Tiware (for the students of Karjat, Tiware and Neral Centres)
- c. Jeevan Asha Community Centre, Project Jagruti (for the students of Khopoli A, Khopoli B, Mohili and Kondiwade Centres)



A total of 116 students participated through all the three programmes.

Highlights of the Mahacharcha Programme:

1. The current batch of SSC students and their parents understood the seriousness of the year ahead. They were inspired and motivated to achieve success in the SSC exam and aim for a good percentage at the said exam.
2. The students aspired to reach the same level as the rankers.
3. All participating students pledged to work hard during this year and set their individual targets in terms of achievable percentage of marks they could aim for in the examination.
 - a. **Nathaji Deshmukh, father of Nikita Deshmukh** shared that he had never imagined that his daughter, Nikita, would raise her hands to be in the group of students who targeted for 80 to 90%; but when she did so, though it was difficult for him to believe, looking at her confidence he decided to support her solely and finally when Nikita scored 81.80% and stood second in Karjat Taluka, **he expressed that, “The Mahacharcha program not only prepared SSC students to do optimum in exams but also prepared their parents to render their 100% true support to their children to realize their dreams”.**
 - b. **Sandip Pawar of Khopoli**, being a back bencher and a low academic performer was so inspired and motivated by the Mahacharcha Program that he announced that he will aim to score above 85% in the final exam. For a student who was expected to fail by all concerned, his teachers and parents, this was a great motivating moment in time. After the Mahacharcha Programme Sandip seriously made efforts and worked accordingly managing to score 56% which was a great moment for his family and teachers as they had given up on him. The family felt this was a miracle that could have happened only because of LOLT, their programs and consistent follow-up of social workers.
 - c. **Vanita Sunil Shinde from Tiware center** is a single parent child who lives with her paternal uncle after her father’s death. The whole family is languishing in extreme poverty. Being a dependent, facing all sorts of pressures which forced her to leave education in between but she did not give up. Her school timings were not matching with the SFSEP classes run by LOLT and as a solution the social worker introduced her to Mr. Borse, explained the situation to him and requested him to help her free of cost. With combined effort, a potential dropout Vanita scored 79% in SSC and was the 3rd ranker in Karjat Taluka. She is currently pursuing a diploma course in Optometry in Pune and stays in a hostel.

Sphurti Programme:

To provide subject wise guidance, the Sphurti Programme, was organized for the SSC students of Karjat & Khalapur Taluka during the October (Diwali) vacation just three months before the final SSC examination. In addition, a session on career path was also organized to begin the process of students applying their thoughts towards meeting their aspirations to their aptitude.

A few critical set of activities were designed for Std X students:

Individual Monitoring Visits: to set targets with each one of them.

Monthly follow up home visits by social workers: To motivate the students and to ensure that the home environment is conducive to their focusing on their studies. It was found that more than 61% students defined their targets, created charts and pasted it at a prominent place in their home; made their time tables and are studying accordingly, their parents are more responsive and consciously helping their children in all possible ways.

Parents corners meetings: To ensure effective application of strategies through them.

Bal Kala Mahotsav- 2012-13

The annual talent competition Bal Kala Mahotsav in this year had nine competitions in which beneficiaries could participate. Three new competitions were introduced in this year - Rangoli Competition, Duet Fancy Dress Competition and Kaun Banega Gyanpati Competition.

It was really encouraging to observe boys enthusiastically participating in the Rangoli Competition since traditionally it is seen as a female dominated area. This is seen as the direct impact of the gender sensitization process for both boys and girls through Anando workshops and various activities organized at the centre level.

The other competitions organized were - Singing Competition, Solo Dance Competition, Group Dance Competition, Essay Competition, Drawing Competition, Elocution Competition. The Student of the Year Award and the best Centre Award for the year for Karjat and Khalapur Taluka were also awarded.

Highlights of Bal Kala Mahotsav 2012-13:

1. 100% students participated in the Bal Kala Mahotsav organized for the beneficiaries of Karjat & Khallapur Taluka. Two elimination rounds were organized at the centre level and the best students represented their centres on the main day.
2. Three new competitions were introduced on an experimental basis - Rangoli Competition, Duet Fancy Dress Competition, Kaun Banega Gyanpati Competition.
3. Total prizes distributed were 52
4. The entire management of the Bal Kala Mahotsav was undertaken by Anando Plus students. Approximately 39 students managed the three day programme at the Bal Kala Mahotsav. This was the opportunity for them to apply all they had learnt - program planning & management, monitoring, etc. Anando plus, students demonstrated that they had not only understood about team work but were able to successfully implement the same at the ground level.
5. **Ankita Gawale and Darshana Shette of Kondiwade Centre** who are quiet & less talkative girls emerged as good speakers. Both of them shared that the Bal Kala Mahotsav has encouraged them and now they are fearlessly able to stand in front of any audience, no matter how large they are in numbers.
6. **Darshan Kalsait** a less recognized student in school and his area innovatively conceptualized the character of an entertainer. The recognition he received has enhanced his self esteem and lead to him continuing in school, enjoying respect and feeling of self worth that will surely translate into good academic results soon.

7. **Aniket Nigudse of Karjat Centre** is emerging as a professional speaker which is also making him more matured and making him stand apart from his peer group as he is not just an orator but also he has begun to think like a philosopher, and courageously talks on any issues seriously.
8. Sameer Harad of Kadav Centre is emerging as a singer. Earlier he was not aware about his skill in singing, but the Bal Kala Mahotsav has given him the right platform to realize that he can not only just sing but he has the potential to become a singer. He is very happy now to have found his vocation in life which he can thoroughly enjoy.
9. Inter-center competitions helped to strengthen team feeling and also ownership of the centre.
10. The Rangoli competition was a group activity and the competition was at the inter-center level. It achieved two purposes
 - to provide an opportunity to apply learning of team work and group work
 - to sensitize all towards serious issues like Stri bhrun Hattya, girls education, save the environment etc., which the topics for the competition.
11. Anchoring of the Bal Kala Mahotsav was undertaken by Anando plus students.
12. Teachers and judges, experts in their respective field, unconditionally supported and guided without any expectations showing acceptance of the program, contribution of the organization and the hard work done by the team.



Project Making:

The project making activity is planned to create an opportunity for children to work independently on a selected subject. This activity was organized at all 11 centers during the October Vacation. Being the vacation period, 61% students participated in this activity.

The topics were selected keeping in mind the interest and future dreams of the children. The children were given the freedom to select their topic. This activity was designed with the objective of bridging the thought process of children to their aspirations and desired career goals. The children were required to make the efforts to include live examples of their interaction with people in the profession they aspired to follow. This would help children to also understand the realities of their dream profession as well as the challenges that go with the field.

Some of the experiences of the children are shared below:

- **Vrushali Kamble and Bhagyashri Gaikwad of Karjat Centre** aspire to be leaders. Along with the social worker they decided to interview the sitting MLA of Karjat, Respected Mr. Sureshbhau Lad. In the 45 minute interview Mr Lad answered all the questions asked by the students, admired their courage and confidence. He shared his life history and the journey of his political and social life with the two girls. Both the children shared that initially they were upset as due to his busy schedule they were not getting an appointment but they did not give up till they were given the time to meet him. During their presentation of the project they expressed their happiness of meeting the leader and said that they got a deep insight of the life of a leader, what he had gained and lost in the process of reaching the leadership position. They shared that they have now realized that happiness has nothing to do with the position or wealth that a man possessed but is internal and depends on an individual's perception and approach towards life.
- **Madhuri Gupta an aspiring teacher** met five school teachers including her favourite teacher, Mrs. Dali. In her presentation she emotionally shared that earlier she knew her teachers only by name, physical appearance, the manner of teaching but after interacting with them so closely she is now more aware about why the teacher behaves in a certain manner, what has made them that way, etc. She said she respects her teacher more and probably has become more close to her now.
- A group of seven other students, interested in music met **famous TV star Mr. Vaibhav Thorve** - winner of the famous reality show 'Gaurav Maharashtra' on ETV. He shared his life story and future plan with the students, appreciated LOLT's effort in shaping aspiring students through this type of activity. He promised to help the students who wished to learn music and **Ashwini Bhoir**, one of our students is taking lessons in music from Mr. Thorve.
- **Dhiraj Jadhav a Std VIII student** aspiring to become an automobile engineer met a few engineers which has inspired him further. He has come to know about the demands of a career in engineering. He refused his class teacher's suggestion to select simple maths subject saying that, "**Automobile engineer banayache aahe tar sadhe ganit gheun kase chalel? Me pakka ganit ghenar karan kahihi zhale tari mala automobile engineer vhayache aahe.**" (He said, "If I have to become an automobile engineer taking simple mathematics will not work I have to take advanced maths as whatever happens I have to become an automobile engineer.")
- **Swapnil Bhagat, Std IX student from Neral Centre and Mr Suraj Deshmukh from Khopoli Centre**, are aspiring to become singers. They compiled songs, lyrics, composer names, their history, etc for their project.
- **Prachi Pawar** is interested in cooking and made her project on various dishes.
- **Jayvanti Thamke** did project on "Social preachers in Maharashtra and their teachings"

Every child went through a unique and different experience while working on their respective projects. **Based on her experience Senior Social Worker Ms. Shruti Malgudkar expressed that, "This year the Project Making activity proved to be a solid instrument to maintain the interest of students and also it helped to establish desired goals and dreams of the students."**

Peer Group Activity: One day for Peers

In this year one day for peers' activity was organized and conducted in all 11 centres. In all 507 students and their friends participated in the programme. An essay writing activity was conducted on the topic - **'Friendship is Relationship'**. Sessions on awareness in form of talk, games, question and answer session were organized as a part of the programme.

During the discussions students expressed opinions and thought process behind who they think are friends. Some students feel that a friend is one who always help, others feel friends are those who share their notebooks for completion of homework, a few others felt that a true friend is one who always speaks the truth. For a few others a friend is one who takes them to watch movies, swimming etc.

One of our students - **Pooja Jalse**, expressed **that the social workers of LOLT are their best friends** because they do not flatter nor do they give false appreciation. They genuinely appreciate good things and never hesitate to point out the mistakes and that also not to humiliate or put us down but to correct us. According to her social workers keep them grounded without letting them down.

The objective behind this activity was to make students realize that having friends is a need of human beings. Friendship is important for sharing, discussing, to get a second opinion while making decisions but the selection of true friends is critical and very important as wrong decisions may not only spoil relationships but may destroy life.

In some cases peers played an important role in intervention with individual students especially in cases which were related to adolescent issues as they were involved as change agents. A few of the peers have established good connects with LOLT team members and a few of them also come to seek guidance and support.

Activities with Parents:

Intervention for parents were planned for the academic year 2012 - 13 based on four key points:

1. To improve the positive and constructive contribution of parents in the process of development of their children.
2. To improve the participation of parents and motivate them to share the vision of the organization by sharing responsibilities.
3. To encourage parents to become leaders in their respective areas.
4. To motivate parents to become mentors for their village and communities.

Various approaches and methodologies were employed to effectively reach out to the parents during the parent meetings and other sessions. In Karjat and Khalapur Taluka the activities conducted with parents over the year were parents meetings, corner meetings, individual meetings, small meetings before special programmes, issue based and need based formal and informal meetings with parents and parents representatives, home visits in needy cases.

The common area of discussion during parent meetings were - presentation of activities, developments with the children in the previous month; issues discussed with the children and their responses and participation levels. Parents were also made to understand the role that parents are expected to play to improve the performance of their children. The next month's plan was also shared with the parents.

The major topics covered in Parent Trainings:

- Child Psychology - human growth behavior, stages of growth and development.
- The linkages between changes in physiology and socio-emotional relationship of adolescent and how to cope with the changes.
- How parents can help their children to manage this beautiful time in life
- How Parents can become the most trustworthy friend and supporter of their children.
- Importance of parents visits to school to meet teachers and to understand the development of their children.

Parent meetings were organized throughout the reporting year at all 11 centers. Strategically this year every parent meeting was transformed into small 'Efficient Parenting Training Capsules'.

Highlights of Parent Programmes:

- Maximum participation during parent meetings was from mothers/grandmothers i.e. women. This was encouraged to a certain extent as they are the critical change agents in rural India for the children.
- **Aniket Nigudse, a Std IX student**, was one of the resource person in the Karjat Centre parent meeting cum training session, where he spoke on the topic of **"why parents should visit school and speak to the teachers to know the development of their children?"** In his 30 minute speech, he fearlessly asked very straight forward questions to the parents like "My parents and many parents of children of my age, go to all types of small-big social functions like marriage, engagements, death ceremonies/prayers etc, but unfortunately they never make time for their children and go to school. Why???" His question became a discussion point at all the parent meetings as the question really shook the parents up.
- Parents who previously thought that these meetings were a waste of time have changed their thoughts and have become advocates for having the meeting.

For example Parent Mrs. Seema Waghmare – the only bread earner in the family is the mother of Mahadevi a Std IX student. Mrs. Waghmare is not aged but traditional in thought process and due to her past experiences, baseless reservations and misconceptions, initially, she refused to be a part of Anando but the LOLT team realized that if not pursued Mahadevi would drop out of school and though the mother refused the social worker enrolled Mahadevi in Anando. The consistent visits of social workers made Mrs. Waghmare send her daughter for workshops only and to no other programs like Bal Kala Mahotsav, Sports, and extracurricular sessions. When she expressed her dislike of 'the social approach of looking at girls as a commodity' to the social worker she was invited to the parents meeting to share her views. This parent meeting became the changing point for Mrs. Waghmare. Over a period of time she realized that her past experience of getting exploited was not going to be repeated and though it took time for her to trust the organization she is now one amongst many who never misses a parent meeting, training and or any program. She also ensures that her daughter Mahadevi participates in all activities. Mahadevi wishes to be a Visharad in Bharat Natyam dance. Mrs. Waghmare was against Mahadevi's dance but in the last parent meeting she said with tears in eyes, that she "will stand beside Mahadevi to make her dream true against the entire world."

- **Mrs. Vaishali Nemade, teacher of Janata Vidyalay, Karjat**, shared that visits made by Bhavesh's mother to school at regular interval has ensured he regularly attends school as Bhavesh knows that though his mother is illiterate she visits the school often and discusses him with the teacher. This connect helped put moral pressure on Bhavesh and as a result his absenteeism is almost zero. According to the teacher this has been possible only because of LOLT's effort to sensitize parents to regularly follow up with the school.
- **Asha Janardan Pawar mother of Mayur and Mansi from Karjat Centre** never missed any program organized by the trust; she has developed herself as a speaker, thinker and expressive women. She has now become an active member of the Parent Teachers Association of Jay Ambe High School, Bhisegaon, Karjat.
- **Sugandha Baikar, SSC passed, 45 year old parent from Neral Centre** a quiet and very hard working housewife consistently participated in various activities over the years which has made her bold enough to start a self help group. Despite several hurdles she has kept the group alive and started a small hotel-business **"Samartha Poli Bhaji Kendra"** at Neral with a loan of Rs 1.5 lakhs. It has not only helped to increase her own family income but has also generated employment opportunities for four more families and developed the self confidence, sense of dignity in life of all the four women. Sugandha, is leading the group, but never misses the parent meetings and activities because she believes that LOLT's programs and activities has built her leadership skills, made her proactive, changed her thought process and notably gave her the confidence to believe in herself. She is the most respected women in the area and has become a mentor for other women. She also takes out some time to talk to the LOLT parents at other centres in order to motivate them and replicate the result.

- **Dipika Mhamunkar, aged 40 years, mother of Abhishek Mhamunkar** conquered cancer successfully. She had almost lost hope of life, but along with medication, LOLT's charismatic cohesive environment, support of social worker and other parents who gave her emotional support and space to share her worries, she has been able to stand on her own feet. She was selected as one of the beneficiaries of the BPO training programme introduced by Kotak Education Foundation. She has joined Hastimal Grocery Shop and earns Rs. 6000/- monthly. She says, **“Before LOLT intervention, my life was like an empty vessel, now it is of full of happiness and new dreams with new courage to enjoy the life even in challenging situation”**.

Programmes with teachers:

School teachers are an important partner in the Anando process of development of children. In Karjat and Khalapur Taluka, in this academic year their contributions ranged from teachers involvement in critical case solving to participation in events organized by the trust as resources persons. Some of their contributions are as below:

- **Surendra Bhagwan Dhole of Mohili Centre** suddenly stopped attending school to work at a construction site. When his teacher Mrs Ghosalkar realized he had not attended school for over a week she brought it to the notice of the social worker. They made a joint visit to his home and tried to understand the situation. It was understood that Surendra had a small fight with his mother and decided that he will start working to add to the family income. The teacher and social worker counseled the child and the mother and retained Surendra in school. This is one of the many examples where school teachers and social workers have worked hand in hand to stop children from dropping out of school.
- In a parent meeting organized by Jay Ambe School, Bhisegaon, Karjat, majority of the parents were Anando beneficiaries. **The head master Mr. Mhatre appreciated the awareness created by LOLT amongst parents.**
- **Dnyandev R. Bichkar, teacher of Madhyamik High School, Khopoli**, participated in a parent meeting as a resource person said that LOLT has developed its demand therefore the attendance of parents is always high in these meetings which is not the case when the school calls for parent meetings.
- **Jayvanti Thamake, orphan girl staying with old aged grandparent**, due to non payment of fees had stopped coming to school. Mr. Jayavant Pardhi, a sensitive teacher of Neral Vidya Mandir, came forward and paid the fees of Jayvanti by saying that, “LOLT Team is doing so much for our children we also should take some share of it”. Jayvanti is regular now and has appeared for SSC.
- **Kailash Gadekar from Neral Vidya Mandir and Mr. Dilip Mhaskar of Kondiram Shende Patil Vidyalay, Neral**, are other examples of dedicated teachers who always support the social workers in individual case solving and in conducting group sessions too.

Teachers have also contributed in many programmes organized by LOLT in this year. For example:

- At the career guidance program organized in Dnyan Makrand Vidyalay, Khandas, & P. N. P. High School, Beed in the month of February 2013 in which 65 students participated. The program was organized to make the children aware about various career options available to them as per their aptitude. The Head Masters of both the schools Mr. Pandharinath Rambhau Tambe, Dnyan Makrand Vidyalay, Khandas & Mr. Rajabhau Yadav Gade, P. N. P. High School, Beed participated in the programme and guided the students. Both of them appreciated the concept of the career guidance programme and acknowledged the vision behind this programme as it encouraged students of SSC to score the required percentage to get admission in their dream career/ college.

- During the Education Material Distribution Program in the month of June 2013 teachers Mr. Deepak Tagad from Meenatai Thakare Vidyalay, Khopoli and Dnyandev R. Bichkar from Madhyamik High School, Khopoli were present for the programme and gave inspirational speech to the 120 people present. Mr. Deepak Tagad announced that LOLT through Project Anando is playing the supportive role to teachers and school hence it is the teacher's moral responsibility to help the trust. Accordingly he and his colleague teacher Snehal Ghosalkar also came to guide SSC beneficiary students in the Sphurti Program, organized in February 2013 at Madhyamik High School, Khopoli. Mr. Deepak delivered valuable lecture in English and Ms. Snehal in Mathematics. They also handled the question answer session of students. In this way the participation in each others programmes is not only building institutional relationships but also it is developing a sense of joy of doing a great job.



Alibaug & Murud Taluka

Light of Life Trust successfully completed five years of intervention in Alibaug Taluka in March 2013. LOLT reaches out to 200 children across 4 centres in Alibaug & Murud Talukas. Two centres - Chondhi and Alibaug belongs to Alibaug Taluka and two centres - Salav & Walke belong to Murud Taluka.

Summer Vacation Activities:

In total three summer vacation batches were organized in all centers in Alibaug & Murud Talukas where the following activities were undertaken at the center level:

Emboss Painting:

One session of Emboss painting was conducted in every center. This activity was conducted by Ms. Reshma Patil, Mrs. Sarika Raut, Ms. Amruta Parakar and Ms. Monali Gharat in all the centers. They purchased one emboss painting kit to teach the children. First they explained that if they make this painting at home children could use this in their home as a wall piece otherwise they could sell this item in the market or give to their friend and relatives as a gift. The children were then taught how to paint on the emboss sheet, how to press the emboss sheet and how to give color to the picture. First the children just looked at how the teachers were giving color to it. Some of the children started to give color to the emboss painting. Then the interest of children increased and they learnt the art of emboss painting with interest and their response was very good in all the centers.

Greeting Card Making:

This activity was conducted by Mr. Jagdish Patil and Mr. Kalpesh Gharat in all the four centers. They gave the students an idea about how to make the greeting cards, gave them the drawings and told them to paint it. Colors were provided to them and the teachers had given them an idea and techniques to paint the drawing. They also explained the color combination and various painting methods to the children. The children painted the pictures beautifully and they made some good greeting cards and gained knowledge about painting.

Diya Making:

This activity was conducted by Ms. Reshma Patil, Mr. Manohar Patil and Mr. Vrushal Ladge. They had taken readymade Diyas for this activity and told the children to paint the Diyas. First they had given them ideas for painting Diyas and told them that first you draw a design on Diya by pencil and then color it. All the center's children painted the Diyas beautifully and made some innovative Diyas as well .



Education Material Distribution Programme:

The Education Material Distribution Programme for all 200 students of Alibaug Zone (Chondhi, Alibaug, Salav & Walke) was organized in the month of June 2013 at the centre level. Anando beneficiaries were provided all needed education material, a very crucial support given to them, as otherwise there were high chances of students being unable to continue school.

The biggest impact was that the Anando beneficiaries could attend first day of school very confidently due to the support received through the education material provided.



Weekend Empowerment Workshops

LOLT's Project Anando undertakes direct intervention with students through various activities and the weekend empowerment workshops are the main activity aiming at shaping the personality of students. In the year 2012-13 in total 175 weekend empowerment workshops were conducted across the four centres. The following subjects were covered through the workshops over the year:

- Rules & Regulations are meant for our safety
- Self Discipline & Self Esteem
- Role & Responsibility
- Me & My Values
- Effective Communication
- Internal Conflict Management
- Socialization
- Challenges Of Exams
- Vachal Tar Vachal

Outcomes of the impact of the weekend workshops accompanied by case work and group work reflect in the changes that occur in the beneficiaries lives. Some of the impact is shared below :

- Akshata Ramkrishna Khaire, Std IX, Salav Center:** Akshata was selected as an Anando beneficiary when she was in Std VII under the neglected child category. In the month of September 2012 it was observed that she had stopped attending school and was not attending the workshop as well. During a home visit and post discussion with her parents it was understood that she was finding it very difficult to understand Algebra and Geometry, was not able to complete her homework and hence has stopped going to school. She was also scared that if she fails the year she would have wasted the money her parents were spending on her schooling like her brother who had given up his ITI course half way. She had reasoned that it would be better if she stopped going to school. The LOLT team after many sessions of counseling and home visits made her understand that education is important and motivated her to start attending school and told her that, if she felt that some subjects were hard she needed to use better techniques to understand the topics. She is now attending school regularly and is preparing for her final exam in April.



- Shubhda Shaha, Std IX, Chondhi Center:** - She did not mix with other children which was hampering her personality development. The team has counseled her about her behavior and from time to time have discussed her family problems as well and tried to handle some of the problems through home visits. She has shown a lot of interest in drawing and singing and hence the LOLT team also enrolled her in the Anant Programme for singing. She reproduced some printed pictures into drawings and the social worker appreciated her in the workshop for her drawings. Slowly she has begun mixing with the other children. First she became friendly with only one child then she started to discuss her problems freely with the team and then this year she participated in the elocution competition at the Alibaug Bal Kala Mahotsav for the first time.
- Akash Ramjit Sharma, Std VII, Alibaug Center:** - Akash is in Std VII in the Municipal School. In the previous year he was not going to school regularly because his family was in a critical condition and he was going to work in order to support his family economically. He was in the company of a few undesirable friends and he was not interested in education. His family had migrated from Uttar Pradesh and his parents are not aware about education and his elder brother had also dropped out from school. The LOLT Team after his selection started the intervention through workshops, home visits, school visits, and other event and though in the initial stage found very low level of involvement as he did not attend in classes so after continuous efforts, taking follow-up with regular home visit, school visit, motivational guidance a positive change was seen in his personality. His attendance levels increased in all classes, school, and events with improved participation at all levels. His personality molded toward respectfulness and good communication skills. He has developed a live & learn attitude and now shows an interest in education. His parents too are now attached with LOLT and are increasingly aware and supportive of his education. Akash is still working but manages school time and class time. In this year he was selected for Taluka and District level competitions in sport like (Kho-Kho, Running, Rally, and Kabbadi) and also won first place in the Running 100m district level competition

- **Kalpesh Patil, Standard X, Chondhi Center:** - He had very low interest in education. He was not aware about his responsibilities. He was always found to have low attendance in SFSEP classes. He had failed in Std IX. After having counseled him the Team discussed his behavior with his parents and gave suggestions on how he could complete his SSC exam with No. 17 form. His parents agreed to the suggestion. Through regular counseling Kalpesh promised to complete his SSC exam successfully. He gave his SSC exam for the year 2012-13, if we had not counseled and suggested to him to fill form No. 17 form for SSC the chances would have been higher that he would have droppedout from the education stream.
- **Swapnali Ankush Bhosle, Standard VII, Alibaug Center:** - Swapnali was enrolled in 2012 in the Anando Project. The problems identified during enrollment was that she was not able to hear and speak clearly, that's why she could not mix with other children and could not participate in any school level activities. Her parents communicated in mime and treated her as an abnormal child. The intervention in this case was with a proper plan and strategy. She was motivated to attend workshops regularly, and her parents were counselled about the environment at home and were given small activities on verbal communication to be conducted with her. Her father was motivated to provide more support to her mother. She was more involved in the singing classes and was encouraged to listen and to try and speak with other students. As she is interested in dance she was also involved in the dance classes where she performed well. At the workshop she was involved in group discussions specially in presentations. With LOLT's best



efforts positive changes were seen in her personality and it has been observed that all her lost energy and vitality is returning as she is gaining in confidence.

- **Ashish Gajanan Baphalekar, Standard VIII, Salav Center:** - Ashish was enrolled in Anando under Neglected child category when he was in Std VII. Before his enrollment it was observed that he was academically poor and he had no awareness about education. His language

was very dull, his pronunciation was also not very good and he used foul words in his communication while speaking with friends. Post enrolment it was found that he was not attending workshops regularly. Many home visits were made to discuss these issues with his parents and efforts were made to make them realize that Ashish's behavior was not acceptable and they had to keep an eye out for him and his behavior. Also during the weekend workshops he was counseled and involved in different activities to change his behavior. He was involved in group activities and other students were told to interact with him and he was also encouraged to speak during presentations. Through all these strategies, efforts were made to bring about a change in his behavior. Now he is mixing with all other children and attending workshops regularly. His communication skills have also developed and he gives respect to others and follows instructions.

- **Krutika Kiran Khambe, Standard IX, Alibaug Center:** - Krutika has been an Anando beneficiary for the last 2 years. Her personality has developed well and her participation levels have also increased. Last year she was faced with a big health problem (gyneacological related disease). She was not only facing illness but her parents were not supportive and lead by superstition when it came to her treatment. After LOLT intervention and proper guidance the Team succeeded in developing the parents thought process as well as created awareness among parents about their

responsibilities and the expectation from parents to give her the required medical treatment immediately. Krutika was counseled to maintain her health and motivated to increase her participation and involvement. In two months after continually taking efforts good results were achieved.

- **Ashay Chachad, Standard IX, Chondhi Center:** - Ashay had a carefree personality and was always found to have low attendance in school, other classes and always telling lies to others. He is a single parent child and his mother is very worried about him. He was also using bad words in community and in his friend circle. He was counselled about his misbehavior, home visits were made and his personality was discussed at length with his mother. She was also counseled to give proper attention to Ashay. His positive points were highlighted in front of his mother. After regular counseling, positive changes have been seen and he is now attending school and other activities regularly. He has started to think deeply about his future.

Impact of weekend empowerment workshop:

- Active participation in activities of students increased at school and organization level activities.
- Due to general knowledge sharing at all weekend workshops, students have participated in non-school activities like different competitions (Dance, Singing, Essay Writing etc) at various organizations and mandals.
- Developed children's understanding levels and social approach toward community as well as participated in community activities
- Weekend workshops helped build their confident levels and communication skills, as well as leadership capacity.
- They have participated in elocution in their school and/or faced any difficult situation at home
- Developed a positive approach towards life and have set self goals as per interest.
- Some children have developed their grasping power and developed their individual approach towards education and life
- Increased team management capacity
- Developed better parent - children relationships as well as children providing support to parents to handle family responsibility.

Mahacharcha Programme:

In total three Mahacharcha Programmes were organized in Alibaug & Murud Taluka in this year - 1 combined programme was organized for Std X beneficiaries from Chondhi and Alibaug Centres & 1 each for Salav and Walke Centres respectively. The Chondhi Alibaug Mahacharcha Programme was organized at the Rural Zilla Parishad School, Chondhi where the rankers (all Anando beneficiaries) guided our students regarding perfect planning for the SSC year. In Salav & Walke Centers too the programme was organized in the local Zilla Parishad school where rankers from the local schools were invited to share their experiences. Not only the rankers but their parents also guided the students and their parents.

Major inputs given in Mahacharcha to SSC students:

- Effective study methods of each subject were explained by rankers and resource person.
- Health tips during exam period of child were given by ranker parents.
- Techniques of adjustments to other events and school activities were suggested by resource persons and rankers.
- Also our resource person made students understand how to create a good balance between reading & writing.



Rainy Picnic:

All four centers organized and conducted the Rainy Picnic in the month of September 2012. (Chondhi, Alibaug & Salav Centres on 9th September 12 and Walke Centre on 15th September 12).

- Chondhi Center's rainy picnic was held at a local farm house where students celebrated the Gopalkala where our girl beneficiaries broke the Hundi during the picnic.
- Alibaug Center's rainy picnic was at the Beach where all our students played various games and enjoyed the freedom.
- Salav Center's picnic was at the Ganpati Temple - Salav where in the garden students played various fun-filled activities.
- Walke Center's rainy picnic was near a small river close by. The beneficiaries enjoyed their day playing in the water for a long time.

Impact: All Anando beneficiaries enjoyed the day spent together as a result of which bonding strengthened amongst them.



Peer's Day:

On 16th September 2012 - Peer's day was conducted during the weekend workshop at three centers - Chondhi, Alibaug and Salav. The programme started with a session on Meditation. The activities for Peers Day began with an introduction activity where one by one each Anando child came to the front and introduced his peer/friend to all present and gave a brief background about their friendship. At the end of this activity it was concluded that friendships can start anytime and anywhere, there is no limit of age for friendship. The second activity was the paper dance from which they were made to understand that in critical situation help comes from friends, so peers are important in life. This was well understood by the children. At the end of the programme another activity 'Hand Painting' was undertaken where the children in groups of four painted with their hands on a card sheet provided. This served as a memento of their time together on this day and explained that, behind every friendship ones responsibilities increase towards maintaining the same. Children enjoyed all activities and learned more about their peers.

Bal Kala Mahotsav

Increased participation of students in different competitions at School, Village, Taluka & District level have been due to LOLT's mega event like Bal Kala Mahotsav.

Every year the Bal Kala Mahotsav is organized to encourage Anando children to showcase their talents at the Taluka level. The Bal Kala Mahotsav provides a big platform for students to perform, and to show their inherent talent & skill to all, leading to an increase in their confidence levels. In this year the Bal Kala Mahotsav was held in Alibaug Taluka on 2nd Feb of 2013 at Karnik Hall, Panth Nagar, Alibaug where 191 students and 150 parents actively participated.

Different competitions like Essay Writing, Drawing, Elocution, Singing and Dance were held for the students. The Salav Center won 1st prize in Group Dance competition even though Anant Programme is not implemented with these children.

The Chondhi Center students won 14 prizes, Alibaug Centre won 13, Salav Centre won 6 and Walke centre won 7 prizes in this year's Bal Kala Mahotsav.

Best students of the year award: In Chondhi and Alibaug Center's the best student of the year award was given to Pooja Bhoir and Kirti Padiyar who are both students in the Anant Programme.

Impact of Bal Kala Mahotsav

- **Shree Ganesh Seva Mandal Kihim**, Chondhi had organized District Level Dance Competition on 12 February 2013. Chondhi Center students have participated for the last three years but not achieved success. This year they put in more effort in preparation as a result of which the students achieved the 3rd rank at the District Level gathering. They even won a cash award of Rs. 3333/-. In the next weekend workshop their victory was celebrated at Chondhi center and the students were honored for their hard work through flowers and motivational speech. The students' speeches showed confidence and were more effective than before. The students were motivated by the team to save their victory prize money in a bank account. They won Rs. 3333/- which was equally distributed amongst all the 14 students - each received Rs. 238/- per head. They decided to open a saving account in the bank and deposited this amount in it. With the help of the Bank Officer our Social worker has opened saving bank accounts in BOI Chondhi and deposited this amount in it. With this inspiration other 6 students also opened bank account with Rs.100/- as initial amount and now they have committed themselves to saving regularly.
- **Bakti Raut from Alibaug Center** was too shy and she never took part in any school level activities. After giving her proper guidance and motivating her to participate in the Bal Kala Mahotsav, she was inspired and she gave a fabulous performance at the dance competition. She has now begun to participate in school activities and recently she won the second prize in an elocution competition organized by her school.
- **Krutika Khambe from Alibaug Center** won the first prize in Essay Writing competition which was organized by her school at the Taluka level.
- **Pooja Bhoir from Chondhi Center** won first prize in elocution competition organized by her school at Taluka level.
- **Harshala Parab from Chondhi Center** won second prize in Elocution competition which was organized by a local mandal.
- **Maya Rathod and Kunali More from Chondhi Center** won second prize in dance competition organized by a local mandal.
- **Harshala Parab from Chondhi Center** has participated in a district level singing competition which was organized by Gurusvarya Subhanrav Rane Pratishthan Pezari.
- **Akash Sharma from Alibaug Center** won first prize at the District level running competition.

- **Balu Rathod from Alibaug Center** has won a silver medal in a karate competition.
- **Manjeeri Jadhav from Alibaug Center** won 2nd prize at the Taluka level 800m running race at the district level.
- **Bhagyashri Gavankar from Chondhi Center** has received an honorable award in sport from Dilkhush Krida Mandal, Awas on 10th March 2013.



Activities with Parents :

Parent Meeting & Trainings:

In this year 15 parent meetings were conducted in all four centers in Alibaug Taluka. The average attendance of the whole year of the parents was 71%. In the parent meetings the discussions focused on childrens education, their study, behavior, workshop attendance, class attendance, school attendance, parents' attendance in events and parents contribution in their child development.

In the beginning parent's contribution in their child's education was very low. They did not give due importance to their childrens education as they were not aware about its importance. But after Anando intervention, with guidance, motivation and efforts to create awareness of education through implementation of various events and activities for parents, the scenario is very different now.

Through the parent meetings efforts have been made to awaken parents towards their children's study and provide them various methods by which to follow up on their child's study. Parents were encouraged to make sure about that their child was going to school, workshop and class on a regular basis. Parents are now very well aware about the status of their child's education, they make enquiry about their child in workshop and classes. Some parents visit school and take a follow up from the school teachers.

Impact of Parent Meetings:

- **Creation of awareness about responsibilities:** Counseling of all parents during home visits, parents meetings to make them more aware about their responsibilities. Now parents have realized their responsibilities and are supporting their children in all aspects of their development.
- **Development of confidence level:** From parents meeting, parents training, palak melava and like minded activities the confidence level of parents, their ability to share their thought process in front of audiences etc have been developed.
- **Helping nature:** With the help of different events for parents training, Palak Melava, BKM, etc a helping nature has been inculcated in the parents. Parents help the LOLT team in many different ways and for many different purposes as the bonding between the parents and the team has developed into a strong one. They also help each other during all turns in life and their community as well.
- **Social approach:** With the help of different activities a social approach has been inculcated in the parents. They have contributed at different levels - For example one of the parents of Chondhi Mrs Sunita Amle leads the Bachat group. During the Bal Kala Mahotsav, Alibaug Center's parents took a stand that all children must attend the BKM despite living far away from the venue as they too are a part of the LOLT family. The parents collected funds and managed to provide snacks for all 191 students of Anando, 150 parents and 30 Anando Plus students. This was managed very well by them.
- **Active Participation in Sustainability:** In Alibaug Taluka at all the four centers nutritious food is managed by parents who have taken the responsibility of providing wholesome nutritious meals during the workshops.

Palak Melawa:

All centre parents came together for the Palak Melawa. The chief guests at the Melawa were Mrs. Manisha Chimbulkar (Sarpanch, Reawadanda), Mr. Sharad Gondhali (Shiv Sena Shakha Pramukh), Ms. Aparna Patil (Project Officer - Yuva Parivartan) Mr. Avinash Patil (Assistant Programme Manager, Project Anando). All Alibaug & Murud Taluka LOLT team members and 132 parents were present at the event held on 08th May 2012.

Some of the activities conducted during the Palak Melawa were :

1. Joint Hard Work:

This was the first activity of the day. All center parents participated in this activity where participants selected partners and in pairs participated in the games. In total there were 40 pairs and after four rounds of selection the following were declared as winners:

- ✓ **1st Ranker - Mayuri Pednekar and Pushpa Kamlakar Thakur**
- ✓ **2nd Ranker - Bharat Joshi and Ramdas Dalavkar**

2. Straw Ball Activity:

In this activity individually parents had to hold a small thermacol ball with a straw in their mouth and run to the finish line without making the ball fall. The best parents (from five rounds) were selected for the finals and amidst a lot of enthusiasm the final three winners were declared. They were:

- ✓ **1st Ranker - Chnadrakant Mohite (Walke Centre)**
- ✓ **2nd Ranker - Mohan Tambade (Salav Centre)**
- ✓ **3rd Ranker - Kiran Khambe (Alibaug Centre)**

3. Team Building Activity:

All four center parents participated in this activity. All parents were made to stand in one square shape. Each line represented one centre and had to choose one leader. The instruction was given that each member should take a pot of water and collect the water in the bucket in the center provided to each center. In this activity the leaders main part was to plan and strategize and give direction to ensure that each parent does the task given quickly. The leader had to also motivate the participants to carry the water to the best of their ability. This team building activity created awareness about parent's responsibility and leadership capacity as well as increased participation level of the parents as they made efforts to complete the task given as fast as possible and make their team win.

4. Jhatapati Activity (Dough Ball)

Another center wise group activity – the 'Jhatapati' activity was undertaken wherein one centre parents were made to stand in one big circle and another group parents inside the circle had to be made out with a ball. The activity gave five minutes to each team to make members of the other team out. At the end of five minutes the winners were declared based on how many members were made out by the opposite team. **Alibaug Center parents won this activity.**

Highlights of Palak Melawa

* Support of Community

- Local leaders and community support was good. Through the efforts of Anando parents like Mr. Joshi and Salav Center social worker Mr. Kalpesh Gharat, the venue for the Palak Melawa was provided free of cost and lunch was sponsored by Mr. Sharad Gondhali.
- Mrs. Manisha Chimbalkar gave good support and was present for the event
- Local leader has extended his help and support in future to all programmes in Alibaug.

* Effect of the programme

- All activities were conducted as per plan and parents enjoyed participating in the same.
- Parents were fully involved and lead the programme well. Their cooperation was excellent.
- The parents were encouraged to live a life with fun.
- Good parent attachment to the programme from each center.
- Participation level of all parents has increased and remarkable changes have been seen in them after the programme. A positive thought process has been seen in parents.
- They have understood the 'Mantras of living a life'.
- Parents really enjoyed the whole day and also learnt from all the activities.
- Parents are motivated for their childrens' education and their overall development.

Significant Changes observed in parents in Alibaug & Murud Taluka:

- **Sarika Padwal, Age 37, Alibaug Center:** The mother of Janhavi Padwal from Alibaug Center she is a quiet person and does not participate in cultural programmes or functions in family and community. She is disturbed after her husband's death and is living a depressed life and does not mix with other community members. She is also not supportive to her daughter because she is financially struggling to make ends meet. After Janhavi's father's death, for the first time her mother participated in the Palak Melawa. There is a tremendous change in her now - she did not participate in the first activity but after the team urged her she participated in the team building activity. For the first time she enjoyed herself and freely interacted with the other parents. She was able to motivate herself to live a life fully and emotionally stronger to achieve victory.
- **Shubhangi Dhumal, Age- 35, Alibaug Center** - is Shreya's mother who was enrolled in anando last year. She is working in JSM ladies hostel since her husband's passing away from cancer. None of her relatives have supported her but instead have been blaming her for his death. This was making her very depressed and she was not getting involved in any activities and cultural & community program as well as. She is a

good natured and respectful personality. With our intervention we have been able to increase her confidence levels as well as inspire her to live her life well and with our moral support she has started to become more involved in different family and community programmes. She showed brilliant skill during the Palak Meleva as she participated well in all activities and provided good motivation to all. She displayed good leadership abilities as well as her helping and understanding nature in the way she motivated her team.

- **Kavita Shedge, Age- 38, Walke Center-** the mother of Kunal Shedge is not involved in her childrens' development and is not able to handle her family responsibilities well as her husband is hot tempered and emotionally abuses her. Through counseling sessions with both parents an awareness about their responsibilities have been created especially with Kunal's father who is being guided on how to control his temper and his abuse. His mother has increased her level of involvement in LOLT programmes as well as the community programmes. In the Palak Melava she has shown her inbuilt ability. Her active participation and good management skill, leadership capacity, understanding skill, team handling and learning attitude has emerged well. She really enjoyed all the activities and lead her center parents well.
- **Yamu Shedge, Age 39, Walke Center** - She is Adesh an orphan child's paternal aunty. Adesh is a naughty boy who is living with his paternal relatives, grandmother, his uncle and unmarried aunt. His aunt looks after him but her being unmarried at 39 years is affecting her and due to feeling of depression she does not participate in any community and family programmes. She has a very low awareness about education and low general knowledge as well. She initially only thought that Anando will support materialistically but after LOLT intervention there is a change in her approach though her attendance in parent meetings was low. At the Palak Melava this year there was a huge difference noticed in her as she actively participated in all activities and felt happy for the first time. She interacted well with the other parents and is learning how to handle the parenting role for her nephew.
- **Meghana Raut, Chondhi Centre, Age-39** - is the mother of Siddhi Raut. She is suffering from spondylitis. She has been with LOLT since the last year and in the Palak Melava it has been observed that she participated actively, motivated people and displayed a positive approach, and helping nature. She participated in all the activities even though her physical condition was a cause of worry but she did not loose her confidence whilst participating. She also contributed as a volunteer in the Palak Melava and motivated others to participate.
- **Laxmi Naik, Chondhi centre, Age-30** - is the mother of Saurabh Naik. She works on daily wages and is from the Adivasi community. She is a widow. All the time she faces different challenges in her fight for survival. She is very shy in nature and does not speak unnecessarily. Her attendance was very low during parents meetings and her stress can be seen on her face. But in the Palak Melava many changes were observed in her personality as she became more involved with other parents and participated in the group competitions.
- **Mohan Tambade, Salav Centre** - is the father of Sonuka Tambade from Std IX. He is working as a coconut seller outside the Birla Mandir, Salav. He is always busy in his work. He is an alcoholic. In the initial stage his attendance during parents meeting and other events was not good. Though whenever home visits were made he would respond well and discuss study, school and class attendance. Sonuka's mother is also very good by nature, but both the parents do not attend parent meetings regularly and their participation has not been so active in any event. But a good development was seen in Sonuka's father during the Palak Melava. He participated in all activities and enjoyed himself in addition he also got a prize in one of the competitions. First time in his life he was ever involved in an event like this and he was very happy to have got this opportunity.
- **Nikita Patil, Salav Centre** - is the mother of Kunal Patil who was enrolled in Anando last year. As his father expired his mother does daily wage labour to support their family. Kunal's mother is always busy at work as she is the only bread earner and is not able to regularly attend parent meetings or events. During the home visit it was observed that though she is worried about Kunal's education she is unable to change the situation due to her lack of qualification and no awareness regards importance of education. She does not give priority to LOLT events and activities at all. Good changes were observed in her at the Palak Melava as she began to interact with other parents and participate in the activites organized.



Jeevan Asha Computer Centre, Alibaug

The computer centre was inaugurated in Alibaug in the month of February 2012. In this reporting period the centre reached out to 50 students from in and around Alibaug City. The details of the key activities organized are as under:

| Target Group | Key Activities | Target | Total |
|-----------------------|-------------------------------------|--------|-------|
| | Computer Basic Sessions (Practical) | 64 | 60 |
| | Theory Lectures Taken | 16 | 12 |
| | Assignments Taken | 12 | 12 |
| Community (Marketing) | School Visits | 20 | 35 |
| | Collage Visits | 20 | 18 |
| | Coaching Class Visits | 20 | 20 |
| | Pamphlet Distribution | 1000 | 1200 |

The first Certificate Distribution Program was organized at Jeevan Asha Computer Center, Alibaug on 9th July 2012 in presence of the Welspun Foundation for Health & Knowledge team Ms. Kushboo Mandavewalla, Ms. Connie Silveiria and Ms. Mangala Tambe. All the students who gave their exams and cleared the course were given the certificates. Motivational speech was given by the guests present.



Mangaon Taluka

Mangaon is one among 15 Talukas of Raigad District in Maharashtra State. It is situated on the Mumbai Goa Highway Road, 188 Kms from Mumbai City. Though it is at a little distance from Mumbai it is well connected through the Konkan Railway network and by Mumbai-Goa National Highway.

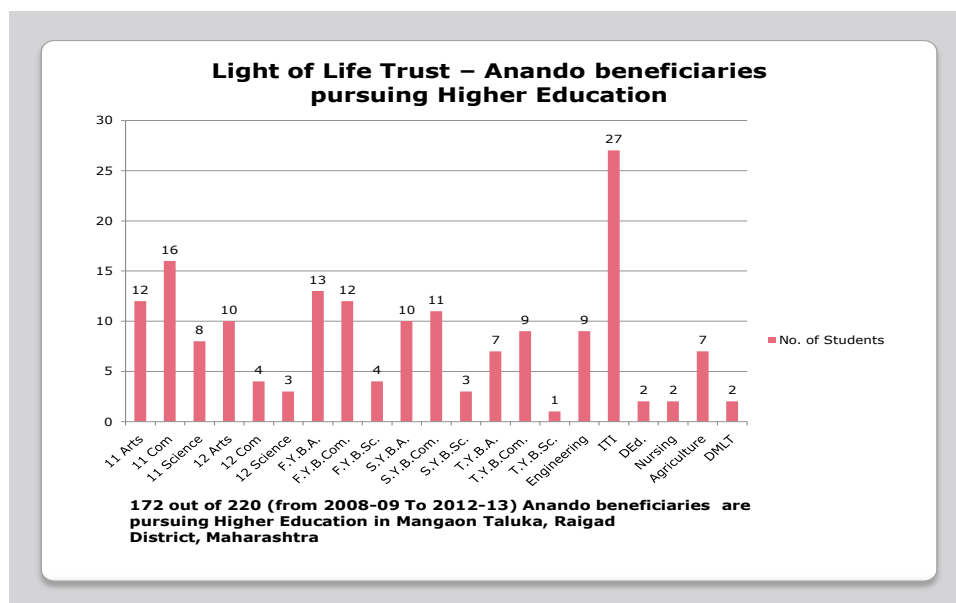
Mangaon Taluka's population is 1.52 lakh with gender ratio of 976. The population comprises of all kinds of communities like SC, ST, NT, OBC, and religious minorities like Christian, Buddhist, and Muslims. In the 2nd & 3rd decade after independence majority youth of Mangaon migrated from the villages to Mumbai and joined the textile mill industries as laborers. Few of them migrated to Pune in search of livelihood, only old people and women were left behind. Nowadays majority of the migrated youth are engaged in the hotel industry in Mumbai & Pune whereas girls have joined domestic jobs.

Since there are 364 primary schools in Mangaon Taluka, the enrollment in primary education is very high but Std IV onwards the dropout rate increases and it reaches an optimum level in Std IX & X.

Project Anando was initiated in Mangaon Taluka in the year 2007 looking at the high level of school drop outs especially in the secondary schools. Anando beneficiaries come from families whose main source of income is from members working as domestic help or who have migrated to either Mumbai or Pune and are working as waiters, chefs, assistant helpers, etc. In many homes the responsibilities of families are shouldered by women (mothers) who are working as domestic help as it is the only work that guarantees 30 days of continuous work unlike working as daily wage laborers where work is not guaranteed on a daily basis.

In Mangaon Taluka through Project Anando, 220 children across 80 villages attending 9 schools have stepped out into the wider world and charted their own destiny. Over the last 6 years beneficiaries have been impacted in many different ways by Project Anando. One of the major impact has been on the development in the academic pursuits of the beneficiaries. In 2007 none of the Anando beneficiaries in Mangaon would have even dreamt of pursuing higher studies leave alone completing basic education. Today they are dreaming big and are pursuing their areas of interest with a high degree of self confidence and self esteem. Parents and community have also become more aware and determined to ensure that their children are given the right opportunities in life.

A glimpse into the academic development of Anando beneficiaries in Mangaon Taluka is given in the chart below:



In the year 2012-13 Mangaon Taluka reached out to 221 Anando beneficiaries across four centres – Mangaon, Goregaon, Nijampur and Jawli. The Anando team in Mangaon Taluka was awarded the LOLT BEST TEAM OF THE YEAR 2011 - 12 at Manthan X for the excellent work undertaken during the year and the commitment, creativity and dedication shown by each member of the team.

The aggregate annual attendance in this period across all four centres in Mangaon Taluka was 77.78%. A total of 1055 home visits were made during the year and 39 beneficiaries were identified as cases requiring special attention.



Summer Vacation Activities :

Like every year the Summer Vacation activities were organized in this year from 1st June to 10th June 2012. The activities were organized keeping in mind the following objectives:

- To utilize the time of the beneficiaries during the summer vacation in innovative and productive manner
- To create new hobbies amongst them
- To keep them happy, active and concretely occupied
- To enrich their lives with good experiences
- To provide a base for vocational courses in the students mind

Impact:

- * This year again the Mangaon team was able to hold summer activities with a difference through an innovative & productive concept.
- * LOLT team & volunteer parents underwent a training programme in bamboo SHIP making.
- * As summer activity Anando beneficiaries were trained by LOLT staff & parents to make superb, stunning & artistic SHIPS in Mesa Bamboo with the help of feviquick, fevicol, knife, hacksaw, scissor, cutter, scale, marker, sunmica, polish paper & varnish.
- * Students & parents contributed creatively during the Summer Activities.
- * It was really a period of joy, excitement, pleasure & some serious learning.
- * 20 'Wooden SHIPS' were made by children as part of Summer Activities.
- * The ships are waiting to be sold as a marketable product
- * The beneficiaries and parents were introduced to an excellent medium of generating income.
- * Children could themselves build these ships at home in their spare time & can sell it as part of 'Earn & Learn'.



Education Material Distribution Programme:

On 17th June 2012 at Kunbi Bhavan, Mangaon the annual Educational Material Distribution Programme was organized for all the beneficiaries and their parents. In all 215 beneficiaries and 214 parents were present for the programme and in the presence of the School Chairman, the Block Education Officer, School Principals & teachers and the entire LOLT Mangaon Team the educational material was distributed to the children along with motivational speeches by the guests.



Weekend Empowerment Workshops:

The weekend empowerment workshops were regularly conducted during weekends for all the beneficiaries across the four centres in Mangaon Taluka. The workshops play a vital role in the development of the child's personality and impact the beneficiaries the most in terms of their growth, leading them to analyse each situation in a logical and matured manner. The following topics /issues were covered in this reporting period in Mangaon Taluka:

- Orientation Workshop
- Quiz Competition
- Story Telling By Saga Cards
- Recognizing Missing Words
- Effective Communication
- Art Of Remembering
- Gender Equality
- Amiable Approach towards Marginalized Section of the Society
- Effective answer writing
- Basic value education
- Self discipline
- Ideal personality
- Importance of dreaming in life
- Utilization of Time in Examination period

Highlights of the Weekend Workshops:

- The workshop on effective answer writing gave all the students valuable tips for effective answer writing for examination because students are now aware that performance not only depends upon one's knowledge but it also depends upon how effectively one writes the answers in the exam papers.
- The beneficiaries are now more aware about the different social issues present in society and how important it is to have a positive attitude towards all.
- The importance and need for Gender Equality for society's development has been very clearly understood.
- The quiz competition held by the medium of 'music ball' game proved very joyful & effective. It was a very informative session based on general knowledge. Participation levels were very high as each child got a chance to pick a question and attempt answering it. Through the quiz general knowledge was imparted to the children in a different manner.

Mahacharcha Programme

The Mahacharcha Programme for Std X students was organized in Mangaon Taluka on 5th August 2012 at the Ashokdada Sable Vidyalay, Mangaon. 84% of the current Std X students and their parents attended the programme which not only felicitated the previous year ranker students and their parents but also provided a platform for the ranker students to share their experience and study tips to motivate and encourage the current batch of students in Std X.

During the programme not only proper guidance and right direction was given to SSC students but different queries related to the academic year for Std X students was also discussed. In total 30 questions were asked through the three hour long programme in order to acquire knowledge about the best method of study for Std X exams.



Bal Kala Mahotsav

The annual talent competition 'Bal Kala Mahotsav' was organized for the Anando beneficiaries of Mangaon Taluka on 5th February 2013. 95% of the beneficiaries participated in the programme with a lot of enthusiasm and excitement. The competitions held at the Bal Kala Mahotsav were:

- Essay writing
- Drawing
- Project Making
- Greeting Cards Making
- Quiz Competition
- Solo Dance
- Group Dance & Drama Competition

Highlights of the Bal Kala Mahotsav:

- * The most expensive and the mega event among all events under LOLT was planned and organized by the Mangaon team through the participation and contribution of students, parents, teachers and sponsorships from the local community.
- * The DRAMA competition was the main highlight of the Bal Kala Mahotsav for which all team members worked hard, writing scripts and working on characters, taking drama rehearsal early in the morning for 15 consecutive days upto the day of the Bal Kala Mahotsav.
- * It was a very exciting, enthusiastic and energetic experience for all including parents, students and all LOLT team members.
- * Committed, dedicated and hard work of the team made the Bal Kala Mahotsav an unforgivable experience of everyones life.
- * Students got a big platform to showcase their hidden skills and qualities and got awarded for their well deserved performances.
 - ★ **Miss. Sayali Santosh Sutar** was given the ‘Student of the year’ award
 - ★ **Mangaon Centre** won the most prestigious award of ‘Best Drama ’.
 - ★ **Jawli Centre** secure 1st prize in **Group Dance Competition**.
 - ★ Award for **Best Actor** went to **Milind Shirke** of **Jawli Centre**.
 - ★ In **Solo Dance** 1st award again went to **Milind Shirke** of **Jawli Centre** to make the tally of two best prizes for the year.
 - ★ **Nizampur Centre** did better than other zones in the **Quiz Competition** and was awarded the 1st prize.
 - ★ In the **Essay Competition** **Miss. Shalini Wadhval** of **Mangaon Centre** won well deserved 1st prize.
 - ★ In the **Drawing Competition** **Miss. Sayali Sutar** of **Nizampur Centre** won the 1st prize for the second consecutive year.
 - ★ The award for **making Best Greeting Card** went to **Rajashri Dhotre** of **Mangaon Centre**.
 - ★ For making an **excellent Project** **Miss. Sayali Sutar** won her **third best prize of the year** in Project making competition.
- * The Bal Kala Mahotsav strengthened LOLT’s networking with headmasters, teachers, officers of education departments like BDO and BEO, well-known personalities in area, local leaders, other professionals and NGO’s in the area.
- * It created awareness among people of the need to create such platforms for showcasing student’s hidden qualities.
- * It helped students to identify for themselves their own talents and quality.
- * It gave the students the satisfaction of participation and the experience of being creatively a part of such a big event
- * It encouraged and motivated all - headmasters, teachers, students, parents and LOLT team, to dream big.



Activities with Parents

Parent Meetings and Trainings

Regular parent meetings were organized as per the norm for the parents of Mangaon Taluka. The focus of the meetings was on regular followup about the beneficiaries, sharing of programmes and activities undertaken with the students, their academic progress etc. Nutritious meal preparation schedule was also discussed with the parents as each parent got the responsibility of making the meal atleast once in the year.

The average attendance in the parent meetings held centre wise was 75% in this year.

Parents' Training

One parent training was organized at each centre in this reporting year in the month of November 2012. Freedom from 'Superstition' was the topic of the training and parents were made aware about the superstitious beliefs still in prevalence today and how scientifically they could all be explained.



Teacher's Meeting :

A teachers meeting was organized on 7th August 2012 at the English School, Jawli to interact with the teachers and seek their continued support to LOLT as always. 18 Teachers and 83 students (including Anando & Non Anando) attended this meeting. The following was discussed during this meeting :

- Vision, Mission & Objectives of the organization was redefined in the programme.
- Efforts taken by the organization to bring revolution in the educational system of rural areas in last 5 years were shared in the programme
- Teachers were convinced & introspective, students were visibly impressed with the discussions.



Special Projects

RAKSHABANDHAN was celebrated across all four centres in Mangaon Taluka on 4th & 5th August 2012.



GOPALKALA was celebrated on 10th August 2012 at the English School, Jawli



Rangoli Competition on the occasion of Diwali was held in all four centres on the 24th & 25th November 2012



Project Making Competition was held from 17th November to 25th November 2012 in which 82% students participated. The object of this competition was :

- ✓ To make students involved in Creative, Innovative & Productive cause during vacation.
- ✓ To introduce them to Research, Depth & Impact of the subject of any given project.
- ✓ To make them capable of making an effective presentation.
- ✓ To encourage them to take sincere efforts to conduct a well planned activity.



The students who were declared winners were :

Solo-Project

- ✓ 1st winner - Sayali Pawar-Nizampur Center
- ✓ 2nd winner - Snehal Sawant-Mangaon Center
- ✓ 3rd winner - Manoj Mahade-Goregaon Centre

Center Project

- ✓ 1st Winner- Jawli Center
- ✓ 2nd Winner- Goregaon Center

Standard Chartered Mumbai Marathon 2013 was held on Sunday 20th January 2013

- ★ Ten students from Mangaon Taluka along with LOLT Mangaon team members participated in the Standard Chartered Mumbai Marathon 2013.
- ★ All students enjoyed the marathon and realized how big the event was as they participated in such an event for the first time.
- ★ Those students who have never been to Mumbai city were able to see a good part of Mumbai City for the first time
- ★ They were more enthusiastic because this was the 1st time they had participated in this big event and sharing a new experience with LOLT Anando beneficiaries from Karjat & Alibaug and volunteers and team from LOLT head office in Mumbai.



Meditation for Parents was organized on 27th May 2012 at Kunbi Bhavan, Mangaon. The session was conducted by **LOLT Founder & Managing Trustee Ms Villy Doctor** with the objective of introducing parents to the importance and benefits of Meditation. Around 200 parents & 30 children benefited from the programme.



Gurupournima was celebrated at the centre level in Mangaon & Goregaon Centres on 8th & 9th July 2012 with the following objectives:

- * To use this opportunity to create awareness among students about the importance of respect & feeling of gratitude towards one's 'GURU'.
- * The programme was specially planned and conducted by the Anant Programme students in Mangaon & Goregaon centre.
- * The programme comprised of 'Saraswati Pujan, Aarti followed by 'Gandabandhan'.
- * Resource person Mr. Kishor Kshirsagar was invited for the programme whose vocal performance & guidance made the day very special for the students.
- * On this occasion the importance of 'GURU' in the life of every human being was explained to the students



Visit to District level Science Exhibition

- ✓ To give exposure to children.
- ✓ To enhance knowledge of children.
- ✓ To develop scientific approach of children.

This district level science exhibition was held at Goregaon and the children were accompanied by 4 LOLT team members. The children tried to understand each science experiment demonstrated by students and the social worker helped children to understand what the experiment was all about.



Impact in Mangaon Taluka:

- **Rushikesh Lakeshri Std X student of Goregaon Centre** was suffering from 'Heart' related Joint Pains since his childhood which had very deep impact on his personality. His academic performance never went beyond average, he always looked tensed, his confidence levels were down, his participation levels were not at par because of his health issues. His parents were stressed out as well. When SW of Goregaon centre Swapnali madam came to know about his health problem from his parents during the home visit, she asked many questions & took all related information from Rushikesh & his parents. In the discussion, she also came to know about the treatment of monthly injection which he underwent since the last five years given by a local doctor. But their thought processes did not allow them to sleep well at night as it was related with the Heart. She discussed the problems in depth with them & told his parents to look carefully & to pay proper attention to it. She advised them to visit the Heart specialist doctor based at Mangaon Dr. Ajay Mehta. They were absolutely ready without any questions. With Rushikesh & his parents, Swapnali madam visited the doctor who is a Heart specialist. She gave all information about Rushikesh & his health problem. After examining him properly the doctor concluded that he should start again & carry forward the treatment which he underwent since last five years up to the age of 30 to be safe. Beside this there are no any serious findings to this health problem. After getting the answers to their questions, they looked happy & tension free. The Doctor did not take any medical fee from them. Proper diagnosis of the disease & accurate guidance given by the doctor helped to release pressure & tension from the mind & body of Rushikesh which has a very positive impact on his life. He is now seen happy, joyful, and participative and focused towards the goal.
- **Ankita Lad SSC student of Mangaon Centre** - an irregular student was absent for three consecutive workshops without informing the social worker. She had also stopped coming to the SFSEP classes. The need of Group work was assessed in the case of Ankita. Along with the social worker of Mangaon Centre, the SFSEP & Anant teacher made a home visit of Ankita's home. Ankita & her father were at home. The reasons behind the special home visit were mentioned to both of them to know why she is not attending workshops regularly. All our social workers guided them properly. They talked about the importance of being regular in the workshop, about SFSEP classes, about programmes & events. They also discussed about the rules & regulation of the organization & moreover about the organization who is working for the great cause of education of India's rural underprivileged children. They also appealed to take the advantage of organization's service for the development of self. After discussion & after proper guidance & counseling, Ankita looked convinced & agreed with the thoughts put up by social workers & given promise of being regular. Since then, she has never missed any workshop, though she has not been able to attend the SFSEP classes that regularly.
- **Vicky Waghmare student of Mangaon Centre & resident of Marutisheth Bombale Niwasi Ashramshala** did not attend a single day of school since it began & was not present in the workshops since they began in the new academic year. When the social worker tried to know more about Vicky from his school, it came to be known that he is still at his parent's home at Kolad, Roha & had not come to the school-hostel to attend the school. When 1 & ½ month passed by without him attending the workshop & the contact number given by Vicky remaining unreachable, the social worker of Mangaon Centre decided to visit Vicky's Home in Kolad- Ashok Nagar around 25-30 kms away from Mangaon. It was difficult to find the exact location of

Vicky's house as Vicky's family had changed 2-3 houses in the inbetween period. Vicky's mother & sister were there in the house. In the conversation with his mother & sister the social worker came to know that Vicky had gone to Mumbai where he was working since summer vacation to earn some money so that family can cope with basic expenses. His mother who is the only bread earner of the family works as a scrap collector and is suffering from many health problems since last 4-5 months & was not able to earn money for the family. So, to look after family's need Vicky was forced by the situation to find out some ways of income. And that is why he could not attend school or workshop. After being counseled & guided properly by the social worker, his mother looked convinced & agreed with the thoughts shared by him. At last, she made up her mind to send Vicky back to the school & to the organization. And from next week, Vicky started coming to workshop & school regularly with many dreams in his eyes.



Marathwada Region:

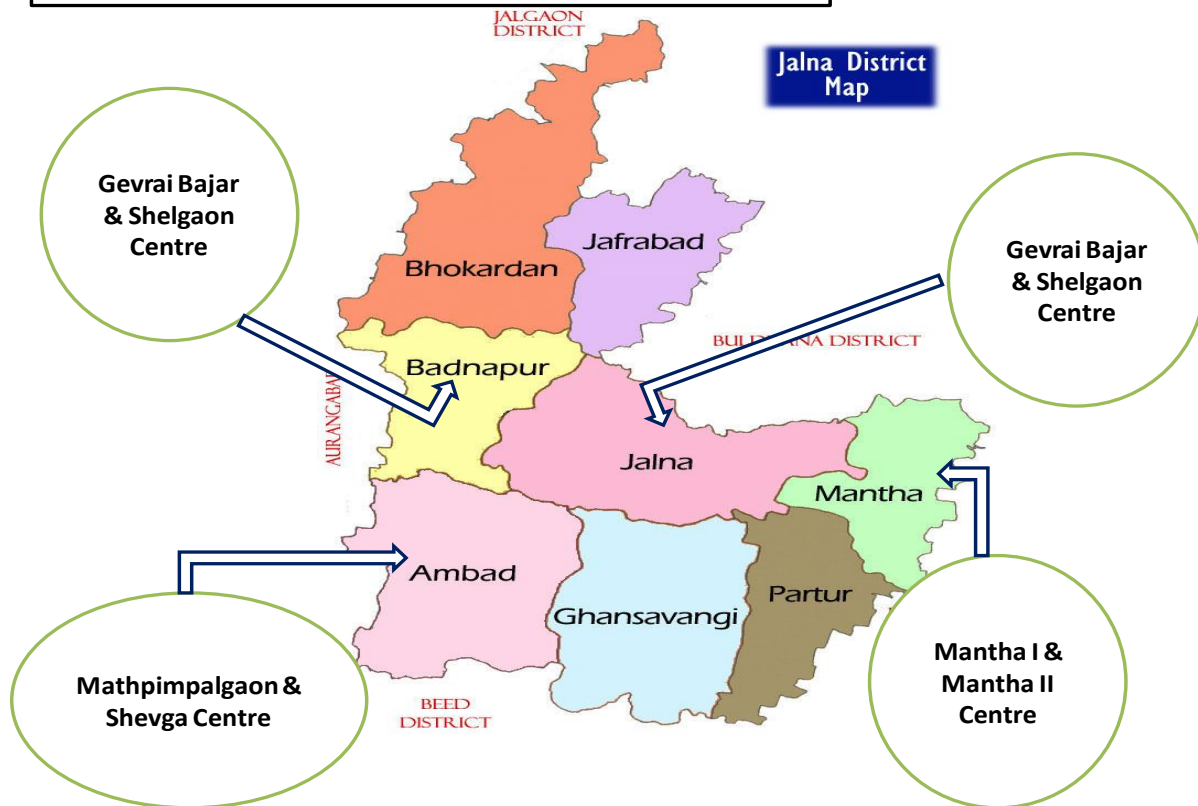
Marathwada comprises of eight districts - Jalna, Aurangabad, Parbhani, Hingoli, Nanded, Latur, Osmanabad and Beed. It accounts for 16.84% of Maharashtra State's population and is home to nearly 30% of the state's Below Poverty Line families. Its literacy rate is the lowest in the state (51.23%, Census 2001). All eight districts figure *in the list of the 100 poorest districts* in the country. It is mainly because the region lacks natural resources and is prone to drought. Nearly 32% of its 64,818 sq km area comes under the rain shadow region. Annual average rainfall is 750mm and drought is a permanent feature. Irrigation water, in real terms reaches not more than 50,000 acres of cultivable land. Getting supply of drinking water twice a week is a luxury. About 98% of agriculture is dry land farming and cotton is the major crop. But the inherent susceptibility of cotton crop to pest and the vagaries of nature make its cultivation a risky affair, resulting in many a farmer falling prey to debt. Suicide among farmers is on the rise.

Jalna District

Jalna is one of the backward districts of Marathwada regions, has more or less the same situation as of other districts of Marathwada region. Jalna District was formed on May 1, 1982 and constitutes 235529 populations out of which 52% are males and 48% are female. Administratively it is divided in eight talukas including Jalna, Bhokardan, Jafrabad, Badnapur, Mantha and Ghansavangi.

The abovementioned reasons were the rationale for selecting Jalna District to experiment the expansion of the Anando Model in 2008. Four backward Talukas - Mantha, Badnapur, Ambad and slums of Jalna were selected for the intervention reaching out to 535 beneficiaries and their families.

LOLT Project Anando presence in 4 Talukas in Jalna District...



In academic year 2012-13, the beneficiaries are as follows:

| Standardwise and genderwise stratification... | | | | | | | | | | |
|---|----------------|------|-------|------|-------|------|-------|------|-------|-------|
| Tahasil | Standard | 7 | | 8 | | 9 | | 10 | | Total |
| | Gender | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | |
| Badnapur | Gevrai Bajar | 6 | 7 | 7 | 13 | 8 | 6 | 3 | 2 | 52 |
| | Shelgaon | 6 | 5 | 6 | 5 | 6 | 9 | 8 | 4 | 49 |
| Jalna | Kanhaiyanagar | 5 | 2 | 6 | 24 | 4 | 11 | 3 | 5 | 60 |
| | Nutan Vasahat | 4 | 7 | 9 | 20 | 8 | 5 | 2 | 7 | 62 |
| Ambad | Mathpimpalgaon | 8 | 9 | 19 | 16 | 5 | 4 | 0 | 1 | 62 |
| | Shevga | 7 | 2 | 11 | 10 | 4 | 9 | 10 | 15 | 68 |
| Mantha | Mantha-I | 8 | 12 | 13 | 15 | 6 | 7 | 2 | 5 | 68 |
| | Mantha II | 7 | 16 | 13 | 14 | 3 | 4 | 8 | 2 | 67 |
| Total | | 51 | 60 | 84 | 117 | 44 | 55 | 36 | 41 | 488 |
| | | 111 | | 201 | | 99 | | 77 | | 488 |

Education Material Distribution Program:

Jalna District organized the Education Material Distribution Programme at the centre level in all 8 centers to ensure regular attendance in school of beneficiary children in school due to availability of education material.

In the programme beneficiary children, their parents, school teachers, and senior villagers participated. The programme addressed other issues like sensitizing parents to the issue of high dropout rate of girl students; gender discrimination and its ill effect on girls, family, society and on nation. The senior citizens of the villages were



invited to speak on these issues. In some of the centers the alarming issues associated with adolescent age were also discussed. For the first time in Anando existence in Jalna- parents, social workers and adolescents were made to think together on the the adolescent age and the issues associated with it. Most of the females who participated in the programme said that household work, responsibilities of younger siblings, etc gets first priority and girls are not given their due in the family. They were of the opinion that generations after generations the discrimination is translated and transferred from family to family, unfortunately main carriers are the women, because they do not stand against the practices and they promote this sometimes willingly and sometimes unwillingly.

Weekend Empowerment Workshops:

The weekend workshops being the backbone of the Anando program systematically initiate a debate in young minds about the right and wrong action, personality traits, role & responsibilities, national need etc. Across the 8 centers in Jalna District 361 workshops were organized in this reporting period. The average attendance in the workshop was 86.78%.

In an assessment made by the social workers of the 8 centres, it was found that the most liked workshop subjects in all the centers was different. For example – In Nutan Vasahat centre the majority of students appreciated the subject “The role and responsibilities - towards self, family, school, village and the nation”, followed by the “Team work” and “Success is in your hand”. In Shelgaon Centre “The scientific methods of study” was most appreciated alongwith “The decision shall be based on Logic, reason and fact”. Though the subjects most appreciated by the beneficiaries of the respective centres are different the innovative ways of delivery, the set of activities and the preparation of those are remembered by all.

For example, the story of the local doctor who was a shepherd and who after school in the afternoon would go to the forest with the cattle but always carry his books, school bag along with tiffin, and in this manner he completed his SSC and is a MBBS doctor now. The message for everyone was very clear - challenges will always be there, the situation may defeat you but perseverance always brings results - so one must not give up, must keep trying to defeat the circumstance and situation and victory is guaranteed.

This story had a direct impact on many of our beneficiaries - Pallavi Kamble, a Std IX student who has two mothers - her biological mother keeps unwell and step mother controls the house. Pallavi found it difficult to live with her but after hearing this story the local doctor became her mentor she faces the daily challenges and is determined to fight this situation and aspires to achieve over 85% this year.

Ashwini Dighe a victim of chronic alcoholic family was about to leave her education half way through her Std X. This subject made her rethink, and the social worker supported her as a result she sat for her exams and scored 63%. The potential dropout scored a first class was a shock to her family and her teachers too but Ashwini and LOLT team were always sure that she will be successful. These proven examples made us believe that the local stories and its contents have remarkable impact on young minds.

At Shelgaon Centre the subject “Gender equality is not just to talk, we should practice it” made Vaibhav Tulsiram a Std IX student think that the whole day his mother works to earn a livelihood for the family and then after coming back tired she again works in the house. He started helping his mother clean the house, wash the clothes, make tea for the family, etc - these are a few of the responsibilities he shares with his mother now.

Small but important instructions saved a precious academic year for Hari Vitthal Ghuge of Shelgaon Centre. While delivering the workshop subject, “How to face Exam & its preparation” the experience of last year was shared - in last year one student was prohibited from giving the examination because somehow he had lost his ID card and could not find it in time for the exam. The learning from this incident was seriously delivered to all students and it was ensured that all students made a Xerox copy and got it attested from the school Head Master and kept safely & separately. Hari lost his ID card during the exam but fortunately he was having the substitute in the form of the Xerox copy and the administrator allowed him to sit for the examination. The instruction given by the social worker saved Hari’s time, energy, and year too.

The subject - Team Work at Kanhiya Nagar Centre, brought Deepak, Soham and Alka Jadhav, together. They were facing a common problem in reading and comprehension. They are working together on the problem and find it useful working together. The expertise is exchanged and success is being shared.

Every subject topic has a positive impact on the beneficiaries. The subject - our role and responsibility towards school, has transformed in clean classrooms, their efforts to keep their school clean has increased. Our beneficiaries’ students at least take care that they will not be the cause for making the school untidy; student’s have started helping their sister-mothers in house work; they try to keep their things in place, the accountability towards family has improved. These are a few of the changes that parents have observed and shared in parent meetings.

After the subject of “success is in your hand” the students of Haratkhedha village of Shevga Centre call each other and ensure that everyone attends the workshop and SFSEP classes. According to the social worker, Haratkhedha was having the problem of mass absenteeism due to distance but after this subject the students themselves made a team and gave the responsibilities of calling that revolves in the team and that’s how it has improved the attendance.

Workshop builds our thought process...” Geeta Sonawane, beneficiary.



Meditation



Group work



Team Work



Bal Kala Mahotsav:

The most looked forward to event of the year – Bal Kala Mahotsav is eagerly awaited annually by the Anando beneficiaries. As in the previous years this year also there was an overwhelming response from all 8 centers. Not only children even parents and their teachers awaited the event. **In total eight competitions were organized comprising of - Rangoli making, drama, solo singing, solo dancing, group dancing, essay writing, elocution competition and mono act. In all 40 prizes were given to the winners. 91.48 % children participated in one or other competition.**

117 children participated in the final competition organized on 11th February 2013. The preliminary rounds of competition were organized at respective centre level whereas the final round of the competition was organized at the district place Town Hall of Jalna Nagar Parishad that can accommodate more than 1000 people. On the day of function it was full of people, many of whom were standing as there was no place to sit.

The Jalna District Bal Kala Mahotsav had a multi dimensional impact:

- It has not only impacted the children but also it has impacted their parents, teachers and even social workers too.
- **Ms. Swati Panditkar, Std IX** introvert student only speaks to her inner circle. She had not even registered her name for any competition but she was coming for practice with her friends. It was observed that she was giving valuable inputs to them during practice. The social worker and her friends asked her to take a lead role but she refused but finally agreed to stand in the last row. She slowly took a lead position and in the final show she rocked the stage and won the prize. From that day onwards she has not looked back.
- **Shraddha Bhavar**, always scared, never come forward to participate in any activity. At the Bal Kala Mahotsav she emerged as a star and became the main source of bagging maximum prizes for Kanhiya Nagar Centre. Thereafter she always takes the lead. She now confidently goes to school on her own bicycle. The Bal Kala Mahotsav has changed her thought process and given her the confidence that has changed her life forever.
- **Akash Kharat of Shelgaon Centre** , an introvert by nature was struggling to express himself even in his friend circle. The social worker gave him the responsibility of representing the centre by performing a mute role play on “Sarva Dharma Smabhav”. With this confidence shown in him and the support of the social worker he tried hard, practiced several times but at the last moment he refused to go on stage as his fear overpowered him. The social workers and the people backstage motivated him, forcibly pushed him on stage with shaking legs. On stage he took a few seconds to compose himself, literally ordered self that, “you are not Akash, you are the holy soul to spread the message of oneness-Sarva Dharma Samabhav.”, In a second he went into the character and performed in such a way that his performance was outstanding. He was given a standing ovation by the judges and tears in the eyes of his proud mother. He also bagged the first prize for his play. Now he laughs at his own fear, because he has conquered it completely.

The attraction of Bal Kala Mahotsav 12-13, was the hundreds of parents & families of children who arrived in the hall to watch their own children performing on stage. **Mr. Dagdu T Thorat, the parent of Mantha Centre**, the longest and remotest centre of Jalna says that ‘**BKM has not changed our children alone, it has changed our perception too, because of LOLT we could see our children on such a big stage, I experience great pride when I see my daughter performing on this stage today, I am proud that I have a daughter**’. **Arun Kanhere, one of the parent says, “thanks to LOLT for organizing BKM, now I wish to see my daughter performing on Dum-Duma-Dum”** (*Dum-Duma-Dum is the popular TV show on national television*); Parents accompanied Ashwini & Seema, our beneficiary students to convince the parent of Geeta Sonawane to allow her to perform; they agreed and also participated in the program. At the end of the program, Geeta’s mother offered her sincere thanks to the parent of Ashwini and Seema for prohibiting her from committing the sin of killing the confidence of her own daughter.

This enthusiasm of parents seen today is far different from the beginning days when the same parents were deadly against their daughters dancing on stage, their daughters working with boys together, traveling from one place to another like this, etc. This visible shift in parents thought process is a huge achievement for the LOLT Team in Jalna District.

The venue was available due to the support given by Jalna Nagar Parishad. CID Inspector Mr. Dandavate supported the meal provided to the children. Mr Shashikant Gudhe, the local corporator; Mr. Amol Raut, well known social worker and businessman, the head masters of schools were the main guests at the Bal Kala Mahotsav.

The judges were experts in the field and few of them were school teachers who voluntarily & dedicatedly accepted and delivered the given responsibilities free of cost. It shows that they believe in the cause and it has motivated them enough to contribute.



Project Making:

84% beneficiaries made their projects and submitted to their respective social workers. The few notable subjects selected by them are as follows:

- Social leaders, their background, ideology-philosophy, their work and our learning's.
- In coming years the role of Computer and the importance of knowing it.
- Greenery and environment protection.
- Social system and culture in India.

Social workers observed that the exercise of project making put the students in the role of a researcher who thoroughly studies the subject and then tries to prepare a report based on the findings. It increases the interest in the subject and the hunger to gain more knowledge. Few students really went deeper than expected. It shows that the exercise served the objectives of developing thirst & hunger for knowledge. The project making activity motivated them to search for study material, references, and data collection independently. It also enhanced the analytical capacities and their capacities for building an argument.

Special Intervention for SSC students:

81 students appeared for the SSC Exam in the year 2012 - 13 from Jalna District. Though this year the figure of students was almost 50 percent less than those that appeared in the last academic year 2011-12, the preparation made were very intense. This year some strategic changes were implemented like individual students were most focused on and the dependency on supplementary classes was reduced.

Mahacharcha Programme

This programme was organized in the beginning of the academic year. For eight centers a total of four programs were organized. Out of 81 students 75 students participated in this programme.

According to the students after this program most of them fixed their targets for the year and tried to achieve it. In the final SSC result it came out very clearly because in all school the majority rankers were the beneficiaries of LOLT.



- **In Jalna Centre** Std IX students were also made to attend the Mahacharcha Program along with SSC student with the objective that the positive thought process and seriousness of Std IX students towards SSC will also increase.
- **In Shelgaon Centre** - Pawan Kolaskar, the ranker student was invited to guide the SSC students along with his mother. Both of them shared how tough the journey really is, all the participating students took an oath to seriously worked as hard as him and achieve success like him as even though he had only got a second class his journey was very impressive. According to the students his second class marks were equivalent to the first rank because of the situation through which he has gone and is still going through and it was creditable that even in that situation he kept his dream of education alive. He is staying with his widowed mother, elder brother and younger sister. He lost his father when he was in Std V and his mother started working for a livelihood and sometimes he was forced to go to work too. On all the holidays he works to add to the family income. His family does not even have a home to stay in and they do not have the capacity to pay rent too. After results when Pawan and his mother came to Jalna office with sweet and great self respect in their eyes his mother said - *'only because of LOLT's help my son could clear SSC, in my family he is the first one to cross SSC, now I am ready to sacrifice anything to help my son to complete his education'*.

- **Mohter of Neeru Pawar was not pro-education for her daughter** but when she came to Mahacharcha program the story of Manish Jagtap, X-ranker touched her heart. Post the program she decided to support her daughter. Her daughter cleared the final exam with 70%, now her mother Shantabai Pawar says, **“My absence in Mahacharcha program may have failed my daughter Neera.**



Apart from the Mahacharcha Program the LOLT team pays home visits, regularly counsels parents and students, helps solve subject wise difficulties and addressed them then and there only, building confidence and helping them to remain focused are some of the other techniques used to bring out the desired results from the Std X students.

Rainy Picnic:

To rejuvenate the energy, release the stress, and to create an opportunity to breath in a new environment and to strengthen the family bonding in students-teachers and the social worker centrewsie rainy picnics were organized in the months of July - August 2012.

The Highlights of the Rainy Picnic:

- Centre wise picnics were organized where children spent a day in a nearby beautiful spot and enjoyed their day
 - Nutan Vasahat Centre went to Valusa Mahadev Forest.
 - Kanhiya Nagar Centre enjoyed at Siddhartha Uddyan.
 - Shelgaon and Gevrai Bajar Centre had fun at Somthana.
 - Mantha I & II Centre enjoyed the day at Renuka Mandir and Anand-wan.
- At all centers, volunteer parents also participated to help the students and the social worker.
- A number of learning focused creative activities and games were organized at all centre the common activity was to prepare Bhel at the picnic spot.
- After the picnic an oral and written feedback was taken. Thereafter the students were made to write an essay on “Picnic - An experience...”
- In the feedback session, many heart touching feedback was received. For example the new enrolled students said that ‘We had heard about the Picnic many times but experienced it for the first time’, ‘We were made to write on Picnic but we could not write on it because we have never experienced it before ’. **Mr. Nachne Maharach the father of Dilpetai said ‘We can’t afford to go on a picnic hence did not experience one before but LOLT made it possible thanks for making it happen for our children”**
- **Nagesh Kanhere, the volunteer parent, who is blind** but has a strong foresight participated in the Picnic as a volunteer parent. He was so much thrilled with the objectives, planning, and management and organizing of program, he voluntarily came forward and spent his saved money for clothing on feeding the children on the day with a special dish.



Sports Activities:

In order to create awareness about the importance of sports in life, how effectively sports can be used to understand the strengths and weakness, also how sport can be useful to build the inherent capacities, two workshops were dedicated to organize sports activities in all eight centres in this year.

In the two days program both national and state games were encouraged. Games like Kabaddi, Kho-kho, rope-jumping, three leg competition, slow cycling, cricket; lemon and spoon competition etc competitions were organized. These activities contributed in building a positive perspective towards sports. Few educationally less inclined students who are good in sports and play well are encouraged to choose sport as a career. At least now students are looking at sports as a career option. Encouraged students are not only doing well on Anando platform but they are shining on the school level platforms as well.



Ashwini is one of the cases who during Anando's sports activity realized that she can play Khokho well, her energy level, promptness and speedy decision making capacity matches equally speedy running makes her a superb player. She then took part in her school activity and is now playing at the district level. Her father said that "because of Anando only we could make out that Ashwini has a sport talent otherwise we were not happy with her. All thanks to LOLT."

Slow cycling competition taught the participants and spectators about the extreme importance of controlling speed and temptation to run. First time ever girls and boys participated in such a competition which was open to both the genders. According to the social worker of Kanhiya Nagar the slow cycling especially and other activities too has helped in improving the quality of undertaking Focus Group Discussion, the activism and the enthusiasm both was multiplied by this.

Parent's intervention:

In this year 2012-13, across all the 8 centres of Jalna district, 88 parent meetings were organized. These parents meetings were turned into small capsules of capacity building on efficient parenting.

Generally in parent meetings the common topics like

- Importance of education.
- Imagine if you are highly educated & literate then how your life would have been.
- Role of responsibility of parent in the process of upbringing of their children.
- How the age is changing and so as need to change the techniques to handle the children too.
- Though we are illiterate how we can contribute in our children's study.
- Preparation of nutrition food.
- Health and Us.

In the parent meeting 203 parents shared that they tell their children to sit for study and ask them to read loudly.



Middle aged **Jyoti, mother of Manisha Sajjanrao Woyal** (studying in Std X) shared that her husband was illiterate and she has completed her Std VII but she does not understand anything of the syllabus. She is a firm believer that from the body language, face gesture and movement of her daughter she can understand whether she is studying or not. She says we need to closely observe the children in such a way that they do not feel that we are their inspector but they should get the message that we care for them and that's why they are under surveillance all the time.

Apart from these general topics a few special sessions were also organized on the issues impacting majority of the population. For example:

- **In Gevrai Bazaar** the issue of alcoholism is overpowering all the problems hence this was addressed during the meetings through the use of different methods and resource persons.
- **Child marriage is another issue that was discussed in the meetings.** As an outcome majority of the families have made up their mind to postpone the marriages of their daughters but unfortunately still 6 cases of child marriages of our



beneficiary children have happened. Amongst 6 girls Uma Gaikwad is one of them, in two days time her marriage was fixed and on inquiry, her mother said, "We are poor, my daughter is not good looking and her height is also very small, probably I would not have got a better groom for Uma." The families do have their own reasoning's for their actions. **Still we could contribute some way or the other in postponing the marriages of 237 girl children.**

- **How to deal with the adolescent child is another issue** that is of concern amongst parents of almost

all centers, because the aggression amongst children is increasing. The reasons behind this behavior, how to cope up with it was focused on. In order to address this a small role play and small interactive sessions was organized.

- Nilesh Vadhule stays with his mother, brother and paternal grandmother, he lost his father recently as a victim of chronic alcoholism, and mother is the only bread earning member in family. She describes the parent meeting as ‘a platform of gathering courage to fight with the daily problems and it gives you the feeling that you are not alone surrounded with the problems, there are many, you need to fight against it to overcome and survive’.

Palak Melawa:

Palak Melawa - “Ek Diwas Aamchahi, Baharnyacha”, (One day dedicated to self) was organized at three different venues to accommodate 401 parents i.e. 82% parents participated.

- For Mantha I and Mantha II the program was organized at Swami Vivekanand High School.
- For Gevrai Bazaar and Shelgaon parent the program was organized at Gevrai Bajar, Z. P. School.
- To cater to the parents of Nutan Vasahat, Kanhiya Nagar, Shewaga and Mathpimpalgaon centre the program was organized at Jan-Jagruti Vidyalay.

Apart from varied interactive games, an unique competition was organized this year in Jalna District was that the group of parents were told to work in a team and build a beautiful house for Anando by using available resources at the venue. This activity made the participating parents think seriously about what exactly is the Anando family. What it stands for. What they want to see in it. And what exactly should be there in the Anando house. It was their perception and they tried to work on it. The buildings that the groups created were really very interesting.



According to the social worker a few of the parents went so deep into the various activities that post the program they emerged as strong parent representatives in their respective areas. Activated parent shared that they realized that why Anando is Anando, in their words, “you people are doing so many great things with great objective not only for our children but also for us too, for our family too and that also without expecting anything from us. We are only living for ourselves but you

are living for us...hence we are trying to take up our share of responsibility.”

Parent Feedback:

- Ms. Mangal Santosh Ambhore mother of Pooja Ambhore said that she had forgotten how to play, Palak Mela gave me an opportunity to play at this age, thanks to make me younger than I am.”
- Mr. N. Kanhere, Blind parent also enjoyed at the Palak Melawa. He came on stage and sang a self made song on Anando for the gathering He said “We experienced the true Anando of Anando”.
- In Mantha, an illiterate grandmother explained that in their age they would relieve their stress by singing songs in the fields, while grinding the grains at home, that also helped them to increase the productivity. But, she expressed her grievances that now it is all disappearing because of that the tensions in family, disrespect towards senior citizens, fighting amongst relatives even in blood relatives are increasing day by day therefore she requested don’t let folk songs and traditional ways of relieving stress disappear. She sang a song too called - OVI’.
- In Gevrai Bazaar, which is very small, shops selling alcohol are everywhere even besides the school it is there. So alcoholism is a big problem in that area, Mr. Kanhere, one of the parent of our beneficiary child was also a chronic alcoholic as many of them are there. He felt that he should leave his drinking habit for the betterment of his own children and family as well for his own health and he decided to get rid of alcoholism and practiced it for many months. To recognize his efforts and to motivate him further his effort was recognized and appreciated by calling him on stage.
- Sujata’s grandmother said with tearful eyes, “Nobody thinks about us even we dont, we neglect ourseves but LOLT has made us realized that we need to be aware and should try to live a joyful life.”

Overall the parents felt united and the feeling of family got strengthened. And most important they enjoyed the day that became a memorable one for majority of them.

In the words of Mr. Dhande, the social worker of Shelgaon Center said, *“High class and wealthy people do have accessibility and affordability to varied means of entertainment, but our parents never get this chance but Light of Life Trust, by creating a platform like “Palak Melawa” has made it possible. It was great effort to teach illiterate parent to give some time for self too to lead the life with joy and also increase our own productivity.”*

The Assistant Program Manager – Mr Avinash Patil, observed that post Palak Melawa the parent attendance in meetings and their participation and activism in the programme increased. Their respect towards social workers and the trust increased. It strengthens the relationship in between social worker and the trust, this activity has increased parent activism and so the number of volunteers has increased.

In a corner meeting at Golapangri village of Mathpimpalgaon the parents said that the Palak Mela of next year they will organize and they will take the responsibility of entire management. Even expressing this thought in their mind itself is big achievement because they are thinking about it means conceptually they have accepted it. For social workers it is the sign of positive participation.

Teacher Intervention :

Teachers are not only facilitators they are emerging as vision partners:

Teachers are the important change agents in the child’s development process. Hence the social worker of every centre has always been in close contact with the teachers of their respective schools. Individual interactions are held with the teachers as their participation is called for in needy case solving, group meetings, inviting them as resource person, ensuring the teachers participate in programs organized by the trust from time to time, and if invited then to participate in program organized by the school and school teachers. Initially there were issues of acceptance when Anando was initiated in Jalna District however now teachers and school administration have understood that Anando intervention is supportive to the education system and in no way a threat to them.

Impact :

- **In Shevga Centre** at the parent meeting it was shared by the parents that sometimes teachers come late and children get indisciplined. The Social worker shared this with the principal and the issue was quickly resolved. The teacher and the social worker and the parents are working together.
- **The issues of absenteeism of students, their health issues and the behavioral problems** of the students are coming to the social worker through the teachers and them unanimously all work towards resolving the issue.
- **The Principal of Shevga School is very proactive, cooperative and energetic**, always welcomes new ideas and experiments in the interest of students.
- **In Kanhiya Nagar** Centre the teachers organized 6 meetings out of which in four meetings the social worker was called and participated where he got the opportunity to put forward the development report of the children of their school.
- **Akshay Dhawale, Std VIII student** did not attend school for more than a week, the teacher shared this with the social worker who immediately paid a home visit in which he came to know that his mother had a small fight with his maternal uncle and aunt hence they were told to vacate the house. In order to search for a new shelter Akshay was absent for a week. The social worker made mother understand and eased Akshay’s fear that the school teacher will not allow him to join school or not. The social worker assured Akshay that the school teacher will cooperate and thats how Akshay went back to school. Here the class teacher realized that in the absence of LOLT and Anando Akshay would have been a dropout.



- **R. R. Ambule Sir of Duglus High School, Jalna** now pays homevisits with the social worker and it shows that the teachers also understand the importance of NGOs intervention. They have understood that if the approach is right then support is definite. The Head Master of Gevrai Bazaar has offered his whole hearted support to the social worker and the Trust.
- **During the Education Material Distribution Program at Shelgaon Center, the head master said that LOLT motivates our parents.** The education committee of Shelgaon always calls the social worker to participate in all their meetings.
- The teachers render kind hearted support to the social workers in all programs. They give their expertise, time and whenever required their talent and other resources too.
- **S. P. Vishnu, teacher of Z. P. School Ambad village became judge/examiner** at the Bal Kala Mahotsav for the Essay writing test. **Mr. Dahiwal**e became examiner for solo and group dance performance at the BKM. All head masters participated in the program and motivated the students, their teachers, parents and the social workers of the LOLT.
- On asking, **Mr. Khedekar (Nana)** the head master of Matsodary Vidyalay of Mathpimpalgaon said, 'Anando shapes children in a true manner, that's why Anando children look different from non-Anando children in many ways, like their vocabulary is different, their thought process is different, even the difference can be made out in their dressing, their action is governed by objectives and proper planning; now your students have become the program managers for us because they are the real helping hand for us in organizing any program in school.'

Ownership of villagers...

Gevrai Bazaar, is a central place to run the workshop and convenient for majority of beneficiary students. But unfortunately the local education committee changed and new committee denied the accessibility of school for LOLT's activity. When parents and other villagers came to know about it, they felt very bad. They called a small meeting after which all the parents met the Head Master of school followed a meeting with the President and then with other members of the education committee. Parents explained to them the importance of having Anando in the village, they also talked about the change they have seen in their children, and demanded that the school premises be available for Anando activity. Finally two rooms of Z. P. School and a big hall of Shivaji High School have been made available to have activities. The incident made the Team realize that the roots of Anando are deeply rooted in the villagers mind.

४/१५ जून २०१३

प्रसिध्दीपासून दूर असलेल्या सेवाभावी लाईट ऑफ लाईटचा निकाल १०० टक्के

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| <p>मुळा/प्रतिनिधी - मुंबई येथील लाईट ऑफ लाईट ट्रस्ट या सेवाभावी संस्था संघलित मंडा येथील आनंदो प्रकल्पाचा दहावी परिक्षेचा निकाल १०० टक्के लागला आहे. मुंबईच्या समाजसेविका डॉ. विली मागील ४ वर्षांपासून जालना जिल्ह्यातील अंबड, बदनापुर, जालना व मंडा या ४ तालुक्यात आनंदो प्रकल्प यशस्वीपणे राबवित आहेत. विशेष बाब म्हणजे ज्या विद्यार्थ्यांस आई अथवा वडिल किंवा दोन्ही नाहीत, असे विद्यार्थी स्थानिक</p> | <p>विद्यालयातून निवडून त्यातील सर्व मुला-मुलींना एकत्र करून शाळेच्या वर्गखोलीत वैयक्तिकरित्या लक्ष देवून त्यांची तयारी करून घेतली जाते. यासाठी सेवाभावी वृत्तीच्या शिक्षकांची निवड करण्यात आली आहे. त्यांचे मानधनही अल्प असते. मात्र, प्रामाणिकपणे शिकविणाऱ्यांचीच नियुक्ती केली जाते. शिकविण्याच्या मोबदल्यात कोणत्याही मुला-मुलींकडून डोनेशन, फी अथवा इतर आर्थिक खर्च घेतला जात नाही. उलट स्कूल बॅग आणि</p> | <p>शैक्षणिक साहित्य विनामुल्य दिले जाते. अध्यापन काळात जवळच्या ऐतिहासिक, धार्मिक, सांस्कृतिक ठिकाणच्या सहली काढणे, विविध कला, गुणदर्शन, बचत करणे इत्यादी उपक्रमही राबविले जातात. शिक्षणापासून वंचित असलेल्या गरजू मुलांना शैक्षणिक प्रवाहात आणण्यासाठी व त्यांचा बुध्दांक हे प्रयत्न असल्याचे संबंधितांनी पारवभूमीशी बोलतांना सांगितले. शालांत परिक्षेसाठी रेणुका विद्या मंदिर व स्वामी विवेकानंद विद्यालय या</p> | <p>२ विद्यालयातून शैक्षणिकदृष्ट्या कमकुवत अशा १७ विद्यार्थ्यांची निवड करून त्यांची तयारी करून घेण्यात आली. त्यामुळे सर्वच विद्यार्थी उत्तीर्ण झाले असून, १०० टक्के निकाल आनंदो प्रकल्पाचा लागला आहे. यासाठी स्वामी शाळेचे मुख्याध्यापक ए. एन. मोरे, के. पी. इंगळे, बाबुजी तिवारी, जोमा मसती, मंजित कदम, पवनकुमार खुपसे, राजु चव्हाण, संदीप दाभाडकर, सोमनाथ व्यवहार यांचे सहकार्य व मार्गदर्शन मिळाले.</p> |
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Vidharba Region

Washim District

Project Anando began its operations in the year 2009 in Washim District reaching out to 305 beneficiaries and their families through five centres across 71 villages. Over three years of intensive work with the beneficiaries, their parents, teachers and the community has shown tremendous change in aspiration levels of both the children and the parents. In families where education was last in their list of priorities a change has been observed in the way education has been looked into. Parents are now more aware about their responsibilities towards their children and are more involved in their childrens' lives.

The following activities were undertaken in Washim District in this reporting year:

Education Material Distribution Programme

In the beginning of the new academic year, June 2012 - 13 the Education Material Distribution Programme was organized for the Anando beneficiaries in Washim District with an aim to

- To support the students to continue their education.
- To support the students academic development.
- To ensure that Anando beneficiaries do not forcefully or willingly go to work to earn money for their educational needs.
- To decrease the percentage of absenteeism in school due to lack of education material.

The beneficiaries were provided with all the necessary educational material which were of very good quality and standard. The education material plays a very important role in the child's educational life. Both students and children were very happy to receive the material and understood the importance of being provided with them and the need for them to make absolute use of all the material received. Parents understood that their responsibilities increased to ensure the same was effectively used by the children.



Weekend Empowerment Workshops

In Washim District every year the maximum number of topics are covered during the year. This year too in Washim District a total of 33 workshops were conducted over the year in every centre. The subjects covered in this year's weekend workshops were as under:

- The Child's Roles & Responsibilities
- Team Work Part 1 & 2.
- Gender Equality
- Positive Thinking
- Self Discipline
- Internal Conflict Management
- Scientific Method of Effective Study
- Techniques of writing exams
- Utilization of Time during Exams
- Time Management
- General Knowledge
- Formation of Workshop Ministry
- Bal Kala Mahotsav - Concept understanding & Practise
- Importance of Friendships - Peers Day
- Celebration of Special Festivals



Highlights of the Impact of Weekend Workshops:

- Average attendance of beneficiaries at the workshop was 83.42%
- Students are now very aware about their roles and responsibilities not only as students but as sons, daughters, brothers, sisters, grandchildren, nieces & nephews.
- The importance and significance of team work has been brought alive to them through the practical experiences they have received as part of the activities organized for this topic.
- Gender Equality and its lack has been well understood by them. They feel that it is unjust to be biased against females as they have seen their own grandmothers and mothers work twice as hard as their fathers and other male relatives and never shirk their responsibilities.



- The children realize that everything is possible in life if one has a positive thought process.
- Children were able to share their personal experiences with conflict management and how they cope with the same in their daily lives.
- The students of Washim District - Akshay Kambale, Karuna Jamnik & Pooja Agarwal have made Anando proud by passing the NTSE exam held by YASHADA on General knowledge. This has been possible only because of their regular

participation in all activities organized under Anando as well as attentive listening during the general knowledge sessions held both in the workshops and the SFSEP classes.

- The beneficiaries were able to make suitable changes and improvement in their individual methods & techniques of studying. They were connecting the methodologies to use along with the qualities required to make a good/ brilliant student.
- They know different ways to approach studying - art of attentive listening, art of reading, clarity in thoughts, habit to collect appropriate reference material, increase thinking capacity, Art of writing, skill of remembering, etc...



- They were all happy to learn new approaches.
- They clearly understood the importance of TIME in each and every human beings life and in different situations like - in school, at work , at the bus-stand, Railway Station, Air-Port, court, hospital.
- All students realized that with better study methods and strategies students are able to score higher marks in their exams.
- Student are aware that basically all are different individually and hence different methods work for different students and all the techniques shared at the workshop were suggestions on improving/changing their current studying techniques after internal reflection and discussion with the social worker.

Rainy Picnic

Overall enjoyment, self-development, making good friends, creating a helping nature, are the aim objectives behind organizing Rainy Picnic centrewise. The beneficiaries of all centres in Washim District went for a picnic during the month of August 2012. Accompanied by their social workers and the SFSEP teachers the students went on a picnic to a nearby spot and enjoyed their day out.



Bal Kala Mahotsav

Main objective of Bal Kala Mahotsav is to provide a platform to Anando beneficiaries to discover innate talent and showcase the same. It helps to build self confidence and self esteem in the child.

To give an opportunity to each child to participate in different types of activities like drawing, essay writing, rangoli making, singing, drama, Mukabhinay, dance, etc.

Highlights

- Students participate in the activities and learn the importance of practice to master things.
- The students do not get opportunities in school - Bal Kala Mahotsav gives them an opportunity and platform to show their internal qualities.
- The judges/examiners provide good motivation to the students after their performance. They motivate each participating student individually which becomes a source of encouragement for them to pursue their interest as per their abilities.
- Participation leads to an increased confidence level, thought process, understanding potential, and growth of the student.
- Student's parents actively participated and supported the children by not only being present on the day of the Bal Kala Mahotsav but also help the children in costume making, make-up, and general preparation.
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Parent Programmes

Parent Meetings

The main objective of the monthly parent meetings was to make the parents realize and understand that that 'ANANDO' is not only working with their children about also with parents, family and the community. From the various inputs provided to the parents the following changed have been observed:

- Anando parents are more developed than other parents with the same age group children.
- Anando parents have understood the ways in which they could be of help to their children for better academic result.
- Anando parents understand their responsibilities towards their children and support them to take keener interest in their progress and development
- Anando parents have understood that they need to take extra care of their children during the exam period.
- Parents have understood the thought process and stress faced by the students when the exam approaches.



The parent meetings have helped the Anando Team to build good relationship with parents and are now like one of their family members. The parents openly share details about their children to seek help from the social worker and other parents as well.

Effective Parent Trainings:

The main objective behind the effective parent training was

- To share all the information about the children and to discuss the next course of action for each child.
- Most of the attention was on the need for careful supervision of SSC student's and their study plan.
- The focus of this training session was also on child development, how to maintain a positive environment at home during the period of examination. How to help with their studies. How to maintain good behavior during the examination period.
- Need to create a close relationship with the child.
- To create community awareness about the education.



Impact:

- During the session all parents listened attentively to the information shared about their child.
- Parents discussed all the issues in relation to their child
- SSC student's parents responded well and understood their role and responsibilities during this crucial period.
- The parents were able to discuss their children's problem and progress in studies openly.
- Parents understood how to ensure development of their children. They understood the need of helping their child and keeping clean surrounding and home during the exam period. This program created a closer relationship with the parent and automatically created community awareness about the education and its importance. This program helped us to make one on one communication with the parents to understand their problems and issues.

Special Parent Meeting of SSC Class Student & Parent

The meeting had a dual agenda

- Parent guidance about SSC Examinations.
- To make them aware about the need to provide special care to the Std X students during the last quarter before the exam period.
- Through the meeting the following points were agreed upon:
 - During Examination period to switch off their home television (if they have one)
 - Fully support the child during study time.
 - Keep the environment in and around the house quiet.



Parents have understood very well that their own participation and support in the child's study is most important for good results in the Std X exams.

Special home visits were also made to SSC students. During the home visits it was observed that:

- Parents are aware about the quality of child's health & diet. They are taking extra care to provide a better diet to them.
- Std X student families have not taken part in any festival or cultural program in the last 4 / 5 months.
- Students have not been given too much household work but have been encouraged to give maximum time for doing study.

Teacher Programmes

Teacher meetings were held in schools to

- Discuss development and progress of all Anando students.
- Invite teachers to be present at the parent meetings.
- invite the teachers to be present for the Bal Kala Mahotsav.

Some of the teachers were present at the parent meetings and shared their concern areas with the parents.

Teachers from the Anando Centres - Wai, Kinhiraja, Mangrulpir, Manora, & Shelu Bazaar were present at the Bal Kala Mahotsav.

Overall Highlights of the reporting year in Washim District :

- Devanand Jawale - Std X student from Shelu Bazaar Center topped LOLT SSC Results with a 89.45%.
- Anando Washim District - Four student secured above 75% in the SSC Board Exam of 2011 - 12 (results of which were declared in July 12)

| | |
|---------------------------|--------|
| Devanand J. Jawale | 89.45% |
| Ku. Reshma M Sheikh | 82.60% |
| Ku. Durga V. Agarwal | 81.20% |
| Ku. Shubhani G. Nagalakar | 79.70% |

- In Kinhiraja center, there was no math teacher but the students took the responsibility of the teacher and they taught maths to all the other students and 100% result was secured. Kinhiraja school's result was 86.78 but SFSEP results were 100%
- EMD Programme was successfully undertaken in all Centers. There was maximum Parent & student present with the attendance of parent & child being 95%.
- Std VIII & IX student has a 100% result.
- In Wai Center – our beneficiaries – Chetan Manwar & Akshay Wadhekar participated in the “COPY MukT ABHIYAN” Competition. Chetan was declared first & won the prize - MSCIT Course free of cost & Akshay Wadhekar won Rs. 1000/- in cash.
- Celebration of Dr. B. R. Ambedkar Jayanti Utsav - all students participated in singing & role play etc. Students understood the social work of Dr. Ambedkar & importance of education in life.
- The weekend workshops have made a positive impact on the beneficiaries –
 - They are making efforts to improve their methods of study and trying to put into practice the new techniques shared with them during the workshop session.
 - They have understood the importance of TIME in each and every human beings life.
 - Students will use the acquired study skills for the rest of their lives.
- One of the Anando Plus beneficiaries – Ranjana Zombade from Kinhiraja Centre, stood first in Vidarbha in the Elocution competition held in this period.
- Parents are now very much aware that their participation in their child's study process is the most important ingredient for good result in exams.



Northern Maharashtra Region

Nandurbar District

Nandurbar District and its issues are not unknown. The district has social problems in almost all sectors. The people are facing problems not only in the city but the masses that are living in remote areas are facing extreme problems. Nandurbar District is on every NGO's wish list as there is tremendous scope of work in each and every aspect of the development sector be it health, education, livelihood, water and sanitation, women empowerment, etc. Many NGOs having begun work in Nandurbar District but many do not survive for long due to the severity of the existing problems. The root cause of all these problems is education and the system of education in Nandurbar. The people of Nandurbar are also aware that education will certainly help them to develop the district, but they need support and someone to guide them through this process .



As an organization LOLT is working for the overall development of rural India. Through Project Anando the organization is reaching out to not only the students but also the school, their teachers, community and parents. In November 2009 LOLT initiated its actual work in Nandurbar District and till date have enlightened many lives in the district. In this year Project Anando has reached out to 140 beneficiaries across two centres - Shahada & Prakasha in Nandurbar District.

Education Material Distribution Programme:

In this reporting year the Education Material Distribution Programme was organized for the beneficiaries of Nandurbar District in the month of June 2012 so that children were able to begin their new academic year fully equipped with material essential for their academic progress. The programme was organized at the centre level so that participation of all students and parents would be assured.



Weekend Empowerment Workshops:

'Students are talking about their career, future and scope of the field they will choose. Discussion with parents is going on at home, parents are discussing with the students and social worker. This is just because of the workshop subjects learning and continuous monitoring of students.'

Weekend Workshops are the back bone of Project Anando. The subjects which have been designed for the personality development of students develop the student's personalities in the real sense. Some of our workshop subjects are focused on empowering the students to the extent that aimless, disinterested, carefree students have been positively influenced into making life changing decisions. The workshops aim to make each individual think of their actions, the repercussions and the ultimate impact on oneself, family and society and then reflect on whether the same needs to continue or change.



Impact of the Weekend Workshops:

- Most of the students have started to respect their parents. Their use of disrespectful language has changed into a respectful one. This has helped to decrease the distance between parents and their children.
- In the parent meetings when parents mention the changes observed in their children the focus is on emphasizing on their role in maintaining the change.
- The subject's Life Ambition, the Art of Living, Conflict Management, Time Management, My Contribution, Ideal Personality etc has helped the students to a great extent. For example in one of the activities in Ideal Personality – the students were told to smile at everyone for a week. Irrespective of they being happy, sad or angry. Students did the task for eight days and during the feedback time they shared their experiences



- Some of them said that the people on their street who had never talked to them before started asking them about their studies.
- Others said that the teacher gave them extra time when they smiled while entering class.
- Some said their friends liked their smile and appreciated it.
- Overall after this exercise the students really felt good in themselves and became more friendly and happy in nature.

- In the subject like Art of Remembering, how to write paper in examination, Time management and the discussion about the scope for them in the field of education helped them to understand the value of education and importance of valuable time. They realized the process of being educated and becoming successful students. Their concept of time management changed totally after the subject was completed especially for the Std X students who benefited the most from the sessions.
- The discussion with peers and the motivation to peers from our students changed the environment of their group. Some students have automatically changed their groups. Mostly students started being with ANANDO students. So the ideas spread from one to another and it has created an educational environment amongst them.



- At Shahada Center parents visited LOLT office to know more about the careers their children were talking about. They had also taken an estimate of expenses required for the particular course which was a first time for the parents as before that they had never showed any interest in their children. The team provided them the names of colleges after which parents searched for relatives and took information from them. A student from Prakasha Center visited the college in Nasik when he went there for Diwali vacation. His father also helped him and visited the college with him.

Parent Programmes:

Parent participation increased during this year. It helped them to understand the problems their children are facing. The contribution of parents for the organization also increased.

- A good relationship has been built with the parents and the team over the last three years. This is crucial for the success of the programme as parents are key stakeholders in the life of the child and are decision makers as well.
- A change in the timing of the parent meetings was done keeping in mind the occupation of the majority of the parents and the best suited time for them. Most of our parents are daily wage earners and are unable to come for a parent meeting if it is scheduled in the middle of the day. It sent a message to the parents that if the organization is taking their time into consideration then they have to attend the parent meetings. In comparison to last year this year the attendance was better.
- From this year since parents were taking the responsibility of providing the nutritious meal at every workshop there were groups of four parents at the workshop for atleast one hour. They observed the process of conducting the workshop and how students were enjoying it. They also observed how the team interacted with the students. It changed their perspective of the programme.
- The Mahacharcha Programme was organized in which parents of Std X students had also participated and they received very valuable knowledge from the parents of scholar students. This helped them to understand their role in the progress of their children.



Student's performance in Extracurricular Activities:

In this year students had given good performance in extracurricular activities of the school. The progress of students depends on their interest in extracurricular activities in school. It is a kind of area where everyone wants to participate. But has limitations of skills while some students have the skill but their fear creates boundaries for them. This has been the case with Anando beneficiaries as well. Some of LOLT students have lot of talent and skills but they had never been given the opportunity to showcase the same. The LOLT team observed this and have effectively been able to draw the students out of their shell.

- The weekend workshops were the best place to provide a platform to students to make them believe in self and share their thoughts. The group discussion and presentation sessions were the best tools to draw their abilities out. The habit of sharing their thoughts in class and opposing other students helped them. This year students have won prizes in elocution competitions. Their performances were very good. At Prakasha Center also students have secured prizes in elocution.

- Essay writing was another area where our students have tried and succeeded. In the beginning students who had interest in essay writing had to be identified. SFSEP teachers provided them with some tips for the same. At Shahada they participated in a competition in which there were three groups. The winner and the first ranker in all three groups were Anando students. The guidance provided and the confidence they had developed helped them to reach their target.
- In all activities like sports, dance, essay, elocution, rangoli making Anando students have performed very well. The team needed to push them just once then they have become to participate in all extra curricular activities on their own.
- A few students have participated in the scholarship exam. A student from **Prakasha Center Dipali Gurov** secured a scholarship of Rs 6000/-.



SSC Results for the year 2011 – 12 (declared in the month of June 2012)

| Sr.No. | Center | Total Students in Std X | Result | | | Pass % | % obtained | | | | | |
|-----------------|--------------------|-------------------------|--------|------|--------------|--------|------------|-------|-------|-------|----------|--|
| | | | Pass | Fail | Not attended | | 00-34 | 35-44 | 45-59 | 60-74 | 75 Above | |
| Raigad District | | | | | | | | | | | | |
| 1 | Karjat Taluka | 174 | 155 | 15 | 4 | 90.11 | 19 | 20 | 76 | 51 | 8 | |
| 2 | Alibaug Taluka | 36 | 34 | 2 | 0 | 94.44 | 2 | 3 | 14 | 15 | 2 | |
| 3 | Mangaon Taluka | 56 | 49 | 7 | 0 | 87.00 | 7 | 4 | 18 | 19 | 8 | |
| 4 | Jalna District | 165 | 118 | 47 | 0 | 69.18 | 47 | 13 | 59 | 36 | 10 | |
| 5 | Washim District | 114 | 77 | 37 | 0 | 67.54 | 37 | 4 | 40 | 24 | 9 | |
| 6 | Nandurbar District | 25 | 20 | 4 | 1 | 83.33 | 5 | 2 | 8 | 9 | 1 | |
| 7 | Mumbai Worli | 10 | 8 | 2 | 0 | 80.00 | 2 | 4 | 2 | 2 | 0 | |
| Total | | 580 | 461 | 114 | 5 | 80.00 | 0 | 54 | 214 | 157 | 38 | |

The first five top ranking students were:

| Name of students | % | Rank |
|--------------------------|-------|-----------------|
| Devanand J. Jawale | 89.45 | 1 st |
| Sagar Namdeo Vehale | 85.82 | 2 nd |
| Reshma Rajendra Angre | 85.64 | 3 rd |
| Kiran Suresh Shinde | 85.09 | 4 th |
| Shubhangi Narendra Joshi | 82.80 | 5 th |
| Tyyab Badshah Shaikh | 82.73 | 6 th |

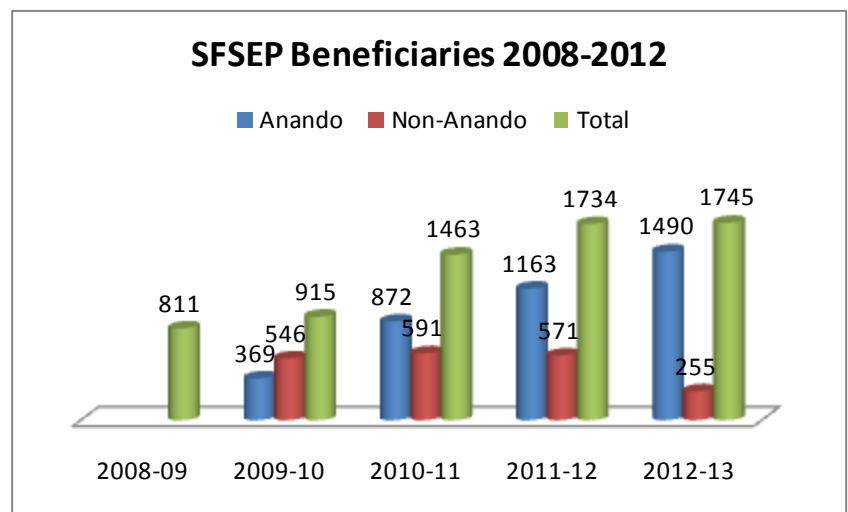
Student Friendly Supplementary Education Programme

Student Friendly Supplementary Education Programme (SFSEP) completed 5 years on 24th September 2012. This has been a remarkable journey with a visible, measurable & concrete impact on all the beneficiaries as well as stakeholders. The program continued in the fifth year with the same energy, better analyzed learning & comprehensive planned efforts.

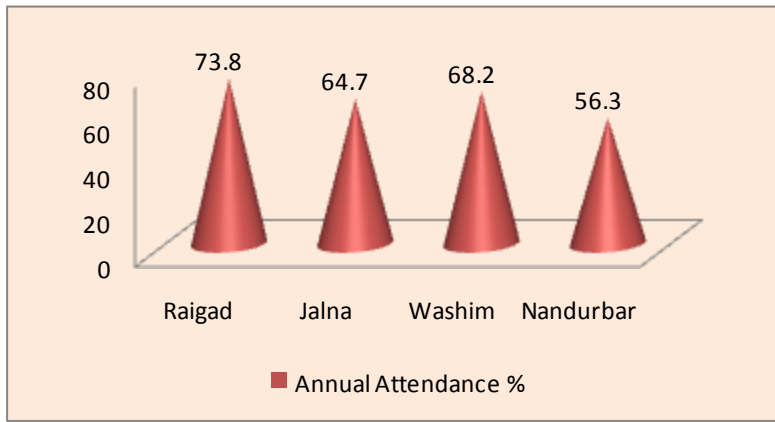


Statistical Summary of beneficiaries over the last five years is as under :

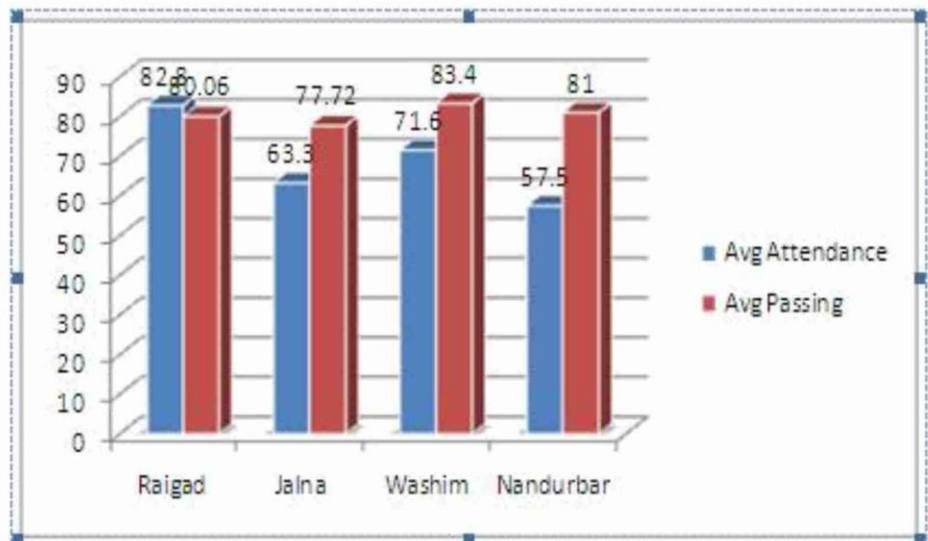
| SFSEP Beneficiaries in 5 years (2008 - 2013) | | | |
|---|----------------------|--------------------------|-------|
| Year | Anando Beneficiaries | Non-Anando Beneficiaries | Total |
| 2008 | | | 811 |
| 2009 | 369 | 546 | 915 |
| 2010 | 872 | 591 | 1463 |
| 2011 | 1163 | 571 | 1734 |
| 2012 | 1490 | 274 | 1764 |
| | 3894 | 1982 | 5876 |



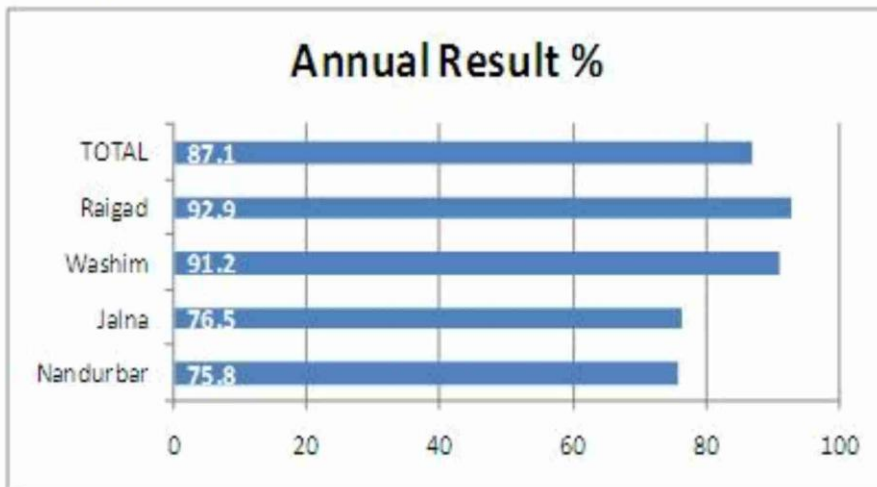
SFSEP - Annual Attendance



SFSEP - Test Statistics



SFSEP - Annual Result



Highlights of the year

Academic Activities

✓ English – Grammar Activities

- **Sentence Construction Activities** to help students easily create English sentences on their own through simple techniques & interactions with each other. This boosted their confidence in learning English & kept them interested in self-learning.
- **‘Voice’ & ‘Reported Speech’ through simple charts & tables:** Making the seemingly most difficult English grammar topics easy & reachable as well as fun through simple & participative teaching aids.
- **Reading, Writing & Comprehension as well as Communication activities:** For building the basic language skills, activities were conducted on a regular & planned basis to enhance the efficiency & proficiency of students in the English language.

✓ Math Activities

- **Group Discussions** serve as a great way of inculcating the importance of the subject & its components as well as confidence that Math can not only be easy but also enjoyable. This method has been in use in many centres for teaching Theorems and important concepts in major chapters of Algebra as well as Geometry.
- **Classroom Competitions** help create an atmosphere that is exciting & energetic without being too lenient. Students are divided into 2 or more groups & Math-related tasks/ questions are presented to each group by the teacher or by other groups. The sense of achievement & self-confidence on completing the tasks within given time is the greatest reward that students get from these activities.
- **Math Seminars** were conducted in all centres of Washim by the Assistant Programme Coordinator who himself is an excellent Math teacher. With monthly sessions in each centre, he gave students an in-depth understanding of seemingly difficult concepts in Algebra as well as Geometry.

✓ Evaluation Techniques

- Quiz & Similar group activities & competitions
- Presentations
- Blackboard Solving
- Monthly tests
- SSC Prelim Exams

Personality (Value-Education) Oriented Activities

- ✓ **Celebration of Guru-Pournima in classes:** This is an activity that is not just conducted by SFSEP teachers, but rather it is the day celebrated by the students for the teachers. The importance of ‘guru’ or teacher & his/ her role in the lives of students is very well understood by the students & they find their ‘guru’ in their SFSEP teachers, who are not only teachers, but also friends, guide as well as parents for the children.



- ✓ **Student Get-Together Programs (in Jalna):** The main objective of this activity is providing exposure to students through sharing of experience by SFSEP teachers of different centres. For this 3 or more teachers (1 from each centre, excluding the hosting centre) came together at one centre and interacted with the students. They share their experiences related to learning-teaching, their own education, family background, professional work etc. with students & try to encourage them through motivational stories. Through this activity, students get a good exposure by interacting with teachers from centres other than their own & the teachers too, understand the atmosphere, nature & problems of respective centre

Region-wise Highlights & Impact on beneficiaries

• Alibaug Taluka

- **Puja Bhoir from Chondhi centre**, obtained 100% marks in all subjects in standard VIII in her school; all school teachers and school principal appreciated her achievement
- **Rutuja Kathe from Chondhi centre** was a bit slow in learning & grasping things to some extent; she was also not participating in any activities of school, but after enrolment in SFSEP, her academic progress has been found noticeable due to our regular interventions with basic skills & self-study techniques as well as personal attention
- **Krutika Khambe from Alibaug centre** was very shy and very poor at academics. She was hesitating to participate in any school level activities but due to project she is now well developed at academics and could win top prize in essay writing competition organized by her school



- **Kirti Padiyaar from Alibaug centre** was very poor at academics but after regular intervention in classes of SFSEP, she is now well developed in education, also she has got best student of the year award in her village. She received the same award in LOLT Anando Alibaug as well.

• Mangaon Taluka -

- With concrete work & visible impact on the stakeholders in Mangaon Taluka the Mangaon

team succeeded in convincing Mr. Gandhi, who is a lawyer by profession & has a 2 - room structure to give the same for SFSEP classes totally 'free-of-cost'. The same place is being used consistently for the last three years for the classes. The owner has joined hands with the organization through this as well as other different contributions over these years.

• Nandurbar District -

- Deepak Vadile & Gopali Koli from Nandurbar district can be cited as representative examples of how even those students who are not at all expected by their parents, teachers & even themselves to do well in academics can pass with their own efforts in the first attempt in SSC (especially when they are first-generation learners & have received very little guidance & attention from teachers in primary education owing to very weak basic knowledge of languages & other subjects).

• Jalna District -

- Nikita Kharat, Priyanka Ingle, Vishal Bhore from Jalna District are strong examples of how personal attention, guidance & a caring support from a teacher can change the student's life significantly. These students were not even able to read or write their own name in English when they became SFSEP students in Std VIII & IX. They were identified early, were given due attention & trust that they are, by no means, less than any other child & with regular intervention & efforts, were brought to the normal levels of learning by the SFSEP teachers. Having scored hardly 4 & 5 marks out of 50 in the first test of SFSEP, they went on to score as much as 50% marks in the tests that were taken 2-3 months later. They are now learning well.

• Washim District -

- Devanand Jawle from Washim District was the SSC LOLT Topper for the year 2011 -12. He has been a regular student of SFSEP & has proved his mettle in fighting the most deprived & challenging conditions, with the help of LOLT.



Anant Programme

'Learn music for peace of mind' – one of the main objectives behind the initiation of Light of Life Trust's ANANT programme in partnership with Flowering Tree Inc, USA. The programme is based on the belief that if we strengthen our mind by keeping it calm and fresh it will definitely improve the thinking, planning and executing capacity of our mind. In the year 2008 - the Anant programme commenced in the month of August with 12 students in Karjat Centre followed by 14 students in Neral Centre. The Khopoli Centre was added in the month of October 2008 with 15 students. In November 2008 the Anant Programme was initiated also in Alibaug & Mangaon Taluka. Vocal singing and learning to play the Tabla were the two areas covered with the participating students. In the year 2010 the dance component was added to the programme in some centres. Anant undertakes formal coaching classes for Tabla instrumental, Vocal singing and Dance – India folk music with selected talented Anando beneficiaries. The Anant Programme equips the children with necessary skills in each of the three components through lectures, demonstrations and practical sessions by qualified and trained music teachers.

Music is a crucial part of human life. There is nothing where music doesn't exist. It plays a vital role to shape one's personality.

The following programmes were organized under the Anant Programme in addition to the regular classes held for teaching the three music components – vocal, table and folk dance :

Capacity Building Workshop – Anant team & Anant students

In the month of April 2012 through a five day capacity building programme the Anant Team along with our partners Flowering Tree Inc, USA , Founders Ms Sumita Ambasta & Mr. Christopher Mcleod undertook the journey of reviewing and renewing the objectives for the Anant Programme through interactive sessions. Additional new objectives for the Anant Programme emerged from the joint brain storming and discussion sessions.



Capacity building sessions were also planned for Anant beneficiaries from Karjat, Alibaug & Mangaon wherein each one of them were given specific inputs on how to take the step forward in their learning graph. Each student was given valuable tips on how to enhance the talent they already possessed.



Participation in Mumbai Marathon:

Karjat, Mangaon & Alibaug Taluka students ran the Standard Chartered Mumbai Marathon 2013. Alibaug Taluka Anant beneficiaries participated (8 students) in a drama competition at the Marathon where they performed the play 'Save Female Child' directed by Anant dance teacher Mr. Vrushal Ladge.



Active participation in Meditation Program:

A meditation programme was organized for All Anando parents in Alibaug & Mangaon Taluka. The Anant team and beneficiaries presented Eshastavan, Welcome song, Bhajans and motivational song during both the programmes in front of 400 parents and well wishers.



Visitors to Anant, Alibaug:

Mr. and Mrs Chintan Upadhayay met and interacted with Anant beneficiaries in Alibaug. They not only observed the performances from the children but also performed with the children.

Mrs Uma Rele, Principal of Nalanda dance Academy, Mumbai also interacted with the Anant beneficiaries and held discussions with the team during their visit to her dance academt.

Both visitors gave motivation and guidance to the students and conveyed best wishes for their future.



Anando Plus

In the academic year 2008 – 09, Light of Life Trust under its Project Anando launched a special programme – **Anando Plus**, with the aim to reach out to Std. X Anando students and guide them towards achievement of the third E – Equip for employability. In the Anando Plus programme, through various activities students are supported and guided in the choice of careers they would like to pursue keeping in mind their interest, aptitude and capacities. Individually students are advised and motivated to follow a certain path that would lead to their progress and development.

Programme Objectives:

- To ensure the accomplishment of the third E – Equip for Employment
- To support beneficiaries to join higher /vocational education as per their interest after Std X
- To develop a career oriented thought process
- To provide a platform to assess their own strengths
- To assist the beneficiary to become self sufficient
- To guide them to work productively and efficiently by updating their skills
- To create the attitude of ‘pay back to society’ for the opportunities given to them as Anando beneficiaries.
- To convert ordinary students into responsible vision partners.
- To make students, more responsible and accountable to self, family, school and the community.

Highlights of the year 2012-13

- ❖ Formation of Task Force Committee
- ❖ Mahacharcha Programme for Std XII.
- ❖ Centerwise Career Guidance Programme for Std X & XII.
- ❖ Subject Guidance Programme for Std XII.
- ❖ Bhavishya Vedh Programme for felicitation Std XII.
- ❖ Parikshela Jata Jata Programme for Std XII.
- ❖ Scholarship Distribution Programme.
- ❖ Students monthly meeting.
- ❖ Exposure visits to Educational Institutes.
- ❖ Summer Activities
- ❖ Anando plus students in major events organized under Project Anando – Education Material Distribution Programme, Bal Kala Mahotsav, Mahacharcha Programme, etc.
- ❖ Networking with colleges & coaching classes for concessions in fees, etc.



Career Guidance Programmes for Std X & XII

Career Guidance Program was held with 120 Std X & XII students of Karjat, Tiwari, Kadav, Khopoli, Mohili & Kondiwade at Jeevan Asha Community Centre - Tiwari, Madhyamik High School- Khopoli & Gram Panchayat Hall – Kondiwade and Bhausaheb Raut High School – Kashele. The programme was facilitated by Mr Raju Nemade, Mr Dashrath Deshmukh, Mrs Neeta Ghadge and Mr Mahendra Ghare

Topics discussed:

- What is Career? How should one choose a career? Which factors play an important role in a career.
- What are the different types of career options post Std X
- What are the different career options in the Technical Field.
- Appropriate documents required for obtaining admission.



Outcome of the discussion:

- Students learnt the importance of obtaining Caste Certificate from Gram Panchayat and Parents's Income Certificate for obtaining special privileges at the college level.
- Students were guided on how to choose their career options.
- Students were informed about the courses that were available in ITI Colleges in the surrounding area.
- Students learnt the importance of opening a Bank Account and its advantages

Career Guidance in Professional & Technical Courses was held at the Light of Life Trust's Office in Karjat and was facilitated by Mr Anil Jamadaar -Branch Manager - Union bank of India - Karjat, Ms Sneha Kamathe - Area Manager - Kohinoor Technical Institute - Thane, Ms Bharati Naik - Branch Manager -Kohinoor Technical Institute -, Mr Bhurve - Faculty, Dhanajay Misal - Electronics Faculty & Ms Sneha Sawant - Counselor

Information provided :

- The Bankers explained about the recruitment processes for employment in Banks and the positions that the students could apply for
- Information on appearing for MPSC& UPSC exams was passed on to the students
- The Kohinoor Technical institute team passed on information of various Technical Courses that were conducted in their Institute.



Mahacharcha Programme for Std XII:

Two programmes were held in Karjat and Khandas Centres for Std XII Anando Plus students with the aim to create an awareness about the importance of Std XII in a career, to motivate them to aim for higher education and at the same time provide guidelines on how to prepare for the Std XII exam and effectively manage the time they have in hand.

In total 50 Anando Plus students were present for this programme. The impact of the programme was seen in the boost in confidence levels for the Std XII exam as well as the motivation to continue with their education. In Khandas Centre the sharing session by ranker student **Nilesh Dukare was a source of great encouragement and motivation to the group.**

‘Ankur’ Training for Anando Plus Students In Alibaug Taluka

With the objective to train Anando Plus students as facilitators for different workshops, Alibaug Taluka organized a training based program called ‘Ankur’ on 8th March 2013 at Project Office Alibaug for 16 selected Anando Plus beneficiaries. Through the training efforts were made by the LOLT team members to build the students thought process to become trainers or facilitators who can give his/her inputs in various personality development workshops. With this thought a small activity was undertaken with them wherein the weekly workshop subject was shared with the group of Anando Plus children who were asked to prepare their presentations like facilitators. They were also asked to deliver the same in front of all. The plus point of this activity was that, during presentation they not only added their own thoughts but also added many objectives related activities in the subject which highlighted their improved skill and thoughts.



Participation of Anando Plus students in Bal Kala Mahotsav

In Karjat & Alibaug Talukas, Anando Plus students participated in the Bal Kala Mahotsav in the role of organizers and supporters. They handled various responsibilities during the program like management of schedule, costume, handling all the participants etc. In this event their skill of execution and team work were put into use effectively. With the help of this event they are now more confident that they can organize and manage their college level events too. For example : Shripad Amle (Chondhi Centre, HSC-Science) handled the responsibility of Anchoring the Annual Function in his college for which he was appreciated by his principal and professors.

Taskforce Formation Program

A one day programme was conducted for Anando Plus students in Khandas Centre with the aim to make the students understand the concept behind formation of a task force committee and to draw out a strategy for the same.



Summer Activities Programme:

The Summer Activities Programme was organized for 40 Anando Plus Task Force students in Karjat at the Karjat Dahivali office from 14th to 19th May 2012. The sessions were conducted by Anando and Anando Plus team members and covered the following topics:

- Personality Development.
- Goal Setting.
- Communication Skill & Body Language.
- How to face job interview.
- English Communication.
- Steps to a Successful life.

Scholarship Distribution Programme

- **Disha Parivar Scholarship Distribution Program**
5 Anando plus Students got Disha Parivar Scholarship Rs.10,000/- each.
- **Lawrence & Mayo Educational Scholarship Distribution Program** was held on 11th September 2012. The nine students pursuing B.Sc in Optometry were awarded the scholarship.
- **Summaiya Trust Scholarship Program** was organized on 17th September 2012 - 7 Anando plus Students received the Summaiya Trust Scholarship. Total amount received was Rs 29500/-.



Yuva Mahotsav

Light of Life Trust celebrated the eighth anniversary of Project Anando on 23rd March 2013 through **Yuva Mahotsav** in Karjat where around 300 Anando Alumni - the proud products of Light of Life Trust's Project Anando, came together to not only share their success but also to commit themselves as 'vision partners' with the organization to contribute towards realizing the dream of an educated and empowered rural India.

The Chief Guest at the Yuva Mahotsav was Mr. Naraindas Nandwani accompanied by his daughter Meena Nandwani and his young granddaughter Jenna Nandwani. Mr Nandwani has been a long time friend of Light of Life Trust and even though he is based in Panama he is in constant contact with LOLT and is a committed supporter to our cause. Many LOLT volunteers were present at this memorable event from Mumbai and Pune, most have been with Light of Life Trust since its inception.

Along with LOLT's Founder Trustee Mrs Villy Doctor many of the Anando Alumni were felicitated on this occasion for the success they have achieved in their young lives so far. Anando alumni have entered competitive professions like Optometry, Computer Engineering, Civil Engineering, Mechanical Engineering, Hotel Management, Nursing, Rural BPO etc.

Mr. Nandwani was highly impressed to meet the eight girls pursuing Optometry and he has very generously promised to donate a clinic with all equipment for the optometry students to manage once they graduate. Eight Anando alumni vociferously shared their view points regarding the need for education in the rural villages in India. This was followed by a small entertainment programme by the current Anando students. The Yuva Mahotsav ended with all present pledging their support and commitment to Light of Life Trust's vision of rural empowerment.



Some of the achievements of Anando Plus Students :

| Sr. No | Name of Students | Centre | Achievement |
|--------|------------------|---------|--|
| 1 | Tejashri Hadap | Khopoli | XI Commerce Students – Secured 1 st Rank (69%) |
| 2 | Chandani Gaikwad | Karjat | 2 nd prize inat Taluka level Music Competition |
| 3 | Rohini M. Gharat | Mohili | XII (Arts) secured 1 st rank (76.50 %). Anchored the Gramin Patrakar Sangh District level Program and received Best Anchor Award |
| 4 | Ananta R. Ainkar | Khandas | 1 st rank in XII (Arts) from Bhausahab Raut Junior College, Kashele |
| 5 | Nilesh R. Dukare | Khandas | 2 nd rank in XII (Arts) from Bhausahab Raut Junior College, Kashele |
| 6 | Ganesh S. Ainkar | Khandas | 3 rd rank in XII (Arts) from Bhausahab Raut Junior College, Kashele |
| 7 | Rupali D. Ainkar | Khandas | 2 nd rank in XII (Commerce) from Bhausahab Raut Junior College, Kashele |
| 8 | Suvarna P. Bhoir | Khandas | 3 rd rank in XII (Commerce)from Bhausahab Raut Junior College, Kashele |
| 9 | Rahul B. Kakade | Karjat | Secured 1st Class in XII (Science) |
| 10 | Sonali Nakhate | Tiware | Anchored the Gramin Patrakar Sangh District level Program and received Best Anchor Award |

Anando Plus students in professional degree course :

| Sr. No | Name of Course | Name of College | Name of Students |
|--------|--|---|--|
| 1 | B. Sc in Optometry & Ophthalmic Technician | H.V. Desai Eye Hospital and College, Hadapsar. | <ul style="list-style-type: none"> • Pranali Vasant Badekar • Poonam Wagh • Priyanka Nikam • Shubhangi More • Nalini Balu Jadha |
| 2 | Diploma in Mechanical Engineering | Acharya College, Shelu | <ul style="list-style-type: none"> • Prashant Gambhirao-Tiware center |
| 3 | Diploma in Electrical Engineering | Dr. Babasaheb Ambedkar Polytechnic College, Lonere B.L. Polytechnic College, Khopoli | <ul style="list-style-type: none"> • Ruchika Puri • Rupesh Tanaji Agivale |
| 4 | Diploma in Agriculture | Krushni Tantra Vidyalay, Dapoli | <ul style="list-style-type: none"> • Ratnakar Dunda Chanche • Vishal Sharad Thorve |
| 5 | Diploma in Computer Engineering | Brahma Valley , Nasik | <ul style="list-style-type: none"> • Gopal Dilip Marathe |
| 6 | B.Sc in Nursing | Nursing in Civil Hospital , Alibaug | <ul style="list-style-type: none"> • Sheema (Mangoan) |
| 7 | Degree in Computer Engineering | Tasgoankar College, Bhivpuri | <ul style="list-style-type: none"> • Rahul B. Kakade |
| 8 | Diploma in Nursing | Wit Nursing Institute, Panvel | <ul style="list-style-type: none"> • Sarika T. Zomate |

Anando Plus students in employment:

| Sr. No | Name of Student | Centre | Employment |
|--------|---|-----------|--|
| 1. | Sonali S. Deshmukh Tushar Gharat Aruna Paradhi Bharat Malu Gavandi | Karjat | Applied for Recruitment of Jail Police |
| 2 | Swapnali Turde | Kondiwade | Working with Light of Life Trust as a Social Worker. |
| 3 | Almel Priya Swami | Khopoli | Working with Hotel Fariyas, Lonavala |
| 4 | Jyoti Ghare | Khopoli | Working with Lagoona Resort – 5 Star Hotel, Lonavala. |
| 5 | Archana Maruti Ruthe | Mohili | She has completed ITI in Electrician from Government ITI, Karjat With Distinction |
| 6 | Alishaba P. Ujagare | Khopoli | She is Studying in F.Y.B.A and Working with LOLT as a SFSEP Teacher for Khopoli Centre. |
| 7 | Ku. Sheetal A. Devda | Neral | Completed D.ed by Securing 67.7% |
| 8 | Ku. Arti Jadhav | Neral | Completed D.ed by Securing 1 st Class |
| 9 | Ku. Chitra P. Dighe | Khandas | Completed D.ed by Securing 1 st Class |
| 10 | Ku. Swapnali V. Turde | Kondiwade | Completed D.ed by Securing 7.3 % |
| 11 | Pooja Ramakant Virale | Neral | She got the First Price in the intercollegiate singing Competition from Neral college, Neral |
| 12 | Nikita Sunil Chavhan | Khopoli | Part time placement in Tata call centre. |
| 13 | Sarika Tukaram Zomate | Neral | Successfully completed ANM Nursing course from Women India Trust, Panvel |



B.Sc in Optometry Students



Ruchika Puri - Diploma in Electrical Engineering



Sumaiya Lagad

Research & Development

Community Needs Assessment – Project Jagruti

In selected sample villages of Karjat

A Community Needs Assessment Survey was conducted in selected sample villages (44 villages) of Karjat Taluka over a period of fifteen days in the month of April 2012 with the help of Anando Plus student beneficiaries and the LOLT Research Team.

The needs assessment was carried out with the following objectives:

1. To assess needs of all age groups in terms of education, vocational skills training, employment opportunities, special needs of adolescents, girls and women.
2. To assess needs of senior citizen: health issues, psychological issues, financial management
3. To assess needs of physically challenged people.
4. To assess health needs and health care facility accessibility in the villages
5. To assess particular needs of tribal
6. To assess agricultural needs of villagers in terms of cropping pattern, crop protection and marketing avenues



CNA Findings:

- **Drinking water:** The survey has identified specific needs of safe drinking water, hygiene and sanitation facilities, irrigation during non monsoon (rabi and summer season) months as a first priority. The villagers face severe water scarcity during the summer months. Most of the villages surveyed do not have tap water. The villagers also felt the need of utilizing government schemes for inhouse toilets.
- **Health :** The second priority need was access to health care facilities, information on health related issues. The remote villages did not have private medical practitioners and even government facilities were difficult to access due to bad roads and lack of transport facilities.
- **Education :** The need for educational institutions mainly secondary schools, junior and senior colleges was felt among the student population, as they have to travel far distances to complete their schooling and graduation.
- **Information Technology :** Computer literacy was also another felt need among the students as most of the computer institutes were placed at Karjat and big villages.
- **Technical Education :** Only one ITI is situated in Karjat, and many students aspiring technical and vocational skilled training attend colleges at Ulhasnagar, Kalyan and Thane.
- **Senior Citizen:** 1067 senior citizens are beneficiaries of the “Indira Gandhi Senior Citizen Pension Scheme”. The Senior citizens have expressed needs for health and financial help but are hesitant to approach outer agencies for help as they feel it shall defame them in the society and amongst their relatives.

Development of Baseline Assessment Tool – School Quality Development Programme, Anjar Tehsil, Kutch District, Gujarat

The School Quality Development Programme (SQDP) is seeking to change scenario in rural education by initiating processes that will change approach towards quality education. The project is not only trying to achieve academic development of students but also develop their personality. Although under LOLT's Anando program, similar work is being undertaken in Maharashtra, under SQDP in Gujarat it will be done differently through School teacher's interventions. The need to extend teachers role beyond school boundaries is being felt more and more these days. The process of education has not only remained reduced to classrooms but it is an all round process which demands involvement of other stakeholders like parents, siblings, peers and community. Quality education is a contested term which is defined in various ways. Quality education should not be reduced to mere academic education but it should enable the child to achieve success in all spheres of life. Creating dynamic personality of students with academic knowledge is essential for surviving in this changing scenario.

After extensive field survey and discussions with funding partner the objectives of the SQDP have been set as follows:

- To improve the transition rate of students from upper primary to secondary at least by 5 % by first year, 10 % by second year and more than 10% in third year.
- To enhance teacher's capacity to ensure quality of education
- To increase the active participation of all stakeholder including parents to assure the cohesive support system for completion of children's education
- Advocacy for education related issues especially in secondary and higher secondary sections

The research team was fully involved in creating customized tools for the baseline assessment and training the LOLT Anjar Coordination team as well as the school teachers to ensure the assessment tools were appropriately implemented.

Developing Indicators:

- ❖ **The first objective is trying to improve the transition rate of students at the secondary educational level specifically in Anjar Tehsil.** The following key points need to be kept in mind in regards to this objective :
 - a. The school availability at secondary level is few if compared to schools at the elementary level.
 - b. Std VIII has been recently transferred to the upper primary section.
 - c. There are no exams till Std VIII but grading system has been introduced till STD VIII
 - d. Students till Std VIII will be not be failed. In this case transition of students till Std VIII is ensured.
 - e. The real challenge emerges when student's enter Std IX as Std IX will have exams and Std X will be a board exam.
 - f. The lower standards below 9th will have constant grading system for evaluation of students. If constant grading system is not done properly and child's development is not followed scrupulously there is high chance of failure of students in standard 9th exam.
 - g. One of the main reasons for dropping out students from school is failing in exams. Mass failure in Std IX will have impact on transition rate from Std IX to Std X .
 - h. The other challenges that will emerge post Std VIII are :
 - i. Availability of schools
 - ii. Long distance to travel to attend school
 - iii. Gender bias (against Girl Child, Against Co - education, etc)
 - iv. Marriages of girl child below 18 are more frequent in Kutch District in comparison to Gujarat state average.
 - v. The people in rural Anjar are conservative and they don't want to send their girl child to schools situated outside their village.

Work on perception change of parents has to start at upper primary level. Indicator for judging perceptual change in parents and community members will be done through a tool developed for understanding perception changes in various stakeholders.

Tools for the following stakeholders were developed

1. For parents and other family members
2. For teachers
3. For students

The Transition rate - which SQDP will be impacting will be calculated mathematically by applying the following formula:

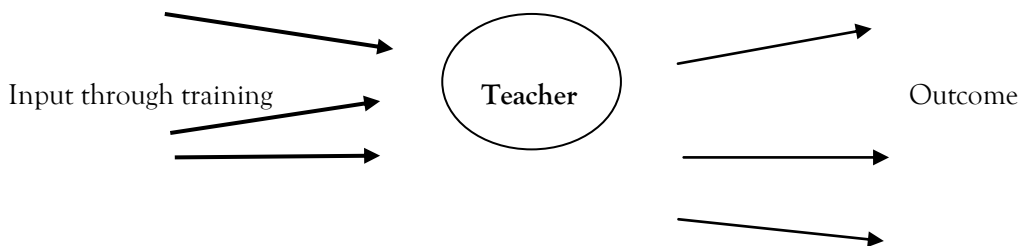
$$\text{Transition Rate (TR)} = \frac{\text{New entrance in any grade in present year}}{\text{Enrolment in same grade last year}} * 100$$

The above formula will be applied on the basis of the assumption that same students enter in the next class, but some students can go to other schools or migrate. Those students will be tracked and seen whether they are continuing their education in respective schools.

❖ **The Second objective is focused on quality education through capacity building of teachers.**

Quality is an experience that a student undergoes whilst learning. The experience of quality can be evident in the environment in which students are learning as well as knowledge gained by them. Environment can be of two types - one is physical environment and second is mental environment. The physical environment consists of school atmosphere and classroom atmosphere with learning equipments/technologies in school and classroom. The mental environment consist of elements like teachers-pupil interpersonal relation, Students and family members interpersonal relation, student’s mental ability, emotional ability, learning ability, learning disability etc.

Through the SQPD the teacher is expected to give all inputs which the Social worker gives in the Anando Programme. The teacher is the main catalyst of change in this programme.



Generally it is observed that there is some loss of essence from the training given and the output produced by the trainees. So for first year monitoring of the given training is very important. At the same time there are not any dramatic changes in the first year of training. With constant monitoring; change will be visible in second year onwards though there are certain indicators of change that can be observed in the first year.

The key components of quality education are as follows:

- 1) **School environment:** Basic amenities, Infrastructure, facilities etc
- 2) **Classroom environment:** Benches, Blackboard, electricity, color of wall, Charts, using audio visuals, visiting sites, outdoor classroom activities.

To meet the requirements of the above two components it is understood that under the governments dedicated program like Rashtriya Madhyamik Shiksha Abhiyan in the 12th five year plan of government of India – the mapping exercise for building of new schools have been undertaken in most of the districts including Kutch District in Gujarat. This year the government in Gujarat is planning to build 100 new secondary schools in Kutch district.

Apart from this initiative there are many challenges that need to be addressed to achieve high enrolment in secondary schools. The core team of LOLT SQDP and Welspun Foundation of Health & Knowledge will make concentrated efforts to raise these issues in meetings with government officials at the local and state level.

3) **Classroom process:**

- a) Teacher's group work practices: Teaching through games, group exercises, presentation by students, inviting recourses person, giving responsibility to some students, outdoor games etc.
- b) Need to give training on interactive methodologies for teaching. Understanding of pedagogy need to be develops in teacher. Every six month class room mapping on academic and non academic performance of students will be done.
- c) Interest level of teacher will be understood in areas like working with children, motivation for being teacher, their outlook for discipline etc.
- d) Case work practices with students: Finding out symptoms/ signs/ traits of children who in need of attention. To identify, trace of needy children, children in problem, share their needs and problems with teachers and facilitator; and also try to provide emotional and other kind of support to such students.

4) **Teacher's Individual growth:**

- a) **SWOT analysis:** "Strength, Weaknesses, Opportunity and Threats" analysis method will be used for understanding impact of training and planning for next phase by teachers. In addition to it Jack Phillip model assessing training effectiveness which modified version of Kirk Patrick framework will be used for developing understanding effectiveness of training given. The typical evaluation framework of Kirk Patrick has four stages: Reaction, Learning, Job behavior and Result.

5) **Student's baseline:** At present CERG is not having component of directly working with students there are certain formats will be developed which teacher can fill for students to understand reading, writing, and other subjects ability of students (*specific subjects*). Along with this format six monthly review of classroom process will be done by stratified sampling in project schools.

- ❖ **The third objective is focused on increasing the active participation of parents to assure the cohesive support system for completion of children's education** - Active participation means people will not only encourage their pupil's education but also other community children's education. People are ready for change (the fact emphasized by field level report). Some parents are taking their children every day to school but most of them still do not want to educate their children specially girl children. Some community members are coming forward to build hostels for students but only for students belonging to their caste. The scenario is still very traditional though there are currents of progressive approach witnessed.

Understanding the influence of these progressive currents and to enhance efforts of SQDP, new waves of educational awareness through PCMT (Parent Community Mobilization Team is part of the programme strategy. Teachers have to take initiative after trainings to form the PCMT. The committee will meet every three months. The parents will also have parent training every month. The committee will plan awareness programs in community with help of LOLT coordination team based in Anjar in the first year.

Process of conducting Baseline Assessment:

The baseline assessment - Pre Testing of the project was undertaken before the first teacher training. The baseline of school infrastructure, amenities and facilities along with classroom physical environment was done first. The classroom mapping on basis of student's data was done with the help of the school authorities. Classroom observation sheets for each teacher were filled with actual observation by LOLT team. A customized matrix was used for the same. The input on the same was taken from the Head Master of the schools for confirming findings of the process matrix.

Student's data on different variables have been collected. The variables are - academics performance, sports performance, extracurricular activities etc. The data on gender, caste, class, language, religion, and village have been collected as part of demography data. Some ethnicity information was also collected from school records as secondary source of information. Sensitive information was not directly asked to students. Physical and learning disability of students were also noted in order to provide better support to such students. Academic ability of students is being gauged by the grades in class along with reading, writing and arithmetic skills. To develop baseline for students the 3'r' skills, passages from lower standards till present standards are used to judge reading ability. If some students could read present standard passage without any difficulty then higher standard passage will be used to judge students reading ability. For writing and Maths same methods will be used.

All these exercises were taught to the teachers in the first training and teachers conducted the same for their respective students in their schools. On each evaluation round 10 % of students were randomly selected as sample for understanding difference in progress of the students.

Teacher's baseline was conducted through classroom and out of classroom processes observation method. This was a two way process. The different facets of teaching and classroom processes were listed and teachers performance on those facets will be noted by LOLT team and same will be confirmed by school authority at the end of the year.

Parents of the sample selected students were interviewed for certain indicators and their family data collected for understanding family background. Perception change questionnaire was also used to understand change in perceptions of the parents.

Development of Personality Measurement Tool

Anant Programme is dedicated to music and performing art development of rural children. The project not only looks into development of music related skills but also looks into holistic personality development of children. Behavior is external manifestation of personality. Personality monitoring variables of Anant students are documented in Anando project evaluation. Academical development is monitored in SFSEP and Anando project documentation. Though records are maintained for all projects, no attempt been made to understand inter students difference between Anant and non-Anant children. In this year the research team began a process of putting a measurement tool in place to show the impact the Anant Programme has made on the students behavior and attitude.

Control and experiment framework:

General definition: In general terms, controlled group is the group on which treatments (project activities) are not performed and experiment group is one on which treatments (project activities) are performed. The control and experiment framework is generally used in experimental research. The framework is mainly derived from Medical Sciences for doing various experiments related to effects of medicines on species. The species can be non-human or human. In medical experiments environment can be controlled more effectively than of social science experiment and test can be done under laboratory conditions. In social sciences, it is difficult to control environment in which experiment is performed. In social sciences, subjects with whom the project is going on, the agents involved in it and stakeholders, all are subject to change as environment of project. This makes evaluation of social project challenging under control and experiment framework. The control and experiment group need to have samples with same characteristics and nature. All Anando children are not under Anant program. This throws challenges in selecting control group for Anant. Control group need to have at least some exposure to Music or other performing arts like dance and tabla. In this case need for selecting non Anando children for control group is very much necessary. The attempt will be made to find Anando child who is not in Anant but have some exposure of vocal, tabla or dance training for control group. Otherwise, other children who are not in LOLT program but living in same vicinity or similar living conditions will be chosen as sample for control group.

Sample:

Experiment group:

Karjat, Alibaug and Mangoan Taluka have 180, 61 & 25 beneficiaries respectively under the Anant programme. The Taluka wise portion is skewed in terms of number of participants. So Karjat Taluka needs to be divided into three sub zones. The sub zones of the Karjat zone are Karjat 'A' sub zone, Karjat 'B' sub zone and Khopoli sub zone. Karjat 'A' sub zone includes students from Karjat, Tiware and Neral Centres whilst Khopoli A and Khopoli B Centres are clubbed in Khopoli sub group and Kadav and Kondiwade Centres are included in Karjat 'B' sub zone.

10 samples in each sub zone were selected in each performance type or actual number, whichever is more. The sample students included present Anando plus students who were a part of the Anando Ptroject. If the performance is taught in different centers then even number of students were selected from centers within each sub group. For example, In Alibaug sub group in order to select 10 students - 5 were selected from Chondhi Centre and 5 from Alibaug Centre.

Control group:

As explained earlier selecting control group for this process has been a challenge. The control group students need to be receiving some kind of training in performing arts which are taught under Anant Programme. So the preferred list of students was selected as per following norms:

- 1) Non-Anant students under Anando program who are undergoing training in Vocal, Dance or Tabla.
- 2) Non-Anant, Non-Anando students who are undergoing training in Vocal, Dance or Tabla and studying in the same school where Anant and Anando students are studying.

- 3) Non-Anant, Non-Anando students who are who are undergoing training in Vocal, Dance or Tabla and not studying in same school where Anant and Anando students studying but belonging to same residential area or village.

The sample number for Non-Anant students for evaluation will be same as the Anant Programme student sample.

Tools: Each selected student will be evaluated on basis of one individual performance and one group performance. The performance will be evaluated from an external expert i.e. non-Anant faculty along with Anant faculty. They will evaluate the performance with a question- answer session with the students and groups to understand their ability of grasping a particular 'Art'. The interview guide will be provided to faculties but they are free to add few questions to understand students better.

To understand personality of students, '**High school personality questionnaire**' by R.B.Cattell and Cattell will be used. The test is a patented document and will be purchased from reputed psychological test agency. The tool will be administered and analyzed with the help of a trained psychologist.

In the month of February/ March 2012 - Mrs Uma Rele, Principal of Nalanda Dance Academy, Vile parle Mumbai and Mr & Mrs Chintan Upadhayay visited the Alibaug Centres and interacted with the Anant beneficiaries and shared their expertise with them



White paper on Project Anando and its Impact

The research team played an important role in creating an abstract for a 'White paper on Project Anando - Its processes and Impact from 2005 to 2013'. All the required Data has been collated by the Research team and the same will be put together in a white paper to be presented to LOLT partners, future donors and all LOLT supporters. Light of Life Trust (LOLT) over a period of eight years has been implementing Project Anando in five districts in the State of Maharashtra. Project Anando through its 3E approach has reached out to over 9000 beneficiaries, their families, teachers and communities in this span of time with an aim to Educate, Empower & Equip for Employability adolescent rural underprivileged youth. This paper will aim to analyze effectiveness of the approach and gauge the impact of the project on the beneficiaries at the academic, personal, social & financial level. Project Anando conducts specific activities focused on growth & empowerment of rural underprivileged children, ensuring due participation from all stakeholders including children, parents & family, school & teachers, peers & local community. This paper will trace the growth and development of Project Anando and share the findings which show a positive & ascending trend in education, socio-cultural empowerment & employability as well as earning levels of the beneficiaries. These findings will be based on the actual primary as well as secondary data of academic, personal & professional performance of beneficiaries.

The abstract of the paper is as under :

| | |
|------------------|--|
| Chapter 1 | Introduction & Rationale |
| | Demographic Profile # Gender # Age # Selection Criteria - Single parent, Orphan, Tribal # Locations covered |
| Chapter 2 | Hypothesis of the project - positive growth and development # Education # Employability # Actual Income of the children post the intervention - decrease in % of drop out - increase in the % that completes basic education - increase in the % of girl child pursuing higher education |
| Chapter 3 | Methodology - Quantitative - Qualitative # With Child # With parents # With community # With Teachers |
| Chapter 4 | Beneficiary Population - Anando, SFSEP, Anant - Record of all beneficiaries |

| | |
|-----------|--|
| Chapter 5 | Impact Assessment - Data # Area Wise Data Analysis - Discussion on Salient features of the programme # Std X completion # Std XII # Higher Studies # Vocational Training # Academic Results comparison of last 3 years - SSC # Academic Results comparison of last 3 years - HSC # First graduating students # Income Comparison - child v/s parent |
| Chapter 6 | Conclusion # How Anando has helped break vicious cycle of poverty amongst beneficiaries # Empowered parents # Raised aspiration levels of families # Need to take the programme to a larger population # Next steps - Anando National Education Programme |



School Quality Development Programme

Light of Life Trust in partnership with Welspun Foundation for Health and Knowledge, initiated a three year School Quality Education Programme in Anjar Tehsil , Kutch District, Gujarat with 4 government schools with the aim to cover all 123 schools in Anjar Tehsil by the 3rd year of the programme. This integrated school development programme was developed with a focus of intervention with school authorities and teachers.

Following a desk research, a team from Light of Life visited Anjar in January 2012 for assessment of situation & the needs regarding education through field visits. Visits were made to 10 upper-primary & secondary schools (Govt. as well as private; funded & also non-funded; rural as well as urban) and more than 8-10 villages in & around Anjar tehsil, in-depth interviews (with community, parents, teachers, head masters, local social workers & community leaders)& observation tools gave a clearer picture as to what is the realistic academic situation in Anjar tehsil, especially of accessibility & enrolment as well as efforts by &



impact of secondary schools in the area. In this visit, the meetings & interviews with CRC members like Mr Kantibhai Roz, Taluka Education Inspector Mr K M Nandania& the then District Education Officer, Kacchh (Gujarat), Mr Mahesh Rawal gave very important & critical insights into the situation.

Selection of schools was undertaken keeping in mind those requiring the actual need of intervention & of those that Welspun Foundation wanted to support being in close geographical vicinity of the Welspun plant & in the area where Welspun already had ongoing social intervention projects like ‘sewing & tailoring units/ centres’, etc.

Post receiving of permissions from the education department the actual programmatic operations began in the month of July 2012 with the Baseline Study of students, parents & schools. The students were tested in Mathematical & language (both mother tongue & third language - Gujarati & English) abilities. School Infrastructure was taken into consideration & Classroom processes were evaluated through Teachers & Headmasters. Also, ‘Parent Perception’ was captured through interviews & open as well as close-ended questions.

The major intervention through SQDP was in form of “Capacity Building Programs for School Teachers”. The first of the three scheduled trainings was organized in the month of July 2013 which commenced after the Inauguration & Orientation Programme for Government Officials (education department) held on 11th July 2012 in Anjar. 35 officials including the District Education Officer and CEO of Welspun Group along with the LOLT team were present for the programme.

The teachers were provided all the training capsules in 2 batches – of primary & upper primary. The first training focused on the teacher as a person, their self-analysis, expected role in the vast expanse of education system & challenges faced by them while performing their duties. Productive discussion was held on “Decision-making” & “how should I respond to the challenges, in spite of my limitations”.



Right on the first day of first training program, the teachers bonded with the LOLT team & trainers to a great extent. The activities leading to “Self-introspection” allowed the teachers to explore their own personalities through the perspectives of self as well as of people around us, from family & spouse to colleagues & students. The realization that this training is capable of enriching their lives as a person as well as a teacher made them highly responsive & this was a major result of first training. A special session on “Child Psychology” proved to be another major highlight of this training. It opened the doors of deeper understanding of thought processes & action-reactions of children by teachers. They were made to understand that they themselves are parents, who need to understand their children very well & the same understanding capability will help them as a teacher, too.



A month after the first training program, a review & follow up meeting was held, in which the LOLT team visited every school to analyse the outcomes of training in terms of application of learning & discuss the challenges & possibilities of growth for each school, to make a joint plan & take some steps to improve the school performance. Along with the new techniques & methods used for teaching (like PowerPoint presentations & playful learning activities) the schools had already started working on factors affecting school atmosphere like garbage bins & dumping areas around school premises & shops selling toys, confectionery as well as *gutkha*, *supari* etc. just outside the school gate. The meetings concluded with specific action plans to resolve these situations. Teachers were also asked about which topics they would like to have in the next training.



The second training program was conducted in December 2012. It was of 2 days duration & focused on the areas of direct intervention of teachers with students & parents. It covered topics like joyful learning, introduction to case-work & group-work tools and their application in schools (which was also demanded by teachers), achieving parent support & team-work. As teachers had already realized the need of deeper understanding of children, they responded very well to case-work & group-work session. Through apparently very funny & trivial games, the importance of “team-effort” in schools was established &



emphasized. Another area that was effectively realized was that of “Parent Participation” in school & in academic development of their children. Through another introspective activity, teachers were made to evaluate their own performance & contribution as a parent in their child’s school & then compare their expectations (as teachers) from the parents of their students. This was another major milestone established in this journey of self-analysis & improvisation that the trainers wanted & had planned to achieve.



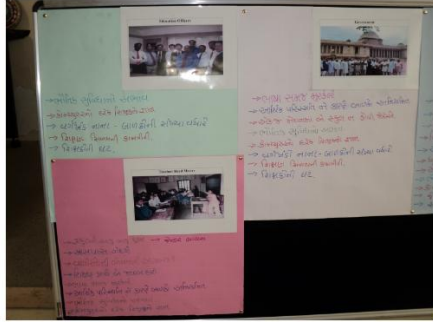
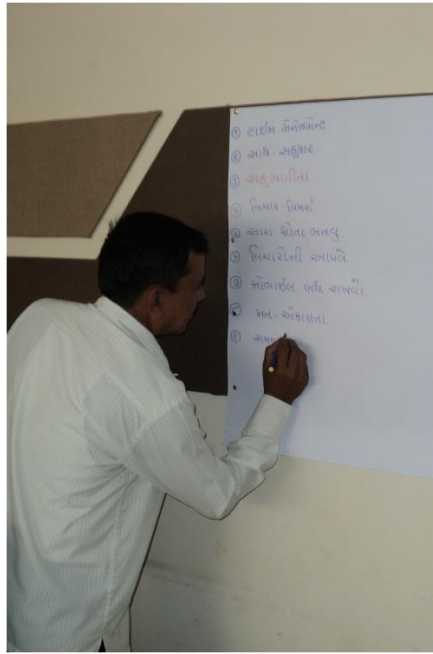
The third and final training program of Year 1 & was held in March 2013 for 2 days. Through feedbacks, teachers had shared the need of different activities and tips to keep the children engaged and interested in class. In addition, trainers had realized that skills like communication & time-management were also needed to be enhanced. So these became the focus areas of 3rd training. Along with these, “Education & research” was a small but very interesting topic that was conducted. Every session had its own impact & many of the trainees agreed that they had been failing to use communication as an

effective medium & to use time as productively as possible. An exercise that made them calculate how much of their time was engaged in teaching, how much in non-teaching activities and how much was wasted in trivial tasks that could very well be avoided/ combined/ managed, was conducted & it was an eye-opener for many.

Apart from the trainings to teachers throughout the year, an another component of the SQDP that of ongoing monitoring & enhancing schools’ capabilities was in operation as it was essential to provide the teachers and schools support & value addition in their daily work. This was done through a regular visits and inputs from a two member Light of Life Trust local team in Anjar. This small team shouldered a vast expanse of tasks in the entire year, from collecting baseline data, to making school visits & from handling individual cases of highly irregular students to analysing the application & impact of learning obtained from training programs. Notably, this field staff succeeded in regularizing 50% of students who were listed as very irregular & actual/potential drop-outs by the schools. They also inspired & supported teachers to pay more & qualitative home visits & achieve parent participation through the same.



At the end of the year, a review meeting of all schools will be conducted to take a complete review of the year’s work done, to obtain feedback from all stakeholders and analyse the performance of the project.



SPECIAL PROJECTS UNDERTAKEN DURING THE YEAR

❖ Lokkruti Project in Mohili, Karjat Taluka, Raigad District

Lokkruti Project is the initiative of the community by the community for the community to ensure overall development.

Geographically Mohili is a part of rural Karjat and is situated 10 kms from Karjat City. The area is also known as “Wasare Khonda” and includes 22 villages. Tribal communities are also an integral part of the local community. The density of the population is around 45000 people, comprising of 25000 male and 20000 female population.

The children from this particular area are studying in 15 Primary Government Schools and 2 Private High Schools. Some families send their children to High School. Skeleton medical facilities are available at the primary health center. Because of infrequent transport system villagers are dependent on private small six seater auto rickshaws. To fulfil their daily requirement villagers have to travel to Karjat main city.

Most of the adult village population work as daily labour in the local area or work on monthly wages at small scale factories or companies at nearby townships - Khopoli, Ulhasnagar, and Karjat. The average income of most of the population is Rs. 2000-3000 per person per month. There is lack of educational awareness and lack of willingness for higher education in this area, as parents focus only on earning. Education is the last on their list of priorities.

Light of Life Trust’s Project Anando is functional in Mohili village (proposed project area) since the last five years with support from organizations like Chance of Life, Germany (supporting the girls) and many individual donors (supporting boys). The impact of the project has won the confidence of local people whose participation is extremely high. All Anando activities and programmes are generally organized in the local school premises however with an increase in the number of students in the project and in the number of activities undertaken it has become difficult to manage the programmes in the small single room allotted in the Zilla Parishad School, hence a local villager (parent) has come forward to donate 2200 sq. ft of land to be used to organize activities for the local community. The villagers have, at the same time assured their whole hearted support in building the proposed “Capacity Building Centre”.

Goal: To build the “Capacity Building Centre” (CBC) for the community, in order to transform the members of the local community through various capacity building programmes including vocational training.

Target Audience:

The following groups will be reached out to from Mohili and 9 other nearby villages

1. Youth : 750
2. Girls : 2000
3. Women : 1900
4. Students : 600

Objectives:

- To conduct workshop/trainings/seminars/awakening programs to ensure the overall development of children/ women/local community members.
- To organise training, seminars, workshops and awakening programs for families and villagers community for empowering women, youth, students and all stakeholders.
- To organise cultural events, group discussion and symposium to build self esteem- and confidence level of participants.

- To create and initiate a reading room and library for youth, girls, women and students from the community.
- To build a resource centre for community;
- To create a centre to encourage sports and music in Mohili and nearby villages.
- Sharing centre: women, youth and the girls in need of help can come to center to get the emotional support and counselling.
- To help rural low income families to have a sheltered area for collective community activities, functions and a sheltered place for children to use in large groups.

Parents & community members from Mohili Village volunteer their time to build the centre



The Capacity Building Centre will not only be used by the children and families of Mohili villagers but villagers from surrounding villages will also enjoy the facilities provided.

The Project will be implemented in Partnership - Light of Life Trust, Parent representatives, children and the community and the funding partner (youth, local influencing personalities etc.)

- A Lokkruti Project Management Committee comprising of representatives of Light of Life Trust, Parent representatives, donor representative (if possible), Community Leader, youth representative and women representative, will be formed to ensure effective functioning and transparent management of the centre.
- The committee will prepare a Code of Conduct for Centre.
- The centre will be run by purely community members.
- The representative of Light of Life Trust will play the role of a facilitator and ensure active participation by all community members.
- Light of Life Trust also will try to build the capacity of Management Committee to ensure efficient governance and promotion of thought to take this concept forward in other villages as well.

Fully supported by B. Braun/Aesculap through Chance of Life, Germany the foundation of the capacity building centre was laid on 21st October 2012 in the presence of the Chance of Life Team, LOLT team , the Sarpanch and the villagers from Mohili. The centre will be functional from February 2013.

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❖ Public Library In Karjat

Light of Life Trust, in partnership with Johnson & Johnson set up a Library & Reading Room within the premises of Project Anando Office in Karjat. **The Public Library was inaugurated by LOLT Founder & Managing Trustee Mrs Villy Doctor on 23rd March 2013.**

The library aims to serve the reading needs of the following target beneficiaries:

- Anando Beneficiaries
- Anando Plus Beneficiaries
- Faculty members of Student Friendly Supplementary Education Programme of Anando
- Social Workers/Counsellors of Project Anando
- Teachers and Students of local
- Larger community in Karjat

The library has been set up in a room admeasuring about 550 Sq. Ft. and apart from books and reference material will also include a Television and DVD Player. The books range from fiction to nonfiction to magazines & periodicals to encyclopaedias to historical facts to E-books, Films & Documentaries. The books are available in English, Hindi & Marathi languages.

Books have been received from individual donors as well well known book stores in Mumbai City – Crosswords and Just Books.

The library will remain open from 11:00 am to 5:00 pm on all days (except on Wednesdays and some Bank Holidays).



Next Steps towards our vision. . . .

Anando National Education Programme

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 Abhiyan especially at the elementary school level. However the fact remains that the schools, especially secondary schools, catering to the masses (Government aided and government recognized aided schools) fall extremely short when it comes to imparting quality education to the children.

Light of Life Trust with its experiences and learnings over the last 8 years on positively impacting the beneficiaries in a holistic manner - the area of academic performance, emotional development, communication with family etc, is now ready to undertake an integrated school development programme with school authorities and teachers at the national level to ensure quality education to all.

Vision : To ensure that every rural Indian child completes education at least upto Std X.

Objectives:

- To ensure transition of school students from elementary to secondary level
- To create awareness & build interest of children towards education
- To create a cohesive environment at family, school & village community level
- To support academic development of children
- To raise aspiration levels of children to complete Std X & move towards further education
- To support the educators to optimize their contribution in the education process
- To promote our vision through advocacy with concerned agencies

Target Group:

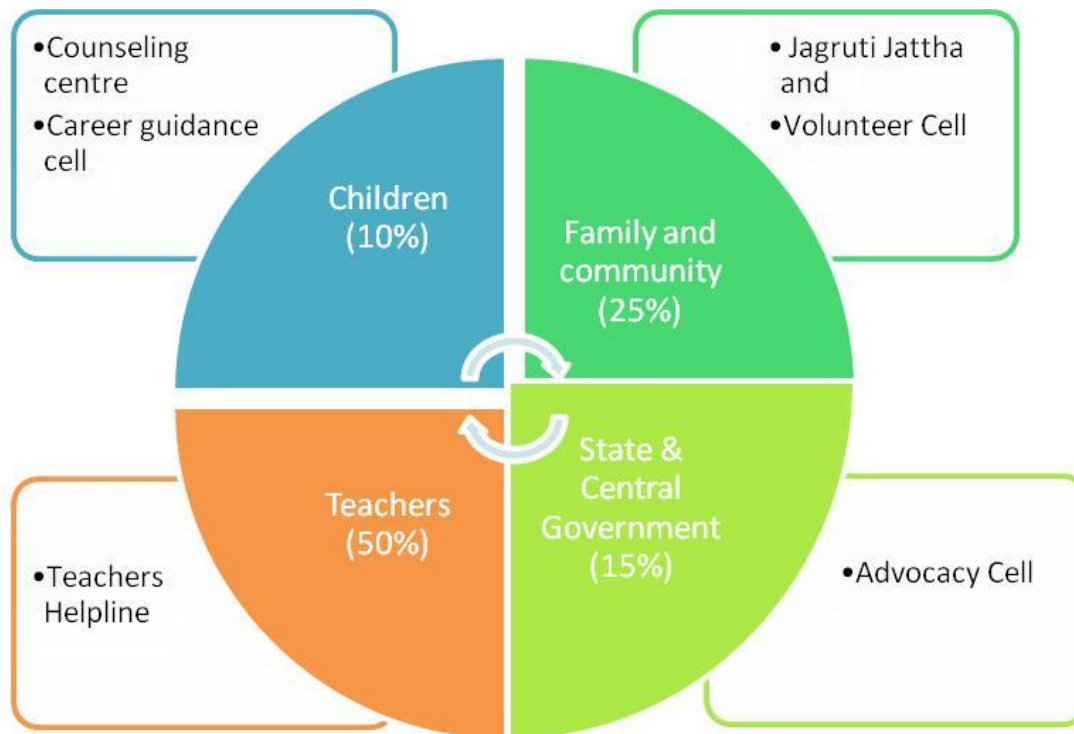
- School going Rural Child from Std VIII onwards
- Secondary School Authorities & Teachers
- Parents / village community
- District, State & Central concerned Government authorities

Selection Criteria of State/ District/ Taluka for Intervention

- High drop-out rate
- Area having less opportunity for economic development
- Less importance given to education
- Less purchasing power
- Less proximity to educational institutes
- The social environment is not educationally friendly -
 - Prevalence of Child marriages
 - Prevalence of Child labor practices
 - Gender bias against education
 - Community / caste bias prevalent

The Approach:

A Multi Pronged Developmental Approach in partnership with key stakeholders to meet our vision



Overall Intervention Strategy:

I. With Key Government Authorities in the Education Sector

Sharing of and buy in from the government authorities in regards to the school development plan formulated taking in their suggestions and experiences as well.

- Advocacy for grants to schools
- Strategy for enrolment in schools
- Strategy for maintaining and increasing retention rate at schools
- Teachers training
- School infrastructural issues

II. With Educational Institutions

A. School Management & Trustees

- Mapping of school will be done with help of tool design by NUEPA for quality management of schools.
- Asking grants for non granted schools (if possible)
- Awareness of linking vocational education with secondary education.

B. School Teachers

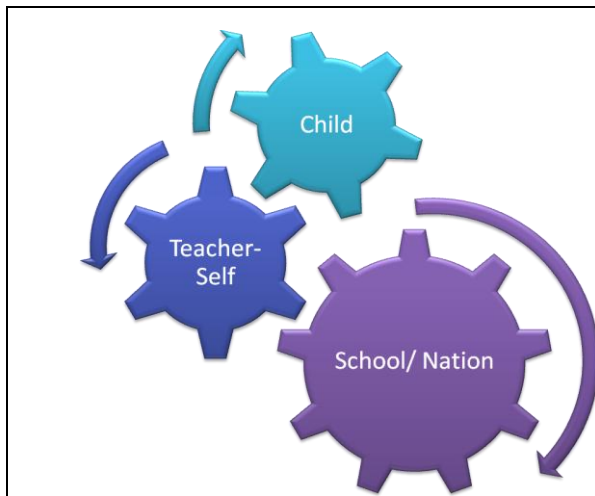
- The implementation of the development programme will be done with intensive training of the school teachers. The teacher is seen as the main catalyst of change.
- A systematic and appropriate monitoring and evaluation process will be put into place to ensure the programme remains focused and impact driven.
- The main components of the programme would be:

Developing pedagogy:

The training module to be fine tuned keeping in mind local culture, language, social background of the student population. Based on the results the same will be modified appropriately on a six monthly/yearly basis.

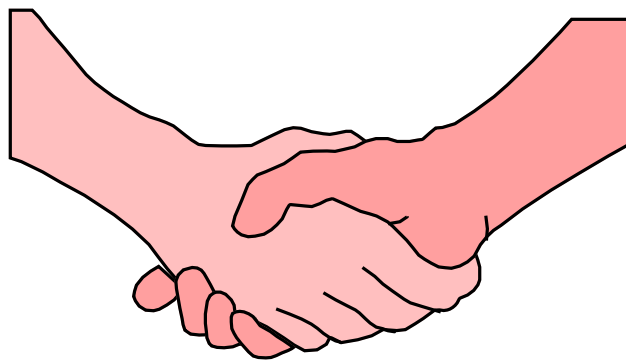
Teaching with Joy:

1. To make the learning process more meaningful and enjoyable to the student community.
2. The process of learning to be clear and concise and not merely undertaken to complete set portions and syllabus.
3. The teacher equipped with basic knowledge of the subjects being taught along with effective techniques of imparting this knowledge to the students.
4. Joyful teaching - to be focused on. Teachers must enjoy teaching in order to effectively impart knowledge to the best of their capacity.
5. Other important aspects to be incorporated in the training module:
 - Class room handling
 - Academic teaching of different subjects
 - Understanding of child psychology
 - Value based education



We have to work hand in hand with teachers, parents and community to realize our dream

Every rural child completes education at least up to Std X



Project Anando - Our Corporate Donors

| Corporate Donor | Purpose |
|--|---|
| Axis Bank Foundation | Project Anando - Student Friendly Supplementary Education Programme - Raigad District |
| Edelgive Foundation | Project Anando - Nandurbar District |
| Welspun Foundation for Health & Knowledge | School Quality Development Programme - Anjar Tehsil, Kutch District , Gujarat |
| Children Hope India, USA | Project Anando - Kadav Centre, Karjat Taluka, Raigad District. |
| Light of Life Trust - USA | Project Anando Child Sponsorship |
| Chance of Life, Germany | Lokkruti Project, Mohili Centre, Karjat Taluka, Raigad District |
| Give India Foundation | Project Anando General |
| Batliwalla & Karani Securities Pvt. Ltd | Event : Sathwaro Shree Radhye Shyamno - Dwitiya |
| Mehta Charitable Trust | Event : Sathwaro Shree Radhye Shyamno - Dwitiya |
| Flowering Tree Inc., USA | Project Anant |
| M.S. Virani & N.M. Virani | Project Anando General |
| Rotary Club of Worli Bombay Trust | Project Anando -Tiware Centre, Karjat Taluka, Raigad District |
| Shri Vileparle Patidar Mandir | Project Anando General |
| S. B. Dave & Co. | Project Anando General |
| Shri Shankar Vijay Saw Mill | Project Anando General-Alibaug-Education Material |
| Shree Banwarilal Bajoria Charitable Trust | Project Anando General |
| Lucky Stores | Event : Brick by brick campaign |
| Shree Navnath Tailors & Readymade Cloth Centre | Project Anando General |
| 4 Wheel travels | Project Anando Child Sponsorship |
| ISN Global solution pvt.ltd | Project Anando -Worli Center General |
| Johnson & Johnson Ltd. | Public Library, Karjat |
| Gandhi & Associates | Project Anando General |
| Precision Wires India Ltd. | Event : Shillong Chamber Choir |
| Grover International | Project Anando Child Sponsorship |
| Laazarus Dias Education Academy | Project Anando Child Sponsorship |
| Shree Himaja Maa Enterprises | Project Anando General |
| Koshi & Daildas Charitable Trust | Project Anando General |
| IDBI | Event : Shillong Chamber Choir |
| Triace | Event : Shillong Chamber Choir |

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| Bank of India –Raigad | Project Anando General |
| Tanisha Creations | Project Anando General |
| Vardhaman Trading | Event : Shillong Chamber Choir |
| Vijay Jewellers | Event : Shillong Chamber Choir |
| Miraj Creation | Event : Shillong Chamber Choir |
| Loba Chemical Pvt. Ltd | Event : Shillong Chamber Choir |
| U-TO Solutions (I) Pvt. Ltd. | Event : Shillong Chamber Choir |
| Express Industrial Services Pvt. Ltd. | Event : Shillong Chamber Choir |
| Go Go Travels Pvt. Ltd | Anando Child Sponsorship |
| B.X. Furtado & Sons | Event : Mumbai Marathon 2013 |
| Vodafone | Event : Shillong Chamber Choir |
| Celebrations Fine Confections | Project Anando Child Sponsorship |
| Helpyourngo.com India Pvt. Ltd | Project Anando General |
| Shree Gajanan Medicals | Project Anando Bal Kala Mahotsav Karjat |
| Shree Bhairav Jewellers | Project Anando Bal Kala Mahotsav Karjat |
| K. Raheja Reality Pvt. Ltd. | Project Anando General |
| Porecha Global Securities Pvt. Ltd | Project Anando General |
| Vardman Trading Co. Pvt. Ltd | Event : Mumbai Marathon 2013 |
| Fortran Steel Pvt. Ltd. | Event : Mumbai Marathon 2013 |
| Shri Maheshwar Resources Pvt. Ltd. | Event : Mumbai Marathon 2013 |
| Sun N Sand Hotels Pvt. Ltd | Project Anando General |
| Siddharaj Hospital | Project Anando Bal Kala Mahotsav Alibaug |
| Small Beginning | Project Anando General |
| Dhun Furniturewala | Project Anando General |
| Akar Prakar Trust | Project Anando General |
| United way of Mumbai | Event : Mumbai Marathon 2013 |
| Keerti Technical Institute | Project Anando - Yuva Mahotsav |
| KPMG Foundation | Project Anando - Worli Centre, Mumbai District |
| Comp-Tech Computer Education | Project Anando - Yuva Mahotsav |
| Ammada Trust | Project Anando General |
| Mutha Retail Ventures | Event : Sathwaro Shree Radhye Shyamno - Dwitiya |
| Vanguard Reality Pvt. Ltd. | Project Anando General |
| Arpee Cleavers | Project Anando Child Sponsorship |
| Pinto Dresses | Project Anando - Yuva Mahotsav |

Project Anando – Individual Donors

| | |
|-------------------------------------|---|
| Ms. Preeti Andrews | Project Anando General |
| Mr. Gaurav Dheerendrakumar Garg | Project Anando General |
| Ms. Aban D Bharucha | Project Anando General |
| Ms. Ruby Madan | Project Anando General |
| Mr. Jude Fernandes | Project Anando General |
| Mr. Shivaji Shinde | Project Anando General |
| Ms. M. K. Chandiramani | Project Anando Child Sponsorship |
| Ms. Asha Garg | Project Anando General |
| Ms. Smily Puri | Project Anando Child Sponsorship |
| Mr. Keshav Gopal Tillu | Project Anando General- Alibag-Nutritious Food |
| Ms. Deepa Ranganath | Project Anando General |
| Ms. Garishma Dattani | Project Anando General |
| Mr. Malik Gobrani | Project Anando General |
| Mr. Janardana S. Sooral | Project Anando General |
| Mr. Vasant M Patil | Project Anando - Alibaug Education Material |
| Ms. Sulochana Nagpal | Project Anando General |
| Ms. Katie Jesia | Project Anando General |
| Ms. Nirmala Dinkarrao | Project Anando - Alibaug Education Material |
| Mr. Bharat Laxmachand Jain | Project Anando - Alibaug Education Material |
| Mr. Santosh Ramchandra Sagvekar | Project Anando - Alibaug Education Material |
| Mr. Shivaji Dam | Project Anando - Nandgaon Centre, Karjat Taluka, Raigad District. |
| Mr. Tehmtan Mehta | Project Anando Child Sponsorship |
| Ms. Shernaz Mistry | Project Anando General |
| Mr. Parasram Daryani | Project Anando General |
| Ms. Bakhtawar Karbhari | Project Anando General |
| Mr. Sanjeev Patni | Project Anando - Text Book |
| Mr. Ratan Wadhvani | Project Anando General |
| Ms. Shefali Sanghvi | Project Anando General |
| Ms. Neelam Moorjani | Project Anando Child Sponsorship |
| Mr. Adesh Shahani & Mr. Andrew Salo | Project Anando General |
| Mr. Prakash Mallya | Project Anando General |
| Mr. S.V. Bharat | Project Anando General |
| Ms. Rohinton Avasia | Project Anando Child Sponsorship |
| Ms. Aparna Shetty | Project Anando General |
| Mr. Veer Das | Project Anando General |
| Mr. Arun Shah | Project Anando General |
| Ms. Suchita Shah | Project Anando General |
| Mr. Rohit Bachani | Project Anando Child Sponsorship |
| Mr. Sharad Bachani | Project Anando Child Sponsorship |
| Ms. Rabiba Gidwani | Project Anando General |

| | |
|------------------------------------|---|
| Mr. Sujal Suresh Shroff | Event : Sathwaro Shree Radhye Shyamno - Dwitiya |
| Mr. Ankur Agarwal | Project Anando General |
| Mr. Toni Sawhney | Project Anando General |
| Mr. Kisan Khadelwal | Project Anando General |
| Mr. Jigar P Parikh | Project Anando General |
| Mr. Satya P. Sardana | Project Anando General |
| Mr. Om .P. Sharma | Project Anando General |
| Mr. Anand Prakash Bhatia | Project Anando General |
| Ms. Anuradha Pittie | Project Anando General |
| Ms. Monica Lehner | Project Anando General |
| Ms. Kanan Deepak Nanavati | Project Anando Child Sponsorship |
| Mr. Subhash B Mohan | Project Anando General |
| Ms. Renuka Jalan | Event : Sathwaro Shree Radhye Shyamno - Dwitiya |
| Mr. Ramesh Pitamber Ahuja | Project Anando General |
| Ms. Lolita Paritosh Kumar Sarkar | Event : Sathwaro Shree Radhye Shyamno - Dwitiya |
| Ms. Meenakshi Pai | Event : Sathwaro Shree Radhye Shyamno - Dwitiya |
| Mr. Naraindas H Nandwani | Project Anando - Jalna District |
| Ms. Nirmala Bajoria | Project Anando General |
| Mr. Padmanabha a Devadiga | Project Anando General |
| Ms. Mahdulika Pittie | Project Anando General |
| Ms. Neeta Puran Thawani | Project Anando General |
| Mr. Bhushan Suhas Limbaye | Project Anando General |
| Mr. Narvekar Arun Krishna | Project Anando General |
| Ms. Gool A. Bhabha | Project Anando Child Sponsorship |
| Mr. Chandarakant Maganlal Sanghavi | Project Anando Child Sponsorship |
| Mr. Dilip Parmeshwar Bhat | Event : Shillong Chamber Choir |
| Mr. Amrit Manghnani | Event : Shillong Chamber Choir |
| Ms. Shilpa Mahendra Trivedi | Project Anando General |
| Ms. Banoo N Damania | Project Anando General |
| Ms. Sonali Vinodkant Patwa | Project Anando Child Sponsorship |
| Mr. Jitendra C Mehta | Event : Shillong Chamber Choir |
| Mr. Dilip Mehta | Event : Shillong Chamber Choir |
| Mr. Nirad P Jhaveri | Anando Child Sponsorship |
| Ms. Hemruchi Shah | Anando Child Sponsorship |
| Ms. Rita Asudani | Anando Child Sponsorship |
| Ms. Asha Adnani | Anando Child Sponsorship |
| Mr. K. C. Parekh | Project Anando General |
| Ms. Gayatri A Ruia | Event : Shillong Chamber Choir |
| Ms. Ruby M. Captain | Project Anando General |
| Mr. Ashwin Gidwani | Project Anando General |
| Ms. Paulomi Sanker Jayakar | Project Anando Child Sponsorship |
| Ms. Nayana Patel | Project Anando General |
| Ms. Poonam S Bijlani | Project Anando Child Sponsorship |

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| Mr. Sanjiv Keshava | Project Anando General |
| Ms. Veena Dawlat Karnani | Project Anando General |
| Mr. Homi B Mehta | Project Anando General |
| Ms. Vinu Kriplani | Project Anando General |
| Ms. Foram Kapur | Project Anando General |
| Ms. Mina Manusukhani | Project Anando General |
| Ms. Lata Arora | Project Anando General |
| Ms. Daulatrani Karsondas Patel | Project Anando General |
| Mr. Tony Xavier | Project Anando General |
| Ms. Shernaz Dara Mehta | Project Anando General |
| Ms. Uma Bajoria | Project Anando General |
| Mr. Mukesh Mirvani | Project Anando General |
| Mr. Lakshdeep Baburao Pilankar | Project Anando General |
| Ms. Sunayana Hazarilal | Project Anando General |
| Ms. Kavita Mirchandani | Project Anando Child Sponsorship |
| Mr. Anil Nath | Lokkruti Project, Mohili Center, Karjat |
| Mr. Adil Karbhari | Project Anando General |
| Mr. Ashish Jain | Project Anando General |
| Mr. P.D. Vaidya | Project Anando General - Bal Kala Mahotsav |
| Mr. Raghunath Jadhav | Project Anando General - Bal Kala Mahotsav |
| Mr. Rusi Minocher Surti | Project Anando General - Bal Kala Mahotsav |
| Shalan Zunakar | Project Anando General - Bal Kala Mahotsav |
| Mr. Prabhakar Thale | Project Anando General - Bal Kala Mahotsav |
| Mr. Shubhash Naik | Project Anando General - Bal Kala Mahotsav |
| Mr. Bandu Turade | Project Anando General - Bal Kala Mahotsav |
| Mr. R. S. Nemade | Project Anando General - Bal Kala Mahotsav |
| Mr. Madhusudan B. Lele | Project Anando General - Bal Kala Mahotsav |
| Ms. Perveez Jesia | Project Anando General |
| Ms. Monica Jalota | Project Anando General |
| Ms. Asha Mirchandani | Project Anando General |
| Ms. Kishori Pai | Project Anando General |
| Mr. Dillip Parmeshwar Bhat | Project Anando General |
| Mr. Alok Nanda | Project Anando General |
| Mr. Farokh Nargolwala | Project Anando General |
| Mr. Bhusan Laxminarayan | Project Anando General |
| Mr. Amit Laxminarayan | Project Anando General - Bal Kala Mahotsav |
| Mr. Bhavesh Kumar | Project Anando General |
| Mr. Sudhir Sood | Event : Mumbai Marathon 2013 |
| Mr. Shyam Mulchand Chandani | Event : Mumbai Marathon 2013 |
| Ms. Laila Khalid | Event : Mumbai Marathon 2013 |
| Mr. Raphael Samson Moses | Event : Mumbai Marathon 2013 |
| Mr. Arun Arora | Event : Mumbai Marathon 2013 |
| Mr. Suresh Jhunjhunwala | Project Anando General |

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|---------------------------------------|---|
| Ms. Neeru Manghnani | Project Anando General |
| Mr. Firoz Hassam Toorawa | Project Anando General |
| Mr. Salim Gojvani | Project Anando General |
| Mr. Amitah Kailash Sinha | Project Anando General |
| Mr. Kavic A Setalvad | Project Anando Child Sponsorship |
| Mr. Deepak Himatlal Shah | Project Anando General |
| Mr. Murad Ali Khetani | Project Anando General |
| Mr. Aaryan Reside | Project Anando Bal Kala Mahotsav, Alibaug |
| Ms. Anisa Safat Husian | Project Anando General |
| Ms. Jaya Ahuja | Project Anando General |
| Ms. Aparna Suneja | Project Anando General |
| Ms. Ulka Shah | Project Anando General |
| Ms. Freny Chedda | Project Anando General |
| The Estate of The late Mr. P.A. Baria | Project Anando General |
| Ms. Valerie Pais | Project Anando General |
| Ms. Rebecca Smith | Project Anando Child Sponsorship |
| Mr. Narendra Tumu | Project Anando General |
| Mr. Rajkumar Pandurang Narkhede | Project Anando - Yuva Mahotsav |
| Mr. Ravindra G. Deshmukh | Project Anando - Yuva Mahotsav |
| Mr. Nandish Dinesh Vyas | Project Anando Child Sponsorship |
| Mr. Jesse Smith | Project Anando Child Sponsorship |
| Mr. Jyotesh Narang | Project Anando Child Sponsorship |
| Mr. Sunil Soni Sheth | Project Anando - Yuva Mahotsav |
| Mr. Nikhil Oswal Sheth | Project Anando - Yuva Mahotsav |
| Ramraje Mahavidyalay | Project Anando - Yuva Mahotsav |
| Anando Plus Students | Project Anando - Yuva Mahotsav |

Project Anando - The Team

| Employee Name | Designation | Resignation Date |
|---------------------------|------------------------------------|------------------|
| Head Office | | |
| Jude Fernandes | Director Marketing & Communication | |
| Kamal Damania | Project Director | |
| Malik Gobrani | Finance Manager | |
| Aanchal Verma | Communications & Marketing Manager | 30.06.2012 |
| Murad Ali Khetani | Administration Coordinator | |
| Janardana Sherigar Sooral | Manager Business Development | |
| Lisamarie Desouza | Communication & Marketing Manager | |
| Sejal R Shah | Resource Mobilization Manager | |
| Juliana Barnes | Administration Executive | |
| Asha Mehta | Accountant | |
| Pradeep Kumar Pandey | Accountant | |
| Diana R Chesun | Marketing Executive | 01.02.2013 |
| Amrita M. Singh | Administration Executive | 30.09.2012 |
| Karishma Arora | Event Marketing Associate | 01.01.2013 |
| Rupesh Gamare | Office Assistant | |
| Vilas Loke | Office Assistant | |
| Nikhil Anil Gaikwad | Office Assistant | |
| Karjat - Anando | | |
| Sudhirkumar Gajbhiye | Project Manager | |
| Sujata Jaware | Administration Executive | 31.08.2012 |
| Gautam Kanoje | Asst. Project Coordinator | |
| Kanchan Thorve | Asst. Project Coordinator | |
| Pramod Choudhari | Accountant | |
| Prajakta Kanoje | Project Coordinator | |
| Bharat Thombre | Research Officer | |
| Vidyanand Ovhal | Social Worker | |
| Shruti Malgundkar | Social Worker | |
| Swati Hulavale (Sawant) | Social Worker | |
| Aarti Kadam | Social Worker | 31.07.2012 |
| Narayan Misal | Social Worker | |
| Swati Balu Jadhav | Social Worker | |
| Dhananjay Narayan Pawar | Social Worker | 31.08.2012 |
| Shaileja Lahu Shingole | Social Worker | 31.07.2012 |
| Ananta Balu Sambari | Social Worker | |
| Ankita Padmakar Thale | Social Worker | |
| Asmita Ramchandra Belkade | Social Worker | |
| Dinesh Prabhakar Badekar | Social Worker | |

| | | |
|------------------------------|-----------------------------|------------|
| Mohini Hazare | Social Worker | |
| Swapnali Vishnu Turade | Social Worker | |
| Surendra Vasudev Badekar | Social Worker | 31.3.2013 |
| Rupesh Janardana Gaikwad | Office Assistant | |
| Reshma Jadhav | Office Assistant | |
| Alibaug - Anando | | |
| Avinash Patil | Asst. Project Manager | |
| Dhananjay Malvi | Asst. Project Coordinator | |
| Reshma Patil | Social Worker | |
| Kalpesh Gharat | Social Worker | |
| Sarika Raut | Social Worker | |
| Devyani Devram Patil | Teacher - Computer Training | |
| Worli - Anando | | |
| Anil Dadasaheb Pisal | Project Coordinator | 30.09.2012 |
| Meena B Maurya | Social Worker | |
| Jalna - Anando | | |
| Jomling Mahadev Masti | Project Officer | |
| Rajesh Bhingare | Asst. Project Coordinator | 01.11.2012 |
| Bhausahab Gondhali | Asst. Project Coordinator | |
| Kailash Sadgure | ACCOUNTANT | 01.05.2012 |
| Sandip Dhabade | Social Worker | 31.10.2012 |
| Somnath Vyavhare | Social Worker | |
| Rameshwar Kharat | Social Worker | 01.05.2012 |
| Meena Chokaji Sasane | Social Worker | |
| Uddhav Shahadev | Social Worker | |
| Manisha Ganpatrao Kamble | Social Worker | |
| Jalinder Limabaji Dhande | Social Worker | |
| Pawankumar Durayodhan Khupse | Social Worker | |
| Shivprasad Gangadhar Muley | Social Worker | |
| Nandurbar - Anando | | |
| Bharat Macchi | Asst. Project Coordinator | |
| Kishore Narendra Shimpi | Social Worker | |
| Washim - Anando | | |
| Madhav Wankhade | Asst. Project Coordinator | |
| Haridas Bhise | Social Worker | |
| Kishore Wankhede | Social Worker | 01.10.2012 |
| Mohan Chawre | Social Worker | |
| Dilip Hambre | Social Worker | |
| Arun Rathod | Teacher | |
| Mangaon - Anando | | |
| Ulhas Sawant | Asst. Project Coordinator | |

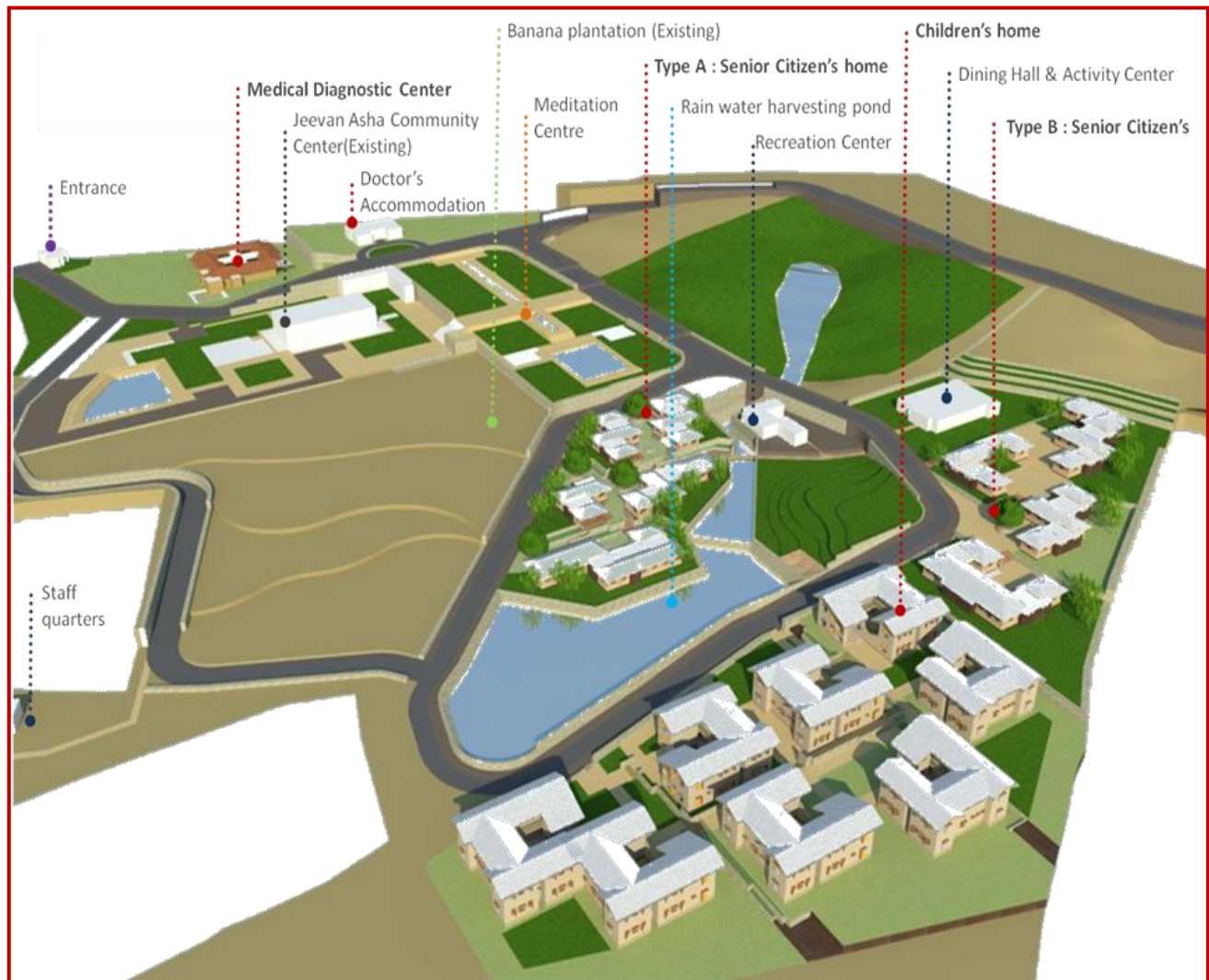
| | | |
|-----------------------------|-----------------------------|------------|
| Sanchita Shivaji Falke | Social Worker | 31.0.2012 |
| Swapnali Shripat Kasare | Social Worker | |
| Rupesh Sakharam Jadhav | Social Worker | 01.09.2012 |
| Karjat - Anando Plus | | |
| Raju Nemade | Project Officer | |
| Dashrath Deshmukh | Asst. Programme Coordinator | |
| Nita Shankar More | Asst. Programme Coordinator | 30.11.2012 |
| Karjat - Anant | | |
| Gouri Virag Phatak | Project Coordinator | 31.05.2012 |
| Meenakshi Lokhande | Teacher | 31.10.2012 |
| Somnath Hajare | Teacher | |
| Shilpa Deodhar | Teacher | 20.12.2012 |
| Amar Sawant | Teacher | |
| Vishal Abhange | Teacher | 30.09.2012 |
| Sushil Ashok Abhange | Teacher | |
| Alibaug - Anant | | |
| Jagdish Patil | Teacher | |
| Manohar Patil | Teacher | |
| Vrushal Ladge | Teacher | |
| Mangaon - Anant | | |
| Pratik Nikam | Teacher | 01.06.2012 |
| Sainath Mhatre | Teacher | |
| Aniket Satyawar Shinde | Teacher | |
| Karjat - SFSEP | | |
| Makarand Uday Pathak | Project Coordinator | |
| Poonam Purve | Asst. Project Coordinator | |
| Sumit Sonavale | Asst. Project Coordinator | 31.12.2012 |
| Vrushali Satav | Teacher | 30.09.2012 |
| Mohini Mhase | Teacher | 31.05.2012 |
| Mansi Bhoir | Teacher | |
| Sangita Chandane | Teacher | |
| Vijay R Chowbe | Teacher | |
| Mayuri Pawar | Teacher | 01.05.2012 |
| Mahendra Dashrat Ghare | Social Worker | |
| Rupali Gopale | Teacher | 01.01.2013 |
| Lalita Tupe | Teacher | |
| Deepali Ahir | Teacher | 01.05.2012 |
| Jitendra Kahare | Teacher | |
| Vishwanath Tupe | Teacher | |
| Kishore Tupe | Teacher | 01.01.2013 |

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|-----------------------------|---------------------------|------------|
| Anil Nichal | Teacher | |
| Kishore Dighe | Teacher | |
| Harshada Pawar | Teacher | 01.06.2012 |
| Sujata Badekar | Teacher | 31.10.2012 |
| Dhaneshwari Turade Dnyandev | Social Worker | |
| Ashwini Dilip Thorve | Teacher | |
| Reshma Hafij Khureshi | Teacher | 09.10.2012 |
| Madhuri Padmaker Dighe | Teacher | |
| Amol Chandrakant Kathore | Teacher | |
| Bhagyashri Tanaji Bhoir | Teacher | |
| Arun Ainkar | Teacher | |
| Pravin Patil | Teacher | |
| Aniket Satyawar Shinde | Teacher | |
| Alishaba Prakash Ujagare | Teacher | |
| Vijay Hiru Kokate | Teacher | |
| Mangaon - SFSEP | | |
| Usha Mahadeva Gawde | Teacher | 30.11.2012 |
| Darshana Nathuram Wadhaval | Teacher | |
| Rakesh Pakhurde | Teacher | |
| Sakshi Nigudlar | Teacher | |
| Sheetal Pakhurde | Teacher | |
| Swati Jadhav Balaram | Teacher | 01.05.2012 |
| Vijay Bakkam | Teacher | 01.05.2012 |
| Vikas Dattatreya Gugale | Teacher | |
| Washim - SFSEP | | |
| Ramhari Irkar | Asst. Project Coordinator | |
| Sandeep Thakare | Teacher | |
| Sandhya Giri | Teacher | |
| Amol Bhaskar Ingole | Teacher | |
| Anil Chavhan | Teacher | |
| Bharat Maroti Dere | Teacher | |
| Deepti Nawghare | Teacher | 30.09.2012 |
| Vinod Surve | Teacher | |
| Alibaug - SFSEP | | |
| Monali Gharat | Teacher | |
| Sayali Gurav | Teacher | |
| Amruta Parkar | Teacher | |
| Riddhi Devendra Funde | Teacher | |
| Balkrishna Posha Bhopi | Teacher | |

| Jalna - SFSEP | | |
|--|---------------------------|------------|
| Manjit Kadam | Asst. Project Coordinator | |
| Balasaheb Sonawane | Teacher | |
| Surendra Damodhar Jagtap | Teacher | |
| Gajanan Sakharam Bahiwal | Teacher | |
| Gaykawad Parmeshwar Marotrao | Teacher | 01.10.2012 |
| Raju Shiriram Chavan | Teacher | |
| Bandu Shreeram Chavan | Teacher | |
| Vitthal Tikhande | Teacher | |
| Subhash Baburao Kshirsagar | Teacher | |
| Sambhaji Sahebrao Wakhare | Teacher | 23.06.2012 |
| Samadhan Ramkisan Barhate | Teacher | |
| Nandurbar - SFSEP | | |
| Samudre Bhatu Sahebrao | Teacher | |
| Priyanka Thakur | Teacher | |
| Marathe Vitthal Sudam | Teacher | |
| Worli - SFSEP | | |
| Suryabhadur Danisingh Darji | Teacher | |
| Anjar - School Quality Development Programme | | |
| Mukeshkumar Mafabhai Senama | Project Coordinator | |
| Manjulaben Bhikhabhai Shiyal | Research Assistant | |



Project Jagruti



Project Jagruti is a holistic approach to create a community which can blossom with the emotional support and interdependence of each other. The project aims to reach out to women, children and senior citizens through the setting up of a community centre, a children's home and a home for senior citizens in Karjat. A Medical Diagnostic Centre will also be set up for the benefit of people residing in and around Karjat.

Vision

To create an awakening amongst the underprivileged sections of the community which can blossom with the emotional support and interdependence of each other.

Mission

Jagruti aims to holistically enrich the lives of people within communities through education, health consciousness and empowerment.

Rationale

Women Empowerment is a key issue faced by developing countries and India is no exception. With globalization and development of urban cities women have been able to equip themselves significantly to play an important role as one of the contributing member of the family. However in rural India the scenario has not changed to a great extent in the last few decades. Though women in rural areas are many a times the only bread earners for their large families, they are still suppressed by a male dominant society and given no recognition.

With a number of life threatening diseases a number of young men and women are prematurely lost leaving behind young children needing love, affection and a atmosphere to grow into healthy, happy and secure young citizens of the country.

In a rapidly changing world where modern medicine has equipped human beings to live a longer and healthier life, time runs out very quickly for individuals above 58 years of life. Many, post retirement have so much yet to give to the world, but due to artificially created boundaries, are unable to continue at their work place. They find themselves lost and quickly degenerate far more than their actual age.

The above situations led Light of Life Trust to envision the creation of an environment where individuals at different stages of life come together and become interdependent on each other for mutual growth, emotional stability and live in smooth harmony with nature.

On 23 acres of land in Tiwari Village, Karjat Taluka, Raigad District, Maharashtra State, Project Jagruti will be established within the next two years. Livelihood training programmes have been initiated at Jeevan Asha - Community centre and construction activity will soon commence for the other three verticals.

The four verticals under Project Jagruti are :

Jeevan Asha Community Centre :

Jeevan Asha Community Centre is functional since September 2011. The Community Centre is equipping underprivileged rural women, girls & unemployed youth with livelihood training programmes to enhance their income generating skills leading them to attain not only financial independence but also an increased level of self confidence and esteem and in turn enable them to brighten the future of their children and the local community at large.

Objectives of Community Centre:

- To provide academic and specialized practical training.
- To develop entrepreneurship qualities among individuals, so that he/she will be able to initiate small scale activities or can participate with group of small traders or activities of LOLT.
- To develop the skills of the target group for marketing and local enterprise development.
- To advance, develop and empower rural underprivileged communities with special focus on destitute women and young girls.
- To impart vocational skills that will enable them to live a life of dignity and independence.
- To ensure the women are able to get equal access to participation and decision making in the family, social, political and economic life.
- Empowerment of beneficiaries so that they can have access to a career of their choice and employment, better opportunities and good remuneration.
- To bring change in societal attitudes and community practices by active participation and involvement of both men and women.
- To equip them with adequate skills to ensure the sustainability of their self initiated small scale business.

The Livelihood / Skill Development training programmes initiated at the Community Centre so far:

(a) Sewing & Tailoring Training: Initiation of first Satellite Centre in Khandas

Khandas is a remote village in Karjat Taluka around 30 kms away from Project Jagruti, Tiware Village. Most of the population in and around Khandas village belongs to SC/ST and BPL families. Agriculture being the main source of income and paddy being the major crop, the farmers are only able to harvest a single crop annually due to lack of irrigation facilities. The women work only in their own homes and the fields and have no other source of income or income generating possibilities.

Though they had shown their interest in tailoring and other vocations, the area is far to reach and transportation facilities are negligible for them to travel to the Jeevan Asha community centre for any of the livelihood training programmes being currently offered there.

Seeing the enthusiasm of the women interviewed as part of a needs assessment study conducted in Khandas village LOLT initiated a satellite sewing & tailoring centre at Khandas on a pilot basis with support from Chance of Life , Germany. Residents from nearby villages like Amberpada, Bhangarwadi, and Belachiwadi have also been able to avail the facilities provided.

| Sr. No | Number of beneficiaries | Villages covered | Female | Remarks |
|--------|-------------------------|------------------|--------|---|
| 1 | 34 | Khandas | 34 | A six month part time course comprising of stitching, embroidery, female dress designing and bags was taught to the participants. Theory and practical examinations were held at the end of the course. |

Impact :

Mrs Manda Katke, age 38 years is a housewife staying at Khandas. Prior to marriage she had an interest in pursuing tailoring as a vocation, but due to family constraints she could not do so. She is married in Khandas village wherein, her father in law being a Gram Sevak and earning well, family life was smooth in the beginning. However one day when her father in law suffered a stroke and became paralysed, the family went into a financial crisis as her husband did not have work. A meager job in a transport company could not make ends meet for the family. At the same time LOLT initiated the satellite training centre at Khandas in sewing & tailoring. When Manda came to know of the tailoring course, she somehow gathered the courage to come out of her daily routine and enrolled herself for the course. She was an attentive and dedicated student in the batch and would regularly practice tailoring with the help of the instructor. This helped her pick up the vocation at a very good pace. After completing the 6 month part time course successfully, she started taking small job work in the neighborhood. Slowly people started liking her tailoring skills and she started getting more offers. At the end of the marriage season, she landed up earning an income of Rs 16000/- within a short span due to her sheer hard work and motivation to support the family.



- (b) **Computer Training Centre:** An additional Computer training Centre was initiated at the Karjat Project Office in Dahivali with support from River Stiftung.

| Sr. No | Type of Course | Villages covered | Male | Female | Number of Beneficiaries |
|--------|-------------------------|---|------|--------|-------------------------|
| 1 | MSCIT | Tiware, Sapele, Arvand, Varai, Posari, Vengaon, Vadap, Khandas, Injivali, Dahivali, Jambivali, Khushivali, Tambas, Halivali, Kirvali. | 9 | 15 | 24 |
| 2 | Basic Computer Training | Zilla Parishad schools | 58 | 53 | 111 |

Impact :

- Sukanya Jadhav, one of our beneficiaries has secured a job as a computer instructor in a private computer centre.
- Sagar Labde, another beneficiary secured a job at a cyber café in Karjat.



(c) **Agricultural Training Programmes:**

An agricultural initiative was started in association with HDFC Bank, Mumbai by planting banana saplings. The program was launched on 9th January 2012 in the presence of the Managing Trustee of Light of Life Trust, the Managing Director, HDFC and Sarpanch, Tiware Gram Panchayat.

▪ **Certificate Course**

| Sr. No | Number of beneficiaries | Male | Female | Villages covered |
|--------|-------------------------|------|--------|---|
| 1 | 10 | 4 | 6 | Arvand, Bendse, Halivali, Kadav, Wangni, Injavali |

Impact :

The impact of the training programme can be analysed by the success story of one of our trainees **Mr. Hareshwar Gharat, aged 19 yrs**, a poor and marginal farmer resident of Bendse village in Karjat Taluka.

While attending the training class, Hareshwar was inspired to grow vegetables and he took about 30 gunthas of land on rent for vegetable cultivation in Bendse village from Devidas Munde, resident of Wawloli, Karjat Taluka for a period of 5 months from Jan 2012 to May 2012.

He planted Spinach, fenugreek and coriander in 2 guntha and in the period of 35 to 40 days, he earned Rs. 10000 from sale of produce. In the mean time he also planted tomato in 10 guntha, okra in 10 guntha and brinjal in 2 guntha. (40 gunthas = 1 acre). Apart from this he also planted maize as a trap crop and pumpkin as an intercrop. For irrigating the crop he used his own machinery of 5 H.P diesel pump set, P.V.C pipes and installed them on Ulhas River near the farm. By March 2012, he marketed the produce directly and sold all the fruit vegetables @ Rs. 40/ kg. But since he had to take care of his mother he was forced to sell the produce to the whole sellers of Neral, Karjat and Ambarnath. For tomato and brinjal he got rates of Rs. 20/ kg and for okra he got rates of Rs. 34/ kg. By the start of May 2012 he had earned **Rs. 75000** from the sale of produce.

- **Kitchen Gardening:** 33 students successfully completed the 45 day course and practical. 17 of them have cultivated kitchen gardens in their own homes.

| Sr. No | Number of beneficiaries | Villages covered | Male | Female |
|--------|-------------------------|---|------|--------|
| 1 | 52 | Tiware, Posari, Warai, Injivali, Dahigaon, Bendse, Arvand | 27 | 25 |

- Agriculture Training under Bank of India's Star Swarozgar Prashikshan Sansthan :** The program was inaugurated on 29th October 2012 by the District Director, Bank of India, Mr. Lalit Bhise and Block Development Officer, Karjat Taluka, Mr. N.T. Desle. Other dignitaries present at the function were the Block Agriculture Officer, Mr. Jadhav, Block Extension Officer Mr. Badgujar, and the Block Medical Officer Dr. Latukar. Local Gram Panchayat Leaders, Sarpanch, Gram Sevak and the local School Principal were also present for the occasion. A 13 day training workshop on vegetable crop cultivation was organized for marginal farmers at Gorewadi in Nandgaon village. This was sponsored by Bank of India, Alibaug Branch under the Star Swarozgar Prasikshan Sansthan

| Sr. No | Number of beneficiaries | Villages covered | Male | Female |
|--------|-------------------------|-------------------|------|--------|
| 1 | 30 | Gorewadi, Tadwadi | 28 | 2 |

Impact :

All the beneficiaries were awarded certificates of completion from the Ministry of Rural Development of India. This will help them in securing bank loans at subsidized interest rates as well as Government schemes.

Jagdish Menghal, a 30-year old marginal farmer a resident of Gorewadi of Nandgaon Gram Panchayat could hardly meet his family expenses by growing paddy in his small piece of land. When LOLT approached the village with a training program sponsored by the Bank of India through the Star Swarozgar Prasikhsan Sansthan, he was the first to enroll for the same. He also took leadership in motivating a group of youth farmers to enroll for the training program. Along with vegetable cultivation and crop protection, allied business of poultry farming was also taught to the participants. This interested Jagdish a lot and he took steps to start poultry farming based on indigenous techniques utilizing local resources as a small investment to construct the farm. With initial financial help of Rs 45000/-, he procured and reared 300 birds in his poultry farm. Within a period of three months he sold them @ Rs 130/- per bird and earned an income of Rs 39000/-. Though not profitable in the first batch, the second batch of birds shall surely give him a good profit margin as the initial set up cost has almost been recovered in the first three months. His dedication and motivation to do something beyond the village routine of paddy farming has helped him in grooming himself as a small entrepreneur.





(d) Beautician Training Programme

This six month intensive training programme includes - mehendi application, hair cutting, face cleansing, eyebrows, waxing, hair styling, facials, pedicure / manicure, head massage, hair color, grooming & sari styling. The first programme commenced from September 2012.

| Sr. No | Number of beneficiaries | Villages covered | Female |
|--------|-------------------------|--|--------|
| 1 | 18 | Tiware, Karjat, Injivali, Kundlaj, Kashele, Warai, Khopoli, Mohopada | 18 |

Impact :

- Renuka Mhate from Kashele is running her own beauty parlour.
- Vrushali Bhagat and Shilpa Gaikwad are taking orders from clients for various beauty treatments in their own homes.
- Some of the girls are practicing at different beauty parlours in and around Karjat.



Special Programmes:

❖ *'Plant a tree, support a child Initiative' during the World Environment Week*

On account of the World Environment Day, the LOLT team observed a "Plant a tree, support a child initiative". The initiative was inaugurated by our Founder Trustee, Mrs. Villy Doctor, by lighting the lamp and planting a sapling. 40 guava saplings were planted in the Jagruti premises by donors and well wishers on 6th June 2012. The proceeds of donations received through cash and cheque were utilized for the educational requirements of Anando children.



- ❖ **Workshops on health issues** conducted for girls and women beneficiaries at Tiwre and Khandas. Topics covered included adolescent health, maternal and child health, gender sensitization, nutrition and health problems of women.



Medical Diagnostic Centre & Medical Mobile Unit (Proposed)

Project Objective:

Bringing quality health care services to door steps and to promote health care awareness & contemporary health care services among rural underprivileged masses, especially children, women and elderly thereby enabling reduction/prevention of the risk of common diseases and ailments like respiratory ailments, skin diseases, various vitamin and mineral deficiencies, maternal and child health, TB, Cancer, HIV/AIDS etc., besides creating awareness and demand for health seeking behaviour.

Need For the Project/Project Rationale:

India has made many strides in the health sector since independence as reflected by increased life expectancy and decreased mortality in the recent times. However, the country has a large but inconsistent health infrastructure with advanced facilities being not available evenly across the country. While medical facilities in urban India are greatly improving, rural India continues to languish. Critical health issues remain unaddressed and infectious diseases continue to claim a large number of lives, babies continue to die from diarrhea and respiratory infections and millions do not have access to basic healthcare. According to a report published in Azad India Foundation website, from a global perspective, India accounts for 19% of all live births and 27% of all maternal deaths.

In villages, preventive health care is almost non-existent, public service accessibility is limited, and geographic isolation prevents utilization of care even by those families with resources. Consequently, the development of a viable mobile system is vital to the delivery of acute and preventive health care in these areas. Studies have demonstrated that a van based Mobile Medical Unit (MMU) can provide a variety of important interventions for populations that have limited access to medical services. The majority of patients visiting the mobile medical van normally have common illnesses that are simple to treat rather than exotic conditions requiring specific medications.

Health statistics reveal that Sub-Centers, Primary Health Centers and Community Health Centers, which are the base of rural health delivery, have grown in numbers over the years. Despite the growth, facilities for basic healthcare remain inadequate and quality of healthcare services still remains a distant dream for rural India.

The situation is reflected by the statistics mentioned below:

- More than 1/3rd of married women are anemic.
- Only 2/5th of children between ages 12-24 months have completed immunization schedule; 14.4% have not received a single vaccine.
- Tuberculosis kills 500,000 people each year.
- Almost 100,000 Indian women die of pregnancy – related causes every year. India's Maternal Mortality rate in rural areas is among the world's highest.
- Reluctance to seek medical care for pregnancy which is believed to be a normal phenomenon, accounts for only 40-50% receiving any ante-natal care as per the national estimate.
- In Hindi speaking states, Maharashtra & Gujarat, registration for maternal and child health services are found to be as low as between 5-22% in rural areas and 21-51% in urban area.
- Maharashtra has 18% of the total population of HIV/AIDS infected people in India (approx 7.47 lakhs), as per Ministry of Health & Family Welfare survey.
- The estimated number of new cancers in India per year is 7 Lakhs and over 3.5 Lakhs people die of cancer each year (Kidwai Memorial Institute of Oncology). 5.35 Lakhs people have died due to cancer in the year 2011 in India while Maharashtra has witnessed 50,989 deaths. The projected cancer deaths in India by 2015 are 7 lakhs.

Existing Scenario in Karjat and surrounding areas:

Karjat Taluka has six Primary Health centres each catering to a population of over 30000. It has one First Referral Unit (Sub District hospital) located at Karjat. The PHC lend primary health care facilities to the population and serious patients are referred to the FRUs. Karjat has six Primary health centres and two rural hospitals catering to the health needs of 184 villages. The villages near the railway track have private doctors and have more access to health care facilities.

However, the *padas* and hamlets in far to reach areas housing population belonging to the tribal and *Adivasi* group have very meagre access to health facilities including Primary Health Care. The distance to the nearest PHC is around 4-10 kms and to the rural hospital is about 10-15 kms. The poor and marginalised rural population in the region does not have easy and affordable access to medical diagnostic facilities. The population in the region mainly comprises of poor tribals, small & marginal farmers and labourers who belong to economically weaker sections of the society.

The villages (Kashele, Khandas, Nandgaon, Kalamb, Jamrukh, Humgaon and Neral) that have been surveyed by LoLT in the community needs assessment are located very much in the interiors and are far to reach from the PHC area. This accounts for a population of around 20000-30000 approximately.

The peak season for majority of the diseases is the pre-monsoon and monsoon months. The most commonly found ailments are ARI, GIT infections, Fever of various origins, PUOs and others like aches and pains. Other commonly found cases are of snake, scorpion and dog bites. TB, HIV and Cancer related issues have to be tackled with awareness programs and BCC so as to motivate people to get diagnosed for the same.

The geographical area of the project is villages surrounding Tiware Village in Karjat Taluka, Raigad District, Maharashtra State. The project will focus on women, children and also elderly, who cannot access basic health care facilities due to a variety of reasons ranging from financial to geographical locations of the services compounded by problem of health being generally low on priorities and status of women in society, especially in rural regions.

Any specialised diagnosis or referral has to be made to the nearest city which is not affordable to this section of population, being economically disadvantaged section. This in turn compels them to resort to home bound remedies or leaves them to the mercy of the quacks in the area. Myths and misconceptions regarding health issues and age old traditional practices add up to the agony of losing lives to curable and preventable diseases.

The need of the hour is a two pronged approach, one to bring quality health care services to door steps and second to promote health care awareness & contemporary health care services among rural masses and the underprivileged. To accomplish this, the requirement is to provide for trained health care practitioners, basic clinical testing facilities, exposure to preventive and curative health care practices and services and consistent and regular accessibility to the above. A Mobile Medical Unit with Primary Health Care facilities, Collection Centre for diagnosis and spreading health awareness in the community attached to a state of the art Medical Diagnostic Centre is a practical mechanism to tackle health issues in these areas.

The mobile healthcare services will be provided through regular health check up camps by a Mobile Medical Van equipped with basic medicines, equipments and qualified medical staff to the people belonging to economically marginalised section in remote cluster and hamlets in villages. The Medical Diagnostic Centre will house specialists in accordance to the need of the community and provide diagnostic tests for referrals.

The Mobile Medical Unit shall cover an outreach of around 30000 by way of curative, preventive and promotive services. 50 patients are expected to be treated for various illnesses during a day's camp.

As the distances are huge and the roads terrible, one big village shall be covered in a day. If the hamlets are small and nearby then 2-3 hamlets, depending on population size and distance shall be covered in the same route on the same day. Each village shall get its turn once in 15 days. The treated cases shall be followed up by the social workers and health volunteers in that area. Any special case shall be referred to the nearest medical unit. (4-5 small to medium villages can be covered in a week).

The Project:

The proposed Medical Diagnostic Centre and a Mobile Medical Unit (MMU) will be equipped with a team of qualified medical and paramedical personnel, basic diagnostic equipments and medicines and other logistics. The Mobile Medical Unit shall be functional in the beginning as a pilot in the villages and hamlets in and around the Community Centre at Tiware Village, Karjat Taluka, Raigad District in Maharashtra State, in a scheduled manner. Preliminary cases which can be treated shall be dealt with at the camp site. Cases requiring diagnostic measures and specialist opinion shall be referred to the Medical Diagnostic Centre.

The medical van shall spend 4-5 hours at a given halt at samaj mandir or temple or community centre in the earmarked village. Medicines could be procured as donations from Pharma companies. Patients can also be linked to the government National Programmes for long-term treatment of some diseases.

The Medical Diagnostic Centre shall cater to the population covered by the medical van as well as the population residing in the nearby villages. Referrals from General Practitioners for pathological investigations and specialist consultation are also invited.

An OPD of 25-30 patients is envisaged in the initial stages and shall be reviewed every quarter with mobilization and linkages.

Mobile Medical Unit - Activities planned at the Mobile Medical Unit:

- Listing of need based areas, based on the outcome of Community Needs Assessment Survey and Base Line conducted by Light of Life Trust.
- Planning regular health camps in the villages on specific days
- Examination and treatment of diagnosed primary illnesses
- Collection of samples for further diagnostic tests
- Screening and referral of cases to be dealt by specialists
- Follow up of special cases at the Medical Diagnostic Centre
- Health awareness through films and messages
- Referral of emergency cases
- Holding health awareness camps at schools/ colleges
- Holding Hemoglobin estimation camps for adolescent girls
- Iron & Folic Acid (IFA) distribution and de-worming/immunization in collaboration with government

The Mobile Medical Unit will be manned by a doctor, an ANM/ Compounder/ Assistant, a Medical Social Worker and a driver.

Medical Diagnostic Centre:

The proposed state-of-the-art Medical Diagnostic Center, simultaneously with mobile medical unit, shall make available to the rural masses basic clinical testing facilities, exposure to preventive & promotive healthcare practices & services and consistent & regular accessibility.

Activities planned at the Medical Diagnostic Centre (MDC):

- **Linkage with the Mobile Medical Unit:** The beneficiaries contacted through outreach needing specialist opinion and further diagnosis shall be brought to the Medical Diagnostic Centre. Follow up shall be done by the Medical Social worker / Health volunteers in the field.
- **Linkage to the Children's home and Senior Citizen Home:** Annual health checkup of all the inmates of the above homes shall be done through the MDC. Regular checkup and diagnosis of ill children and senior citizens can also be taken care of.

- **Maternal and Child Health:** Ante Natal and Post Natal care to mothers attending the OPD / or referred for diagnostic tests and consultation. Diagnosis and treatment of anemia and other micro nutrient deficiencies in mothers and children. Regular anthropometry of 0-6 year olds for assessing the grades of malnutrition and advising their parents on balanced nutrition. Linkages with the ICDS scheme of the government. Promotion of family planning methods, exclusive breast feeding and complete routine immunization.
- **Adolescent health:** Prevention and prophylaxis of adolescent anemia. Adolescent counseling on Reproductive and Sexual Health.
- **Regular Population:** Primary health care shall be given by the Mobile Medical Unit in the remote areas of Karjat Taluka. Pathological investigations /diagnosis of cases, Referral to specialists (ENT, Opthal, Gynaec/OBS, Paediatric, Orthopaedic, Chest TB Physician, Skin VD, and Oncologist), Weekly OPDs (Vision Day, Hearing Speech Day, Well Mother and Baby Clinic, Adolescent Clinic) These OPDs will have beneficiaries identified at the camps conducted by the Mobile Medical Unit as well as regular patients from the neighbouring villages.
- **School Health:** Health checkup camps, vision testing, hearing and speech testing shall be conducted in identified schools not covered under the NRHM Program.
- **Counselling:** Counselling for various diseases, maternal health, birth spacing and control methods, immunization and primary health care in children(ARI, Diarrhoea and Vaccine Preventable diseases) / Counselling for life threatening diseases like HIV/ AIDS, different types of cancer and Tuberculosis.
- **Lecture sessions / awareness workshops:** The MDC shall have an in house seminar hall with audio visual facilities to conduct regular awareness programs for the masses. Capacity building workshops for the staff shall also be conducted on an annual basis. Sessions on different health issues shall be conducted by resource persons/ guest speakers occasionally.
- Training and CMEs for doctors / private practitioners shall also be encouraged as part of fund raising.
- Observing health marker days with diagnostic camps and awareness sessions

The Medical Diagnostic Centre shall function six days a week. OPDs by specialist doctors shall be planned on a weekly basis according to the need and prevalence of cases. The Medical Diagnostic Center shall comprise of a fully furnished structure with following infrastructure:

- Lobby and waiting room with TV/DVD facilities
- Drinking water and cafeteria
- Toilets and washrooms for staff and patients
- Reception and registration desk
- Cabins for doctors
- Pathology lab / X ray / ECG rooms with AC vents
- Counselling room
- Admin and accounts section
- Storage/ multipurpose rooms
- Staff rooms
- Rooms for future expansion with wards
- A well defined landscape / pollution free environment

The Medical Diagnostic Centre shall be manned by a **Project Manager** will ensure smooth and efficient day to day functioning of the Medical Diagnostic Centre and other Projects at the Tiware Project Centre. Other staff would include a Centre Administrator, General Physician, Lab Technician, Lab Assistant, ECG Technician, X-ray Technician, Female Nurse, Male Nurse, Counsellors, Admin and Accounts staff, Housekeeping Staff and Security Staff on a regular basis. It would also include on **Consultation Basis a** Pathologist, Specialists (ENT, Opthal, Gynaec/OBS, Paediatric, Orthopaedic, Chest TB Physician, Skin VD and Oncologist)

Social and Economic Profile of Target Group:

The target group comprises of tribals, small & marginal farmers or landless laborers. Women and Children constitute about 50% of population with nearly 10% being elderly citizens.

The livelihood activities of the target population mainly involve farming, dairy farm, poultry farm and working in farm houses, farms, etc. Few also run some small shops for livelihood. With widespread unemployment/under-employment, quite often villagers find it difficult to meet even their basic requirements like purchase of food grains or other essential commodities. While about 15% of the population belongs to Below Poverty Line category, most of the remaining population also belongs to economically weaker sections of the society.

The services are intended to benefit all members of the society in the region. However, the majority of the beneficiaries will be from economically weaker sections of the society comprising women, children and elderly.

The services of the facilities shall also be availed by the inmates of the Senior Citizens' Home and the Children's Home being set up separately at the said location.

Expected Outcome of the Project :

The project will result in reduction/prevention of the risk of common diseases and ailments like respiratory ailments, skin diseases, various vitamin and mineral deficiencies, maternal and child health, TB, Cancer, HIV/AIDS etc and would create awareness and demand for health seeking behaviour.

The project will bring quality health care services to door steps and promote health care awareness & contemporary health care services among rural masses and the underprivileged.

The project shall also result in public private partnership in the matters of coordination and better utilization of government facilities in far to reach areas of the target region.

Social Impact:

The project is expected to bring the following impact in the lives of the local community:

- Easy and affordable access to health services.
- Behavioural Change Communication (BCC) regarding existing misconception on health issues through regular awareness sessions at the Medical centre.
- Awareness of Pre and Post pregnancy care, neo natal care and birth spacing and control methods.
- Increase in breast feeding of infants, complete immunization coverage till the age of five.
- Early diagnosis and therapeutic intervention for primary health related issues and life-threatening diseases

- Enabling increase in lifespan of the beneficiaries
- Emergence of a healthy rural population with awareness about health related issues and easy accessibility to dependable diagnostic services.
- Increased access of government services through linkages and referrals.
- Spreading of LOLT's activities amongst the rural marginalized population, thereby strengthening its focus and contributing to a better society.

Sustainability of the Project:

- It is proposed to collect nominal fees towards registration and consultation from the affordable class of people.
- Annual employee / resident health checkup packages with specialist consultancy shall be introduced after undertaking market study and liaising with companies and residential facilities in the vicinity of the project.

Monitoring & Evaluation of the Project:

Monitoring Mechanism:

The Centre Administrator shall be responsible for day-to-day supervision and management of the Diagnostic Centre and its resources. The Project Manager will guide the Centre Administrator on major issues and shall be responsible for documentation and reporting. (Daily records of patients/beneficiaries shall be maintained and compiled on monthly basis and impact outcomes measured on a quarterly basis).

Records & Documentation:

- Right from inception of the Centre, patient records and data will be maintained systematically with the help of HMIS with sufficient back-up facilities.
- Detailed reports of all Health Camps organized within the community will be maintained
- Success stories of early detection and cure will be maintained.

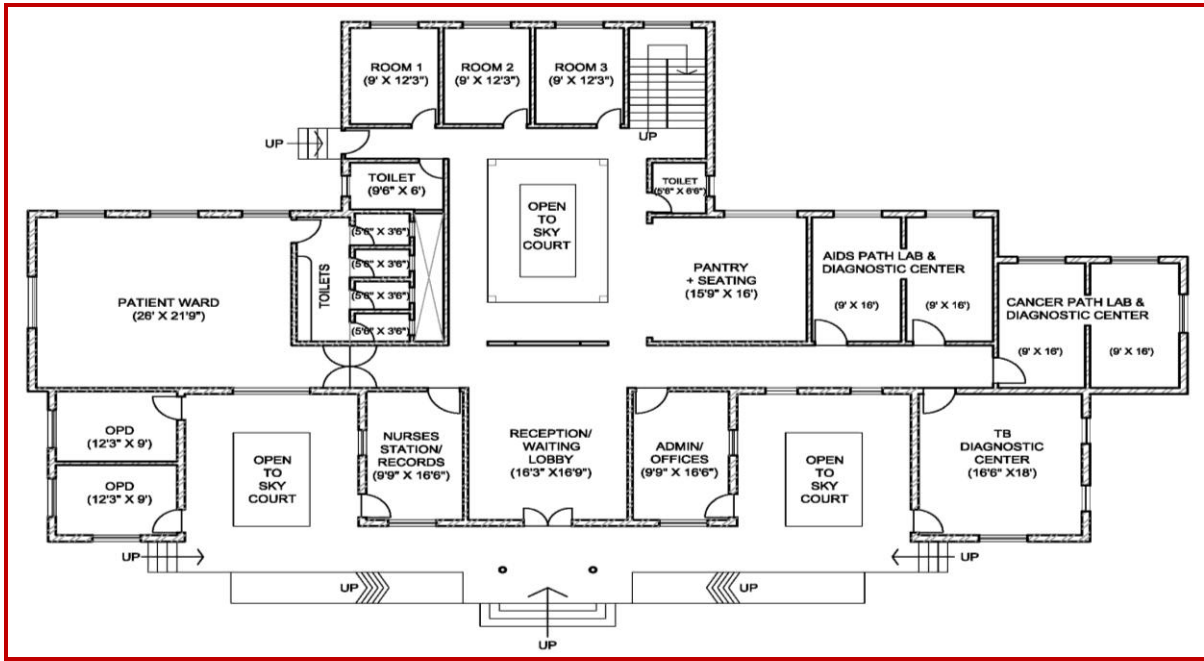
Evaluation / Measurable Outcome:

- Number of beneficiaries registered at the MDC (Quarterly).
- Number of Health Awareness Camps/Health Marker Days conducted and beneficiaries participated (Quarterly)
- Number of life-threatening cases referred to hospitals/specialists (Quarterly).
- Number of cases counseled (Quarterly)
- Reduction in number of primary illnesses prevalent in the population (Annual).

Project Execution:

A well-equipped Mobile Medical Unit (MMU) has been purchased and will be ready and will commence its operations in remote villages of Karjat Taluka from August 2013 onwards.

The Construction work of the Medical Diagnostic is expected to commence after monsoon of 2013 commencing with the work of creation of road infrastructure within the project campus as a prelude to construction of project facilities. The construction work is expected to be completed by December 2014. The Medical Diagnostic Centre is expected to operational in first quarter of 2015.



Childrens' Home (Proposed)

Setting up and Operation of a Children's Home to accommodate 256 orphan children free of cost with 32 Foster Mothers (*chosen from amongst destitute women*).

The proposed Children's Home, a component of Project 'Jagruti', is to provide a safe and healthy environment for orphaned adolescent children in the age group of 11-18 years, conducive to their growth and development. The intention is to provide a home for children who have lost both parents and who do not have an extended family to take on the responsibility of rearing their child, ensuring the children the warmth of a home and all round development of the child by introducing them to the existing Anando program on education and the vocational component of Jagruti. The main objective is to make each child independent and a productive citizen. The children would be provided with all the basic facilities like food, clothing and shelter. Simultaneously, arrangements will also be made to provide them with personality development, school education, vocational skills training leading to empowerment and employability in the long run.

Activities Proposed at the Children's Home:

| CHILDREN'S HOME : DAILY ACTIVITY SCHEDULE | | | | |
|---|----------------------------------|---|---|---|
| Time | Schedule | Program | Task to be done for the purpose by the faculty | Duration of the Task |
| 6:00 AM | Exercise | Yoga, Meditation, Warm Up, Running & Jogging During Monsoons indoor activity - meditation and yoga | Weekly exercise plan; attendance record; report submissions to the authority with his/her comments | 1 Hour Per Day Per Week - 1 Hour at the Ground |
| 7:00 AM | Hygienic / Personal Care | Personal Care | Governance Monitoring bathroom cleaning as per duties allocated to the children volunteer body; stock keeping of toiletries, laundry. | To be adjusted as per the school timing. |
| 8:00 AM | Breakfast / Prayer | Washing of respective utensils; children volunteer body to handle the buffet. | Maintain discipline - arrival time to the mess, duration, wastage, cleaning of utensils, prayer before meals | 30 Minutes including cleaning etc. |
| 8:30 AM | School | Cleaning | Inspection by the project officer for the floor cleaning, dusting, bathroom cleaning, cleaning of common areas, garden, etc | To be adjusted depending on speed and work |
| 2:30 PM | Lunch | Washing of respective utensils; children volunteer body to handle the buffet. | Maintain discipline - arrival time to the mess, duration, wastage, cleaning of utensils, prayer before meals | 1 Hour |
| 4:30 PM | Supplementary Education/ Tuition | Follow-up on school study | Anando | 1 Hour |
| 5:30 PM | Snack | Washing of respective utensils; children volunteer body to handle the buffet. | Maintain discipline - arrival time to the mess, duration, wastage, cleaning of utensils, prayer before meals | 30 Minutes including cleaning etc |

| | | | | |
|------------|------------------------------------|---|--|--------------------------------------|
| 6:00 PM | Extra Circular Activities/ Play | singing, dancing, sports (badminton, cricket, table tennis), drawing Any student will be able to attend max. 2 activities. Any activity will be twice a week | Identify strengths of each child; refer to the medical reports; weekly exercise plan; attendance record; to organize participation in local, national and international competitions. | 1hour |
| 7:00 PM | Dinner | Washing of respective utensils; children volunteer body to handle the buffet. | Maintain discipline - arrival time to the mess, duration, wastage, cleaning of utensils, prayer before meals. | 30 minutes including cleaning etc |
| 8:00 PM | Bed Time | Setting of beds, reading. Story telling session-once a week (Friday night). | record keeping. | 30 minutes |

Project Infrastructure:

The Children's Home will house 256 orphan children and 32 foster mothers (who are chosen from amongst the destitute women) and will have the following features:

- 8 Units, each unit having 8 rooms of accommodating 4 children in each room, with four resident mothers for each unit
- Entry/exit of the unit designed for better monitoring of children
- Every floor having a room for care-takers (resident mothers)
- Common Bathing and toilet area for children (separate for girls and boys)
- All the rooms looking into a internal courtyard
- Upper floors having corridor overlooking an inner court
- Vernacular style of elevations
- Efficient construction techniques with use of local materials

Based on need, the capacity of Children's Home would be increased in due course. The Children's Home will be in compliance with all applicable rules and regulations.

Target Group:

Adolescent children living in and around Karjat Taluka, who have lost their parents or are living in extended families with chance of neglect. The target group shall also include referrals from other organizations, shelters, remand homes, police stations etc. The records of each child shall be verified and then the children shall be enrolled. Follow up with the organizations as well as the places from where the children have come shall be done once in a quarter.

The children being orphans belong to the neglected and underprivileged sections of the society. Either these children have no source of income or they earn a meager income from menial jobs done here and there. The Children Home shall be free of cost for all enrolled orphan children. The children shall be a voluntary part of the social activities and events that take place at the project centre thereby adding to their growth and personality development so that they become responsible citizens of the society.

Expected Outcome / Social Impact:

- The children who have been treated as some sort of outcasts in the society, facing negligence and abuse in various forms, shall be brought back into the mainstream and given good education, vocational guidance so that they can sustain themselves in the future as responsible future citizens for the country.
- The children will also have the opportunity to interact with the inmates of Senior Citizens' Home and destitute women as their foster grandparents/mothers, leading to an interdependent community living.
- Some of the trained youth can also volunteer to become resource persons in their own field in their spare time and contribute to the centre. Besides, there will be proportionate drop in the number of unemployed youth in the society.

Project Execution:

Construction work of the project is expected to be commenced in second half of 2012 and the same is expected to be completed by December 2014. The Children's Home is expected to be operational by January 2015.

Project Monitoring:

Registers of enrolled children along with their complete case study shall be maintained at the Children's Home. These shall be updated from time to time. A nutrition and health record shall be maintained along with educational and vocational progress for each child enrolled. The centre shall be supervised by center supervisors / resident foster mothers in each unit and they shall be reporting to the Project Manager. The Project Manager shall compile the daily reports and take need based corrective action.



Senior Citizen Home (Proposed)

Setting up and Operation of a Senior Citizens' Home to accommodate 40 senior citizens belonging to economically marginalised section, free of cost.

The Senior Citizens' Home, one of the components under Project 'Jagruti', envisages to establish a dwelling home to provide a congenial atmosphere for the needy elderly in the rural area, where a happy environment would lead to a meaningful life complete with good physical health and mental stability, would prove timely and handy in mitigating the situations anticipated by the developments to emerge.

The Project Infrastructure:

The Senior Citizen's Home is planned to accommodate, free of cost, 40 senior citizens belonging to economically marginalized section in 10 buildings housing 4 senior citizens each, with a total built-up area of 820.50 sq. metres. Based on need, the capacity of Senior Citizens' Home would be increased in due course.

Activities Proposed at the Senior Citizens' Home:

| SENIOR CITIZEN'S HOME - DAILY ACTIVITY SCHEDULE | | |
|---|-------------------------------------|---|
| Time | Activity Schedule | Our Planning |
| Morning | | |
| 7:00 AM | Yoga & Meditation | Common Yoga Meditation would be arranged for a fixed time in the morning open for members to come |
| | Meditate, Tea, Medical Routine | Arrange for morning beverages in common areas for each structure |
| 8:00 AM | Exercise & Doctor Visit once a week | Warm Up Exercises; Planning of corrective diet once a week |
| 9:00 AM | Breakfast | As per the weekly Menu (Milk, Cereals, Juices) |
| 10:00 AM | Voluntary Services | Involvement in various training programmes at the community centre |
| Afternoon | | |
| 1:00 PM | Lunch | Specialized menu as per their Diet |
| | | Facilities for various beverages, fruits, desserts will be available over the counter |
| 2:00 PM | Relaxation | Nap time |
| 4:00 PM | Voluntary Services | Involvement in various training programmes at the community centre |
| Evening | | |
| 6:00 PM | Personal Interest | Music Therapy, Evening Guest Lectures, Counselling, Massage, Recreational Games OR Interaction with inmates of Children's Home |
| 8:00 PM | Dinner | Specialized menu as per Diet |
| | | Facilities for various beverages, fruits, desserts will be available over the counter |

Target Group:

The elderly population in and around Karjat Taluka constitutes 10% of the total population. Lonely, neglected, destitute and abandoned poor elderly amongst the above-mentioned senior citizen population shall form the core beneficiaries and the services of the project shall be extended to them free of cost. Referrals from other organizations as well as families shall also be benefitted from the project.

The target group of senior citizens belongs to the neglected and underprivileged sections of the society. They either live alone or in isolation though living within the family or do not have children or relatives to look after them.

The services of Senior Citizens' Home will be provided free of cost for 40 persons, who constitute 100% of the total beneficiaries.

Expected Outcome / Social Impact :

- Improvement in physical and emotional stability of the beneficiaries
- Control of prevalent diseases through treatment
- Happy and healthy living by senior citizens
- The elderly, who have been abandoned/neglected by the society or who have no children/relatives to look after them, shall be brought back into a homely and congenial atmosphere to live with peace and dignity.
- The senior citizens will also have the opportunity to act as foster grandparents to the orphans in the Children's Home by inculcating values and spreading their knowledge and experience to the benefit of young generation.
- The senior citizen home shall benefit the underprivileged elderly as well as the orphans in the children's home as they can develop a mutual bonding in terms of care and support.

Funding for Setting up and Operation of the Project:

The sources of funding for setting up and operation of the project are:

- (i) Individual Donors
- (ii) Corporate Donors
- (iii) Government Grants
- (iv) Funds from specific fund-raising campaigns
- (v) Surplus from Income Generating Events
- (vi) Interest from Corpus

Project Execution:

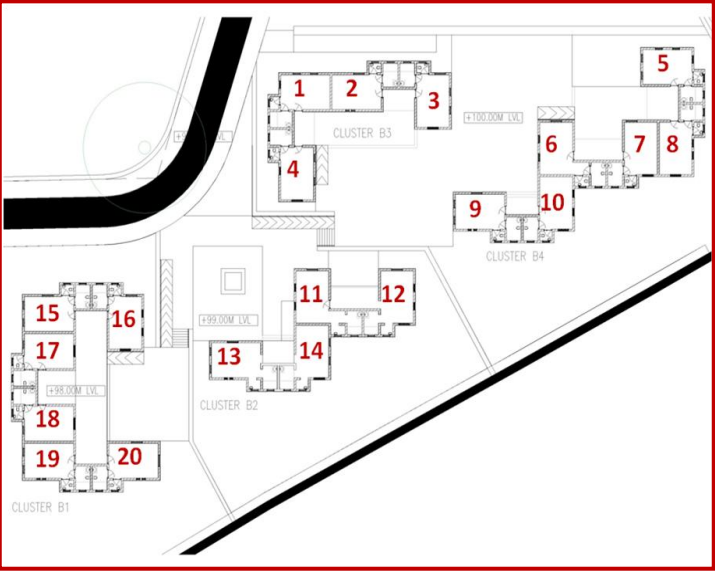
Construction work of Senior Citizens' Home is expected to commence during second half of 2012. Construction work is expected to be completed in about 24 months by September 2014. The Senior Citizen's Home is expected to be operational by October 2014.

Project Monitoring:

The Centre supervisor shall supervise the activities of the home on a daily basis and provide need based support to the staff. A detailed monthly report of activities shall be submitted to the Project Manager. Reports shall also be submitted to funding agencies in prescribed formats on a regular basis.

A baseline record of senior citizens shall be maintained at the time of admission. This will include details of their families, education, interests, hobbies, health status, monetary status etc. This record shall be updated every quarter for variable indicators such as physical and mental health and change in diet. An annual evaluation of the project shall be done in terms of improvement in health and social indicators of the beneficiary.

Regular visits by the funding agencies as well as government authorities shall also help in evaluating the running of the senior citizen home.



Project Jagruti - Our Corporate Donors

| Name of Corporate Donor | Purpose |
|--|--|
| Rivera Stiftung | Project Jagruti - Computer Training Centre |
| Mehta Charitable Trust | Project Jagruti |
| Shriram Wealth Advisors Ltd. | Tree Plantation |
| Malabar Capital Advisors Pvt. Ltd. | Tree Plantation |
| HDFC Bank Ltd. | Banana Plantation |
| Rotary Club of Bombay Central Island Trust | Tree Plantation |
| Uniprogen Biotech Pvt. Ltd. | Banana Plantation |
| Bank of India-Raigad | Rural Employment Programme - Project Jagruti |
| Rotary Club Of Bombay Central Charitable Trust | Project Jagruti - Medical Mobile Unit Van |

Project Jagruti - Our Individual Donors

| | |
|----------------------------------|---------------------------|
| Ms. Seeta Lall Natrajan | Project Jagruti – General |
| Mr. Shivaji Dam | Project Jagruti |
| Ms. Ulka Shah | Banana Plantation |
| Mr. Pradip Roy | Banana Plantation |
| Mr. Paresh Shantilal Shah | Banana Plantation |
| Mr. Rahul Korade | Banana Plantation |
| Mr. Mohan Chavan | Banana Plantation |
| Mr. Janardana S. Sooral | Banana Plantation |
| Ms. Uma Kriplani | Tree Plantation |
| Ms. Deepali | Tree Plantation |
| Ms. Basanti Didwania | Tree Plantation |
| Ms. Urvashi Vanvaria | Tree Plantation |
| Ms. Jaimini Kumar | Tree Plantation |
| Ms. Namrata Asudani | Tree Plantation |
| Ms. Mahatab Palkhiwala | Tree Plantation |
| Mr. Rusi Boga | Tree Plantation |
| Ms. Shernaz Jamshed Mistry | Tree Plantation |
| Mr. Hiren Asudani | Tree Plantation |
| Mr. Amitabh Kailash Sinha | Tree Plantation |
| Ms. Lolita Paritosh Kumar Sarkar | Tree Plantation |
| Mr. Dhruv Mehta | Tree Plantation |
| Ms. Sulochana Nagpal | Tree Plantation |
| Ms. Suman Manghnani | Tree Plantation |

| | |
|--------------------------|-------------------|
| Ms. Sanaya Bharucha | Tree Plantation |
| Ms. Asha Sood | Tree Plantation |
| Dr. Shubalakshmi S. Iyer | Banana Plantation |
| Ms. Dipika Porecha | Banana Plantation |

Project Jagruti - The Team

| Sr. No | Name of Team member | Position | Date of Resignation |
|--------|--------------------------|------------------------------------|---------------------|
| 1 | Dr. Shubalakshmi S. Iyer | Associate Project Director | |
| 2 | Mohan G. Chavan | Senior Programme Co-ordinator | |
| 3 | Mahesh Khade | Community Mobilizer | |
| 4 | Rahul P Korde | Agriculture Trainer | 01.12.2012 |
| 5 | Sachin H. Gaikwad | Teacher - Computer Training Centre | |
| 6 | Nivedita Pandit | Teacher - Sewing & Tailoring | 31.08.2012 |
| 7 | Bharti Gaikwad | Teacher - Beautician | |
| 8 | Lalita Lobhi | Teacher - Tailoring | |
| 9 | Ganesh Shevale | Office Assistant | 01.10.2012 |
| 10 | Bhagwan N Thakare | Office Assistant | |
| 11 | Sashikant K. Thakare | Office Assistant | |
| 12 | Lalita S Borade | Office Assistant | |



Project Aangan

Project Aangan envisages setting up of a hospice in Uttan Village in Bhayander, a distant suburb of Mumbai City on the Western Railway Line to provide residential care and comfort to about 150 terminally ill so that they live in environment of love during their last days of life. A Research & Development Wing is also proposed to be set up to look at alternate healing therapy for the terminally ill. The project will come up on two adjoining plots with Survey Nos.203/Hissa No.34 and 199/Hissa No.04 admeasuring 64,251 sq.ft. and 19,602 sq.ft. respectively. The total built-up area would be 42,000 sq.ft.

The project will comprise of comfortable residential facilities and catering facilities, along with Centres for Yoga, Gym, Musical Therapy and Meditation and has been planned as a green project.

Statement of Need:

Light of Life Trust felt the need to establish a hospice in view of very few such facilities available in and around Mumbai, despite there being a large number of terminally ill who have nowhere to go but to continue bearing the pains silently before they breathe their last.

Goals & Objectives :

- To provide residential care and comfort to terminally ill with minimal medical support.
- To provide them with food for spiritual aspect also besides feeding to the needs of body, mind and intellect.
- To establish Research & Development Wing.

Project Execution:

Plans for construction of the project facilities are under submission for approval by competent authorities. The construction work is expected to commence in the second half of 2013 to be completed within a year thereafter. The project is expected to be commissioned by end of 2014. In the intervening period, operational requirements will be worked out and finalized to be in readiness for commissioning of the project facilities.



Fund Raising Events

Sathwaro Shree Radhe Shyamno – Dwitiya

Presented as a fund raising initiative by the Light of Life Trust, in association with Patidar Swajan, this eye captivating musical extravaganza was hosted on 16th September 2012, at the Bhaidas Auditorium, Vile Parle. An audience of over 900 was held rapt with the cultural, aesthetical and devotional setting of the show.

This Gujarati dance musical was based on the life story of the legendary, “all-attractive” Lord Krishna and his eternal companionship with his graceful Radha, depicted in its own characteristic way. State of the art lighting, unique backdrops and an electrifying atmosphere created through energetic dance performances and entertaining commentary won the audience’s hearts.



On the day of the program, the lucky draw counters looked vibrant, with stacks of teal green souvenirs beautifully designed by Quadrum Solutions Pvt. Ltd. and printed by JAK Printers. Cash prizes and gift vouchers were given away to winners of the lucky draw (courtesy Rui designs and Mogra) apart from complimentary gift vouchers by Charagh Din found in every event souvenir.

The Founder Trustee, Mrs. Villy Doctor’s moving and ever-inspiring words enlivened this spirited evening. The Trustees of LOLT also graced the occasion. Mr. Bhargav Patel, the producer’s truly philanthropic gesture to dedicate the entire proceeds of this event to the Trust will be honoured in our hearts and of those who are benefitting from the tireless efforts of the LOLT team to transform lives of the rural underprivileged.



Brick By Brick , We're Building An OrphanageIn Malls !

This event was held on 21st & 22nd July 2012. Cadbury donated Dairy Milk chocolates which were freely given to all those who donated bricks and also to the many children who came to our stall for colorful painted-on tattoos by our talented tattoo artists who donated all the day's earnings to our cause. On giving a "brick" donation, the stickers were stuck to the backdrop by the individual thus creating a virtual wall of donors.



The Shillong Chamber Choir

This concert was held on October 27, 2012 at the Sophia Bhabha Auditorium. The renowned Shillong Chamber Choir performed various songs, including a couple in their native tongue, a few Bollywood tracks, opera songs and other world-class hits. The nearly 2-hour show drew accolades from the audience who had come from all over Mumbai and even as far as Pune ! The event was hosted by MTV VJ, Genelia D'Cruz and the main sponsor of the event was Vodafone. This event was a grand success with many looking forward to similar shows in the future and we at LOLT will be happy to oblige.



Standard Chartered Mumbai Marathon 2013

On the morning of January 20, 2013 at 07.00 am the Light of Light Trust's 'Marathon' team - consisting of our social workers, Anando children, members of Indus Creed rock band and employees of Bank of Baroda Mutual Fund congregated opposite Metro cinema for the 10th Standard Chartered Mumbai Marathon!

A sea of dark green suddenly emerged outside the Furtados' showroom as everyone (wearing Peter England sponsored LOLT T Shirts) distributed, amongst themselves, banners, mini flags, and placards, with messages of hope for the future of India's education. The LOLT 75 people strong team went through the unusual paces of lezhim, clapping, whistling, singing and dancing on stage (and even on the road!) up until the finish line!

Thanks to the generous donations of our individual donors and Corporates- Welspun Industries, HDFC Finance and Bank of Baroda Mutual Fund - Light of Life Trust raised the largest amount yet from a single Marathon!



Capacity Building Programmes for LOLT Team members

Annual LOLT Induction Programme

Light of Life Trust's Annual Induction & Orientation Programme was organized for newly recruited team members from 5th November to 8th November 2012 at the Light of Life Trust's Project Office in Dahivali, Karjat. The programme focused on the following areas to build the capacity of the newly recruited team:

- a. Vision & Mission of Light of Life Trust & future dreams and allied programs
- b. The social workers need to be in the field because they are the bridge between the stakeholders and the organization - Why are social workers required in Light of Life Trust, what are their Roles and Responsibilities, job profile, etc.
- c. Planning is an effective tool to ensure success. (need identification, probable solution, prioritizing, action plan and its component, time management, execution and monitoring; what makes plans successful and what makes them fail?)
- d. Management of Event, Activities and or any other program is an Art, and every involved person can learn it
- e. Rationale of having Systems & Processes in the organisation
- f. HR policy and Admin, disciplinary action, MIS and reporting formats and frequencies.
- g. Accounting - Why accounting is required and what does it mean? Which are the vouchers required. How to write them. Significance of supporting documents. The accounting responsibility of team member and the signatory authority.
- h. Organisational culture.
- i. Light of Life Trust and Team work
- j. Communication skill and knowledge of its application with awareness is vital prerequisite in this profession.

Senior team members facilitated the sessions and resolved all queries in the minds of the new team members.



Anant Programme : Annual Capacity Building Programme

The Anant Team participated in a five day residential capacity building programme lead by our partners Flowering Tree Inc, USA - Founders Ms Sumita Ambasta & Mr Christopher Mcleod at the Discovery Resorts, Neral from 07th April to 12th April 2012.

The programme focused on looking at the objectives of the programme and setting new objectives jointly. Through a participatory approach and full involvement of the Anant team, social workers and staff a day was devoted to review the work undertaken so far, and to determine new objectives based on learning and experience. These new and renewed objectives are :



1. The Holistic Self, Self-Concept, Identity, and Cognition

- Anant is healing
- Anant removes isolation
- Anant engenders a lifelong value
- Anant enhances cognition
- Anant fosters holistic development
- Anant develops understanding, comprehension, and discrimination

2 COMMUNITY

- Anant brings awareness of others
- Anant helps in representation of the other
- Anant brings Joy and inclusiveness

3 TRADITION AND TRANSMISSION

(These are oriented toward teachers and staff)

- Anant enables transmission of my work
- Anant enables enjoyment of performance
- Anant enables others to follow my choice for work
- Anant Commitment of Teachers and Staff

4 COMPETENCIES/VOCATION/EMPLOYMENT

- Anant develops capable people
- Anant develops attention
- Anant develops skillfulness in listening, decision making, and teamwork
- Anant prepares students for a diversity of career and work options



In addition to the above objectives, several of the objectives from the pilot phase of the Anant Programme were also incorporated:

- Use and development of storytelling as a teaching/learning medium by teachers, social workers, and children.
- Provide exposure for the children to live performances, and visits to centers of art and culture.
- Provide equipment and media for the children to experiment and create their own products as well as to view movies and artistic/cultural expression on film.
- Performance by the children in local, regional, and, eventually, international settings where they will experience the excitement of being on stage and learn to negotiate in the process the many challenges that accompany becoming skillful in public presentation.
- Strengthening of the collaboration between LOLT, and FT so that the two organizations work together to help the children, solve emerging problems, and create opportunities and support for the project.

Two entire days were focused on the Anant beneficiaries and inputs provided to them on the music component they were learning. The beneficiaries gained knowledge, skill and approach from the inputs provided by the founders' of Flowering Tree Inc, USA. The experience of being individually guided by experts in the field was truly beneficial to the beneficiaries, the teachers and the parents present. Anant beneficiaries from Karjat, Alibaug & Mangaon Talukas participated in the programme.



Manthan – Annual Review

Manthan 10

Light of Life Trust's bi - annual review and capacity building programme - **Manthan 10** was held from 22nd to 24th January 2013 at the picturesque Kune Mission, Khandala. As its name suggests Manthan is the platform for churning of new ideas, approaches which ultimately lead to the growth and development of the organization. Light of Life Trust's 80 member strong team lead by our dynamic Founder – Mrs Villy Doctor deliberated upon taking Project Anando to a National level by looking at all the possible approaches from the angle of growth & sustainability through intensive sessions, small group discussions and presentations of multiple thought processes.



The 3-day programme was inaugurated by our beloved Founder Mrs. Villy Doctor in the presence of team members from all 35 Centres across five districts of Maharashtra including members from the Project Jagruti team and the Head Office team as well.

The Anant team planned and organised the evening entertainment programmes on both the evenings – on the first day a Mehfil was organized where team members had registered their names earlier for either singing, dancing , recitation of poetry etc. On the second day evening a 'Jugalbandi' was organized wherein the Anant team displayed their talent in the field of classical music. LOLT Trustee - Mr. Manoj Murarka was present for the entertainemnt programme.

The last day saw the felicitation of all the team members who have rendered their committed services over 5 years to the organisation. **Ms. Swati Jadhav** was felicitated as the **Best Social Worker of the Year 2012** . **The Mangoan Team** was felicitated as the **BEST TEAM of the year**. Personal achievements of team members were also acknowledged – a number of team members have completed their Masters in Social Work, Finance etc. Token of appreciation was also handed over to those team members who got married in the last year as well as those who became proud parents.

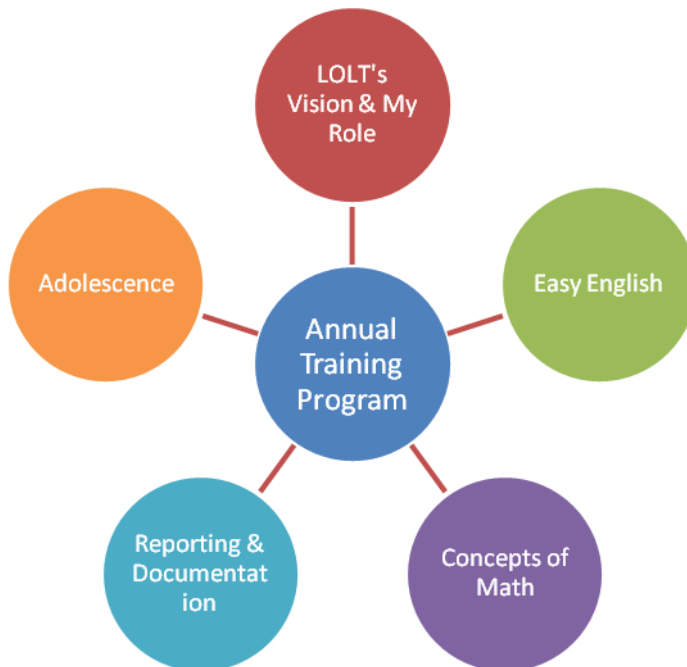


The 3-day programme provided ample opportunities to the team members for better bonding and understanding of each other. The 3 day capacity building programme ended with a motivational talk by Founder Mrs Villy Doctor, providing inspiration to each and every team member.



SFSEP Annual Capacity Building Programme

Vichar Mahayadnya – A Symposium



Innovative activities with the team under the Student Friendly Supplementary Education Programme are organized on an annual basis to build their capacity and for development of the project. **Vichar Mahayadnya** - a capacity building program was successfully conducted for the team from 20th Nov to 23rd Nov 2012.

Objectives of the program-

- ✓ To build team capacity & strengthen team bonding
- ✓ To make them think deeper & broaden their perspective through new topics
- ✓ To give them an experience of how to prepare a new subject, draw information from various sources & present it.

Concept of the program was to give responsibility to team members to gather information & prepare the given subject & present the same. The overall program theme was **EDUCATION**. The team was divided into pairs or groups and was given subjects as below:

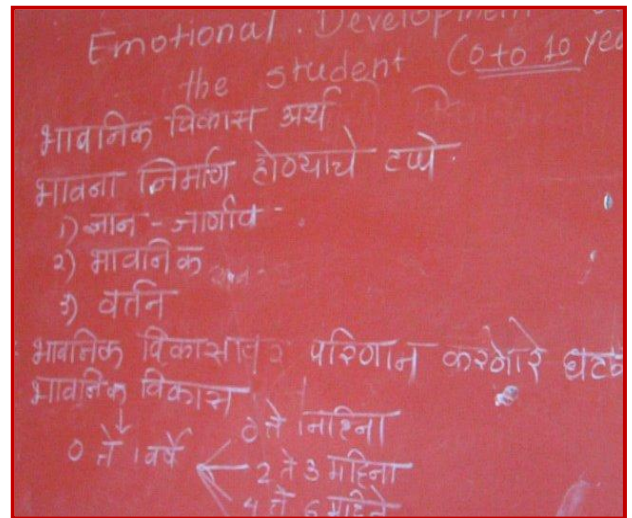
- Effective Presentation - Types & Skills
- Education - Meaning of the term, History & Stages of Development during 1947 - 2012
- Academic development of children age - 0 to 10 years
- Emotional development of children age - 0 to 10 years
- Academic development of children age - 11 to 16 years
- Emotional development of children age - 11 to 18 years
- Social Problems around me and my role in solving them

- Self inspiration - one of the major pre-requisites of success; obstacles in maintaining it & solutions for the same.

The team did a really good job. The presentations really matched the name & the concept of **Vichar Mahayadnya**. It showed their hard-work, efforts & thought-process. Their preparation & excitement was very evident & the program gave very good outputs.

Outcome/Result:

- ❖ The team-members developed their presentation skills.
- ❖ The program helped them improve their knowledge on education & relevant topics.
- ❖ Valuable inputs received about education, its history & development, emotions & psychology of children.
- ❖ All the team members were co-operating, understanding each other in the program. This was observed and realized in the sessions, for e.g. when one of the group members could not attend due to an urgent difficulty, at that time all the team members helped that group with positive inputs & energy.
- ❖ Along with the above results, the program helped the team to think on a broader level & their perspective has certainly widened to a certain extent.



Capacity Building Workshops were planned and conducted for the **Mangaon Taluka Team members of Anando, Anant & SFSEP** twice in this reporting year

Training Workshop No 1 : was held on 27th, 28th, 29th & 31st August 2012

Training Workshop No 2 : was held on 5th, 7th, 8th & 9th, 10th, 12th & 16th Nov. 2012

Both the trainings were conducted in the LOLT Mangaon Office.

The objectives were:

- To fulfill the training needs of SFSEP Teachers.
- To enhance the capacity of the teachers to teach students effectively & with full efficiency.
- To increase confidence levels of teachers in teaching.
- For the in-depth presentation of given subjects.
- To evaluate & assess the knowledge of the subject & the teaching methodology of every teacher.
- To analyze the strengths & weaknesses of every teacher.
- To utilize the period of exam for this qualitative purpose so that every teacher is well prepared to teach students effectively in coming days.



Impact of the training workshop:

- ✓ The trainings were based on the syllabus of the first & second semester in the subjects - Algebra, Geometry & English.
- ✓ Every team member from LOLT Mangaon Taluka participated in the training for the entire period (4 days) from 10.00 am to 6.30 pm.
- ✓ Every teacher was prepared with their own Subject oriented Card Sheet Presentation.
- ✓ It helped teachers to
 - boost their confidence.
 - gain & verify their knowledge.
 - introduce the proper method of teaching.
 - share experience & knowledge with everyone.
 - bond with each other.
- ✓ The training was a really great example of 'Effective Group Work'.



- ✓ On the last day as feedback every teacher shared about the importance & need for such a capacity building training and everyone agreed that the training should be organized periodically.
- ✓ The first training workshop feedback was very strong, tremendous output was received during the workshop and was a huge success for the Mangaon Team. Keeping these experiences & the importance of training in mind, it was decided that similar kinds of capacity building training should be organized on a regular basis especially in the Exam or Vacation period when the team was relatively less busy. **The second training workshop was organized for a longer time period of seven days.**

Visitors to the Trust

| Sr. No. | Name of visitor/s | Name of the company/organization | Centre visited | No of visitors | Purpose | Date of visit |
|---------|--|---|--|----------------|--|---|
| 1 | Ms Sumita Ambasta & Mr Christopher Mcleod | Flowering Tree Inc., USA | Anant Programme | 2 | Annual Visit and Capacity Building Programme for Anant Programme Team members | 07 th April to 12 th April 2012 |
| 2 | Mr Amit Mookim | KPMG | Kondiwade | 2 | To know more about LOLT's work and interact with Anando beneficiaries | 28 th April 2013 |
| 3 | Mr. Kishore Murar Chaudhary | Gram Tanta Mukti Abhiyan Head, Prakasha | Prakasha Center | 1 | To understand the functioning of project Anando. | 2012 |
| 4 | Mr. Jangya Rangya Bhil | Former Sarpanch, Prakasha | Prakasha Center | 1 | To interact with Anando beneficiaries | 2012 |
| 5 | Mr. Nanabhau Devale | Journalist - Sakal Newspaper | Mangrulpir Center | 2 | To know more about LOLT & its Activities | 05 th May 2012 |
| 6 | Mr. Vinod Musale | District Co- Coordinator, Save the Child, NGO | Mangrulpir Center | 2 | To understand LOLT's intervention & invite the LOLT team to their event | 07 th May 2012 |
| 7 | Mr. Jaydev Chekre | Co - Coordinator, Save the Child, NGO | Mangrulpir Center | 1 | To know more about LOLT and our work | 12 th May 2012 |
| 8 | Mrs Adhikari | Principal, Chandrakant Adhikari Vidyalaya, Wadgaon | Mangaon Office | 2 | To discuss with LOLT the enrolment details of poor, needy & promising students of her school | 15 th May 2012 |
| 9 | Ms. Roxanne Davar | Master Trainer, Animal Welfare, NGO | Jeevan Asha Community Centre | 1 | To know more about Project Jagruti Activities. | 15 th June 2012 |
| 10 | Mr. B.V. Wahurwagh | Teacher | Mangrulpir Center | 1 | To discuss about our work & student development. | 18 th June 2012 |
| 11 | Dr. Ravikiran Padmane | Doctor | Mangrulpir Center | 1 | To know more about LOLT | 20 th June 2012 |
| 12 | Mr. Anup & Mr. Yadnesh | Infinite Myriaads Pvt. Ltd | Chondhi Center | 2 | To discuss possibilities of initiating retail training with Anando Plus students. | 29 th June 2012 |
| 13 | Morgan Stanley Employees | Morgan Stanley, Mumbai | Kashele Center, Kadav Center, Khandas Center | 55 | To interact with LOLT Anando beneficiaries as a part of their Global Charity Month. | 07 th July 2012 |
| 14 | Ms. Connie Silveira | CSR Manager, Welspun Foundation of Health & Knowledge | Alibaug Computer Training Centre | 3 | To participate in the the Computer Class Certificate Distribution Programme | 09 th July 2012 |
| 15 | Rotarians from Rotary Club of Bombay Worli | Rotary Club of Bombay, Worli | Tiware Centre | 10 | Interactive session with the Anando beneficiaries of Tiware Centre supported by them. | 05 th August 2012 |

| Sr. No. | Name of visitor/s | Name of the company/organization | Centre visited | No of visitors | Purpose | Date of visit |
|---------|---|---|--|----------------|---|---|
| 16 | Mr. Ramchandra Shinde | Sarpanch, Unegaon | Mangaon office | 4 | To express their gratitude for the efforts undertaken by the LOLT team to get State Transport facility for around 12 villages in the neighborhood. | 08 th August 2012 |
| 17 | Master. Andrew Solo Master. Aadesh Sahani | Grade IX students from USA | Karjat | 2 | Interactive with Anando beneficiaries from Karjat Centre over a period of 4 days. And to understand the NGO processes and programmes. | 12 th August 2012 to 15 th August 2012 |
| 18 | Mr. Mane | Principial, Ashokdada Sable Vidyalay, Mangaon | Mangaon Office | 1 | To meet all LOLT Staff & to appreciate LOLT Team's efforts towards social change | 19 th August 2012 |
| 19 | Mr. R.R. Thak | Ex. Principal. Y.V. School, Wai | Mangrulpir Centre | 1 | To know more about LOLT & its activities. | 21 st August 2012 |
| 20 | Mr. Pawar | Lecturer - R. I. G. Kanya Vidyalay | Manora Center | 2 | To know more about LOLT & its activities. | 22 nd August 2012 |
| 21 | Mr. Rathod | Lecturer, R. I. G. Kanya Vidyalay | Manora Center | 2 | To know more about LOLT & its activities. | 22 nd August 2012 |
| 22 | Ms Preeti Sagar | Professional Singer | Jeevan Asha Community Centre | 1 | To know more about LOLT and its activities | 26 th August 2012 |
| 23 | Students from the Masters in Social Entrepreneurship Course - Tata Institute of Social Sciences 1. Barkha Jain 2. Nidhi shah 3. Vineeta Soni 4. Ritesh Shahi 5. Sarvesh Tiwari | Tata Institute of Social Sciences, Mumbai | LOLT Head Office and Neral & Karjat Center | 5 | To analyze LOLT's work processes and impact till date | 24 th August 2012 & 09 th September 2012 |
| 24 | Dr. Tayade Dr Bhagat Dr (Ms). Kulkarni | Doctors, Public Health Center, Shelu Bazaar | Shelu Bazaar Centre | 3 | To know more about LOLT & to see possibilities of joint health camps | 16 th September 2012 |
| 25 | Social Work Students | College of Social Work, Nasik | Jeevan Asha Community Centre | 45 | To understand more about the Anando Programme and its impact | 13 th October 2012 |
| 26 | Cathedral School & College, Mumbai | Mr. Engineer, Mentor with a group of 12 students from Cathedral School. | Karjat Centre | 13 | Under the IAYP project of the school the students came to visit LOLT to understand its processes and participate in interactive sessions with the Anando beneficiaries. | 17 th October 2012 to 21 st October 2012 |
| 27 | Ms. Sunita Ghanvat | Sarpanch, Chendhre | Alibaug Center | 1 | To know more about LOLT | 18 th October 2012 |

| Sr. No. | Name of visitor/s | Name of the company/organization | Centre visited | No of visitors | Purpose | Date of visit |
|---------|-------------------------|--|---|----------------|--|--------------------------------|
| 28 | Chance of Life, Germany | Ms. Rita Steinau and 3 members of Chance of Life team. | Mohili & Khandas Centers. Stone laying Ceremony for Lokkruti Project. | 4 | Regular annual visit of the Chance of Life team to Mohili Centre. Inauguration of satellite center in sewing & tailoring in Khandas Village and Stone laying ceremony of Lokkruti Project. | 21 st October 2012 |
| 29 | Ms. Mangala Tambe | CSR Manager, Welspun Foundation for Health & Knowledge | Alibaug Centre | 1 | To review the development of the Alibaug Computer Training Centre. | 30 th October 2012 |
| 30 | Mr Anup | Infinite Myriads Pvt. Ltd | Alibaug Centre | 1 | To discuss the challenges being faced to initiated Retail Sales Training Programme for Alibaug Anando plus students | 30 th October 2012 |
| 31 | Ravindra Sahastrabudhe | Founder, Neha Consultancy (Software Development & Accounting Data Entry) | Goregaon Centre | 2 | To know about the social development initiated by LOLT in Mangaon Taluka which motivated him to sponsor part of Mangaon Bal Kala Mahotsav | 15 th November 2012 |
| 32 | Edelgive Foundation | Edelweiss team | Kondiwade Centre | 15 | Annual interactive session with Anando beneficiaries | 01 st December 2012 |
| 33 | Mr. Michael Ferreira | Member of National Committee for Social and Economic Welfare, Govt. of India | Head Office, Bandra | 1 | Meeting with the Founder Trustee , members of LOLT board of Trustees and team fro evaluation of LOLT for 35AC sanction | 04 th December 2012 |
| 34 | Mr Chintan Shah | Freelancer Photographer & team | Jeevan Asha Community Centre | 10 | To shoot a documentary on Anando | 08 th December 2012 |
| 35 | Sanjay Madhavi | President, Rotary Club of Mangaon | Mangaon Office | 1 | To know more about LOLT's work, its objectives & impact. | 14 th December 2012 |
| 36 | Mr. Sureshbhai | Photographer and Social activist, Shahada | Shahada center | 1 | To interact with Anando beneficiaries | 16 th December 2012 |
| 37 | Mr Rajguru | Principal, G. R. Mehta Vidyalay, Nizampur | Nizampur centre | 1 | To observe the SFSEP classes | 02 nd January 2013 |
| 38 | Ms. Lolita Sarkar | Film maker & Team | Jeevan Asha Community Centre | 35 | To shoot documentary on Project Jagruti | 08 th January 2013 |
| 39 | Rajesh Waghmare | Journalist (Deshonnati) | Mangrulpir | 1 | To know lolt work | 05 th January 2013 |

| Sr. No. | Name of visitor/s | Name of the company/organization | Centre visited | No of visitors | Purpose | Date of visit |
|---------|--|---|---|----------------|---|---|
| 40 | Mr. Ramesh Daswani | President, Rotary Club of Bombay Central | Jeevan Asha Community Centre | | Interactive workshop with Anando children | 13 th January 2013 |
| 41 | Mrs Uma Rele | Nalanda Institute of Dance | Alibaug Centre | 1 | To attend & observe the Anant Programme | 26 th January 2013 |
| 42 | Mr. Amol Panchal | Dance Choreographer | Goregaon centre, Jawli centre, Mangaon office | 2 | To help Mangaon Centre beneficiaries in dance. | 31 st January 2013 |
| 43 | Ms. Meghatai Waghmare | Local Social Worker | Mangrulpir Centre | 2 | To know more about LOLT, its work & different activities | 31 st January 2013 |
| 44 | Mr. Topale | Social Worker | Mangrulpir Centre | 1 | To know more about LOLT, its work and activities. | 31 st January 2013 |
| 45 | Ms. Kamal Baria | Consultant | Head Office, Bandra | 1 | To share experiences and know more about LOLT | 01 st February 2013 |
| 46 | Mr. Ajit Kumar Khatal | Asst. Police Inspector, Karjat | Jeevan Asha Community Centre | 1 | To understand the programmes at Project Jagruti better. | 03 rd February 2013 |
| 47 | Ms. Merle & Ms. Salma | Fariyas Hotel, Lonavala | Jeeva Asha Community Centre | 1 | To understand the programmes at project Jagruti better. | 03 rd March 2013 |
| 48 | Mr. P. U. Jadhav | Multipurpose health worker, P.H.C Mandana, Shahada. | Office visit Shahada | 1 | To know about LOLT's work and areas of mutual concern | 11 th February 2013 |
| 49 | iGate Foundation | Ms. Uma Srivastava & team | Karjat Centre | 4 | To understand LOLT's work and look at its processes. | 05 th February 2013 |
| 50 | Mr. Kulkarni | School Teacher, Mandana, Shahada. | Office visit Shahada | 2 | To Know about Project Anando | 11 th February 2013 |
| 51 | Mr. Bhushan Mandhana & Mr. Amit Mandhana | Medical shop owners | Jalna Office and Shelgaon Center | 2 | To understand the LOLT intervention and fund a programme. | 12 th February 2013 |
| 52 | Mr. Keyur Mazumdar | Kotak Mahindra | Karjat Project Office | 1 | To know more about LOLT activities | 15 th February 2013 |
| 53 | Ms. Richa Honavar | GiveIndia Due Diligence Team member | Head Office - Fort & Khandas Centre Visit | 1 | To understand LOLT's processes and programmes, meeting with Founder Trustee and Head Office team and interact with Anando beneficiaries, parents, teachers and team | 22 nd & 23 rd February 2013 |
| 54 | Asst. Prof. Md. Israr Alam | Maulana Azad National Urdu University, Hyderabad | Jeevan Asha Community Centre | 30 | Educational Field visit for block placement opportunities | 27 th February 2013 |
| 55 | Mr.Ghubade | President (Annabhau Sathe Bahudeshiy Sanstha) | Mangrulpir Centre | 1 | To know more about LOLT's work | 02 nd March 2013 |
| 56 | Mr & Mrs Mansukhani | Sponsors from USA | Jeevan Asha Community Centre | 2 | Interaction with Anando children | 23 rd March 2013 |

| Sr. No. | Name of visitor/s | Name of the company/organization | Centre visited | No of visitors | Purpose | Date of visit |
|---------|--|---|--------------------|----------------|--|-----------------------------|
| 57 | Dr Nilratan Shende | CSR Manager , All Cargo Logistics Limited | LOLT Yuva Mahotsav | 1 | To understand more about LOLT's projects and attend its 8 th year anniversary at the Yuva Mahotsav held in Karjat | 23 rd March 2013 |
| 58 | Mr Naraindas Nandwani, Ms Meena Nandwani & Ms Jenna Nandwani | LOLT Supporters | LOLT Yuva Mahotsav | 3 | As Guest of Honor at the 8 th anniversary of Anando Project - Yuva Mahotsav | 23 rd March 2013 |
| 59 | Ms Neeru Manghnani, Mrs Mahtab Palkhiwalla. Ms Seema Patni. Ms Ulka Shah. Dr Yasmin Mody Ms Zurie Mody. Ms Devki Desai Ms Farzana Contractor Ms Roopina Mr. Kishinn Showkin Ms Ruby Madan Saloni Shah | LOLT Volunteers | LOLT Yuva Mahotsav | 12 | Celebration of 8 th Anniversary of Project Anando and inauguration of Public Library in Karjat Project Office | 23 rd March 2013 |



LOLT in the News

www.raigadnagari.com

दैनिक रायगड नगरी

अन्यायाचा प्रतिकार

महाराष्ट्राचा बुलंद आवाज..

संपादक - सुनील पोतदार

रायगडसह नवी मुंबई, पुणे येथून प्रकाशित

संपादन - No. 02/MAHAR/NVD/86/2007-08 Dt-15/12/07

रविवार दिनांक ४/११/२०१२

R.N.I. Reg. No. MAHMAR/2006/1

लाईट ऑफ लाईफ संस्थेच्या लोककृती प्रकल्पाचे भूमिपूजन

कर्जत, दि. ३ - कृती तालुक्यात कार्यरत असलेल्या लाईट ऑफ लाईफ संस्थेच्या माध्यमातून 'कृती तालुक्यातील मोहिनी विभागात 'लोककृती प्रकल्प' उभा राहत असून हा प्रकल्पाच्या माध्यमातून या परिसरातील विद्यार्थी, पालक तसेच शिक्षकांना विविध प्रशिक्षणे देण्यात येणार आहेत. प्रकल्पाने भूमिपूजन उपक्रम राबविण्यात आला.

कर्जत तालुक्यातील अनाथ, एकल पालकत्व, गरीब, गरजू आणि शेतकरी अशा माध्यमिक विद्यार्थ्यांच्या शैक्षणिक तथा सर्वांगिक विकासाकरिता लाईट ऑफ लाईफ संस्था कार्यरत आहे. संस्थेच्या माध्यमातून आरंभित प्रकल्प 'गेण्या ७ वर्षांपासून कृती तालुक्यातील कर्जत, मोहिनी, कोडिवडे, तिवरे, कडाव, बरोडे, खांडग, नांदगाव, नेरळ तसेच खानापूर तालुक्यातील खोपोली आदी विभागात माध्यमिक विद्यार्थ्यांना शैक्षणिक विकासाकरिता विविध उपक्रम आरंभित करण्यात आलेले आहेत. संस्थेचाच एक भाग म्हणून कर्जत तालुक्यातील मोहिनी विभागात लोककृती प्रकल्प उभा राहण्यात येणार असून या प्रकल्पाच्या माध्यमातून 'अनाथ विकासा केंद्र' लक्षात घेऊन वेगळ्या वेळीच्या माध्यमातून मोहिनी परिसरातील २२ गावातील विद्यार्थी, पालक तसेच शिक्षकांना व्यक्तिमत्त्व विकास प्रशिक्षण, व्यावसायिक मार्गदर्शन, वाचनालव, समुपदेशन तसेच इतर शैक्षणिक उपक्रम राबविण्यात येणार आहेत. लोककृती प्रकल्पासाठी लक्ष्य पालक वा आदिवासी बांधवांचे शैक्षणिक कार्यासाठी आपल्या आई-वडिलांच्या स्वरूपात देत गुटे जगा दिली आहे. संपूर्ण प्रकल्प उभारण्यासाठी लाईट ऑफ लाईफ संस्थेचे कार्यकर्ते गीता कर्जेबे यांनी दिल्ली या भूमिपूजनाच्या कार्यक्रमात प्रमुख पात्रे म्हणून कामगिरी आपले चान्च ऑफ लाईफच्या निटा मंडळ लाईट ऑफ लाईफ संस्थेचे प्रकल्प संचालिका, प्रकल्प व्यवस्थापक, भावनिक सारंग वैजवंशी भोई, प्रामुख विरवाच कांबळे, लक्ष्मण पालवार तसेच सांघाविक कार्यकर्ते विद्यार्थी पालक मोठ्या संख्येने उपस्थित होते.



मोहिनी येथे लोककृती प्रकल्प भूमिपूजन सोहळ्या प्रसंगी संस्थेची विद्यार्थीनी मनोजत तलवत कारतना (छात्रा - हेमंत देशमुख)

नैक सागर रायगड Raigad

E-mail: dailysagar@gmail.com

रत्नागिरी, सिंधुदुर्ग, रायगड, ठाणे, मुंबईसह पाच स्वतंत्र आवृत्त्या

AR/2008/24817 रविवार दिनांक ४-११-२०१२ Postal Regi. No. RTG/6/2012-14

लाईट ऑफ लाईफ संस्थेच्या लोककृती प्रकल्पाचे भूमिपूजन

कर्जत :- कर्जत तालुक्यात कार्यरत असलेल्या लाईट ऑफ लाईफ संस्थेच्या माध्यमातून 'कृती तालुक्यातील मोहिनी विभागात 'लोककृती प्रकल्प' उभा राहत असून हा प्रकल्पाच्या माध्यमातून या परिसरातील विद्यार्थी, पालक तसेच शिक्षकांना विविध प्रशिक्षणे देण्यात येणार आहेत. प्रकल्पाने भूमिपूजन उपक्रम राबविण्यात आला.

कर्जत तालुक्यातील अनाथ, एकल पालकत्व, गरीब, गरजू आणि शेतकरी अशा माध्यमिक विद्यार्थ्यांच्या शैक्षणिक तथा सर्वांगिक विकासाकरिता लाईट ऑफ लाईफ संस्था कार्यरत आहे. संस्थेच्या माध्यमातून आरंभित प्रकल्प 'गेण्या ७ वर्षांपासून कृती तालुक्यातील कर्जत, मोहिनी, कोडिवडे, तिवरे, कडाव, बरोडे, खांडग, नांदगाव, नेरळ तसेच खानापूर तालुक्यातील खोपोली आदी विभागात माध्यमिक विकासाकरिता विविध उपक्रम आरंभित करण्यात आलेले आहेत. संस्थेचाच एक भाग म्हणून कर्जत तालुक्यातील मोहिनी विभागात लोककृती प्रकल्प उभा राहण्यात येणार असून या प्रकल्पाच्या माध्यमातून 'अनाथ विकासा केंद्र' लक्षात घेऊन वेगळ्या वेळीच्या माध्यमातून मोहिनी परिसरातील २२ गावातील विद्यार्थी, पालक तसेच शिक्षकांना व्यक्तिमत्त्व विकासा प्रशिक्षण, व्यावसायिक मार्गदर्शन, क्वान्तलव, समुपदेशन तसेच इतर शैक्षणिक उपक्रम राबविण्यात येणार आहेत. लोककृती प्रकल्पासाठी लक्ष्य पालक वा आदिवासी बांधवांचे शैक्षणिक कार्यासाठी आपल्या आई-वडिलांच्या स्वरूपात देत गुटे जगा दिली आहे. संपूर्ण प्रकल्प उभारण्यासाठी लाईट ऑफ लाईफ संस्थेचे कार्यकर्ते गीता कर्जेबे यांनी दिल्ली या भूमिपूजनाच्या कार्यक्रमात प्रमुख पात्रे म्हणून कामगिरी आपले चान्च ऑफ लाईफच्या निटा मंडळ लाईट ऑफ लाईफ संस्थेचे प्रकल्प संचालिका, प्रकल्प व्यवस्थापक, भावनिक सारंग वैजवंशी भोई, प्रामुख विरवाच कांबळे, लक्ष्मण पालवार तसेच सांघाविक कार्यकर्ते विद्यार्थी पालक मोठ्या संख्येने उपस्थित होते.

विश्वरूप

रविवार, दि. ४ नोव्हेंबर २०१२

मुल्य २ रु.

लाईट ऑफ लाईफ संस्थेच्या लोककृती प्रकल्पाचे भूमिपूजन



कर्जत तालुक्यातील अनाथ, एकल पालकत्व, गरीब, गरजू आणि शेतकरी अशा माध्यमिक विद्यार्थ्यांच्या शैक्षणिक तथा सर्वांगिक विकासाकरिता लाईट ऑफ लाईफ संस्था कार्यरत आहे. संस्थेच्या माध्यमातून आरंभित प्रकल्प 'गेण्या ७ वर्षांपासून कर्जत तालुक्यातील कर्जत, मोहिनी, कोडिवडे, तिवरे, कडाव, बरोडे, खांडग, नांदगाव, नेरळ तसेच खानापूर तालुक्यातील खोपोली आदी विभागात माध्यमिक विद्यार्थ्यांना शैक्षणिक विकासाकरिता विविध उपक्रम आरंभित करण्यात आलेले आहेत. संस्थेचाच एक भाग म्हणून कर्जत तालुक्यातील मोहिनी विभागात लोककृती प्रकल्प उभा राहण्यात येणार असून या प्रकल्पाच्या माध्यमातून 'अनाथ विकासा केंद्र' लक्षात घेऊन वेगळ्या वेळीच्या माध्यमातून मोहिनी परिसरातील २२ गावातील विद्यार्थी, पालक तसेच शिक्षकांना व्यक्तिमत्त्व विकासा प्रशिक्षण, व्यावसायिक मार्गदर्शन, क्वान्तलव, समुपदेशन तसेच इतर शैक्षणिक उपक्रम राबविण्यात येणार आहेत. लोककृती प्रकल्पासाठी लक्ष्य पालक वा आदिवासी बांधवांचे शैक्षणिक कार्यासाठी आपल्या आई-वडिलांच्या स्वरूपात देत गुटे जगा दिली आहे. संपूर्ण प्रकल्प उभारण्यासाठी लाईट ऑफ लाईफ संस्थेचे कार्यकर्ते गीता कर्जेबे यांनी दिल्ली या भूमिपूजनाच्या कार्यक्रमात प्रमुख पात्रे म्हणून कामगिरी आपले चान्च ऑफ लाईफच्या निटा मंडळ लाईट ऑफ लाईफ संस्थेचे प्रकल्प संचालिका, प्रकल्प व्यवस्थापक, भावनिक सारंग वैजवंशी भोई, प्रामुख विरवाच कांबळे, लक्ष्मण पालवार तसेच सांघाविक कार्यकर्ते विद्यार्थी पालक मोठ्या संख्येने उपस्थित होते.

LOLT Details as per Credibility Alliance/GiveIndia Norms:

| | |
|---|----------------|
| Organization registered as - | Trust |
| Are the documents available to the public on request? | Yes |
| Does your vision and mission reflect in programme and activities | Yes |
| Is there any litigation, by any party, pending against the organization? | No |
| Is there any pending litigation, by the organization against any party? | No |
| Are there any serious audit notes (in auditor's report) on any material point? | No |
| Are there any material transactions involving conflict of interest between a Board or Staff member and the Organization? | No |
| Are your Annual Reports disseminated to Key Stakeholders (latest year)? | Yes |
| Please write how accounts of your organization constructed, on cash or accrual basis? | Accrual |
| Are the Accounts of the organization audited by a Chartered Accountant? | Yes |
| Do you have a Personnel Policy (policies related to employees/Staff, such as Employee Recruitment, Employee Conduct, Salary & Benefits etc.). | Yes |
| Are organization's staff / personnel policies made available to all staff members? | Yes |
| Does your organization provide the following report to anyone on request? List of Board Members/ Trustees ;Annual Activity Report; Audited Financial Statements | Yes |
| Are any of the Board Members related to one another by blood or marriage | No |

Board of Trustees :

| Sr. No. | Name | Age | Gender | Occupation | Position in the Board |
|---------|--------------------|-----|--------|------------|----------------------------|
| 1 | Ms. Villy Doctor | 59 | Female | Director | Founder & Managing Trustee |
| 2 | Ms. Gayatri Ruia | 35 | Female | Business | Trustee |
| 3 | Mr. Jitendra Mehta | 51 | Male | Business | Trustee |
| 4 | Mr. Sujal Shroff | 39 | Male | Business | Trustee |
| 5. | Mr. Manoj Murarka | 46 | Male | Business | Trustee |

Remuneration:

Salary of Head of the organisation: Nil

Highest: Director - Marketing and Communication: Rs.167000/- p.m.

Lowest: Office Assistant: Rs. 5000/- p.m.

There is 'zero' remuneration or reimbursements paid to the Board of Trustees during this reporting period.

Staff Details: (as of March 31, 2013)

| Gender | Paid (Part Time) | Paid (Full Time) | Unpaid Volunteers |
|--------|------------------|------------------|-------------------|
| Male | 31 | 51 | |
| Female | 18 | 28 | |

Distribution of Staff According To Salary Levels (as of March 31, 2013)

| Slab of Gross salary in (Rs.) plus benefit paid to staff | Male | Female | Total |
|--|------|--------|-------|
| <=5,000 | 33 | 20 | 53 |
| 5,001 - 10,000 | 29 | 18 | 47 |
| 10,001 - 25,000 | 15 | 05 | 20 |
| 25,001 - 50,000 | 03 | 01 | 04 |
| 50,000 - 1,00,000 | 02 | 02 | 04 |
| >1,00,001 | 01 | 00 | 01 |
| Total | | | 129 |

The staff include the salaries of both staff as well as paid consultants in the respective categories for the year ending March 31, 2013.


Travel Costs :

International Travel : No expenses have been incurred in this reporting year by board, staff or volunteers on behalf of LOLT .

Audited Financial Statements for the year 2012 – 13

AGRAWAL ASHOK & ASSOCIATES
Chartered Accountants

Phone: 022-2886-1905
501-A, Alaknanda,
Dattani Park,
Kandivali East,
Mumbai- 400101.

| REPORT OF AN AUDITOR RELATING TO ACCOUNTS AUDITED UNDER SUB-SECTION (2) OF SECTION 33 & 34 AND RULE 19 OF THE BOMBAY PUBLIC TRUSTS ACT, 1950 | |
|---|-----------------------|
| REGISTRATION NO. | : E-20474 (BOM) |
| NAME OF THE PUBLIC TRUST | : LIGHT OF LIFE TRUST |
| FOR THE YEAR ENDING | : 31ST MARCH, 2013 |
| a)Whether accounts are maintained regularly and in accordance with the provisions of the Act and the rules | YES |
| b)Whether receipts and disbursements are properly and correctly shown in the accounts; | YES |
| c)Whether the cash balance and vouchers in the custody of the manager or trustee on the date of audit were in agreement with the accounts; | YES |
| d)Whether all books, deeds, accounts, vouchers or other documents or records required by the auditor were produced before him; | YES |
| e)Whether a register of movable and immovable properties is properly maintained, the changes therein are communicated from time to time to the regional office, and the defects and inaccuracies mentioned in the previous audit report have been duly complied with; | YES |
| f)Whether the manager or trustee or any other person required by the auditor to appear before him did so and furnished the necessary information required by him; | YES |
| g)Whether any property or funds of the Trust were applied for any object or purpose other than the object or purpose of the Trust; | NO |
| h)The amounts of outstanding for more than one year and the amounts written off, if any; | NIL |
| i)Whether tenders were invited for repairs or construction involving expenditure exceeding Rs.5000/-; | NIL |
| j)Whether any money of the public trust has been invested contrary to the provisions of Section 35; | NO |
| k)Alienations, if any, of the immovable property contrary to the provisions of Section 36 which have come to the notice of the auditor; | N.A. |
| l)All cases of irregular, illegal or improper expenditure, or failure or omission to recover monies or other property belonging to the public trust or of loss or waste or money or other property thereof, and whether such expenditure, failure, omission, loss or waste was caused in consequence of breach of trust or misapplication or any other misconduct on the part of the trustees or any other person while in the management of the trust; | N.A |
| m)Whether the budget has been filed in the form provided by rule 16A; | NO |
| n)Whether the maximum and minimum number of the trustees is maintained; | YES |
| o)Whether the meetings are held regularly as provided in such instrument; | YES |
| p)Whether the minute books of the proceedings of the meeting is maintained; | YES |
| q)Whether any of the trustees has any interest in the investment of the trust; | NO |
| r)Whether any of the trustees is a debtor or creditor of the trust; | NO |
| s)Whether the irregularities pointed out by the auditors in the accounts of the previous year have been duly complied with by the trustees during the period of audit; | YES |
| t)Any special matter which the auditor may think fit or necessary to bring to the notice of the Deputy or Assistant Charity Commissioner | NONE |
| u)Income and The Liabilities in respect of Income-Tax and Contribution to Charity Commissioner have been accounted for on Cash Basis | |
| For and on behalf of M/S AGRAWAL ASHOK & ASSOCIATES Chartered Accountants Firm Registration No. 129646W  (ASHOK AGRAWAL) Proprietor Membership No. 034436 | |
| Dated | 27/9/13 |

E mail at: agrawalashok_ca@rediffmail.com

SCHEDULE - VIII
[Vide Rule 17 (1)]

LIGHT OF LIFE TRUST
Registration No.F-20474 (Mumbai)
BALANCE SHEET AS ON 31ST MARCH, 2013

| PREVIOUS YEAR (Rs.) | FUNDS & LIABILITIES | Rs. | Rs. | PREVIOUS YEAR (Rs.) | PROPERTY & ASSETS | Rs. | Rs. |
|------------------------|---|---------------|---------------|------------------------|--|---------------|---------------|
| 23,625,850.19 | Trust Funds or Corpus: Balance as per last Balance Sheet | 23,625,850.19 | | | Immovable Properties (At Cost): Freehold Land | | |
| - | Addition during the year | - | 23,625,850.19 | 1,950,980.00 | At Uttan | 2,572,724.00 | |
| | | | | 621,744.00 | Addition during the year | | 2,572,724.00 |
| | Other Earmarked Funds: (Created under the provisions of the Trust Deed or scheme or out of the Income) <i>As per Schedule "A" Annexed</i> | | 37,259,254.29 | 4,824,610.00 | Add: Development Expenditure | | |
| 40,889,468.06 | | | | | At Karjat | | 4,824,610.00 |
| | | | | 420,811.00 | As per last Balance Sheet | | 4,824,610.00 |
| | Loans (Secured or Unsecured): | | | | Leasehold Land | | |
| | From Trustees | - | | 14,475,889.30 | As per last Balance Sheet | 420,811.00 | 420,811.00 |
| | From Others | - | | 1,107,169.00 | Building | | |
| | | | | | Jeevan Asha Community Centre | | |
| | | | | | As per last Balance Sheet | 15,583,058.30 | |
| | | | | | Add: Additions during the Year | 15,583,058.30 | 14,024,752.30 |
| | | | | | Less: Depreciation | 1,558,306.00 | |
| | | | | | Building Under Construction | | |
| | | | | | Lokkruti Project At Mohili - Karjat | 318,955.00 | 318,955.00 |
| 62,352.00 | Liabilities: | 78,171.50 | | | | | |
| - | For Expenses | - | | | Investments: | | |
| - | For Advances | - | 78,171.50 | | Note: The Market value of the above investments is Rs. | | - |
| - | For Rent & Other Deposits | - | | 1,810,304.94 | Fixed Assets: | | 2,625,817.94 |
| - | For Sundry Credit Balances | - | | | <i>As per Schedule "B" Annexed</i> | | |
| | | | | | Loans (Secured or Unsecured): Good/Doubtful | | |
| 1,817,838.84 | Income and Expenditure Account: | 1,877,165.99 | | | Loan Scholarships | - | |
| | Balance as per last Balance Sheet | | | | Other Loans | - | |
| 59,327.15 | Add: Surplus as per Income & Expenditure Account | | 1,877,165.99 | | | | |
| | | | | 2,178,425.00 | Advances: | 3,281,675.00 | |
| | | | | 86,500.00 | Development Expenditure Jagruti Projects | 152,000.00 | |
| | | | | 5,000.00 | Office Deposit | 5,000.00 | |
| | | | | 500.00 | Other Deposit | 4,920.00 | |
| | | | | | Security Deposit | | |

| | | | | | | | |
|---------------|---------------------|--|---------------|---------------|-------------------------------------|---------------|---------------|
| | | | | 931,039.00 | Income Tax deducted at source | 227,659.00 | |
| | | | | 60,768.00 | Loans & Advances to Staff | 34,808.00 | 4,704,497.00 |
| | | | | 560,470.00 | Other Advances | 998,435.00 | |
| | | | | 26,657.00 | Prepaid Insurance | | 41,011.00 |
| | | | | 743,375.03 | Income Outstanding: | 421,601.85 | |
| | | | | | Interest Accrued | | 421,601.85 |
| | | | | | Other Income | | |
| | | | | | Cash & Bank Balances: | | |
| | | | | | (a) Bank Balance | | |
| | | | | 2,625,572.35 | In Current Account | 222,968.51 | |
| | | | | 1,731,558.08 | In Saving Account | 3,534,976.14 | |
| | | | | 3,047,955.54 | In FCRA Account | 1,520,668.23 | |
| | | | | 29,150,000.00 | In Fixed Deposit Account | 27,456,544.50 | |
| | | | | 95,508.00 | (b) With the Manager (Cash in Hand) | 150,504.50 | 32,885,661.88 |
| 66,454,836.24 | TOTAL (Rs.): | | 62,840,441.97 | 66,454,836.24 | TOTAL (Rs.): | | 62,840,441.97 |

REFER SCHEDULE 'E' FOR ACCOUNTING POLICIES AND NOTES TO ACCOUNTS

As per our report of even date
For and on behalf of
M/s Agrawal Ashok & Associates
FRN. 129646W
Chartered Accountants

Ashok Agrawal
Proprietor
M No.034436
PLACE: MUMBAI
DATE: 27.9.13

The above Balance Sheet to the best of our belief contains a true account of the Funds and Liabilities and of the Property and Assets of the Trust.

FOR LIGHT OF LIFE TRUST

Ashok Agrawal
TRUSTEE

Manoj Kumar
TRUSTEE

SCHEDULE - IX
[Vide Rule 17 (1)]

LIGHT OF LIFE TRUST
Registration No.E-20474 (Mumbai)
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2013

| PREVIOUS YEAR (Rs.) | EXPENDITURE | Rs. | Rs. | PREVIOUS YEAR (Rs.) | INCOME | Rs. | Rs. |
|---------------------|--|------------|--------------|---------------------|--------------------------------------|--------------|---------------|
| 4,258.00 | To Expenditure in respect of Properties: | | | | By Rent | | - |
| | Rates, Taxes & Cesses | - | | | By Interest on: | | |
| 238,200.00 | Security Charges | 253,530.00 | | - | On Securities | - | |
| 93,403.00 | Property Tax | 65,630.00 | | - | On Loans | - | |
| 372,000.00 | Salaries | 360,000.00 | | 172,409.00 | On Bank Accounts | 188,212.00 | |
| - | | | 679,160.00 | 2,634,756.71 | On Bank FDR | 2,602,361.19 | |
| | | | | | On Income Tax Refund | 81,566.00 | 2,872,139.19 |
| 3,193,446.50 | To Establishment Expenses | | 5,076,931.89 | - | By Dividend | | - |
| | <i>As per Schedule "C" Annexed</i> | | | 4,795,912.20 | By Donation in Cash or Kind | 8,514,774.08 | |
| - | To Remuneration to Trustees | | - | 1,604,539.00 | By Donation for Jagruti Project Fund | 522,503.86 | 9,037,277.94 |
| - | To Remuneration | | - | - | | | |
| 680.00 | To Legal Expenses | 2,140.00 | 2,140.00 | 16,545,433.32 | By Grants from Corporates | | 10,229,194.82 |
| 55,150.00 | To Audit Fees | 56,180.00 | 56,180.00 | | By Income from Other Sources: | | |
| - | To Contribution and Fees | | - | 100,500.00 | Event Receipts | 1,215,731.00 | |
| - | To Amount Written off: | | | 771,630.00 | Other Income | 898,239.00 | |
| - | (a) Bad Debts | | - | | | | 2,113,970.00 |
| - | (b) Loan Scholarship | | - | | By Transfer from Reserves: | | |
| - | (c) Irrecoverable Rents | | - | 1,193,272.00 | Anando Project Fund | 212,689.74 | |
| - | (d) Other Items | 3392.00 | | | Jagruti Project Fund | 1,717,524.03 | |
| - | (e) Loss on sale of Fixed Asstes | 13,272.00 | 16,664.00 | | Trust Object Fund | 1,700,000.00 | 3,630,213.77 |
| - | To Miscellaneous Expenses | | | | | | |
| 623,439.66 | To Depreciation on Fixed Asstes | | 532,569.00 | | | | |
| - | To Depreciation on Building | | 1,558,306.00 | | | | |

| | | | | | | |
|----------------------|---|---|----------------------|----------------------|--------------|----------------------|
| | To Amount Transferred to Reserves or Specific Funds: | | | | | |
| 2,554,901.92 | Anando Project Fund | | | | | |
| 2,100,000.00 | Jagruti Project Fund | - | | | | |
| | Trust Objects Fund | | - | | | |
| | To Expenditure on Objects of the Trust | | | | | |
| - | (a) Religious | | - | | | |
| 18,523,646.00 | (b) Educational & Child Development <i>As per Schedule "D" Annexed</i> | | 19,960,844.83 | | | |
| - | (c) Medical Relief | | - | | | |
| - | (d) Relief of Poverty | | - | | | |
| - | (e) Other Charitable Objects | | - | | | |
| 59,327.15 | To Surplus Carried over to Balance Sheet | | - | | | |
| 27,818,452.23 | TOTAL | | 27,882,795.72 | 27,818,452.23 | TOTAL | 27,882,795.72 |

REFER SCHEDULE 'E' FOR ACCOUNTING POLICIES AND NOTES TO ACCOUNTS

As per our report of even date
 For and on behalf of
M/s Agrawal Ashok & Associates
 FRN. 129646W
 Chartered Accountants

Ashok
Ashok Agrawal
 Proprietor
 M No. 034436
 PLACE: MUMBAI
 DATE: 27.9.13

FOR LIGHT OF LIFE TRUST

Abhishek
 TRUSTEE

Ashok Agrawal
 TRUSTEE

LIGHT OF LIFE TRUST
Registration No.E-20474 (Mumbai)

SCHEDULES ANNEXED TO AND FORMING PART OF THE BALANCE SHEET AS ON 31st MARCH, 2013.

SCHEDULE "A" - OTHER EARMARKED FUNDS

| Particulars | As on 1.04.2012 | Transfer from Income & Expenditure Account | Transfer from Jagruti Project Fund | Transfer to Jagruti Project (Utilised) Fund | Transfer to Income & Expenditure Account | As on 31.03.2013 |
|---------------------------------|----------------------|---|--|--|---|----------------------|
| Anando Project Fund | 2,767,591.66 | - | - | - | 212,689.74 | 2,554,901.92 |
| Jagruti Project Fund | 5,095,987.10 | - | - | - | 1,717,524.03 | 3,378,463.07 |
| Trust Objects Fund | 18,550,000.00 | - | - | - | 1,700,000.00 | 16,850,000.00 |
| Jagruti Project (Utilised) Fund | 14,475,889.30 | - | - | - | - | 14,475,889.30 |
| Total: | 40,889,468.06 | - | - | - | 3,630,213.77 | 37,259,254.29 |

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LIGHT OF LIFE TRUST
Registration No.E-20474 (Mumbai)

SCHEDULES ANNEXED TO AND FORMING PART OF THE BALANCE SHEET AS ON 31st MARCH, 2013.

SCHEDULE "B" - FIXED ASSETS

| Particulars | Opening WDV as on 1.04.2012 | Additions During the Year | Deductions During the Year | Total | Depreciation | Closing WDV as on 31.03.2013 |
|---------------------------------|-----------------------------|---------------------------|----------------------------|---------------------|----------------|------------------------------|
| Computers | | | | | | |
| Computer & Laptop | 469,785.49 | 8,250.00 | - | 478,035.49 | 286,821.00 | 191,214.49 |
| Printer | 14,988.00 | 55,700.00 | - | 70,688.00 | 28,988.00 | 41,700.00 |
| | | | | | | |
| Electrical Equipments | | | | | | |
| Electrical Fittings | 261,134.45 | 5,962.00 | - | 267,096.45 | 39,617 | 227,479.45 |
| Fans | 46,767.00 | 3,300.00 | - | 50,067.00 | 7,510.00 | 42,557.00 |
| | | | | | | |
| Furniture & Fixtures | | | | | | |
| Furniture & Fixtures | 395,317.00 | 253,733.00 | - | 649,050.00 | 52,882.00 | 596,168.00 |
| | | | | | | |
| Musical Equipments | | | | | | |
| DVD Player / Sound System | 24,918.00 | | | 24,918.00 | 3,738.00 | 21,180.00 |
| Musical Instruments | 256,964.00 | | - | 256,964.00 | 38,545.00 | 218,419.00 |
| | | | | | | |
| Office Equipments | | | | | | |
| A.V. Equipment | 6,817.00 | - | - | 6,817.00 | 1,023.00 | 5,794.00 |
| Digital Camera | 24,768.00 | 19,800.00 | - | 44,568.00 | 5,200.00 | 39,368.00 |
| Hard Disk for Camera | 10,044.00 | - | - | 10,044.00 | 1,507.00 | 8,537.00 |
| Invertor | 136,074.00 | 39,800.00 | 18,227.00 | 157,647.00 | 20,662.00 | 136,985.00 |
| Projector | 17,246.00 | - | - | 17,246.00 | 2,587.00 | 14,659.00 |
| Water Pump | 56,432.00 | | - | 56,432.00 | 8,465.00 | 47,967.00 |
| Water Purifier | 8,262.00 | 1,200.00 | - | 9,462.00 | 1,329.00 | 8,133.00 |
| Air Conditioner | 51,591.00 | | - | 51,591.00 | 7,739 | 43,852.00 |
| Alluminium Ladder | 6,502.00 | | - | 6,502.00 | 975.00 | 5,527.00 |
| Sewing Machine | 22,695.00 | | - | 22,695.00 | 3,404.00 | 19,291.00 |
| Scanner | - | | - | - | | - |
| Genset | | 130,812.00 | | 130,812.00 | 19,622 | 111,190.00 |
| | | | | | | |
| Vehicle | | | | | | |
| Mobile Medical Van | | 845,797.00 | | 845,797.00 | - | 845,797.00 |
| | | | | | | |
| Total: | 1,810,304.94 | 1,364,354.00 | 18,227.00 | 3,156,431.94 | 530,614 | 2,625,817.94 |

LIGHT OF LIFE TRUST
Registration No.E-20474 (Mumbai)

**SCHEDULES ANNEXED TO AND FORMING PART OF THE INCOME &
EXPENDITURE ACCOUNT AS ON 31st MARCH, 2013.**

| SCHEDULE "C" | Rs. |
|--|---------------------|
| ESTABLISHMENT EXPENSES | |
| Salary | 2,981,415.00 |
| Annual Incentive | 44,200.00 |
| Salary Arrears | 60,500.00 |
| Employers Contribution to PF | 2,396.00 |
| Staff Training | 12,440.00 |
| Administraion Charges | 10,995.00 |
| EDLI Charges On PF | 4,997.00 |
| Staff Welfare | 35,812.00 |
| Professional Fees | 1,219,950.00 |
| Conveyance | 35,700.00 |
| Hospitility Expenses | 1,462.00 |
| Telephone & Internet Expenses | 13,607.50 |
| Courier and Postage | 8,740.00 |
| Printing and Stationery | 99,902.00 |
| Memebership Fees | 2,500.00 |
| Filing Fees | 341.00 |
| Electricity Exp | 326,305.00 |
| Repair and Maintenance | 71,703.00 |
| Computer Maintenance & Software Expenses | 42,816.00 |
| Staff Medical Insurance | 74,219.00 |
| Bank Charges | 8,374.39 |
| Honorariun | 3,170.00 |
| Travelling | 4,837.00 |
| Transportation | 4,000.00 |
| Mobile Reimbursement | 6,550.00 |
| Total | 5,076,931.89 |

LIGHT OF LIFE TRUST
Registration No. E-20474 (Mumbai)

| <u>SCHEDULE "D"</u> | |
|---|----------------------|
| <u>Educational & Child Development</u> | Rs. |
| Aangan Prog. Expenses | 70,372.00 |
| Anando Plus Prog. Expenses | 381,863.00 |
| Anando Prog. Expenses | 10,907,863.75 |
| Anant Prog. Expenses | 774,310.00 |
| Jagruti Prog. Expenses | 2,305,134.00 |
| SFSEP Prog. Expenses | 2,471,635.75 |
| Event cost | 1,313,609.33 |
| Vaocational Training Cost | 663,403.00 |
| School Quality Development Programme. | 1,072,654.00 |
| Grand Total | 19,960,844.83 |

LIGHT OF LIFE TRUST

Registration No. E-20474 (Mumbai)

| SCHEDULE "E" - SIGNIFICANT ACCOUNTING POLICIES AND NOTES TO ACCOUNTS |
|---|
| 1 Accounts are maintained on Accrual basis. |
| 2 Govt. contribution, Rates & Taxes are accounted on cash basis |
| 3 Fixed Assets are stated at Cost to the Trust. |
| 4 Freehold Land at Uttan has been stated at aggregate of payments made by the Trust. |
| 5 Depreciation on Fixed Assets have been provided for at the rates and in the manner prescribed under the Income Tax Act, 1961 and the Rules framed thereunder. |
| 6 Donations include amounts received specifically for acquiring certain Fixed Assets, have been utilised for the same. |
| 7 Donation received in the form of Materials, Clothes, Consumables, Foodgrains, Gifts, etc. were distributed amongst intended beneficiaries. |
| 8 Figures of the previous year have been regrouped / re-arranged wherever considered necessary to make them comparable with those of current year. |
| |
| |
| |

As per our report of even date
For and on behalf of
M/s Agrawal Ashok & Associates
FRN. 129646W
Chartered Accountants



Ashok Agrawal
Proprietor
M No.034436
PLACE: MUMBAI
DATE: 27-9-13

FOR LIGHT OF LIFE TRUST


TRUSTEE
TRUSTEE

LIGHT OF LIFE TRUST
Registration No.E-20474 (Mumbai)
RECEIPT & PAYMENT ACCOUNTS FOR THE PERIOD 1ST APRIL 2012 TO 31ST MARCH 2013

| RECEIPTS | AMOUNT | AMOUNT | PAYMENT | AMOUNT | AMOUNT |
|----------------------------|---------------|----------------------|--|---------------|----------------------|
| Opening Balance | | | | | |
| On Bank of India E A/c | 135,734.00 | | Expenditure in Respect of Properties | 425,630.00 | |
| On Bank of India A/c | 2,227,379.01 | | Establishment Expenses | 5,112,734.39 | |
| On ICICI Bank Ltd A/c | 1,644,123.08 | | Education & Child Development Expenses | 16,083,979.33 | |
| On ICICI-FCRA A/c | 3,047,955.54 | | Current Liabilities | 174,584.00 | |
| On State Bank of India A/c | 262,459.34 | | Fixed Deposits, TDS & Deposits | 10,666,500.00 | |
| Cash In Hand | 15,554.00 | | Immovable Properties & Fixed Assets | 304,954.00 | |
| Cash Imprest | 167,389.00 | 7,500,593.97 | Loans & Advance | 3,210,340.00 | |
| | | | Project advance | 2,911,980.50 | |
| | | | SDP & Indirect expense | 745,944.00 | 39,636,646.22 |
| | | | Closing Balance | | |
| Donation in cash or Kind | 9,037,277.94 | | On Bank of India A/c | 147,683.17 | |
| Grant Received | 10,229,194.82 | | On Bank of India Saving A/c | 2,030,363.45 | |
| Interest Received | 2,376,646.87 | | On ICICI Bank Ltd A/c | 1,439,537.69 | |
| Income from other sources | 2,148,545.00 | | On ICICI-FCRA A/c | 1,520,668.23 | |
| Income Outstanding | 526,765.00 | | On State Bank of India A/c | 75,285.34 | |
| TDS Refunded & FD Matured | 13,246,740.00 | | Cash In Hand | 28,691.00 | |
| | | 37,565,169.63 | Cash Imprest | 186,888.50 | 5,429,117.38 |
| | | | | | |
| | | 45,065,763.60 | | | 45,065,763.60 |

As per our report of even date
For and on behalf of
M/s Agrawal Ashok & Associates
FRN. 129646W
Chartered Accountants

Ashok

Ashok Agrawal
Proprietor
M No. 034436
PLACE: MUMBAI
DATE: 27.9.13



FOR LIGHT OF LIFE TRUST

Usha S

TRUSTEE

The Bombay Public Trusts Act,1950

SCHEDULE-IXC (Vide Rule 32)

LIGHT OF LIFE TRUST(Registration NoE-20474 (Mumbai))

Statement of income liable to contribution for the year ending 31st March,2013

| | Rs. Ps. | Rs. Ps. |
|--|---------------|----------------------------|
| INCOME AS SHOWN IN THE INCOME AND EXPENDITURE ACCOUNT (SCHEDULE IX) | | 24,252,581.95 |
| ITEMS NOT CHARGEABLE TO CONTRIBUTION UNDER SECTION 58 AND RULE 32 | | |
| (i) Donations received from other Public Trusts and Dharmadas | - | |
| (ii) Grants received from Government and Local authorities | - | |
| (iii) Interest on Sinking or Depreciation Fund | - | |
| (iv) Amount spent for the purpose of secular education | 19,960,844.83 | |
| (v) Amount spent for the purpose of medical relief | - | |
| (vi) Amount spent for the purpose of veterinary eatment of animals | - | |
| (vii) Expenditure incurred from donations for relief of distress caused by scarcity, drought,flood,fire,or other natural calamity | - | |
| (viii) Deductions out of income from lands used for agricultural purposes: | | |
| (a) Land Revenue and Local Fund Cess | - | |
| (b) Rent payable to superior landlord | - | |
| (c) Cost of Production, if lands are cultivated by trust | - | |
| (ix) Deductions out of income from lands used for non-agricultural purposes :- | | |
| (a) Assessment, cesses and other Government or Municipal taxes | - | |
| (b) Ground rent payable to superior landlord | - | |
| (c) Insurance premia | - | |
| (d) Repairs at 10 per cent of gross rent of building | - | |
| (e) Cost of collection at 4 per cent of gross rent of buildings let out | - | |
| (x) Cost of collection of income or receipts from securities, stocks, etc.at 1 per cent of such income | - | |
| (xi) Deductions on account of repairs in respect of buittings not rented and yielding no income,at 10 per cent of estimated gross annual rent | - | 19,960,844.83 |
| GROSS ANNUAL INCOME CHARGEABLE TO CONTRIBUTION | RS. | <u>4,291,737.12</u> |

Certified that while claiming deductions admissible under the above Schedule, The Trust has not claimed any amount twice, either wholly or partly, against any of the items mentioned in the Schedule which have the effect of double - deduction.

TRUST ADDRESS :
HILL ROAD
BANDRA WEST
MUMBAI-400050



For and on behalf of.
M/S AGRAWAL ASHOK & ASSOCIATES
FRN. 129646W
Chartered Accountants.

(Signature)
(ASHOK AGRAWAL)
PROPRIETOR
MEMBERSHIP NO. 34436

(Signature)
TRUSTEE

(Signature)
TRUSTEE

DATED:

DATED: 27.9.13