

Annual Report

2013 - 14



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Founder's Message

Dear Family of LOLT Friends,

The spirit of LOLT is the Trinity of Anando; Jagruti & Aangan and it's time again to pen the selfless dedicated work Team LOLT has done in evolving under the LOLT Trinity.

I take this opportunity of sharing with each member of my extended LOLT Family the major stages of our evolvement this year.

To begin with I share with you that on February 17, 2014 LOLT was the recipient of **'NGO LEADERSHIP & EXCELLENCE AWARD'** on the World CSR Day by the World Federation of CSR Professionals.

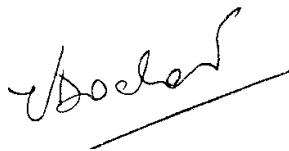
The **Anando** part of the Trinity has developed a **School Quality Development Programme** and implemented the same with **5 schools in Uran Taluka, Raigad District**. Our glowing **SSC results** from our **552 beneficiaries** out of which **76 secured distinctions; 178 secured a first class; 219 secured a second class and 32 secured a pass class**.

The **Jagruti** part of the Trinity has developed **'LOKKRUTI Project'** a capacity building centre for the people, of the people by the people in Mohili Village, Karjat Taluka. In July 2013, a **Medical Mobile Unit**, has been launched which till March 2014 has successfully reached out to **25 villages**. We have also been **affiliated with Maharashtra Knowledge Corporation Ltd.** for conducting **MSCIT Training Courses** in Kadav, Karjat.

The **Aangan** part of the Trinity has been working on the architectural plans and drawings and in the ensuing year we will with your blessings begin with the construction work.

You have created this Trinity and I seek your continued support to make giant strides and continue the evolution of LOLT.

With all my blessings!



Mrs Villy Doctor
Founder & Managing Trustee
Light of Life Trust





Executive Summary

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 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 & their families financially independent and stable.

In the academic year 2013 - 14 Project Anando has reached out to 3192 beneficiaries across five districts in the state of Maharashtra. Through the initiation of the **School Quality Development Programme in Uran Taluka, Raigad District, Maharashtra** 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 **241 youth through its livelihood training programmes in this year.** The services of a **Medical Mobile Unit** has been initiated in this reporting period with an aim to provide much needed health services to populations in and around a 35 kms radius of Project Jagruti and has **covered 1974 patients across 25 villages** in this period.

Major Highlights of the year 2013 - 14:

- ✳ Light of Life Trust was awarded the 'Global CSR Excellence & Leadership Award' by ABP News on 17th February 2014.
- ✳ **School Quality Development Programme** implemented with 5 schools, 30 teachers & 1500 students in Uran Taluka, Raigad District, Maharashtra State.
- ✳ **Launch of 'LOKKRUTI PROJECT'** - a capacity building centre for the people, of the people, by the people in Mohili Village, Karjat.
- ✳ **SSC Results : June 2013** (for the academic year 2012 - 13)
From the 552 beneficiaries in SSC - 505 passed out of which 76 secured distinctions, 178 secured a first class, 219 secured a second class and 32 secured a pass class.

The rankers in LOLT were:

- * Ashish Dinakar Papade securing 91.02% from Mangrulpir Centre, Washim District
- * Shalini Sitaram Wadhwal securing 90.20 % from Mangaon Centre, Raigad District
- * Renuka Ashok Dhavle securing 89.02% from Mathpimpalgaon Centre, Jalna District
- * Darshana Sunil Shette securing 88.40% from Kondiwade Centre, Raigad District
- * Snehal Satyawar Chandorkar securing 87.20% from Goregaon Centre, Raigad District

✦ 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

- * Health Care Services launched in July 2013.
- * 1974 patients across 25 villages have been medically examined and treated till March 2014.

✦ Project Jagruti – Jeevan Asha Community Centre

- * Affiliation received from Maharashtra Knowledge Corporation Limited (MKCL) for conducting MSCIT Training Courses in Kadav area.

✦ Project Jagruti – Medical Diagnostic Centre Foundation Stone laid.



Introduction to Light of Life Trust

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 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 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 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 Taluka, 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 has been replicated in five districts of Maharashtra namely **Raigad** (Karjat, Alibaug & Mangaon Taluka), **Mumbai, Jalna** (Badnapur, Mantha, Jalna & Ambad Taluka), **Washim** (Manora, Mangrulpir, Karanja & Malegaon Taluka) and **Nandurbar**. In Mumbai District it reaches out to the urban slum children in Worli, Mumbai. Light of Life Trust has also launched Anando National Education Programme with schools in Uran Taluka, Raigad District in the state of Maharashtra 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 positively impact their academic performance.
 - 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 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 nine years, Light of Life Trust through the Anando Project reached out to 9513 children and their families from 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 programme focussed on enhancing the quality of school education through its **Anando National Education Programme** with an 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.

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 is in operation since July 2013** and covers far to reach areas that are inaccessible to health care facilities. The unit covers villages in the vicinity upto 35 kms from the centre.
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

Date	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 small hamlets of Karjat Taluka, 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 Project Jagruti: Jeevan Asha – Community Centre construction work in Tiwari village, Karjat Taluka, Raigad District, Maharashtra State. * 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 * Computer Training Programme, * Rural BPO Training Programme * Sewing & Tailoring Training Programme * Livelihood training programmes in sewing & tailoring & 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 * Launch of the School Quality Development Programme in Anjar Tehsil, Kutch District , Gujarat with 3 schools, 30 teachers & 1500 beneficiaries * Project Jagruti - initiation of satellite sewing & tailoring centre in Khandas village, * Initiation of • Agriculture Training Programme • Beautician Training Programme • Banana Plantation bears fruit * Lokkruti Project construction launched in Mohili Village
2012 - 13	* 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 Yojana for agriculture training
2013 - 14	* No of Anando Beneficiaries : 3192 * Anando national Educational Programme initiated in Uran Taluka, Raigad District, covering 5 schools, 30 teachers and 1500 children. * Lokkruti Project Inaugurated * No of beneficiaries trained under Jeevan Asha Community Centre livelihood training programme : 241 * Granted Affiliation to Maharashtra Knowledge Corporation Limited to conduct computer training for MSCIT courses. * Ground work for Anando National Education Programme in Karjat Taluka initiated * Project Jagruti: Medical Mobile Unit functional from July 2013: 1974 patients across 25 villages reached.

Light of Life Trust – Board of Trustees



VILLY DOCTOR

Founder & Managing Trustee

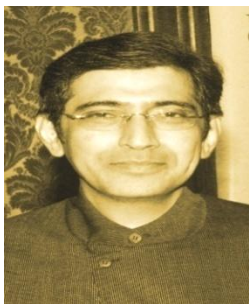
is a psychologist, an educationist and a therapist. *The former Head - Department of Psychology, Sophia College, Mumbai and former Lecturer of Psychology at St. Xavier's College, Mumbai, she has conducted many stress management and meditation programmes at the Tata Institute for Fundamental Research, 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.



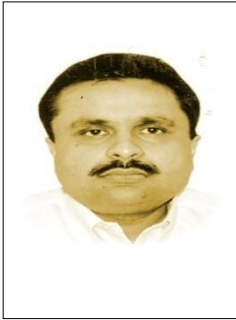
JITENDRA MEHTA – Trustee

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.



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



Introduction

Light of Life Trust, through its Project Anando initiated in 2005, has been working towards uplifting the 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.

Currently, through Project Anando, Light of Life Trust is reaching out to 3192 beneficiaries 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.

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.

In spite 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 looks 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 financial independent and stable.

In order to ensure children receive school education Light of Life Trust has initiated a new programme for school teachers - **School Quality Development Programme** 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	Uniform.
Health	Nutritious Food & 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 124 non Anando beneficiaries with the support of 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
5. 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.

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 incidents 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 give them platform who are holding some potential regarding music.
- To empower students by teaching them the art of performance, art of singing, and art of playing an instrument. etc.

6. **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 Math problems. 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 3192 in 2014}

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 8 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 as 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**

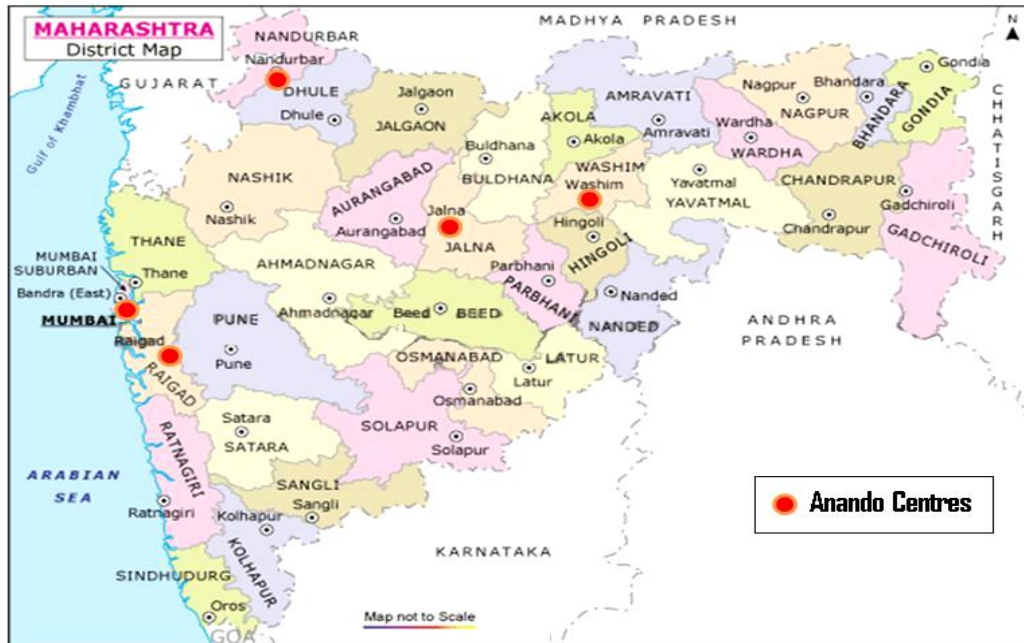
Project Anando - Outcomes

- 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 an awareness about various social issues related to their community. Thus, developing more awareness 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.

Glimpses into Project Anando District Wise

Project Anando completed 9 years of indepth work in this reporting period 2013 – 14 reaching out to 3192 beneficiaries and their families & community across five districts in Maharashtra State. The programme has impacted more than 9513 beneficiaries since inception positively changing their lives.

Overall Project Anando Reach:



PROJECT ANANDO								
BENEFICIARY DETAILS 2013-14								
Programme	Districts							
	Raigad District			Washim District	Nandurbar District	Jalna District	Mumbai	Total
	Karjat	Alibaug	Mangaon				Worli	
Anando	441	152	156	234	72	406	34	1495
SFSEP	268	103	62	234	60	269	25	Included in Anando Children
SFSEP Non - Anando	67	18	38	0	1	0	0	124
Anant	82	79	16	0	0	0	0	Included in Anando Children
Anando Plus	792	139	174	232	92	126	18	1573
Total	1300	309	368	466	165	532	52	3192

Raigad District

Karjat & Khalapur Taluka

Karjat Taluka is a tribal and rural part of Raigad District. Karjat is only 2 hours travel from Mumbai city is still in the rural area comprising of 180 small remote villages & slum areas where there are very few secondary schools even though government run primary schools exist in almost all the villages. Post Std VII village students need to travel more than 5 to 6 kms to attend school every day which effects children's education. Students prefer to either start working or remain at home, wandering in the villages. Girls suffer more than boys due to gender issues, the family prefers not to send them out of the village and stop their education.

Being in a rural area farming is the main occupation at the village level and there are no other source of income or opportunities available. Lack of good transportation system is a major problem in the villages. Migration to different villages for Veet-Bhatti, domestic jobs, etc. is high. The literacy rate is poor when compared to other Talukas. Secondary schools are not well equipped with infrastructure and lack quality education. The number of schools is comparatively less looking at the population. 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.

Khalapur Taluka is situated 53 kms from Mumbai city. The people are basically farmers but due to uncertain rainfall they have moved away from their traditional occupation to seek employment opportunities in construction line, real estate, joining labor force in growing industries. Mixed communities resides together peacefully - the Katkari, Thakar and Bhill Adivasi. There is a pro-education environment in the areas closer to Khopoli city whereas the neighboring villages 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 is 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.

Anando Beneficiaries in Karjat & Khalapur Taluka:

Sr. No	Name of Center	Total Student	Villages	Schools Covered
1	Karjat	42	17	5
2	Tiware	39	11	3
3	Mohili	43	7	4
4	Kondiwade	39	17	2
5	Kadav	47	11	1
6	Kashele	32	8	2
7	Nandgaon	49	8	2
8	Khandas	39	1	2
9	Neral	35	23	5
10	Khopoli A & B	76	20	4
Total Children		441	123	30

Highlights of programme/activities:

Weekend Empowerment Workshops

The subjects covered during this reporting period were - Self Discipline & Self Esteem, Role & Responsibilities of the child, Internal Conflict Management, TV - My Friend, Success is in your hand, Team Work & Importance of Dreaming in Life. **364 workshops were conducted with Anando beneficiaries in Karjat & Khalapur Talukas in total, across 11 centres in this reporting period.**



Impact :

1. Adolescent session with more than 200 girls was undertaken with indepth information, sharing and guidance.
2. Anando plus beneficiaries supported the LOLT Anando team to facilitate the workshops and share their experiences with the Anando beneficiaries at various levels.
3. Children are more participative, communicative and expressive because of regular workshop activities.
4. Sports activities were conducted with beneficiaries of all centres. Centre level sports competitions were held between Kondiwade and Mohili centers.
5. Many Anando beneficiaries participated in school activities and won prizes:
 - ✓ **Hemlata Pisal** stood 1st in a local level singing competition.(Karjat Center)
 - ✓ **Aniket Nigudase**, a Std IX student from Karjat Center addressed parents of Kondiwade Center as a motivational speaker and recently joined the NCC in school.
 - ✓ **Prakash Jadhav** a Std X student participated in a fort making competition and won third prize in a competition organized by the local mandal during the Diwali vacation. (Karjat Center)
 - ✓ **Trupti Sawant** stood 1st in Bhalaphek competition.(Karjat cener)
 - ✓ **Rohit Patil and Anjali Deshmukh** both stood first in the academic test of Math and English with support of SFSEP class. (Kondiwade center)
 - ✓ **Bhanudas Chavhan** got second rank and received a trophy and certificate in **Tabla Exam** (Kondiwade center)
 - ✓ **Hritik Palkar** who was a very shy and reserved boy when he was enrolled in LOLT, has now become expressive and has developed various hobbies like swimming and kabbadi. His drawing ability is very good and he is constantly trying to improve himself.
 - ✓ **Vikas and Vishal** both Adivasi children - are very shy but with support of workshop and regular intervention have started participating in school competitions like sports, etc.
 - ✓ **Nilima Bhosle** participated in sports activities and took part in kabbaddi, kho-kho (her team reached up to the finals and Nilima was the captain of the team), long jump (3rd prize), high jump (2nd prize), bhala phok, 800 mtr running.



- ✓ From Kadav Center **Sunita Sadu Waghmare** participated in kabbaddi competition at the Taluka level in the month of August and reached upto semi final
- ✓ **Prachi Pawar** (Neral center) participated in **Dahihandi Govinda Pathak** and her team won the Rs 10,000/- prize through her school.
- ✓ **NandKumar Kenge** from Neral center attended Pradnya Pariksha for Hindi Language at the Taluka level.

6. Project Making

- a. Karjat center Madhuri Gupta prepared project on Banks in Karjat and she collected overall information about Banks.
- b. Mahadevi and Ujjwla two girls prepared a project on Project Manager, LOLT and traced his journey in Light of Life Trust.

7. Academic achievements -

- ✓ Ankita Kambale was 1st Ranker in Kalbhirav School in Std IX with 83%.
- ✓ Yogesh Choudhari failed in Std IX and would have dropped out of school but with intervention from the social worker he has become regular in school and is now repeating Std IX and making efforts to improve his academics.
- ✓ Bhavesh Gaikwad average in studies is in Std X this year. He has become very serious and shows ideal behavior in the workshop.
- ✓ SSC result was 100% for Kondiwade Center and Nikita Deshmukh was first ranker from Dnyanmakrand School in SSC Exam with 82%.
- ✓ Sujit Rane failed in Std IX regularly for 2 years, but with continuous support from LOLT he enrolled himself for external exam for SSC and attended SFSEP classes regularly and seriously studied to pass SSC.
- ✓ Aniket Gaikwad, Shital Gaikwad, Nikita Gaikwad and Bhalchandra Chaudhari failed in Std IX and were ready to drop out of school but with the intervention of the social worker all four of them re - enrolled in school. They are attending school and SFSEP classes regularly with a serious approach to study.
- ✓ Amar Kambale was neglecting his study, but with regular attention in SFSEP class and workshop he has shown improvement in Math and also in English and Marathi reading.



Education Material Distribution Programme: (EMD)

In the month of June 2013 at the beginning of the academic year the Education Material Distribution Programme was held for each centre in Karjat Taluka. The programme was organized at the centre level and the material was distributed to the children in front of their parents, school principal and teachers. In some of the centres the Sarpanch and other influential members of the community were also present. The elders and experts motivated the students and the parents to use this opportunity to further their education and to value and appreciate all the work being done by LOLT as it was in their own interest.

Impact:

- ✓ Students began preparation for the new academic year and a follow up is ongoing to ensure they are all attending school regularly.
- ✓ Students were very happy to receive not only the educational material but also the additional gift of a tiffin box and water bottle. Water bottle and tiffin boxes were also given to children this year as the same were specially presented to them by the group of volunteers from Edelweiss who spent a day with them.
- ✓ Educational Material Distribution was also a key source of motivation for the children to continue their school and take the necessary steps towards a different future.

Summer Vacation Activities

The summer activity programme was held from 1st June to 10th June 2013 in all the centres in Karjat Taluka. Qualitative and informative sessions were conducted with students in order that they could utilize their holiday time qualitatively. The focus of the sessions was on:

- Improvement in attentive listening and reading through motivational articles.
- English Speaking.
- English Grammar.
- Agriculture Session.
- Information about Yogasan.
- The Secret movie related on vision board
- Balak Palak Movie on adolescent problems.
- Informative chart making for workshop
- Basic English and Math – session with children to improve both subject
- Role Play and Dance Guidance.
- Learning how to play the Guitar

Impact:

- ✓ The various innovative sessions held during the 10 days had a positive impact on the workshop atmosphere and students have become regular in the SFSEP classes and the weekend workshops.
- ✓ From all the sessions students were able to gain qualitative information in technology, new agriculture innovations, adolescent health.
- ✓ Through the English grammar and speaking sessions students got additional information which would help them cope better in the English Subject throughout the year.
- ✓ With the chart making activity most of the workshop rooms are now decorated and students feel very nice to see their own drawings, charts during the weekend empowerment workshop sessions. For example the charts for Meditation with instructions, the LOLT song – Amanat ki Duniya, and the spelling charts have all created a positive and aspiring atmosphere in the room.
- ✓ From the session on role play children got qualitative tips to add in their acting for role plays in school or at other level, also with Guitar sessions children got to know more about the instrument.
- ✓ Most of the resource persons were from the organization itself and the sessions were highly qualitative and knowledgeable. The English Grammar sessions were conducted by Mr. Narayan Misal - social worker from Khandas & Nandgaon Center. Mr. Somane,

Agriculture Consultant, Project Jagruti took the Agriculture session with the children. All the remaining sessions were taken by the social worker of Karjat Center Ms. Swati Jadhav. All the children were involved and participated enthusiastically in all the activities.

Mahacharcha Programme:

The Mahacharcha Program for Karjat Taluka was held on 28th July 2013 at the Jeevan Asha Community Centre, Project Jagruti, Tiware Village. 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. The students aspired to reach the same level as the rankers. 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.

Impact:

- ✓ **Saloni Sonavane** ranker of Karjat Center as well as Karjat Taluka gave a motivational speech to all Std X students present. Her achievements were appreciated by all present. She shared important tips for preparation of subjects with the new batch of students.
- ✓ **Vanita Sunil Shinde** ranker from Tiware Center is a single parent child who lives with her paternal uncle after her father's death. The whole family is in extreme poverty. Being a dependent, facing all sorts of pressures 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. Her sharing was also very motivating for all the children and parents.

Special Programmes:

Breakfast with Actor Kunal Kapoor in Mumbai

A few of the students alongwith LOLT team members had the opportunity to meet Bollywood actor Mr. Kunal Kapoor in Juhu, Mumbai and interacted with him over breakfast. They discussed the need and importance of education for rural youth today very confidently with him. Children from Karjat Center - Madhuri Gupta, Mahadevi, Dhiraj and Aniket participated in this interaction.

Bhondala Pustakancha - To make children understand the importance of books in their life:

All the children dressed up especially for this programme with the girls wearing sarees and the boys wearing kurtas /nice shirts. An aarti especially written by social worker Ms. Swati Jadhav on Books was performed by the children. The children came together and celebrated Bhondala i.e. giving precious value to books instead of other things. Children got the message that books are our friend and we need to keep them with us each time, and also need to take care of them.

Rakshabandhan Activity with children

Girls took the initiative to organize the program. Girls tied rakhis to boys who gave small gifts to their sisters and a good family atmosphere was created.

Parivartan Program

This programme was organized with the help of a power point presentation to showcase change and its importance in our lives. The programme focused on making irregular children become more regular in SFSEP class. It emphasized on the fact that we all need change for our academic progress and have to attend classes regularly. The SFSEP team concluded this programme with a 'hamipatra' and signature of parents and children promising that from now onwards they will become regular in class.

Fun Day

This special day was organized for the beneficiaries of Khopoli Centre with the objective to enjoy themselves as they had been very busy with their studies and sessions. This activity strengthened the bonding between the LOLT team and the beneficiaries. **The Best handwriting prize was given to beneficiary Jyoti Wagh** who shared how improving her handwriting helped her to score better marks.

Career Guidance Program

A Career Guidance program was organized for Std IX & X students across all 10 Centers to help them become aware of the various careers they can choose from. The session helped them decide their goal and mentally start preparing for it. The session was conducted by the Anando Plus Team who answered all their queries to their satisfaction.

Parent Programmes: Meetings & Training:

Parent Meetings:

The first parent meeting in this academic year focused on analysis of academic results for the year 2012-13, the summer vacation activity, nutritious food planning and saving habits that are important for the future. The social worker also discussed at length the effective and appropriate use of the education material provided to the children in their pursuit of success. It was shared with the parents that they must encourage their children to use the text books and guides carefully so that they could be reused by younger students in the years to come as well.



All the discussions with the parents at this meeting were very qualitative. Parents felt an attachment to Light of Life Trust and were very much aware about all that was happening with their children during the month. The discussion on saving habits made the parents become aware that they also needed to look at saving some money for their children's future education as now children were aspiring to study further or take up a professional training course.

The second parent meeting focused on issues related to the student's academic performances and their attendance at the weekend workshops, SFSEP classes and school. This was undertaken through a group discussion in all the centres.

Some Centers in addition to this also discussed other important issues – for example

- **In Neral Centre** – a discussion was held on the subject 'Teacher and Parent communication'. In order to convey its importance the social worker and the SFSEP team did a role play in front of the parents followed by a discussion making the parents understand how important it was for them to visit their child's school in order to understand their child's progress better.
- **In Kondiwade Center** – 'Parent Day' was celebrated along with the children to enhance the bonding between parent & child.

It was observed that parents are deeply involved in the group discussion and openly shared aspects related to their child's behavior with the others present. This resulted in parents learning about new concepts/ideas on how to cope with their children and get better results. In Neral Centre parents got a clear cut message that they must make all efforts to visit their child's school and meet their teachers regularly. In Kondiwade Centre the Parent Day celebration made both parents and children emotional. Children understood better how much efforts their parents are taking and learnt to respect them for the same.

At the third parent meeting in addition to the regular follow up with the parents regarding their child's academic performance, regular attendance and participation of their child in the workshops, SFSEP classes and school – some of the centres organized specific focused activities on topics like

- **In Karjat Centre** – in this meeting with the help of activities parents understood better the concept of 'Ideal, Happy family'.
- **In Tiwari Center** in this parent meeting the important issues discussed through a group activity were:
 1. Peer Group – its impact on your child.
 2. Children neglecting studies – reasons , impact and probable solutions.
 3. Higher Education – process and importance for both boys and girls.
 4. Involvement of parents in child development.

Parents of both the centres Karjat & Tiwari got a lot of exposure regarding the issues that were of concern for them. Parents related to these issues easily and they tried to understand the issues and their importance better. Through group discussion activity parents gave a thorough thought to the issues and were able to introspect on how they coped with situations and how it affected their own child's development. The Higher Education subject also raised aspirations amongst the parents about their children's future.

Parent Training:

In the month of November 2013 **two parent training workshops were organized for the parents in Kadav & Khandas Centre.**

- **In Kadav center** the parent training workshop covered the following sessions: -
 - Parent Responsibility to make their child an ideal personality.
 - Importance of a good Parent - Child relationship.
 - Current and future - Education strategies for children through parent perspective.
 - LOLT support for children and parent responsibility for the same.

Group Discussion and presentation methods were used to ensure involvement of all parents during the sessions. All parents actively participated in the session. Parents realized their role and responsibility towards their child. It was concluded that parent's behavior and attitude impact their child and hence it is imperative that parents must maintain a good atmosphere at home.

- **In Khandas Center** through four imaginary case studies related with Khandas village background and issues the following concerns were focused on:
 - Girls and their adolescent age and family pressure for household work
 - Boys and girls - how family crisis affects their mind.

Parents were able to easily relate to the case studies and understand their own situations clearly. It was concluded that

- In the adolescent age both boys and girls face different problems and they need to share with elders however in rural areas no one speaks about these problems and as a result children sometimes make decisions which give a negative picture to the world. The imaginary stories can become real stories if proper attention is not given and children are not helped to face challenges and seek solutions.
- The gap in communication needs to be lessened and that can only happen if both parents and children reach out to one another, understand one another's feelings in order to solve the problems.

Individual Parent counseling:

Over the last year a number of individual parent counseling sessions have been undertaken to resolve many issues concerning some of the children. The counseling covered issues of irregularity in school, weekend workshops and/ SFSEP classes. Some also covered issues of peer pressure, behavioral issues and family situations as well. **Parents were counseled by the LOLT team and supported to bring about positive changes in their children.**

Alibaug & Murud Taluka

Light of Life Trust's Project Anando has successfully completed 8 years of intervention in Alibaug Taluka in the month of March 2014. Through Project Anando LOLT is covering 2 Talukas in Alibaug area - Alibaug and Murud.

The centres functional under the two Talukas are - Choundhi & Alibaug (Alibaug Taluka) and Salav & Walke (Murud Taluka).

Statistical Information :

In this reporting year a total of 152 beneficiaries were covered under Project Anando as under:

Standard	Selection Criteria								Total	
	Orphan		Single Parent		Tribal		Neglected			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
VIII	2	0	4	4	2	4	6	9	14	17
IX	2	0	7	3	2	4	13	21	24	28
X	1	1	7	10	2	2	19	27	29	40
Total	5	1	18	17	6	10	38	57	67	85
Total	6		35		16		95		152	

Highlights of programmes/activities:

Weekend Empowerment Workshops -

In Alibaug & Murud Taluka in the reporting year 2013-14 a total of 143 workshops were conducted. The following topics were covered in this year:

- Internal Conflict Management
- Socialization
- Challenges of Exams
- Vachal Tar Vachal
- Importance of Dreaming in Life
- Higher Education Need of My Future
- Today's Saving Tomorrow's Need of Successful Life

Impact :

- ✓ Active participation of students increased in all activities at school and organization level.
- ✓ Due to general based knowledge given in all weekly workshops students were able to participate in non-school activities and competitions (Dance, Singing, Essay Writing etc) at various organizations and Mandals.
- ✓ Weekend workshops helped to build confidence levels and communication skills, as well as leadership capacities. Students are now taking a lead role at school or at home in any difficult situations.

- ✓ Developed a positive approach toward life and setting self goals as per interest.
- ✓ Some children have been able to enhance their grasping abilities specially towards developing their approach towards education and life.
- ✓ Developed stronger parent - child relationships in behavioral aspects as well as children providing support to parents to handle family responsibility.

Impact on Anando Beneficiaries:

Urmila Dattaram Bhopi - Std X, Walke Center:

Urmila was selected as an Anando beneficiary under the neglected child criteria in 2012, when she was in Std IX. She had very poor interest in education and was not regularly attending school. After enrollment in Anando, she was part of various group and individual activities. In the beginning LOLT team had discussions with her parents and school teachers regarding their thoughts about her & her personality, her behavior, attitude etc. With the use of various methodologies her involvement in the workshops & other activities increased. At the academic level she was provided basic inputs so that she could do her regular study. After that her attendance in school improved. Due to group discussions and presentation activities during the workshops her thought process has matured and she is now able to talk and share her thoughts with others. Her father expired suddenly due to an accidental electric shock. She was very disturbed and her motivation levels dropped considerably. But with consistent contact with her, she was made to understand that life needs to go on and she needed to be a stronger support to her family. She was able to restart her routine and began to focus on her study. This year she passed Std X and became a topper of LOLT Alibaug Taluka with 78%. Now she is aiming to complete her Bachelors degree in the commerce stream.



Shubhada Shaha - Std X - Choundhi Center:

Shubhada enrolled as an Anando beneficiary in the year 2011 when she was in Std VIII. She was not able to mix with other children and remained isolated. With counseling and time to time discussions with her about her family some of her problems have been tackled. She was enrolled under the Anant Programme due to her interest in drawing and singing. Her efforts at drawing were appreciated during the workshops. She has evolved slowly - she made friends then she started to discuss her difficulties with the LOLT team and then she participated in the elocution competition held at the Bal Kala Mahotsav. Her academic performance has improved due to continued intervention of Anando and SFSEP classes. She appeared for the Std X exam in this year and passed with 76.6%.



Samit Gadade - StdX, Alibaug Center:

Samit was enrolled in Anando in the year 2011 when he was in Std VIII. He was part of a friend circle which was a negative influence on him. In addition he had a low interest in studies. In the beginning he was not regular at workshops and was not involved in any of the activities being undertaken by LOLT. With regular home visits, school visits, motivational guidance the LOLT team was able to bring about a change in his personality. His attendance levels increased in all classes, school, and events alongwith improved participation at all levels. He slowly developed a positive personality with good communication skills and developed a learning attitude. His parents too have been attached with LOLT and have extended support. His academic performance remained low as his basic understanding of all subjects was very poor. In this year as he was in Std X he needed to focus more on study and the SFSEP team called him to to the office every day even after classes and school to study again. The team guided him at various levels to face his exams successfully as he passed with 41.20%.

Saurabh Ghagh - Std IX, Salav Center :

Saurabh was very shy and did not speak or interact with others when he was enrolled as an LOLT Anando beneficiary in the year 2011 when he was in Std VII. He is a single parent child. His parents are divorced. Saurabh was already having potential but due to un-supportive environment he was not able to develop his potential. But after his involvement in Anando, his personality changed. He started to participate in all activities of school. Due to group discussion and presentation activity during the workshop, his communication skills developed and he confidently could speak with others. He participated in the elocution competition during the Bal Kala Mahotsav for the first time. Now he is handling the responsibility of student representative of Salav Center with ease. He actively takes part in management of programs and does all things which are possible for him.



Swapnali Ankush Bhosle - Std IX, Alibaug Center :

Swapanali enrolled in year 2012 in Project Anando. The problems identified during her enrollment was that she was not able to hear and speak clearly due to which she was not mixing with other children and was not participating in any school level activities. Her parents communicated with her through mime and treated her like an abnormal child. Through Anando intervention she was motivated to attend the workshop and parents were counseled about the environment at home. They were given inputs on how to enhance verbal communication with her. Her father was motivated to support her mother. She is interested in dance and hence she was enrolled in the Anant Dance class as well and she has shown good development. She is now more involved in workshop group discussions and presentations. With the best efforts positive changes have been observed in her personality and a return in her energy levels as she is getting inspired to live life confidently.



Ashay Chachad - Std X, Choundhi Center:

Ashay was a careless boy with low attendance in school and other classes. He was always found lying to others. A single parent child he was a source of constant tension to his mother. He was using rough language in the community and in his friend circle. Through various counseling sessions and home visits the team motivated him. Positive changes have been seen in him as he began to attend school more regularly and became more serious in his approach towards life. This year Ashay gave his SSC exam and passed it successfully with 41.40% which is more than his capacity and earlier academic records. He has started to think about his future and has chosen the computer field as a career option.



Bhavesh Thakur, Standard X, Choundhi Center

Bhavesh was enrolled as an Anando beneficiary in the year 2011 when he was in Std VIII. He had a careless attitude towards education and school. He would not attend school many times and would go with friends to play cricket. His tough subjects were Math and English. He had misbehaved with school teachers many times as well. He was more attracted towards playing rather than studies. His potential was hidden due to lack of proper guidance. With Anando intervention he was able to understand and see for himself the exact meaning of life and its importance. With counseling his behavior changed, he was attracted towards study. With support from the SFSEP teachers he was able to improve his Math subject. This year he appeared for the SSC exam and passed it with 72.20%. He secured 88 marks in Maths which has now become his favorite subject.



Education Material Distribution Programme

The Education material Distribution programmes were held at the centre level in Alibaug & Murud Taluka as under:

Date	Name of Centre	Venue	Attendance %	
			Children	Parents
22 June 2014	Alibaug	Alibaug Project Office	86	70
22 June 2014	Choundhi	Alibaug Project Office	100	84
24 June 2014	Salav	Hanuman Mandir Salav	83	69
24 June 2014	Walke	Mahatma Gandhi Vidyamandir Choradhe	94	62

Objectives behind the programme:

- To provide education material to all Anando beneficiaries so that they can attend school confidently.
- To make them and their parents more academically attentive in the upcoming year.
- To motivate SSC students and their parents to study in a planned manner for effective results.

Achievement:

- Parents and students were motivated to study well for a bright future.
- All 152 students across the 4 centers received the educational material.
- Guests motivated and guided Anando beneficiaries and their parents through their sharing.



Mahacharcha Programme:

The Mahacharcha Programme was organized and conducted in Alibaug & Murud Taluka as under:

Date	Name of Centre	Venue
28 Jul 2013	Alibaug & Choundhi	LOLT Computer Center, Alibaug
27 July 2013	Salav	Hanuman Mandir, Salav
27 July 2013	Walke	Mahatma Gandhi Vidyamandir, Choradhe

Objectives:

- To motivate SSC students appearing for the exam in March 2014.
- To honor SSC ranker students of the year 2012 - 13.
- To enable ranker students and their parents to share their experiences and provide guidance.

Achievements:

- In Alibaug Taluka three Mahacharcha Programmes were organized across 4 centers. Last year's SSC rankers were felicitated at the program. A high degree of confidence and satisfaction was observed in the ranker students when they were being felicitated along with their parents. They guided the current year's SSC students and spoke about how hard they should study to achieve success in life.
- All the ranker students shared their experiences and learnings with the SSC students as a source of inspiration. The resource persons present also added value by giving information regarding time schedule, changed syllabus and exam pattern to all the students. They also guided the parents by making them aware about their role.
- The ranker students honored during the Mahacharcha Program were:
 - Kum. Shital Janu Shedge (Walke Center)
 - Kum. Abhijit Janardhan Dudhe (Walke center)
 - Kum. Prabhodhini Pandurang Mhatre (Salav center)
 - Kum. Madhuri Shankar Patil (Salav center)
 - Kum. Sahil Sagar Patil (Choundhi Center)
 - Kum. Savitri Shankar Rathod (Alibaug Center)
 - Kum. Rahul Rajesh Yadav (Chondhi Center)
- The overall attendance was 80.60%.



Parent Programmes:

Palak Melava

The Palak Melava 2013 was organized on 8th May at Kalbhairav Mandir, Rewdanda. In all 115 parents attended the programme.

Objectives behind the programme:

- To make our parents avail of a day away from their busy schedule in the year as they regularly work hard for their family.
- To motivate and inspire parents to overcome the difficulties they are facing every day of their life.
- To strengthen the bond between the organization and the parents.
- To empower them to easily handle crisis situations in their lives.

The following activities were planned and organized successfully, making it a truly pleasurable day for the parents who enthusiastically participated in all the activities:

- Head Ball
- Straw & Ball
- Water Game (Team Building)
- Throw Ball

Every activity had a purpose leading to effective parenting, team building and emphasizing on parent's role in development of the child. All activities were conducted as per schedule.

Impact :

1. Parents from across the four centers, LOLT team members, the Sarpanch of Rewdanda Mrs. Manisha Chuneekar and Mr. Sharad Gondhali were present. Each and every winner was awarded a prize in all the competitions.
2. During this programme the LOLT team observed some significant developments in a few parents. Illustrated below are a few worth mentioning:
 - **Mohan Tambade: (Salav Center)** - father of Sonuka Tambade, Std IX works as a coconut seller at Birla Mandir, Salav. He is not so interested in his children's education and he is always busy in his work. He is also an alcoholic. In the initial days when Sonuka was enrolled as an Anando beneficiary, the attendance of her father in the regular parents meeting and other events was not good. Though whenever the LOLT team made a home visit to Sonuka's house, he always responded well and would discuss about Sonuka's study, school and class attendance. Sonuka's mother is also very good at nature, but both parents do not attend parents meeting regularly and their participation is not so active in any event. A good development was observed in Sonuka's father during the Palak Melava where he participated in all activities and enjoyed himself. In addition, he also won a prize in one of the competitions. This was the first time he got involved in any LOLT event actively.
 - **Nikita Patil: (Salav Center)** - is the mother of Kunal Patil, Std VIII. Kunal was enrolled as an Anando beneficiary in 2012. His father has expired and his mother works on daily wages. Kunal's mother is always busy in work because she is the sole bread earner in the family. She does not regularly attend parents meetings or any other activity due to her work. Due to their family condition she is not very interested in her child's

education. During home visits the team has observed that she is worried about Kunal but due to lack of qualification, she is not well aware about importance of education and hence she does not give priority to LOLT events and activities. Good changes were seen in her during this Palak Melava as she was mixing well with other parents which was different from her previous behavior where she kept herself aloof. Her participation in activities was very good and she was involved with all the other parents.

- **Sarika Padwal: (Alibaug center)** - mother of Janhavi Padawal from Alibaug Center is a quiet person who does not talk much nor does she participate in any cultural programmes, family & community functions. She was mentally disturbed after her husband death due to which she was living a depressed life isolated from the community. She was also not supportive towards her daughter and they were struggling to make ends meet financially. Since Janhavi's father's death, her mother for the first time attended the Palak Melawa. The team observed her during the programme and though she did not participate in the first activity with the LOLT teams motivation and through the team building activity she is began participating in all the activities. For the first time the LOLT team saw her enjoying herself and behaving freely and involved with other parents.
- **Subhangi Dhumal: (Alibaug center)** - is Shyresyash's mother who was enrolled as an Anando beneficiary last year. She is working in JSM ladies hotel. Her husband passed away because of cancer. No relative has supported her as they blame her for her husband's death. She is always depressed and never involved in any fun activities, cultural & community program. She is good natured and has a respectable personality. Through LOLT's intervention she has been slowly growing in confidence and is being inspired to living her life through LOLT teams moral support. She has started to get involved in different family and community programmes. She displayed brilliant skills during the Palak Meleva and participated in all the activities, motivated others to participate as well and showed her abilities of leadership, helping nature, understanding along with her presentation skills.



Mangaon Taluka

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

The Taluka's population is 1.52 lakh with gender ratio of 976. Population comprises 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 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, 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 at the secondary school level. Anando beneficiaries in Mangaon Taluka 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 (mother) 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.

Statistical Information :

STD.	ORPHAN		Single Parent		Neglected Child		Adivasi		Total		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
VIII	0	0	3	5	9	13	0	0	12	18	30
IX	1	0	11	10	18	18	1	0	31	28	59
X	1	0	10	6	18	30	0	2	29	38	67
TOTAL	2	0	24	21	45	61	1	2	72	84	156
TOTAL	2		45		106		3		156		

Weekend Empowerment Workshops

In this reporting period 134 workshops were conducted with the beneficiaries across the four centres in Mangaon Taluka. The average attendance during the year was 85% in this year.

Month	Mangaon		Nizampur		Goregaon		Jawli	
	No. of Workshops	Avg. Attendance %	No. of Workshops	Avg. Attendance %	No. of Workshops	Avg. Attendance %	No. of Workshops	Avg. Attendance %
April	1	77	1	76	1	85	1	86
May	0	0	0	0	0	0	0	0
June	4	95	4	97	4	96	4	98
July	4	83	4	84	4	88	4	93
August	4	85	5	81	4	80	5	92
September	3	80	2	85	3	89	2	92
October	2	86	2	85	2	85	3	84
November	3	75	4	68	3	78	3	85
December	5	77	4	70	5	80	4	88
January	2	82	3	84	2	77	3	90
February	4	75	4	77	4	84	4	92
March	1	75	1	100	1	92	1	97
Total / Avg.	33	81%	34	82%	33	85%	34	91%

The subjects covered with the beneficiaries during the year were as under:

- Previous year's students follow-up
- Quiz competition
- Story telling by saga cards
- Internal conflict management Part-I, II, III
- Rules and Regulation are meant for our safety Part - I, II
- Let's know ourselves and Request form
- Sports
- Celebration of Rakshabandhan
- Purity of success
- Our image is governed by our actions and actions are governed by our attitude
- I can do many things for my village even in my childhood days too: Part - I, II
- Effective answer writing
- Classroom games
- Rangoli competition
- Essay and Drawing competition
- Elocution competition
- Bal Kala Mahotsav audition
- Drama rehearsal
- Bal Kala Mahotsav follow-up & experience sharing
- Success is in your hand
- Revision of all workshop subjects & opinion of SSC students
- General knowledge quiz- game oriented
- The Art of living
- Utilization of time during examination period
- My organization: My role & responsibilities
- Techniques of writing answer in Exam
- 'Yashala Kalank Nasava Copycha, Nirmal Anand Milava Yashacha'



Weekend Workshops have always proved to be very effective tools for the overall development of the child. It has been used as main weapon to fight against low self esteem, low confidence level, dishonesty, indiscipline, aimless life and many more hurdles which come across the path of students' development. In all these years, workshops have been an established and proven key activity of the Anando Module. It has set lives of hundreds of students and their parents. It has helped many students to groom their personality, to make them Educated, Empowered and Equipped. Lives of hundreds of students are shining bright. Workshops have helped them to find their own path. Workshops helped them to gain their confidence level, self esteem and respect.

Some notable and observed Impact of weekend workshops on Mangaon Taluka's Anando beneficiaries lives are as below:

- The quiz competitions have made the beneficiaries realise their level of general knowledge and have helped them to verify their existing knowledge through a very enjoyable and entertaining medium.
- 'Story telling by saga cards' was one of the workshop activities which the beneficiaries eagerly wait for every year as it helps them to enhance & testify their power of imagination and skill of effective presentation
- Sports & funny games have helped beneficiaries to showcase their sport talents and refreshed them through their active participation.
- Festival celebrations brought the a smile and glow on the beneficiaries faces.
- Innovative concepts, themes & competitions during the workshops attracted the beneficiaries towards achieving lifelong skill and qualities.
- Through the subject 'I can do...', students came to know about their strengths, role and responsibilities as a proud member of their own village
- They also learned how their image is governed by their action and action govern by attitude hence they decided to build a positive attitude for positive action and positive action to build the positive image.
- After the Bal Kala Mahotsav, beneficiaries of each centre celebrated their success and analyzed their own strengths and weaknesses.
- Beneficiaries especially SSC students came to know about that how everyone's success remains in everyone's hand, which factors are important for success and which factors affect the success.
- Through 'Time Management' subject, students learnt about management of Time and its importance in the life of every person.
- Through 'My organization: My role & responsibilities' subject, students were made aware of their roles & responsibilities towards the organization as the part of pay back to society in coming future.
- Three subjects based on examination preparation had a very positive impact on the beneficiaries mind. It helped them tackle the problem of utilization of Time during and in exam; to know about effective answer writing skills.
- One of the subjects handled a very crucial subject and alerted the beneficiaries about the negative outcomes of copying. The subject was on sharing the importance of clean & clear Success without Copy.

Summer Activities

Camps were organized from 1st June to 10th June 2013 at the end of the long summer vacation with the following objectives:

- To direct the positive energy of the beneficiaries towards creativity.
- Equipping them with some lifelong skills with which they can create Employability for themselves as well as for others.
- Ingraining seeds of vocational training possibilities amongst the beneficiaries.
- Making their Summer vacation more productive.

In this year the target was to make beautiful handicrafts with the use of Nylon rope. It was decided that children will learn how to make mirrors & cradles from the Nylon rope.

Anando parents - Mrs. Kalpana Shinde & Mrs. Sunanda Kasarekar who make these handicrafts as an income generation activity and some of the Anando beneficiaries who know how to make the said items undertook a training session with the Anando Team who in turn taught the Anando beneficiaries this art during the summer activities.



Education Material Distribution Programme

On 16th June 2013 at Kunbi Bhavan, the Education Material Distribution Programme was organized and conducted for this year. 153 students and 149 parents were present for the programme where the Educational Material for the academic year was distributed in front of the school principals, teachers and other LOLT supporters from Mangaon Taluka. At the programme Anando beneficiary Ranker students from each standard were honored with handmade floral bouquets by the guests.



Mahacharcha Programme

The Mahacharcha Programme was organized on 04th Aug 2013 at the Ashokdada Sable Vidyalay, Mangaon. 90% beneficiaries attended the programme which was organized jointly for Std X students of all four centres. During the programme Std X ranker students were felicitated for securing high percentages in Std X as part of the programme. Exclusive interview sessions were organized with the ranker students to enable them to share their own thoughts and experiences with the current batch of SSC students. The programme aimed



to provide appropriate guidance and right direction to SSC students appearing for their exams in March 14.



Over a period of 3 hours 30 varied types of questions were asked to rankers by the students present related to acquiring better knowledge and method of study. Present teachers, principals, Guests and SSC students also asked some questions and rankers gave satisfactory answers and solutions as well. Parents of ranker students also answered questions addressed to them regarding their role and participation in their child's success.

Bal Kala Mahostav

In order to recognize hidden skills and qualities of beneficiaries of Mangaon Taluka and to provide them a platform to showcase their hidden qualities & potential and appreciating them through awards in the form of trophies and certificates the Bal kala Mahotsav was organised for the beneficiaries of Mangaon Taluka on 7th January 2014 at the Kunbi Bhavan hall, Mangaon. 94% beneficiaries and 78% parents (Parents of all centres were invited to the Bal Kala Mahotsav for the 1st time this year to watch the performances of their children and witness their celebrations) participated in this mega successful programme

Various competitions were organized during the programme which included Essay Writing, Drawing, Elocution, Singing, Solo & Group Dance and Drama competition. The



Prize Distribution at the Bal Kala Mahotsav

Competition	Prize	Centre	Student's Name
New Year Greetings Card	1 st	Mangaon	Sandhya Dattatray Jadhav
New Year Greetings Card	2 nd	Goregaon	Aditi Ramchandra Kasarekar
New Year Greetings Card	3 rd	Mangaon	Mansi Dinesh Mahadik
SSC 1 st Ranker student	1 st	Nizampur	Swapnil Prakash Mandavkar
Student of the Year 2013-14	1 st	Mangaon	Anjali Ramesh Kankute
Essay	1 st	Mangaon	Shalini Sitaram Wadhawal
Essay	2 nd	Nizampur	Shital Anant Shigawan
Essay	3 rd	Mangaon	Sandhya Dattatray Jadhav
Drawing	1st	Mangaon	Sandhya Dattatray Jadhav
Drawing	2 nd	Jawli	Ganesh Santosh Palkar
Drawing	3 rd	Goregaon	Neha Nandkumar Yadav
Elocution	1st	Mangaon	Komal Sunil Wadhawal
Elocution	2 nd	Nizampur	Shital Anant Shigawan
Singing	1st	Nizampur	Shital Anant Shigawan
Singing	2 nd	Goregaon	Nikita Ganpat Mane
Solo Dance	1st	Jawli	Milind Madhakar Kekane
Solo Dance	2 nd	Mangoan	Anjali Ramesh Kankute
Solo Dance	3 rd	Goregaon	Nikita Ganpat Mane
Group Dance	1st	Goregaon	(Song - Aai Ambe...Jagdambe...)
Group Dance	2nd	Goregaon	(Song - Deva Shri Ganesha...)
Best Actor	1st	Jawli	Priya Ganesh Kadu
Drama	1st	Jawli	(Drama Name- Khel Mandala...)
Drama	2nd	Mangaon	(Drama Name- Pratikar...)

Parent Programmes

Parents Meetings

In this reporting period a total of 24 meetings were held with parents of Anando beneficiaries across the four centres of Mangaon Taluka. The average attendance was 78%.

Name of Centre	No. of meetings	% Average Attendance
Mangaon	6	82
Nizampur	6	74
Goregaon	6	69
Jawli	6	85

The parent meeting covered the following topics at length with the parents in order to ensure parents were well aware of the developments in their child's life and were expected to play an involved role in the same:

- Discussion about child - Child care, child development, child mistakes.
- To clear terms & conditions, rules & regulations of the organization.
- Result analysis of child.
- To give information about month-wise activities for child and discuss the objectives of the activities.
- Subject follow-up: To discuss, to inform & to update them about personality development based subjects.
- To take parents opinion and suggestions on all the programmes undertaken under Anando. On an experimental basis parents were made to present their opinions through an activity - card sheet presentation. This activity gave them immense confidence to put their thoughts in front of other people. Every parent was able to participate and discuss about role & responsibilities of parents in child's development.
- Parent Meetings were also used as a platform to share major achievements of Parents.

Parent Training

In the month of November 2013 Parent Training workshop was undertaken at each centre level with an average attendance of 67% as per the chart below:

Name of Centre	Date	% Attendance
Mangaon	24 th November 2013	65
Nizampur	23 rd November 2013	64
Goregaon	24 th November 2013	69
Jawli	30 th November 2013	71

The training workshop focused on 'Rural Women & their addictions: In which several topics were discussed such as reasons behind addiction, ill effects of Tobacco consumption: Using Tobacco as Tooth Paste, Tobacco chewing, Eating Gutkha & some possible solutions.

Special meeting with parents & SSC Students

On 21st & 22nd January 2014 special meetings were organized with SSC students & their parents at all the four centres in Mangaon Taluka to ensure better coordination between students and parents on the eve of the SSC Exam. Both students and parents were encouraged to be supportive of one another and concentrate on the upcoming exam.



Name of Centre	% Attendance Students	% Attendance Parents
Mangaon	89	78
Nizampur	91	68
Goregaon	95	71
Jawli	100	88

Programme at the Community level

In the month of June 2013 the Anando beneficiaries were assigned the responsibility of filling in a specifically designed 'Community Bonding Form' which aimed at seeking information regarding the key individuals from the village in which each child lived. It included seeking of information about five village representatives including Sarpanch, Upsarpanch, Policepatil, Village-adhyaksh and Village-upadhyaksha.

This activity was organized with the dual purpose of spreading the vision & mission of LOLT to as many people of Mangaon Taluka as possible and to seek participation of village representatives as responsible (contactable) persons (representative) of the village regarding the development of the child.

All students were able to submit their duly filled forms with signatures of respective Village Representatives in the given time frame. This activity helped to network with Village Representatives of as many as 70 Villages. Many village representatives (some of them were Press reporters) called to know more about organization & ensured their support always & wished to participate & contribute whenever the organization will be in need

Celebrations of Special days:

Gurupournima – was organized on 23rd July 2013 with a focus on creating awareness amongst students about the importance of respect & feeling of gratitude towards ones GURU. The importance of GURU in the life of every human being was explained to the students. The Saraswati Pujan and Aarti followed by ‘Gandabandhan’ was organized by the students as part of the celebration. Mr. Ravi Mhapralkar – one of Anando’s resource person was invited for the programme whose vocal performance & guidance made the day very special for students.

Rakshabandhan was celebrated on 24th & 25th August 2013



On the Occasion of Diwali a **Rangoli Competition** was organized at the centre level on 16th & 17th November 2013.



Washim District

Light of Life Trust initiated Project Anando in January 2009 in Washim District. Over the last five years LOLT has impacted the lives of underprivileged children and their families and created changes in the society and in the system of education in Washim District. Students are now achieving great success in different fields of education. Today in centres like Kinhiraja and Manora which are in the rural and backward areas of Washim District many boys and a few girls also are pursuing further education in senior college or in different streams of education. This has been possible only because of the interventions of Light of Life Trust through Project Anando.

Through the different activities and programmes of Project Anando, Light of Life Trust has been able to bring about different changes in the student and their parents and in society. The efforts and success achieved in the year 2013 - 14 are highlighted below:

Statistical Information

Name of Centre	Selection Criteria								Total	
	Orphan		Single parent		Neglected Child		Tribal			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Mangrulpir	1	2	13	10	13	9	0	0	27	21
Manora	3	3	13	15	3	11	1	4	20	33
Shelu Bazaar	1	0	8	10	16	12	0	1	25	23
Kiniraja	0	1	3	7	9	5	1	5	13	18
Wai	0	0	3	4	20	18	0	0	23	22
Total	5	6	40	46	61	65	2	10	108	117
Grand Total	11		86		116		12		225	

Weekend Empowerment Workshops :

The weekend workshops have been successful in molding students to become effective. Through the different subjects covered during the workshop it has been possible to achieve not only educational progress of the students but also build the students personality. The process of empowering the student is an ongoing one. The workshops help develop their life style, their thinking about the education, and increase their awareness about cleanliness, health etc.



In this reporting year the following subjects were covered with Anando beneficiaries in Washim District :

• The art of living
• Our image is governed by our action and action is governed by our attitude
• National Social Heroes & heroines, who shaped the Nation
• Me and My values...Mantras to lead a prosperous life
• The effective answer writing in examination.
• Challenges of Examination
• Today Saving Need to tomorrow success life
• Positive Thinking
• Scientific method of Effective Study
• Rules & Regulations are meant for our safety...
• Logic Reason & Fact

Impact

1. The minds of children have been imprinted with different new personality traits like kindness, love for the country, respect, love for nature etc.
2. Students are achieving better and better results in SSC exams every year. This year Ashish Papale from Washim District secured 91% marks and has done LOLT proud.
3. The workshops help students to achieve higher level of confidence, increase their thinking capacities and stage daring.

Education Material Distribution Programme

In Washim District the Education Material Distribution Programme was organized for all the 5 centres at the beginning of the academic year from 23rd to 26th June 2013, with an aim to provide educational material to Anando beneficiaries in order to support them for continuing their education. 89% students and parents attended this programme and began the new academic year with great enthusiasm.



Mahacharcha Programme

Organized on 25th August 2013 to felicitate the Std X ranker students and make them share their experiences and success with the new batch of Std X students. The programme created a new enthusiasm & inspiration amongst each of the students & their parents about preparing for the SSC exams.



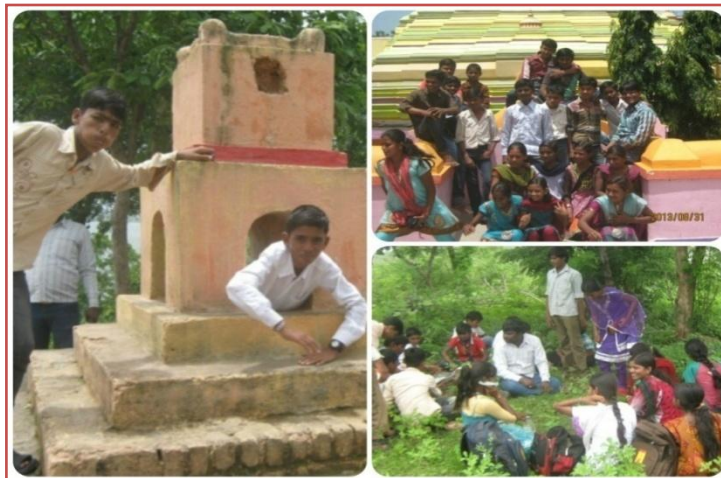
Peers Day

The main objective of Peers' Day was to check the capacity of the students to maintain friendships. All students understood the importance of friendship in life and the difference existence of friends make in life.



Rainy Picnic

As always all students thoroughly enjoyed the rainy picnic. The students participated actively in the many activities planned and conducted during this fun day.



Parent Programmes

Parent Meetings:-

In the students life their parents are the main influencers. Parents play an important role in the nourishment of students in all aspects. Parent meetings were regularly held in all the 5 centres of Washim District in this reporting year.

Impact:

- Parent meetings greatest impact is that parents are now starting to participate in the study of their child when at first the parents did not even know in which class their son or daughter were studying in.
- Parents are more cooperative and they take part in all the activities.
- Parents now contribute in providing the nutritious food given to the children at the workshop.
- Parents now freely express their thoughts/opinions in the meeting because they know that learning from each other's experience is the biggest learning.
- Parents are now able to confidently visit any government office and seek answers. Earlier they were only working as laborers and farmers afraid to face the outside world.
- Mothers have become more participative at the parents meeting. In Vidharba Region men always thought that women are inferior but through the parent meeting women have been encouraged to speak their thought before all the parents without any fear.
- Through the parent meeting parents are motivated to save for the future. They were made aware about Bachat Gat. Now every parent has joined the Bachat Gat and save a small amount as a hab



Jalna District

Jalna District is a drought prone district which does not have good transport, health, sanitation facilities and neither does it have schools imparting quality education. The lack of secondary education institutes is so high that a number of students leave school post the upper primary education.

People depend on agriculture as it is the main source of livelihood. Cotton is the major crop. But the inherent susceptibility of cotton crop to pests makes the farmers lose money if a draught destroys their crops. Anxiety or depression about economic losses caused by draught leads to suicide amongst farmers which is on a rise. Health problems related to low water flows and poor water quality are on the increase.

In Jalna district there are 1270 primary schools, 152 secondary schools and 32 Higher Secondary schools. There are 13 degree colleges in Arts, Science and Commerce, one Polytechnic and 9 Industrial Training Institute in Jalna district. Colleges are affiliated to Maharathwada University of Aurangabad. The literary rate of the district is 46.25% (Male - 64.43% and Female 27.30%).

Project Anando was initiated in Jalna Dist in the year 2008 looking at the high level of school drop outs at the secondary school level. Light of Life Trust completed five years of intervention in Jalna District in September 2013. In this reporting year LOLT has reached out to 406 children across 8 centres in four Talukas of the district - Jalna, Badnapur, Ambad & Mantha.

Project Anando is working in the remotest Taluka in the district - Mantha since 2008 which is approximately 70 kms from Jalna. This Taluka is not an industrial area and has no transport facility. People work in brick kilns as daily wage labourers. Being in a remote area, the village community is not aware about the importance of education & has a strong gender bias which has lead to parents not giving sufficient importance and attention to girl child education. There is no secondary school available in or near the village and children need to walk 3 kms daily from the village to attend school. Child marriages, unemployment, gambling & malnutrition is high in this area.

Statistical Information

Sr. No.	Name of Centre	Std VIII	Std IX	Std X	Total
1	Kanhaiya Nagar	7	31	14	52
2	Nutan Vasahat	11	29	13	53
3	Mathmimpalgaon	1	17	34	52
4	Shevga	9	24	14	47
5	Shelgaon	11	11	15	37
6	Gevrai Bazar	13	20	14	47
7	Mantha-I	20	28	13	61
8	Mantha-II	23	27	7	57
Total		95	187	124	406

Highlights of Programmes/ Activities:

Weekend Empowerment Workshop:

In this reporting year a total of 352 workshops were planned and conducted across the 8 centers in Jalna District. The average attendance was 72 %. The following subjects were covered through the workshops in this year:

- Positive thinking
- Ideal Personality
- Success is in your hand
- Scientific Method of effective study
- Logic, Reason and Fact.
- Leadership development
- Effective Communication Skills
- Vachal Tar Vachal
- National Heroes - Role and Responsibility
- How to face Exams
- Self discipline
- Game and study both are important
- Ambition and action
- Advantages and disadvantages of Television in life



Impact:

- Children are now aware of importance of self discipline and are making efforts to maintain self discipline in day to day life in school and at the home.
- Regular meditation has helped students to maintain their mental health. Students shared that they are now able to concentrate better and their attention levels have increased in class as well as in workshops.
- Anando children learnt about new concepts and different aspects of their personality.
- The use of different strategies/approaches during the workshop like group work, story telling, role play, group discussion, student participation etc have helped keep the students interest levels and involvement in all processes to a great extent.
- Activities leading to academic development like English and Marathi subject reading, handwriting, puzzle games, general knowledge, vocabulary assessment, etc have positively impacted students and they now aspire to do better in every activity.



Educational Material Distribution Program

The Education Material Distribution Programme was organized in Jalna District on 8th July 2013 with the focus not only on emphasizing the support being provided to Anando beneficiaries for their academic progress with provision of education material but also on the developmental activities undertaken with children, parents, peers, teachers and community throughout the year under the programme. The importance of attendance at workshops and parent meetings was also stressed on at this programme.

The following school authorities were present for the programme in this reporting year. Their presence was a great source of motivation for the students and parents as well as the Anando team as it was seen as an acknowledgement from the school system of the impact of the work undertaken.

- Miss. Deshmukh (Head Mistress - Shivaji High School, Gevrai Bazar)
- Mr. Joshi Saheb (Sarpanch, Gevrai Bazar)
- Mr. Waghmare (Superintendent - Shivaji High School Gevrai Bazaar)
- Mr. Gaikwad (Teacher - Shivaji High School, Gevrai Bazar)
- Mr. More (Head Master - SWV School, Jalna)
- Miss Kilare (Head Master - Zilla Parishad High School, Shelgaon)
- Mr. Ashok Pawar (Education Officer, Jalna)
- Mr. Muley (Head Master - Shevga)
- Mr. Khadkar (Head Master - Mathpimpalgaon)
- Miss Kamble (Head Master)



Experiences sharing and Guidance by LOLT Guests:

Mr. Muley (Head Master – Shevga) - explained the responsibility of parents towards children. He emphasized that parents are the main persons responsible for development or underdevelopment of their children because they are the ones with whom children stay the longest (12 to 18 hours in a day). He further stated that LOLT was there to support the less privileged children and hence the participation of parents in parent meetings and all other programs organized by Anando was vital. He also explained the RTE Act and its importance with the parents.

Ms. Deshmukh (Head Mistress - Shivaji High School, Gevrai Bazar) - shared that Light of Life Trust was not just providing educational material but was also conducting various empowerment focused workshops, programmes with parents and other activities which were fully beneficial to the students and all must be a regular part of the same to develop further. She shared that school teachers too try to organize parent meetings but they usually do not get as good a response that the LOLT Anando team gets. They gave credit to the social workers working with the organization for this success.



Feedback of parents and children:



Parents expressed their happiness when the children received the educational material. Parents shared that they were happy to see that the commitment given by Anando was been fulfilled. They shared that many organizations come and collect money or if they have to get benefit of any scheme they have to spend money but LOLT has not collected a single rupee from anyone in all these years and they were yet to see another organization as good as LOLT.

One parent shared that taking feedback of 'why child is not coming to school' used to occur 20 years ago but since then he has not seen any teacher doing so. But LOLT is doing just that and it is really appreciable as has an impact on the whole family. Parent's representatives also appealed to the parents to look after and support their children and to be present for all the activities organized by LOLT. Parents assured all present that their children will make optimum use of given educational material. They said that they will take follow up of their children's study and will take care of given educational materials. The children too were very happy to receive the educational material and shared that they can now study well and acquire good marks in exams with the help of the material provided.



Mahacharcha Programme

The Mahacharcha Programme helped release the stress of Board Exams for many Anando beneficiaries. As they interacted with the top ranking students in their own language they were able to understand the issues better. The ranker students in turn provided motivation and encouragement to the current batch of Std X students and shared their learnings with them at great length. Parents too participated actively trying their best to understand their roles and responsibilities in ensuring their child doing well in the exam. Many questions were asked to the ranker students who answered all of them with maturity. Some of the questions asked were - how to study, how to manage time during the examination period, how to avoid stress of studies etc. Suggestions were given to the students like time management is very important, meditation brings in calm, concentration as also the strength to cope with the pressure.



Parents were requested to reduce the load of extra work from the children and pay proper attention towards their child's study. The students and parents were highly motivated during the Mahacharcha Programme and felt better equipped to face the exams.

Rainy Picnic

The rainy picnic was organized on 17th & 18th August 2013. 81% students participated in the Rainy picnic and enjoyed the day as they participated in the activities organized by the Anando team.



Bal Kala Mahotsav

The main objective behind Bal Kala Mahotsav is to provide a platform to Anando beneficiaries to showcase their innate talents. In this year 80% Anando beneficiaries of Jalna District participated in the Bal Kala Mahotsav with great enthusiasm.



Parent Programmes

Parent Meetings

Across the 8 Centres in Jalna District, in this reporting period 80 meetings were held with parents focused on children's study, behavior, workshop attendance, class attendance, school attendance, parents attendance in events and parents contribution in their child's development.



Nandurbar District

In 2011, Nandurbar had population of 1,648,295 of which male and female were 833,170 and 815,125 respectively. As per 2011 census, 83.29 % population of Nandurbar District lives in rural areas of villages i.e. in total Nandurbar district population living in rural areas is 1,372,821 of which males and females are 687,671 and 685,150 respectively.

In rural areas of Nandurbar District, Literacy rate is 59.75 % as per census data 2011. Gender wise, male and female literacy stood at 67.99 and 51.54 percent respectively. In total, 696,260 people were literate of which males and females were 95,314 and 300,946 respectively.

Illiteracy, poverty, unemployment and migration are the core companion of the people in the district. Nandurbar is one of the districts which is still living in 19th century when the world has seen so many miracles of 21st century. It is a Tribal district since more than 60% population is tribal and 12% and more are scheduled caste. Most of the population work as daily wage earners. People have limited options of employment with minimum income and do not have good living standards. They are suffering from different diseases with no health care services available.

Those who are educated migrate from the district. Means of livelihood are limited resulting in poverty and less opportunities. Many reasons are responsible for this but mostly migration of people in search of work in Gujarat is the biggest problem for people. This migration is drastically impacting all aspects of their development. Those who have land have mortgaged it to the money lender can not afford to till the land and hence are unable to cultivate their own land.

On paper many organizations have registered their presence for emancipation of villagers of Nandurbar. Also many schemes are announced and the departments are established by the state government of Maharashtra to ensure development of Nandurbar and then withdrawn over a period of time. Prosperity is monopolized by few and majority of them are still marginalized and underprivileged untouched by government and non-government agencies.

Nandurbar has a rich history - there was a time when Nandurbar was the central place of all markets and prices were decided by people of Nandurbar and followed all over. But presently it is recognized as a one of the most backward district in the list of districts in India. Lack of able committed leadership over decades, lack of will power of administrative officers and people representatives of Nandurbar, internal self centered politics has stagnated Nandurbar.

Many of its villages are still not connected with district places. No public transportation reaching many villages makes it more vulnerable. The transportation available in the area is cheap as compared to other cities but it is not affordable to the local people since their purchasing capacity is very poor. Many villages are in darkness starving for electricity and the villages those who have electricity are badly hampered by load-shedding.

Education status:

Education status varies with urban and rural setting. In urban locality, accessibility of education has positively influenced the literacy rates whereas in rural area non-accessibility has influenced negatively. And notably, 83.29% population of Nandurbar stays in rural setting that has less access to school and is far distant from quality education. The absenteeism rate and dropout rate is very high especially in rural schools is high. As per the source of District Education Officer (Primary)

Zilla Parishad, in 2011-12 the dropout at primary school of the district was 39% where as in Akrani it was 48% and in Akkalkuva Taluka it was 39%. The dropout rate of girls is 54% which is remarkably high and as the age of children increases the dropout rate increases. Therefore, before reaching SSC more than 67% children dropout of school in Nandurbar District.

As it is universally accepted that the educational status of the state defines the quality of human resources and also governs all indicators of the development of the state. Hence Light of Life Trust began its intervention on an experimental basis in Shahada Taluka with 100 children, with the belief that the issues can be addressed, changes can be observed and people participation in their own development can be ensured. At the same time the team was aware of the fact that it is only possible when the entire Nandurbar District accepts this fact and will start believing that it is possible. People will have to be made to understand that they have to work towards their emancipation and no one can ensure it without their own participation in the process.

School Teachers and School Management Committees are well connected with LOLT and the social worker in charge of the centre. Local influencing community members are in support and they help in maintaining attendance of children, taking message to the villages, influencing the opinion of parents etc. Professionals like doctor, professors, lawyers, reporters are in connect with the program and do support as and when required.

In the academic year 2013-14 there were 72 Anando beneficiaries in Nandurbar District. The Stastical information is stated below:

Std	Orphan		Single Parent		Tribal		Neglected Child		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
VII	0	0	0	0	0	0	0	0	0
VIII	0	1	3	3	0	0	1	9	17
IX	0	0	1	3	0	0	16	5	25
X	0	0	5	2	3	1	7	12	30
Total	0	1	9	8	3	1	24	26	72

Programmes/Activities:

Weekend Empowerment Workshops –

At both the centers a total of 72 workshops were conducted throughout this reporting year. In these workshops more than 12 subjects were delivered intensively. The average attendance in workshops was 69 %.

Some of the highlights of the workshops:

- The subject - ‘Art of Remembering’ was thoroughly appreciated by the Anando beneficiaries who shared their learning with their classmates in school. The class teacher shared with the social worker that students now understand the table and other mathematics concept in a story form, they are remembering the years and dates of historical event in the subject of history innovatively and errors are reduced.

- The subject - 'To be Ambitious' made students think philosophically towards their own life. As part of exercise, the students were asked to define their dream and think of how to realize the dream through a framed pathway. The chart was pasted either on the wall near their bed so that they can see it when they open their eyes every morning. During home visits the social worker verified and discussed it with their family. The feedback given by the family was really very emotional and sensitive. According to them, the student read the set ambition all the time. It was also shared that the study hours of students had increased.
- 'Scientific methods of effective study' was discussed and was interestingly accepted by students. It enhanced the planning skill of students to ensure the utilization of available time to its optimum. Students were categorized based on their level of preparation of examination and accordingly they were guided to cope with exam pressure. The ultimate target was to upgrade the academic performance of students. Since the subject was designed to address the hand to hand need of the students hence it was accepted by them thoroughly. They took the note of the subject and planned accordingly. Thereafter they were asked to discuss the same with SFSEP teachers.
- 'Vachal tar Vachal' (*If you read then you will survive...*), was another topic which was adapted by the students energetically and they developed the good habit. The students of Prakasha Centre started to demand a library in school, asking for new books to read. It shows that they realized the importance of reading. In Shahada Centre all most every beneficiary of Anando joined the library and started extra reading apart from their school books.
- The deliberation made in workshops has impacted students in many ways - it encouraged the students to share and express their feelings, opinions and thoughts on the topics. It also enhanced their presentation skills. The focus group discussions built their capacity to listen and to respect other's opinion. Students got their basic lessons on team work. During the workshops the social worker ensured that every student came ahead and presented in front of the class. This sort of compulsion helped to eliminate stage fear and also build self esteem. For example - Introvert Vandana Koli became an orator and won a prize in elocution competition and started going out of her hometown to participate in elocution competitions. She says that this was possible only because of the small but almost every week presentations she was made to do that helped her capture her stage fear and build her knowledge base.
- **Sports activities:**
As in the case of students all over the world in Nandurbar too students are fond of sports and enjoy themselves thoroughly in the workshops (4) dedicated to sports in the year. Outdoor inter centre games competitions were organized in the following games - Kho-kho, Cricket, Limbu chamchi, Musical chairs, Best out of waste (making something innovative utilizing available resources in play ground)
- Mind mapping games activity was introduced innovatively to make students understand the power of observation and analysis to help children to understand the connection between things and their association. Some of the areas covered were:
 - Remembering 10 things at a time.
 - Identifying relation between persons (Reasoning Type questions)
 - Descending and ascending order of figures (like 100 to 1 and 1 to 100) in a limited given time.
 - Plus and minus in given figure in quick time.

- **Research:** With the basic motive of making students work on searching information, making them think about it because now a day's students are mostly seen being dependent on others for information and self discovery - self study and self search for information, knowledge is disappearing rapidly, therefore, research is the tool that was used intensively in Nandurbar. It has helped to build the capacity to seek more information. They were motivated to gather information on various topics from books, magazines, newspapers etc. They were also encouraged to discuss the topic with senior citizen, friends, elderly members in their family members, teachers and senior students etc. Research activity has not only increased their confidence but also helped them to understand how critical and important it is to get information first hand.
- **Project Making:** In year 2013-14, the theme for Project making was the 'National Leaders of India'. Students decided their national Hero-leader, they were given the freedom to choose their national leader and then were asked to collect all possible information about the leaders. The various sources and reference material was made them available. The activity got good response from students because it gave lot of scope to read the stories and about contribution made by the national leaders.
- **Guest lecturers:** Awareness session on superstition was organized. Mr. Saindane, well know social activist, Andhsardhha Nirmulam Samiti, Nandurbar, and photographer by profession was called as a resource person to talk on the issues. With unique but convincing style of oratorship, he spoke intensively on prevalent superstition based practices, its different form, its ill impact, benefit to whom and loss to whom. The session focussed on breaking blind faith on superstitious beliefs.
- This year 2013-14 28 Students appeared for the SSC exams and all passed the exam. All of them expressed a desire to pursue higher education. To attend the college regularly they will have to travel a long distance daily. Issues pertaining to economical and social problems (especially for girl's whose family would not allow them to travel to college) were taken up for discussion in parent meetings, during home visits, and in workshops where students were made aware about the upcoming obstacles and were prepared mentally and emotionally to face the same. As a result, with and or without support of family 14 girls enrolled in college and are attending college sincerely and regularly.
- It was observed that for the first time students discussed about selection of new stream. The students received guidance based on which they tried to make an aware decision by keeping self interest and capacities in mind.
- Students were encouraged to join the library and were encouraged to read. School teachers have appreciated this concept.
- In Shital English Speaking Academy social worker and Project Officer pursued owner to give 50% concession to the LOLT students and also motivated students to take a benefit of the same. More than 50% students joined the classes it shows that the students started acknowledging the importance of English in today's life.

Educational Material Distribution Program:

On 23rd June 2013 the Education Material Distribution Programme was organized at Municipal School, Shahada and Sarvodaya Vidhya Mandir, Prakasha with the objectives of distributing education material to students in order to reduce the possibility of beneficiaries dropping out of school due to materialistic inadequacy.

In the said program Anando beneficiaries, their parents, well known community member Mr. Subhash, Principal of Sarvodaya Vidhya Mandir, Prakasha participated along with the school teachers. The biggest achievement during this programme was that the beneficiaries received the material and signed a document with assurance that they will study and will not leave their education. Parents also realized their role and contribution in their child's progress and they felt that there was someone to help them and felt empowered after listening to the motivating speeches. Mr. Subhash, Principal in his speech said that LOLT is the second parent of our students as it is not possible for many parents even to buy note books for the children and LOLT has played a very critical role in the life of students.

Students were very happy when they received material. Parents were assured as their children were getting an important tool in hand. School teachers were satisfied with the material and process of distribution of the organization. One of our students said that he got the bag and now he will not have to carry the books in hand which was not good practice because the books were getting damaged and they were not lasting long. 'New books give confidence to sit in school and it gives the feeling of accomplishment' says Std IX Anando beneficiary - Kiran Kohali.

Mahacharcha Programme

The special program for SSC students and their parents, Mahacharcha Programme was organized at the LOLT office in Shahada. 32 students participated (Prakasha Centre - 15 & Shahada Centre - 17 students). The speciality of the program was that the guides and the resource persons were the rankers of last year, belonging to the same socio-economical condition who faced the same challenges as the other beneficiary students were facing, but they had surmounted the situation and challenges and scored a good percentage and joined their dream stream. Ms. Dipali Gurov (Std XI Science), Ms. Dipali Nikwade (Std XI Science) and Jyoti Bhoi (Std XI Science), Mogya Valvi (Std XII, Science), Ms. Prerna Pawar (Std XII, Science) and Gopal Marathe (Std XII, Science) were the resource person. They addressed the difficulties and doubts of the current Std X students. The experiences of old beneficiaries and their commitment towards their dreams motivated the participating students. Resource person Ms. Prerna's example of how she was caught up by house chores and how she managed the time handling both her study & family responsibilities and still managed to score a distinction made the session very touchy, emotional and highly motivational.

Parent Programmes

Parent Meetings & Training

During Parent meetings the content of training of parents - efficient parenting, importance of facilitating the children as a friend and mentor were conducted as capsule sessions. Parents of SSC students were able to apply all that was learnt and performed as extraordinary supportive parents. In parent meeting cum training the parents were given some targets, - how many times they should visit school, what should be the contents of discussion during school meeting and school visit, how frequently they should meet the social worker, etc To address the issue of parent participation village based parent corner meetings were also organized

Feedback from Parents & teachers :

- **Sanjay Samudre** father of Pradeep Samudre - Std XII Science, Prakasha Centre :
Without support of Anando and LOLT, to complete SSC was not possible for me and my son."

- **Mr. Rajendra Gurov** father of Dipali Gurov – Std XII Science, Prakasha Centre : ‘I was 100% sure she will clear her SSC, because I believe any student who absorbs the learning of Anando cannot fail’.
- **Dilip More** father of Avinash More – Std XII Science, Shahada : ‘He is very short and his health does not support him but your suggestions and care has made it possible to him that he got 85% in Std X . Thanks to Light of Life Trust’ . -
- **Parvatibai Valvi** uneducated mother of Jogya Valvi – Std XI Arts, Shahada: ‘My child has changed and his life has also changed which I can see from his behavior and way of taking things seriously’.
- **Teli Famil** - Proud parents of Bushara Teli Std XII Science, Shahada: ‘She got new identity in society when she returned from Delhi. It all became possible because of Light of Life Trust’.
- **Vitthal Koli**, father of Vicky Koli – Std X , Prakasha center: ‘You people have changed him and now he is not like former Vicky. I can say proudly that my son is a regular student of his school’.

Some Notable achievement of beneficiaries of Nandurbar District:

- In workshops, presentation is a tool used frequently and for everyone it is mandatory to participate as it helps eliminate stage fear and build oratory skills. In the process Anando beneficiary - **Vandana Koli**, became a star orator and participated in elocution competition at school level and acquired the 1st rank. She was then selected for Taluka level competition where she ranked 3rd and reached the district level competition where also she ranked 3rd. Even though she was not able to reach 1st position participating in these competitions, the exposure, challenges, journey from village to district place all together changed her life and perspective to look at achievement and competitions. Now, one can say that a less expressive Vandana turned into determined ambitious girl.
- Shahada Center Anando beneficiaries have participated in elocution, essay, debate, sports, drawing and Rangoli school level competitions and have secured good ranks. Students have won trophies for performing very well in competitions organized in school.
- A essay competition was organized on Environmental safety in Vikash High School, Shahada and Anando beneficiary - **Avinash Dilip More** won certificate of honor of first rank in that essay competition.
- In SSC board examination, Anando beneficiary - **Vandana Dilip Koli** secured first rank in Prakasha School where as Anando beneficiary - **Vaishali Jagtap** stood second in the Municipal school, Shahada.
- Anando Std VIII beneficiary, **Ms. Kavita Undya Gulale** from Prakasha Center secured first rank in annual exam.
- Two Anando beneficiaries - **Vandana Koli and Kavita Undya Gulale** from Prakasha Center participated in Praghnya Sodh Scholarship Exam organized at the district level, and both girl students secured a good rank in the same.
- As unemployment was high and there was competition in getting daily wages at local level, migration of families was very high. And in that critical situation only two students who migrated with families missed the exams. All other beneficiaries attended the annual exam organized by the school which is a big milestone for us.

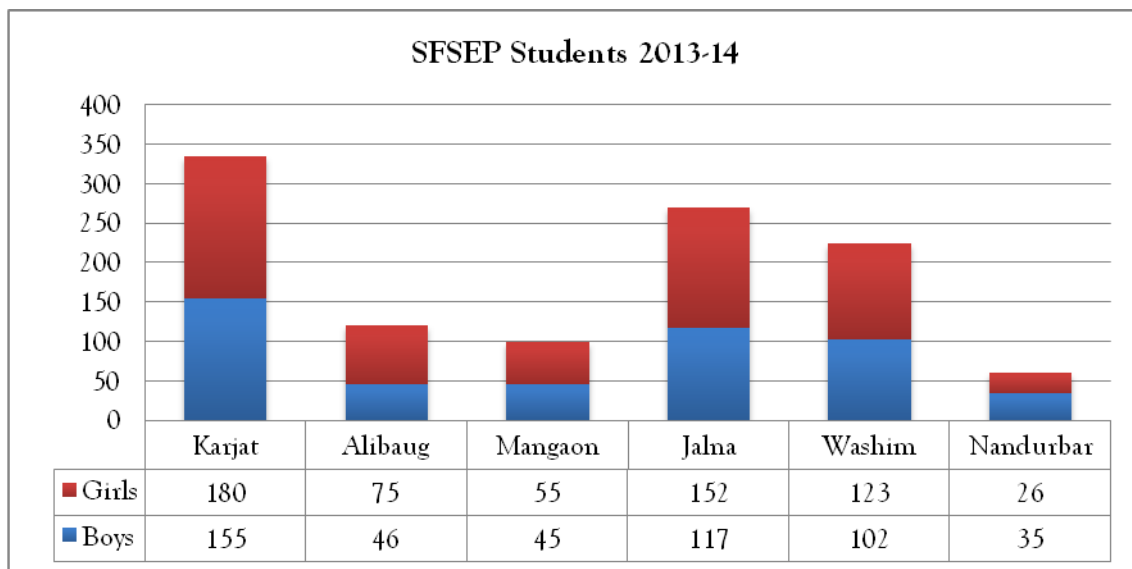
Student Friendly Supplementary Education Programme

Student Friendly Supplementary Education Program (SFSEP) was initiated in Sep 2007 to strengthen the academic base of Anando beneficiaries, specifically in the most feared subjects of English and Mathematics. A challenge commonly seen in all the regions and most of the students is the lack of knowledge of even the very basic concepts of languages and arithmetic. By the time students reach Std VIII, the difficulty level of subjects, especially, of English (being a foreign language) and Mathematics (being full of concepts and formulae) increases to a level where the students find it next to impossible to match it with their own comparatively slowly developing knowledge of basic concepts. For many (the shy, the socio-economically backward, the neglected), the gap between their own knowledge and the level of curriculum they are faced with widens to the extent where it leads them to failure in exams and a dominating frustration. This also becomes one of the major reasons of children dropping out of the school, majorly in secondary education.

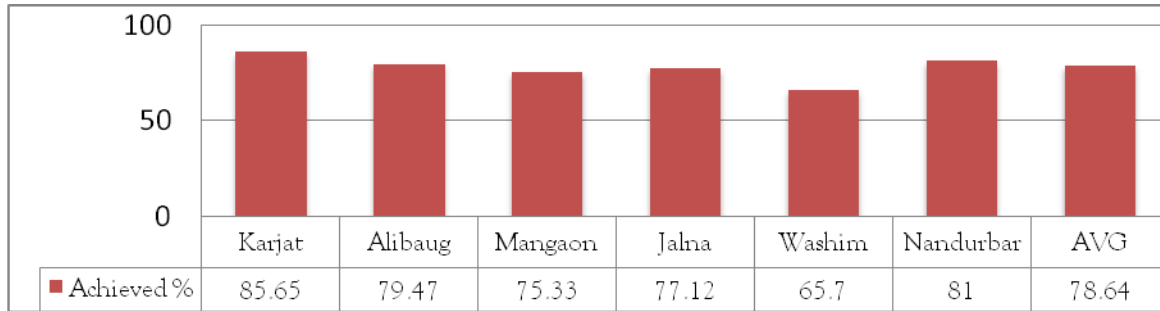
SFSEP aims at imparting this knowledge of fundamental concepts and developing the basic skills required in English and Maths. Starting with the alphabet itself in English and with numbers and basic arithmetic operations in Maths, the SFSEP teachers build up the academic strength of each student. The aim is to enable each child to the extent that he/ she should be able to read the subject contents well, grasp some part of it by him/ herself and look for guidance on the parts that seem beyond reach. It is almost a herculean task to teach and make children grasp the content and concepts in 2-3 years which were expected to be learnt over a period of 5-7 years. But it is made possible through committed efforts, individualized and intelligent, planned activities and a strong, positive relationship of teacher with students.

Statistical Review

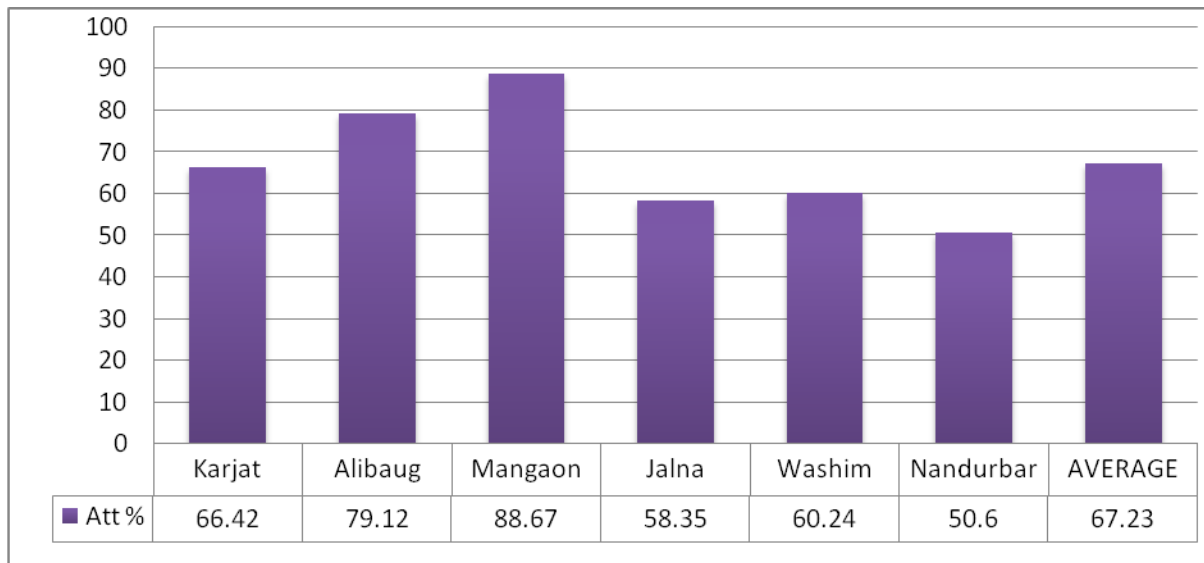
No. of Beneficiaries



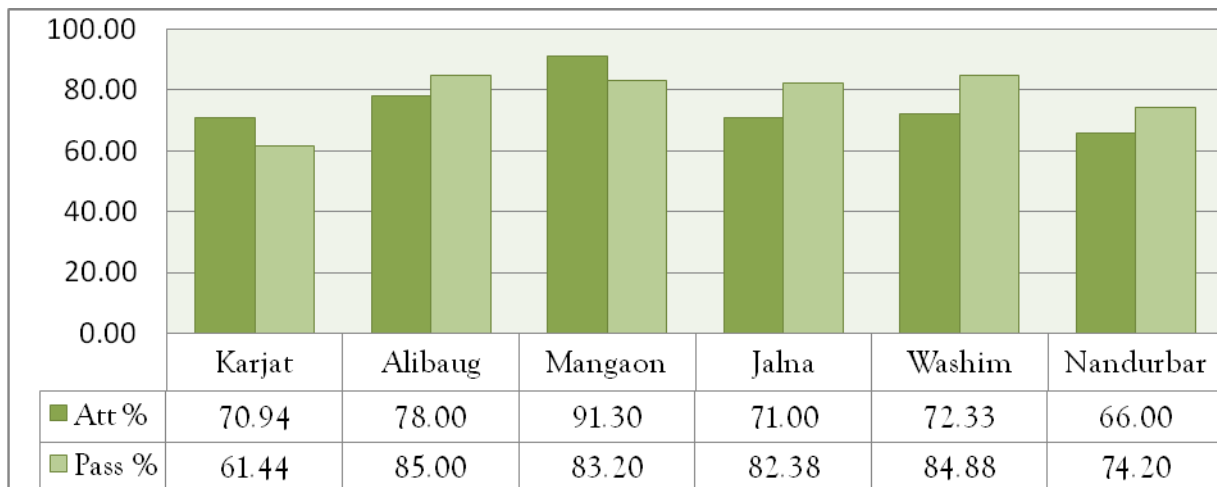
Daily Sessions



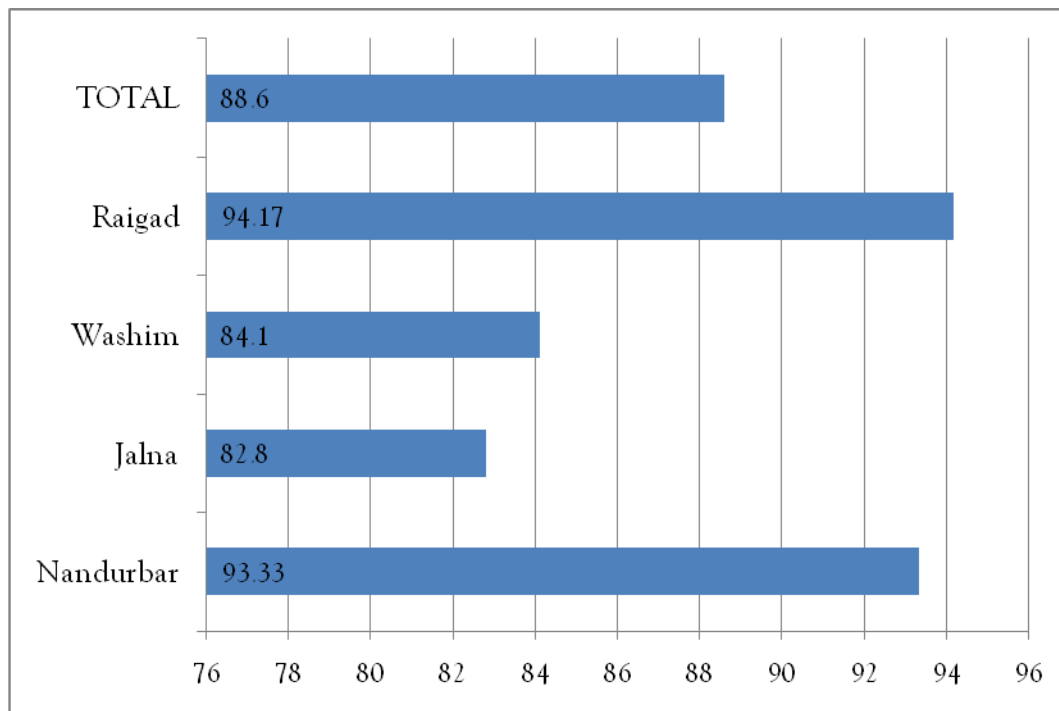
Annual Average Attendance



SFSEP Test Details



SFSEP Annual Result 2013-14



The Planning Process

Planning is an important component in SFSEP, as it should be of any good project or program. Annual planning is a rigorously implemented process across all regions and apart from overall yearly activities it goes as deep as daily planning of contents to be taught and activities to be conducted. The content is finalized, balancing the changing school curriculum and needs of students. Then it is put into a proper sequence and keeping in mind the methodology to be used for teaching, expected number of sessions is calculated for each topic. Finally the topics are then appropriately mapped to each month, depending upon the school schedule (exams, vacations, events etc) and planned SFSEP and Anando activities. Monthly plan is then gradually converted to weekly and daily plan.

Innovative Methods and Joyful Learning

Karjat

- ✓ **Individual, pair and group Activities** – conducted in relation to the English language development as well as to strike a balance between the basics and the school syllabus. For example, while discussing about games, there were boxes containing chits with names of a game written in each. Students, either individually or in pair, had to pick a chit, identify the game, classify it as indoor or outdoor and share whatever information he/ she had about it. This served as a participative activity ensuring every student's involvement, improving knowledge as well as communication skills, boosting the confidence and developing the pre-knowledge for a chapter/ unit in English curriculum dedicated to sports.
- ✓ **Students sharing the responsibility of Teaching-Learning in SFSEP classes**
 - **Group Discussions and Presentations – Theorems (Geometry)**
Anando weekend workshops use GDs and Presentations extensively to involve children in the process of learning and develop their self-expression as well as confidence. The same

concept was used in Khopoli and Karjat centers for teaching Theorems in Geometry, which are otherwise found very difficult by students, and it yielded excellent results. Teacher gave the initially required information about a Theorem or a corollary and then students, divided in groups, were given (same or different) theorems to discuss and understand. Having the knowledge of the structure of theorem, the groups spent 25-35 minutes discussing the components, steps, and properties or other previous theorems used in proving this one. The very idea that theorems are not to be rote-memorized but can be logically understood and also proved using different ways other than those given in textbook is ground-breaking. This idea coupled with a better basic knowledge and much more faith in the ability of students to discuss and analyze on their own worked wonders and students enjoyed the process. The groups were even seen competing for better analysis and explanation (presentation).

- **Self-preparation and Doubt-solving**

With the same idea that students should be made self-reliant in learning new concepts, some content was identified well in advance to be given to students for themselves to learn. It was discussed with them and they were made comfortable with the idea that SFSEP teachers cannot and will not teach them everything – the syllabus and the entire array of fundamental concepts preceding it and that they also had to share the responsibility. Accordingly, some part was assigned to them every month or for every topic, they studied it on their own, in pairs or groups and only came to SFSEP teacher if there were some unanswered doubts. This made the children less dependent on teacher and more on themselves, gave them confidence in their own ability and also gave the teacher an opportunity to observe how each child performed, along with some extra time which could be used for other important tasks with children.

Alibaug

- ✓ **Parts of Speech and Sentence Construction Activities** – These grammar topics are highly important yet very commonly neglected and it causes too much difficulty for students to progress in the language development process. In Alibaug and Chondhi centers SFSEP teachers designed and conducted a series of activities dealing with these topics. Along with vocabulary activities, students were made to identify and discuss different words, their meaning in Marathi, and their role in a sentence. The meaning helped retention and understanding their role in sentences helped students understand the parts of speech and sentence construction process in a more comprehensive way. Then these words were given to students (individually or in pairs) to make meaningful sentences including those words. This gave the students confidence that English is within their reach; it strengthened their base and helped them learn faster at home as well as in school.

Mangaon

- ✓ **Innovative, attractive and useful Teaching Aids** covering a wide range of topics in both the subjects The importance of good TLM (Teaching Learning Material) can never be fully explained. SFSEP Mangaon team realized this and spent the entire summer months – first for brainstorming on the need of teaching aids for different areas and topics in both subjects and then for actually preparing innovative and useful as well as durable Teaching Aids. Aids for different geometric concepts, 2-D geometric figures and their characteristics and types, elements of English grammar and writing skill as well as engaging material to boost communication and understanding was developed and prepared using card-sheets, color-markers, thermocol and threads, strings and tapes. The prepared aids were hand-laminated using transparent plastic sheets, making them attractive as well as durable. Since then, these aids were extensively used in SFSEP Mangaon and they created amazing enthusiasm in students, making the concepts easier to visualize and thus grasp and inspiring them to learn better and more.

Jalna

✓ **Group/ Competitive/ Out-of-the-classroom Activities**

Learning can occur within and without the classroom, with and without the blackboard, chalk, pens and notebooks. This is an important aspect of joyful learning – the understanding that learning is a relevant, consistent process and it cannot be limited to the confines of a classroom and traditional methods. In Jalna SFSEP Teachers conducted many group activities in open air, on playground and under the trees. Students learned arithmetic operations, types of numbers, parts of speech and elements of group-study while they enjoyed the process and worked in pairs and teams. Many kids who sat silent in the classes opened up on the playground and willingly participated in these games and activities; some even took the leadership of their groups and led them to victory. The concepts thus learned were found more relevant and long-lasting. Some concepts that were previously taught in classes or school and not properly grasped became easier and clearer through these exercises and it empowered not only the students but also SFSEP teachers.

Washim

✓ **Learning by Doing**

Inspiring students to learn by practically doing something relevant is probably pedagogy in itself. In SFSEP Math classes in Washim, students were made to measure the dimensions of their classroom to calculate the perimeter of a square and of the blackboard to calculate the area of a rectangle. Concepts like these remain only abstract ideas, difficult-to-understand and remember if taught through plain oral and written explanation. The practical exercises allowed children to see geometry as a part of life and not just as a collection of irrelevant ideas and formulae.

✓ **English Vocabulary Activities**

Words are the building blocks of language and too many of vernacular medium students find English unapproachable owing to lack of vocabulary. In SFSEP classes of all regions teachers frequently conduct vocabulary activities, the most popular of them being the ‘Word-Antakshari’. Children find and share English words known to them one after the other in a continuous loop and the effort of finding a word starting with the end-letter of the previous word makes it all the more interesting. Such activities, with small variations and twists, were conducted and it helped children relate to the language easily. They found it easier to make their own sentences, solve comprehension passages and attempt paragraph, story and letter-writing.

Nandurbar

✓ **Reading-Week (‘Vaachan-Saptaah’)**

✓ **English Vocabulary Activities**

Mangaon feedback

Students:

- ✓ “These days, teachers conduct lessons using Teaching aids, and you get to understand things better”, said 15 year old **Sanchita Kekane, Std X student of Jawli centre**. “It teaches me something about everybody life, how things function. Teachers are now keen on finding out if we understand compared to before. Now, when a teacher enters the class, you get what they want you to learn. They ask you if you have understood them.”
- ✓ **Std IX student of Goregaon centre, 14 year old Saurabha Lakeshri agrees** - “Before, when teachers taught, they just talked,” He said. “They didn’t use any teaching aid before. Now, things are simpler than before. We can touch the aid & can get the real feelings. It is really a nice learning experience.”

Teachers (SFSEP):

- ✓ SFSEP Teachers are happy with the learning environment that they are successfully nurturing.
- ✓ **Miss. Shital Pakhurde, SFSEP Teacher of Mangaon & Jawli centre** working since last three years in LOLT said, “ We have made big strides in our classroom techniques & have reached a very good stage. Nowadays, children participate fully as we ask them directly: What did they like? What didn’t they like? Did they understand the lesson?”
- ✓ “Attention level of students has increased tremendously since we started new teaching methodology. Their interest level has also grown up. It is helping them to keep their memory sharp”, shared **Mr. Rakesh, SFSEP Teacher of Goregaon & Jawli centre** working since last three years in the organization. “Since we started teaching with teaching aids then we have always been thinking on improving quality of education.”

Nandurbar Feedback:

Students:

- **Jogya Subhash Valvi (Shahada)** – ‘Understanding basic of subjects was big problem with me and it has restricted my development but I got freedom from this problem in SFSEP classes. I got to learn basic in very simple ways which made my way of success clear. Today I have much knowledge then before’
- **Vandana Kohli (Prakasha)** – ‘The concept of joyful learning was very new for us and confusing too. But I got to understand it in our classes. It is the place where you have freedom to share doubts and asked question without fear and you also get same response in each problem. This thing has motivated us to make our doubts more clear and it removed fears of subject’.
- ‘Writing skill method was lacking in me. I got many problems and notice from teachers to improve my writing skill. After having session in classes on writing skill I practiced the instructions given by teacher. And after five month I got compliment form my class teacher for good handwriting. This is my development in class’ - **Sunil Kashinath Padvi (Shahada)**
- ‘Math was like an awful subject for us and I had lost hope of passing in this subject. But here in SFSEP classes I got tips on different topics and sharing of doubts has motivated me to learn this subject. At last I got first class in board exam. This is the dream come true to me because of SFSEP classes’. - **Pratibha Kailash Koli (Shahada)**
- ‘I do not like to talk too much with teachers because they do not response in a good way - this was my thinking but after entering in SFSEP classes my concept changed and I started asking doubts and clearing them. It helped me a lot in the board exam. Methods of teaching and making things easy for students is the best thing I like in SFSEP classes- **Priyanka Raghunath Koli (Prakasha)**
- ‘Still I am facing problems in understanding subjects in a proper way. But I passed Std X and it has given me confidence that I can go ahead. I got tips in classes which helped me to pass the board exams - **Naresh Sukhadev Bhoi (Prakasha)**

Teachers (SFSEP):

- As a teacher I have seen many students. I have my private classes also. But when I see and observe these students of SFSEP class, I can measure the difference. Actually in private classes you cannot give such environment to students which these classes have. And the way of teaching and creating new ideas has really impressed me a lot. - **Vitthal Marathe (Shahada center)**
- In SFSEP class students interest has grown day by day and many students have achieved success also. But the satisfaction of doing something different I got here only. While working with these students and solving their doubts we also got to learn so many things. The real way of teaching and attachment of students, I got to know here - **Bhattu Samudre (Prakasha center)**

School Teachers:

- Students basic problem improved and interest level also increased in this year - **Ishwar sir (Prakasha)**
- Attendance ratio of students really increased and they responded very well in school tests - **Koli sir (Shahada)**

Karjat Feedback

Parents:

- ✓ My child is studying quite well now and I think he has intelligence; I am seeing the benefit of SFSEP classes.
- ✓ The individual attention that you provide is helping a lot.
- ✓ My son, Suraj had failed last year but this year he passed only because he was regular in your (SFSEP) classes; otherwise he would have again failed and left school.

Students:

- ✓ Only here (in SFSEP classes) we are asked whether we understand or not. It helps us learn better.
- ✓ We are not afraid of English and of grammar any more. Sangeeta madam (SFSEP Teacher - Karjat - English) has helped us to reach this stage.

School Teachers:

- ✓ Your contribution matters a lot in the high percentage of passing in SSC students of our school - **Janta Vidyalay, Karjat**
- ✓ Kondiwade center has secondary school (Dnyan-Makarand Vidyalay) in Khandpe village. This school had invited 2 expert teachers from SFSEP for special guidance session to their SSC students in English and Maths. Ms Sangeeta Chandane (English) and Mr. Mahendra Ghare (Mathematics) were sent for these sessions and the sessions were highly informative and effective. Students requested for more and the sessions were extended (same day) to cover the doubts of children. The Teachers of the school praised both the SFSEP teachers on their knowledge and delivery methods of both subjects.

Alibaug Feedback

Students:

- ✓ SFSEP has played a vital role in my education and learning.
- ✓ Our SFSEP teachers understand our needs and guide us accordingly.

Jalna Feedback

Students:

- ✓ SFSEP give us real knowledge.
- ✓ I have come to understand the importance of time and self-learning in my class.

Washim Feedback

Students:

- ✓ SFSEP builds our basic knowledge in English and Maths and that is very important.
- ✓ Without paying a single rupee, I have learnt so much here. SFSEP changes our attitude towards education.
- ✓ Now we understand that education has to be and can be applied in our life. It is not just in books.

Parents:

- ✓ We become aware about our son or daughter's education
- ✓ Now our children have started studying at home
- ✓ We have started asking the school teachers about the progress of our children
- ✓ We were not able to provide tuitions to our children but SFSEP gave us free tuition
- ✓ Now our children go to school regularly due to the SFSEP class
- ✓ We feel that our future will be bright
- ✓ Our children became capable to do any diploma or degree in the future due to the SFSEP class

School Teachers:

- ✓ SFSEP helps poor student and make their life
- ✓ Student get fundamental knowledge of English and Mathematics through the SFSEP
- ✓ SFSEP not only changes the students' quality but also their life style
- ✓ SFSEP creates educational awareness not only in the students but also in the parents and society

ANANT PROGRAMME

Anando is LOLT's flagship educational program ensuring holistic development of children through Personality development and Academics enhancement. The program runs on three 'E' approaches i.e. to 'Educate, Empower and Equip for employability'. Although Anando has sufficient inputs for developing personality of a child, some children required special inputs to enhance their talent in Music and Performing Arts. The program 'Anant' was initiated to give exposure to Indian culture and to bring out the talent and creativity present within them. The Anant Programme ensures development of the children in Performing Art by providing training in selected forms of arts on a regular basis.. Anant creates a platform for children to Evolve, Enhance and Exhibit their talents. The Anant Programme is implemented in collaboration with Flowering Tree Inc., USA.

Anando beneficiaries who show special talent or inclination towards Vocal singing, playing Tabla or Harmonium and Dance are selected as Anant beneficiaries. The selected students are given special classes in Singing vocal), Tabla and Dance. Generally, in the first year students participate in different art forms but gradually from the second year onwards they select and seriously pursue one of the above mentioned genre as per their inclination and talent. Pedagogy of Anant is explained in following points.

Objectives of Anant:

- To develop competencies and experience in arts, where the children will grow in discipline, self confidence, and ability to work in team and use arts as a means of self-expression
- To enhance cognition & develop IQ of children through arts
- To develop the concentration of children with the help of arts
- To teach students to apply arts as a means of stress relief & creation of positive mindset
- To sharpen the inherent art-skills through formal coaching
- Self realization of potential by children & their families
- To build-up capacities for effective public presentation
- To create sparklers amongst children & help them to develop career in arts
- To provide all resources required by children to create their own, innovative products in arts
- To share outputs of program to connect with likeminded people, organizations & communities
- To empower Anant for resource generation
- To establish "Anant" as a resource in field of arts

Statistical Information

Name of Taluka	Name of Center	Music Component				
		Tabla	Vocal	Dance	Total	Total
Alibaug	Choundhi	11	15	17	43	79
	Alibaug	10	15	11	36	
Mangaon	Mangaon	3	0	0	3	16
	Goregaon	13	0	0	13	
Karjat	Khopoli	6	6	14	26	82
	Kondiwade	3	9	10	22	
	Neral	4	8	13	25	
	Karjat	0	2	7	9	
Total		50	55	72	177	177

Anant Programme - Attendance Statistics:

Name of Taluka :- Alibaug		Total Students :- 79				
Music Component	Name of Centre	No. of Students	Planned Classes	Achieved Classes	Class %	Students Attendance
Singing	Choundhi	15	86	82	95	60
	Alibaug	15	84	75	89	62
Tabla	Choundhi	11	83	82	99	70
	Alibaug	10	81	75	93	64
Dance	Choundhi	17	77	71	92	67
	Alibaug	11	79	73	92	72
Alibaug Taluka Attendance		79	490	458	93%	66%

Name of Taluka :- Mangaon		Total Students :- 16				
Music Component	Name of Centre	No. of Students	Planned Classes	Achieved Classes	Class %	Students Attendance
Singing	Mangaon	0	0	0	0	0
	Goregaon	0	0	0	0	0
Tabla	Mangaon	3	87	83	95	73
	Goregaon	13	102	98	96	79
Mangaon Taluka Attendance		16	189	181	96%	76%

Anant Programme - Attendance Statistics:

Name of Taluka :- Karjat		Total Students :- 82				
Music Component	Name of Centre	No. of Students	Planned Classes	Achieved Classes	Class %	Students Attendance
Tabla	Neral	4	26	26	100	100
	Khopoli	6	34	34	100	99
	Koondiwade	3	37	37	100	97
Singing	Neral	8	27	27	100	89
	Khopoli	6	24	24	100	93

	Koondiwade	9	34	34	100	98
	Karjat	2	4	4	100	100
Dance	Neral	13	31	19	61	68
	Khopoli	10	35	31	89	75
	Koondiwade	14	21	14	67	63
	Karjat	7	45	32	71	72
Karjat Taluka Attendance		82	318	282	89%	87%



Overall major highlights of this year:

- Ms. Uma Rele from Nalanda Institute of Dance visited Alibaug Centre, Anant Dance class.
- In Choundhi and Alibaug Centers - Best Student of the Year Award was given to Anant students - Pooja Bhoir (Choundhi center) & Kirti Padiyar (Alibaug Center).
- Anant Team members along with Anant students visited the Nalanda Dance Institute for exposure.
- In Mangaon and Alibaug Centres 18 students participated in a Tabla Exam held at Gandharva Mahavidyalaya University. All 18 students passed of which 9 students passed with distinction.
- Bhagyashree Gavankar and Nikhil Mhatre were selected for third round in Raigad Cha Shiledar reality dance show on ETV Marathi. Ms Bhakti Raut was selected for the 1st round.

- On 13th, 14th & 18th May 2013, a three day capacity building training for all Anant Programme teachers was organized at Alibaug for all project staff.
- On 10th May, 2013 the Anant Plus students meeting was organized in Alibaug with the objective of motivating students to rejoin classes and participate in all other organizations programs.
- On 18th June, 2013 Anant teachers and selected Karjat students visited Dhruvad Gurukul for exposure.
- A Classical Program in 2 parts was organized at Karjat on 7th July and 4th August 2013 where children listened to recorded music of renowned classical singers.
- On 22nd July 2013 every Anant Center celebrated 'GURUPORNIMA'.
- A musical programme was organized for Anant Plus students of Choundi & Alibaug, where the teachers and students performed for the benefit of student's parents and the local people. This programme was held in November 2013
- The Anant students of Alibaug Zone performed two short skits at the Baal Natya Mahotsav held at the Damodar Natya Mandir, Parel, Mumbai.
- On 28th December 2013 at the LOLT fundraising concert - Suzanne Dmello Musical Concert the Alibaug Anant students performed. The concert was held at St Andrew's Auditorium, Bandra, Mumbai.

Special Activities :

- ✓ **Classical Programme Part I & II held on 7th July & 4th August 2013 for all Anant Teachers & students**

Objectives

- To create interest in classical music amongst the Anant children.
- To introduce the Ragas Raga Hamir, Raga Yaman, Raga Miya Malhar, Raga Sarang and Raga Bhoop, Raga Vilaskhani Todi, Raga Bhairav, Raga Tilak Kamod, Raga Darbari, Raga Deskar, Raga Bhup and Raga Vrindavani Sarang. All these Ragas were presented in the program.
- To create positive image of teachers behind students through classical music

Impact

1. All children of Anant came to understand what exactly classical music is.
2. They are now practicing classical music as it needs more and more practice. More interest has been created amongst the children.
3. The children have now decided to give exams in classical music.

- ✓ **Exposure Visit: Dhruvad Gurukul**

On 18th June 2013 the Anant Team and 6 Karjat Taluka Anant students visited the Dhruvad Music Academy.

Objectives

1. To gain more information about music (singing) education.
2. To get information about Gharane Shahi Classical Sangit.
3. To get information about Dhruvad Gurukul Music Academy.

Impact

1. Meeting with Pandit Bauddin Dagar, famous for Rudra Vina performance, who gave information about the syllabus offered by the academy.
2. In his opinion music has impact on our life when we sing for only our satisfaction.
3. Music leads to positive changes in our life.
4. He shared the different methods of practicing classical music.

✓ **Diwali Pahat** : 1st December 2013

Objectives

1. To develop professionalism among children of Anant
2. To make them self efficient.

To develop their inner confidence.

Impact

On an experimental basis to explore singing as a professional career the Alibaug Taluka Anant Plus children formed a small orchestra to perform during the Diwali period. It gave the team an opportunity to check the children's skill at a professional level

It is the impact of our intervention Anando Plus and Anant that our children gave a tremendous output during this program.

Special achievements / programmes:

- Our Anant Plus student from Choundhi Center - **Shreepad Amle** performed the role of anchor for annual gathering in his Junior College.
- **Aniket Lakeshree** gave an excellent Tabla performance at Bal Kala Mahotsav, Mangaon.
- In Choundhi and Alibaug center the Best Student of the Year award was given to Anant students - **Pooja Bhoir (Choundhi center) & Kirti Padiyar (Alibaug Center)**.
- 14 students from Choundhi Center won the 3rd Prize at a district level dance competition. They were awarded a Trophy and prize of Rs 3333/-. The competition was organized by Shree Ganesh Seva Mandal Shreenagar, Kihim.
- In Mangaon and Alibaug Taluka 18 students gave the Tabla Exam from the Gandharva Mahavidyalaya University. 100% passed and 9 students got distinction.
- Choundhi Center's Anant Student Harshala Parb participated in a district level singing competition organized by Guruvarya Subhanrav Rane Pratishthan, Pezari.
- Karjat Taluka Anant students performed dance on 'Save the female child' choreographed by Mr. Somnath Hajare, Dance teacher, Karjat Taluka.
- Bhagyashree Gavankar and Nikhil Mhatre were selected for third round of Raigad Cha Shiledar reality dance show on ETV Marathi and Bhakti Raut was selected in 1st round.
- Anant student from Choundhi Center Pooja Bhoir passed with 1st rank in her school.
- In Karjat Zone Hemlata Pisal got 1st prize at a local singing competition held at Bhoirwadi, Karjat.
- Anant Student from Choundhi Center Harshala Parab participated at a Alibaug Taluka level singing competition and was selected for District level. This competition was organized by PNP School, Alibaug.
- Anant Plus student from Choundhi Center - Gayatri Amle has joined as a Music and Nursery Teacher in Little Flower English Medium school. She is also pursuing her BA and is currently in the Second Year BA.
- Anant Plus beneficiary Sagar Labde is now handling the responsibility of dance teacher for Anant Project which is a huge impact of Anant Programme.



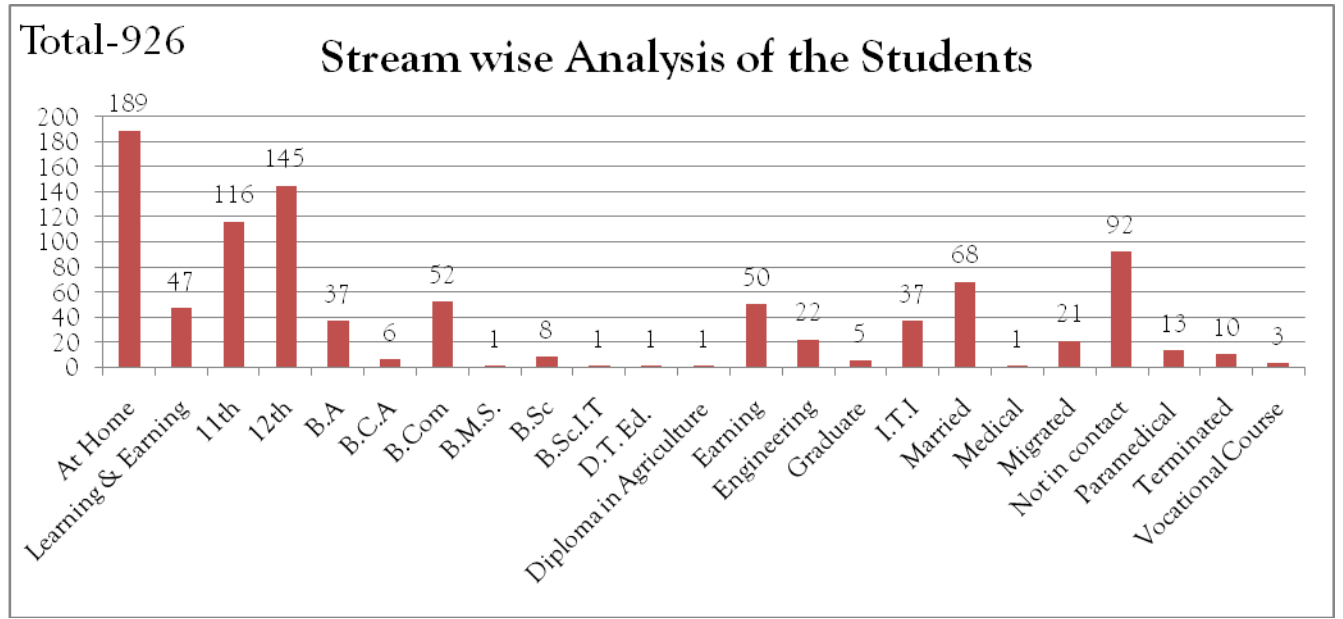


ANANDO PLUS

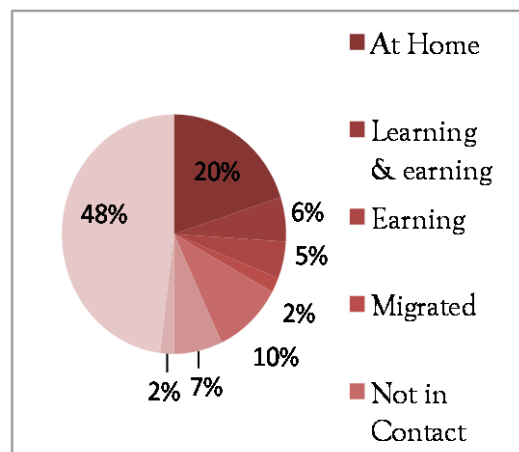
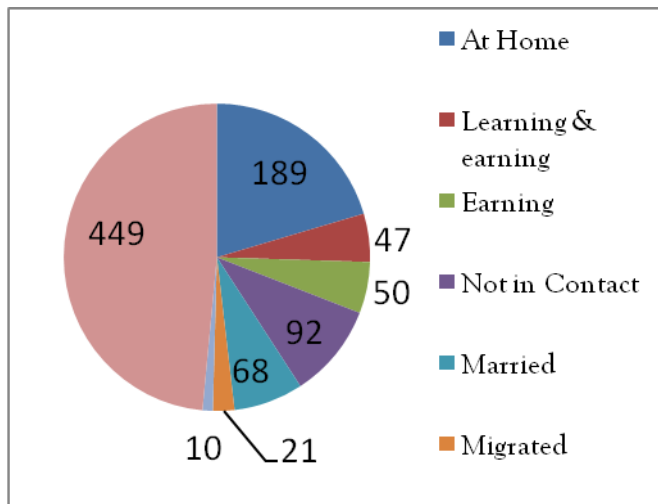
Raigad District

Karjat Taluka

Statistical Analysis :



Statistics in percentage and figure :



Activities :

Meetings with Anando Plus students :

In this reporting period 10 meetings were organized for Anando Plus beneficiaries from all the centres in Karjat Taluka which were attended by 133 beneficiaries. A number of issues were focused upon during these meetings depending on the need of each centre but the main areas of focus remained on motivating students to continue their higher education, using their free time effectively in enhancing their skill sets, motivate students to participate in all Anando activities and volunteer to support in major programmes organized by the organization. The meetings also provided the opportunity to the Anando Plus team to update the information of each child and individually counsel those requiring additional support and guidance. Based on the interactions during the meeting home visits and counseling sessions were held with 39 participants

Impact :

- Good Understanding of the current educational status of Anando Plus beneficiaries
- Guide individual students to pursue their studies better
- Approached local colleges for admissions for Anando Plus students at concessional rates.
- 9 students volunteered to undertake the Community Needs Assessment for Lokkruti Project

Special Group Meetings :

a. **Meeting with students pursuing B.Sc. Optometry in Pune** – as a follow up with the Anando Plus beneficiaries undertaking the course in Pune a meeting was held with the students and their principal to gauge their academic progress and discuss issues regarding their hostel facility. Students are faring well in the course and their academic progress is excellent. The issues faced by the students regards the hostel facility were also sorted out during this meeting. 10 students participated in this meeting.



b. **Police Recruitment** – A meeting was held with 7 students interested in joining the police force to guide them on how to fill in the application forms. 3 students were motivated to fill in the forms at this meeting. They have completed all the formalities related to the recruitment and are awaiting results.

c. **Anando Task Force meetings held in Khopoli, Kadav and Karjat Centres** : The aim was to introduce the concept of the taskforce to the students and prepare them to participate in all LOLT programmes as committed volunteers. 30 students have expressed their desire to be a part of Anando task Force and help the organization to take the Anando vision to many others in the villages they reside in.

Career Guidance Programme:

- A Career Guidance programme was organized for 120 Std IX & X students of Vasrang School in the month of April 2013.
- Special Career Guidance programmes were organized for Anando Plus beneficiaries in the months of May, November & December 2013 covering 158 students across all centres in Karjat Taluka
- Career Talk was given to Anando Plus students on Optometry as a Career by the Lawrence & Mayo team in Karjat . 7 students from Std XII (Science) showed enthusiasm towards pursuing this career in the next year.



Linkages developed over the year with local colleges, vocational training institutes to enable easy access for Anando Plus students :

- Tasgaonkar College (Engg.) at Bhivpuri.
- Kirti Technical institute, Karjat.
- Govt. ITI, Karjat.
- K.J. Sommiya Trust, Ghatkopar, Mumbai
- KGKC Engg. College, Karjat.
- KGKC College, Karjat.
- IBSAAR Management College, Karjat.
- Abhinav Junior College, Karjat.
- KGKC Engg. College, Karjat.
- Neral Junior College, Neral.
- KMC College, Khopoli.
- B.L. Polytechnic College, Khopoli
- Govt. Polytechnic College, Pen.
- WIT Nursing College, Panvel.
- Ramraje College, Dapoli
- Karjat Commerce Classes, Karjat

Exposure Visits undertaken during the year :

H.V. Desai Optometry Hospital, Pune – 5 students with their parents visited the hospital to know more about the different career options in para medical field. One student - Ms. Vanita Shinde took the admission for Diploma in Ophthalmic Technician after SSC.

Interaction with Politician - Ramsheth Thakur (Ex Member of Parliament) in Panvel: 40 Anando plus students visited Mr Thakur in Panvel and interacted with him to learn more about his experiences and his long journey towards becoming a Member of parliament. He shared his own experiences in life right from his childhood, his educational journey to business life and how he achieved success in critical situation.

Tasgaonkar College, Bhivpuri : During the visit to the college, the resource person Mr. Mohite gave an orientation to MBA as a career option and explained the admission process for the MBA course, how to apply for an educational loan, scholarship and future job placement. He took time and patiently answered all the queries. From the 6 students who visited the college 1 girl has successfully taken admission to the course.

Pillai College, Rasayani : 4 students participated in a seminar organized by the college on how to prepare for the MBA CET. They felt more confident of appearing for the exam post the seminar.



Achievements:

Manisha Mange (Khopoli) completed her Diploma in Computer Engineer. She was employed as Computer Teacher under Project Jagruti for 3 months.
11 Anando Plus students were interviewed for various posts in LOLT - 3 have now joined LOLT.
Nine students got the scholarship Rs. 97,611/= from Disha Pariwar, Pune.
Ten students successfully completed their graduation.
Five students have successfully completed ITI course and they are pursuing apprenticeship in reputed companies like Godrej & Onida.
Mangesh Lobhi completed the electrician course with a 1 st rank from Govt ITI, Karjat.
Harshala Dighe from Khandas Center secured admission for BHMS in KES Keluskar College, Alibaug.
All B.Sc optometry students passed their semester with first class.
Sagar Vishe got fee concession of Rs. 83,000/- from Tasgaonkar College.



Alibaug Taluka

In this reporting period the total number of Anando Plus beneficiaries was 131. :

Statistical Information:

Streams	No of children
Arts	35
Commerce	38
Science	29
D.Ed.	1
ITI	4
Diploma	9
Hotel Management	2
Agriculture	1
Education Left	12

Post SSC Case Counseling:

- Career counseling was undertaken with all the students who passed SSC in the year 2012-13.
- Totally 32 Anando beneficiaries had appeared for the SSC exam out of which 27 cleared their exams successfully (84%)
- Through individual case counseling, all the SSC students passed and the ones who were not successful were guided to select an appropriate path post SSC.
- Children who have passed the exam were suggested streams based on their capacities, interest, marks obtained and by considering their overall family situation.
- Children who had failed the exam were guided to give the exam again. Some who were not really capable were guided to enroll for a suitable vocational course so that they were able to stand on their own feet and contribute to their family.
- Career choices made by the students are as under.

Center	Arts	Comm.	Science	Diploma	ITI	Vocational Course	Repeat Exam
Choundhi	0	1	2	1	0	0	2
Alibaug	0	1	1	0	0	0	1
Salav	5	4	0	0	2	0	1
Walke	1	3	2	0	2	2	1
Total	6	9	5	1	4	2	5

Ankur : A Training for Anando Plus beneficiaries:

In order to improve the thought process of Anando Plus children towards 'Pay Back to the Trust' the Alibaug Team organized a small training capsule 'Ankur' on 8th April 2013. The participants were trained on how to deliver a workshop subject for which their capacity to handle the larger group and to speak in front of people was developed. The impact of the Anando programme is truly visible as Anando Plus volunteers have now introduced many innovative activities rather than the same old ones whilst delivering the subject with the beneficiaries.

Career Guidance for Anando Plus children:

- A Career Guidance session for Anando Plus beneficiaries was organized on 8th November 2013 at Alibaug Project Office with an aim to develop their banking skills and to explore career options in the banking field. The session also covered topics like - how to get information for preparation of bank exams, ways to develop good marketing skills and effective communication skills.
- Representatives from Saraswat Bank, Mr. Rahul (Branch Manager) and Mr. Pravin Gharat (Dept. Manager) took the session on making a career in the bank.
- Two trainers - Mr. Kudalkar & Ms. Pratiksha from DXN marketing company took the session on marketing skill and effective communication along with related activities.
- 17 children interested in a career in a Bank attended the session which they shared was a very helpful session for them.

Anando Plus beneficiaries - Learning & Earning







- **Sakshat Mhatre, Choundhi Centre** - enrolled as an Anando beneficiary in the year 2008. He passed Std X in 2010 with 70% marks. He took admission in Junior College (Science stream) and passed HSC with 41% marks in 2012. Sakshat is a very honest and sincere boy. His family's economical condition is very poor. His father is a driver but his work is not regular. His father lost his right hand thumb in an accident at home. Now Sakshat has to handle his education expenses himself. He is working in Alibaug city as a data entry operator in a private agency. This year he has passed his S.Y B.Sc with 52% marks and is now preparing for his final year. He is working and continuing with his education. He wants to take up a career in the computer field - he wants to pursue a course in computer hardware after graduation.
- **Abhishek Bhoir, Choundhi Centre** - has been an Anando beneficiary since 2007. Abhishek passed his SSC exam in 2010 with 63.45%. He chose to pursue a diploma course in Agriculture. He completed his diploma in 2012 and since then he has been working in a government nursery as a part time employee. With his earnings he has been able to continue his education. He completed his HSC in 2014 and has now taken admission for the graduation course.
- **Pranita Bhoir:** enrolled as an Anando beneficiary in the year 2007. She passed SSC exam in 2011 with 63.27%. She passed HSC exam in Science stream in 2013 with 46.67%. Her economical background is very poor. Her father is a shoe maker in the local market and her mother is a domestic servant. So Pranita has to work for her family. Now she is pursuing higher education with her own earning. She wants to complete her M.Sc.

SSC Results (for the year 2012 – 13, results declared in June 13)

Light of Life Trust – Anando students proved themselves as bright, sparkling stars in this important stage in their educational journey. A total of 552 of our beneficiaries from Karjat, Alibaug and Mangaon Talukas - Raigad District and Jalna, Washim and Nandurbar Districts appeared for the examinations out of which 505 passed. Of these, 76 have passed with distinction, 178 in 1st class and 218 in 2nd class.

District / Taluka	Total Students in Std X	Result			Pass %	% Obtained				
		Pass	Fail	Not Attended		00-34	35-44	45-59	60-74	75 Above
Raigad District										
Karjat Taluka	187	174	13	0	93	0	9	85	61	19
Alibaug Taluka	69	69	0	0	100	0	9	38	20	2
Mangaon Taluka	67	61	3	3	95.31	0	1	21	24	15
Jalna District	103	92	8	3	92	0	9	40	26	17
Washim District	96	81	13	1	85.26	0	2	23	36	19
Nandurbar District	30	28	0	2	100	0	2	11	11	4
Total	552	505	37	9	93.17	0	32	218	178	76

Name of Student	Centre	District / Taluka	%
Ashish Dinakar Papade	Mangrulpir	Washim	91.02
Shalini Sitaram Wadhawal	Mangaon	Mangaon	90.2
Renuka Ashok Dhavle	Mathpimpalgon	Jalna	89.02
Darshana Sunil Shette	Kondiwade	Karjat	88.4
Snehal Satyawar Chandorkar	Goregaon	Mangaon	87.2

 <p>Ashish Dinakar Papade Mangrulpir – Washim - 91.02%</p>	 <p>Shalini Sitaram Wadhawal Mangaon – Mangaon - 90.02%</p>	 <p>Renuka Ashok Dhavle Mathpimpalgon – Jalna - 89.02%</p>
 <p>Darshana Sunil Shette Kondiwade – Karjat - 88.04%</p>	 <p>Snehal Satyawar Chandorkar Goregaon – Mangaon - 87.2%</p>	 <p>Top Rankers</p>

Project Anando – Our Corporate Donors

Name of Corporate Donor	Purpose
Bharat Petroleum Corporation Ltd.	Project Anando – 166 beneficiaries in Karjat Taluka, Raigad District.
Edelgive Foundation	Project Anando - Washim District
iGATE Global Solutions Ltd.	Project Anando – 180 beneficiaries in Karjat Taluka, Raigad District
Welspun Foundation for Health & Knowledge	School Quality Development Programme - Anjar Taluka, Kutch District , Gujarat
The Phoenix Mills Ltd.	Project Anando – General
Light of Life Trust-USA	Project Anando – General
Chance of Life, Germany	Project Anando - Mohili Centre (Girl Child Sponsorship), Karjat Taluka, Raigad District & Lokkruti Project, Mohili.
Give India Foundation	Project Anando General
All Cargo Logistics Ltd.	School Quality Development Programme – Uran Taluka, Raigad District, Maharashtra
Batlivala & Karani Securities Pvt. Ltd	Event : Sathwaro Shree Radhe Shyamno - Dwitiya
Brainview Investment & Trading Pvt. Ltd.	Event : Suzanne D'mello Musical Concert
Flowering Tree Inc., USA.	Anant Programme
SHCIL Foundation	Project Anando General
Bob & Lola Enterprises Pvt. Ltd	Project Anando General
Rotary Club of Bombay Worli	Project Anando -Tiware Centre, Karjat Taluka, Raigad District
Syndicate Express Pvt. Ltd.	Project Anando Child Sponsorship
Global Giving Foundation Inc.	Project Anando General
Grover International	Project Anando Child Sponsorship
Koshi & Daldas Charitable Trust	Project Anando General
Kumon Noida Expressway Centre	Project Anando General
The Walt Disney Co. (India) Pvt. Ltd.	Project Anando General
Sprimet Auto Forms	Project Anando Child Sponsorship
Arpee Cleavers	Project Anando Child Sponsorship
Go Go Travels Pvt. Ltd	Anando Child Sponsorship
Helpyourngo.com India Pvt. Ltd	Project Anando General
Four Season's Hotel	Event : Mumbai Marathon 2014
Leena Adhvaryu & Associates	Project Anando Child Sponsorship
Akar Prakar Art	Project Anando General
United Way of Mumbai	Event : Mumbai Marathon 2014
Amfico Agencies Pvt. Ltd.	Project Anando Child Sponsorship
Triveni Sangam Holding & Trad. Co. Pvt. Ltd	Project Anando Child Sponsorship
Jal Venkatesh Investment Pvt. Ltd.	Project Anando General
Dukraft Paper Distribution Pvt. Ltd.	Project Anando Child Sponsorship
Quality Printers (India)	Project Anando Child Sponsorship
Nautilus Export	Project Anando General
S. B. Dave & Co.	Project Anando Child Sponsorship
Rajiv Enterprises	Project Anando General
Archana Trust Suburman	Project Anando General

Johnson & Johnson Ltd	Project Anando General
Ballaleshwar Infrastructure	Project Anando General
Purohit Sweet Mart	Project Anando General
Sagavekar Jewellers	Project Anando General
Kishco Ltd.	Project Anando Child Sponsorship
Giriraj Textile Industries Pvt. Ltd.	Project Anando General
Rajesh Parab Pratishthan	Project Anando General
B. X. Furtado & Sons	Event : Suzanne D'mello Musical Concert
Metcraft Alloys Pvt. Ltd.	Project Anando General
Centre for Advancement of Philanthropy	Project Anando General
Rotary Club Of Bombay Central Charitable Trust	Project Anando Child Sponsorship
Bhutada Associates	Project Anando General
Quantum Equipment Co. Ltd.	Project Anando General
Celebration Fine Confection	Project Anando Child Sponsorship
IC Legal	Event : Mumbai Marathon 2014
Biostadt India Limited	Event : Mumbai Marathon 2014
Siddhakala Construction Co.	Event : Jagar Shikshanacha, Karjat
Eastern Agro foods Pvt. Ltd.	Event : Jagar Shikshanacha, Karjat
Gajanan Medicals	Event : Jagar Shikshanacha, Karjat
Uttam food Infrastructure Park Pvt. Ltd.	Event : Jagar Shikshanacha, Karjat
Positive Packaging IND DIV DTA	Event : Jagar Shikshanacha, Karjat
Innerspace Designs	Project Anando General
Heera Auto Parts	Event : Swar Abhilasha, Alibaug
Vijay Steel Traders	Event : Swar Abhilasha, Alibaug
Sea Enterprises	Event : Swar Abhilasha, Alibaug
21 Design Studio	Event : Swar Abhilasha, Alibaug
Kamani Oil Industries Pvt. Ltd.	Event : Jagar Shikshanacha, Karjat
Sarvodaya Sabha Trust	Project Anando General
Advantage Exports Pvt. Ltd.	Event : Children's Charity Play, Pune
Ravi Kiran Hotel	Event : Swar Abhilasha, Alibaug
Vikas Medical	Event : Swar Abhilasha, Alibaug
M/S. Pradhan & Co.	Event : Swar Abhilasha, Alibaug
Shree Ganesh Krupa Nursery	Event : Swar Abhilasha, Alibaug
Paramount Construction	Event : Swar Abhilasha, Alibaug
Navbharat Engineers	Project Anando Child Sponsorship
Essen Consulting	Project Anando Child Sponsorship
Media Mind	Project Anando Child Sponsorship
Hotel Sanman	Event : Swar Abhilasha, Alibaug
Mahaveer Traders	Event : Swar Abhilasha, Alibaug
King Plywood	Event : Swar Abhilasha, Alibaug
Shivam Enterprises	Event : Symbiosis Fashion Show, Pune
Give India Foundation	Project Anando General and Corpus
Give India Foundation	LOLT Corpus Fund
Mr. Hitendra Narang & Son	Project Anando General
Maai Majhe	Project Anando General - Karjat

Project Anando – Our Individual Donors

Individual Donors	Purpose
Ms. Rashmi Bansal	Project Anando General
Mr. Manilal H Limbani	Project Anando General
Mr. Manish Rachh	Project Anando General
Mr. Amit Pokarna	Event : Children’s Charity Play, Pune
Ms. Teresa Nair	Project Anando Child Sponsorship
Mr. Ayalur Subramanian S.	Project Anando Child Sponsorship
Mr. Hemant Purushottam Pajankar	Project Anando Child Sponsorship
Ms. Mansi Pajankar	Project Anando Child Sponsorship
Mr. Pradeep Koppikar	Project Anando Child Sponsorship
Mr. Shirish Mody	Event : Sathwaro Radhe Shyamno , Pune
Mr. Janardana Sherigar	Project Anando Child Sponsorship
Mr. Utkarsh Madhav Palnitkar	Project Anando General
Mr. Vikram Hosangady	Project Anando Child Sponsorship
Mr. Sanjay Dineshchandra Doshi	Project Anando Child Sponsorship
Mr. Amit Mookim	Project Anando General
Mr. S.S.Rao	Project Anando General
Ms. Meena Bhonsle	Project Anando General
Ms. Roopina K Nicholson	Project Anando General
Mr. Steve Correa	Project Anando Child Sponsorship
Mr. Sandeep Shah	Project Anando General
Ms. Khyati Vyas	Project Anando General
Mr. Harshad Vijaysingh Thakkur	Project Anando General
Ms. Sonam Shewakramani	Project Anando Child Sponsorship
Mr. Ayaz Khan	Project Anando Child Sponsorship
Mr. Dheeraj Manoharlal Lilani	Project Anando Child Sponsorship
Mr. Shayam Verma Modi	Project Anando Child Sponsorship
Mr. Ajay Puransingh Rawat	Project Anando General
Ms. Freny Rustomji Gandhi	Project Anando General
Mr. Darius Rashid Darabi	Event : Mumbai Marathon 2014
Mr. Gaurav Dheerendrakumar Garg	Project Anando General
Ms. Smily Puri	Project Anando Child Sponsorship
Ms. Garishma Dattani	Project Anando General
Mr. Bharat Laxmachand Jain	Project Anando - Alibaug Education Material
Mr. Santosh Jain	Project Anando - Alibaug Education Material
Mr. Amar Patil	Project Anando - Alibaug Education Material
Mr. Mohan Patil	Project Anando - Alibaug Education Material
Mr. Jagannath Pedhvi	Project Anando - Alibaug Education Material
Ms. Kusum Thakur	Project Anando - Alibaug Education Material
Mr. Ravindra Patil	Project Anando - Alibaug Education Material
Mr. Sandip Maruti Patil	Project Anando - Alibaug Education Material
Ms. Vinu Kripalani	Project Anando General

Mr. Ashish Jain	Project Anando General
Ms. Silloo Guzder	Project Anando General
Ms. Jacoweline Gilbert Pereira	Project Anando General
Mr. M.N. Govadia	Project Anando General
Ms. Kashmira Pervez Katila	Project Anando General
Mr. Gokuldas Navnitlal Talati	Project Anando General
Ms. Kashmira Mehernosh Surti	Project Anando General
Ms. Banoo Burjor Guzder	Project Anando General
Ms. Gulrukh Khambata	Project Anando General
Mr. Vashdev Nihalsingh Butani	Project Anando General
Mr. Pradip Roy	Project Anando Child Sponsorship
Ms. Urvashi Vanvaria	Project Anando Child Sponsorship
Mr. K.C. Parekh	Project Anando General
Mr. Abhinav Jindal	Project Anando General
Ms. Tona	Project Anando General
Mr. Rusi Boga	Project Anando Child Sponsorship
Ms. Aban Bharucha	Project Anando General
Mr. Dinesh J. Jesrani	Project Anando General
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Ms. Kashmira Pesi Ranji	Project Anando General
Ms. Hira Confectioner	Project Anando General
Mr. Ryan Sethna	Project Anando General
Ms. Sabira A Merchant	Project Anando General
Ms. Poornima Nasare	Project Anando Child Sponsorship
Mr. Khashayar Surti	Project Anando General
Ms. Nalini Pratap Sampat	Project Anando General
Mr. Bukhari Amirali Bakarati	Project Anando General
Ms. Monica Lehner	Project Anando General
Mr. Rayomand Homi Irani	Project Anando General
Mr Ghansham W. Dalamal	Project Anando General - Worli Centre
Ms. Ruby Madan	Project Anando General
Mr. Ashok Agarwal	Project Anando General
Mr. Prabal Ganguly	Project Anando Child Sponsorship
Ms. Sonia Khiani	Project Anando General
Mr. Sanket Jayakar	Project Anando Child Sponsorship
Ms. Daulat Mehta	Project Anando General
Ms. Mahtab Percy Palkhiwalla	Project Anando Child Sponsorship
Ms. Devki Bhavnesh Desai	Project Anando General
Mr. Chandrakant Magantal Sanghavi	Project Anando General
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Ms. Hilla Dastur	Project Anando General
Ms. Freny Chavda	Project Anando General
Ms. Jasmine Tejash Parekh	Project Anando General

Ms. Monika Manglani	Project Anando Child Sponsorship
Ms. Deepali Shirish Mody	Project Anando Child Sponsorship
Ms. Pervin Noshir Shroff	Project Anando General
Mr. Jude Paul Fernandes	Project Anando General
Mr. Sanjay Nihalani	Project Anando General
Ms. Faranak F. Mistry	Project Anando Child Sponsorship
Mr. Kaushu Jhunjhunwala	Project Anando General
Mr. Prakash Mallya	Project Anando General
Mr. Chunilal Dadia	Project Anando Child Sponsorship
Ms. Firuza	Project Anando General
Ms. Armaity Bamji	Project Anando General
Mr. Rohil Pachani	Project Anando Child Sponsorship
Mr. Sharad Machani	Project Anando Child Sponsorship
Ms. Katie D. Jesia	Project Anando General
Ms. Perveez Jesia	Project Anando General
Ms. Bakhtawar Nozer Karbhari	Project Anando General
Ms. Daulat Tehemtan Mehta	Project Anando General
Mr. Tehemtan J. Dhabhar	Project Anando Child Sponsorship
Ms. Yasmin T. Dhabhar	Project Anando Child Sponsorship
Mr. Ugrasen Gandhi	Project Anando Child Sponsorship
Ms. Monika A. Jalota	Project Anando General
Ms. Kanan Nanavaty	Project Anando Child Sponsorship
Mr. Kapil Omprakash Bedi	Project Anando General
Ms. Jayaben Suresh Kothari	Project Anando General
Mr. Deepak Rupani	Project Anando General
Ms. Neelam Moorjani	Project Anando Child Sponsorship
Ms. Gool Bhabha	Project Anando Child Sponsorship
Mr. Vasaudatta	Project Anando General
Ms. Namrata Asudani	Project Anando Child Sponsorship
Ms. Navita Naheta	Project Anando Child Sponsorship
Ms. Kruti Toprani	Project Anando General
Mr. A.M. Desai	Project Anando General
Mr. Chandarkant V. Chotani	Project Anando General
Mr. Deepak Atal	Project Anando General
Mr. Dinesh Jamnadas Jesrani	Project Anando General
Mr. Ruxmmani Jamnadas	Project Anando General
Mr. Bhima Tanaji Ghare	Project Anando General
Ms. Hemruchi Shah	Project Anando Child Sponsorship
Mr. Sudhir Sood	Project Anando General
Mr. Sonalika Jain	Project Anando Child Sponsorship
Ms. Poonam Brijlani	Project Anando General
Ms. Sejal Shah	Project Anando Child Sponsorship
Ms. Aimee Sarosh Nariman	Project Anando General
Ms. Rashmee Sharma	Project Anando Child Sponsorship
Ms. Parasram Daryani	Project Anando General
Ms. Asha Adnani	Project Anando Child Sponsorship

Ms. Rita Ailsinghani	Project Anando Child Sponsorship
Mr. Rejo Mathew Kurian	Project Anando Child Sponsorship
Mr. Ajay Cherayath Andrews	Project Anando General
Ms. Foram Kapoor	Project Anando General
Ms. Nilufer Phiroze Charna	Project Anando Child Sponsorship
Mr. Mehli Batliboi	Project Anando General
Mr. Deepak Himatlal Shah	Project Anando General
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Ms. Varsha Nihalani	Project Anando General
Mr. Dwarkadas Asudani	Project Anando General
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Mr. Shyam Chandani	Project Anando General
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Mr. Vasant Ramchandra Gavali	Project Anando General
Mr. Vashu Bhutani	Project Anando - Anando Plus Students Fees
Mr. Minal Chulani	Project Anando General
Mr. Dinesh Jesrani	Project Anando General
Ms. Ruby Captain	Project Anando General
Ms. Asha Garg	Project Anando General
Ms. Rabibaa A. Gidwani	Project Anando General
Ms. Devki Bhavnesh Desai	Project Anando General
Mr. Rajul Hemchand	Project Anando General
Mr. Aruna Bhalla	Project Anando General
Mr. Suresh Jhunjunwala	Project Anando General
Mr. Aruna Bhalla	Project Anando General
Ms. Nalini Pratap Sampat	Project Anando General
Mr. Karan Jhunjunwala	Project Anando General
Mr. Tony Xavier	Project Anando General
Ms. Priya Prabhakar Parab	Project Anando Child Sponsorship
Ms. Dolat Karsondas Patel	Project Anando General
Mr. Anand Singh Mehta	Project Anando General
Ms. Seniorita	Project Anando General
Mr. Anshuman Jagtap	Project Anando General
Mr. Azim Rajwani	Project Anando General
Mr. Elyah Samson Jacob	Project Anando General
Mr. Ranbir Rishi Kapoor	Project Anando General
Mr. Rohinton Avasia	Project Anando Child Sponsorship
Ms. Deepali Shah	Event : Mumbai Marathon 2014
Mr. Rajkumar Asrani	Event : Mumbai Marathon 2014
Ms. Sulochana Nagpal	Event : Mumbai Marathon 2014
Ms. Shernaz Dara Mehta	Project Anando General
Ms. Shilpa Garg	Project Anando General
Mr. Pradeep Kedia	Project Anando General
Mr. Amartya Sinha	Project Anando General
Mr. Vaibhav Pawar	Project Anando Child Sponsorship
Ms. Laila Khalid	Project Anando Child Sponsorship

Ms. Padmini Radhakrishnan	Project Anando General
Mr. Kuldipak Shende	Event - Jagar Shikshanacha, Karjat
Mr. Mufaddal Bhoir	Event - Jagar Shikshanacha, Karjat
Mr. Abbas Kothari	Event - Jagar Shikshanacha, Karjat
Mr. Ashish Santosh Naik	Event - Jagar Shikshanacha, Karjat
Mr. Pinakin Waghani	Project Anando General
Mr. Navinchandra Vishwanath Gatwal	Event - Jagar Shikshanacha, Karjat
Ms. Uma Bajoria	Project Anando General
Mr. Pradip Hiranand Bhatia & Ms. Manjula Pradip Bhatia	Project Anando General
Mr. Kaushal H. Saiya	Project Anando General
Ms. Arpita Jatin Joshi	Project Anando General
Mr. S.H. Godbole	Event : Swar Abhilasha, Alibaug
Mr. Dinesh Hirji Shahnand	Event : Swar Abhilasha, Alibaug
Mr. Imtiyaz Palkar	Event : Swar Abhilasha, Alibaug
Mr. Anand Prakash Junej	Project Anando General
Mr. Rajkumar Nambiar	Project Anando General
Mr. Rashid Sethna	Project Anando General
Mr. Rajendra K Mariwala	Project Anando Child Sponsorship
Mr. Dilip Bhoir	Event : Swar Abhilasha, Alibaug
Mr. Sandip Khanvikar	Event : Swar Abhilasha, Alibaug
Mr. Mahesh Mohite	Event : Swar Abhilasha, Alibaug
Mr. Rajan More	Event : Swar Abhilasha, Alibaug
Mr. Nilesh Gharat	Event : Swar Abhilasha, Alibaug
Ms. Vaishali Doshi	Project Anando Child Sponsorship
Mr. Jaganath B Shetty	Event : Children's Charity Play, Pune
Mr. Manoj Ganglani	Project Anando General
Mr. Anish Doshi	Project Anando Child Sponsorship
Mr Anuj & Mr. Akhil Naheta	Project Anando Child Sponsorship
Ms. Kota Anjaneya Prasad	Project Anando General
Ms. Vanita Koppikar	Project Anando General
Mr. Atul Mohan Mathur	Project Anando General
Ms. Mala Bhargava	Project Anando General
Mr. Sudhakar Reddy	Project Anando General
Ms. Priya P. Koppikar	Project Anando General
Mr. Ashok Kumar Pandey	Project Anando General
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Ms. Maneesha Shah	Event : Children's Charity Play, Pune
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Ms. Neha Shah	Project Anando General
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Ms. Lolita Sarkar	Project Anando General

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Ms. Saloni Shah	Project Anando General
Ms. Renu Purushottam Jalan	Project Anando General
Mr. Gokuldas Navnitlal Talati	Project Anando General
Mr. Nandish Dinesh Vyas	Project Anando General
Ms. Khursheed Rustom Engineer	Project Anando General
Ms. Shirish Mody	Event : Children's Charity Play, Pune
Dr. Yasmeen Sethna	Event : Children's Charity Play, Pune
Ms. Angana Shroff	Project Anando General
Ms. Freny Chavda	Project Anando General
Mr. Swarmal Shah	Event : Swar Abhilasha, Alibaug
Mr. Nandu Mayekar	Event : Swar Abhilasha, Alibaug
Mr. Ishwar Sheth	Event : Swar Abhilasha, Alibaug
Mr. Vijay Padwal	Event : Swar Abhilasha, Alibaug
Mr. Vikram Jain	Event : Swar Abhilasha, Alibaug
Ms. Prafulla Patil	Event : Swar Abhilasha, Alibaug
Mr. Shraniwas Bhagat	Event : Swar Abhilasha, Alibaug
Mr. Ashok Naik	Event : Swar Abhilasha, Alibaug
Mr. Anand Pawar	Event : Swar Abhilasha, Alibaug
Mr. Rohan Chimani	Event : Swar Abhilasha, Alibaug
Mr. Hemant Warade	Event : Swar Abhilasha, Alibaug
Ms. Madhurani Patil	Event : Swar Abhilasha, Alibaug
Ms. Sushila Pathak	Event : Swar Abhilasha, Alibaug
Mr. Ajinkya Ujwal Gurav	Event : Swar Abhilasha, Alibaug
Mr. Uday Pathak	Event : Swar Abhilasha, Alibaug
Ms. Shrutika Raut	Event : Swar Abhilasha, Alibaug
Mr. Yogesh Kalbhire	Event : Swar Abhilasha, Alibaug
Mr. Vijaya Vijay Thale	Event : Swar Abhilasha, Alibaug
Mr. Pravin Raghunath Gharat	Event : Swar Abhilasha, Alibaug
Ms. Vrushali Suresh Velanker	Event : Swar Abhilasha, Alibaug
Mr. Jagdish Raghunath Sawant	Event : Swar Abhilasha, Alibaug
Ms. Priti Patil	Event : Swar Abhilasha, Alibaug
Mr. Girish Mahtre	Event : Swar Abhilasha, Alibaug
Mr. Rajendra Narverkar	Event : Swar Abhilasha, Alibaug
Ms. Mamta Makrand Amle	Event : Swar Abhilasha, Alibaug
Mr. Sachin Shendhe	Event : Swar Abhilasha, Alibaug
Mr. Kiran Khamble	Event : Swar Abhilasha, Alibaug
Mr. Yogesh Ajit Pednekar	Event : Swar Abhilasha, Alibaug
Ms. Vijaya Krishna Wakade	Event : Swar Abhilasha, Alibaug
Mr. Rajendra Shinde	Event : Swar Abhilasha, Alibaug
Ms. Darshana Dilip Bhoir	Event : Swar Abhilasha, Alibaug
Ms. Sushma Avinash Bhalkar	Event : Swar Abhilasha, Alibaug
Mr. Chandrashekhar B. Tumbde	Event : Swar Abhilasha, Alibaug
Mr. Ulhas Prabhakar Pawar	Event : Swar Abhilasha, Alibaug
Mr. Raghunath Koli	Event : Swar Abhilasha, Alibaug
Ms. Alka Kumar	Project Anando General

Mr. Rusbeh Mehta	Project Anando General
Mr. Raju Surendrabhai Bhatt	Project Anando General
Ms. Nina Nanji	Project Anando General
Mr. Vikas Vashdeb Motwani	Project Anando Child Sponsorship
Ms. Archana Arvind Bhimjiani	Project Anando Child Sponsorship
Ms. Asha Sood	Project Anando Child Sponsorship
Ms. Karin Christine Heinzl	Project Anando General
Mr. Zardusht Bharucha	Project Anando Child Sponsorship
Mr. Prem Ramchand Hinduja	Project Anando Child Sponsorship
Ms. Saugata Sarma Sarker	Project Anando General
Ms. Rita Ailsinghani	Project Anando - Education Material
Mr. Sanket Jayakar	Project Anando - Education Material
Mr. Govind Tejumal Narang	Project Anando - Education Material
Mr. Romin Aspi Rustom	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Bharat Thombare	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Akbar Sheikh	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Pasarsram Daryani	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. G.M. Billimoria	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Vijayalakshmi Ramkumar	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Tehemtan S Mehta	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Mamtha K. Durga	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Velangkanni	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. H.S. Shetty	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Bhavesh Dave	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Hormaz Nagwaswalla	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Samir Kenia	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. J.V. Mahadeshwar	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. H.R. Pawar	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. J.J. Rana	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. D.S Desai	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. N.B. Kanchan	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. S.M. Mendra	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. D. Z. Baria	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. F.S Daruwalla	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. G.D. Nadigar	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. F.R. Patel	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Nimkar	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Mahabal Puhram	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Sumitra	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Kavita Thadeshwar	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Farida Davar	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Mahendra	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Clifford Monterio	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. B.B. Shetty	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Ravindra	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Chander	Project Anando - Treatment for beneficiary Akshay Bhadange

Mr. Uni Kishan	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Nidhi Agarwal Mishra	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Parag Lakhani	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Keval Jani	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Narshimha	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Naik	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Mahendra Palgaonkar	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Reshmi Rajan	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Bharati Dange	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. M.P. Dhanbhoora	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. P. Mirza	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Mahesh	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Marzban Mohta	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Rusi T Boga	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Armaity Bamji	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Shernaz Jamshed Mistry	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Rebecca Smith	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Bipin Shah	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Renu Bansal	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Sanober J. Anklesaria	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Rajesh Suresh Awasti	Project Anando - Treatment for beneficiary Akshay Bhadange
Ms. Bakhtawar Nozer Karbhari	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Mukesh Kumar	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Hridayangam Bagrodia	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Sharat Mathur	Project Anando - Treatment for beneficiary Akshay Bhadange
Mr. Sunanda Bagrodia	Project Anando General
Mr. Rostam Chami	Project Anando General
Ms. Pillo Writer	Project Anando General
Mr. Aspi Sorab Khambata	Project Anando General
Mr. Rutton Pirosha Nanji	Project Anando General
Mr. Darius Rashid Darabi	Project Anando General
Ms. Armaity S Engineer	Project Anando General
Mr. Renu Anurag Bansal	Project Anando General
Mr. B.M. Sorabji	Project Anando General
Ms. Ramona G Mahtani	Project Anando General
Mr. Cyrus Nariman Baxter	Project Anando General

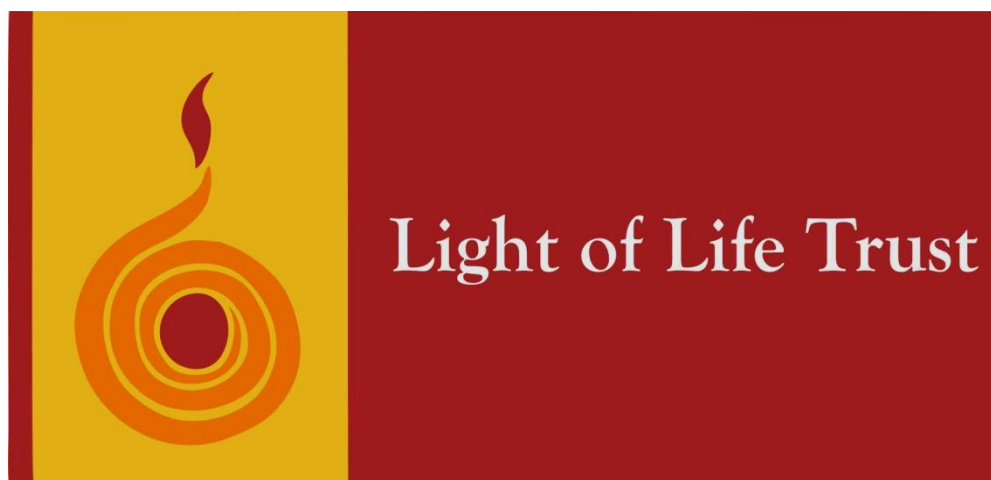
Project Anando - The Team

Sr.No.	Name of Team Member	Designation	Resignation Date
Head Office			
1	Mr. Jude Paul Fernandes	Director Marketing & Communication	01.03.2014
2	Ms. Kamal B. Damania	Project Director	
3	Mr. Malik Gobrani	Finance Manager	
4	Mr. Janardana Sherigar Sooral	Manger Business Development	
5	Ms. Lisa Marie De Souza	Communication & Marketing Manager	08.03.2014
6	Ms. Sejal R. Shah	Resource Mobilization Manager	
7	Mr. Murad Ali Khetani	Admin Coordinator	
8	Ms. Asha Mehta	Accountant	
9	Mr. Pradeepkumar Pandey	Accountant	10. 01.2014
10	Ms. Judy Florina Fernandes	Project Operations Coordinator	
11	Ms. Juliana Barnes	Admin Executive	
12	Mr. Rupesh Gamare	Office Assistant	
13	Mr. Vilas Loke	Office Assistant	
14	Mr. Nikil Anil Gaikwad	Office Assistant	30.11.2013
Karjat - Anando			
15	Mr. Sudhirkumar Gajbhiye	Project Manager	
16	Mr. Gautam Kanoje	Asst. Project Coordinator	
17	Ms. Kanchan Thorve	Asst. Project Coordinator	
18	Mr. Pramod Choudhari	Accountant	
19	Ms. Prajakta Kanoje	Project Officer	
20	Mr. Bharat Thombre	Research Officer	
21	Ms. Shruti Malgundkar	Social Worker	
22	Ms. Swati Hulavale (Sawant)	Social Worker	01.04.2013
23	Mr. Narayan Misal	Social Worker	
24	Ms. Swati Balu Jadhav	Social Worker	
25	Mr. Ananta Balu Sambari	Social Worker	01.08.2013
26	Ms. Ankita Padmakar Thale	Social Worker	
27	Ms. Asmita R. Belkade	Social Worker	01.05.2013
28	Mr. Dinesh P. Badekar	Social Worker	01.08.2013
29	Ms. Mohini Hazare	Social Worker	
30	Ms. Swapnali Vishnu Turade	Social Worker	
31	Mr. Surendra V. Badekar	Social Worker	01.06.2013
32	Rohini Madhukar Gharat	Social Worker	
33	Mr. Rupesh J. Gaikwad	Office Assistant	
34	Ms. Reshma Jadhav	Office Assistant	
Alibaug - Anando			
35	Mr. Avinash Patil	Asst. Project Manager	
36	Mr. Dhananjay Malvi	Asst. Project Coordinator	

37	Ms. Reshma Patil	Social Worker	
38	Mr. Kalpesh Gharat	Social Worker	
39	Ms. Sarika Raut	Social Worker	
40	Ms. Devyani Devram Patil	Teacher	01.08.2013
Worli - Anando			
41	Ms. Meena B Maurya	Social Worker	
Jalna - Anando			
42	Jomling Mahadev Masti	Project Officer	
43	Mr. Bhausahab Gondhali	Asst. Project Coordinator	
44	Mr. Somnath Vyavhare	Social Worker	
45	Ms. Meena Chokaji Sasane	Social Worker	01.08.2013
46	Mr. Uddhav Shahadev	Social Worker	
47	Ms. Manisha G. Kamble	Social Worker	01.07.2013
48	Mr. Jalindar Limabaji Dhande	Social Worker	
49	Mr. Pawankumar D. Khupse	Social Worker	
50	Mr. Shivprasad Muley	Social Worker	
Nandurbar - Anando			
51	Mr. Bharat Macchi	Asst. Project Coordinator	
52	Mr. Kishore Narendra Shimpi	Social Worker	
Washim - Anando			
53	Mr. Madhav Wankhade	Asst. Project Coordinator	
54	Mr. Haridas Bhise	Social Worker	
55	Mr. Mohan Chawre	Social Worker	
56	Mr. Dilip Hambre	Social Worker	
57	Mr. Arun Rathod	Teacher	01.08.2013
Mangaon - Anando			
58	Mr. Ulhas Sawant	Asst. Project Coordinator	
59	Ms. Swapnali S. Kasare	Social Worker	
Anando Plus			
60	Mr. Raju Nemade	Project Officer	01.10.2013
61	Mr. Dashrath Deshmukh	Asst. Project Coordinator	
Karjat - Anant			
62	Mr. Somnath Hajare	Teacher	
63	Mr. Vaibhav R. Pawar	Teacher	
64	Mr. Sushil Ashok Abhange	Teacher	
65	Mr. Pradeep Bhau Kurlle	Teacher	
66	Mr. Amar Sawant	Teacher	
67	Mr. Sagar Gotiram Labde	Teacher	
Alibaug - Anant			
68	Mr. Jagdish Patil	Teacher	
69	Mr. Manohar Patil	Teacher	
70	Mr. Vrushal Ladge	Teacher	

Mangaon - Anant			
71	Mr. Sainath Mhatre	Teacher	
72	Mr. Aniket S. Shinde	Teacher	01.04.2013
Karjat - SFSEP			
73	Mr. Makarand Uday Pathak	Project Coordinator	
74	Ms. Poonam Purve	Asst. Project Coordinator	
75	Ms. Sangita Chandane	Teacher	
76	Mr. Vijay R Chowbe	Teacher	01.08.2013
77	Mr. Mahendra D. Ghare	Social Worker	
78	Ms. Lalita Tupe	Teacher	01.10.2013
79	Mr. Jitendra Kahare	Teacher	01.05.2013
80	Mr. Vishwanath Tupe	Teacher	
81	Mr. Anil Nichal	Teacher	
82	Mr. Kishore Dighe	Teacher	01.05.2013
83	Ms. Dhaneshwari D. Turade	Social Worker	01.06.2013
84	Ms. Ashwini Dilip Thorve	Teacher	01.01.2014
85	Ms. Madhuri Padmakar Dighe	Teacher	30.11.2013
86	Mr. Amol C. Kathore	Teacher	01.01.2014
87	Ms. Bhagyashri Tanaji Bhoir	Teacher	
88	Mr. Arun Ainkar	Teacher	
89	Mr. Pravin Patil	Teacher	
90	Ms. Alishaba Prakash Ujagare	Teacher	30.11.2013
91	Mr. Vijay Hiru Kokate	Teacher	01.06.2013
Mangaon - SFSEP			
92	Ms. Darshana N. Wadhaval	Teacher	
93	Mr. Rakesh Pakhurde	Teacher	01.09.2013
94	Ms. Sakshi Nigudkar	Teacher	01.06.2013
95	Ms. Sheetal Pakhurde	Teacher	
96	Mr. Vikas Dattatreya Gugale	Teacher	01.06.2013
Washim - SFSEP			
97	Mr. Ramhari Irkar	Asst. Project Coordinator	
98	Mr. Sandeep Thakare	Teacher	
99	Ms. Sandhya Giri	Teacher	
100	Mr. Amol Bhaskar Ingole	Teacher	
101	Mr. Anil Chavhan	Teacher	01.07.2013
102	Mr. Bharat Maroti Dere	Teacher	
103	Mr. Vinod Surve	Teacher	
Alibaug - SFSEP			
104	Ms. Monali Gharat	Teacher	
105	Ms. Sayali Gurav	Teacher	
106	Ms. Amruta Parkar	Teacher	
107	Ms. Riddhi Devendra Funde	Teacher	01.10.2013

108	Mr. Balkrishna Posha Bhopi	Teacher	31.11.2013
Jalna - SFSEP			
109	Mr. Manjit Kadam	Asst. Project Coordinator	
110	Mr. Balasaheb Sonawane	Teacher	
111	Mr. Surendra D. Jagtap	Teacher	
112	Mr. Gajanan S. Bahiwal	Teacher	
113	Mr. Raju Shriram Chavan		01.10.2013
114	Mr. Bandu Shreeram Chavan	Teacher	01.09.2013
115	Mr. Vitthal Tikhande	Teacher	
116	Mr. Subhash B. Kshirsagar	Teacher	
117	Mr. Samadhan R. Barhate	Teacher	01.06.2013
Nandurbar - SFSEP			
118	Mr. Samudre B. Sahebrao	Teacher	
119	Ms. Priyanka Thakur	Teacher	
120	Mr. Marathe V. Sudam	Teacher	
121	Mr. Chandrakala B. Samudre	Teacher	
Worli - SFSEP			
122	Mr. Suryabhadur D. Darji	Teacher	
Anjar - SQDP			
123	Mr. Mukeshkumar M. Senama	Project Coordinator	01.08.2013
124	Mr. Manjulaben B. Shiyal	Research Assistant	01.07.2013
Public Relation Officer – Regional			
125	Mr. Vidyanand Ovhal	Regional Public Relations Officer	



PROJECT JAGRUTI

Introduction

Light of Life Trust's second vertical – **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.

Project Jagruti has been set up with a vision to create an awakening amongst the underprivileged sections of the community which can blossom with the emotional support and interdependence of each other. The aim is 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.

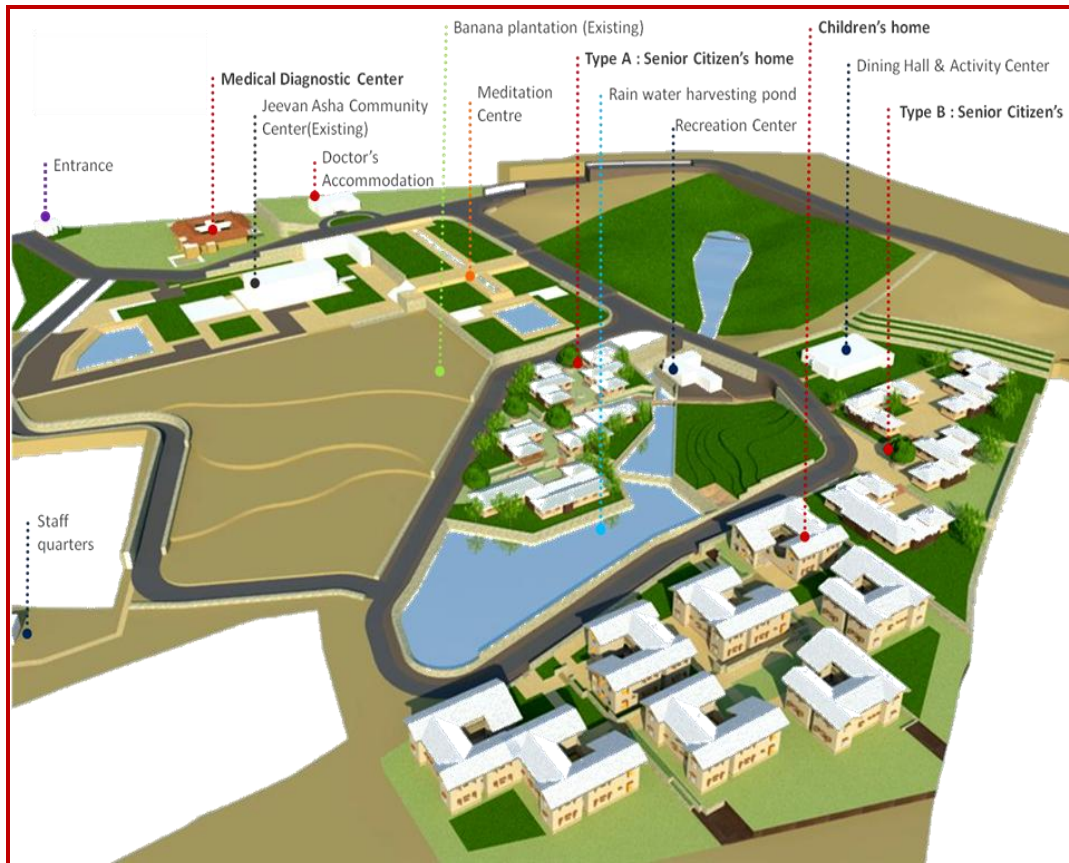
With a number of life threatening diseases a number of young men and women are prematurely lost leaving behind young children needing love, affection and a atmosphere to grow into healthy, happy and secure young citizens of the country.

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 Tiware 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 activities will soon commence for the other three verticals. The Medical Mobile Unit is operational from July 2013 reaching out to remote villages in a 35 kms radius of Tiware Village.

Project Jagruti – Master Plan



The four verticals under Project Jagruti are

Jeevan Asha – Community Centre

Development of Women – imparting skills to make them independent.

Senior Citizens' Home

Type A – 24 adults
Type B – 20 adults

Enable life of dignity, development and guidance to tap unused potential and support to the community.

Children's Home

256 children with 32 resident Foster Mothers

Orphanage providing education and development.

Medical Diagnostic Centre & Mobile Medical Unit

Early intervention for health related issues – cancer, aids and TB.

Jeevan Asha Community Centre

Jeevan Asha Community Centre is function 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.

In this reporting year a total number of **241 beneficiaries** availed of the trainings offered in various fields as per the chart below:

Sr. No	Name of Training Programme	No of Beneficiaries
1	Computer Training Centre	
	a. Basics in Computers	63
	b. Diwali Vacation Batch	15
	c. MSCIT	27
	c. Hardware	1
Sub - Total		106
2	Beautician Training Programme	23
Sub - Total		23
3	Sewing & Tailoring	
	a. Khandas Village	48
	b. Lobechiwadi Village	15
	c. Star Swarozgar Yojana - Bank of India in Khandas	19
Sub - Total		82
4	Agriculture Training Programme	
	a. Landscaping Course	29
	b. Bank of India - Star Swarozgar Yojana	24
Sub-Total		53
Grand Total		241

1. Computer Training Centre



In the month of **January 2014**, **Light of Life Trust** acquired **State Government Authorization** for conducting MS-CIT, Tally, Klic Diploma, MS-ACIT, MS-CIT Refresher and other affiliated courses for the Kadav area, Karjat Taluka under MKCL (Maharashtra Knowledge Corporation Limited). This is a big step forward towards achieving the objective of spreading computer literacy in rural Karjat especially to villages in and around the Jeevan Asha Community Center especially in Kadav and Kashele areas at a distance of 5 - 7

kms from the centre.

In this academic year 106 participants successfully completed the computer courses they had enrolled in and were awarded certificates for the same by Light of Life Trust. The participants came from 15 villages and 7 Zilla Parishad schools from the vicinity. The villages covered were : Tiware, Sapele, Arvand, Varai, Posari, Vengaon, Vadap, Khandas, Injivali, Dahivali, Jambivali, Khushavali, Tambas, Halivali & Kirvali. The children from the following Zilla Parishad Schools also enrolled for the various computer training programmes - Kiravali, Vadap, Karjat, Bendase, Borwadi, Deoulwadi and Bhalivadi.



Hon. Guest - Mr. Mohan Kharat appreciating Ms. Seema Rube with certificate as she scored 81% in MS-CIT exam.

Achievements:

- * **Ms. Asmita Belkade** - an MA student completed the MSCIT course with 92% marks.
- * **Ms. Sarika Dhabhane** - a 30 year old housewife hesitantly joined the MSCIT course, struggled to clear her exams but with encouragement & motivation from the computer teacher and LOLT team finally succeeded in clearing the exam at the third attempt.
- * **Ms Varsha Gavit** - a Std X (fail) girl student successfully completed the Hardware Training Course and now undertakes repairs of computers independently. She gives her services voluntarily to the Adivasi Kalyavanvasi Trust where she not only repairs their computers free of cost but also gives them valuable inputs regards computers.
- * **Ms. Nikita Choudhari** - a Std XII girl very poor in technical skill but determined to learn completed the MSCIT course with regular guidance from the computer teacher.
- * **Ms. Suman Vishalnath** - a 30 year old widow with one son completed the MSCIT course with good marks and is now employed at a private office in Mulund because of her computer skills.



2. Sewing & Tailoring Training Programmes

In this academic year the Sewing & Tailoring Training Programmes were organized for women in two villages - Khandas & Lobechiwadi covering 63 rural women. In addition an advanced tailoring course was conducted with 19 women in Khandas Village under Bank of India's Star Swarozgar Yogana.



Achievements:

In Khandas Village :

Asha Ainkar, aged 36 years – is a housewife from Khandas village (35 kms from Karjat). Her husband is employed as a cook at a hotel in Murbad. She has a school going son & a college going daughter. She struggles hard to meet the growing demands of the education needs of her children along with the family's basic needs. Her husband being the sole earner of the family is not able to meet all the needs. During the interview with the social worker she mentioned that it was herculean task for her to educate the children in courses such as engineering. When she was introduced to the tailoring course she took the opportunity and gathered courage to enroll herself for the course.



She was an attentive and dedicated student and would regularly practice with the help of the instructor. This helped her pick up the skills well. 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 8000 to 9000/- within a short span due to her sheer hard work and motivation to support the family. Apart from this she acquired a government school tender to stitch school uniforms & she did this job successfully along with her friend

Ms. Manda Katke, through which she earned approx Rs. 5500/- within 20 days & that too after managing all her household chores. Ms. Asha now takes orders/jobs from her neighborhood for stitching of dress, fall beading, blouse, petticoat, frock, shirt & bag making.

In Lobhechiwadi :

Ms. Chitra Harishchandra Lobhi aged 28 years – is a housewife from Lobhechiwadi, a tribal hamlet. Her husband does petty jobs on farms on daily wages. She has two school going kids. During her daily routine she has to drop her children to school, take up some job as available on a daily wage & manage all her household chores which was taking a toll on her both physically & mentally. When Light of Life Trust's satellite center was started in Lobhechiwadi she enrolled herself for the tailoring course and completed it successfully. She started taking orders to stitch frocks & blouses from the neighborhood. Now she is earning approximately Rs. 800 to Rs. 1000 a month after managing all other family responsibilities which is much higher than what she was earning as a daily wage earner.

3. Beautician Training Programmes

In this reporting year 23 participants successfully completed the 5 month part time Beautician Course. The participants were from the following villages – Tiwari, Karjat, Injivali, Kundlaj, Kashele, Warai, Khopoli and Mohopada.

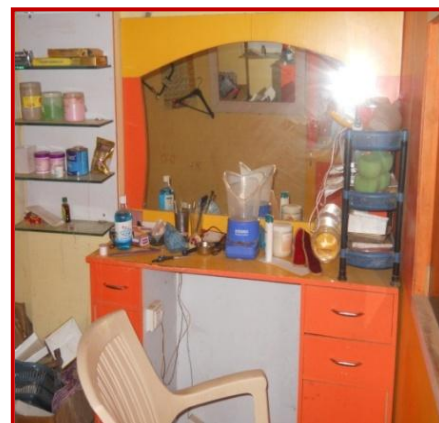
The course covered theoretical and practical knowledge about – facial, eyebrow, bleaching, hair cutting & styling, make up, head massage, manicure, pedicure, toning etc.

Achievements:

- * **Ms Renuka Mate** after completion of the course started her own Beauty Parlour in the remote village - Kashele and is earning approximately Rs 5000/- net profit per month and is able to support her family.



Renuka Mate & her Beauty Centre



4. Agriculture Training Programmes

i. Landscaping & Designing Course

This course was specially designed by LOLT's agriculture teacher keeping in mind the local requirements from farm owners. The training covered both theory and practical sessions and included areas like - scope for landscaping & gardening, different varieties of lawn, preparation of lawns & hedges, planning & preparation of hedges, laying of a plot as well as giving extensive knowledge about different types of soil, fertilizers, pesticides, irrigation systems, flowering crops, fruit bearing plants, etc.

29 participants (27 male & 02 females) were totally trained through 2 batches during this reporting year. The participants were from the following villages - Tiwari, Arvand, Bendse, Halivali, Kadav, Injavali, Karjat, Dahivali, Mudre, Bhisegaon & Markewadi.



Achievements / Impact :

- * **Mr. Ashish Lad** a 25 year old youth hails from Dahivali. He was a B. Sc Graduate desperately in search of employment. For up gradation of knowledge he enrolled for the landscape & designing course after attending a mobilization meeting arranged by LOLT Agriculture Consultant for the 2nd batch of this course. After completion of the course he was guided by LOLT agriculture Consultant to apply for various government & non - government jobs in this area. He applied for the agriculture officer's post and got selected for the same as he got 20 extra marks for his certificate in Landscape & Designing course. He is currently posted at Poladpur and is in regular touch with the LOLT team.



- * **Mr. Prakash Marke**, 27 year old youth resides in Markewadi which is 3 kilometers from LOLT's Jeevan Asha Community Center. He was a Std X (fail) school dropout. He was worried about his future as he was unemployed and not able to support his father in looking after a seven member family. He enrolled for the Landscape & Designing Course and completed the course with dedication and followed in minutest details all the instructions given during the course. After completing the course he started a small business with the purchase of one grass cutting machine. Since there were a number of farm houses in the vicinity it was suggested to him to undertake grass cutting jobs for the farm houses independently through LOLT's Agriculture Consultant. He started approaching the farmhouse owners for the same and acquired some contracts. In the first year he started with one machine & earned approximately Rs. 75000. He reinvested his profit and purchased three more grass cutting machines to meet the demand of job completion within the given time. Now he is solid earning member of his family & is able to provide employment to four other youth to operate these machines during peak season.



- * **Mr. Nitish Bailmare, a Std X (pass) drop out** hails from Mudre area of Karjat Taluka. He enrolled for the Landscape & Designing course and acquired practical knowledge of the landscape work under the guidance of LOLT's Agriculture Consultant Mr. Kanhaiya Somane and is now working at Namco Industry at Donvat, Khopoli –as Garden supervisor & is earning monthly honorarium of Rs 7000/-

Most of the beneficiaries are either employed in farms or they are associated with their own farming in the local vicinity.

ii. Summer Camp in Basic Agriculture Training

One day Introduction course for school students successfully completed for 26 students (14 male & 12 female) from Tiwari School. The course includes the following contents – vegetables that can be planted during the rainy season, basic knowledge about Nursery with practical demonstration & garden development.



iii. Training in Collaboration with the BOI Star Swarozgar Yojana

A 13 day training workshop on vegetable crop cultivation was organized for Marginal farmers at Gavandwadi of Karjat Taluka. This was sponsored by Bank of India, Alibaug Branch under the Star Swarozgar Prastikshan Sansthan. In all 20 male and 4 female participants were enrolled for the programme from Gavandwadi village and all the beneficiaries were awarded certificates of completion from the Ministry of Rural Development of India. This shall help them in securing bank loans at subsidized interest rates as well as other Government schemes.



Overall impact of the training is that the production level of all the beneficiaries has grown considerably after the capacity building through SSPS program. The beneficiaries were trained for the cultivation of vegetables with the use of modern developed seeds, pesticides and techniques for better productivity.

Medical Diagnostic Centre & Mobile Medical Unit

Introduction

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 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.
- Almost 100,000 Indian women die of pregnancy - related causes every year. India's Maternal Mortality rate in rural areas is among the worlds 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.
- Superstitious beliefs: in the 21st century there is population in India living under the chaos of superstitious beliefs regarding hygiene and sanitation of feminine fraternity in Rural India.
- Till date there are myths & misconception among women and in general population the women during menstruation should not cook food, they should be kept away from temples & prayer venues, women during this period is perceived as disgusting & heinous even though it is biological cycle, they are being considered untouchables for this period in specific communities etc.
- There are certain myths in rural population that one should not breastfeed the infants at birth, pregnant women should not consume iron folic supplements, calcium supplements as there is myth that womb is going to grow large & the delivery will be difficult and not normal. As it is not enough there is also a myth that if the women eats more *Ghee* (Unsaturated fatty oil) the delivery is going to be smooth & normal.

The geographical areas of the project are the villages surrounding Tiware Village in Karjat Taluka, Raigad District and Maharashtra State. 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. 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 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.

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. The project infrastructure shall be developed on LOLT-owned plot of land admeasuring about 22 acres at Tiware Villlage, Karjat Taluka, Raigad District of Maharashtra State and would come up with a total built-up area 553.35 sq. metres.

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 the 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

Activities planned at the Medical Diagnostic Centre are:

- Registration of referred cases through medical camps by MMU
- Pathological investigations /diagnosis
- Referral to specialists (ENT, Opthal, Gynaec/OBS, Paediatric, Orthopaedic, Chest TB Physician, Skin VD, Oncologist)
- Weekly OPDs (Vision Day, Hearing Speech Day, Well Mother and Baby Clinic, Adolescent Clinic)
- Observing health marker days with diagnostic camps and awareness sessions
- Counselling
- Referral for specialised treatment / surgery and care and support
- Follow up of cases by volunteers / social workers.

Mobile Medical Unit:

The Medical Mobile Unit was inaugurated on 12th July 2013 in the presence of Hon. Ms. Villy Doctor & dignitaries from Children's Hope India Ms. Pushu Kamalani & Mr Advani, its operational partners. On 30th August 2013 co-sponsors for the vehicle - Rotary Club of Bombay Central launched the van into full service. Since inception Team MMU has been relentlessly serving the purpose of the activity by reaching out to more than 2451 patients/beneficiaries over the last year. The focus has been on preventive as well as curative aspects so as to have impact in an integrated holistic manner. During this period cases ranging from common cold to nutrition deficiency were taken care of.

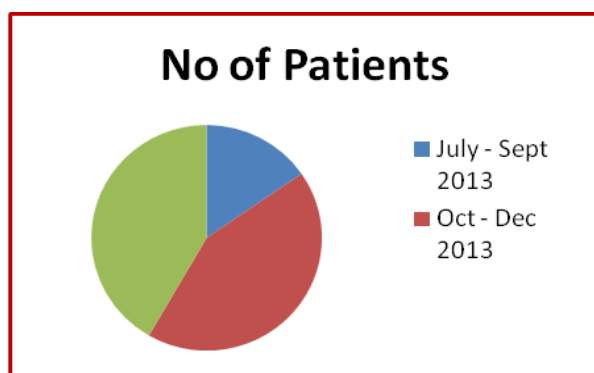


Geographical coverage:

From the month of July 2013 to March 2014 the following villages were focused upon - Kondhane, Palasdhari, Pimploli, Tiwane, Mundhewadi, Ukrul, Umbarwadi, Chinchwadi, Borichiwadi, Malegoan, Pimpalpada, Gavandwadi, Gorewadi, Nandgoan, Zugarewadi, Chewane, Mohili, Ambivali, Vanjarpada, Olman, Salokh, Potal-Pali, Jambivali, Donewadi, Gudvanwadi, Saraiwadi, Lobhewadi, Nikop, Salpe, Ainachiwadi and Naldhewadi. Pre camp visits were undertaken in the months of July - September 13 to spread aware and network with local leaders/influential community members to begin operations.

Summary of the Annual Age, Gender data of Patient:

Year 2013 - 14	Children		Sub Total	Adult		Sub Total	Total
	Male	Female		Male	Female		
July - September							303
October	33	45	78	66	117	183	261
November-December	240	252	492	42	53	95	587
January	63	63	126	24	72	96	222
February	85	99	184	13	29	42	226
March	127	172	299	33	43	76	375
Total	548	631	1179	178	314	492	1974



Critical Analysis:

The patients covered during the pre-camp visit (303 patients were covered during the months of July - September 2013) and thereafter in two quarters the MMU has reached out to approximately 1974 patients. In each quarter there has been a growth in number of patients covered as depicted in the chart above.

Summary of Body Mass Index amongst the patients examined:

Months	Body Mass Index				Total
	Underweight	Normal	Overweight	Obese	
Oct - Dec	400	59	10	7	476
January	173	45	1	3	222
February	205	15	3	2	225
March	296	44	10	2	352
Total	1074	163	24	14	1275

Critical Analysis:

The above table shows that underweight beneficiaries are alarmingly high and indicates the existence of malnutrition in each & every villages that the MMU has reached out to. It also justifies that people in these villages do a lot of manual labor which burns more calories. This table also indicates low intake of calories by the people due to their socio-economic constraints. It also verifies the mineral & vitamin deficiency existing in the population of the selected villages.

Summary of diagnosis:

Sr. No.	Diagnosis	No. of Patients
1	URTI	306
2	Anemia	138
3	Calcium Deficiency	344
4	Vitamin Deficiency	58
5	GIT	29
6	UTI	6
7	Eye	18
8	Skin	23
9	Worm Infestation	6
10	Dental	8
11	Menstrual Irregularities	7
12	Spondilitis	18
13	Trauma	14
14	Generalized Weakness	42

Concise School Health Camps:

Date	Village	Program	Patients No
20/11/13	Gudwanwadi	School Health Camp	49
25/11/13	Saraiwadi	School Health Camp	25
28/11/13	Lobhewadi	School Health Camp	30
11/12/13	Pali	School Health Camp	93
13/12/13	Pali	School Health Camp	
09/01/14	Malegoan	School Health Camp	16
13/01/14	Pimpalpada	School Health Camp	20
29/01/14	Pingalaj	Ashram School Camp	102
07/02/14	Tiwane	School Health Camp	11
21/02/14	Kondhane	School Health Camp	18
21/02/14	Mundewadi	School Health Camp	29
24/02/14	Palasdhari Thakurwadi	School Health Camp	58
25/02/14	Plasdhari	School Health Camp	57
03/03/14	Palasdhari	School Health Camp	71
12/03/14	Ambiwali	School Health Camp	47
13/03/14	Pimploli	School Health Camp	61
20/03/14	Pimploli	School Health Camp	85
21/03/14	Ukrul	School Health Camp	51
Total			823

Concise details of Anganwadis:

Date	Village	Program	Patients No
20/11/13	Gudvanwadi	Anganwadi Check-Up	28
27/11/13	Lobhewadi	Anganwadi Check-Up	44
27/11/14	Saraiwadi	Anganwadi Check-Up	43
30/11/13	Pali	Anganwadi Check-Up	34
06/12/13	Salokh	Anganwadi Check-Up	13
18/12/13	Jambhiwadi	Anganwadi Check-Up	18
07/02/14	Tiwane	Anganwadi Check-Up	04
18/02/14	Kondhane	Anganwadi Check-Up	07
18/02/14	Mundewadi	Anganwadi Check-Up	18
24/02/14	Palasdhari Thakurwadi	Anganwadi Check-Up	14
26/02/14	Palasdhari	Anganwadi Check-Up	09
12/03/14	Ambiwali	Anganwadi Check-Up	15
25/03/14	Ukrul 1 & 2	Anganwadi Check-Up 1 & 2	18
27/03/14	Pimploli	Anganwadi Check-Up	13
Total			278

**Medical Mobile Unit - IMPACT:
Quantitative Analysis:**

Statistical Information:			
Sr. No.	Major Activities	Number of activities Conducted	No. of Patients/ Beneficiaries
1	General Health Camp	26	675
2	Anganwadi Camp	15	278
3	School Health Camp	15	823
4	School Awareness camp	1	70
5	Follow up camp	15	-
6	Pre Health Visit	20	-
7	Number of Villages Pre visited	40	-
8	Health Marker Days & Awareness Sessions		-
	1. ANC and PNC Session	3	74
	2. Vitamin & Mineral Deficiency Awareness Session	1	34
	3. Family Life Education & Gender Equality	1	69
	4. MMU Anniversary	1	119

Qualitative Analysis:

- 1) Easy and affordable access to health care services to underprivileged, unreached tribal population.
- 2) Reduction in risk of primary illnesses with preventive as well as curative measures.
- 3) Networking with Government departments such as
 - a) Coordination of activities with NRHM
 - b) Coordination activities with ICDS
 - c) Coordination activities with Health officers such as TMO, Medical Superintendent, and extension officers of ICDS & Medical officers.
- 4) Building rapport with grassroots workers such Teachers, Asha workers, Anganwadi workers, Helpers, Gramsevak, ANMs and MPW. s
- 5) Networking with Gram Panchyat (GP) Sarpanch, GP members, village leaders, other Key informants and volunteers.
- 6) The focus of health care service was on preventive medicine along with curative support which is a unique feature in the Karjat Taluka of Raigad district.

Constraints/challenges:

- 1) Due to poor socio economic condition of the beneficiaries they have to struggle for daily livelihood, hence they neglect medical issues to earn the livelihood. Health is last on their list of priority as basic need. Therefore they prefer to suffer & succumb to the circumstances.
- 2) Government health institutions in the area are not so well equipped with expertise to build the referral system for beneficiaries for those who cannot afford private treatment.

List of villages covered in 2013-14

Sr. No.	Name of Villages 2013-14	Sr. No.	Name of Villages 2013-14
1	Lobhechiwadi	14	Borichiwadi
2	Gudwanwadi	15	Salpe
3	Saraiwadi	16	Nikop
4	Malegoan	17	Nandgaon.
5	Pimpalpada	18	Chinchwadi
6	Salokh	19	Tiwane
7	Pali	20	Kondhane
8	Jambhiwadi	21	Palasdhari
9	Ambiwadi	22	Gorewadi
10	Pimploli	23	Gawandwadi
11	Wanjarpada	24	Zugarewadi
12	Mohili	25	Chewane
13	Ukrul		

Achievements :

Each and every case treated by the Medical Mobile Unit is an achievement because :

- Ones who are deprived (financially, socially and even geographically) are being treated.
- Ones who are neglected are being treated by us.
- The primary health care intervention done by the MMU team detects and prevents further complications and damage to the ones suffering.
- The reach of MMU to the needy encourages them to be concerned about their health.
- The awareness sessions conducted by the MMU team cover preventive aspects of health which is expected to indirectly affect the health status of the population.

- * **Ms. Buddhi** - aged 20 years residing at Gawandwadi was attended to due to discharge from her left breast. A tribal girl, she was afraid and unwilling to undergo tests to diagnose her condition. She was accompanied to the Government Hospital in karjat by the ANC of the MMU after counseling. There she was treated with antibiotics and anti inflammatory medicines. Also her blood samples were collected so as to check out for Kochs as suspected by the medical officer of the MMU. In amidst of this scenario the blood samples did not prove to be Koch's positive to our great relief. To our great satisfaction the medicines worked and she has fully recovered.

**Glimpses of the work undertaken by the
Medical Mobile Unit :
Pre Launch Efforts –
Community Needs Assessment undertaken**



The CNA team led by Mr. Bharat Thombre , LOLT Research Coordinator during a group discussion with the villagers.

Pre Camp Visits by the MMU Team



Health awareness sessions:



Medical Camps:



School Health Camp



Follow-up / Home visits:



Visit of Operational Partners – Childrens Hope India, USA :



Children's Home

Project Objective:

Providing a safe and healthy environment for orphaned children in the age group of 6 years to 18 years by setting up of 2 Units of Children's Home (one each for Girls and Boys) in Phase I (out of a total of 8 Units) to accommodate 56 orphan children (28 in each Unit) along with 8 destitute women as Resident Foster Mothers.

Background

India has the highest population of children below the age of 18, i.e. 41% of the total population. As per a recent report (*Hindustan Times, New Delhi, dated July 26, 2011*), quoting a study based on the analysis of data from National Family Health Survey-3 data pertaining to 2005-06, about 20 million children in India are orphan. Of them, parents of only 0.3% children have died and rest have been abandoned by parents. But what the study highlights are that a large number of children in India struggle to survive leave alone having access to education and other welfare measures. Some of these children end up being trafficked or pushed into illegal works. As per the report, Uttar Pradesh tops the list with nearly 48 lakh orphans while Maharashtra, considered to be a rich state, too has over 16 lakh orphans. Poverty is said to be a significant contributor in high orphan children in these states while social unrest and terror are other two major factors behind the high number of orphans in certain states. According to the study projections, the number of orphan children in India is expected to be about 24 million by 2021, though the rate of growth of orphans is likely to decline.

Light of Life Trust, during implementation of Project Anando, has come across several cases of beneficiaries who have been displaced from their home environment due to the sudden and unexpected death of their parents and in the absence of responsible adults ready and willing to look after them. Under the circumstances, the proposal of Light of Life Trust to set up homes for such orphan children is well-thought out and timely.

The intention of proposed Children's Home is to provide a home for children (both girls & boys) in the age group of 6 years to 18 years 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 by introducing them to the on-going Anando programme on education and the vocational component at Community Centre. 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.

Objectives:

- To provide basic facilities like food, clothing, shelter and overall development to each child
- In addition to fulfilling their material needs, endeavour to provide a warm, caring, healthy and happy atmosphere
- To make each child independent and a productive citizen of a responsible community by education and vocational skills training programmes
- To develop symbiotic relationships and inter linkages with the other programs at the centre.

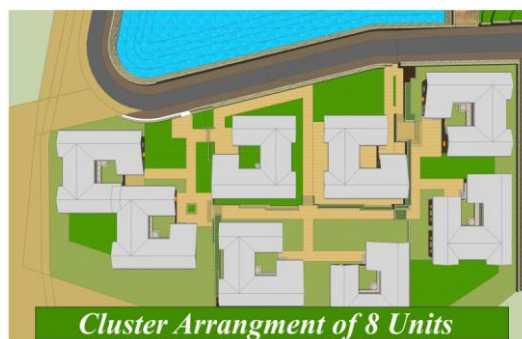
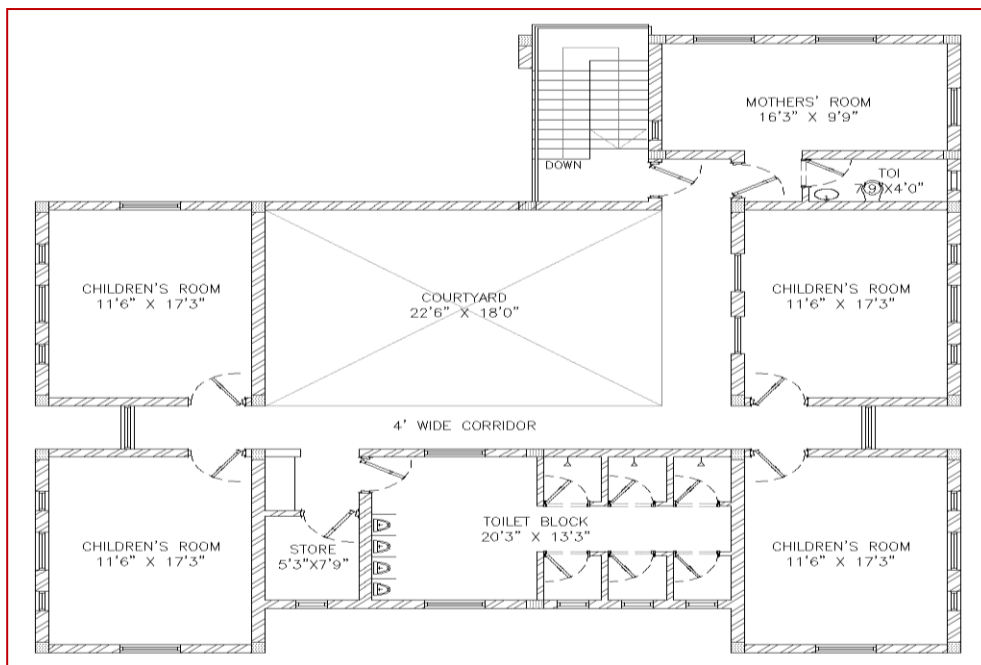
Identification and Description of Target Group:

- The orphaned 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's 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.

Daily Activities Planned for Beneficiaries at the Children's Home:

The beneficiaries of Children's Home will be groomed and developed with 3E approach adopted by our Project Anando, which is proved highly successful and replicable over the years. Started with 25 beneficiaries from Karjat in 2005, Project Anando has impacted the lives of over 9,000 children in 5 districts of Maharashtra and today over 3,500 beneficiaries in 35 Centres covering 426 villages are groomed and trained under Project Anando activities. Besides academic activities, Project Anando involves and equips the beneficiaries in the field of sports, arts, etc. The Jeevan Asha Community Centre functioning in the same campus will equip the beneficiaries suitably with required vocational skills.

Project Design and Architectural Plan:



Expected Impact / Outcome:

The children who have been treated as some sort of outcastes 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. 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.

In effect, the following outcome is expected:

- Each orphaned adolescent will be brought back to a homely environment.
- He / She shall resume education or shall be trained in any of the vocations
- Each child will thus grow up as an educated, empowered and employable youth to be an independent and productive citizen of a responsible community.
- Proportionate drop in the number of unemployed youth in the society.

Monitoring & Evaluation of the 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.

Evaluation:

The project shall be evaluated on the basis of the following outcome and output indicators:

Output indicators:

- Number of children enrolled at the home.
- Number of children counseled for various reasons
- Number of children reinstated to school /college/vocational training
- Number of adolescents becoming employable and seeking employment.
- Number of health camps conducted annually.

Outcome indicators:

- Change in behavior of the children
- Change in the habits and practices of the children
- Academic excellence
- Increase in intellectual and work capacity
- Decrease in prevalence of existing diseases / ill health on joining

Project Execution:

Construction work of the project is expected to be commenced by end of 2013-14 and the same is expected to be completed in about 12 months by end of 2014-15. The Children's Home is expected to operational by end of the year 2015.

Senior Citizens Home

Background

The 2011 report on **Situation Analysis of the Elderly in India** by Central Statistics Office has revealed that the proportion of the population aged 60 years or more has been increasing consistently, particularly after 1951. In 1901, the proportion of the population aged 60 or over of India was about 5 percent, which marginally increased to 5.4 percent in 1951, and by 2001 this share was found to have risen to about 7.4 percent. In India, about 75% of persons of age 60 and above reside in rural areas.

According to Census 2011, the size of elderly which was 5.6% of the population in 1961 is projected to rise to 12.4% by 2026. Among economically dependent elderly men, in either rural or in urban part of the country, nearly 7% were financially supported by their spouses, almost 85% by their own children, 2% by grand children and 6% by others. For elderly women, there were minor differences between the rural and urban scenario. In rural areas, 16% depended on their spouses, 75% on their children, 3% on grand children and 6% on others, while in urban areas 19% depended on their spouses, 71% on their children, 3% on grand children and 7% on others including the non-relations.

The proportion of elderly men and women physically mobile decline from about 94 to 95 per cent among those in the age-group 60-64 years to about 72% for men and 63 to 65 per cent for women of age 80 or more. Also the proportion of elderly physically fit to move was invariably higher in urban areas as compared to their rural counterpart and higher among men than women in various age-age-groups.

Scenario in Karjat Taluka:

A total of 1067 senior citizens are availing the benefits under the government 'Indira Gandhi Senior Citizen Pension Scheme'. During a community needs assessment done in 38 remote villages of Karjat, the senior citizens have expressed their need for financial and health support but are afraid to voice their concerns, fearing defamation of their children and the family.

Senior Citizens' Home

The Senior Citizens' Home, is one of the programmes under Project *Jagruti* envisioned by Light of Life Trust. LOLT's vision to establish a Senior Citizens' Home is 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.

Objectives of Senior Citizens' Home:

- To protect the aged and infirmed from the weakening social security system and to provide them with such help as would make up for their lost family assistance and other means of survival.
- To ensure economic assistance, housing and emotional support to the elderly.
- To organize programmes of recreation and human interaction for the senior citizens.
- To live within a community interacting with all ages, meeting people from diverse interest and fields.
- Have a peaceful, secured and joyous environment with facilities like
 - >Medical support
 - >Counselling
 - >Healing therapies
- To be able to share their knowledge, expertise, experiences and wisdom. Also learn new skills depending on their interest.

- Have emotional fulfillment by being a foster grandparent to inmates of the Children's Home, being set up separately on the same premises.
- Have a sense of belonging by being a productive and integral part of the community.
- Experience Mind, Body and Soul rejuvenation process.

The Project Infrastructure

The Senior Citizen's Home will be of two types. Type B is planned to accommodate, free of cost, 40 senior citizens belonging to economically marginalized section in 20 Units, housing 2 senior citizens each.

Under Type A, 24 senior citizens from affordable category of the society will be enrolled on payment basis. Type A is intended for sustenance of the project as contribution by the beneficiaries shall partially meet the operational cost.

Other features of Senior Citizens' Home are as under:

- Design of units with consideration to age group of occupants and physical disabilities
- A common extended space with considerations to social needs of occupants
- Vernacular style of elevations suiting surroundings
- Efficient construction techniques with use of local materials

Identification and Description of 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.

Social and Economic Profile of Target Group

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.

Income Criteria for Selection of Service to Beneficiaries

The beneficiaries belong to the economically weaker and marginalised sections of the society. The target group comprises of elderly farmers/labourers who are physically unable to earn their livelihood.

Cost-benefit analysis / Social Impact / Return on Investment:

All the activities at the Senior Citizens' Home as well as the day-to-day running expenses shall be borne by sponsors and funders.

- 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.

Monitoring & Evaluation of the Project:

Monitoring mechanism:

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.

Evaluation:

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.

Output indicators:

- Number of underprivileged senior citizens admitted at the centre
- Number of senior citizens associated with other programs
- Number of senior citizens treated and counseled for various illnesses
- Number of welfare programs and activities conducted at the center
- Number of senior citizens linked to government schemes

Outcome indicators:

- Improvement in physical and emotional stability of the beneficiaries
- Control of prevalent diseases through treatment
- Increase in participation in other projects of LOLT
- Happy and healthy living by senior citizens

Project Jagruti – Our Corporate Donors

Our Corporate Donor	Purpose
Bank of India - Raigad	Project Jagruti – Agriculture Training Programme under BOI's Star Swarozgar Prashikshan Sansthan
Akar Parkar	Medical Diagnostic Centre
Mehta Charitable Trust	Project Jagruti General
Children's Hope India, Inc.	Project Jagruti - Medical Mobile Unit
Rivera Stiftung, Germany	Project Jagruti – Jeevan Asha Community Centre, Computer Training Centre

Project Jagruti – Our Individual Donors

Our Individual Donor	Purpose
Mr. Sanjiv Keshva	Project Jagruti - Senior Citizen's Home
Mr. Vivek Arora	Project Jagruti - Senior Citizen's Home
Ms. Armaity Pesi Kolah	Project Jagruti - Senior Citizen's Home
Mr. Pesi Homi Kolah	Project Jagruti - Senior Citizen's Home
Mr. Nariandas Nandwani	Project Jagruti - Medical Mobile Unit – Equipment
Mr. Jagdish Shankar Thakre	Project Jagruti General
Ms. Banoo Burjor Guzder	Project Jagruti General

Project Jagruti – The Team

Sr. No	Team Member	Position	Date Of Resignation
Jeevan Asha Community Centre			
1	Dr. Shubalakshmi S. Iyer	Associate Project Director	
2	Mr. Mohan G. Chavan	Senior Programme Coordinator	
3	Mr. Mahesh Khade	Community Mobilizer	
4	Mr. Sachin H. Gaikwad	Teacher - Computer Training Centre	01.05.2013
5	Mr. Bharti Gaikwad	Teacher - Beautician Course	01.05.2013
6	Ms. Lalita Lobhi	Teacher - Sewing & Tailoring Course	
7	Mr. Kanhaiya P. Somne	Teacher - Agriculture Course	
8	Ms. Kamini K. Thakre	Teacher - Beautician Course	
9	Mr. Rajesh G. Bhoir	Teacher - Computer Course	
10	Mr. Bhagwan N. Thakre	Office Assistant	
11	Mr. Sashikant K. Thakre	Office Assistant	
12	Ms. Lalita S. Borade	Office Assistant	
Medical Mobile Unit			
13	Dr. Priyanka T. Kamble	Medical Officer	
14	Dr. Samata Kamble	Medical Officer	30.08.2013
15	Ms. Neetu L Singh	Medical Social Worker	01.12.2013
16	Ms. Sarika Zomate	Nurse	
17	Mr. Santosh Tukaram Thorve	Driver	

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 an 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 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.

RESEARCH & DOCUMENTATION

a. White paper on Project Anando & its impact

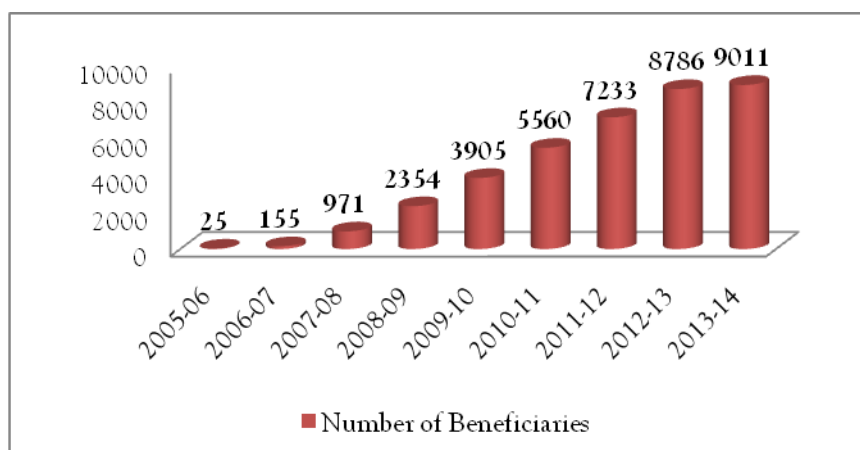
Light of Life Trust undertook an internal assessment to track every beneficiary under Project Anando in order to assess the impact of the programme at the academic, personal, social & financial level, since its inception. Project Anando through its unique 3E approach has supported rural 'school drop-outs/probable school drop outs' at secondary level of school education to not only complete basic education but also stride ahead as empowered, informed and educated young adults.

Project Anando has so far successfully transformed 650 youth who have been able to break through their family's vicious generational cycle of poverty. In addition there are more than 6000 youth who are pursuing higher education and who will soon be able to enhance the economic status of their families in particular, their village communities and the society at large.

Project Anando is playing a vital role in transforming the rural scenario through identification, education & empowerment of underprivileged rural youth, equipping them for employability and enabling them to become productive citizens of society and the nation.

In the year 2013 undertook the exercise of creating a 'White Paper on Project Anando'. All available data was collated by the Research Team and the major findings are as under :

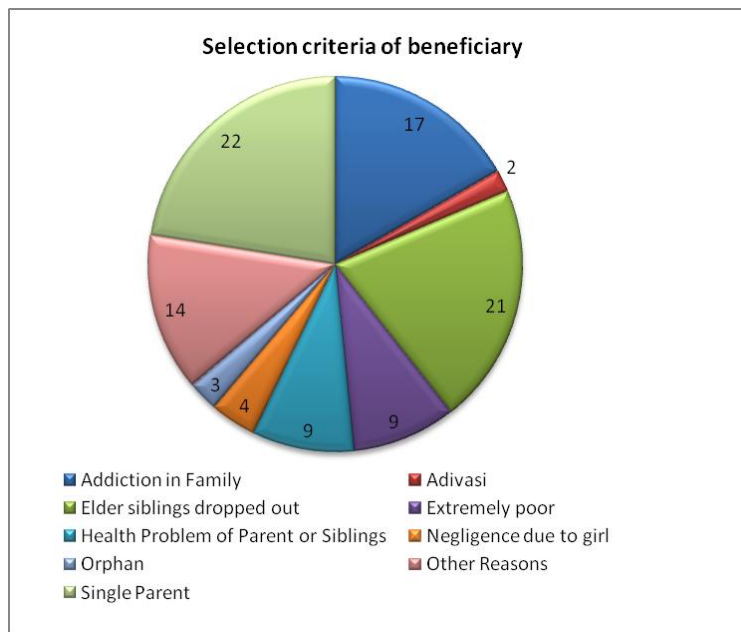
- **The Project Reach :**
 - 9011 rural children, of which **54.4% are girls** (4899) and **45.6% are boys** (4112).
 - 7430 beneficiaries have completed secondary education
 - 1581 beneficiaries are currently in Project Anando
 - Every year has seen a significant increase in the number of beneficiaries indicating the easy replication of the Project. The growth of Project Anando is depicted through the chart below:



- **Beneficiary Categories**

- 22% are children with single parent
- 21% are selected owing to an evident history of drop-out in older siblings & other family members
- 17% are selected due to severe addiction & negligence in family.
- 03% children are orphans
- 02% of children belong to Adivasi communities

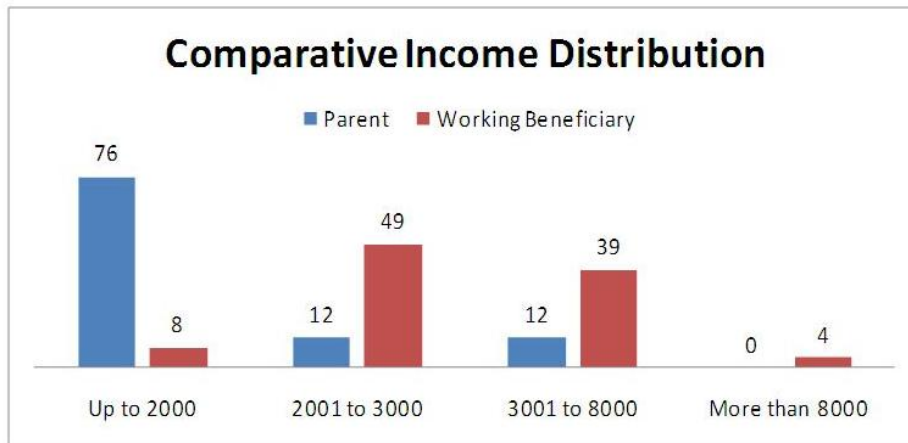
Some of the other reasons for selection include extreme poverty, health problems of child /parent(s)/ siblings, ignorance towards education of a girl child, etc.



- **Academic Impact**

- **Completion of secondary education (7430 beneficiaries)**
 - 91% of beneficiaries have passed SSC & moved towards further education.
 - 03% of beneficiaries have failed & are reappearing for SSC exam
 - 06% of beneficiaries have failed & have not re-appeared for the exam due to various reasons. Many of these beneficiaries have either undertaken a vocational course or are a part of their traditional family occupations and /or are in gainful employment.
- **Of the 91% who have passed SSC**
 - 24% of the beneficiaries are in junior college
 - 18% of the beneficiaries are pursuing graduation
 - 36% of the beneficiaries are pursuing vocational/technical education
 - 15% are pursuing higher technical or professional courses
 - 04% are HSC repeaters
 - 03% are SSC repeaters

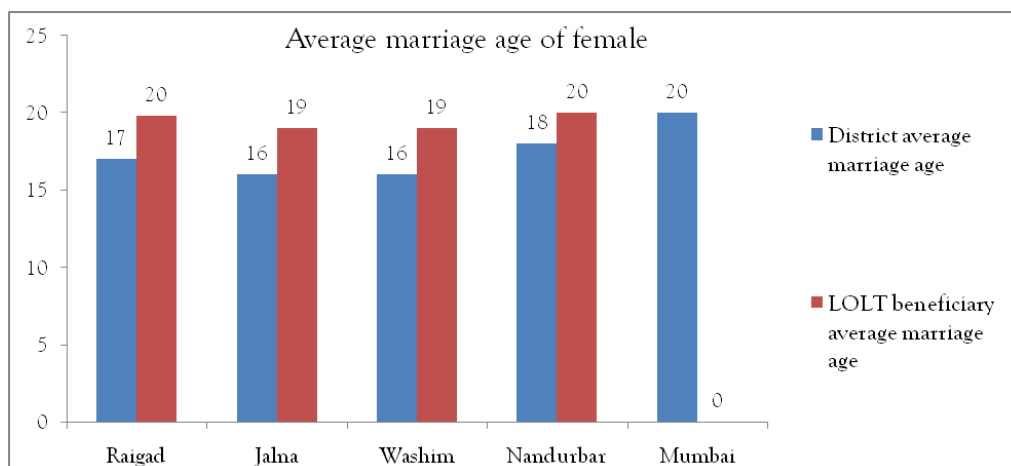
- **Of the 6% (417 beneficiaries) who failed in SSC & did not reappear**
 - 66% are pursuing vocational education (ongoing &/or completed)
 - 34% are not pursuing higher education
- **Selection of diverse career options by beneficiaries** - Even though majority of children are in junior college, graduation, diploma or vocational training, the diversity in career options chosen by LOLT children is very clearly visible & much higher as compared to the options chosen by their classmates.
 - 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.
- **Employment**
 - 650 Anando beneficiaries are now in employment
 - 435 of them are still pursuing some form of education along with the employment
 - 215 are in full time employment and are not pursuing further education.
- **Economic Impact**
 - **Distribution of Beneficiary Income**
 - 39% have monthly income between Rs. 2000/- and Rs. 3000/-
 - 49% of the employed beneficiaries earn Rs. 3000/- to 8000/- per month
 - 04% of the employed beneficiaries earn more than Rs 8000/- per month.
 - 8% of the employed beneficiaries earn less than Rs 2000/- however it is important to note that 80% of these are engaged in part-time work along with education.
 - **Parent - Beneficiary Comparative Income Distribution**
 - 77% of parents have a monthly remuneration below Rs. 2000/- in comparison to 8% of employed beneficiaries (most of them employed part time) drawing the same remuneration
 - 12% of parents earn a monthly remuneration of Rs. 2000/- to Rs 3000/- whilst 39% of employed beneficiaries fall in this income category.
 - 12% parents earn Rs. 3000/- to Rs 8000/-, whereas a whopping 49% of employed beneficiaries earn a similar income per month
 - None of the parents earn more than Rs. 8000/- per month, in comparison 4 % of the employed beneficiaries (26 of the 650 working children) earn a monthly income of more than Rs. 8000/-.



- **Social Impact**

- **Child Marriages**

- A transformation has been seen in the increase in the age of marriage of the girl child in Project Anando areas of intervention.
 - The state level average marriage age is 17 years for girls. The average marriage age of female beneficiaries of LOLT is 19 years in Jalna & Washim District and 20 years in Raigad, Nandurbar & Mumbai Districts which is a significant social transformation through education. *(These figures talk about only those female beneficiaries who have got married. Currently there are 4000 female beneficiaries of LOLT who are either learning or earning or both, and around 725 of which are already above the age of 20 years.*



b. Anant Programme – An Assessment

The Anant Programme was initiated in 2008-09 in Karjat, Alibaug and Mangaon Taluka of Raigad District, Maharashtra State. The programme enrolled 100 selected Anando beneficiaries in its first year but from second year it is covering 280 students in the above mentioned three locations. In 2013 - 14, a comparative study of Anant, Non - Anant student's and their peers (who are not part of LOLT programs) performance by using control and experiment method for assessing personality development was undertaken using two types of methods - quantitative and qualitative. The quantitative method was a psychometric test named 'HSPQ' (High School Level Personality Questionnaire) to understand personality changes occurring in Anant students in comparison with Anando students and their Peers who are not a part of LOLT programmes. The qualitative method used for evaluation was reflections of 'three maestros' from field of Vocal Music, Instrumental Music and Dance on Anant program. In addition to mentioned reflections, more qualitative data generated by interviewing Anant teachers and students through open ended questionnaire by visiting Anant locations. As a part of Anant evaluation group of students were taken to visit Nalanda Dance Academy, Mumbai and Dhruvad Gurukul, Panvel. The reflections of these three maestros on their own life as an artist and their reflections on Anant program/teachers/students were gathered and analyzed, this gave understanding on Anant in view of third person's ('who is Expert') perspective.

Rational for using Control and Experiment Method for Anant evaluation:

Behavior is external manifestation of one's personality. Personality indicators were monitored and analyzed in Anando evaluation. Academic development of Anando students was monitored using SFSEP (Students friendly supplementary education program) and Anando project documentation. Although, the records of students maintained in different verticals of the central program, so far no attempt was made to understand intra students different between Anant and non-Anant children or their peers. Before discussing specifics of 'Control and Experiment' framework for Anant evaluation, we need to understand about the 'Control and Experiment framework' in general and its application educational research.

Control and Experiment framework:

General definition: In general terms, 'controlled group' is a 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 derived from medical sciences for doing various experiments related to effects of medicines on animal species. The experimented species can be non-human or human. While doing medical experiments, environment can be controlled more effectively than of social science experiments and the medical tests can be done under laboratory conditions which are not possible in social projects.

In social sciences, it is difficult to control environment in which experiment is performed. In social sciences, the subject for whom the project going on, the agents involved in project and other stakeholders, all can undergo change as social environment is always changing and not a static one. The dynamic nature of society makes evaluation of social projects a challenging process to conduct under control and experiment framework.

The groups under 'control and experiment method' need to have samples with same characteristics and nature. As far as Anant sample was concerned, Anant program was conducted only in three locations i.e. Karjat, Alibaug and Mangaon zones of Anando while Anando program was implemented in six different districts of Maharashtra. So Anando and Peers' samples selection was done from the same villages and localities where Anant was being conducted.

Sample:

The control group: The control group students for the evaluation were selected from Anando beneficiary and peers of Anando beneficiary. There are two control groups in this case of evaluation; one group was of regular Anando children but they were not Anant beneficiary. The second group consisted of children who were not in LOLT program but Peers of Anando students and living in same vicinity and had similar living conditions.

As it explained above that selecting control group for this evaluation was challenging process. The control group students were selected from same educational standards and from same age groups.

The Experiment group: Alibaug and Mangaon had 61 and 25 students respectively under Anant program while Karjat had 180 students under Anant. The zone wise proportion of students was skewed in terms of number and it was decided to take similar number of sample from each zone.

As far as Karjat zone concerned, the zone had five different locations i.e. Karjat , Neral, Kadav, Kondhiwade and Khopoli. From each location 10 students was selected as sample from each genre. 50 students were selected as sample from each category i.e. Anant, Anando and Peers. Some sample students who have passed 10th standard but continued to practice their art were also selected as part of the sample. The practicing SSC passed Anant students were also selected in evaluation as they were still continuing their practice of Art.

Tools: Each selected students evaluated on basis of one individual performance and one group performance. The performances evaluated by outside experts with help of few inputs given by Anant faculties. The examiner evaluated student's performances and asked few questions to them. The interview guide administered with Anant teachers and students to capture their perceptions the same were analyzed.

To understand personality of the students, '**High school personality questionnaire**' by R.B.Cattell and Cattell was used. The test was a patented document purchased from reputed agency which sells psychological tests. The tool was administered and analyze with help of trained psychologist.

The tools for qualitative enquiry were 'Opinion/reflection of Maestros after visiting Anant program. The Anant students, teacher's perceptions were recorded after meeting these maestros and after two tours arranged to visit Dhrupad Gururkul and Nalanda Dance Academy.



Major Findings

I. Psychometric analysis: leadership and Creativity quotients

- a. Although leadership quotient had more average score, creativity quotient where Anando students high in Leadership while Anant students high on creativity.
- b. Proximity to recourses and exposure being in urban area was found as a major factor for development of personality of children. Alibaug children showed highest scores in leadership as well as creativity quotient followed by Karjat and Mangaon respectively.
- c. An average creativity quotient score was low compared to leadership in cases of both male and female students.
- d. An average score of female was less in leadership and more in creativity quotient while male showed apposite trend.
- e. The gap between leadership and creativity quotients was high in case of male compared to female. The less gaps signified that female students had less variation and thus group activities would be more suitable for them while male students will require more individual attention.

- f. Senior students were more exposed to Anant inputs and they received more training in music. There was positive correlation found between age, seniority and personality development of the students.
- g. The present analysis showed that LOLT students had better holistic development than of their peers which proved one of the important objectives of the programs which is 'To tap untap potential of rural children'.

II. Musical ability:

- h. Although all students get some exposure to classical music and performance but most of the time they learned light-music.
- i. Looking into Anant student's personality traits scores, it can be seen that the students had more than average i.e 5.5 score on 10 point scale in extrovert traits like A, Q2 and H denoting to warmhearted, self disciplined and high self esteem respectively.
- j. With help of Cattell's analysis, it can be seen that above mentioned qualities are found in a person with more than average trait score on H,I, Q2.Q3,C traits. The Anant students also showed more than average scores on these traits.
- k. There are ample of examples how Anant students are participating in in-house events like 'Balkala Mohostav' and events at schools and community gatherings. Some students owned prizes in local and district level competitions. The musical talents enable them to develop their personality in holistic manner. Some students are pursuing their career in music and dance and one ex-Anant student joined as a dance teacher in the program

III. Reflections:

As far as Classical Dance form is concern, any experimentation or fusion should be done with utmost precautions by keeping traditional framework intact. Experimentations can be done by masters who had years of experience and not by novice.

- Indian dance forms and opera require certain traditional types of costumes and drapery (*Nepattha*) which need not be replace by modern costumes.
- The great singing comes from heart and not from throat.

IV. Interactions:

- Ms.Uma rele , Shri.Chintan Upadhay and Ms.Apeksha Upadhay did small performances for students.
- Music is a *Sadhana* and it demands daily attention, so they must do their daily morning *Riyaz* .
- The masters expressed joy looking at Anant program and wished for its success.

V. Suggestions:

- Ms.Rele invited students to Nalanda academy and after one month students visited the academy. Two girls got inspired in visit and they joined foundation course in *Bharatnatyam* in Nalanda Dance Academy.

- Ustad Bahauddin Dagar suggested students to get exposed to different kind of classical music and must listen to it often.
- Students should try to learn drawing and play sports so they could develop '*Bariki*' (sense of observing subtleness) and niche sense which will drive them to more consistency.
- Not to deviate from their task until they achieve mastery over their goal.
- Shri. Chintan wished if possible he would like to conduct few days session with them.

VI. Student's perceptions:

Dance Students:

- They were learning few folk dances along with some numbers from Indian movies and albums. Some students progress till beats and they could able to understand different beats while practicing dance.
- Most of the times the dance performances were generally the group dances but some talented students also performed individually.
- The senior students in dance were trained in diverse talents of dance performance like acting, make up etc.
- Students participated in group and individual dances in in-house events like '*Balkala Mahotsav*' (annual cultural gathering of Anando) and they also participated in outside competitions in their locality and some even participated events in outside their cities and places like Mumbai.

Singing students:

- Anant students start their training in singing with few simple songs at initial stage. They slowly start to learn *Sapta Sur* (sa re ga ma pa....etc.) as part of their training. Most of the students learned basic singing by reciting folk songs and movie numbers.
- Senior students learned group and individual songs in '*Sugam Sangeet*'. The types of songs they learned were Devotional, folks and some Classical based songs. While learning classical songs, students taught about '*Pakad*' and '*Matras*' of ragas.
- Third level students learned *Sugam Sangeet* in depth and many of them participated in music Exams conducted by accredited organization in music. Many senior students have passed basic and advance of singing exams with good grades.

Tabla Students:

- Tabala students found less in numbers compared to other two genres. The students show less inclination towards Tabala as compared to dance and singing.
- Tabala students were mostly engaged in individual performance and they performed less in groups' performances.
- Second level Tabala students learned *Zaptaal, Kerava, Rupak Taals* and some of them also learned *Treetal* and *Tirkat*.
- Many senior Tabala students participated in Tabala basic and advance exams. Most of the students who participated in Tabala exams have cleared the same with good grades.

VII. Teacher's perceptions

Perceptions about Objectives:

- Teacher reported that some students perceived Anant activities as recreation activities and they took it as hobby and few of them wanted to take it as career.
- Students being exposed to different kinds of music and performances. Audio-visual aids used for giving exposure to different performances. The discussion sessions were organized for students to distinguish between good and bad music.
- Many students reported that they felt mental peace while they practice music and it act as a good stress relieving method. Practice in music gave boost to concentration which was helpful for development as student.
- Positive self-image built confidence in students and received more respect by peers, family and community members.

'More' required to achieve objectives:

- Capacity building of teachers to improve their skills
- More clarity on Anant objectives
- More understanding of children's behavior and nature
- Teacher's salary should be at par with market
- Help to senior students (Anant Plus) so it will pay back
- Talented students should groomed to take part in big events

The teacher's self development:

Teacher is a conductor of activities which enable to translate program objectives into reality. Most of the anant teachers themselves were struggling artist. They were learning while teaching as teachers in the program. The requirements stated by teachers were as follows.

- Classical music knowledge in Tabala, Singing and Dance
- Want to learn Contemporary dances
- Want to learn English communication
- Knowledge of event management

c. Community Needs Assessment – Lokkruti Project

The purpose behind Lokkruti project is to bring about holistic community development, in and around the village (Mohili) where the centre is located, with the target group being rural youth and women. The project attempts to bring about social and economic transformation of the village through the efforts of the people themselves.

The objectives of the project are as follows:

- To design programs best suited for residents of the villages covered in the scope of the project to create conditions of economic and social progress for whole of community development with its active participation and fullest possible reliance on community initiative.
- To encourage a community to undertake various initiative, the various steps necessary to enrich the life of the community both materially and spiritually.

A Community Needs Assessment was conducted with the aim to assess and address the needs & aspirations of the residents of nearby villages and gain valuable insights to further strengthen the common goal and objectives of the Lokkruti community centre backed by data. The survey was conducted across 10 villages in and around Mohili and a total of 284 households were surveyed. Villagers participated in one focus group discussion. 10 students along with one parent volunteers supported the LOLT research team in data collection and data entry.



Profile of Sample Surveyed

Villages Surveyed	Total households	Total Households Covered in Sample Survey	Percent Sampled
10	1434	284	20%

The major findings that emerged from indepth technical analysis of the data received post survey for the Lokkruti Project are as follows:

• Education

Summary: 360 out of the 838 students who are continuing with education fall in the primary education category with 0.5 years to 8 years of education. However, the number falls drastically in the Higher Secondary level category. Education thus is one of the major needs as expressed by the respondents and evident from the needs analysis of the data.

Interpretation: Post the Focus Group Discussion with the Investigator/Surveyor it was clear that the parents, guardians want better education for their children. This education can be stated as specific courses, guidance, training etc which would enable the rural youth per say for greater chance of employability. The main aim of the parents with respect to these courses when conducted is to better equip the beneficiaries/participants to apply for and secure employability.

Recommendation:

1. Courses aiming at vocational training. The vocational training should enable the beneficiaries/participants to position themselves in the service sector at the end of the course. The main insight in this is that people need security and monthly monetary payment. The courses shall aim at the same.
2. Education/Knowledge Transfer on issues focussing on hygiene, sanitation and other key areas important for women and community as a whole.
3. Education/Knowledge Transfer on key governmental schemes, various benefits, training etc from various other private, public and other non - governmental organisations working in different areas of development.

• Employment

Summary: 46 percent of the population are engaged in Job and 40 percent of them are engaged in the labouring industry. The respondents mostly the women and senior citizens have expressed a deep desire for the household members, i.e. the earning members to have a secure job with a good monthly income.

Interpretation: The people aspire for their future generations to have a job with the hope that it would be a permanent job with a decent payment. Also, a medium through which entrepreneurship can be nurtured. Thus, the respondents also aspire for self employability within the community.

• Credit behaviour

Summary: 52% take loans in the bracket of 0-10000 Rupees and the percentage declines with increase in amount of loan taken. To state 25% of them take credit between 10001 – 20000 Rupees. People with more income take greater amount of loans amounting from 20000 – 50000. The lower income category take loans in the bracket of 0 – 20000. Around 40 percent of the loans taken are directed towards household consumption and for purchase of 2 wheeler motor cycles.

Interpretation: From the FGD it was clear that there is a strong hold of Self Help Groups and or Micro finance institutions who render loans. The people showed immense loyalty as well as repaying capacity. Thus, we can interpret that the loans taken are for consumption or productive purpose and are not distressed loans.

• Health

Summary: 41.5% use the dustbin to dispose off the garbage. On the other hand, 18% and 20% throw the garbage outside the house and burn the garbage respectively. Adivali, Khandpe and Station Thakurvadi have more than 35% of the population using other mediums to dispose garbage categorized under “Other” columns such as throwing garbage outside the village, in the farm etc.

48% of the population sampled have only bathroom and the number declines to 43 % who have “Bathroom and Toilet” in their house. Thus, 146 households out of 284 which equals to 51 percent of the population have no access to toilet.

From the family data consisting of 1233 records, only 120 individuals gave information on intoxication. From the Focus Group discussion (FGD) it was clear that respondents were not open to let personal information such as that about intoxication. However, we can conclude from the data that 64 percent of the male population surveyed engage themselves in alcohol, smoking, tobacco chewing etc. Women are more prone towards “Mashiri” and Tobacco chewing.

Interpretation: The FGD threw light on the sanitation and hygiene concerning the entire community. Few people are aware of good practices concerning health and sanitation. There was a felt need expressed for availability of better and systematic disposal system. There is no presence of dustbin in many locations or are not accessible to everybody in the community. They were keenness to make everybody aware of the good practices with respect to sanitation.

On the other hand, normative need was noticed by the researchers for toilet/sanitation facilities within the household.

The women seemed oblivious that “Mashiri” and Tobacco chewing can do harm. They expressed it as a normal habit.

- **Water Needs**

Summary: Only 37 percent of the population have tap connection (water facility). From the need analysis of the data it can be inferred that there is a strong dearth of clean and potable drinking water for consumption. From the productive dimension, 95 percent of the land is non irrigated.

Interpretation: There is a strong need and backed by aspiration from the people to have clean and potable drinking water facilities for household consumption and other uses. On the farming or production side, availability of irrigation facilities would help to strengthen the economic activities.



b. Baseline Assessment - Anando National Education Programme

Light of Life Trust undertook a Needs Assessment Study in Uran Taluka to gauge the possibilities of undertaking Project Anando for the children in the area. Some of the critical needs of the schools in Koproli and adjacent villages have been identified through this study.

With mutual understanding with the funding partner - two primary schools and three secondary schools in the area were identified for the Anando National Education Programme:

- a. Chhatrapati Shivaji Vidyalaya, Vasheni - Secondary
- b. Ramchandra Mhatre, Aware - Secondary
- c. K. B. V. Vidyalay, Pirkone - Secondary
- d. Rural Zilla Parishad School, Pirkone - Primary
- e. Rural Zilla Parishad School, Koproli - Primary

Methodology:

The baseline tests which is generally known as 'pre test', was conducted by LOLT's Research Team along with LOLT staff from Alibaug Taluka. Various tools to assess language skills of students from Khopate, Koproli, Aware, Pirkone and Vasheni were used.

The test consisted of assessing academic development of the students through assessment of their abilities in the three 'R', i.e. Reading, Writing and Arithmetic. The tests consists of basic knowledge assessment of subjects as well as advance knowledge assessment. The level of 'difficulty' was kept one standard below the present standard of the students i.e. for Std V , Std IV text was chosen, likewise for Std VIII, Std VII level was chosen, for Std IX , Std VIII level was chosen and for Std X, Std IX level was chosen. The results reflected on the ability of students from basic to advance knowledge ability and thus enabled LOLT staff to plan effective intervention for progress of the students along with the teachers.

Sample:

The sample test selected for the baseline was conducted on 10 students from each class from the secondary level i.e Std VIII, IX and X students. Totally 30 students were selected from each school except from KBV Khopate School as it is part of KBV School, Pirkone hence KBV Khopate school sample test was conducted on 15 students from all levels (i.e 5 students from Std VII, IX & X).

The 2 primary school sample data was collected after the training due to delay in permission from the District Education authorities. The number of sample test collected from the 2 primary schools were 20, as these classes have less number of students.

Total sample students from all 6 schools were 146 and from different classes i.e Std V to Std X

Tools:

The tools used to collect data were

- a. The three 'R' ability Test.
- b. Student educational perception capturing questionnaire.
- c. Parent educational perception capturing questionnaire.
- d. Teacher observation schedule.

Academic assessment tool details are as follows :

Marathi reading: The reading paragraphs for the students were selected from one class below present standard of the students.

Marathi writing: The test consisted of essay and letter writing and topics were selected as per one level lower to the student's present standard.

English reading: A paragraph was selected from text books of one class below the student's present standard.

English writing: English writing tool consists of basics of English language knowledge and questionnaire progresses with higher level standards knowledge questions. The questions were designed keeping in consideration different topics like sentence creation and grammar as per different standards.

Mathematics: The mathematics questionnaire was also designed like the English questionnaire starting with basic mathematics ability and progressing with higher standard questions. All questions were not meant to attempt by all students though it was expected from students of Std X to solve maximum problems.

Student Perception Questionnaire: The students perception questionnaire is designed to capture student views on present education system, his/her own study methods and his/her aspirations.

Parent Perception Questionnaire: The parent's perception questionnaire is trying to capture parent's participation level in student education process as well as knowledge on the education scenario along with aspiration for their ward's future.

Teacher Observation Schedule: The teacher's observation schedule is a format having list of In-Classroom process and Out of Classroom process. The different process like communication, punishment etc. need to be rated on a 10 point scale by teachers for themselves and for their colleagues. The teachers were not supposed to write their own name or others name on sheet and thus they rate self and each-other with keeping anonymity. Anonymity helps to rate freely and fairly and increases chance of getting average rating per group of teachers belonging to particular school. The individual rating is finally average out by computing data and average rating of teacher's 'In' classroom and 'Out' of classroom process per schools are analysis.

The findings :

- Students belonging to different standards and schools were a mixed group of 51 percent girls and 49 percent boys. Number of female students were slightly higher due to more female student's enrolment in Uran Taluka.
- **Marathi reading performance** - students from older schools run by established trusts showed better performance and newer & non-granted schools along with RZP schools showed comparative weaker performance. The Std V students are showing low on overall performance while Std X students show higher performance.

- The frequent mistakes in Marathi reading were - wrong pronunciation, fumbling while reading and self corrections. The overall reading was satisfactory but most of the students were reading with disregard to punctuation.
- **English reading performance** was much weaker compared to Marathi and few students could barely read paragraphs without understanding anything and were not reading entire sentence at a stretch.
- **English reading mistakes** are more in new schools and less in well establish schools. The reason for the same could be that all students face the same kind of difficulties in English. English subject is difficult for most of the students as English is a foreign language to them.
- Number of mistakes were same but nature of mistakes are different for some students. Pronunciation and punctuation mistakes are same everywhere but broken reading and changing words are found more with Rural Zilla Parishad schools and new school students.
- RZP school students made more mistakes than any of the other school students and the minimum mistakes are made by KBV Pirkone school students though the variation is not much. The standard wise mistakes were more with the Std V students while Std X students have made less mistakes.
- **English writing** is also weak as English reading though the basic level questions were attempted by most of the students. There are some students from all schools and from all standards who were not able to write beyond basics.
- The team used two questionnaires, one for Std V to Std VII and other was for Std VIII to Std X. School wise performance showed that all students belonging to well established schools are showing better performance as compared to Rural Zilla Parishad Schools and New Schools.
- Standard wise percentage showed that Std V students scored less percentage while Std X students scored higher percentage. Variation between Std V and Std X percentage was not significantly high. This indicates that even Std X students have a problem with English writing.
- **Mathematics test** was designed to assess basic and advance Maths knowledge of students. The initial part of the test had questions on basic knowledge. The latter part of the test had questions as per different standards and the student could attempt all questions he/she so wished.
- The mathematic test result gave the actual level of students and helped to decide what kind of supplementary education is required by students. There were two mathematics paper administered one for Std V to Std VII and second one was for Std VIII to Std X.
- **Student's Opinion and Perceptions:** The school wise perceptual change showed few variations in perceptions of the students. The low variation indicated that most of the students are of same perceptions irrespective of which school they belonged and thus it is more of a geographical phenomena.
 - The lower standard students' involvement in study is less as compared to the higher standard students especially comparing with Std X students.
 - Std X student also takes less 'out of classroom problem' to teachers which reflect on their independent behavior.

■ **Parent's Opinion and Perceptions as per School:**

- Parents are important stakeholder and their perceptions regarding their children's education. It is noted that parents rarely participate in village level educational work.
- Most of the parents don't have any knowledge about SMC (School Management Committee) or SMDC (School Management and Development Committee)
- All parents are by default members of the PTA but many parents are not even aware of it.
- Majority of the parents feel that it is alright for their child to take leave from school for occasional work or family functions.
- Majority of the parents 'sometimes' attend the PTA meetings when they are invited.
- Majority of the parents 'sometime' visit school for a particular reason and do not visit school on their own.
- The parent's opinion categories as per frequency and then percentage of each answer is noted and arranged as per priority. There is no inter school variations found. The majority of parents still gives preference to male childs' education and has stereotype opinion about career choice or co-education.

- **Teacher's observation on different processes In and Out of classroom:** The teacher observation tool was administered by teachers with the help of the research team. In order to get teacher's own perceptions of their in and out of classroom process was done by rating themselves and their colleagues. The data was gathered from all teachers who rated themselves and their colleagues and average of all ratings was computed and presented as per school in the following table.

SPECIAL PROJECTS

a. Launch of Lokkruti Project, Mohili Village, Karjat Taluka, Raigad District.

LOLT's 'Lokkruti Project' - a project of the people, by the people, for the people with support from Chance of Life, Germany was inaugurated Sunday 27th October 2013 at 11. 00 am by **Light of Life Trust Founder Villy Doctor & Chance of Life Founder Rita Steinau** at Mohili Village, Karjat

Various livelihood training programmes will be conducted at this Capacity Building Centre for local community members (women & girls in particular) leading to financial independence of the participants.

The centre built on a 2200 sq ft plot of barren land donated by one of our parents was constructed with support of local people and LOLT families. Full financial support for material for construction and operational cost received from B. Braun Aesculap through Chance of Life, Germany.

History :

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



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 Construction Phase



The newly painted structure



The Inauguration



Local Newspaper coverage



b. Anando National Education Programme – Uran Taluka, Raigad District, Maharashtra State

In this reporting year in partnership with All Cargo Logistics Limited the Anando National Education programme was initiated with 6 schools in Uran Taluka, Raigad District , Maharashtra State.

✚ Objectives of the program:

- To increase the transition rate of students from upper primary to secondary in the selected schools.
- To enhance the quality of education in 5 schools in the 1st phase and thereafter in more schools in the 2nd phase.
- To increase the active participation of all stake holders including parents and villagers to assure the cohesive support system for completion of children’s education.
- To develop the innovative, suitable, robust but replicable module to address the issues differently. **Tested model will be applied at the district level.**

Permissions from concerned Government Departments and school authorities:

- ✚ LOLT team members had assessed the needs of selected schools in Uran Taluka. An orientation session was conducted by the LOLT Team with the school authorities.
- ✚ School authorities showed acceptance of the intervention at their school level but required permissions from the Block Education Officer level to begin the programme.
- ✚ The Block Education Officer asked for permissions from the Raigad Education Department i.e. Primary Education Officer and Secondary Education Officer along with President of Education Department.
- ✚ An orientation session by LOLT Team was conducted with the concerned officials in the education department in order to obtain the necessary permissions.
- ✚ After detailed understanding of LOLT run Projects and its impact, the authorities agreed to grant the required permission letter.

Scanned copies of the permission letters are as below:



Module Translation:

The teacher training modules were translated in Marathi by core team members from Alibaug & Karjat for the easy reference of teachers thus fulfilling the desired objectives. The Marathi translated module copies are available with LOLT on request.

Baseline Survey:

On receiving the government permissions to undertake the programme the focus was on the baseline survey with the selected 6 schools namely:

- ✚ Karmaveer Bhaurao Patil Madhyamik Vidyalaya, Pirkone (Secondary School)
- ✚ Karmaveer Bhaurao Patil Madhyamik Vidyalaya, Khopte (Secondary School)
- ✚ Ramchandra Mhatre Vidyalaya, Aaware (Secondary School)
- ✚ Chatrapati Shivaji Vidyalaya, Vasheni (Secondary School)
- ✚ Rural Zilla Parishad Primary School, Pirkone
- ✚ Rural Zilla Parishad Primary School, Koproli

Focus of the Baseline Assessment :

- ✚ School information collection
- ✚ Students information collection
- ✚ Teachers information collection
- ✚ Parents participation assessment
- ✚ Class room mapping
- ✚ Maths skill testing
- ✚ Reading skill testing
- ✚ Writing skill testing

During the baseline survey the team members also paid home visits to selected students for collecting brief student information as part of the baseline. From this survey many learning's came up like economical background, the environment, parent & community approach etc. The report of the baseline pre test is attached as a separate report.

Teachers Training

To achieve the objectives of SQDP, Teacher Training is the major backbone of the program. Teachers have to play a more involved role in order to bring about changes in the children and their parents.

Objectives:

1. To understand teachers thought process.
2. To make teachers aware of their responsibilities.
3. To make them aware of self through Self SWOT Analysis.
4. To make them aware of their own school through School SWOT analysis.
5. To make them understand children better through child psychology.

The first teacher training programme was conducted in two batches to ensure all teachers would be able to attend the training without classes running empty. The training was held at 'Panchratna D.Ed. College, Uran, on 21st & 22nd November 2013 for the 1st batch and 25th & 26th November 2013 for the 2nd batch.

During the pre-training registration of teachers from six school 25 teachers registered for the 1st batch and 14 teachers registered for the 2nd batch.

On the day of the Programme 24 teachers attended in the 1st batch and 12 teachers in the 2nd batch. Three teachers could not attend due to the science exhibition held in Uran. The overall attendance of teachers in the first training programme was 92%.

The school wise bifurcation of numbers of participants from each batch is as follows.

School wise list of number of participants in the 1st batch:

Sr. No	Name of School	No of Teacher
1	Raigad Zilla Parishad School, Koproli	2
2	Raigad Zilla Parishad School, Pirkone	1
3	Karmaveer Veerkar High School	18
4	Ramchandra Mhatre School, Aware	2
Total		24

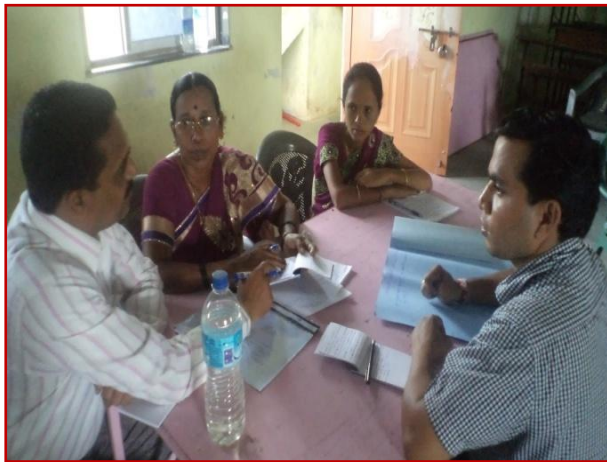
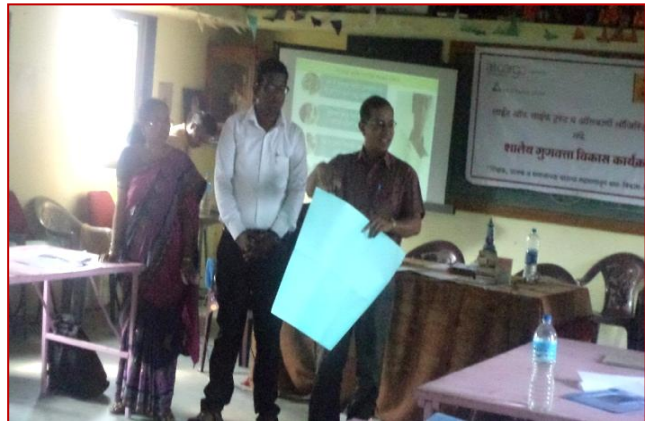
School wise list of numbers of participants in the 2nd batch:

Sr. No	Name of School	No of Teacher
1	Raigad Zilla Parishad School, Koproli	2
2	Raigad Zilla Parishad School, Pirkone	2
3	Karmaveer Veerkar High School	3
4	Ramchandra Mhatre School, Aware	3
5	Chatrapati Shivaji Vidyalaya, Vasheni	2
Total		12

The training started on time despite a change in venue just one day before the training. There were five resource persons from LOLT present at the training. The list below gives their names and the subjects conducted by them.



The main sessions were made productive by holding other sessions like Need of Training, Self Actualization, Decision Making, Songs and Refreshing activities. During the training it was decided that the session on school action plan would be conducted at the respective schools immediately after the training to draw up customized development plans for each school. The level of participation of the teachers was very high and many participants felt that the training schedule and discipline was at the level of management trainings.



The teacher expressed their thoughts/opinions in the feedback sheets provided for each session. They found all the sessions very useful for their professional and personal development. On the scale of 5 points the sessions by some were rated as 4 points but the majority was 5 points. The teachers expressed their thanks to All Cargo Logistics Ltd and LOLT for organizing the first of many useful trainings, some of them expressed that the training would have a great impact on their day to day work. Replying to issue related to implication of training

LOLT team members assured teachers that when they will come to respective school and draw action plan for school development, total picture of implementation of training deliverables will be more clearer to them.

The staff and trustees of Pancharatna D.ed College, Pirkone rendered all support and a special thanks goes to Mr. Mhatre and Principal Ms. Kadam for offering timely help by making available the hall and collage premises for the training.

Teacher's Feedback:

1. All teachers were happy, because they made rules for training and applied them during the training.
2. They found the child psychology session very interesting and useful because they felt they could now handle children's issues.
3. Teachers understood their weaknesses and opportunities from self SWOT analysis.
4. School SWOT was found to be very helpful for school quality development.
5. How to handle critical cases of students was understood from the child psychology session.
6. All sessions organised were found useful and important by the teachers for their capacity building and the student's development.



Some Specific Feedback and Suggestions came from Teachers after training:

1. Feedback received from teachers was that they received high quality inputs from the training.
2. The knowledge they received would play a vital role for their development on a professional as well as personal level.
3. They expressed that with the help of School SWOT they can overcome difficulties which arise whilst teaching.
4. The teachers requested inputs or training components with the help of which they could improve the understanding of both low and medium level students.
5. In the Finger Touch activity the teachers were blind folded, they had to identify the need of the child and after that realisation they had to draw an action plan as to how to develop the child's needs.
6. They realized that it was important that being teachers they always have to be helpful towards the child.
7. Mr Makhare, teacher from Pirkone mentioned that he felt he was taking a rebirth in the teaching revolution. He also suggested that the study material could be put on CD's which they could refer to whenever needed.
8. A teacher from ZP School Mrs. Jyoti Mali said she realized that she had to do something for the development of the community.
9. Mrs. Bhoir expressed that through the Child Psychology session she realised that it was important how the teachers behave with the children in school.
10. One school teacher from ZP School, Koproli mentioned that he has attended training sessions organised by the Government where he used to carry newspapers to read as the trainings were very uninteresting but in the case of LOLT's training there was no opportunity to read the newspaper because the sessions were very qualitative and result oriented
11. Mrs. Sujata said that this is the first time in her career span of 25 years she has gone through such a qualitative and informative training.

Follow-up Meetings at the school level :

The LOLT Team conducted follow-up meetings after the training at each of the participating schools in the month of December / January. At the meeting the focus was on the existing problems of the school and suggestions towards change.

K. B. Patil School, Pirkone

- ✚ Need for more participation from parents and the community required.
- ✚ Due to poor economical condition some children do not wear a uniform.
- ✚ Lack of school sports material and teaching tools for a some subjects especially Geography is required.
- ✚ Safety wall compound on the school grounds required.
- ✚ Some disciplinary problems also found in school children.
- ✚ Lack of basic knowledge in English and Maths especially in primary schools
- ✚ Due to the current fad many of the children move to English Medium schools and hence poor children remain in Government aided schools
- ✚ Seating arrangements are not proper in Junior Collage.

Some Suggested Solutions from LOLT:

1. Case to case counselling for those children who face problems in academics or personal
2. School teachers and LOLT associates have to organize parents meeting and then parent's training on effective parenting.
3. PTA formation and activation.
4. To organize special sessions for teachers to improve Spoken English Skill



R. Z. P. School, Prikone

- ✚ Lack of effective leadership in school (There is no School Principal).
- ✚ Need of safety railing for 1st floor of the school building.
- ✚ Less support from parents.
- ✚ Un-availability of computer teacher.
- ✚ Vocal English in the area of development in the teachers and this fact they have accepted.
- ✚ Parents are not aware about their responsibilities regarding children.
- ✚ Craze about joining English medium schools among students
- ✚ Due to the communities migrating they face attendance problems.

- ✚ PTA is formed but not activated properly.
- ✚ Need sports material like ring, lagori, skipping ropes, dumbbells and dafli
- ✚ The teachers expressed that during school days they do their best to teach the children, but during vacations due lack of attention from the parents the child forgets everything and comes back to school totally blank.
- ✚ New syllabus books and proper training not available in time.
- ✚ No cultural program held in school.

Some Suggestions from LOLT

1. They should discuss safety railing problem with Grampanchayat or any other political leader.
2. They should plan parents meeting regularly and they should be made to realize about their responsibilities in the presence of our representative.
3. They should discuss all school problems at the PTA which should be held regularly
4. LOLT should give some teaching aid or vocal CD as guidelines to the teachers in the English subject.
5. Special case counselling of students and parents.

RZP School Koproli:

- ✚ Parents enrol children in small age group (between 4 - 4.5 yrs of age) and submit fake birth certificate.
- ✚ Due to the craze about enrolling in English medium schools, large number of students leave hence the number of students decreases after Std IV
- ✚ Lack of time in taking revisions in English subject.
- ✚ Lack of parents support in PTA meetings, especially Adiwasi parents are not aware of their responsibilities.
- ✚ Due to government demands and trainings, teachers cannot maintain regularity in school
- ✚ Due to lack of BDO's focus on existing problems that emerge in schools problems remain unsolved
- ✚ Need a special room for computers and a storage for sports material

Some suggested solutions from LOLT

1. Conduct community awareness program especially at Adiwasiwadi.
2. Case counselling of students and parents in presence of our representative.
3. There have to conduct programs for parents like palakmelava, parents trainings for increase in participation and bonding with school teachers.
4. All programs and events should be organized during school time.

Ramchandra Vidhyalay, Aware

- ✚ Less numbers of teachers as compared to the number of students.
- ✚ Lack of teachers for music, drawing, PT and work experience.
- ✚ Less number of peons.
- ✚ Lack of computer teachers for Std V to Std X
- ✚ Lack of co-ordination in teachers.
- ✚ Cultural activities are not conducted in schools like picnics, stage performance and different types of competitions.
- ✚ Need for a projector
- ✚ Can not conduct practical's for ICT subject due to the excess number of students.
- ✚ Teachers need training English grammar, English communication skill and English writing skills.
- ✚ Lack of geographical apparatus like Maps, Globes, etc.

- ✚ Lack of lab assistant.
- ✚ Lack of parents support.
- ✚ Need personality development subject for students.
- ✚ Parents are not aware about their responsibility.
- ✚ Due to the Government policy of promoting all Std VIII children, seriousness in the child drops
- ✚ Books are available but no proper library for secondary students.
- ✚ PTA has been formed but not active



Some Suggested Solutions from LOLT

1. We should try to work with parents from the start and hold regular meetings and trainings
2. We should arrange English Subject base training for teachers.
3. We should arrange trainings for teachers in Maths and introduce innovative teaching methods
4. We should arrange training for personality development

K.B. P High School, Khopte

- ✚ School building is not in proper condition.
- ✚ Lack of science practical laboratory, library & toilet facility.
- ✚ Need drinking water purifier.
- ✚ Lack of telephone, computer lab is available but not in proper order.
- ✚ Need teaching & learning material.
- ✚ Need play ground.
- ✚ Need geometry boxes
- ✚ Need internet facility for teaching ICT subject.
- ✚ Need reference books for teachers.
- ✚ Need subject oriented training in Maths, English and Science

Some Suggested Solutions from LOLT

1. We should have to plan Teacher Training especially on pedagogy (English)
2. We should have to organize meetings with parents.

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	Mr. Llyod	Fountainhead	Jagruti	2	To gauge possibilities of holding a Music Festival on Project Jagruti Campus	13 th April 2013
2	Ms Manjari Thakur	iGate	Karjat Center	3	Funder follow up visit	27 th April 2013
3	Adesh Sahani & Andrew Sala	Student Volunteers from The USA	Karjat Center	2	To conduct sessions on Sports, English & Leadership	22 nd to 29 th June 2013
4	Employees of Morgan Stanley	Morgan Stanley	Karjat Center	45	Visit the Anando Centres as part of the Global Charity Month	29 th June 2013
5	Employees of Edelweiss	Edelgive Foundation	Karjat Center	15	To interact with Anando beneficiaries	20 th July 2013
6	Ms Ranjana Roy & Ms. Minal Chedda	Narotam Sekhsaria Foundation	Karjat Center	2	To understand the Anando programme and its impact at the field level.	23 rd August 2013
7	Mr Vivek Kayande	Bharat Petroleum Corporation Ltd	Karjat Center		Plan and coordinate the visit of BPCL Trainee group to Anando Centres.	29 th August 2014
8	BPCL Trainees	Bharat Petroleum Corporation Ltd	Karjat Center	60	Participate in the baseline Assessment of Anando beneficiaries and visit the centres.	3 rd Sept.2014
9	Mr Ramesh Deorukhkar & Mr Sanjay Bhagat		Karjat Center	1	Secondary Teacher - To understand Project Anando	8 th Sept.2013
10	Mr Pradeep Koppikar	Guest from Muscat	Karjat Center	1	To understand the work of the organization	14 th Sept 2013
11	Mr Rajendra Honmane	Rajiv Gandhi Yojna		1	To visit the organiozzation	22 nd Sept 2013
12	Mr Manish & Mr Shishir		Karjat Center	2	For a film shoot with Neral students	23 rd Sept 2013
13	Mr Sanjeev Kashyap & Ms Reena	Industrialist from Nepal	Karjat Center	2	To understand the work of the organization	11 th October 2013
14	Mr Chandrakant Puri	Rajiv Gandhi Center for Contemporary Studies			Conducte a session on Change Mangement with the Team	17 th October 2013
15	Mr Pradeep Koppikar	Guest from Muscat	Karjat Center	1	Interact with the team & students	19 th October 2013
16	Ms Rita Steinau	Chance of Life	Mohili Center	1	Funder Visit	27 th October 2013
17	Mr. Kudalkar & Ms. Pratiksha	DXN marketing company	Alibaug center	2	For Career guidance session for Anando plus students	8 th Nov 2013

18	Mr. Rahul (Branch Manager) and Mr. Pravin Gharat (Deputy Manager)	Saraswat Bank	Alibaug center	2	For Career guidance session for Anando plus students	8 th Nov 2013
19	Mr. Santosh Ambetkar	Teacher of Alibaug Municipal school No. 5, Alibaug	Alibaug center	1	For Educational Material Distribution program at Choudhi	22 nd June 2013
20	Mr. Mahesh Dolkar	Secretary, Mahatma Gandhi Vidya Mandir Chordhe	Alibaug center	1	For Educational Material Distribution Program at Walkhe	24 th June 2013
21	Mr Pravin Vaidya	Owner of Matoshree Hall in Karjat	Karjat Center	1		11 th Nov 2013
22	Mr Sanjay Bhagat	Andhashrddha Nirmulan Samiti	Karjat Center	1	Conducted a session with the Team on Superstitions & Laws	27 th Nov 2013
23	Ms Mrunali Chukkal,		Karjat Center	1		30 th Nov 2013
24	Ms Priya Satish, Mr Vivek Kayande & Ms Bina Khondkar	Bharat Petroleum Corporation Ltd	Karjat Center	3	Funder follow up Visit	12 th Dec 2013
25	Mr Pradeep Kedia	Reliance	Karjat Center	1	To understand the work of the organization	14 th Dec 2013
26	Mr Keyur Majmudar	Bay Capital	Karjat Center	1	To understand the work of the organization	14 th Dec 2013
27	Students of Cathedral School	Cathedral School, Mumbai	Karjat Center	8	Residential Visit for 5 days - Interaction & Sessions with Anando beneficiaries	18 th to 22 nd Dec 2013
28	Dr Gokani	Bombay Hospital	Project Jagruti	2	Look at possibilities of collaborating for Senior Citizen Home	23 rd Dec 2013
29	Hanmanth Vadittya & Ganesh Khade	Tata Institute of Social Science	Karjat Center	2	Field Work	29 th Dec 2013
30	Student Placement	IEIBS AKADEMIA	Karjat Center	8	Internship	2 nd to 6 th Jan 2014
31	Mr Suresh Mathure	Retired Principal of Sharada Vidyalaya	Karjat Center	1	Discussion on Quality of Education in Mumbai	3 rd Jan 2014
32	Ms Nita Joshi	Concern India Foundation	Karjat Center	1	To understand the work of the organization	9 th Jan 2014
33	Volunteers	From Pune	Karjat Center	13	To learn and share experiences	19 th Jan 2014
34	Ms Karin Heinzl	Visitor from Germany	Karjat Center	1	Conducted sessions on "Individual Leadership Styles", "Empowerment for Women" and "Communications for Fundraising"	20 th to 31 st Jan 2014
35	Ms Sushmita Paria	Welinkar College	Karjat Center	1	MBA student to research on the ANEP Programe	24 th Jan 2014
36	Ms Kavita Lund, Ms Kaviat Gugnani & Ms Radha Vanjani	Children's Hope India	Project Jagruti - Medical Mobile Unit	3	Follow up on the progress of the Medical Mobile Unit	25 th January 2014

37	Dr Cyrus Poonawalla	Serum Institute of India	Project Jagruti	15	To gauge possibilities of collaboration for construction projects- Medical Diagnostic centre, Childrens Home & Senior Citizen home	14 th February 2014
38	Akshay Gaug, Shirjin Pathan, Amarja Bapat, Jay Thakare & Paridhi Sharma	iGate	Karjat Center	5	Funder Follow up visit	15 th Feb 2014
39	Ms. Tarika & Ms Swati	Give India Foundation	Karjat Center	2	Visit to Project Anando	23 rd Feb 2014
40	Mr. Mahesh Mohite, Mr. Dilip Bhoir Mr. Prafulla Patil Mr. Mangesh Mhatre, Mr. Rohan Chimane, Mr. Girish Motta; Mr. Imtihaz Palkar	Advocate; Social Woker Chairman of Raigad Jhila Parishad Samaj Kalyan Vibhag Branch Manager of RDCC Bank Owner Sanman Hotel Owner Sanman Hotel Owner Sanman Hotel Builder, Developer and Estate Consultant	Alibaug Center	8	Attended “Swarabhilasha” program as guests.	8 th March 2014
41	Ms. Karin Heinzl	Representative Chance of Life, Germany	Alibaug Center	1	To understand the work of the organization	10 th March 2014 to 24 th March 2014
42	Mrs. Sumita Mr. Christopher	Founders, Flowering Tree	Karjat	2	Get Together and Formal meeting with Anant team and beneficiaries of Karjat, Alibaug and Mangaon	14 th , 15 th & 16 th April 2014
43	Mrs. Manisha Chunekar	Sarpanch of Rewdanda	Alibaug Center	1	Attended “Mahacharcha” program as a guest	8 th May 2013
44	Mr. Shekhar Bandhal	Representative, Jan-Gan-Man Sanskritik Abhiyan	Alibaug Center	1	To select the performance for “Balnatya Mahotsav”	8 th Nov 2013
45	Mr Navale	CEO, Jalna	Karjat Center	1	Visit to Project Anando	04 th July 2013

CAPACITY BUILDING

In Mangaon Taluka:

A. Making Teaching Aids – A Journey of two months

The third capacity building workshop on teaching aids was organized in Mangaon Taluka post the two workshops held in the previous year.

The objectives behind this workshop was :

- To increase the attention level of every student.
- To enhance the interest level of every student towards English & Mathematics
- To make the understanding process easy & retainable over a long period.
- To enhance the quality of education imparted by the SFSEP teachers.

Highlights of the process:

- Making innovative teaching Aids required willingness to create, sincere efforts & hard work from the team.
- While some teaching Aids took 4 - 5 days to build, some took 10 to 12 days including the time required for discussion & design
- The team was so involved in the process of making the teaching aids that the extra working hours spent was not important.
- Each teaching aid prepared was well laminated to ensure long life & productive use.
- Every teaching aid is housed in a separate plastic cover.



'Teaching Aids' prepared and in use during SFSEP classes...

- 'Five Star Hotel - Khana Khajana' : Direct – Indirect speech
- 'SHIRT' : Change the Voice
- 'Ven's Diagrams' : Ven's Concept
- 'Thermocol Therapy' : Concept of Square
- 'The Tree of Degree' : Change the Degree
- 'Such a Beautiful Bunglow of Circle' : Concept of Circle
- 'A Graph Board' : Graph
- 'Triangles' : Triangle
- 'Lakhota' : Letter Writing
- 'Dialogue Boards' : Dialogue Writing & Delivery



Impact :

- This vibrant teaching methodology has benefitted the students of SFSEP classes and has increased Confidence, Self-esteem, Curiosity & Enjoyment in the classroom.
- Students are more engaged and Teachers morale has received a boost.
- It helped teachers to be more competent & effective practitioners.
- Even though resources like textbooks are limited, teachers & pupils are working together to create vibrant teaching materials that can help children learn effectively.

- At every centre in Mangaon Taluka a transformation has taken place. Students like Sanchita Kekane & Saurabha Lakeshri are realizing that teachers are on their side & what they learn in SFSEP classes bears relevance to the outside world.

Student Opinion on the teaching aids used by teachers:

- Sanchita Kekane, Std X student of Jawli Centre, 15 year old - “These days, teachers conduct lessons using Teaching aids, and you get to understand things better”. “ It teaches me something about everyday life, how things function. Teachers are now keen on finding out if we understand compared to before. Now, when a teacher enters the class, you get what they want you to learn. They ask you if you have understood them.”
- Saurabha Lakeshri a Std IX student of Goregaon centre, 14 year old says - “Earlier when teachers taught, they did not use any teaching aids. Now, things are simpler than before. We can touch the aid & can get the real feelings. It is really a nice learning experience.”



Teachers' Opinion :

- SFSEP Teachers are happy with the learning environment that is being nurtured through the training sessions.
- Miss. Shital Pakhurde, SFSEP Teacher of Mangaon & Jawli centre working with LOLT



since the last three years said, “ We have made big strides in our classroom techniques & have reached a very good level. Nowadays, children participate fully as we ask them directly: What did they like? What did they not like? Did they understand the lesson?”

- Mr. Rakesh, SFSEP Teacher of Goregaon & Jawli centre shared - “the attention level of students has increased tremendously since we started using the new teaching methodology. Their interest levels have also developed. It is helping them to sharpen their memory”.



B. Capacity Building Training Sessions on Change Management, Class management & Effective Powerpoint presentations was held in the month of October during the Diwali vacation period at the Project Office, Mangaon Taluka for all Anando, SFSEP, Anant team members.

Project Officer Mr. Ulhas Sawant shared his learnings from the training he had attended at the “Change Management’ workshop held by Dr. Chandrakant Puri at Karjat.

The second workshop was planned looking at the need of IT inputs to the team to make their powerpoint presentations more effective.

The third workshop was focussed on ‘Class Management and covered the following topics:

- Component of class management,
- Occasions of class management,
- What is management?
- Requirement of Team meetings / Discussion / Sharing of knowledge in class management.
- Planning of everything,
- Qualities required to Manage class,
- Precautions and care needed to look after and
- Impact of effective class management

In Alibaug Taluka

A. Staff Capacity Building Programme, Alibaug Taluka

Alibaug Taluka organized a 3 day capacity building program for the team from 13th to 15th May 2013. The objectives behind organizing this workshop were:

- To improve the teams capacities at different levels.
- To increase their efficiency to bring outstanding results in their work.
- To avail this platform to enhance their skills as trainers.

All 12 team members undertook training capsules during this training.

In Karjat Taluka :

A. Induction & Orientation Training Program :

At the Karjat Project Office 30 team members participated in a capacity building training programme with the following Objectives :

- To sensitize new teammates about Light of Life Trust.
- To inculcate & build up LOLT’s culture in each team member.
- To give information about organizational structure and work processes, and to build better work methods amongst all team members.
- To strengthen relationship between old team mates with new teammates through the training program to build LOLT’s - Vision & Mission.

Observation:

New energy and motivation was seen in all the team members (old & new) at the end of the training.

B. Session on Superstition and laws related to the same:

This session was organized on 27th Dec, 2013 with the LOLT Karjat Taluka team. Our resource persons were **Mr. Ramesh Deorukhkar & Mr. Sanjay Bhagat** both school teachers who are also active members of **Andhashraddha Nirnulan Samiti** with experience of taking sessions in villages and rural areas on the same. During their discussion they shared the issues and superstitions that governed villagers and the impact it had on their life.

The team gained more information regarding superstition and laws which they can share with parents to make them aware of the same gradually as it is really difficult to break the existing mind set of the people with only one session.

C. Session on Quality Education –By Mr. Suresh Mathure:

This session was co - conducted by retired school principal Mr. Shardashram who shared his knowledge and experiences about existing Indian school system - teaching and its process. With this session the team was able to better understand the difference between education 20 yrs ago and the present system. Mr. Suresh Mathure an experienced educationist gave a very important suggestion to the teachers present - for teachers in order to upgrade themselves they would need to learn and gauge the capacity of their students first and then develop methods for teaching them.

D. Session on Leadership – by Ms. Karen Heinzl from Germany

Ms Karen Heinzl a visitor from Chance of Life, Germany stayed at Karjat for one and half months to experience the work of an NGO in India. She conducted a two day workshop with the team on Leadership Qualities – in that session the team had to take a self evaluation test to identify the type of leadership qualities each team member possessed. It was a very fruitful session conducted by Ms Karen Heinzl and she helped the team to identify the leadership qualities they possessed and showed them ways to improve upon them. This activity was done through various group games which was very interactive and enjoyable



Change Management by Dr Chandrakant Puri

Date & Venue: 17th October, 2013 at Karjat Project Office

Objectives:

- Understanding what is change and how it affects each and every aspect of the organization.
- How we can deal with change.
- To build capacity of team mates to face changes in their day to day life and in the future.

Outcome:

- Through this session the team got a new perception towards changing roles at different levels. The session was conducted by an excellent resource person well experienced and one who has worked across grass root level organizations and help governments plan various Government schemes.



FUND RAISING EVENTS

NGO India 2013

Light of Life Trust participated at NGO India 2013 exhibition cum conference organized by Guidestar India and UBM India at Bombay Exhibition Centre Goregaon Mumbai on 14th & 15th June 2013. Bollywood celebrities - Kajal Agarwal, Shreyas Talpade, Riteish Deshmukh along with Indian social activist & retired IPS officer Dr. Kiran Bedi were present at the exhibition to lend their support to the NGO's present. The Light of Life Trust stall exhibited chocolates and 'Have A Heart Bands' which were a major attraction to the visitors.



Breakfast with Bollywood Actor Kunal Kapoor – Brand Ambassador - Ketto

Mr. Kunal Kapoor interacted with LOLT children at Silver Beach Cafe, Juhu on 03rd Oct 2013 over breakfast where he spoke about his experiences in life and his association with Light of Life Trust, where his team from Ketto was helping Light of Life Trust to raise funds for teaching materials for Project Anando. The interview was aired on ZOOM TV at 10 pm on 03rd October 2013.



Ruchika Lifestyle 2013

Light of Life Trust participated in the 'Ruchika Lifestyle 2013' exhibition held at the World Trade Centre, Mumbai on 09th October 2013. Light of Life Trust received an excellent response from all the visitors at the exhibition. LOLT had plenty of enthusiasts who visited the stall to know more about the good work that the NGO does. The stall exhibited Oreo coated chocolates, Jewellery and scented candles donated by volunteers.



The Bake Collective : Bake Sale

Light of Life Trust in association with The Bake Collective is organizing a Bake Sale on 12th & 13th October, 2013 at High Street Phoenix, Lower Parel, Mumbai to help and raise funds for teaching material to better educate over 3467 children from 426 villages across 35 centres in the state of Maharashtra.



Candies Bazaar and Bling

Light of Life Trust participated in “Candies Bazaar & Bling “on 26th October 2013 in Bandra. All the visitors to stall were very impressed with the work done and were keen to volunteer.

Light of Life Trust stall exhibited Jewellery by Saloni Daru and Scented candles by Marvel Living Candles.



Light a Diya Campaign by Phoenix mills

Light a diya. Each day light a diya Phoenix mill will donate Rs.5 to Light of Life Trust foundation for a rural child's education!



11th Upper Crust Food and Wine Show

Light of Life Trust was a part of the 11th Upper Crust Food and Wine Show held at the World Trade Centre, Cuffe Parade from 06th to 08th December, 2013.

Light of Life Trust stall was filled with loads of sweet delights from Juliana Barnes, Ms Rubab Mehdiyan of Sweet Fantasy, Ms Atta Ramtawon of TART, Bandra & Ms Priti Bijlani of Coco Divine.

Bollywood Music Director Mr Anu Malik and Mr Jayant Patil who were one of the chief guests took time out to stop at Light of Life Trust stall and congratulate on the great job that LOLT are doing with the rural children. Thank Ms Farzana Behram Contractor and her team for their warm and generous gesture by offering Light of Life Trust a stall.



The Festival of Charities

The Festival of Charities was on 07th December 2013 YMCA Colaba, Mumbai, where over 30 NGO's participate an inspiring range of handmade products, delightful household items, unique jewellery, pottery for sale. Light of Life Trust was one of the participant for this event with good response



Christmas Bazaar

Light of Life Trust was at the awesome Bandra Gymkhana Christmas Bazaar on the 13th and 14th December 2013. Light of Life Trust had Dhansak made by founder Trustee Mrs. Villy Doctor, Hara - Bhara kebabs and hummus with pita bread made by one of volunteer Neeru Manghnani, chocolate fondue with dipping by Sharon Confectioner, traditional plum cake by Juliana Barnes and some scented candles.



Pune Fashion Show

Symbiosis International School, Pune dedicated the Fashion Show to Light of Life Trust. Students walked the ramp in order to raise funds to educate and empower rural children aided by the NGO.



Nupur Dance Acedemy

The Nupur Dance Academy celebrated its 25th show 'Jai Shri Krishna' on 25th December 2013 at the Zaverben Auditorium, Ghatkopar in a grand manner. All proceeds from this show were donated to Light of Life Trust in front of an esteemed audience and LOLT team and beneficiaries. Awareness about our activities were shared by the Project Manager Mr. Sudhirkumar Gajbhiye on stage and details were displayed for the public at a dedicated space provided.



Suzanne D'Mello Show

Light of Life Trust organized a Musical Concert at St Andrews' Auditorium, Bandra Mumbai, where the sensational vocalist Suzanne D'Mello took the centre stage with a live band on 28th December 2013. She was accompanied by two young artists Johnson Andrew and Deane Sequeira. And together they not only rocked the stage, but made the audience rock in the aisles too!! LOLT Anant Programme beneficiaries also performed at the programme which was enjoyed by all present



Standard Chartered Mumbai Marathon 2014

Standard Chartered Mumbai Marathon 2014 was organized on Sunday 19th January 2014. A couple of volunteers and 36 children along with their teachers from Karjat, Mangaon, Worli, Alibaug participated in Standard Chartered Mumbai Marathon 2014 DREAM RUN. LOLT children participated in the 'Kingfisher runner in costume' where they ran in costumes which sent out messages on social issues like misuse of mobile, corrupt leader, importance of a true leader for our community like Shivaji Maharaj etc. LOLT staff and children performed at the Marathon to create awareness amongst the community.



Jagar Sikhshanacha

Jagar Shikshanacha was a competition held in essay writing, elocution and drawing competitions for both students and teachers. The programme was held at the KMC College Hall, Khopoli on 1st February, 2014. Out of the 70 schools and 4 colleges that we reached out to 20 schools and 1 college participated in the competitions. In total 273 participants took part in the essay, drawing and elocution competitions.

Jagar Shikshanacha was a competition organized with an objective to create awareness about the current secondary educational system and the issues being handled through the work done by Light of Life Trust. The programme provided a good opportunity to network with the people from Government and Administrative departments, Corporates and small business holders, schools and students. Almost 90% of the people who attended the programme expressed their appreciation and desire to be a part of our program in some way or the other.



Swar Abhilasha

Light of Life Trust organized a fundraising musical program “Swar Abhilasha Eccha Sahkaryachi” (Wish to Donate) at Alibaug on 08th March 2014. Famous local artists of Alibaug performed free of cost to support Light of Life Trust. Program was attended by Mr. Mahesh Mohite - the famous Advocate of Alibaug, Mr. Dilip Bhoir - Chairman of Raigad Zhila Parishad Samaj Kalyan Vibhag and Mr. Prafulla Patil - Branch Manager of RDCC Bank. It was a fun filled evening with LOLT children their parents, people of Alibaug and nearby villages.



Breach Candy Swimming Bath Charity Carnival

Light of Life Trust was at Breach Candy Swimming Bath Charity Carnival on 15th February 2014. There were a couple of well known NGO's at the club showcasing their products and the cause they work towards. Our stall had candles by Marvel Living, Designer Homelinen by Madhu, Jewellery by Saloni Daru and tasty butter cookies by Sharon Confectioner.



Childrens Charity Play - Pune

On Friday, 28th February 2014, Light of Life Trust and the Kidz Connect Entertainment, organized a children's charity play 'A Twisted Tale in Dilly Dale' from the Mr. Men and Little Miss book series at the Nehru Memorial Hall, Pune. What started as a single thought combined with a long held urge to organize a fundraising event witnessed an overwhelming turnout of enthusiastic children and parents. The clown and the monkey were favorites with the lil' ones and the auditorium echoed with sounds of laughter and claps. The children were fascinated with the costumes and the expressions on their little faces were priceless as they watched the characters in rapt attention. The evening was a great success with a packed-to-capacity venue.



Radio One

Founder Trustee Mrs. Villy Doctor was interviewed by RJ HrishiK at the Radio One 94.3 studio on 31st July 2013 at 09 am to 10 am . Mrs Villy Doctor spoken on the topics of charity, meditation and spirituality.



Bal Natya Mahotsav

On 16th Nov.' 2013, in reminiscence of famous script writer Late Mrs. Vandanatai Vitankar, 'Jan Gan Man Sanskrutik Abhiyan' and 'Rajesh Parab Pratishtan' organised a **Baalnatya Mahotsav** for school going children at Damodar Natyamandir, Parel. The event was inaugurated by famous actor and writer Mr. Mohan Joshi while the anchoring of whole program was handled by Mr. Atul Parchure.



Light of Life Trust Alibaug Anant Programme beneficiaries put up two dramas based on social issues. One drama was related with the issue of education called 'Oadh Shikshanachi' (willingness for education) and the other drama was based on the issue which we mostly see in school and collages - ragging called 'Ragging...Ek Vikruti' (Raging... a distortion). For the performance and appreciable acting 'Jan Gan Man Sanskrutik Abhiyan' and 'Rajesh Parab Pratishtan' presented LOLT Alibaug with a trophy and Rs. 8000/- as an honorarium.



AWARDS

ABP Award

Light of Life Trust has been awarded from ABP News “Global CSR Excellence & Leadership Awards”

This award was been received by Founder and Managing Trustee Ms. Villy Doctor at Taj Lands End Mumbai on 17th February 2014.



DETAILS OF DISCLOSURES As per credibility Alliance 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	Position on the Board	No. of Board Meetings	Remunerations & Reimbursements in Rs.
1	Ms. Villy Doctor	Founder & Managing Trustee	7	Nil
2	Ms. Gayatri Ruia	Trustee	5	Nil
3	Mr. Sujal Shroff	Trustee	6	Nil
4	Mr. Jitendra Mehta	Trustee	5	Nil
5	Mr. Manoj Murarka	Trustee	3	Nil

Remuneration :

Highest : Director – Marketing & Communications : Rs 167000/- per month.

Lowest : Social Worker : Rs 5000/- per month.

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

Staff Details : (as of March 31, 2014)

Gender	Paid (Part Time)	Paid (Full Time)	Unpaid Volunteers
Male	31	59	20
Female	16	36	20

Distribution of Staff According to Salary Levels (as of March 31, 2014)

Slab of Gross salary in (Rs.) plus benefit paid to staff	Male	Female	Total
<=5,000	53	34	87
5,001 - 10,000	23	6	29
10,001 - 25,000	9	7	16
25,001 - 50,000	3	2	5
50,000 - 1,00,000	2	1	3
>1,00,001	1	1	2
Total	91	51	142

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.

Audited Financial Statements for the year 2013 - 14

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, 2014	
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 30 August 2014	

SCHEDULE - VIII
[Vide Rule 17 (1)]

LIGHT OF LIFE TRUST
Registration No.E-20474 (Mumbai)
BALANCE SHEET AS ON 31ST MARCH, 2014

PREVIOUS YEAR (Rs.)	FUNDS & LIABILITIES	Rs.	Rs.	PREVIOUS YEAR (Rs.)	PROPERTY & ASSETS	Rs.	Rs.
	Trust Funds or Corpus:				Immovable Properties (At Cost):		
23,625,850.19	Balance as per last Balance Sheet	23,637,155.19		2,572,724.00	Freehold Land	2,572,724.00	
-	Addition during the year	-	23,637,155.19		At Uttan		
					Addition during the year		2,572,724.00
	Other Earmarked Funds:				Add: Development Expenditure		
	(Created under the provisions of the Trust Deed or scheme or out of the Income)				At Karjat		
37,259,254.29	As per Schedule "A" Annexed		40,480,807.84	4,824,610.00	As per last Balance Sheet		4,824,610.00
	Loans (Secured or Unsecured):			420,811.00	Leasehold Land		
	From Trustees	-			As per last Balance Sheet	420,811.00	420,811.00
	From Others	-			Building		
				14,024,752.30	Jeevan Asha Community Centre		
					As per last Balance Sheet	14,024,752.30	
					Add: Additions during the Year		
					Less; Depreciation	1,402,475.00	12,622,277.30
				318,955.00	Building Under Construction		
					Lokkruti Project At Mohili - Karjat	318,955.00	
					Add: Additions during the Year	19,265.00	338,220.00
78,171.50	Liabilities:				Investments:		
	For Expenses	24,025.00			Note: The Market value of the above Investments is Rs.		
	For TDS on Contract	5,000.00					
	For Advances	-			Fixed Assets:		
	For Rent & Other Deposits	-		2,625,817.94	As per Schedule "B" Annexed		3,152,183.42
	For Sundry Credit Balances	347,111.00	376,136.00		Loans (Secured or Unsecured): Good/Doubtful		
					Loan Scholarships	-	
1,877,165.99	Income and Expenditure Account:				Other Loans	-	
	Balance as per last Balance Sheet	1,877,165.99			Advances:		
	Add: Surplus as per Income & Expenditure Account	24,275.43	1,901,441.42	3,281,675.00	Development Expenditure Jagruti Projects	5,288,175.00	
				152,000.00	Office Deposit	147,000.00	
				5,000.00	Other Deposit	5,000.00	
				4,920.00	Security Deposit	4,920.00	

				227,659.00	Income Tax deducted at source	247,737.00	
				34,808.00	Loans & Advances to Staff	550,000.00	
				998,435.00	Other Advances	990,435.00	7,233,267.00
				41,011.00	Prepaid Insurance		44,923.00
				421,601.85	Income Outstanding:		
					Interest Accrued	411,003.54	
					Other Income	18,239.70	429,243.24
					Cash & Bank Balances:		
					(a) Bank Balance		
				222,968.51	In Current Account	562,528.93	
				3,534,976.14	In Saving Account	5,871,977.02	
				1,520,668.23	In FCRA Account	663,339.44	
				27,456,544.50	In Fixed Deposit Account	27,557,416.10	
				150,504.50	(b) With the Manager (Cash in Hand)	102,020.00	34,757,281.49
62,840,441.97	TOTAL (Rs.):		66,395,540.45	62,840,441.97	TOTAL (Rs.):		66,395,540.45

REFER SCHEDULE 'F' 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: 30 AUGUST 2014

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

V. Sachin
TRUSTEE

Sunil K. K.
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, 2014

PREVIOUS YEAR (Rs.)	EXPENDITURE	Rs.	Rs.	PREVIOUS YEAR (Rs.)	INCOME	Rs.	Rs.
	To Expenditure in respect of Properties:				By Rent		-
	Rates, Taxes & Cesses				By Interest on:		
253,530.00	Security Charges	232,192.00		-	On Securities	-	
65,630.00	Property Tax	93,630.00		-	On Loans	-	
360,000.00	Salaries	360,000.00		188,212.00	On Bank Accounts	204,573.00	
			685,822.00	2,602,361.19	On Bank FDR	2,530,939.41	
				81,566.00	On Income Tax Refund	-	2,735,512.41
5,076,931.89	To Establishment Expenses		4,708,197.63	-	By Dividend		
	As per Schedule "C" Annexed			8,514,774.08	By Donation in Cash or Kind	9,868,530.84	
	To Remuneration to Trustees			522,503.86	By Donation for Jagruti Project	621,660.37	
				10,229,194.82	By Donation from Corporates	10,082,641.01	20,572,832.22
					By Donation for Medical Diagnostic Centre	200,000.00	
	To Remuneration				By Donation for Senior Citizen Home	1,150,000.00	1,350,000.00
2,140.00	To Legal Expenses	330.00	330.00				
56,180.00	To Audit Fees	56,180.00	56,180.00		By Income from Other Sources:		
	To Contribution and Fees			1,215,731.00	Event Receipts	1,958,876.00	
	To Amount Written off:			898,239.00	Other Income	258,916.00	2,217,792.00
	(a) Bad Debts	-	-				
	(b) Loan Scholarship	-	-		By Transfer from Reserves:		
	(c) Irrecoverable Rents	-	-	212,689.74	Anando Project Fund	-	
3,392.00	(d) Other Items			1,717,524.03	Jagruti Project Fund	-	
13,272.00	(e) Loss on sale of Fixed Asstes			1,700,000.00	Trust Object Fund	1,950,000.00	1,950,000.00
	To Miscellaneous Expenses						
532,569.00	To Depreciation on Fixed Asstes		653,182.52				
1,558,306.00	To Depreciation on Building		1,402,475.00				

	To Amount Transferred to Reserves or Specific Funds:					
	Medical Diagnostic Centre Fund	200,000.00				
	Senior Citizen Home Fund	1,150,000.00				
	Child Welfare Fund	3,821,553.55	5,171,553.55			
	To Expenditure on Objects of the Trust					
-	(a) Religious		-			
19,960,844.83	(b) Educational & Child Development		16,124,120.50			
	<i>As per Schedule "D" Annexed</i>					
-	(c) Medical Relief		-			
-	(d) Relief of Poverty		-			
-	(e) Other Charitable Objects		-			
	To Surplus Carried over to Balance Sheet		24,275.43			
27,882,795.72	TOTAL		28,826,136.63	27,882,795.72	TOTAL	28,826,136.63

REFER SCHEDULE 'F' 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: 30 AUGUST 2014

FOR LIGHT OF LIFE TRUST


TRUSTEE


TRUSTEE

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

SCHEDULES ANNEXED TO AND FORMING PART OF THE BALANCE SHEET AS ON 31st MARCH, 2014.

SCHEDULE "A" - OTHER EARMARKED FUNDS

Particulars	As on 1.04.2013	Transfer from Income & Expenditure Account	Transfer from Jagruti Project Fund	Transfer to Jagruti Project (Utilised) Fund	Transfer to Income & Expenditure Account	As on 31.03.2014
Anando Project Fund	2,554,901.92	-	-	-	-	2,554,901.92
Jagruti Project Fund	3,378,463.07	-	-	-	-	3,378,463.07
Trust Objects Fund	16,850,000.00	-	-	-	1,950,000.00	14,900,000.00
Medical Diagnostic Centre Fund	-	200,000.00	-	-	-	200,000.00
Senior Citizens Home Fund	-	1,150,000.00	-	-	-	1,150,000.00
Child Welfare Fund	-	3,821,553.55	-	-	-	3,821,553.55
Jagruti Project (Utilised) Fund	14,475,889.30	-	-	-	-	14,475,889.30
Total:	37,259,254.29	5,171,553.55	-	-	1,950,000.00	40,480,807.84

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

SCHEDULES ANNEXED TO AND FORMING PART OF THE BALANCE SHEET AS ON 31st MARCH, 2014

SCHEDULE "B" - FIXED ASSETS

Particulars	Opening WDV as on 1.04.2013	Additions During the Year	Deductions During the Year	Total	Depreciation	Closing WDV as on 31.03.2014
Computers						
Computer & Laptop	191,214.49	88,550.00	-	279,764.49	141,294.00	138,470.49
Printer	41,700.00	11,000.00	-	52,700.00	28,320.00	24,380.00
Electrical Equipments						
Electrical Fittings	227,479.45	-	-	227,479.45	34,121.92	193,357.53
Fans	42,557.00	4,500.00	-	47,057.00	7,059.00	39,998.00
Furniture & Fixtures						
Furniture & Fixtures	596,168.00	1,895.00	-	598,063.00	59,712.00	538,351.00
Musical Equipments						
DVD Player / Sound System	21,180.00	-	-	21,180.00	3,177.00	18,003.00
Musical Instruments	218,419.00	-	-	218,419.00	32,763.00	185,656.00
Office Equipments						
A.V. Equipment	5,794.00	-	-	5,794.00	869.00	4,925.00
Digital Camera	39,368.00	-	-	39,368.00	5,905.00	33,463.00
Hard Disk for Camera	8,537.00	-	-	8,537.00	1,281.00	7,256.00
Invertor	136,985.00	46,530.00	-	183,515.00	24,038.00	159,477.00
Projector	14,659.00	51,750.00	-	66,409.00	6,080.25	60,328.75
Water Pump	47,967.00	-	-	47,967.00	7,195.00	40,772.00
Water Purifier	8,133.00	-	-	8,133.00	1,220.00	6,913.00
Air Conditioner	43,852.00	-	-	43,852.00	6,577.80	37,274.20
Alluminium Ladder	5,527.00	-	-	5,527.00	829.05	4,697.95
Sewing Machine	19,291.00	-	-	19,291.00	2,894.00	16,397.00
Scanner	-	-	-	-	-	-
Genset	111,190.00	-	-	111,190.00	16,678.50	94,511.50
Vehicle						
Mobile Medical Van	-	1,101,885.00	-	1,101,885.00	165,282.75	936,602.25
Medical Equipment	-	9,490.00	-	9,490.00	1,423.50	8,066.50
Anant	-	-	-	-	-	-
Classy Car	-	709,745.00	-	709,745.00	106,461.75	603,283.25
Total:	1,780,020.94	2,025,345.00	-	3,805,365.94	653,182.52	3,152,183.42

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

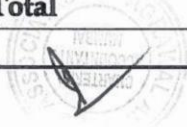
SCHEDULES ANNEXED TO AND FORMING PART OF THE BALANCE SHEET AS ON 31st MARCH, 2014

SCHEDULE "C" - IMMOVABLE ASSETS

Sr no.	Op. Bal. as on 1-4-13	Date of Purch	Name of Immovable Assets	Location	Addition during the year	Deduction During the Year	Total FA	No. of Months of Deprecati on to be taken as per IT Act	Rate of Dep.	Deprecation	Deprecati on on Deduction	WDV as on 31-3-14
A	14,024,752		Building				14,024,752	12	10%	1,402,475		12,622,277
							0			0		0.00
	14,024,752		Total		-		14,024,752			1,402,475		12,622,277



LIGHT OF LIFE TRUST	
Registration No.E-20474 (Mumbai)	
<u>SCHEDULES ANNEXED TO AND FORMING PART OF THE INCOME & EXPENDITURE ACCOUNT AS ON 31st MARCH, 2014.</u>	
<u>SCHEDULE "D"</u>	Rs.
ESTABLISHMENT EXPENSES	
Salary	4,063,928.00
Salary Arrears	15,645.00
Employers Contribution to PF	2,439.00
Administraion Charges	9,375.00
EDLI Charges On PF	4,222.00
Books & Periodical	5,260.00
Staff Welfare	31,725.00
Professional Fees	100,427.00
Conveyance	37,375.00
Hospitality Expenses	12,254.00
Telephone & Internet Expenses	14,366.50
Courier and Postage	4,544.00
Printing and Stationery	82,035.00
Memebership Fees	2,500.00
Filing Fees	350.00
Electricity Exp	95,364.00
Repair and Maintenance	55,413.00
Computer Maintenance & Software Expenses	14,525.00
Staff Medical Insurance	93,111.00
Bank Charges	12,541.13
Honorariun	35,978.00
Travelling	4,770.00
Mobile Reimbursement	6,550.00
Trade Mark Registration	3,500.00
Total	4,708,197.63



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

<u>SCHEDULE "E"</u>	
<u>Educational & Child Development</u>	Rs.
Aangan Prog. Expenses	80,080.00
Anando Plus Prog. Expenses	207,769.00
Anando Prog. Expenses	8,741,318.00
Anant Prog. Expenses	1,330,547.00
Jagruti Prog. Expenses	2,297,034.00
SFSEP Prog. Expenses	1,844,676.50
 Lokkruti Programme	69,893.00
Event cost	735,902.00
Vaocational Training Cost	308,411.00
School Quality Development Programme.	508,490.00
Grand Total	16,124,120.50

LIGHT OF LIFE TRUST

Registration No. E-20474 (Mumbai)

SCHEDULE "F" - 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 undeer 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.



FOR LIGHT OF LIFE TRUST

Udakar
TRUSTEE *Suri Shiff*



HEAD OFFICE

181, Digital Planet, Hill Road, Bandra (W), Mumbai 400 050.

• Tel: +91-22-2655 7792 • Email: ho@lolt.in

PROJECT ANANDO

Ashirwad Bungalow, Plot No.9, Gate No.6, Shivaji Nagar, Dahivali, Karjat (W),
District Raigad 410201. Maharashtra • Tel: 02148 - 223886 / 222919

PROJECT JAGRUTI

Arvand Road, Near Meher Bakery, at Tiware, Post Posari, Taluka Karjat,
District Raigad, Maharashtra. • Tel: +91 - 92258 45067

PROJECT AANGAN

Survey No.199, Hissa No.4, Uttan, Gorai Road, Bhayender (W),
District Thane 401106. Maharashtra.

BRANCH OFFICES

• Alibaug • Jalna • Mangaon • Nandurbar • Washim • Worli

www.lightoflifetrustindia.org

