

# KHABARBAZ

April to September 2024



## UNNATI's Annual Review Meet

### Charting Success and Future Pathways

UNNATI has successfully held its 'Annual Review Meet' to reflect on the work organization's progress during 2023-24. Guided by seven box framework— 1) Observations 2) changes/impact observed 3) objectives achieved / addressed 4) learning 5) challenges faced 6) doubts 7) recommendations for next year. The team critically assessed the year's work. They also celebrated their journey with UNNATI by sharing poetry that encapsulated the transformations they experienced, marking a token of their personal growth and appreciation.

The performance of the year was thoroughly reviewed in three phases in which everyone from the implementing team to the Board of Directors actively participated.

**Phase 1** (April 8-13): Project wise internal review meeting

**Phase 2** (April 17-20): Each project presented a review to the management and discussed thoroughly.

**Phase 3** (April 22-24): Review meeting of the entire team (Akola, Shahapur) along with the management

The common issues of all the teams that emerged from the review were discussed and decisions were made for the future plan of action.





## Year Ahead - Planning process

During May 27-29 and May 31 to June 1, the whole UNNATI team came together and developed a Monitoring, Evaluation, and Learning (MEL) framework which would help track the alignment of the activities with laid objectives of the projects. We hope to progress on our objectives in focused manner with the help of the MEL tool.

## Board of Directors and Annual General Meet



On July 18, 2024, the Board of Directors of UNNATI and on September 2, 2024, the Annual General Meeting of the Organization were held at the organization's office in Thane.

Various issues of the organization were discussed at the meeting and further action plan was decided. During the General Meet, the organization's auditor presented the income and expenditure report via a virtual platform, which was subsequently approved by the attendees.

## Successful start to the academic year Planning, coordination and coherence

This academic year has commenced with all educational activities proceeding smoothly and punctually. Regular classes, parent-teacher meetings, village library operations, and sharing meeting with teachers and coordination meetings are being conducted successfully. The work is being orchestrated through weekly program meetings and management meetings.



## Work started this year

Programme	Geographical Area	Components & Activities	Activity Format
<b>Shiku Anande (Literacy Development)</b>	Tribal area in Akot taluka of Akola district	<ul style="list-style-type: none"> <li>Four schools from std. 1st to 4th</li> <li>Planning presentation meeting with teachers</li> <li>Parent's meeting in 3 villages</li> </ul>	<ul style="list-style-type: none"> <li>Two-and-a-half hour regular classes five days a week</li> <li>Weekly meeting in each school</li> <li>Once in 2 months in each village</li> </ul>
<b>Village Library</b>	Tribal area in Akot taluka of Akola district	<ul style="list-style-type: none"> <li>Village libraries in 4 tribal villages</li> <li>Bhonga Library in 2 villages</li> </ul>	<ul style="list-style-type: none"> <li>3 days a week in each village</li> <li>2 days in a month in 2 villages</li> </ul>
<b>Adolescent Leadership Development (LC)</b>	Tribal area in Akot taluka of Akola district	<ul style="list-style-type: none"> <li>With 12 girls in the age of 10-19 in 1 adivasi village</li> </ul>	<ul style="list-style-type: none"> <li>3 sessions per month</li> </ul>
<b>School Library</b>	Tribal Ashram schools in Shahapur Taluka of Thane district	<ul style="list-style-type: none"> <li>Library sessions with students of std. 5th to 7th in 4 Tribal Ashram schools.</li> </ul>	<ul style="list-style-type: none"> <li>Regular classes of 1 to 1.5 hours 4 days a week for each class</li> </ul>



## Village Library operated by youths

As a part of youth development initiative, eighteen students from Shenve and Babre residential schools operated village libraries in 10 villages. Through this initiative, these students reached out to 126 and 81 women respectively.

The youth chose 25 books for each of the villages and ran the village library within the village itself. They engaged the community by displaying books on mats. This initiative aimed to enhance children's communication and creativity skills. The students meticulously documented these activities. UNNATI staff members paid visits to these villages to support these youths.



## Successful launch of UNNATI's Reading Study Group initiative

On July 27, 2024. Hemangi Joshi, the Director of UNNATI, introduced this initiative to cultivate a love for reading and encourage regular reading habits within the organization's team. She provided detailed guidance on the group's structure, regulations, and the process of selecting books.

The team formed three groups of 10 members each and started one-hour reading session every Saturday from 9 a.m. to 10 a.m. Akola groups meet every Saturday while Shahapur group meets alternate Saturday. During these sessions, unfamiliar words are noted and their meanings are later explored and understood. Following the completion of the readings, all participants discuss their interpretations of the book's concepts, facilitating knowledge exchange and the development of new perspectives, as well as enhancing their language skills.

To date, this initiative has conducted nine study group sessions. The initiative is enriching the teams' vocabulary and equipping them with fresh insights. These reading sessions extend beyond mere knowledge acquisition; they have evolved into a powerful tool for the personal and professional growth of the team.



## Guests' visits..

### Visit by Japanese Students :

Kazutoshi Kamada and Tatsuki Miami, third-year students from Japan, visited the UNNATI's projects in Shahapur and Akola during August 20 to 24, 2024. They sought to comprehend the differences between the Indian and Japanese educational systems, daily routines of children, and the challenges they face.

The school's students also engaged with them, asking a variety of questions to gain insights. The tribal students displayed their curiosity through inquiries about Japan's location on the map, its currency, culinary culture, educational framework, cultural practices, festivals, and even matrimonial customs and pet ownership.

Japanese students also visited the village. They learned about the village alongside the police and the villagers. The visit of the Japanese children was a sight to behold, their curiosity and excitement palpable.





## **Meeting Sonal Pardhi (August 28 and 29, 2024):**

Sonal Pardhi, a PhD student specializing in tribal languages, visited UNNATI's mother tongue-based multilingual literacy education, as well as the village library and learning community initiatives. Her visit particularly concentrated on the effective use of children's mother tongue within school settings.

## **Bagul Sabha and 10th Anniversary Celebration**

On August 26 and 27, 2024, the organization held its Bagul Sabha (where "Bagul" means to chew frequently) alongside its 10th anniversary celebrations at Gajanan Maharaj Vihar, Sansthan.

During this event, participants engaged in a comprehensive discussion, gaining a deeper understanding of every aspect of the organization's mission statement. The organization believes that such discussions with the active team are essential for reinforcing its foundation.

The organization celebrated its anniversary by welcoming former team members well-wishers and supporters. Everyone had the chance to take part in various activities and events, highlighting the organization's 10-year journey.



## Literacy Test (Shahapur Project)

Though not primary, literacy development is a secondary objective of the library programme. Hence, a literacy assessment was conducted for the children in all four ashram schools. A total of 77 girls and 32 boys from class 5, along with 88 girls and 55 boys from class 6, participated in the test.

Index	fluent Reading	developing Reading	conjunctions level	Alphabet level	Letter reading level	Total
<b>Fifth std.</b>	30	15	24	23	16	108
<b>Sixth std.</b>	58	17	36	16	15	144
<b>Total</b>	88	32	60	39	31	252

The largest group of children consists of those who can read with comprehension (fluent Reading), along with those in the developing Reading level and the conjunction level. The main task is to uplift the students in conjunction and letter reading level to the fluent Reading level by means of various library activities.

## Display of newly purchased books

अ In June 2024, the Akola office acquired a total of 164 new books. These books were catalogued in the office library management system and organized in proper format. Each book was properly labelled and prepared for display.



To ensure that all staff members were aware of the new additions, an attractive display showcasing the new books was set up in the office, with participation from all teams. This initiative introduced each member of the organization to the newly acquired titles. By promoting a reading culture, the display engaged employees and provided them with access to a wealth of new information.



## The Street Saga of Picture Reading The Changing Trends of the Village Libraries



UNNATI's book-angel went to the door of each house, calling out to the parents, and eventually arrived in front of the house of Vilas Dhigar, while exchanging books as a part of village library programme. Vilas was a regular patron of the library and loved to read, but he was not home that day. As the book-angel prepared to move on, Vilas's daughters, Tejaswini (7) and Suhana (3), came outside and began picking up books for themselves.

There was something special about the girls' choices; they carefully examined the covers and pictures of the books while chatting with each other. Their observation was quite meticulous. Interestingly, the girls were interpreting images in the Korku language. The enthusiasm of the girls attracted other children from the village.

Soon, five to seven children gathered there and began reading books together. This process became a routine. Every Tuesday, when the book-angel brings the library books, the children in the street come together and joyfully read books.

The Village Library initiative has proven to be an effective program for promoting a reading culture among children and parents. Through this initiative, families in the village receive a diverse selection of books to read together. The primary goal is to cultivate a love of reading. Although it can sometimes be challenging for families to exchange books, their enthusiasm adds inspiration to the process.

## Unable to get book-angel in Koha village



On August 8, 2024, from 5 PM to 6 PM, a village meeting was held in Koha village to address the lack of a book-angel for the village library initiative. During the meeting, villagers discussed various issues related to the village library and expressed the need for a new book-angel from the same village.

Several villagers suggested the names of three potential candidates for the role. However, after interviews, two male candidates declined the opportunity. One female candidate initially agreed to take on the position but eventually had to withdraw due to her young child and family responsibilities. Although she attempted to work for a few days, she ultimately decided to step down. As a result, the library in two lanes of Koha village has closed due to the lack of staff, while in one lane, an book-angel from the other neighbouring village Januna is continuing to conduct regular book exchanges.



## Khirkund Bu. - Difficulty in getting a classroom



UNNATI's class at Khirkund Bu was launched last year, but it encountered several difficulties. Initially, due to a lack of available classrooms, classes were held in the gram panchayat room. Unfortunately, this year, that room could not be used as it is now occupied with gram panchayat materials. A kind person from the village offered his room for educational purposes. However, the room was as it leaked during rainy days. Furthermore, some superstitions surrounding the location instilled fear in parents, causing some children to refuse to attend. These factors significantly affected student attendance. As an alternative, we decided to hold classes on the school premises in the veranda.

However, teaching in an open space led to distractions for the children, which adversely affected their learning process.

UNNATI attempted to communicate with the teachers to resolve the issue, but they could not find a solution either. As a result, the decision was made to suspend one of the classes. Moving forward, we all need to work together to find solutions to these challenges in the education journey, ensuring that children's education can continue without interruption.

Khirkund Bu. is a village located in the Akot taluka of Akola district, predominantly inhabited by tribal communities. UNNATI has been conducting class in the building of the Zilla Parishad (Govt.) school for the past three years in collaboration with the school.



## Trainings of the staff : Skill development and future preparation

During the school closures, UNNATI team members focused on training and planning for the upcoming year. From April to September 2024, we conducted 25 training sessions in which a total of 19 members from the Akola and Shahapur teams participated.

Of these, six members of the organization participated in 9 trainings conducted by several other organisations, which are as follows:

**1.LC - Mentor and Peer Mentor Training 2. Girls' Workshop on Leadership 3. Mentor Training 4. LC - Mentor Check In** (all four by Vacha, Mumbai), **5 & 6. Books Friendship Course Part 1 and 2** (by Pragat Shikshan Sanstha, Pune), **7. Friendship with Library** (by Eklavya, Bhopal), **8. Be a publisher** (by Vishwa Marathi Parishad, Virtual), **9. Self-consciousness to social consciousness/ Swabhan to Samajbhaan** (by Yuva Chhavani Shibir, Vadghar, Mangaon)



Song Training



Working with the Buddy System  
in the Story Writing Workshop

**In addition, trainings within the organization were:**

10. Story Writing Workshop, 11. How the class should look? 12. Dictionary usage 13. How to do classroom Planning 14. Communication with children, 15. Right to Education Act 16. Song Part- 1, 17. DARCII 18. Literacy training 19. How to tell a story 20. Art in the class 21. Objectives setting for the lesson 22. Use of educational materials 23. Conducting Tests in the classroom 24. Song Part-2, 25. Bagul Sabha / Mental wellbeing

The trainings held in Shahapur and Akola which helped enhancing the skills of the participants and contributed to the formulation of a solid plan for the upcoming year.



Art Training



Song Training



## **Right to Education Act: Training for the team**

Mandar Shinde, a prominent activist and scholar in the Right to Education and protection movement from Pune, was invited as the key speaker for this subject. He provided detailed information on the legislative process, the distinctions between policy, law, and campaign, among other topics.

The definition of a child was clarified, along with an overview of various child-related laws, the specified age for children, and the challenges they pose. The following acts were constructively discussed: 1) The Right of Children to Free and Compulsory Education Act, 2) The Child Labour (Prohibition and Regulation) Act, 3) POCSO Act, 4) The Juvenile Justice (Care and Protection of Children) Act, and 5) Prohibition of Child Marriage Act. Participants were briefed on the purpose of implementing the Right to Education Act, including the amendments made over time. Various clauses were read out to illustrate how concerns raised by the staff are addressed within the Act itself. The law appeared quite engaging after his explanations. Overall, the session was informative and focused on practical issues. All team members from Shahapur and Akola attended the session.

## **A meeting on mental health:**

The curriculum is being developed on children's mental health by the organization - The Center for Mental Health Law and Policy. The curriculum making process is participatory and UNNATI is one of the organization contributing to making of this curriculum. A meeting was conducted by Neerja Awati with UNNATI team. Neerja's focus of the first meeting was to understand UNNATI's organizational structure, its activities, team's approach with the children, their connection with them, and other related aspects. Rupali Pethkar, Gauri Gokhale, Gayatri Lonkar, Ravindra Kawade, and Pramila participated online.





## Meeting with school Headmasters (HMs):

**Akola Project-** On July 20, 2024, education edu. dept. had organised a meeting with HMs from a cluster of schools, which saw attendance from UNNATI members.

UNNATI's discussed on developing the framework for teachers' study groups for the following year. It was decided in the meeting that these study groups would be scheduled during school hours on Saturdays, enabling teachers to attend without having to come to school that day.

## Report Presentations:

**Akola Project:** The project activity for the academic year 2023-24, was submitted to the Akola Taluka Education Department on April 16, 2024.

## Shahapur Project:

Similarly, a detailed report on the academic year's activities was submitted to the Project office of Tribal development department in June 2024. Mr. Hivale, the newly appointed project officer, reviewed and thoroughly discussed with the team the report and the overall progress made. The project office gave permission for the continuation of the project in the next academic year in Ashramschoools.

**Shahapur Project-** On April 12 and July 12, 2024, two meetings were held at the Shenve office, involving the HMs and teachers from operational schools. These meetings reviewed the achievements of the past year and presented the agenda for the upcoming year. The teachers conveyed their gratitude for UNNATI's initiatives and recognized the beneficial impact on the students.



## ***YOUR SUPPORT WILL HELP US GROW!***

### **OUR BANKER:**

PUNJAB NATIONAL BANK, M. G. ROAD, THANE  
(WEST) MAH. 400602

**ACCOUNT NAME:** UNNATI INSTITUTE FOR SOCIAL  
AND EDUCATIONAL CHANGE

### **SAVINGS AC NO.:**

3739 0001 0064 2890

**IFSC :** PUNB0373900



QR CODE FOR DONATIONS

**ADDRESS-** UNNATI -ISEC, 402, NISARG  
KRUPA, NEAR SUYOG MANGAL KARYALAY,  
TILAK NAGAR. DOMBIVALI EAST- 421201,  
MAHARASHTRA, INDIA

 **9892103371**



<https://www.facebook.com/UNNATIFOREDCATION?mibextid=ZbWKwL>



[unnati.isec@gmail.com](mailto:unnati.isec@gmail.com)



सामाजिक आणि शैक्षणिक बदलासाठी