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4/25/2024

# Annual Report 2023-24

Segnavento India Foundation

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Smita Joshi

## Foreword from Directors

Segnavento India Foundation is now 2 years old. Another exciting and fruitful year has passed. This year we launched our self-intervention project Competitive Crew in 8 schools. Our past experience in working with school management as well as the parents of our beneficiaries has taught us many things which we are using now. It has shown very encouraging results where the school management is lending us a big helping hand. The parents of our beneficiaries are also responding very positively to our appeals which in turn is helping their children. 35 of our beneficiaries who appeared for the MTS Olympiad have not only cleared the exam but 1 has won Silver medal and 11 have won Bronze medal.

Another very encouraging activity was working with a CSR self-intervention project, where we studied their 5-year running project and then helped them chalk out a path for the project for next 2 years to achieve a more meaningful impact. We are definitely fulfilling our organizational objectives and are enjoying the journey therein!

Bhavana Kulkarni

(Board Member, Director)

Smita Joshi

(Director)

## Introduction:

Segnavento India Foundation (SIF) was founded in 2022. We have completed 2 years. The following report outlines the work that was done by SIF in 2023-24.

Our mission is to maximise the outreach to underprivileged children for their educational and holistic development through self-intervention, incubation of projects and strengthening of the organizations working for this theme.

We would like to appreciate the support of our funding partners in our endeavours!

## Our Projects:

### Colabkey:

The objective of this project is to help small and mid-sized NGOs for various needs like capacity building, project mentoring, project designing, impact study etc. Under this project we worked with 4 organizations for different needs.

**Unnati ISEC:** This organization was established in 2014. Its mission is to improve access to formal school education in order to realise the fundamental right of all children to quality education. The organization works for children as well as youth. Unnati came to us with a need to review their HR policy and to revitalise it with current practises and additions as per requirement. After accepting this project SIF and Unnati held 2-3 meetings where we studied their existing policy and understood their existing practises. Based on it we wrote the entire policy where some clauses were newly added whereas some existing clauses were reworded or enhanced. After sending the first draft we held another meeting where Unnati management shared their queries which were then resolved by SIF. Once the policy was finalised, SIF conducted an orientation session on the new policy for all the staff members.

**Masoom:** Masoom was founded in 2008. It is very well known for its Night School project. Its mission is to Enable night school students to achieve their full potential through educational and policy support leading to better skills and job opportunities.

Masoom has recently launched 2 pilot projects Online ELC (Evening Learning Class) for 10<sup>th</sup> standard students and ELC for 12<sup>th</sup> standard students. Masoom requested us to prepare a study report for both the projects with respect to their strengths, weakness and explore the possibility for expansion. We were successfully able to complete both the reports in time. We interacted exhaustively with the staff of Masoom and beneficiaries of the classes. We used interviews, group discussions and questionnaire method for this study.

**YSILP CSR's Yardi Vasti Vikas Prkalp:** Yardi CSR through its many projects works with children in communities as well as schools. It also works with adolescents and youths for life skills. One of its projects YVVP Education Project is being conducted since 2015 in communities and since 2017 in schools with School Management Committees. YSILP CSR approached us with a request for joint study with SIF where the current project would be reviewed and a plan for next 2 years would be made.

SIF conducted 3 workshops with the YVVP Education team where extensive brainstorming was done, certain principles were shared by SIF and the collective output was defining of objectives, identifying of stake holders, their roles, listing of activities, data collection methodology, its frequency and person responsible. A detailed process document was shared with them along with the above-mentioned plan which will help the team to write their proposal and form budget for the period 2024-2026. It was an intensely satisfying experience.



**Dene Samajache and Yuva Engage:** We were given a platform at workshops organised by both these organizations where we reached out to many NGOs through our talk on ‘Improving Systems and Processes’.



**Akshar Paaul:** SIF has been mentoring Akshar Paaul for running the ‘Smiling Books’ Sunday library project. This year SIF also helped them in writing proposal for CSR, presenting the proposal and defending the proposal. We are happy to say that they were able to secure funds for 5 more libraries for this project through a new CSR partner.

The 2 location of the library which are supported by SIF reached out to 165 beneficiaries, of these 101 children were regular. Most of these children are from 2<sup>nd</sup> to 4<sup>th</sup> standard. 90% of the planned sessions were conducted. 60% children attend maximum sessions whereas 30% children exchange books even if they lose out on a session due to many reasons. The sessions have made the following impact on these children:

**Increased Access to Books:** Prior to the library initiative, children lacked access to books at home. With the support of SIF, children were able to bring books home, igniting their interest in reading.

**Diversified Reading Experience:** The introduction of various genres of books brought joy and excitement to the children, encouraging them to explore different types of literature.

**Active Participation:** Children actively participated in book selection, demonstrating their newfound enthusiasm for reading.

**Collaborative Learning Environment:** Reading aloud and in groups became common practices, fostering a collaborative learning environment among the children.

**Promoting Reflection and Comprehension:** Writing feedback in notebooks after reading books promoted reflection and comprehension skills among the children.

**Creative Expression:** Role-playing and performing based on their readings showcased the children's engagement and understanding of the material.

**Cultivating a Habit of Literacy:** The library initiative instilled a love for reading in the children, nurturing a lifelong habit of literacy.

#### Impact on reading levels:

- ✓ 41% of the children do not show any change in their reading levels.
- ✓ 19% students who are in level 4 which is the last level, can read any content given to them.
- ✓ 32% children show a jump of one level.
- ✓ 8% children show a jump of 2 levels.



Parent meetings were conducted 2-3 times in the year. The agenda was to share information regarding Smiling Books Library, advantages of having good reading skills, how parents can contribute towards improving their child's reading skills etc. **What parents say?**

- ❖ Previously, children used to spend their time at home watching TV or using mobile phones. Since the library has started, children now visit the library.
- ❖ We have observed that children are now engaged in reading or exploring books since they started bringing books home.
- ❖ Sometimes children also enjoy looking at pictures in books.

Under this project SIF conducted trainings for the staff based on topics like 'Steps to understand if a child has inculcated habit of reading', 'Read aloud', 'Memory games', 'Role play', 'Highlights and case studies'.



## Competitive Crew:

### Introduction-

It has been observed that most of the underprivileged children are not aware of 'Competitive Exams'. They get to know about scholarship exam but nothing more than that. But we all are aware that competitive exams play a big role in today's world. Hence, we decided to work with the children in 4<sup>th</sup> standard and work with them for scholarship as well as other competitive exams like Olympiads. The schools selected are of Semi-English medium where English is introduced from 1<sup>st</sup> standard. We will be conducting this project for 4 years in these schools and plan to hand over the said project to school so as to make it sustainable. **We have worked with 192 children of 4<sup>th</sup> standard from 8 schools this year.**

The objective of this project is **to create awareness regarding competitive exams among underprivileged children by conducting special practice sessions throughout the year for them in the school, providing study material, mock tests, tips and tools for attempting such exams and also by working with their parents who can be their support pillars.**

### Methodology-

- Permissions were sought from the schools for 4 years.
- Each school gets 3 one-hour sessions per week.
- Suitable timings of each school were finalised and sessions were designed.
- Baseline was conducted in the month of June for more than 600 children of 4<sup>th</sup> standard. We selected approximately 25 children from each school.
- The test administered was on English, Maths and Marathi and the format was based on competitive exam paper.
- Sessions were started in the month of July. Each session started with Affirmations, session content, class work and then homework. The teachers randomly checked homework while the children did their classwork.
- Parent meetings were held 4 times in the year. Where we not only appraised them about their child's progress but also gave tips on how to help children study, how to check if they do homework, how competitive exams help in further studies and so on.





- The session content was based on syllabus which is common for any 4<sup>th</sup> standard competitive exam. English, Maths and Marathi were the subjects taught.
- Intelligence was conducted as a part of every subjected.
- Regular assessments were conducted in form of monthly and semester tests. OMR sheets were introduced.
- Online sessions were conducted during long breaks; like Ganpati festival, Diwali holidays etc.
- We distributed 3 Self-study booklets and 4 Practise booklets so as to increase retention.
- Children appeared for exams like MTS Olympiad, Manthan and I am Winner. Since the children are on summer vacation we will get results in June 2024. But till date we have received **MTS Olympiad results of 35 students. We have 1 Silver medal winner, 11 Bronze medal winners whereas the other have passed the exams.**
- We also conducted competition on 'Vachan Purna Diwas' and a Maths table competition where we gave prizes to the winners.



- At the end of the year, we felicitated students who had regular attendance and showed progress in their grades.



- We were able to conduct 91% of the planned sessions. 75% of the schools had children with 75% - 80% attendance.
- While designing the endline paper though the topics covered were same we increased the degree of difficulty. For eg. In baseline the questions based on comprehension passage were very simple but in endline a question testing the comprehension was added, addition sums were for 5-digit numbers, ascending descending was for more than 3-digit numbers etc.
  - Out of 8 schools, only 3 schools showed overall 5% improvement over baseline. Average score of above 3 schools was low by 20% in baseline examination compared to remaining schools.
  - Improvement seen in Maths is more than Languages.
  - In Marathi most of the students (90-95%) could recognize tense of the sentence and punctuation which was not the case in baseline.
  - Children were given self-study booklets. They were asked to by heart those topics, but when questions based on those booklets were asked children were unable to answer. We will need support from parents and school teachers for this activity.
  - Vocabulary needs to be improved for both Marathi and English. We plan to involve teachers from 3<sup>rd</sup> onwards for this activity.
  - We have also observed that certain topics like Ascending & Descending order, measurements, punctuation etc are some of the challenging topics which need to be addressed in the 2<sup>nd</sup> year at the beginning itself.

**Sustainability** was a part of this project from the planning stage; hence we had decided to make the school teachers a part of this program. We plan to handover this project to the school after 4 years. As a step towards that we conducted 2 workshops for teachers from 4 schools. We shared with them our observations and how working on some of the challenges with their students will not only help the beneficiaries of Competitive Crew but will help the class in general. We gave them ideas on how it can be done. We also asked them to help us in follow up with the children regarding solving of practise sheets and self-study booklets. We also spoke about how some topics like Marathi proverbs can be made a class activity. The teachers have responded positively. The schools had asked teachers from 3<sup>rd</sup> standard to attend the workshops too.

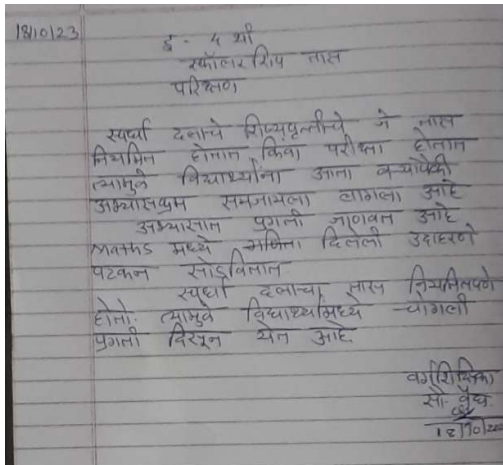




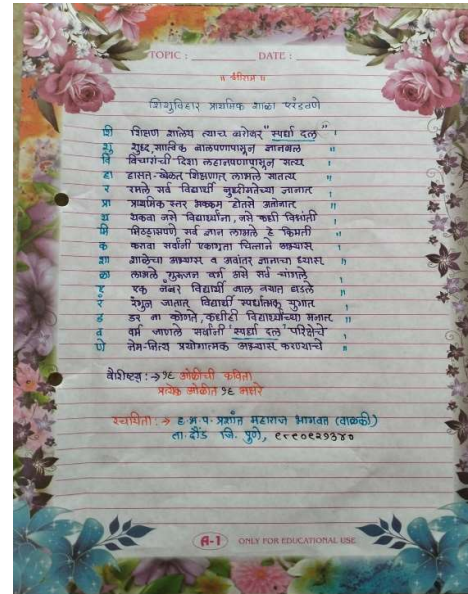
### Future Plans:

- ❖ Competitive Crew to include 5<sup>th</sup> standard along with 4<sup>th</sup> standard from 2024-25.
- ❖ Designing the material, sessions for 5<sup>th</sup> standard.
- ❖ Reaching out to more NGOs and Foundations for their capacity building.

### Testimonials and Case Study:



Vaidya Madam from Saraswati Vidya Mandir



A poem by the parent of Anuj Bhagwat

आमच्या सौ. प्रतिभा पवार विद्यामंदिर या  
 शालेत 'सिग्नमेन्टो' या कॉन्फेडरेशन मार्फत 'स्पष्टी  
 दल' अंतर्गत जो उपक्रम घेतावा ज्ञान आहे. या  
 उपक्रमाने माझ्या ६ चौथीच्या वर्गातील जवळपास  
 १२ विद्यार्थी याचा फायदा घेत आहेत.  
 आपल्या मार्फत चालविलेल्या  
 उपक्रमाचा, माझ्या वर्गातील मुलांना खूप फायदा  
 झालेला आहे. जे विद्यार्थी या उपक्रमाने सहभागी  
 झाले, त्यांच्या वैयक्तिक क्षमतेत वाढ आलेली, कोणती  
 गेष्ट करताना विचारपूर्वक करतात यात आपल्या  
 उपक्रमाचा शिस्तचा वाटा आहे.  
 या उपक्रमामुळे मुलांना  
 शिस्तही परिक्षेसाठी खूप फायदा होईल असे  
 मला नियमित अड्यास घेताना जाणवत आहे.  
 कोणता  
 उमाकांत खुदामे  
 सौ. प्रतिभा पवार विद्यामंदिर

Shelke Sir from Pratibha Pawar Primary School



Parnika Godambe is a 4<sup>th</sup> standard student of MKSS SV Karvenagar. She lives in Warje area. Parnika lost her father last year and currently lives with her mother and grandmother. Parnika has an elder sister who is in 9<sup>th</sup> standard and a younger brother who is in 2<sup>nd</sup> standard. The grandmother looks after the children as their mother is a caretaker of a hostel and hence is a resident there. It is evident from her conversations with our teacher that Parnika loves her siblings. She especially is fond of the younger brother. Though their mother does not live with them it has not affected the life of Parnika nor has it affected her emotionally.

Initially Parnika seemed to be shy, introvert and very quiet girl. She liked Marathi but seemed afraid of English and Maths. Parnika could not read English properly hence faced difficulty in Maths, this affected her confidence. But she had a desire to learn. Our teacher noticed a difference after September. She started asking questions, doubts, how to memorise things etc. Her classmates also helped her. Our teacher plans to continue working on her so that she can continue her improvement in English which will help her in Maths also.



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*Sandhya Alwate is a 4<sup>th</sup> standard student of Saraswaati Vidya Mandir. She stays in Shramik Vasahat. Her father is an autorickshaw driver and mother works as a maid. She has an elder brother and a younger sister. They too are going to school.*

*When the sessions started, Sandhya was a mute observer. She appeared to be shy and a bit afraid. She was particularly very wary of English. Our teacher tried communicating with her as much and as often as she could. They see a change in Sandhya now. Sandhya raises hand to answer questions, she takes efforts to read English. She says that these sessions are helping her in her regular school work too. Though her confidence level has increased, Sandhya needs to work more on her studies. Sandhya was awarded a prize for regular attendance. We plan to work with her in 5<sup>th</sup> standard also.*

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