



Population First

# ANNUAL REPORT

## 2023-2024



Laadli

Celebrate Her Life

An Initiative by Population First

# आमची AMCHI



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## Foreword

Greetings from Population First, an organisation committed to promoting social justice, gender equality, and human rights for all. Turning these pages will take you on a journey that reveals our steadfast dedication to creating a society in which each person can prosper.

In 2002, Population First was founded with the goal of creating an India where social justice embraces all citizens, women are empowered, and children are valued. This vision, which is ingrained in our DNA, transforms into a mission that strikes a deep chord: to promote women's empowerment and gender equality via advocacy and media campaigns.

We have made remarkable strides in promoting positive change. The Laadli Advocacy Campaign exemplifies how media engagement can effectively tackle gender bias and son preference. By raising awareness among journalists, authors, students, filmmakers, and advertising professionals, Population First addresses harmful narratives at their core, fostering a more inclusive cultural landscape. The Laadli Media and Advertising Awards recognise and celebrate media that champions gender sensitivity, setting a new standard for ethical practices. This reflects both: our dedication and the impact of our efforts.

Our mission, though, goes well beyond the allure of media, advertising, and cinema. Rooted in rural communities, our Action for Mobilisation of Community Health Initiatives (AMCHI) programme empowers women while addressing critical issues related to development and health. AMCHI offers a range of initiatives, from reducing school dropout rates and improving water sanitation to providing adolescent health education and promoting overall well-being. Our intergenerational interventions create lasting impacts on individuals' lives and their means of livelihood.

And while we've obviously come a long way, we believe we are just getting started. Our collaboration with the ATOS-Prayas Foundation exemplifies our dedication to cross-sector partnerships. Together, we're transforming classrooms in the tribal regions of the Shahapur block in Thane district, Maharashtra, promoting gender sensitivity and establishing safe learning environments. This initiative highlights the vital importance of education in creating equitable futures, ensuring that every child, regardless of gender, has the chance to realise their full potential.

As you explore this document, you'll encounter a vibrant array of programmes, partnerships, and initiatives, all intricately linked to Population First's mission. However, what stands out most is our unwavering belief in the strength of collective action. We fully recognise that creating a just and equitable society relies on the collaborative efforts of individuals, communities, and organisations like ours. So, join us in applauding Population First's journey, and stand shoulder-to-shoulder in forging a path towards a future where every child is wanted, every woman is empowered, and every citizen thrives. Together, we can make this vision a reality.

## About Us

### **Vision:**

An India where every child is wanted, cared for, and nurtured; every woman is empowered to exercise her rights; every citizen enjoys social well-being, free from poverty, violence, and discrimination; health and population programs are integral to social development and gender equality in an environment of collective responsibility.

### **Mission:**

To promote gender equality and women's empowerment through advocacy, media campaigns, youth and community empowerment initiatives and collaborations.

Population First is a non-governmental organisation (NGO) based in India, founded in March 2002. The organisation is committed to addressing critical social issues, focusing on gender bias, reproductive health, and development challenges. Population First leverages the power of media and communication to drive positive change and promote gender equality.

## **Programmes and Activities:**

### **1. Laadli Advocacy Campaign: Celebrate, Champion, Content.**

#### **Objective:**

The campaign was initiated to combat gender bias and son preference by sensitising the community and media, advertising, and film professionals on gender issues. The reason for working with media was the organisation's realisation of media's crucial role in shaping cultural narratives.

#### **Activities:**

It engages with youth through workshops, seminars, and interactive sessions to sensitise them about gender issues. It also involves workshops, training sessions, and awards to recognise and promote gender-sensitive content in the media industry. Every year, we recognise the positive changes in media through our Laadli Media and Advertising Awards for Gender Sensitivity. We set up a jury to choose gender-sensitive content in various categories: Advertising, Movies, Short Films, OTT platforms, Podcasts, etc. The selected best creators in each category are awarded the prestigious LMAAGS.

### **2. AMCHI (Action for Mobilisation of Community Health Initiatives) Programme: Community, Care, Challenges.**

#### **Objective:**

Focusing on rural activation and community mobilisation to address health and development challenges.

#### **Activities:**

AMCHI strengthens existing systems and empowers women through information, services and skill-building opportunities. It operates in approximately 200 villages in the Shahapur Block of Thane District, Maharashtra. Key areas of intervention include remedial intervention to stop school-dropouts, hygiene and sanitation, Adolescent Reproductive and Sexual Health (ARSH), family planning, maternal and child health, malnutrition, foundational education and livelihoods.

#### **Laadli Media Advocacy:**

Engaging with Media and Communication Professionals for Enhancing Value of Women and Girls



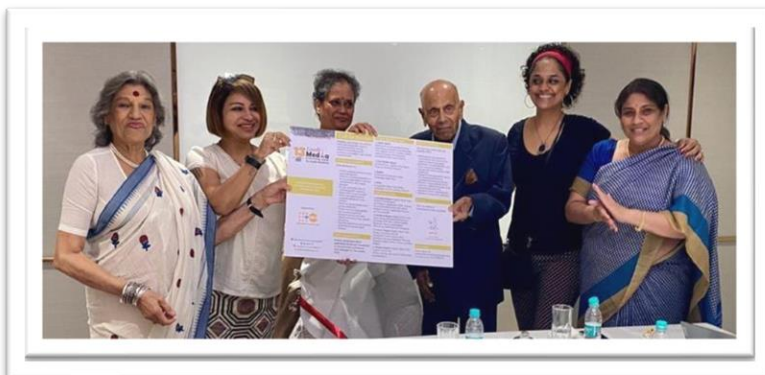


# CELEBRATING CATALYSTS: DRIVING CHANGE AND INSPIRING PROGRESS



## Laadli Partners Meet and Launch of Call for Entries of the 13th Laadli Media and Advertising Awards for Gender Sensitivity

A Laadli Partners Meet was held on 25<sup>th</sup> April 2023, with Friends of Laadli and Upala Devi, Regional Gender Technical Advisor, UNFPA Asia and the Pacific Regional Office at the Executive Centre, Bandra East, Mumbai. Dr Sharada began with a presentation about Laadli's journey, highlighting its accomplishments and current efforts. The presentation focused on the impact of media on social consciousness and Laadli's media campaign, which works with journalists and media students to redefine gender perceptions and promote a positive image of women in society.



India has one of the largest numbers of young people with significant purchasing power and aspirations, making them a crucial target for media and advertising communication. However, there is still a strong son preference and daughter aversion in society and the stereotypes of what girls can and cannot do must be broken to open up the world for them. Girls are undervalued and denied the right to education, healthcare, and nutrition. They also face violence throughout their lives.

Dr Sharada elaborated on how the Laadli initiative works to build capacities, create a supportive ecosystem, institute reward mechanisms, and create public awareness to effect change. Laadli's impact has been significant, with 88% of awardees aspiring to receive a Laadli Media Award and 97% of awardees believing that they have been able to change the perception of people around them. The presentation also featured a research study by Samira Khan on gender sensitivity and the coverage of rape in Indian news media, which found that while there is more sensitivity in the language used, there is still a lack of medico-legal literacy and inclusiveness in reporting. A few advertisements were shown that provided a gender-sensitive narrative instead of being sexist.

The presentation was followed by an open discussion with Friends of Laadli and Team Population First, who shared their stories of being associated with Population First and the Laadli and included UNFPA's Anuja Gulati, our Executive Trustee S V Sista, National Coordinator Laadli Media Awards Dolly Thakore, singer-performer Suneeta Rao, filmmaker Vinta Nanda, journalist and feminist Samira Khan, Chairperson, 46 Whistling Woods International Meghna Ghai Puri, Professors at KC college, Mumbai - Leena Pujari and Shalini Sinha, Film Festival Curator Rashmi Lamba, senior journalist Vinaya Deshpande and Shivam Gupta, and Manas Rath from LeapCities. Conversations were held on various gender issues, including the effects of female genital mutilation on women and taboos about menstruation. Law implementation worldwide such as Roe vs Wade, were also discussed.

Anuja Gulati concluded the presentation by asking Upala Devi about collaboration opportunities, how to connect with other regional initiatives, and what role Population First and UNFPA India could play in connecting media work with similar initiatives. The latter promised to conduct a region-wide webinar and provide opportunities to present the work done by Laadli.

The meeting concluded with the launch of the call for entries for the 13<sup>th</sup> Laadli Media and Advertising Awards for Gender Sensitivity, 2023. The productive and informative highlighted the crucial aspects of the work being done by Laadli and its partners to effect change in society.



## Gender Sensitivity in Media - Instituting reward mechanisms for gender sensitivity in media and advertising

### Laadli Media & Advertising Awards for Gender Sensitivity 2023

The call for entries for the 13<sup>th</sup> Laadli Media and Advertising Awards for Gender Sensitivity 2023 was launched on April 25<sup>th</sup>, 2023 at the Laadli Partners' Meet with Friends of Laadli and Upala Devi, Regional Gender Technical Advisor, UNFPA Asia and the Pacific Regional Office at the Executive Centre, Bandra East, Mumbai. The entry form and details were uploaded on the website after a formal presentation on the history and trajectory of the awards.

The timelines to submit entries was amended twice on popular demand to 30<sup>th</sup> June, 2023 and 857 entries were received.



After the formal launch, the call for entries was shared on Population First's Instagram, LinkedIn, Facebook, and Twitter handles and widely circulated amongst the database of editors, journalists, and media persons via email. Every entry received was screened in-house to check eligibility and compliance with the requirements. English, Hindi, Telugu and Marathi entries were screened for content as well and 765 entries were shortlisted. Calls were sent to more than 25 publishers. A total of 55 books including fiction, non-fiction, translations and memoirs were received. Entries for films, advertisements and web series were shortlisted from various OTT platforms, theatrical releases and documentaries. Similarly, advertising campaigns were screened to shortlist for various categories - Product, Service, Brand, Public Service Announcements and CSR. Over 500 advertisements were scanned, and 75 shortlisted. 10 films were shortlisted from the releases during the applicable period. A jury comprising 55 prominent personalities from journalism, media, films, television, policy and activism selected awardees. 30 jury meetings were conducted with a duo jury each assigned a set of entries. An online meeting then helped them discuss and finalise awardees with a consensus.

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## Regional Laadli Media Awards - 21<sup>st</sup> Oct 2023

The 13<sup>th</sup> regional edition of the Laadli Media & Advertising Awards for Gender Sensitivity 2023 recognised 98 stellar contributions in the media space across the four regions of the nation. A total of 87 winners and 31 jury appreciation citations for promising journalists were awarded.

The 13th edition of the regional awards - held at the Rajasthan International Centre in Jaipur on the 21st of October at 6:30 pm - continued the several-year-long successful collaboration with United Nations Population Fund (UNFPA), thanks to its support. Additionally, the Jaipur-based non-profit Lok Samvad Sansthan (LSS) was a collaborating partner. LSS has been working on social development, public policies, and human development for over two decades.

Students from Shri Veer Balika Higher Secondary School (which has been educating underprivileged girls for 96 years), kicked off the event with a gender-empowerment themed performance titled '*Beti Hoon, Mein Tara Banugi*,' Video messages from Population First founder and gender equality advocate Bobby Sista and CEO Dr A L Sharada, who has spearheaded the Laadli Media Advocacy Campaign followed. "To see your vision turning into reality, even in small steps, is a dream come true. The jury was of the unanimous opinion that the entries in this edition have reflected greater gender sensitivity, nuanced understanding of the issues, and covered a much wider range of topics. The entries show that it is possible to have responsible and meaningful journalism even in these troubled times," said Dr A L Sharada, Director of Population First.

"Laadli Media Awards continue to motivate budding journalists. This programme not only helps them better understand and address gender-related issues but also prepares them to be agents of positive change in our society," said Kalyan Singh Kothari, Lok Samvad Sansthan Dr Dev Swarup, Vice-Chancellor of Baba Amte Divyang University, Rajasthan, graced the event as the Chief Guest. Jaydeep Biswas, Chief Policy and Partnership, UNFPA, was the Guest of Honour. Special guests included Ravi Shankar Sharma, Chairman of the Public Relations Society, and Shri Ikram Rajasthani, Chairman of Pt. Jawaharlal Nehru Bal Sahitya Academy, Rajasthan.

The evening drew to a close with the traditional Langa musicians' desert melodies inspired by epic tales, folklore, and Sufism. A group of Kalbelelia dancers graced the stage later with a lively, interactive performance.

The event which was live-streamed on the Population First's YouTube channel garnered nearly 800 views on the day.

[Click here](#) to see the list of winners.

[Click here](#) to read the 13<sup>th</sup> regional event brochure

Link to view: <https://youtube.com/live/m1gX5uRmGOW?feature=share>



## South Asia Laadli Media and Advertising Awards for Gender Sensitivity (SALMAAGS) - 3rd edition

On 12<sup>th</sup> December 2023, the South Asia Laadli Media and Advertising Awards for Gender Sensitivity (SALMAAGS) honoured 47 outstanding contributions to media across seven South Asian countries, including India. This prestigious event drew luminaries from cinema, media, advertising, activism, and business, making it a celebration underscoring a continued dedication to gender equality in media.

Organised by Population First, the Mumbai-based social impact organisation which has pushed for gender-sensitivity in the media for two decades, the SALMAAGS are part of a larger campaign in partnership with the United Nations Population Fund (UNFPA). This year's event represented a year-long collaboration of senior editors, media leaders, journalists, and cultural figures, culminating in two ceremonies—one spotlighting regions of India and the other celebrating contributions from across the Indian subcontinent.

The 2023 edition which saw continued partnerships with UNFPA, the Asian Federation of Advertising Associations (AFAA), and the South Asian Women in Media Network (SAWM), was held at Mumbai's National Centre for the Performing Arts (NCPA), with additional support from Madison Outdoors and Hitkari as cause partners.

This edition recognised 15 Indian media professionals and celebrated 11 exemplary journalistic pieces from the South Asian region, underscoring the importance of gender-sensitivity across journalism, literature, advertising, film, documentaries, and emerging OTT platforms. This year's expanded reach included Pakistan, Afghanistan, Sri Lanka, Nepal, Bangladesh, and the Maldives.

The evening began with an inspiring performance by disadvantaged Adivasi girl students from the Sanskrita Foundation, founded in 2006 by Odissi exponent Shubhada Varadkar. The foundation promotes arts among the underprivileged. Population First Executive Trustee and advertising stalwart Bobby Sista's opening remarks welcomed the chief guest actress Rasika Duggal, UNFPA representatives, and praised Population First CEO, Dr A L Sharada for her dedication to gender-sensitive communication.

The ceremony saw several poignant moments, such as Bhanwari Devi receiving the Laadli Iconic Rural Feminist Award, and Vimla Patil being honoured with the Laadli of the Century Award in absentia. Patil's award was accepted by her daughter, Monisha. Additionally, the Laadli Lifetime Achievement Award was conferred to filmmaker Aruna Raje-Patil, and actor Konkona Sen Sharma was celebrated for her journey in cinema.

The awards across categories—from products, digital innovation to journalism and literature—underlined both Population First's commitment to a gender-inclusive media and affirmed SALMAAGS' role in championing gender equality. The evening concluded with a vibrant lavani performance by B Spot Productions, with audience members joining the dancers to much applause.







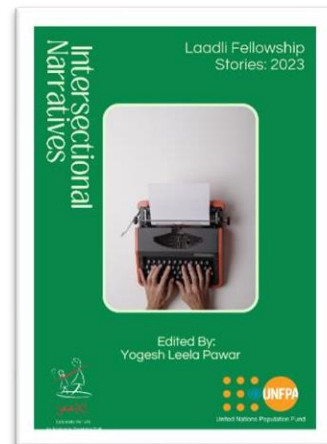
## Laadli Media Fellowships 2023

Ten individuals were selected, trained, and received mentorship to craft stories from a gender perspective. The fellows were selected from the following states: Telangana, Madhya Pradesh, Maharashtra, Odisha, Gujarat, Uttar Pradesh, Assam, Jammu and Kashmir, Kerala, and Karnataka. The chosen fellows have collectively authored 40 articles in six languages, English, Hindi, Marathi, Assamese, Urdu, and Malayalam which have been featured in both online and print media platforms. The overall impact of these articles, accounting for 10% of the total circulation or traffic, is estimated to reach 13.3 million. This significant increase is attributed to the fellows' strategic choice of media outlets for publishing their articles. Notably, most fellows contributed to online and digital media, with exceptionally high circulation and readership. Media fellows writing in leading newspapers and online magazines- The Federal, Nezone, Down To Earth, The New Indian Express, SheThePeople.tv, www.maxmaharashtra.com, The News Hashtag, JK Press Service, Gaon Connection, and Matrubhumi.com.

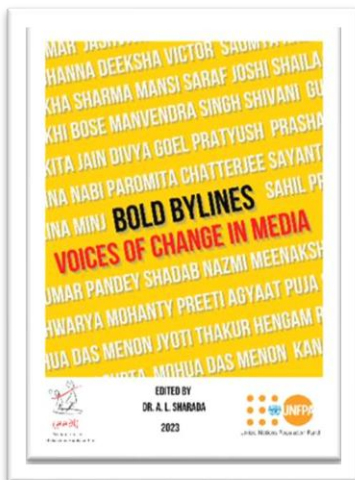
[Click here](#) to find the details of the fellowship articles.

## Fellowship Book

A book encapsulating works of fellowship awardees is being developed. The purpose of the book is to craft a compendium of gender-sensitive work that can function as a ready reckoner for students, teachers, and practitioners of media and journalism. The book will be available on the website for download. [Click here](#) to read the [book](#).



## Bold Bylines - a compilation of LMA 2023 award winning work



All the LMA 2023 award winning entries from the 13th edition of the *Laadli Media and Advertising Awards for Gender Sensitivity* were compiled in a book. For the articles in regional languages translations were used. The book has over 35 articles in addition to winning work in advertising, films, books, theatre, and television. Special awardees have also been profiled.

[Click here](#) to read the full [book](#).



**REFLECTING REALITY:  
ADVOCACY GROUNDED  
IN EVIDENCE**





## Strengthening Collaboration - Partnerships with academic institutions/NGOs to mark important days to bring public attention to gender issues

### Environment Day and Laadli Day Celebration on 9<sup>th</sup> June 2023 in collaboration with LEAPCities at the Savitribai Phule Gender Resource Centre

On 9<sup>th</sup> June 2023, a celebration of Environment Day coincided with Laadli Day (the day Population First was launched), hosted at the Savitribai Phule Gender Resource Centre in collaboration with LEAPCities. This day marked both the anniversary of Laadli's launch in 2005 and 20 years of service from Dr A L Sharada, the organisation's director. Supported by UNFPA, the event brought together waste workers, referred to as "Waste Warriors," and individuals involved in environmental advocacy to raise awareness on critical issues of waste management in the city.

The event commenced with a song dedicated to Savitribai Phule, followed by a warm welcome from Population First's team, acknowledging the commitment of over 130 waste pickers from Stree Mukti Sanghatana (SMS), the LEAPCities team, and the National Coordinator of the Laadli Media and Advertising Awards for Gender Sensitivity, Ms Dolly Thakore. Mr Bobby Sista, Executive Trustee, applauded the waste warriors for their commitment to a cleaner Mumbai, appreciating Laadli's recognition of their contributions on Environment Day. He emphasised the importance of acknowledging waste pickers' often-overlooked efforts, and highlighted Laadli's role in empowering women.

The event also celebrated Laadli's achievements through a short video, showcasing the programme's impact. Jyoti Mhapsekar, Founder President of SMS, addressed the gathering, speaking on the challenges and contributions of the Waste Warriors, while the SMS Cultural Group performed songs on the lives of waste pickers, adding a rich cultural dimension to the event.

Dolly Thakore awarded SMS the Waste Warriors Award, commending the organisation's efforts in environmental stewardship and women's empowerment. Manas Rath of LEAPCities introduced a panel of Waste Warriors, moderated by journalist Alka Dhupkar, which included speakers like Vanarasi Lokhande, Indu Ahire, and Saraswati Sadawart, who shared experiences and challenges within waste management, from biogas plants to beach clean-ups. Dhupkar stressed the importance of recognising these workers with dignity as "Safai Kaamgars" rather than "Kachrawalas."

Further panel discussions featured waste management experts, including Sushila Sable of Parisar Bhagini Vikas Sangh, Ambily Adithyan of GAIA, and Purav Desai, founder of Refillable, discussing solutions to waste issues, plastic pollution, and sustainability.

The event concluded with heartfelt thanks from Malathi Kembhavi, Programme Coordinator for Laadli, to all participants and collaborators. This celebration reinforced the importance of waste management in fostering a sustainable environment, while acknowledging the distinct challenges faced by women in the sector. Detailed documentation was shared with the media to spread awareness about gender issues in waste management.



## Two-day Training of Trainers (TOT) in Facilitation Skills on June 26th-27th, 2023

This training aimed to establish a pool of skilled facilitators for conducting gender sensitisation programmes with various stakeholders. Population First's Laadli initiative is committed to fostering a more inclusive and gender-sensitive world, where women have equal opportunities. This initiative seeks to stimulate dialogue, challenge detrimental gender norms, and cultivate critical thinking to expose the limitations and injustices of these ingrained values and practices. Our experience has shown that gender sensitisation training programmes demand specific skills from trainers to help participants recognise and reflect on their internalised biases and gendered thinking. Effective facilitation skills are vital to create a respectful, introspective environment that encourages individuals to question their assumptions about gender.

There is, however, a clear shortage of skilled trainers capable of leading these discussions. In response, a two-day Training of Trainers Workshop in Facilitation Skills was held on 26<sup>th</sup> and 27<sup>th</sup> June 2023 at Byke Suraj Plaza, Thane. This workshop emphasised creating an interactive, judgement-free environment for participants, providing foundational knowledge of gender and patriarchy, and highlighting their impact on individuals and institutions. The workshop offered practical experience in conducting dynamic sessions, with a focus on core facilitation principles. A group of 15 participants from across the country attended, under the guidance of Dr A L Sharada.

The workshop commenced with Anuja Gulati from the UNFPA, who introduced the participants to Laadli's collaboration with UNFPA, highlighting their joint efforts to conduct gender media workshops and build an enabling media environment. Gulati emphasised the importance of facilitation in these contexts, quoting Richard Fuller: "If you want to teach people a new way of thinking, don't bother trying to teach them; instead, give them a tool, the use of which will lead to new ways of thinking." She described facilitation as an art that encourages listening, introspection, and experiential learning, assuring participants that the workshop provided a safe and confidential space for growth.



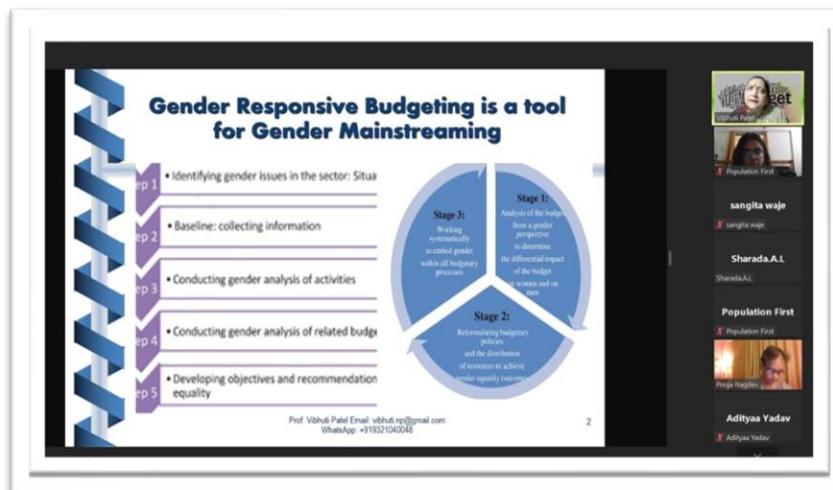
Following Gulati's address, Dr Sharada engaged participants with icebreakers and a presentation on facilitation skills, emphasising the distinction between teaching, training, and facilitation. Participants reflected on biases and expressed perspectives on assigned gender-related themes through sketches, skits, and poetry. On the second day, they applied these skills in group-led sessions, fostering meaningful conversations on gender inclusivity. A WhatsApp group was created to support continued sharing and discussion post-training. In conclusion, this workshop empowered participants to foster gender-sensitive dialogues in their communities, contributing towards a more inclusive and equitable world.

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## Masterclass on Analysing Budgets from a Gender Lens” by Prof Vibhuti Patel (9th August 2023)

Population First organised an online masterclass titled Analysing Budgets from a Gender Lens’ on 9<sup>th</sup> August 2023. This event highlighted the importance of viewing budgets through a gender-focused approach, noting how budget discussions typically prioritise economic perspectives with limited input from women.

In her opening address, Dr Sharada emphasised the importance of understanding budgets through a gender lens, especially for media professionals. She highlighted that budget releases often prioritise economic development at the expense of social concerns. Moreover, budget discussion panels are typically dominated by men, or "man-els," as Dr Sharada aptly described them, leading to an underrepresentation of women's voices and perspectives in these critical discussions.



One of the masterclass’s key speakers, Prof. Vibhuti Patel, a distinguished Gender Economist and Women’s Rights Activist, has a prolific career spanning decades. A faculty member at both the Tata Institute of Social Sciences and SNDT Women’s University, Prof Patel has contributed significantly to Gender Economics, Women’s Studies, Human Rights, and Gender Budgeting. Her advocacy for intersectionality and gender equality has influenced policy and fostered social change globally.

The session traced the evolution of women's roles in public life from the era of the 74<sup>th</sup> Amendment to the present, spotlighting their transition from male-dominated societal norms. The masterclass stressed the importance of building capacity in gender-sensitive budgeting to foster equality. Prof Patel discussed the crucial role of gender-responsive budgeting (GRB) in raising awareness about the effects of policy on men and women, advocating for budgetary commitments that promote gender equality, and holding governments accountable for these obligations. She highlighted that GRB strategies should include increased allocations for women-centred initiatives and comprehensive gender training for public servants.

Prof Patel outlined the historical foundations of GRB, tracing it back to policy documents such as the Towards Equality Report (1974), the Sixth Five-Year Plan, and the Shram Shakti Report (1988). These documents underscored the need for gender-sensitive budgeting to address inequalities in economic participation, political empowerment, education, and health. GRB is particularly beneficial for marginalised groups, including Dalit, tribal, disabled, Muslim, and HIV-positive women, as it enables transparency and accountability.

According to Prof Patel, GRB remains crucial for the global pursuit of gender equality, demanding strategic implementation across various countries. Effective GRB requires strong collaboration between governments, civil society, and international bodies, supported by political and financial decentralisation at grassroots levels. This collaborative approach, combined with targeted training, is essential for achieving GRB’s goals and fostering gender equity in policy and budgeting worldwide.

Youtube Link: <https://youtu.be/nDfBc0HmVPw?feature=shared>

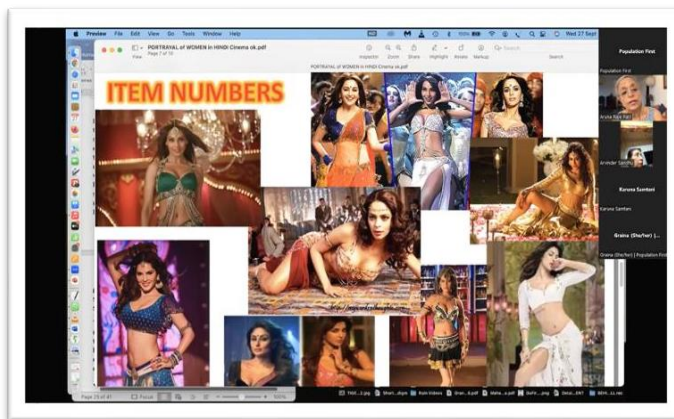
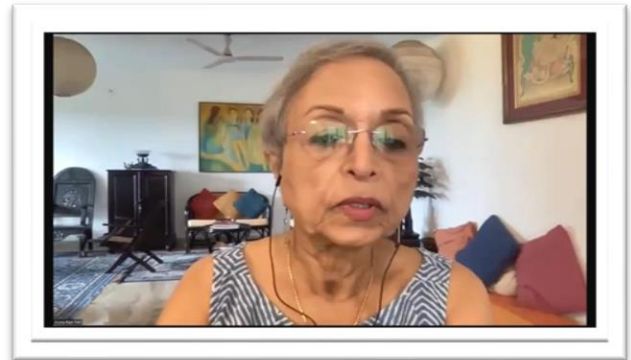


## Masterclass on “Reviewing Films from a Gender Perspective” by Aruna Raje (27th September 2023)

On the 27<sup>th</sup> of September, 2023, renowned filmmaker Aruna Raje conducted a Masterclass on ‘Reviewing Films from a Gender Perspective.’

She began by highlighting the difference between gender and sex to the 80 participants and delineated how Gender refers to socially constructed roles, behaviours and identities of men, women and the gender-diverse and explained how it is fluid vs fixed at birth, like sex. She also underlined why understanding gender is essential for equal rights and preventing discrimination.

Deploring how women have been marginalised for ages despite being half the population, the filmmaker averred how as a powerful medium, cinema can promote or undermine gender equality based on its portrayals. Raje took the participants through a history of how Indian cinema has portrayed women since the silent film era. She gave examples of solid roles in early films and the increasing sexualisation and objectification of women over the decades. The 1980s-90s were identified as a particularly problematic period with very few substantive roles for women. The early 2000s brought some improvement, but many films still rely on tropes and stereotypes.



The maestro emphasised that context matters more than just showing skin or sex scenes. She gave examples of how something like rape can be portrayed in a titillating vs sensitive manner based on direction, framing etc. She shared examples of film reviews that call out misogyny or celebrate films showing empowered women with nuance. Participants were encouraged to go beyond the plot summary and look at gender perspectives in cinema. Essential suggestions included avoiding stereotypes, allowing women real agency, and giving them dialogues/actions vs just being props. The goal should be telling human stories vs sensationalism.

There was also discussion about the need for more representation and sensitive portrayal of LGBTQIA+ stories vs repetitive stereotypes. Participants shared examples of films that portrayed such stories well. Overall, Raje emphasised that reviewing movies critically through a gender lens can encourage more empowering representation and stories highlighting different human experiences.

Youtube Link: <https://youtu.be/9NBJYGRblp8>

## Master Class on reporting on development issues with P Sainath

Date: 4<sup>th</sup> December 2023

Venue: Zoom

This Masterclass is part of Population First's ongoing efforts to foster a deeper understanding of development issues, with a particular focus on gender, discrimination, and violence, while also refining participants' reporting skills through a gender and human rights perspective. Each session is led by respected experts, with past speakers in 2023 including Prof. Vibhuti Patel and Aruna Raje.

This edition featured Palagummi Sainath (popularly known as PS), an acclaimed Indian journalist, writer, and novelist. PS' widely celebrated book, *Everybody Loves a Good Drought*, provides a powerful introduction to the entrenched inequalities in India. While he has long reported on rural India, Sainath's primary interests include farmer protests, poverty, caste discrimination, and structural injustices. He also founded the People's Archive of Rural India (PARI), an online platform highlighting issues of poverty, rural affairs, and the social and economic inequalities resulting from globalisation in India.

### Participants

Population First's call for registrations for the Masterclass, attracted over 400 applicants. However, since the Zoom platform could accommodate only 100, the event was live-streamed on YouTube. Viewership on YouTube increased significantly once the link was shared, reflecting widespread interest in the session.

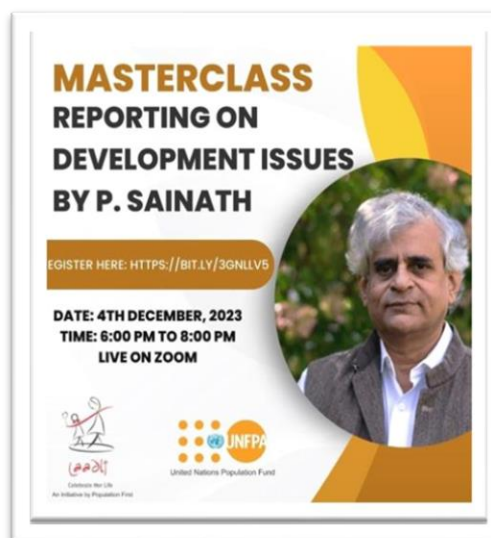
Population First's Programme Officer Hetal Vora, warmly welcomed attendees to the Masterclass and asked them to introduce themselves in the chat and submit questions for later.

Population First CEO Dr A L Sharada expressed delight at the turnout, attributing it to PS' fame among journalists, academics, and social sector professionals. She thanked him for his participation from Los Angeles, US despite it being only 4:30 am local time. She invited Director Yogesh Pawar to introduce him formally.

Long-time PS admirer, Pawar noted, "Few journalists dedicate nearly four decades to their craft and receive 40 international awards, including the Magsaysay Award. PS' commitment to highlighting critical issues, such as the agrarian crisis and the over 300,000 farmer suicides since 1995, is remarkable." PS thanked Dr Sharada and Yogesh Pawar, explaining that he prefers to call development journalism the "everyday lives of everyday people" due to the loaded nature of the term 'development.' He criticised conventional development journalism for focusing on numbers or projects rather than the human and community impact.

The journalism legend called his profession an applied social science, recalling the inadequate coverage of the COVID-19 crisis by mainstream media. He noted that in April 2020 alone, 118 million jobs were lost in India, yet this mass joblessness was scarcely reported. PARI, however, provided over 50 reports on livelihoods and the unprecedented scale of migration during lockdown. He also pointed to a decline in global women's workforce participation since 2020, citing an ILO report that valued women's unpaid labour at \$10.8 trillion.

In closing, PS encouraged participants to go beyond migrant workers' current struggles, examining systemic issues behind their migration, especially the agrarian crisis. Graina Fernandes of Population First expressed gratitude to PS and all the attendees, while Hetal Vora invited feedback from participants to improve future sessions. This Masterclass served as a critical platform for discussions, underscoring the need for compassionate and nuanced reporting on development issues in India.



## A two-day workshop on Capacity Building of Journalism Students on Gender Sensitive Reporting at Jaipur (10th & 11th August 2023)

A two-day workshop on ‘Capacity Building of Journalism Students on Gender-Sensitive Reporting’ was held on 10<sup>th</sup>-11<sup>th</sup> August 2023 at Vesta International, Jaipur. Organised by Population First in collaboration with Haridev Joshi University of Journalism and Mass Communication (HJU), UNFPA Rajasthan, CECOEDECON, and Lok Samvad Sansthan, the event aimed to equip around 35 journalism students with skills for gender-sensitive reporting, focusing on gender-related issues, discrimination, and violence. The workshop also emphasised a human rights perspective in journalism.

The workshop began with a welcome note, followed by remarks from Dr Anil Kumar Mishra, Assistant Professor and Dean of Mass Communication, and Dr Deepesh Gupta, State Head of UNFPA Rajasthan. They introduced the project "Gender Sensitive Reportage," followed by mentor introductions, including Mr. Kalyan Kothari, Secretary of Lok Samvad Sansthan. Dr A. L. Sharada, CEO of Population First, conducted the first session, focusing on gender norms and roles. Participants explored key concepts like patriarchy and the distinction between sex and gender. Through interactive activities, they shared gender-related experiences and identified stereotypes in various contexts like media and textbooks. Dr Sharada also introduced LGBTQIA+ identities and explored how patriarchy intersects with class, caste, and disability. A “Power Walk” exercise visually illustrated power imbalances, helping participants understand the oppressive nature of patriarchy and its influence on society.



The next session, led by Shobhita Rajagopal, a retired professor from IDS, covered gender-based discrimination and violence (GBV). She discussed the prevalence of GBV, its various forms—including physical, sexual, mental, and economic harm—and its roots in patriarchal structures. The session highlighted government responses, such as policies, women’s police stations, and initiatives like the Nirbhaya Fund, as well as the limitations in resources and gender sensitisation that hinder effective implementation. Rajagopal also explored how the women’s movement in India has played a key role in legal reforms addressing violence against women, citing landmark cases like the Mathura Rape case.

She stressed the importance of understanding how GBV intersects with caste, religion, class, and sexual orientation, which amplifies vulnerabilities. Overcoming the culture of silence around domestic violence, she noted, requires collective societal efforts. The final sessions of the day, led by Govind Chaturvedi and Prof. Himanshu Vyas, introduced participants to reporting techniques for news photo stories and short films. Shalini Agarwal discussed the impact of social media in amplifying gender-sensitive topics, while Mukesh Mathur addressed the significance of language in shaping gender narratives.

On the second day, Trisha, Youth and Gender Specialist at UNFPA Rajasthan, led a session on human rights-based reporting, stressing the importance of understanding human rights principles as outlined in the Universal Declaration of Human Rights. She encouraged participants to consider power dynamics and data when reporting on marginalised groups, using journalism as a tool for empowerment and accountability. Dr Sharada returned for a session on responsible media portrayals of sensitive topics like rape, sex selection, and child marriage. She provided guidelines on language, image use, and the need for protecting survivors’ identities. Group activities allowed participants to engage further in gender-sensitive reporting. The workshop concluded with Kalyan Kothari reflecting on the need for ongoing collaboration between participants and mentors to foster inclusive media narratives. The workshop equipped students with essential tools to contribute to more gender-sensitive and responsible journalism.

## A two-day workshop on Capacity Building of Journalism Students on Gender Sensitive Reporting - Bhopal (5th & 6th September 2023)

A two-day workshop on 'Capacity Building of Journalism Students on Gender-Sensitive Reporting' was held on the 5<sup>th</sup>-6<sup>th</sup> of September 2023 at the prestigious Makhnallal Chaturvedi National University of Journalism and Communication in Bhopal. The primary aim of this workshop was to enhance the awareness and skills of a group of 47 journalism students concerning gender-related matters, gender-based discrimination, and violence. The event brought together students, distinguished speakers, and professionals to delve into the nuances of gender-sensitive reporting. The workshop was graced by eminent speakers who are experts in the field of gender and media. The line-up which included Sunil Jacob, Dr Mani Nair, Dr A L Sharada, Prof (Dr) Sasikala Dean, Suresh Tomar, Prof (Dr) KG Suresh and Kumud Singh brought a wealth of knowledge and experience to the discussions.



The workshop comprised several insightful sessions to equip students with a comprehensive understanding of gender-sensitive reporting. The sessions explored critical topics such as 'Gender and Patriarchy,' dissecting the roots of gender inequalities, and 'Gender and Social Norms,' which delved into the societal constructs that influence gender dynamics. 'Reporting through the Gender Lens' emphasised the importance of addressing gender issues in journalism.



'Gender Integration in Media Institutions' discussed ways media organisations can promote inclusivity, 'The Usage of language' highlighted its influence on conveying nuances in gender-sensitive reporting, while 'Schemes from the Dept. of Women and Child Development that the media can write about' highlighted practical steps journalists can take to contribute positively. The workshop not only fostered a deeper understanding of gender issues but also instilled in the students the importance of responsible journalism in addressing these issues. It encouraged students to approach their future careers with a gender-sensitive perspective, ensuring that media empowers

them to challenge stereotypes and advocate for gender equality.

The workshop was a resounding success in achieving its objective of enhancing the awareness and skills of journalism students in gender-sensitive reporting. It provided a platform for robust discussions and an opportunity for students to interact with some of the most influential figures in the field of gender and media. The knowledge gained and the insights shared during these two days promise to impact the students' future careers in journalism.



## Report on ‘Gender Sensitive Reporting Workshop’- Patna

On 13<sup>th</sup> March 2024, a workshop titled ‘Gender-Sensitive Reporting’ was held at the PMIR Seminar Hall, Darbhanga House, Patna University. The event aimed to equip around 45 journalism students with the skills and awareness needed to address gender issues, gender-sensitive advertising, gender-based violence, and the Prevention of Sexual Harassment at the Workplace (POSH) Act in their reporting. Organised through a collaboration among Population First, the Department of Postgraduate Journalism and Mass Communication (Hindi Section) at Patna University, UNFPA, and gender and media experts, the workshop promoted gender-sensitive journalism.



The workshop was inaugurated by the Vice-Chancellor of Patna University, Mr K C Sinha, with the ceremonial lighting of a lamp. Dr Dilip Ram, Director of the Department of Journalism, marked the occasion by launching his book *चिंतन एवं दिशा*. During the event, a call for submissions was made for the 14th edition of the Laadli Media and Advertising Awards for Gender Sensitivity 2024. Dr A L Sharada, Advisor of Population First, introduced Laadli’s initiatives, while Ms Anuja Gulati, Programme Management Specialist at UNFPA, provided insights into UNFPA’s mission. In addition, Dr Tarun Kumar, Mr Anand Madhab, Mr Gautam Kumar, Mr Mudasir Siddiqui, and Mr Prashant Ranjan, leaders of various human rights organisations, addressed the students.



The first session, led by Dr A L Sharada, introduced participants to key gender concepts, norms, and the societal influence of patriarchy. Through engaging activities, participants shared personal stories of unfulfilled ambitions and societal expectations, sparking discussions on career choices, property rights, and decision-making, which are often male-associated domains. Dr Sharada highlighted the concept of gender as a societal construct that dictates roles, access to resources, and power dynamics between genders. Participants explored how institutions like family, religion, and education perpetuate gender norms.

The following session, on Gender and Advertising, emphasised the pervasive influence of advertising. Dr Sharada discussed how advertisements reinforce stereotypes and insecurities, catering largely to the 18-34 male demographic. Through ad examples, she illustrated gender disparities in portrayals, where women are often shown in traditional or domestic roles while men are depicted as assertive and independent. She highlighted how such representations pressure young girls to prioritise appearance, potentially leading to mental health issues.

Ms Anuja Gulati then led sessions on Gender-Based Violence (GBV) and the POSH Act. She explained GBV as encompassing all forms of harm to women resulting from unequal power dynamics and societal norms. Emphasising sensitive reporting, she urged journalists to prioritise survivor perspectives, avoid stigma-reinforcing language, and maintain confidentiality. The session also covered the legal framework under the POSH Act, illustrating harassment forms and highlighting the need for workplace protections and fair redressal mechanisms.

In closing, Dr Shefali Roy delivered a valedictory speech, distributing certificates to participants. Dr Vijay Kumar expressed gratitude on behalf of the Department of Journalism, and Shivangi concluded with closing remarks, marking the end of a thought-provoking and enlightening event.



## Capacity Building of Mass Media Students on Gender-Sensitivity - Vidyalankar College, Wadala

Date: 14<sup>th</sup> December 2023

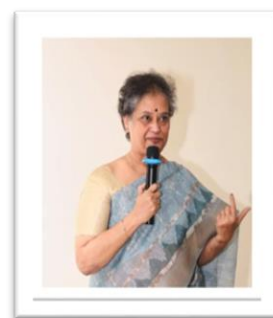
Venue: Vidyalankar Educational Campus, Vidyalankar College Rd, Wadala East, Deen Bandhu Nagar, Antop Hill, Mumbai, Maharashtra 400037

This workshop is part of Population First's ongoing initiative to deepen young mass media students' understanding of issues surrounding gender, discrimination, and gender-based violence. It aims to enhance their capacities to report on these matters through a gendered and human rights perspective.

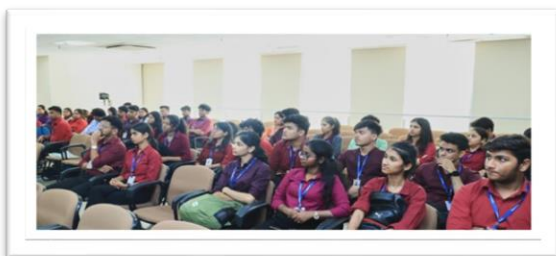
Assistant Professor and HOD BAMMC, Dr Anindita Banerjee, welcomed Dr Sharada and Yogesh Pawar with a floral tribute, expressing her gratitude for the opportunity to sensitise students. She highlighted that true modernity lies in cultivating empathy and equality, emphasising that these virtues cannot be achieved without a gender-sensitive outlook.

### Session I: Analysing Advertisements Through a Gender Lens

The session began with a second-year student, Vishwas Mohite, introducing Dr Sharada, CEO of Population First. Known for spearheading the Laadli media advocacy campaign, which promotes gender sensitivity across media, Dr Sharada's work focuses on gender analysis in advertisements and films. She engaged the audience by exploring their understanding of gender and its impact on societal perceptions. Defining gender as a social construct, she discussed the impact of power dynamics on roles, access, and representation in society. Using advertisements as a case study, she illustrated how media often reinforces traditional gender roles, citing that women are frequently portrayed in domestic roles, while men are depicted as powerful and independent. This pervasive influence, she explained, shapes societal ideals and personal insecurities.



### Session II: Exploring Gender Portrayals in Cinema



After lunch, a participant student Swati Mali introduced Population First Director Yogesh Pawar, who guided students through gender perspectives in cinema. Using popular films like *Animal* and *Kabir Singh*, he showcased how mainstream cinema can perpetuate toxic masculinity and sexism. Highlighting reactions to these films within a feminist context, he led students to critically analyse gender roles in selected movies such as *Pathaan*, *Kabhi Khushi Kabhi Gham*, and *Rocky Aur Rani Ki Prem Kahaani*. The students presented

nuanced critiques of each, noting patterns of patriarchy, power dynamics, and the portrayal of women's roles.

The day concluded with Pawar reciting Gulzar's lines on gender and society, leaving students with a powerful reminder of the need for continued engagement with these pressing social issues.

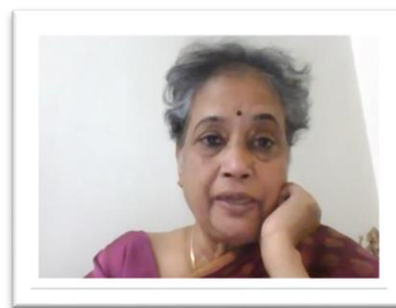


# EMPOWERING EQUALITY: HARNESSING DIGITAL MEDIA FOR GENDER ADVANCEMENT



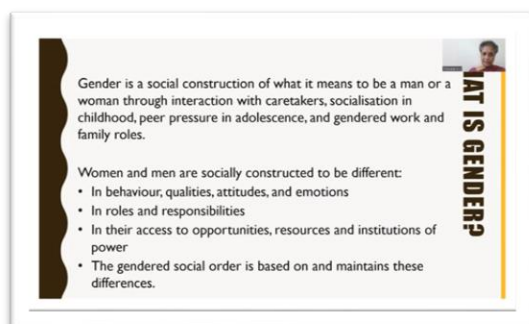
## Empowering Women On Social Media: Gender Inclusion and Intersectionality in Content Creation

Population First recognises the immense influence of social media as a platform for interaction and information dissemination. Social media allows individuals, businesses, and organisations to reach and engage with audiences, fostering advocacy and forming meaningful connections across vast distances. With this understanding, the workshop aimed to collaborate with social media influencers to amplify gender-sensitive messages. The campaign was built around four primary pillars: Influencer Mapping; Identifying 80 Indian influencers, split into macro, micro, and nano categories, based on engagement, reach, impressions, and their involvement in social issues.



- **Gender Sensitisation:** Organising workshops and training sessions for influencers, led by experts from various industries, to ensure a comprehensive understanding of gender sensitivity.
- **Content Creation:** Collaborating with influencers to produce gender-sensitive content aligned with Population First's goals, allowing them full creative control over ideation and execution.
- **Marketing Campaign:** Amplifying gender-sensitive content through influencers, ensuring the campaign's reach and performance are closely monitored and evaluated.

**Workshop Overview:** The workshop, "Empowering Women on Social Media: Gender Inclusion and Intersectionality in Content Creation," was conducted online with participants from nano, micro, and macro influencer categories.



Dr A L Sharada, CEO of Population First, warmly welcomed the attendees. She outlined the organisation's nearly two-decade-long journey promoting gender sensitivity through various Laadli programmes and highlighted the growing influence of social media in shaping public opinion and introduced the workshop's keynote speaker, Sriram Haridass, Deputy Representative of UNFPA India. With nearly 20 years of experience in strategic planning and humanitarian contexts, Haridass focused on the profound impact media has on gender perceptions. He emphasised how media, including social media, often perpetuates harmful gender stereotypes from a young age, influencing societal attitudes and

future expectations. He urged content creators to challenge these entrenched norms by producing more gender-inclusive material.

**Session I - Gender Sensitisation:** Dr Sharada led the first session, addressing how social media often reinforces gender biases, hypersexualises women, and perpetuates patriarchal norms. She stressed the need for a gender-transformative approach that challenges these harmful stereotypes. Dr Sharada underscored the imbalance in leadership roles within social media companies, where women occupy just 27% of managerial positions. She called for increased opportunities for women to influence the creation of more inclusive content.

She pointed out the irony of social media being perceived as a meritocratic space when, in reality, women's voices—whether in academia, sports, or politics—are often overlooked. The digital world mirrors the inequalities of the physical world, sometimes even exacerbating gender bias. Dr Sharada concluded by encouraging influencers to use their platforms to foster a more inclusive digital environment that regularly showcases women as leaders and experts.

Session II - Industry Insights: The second session featured a conversation between Founder of Hyper Collective KV Sridhar, filmmaker Ms. Ashwiny Iyer Tiwari, moderated by Gokul Krishnamoorthy. Sridhar highlighted the importance of integrating gender-sensitive data into social media policies and programmes to ensure evidence-based decision-making that caters to the needs of women and girls. Tiwari stressed the need to bridge the digital gender gap through mentorship, awareness, and family support. She called for increased visibility of women in leadership positions across digital platforms and the adoption of inclusive language in online spaces.



Closing Remarks: The workshop concluded with a Q &A session, addressing concerns about online harassment and trolling faced by women. Krishnamoorthy summarised the key takeaways, and Dr Sharada thanked everyone for their participation, reinforcing Population First’s commitment to promoting gender-sensitive content on social media.

This workshop marked a significant step in using social media as a force for positive change, encouraging gender equity and inclusivity in the digital age.





## Empowering Women On OTT: Gender Inclusion and Intersectionality in Content Creation

Wednesday, 20<sup>th</sup> Dec 2023, 4-6 pm

Venue: 07B & 07C (A Wing) Level 7, Parinee Crescenzo, Plot C-38 & 39, G-Block, Bandra-Kurla Complex, Bandra (E), Mumbai - 400 051

Dr A L Sharada, CEO of Population First, opened the roundtable by warmly welcoming all participants and expressing her appreciation for their attendance. She underscored the critical importance of gender sensitivity in media representation and content creation, introducing the principles behind Population First's Laadli girl child programme, which was launched in 2005. Alongside this, Dr Sharada highlighted the organisation's media advocacy efforts, which have included media fellowships, stakeholder workshops, and the Laadli Media Awards that began in 2007. Setting forth a vision for transformative change, Dr Sharada expressed that, "Our goal is to develop creative interventions to inspire the media, advertising, and film industries to redefine their values, perceptions of gender, and relational dynamics. By doing so, we hope to empower young people to embrace gender-sensitive values and drive change." She added that Population First is working towards integrating these efforts with OTT and social media platforms, recognising their growing impact on contemporary media.



The session was moderated by Gokul Krishnamoorthy, an Independent Marketing Consultant, Columnist, and Co-founder and Group Consulting Editor of Uplift MediaNews4u. Krishnamoorthy initiated the conversation, inviting attendees to introduce themselves and offer brief opening remarks, noting the time limitations and the topics outlined in the meeting programme. The discussion began with Dipika Kalra, a film editor at Spice Studios known for her work in Bollywood, including the film *Sherni* (2021). Kalra observed that while gender representation on OTT platforms has improved, there remains significant progress to be made. She stressed the importance of shifting narratives away from women's suffering and towards broader liberation, including that of men.

Arjun Mogre, a producer and director at Applause Entertainment, echoed Kalra's sentiments, adding that OTT platforms offer greater flexibility than theatrical releases, thus easing traditional pressures on content. He remarked, "When such pressures are present, it's difficult to predict how narratives will evolve." Nimisha Pandey, content developer and curator with ZEE5, shared that with more women in leadership roles on OTT platforms, there is now a marked increase in commissioning female-driven narratives. She recalled the surprise that followed the announcement of *Jaانباز*, which featured a female lead where a male protagonist had been expected.

Nishant Roy Bombarde, an Executive Producer of acclaimed films such as *Sairat* and *Fandry*, cautioned against limiting



discussions on gender equality to upper-caste or upper-class viewpoints. He shared his experience with AI-generated stories, where caste-biased names often emerged, underscoring the importance of addressing caste alongside gender in storytelling. This reflection opened a discussion on the need for societal responsiveness to issues affecting marginalised communities. Filmmaker Insa Dariwala agreed, lamenting that women often feel entitled only to basic rights and shared her concerns regarding how women are questioned about their caregiving roles in professional settings. Notable screenwriter

Pubali Chaudhuri argued that expecting content creators to drive change without state support is unrealistic, citing Basu Chatterjee's *Rajanigandha* as an example of authentic representation. Chaudhuri warned of the pitfalls of superficial

feminism, describing it as “patriarchy’s oldest trick.” The roundtable ended with discussions of actionable ideas. These included fostering inclusivity through scholarships for aspiring gender-sensitive filmmakers, increasing female representation in directing and writing roles, promoting stories from diverse backgrounds, and establishing gender-sensitive storytelling initiatives within film schools. Dr Sharada closed by underscoring the importance of feedback within the industry to ensure genuine progress.

**Key Action Points-**

1. Increase awareness of the intersection of caste and gender.
2. Highlight diverse female experiences in media, moving beyond heroic or victimised depictions.
3. Strengthen discussions on gender sensitivity and pay parity within the industry.
4. Ensure female scriptwriters are recognised equally.
5. Foster authentic and nuanced portrayals that resonate with diverse audiences.
6. Encourage more female directors and screenwriters.
7. Develop scholarships and writer’s labs for gender-sensitive storytellers.
8. Promote diverse representation from Dalit and tribal communities.
9. Share accountability for gender sensitivity across the industry and audiences.

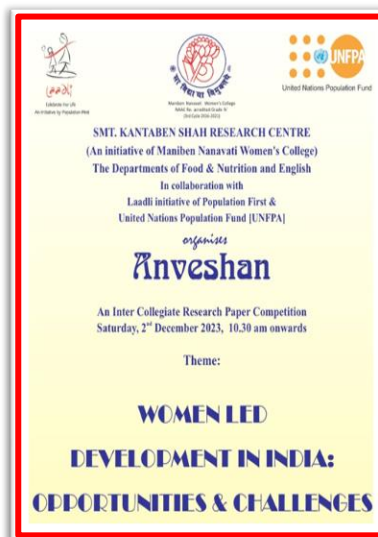
Yogesh Pawar closed by thanking all attendees for their valuable contributions to this essential discussion.



## Intercollegiate research paper competition Anveshan

The theme for this year's research competition, held on December 2, 2023, at Maniben Nanavati Women's College, was "Women-Led Development in India: Opportunities & Challenges." The event took place from 10:30 am to 3:00 pm in Room 2-3, on the 2nd floor of Maniben Nanavati Women's College. Organised by the Smt. Kantaben Shah Research Centre in collaboration with the Departments of Food & Nutrition and English, it was supported by the Laadli initiative of Population First and the United Nations Population Fund (UNFPA).

A total of 39 presenters and 59 participants attended the event. Chief Patron Smt. Himadri Nanavati, Chairperson of MNWC's Managing Committee, led the event with support from distinguished Patrons including Dr Yogini Sheth, Angela Shah, Prof. Vibhuti Patel, and Dr Rajshree Trivedi. The Executive Team comprised Dr Rajshree Trivedi, Prof. (Dr) Rita Patil, Ms. Shama Chavan, Dr Cicilia Chettiar, Dr Anuja Deshpande, Ms. Aaliya Sayed, Ms. Pravara Sonawane, Fiza Chandiwala, and Ms. Muktalata Jamatia. Additional collaboration came from Ms. Anuja Gulati, Dr A.L. Sharada, Ms. Dolly Thakore, Prof. Vibhuti Patel, and Mr. Yogesh Pawar.



The primary objective was to provide young researchers and students from across Maharashtra an opportunity to present research through a gender lens. Registration began at 9:45 am, followed by the event opening at 10:30 am, led by Assistant Professor Ms. Shama Chavan from the Food & Nutrition Department. Dr Rajshree Trivedi, Principal of MNWC, welcomed attendees, and Dr Anuja Gulati, UNFPA Programming Consultant, addressed the audience on the impact of UNFPA's work in India. Dr Gulati and Prof. Vibhuti Patel, Trustee of Population First, were honoured by Dr Trivedi and Prof. Patil respectively. Prof. Patil then introduced the judges and outlined the competition.

The event included 39 student presentations, with some in pairs or trios. Judges and Prof. Patel offered comments before announcing the winners: Ms. Arshi

Khan (1st place) from Mithibai College; Ms. Swara Trivedi, Ms. Unnati Dharod, and Ms. Shruti Soni (2nd place) from Maniben Nanavati Women's College; and Mr. Meet Vijay Gala (3rd place) from Tolani College of Commerce. Consolation prizes were awarded to Ms. Niharika Dolas and Mr. Mohit Gohil, and Mr. Abhijeet Raut. A special prize was awarded to Ms. Vaishnavi Devadiga and Mr. Suraj Porey.

The event concluded with a vote of thanks by Dr Cicilia Chettiar, Head of the Department of Psychology and KSRC in-charge.

## Call for Laadli Media & Advertising Awards (LMA) launch 2024

The official launch of the call for entries for the 14th edition of Laadli Media & Advertising Awards for Gender Sensitivity was announced on 9<sup>th</sup> March 2024 at the Press Club Hyderabad Lawns. The launch held offline also served as a celebration of International Women's Day. Applications were open to journalists in print, digital, and electronic media, as well as advertising professionals and content creators for social media, blogs, and other online platforms. Submissions in English, Hindi, and all regional languages were accepted, provided they were published, displayed, broadcast, or telecast between January 1<sup>st</sup>, 2023, and December 31, 2023. The deadline for applications was May 15, 2024. The deadline was later extended to June 1<sup>st</sup>, 2024.



Dr A. L. Sharada, Advisor, Population First, B. Sumathi IPS, Dr Preethi Reddy, Jyothi Reddy, K. Manjari and Poolan Devi were the esteemed guest speakers at the launch. The chief guest Justice Radha Rani, Telangana High Court, Dr A



L Sharada along with the other speakers formally launched the call for entries of Laadli Media & Advertising Awards for Gender Sensitivity. The event saw 100+ attendees and went on for 2 hours from 06:30 p.m. - 08:30 p.m. The event session was delivered in Telugu. C. Vanaja, Vice President of Press Club, Organizing Committee presided over the event with the help of Executive Committee of Press Club including A. Padmavathi, M. Ramadevi and N. Umadevi. Dr A. L. Sharada discussed the evolution of LMA awards and Population First. She also shared her experience providing facts and figures on gender

sensitivity throughout the years. "The LMAAGS highlight, acknowledge, and celebrate the commendable efforts of various media in analysing programs, policies, social trends, and behaviours from a gender perspective. Population First aims to establish gender sensitivity as a core value of good journalism and content creation. We regularly conduct sensitisation workshops for various groups to ensure that they are equipped to produce a nuanced and inclusive work," said Dr A. L. Sharada, Ex-CEO, Population First. She expressed gratitude towards the event partners, speakers, and the chief guest for their presence and support. It was followed by some fun activities and dinner with the women on account of International Women's Day.





ACCESS TO  
EDUCATION



## Access to Basic Education for Students (ATOS) Project 2023-2024

Providing Foundation to Students Especially Girls through Basic Education

### Introduction:

The Access to Basic Education for Students (ATOS) Project, implemented by Population First, aimed to address the educational and health needs of students, particularly girls, in rural areas, with a focus on Shahapur block. This detailed report provides an exhaustive overview of the project's activities, impacts, and outcomes over the course of the year 2023-2024.

### Background

The COVID-19 pandemic greatly impacted all sectors, including education. All our past efforts in ensuring basic education for marginalized sections was threatened dramatically. While the governments across the country adapted quickly and presented the online alternative for continuing education, it was not without its own set of complex challenges especially for students of rural India.

A recent report titled Key Indicators of Household Social Consumption on Education in India – based on 2018-19 NSSO report – was released in 2020 which indicated that less than 15% of the rural households had internet access. Only 15% of the people surveyed above the age of five years and only 8.5% of them females could use internet.

Population First's Action for Mobilisation of Community Health Initiatives (AMCHI) team also conducted its own survey across 24 villages surveying close to 572 students in Shahpur.

The following are the rough findings:

- a) Of the 572 students surveyed, 65% of the students have mobiles of which, 46% girls and 54% boys have access to mobiles.
- b) Despite having access to the mobiles in the families, 77% of the time the mobiles are with both the parents
- c) Despite having access to mobiles, 78% of the students did not attend the online classes because 45% of those students did have access to mobiles immediately on time for those classes
- d) Of these 78%, 34% students said they did not attend the online classes because of other reasons, 19% students because network was not available and for 12% students because they did not understand and grasp concepts well during online classes.
- e) Of the 572 students, 47% of them mostly spent time watching television, 29% were busy with household chores and only 28% students focused on their studies

Despite these issues, 98% of these children wanted to go back to school. This only further indicates the interest of the students in coming to school and being involved in a classroom setting, and most importantly, learning in presence of a teacher.

### Scope:

Population First has been working in Shahapur block for the last 15 years and has worked with various stakeholders through its various social development sector verticals such as, Gram Panchayats, village level committees, women's groups, adolescent girls and boys, school children, school management committees, principals and teachers, to name a few.

The pandemic presented us with an opportunity to look into the needs of our children in education. The survey conducted by our team in 2021, led us to undertake a small pilot project in three villages in conducting bridge classes for students of class 5<sup>th</sup> to 7<sup>th</sup>. Through our interaction with the teachers and other school level stakeholders, as well as the baseline survey conducted of the children in three villages, the team identified the following requirements and issues:

- In village of Masavne, of the 37 students surveyed, none of them could read a complete passage in Marathi and English and only 20 students could read words but most of them did not know the meanings of these words.

- Similarly, in Tembhurli village of 40 students surveyed only 5 students could read complete Marathi passages, and 3 could read English passages, and only 6 students could undertake multiplication and division operations in Maths
- The situation in Gegaon was no different, with only few children able to read Marathi and none of them could read English.
- Therefore, there was a dire need for teaching of foundational concepts in Maths, English and Marathi for students

PF team also understood that in order for these students to truly understand the basic concepts, the bridge classes should be conducted by the teachers who will be able to give quality time towards teaching. Therefore, PF team concluded that the teachers for this foundational course component have to local youth. This will allow for the children from the villages to connect with the teachers immediately, the teacher being a local will not need more travel time to the venue of the class, and also, they will be easily accessible to the students even beyond class timings if there is a need. Additionally, this will also serve as an employment opportunity for the educated youth especially those who are early in their careers and were impacted by the pandemic and loss of jobs as a result.

Apart from setting up foundational courses for the children, PF team also strongly believes that students have to be provided with basic knowledge on and help inculcate good health and hygiene practices. Water use, sanitation and hygiene practices, are especially crucial for school-going students because it has been proven to have direct impact on the health, growth and overall development of the students. Through PF's vikasdoot programmes in the past, focusing on hygiene practices on school children had led to close to 20% decrease in incidences of illnesses which is one of the main causes for absenteeism.

Therefore, PF is presenting *a holistic basic education project for students especially girls the year 2023-24 in 40 villages of Shahapur here below.*

#### **Duration**

12 Months April 2023 to March 2024

#### **Location**

Shahapur

#### **Outreach**

40 villages – 40 students per village (25 girls and 15 boys) – 1000 girls and 600 boys.

#### **Aim & Objective**

Population First aims to *provide access to basic education to students especially focusing on girls' education from classes 3<sup>rd</sup> to 6<sup>th</sup> while ensuring basic health and hygiene practices are also improved in the post-pandemic period.* The project also aims to *encourage the local youth to undertake teaching as an employment opportunity.*

The proposal hopes to address *some* of the following objectives:

- a) To provide basic education for children from classes of 3<sup>rd</sup> to 6<sup>th</sup>
- b) To provide employment opportunity to youth especially young women and girls in their villages
- c) To build capacities of students in health and hygiene skills to children that will ensure the continuation of their schooling.
- d) To create a supportive system with the help of teachers, parents and School Management Committees towards education and health of school students especially girls

#### **Implementation Strategies**

- Creating A Conducive Environment for Basic Education
- Inculcating Health and Hygiene Habits Among Children
- Creating A Supportive System that Contributes to Education & Health of Children

### **Objectives:**

- To provide basic education for children from classes 3<sup>rd</sup> to 6<sup>th</sup>.
- To create employment opportunities for youth, especially young women, by engaging them as teachers.
- To build capacities of students in health and hygiene skills.
- To establish a supportive system involving teachers, parents, and School Management Committees (SMCs) towards education and health, particularly for girls.

### **Implementation Strategies:**

The ATOS Project employed a multifaceted approach to achieve its objectives, consisting of the following strategies.

### **Project initiatives and Timeline of activities**

#### **(April to June 2023)**

Activity-1: Village Selection

Activity-2: Mobilisation of Youth as Teachers and Teacher Selection

Activity-3: Baseline Survey

Activity 4: Parents Meeting

Activity 5: Teachers Training

Activity 6: Review Meetings

Activity 7: Classes for Students

#### **(July to September 2023-24)**

Activity 8 WASH Training for Students

Activity 9 Gram Panchayat and SMC Members Training

Activity 10 Educational Material Distribution

Activity 11 Review Meetings

Activity 12 Regular Classes

#### **(Oct-Dec 2023)**

Activity 13- Parents' Meeting

Activity 14- Review Meetings



Activity 15- Regular classes and follow-up

Activity 16 Distribution of Notebooks and Educational Material

**(Jan to March 2024)**

Activity 17 WASH Training for students

Activity 18 End-Line Evaluation

Activity 19 Gram Panchayat and SMC Members Training

Activity 20 Sandal Distribution

Activity 21 Review Meetings

Activity 22 Regular Classes

## Activity-1: Village Selection

The village selection phase of the education project was launched to identify appropriate Zilla Parishad (ZP) schools for collaboration. Here is an overview of the key activities and outcomes of this phase:

- **Engagement with Block-Level Officials and Data Collection:**

Meetings were held on 10 February 2023 and 3 April 2023 with officials from the education department, including Mr Vekhande (Block Education Extension Officer), Mr Rajesh, Mr Rathod (Block Coordinators), and Mr Zunjarrao (Block Education Officer). The project team presented their objectives and activities, and the officials—familiar with the previous pilot's success—granted official approval for the project to work with 40 ZP schools. This support was invaluable to the project.

- **Collaboration with Centre Coordinators:**

With data from the education department, 60 schools with adequate student numbers were shortlisted. Centre coordinators provided additional information about these schools, including contact details of principals and teachers. This allowed the team to arrange visits to assess the schools' suitability for the project.

- **Stakeholder Meetings in Shortlisted Villages:**

Meetings were organised in each of the 60 shortlisted villages, involving ZP teachers, School Management Committee (SMC) members, Gram Panchayat representatives, and other key stakeholders, such as ASHA workers and village elders. The project team presented the project's objectives, gathered feedback, and sought support for identifying suitable class locations within the villages.

- **School Visits and Needs Assessments:**

Following the meetings, classroom visits were conducted, during which students' educational needs were assessed. Discussions were held with ZP teachers to gauge their willingness to collaborate on foundational subjects such as mathematics, English, and Marathi. Both teachers and villagers expressed enthusiastic support for the project.

- **Village Selection Outcome:**

Based on community responses, teacher and villager willingness, and specific student needs, 40 villages were finalised for the project.

- **Challenges Faced:**

While most villages showed strong support, a few presented logistical challenges, such as limited classroom space (e.g., in Chadroti, Temba, Shendum, Khandoba Vehloli, and Walshet) and political barriers in villages like Kothare, where different political factions competed for influence over teacher appointments.

- **Conclusion:**

The village selection phase, marking a pivotal step towards community empowerment through education, concluded with the identification of 40 ZP schools. The next stage involves designing and implementing educational programmes tailored to the needs of these communities. The project team thanks all stakeholders for their essential cooperation and support.

## Activity-2: Mobilisation of Youth as Teachers and Teacher Selection

During this phase, the focus was on mobilising young people to take on teaching roles and conducting a structured teacher selection process. Key activities included:

- **Meetings with Youth:** Meetings were organised with young women and girls from 40 selected villages to explain the project's objectives and requirements. Criteria for becoming a teacher were outlined, and interested individuals were encouraged to apply by submitting their applications to ZP teachers and School Management Committee (SMC) members.
- **Meetings with PRI Members, Teachers, Youth, and SMC Members:** In each village, a meeting was held on a designated day to finalise candidates for the role of class teacher. Multiple qualified candidates (3 to 4) applied in each village, making it difficult to select a single candidate. Consequently, the villagers requested the team's assistance in making the final selection.
- **Interviews:** To facilitate the selection process, interviews were held at the Shahapur office on 14th and 15th April 2023, where candidates were assessed on their education, prior teaching experience, communication skills, and subject knowledge. After careful evaluation, 40 candidates were successfully chosen as teachers for the project.

### Conclusion:

The mobilisation of youth as teachers marks a key milestone, highlighting the project's commitment to fostering positive change and improving education in the selected villages. The team is confident that these dedicated individuals will play an essential role in advancing the educational landscape in these communities.



### Activity-3: Baseline Survey

In this phase, a baseline survey was conducted to assess the educational status of students in selected villages. The process, designed to identify foundational learning gaps, involved several key steps:

- **Student Selection:** Before the survey, ZP teachers and SMC members selected 40 students (25 girls and 15 boys) needing extra support. Teachers, familiar with students' educational challenges, prepared this list with input from SMC members.
- **Survey Format and Questionnaire Preparation:** The Maharashtra Government Education Department's established format, previously used in a pilot project, was adopted to ensure data accuracy. Questionnaires for Maths, English, and Marathi were developed with master trainers' input.
- **Teacher Training:** A one-day training session prepared class teachers to administer the survey, explaining the format and questionnaire thoroughly. Involving new teachers in this process helped them understand and plan future teaching strategies.
- **Mobilising ZP Teachers:** ZP school teachers were engaged to ensure their presence during the survey, enhancing transparency and avoiding data misinterpretation. This collaborative approach fostered mutual support among teachers in each village.
- **Survey Execution:** Conducted in 37 villages from 17 to 29 April (and in three additional villages in early May with parental support), the survey gathered 1,600 responses (1,000 girls and 600 boys).
- **Survey Findings:** Results revealed substantial gaps in foundational knowledge across Marathi, English, and Maths. This data will guide the design of targeted educational interventions to meet the specific learning needs in the selected villages.

**Summary:** Through collaboration with ZP teachers and SMC members, standardised assessment tools, and comprehensive teacher preparation, the survey effectively evaluated the educational baseline of students in 40 villages. The findings underscore critical areas for intervention, paving the way for focused educational support.





#### Activity 4: Parents Meeting

During this phase, parent meetings were conducted across 40 villages to raise awareness about the education project and to seek the support of parents, School Management Committee (SMC) members, Panchayati Raj Institution (PRI) members, Zilla Parishad (ZP) school teachers, and other key stakeholders. These meetings were crucial for establishing a strong foundation for the project's sustainability and fostering community involvement.

#### Key Details of Parents Meetings:

Total Number Meetings Conducted: 40

Parents	SMC Members	PRI Members	ZP Teachers	Govt. service providers (ASHA, ANM, etc.)	Total
1585	226	112	95	120	2138

**Objective and Approach:** The primary aim of these meetings was to engage parents and various stakeholders, ensuring they understood the project's significance and potential impact on their children's education. The meetings sought to promote a spirit of unity and collaboration among villagers, SMC members, PRI representatives, and school teachers, encouraging them to collectively support and lead the project within the community.

**Structure of Meetings and Key Topics Discussed:** Each meeting was held within the premises of local schools, with teachers helping to facilitate arrangements.

The following key topics were discussed:

- **Introduction to the Organisation and Funding Partners (ATOS):** A brief overview of the organisation and its funding partners was provided, explaining their roles in supporting the education project.
- **Project Activities and Objectives:** The planned activities and goals of the education project were presented, emphasising the focus on enhancing students' foundational knowledge.
- **Benefits for Students and the Community:** The potential benefits to students' learning outcomes and the broader development of the village community were highlighted.
- **Importance of Foundational Education and Current:** Challenges: Parents were briefed on the importance of a strong foundation in primary education and the impact of existing gaps, particularly those exacerbated by the lockdown, on students' motivation to learn.
- **Roles and Responsibilities of Parents:** Parents were encouraged to actively support the programme by monitoring their children's progress. A proposal was also made for a parents' WhatsApp group to facilitate ongoing communication and collaboration.

#### Impact and Testimonials:

The parents' meetings received positive feedback from attendees, as evident from the following testimonials:



Mr Naresh Walimbe, President of SMC, Alyani, expressed his appreciation for Population First and ATOS's efforts in safeguarding their



Pooja Chintaman Walu, a parent from Ambedoh village, expressed her happiness about the extra classes being conducted and pledged to support and resolve any issues.



Laxmi Ganpat Megal, a PRI member from Krushnachiwadi, assured full support from the Gram Panchayat for the project.

**Community Requests and Project Update** In Vehloli (B) Village, members of the Gram Panchayat requested that the project include activities for the local high school, noting that students from grades 8 to 10 struggled with English reading skills. Additionally, ZP teachers from Gotherghar, Shirgaon, Savroli, Narayangaon, Ubhrai, and Lenad suggested dividing class time into two batches: one for students in grades 5 and 6 and another for students in grades 3 and 4. Instead, the project team offered guidance to new teachers in classroom management. However, due to limited resources, both requests had to be declined.

**Conclusion:** The parent meetings, successfully conducted across all 40 villages, established a strong foundation for project implementation with substantial community support. The active participation of parents, SMC members, PRI members, and school teachers is expected to be instrumental in the project's success.

**Summary of Parent Meetings:** The parent meetings across all 40 villages aimed to strengthen community involvement and secure support for the education project. Discussions focused on the significance of foundational education, benefits to students and the wider community, and the responsibilities of parents. The response from stakeholders was overwhelmingly positive, with SMC members, parents, and PRI members voicing appreciation and pledging their support. Although specific requests—such as incorporating high school students and modifying class schedules—were raised, limited resources made it necessary to decline them. Ultimately, the success of these meetings underscores the essential role of community collaboration in achieving the project's educational goals.



## Activity 5 - Teachers Training

The teachers' training was crucial to the project. We mobilized 40 well-educated women to become teachers, 30 of whom had prior teaching experience, while 10 were freshers. Although enthusiastic, they needed more formal training and guidance on teaching methods, handling students, and understanding their roles and responsibilities.

We conducted a two-day training for the newly selected teachers to address their need for guidance and training. The training was conducted at Kalpana River Villa on the 18<sup>th</sup> and 19<sup>th</sup> of May, 2023. Mr Sheikh Ismail, a master trainer from the Maharashtra State Education Department and the Ideal Teacher Award recipient led the training.

The training was highly interactive, motivating, and informative. Participants engaged in various activities, such as group work, role plays, pair discussions, presentations, and fun activities. It consisted of four parts:

**Part 1: Education and its objectives** - Trainer clarified the meaning of education using quotes from prominent figures like M.G. Gandhi and M. Phule. The education system's functioning, from cabinets to villages, was also explained.

**Part 2: Foundational education and teaching methods** - The trainer detailed foundational education in math, English, and Marathi and explained teaching methods like pair learning, group learning, self-learning, and friend learning through role plays.

**Part 3: Using learning methods in class** - The trainer guided teachers on using them with students, conducting evaluations, forming student groups based on their educational status, and setting appropriate homework.

**Part 4: Developing students' Foundational skills** - The focus here was on developing five essential skills: listening, speaking, writing, reading, and understanding. Practical methods to teach Marathi and English were demonstrated, incorporating songs, poems, and interactive techniques.

Communication skills were also emphasised, including maintaining a reasonable tone of voice, motivating students, and using games and songs in the classroom. The training was intense and participatory, equipping the teachers with effective teaching methods, tricks, and skills. Many teachers expressed their appreciation for the valuable insights gained, which boosted their confidence in handling classes and impacting their students' learning. Madhuri Mahendra Bhoir from Vehloli said, "The training taught me innovative methods like group, pair, and self-learning. These techniques are effective in capturing students' attention." Namrata Vekhande from Borsheti shared, "Though I had prior teaching experience, the training provided me with new teaching methods, the psychology behind setting homework, and session planning. It was beneficial." Arti Pravin Partole from Amberje, who fulfilled her dream of becoming a teacher through the project, stated, "I was initially nervous about my lack of teaching experience, but the training boosted my confidence. Now, I feel well-prepared to teach my students." The teachers' training was crucial in preparing them to provide quality education to the students and contribute positively to the project's objectives.

### Summary of Teachers Training

The Teachers Training phase was pivotal for the project, involving the Mobilisation of 40 educated women, 30 with prior teaching experience and 10 freshers, to become teachers. Recognising the need for formal training and guidance on teaching methods and responsibilities, a two-day training session was conducted on May 18<sup>th</sup> and 19<sup>th</sup>, 2023, led by master trainer Mr. Sheikh Ismail. The interactive training encompassed various activities and focused on four key parts: understanding education objectives, foundational education and teaching methods, using learning methods in class, and developing students' foundational skills. Emphasis was placed on effective communication skills and practical teaching techniques. Teachers expressed appreciation for the insights gained, with many citing newfound confidence and readiness to impact student learning positively. Testimonials highlighted the effectiveness of the training in equipping teachers with innovative methods and boosting their confidence in classroom management and instruction. Overall, the training played a crucial role in preparing teachers to deliver quality education and contribute to the project's objectives.



## Activity 6 - Review Meetings

In May 2023, 14 review meetings were held across 14 villages, followed by 26 meetings in June 2023. These gatherings proved essential for identifying and addressing challenges, especially issues related to political interference in 25 villages.

To tackle these issues, individual meetings were held with Zilla Parishad (ZP) teachers, political leaders, and selected candidates before the review sessions. Engaging with these stakeholders provided insight into their concerns, helping to ease political pressures on ZP teachers.

Key Discussion Points in the Review Meetings:

- **Project Benefits:** The team reiterated the positive impact of the project, including improved education, WASH training, and increased parental involvement in monitoring student progress. Additionally, the project benefits for SMC and Gram Panchayat (GP) members in raising educational standards within the villages were highlighted.
- **Teacher Selection Process:** Transparency in the criteria for selecting teachers for extra classes was maintained, ensuring that the best candidates were chosen through the interview process.
- **Permission Requirements:** It was clarified that permissions had already been secured from the education department, and parents were informed that no additional approval was needed beyond what was obtained, except optionally from the Gram Panchayat.
- **Village Participation:** Emphasis was placed on the necessity of community support for the project's success. Villages unwilling to cooperate faced the possibility of being replaced.

As a result of these meetings, all stakeholders, including political leaders, ZP teachers, SMC members, and parents, acknowledged the project's benefits and committed to supporting its implementation. In specific villages like Kharit, Cheroli, Talwada, and Ubhari, candidate replacements were made to ensure optimal alignment with project goals, while Kothare and Kalgaon villages were removed due to unresolved political interference and conflicts among teachers.

Additional Issues Addressed: In villages such as Bhatsai, Aware, Khatiwali, and Kanvinde, classroom-related challenges were resolved by securing alternative classrooms or school halls.

**Summary of Review Meetings Conducted:** A total of 40 review meetings were held.

Parents	SMC Members	PRI Members	ZP Teachers	Class teachers
760	280	65	120	40

### Testimonials from Stakeholders:



Rajesh Vekhande, Upsarpanch of Ubhrai village, fully supported the project after understanding its significance beyond job opportunities.



Kankose sir, ZP teacher of Amberje School, expressed relief that the project addressed the essential need for Foundational learning and praised the initiative PF and ATOS took for rural students' education.



Ubale Madam, ZP teacher of Savroli School, thanked PF and ATOS for their efforts in providing much-needed support and resources to improve the education of rural students.



### Summary of Review Meetings

The Review Meetings conducted in May and June 2023 played a vital role in addressing challenges and garnering support for the project. A total of 40 meetings were held, involving discussions with parents, SMC members, PRI members, ZP teachers, and class teachers. Key discussion points included highlighting project benefits, transparency in teacher selection, permission requirements, and the importance of village participation. Despite encountering issues like political interference and internal conflicts in some villages, proactive measures such as personal meetings with stakeholders helped resolve conflicts and ensure project continuity. Testimonials from stakeholders underscored their support and appreciation for the project's significance in enhancing rural education. Successful outcomes included stakeholder recognition of project benefits, candidate replacements in certain villages, and resolution of classroom-related concerns. Overall, the Review Meetings facilitated collaboration and alignment among stakeholders, reaffirming commitment to the project's objectives and success.

## Activity 7- Classes for Students

Classes for the students commenced on 16th June 2023, with an inauguration program was held in all 40 schools. ZP school teachers and committee members warmly welcomed our teachers, expressing excitement for improved basics in their students.



The activities undertaken addressed several challenges:

- **Attrition of Selected Candidates:** In Kharid, Vehlond, Khatiwali, Talwada, and Bhatsai, ZP teachers and SMC members successfully collaborated to recruit new candidates, replacing those who had previously left the project.
- **Political Barriers:** Through skilful management of political obstacles during review meetings, issues in certain villages were effectively resolved, ensuring sustained engagement in the project.
- **Selected Students Leaving School:** In Khaira, a reduction in student numbers, following the transfer of a previous school teacher, led the school to withdraw from the project. In other villages, students who left were replaced with newly selected candidates.
- **Pressure from Block-Level Officials:** Despite attempts by block-level officials to influence village selection, the team upheld a selection process that prioritised genuine needs.

Review meetings proved essential in uniting stakeholders, securing their support, and facilitating the successful implementation of the project across all 40 villages. Appreciation is extended to all stakeholders, including the ATOS team, for their contributions.

## Activity 8- WASH Training for Students

**Objective:** The primary aim of the WASH training is to promote proper hygiene and sanitation practices among students. Poor hygiene and sanitation often lead to illness, which in turn contributes to school absenteeism and negatively impacts students' long-term health and educational outcomes. The training educates students on how to prevent diseases through effective hygiene and sanitation habits.

**Preparation for WASH Training:** A meeting was held with school teachers and members of the School Management Committee (SMC) to seek permission to conduct the WASH training. The discussion covered the benefits and specific content of the initial training session. Following detailed discussions across the villages, school teachers and SMC members granted approval to dedicate an entire school day to the WASH training. Baseline Survey before the WASH training.

WASH Baseline Data July'23		
Total no. of schools covered	40	100%
Total no. of students who attended WASH training	1610	100%
No. of students who fell sick in the last two months	1040	64.60%
No. of students who wash their hands regularly	264	16.39%
No. of students who cut their nails once a week	478	29.69%
No. of students who wash their water bottles regularly	430	26.71%
No. of families w/ compost pits for garbage management	25	1.55%
No. of families who use dustbins	693	43.04%
No. of families w/ soak pits for wastewater management	459	28.51%
No. of school's w/ soap/handwash for students	6	15.00%
No. of schools w/ functional toilets	32	80.00%
No. of school's w/ water availability	35	87.50%
No. of school's w/ water filters in working condition	16	40.00%

### • WASH Training Session

The training was conducted in a participatory manner, engaging students through group discussions, role-plays, and practical demonstrations of everyday hygiene practices, such as handwashing, nail trimming, bathing, and toothbrushing. A total of 1,610 students from 40 schools attended the sessions, which covered key topics:

- An introduction to the WASH training and its significance.
- The adverse health effects of poor hygiene, exploring the causes, health impacts, and risks of infections due to inadequate hygiene.
- The consequences of inadequate sanitation on health, particularly highlighting the impact of poor waste management on community health and children.
- Personal hygiene practices, including bathing, toothbrushing, nail trimming, handwashing, and proper cleaning of eating utensils and containers at school and home.
- School sanitation, emphasising urinal and toilet cleanliness, classroom hygiene, garbage management, and creating compost pits for sustainable waste management.

Practical demonstrations on correct techniques for handwashing, nail trimming, and toothbrushing were provided. Each aspect of personal hygiene was explained in detail, and students showed enthusiasm in learning and practising these new skills.



Prof. Patil, Principal of Asnoli School, said, “After last month's training, I observed students clean their water bottles, spoons and tiffin. They observe their surroundings and ensure they wash their hands before the meal.”



Kanchan Bhalke, the School teacher from Sakalbaav, said, “I am pleasantly surprised to see the students ensure the cleanliness of the urinals after use. The teachers found it difficult to train students in toilet hygiene practices, but the training provided by AMCHI seems to have worked its magic. Students are also taking responsibility for cleaning the school premises. I am happy to see the students develop these good habits.

### **Summary of WASH Training of Students**

The WASH Training for Students aimed to instill good hygiene and sanitation practices among students across 40 schools. Prior to the training, permission was sought from school teachers and SMC members, who allocated a full school day for the sessions. A baseline survey revealed concerning statistics regarding students' hygiene practices and school infrastructure. During the training, conducted through participatory methods such as group discussions and demonstrations, 1610 students were educated on topics including the importance of WASH, effects of poor hygiene and sanitation, and personal and school hygiene practices. Testimonials from school authorities highlighted positive changes observed post-training, such as students adopting cleanliness habits and taking responsibility for school cleanliness. Overall, the training effectively empowered students to prioritize hygiene and sanitation, fostering a healthier school environment and reducing absenteeism due to preventable illnesses.



## Activity 9- Gram Panchayat and SMC Members Training

SMC Members in attendance	PRI Members in attendance	ZP teachers in attendance	Government service providers
390/ 430	265	110	90

The objective of the meeting was to assess the understanding of recently elected PRI and SMC members regarding their roles and responsibilities, and to identify any areas where they might need support. To prepare for the training sessions, each PRI and SMC member was personally invited and informed about the importance of attending. The training itself was highly interactive. After an initial introduction and overview of the topics, participants were divided into groups. They were asked to reflect on the current education system and envision the kind of education they would want for their own children. The groups shared insightful points, leading to animated discussions on various topics, including:

- Teachers' inability to improve education quality due to limited resources.
- Irregular attendance among tribal children.
- Low student confidence.
- Many students struggling to grasp basic concepts, hindering their understanding of more advanced content.
- The need for all students to enjoy attending school.
- The importance of better student-teacher relationships.
- The underachievement of students in reaching their full potential.
- A focus on supporting weaker students.
- The incorporation of extracurricular activities in schools.
- The significance of fostering strong relationships between parents and teachers.

Following the discussions, the participants were asked about their contributions to enhancing the quality of education. Only a few SMC members mentioned monitoring school activities and encouraging teachers to perform better. Many others, however, admitted to being newly elected and unaware of their roles and responsibilities. On August 15th, 35 out of 40 villages had elected new SMC members during the Gram Sabha. A similar question was posed to the Gram Panchayat regarding their involvement in school administration. None of the members believed they had a role in the education system, highlighting a widespread lack of awareness and initiative among PRI members across Maharashtra.

While most participants raised concerns about school infrastructure, few considered students' well-being, mental health, confidence, soft skills, or cognitive development. Consequently, throughout the session, the emphasis was placed on the need for a holistic approach to improving the education system, beyond merely addressing infrastructural needs. The following points were discussed in detail: -

- Introduction of the education project.
- Need for the project.
- Benefits for the students
- Roles and responsibilities of the PRI and Gram Panchayat members in monitoring the quality of education and sustaining the same.
- Formation of the School Management Committee and their roles and responsibilities.
- The support expected from the PRI and SMC members in providing infrastructure and educational material, monitoring issues that arise and supporting solutions.
- New GR (Government Resolution) for renovating and constructing the schools under MNREGA.



***Manoj Baraku Dalvi- Vice Sarpanch of Alyani Gram Panchayat***, said, “I always thought that the PRI members had no role to play in the village education system. I believed that was the responsibility of the SMC and School teachers. This training has highlighted the essential role of PRI members in monitoring and sustaining the quality of education provided to our village children.”

***Savitri Dattataray Jagle- SMC President of Mammoli village***, said, “I was asked to be a part of the School Management Committee because my children study in the school. I had no idea about the rights and responsibilities of my role, especially towards the quality of education. I would visit the school rarely in the past, but now I am eager to take on the leadership role, as explained by the AMCHI team. I have decided to come to the school more often and be part of the activities.”



#### **Summary of Gram Panchayat and SMC Members Training:**



The Gram Panchayat and SMC Members Training sessions aimed to educate newly elected members on their roles and responsibilities in improving education quality within their communities. Personal invitations were extended to each member to attend the sessions. The training emphasised participatory discussions, focusing on topics such as challenges in the education system, roles of SMC and PRI members, and the need for holistic improvement

beyond infrastructure. Many members expressed lack of awareness regarding their roles initially, but the sessions clarified their responsibilities and empowered them to contribute effectively. Testimonials highlighted the impact of the training in increasing members' understanding and motivation to actively participate in school improvement initiatives. Moving forward, the sessions are poised to foster greater collaboration between community leaders and educators in enhancing education quality and infrastructure.

### Activity 10- Educational Material Distribution

Education material for all three subjects were printed and distributed in 40 schools in 9600 Notebooks and 1700 pencils were distributed to 1600 students in 40 Schools in Shahapur. Here are a few images of the distribution in schools:



## Activity 11 Review Meetings

Total no. of parents Visited	Total no. of SMC Members visited	Total no. of PRI Members visited	Total no. of ZP teachers visited	Total no. of Class teachers visited
1350	230	80	120	40

The project team organised regular review meetings throughout its duration to closely monitor its quality and make necessary adjustments for sustained impact. These meetings involved discussions with school teachers, class teachers, parents, and SMC members to assess the perceived effectiveness of the classes.

During these sessions, it became apparent that many Tribal children were not attending school, and by extension, the classes. In response, the team visited the homes of 950 students across 40 villages, speaking with around 1,900 parents. Parents were pleasantly surprised by the team's initiative and appreciated the interest shown in their children's education. The team discussed the students' progress and encouraged parents to ensure their children attended school regularly.

Charulata Wagh, A student from Sakalbaav School in Sathgaon was happy to receive the bus pass to enable her to commute to school regularly. She said she loved going to class every-day.



### Summary of Review Meetings:

The review meetings provided a crucial platform to monitor the project's progress. Feedback was gathered from all stakeholders, including teachers, parents, and SMC members. Recognising the low attendance of Tribal children, the team conducted home visits to identify and address the reasons behind the absenteeism. Issues such as childcare responsibilities, transportation difficulties, and a lack of awareness were identified, and targeted solutions were implemented. These included encouraging parents to seek childcare alternatives, recruiting youths to assist children with transportation, and helping parents access government resources such as free bus passes. These interventions led to improved attendance and increased parental involvement, highlighting the project's commitment to overcoming educational barriers and ensuring every child's right to education.



## Activity 12- Regular Classes

The teachers appointed for the initiative are now fully trained and consistently conduct classes in all 40 villages. There has been strong support from parents, School Management Committee (SMC) members, and school teachers for the classes. The children have shown a keen interest and joy in attending school and participating in the lessons. Classes are held Monday to Friday from 8:30 a.m. to 11:30 a.m. across 85 villages, with additional sessions on Saturdays from 11:30 a.m. to 1:30 p.m. In villages with high tribal populations—Asnoli, Vehloli, Lahe, Narayangaon, and Lenad—the classes are scheduled from 11:30 a.m. to 2:30 p.m. Due to the central location of the schools, students face challenges in arriving early or staying late. After discussions with school administration and the SMC, it was agreed to hold the classes during regular school hours, with teachers being very accommodating.

In the first quarter, the focus was on strengthening foundational skills in Maths, Marathi, and English. Teachers have since gained a better understanding of each student's learning abilities, allowing them to group students accordingly. They provide additional support to those in need while offering encouragement to higher-achieving students, who also engage in peer learning. Regarding progress in learning outcomes, it was noted that Grade 6 and 7 students from tribal villages had been struggling in Marathi. Targeted efforts to improve their reading and writing skills in Marathi have led to significant progress over the last five months, and lessons in English and Maths have now commenced. Zilla Parishad (ZP) teachers have expressed their admiration for the students' improvement, noting that the students are more focused and better able to understand the regular curriculum. A notable achievement has been the return of students who had previously dropped out or been irregular in school. Feedback from ZP teachers has been overwhelmingly positive. Many have praised the unique teaching methods used in the supplemental classes. For example, Professor Thakar from Asnoli School reported that nine students attended the basic skills classes, with significant improvements noted in seven girls' abilities in Maths and English. Professor Vekhande from Lenad School shared that extra classes provided by Population First and ATOS helped tribal students re-learn the basics and engage more effectively with the regular curriculum. Additionally, Professor Vise from Sakroli School highlighted the case of two brothers, Bhavesh and Aryan, who had previously struggled with attendance and learning. After attending extra classes, they made notable progress in reading Marathi and solving Maths problems.

In conclusion, the second quarter of the girl child-focused education initiative has shown promising progress. Key activities include WASH training for 1,610 students, training for 265 PRI and 390 SMC members, and the distribution of educational materials to 1,600 students. Engagement with 1,350 parents through home visits has resulted in improved school attendance. Review meetings with stakeholders have provided valuable feedback. The ongoing classes have fostered better student attendance, improved foundational skills, and enhanced understanding of classroom lessons. The unique teaching methodology has provided tailored support based on each student's learning level. Overall, the project is progressing well and is on track to meet its objectives by the end of the academic year.

### Summary of Regular Classes

Activity 12 focuses on the regular classes conducted as part of the girl child-focused education initiative across 40 villages. With overwhelming support from parents, SMC



members, and school teachers, classes are held on weekdays with adjusted timings for villages with high tribal populations. The curriculum covers foundational learning in Math, Marathi, and English, with teachers assessing students' capacities and providing tailored support. Notable progress has been observed, particularly among Grade 6 and 7 students from tribal villages, who have shown remarkable improvement in Marathi. ZP teachers have commended the unique teaching methodologies and observed increased student attentiveness and comprehension. Positive feedback and success stories from ZP teachers highlight the effectiveness of the classes in improving students' foundational skills and attendance. Overall, the activities conducted in this quarter, including WASH training, stakeholder training sessions, material distribution, home visits, and review meetings, have laid a strong foundation for improved learning outcomes and community engagement, aligning the project with its objectives for the academic year.

### Activity 13- Parents' Meeting

Quarter	Total No of Parents Meetings conducted	Total No of parents Attended the Meeting (Out of 3200)	Total No of SMC Members Attended the meeting (Out of 400)	Total No of PRI Members Attended the meeting (200)	Total no of ZP teachers Attended the meeting (160)	Total no of Government service providers (ASHA, ANM etc) attended the meeting
3	40	2650	300	140	140	165

Over 82% of invited parents (2,650 out of 3,200) and 75% of School Management Committee (SMC) members (300 out of 400) attended the second round of parent meetings across 40 villages, underscoring strong community support for the project. Though parents are the primary beneficiaries, the participation of additional stakeholders reflects a broader commitment to the educational objectives.



The meetings addressed key topics:

- **Class Results Presentation:** Teachers presented detailed progress reports based on internal evaluations, offering parents a clear understanding of their children's academic standing in fundamental subjects.
- **Engagement of Tribal Parents:** To ensure participation, each tribal parent received an invitation via their children. Discussions focused on the issue of tribal student migration, which often disrupts learning due to seasonal family relocations. As these students typically require foundational support, parents were encouraged to keep their children in the village to maintain regular school attendance. Non-tribal parents and ZP teachers have committed to supporting tribal students, with ZP teachers even offering two daily meals to children staying in the village for schooling.
- **Proposed School Timing Adjustments:** In collaboration with parents, SMC members, and ZP teachers, it was proposed that school hours run from 9 a.m. to 12 noon, allowing additional teaching time beforehand. This schedule change received unanimous support.
- **Student Evaluation Demonstrations:** Parents were trained to assess their children's progress using a new format, empowering them to offer personalised guidance at home. Interactive demonstrations at the meeting provided hands-on experience, building parents' confidence in addressing challenging academic areas.

In Amberje village, parents and teachers requested a three-year extension of classes, as 90 students still require foundational support while 40 are ready to advance. Requests from other villages also highlight the community's desire for sustained educational opportunities.



**Summary of Parent Meetings:** In the third quarter, 40 parent meetings were held across 40 villages, achieving 82.81% parent attendance and 75% SMC member participation. Discussions covered class performance, tribal student retention, optimised school timings, and parental training in evaluation methods. With strong support from ZP teachers and positive feedback on continuing the programme, these meetings fostered a collaborative approach to improving student outcomes and sustaining community engagement in the project.

### Activity 14- Review Meetings:

Quarter	Total No of Review Meetings conducted	Total No of villages covered	Total No of parents Visited	Total No of SMC Members visited	Total No of PRI Members visited	Total no of ZP teacher s Visited	Total No of Class teachers visited
3	45	40	1560	120	90	160	40

During the third-quarter review meetings, three main activities were prioritised: conducting home visits with non-tribal parents, holding dedicated meetings with parents in tribal communities, and visiting School Management Committee (SMC) and Panchayati Raj Institution (PRI) members. A total of 45 review meetings were held across 40 villages, involving 1560 parents, 120 SMC members, 90 PRI members, 160 Zilla Parishad teachers, and 40 class teachers.

**Home Visits:** Recognising the diverse backgrounds of the students, with both tribal and non-tribal representation, the team organised home visits to non-tribal families. These visits aimed to understand parents' observations on their children's progress, encourage regular school attendance, and address any attendance-related issues. After the Diwali break, particular attention was given to students with irregular attendance, and their families were engaged to reinforce the importance of consistent school participation. Parents noted substantial improvements, such as students completing homework regularly and actively sharing their learning experiences at home.

**Summary:** The review meetings highlighted the impact of these activities in strengthening parental involvement, promoting regular attendance, and fostering academic progress among students.



Vanita Kaveri, mother of Shreya Kaveri, said, “My daughter reads newspaper for us daily, and she is the only one in our family who can read.”



## Activity 15- Regular classes and follow-up

A strong foundation for learning is being built through regular follow-up in classes. By observing teaching practices, assessing student participation, and reviewing homework interactively, teachers gain essential insights into student progress, allowing for adjustments in teaching methods and topics to enhance daily learning. Class schedules have been modified according to students' progress, with sessions divided into two segments: advanced learning for students who excel in Maths and Marathi, and foundational support for those still developing these skills. English basics are compulsory for all, ensuring balanced progress.

The use of educational games and resources provided to ZP schools has greatly improved student engagement, supported by ZP teachers who have allowed access to these tools. Individual focus on each student, alongside group and pair learning methods, has proven effective, especially for enhancing English skills. Dedicated classes held during Diwali vacation aimed to strengthen foundational skills among students struggling with basics, underlining the need for continuity, particularly for tribal children.

Currently, around 70% of students show competence in Maths and Marathi, able to solve equations and read Marathi passages with understanding, while 50% demonstrate improved English reading skills. The collaboration between class and ZP teachers has led to noticeable progress across all schools.





### Activity 16 Distribution of Notebooks and educational material

A total of 1,640 students across 40 schools were equipped with essential learning materials, including two-line and four-line copybooks, notebooks, and pencils. After the distribution, guidance was offered on the effective use of these notebooks.

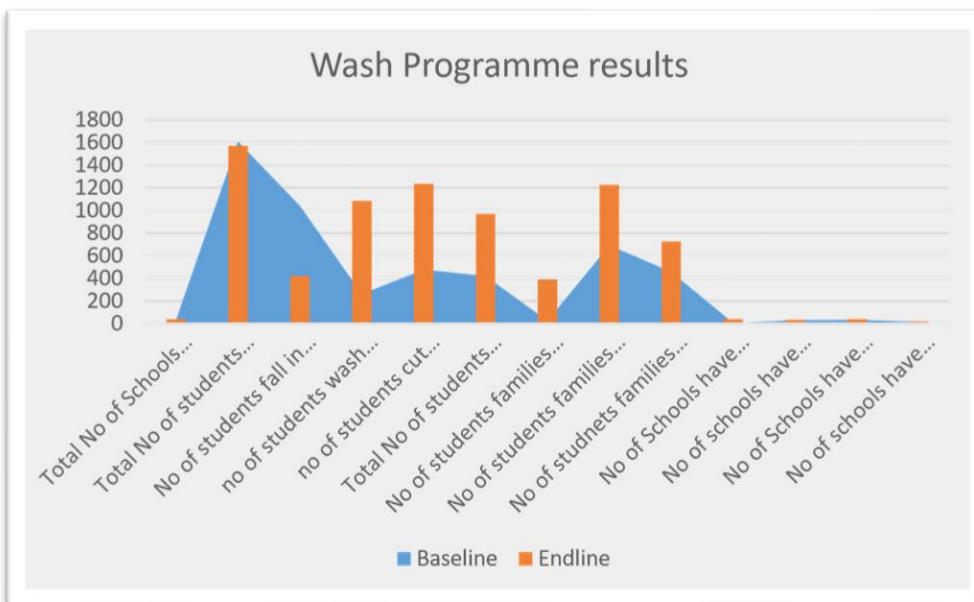


## Activity 17 WASH Training for students

- **Objective:** The primary aim of the WASH programme is to encourage students to develop healthy hygiene and sanitation habits. Poor hygiene and sanitation practices lead to illness among schoolchildren, resulting in increased absenteeism, which affects both their health and education. Consequently, the programme focuses on educating children about the importance of maintaining proper hygiene and sanitation to prevent illness.
- **Preparation for WASH training:** To secure approval for a one-day WASH training session with students, a meeting was held with School Management Committee (SMC) members and school teachers. The benefits of WASH education for students were discussed, and the initial training curriculum was reviewed in collaboration with ZP instructors and SMC members. After thorough discussions with school administrators and SMC representatives in each community, permission was granted to allocate an entire school day to the WASH training session.
- **End Line Survey before the WASH training:**

WASH Baseline Data		
	Baseline	End line
Total no. of schools covered	40	40
Total no. of students who attended the WASH training	1610	1572
No. of students who fell sick in the last two months	1040	422
No. of students who wash hands regularly	264	1085
No. of students who cut nails weekly	478	1234
No. of students who wash water bottles regularly	420	969
Students' families who have compost pits for garbage management	25	389
Students' families who use dustbins	693	1227
Students' families who have soak pits for waste-water management	459	727
No. of schools with soap/hand wash for students	6	39
No. of schools with functional toilets	32	34
No. of schools with water availability	35	38
No. of schools with working water filters for students	16	20

The table above presents the results of the WASH training programme. Initially, 1,040 of the 1,600 students frequently missed school, but following the training, absenteeism dropped by 70%. In terms of hygiene practices, only 264 students regularly washed their hands beforehand, but now 1,085 students routinely use hand soap or hand wash. Significant improvements were observed in students' personal hygiene, including increased hand washing, regular water bottle cleaning, and nail trimming. Beyond individual changes, there were notable impacts within schools and the community. Previously, only 25 households had compost pits for waste management; now, that figure has risen to 389. Similarly, practices related to dustbin use and wastewater management have seen progress. Many students have created kitchen gardens at home, using leftover water to grow vegetables. Technical guidance on establishing soak pits, compost pits, and kitchen gardens was also shared with neighbouring communities.



The WASH training programme has significantly improved educational standards by:

- fostering better hygiene and sanitation practices among students, which has resulted in a 70% reduction in student illness and a 70% rise in attendance.
- encouraging students to develop lasting healthy hygiene habits.

The training sessions were highly interactive, incorporating group discussions, role plays, and demonstrations of daily hygiene practices, such as handwashing, nail trimming, bathing, and brushing teeth.

Delivered across 40 schools, the programme reached 1,572 students and covered several key topics:

- Wastewater Management:** Students were taught about the health risks of untreated wastewater and were shown practical methods for wastewater management, including creating soak pits and kitchen gardens.
- Garbage Management:** The training addressed the health impacts of inadequate sanitation, stressing the importance of garbage management. Topics included building compost pits, using dustbins, and understanding the gram panchayat's role in sanitation.
- Toilet Use and the Risks of Open Defecation:** The importance of using toilets was highlighted, along with the health risks associated with open defecation.
- Water Purification and Pollution Prevention:** Various water purification techniques were introduced, alongside discussions on preventing water pollution and preserving rivers by discouraging waste disposal in them.
- Communication Skills:** It was noted that students often lacked confidence in engaging with strangers. A workshop using role plays and games helped students build confidence and improve their communication skills, with suggestions that teachers facilitate weekly exercises to reinforce these skills with parents, teachers, and peers.

Following the training, students implemented kitchen gardens using household wastewater, inspiring local community members who showed interest in similar sustainable practices. This led to the establishment of several kitchen gardens and improved waste management through composting and soak pit construction within communities.





After the training, students prepared a beautiful kitchen garden at ASNOLI School. They grow fenugreek and spinach in the kitchen garden for the students' mid-day meals.



The WASH (Water, Sanitation, and Hygiene) training for students was designed to instill healthy hygiene and sanitation practices among school children, aiming to reduce illness-related absenteeism and enhance health and educational outcomes. Preparation for the programme included securing approvals from School Management Committees (SMCs) and teachers, followed by detailed discussions on the curriculum. The end-line survey highlighted considerable improvements in students' hygiene practices, such as regular handwashing, nail trimming, and water bottle cleaning. Additionally, a marked increase was observed in household waste management practices, including the use of compost pits and dustbins. Students were also educated on topics such as wastewater and garbage management, proper toilet use, water purification, and communication skills. The programme led to a 70% reduction in student illnesses and a corresponding 70% increase in attendance, underscoring its positive impact on educational outcomes. The interactive sessions, conducted across 40 schools with 1,572 student participants, included group discussions, role plays, and practical demonstrations. Students applied their learning by creating kitchen gardens using wastewater, promoting sustainable practices within their communities. The training received positive feedback, with community members expressing interest in adopting similar hygiene and waste management practices.

In summary, the WASH training effectively encouraged healthy hygiene and sanitation habits among students, resulting in improved health and educational performance.



### Activity 18 End-Line Evaluation-

End-line evaluations were conducted across all 40 communities, encompassing all 1,600 pupils involved. The assessment included participation from class instructors, School Management Committee (SMC) members, and Zilla Parishad (ZP) school teachers. It was reported that all targeted objectives were successfully achieved. Observations indicated that pupils could now read complete English paragraphs with ease, and nearly 85% demonstrated improved performance in both Maths and Marathi. Further details are provided in the table below.

Marathi End line					
TOTAL NO OF STUDENTS	PASSAGE	SENTENCE	WORD	LETTER	PRIMARY
1600	920	301	219	115	45

Marathi Base line					
TOTAL NO OF STUDENTS	PASSAGE	SENTENCE	WORD	LETTER	PRIMARY
1600	9	304	703	480	104

English End Line					
TOTAL NO OF STUDENTS	PASSAGE	SENTENCE	WORD	LETTER	PRIMARY
1600	401	345	340	342	172

English End Line					
TOTAL NO OF STUDENTS	PASSAGE	SENTENCE	WORD	LETTER	PRIMARY
1600	0	47	274	791	488

Math End Line								
TOTAL NO OF STUDENTS	DIVISION	MULTIPLICATION	SUBTRACTION	SUMMATION	NUMBERS	LETTER	PRIMARY	
1600	718	210	289	155	168	38	22	

Math Base Line						
DIVISION	MULTIPLICATION	SUBTRACTION	SUMMATION	NUMBERS	LETTER	PRIMARY
36	185	288	305	265	418	103

- More than 70% students gained knowledge of basics in English and Marathi language.
- More than 70% students gained knowledge about Math and understood the basics of addition, subtraction, multiplication, and division.
- More than 75% students are able to solve multiplication and division equations comfortably.

- More than 65% students are able to assimilate paragraphs in English and Marathi language comfortably
- More than 70% students understand their school syllabus clearly, and their keenness in attending school and in education overall has vastly improved.
- Attendance of the students increased by 70% (As shared by school teachers)

See the below data to understand how the attendance increased in the school-

23-Jun		24-Mar	
Total No of Girls irregular	Total No of Boys Irregular	Total No of Girls irregular	Total No of Girls irregular
201	140	19	11

The table highlights that in June 2023, 201 girls and 140 boys were irregular in attending school, predominantly from economically disadvantaged Adivasi communities. These communities face the challenge of parents migrating for work as daily wage labourers, often leaving girls responsible for caring for younger siblings and neglecting their education. Many boys, as young as 12 or 13, accompany their parents to work as labourers. Family migration can last for 6-7 months at a time. Another factor contributing to school avoidance is the lack of language skills among many Adivasi children, which affects their ability to grasp basic concepts. This results in feelings of fear, shame, and reluctance to interact with peers and teachers.



To address these challenges, the project involved parents, teachers, gram panchayat members, and school administration committee members through activities such as review meetings, training sessions, parent meetings, and frequent follow-ups.

### Summary of End-Line Evaluation

The end-line evaluation assessed the progress of 1,600 students from 40 communities. Results showed significant improvements in language and mathematics, with nearly 85% of students performing better in Marathi and Mathematics. Students displayed enhanced proficiency in reading paragraphs in both English and Marathi, as well as in solving mathematical equations.

Key findings from the evaluation included:

- Over 70% of students showed proficiency in the basics of English and Marathi, as well as an understanding of mathematical concepts such as addition, subtraction, multiplication, and division.
- More than 75% of students were able to solve multiplication and division equations with ease.
- Attendance rates improved by 70%, particularly among girls and boys from marginalized Adivasi communities, who had previously been irregular due to family migration and language barriers.

Efforts to reduce school avoidance focused on engaging parents, teachers, and local officials through review meetings, training, and follow-ups.

Overall, the end-line evaluation demonstrated significant improvements in academic performance, attendance, and enthusiasm for education, highlighting the initiative's success in empowering marginalized communities and promoting holistic educational outcomes.

## Activity 19 Gram Panchayat and SMC Members Training

SMC and PRI Members Trainings (Fourth quarter)					
Quarter	Total No of SMC, and PRI Members Trainings conducted (Villages)	Total No SMC Members Attended (Out of 430)	Total No of PRI Members Attended (Out of 350)	Total no of ZP teachers who attended the meeting	Total no of Government Service providers attended the meeting
4	40	420	342	120	155

**Preparation for Training Sessions:** A visit was made to each village to arrange training sessions for PRI and SMC members, encouraging their participation. The date, time, and venue for the training were finalised in consultation with them, and a brief orientation about the upcoming sessions was provided during home visits.

**Training Sessions:** The majority of the training took place in the gram panchayat office or community hall. Sessions commenced with an interactive game designed to gather participants' expectations for the training. Key expectations included:

- Information on government schemes for village education.
- Details of the annual funding allocated to schools and guidelines for its use.
- Methods for monitoring the quality of education through village functionaries.
- Whether PRI members could participate in school evaluations.
- An understanding of the government's new education policies.

Before the first training, GP and SMC members were encouraged to collaborate for the improvement of local schools. This led to a joint participation in the second round of training sessions within the same year. SMC members from villages such as Asnoli, Bhatsai, Lahe, and others shared examples of how they had resolved school issues by working together to enhance educational quality. For instance, Kanvinde installed a water filter, Lahe repaired a toilet block using gram panchayat funds, and Mugaon installed a new water pipeline. Similarly, schools in Mauli, Ambedoh, and others had their electricity bills covered by the gram panchayat.

Over 90% of GP and SMC members were actively engaged in the project, providing support across all aspects. In remote areas like Vehlonde, Chariv, and Manekhind, SMC members ensured student and teacher safety by visiting the school every morning, given its distance from the village.

The training generated several actionable points:

- A review of the roles and responsibilities of SMC and GP members.
- A recommendation to allocate 10% of the gram panchayat's income to education, prioritising school repairs and the purchase of educational materials.
- The role of GP members in monitoring educational quality, including the requirement for teachers to present student progress reports at the Gram Sabha.
- The School Development Fund, managed jointly by the SMC president and the school principal, should be used for purchasing educational supplies.
- A focus on monitoring student and class progress.

In the fourth quarter, training sessions were held for School Management Committee (SMC) and Panchayati Raj Institution (PRI) members across 40 villages. The primary objective of the training was to equip participants with knowledge about government schemes related to village education, school funding, quality monitoring, and new educational policies.

To prepare for the sessions, home visits were conducted to inform PRI and SMC members about the upcoming training and to finalise logistics. The sessions began with interactive activities to understand participants' expectations, which included inquiries about government schemes, school funding, quality monitoring, and education policies.

SMC and Gram Panchayat (GP) members worked together to address issues affecting schools, such as infrastructure repairs, installation of amenities, and ensuring the safety of students and teachers. Over 90% of the members actively participated in the sessions, highlighting strong community involvement.

Key discussion points during the training included:

- A review of the roles and responsibilities of SMC and GP members.
- The allocation of 10% of Gram Panchayat income for education, with a focus on school repairs and educational materials.
- Empowering GP members to monitor education quality, including inviting teachers to Gram Sabha meetings for progress updates.
- The management of the School Development Fund for purchasing educational resources.
- A review of student and class progress reports.



Overall, the training sessions fostered collaboration between SMC and GP members, empowering them to play a more active role in improving education quality and infrastructure in their communities.

4o mini



## Activity 20 Sandal Distribution

The remaining budget was allocated to purchase sandals for students, which were distributed across 40 schools in Shahapur. Below are some images of the sandal distribution at the schools.



## Activity 21 Review Meetings

Review Meetings							
Quarter	Total No of Review Meetings conducted	Total No of villages covered	Total No of parents Visited	Total No of SMC Members visited	Total No of PRI Members visited	Total no of ZP teachers Visited	Total No of Class teachers visited
4	35	35	1600	250	112	102	40

In the fourth quarter, review sessions were conducted across 35 villages, engaging parents, SMC members, class teachers, and school administrators. As this marked the final review meeting for the project, all stakeholders were brought together to discuss the children's progress, perspectives from parents and teachers, and the planning for the upcoming school year.

The key topics covered included:

- Presentation of the final end-line evaluation results to assess student progress.
- Review of the class teachers' performance and support provided by ZP schools in terms of infrastructure, time management, class monitoring, and follow-up with students.
- Acknowledgement of the vital role played by SMC members in elevating the project's success.
- Positive feedback from parents, highlighting their active involvement and support for the project.
- Discussion on the impact of learning methods, particularly group and pair learning, on student outcomes.
- Planning for the next academic year, with consideration given to teacher placements.

At the conclusion of the meetings, stakeholders expressed their gratitude, with all 40 schools sending thank-you letters. ZP teachers, parents, SMC members, and GP members all emphasised the importance of continuing the project in the next year and committed to supporting its continuation. Plans were made to address the challenges posed by teacher turnover in certain villages. Several teachers, including those in Savroli (Sha), Bhatsai, Asnoli, Talwada, and Vehloli (B), were either moving due to marriage or relocating for work, requiring replacements. Additionally, teachers from Thune, Lahe, and Sathgaon would need to be replaced due to their relocation to other cities.

## Activity 22 Regular Classes

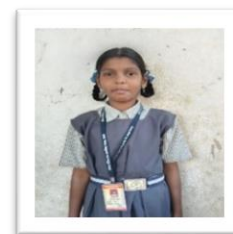
The results of the regular classes were shared in the same documents; see the tales and charts in Activity no. 2. Here are some pictures of the daily classes.



## Case Stories

### 1. Nandini's Journey Towards Education and Empowerment

Nandini Paratole, a fifth-grade student at Ambaj Zilla Parishad School, lives in difficult circumstances. Her father is a farmer, and her family struggles financially, living away from the village with little support. Early on, Nandini lacked proper care and fell behind in school. However, after joining classes by the Population First Organisation, she improved her skills, becoming fluent in Marathi and better at English and math. The organisation's hygiene training also inspired her to maintain cleanliness, leading to better personal care and academic progress. Nandini has also developed a passion for singing, and many children in her class have similarly thrived.



### 2. Sachin's Transformation Through Education and Persistence

Sachin Jiva Wagh, who struggled with regular school attendance, started attending more consistently after Sadhana emphasised the importance of education to his parents. Initially unable to recognise letters, Sachin now reads Marathi fluently and understands basic math, including numbers 1 to 5. He enjoys working on math problems with his classmates and is determined to excel. His progress has been greatly supported by the efforts of Population First and Atos.

### 3. From Struggle to Success: Reshma's Journey Towards Education and Empowerment

Reshma Ganesh Bhoir, a fifth-grade student from Vehloli village, faces difficult circumstances at home, where her uneducated parents struggle to make ends meet. Due to financial challenges and household duties, Reshma's school attendance has been inconsistent. The Population First Organisation intervened, speaking to her parents about the importance of education. As a result, Reshma resumed regular attendance, gaining confidence in her studies. She overcame her fear of reading Marathi and began enjoying learning. Her parents noticed the positive change and were grateful for the support, believing Reshma's future would improve with continued education.

#### Conclusion:

In conclusion, the ATOS Project 2023-2024 successfully addressed the educational and health needs of students, particularly girls, in rural areas, contributing to their holistic development and empowering them to realize their full potential. Through a combination of targeted interventions, stakeholder engagement, and community participation, the project achieved commendable

#### Project Implementation Assessment:

The ATOS Project had a notable impact on a range of stakeholders, including students, parents, youth teachers, and community members:

For students, the project enhanced foundational knowledge and skills, leading to improved academic performance and healthier lifestyle choices. Their increased interest in learning was reflected in better attendance and engagement in classroom activities. Parents saw a significant rise in involvement, with 70-80% actively supporting their children's education. Their participation in project activities, such as meetings and review sessions, fostered a collaborative educational environment and strengthened the school-community connection. The project also created important employment opportunities for local youth, particularly young women, who served as teachers within their communities. These youth teachers were instrumental in delivering quality education, contributing to community development, and improving their professional skills. For the broader community, the project helped establish a supportive ecosystem for education and health, with active participation from stakeholders such as SMC members, Gram Panchayat representatives, and local leaders. This collective effort ensured the sustainability and effectiveness of the project, leading to long-term positive outcomes.



## OUR ORGANISATION- OUR BOARD OF TRUSTEES & DIRECTOR

Population First is overlooked by a Board of Trustees who are highly respected leaders from their respective domains and whose role is to give suggestions on strategic directions and support. It is delinked from the day-to-day functioning of the Organisation which falls under the purview of the Director. The members are:



**Urvi Piramal** is the Chairperson of the Ashok Piramal Group. She is a Trustee of the Piramal Education Trust and Ashok G Piramal Trust, which has been set up for the underprivileged. The Trust runs a children's school at Bagar in Rajasthan.



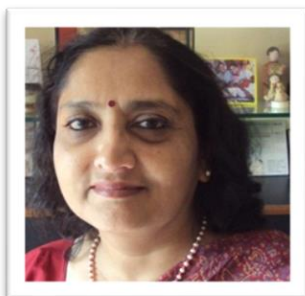
**K.V. Sridhar** the Founder of Hyper Collective was the Chief Creative Officer of Sapient Nitro and Leo Burnett India, prior to starting his own venture, HyperCollective. He has won a record 23 Cannes Lions, over 100 international and 300 Indian awards, honored with the New York Festivals Creative Achievement Award in 2010. He was also inducted into the "Hall of Fame" of Asian Advertising and Marketing Legends in the last 40 years by Campaign Asia.



**Dr Anil K. Khandelwal**, PhD, is the former Chairman and Managing Director of Bank of Baroda and Dena Bank, recognised for transforming Bank of Baroda into a major brand. The only Indian banker to receive the Lifetime Achievement Award from The Asian Banker, Singapore, he chaired the Khandelwal Committee on HR reforms in public sector banks. A thought leader, international speaker, and author of seven books, Dr Khandelwal has also been a consultant to the UNDP and several global consulting firms.



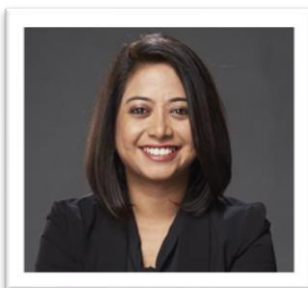
**Megha Tata** was appointed CEO of Cosmos Maya on 3 October 2022, leading operations and driving the animation studio's growth. With over 30 years of leadership experience at organisations like WB Discovery, BTVI, HBO, and Star TV, she excels in sales, strategy, marketing, and negotiations. Megha also holds key industry roles, serves on FICCI's National Media and Entertainment Committee, and was recognised as one of Asia's Most Inspirational Women in Leadership in 2022.



**Prof. Vibhuti Patel** is a distinguished economist specialising in gender and development. With a PhD from the University of Mumbai, she has contributed to social infrastructure, human rights, and women's studies. A key figure in the 1970s women's movement, she has held prominent academic roles and published extensively on gender economics, women's empowerment, and gender equality.



**Karthi Kumar Marshan**, a seasoned marketing professional, recently stepped down as President and Chief Marketing Officer at Kotak Mahindra Bank after almost 17 years. He started his career as a Copywriter at Burson Marsteller Communications and has held senior roles, including CEO of South Asian Television and co-founder of Sharekhan. An IIM Bangalore alumnus, originally from Mumbai, he now favours the tranquillity of Bengaluru and Goa.



**Faye D'Souza** is a prominent journalist known for her unbiased reporting, particularly resonating with younger audiences. With over 3 million social media followers, she and her team provide trustworthy, verified news. As the youngest female Executive Editor of a national news channel, Faye founded Beatroot News, a fast-growing app promoting responsible journalism, free from algorithms and clickbait. Her accolades include the Ramnath Goenka Award and Vogue Woman of the Year.



**S. V. Sista** is the Founder and Executive Trustee of 'Population First'. Known to his friends as 'Bobby', he is one of those stalwarts who have guided Indian Advertising to consistently higher standards. He has always stressed social commitments and values to build sustainable and holistic growth rather than growth based on mere financial market shares.



**Dr A. L. Sharada** the CEO of 'Population First' is active in the development sector for the last 31 years as a researcher, trainer and program manager. She worked with international agencies like UNICEF, UNFPA and other non-government Organisations as a consultant. She was on the faculty of the Central University of Hyderabad and Indian Institute of Health Management Research. She is a member of the CBFC and has also initiated gender analysis of ads and films in Print media.



Our Director, **Yogesh Pawar**, has been a journalist for 28 years in his earlier avatar. This TISS post-grad in Social Work briefly pursued marital & sexual counselling before going on to work with The Indian Express, Rediff, Elle, NDTV and DNA. While he has eclectically reported on everything from politics, crime, entertainment, sports and the environment - his forté is reporting on hunger, poverty, destitution, exclusion, discrimination, caste, gender, sexuality, performing arts & cinema. His bylines can still be found in The Hindustan Times, The Quint, Caravan, Article 14 & Al Jazeera. A journalism teacher since 2002, many of his students are senior journalists, filmmakers & media persons.

### **TRUSTEES MEETINGS:**

Three meetings were conducted with the trustees and the entire Population First team focusing on the evolving pandemic situation, and understanding the activities that have been undertaken by the team. The meetings occurred on the following dates:

- 15<sup>th</sup> June 2023
- 30<sup>th</sup> June 2023
- 15<sup>th</sup> December 2023

### **POSH COMMITTEE:**

Population First has adopted the guidelines as mandated under the Prevention of Sexual Harassment Act (POSH). An internal committee has been set up and a policy put in place to prevent and address any form of sexual harassment at work. Communication materials have been placed at strategic locations. For the year April 2023 - March 2024, no complaints were received.

The committee members of the POSH internal committee are:

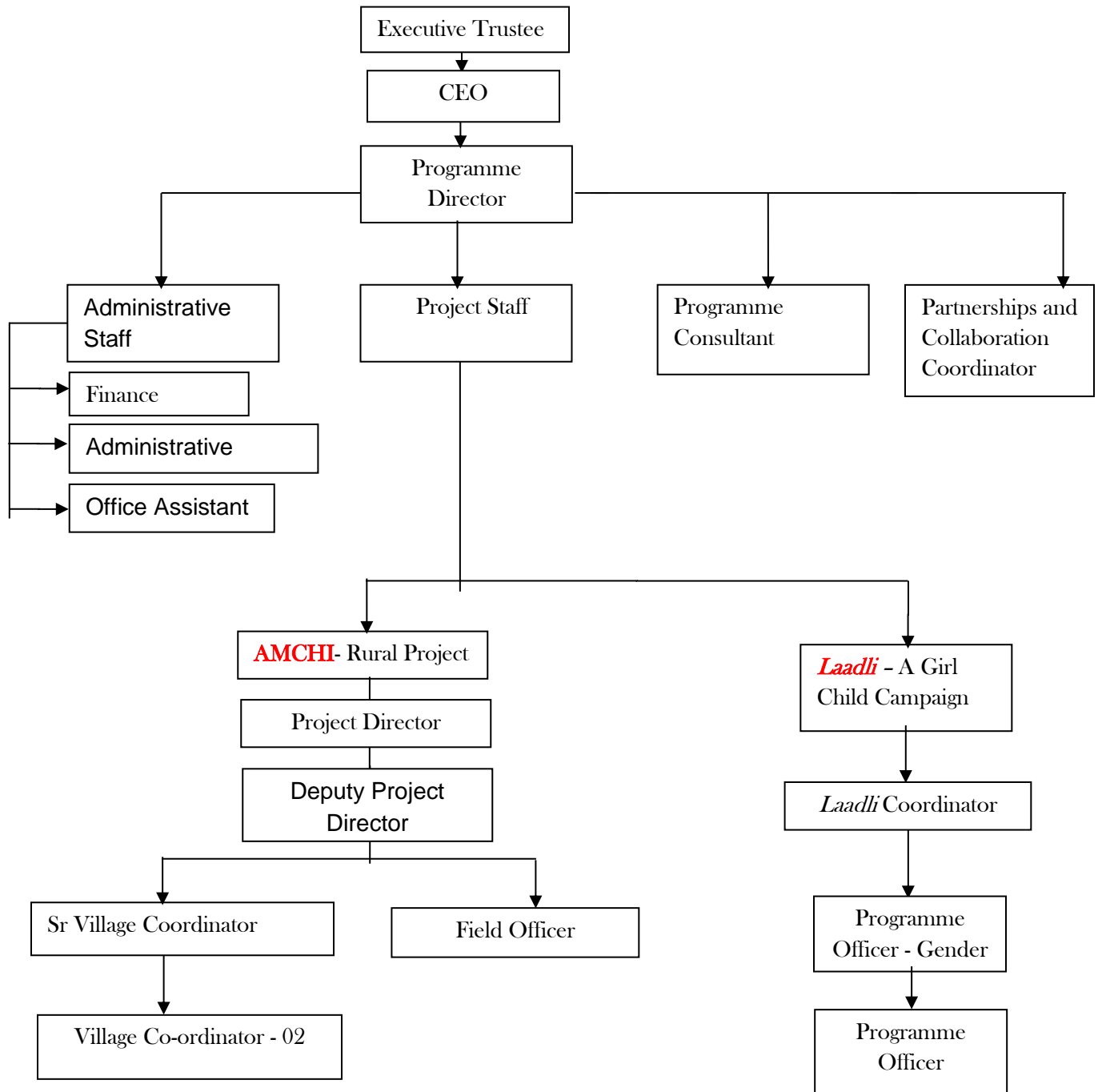
- Dr A. L. Sharada, Director, Population First
- Pooja Nagdev, Programme Manager, Laadli Campaign
- Fazal Pathan, Programme Manager, AMCHI
- Adv. Ujwala Kadrekar, Human Rights Lawyer.

## STAFF POSITIONS (APRIL 2023 - MARCH 2024)

1	Mr. S. V. Sista	Executive Trustee	2002 to till date
2	Dr A. L. Sharada	CEO, Consultant	June 2003 to Dec 2023, Jan 2023 - Aug 2024
3	Mr. Yogesh Pawar	Programme Director	November 2023 to till date
4	Pooja Nagdev	Laadli Co-ordinator	July 2015 to till date
5	Sangita Waje	Admin & Account Officer	Jan 2019 to till date
6	Sangeeta Tribhuwan	AMCHI Project Director	Mar 2007 to till date
7	Pathan Fazal Feroz Khan	AMCHI Deputy Project Director	Apr 2007 to till date
8	Swapnil Shirsekar	Consultant - Finance Officer	May 2021 - Till date
9	Arjun Pate	Office Assistant	July 2019 - Till date
10	Dilip More	Field Officer -AMCHI	May 2009 - Till date
11	Vishakha Nipurte	Sr. Village Co-ordinator - AMCHI	Nov 2009 - Till date
12	Sadhana Chaudhary	Village Co-ordinator- AMCHI	Feb-2013 - Till date
13	Vinayak Ware	Village Co-ordinator- AMCHI	Sept 2017- Till date
14	Vishesh Kaul	Programme Officer for Laadli	April 2023 to June 2023
15	Hetal Vora	Programme Officer - Gender	March 2023 to December 2023
16	Malathi Kembhavi	Laadli Coordinator	June 2020 to July 2023
17	Graina Fernandes	Programme Consultant, Laadli and AMCHI	May 2023 to October 2023
18	Khyati Trivedi	Partnerships and Collaboration Coordinator	October 2023 to January 2024
19	Ankita Keshri	Programme Officer for Laadli	August 2023 to till date
20	Varsha Alimchandani	Programme Officer - Gender	January 2024 to till date



Organizational Chart



## Our Donors

<b>CORPORATES/FOUNDATION</b>		
Hitkari Multifilters P.Ltd.	IRB Infrastructure Developers Ltd.	
Pirojsha Godrej Foundation		
<b>INDIVIDUALS</b>		
Kalpana Kantilal Jagani	Umka Khanna	Anil Khandelwal
Bommakanty Lila Prasad		
<b>PROJECT FUNDING</b>		
United Nations Population Fund	Atos Syntel Prayas Foundation	J.K. Trust
Fazlani Academy		

## Donation Details

Cheques to be drawn in the name of "Population First"

Donations exempted under u/s 80-G of Income Tax Act 1961 (Exempt) DIT (E)/MN/80-G/911/2008-09

Kindly make your donation to the following account:

ACCOUNT NAME: POPULATION FIRST  
ACCOUNT NO.: 00601450000082  
BANK NAME : HDFC Bank Ltd.  
BRANCH: Fort Branch, Mumbai  
IFSC Code: HDFC0000060

FCRA Bank account details:

ACCOUNT NAME: POPULATION FIRST  
ACCOUNT NO.: 40258295898  
BANK NAME: State Bank of India  
BRANCH: New Delhi Main Branch  
IFSC Code: SBIN0000691  
SWIFT: SBININBB104

\*We require letter from Donor pertaining donation details with Name, address, email id and contact no. of the Donor.

## Financial Reports

The Bombay Public Trust Act, 1950

SCHEDULE - VIII [Vide Rule 17 (1)]

Name of the Public Trust: POPULATION FIRST

Balance Sheet As At: MARCH 31, 2024 MARCH 31, 2024

FUNDS & LIABILITIES	As at	As at	PROPERTY & ASSETS	As at	As at
	MARCH 31, 2024	MARCH 31, 2023		MARCH 31, 2024	MARCH 31, 2023
	Rupees	Rupees		Rupees	Rupees
<b>Trust Funds or Corpus :-</b>					
Balance as per last Balance sheet	7,00,700	7,00,700	<b>FIXED ASSETS (As per Schedule 'B')</b>		
Addition during the year	-	-	Balance as per last Balance Sheet	1,34,065	1,60,911
Adjustment during the year (give details)	-	-	Additions during the year	-	-
	7,00,700	7,00,700	Less:- Sales during the year		
<b>Other Earmarked Funds :-</b>			Less:- Transfer to Other Earmarked Fund		
(Created under the provision of the trust deed			Less:- Depreciation and write off for the year	20,261	26,847
or scheme out of the Income)				1,13,804	1,34,065
Depreciation Fund					
Sinking Fund			<b>Investments (in Mutual funds) :-</b>		
Reserve Fund			1,979.282 units B 43 Birla Sunlife Cash Manager - Growth	4,50,000	4,50,000
			217.125 units SBI Magnum Insta Cash Fund - Growth	4,50,000	4,50,000
Any other Fund (As per Schedule 'A')	41,18,345	53,36,547	<b>Note : the market value of the above investment is Rs.23,75,177.22</b>	9,00,000	9,00,000
	41,18,345	53,36,547			
			Furniture & Fixtures:- (Refer Schedule 'B')		
<b>Loans (Secured or Unsecured):-</b>			Balance as per last Balance Sheet		
From Trustees	-	-	Additions during the year		
From Others	-	-	Less:- Sales during the year		
			Depreciation for the year		
<b>Liabilities:-</b>					
For TDS payable	-	4,736	<b>Loans (Secured or Unsecured): Good / Doubtful</b>		
For Profession Tax payable	1,575	1,175	Loans Scholarship		
For Expenses	17,00,024	15,86,990	Other Loans		

For Advances	-	14,00,000			
For Rent and Other Deposits	-	-			
For GST Payable	-	-	<b>Advances :-</b>		
			To GST Claimable Net	-	54,869
	17,01,599	29,92,901	To Prepaid Expenses	-	-
<b>Income and Expenditure Account :-</b>			To Employees (As per Schedule 'C')	10,000	-
Balance as per last Balance Sheet	90,11,763	93,67,459	To Receivables		-
			To TDS Contractors over paid	553	
Less : Appropriation, if any			To Tax Deducted at Source	15,95,946	15,37,062
<u>Add : Surplus / (Deficit) as per Income and Expenditure Account</u>	14,73,282	(3,55,697)	To Others - Deposits (As per Schedule 'D')	2,30,000	2,30,000
				18,36,499	18,21,931
	1,04,85,045	90,11,763			
<b>BALANCE C/F</b>	<b>1,70,05,689</b>	<b>1,80,41,910</b>	<b>BALANCE C/F</b>	<b>28,50,303</b>	<b>28,55,996</b>



The Bombay Public Trust Act, 1950  
 SCHEDULE - VIII [Vide Rule 17 (1)]  
 Name of the Public Trust: POPULATION FIRST  
 Balance Sheet As At: March 31, 2024 (Contd.)

<b>FUNDS &amp; LIABILITIES</b>	<b>As at</b>	<b>As at</b>	<b>PROPERTY &amp; ASSETS</b>	<b>As at</b>	<b>As at</b>
	<b>MARCH 31, 2024</b>	<b>MARCH 31, 2023</b>		<b>MARCH 31, 2024</b>	<b>MARCH 31, 2023</b>
	<b>Rupees</b>	<b>Rupees</b>		<b>Rupees</b>	<b>Rupees</b>
<b>BALANCE B/F</b>	1,70,05,689	1,80,41,910	<b>BALANCE B/F</b>	28,50,303	28,55,996
			<b>Income Outstanding:-</b>		
			Rent		
			Accrued Interest	35,529	30,147
				35,529	30,147
			<b>Cash and Bank Balance:-</b>		
			In Saving Account with HDFC Bank	29,88,403	50,76,578
			In Saving Account with HDFC Bank - FCRA A/C	4,15,682	4,03,417
			In Saving Account with IDBI Bank A/c no.004104000125956	23,812	2,91,592
			In Saving Account with IDBI Bank A/c no.004104000099271	22,85,412	9,79,153
			In Saving Account with Indian Bank	1,00,318	1,07,486
			In Saving Account with SBI Bank	42,528	33,840
			In Fixed Deposit Account with HDFC Bank	82,63,702	82,63,702
				1,41,19,857	1,51,55,767
			<b>Income and Expenditure Account :-</b>		
			Balance as per last Balance Sheet		
			Less: Appropriation, if any		
			Less: Surplus as per Income and Expenditure Account		
			Add: Deficit as per Income and Expenditure Account		
<b>Total Rs.....</b>	1,70,05,689	1,80,41,910	<b>Total Rs.....</b>	1,70,05,689	1,80,41,910

The Bombay Public Trust Act, 1950

SCHEDULE - IX [Vide Rule 17 (1)]

Name of the Public Trust: POPULATION FIRST

Income and Expenditure for the year ended MARCH 31, 2024

EXPENDITURE	For the year ended	For the year ended	INCOME	For the year ended	For the year ended
	MARCH 31, 2024	MARCH 31, 2023		MARCH 31, 2024	MARCH 31, 2023
	Rupees	Rupees		Rupees	Rupees
<b>Expenditure in respect of properties :-</b>			(accrued)		
Rates, Taxes, Cesses			<b>By Rent</b> ———		
Repairs and Maintenance			(realised)		
Salaries					
Insurance			(accrued)		
Depreciation (by way of provision or adjustment)			<b>By Interest</b> ———		
			On Fixed deposits with HDFC Bank	4,88,839	3,96,090
<b>Establishment Expenses (As per Schedule 'E') :-</b>	10,34,484	5,96,693	On Loans		
			On Bank	81,744	98,819
				5,70,583	4,94,909
<b>Remuneration To Trustee:-</b>					
			<b>By Dividend</b>		
<b>Remuneration</b> (in the case of a math) to the head					
of the math including his household expenditure, if any			<b>By Donation in cash or Kind</b> (As per Schedule 'G')	27,23,718	12,32,430
<b>Audit Fees:-</b>	73,000	41,300	<b>By Grants</b>	-	-
<b>Contribution and Fees :-</b>			<b>By Income from other sources</b> (in details as far as possible) (As per Schedule 'H')	12,38,150	10,75,821
<b>Amount written off :-</b>					
(a) Bad Debts			<b>By Transfer From Reserve - Earmarked Funds</b>	1,86,00,066	1,41,69,428
(b) Loan Scholarship			(on utilisation of the fund balance) (As per Schedule 'I')		
(c) Irrecoverable Rents					
(c) Other Items					
<b>BALANCE C/F</b>	<b>11,07,484</b>	<b>6,37,993</b>	<b>BALANCE C/F</b>	<b>2,31,32,517</b>	<b>1,69,72,588</b>

The Bombay Public Trust Act, 1950

SCHEDULE - IX [Vide Rule 17 (1)]

Name of the Public Trust: POPULATION FIRST

Income and Expenditure for the year ended MARCH 31, 2024 (contd.)

EXPENDITURE	For the year ended	For the year ended	INCOME	For the year ended	For the year ended
	MARCH 31, 2024	MARCH 31, 2023		MARCH 31, 2024	MARCH 31, 2023
	Rupees	Rupees		Rupees	Rupees
<b>BALANCE B/F</b>	11,07,484	6,37,993	<b>BALANCE B/F</b>	2,31,32,517	1,69,72,588
Miscellaneous Expenses :-	14,539	26,255			
Depreciation :-	20,254	26,847			
Amount Transferred to Reserve or Specific Funds :-					
Expenditure on Objects of the Trust :-					
(a) Religious					
(b) Educational (As per Schedule 'F')	2,05,16,958	1,66,37,190	<b>By Deficit carried over to Balance Sheet</b>		<b>3,55,697</b>
(c) Medical Relief					
(d) Relief of Poverty					
(e) Other Charitable Objects					
	2,05,16,958	1,66,37,190			
Surplus carried over to Balance Sheet	14,73,282				
<b>Total Rs</b>	<b>2,31,32,517</b>	<b>1,73,28,285</b>	<b>Total Rs</b>	<b>2,31,32,517</b>	<b>1,73,28,285</b>



# Population First



Celebrate Her Life

An Initiative by Population First

# आमची AMCHI

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