

Co-operative Planning for Climate Disasters and Resilience

1. Introduction

Woxsen University acknowledges that sustainable development is inseparable from the ability of communities to anticipate, absorb, and adapt to the impacts of climate change.

Under its flagship *Ethics, Responsibility & Sustainability (ERS)* initiative, the University actively collaborates with local governments, Gram Panchayats, rural institutions, and civil agencies to strengthen the resilience of vulnerable populations.

In alignment with SDG Target 13.3, Woxsen's approach focuses on co-operative planning, climate literacy, and capacity building that enables local communities to identify environmental risks and integrate sustainable practices into their day-to-day governance and livelihood strategies.

These engagements transform education and research into actionable models of climate adaptation, ensuring that Woxsen's academic mission extends beyond campus walls to impact real communities.

2. Objectives

The key objectives guiding Woxsen University's initiatives under this indicator are:

1. **To promote participatory planning** by involving local communities, students, and officials in understanding climate risks and developing mitigation strategies.
2. **To enhance infrastructure resilience** in rural and peri-urban regions vulnerable to heat, drought, or flooding.
3. **To develop civic awareness** on environmental management and disaster preparedness.
4. **To empower students** to act as sustainability ambassadors who co-design solutions with communities and government institutions.

These objectives underpin every ERS activity, ensuring that each project tangibly contributes to climate-resilient development in Telangana.

3. Implementation Framework

The cooperative resilience projects are executed through a field-based, community-centric model where academic expertise meets local wisdom.

Each project is planned by an interdisciplinary team comprising faculty, students, and local leaders.

Implementation typically follows five stages:

1. Site identification and baseline study.
2. Community consultation with Gram Panchayat or local officials.
3. Collaborative planning for design or awareness intervention.
4. On-ground execution (infrastructure or training).
5. Post-event feedback and reporting.

4. Key Initiatives

A. Kamkole Weekly Market Resilience Study

The weekly market (Santhe) in Kamkole serves as the main commercial hub for five surrounding villages. However, vendors and residents reported frequent disruption during the monsoon due to flooding and inadequate drainage, and heat stress during summer months.

Faculty and students conducted a climate vulnerability assessment covering:

- Mapping of low-lying areas using GIS coordinates.
- Interviews with 40 traders on rainfall-related business losses.
- Collection of soil and runoff samples to measure water stagnation levels.

Following the study, the team held a joint consultation with the Gram Panchayat, where findings were presented and low-cost adaptation measures were co-created — such as raised platforms for vendors, improved water-flow channels, and shaded rest zones using locally sourced bamboo.

Outcome and Impact:

- The Panchayat agreed to incorporate drainage restructuring into its upcoming development budget.
- Created a replicable model of *student-led civic co-design*.
- Generated primary data on micro-level market resilience.

B. TRY Project – Renovation of Kamkole Boys Hostel

The *TRY Project (Transforming Rural Youth)* was a collaborative social-architecture initiative addressing the deteriorating living conditions at a government-run boys' hostel.

The structure lacked ventilation, insulation, and adequate sanitation — factors exacerbated by the increasing heat intensity of Telangana's summers.

Architecture and Humanities students worked with local masons and school authorities to:

- Redesign the roof using heat-reflective lime plaster and locally available tiles.
- Add cross-ventilation corridors and rainwater-harvesting trenches.
- Renovate washrooms with improved water-efficient fixtures.

Community involvement was central: villagers supplied materials and volunteered labor hours under the *Shramdaan* model.

Co-operative Aspect:

The project was implemented in **partnership with the Gram Panchayat, parents' committee, and hostel management board**. Local government officials reviewed the structure post-completion and requested replication in two neighboring villages.

Outcome and Impact:

- Hostel temperature reduced by ~3°C during peak afternoons.
- 60 resident students now have safer, climate-resilient housing.
- Demonstrated a sustainable, scalable model of infrastructure retrofitting in rural Telangana.

B. Inspiring Young Minds – Gram Panchayat Interface on Waste & Climate Planning

As part of Woxsen's "Inspiring Young Minds" rural education initiative, faculty and students organized a school-level session on waste management, tree plantation, and local climate issues.

The activity went beyond classroom learning — it facilitated a structured dialogue between students and the Thogurpalle Gram Panchayat officials.

Students presented small climate action ideas such as "one student – one plant" and "plastic-free school", which the Panchayat pledged to integrate into the village's upcoming *Swachh Telangana* plan.

Outcome and Impact:

- 70 schoolchildren and three Panchayat officers participated.

- Initiated student-government collaboration for local environmental monitoring.
- Strengthened institutional trust and awareness about village-level climate adaptation.

D. Woxsen Elevate 4.0 – Health and Climate Resilience Education Camp

This event combined healthcare awareness with climate-risk preparedness, focusing on the physiological effects of extreme heat and poor sanitation.

The program featured medical professionals from *Aster Hospitals* and local health officers who discussed heat-stroke prevention, waterborne diseases, and mental well-being during climate extremes.

Educational stalls displayed posters on urban heat islands, water conservation, and sustainable diets. Community members were trained to recognize early signs of climate-induced illnesses.

Outcome and Impact:

- Over 150 construction workers, staff families, and rural children participated.
- Enhanced climate-related health literacy.
- Promoted cross-sectoral collaboration between academia, healthcare, and civic bodies.

5. Institutional Mechanisms Supporting Co-operative Planning

- The ERS Advisory Board monitors partnerships with local government and recommends projects that directly support Panchayat sustainability objectives.
- Woxsen's Centre for Sustainability & Social Impact (CSSI) acts as a liaison between faculty project teams and district administration.
- Each field activity undergoes an Impact Evaluation Matrix that measures environmental, social, and educational outcomes.
- The University's Rural Innovation Lab is currently designing GIS-based tools to assist Panchayats in mapping water drainage and land-use patterns for climate adaptation.

6. Outcomes and Impact Summary

Dimension	Results / Achievements
Community Reach	Over 600 direct beneficiaries across Kamkole and Thogurpalle.
Infrastructure Resilience	Retrofit of one government hostel; drainage redesign proposal adopted by Panchayat.
Policy Integration	Student recommendations incorporated into Gram Panchayat's 2025–26 waste-management plan.
Educational Impact	120 Woxsen students trained in participatory planning and field research methodologies.
Gender & Inclusion	Equal participation of female students and women community members in consultations.
Replication Potential	TRY Project model proposed for 10 additional schools through CSR collaboration in 2026.

Evidence and Event Reports Attached:

NAME OF THE PROGRAM

REPORT SUMMARY:

1.	Program Name	COMMUNITY LED INFRASTRUCTURE FOR WEEKLY MARKET
2.	Date & Time	24 TH APRIL 2025, 3PM- 5PM
3.	School/Dept	SOLH
4.	Venue	KAMKOLE WEEKLY MARKET
5.	UN SDG	SDG 1 & 11
6.	Activity Type	Experiential Rural Study (ERS) activity
7.	Impact Group	SELLERS OF THE WEEKLY KAMKOLE MARKET
8.	Total Participants	7
9.	Number and Name Woxsen Student participated	4 STUDENTS, SAHASRA R., AVANI KOLLURU, ABHIRAM, SAI AKSHAYA KARLAPUDI, DRITHI
10.	Name of Lead faculty member	Professor Mahesh Admankar
11.	Supportive Faculty members	Dr. Swati Nupur Tigga & Professor Venkatesh Boddu
12.	Link to LinkedIn post	https://www.linkedin.com/posts/mahesh-admankar-088735b2_ers-fieldlearning-kamkolemarket-activity-7321156049338593280-hH9a?utm_source=share&utm_medium=member_desktop&rcm=ACoAADR0mw0BM6Kwtb-Ai7n9wgmK2Hn8gAQqmt8

DETAILED REPORT OF THE PROGRAM:

OBJECTIVE OF THE VISIT:

THIS ERS ACTIVITY AIMED TO PROVIDE UNDERGRADUATE STUDENTS WITH DIRECT EXPOSURE TO THE SOCIO-ECONOMIC DYNAMICS OF A RURAL MARKET SPACE. THROUGH GUIDED OBSERVATION AND STAKEHOLDER

INTERACTION, THE OBJECTIVE WAS TO UNDERSTAND CHALLENGES AND RESILIENCE IN RURAL LIVELIHOODS AND RELATE THEM TO BROADER GLOBAL GOALS—PARTICULARLY **SDG 1: No Poverty** AND **SDG 11: Sustainable Cities and Communities**.

FIELD EXPERIENCE SUMMARY:

ARRIVING AT KAMKOLE AFTER A BRIEF MORNING RAIN, THE TEAM FOUND THE WEEKLY MARKET ALIVE WITH COLOR, SOUND, AND MOVEMENT. DESPITE THE UNPREDICTABLE WEATHER AND INFRASTRUCTURAL CHALLENGES, VENDORS AND BUYERS FROM NEARBY VILLAGES HAD GATHERED, UNDERSCORING THE MARKET’S IMPORTANCE AS A KEY SITE OF ECONOMIC EXCHANGE.

THROUGH STRUCTURED INTERACTION WITH VENDORS, FARMERS, SMALL-SCALE TRADERS, AND CUSTOMERS, THE STUDENTS IDENTIFIED RECURRING ISSUES RELATED TO POVERTY, ACCESS, AND DIGNITY—REVEALING THE CRITICAL ROLE SUCH MARKETS PLAY IN LOCAL FOOD SECURITY, LIVELIHOOD, AND COMMUNITY WELFARE.

OBSERVATIONS AND LEARNINGS:

1. POVERTY AND LIVELIHOOD VULNERABILITIES (SDG 1):

- MANY VENDORS DEPEND ENTIRELY ON THIS WEEKLY MARKET FOR THEIR HOUSEHOLD INCOME. A SINGLE DAY OF POOR SALES OR BAD WEATHER CAN LEAD TO IMMEDIATE FINANCIAL STRESS.
- PRICE VOLATILITY AND LACK OF BARGAINING POWER LEAVE SMALL PRODUCERS VULNERABLE TO EXPLOITATION AND PERSISTENT POVERTY.
- WOMEN AND ELDERLY VENDORS OFTEN HAD NO ACCESS TO WELFARE OR PENSION BENEFITS, AND WERE STILL WORKING UNDER PHYSICALLY TAXING CONDITIONS.

2. URBAN-RURAL INFRASTRUCTURE DIVIDE (SDG 11):

- LACK OF COVERED STALLS, PAVED FLOORING, OR PROPER LAYOUT PLANNING LED TO OVERCROWDING AND UNSAFE CONDITIONS.
- VENDORS PLACED GOODS DIRECTLY ON WET GROUND AFTER RAIN, INCREASING THE RISK OF SPOILAGE AND INCOME LOSS.
- THERE WERE NO TOILETS, SOLID WASTE DISPOSAL SYSTEMS, OR DRINKING WATER SOURCES IN THE VICINITY.

3. MARKET AS A COMMUNITY ANCHOR:

- THE MARKET FUNCTIONED AS MORE THAN AN ECONOMIC HUB—IT WAS A SOCIAL SPACE WHERE NETWORKS OF TRUST, INFORMAL CREDIT, AND MUTUAL AID WERE VISIBLE.
- VENDORS SHOWED RESILIENCE BY SHARING UMBRELLAS, COVERING EACH OTHER’S GOODS, AND HELPING IN TIMES OF EMERGENCY—AN IMPORTANT MARKER OF SOCIAL CAPITAL.

4. TRANSPORTATION AND ACCESSIBILITY:

- MANY CUSTOMERS, INCLUDING ELDERLY WOMEN, HAD TRAVELED OVER 5 KM ON FOOT TO ACCESS AFFORDABLE GOODS.
- VENDORS REPORTED INCONSISTENT TRANSPORT SERVICES AND OFTEN CARRIED PRODUCE ON BICYCLES OR BULLOCK CARTS.

5. EDUCATIONAL VALUE FOR STUDENTS:

- THE FIELD TRIP ALLOWED STUDENTS TO GO BEYOND TEXTBOOKS, CRITICALLY CONNECTING CLASSROOM CONCEPTS ON POVERTY, RURAL DEVELOPMENT, AND SUSTAINABLE INFRASTRUCTURE TO REAL-WORLD SITUATIONS.
- STUDENTS LEARNED ETHICAL FIELD ENGAGEMENT, COMMUNITY INTERACTION, AND REFLECTIVE DOCUMENTATION.

CONCLUSION AND FOLLOW-UP PLAN:

THE KAMKOLE WEEKLY MARKET STUDY REVEALED THE DIRECT INTERSECTIONS OF POVERTY ALLEVIATION AND INFRASTRUCTURE DEVELOPMENT. FOR RURAL COMMUNITIES, SUCH MARKETS ARE VITAL NOT ONLY FOR FOOD AND INCOME BUT ALSO FOR SOCIAL SUSTENANCE. HOWEVER, INADEQUATE PLANNING, LACK OF POLICY INTEGRATION, AND NEGLECT OF BASIC AMENITIES PERPETUATE ECONOMIC PRECARITY.

INTEGRATING SDG 1 AND SDG 11 PROVIDES A FRAMEWORK TO UNDERSTAND THAT ENDING POVERTY IS NOT JUST ABOUT INCOME SUPPORT—IT ALSO INVOLVES CREATING ENABLING ENVIRONMENTS WHERE RURAL VENDORS CAN EARN WITH DIGNITY, ACCESS SERVICES, AND LIVE SECURELY.

FOLLOW-UP PLAN:

1. STUDENT REFLECTION REPORTS:

- DETAILED REFLECTIONS BY EACH STUDENT WILL BE SUBMITTED, CONNECTING PERSONAL OBSERVATIONS WITH DEVELOPMENT THEORY, SDG TARGETS, AND ETHICAL FIELDWORK.

2. POLICY AND INFRASTRUCTURE BRIEF:

- A DRAFT DOCUMENT WITH ACTIONABLE RECOMMENDATIONS (BASED ON FIELD FINDINGS) WILL BE CREATED FOR LOCAL AUTHORITIES, FOCUSING ON IMPROVING MARKET DESIGN, VENDOR WELFARE, AND ACCESS TO BASIC SERVICES.

3. AWARENESS THROUGH VISUAL NARRATIVES:

- STUDENTS WILL DEVELOP A “PHOTO-VOICE” GALLERY FEATURING IMAGES, QUOTES, AND INSIGHTS FROM THE FIELD, TO RAISE AWARENESS ON RURAL MARKET CHALLENGES AND GRASSROOTS ECONOMIES.

4. MINI-RESEARCH PROJECTS:

- STUDENTS WILL CONDUCT SEMESTER-LONG STUDIES ON KEY THEMES SUCH AS:
 - INFORMAL CREDIT SYSTEMS
 - WOMEN VENDORS AND UNPAID LABOR
 - MARKET INFRASTRUCTURE AND HEALTH
 - CLIMATE VULNERABILITY AND SMALL-SCALE TRADE

5. ENGAGEMENT WITH LOCAL NGOS/POLICY THINK TANKS:

- COLLABORATIONS WILL BE INITIATED WITH CIVIL SOCIETY ACTORS WORKING ON RURAL POVERTY, STREET VENDORS’ RIGHTS, OR SUSTAINABLE RURAL PLANNING.

6. LONGITUDINAL FIELDWORK PLAN:

- A SECOND VISIT IS SCHEDULED POST-MONSOON TO TRACK CHANGES, CHALLENGES, AND IMPROVEMENTS (IF ANY), AND ADD A COMPARATIVE SEASONAL DIMENSION TO THE STUDY.

PHOTOGRAPHS OF THE PROGRAM:



ATTENDANCE SHEETS/ACKNOWLEDGMENT LETTER:



Mahesh Admankar



To: @ Campus. Security; @ Head -Security; @ Dr. Antarleena Basu

Thu 2025-04-24 16:32

Cc: @ Unnati Gupta; +3 others

Dear Professor Basu

Please give approval for taking following BA students for ERS activity in Kamkole today from 4:40pm to 6pm.

1. Sahasra
2. Abhiram
3. Sai Akshaya
4. Avani

Thank you.

With best regards,

Mahesh Admankar (he/his)

MA(India),MPP (PhD)(USA)

Faculty of Economics

ERS ACTIVITY: WITH SUMMER SCHOOL STUDENTS

[Aligning with UN SDGs: 4 (Quality Education)]

REPORT SUMMARY:

1.	Program Name	INSPIRING YOUNG MINDS
2.	Date & Time	06.03.2025 & 10 AM – 2: 00 PM
3.	School/Dept	School of Liberal Arts and Humanities (SOLH)
4.	Venue	Woxsen University
5.	UN SDG	SDGs 4, 12 & 16
6.	Activity Type	Field Visit
7.	Impact Group	Summer School Students
8.	Coordinators of the ERS activity	Dr. Naveen Siriman Dr. Jyotasana Dr. Satyanarayana Turangi Dr. Ratnpriya
9.	Total Participants	12
10.	Total Woxsen Student participated	NA
10.	Link to LinkedIn post	https://www.linkedin.com/posts/activity-7337799265173262336-20cj?utm_source=share&utm_medium=member_desktop&rcm=ACoAADR0mw0BM6Kwtb-Ai7n9wgmK2Hn8gAQqmt8

DETAILED REPORT OF THE PROGRAM:

On 30th May 2025, the School of Liberal Arts and Humanities (SOLH), Woxsen University, organized the ERS activity with Summer School Students at Kamkole Village, located in Munipally Mandal, Sangareddy District, Telangana. The summer school students practically explored a typical village atmosphere to learn about the rural areas and to understand the distinction between rural and urban lives. The summer school students learnt and experienced the rural environment what they read in the school books.

Objectives of the ERS initiative:

1. Familiarise the Rural Environment: Expose the summer school students to learn about village society.
2. Educating students: Educate the summer school students on rural areas, i.e., geography, livelihoods, culture, administration, etc.
3. Experiences sharing: Students' interactions with rural community, school children, people and village officials.
4. Activities: Organizing the discussions to distinguish between urban places and rural localities.

At the school, Mr. Umesh, Head of the school and Mr. Syed Azhar, Mathematics teacher both interacted with summer school students and explained about the school. After the teachers' interaction, the summer school students interacted with ZPH school students and shared their schooling experiences; they played interactive games with them.

Our summer school students moved from ZPH Urdu school to the Gram Panchayat office in Kamkole village. We met Mrs. M. Santhosha, Panchayat Secretary, to learn about village administration, management, and different welfare schemes. The Panchayat Secretary explained to the summer internship students on demographic status and socio-economic conditions, rural livelihoods, welfare schemes, education, health, electricity, waste management, etc. This discussion covered various aspects that are aligned with Sustainable Development Goals of No Poverty (1), Good Health and Well-being (3), Quality Education (4), Decent Work and Economic Growth (8), Responsible Consumption and Production (12), and Peace, Justice and Strong Institutions (16).

Through these experiences, students gained a holistic understanding of rural realities, and the interconnected efforts needed to achieve sustainable development.

Timeline:

Timeline of the ERS Activity	
09:30 AM – 09:45 AM	Reaching the summer school students to Kamkole village.
09:45 AM – 10:30 AM	Students' Interaction with of the MEO and school teachers with Dean and Faculty members of SoLH, Woxsen University.
10:30 AM – 11:30 PM	Conducting the activities with the students
11:30 AM – 01:00 PM	Campus visit
01:00 PM – 01.45 PM	Lunch
01:45 PM – 02:00 PM	Students traveling back to ZPH school from Woxsen University

CONCLUSION:

This immersive field visit served as a meaningful learning experience for summer school students, offering them first-hand exposure to the challenges and solutions in rural livelihoods, socio-economic progress, local administration, public policy, waste management, environmental sustainability, primary and secondary education, and the public health system. Engaging with local officials, school teachers, and interacting with healthcare professionals allowed students to draw vital connections between classroom knowledge and ground realities.

No Poverty (1), Good Health and Well-being (3), Quality Education (4), Decent Work and Economic Growth (8), Responsible Consumption and Production (12), and Peace, Justice and Strong Institutions (16).

The visit closely aligned with several UN Sustainable Development Goals (SDGs)- including SDG 1 (No Poverty), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), SDG 15 (Life on Land) and SDG 16 (Peace, Justice and Strong Institutions)- demonstrating the importance of interdisciplinary learning in creating socially responsible citizens.

Follow-up Actions:

1. Awareness Campaign in the Village:
 - The students will organize a community awareness campaign focused on:
 - Health and hygiene, especially maternal and reproductive health.
 - Government schemes available for farmers and rural youth.
 - Environmental responsibility, including the importance of tree plantation and waste management.
 - This campaign will include poster-making, short skits, and interactive sessions with villagers and schoolchildren.
2. Sustained Engagement - Next Batch Visit:

A follow-up visit is being planned with the next batch of students, ensuring continuity in learning and engagement. The new group will build upon the previous cohort's activities, especially by monitoring the growth of planted saplings, assessing community feedback, and continuing interactions with local institutions.

3. Reflection Reports & SDG Mapping:

Students from this batch will submit individual reports mapping their observations and learning outcomes with relevant SDGs. These will be compiled and archived as part of a long-term community engagement initiative.

4. Collaboration for Internships & Projects:

Efforts will be made to formalize collaborations with the Panchayat office and Primary Health Center for offering short internships or community projects to interested students.

Through these planned initiatives, we aim to foster a culture of service learning, civic responsibility, and sustainable thinking, contributing meaningfully to both academic development and grassroots change.

PHOTOGRAPHS OF THE PROGRAM:









Wellness Centre

Elevate 4.0 Report - (Empowering Young Minds)

Introduction:

The Elevate 4.0 program is an 8-day structured initiative by the Wellness Centre in collaboration with ERS. It aims to equip underprivileged children from the nearest village, aged between 10 and 18 years, with essential life skills, communication skills, social etiquette, emotional resilience, and knowledge on nutrition and education. The program aligns with the United Nations sustainable development goals (SDG's), ensuring holistic development that fosters responsible, well-rounded individuals.

Objectives:

- Equip children with critical life skills to enhance independence, emotional resilience, and adaptability.
- Develop effective communication, interpersonal relationships, and social etiquette.
- Promote personal growth, educational excellence, and alignment with SDG's 3, 4, and 10.

Alignment with SDG's:

- SDG 3: Good health and well-being – educating children on proper nutrition and emotional balance to promote a healthier lifestyle.
- SDG 4: Quality education – providing educational enrichment and skill-based learning.
- SDG10: Reduced inequalities – ensuring equal access to quality training and developmental opportunities for children from diverse backgrounds.

Elevate Program: Impact and Outreach

Duration:

The Elevate program was conducted over 8 weekends, from **22nd March 2025 to 13th April 2025**, covering different modules each day.

Target Audience & Outreach Efforts:

The program focused on children and adolescents aged 10-18 years from diverse socio-economic backgrounds, with special emphasis on the children of Woxsen's secondary staff members, including housekeeping, security, gardening, oval maintenance, and construction workers. Efforts to maximize participation included:

- Personal engagement with housekeeping staff to encourage involvement.
- Collaboration with department heads to strengthen enrollment and program support.
- Awareness sessions for parents to highlight program benefits and objectives.
- Tele-support for hesitant families, addressing concerns and reassuring participation.
- Efficient communication channels between parents, volunteers, and coordinators for seamless coordination.

Progress Overview:

This year, the program focused on supporting underprivileged children, particularly those from Woxsen's secondary staff categories. Recognizing their families' dedication, Elevate aimed to enhance their children's education, fostering a positive connection between staff members and Woxsen as a place of learning and growth. Stronger relationships were built with staff to ensure long-term educational support and encourage parents to view education as an essential investment in their children's future.

Planning & Execution

- The initiative was launched with thoughtful discussions on aims, objectives, and insights from past-year feedback, ensuring continuous improvement and a stronger impact.
- Continuous meetings with wellness centre, ERS, and COE PIR were held to develop the elevate program plan.
- Volunteers were invited for participation, followed by an orientation session.
- Program coordinators **Ms. Ruthra** and **Mr. Sudhan**, organized by the COE PIR team, led the orientation, clarifying volunteer roles and responsibilities.
- Implemented structured learning modules to ensure consistency in teaching methods.
- Developed activity-based learning strategies to maximize engagement.
- Ensured resource allocation, including study materials and transportation, was effectively planned.

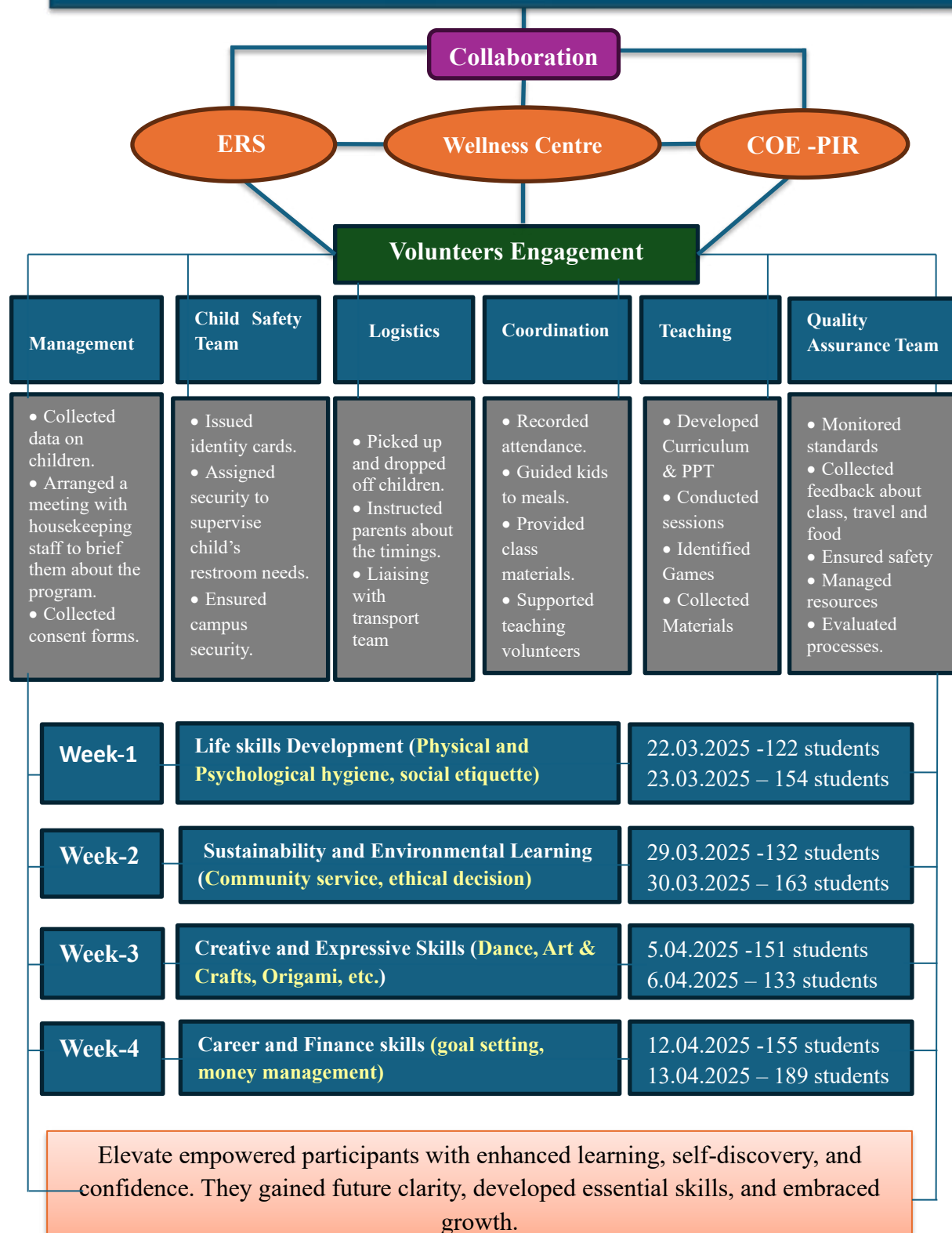
Implementation & Improvement

- All the four weeks involved regular corrections and adjustments to enhance program efficiency.
- Weekly meetings with volunteers and collaboration teams ensured effective execution of the curriculum and activities.
- Conducted mid-program evaluations to assess engagement and effectiveness.
- Addressed challenges in real-time through structured feedback loops.
- Established a mentorship program where senior volunteers guided new participants.
- Strengthened follow-up mechanisms to track student progress post-program.

Flow chart of the program

The flowchart provides a **clear and structured representation** of the elevate program's process, ensuring a simple understanding of its overall framework. It visually outlines **the sequential steps of program execution**, highlighting how different components—such as planning, outreach, implementation, and evaluation—connect seamlessly.

Elevate 4.0 - 2025



Procedure - Elevate 4.0 - Inauguration

The first day of the elevate 4.0 program commenced with grand decorations and a warm, enthusiastic welcome for all the children. As they arrived, we greeted them with applause and heartfelt wishes, setting a positive tone for the program.

The session was inaugurated in a simple yet graceful manner by **Ms. Ruthra Kannan** and **Mr. Sudhan**, marking the beginning of an enriching experience. Following this, all volunteers were introduced and invited to briefly share about themselves, fostering a sense of connection and familiarity among participants.

We then outlined the program's objectives, emphasizing the importance of nurturing the children's individual interests and encouraging their active participation to ensure they feel comfortable within the setup. Additionally, ground rules for behavior and conduct within the campus were clearly explained, ensuring a structured and respectful learning environment for everyone.

Week 1 summary

The session was conducted in an engaging and interactive manner by student volunteers under the supervision of the coordinators. Designed to enhance learning abilities and spark curiosity, the activities encouraged enthusiastic participation from the students.

- **Primary group-** These children learned about physical hygiene through interactive activities. An environmental-themed movie screening in the afternoon further enriched their experience. They also explored creative expression through drawing and practiced simple dance steps.
- **Secondary group -** This group was introduced to basic mindfulness techniques to improve focus and manage daily stress. They engaged in discussions on emotions and self-expression, helping them feel more connected and confident. Emotional regulation was a key focus, as they learned strategies to manage anger, stubbornness, and sadness while fostering habits for sustained happiness through activities and educational videos.
- **Higher class group –** These students displayed a keen interest in science and gained foundational knowledge in business concepts. They also worked on enhancing their communication skills through passage reading, comprehension exercises, and interactive speaking activities, including self-introductions and storytelling, which boosted their confidence and fluency.

Week 2 highlights

This week's session was particularly meaningful with the inspiring presence of **Mr. James a. F. Stoner**. His heartfelt interaction with the students emphasized the value of hard work and deep engagement in one's endeavours. He shared how his passion for sustainability and meaningful work kept him stress-free throughout his life. Despite being at an age when most would retire, his continued dedication—traveling all the way to India to support sustainable development—left a lasting impression on the children. His message encouraged them to reflect on how genuine interest and purpose contribute to mental well-being.

The visit of Chief Guest A.F. James Stoner to Elevate 4.0 on March 29, 2025



- **Primary group** - The younger children showed increased engagement, forming strong bonds with the Volunteers. They asked thoughtful questions and eagerly took part in activities, including storytelling and completing unfinished stories, which enhanced their imagination and verbal expression. A sensitive and essential session on good touch and bad touch was conducted in a safe and supportive environment. Festive celebrations for Ugadi and Ramzan filled the space with joy, as children, dressed in vibrant outfits, performed dances and ramp walks with enthusiasm, bringing energy and excitement to the event.
- **Secondary group** - This group explored artistic expression through drawing, sketching, and colouring sessions led by an instructor. They also focused on communication skills, acting out English comprehension passages and practicing fundamental words and phrases. These activities helped build their confidence and fluency while fostering creativity.
- **Higher secondary group** - The older students continued their exploration of business concepts, gaining deeper insights that sparked curiosity. Discussions on mental health expanded to cover personal, social, family, and academic well-being. Their enthusiastic participation, engaging in meaningful conversations and asking insightful questions, demonstrated a growing interest in both business knowledge and mental wellness, helping them cultivate a balanced and fulfilling mindset.

Week 3 program summary

Week 3 was filled with creativity, communication, and meaningful engagement across all age groups, offering students enriching experiences through interactive and age-appropriate activities.

- **Primary group** - The primary children entered a World of imagination and discovery through storytelling, drawing, and expressive play. They explored new ideas while laughing, learning, and building connections in a joyful and supportive environment. These activities nurtured their creativity and curiosity, making their learning experience both enjoyable and purposeful.
- **Secondary group** - These children were focused on confidence and communication took centre stage for this group. They participated in dynamic activities that encouraged self-expression and active listening. Additionally, they explored their artistic skills through craftwork, using creativity and craftsmanship to produce meaningful pieces.
- **Higher secondary group** - These students focused on environmental themes, deepening their understanding of sustainability through discussions and artistic expression. A highlight of the

week was their dance performances, which powerfully conveyed environmental messages. These moments demonstrated their ability to connect with global issues through movement, creativity, and passion.

Week 4 program summary

Week 4 featured engaging activities designed to spark curiosity, develop new skills, and foster creativity across all age groups.

- **Primary group** - The younger children enjoyed word-based games that made literacy learning both fun and educational. They tackled pronunciation challenges and participated in missing-letter quizzes, strengthening their foundational language skills in an interactive way.
- **Secondary group** - This group focused on life skills, testing their knowledge and abilities through quizzes. They also explored origami, learning new techniques while expressing their creativity through hands-on craftwork.
- **Higher secondary group** - The older students deepened their understanding of business concepts and strategies. A highlight of the week was an origami session using newspaper, led by **Dr. Rajkumar Thangavel, Chief Librarian**. This activity combined artistic expression with thought-provoking discussions, broadening their perspectives on both business and life.

Valedictory

The last-day program was concluded with a lively celebration featuring art, dance, music, and solo singing. We expressed heartfelt gratitude to the management and supporters for their invaluable contributions. Additionally, we sincerely appreciated the children and their parents for their ongoing commitment to the weekend sessions, which remained a key highlight. The event was further enriched by the dedication and enthusiasm of all volunteers, whose involvement made a lasting impact.



Graphical Representation

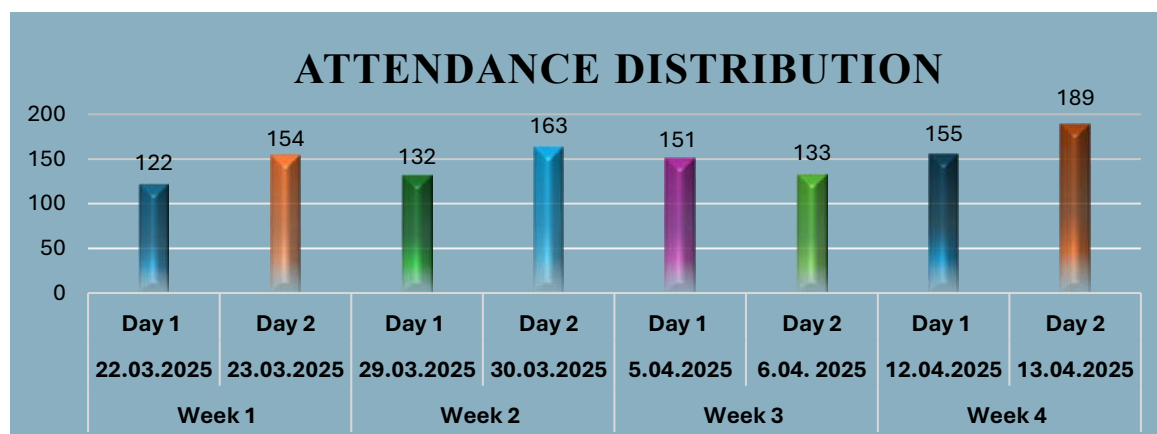


Table 1 shows the number of participants who attended each day, organized by date, over four consecutive weeks.

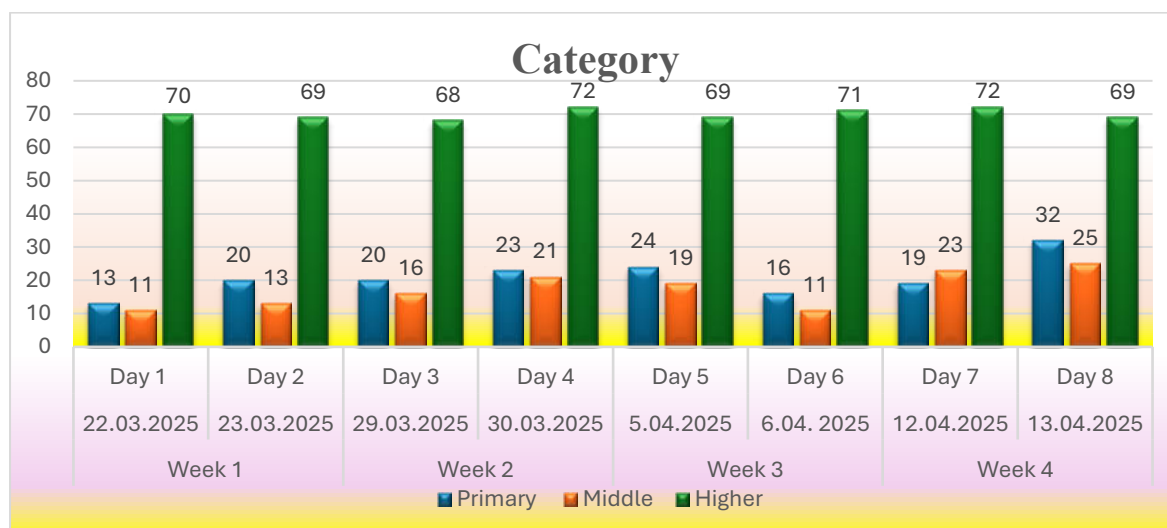


Table 2 represents the variation in the number of participants attended in three different categories of primary, middle, and higher secondary in the 4 weeks.

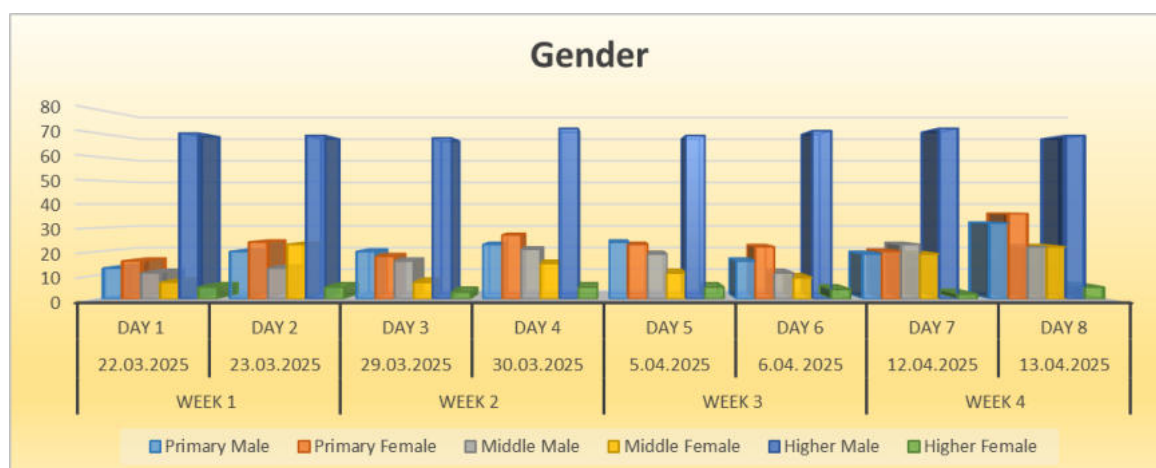


Table 3 represents a gender-based breakdown of student participation in the program.

Fundraising activities

1. The **Management** played a crucial role in supporting the program by covering major expenses related to transportation and food, serving as a strong foundation for its success.
2. **Movie screening** – student volunteers organized a movie screening to raise funds for the elevate program. The event was open to university students, and contributions were collected based on attendance. (date: 19.3.2025)
3. **Food stalls** were set up on campus to generate funds for the program. Although heavy rain impacted sales, a small amount was collected and used to purchase gifts for the children. (date: 2.4.2025 to 4.4.2025)
4. **Sponsors** – stationery items and other essential resources were received from the TedX team, sports team, ERS team, and external contributors, including t-shirts, notepads, and other gifts for the children, helping to cover program expenses.

Program highlights & best practices

- **Issued identity cards** to all children for proper identification.
- **Designed age-appropriate syllabus** tailored to different learning levels.
- **Taught dance, art, craft, and specialized sketching** skills to enhance creativity.
- **Maintained daily communication with parents** regarding pick-up and drop-off details, ensuring children's safety.
- **Provided free food and transportation** with management approval, supporting accessibility.
- **Offered refreshments** before children returned home for better well-being.
- **Promoted sustainability** by using eco-friendly food products and providing them as goody gifts to encourage awareness.
- **Encouraged interactive participation** among students to foster confidence and communication skills.
- **Treated children with genuine care and empathy**, creating a nurturing environment.
- **Conducted weekly meetings (twice a week)** to optimize syllabus planning and coordination among teams.
- **Ensured equal participation and dedication** from volunteers and collaboration teams.
- **Hosted a resource person** to conduct origami workshops.
- **Involved other clubs** to share insights relevant to students' career interests.
- **Welcomed dr. James**, who visited and observed an elevate session.
- **Program coordinators facilitated** select sessions to enhance engagement.
- **Organized diverse games and activities** to keep students actively involved.
- **Celebrate achievements** with small recognition events to boost motivation.
- Engaged the children with a **General Knowledge quiz** activity to stimulate their curiosity and learning.
- Captured their attention with **innovative games, icebreakers and fun competition**, followed by group games to foster team coordination and ensure active participation.
- Discussed the **importance of sports involvement**, particularly among the higher secondary students, highlighting its role in physical, psychological and social development.

Future Planning:

1. **Establish a Trained Volunteer Team:** We will recruit and train student volunteers to educate underprivileged children using interactive methods.
2. **Ensure Program Continuity:** The Elevate program will take place every six months, providing consistent support for children's learning and development.
3. **Target Middle & Higher Age Groups:** Special focus will be given to older students to enhance their learning during key developmental stages.
4. **Improve Engagement for Younger Children:** Strategies will be developed to manage their high energy and attention needs, despite external challenges like weather.
5. **Bridge Practical Learning Gaps:** Specialized faculty will be involved in future sessions to offer hands-on learning and clearer explanations.
6. **Expand Faculty Participation:** Faculty and staff engagement will be increased to maximize the program's impact and visibility.

Summary

The elevate program successfully provided educational support and life skill development to children of secondary staff members, fostering a structured and engaging learning environment. Participants gained valuable insights, improved communication skills, and developed confidence, enabling them to navigate personal, psychological, social and academic challenges more effectively.

Throughout the program, interactive sessions, creative activities, and mentorship opportunities strengthened their learning experience. The initiative also promoted health, nutrition awareness, and career guidance, ensuring holistic development. With the dedication of volunteers, staff, and coordinators, elevate created a meaningful and lasting impact, supporting the students in taking significant steps toward their future.

Annexures

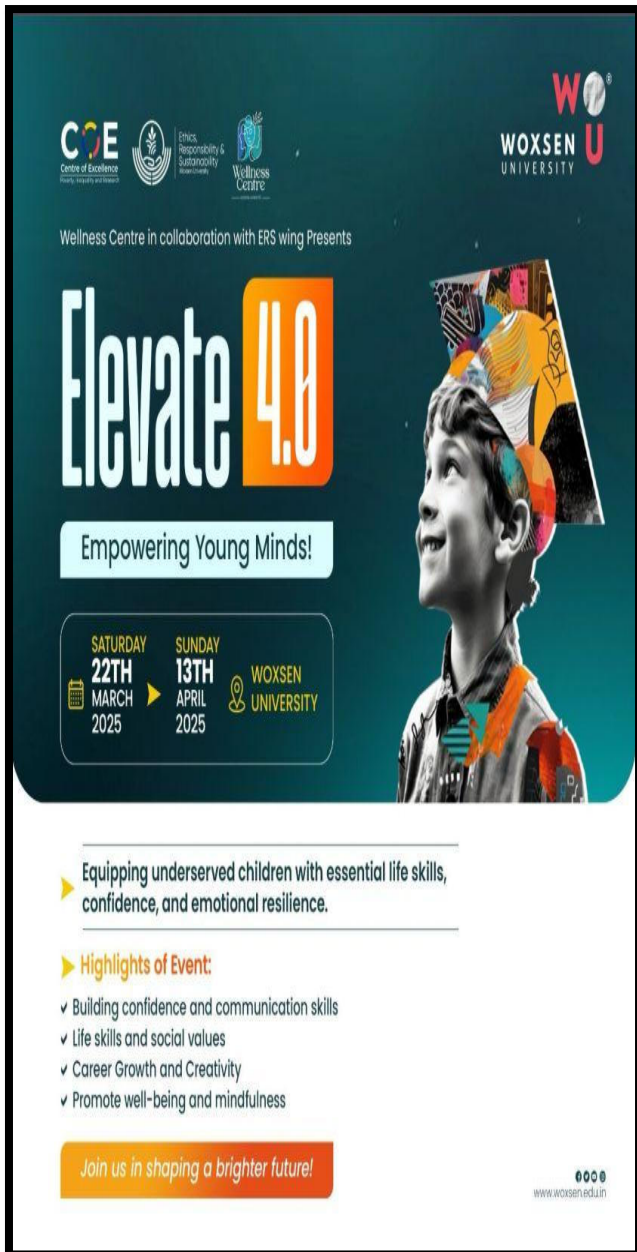
1. Distribution of Gifts



2.Program schedule

Day	Date	Activities	Forenoon session	Time	Afternoon session	Time
Day 1	22nd March 2025	Age group segregation (10 to 18 years)	Physical hygiene	10:30 am–12:30 pm	Communication skills	2:30 pm–4:30 pm
Day 2	23rd March 2025	Age group segregation (10 to 18 years)	Personality development	10:30 am–12:30 pm	Safety awareness	2:30 pm–4:30 pm
Day 3	29th March 2025	Age group segregation (10 to 18 years)	Sustainability practices	10:30 am–12:30 pm	Life skills	2:30 pm–4:30 pm
Day 4	30th March 2025	Age group segregation (10 to 18 years)	Soft skills	10:30 am - 12:30 pm	Food for mental health	2:30 pm–4:30 pm
Day 5	5th April 2025	Age group segregation (10 to 18 years)	Mental hygiene	10:30 am–12:30 pm	Dance	2:30 pm - 4:30 pm
Day 6	6th april 2025	Age group segregation (10 to 18 years)	Business strategies	10:30 am–12:30 pm	Art and crafts	2:30 pm -4:30 pm
Day 7	12th April 2025	Age group segregation (10 to 18 years)	Sports development by ethos club	2.00pm–3.00pm	Career development	3.00pm -4.30pm
Day 8	13th April 2025	Age group segregation (10 to 18 years)	Origami workshop	10.30 am–12:30 pm	Cultural activities and valedictory	2:30 pm -4:30 pm

3.Standee and Identity card



The standee features a dark teal background. At the top left are logos for COE (Centre of Excellence), Ethics, Responsibility & Sustainability, and the Wellness Centre. At the top right is the WOXSEN UNIVERSITY logo. Below the logos, it says "Wellness Centre in collaboration with ERS wing Presents". The main title "Elevate 4.0" is in large white and orange letters. Below it is a white box with "Empowering Young Minds!". To the right is a stylized illustration of a boy's head with colorful patterns. At the bottom left, a box indicates the dates: "SATURDAY 22TH MARCH 2025" and "SUNDAY 13TH APRIL 2025" with the WOXSEN UNIVERSITY logo. Below this is a list of goals: "Equipping underserved children with essential life skills, confidence, and emotional resilience." and "Highlights of Event:" followed by a bulleted list: "Building confidence and communication skills", "Life skills and social values", "Career Growth and Creativity", and "Promote well-being and mindfulness". At the bottom left is an orange box with the text "Join us in shaping a brighter future!". At the bottom right is the website "www.woxsen.edu.in".

COE
Centre of Excellence
Priority, Integrity and Research

ERSS
Ethics, Responsibility & Sustainability
Awareness

Wellness Centre
Wellness, Resilience and Growth

WOXSEN
UNIVERSITY

Wellness Centre in collaboration with ERS wing Presents

Elevate 4.0

Empowering Young Minds!

SATURDAY 22TH MARCH 2025

SUNDAY 13TH APRIL 2025

WOXSEN UNIVERSITY

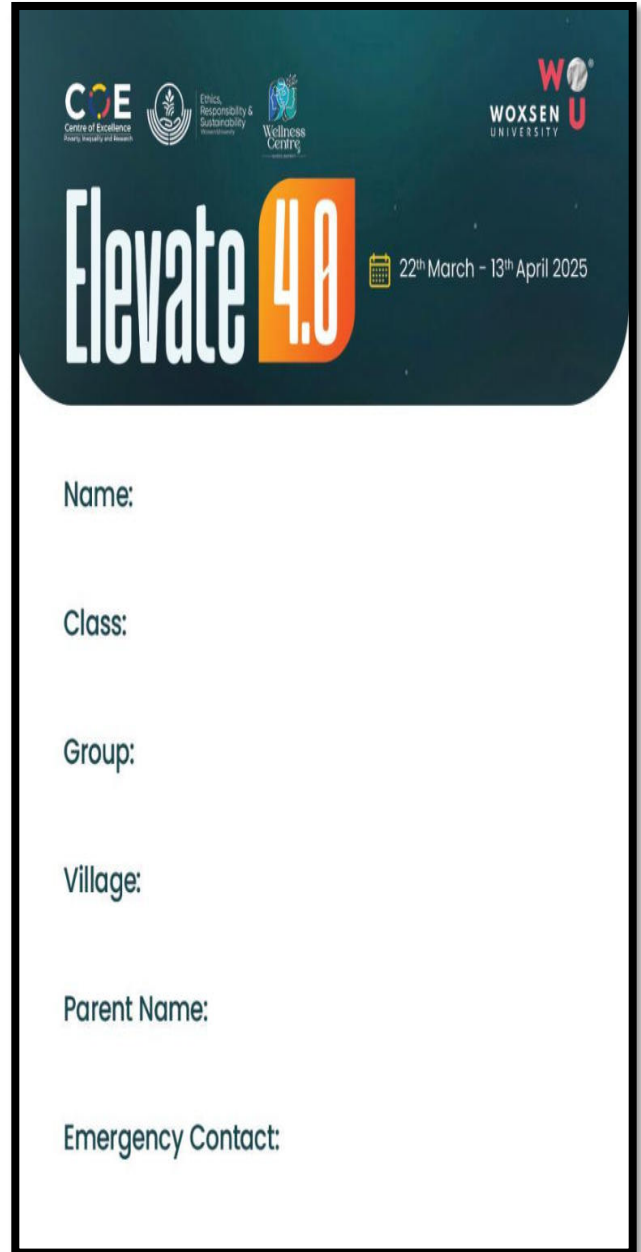
Equipping underserved children with essential life skills, confidence, and emotional resilience.

Highlights of Event:

- ✓ Building confidence and communication skills
- ✓ Life skills and social values
- ✓ Career Growth and Creativity
- ✓ Promote well-being and mindfulness

Join us in shaping a brighter future!

www.woxsen.edu.in



The identity card has a dark teal header with the same logos as the standee. The title "Elevate 4.0" is in large white and orange letters, followed by the dates "22th March - 13th April 2025". Below the header are four fields for information: "Name:", "Class:", "Group:", and "Village:". Below these are two more fields: "Parent Name:" and "Emergency Contact:".

COE
Centre of Excellence
Priority, Integrity and Research

ERSS
Ethics, Responsibility & Sustainability
Awareness

Wellness Centre
Wellness, Resilience and Growth

WOXSEN
UNIVERSITY

Elevate 4.0

22th March - 13th April 2025

Name:

Class:

Group:

Village:

Parent Name:

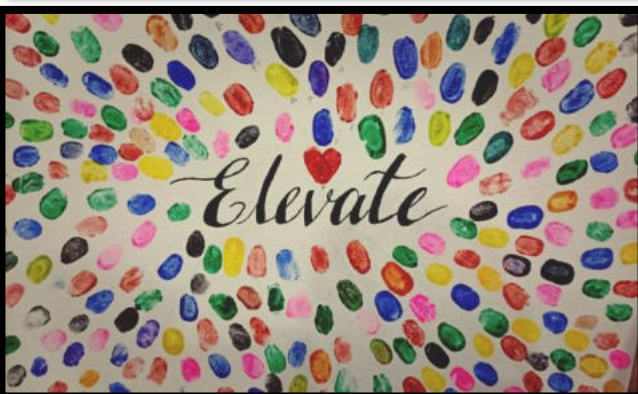
Emergency Contact:



4. Photo collage of Elevate 4.0



5. Valedictory Photos



6.List of volunteers

S.no	Name	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Course	Contact number
1	Arman shaik	P	P	P	P	P	P	P	P	B.tech 2nd year	9966125534
2	Reetika malempati	P	P	P	P	P	P	P	P	Bsc hons 1st year	8008627493
3	Varshnil yadav	P	P	P	P	A	A	P	P	B.tech 2nd year	9966125534
4	Deethya reddy ashamagari	P	P	A	A	P	P	P	P	Bba 2nd year	8008654373
5	Preksha neerugutti	P	P	A	A	P	P	P	P	Bba 2nd year	9121607827
6	Bhavani shanth	P	P	P	P	P	P	P	P	Bba 2nd year	9121607827
7	Tejo kiran gudipati	P	P	P	A	P	P	P	P	Bba hons 1st year	9381694894
8	S.sri sai siri	P	P	P	P	A	P	P	P	Bba hons 1st year	9381694894
9	D d s mahith	A	P	P	P	A	P	A	A	B.tech 2nd year	7989556955
10	P.shiva sai goud	P	P	A	A	P	P	P	P	Btech 1st year	8374152074
11	Alekhyia singupurapu	P	P	A	A	P	P	A	A	Btech 1st year	8374152074
12	Gurralla nandu	P	P	A	A	P	P	A	A	Btech 1st year	8374152074
13	Peram. Kanishk sai raj	P	P	A	A	P	P	P	P	Btech 1st year	8977765845
14	Swastika chakraborty	P	P	P	P	P	P	P	P	Bba 1st year	7993319220
15	Pavithra. Kore	P	P	P	A	P	A	P	P	Bba 1st year	7993319220
16	Sukwitha reddy	P	P	P	A	P	P	P	P	Bba 1st year	8638497369
17	N vaishnavi	P	P	P	P	P	P	P	P	Bba 1st year	7825926456
18	Hemanth sri sai raja chinnala	P	P	A	A	P	P	P	P	Btech 1st year	8499950069
19	Vaishnavi venkata ravuri	P	P	A	A	P	P	P	P	Btech 1st year	7825926456
20	Varshini yadav nasaram	P	P	P	P	P	P	P	P	Btech 1st year	8638497369
21	Mahathi muddapolu	P	A	P	P	A	P	A	A	Btech 1st year	8977765845
22	Mann motivaras	P	P	P	P	P	P	P	P	B.tech 1st year	7623013309
23	Birru bhavitha reddy	P	P	P	P	P	P	A	A	Mba 1st year	9347420902
24	Sarayu	P	P	A	A	P	P	P	P	Btech 2nd year	8885448593
25	Adwaith	P	P	P	P	A	A	P	P	Btech 2nd year	9347420902
26	Vanisha goud	P	P	P	P	A	A	P	P	Ba 2nd year	9550151625
27	Pranith	P	P	A	A	P	P	P	P	Ba 2nd year	9989402862
28	Dubba aakash	P	P	A	A	P	P	P	P	B.tech 2nd year	9989402862
29	Adya rao	P	P	P	P	A	P	P	P	Ba 2nd year	6300956466
30	Kavya rishitha	P	P	P	P	A	A	P	P	Ba 2nd year	8247804152
31	Aashutosh gautam	P	P	P	P	P	P	P	P	B.tech 2nd year	9346420259
32	Bijjam vishnu vardhan reddy	P	P	P	A	A	A	P	P	Btech 3rd year cse (aiml)	9014218268
31	Lakshya bamboli	P	P	P	P	P	P	P	P	B.tech 2nd year	9014218268
32	Sriramoju siti	P	P	A	A	P	P	P	P	Bba 2ndyear	9652001188
33	Thakur.tejender singh	P	P	A	A	P	P	P	P	Bba 2ndyear	9652001188
34	Leena chekuri	P	P	A	A	P	P	P	P	Btech 1st year	7075442616
35	Spoorthy gudekote	P	P	A	P	P	P	A	A	Mba 1st year	6360073663

Report - The Renovation Works at Government Socially Marginalized Students Boys Hostel Kamkole

Introduction:

TRY - Transforming Rural Youth, ERS initiative, Transforming Lives at Kamkole Boys' Hostel, undertaken with the support of Woxsen University, aimed to uplift the living conditions of students by providing them with a safe and comfortable living environment. Recognizing the challenges students were facing, we endeavored to improve the hostel facilities to meet their basic and essential needs. This report outlines the successful completion of the ERS activities as planned.

Description of ERS Activities:

Project : Transforming Lives at Kamkole Boys Hostel

Description: The hostel renovation project involved renovating the existing facilities to enhance the living conditions for students.

Duration: 5th January, 2024 to 25th January, 2024

Problem Statement:

The hostel infrastructure is currently in a state of disrepair, characterized by a multitude of urgent maintenance and improvement needs. These include but are not limited to inadequate hot water facilities, deteriorating water tanks, plumbing issues, sanitation concerns, unsatisfactory paint works, and evident wall patches. These deficiencies collectively contribute to a substandard living environment for the hostel residents, posing significant challenges to their health, safety, and overall well-being.

Objective:

To provide students with a safe and comfortable living environment and upgrade basic amenities to meet the essential needs of students.

Resources Allocated:

The university provided us with resources in terms

Implementation Process:

To address the pressing maintenance and improvement needs identified during our visit to the hostel, our team embarked on a collaborative implementation process. This process involved the active participation of 9-10 students from our team, who collectively contributed their skills, time, and resources to initiate and oversee the necessary interventions.

Involvement of Team Members:

Out of our team of around 20 People, 9-10 students actively participated in the implementation process. Each student brought unique strengths and expertise to the table, enabling us to tackle various aspects of the project effectively.

Task Allocation: Tasks were distributed among team members based on their individual skills and preferences. This ensured that each student could contribute meaningfully to the project while also gaining valuable experience in project management and execution.

Regular Meetings: Throughout the implementation process, our team held regular meetings to discuss progress, address challenges, and coordinate efforts. These meetings served as platforms for brainstorming ideas, sharing updates, and refining strategies to ensure the successful completion of the project.

Support Received:

Financial Assistance: Woxsen University played a pivotal role in facilitating the implementation of our project by providing financial assistance. Their generous contributions helped cover the costs associated with procuring materials and executing the necessary interventions. Without their financial support, our efforts to improve the hostel infrastructure would have been significantly hindered.

Manpower: In addition to financial assistance, Woxsen University also offered manpower support to augment our team's efforts. Their dedicated workers actively participated in various aspects of the implementation process, including construction work, painting, plumbing, and general maintenance. Their dedication and hard work were instrumental in expediting the project timeline and achieving tangible results within a relatively short span of time.

Monitoring and Oversight:

To ensure accountability and track progress, our team implemented a robust monitoring and oversight mechanism. This involved:

Progress Tracking: We maintained detailed records of all activities undertaken as part of the implementation process, including task assignments, time lines, and milestones achieved. This allowed us to monitor progress effectively and identify any deviations from the planned course of action.

Quality Assurance: In addition to monitoring progress, we prioritized quality assurance to ensure that all interventions met the highest standards of safety, functionality, and aesthetics. Regular inspections and quality checks were conducted to assess the quality of workmanship and address any issues or deficiencies promptly.

Stakeholder Engagement: Throughout the implementation process, we actively engaged with relevant stakeholders, including hostel residents, university administrators, and maintenance staff. Their feedback and input were instrumental in guiding our efforts and ensuring that the interventions aligned with the needs and preferences of the hostel community.

By actively involving 9-10 students from our team along with the support of Woxsen University - Administration, and implementing a rigorous monitoring and oversight process, we were able to execute the necessary interventions effectively and achieve tangible improvements in the hostel infrastructure.

Outcome of the project

The hostel renovation project has resulted in significant improvements to the living conditions for students. Key impacts include:

Enhanced Infrastructure: The replacement and repair of taps, flooring, and wall patches have improved the functionality and aesthetics of the hostel facilities.

Improved Hygiene and Sanitation: Upgrading the plumbing fixtures has enhanced the cleanliness and hygiene standards of the hostel, contributing to the overall well-being of the students.

Aesthetic Enhancements: Painting works have revitalized the appearance of the hostel, creating a more welcoming and vibrant living environment for students.

Increased Comfort: The refurbishment efforts have contributed to creating a more comfortable and conducive living space, fostering a positive atmosphere for academic and personal growth.

Positive Feedback: Students have expressed satisfaction and appreciation for the improvements made, highlighting the positive impact on their daily living experience within the hostel.

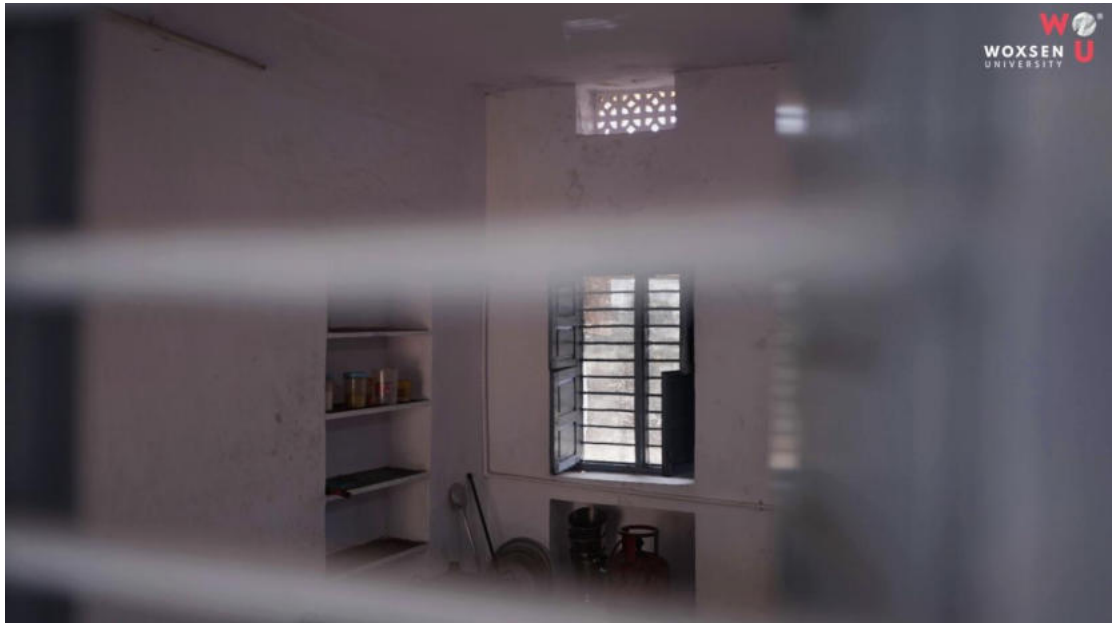
Conclusion:

In conclusion, the “Transforming Lives at Kamkole Boys Hostel” CSR activities have successfully uplifted the hostel conditions, providing students with a conducive living environment conducive to their academic pursuits. We remain committed to furthering our efforts in contributing positively to society.

Before and After Pics:











https://woxsenschoolofbusiness-my.sharepoint.com/:f/g/personal/creatives_woxsen_edu_in/EotvyO3u6JJlkxYfhR8It_oQBRR8csnW49Gle6qE-U9-mdQ?e=b4ddJy

GREEN MILE – VILLAGE OF MUGDHAMPALLY

1. REPORT SUMMARY:

1.1)	Program Name	Green Mile – Field Visit by ERS-SOT (Primary School Grades 1–5)
1.2)	Date & Time	31/07/2025 – 10:00-2:00
1.3)	School/Dept	School of Technology
1.4)	Venue	Maqdampally
1.5)	Aligned UN SDG	9
1.6)	Activity Type	Awareness raising
1.7)	Impact Group	Students of Grade 1-5
1.8)	Total Participants	10 total- 3 faculty, 7 students from SOT
1.9)	Total Woxsen Student participated	7
1.10)	List of staffs involved in the program	3faculty, Dr. Dharamendra Mishra Dr. Anusree Prof. Meher Gayatri Devi Tiwari
1.11)	Link to LinkedIn post	

2. INTRODUCTION:

This field visit was initiated as a vital step toward understanding and addressing the foundational learning needs of children in rural educational settings. It aimed not only to observe but to actively engage with students from grades 1 to 5 in order to identify core academic, infrastructural, and socio-behavioral challenges affecting their learning journey. The visit provided a real-time glimpse into the educational ecosystem of government primary schools, including the condition of classrooms, availability of teaching resources, and overall learning environment.

The visit was designed as a two-way interaction—while Woxsen students and faculty assessed the ground realities, they also conducted various interactive sessions intended to support and stimulate young minds. These included storytelling, drawing competitions, sports, and awareness-based activities on hygiene, discipline, and gender sensitivity. Such engagements not only aimed to create a positive and enriching learning experience for the children but also helped the visiting team develop empathy and insight into the pressing issues surrounding rural education.

Ultimately, the field visit served as both a learning expedition for Woxsen participants and a meaningful intervention for the school children, fostering educational awareness, community bonding, and a call for inclusive development aligned with the UN Sustainable Development Goals (SDG 9 & 11).

3. OBJECTIVE OF THE PROGRAM:

- Understand and identify gaps in foundational learning
- Assess infrastructure and teaching resource availability
- Observe the behavioural, academic, and physical environment
- Conduct educational and engagement sessions to support student development

4. KEY OBSERVATION / DISADVANTAGES IDENTIFIED

- Old buildings with roof leakage
- No proper sanitation facilities
- Poor/dark classrooms
- Lack of basic stationery and classroom resources
- No co-curricular activities
- Shortage of faculty and dustbins
- No blackboard in some classrooms
- No proper maintenance of the play area
- No student uniforms
- Instances of verbal and physical abuse among students
- Gender insensitivity and lack of awareness
- Significant learning gaps among children

5. INITIATIVES & OPPORTUNITIES IDENTIFIED :

- Teaching sports and providing stationery
- Conducting extra-curricular activities (crafts, storytelling, games)

- Awareness talks on bullying and gender sensitivity
- Drawing competitions, yoga and meditation
- Cleanliness drives and hygiene sessions
- Discussions on future studies and setting goals
- Respect and discipline education
- Screening of educational and fun movies
- Clay modelling and workshops for creativity

6. PHOTOGRAPHS OF THE PROGRAM:

















