



JNANA PRABODHINI

Educational Activity Research Centre

Annual Report
2024-25



**Igniting learning
where it matters
the most**

Reaching rural, urban, slum, and tribal communities across India, empowering learners through hands-on education and community led transformation bringing learning to life.



Padsare - Joyful, Play-based Mathematics

- Not only IAS, technical + non technical branches
- Central Services + AIs
- Exam details Prelims, Main, Interview
- Diverse, Many posts Secretarials + field posting
- Aptitude, Skills, Content, Presentation, Discipline
- Know where to stop and where to start both
- Plan & do good, achieve better
- Hobbies + social skills, EQ along with IQ
- Well rounded personality

Prerana Setu - Online Session for Civil Service Aspirants



Pondicherry - Teachers' Training Workshop



Chennai - Teachers' Training Workshop



Roha - 10th Standard Board Exam Guidance Session



V Solve Competition



Gyan Setu Katta



Gyan Setu Melawa



Celebrating Excellence - Ganit Prabhutva Examination



Learning verbs through activity



Anubhav Shala Prize Distribution Program



Pradnya Vikas - Lantern Making Workshop

Jnana Prabodhini
Educational Activity Research Centre (EARC)

Prologue

The Educational Activity Research Centre (EARC) of Jnana Prabodhini (JP) is committed to taking education beyond classrooms, into the lives of children who need it the most. Based on the vision of Jnana Prabodhini of "Man making for nation building", EARC has developed and implemented diverse educational models to reach underserved communities in urban slums, tribal belts, and remote rural regions with innovative, holistic, and skill-oriented learning programs.

Over the years, our reach has steadily expanded. For children in urban slums of Pune, the Anubhav Shala program provides a vibrant space where learning takes place with play, creativity, and curiosity helping children to perform better in their formal education while nurturing their overall development. In tribal regions like Padsare in Raigad and remote villages of Velhe taluka, VikasMitra initiatives offer both residential camps and in-school interventions that focus on study habits, science learning, personality growth, and national consciousness. These sessions are delivered by dedicated local volunteers, including women from the same communities who are trained and supported to become Community Resource Person's also called as 'Shikshandoots'

In the field of science and mathematics, our department is actively running the Chhote Scientists project and supporting the Ganit Prabhatva examination. These efforts aim to make scientific thinking and mathematical reasoning accessible, joyful, and deeply engaging for students from varied backgrounds. Online preparatory sessions and hands-on experiments help build confidence and clarity while also promoting critical thinking and problem-solving.

The 10th Standard Self-Study Skills Programme, helps students take charge of their academic journey through structured planning, study techniques, and goal setting. The Pradnya Vikas project continues to support high-potential students from marginalized backgrounds in Pune through weekly enrichment sessions, exposure visits and leadership workshops.

Recognizing the importance of English fluency and global skills, we have started a daily English enrichment program for rural students in the Velhe and Panshet regions through project called LearnEng Project. This initiative builds communication skills, self-expression, and confidence in students who often lack exposure to English-speaking environments.

We also strive to broaden students' worldviews through the Prerana Setu program, where professionals from various fields and streams like entrepreneurship, civil services, social work, and AI interact with students through online sessions encouraging them to dream beyond the ordinary and set meaningful life goals.

Another project Gyan-Setu extends beyond Maharashtra in remote districts of India's border and developmentally challenged states through science and mathematics workshops conducted by youth volunteers. These workshops, combined with exhibitions and cultural exchanges, sow the seeds of national unity and scientific curiosity in some of the most isolated areas of the country.

All of these programs are aligned with Jnana Prabodhini's educational philosophy: that learning must develop not just knowledge, but wisdom, character, and the will to serve society. At EARC, we blend research, fieldwork, and community engagement to ensure that every child gets an opportunity to learn, lead, and grow.

"Let us reach every learner, nurture every mind, and awaken the nation from within."

We thank all our CSR partners, donors, volunteers, educators, and supporters for walking this path with us. Together, we will continue to innovate and inspire because education is not just a process; it is a mission.

Amar Paranjpe
Head of Department

Yours Sincerely

Omkar Banait, Prakash Ranjanavare, Purva Dhokte, Rutuja Deshmukh, Shubhankar Kelkar

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Reach and Participation of EARC in various Projects

Project Name	Primary Students (Std 1 st – 4 th)	Upper Primary Students (Std 5 th – 7 th)	Secondary Students (Std 8 th – 10 th)	No. of Schools	Project team & facilitators
Anubhav Shala	161	59	-	-	19
Pradnya Vikas	-	-	201	-	45
VikasMitra –Velhe/Panshet	-	1,196	1,264	42	76
VikasMitra – Roha	-	720	-	9	5
VikasMitra – Padsare	-	149	149	1	15
Ganit Prabhetwa	-	1,403	794	105	75
Prerana Setu	-	-	115	23	27
Gyan Setu	-	-	12,176	126	127
Self-Study Guidance	-	-	965	27	8
LearnEng	-	266	-	7	35
Chhote Scientists	-	98,078	55,754	1,012	986
Total	161	101,871	71,418	1,352	1,418
Total Number of Students reached: 1,73,450					

1. GANIT PRABHUTVA EXAMINATION

About Examination

For the past 40 years, the Pune District Mathematics Teachers' Association has been conducting the Ganit Pradnya – Prabhetva examination with a unique goal: to nurture thinkers, not just answer-seekers. In a time when most competitive exams are dominated by multiple-choice questions, this examination stands apart—it sparks deep thinking based on core mathematical concepts. Here, the process of thinking is valued more than the final answer.

Students experienced a new perspective on mathematics. The exam became a thought-provoking journey, allowing each child to explore into their own world of reasoning. Calling it an “exam” feels limiting—it was a rich intellectual experience that encouraged students to think beyond numbers, embracing logic and deeper understanding.

Since 2023-24 JP EARC got involved in organising this examination. In this second year, we tried to add some JP flavour in entire process. Since the focus is on nurturance of mathematics talent, we

conducted online sessions for interested students. About 33 sessions were conducted each for 5th and 8th separately. These sessions helped students in get involved in mathematics. The overall participation was also almost doubled compared to last year.

At the award ceremony, 70 students were honoured for their exceptional performance with prizes, certificates, and trophies, celebrating their success in exam

What Sets This Exam Apart

This exam stands out for its thought-provoking questions & focus on deep conceptual understanding. It goes beyond competition, serving as a meaningful learning journey. Designed to nurture thoughtful, innovative, and application-oriented minds, it emphasizes the process of problem-solving over rote answers — making it a rare and impactful experience in today's world. We look forward to many young mathematics teachers to get involved in this process.



Ganit Prabhetva Examination 2024-25: Participation Overview

Date	Details
17 Dec 2024 First Round	12 centers
	Standard 5 th -1403 Students
	Standard 8 th -794 Students
	Regions: Pune, Pimpri-Chinchwad, Baramati, Indapur, Velhe, Panshet, Bhor, Maval
6 February 2025 Second Round	132 students selected for second round
14 April 2025 Award Ceremony	Held in presence of Dr. Yogesh Deshpande, VIIT Pune



Examination video -
Instagram

2. ANUBHAV SHALA

About Project

The 'Anubhav Shala' project is for children aged 6 to 11 living in urban slum area of Pune city. The aim is to bring children deprived of education into the mainstream of primary education. The program emphasizes the holistic development of children physical, mental, and intellectual. To achieve this, various educational games, handicrafts, drawing, songs, stories, games, memorization of verses, etc., are included.

Currently, 220 students from various communities are engaged through 6 project centres of Pune.

Anubhav Shala Yearly Activities and Progress

Throughout the academic year, the Anubhav Shala program maintained its commitment to holistic development through a structured curriculum that catered to students in Std. 1st to 6th. Divided into primary (Std. 1st to 3rd) and middle (Std. 4th to 6th) groups, classes were conducted in 35-minute sessions with an emphasis on foundational skills such as reading, writing, speaking, mathematical understanding, and environmental studies.

Life skills and value education are imparted through this program. The goal is to foster a love for learning among students and accelerate their school studies. Students attending Anubhav Shala are encouraged to participate more actively in various competitions held in their regular schools. Various activities and cultural programs are organized at Anubhav Shala to provide opportunities for students to showcase their talents.

In total, 233 teaching hours were completed, slightly exceeding the planned 232. Students engaged in regular prayer sessions involving verses like Maruti Stotra and Vakratunda Mahakaya to foster focus and moral grounding. Use of technology added vibrancy to the learning process, with computers and smart TVs being

utilized for interactive drawing, watching plays, listening to songs and stories, and screening educational films. Evaluation of academic progress was conducted through tests and monthly worksheets in core subjects.

Creative learning experiences were an integral part of the curriculum, fostering imagination and hands-on skills. Students actively participated in arts and handicrafts activities such as making paper flowers, butterflies, greeting cards, eco-friendly Ganesh idols from clay, rakhis, and decorative masks crafted from scrap materials. Physical development was promoted through Surya Namaskar, yoga, and breathing exercises, contributing to students' mental and physical health. Group games like Doggy on the Bone, balancing games, and various puzzles nurtured logical reasoning and teamwork. Special emphasis was placed on life skills through buttoning, stitching, gardening, storytelling, and small object-making. Students at certain centres benefited from regular computer-based learning and audio-visual sessions, enriching their exposure and engagement.

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Initially found it challenging to teach students from Std. 1st to 6th, but gradually, this work became something I deeply enjoy - Madhuri Pawar

Cultural activities and community engagement formed the core of Anubhav Shala's special events throughout the year. Celebrations such as Independence Day, Ganesh Festival, Raksha Bandhan, Bhondla, and Savitribai Phule Jayanti were conducted with enthusiastic student participation. International Yoga Day was observed with guided sessions by instructors from The Art of Living.

Students contributed meaningfully to social initiatives through street plays, cleanliness drives, and awareness campaigns during Cleanliness Fortnight. Around Independence Day, various

competitions including art, handwriting, recitation, and English vocabulary were organized, culminating in a prize distribution ceremony. During Diwali, students engaged in preparing traditional sweets, decorating diyas, and designing greeting cards. They also took part in the Ashadhi Palakhi procession, dressed as Warkaris, strengthening their connection with cultural traditions.

Parental and community involvement remained strong through regular home visits and parent meetings, where academic progress and creative work were discussed. Students participated in local visits to markets, post offices, banks, and shops to develop real-world understanding.

A vibrant summer camp held in April 2025 included storytelling, clay modeling, paper craft, and drama sessions, culminating in an enjoyable field trip to Peshwe Udyan and Sarasbaug. Teachers attended quarterly meetings and monthly training sessions focused on planning, record-keeping, and curriculum delivery. Nutritional well-being was ensured through the provision of healthy snacks like puffed rice, bananas, laddus, and dates. Quarterly health checkups were conducted with support from local health workers. The program was greatly supported by dignitary visits from Bharat Forge and Gyan Prabodhini, with financial assistance provided by Bharat Forge Company Ltd., reinforcing the collective effort behind this impactful initiative.



“

While working in this project, I've realized that I am growing and learning alongside the students every step of the way - Anjali Patil

Impact

The Anubhav Shala initiative has significantly transformed students' academic and personal growth. Children now arrive neatly dressed, demonstrating greater self-discipline and hygiene awareness. They confidently recite shlokas and songs, actively participate in classroom discussions, and complete tasks with focus. Their performance in school exams has notably improved, especially in foundational subjects like language, mathematics, English, and environmental studies. Parents report that children now show enthusiasm for learning, ask questions at home, and demonstrate better reading, writing, and comprehension skills. Additionally, students have become more expressive, responsible, and socially aware, indicating a holistic development nurtured through regular classes, cultural activities, and value-based education.

CSR Support

The Anubhav Shala program was made possible through CSR funding from Bharat Forge Company Ltd. This valuable partnership enabled the smooth implementation of holistic educational activities, student health initiatives, and community engagement across all learning centers.



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The support and guidance of my fellow team members made the journey smoother and more enriching - Anjali Kokate

Republic Day celebration
video- Instagram

3. LEARNENG

About Project

This initiative was launched to address the challenges faced by students in especially in rural areas where exposure to English language education is limited. With the understanding that English proficiency and life skills are critical for higher education and career readiness in a global context, the project focuses on improving students' communication abilities through engaging, daily activity-based learning. Initiated in May 2024 by the Educational Activity Research Centre in collaboration with Deshpande Education Trust, Hubballi, the program operates in the Velhe and Panshet region of Pune district. It creates an immersive and supportive environment where middle school students are encouraged to actively use English, helping them build confidence, fluency, and essential skills for future success.

The project is designed to support students in the Velhe region by providing structured inputs in English language learning, with the development of essential life skills aimed at personal growth and sustainable livelihoods. A key focus is to help students overcome fear and hesitation related to English, thereby enhancing their confidence particularly in preparation for competitive examinations. By integrating innovative teaching

methodologies and providing access to relevant educational resources, the project ensures regular and meaningful student engagement that contributes to their overall academic and personal development.

Implementation Process

The project began with school visits and discussions with principals in April–May 2024 to outline the program structure and gain their consent. Parent meetings were conducted in August to introduce the initiative and secure their approval for the before-school sessions. A team of 10 Shikshandoots and one Cluster Associate was recruited from local villages to ensure familiarity, ease of travel, and better understanding of students' contexts. These community educators underwent an intensive 22-day induction training at Deshpande Education Trust, Hubballi, covering teaching methodologies, classroom management, digital tools, and content delivery. Students received workbooks and activity materials to support their daily learning. The two-day training helped in reviewing the project every month and improving the skills. The training helped the team to share their field experiences, talk about challenges, and find solutions together. This helped build team spirit and kept motivated.

Parameter	Details
Geographical Coverage	Pune District – Velhe (Rajgad) Block and Panshet Area
School and Levels	7 Schools: 6 th Standard (Level 1) and 7 th Standard (Level 2)
Total Students Reached	266 Students
Daily Intervention	60-minute sessions using activity-based & participatory methods
Content Covered	English Language: Listening, Speaking, Reading, Writing skills Life Skills: Critical Thinking, Creative Thinking, Empathy
Bridge Content Program	20-day introductory module for both levels

Ongoing Support and Evaluation

Regular monthly assessments and a structured baseline and endline evaluation were conducted to monitor students' progress in English language and life skills, with assistance from student volunteers of Advanced School of Psychology, Jnana Prabodhini. To strengthen classroom delivery, monthly two-day trainings are organized for Shikshandoots, focusing on content reviews, teach-backs, and feedback.



Percentage wise data in Listening, Speaking, Reading, and Writing (LSRW) skills of LearnEng students compared to non-LearnEng students

Student Type	Reading%		Listening + Speaking %		Speaking%	
	Base Line	Endline	Base Line	Endline	Base Line	Endline
Non-LearnEng	41%	48%	45%	53%	24%	28%
LearnEng	66%	78%	60%	70%	50%	52%

Summers with LearnEng

The summer vacations were made exciting and colourful by serving the young enthusiasts with a platter of knowledge and skills with fun elements! The summer classes were held at 7 different villages including Velhe, Margasani, Adwali, Dapode, Vanjale, Panshet and Rule for consecutive 10 days. Daily 2 hr program consisted the English learning activities which were made easy with various art and role plays. Total 125 students of age group 10-14 years were engaged in daily 'Padya', skill building games, English practice, story reading and field visits to Gram panchayat and Post-offices to understand the working there by officials. Many creative ideas of the students were exhibited while creating best using waste material. The greeting cards made with imprints of leaves and flowers with "A message to Mother" were handed over to mothers. On the last day students themselves prepared the snacks and enjoyed. The program was conducted in village temples and houses of Tai from the project. The summer classes were welcomed and appreciated by locals.

Collaboration and CSR Support:

The project has been made possible through the generous partnership of Deshpande Education Trust, Hubballi. Their committed support has played a crucial role in the design, implementation, and ongoing facilitation of the program. By investing in the educational upliftment of rural students, the initiative has enabled meaningful capacity building at the grassroots level, ensuring that students from remote regions have access to quality English language learning and life skill development opportunities.

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*The LearnEng program has great potential to improve students' English skills through daily activities, dedicated Shikshandoots, and regular training, ensuring long-term impact.
-Sayali Phadnis*

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Project Photographs

4. VIKASMITRA - VELHE & PANSHET

About Project:

The VikasMitra initiative aims to build educational quality and holistic development among rural students in remote areas of Velhe taluka. The project works through trained local education Community Resource Persons (CRPs) known as ShikshanDoots (SDs) who deliver weekly sessions called Vikasika in the schools. The program's four-part framework- academic skills, scientific temperament, personality development, and national awareness guides the content and pedagogy.

ShikshanDoots receive regular training and exposure to ensure they are well-equipped to guide students. Special emphasis is given to empowering women from local communities (Velhe and Panshet region) to serve as educators and leaders. The Prajna Vikas a sub-program further supports high-potential students with targeted skill development, exposure, and mentoring.

Project Statistics:

Cluster	No. of Schools	No. of Students	No. of SDs (CRPs)	No. of selected students	No. of regular sessions	No. of special sessions	No. of camps conducted
Velhe	28	802	25	100	1050	4	4
Panshet	14	1660	20	125	1410	5	
Total	42	2462	45	225	2460	9	4

Regular Intervention - Vikasika:

During the academic year, the program was implemented across 42 schools in the Velhe block of Pune district. Weekly sessions were conducted in all these schools, reaching out to almost 2,462 students. The students received inputs in various subjects such as reading skills, writing skills, study skills, science skills, map reading, national awareness, physical development, emotional development, art and craft, among others. The students enjoyed these sessions and developed an orientation toward the covered topics. The schools provided positive feedback, appreciating the relevance and effectiveness of the sessions. The content was organized under four major sections of the project. Each major section included sub-sections designed separately for each standard. This structure served as a guiding framework, with run-time changes, improvisations, and additional plans implemented as

The "Shikshandoot" concept in the project, empowers young women from rural areas to interact confidently within their communities and inspiring them to aspire for a brighter future. - Surekha Natekar



needed. The program followed a 'learning by doing' approach, emphasizing experiential learning to enhance student engagement and understanding.



Field visit video

Pradnya Vikas Program:

Out of the 2462 students engaged through regular interventions, around 250 students from Std. 5th, 8th, and 10th were selected for focused support under a special intervention program. The selection was based on a mental ability test and nominations by the teachers and self-nominations. Each student participated in 4 to 5 structured workshops, with a total of 9 workshops conducted on a fortnightly basis. The sessions aimed to build academic and life skills, with content focused on scholarship exam preparation, teamwork, decision-making, communication skills, and more.

ShikshanDoots – Project Team:

Project Team: This year, a total of 45 ShikshanDoots were involved in the project—30 from the Velhe and Panshet and 15 from Pune. To ensure they clearly understood the project objectives, content, and gained hands-on experience in conducting Vikasika sessions, monthly training sessions were organized. In total, 12 such training programs were conducted throughout the year. Regular visits and monthly meetings are held to support and guide these ShikshanDoots.

Primary School ShikshanDoots Training: For the Primary level (Std. 5th to 7th), we engage local women from the same villages. This helps build a stronger, more relatable connection between the students and trainers. Bi-monthly training sessions were organised throughout the year. These sessions focused on activity plans each time, covering both content delivery and pedagogy.

Secondary School ShikshanDoots Training: For the Secondary level (Std. 8th and 9th), college students who are passionate about contributing to education were part of this activity. Their interaction with rural students creates a meaningful learning environment, as they serve as relatable role models with slightly more exposure and experience. These trainers also receive bi-monthly training, ensuring consistent support in content and teaching methodology.

New Initiatives:

Math Games: In collaboration with Sumanthan and DODGE company, math learning materials were provided to all schools. Materials were created for both primary and secondary groups at the Sumanthan Lab. These resources help teach math through games, increasing students' interest and enjoyment in the subject.

Impact:

The students who participated in the sessions experienced a continuous drive for learning and self-improvement. Their bond of ShikshanDoots with the students made the learning process more relatable and enjoyable. The regular sessions enhanced their awareness of various skills and broadened their knowledge base. Schools responded positively, appreciating the contribution to the overall learning environment. The Pradnya Vikas program offered a valuable platform to identify talented students and support them through focused academic and personality development inputs, especially for 10th standard students. Camps helped them with study planning and exposure to new experiences like science activities, city visits, theatre, and skill-building.

The project also positively impacted our ShikshanDoots, many of whom are rural homemakers or students. Some were past participants of VikasMitra. Through this initiative, they gained confidence, earned a small income, and found a meaningful way to contribute to society.

CSR Support:

The support of CSR donors—PolyOne Polymers (Avient), Bloom Combustion Pvt Ltd, and Mr. Kishor Patil—was instrumental in the project's growth this year. Their investment enabled sustained engagement in Velhe and Panshet region, capacity building and exposure opportunities for both students and ShikshanDoots. The return on this social investment is visible in the improved learning environment, leadership potential of students, and empowered local communities.

Special events

This year we conducted some special events which shaped the impact of our overall program. These events were carried out for mainly ShikshanDoots and Students. These events were mainly arranged for exposure to new experiences. All these events provided an unique opportunity to all the individuals who participated, to explore new things, places, people, culture and internalize it. Major events are listed below -

Activity	Summary
Residential Camp ShikshanDoot	A three-day training program was conducted for local women selected as ShikshanDoots, equipping them with effective teaching methods and skills to engage primary-level students meaningfully. This training strengthened their ability to connect with students and deliver quality learning experiences.
10 th Standard Camp	A two-day study camp was organized for 61 students of 10 th Standard in Velhe, focusing on exam preparation through paper solving, mentoring, and planning. The camp effectively motivated students toward goal-oriented self-study.
8 th Standard Camp	A two-day experiential camp was conducted for 48 selected 8 th standard students from Velhe and Panshet to provide exposure them to new learning environments. Students explored science concepts at Pimpri-Chinchwad Science Park, participated in hands-on workshops at Jnana Prabodhini Nigdi, and built friendships through group activities.
5 th Standard Study Trip	A one-day camp was held for 83 selected 5 th standard students to provide new learning experiences through a historical visit to Parvati Hill, a film screening on Shivaji Maharaj, and a creative cake-making competition. The activities encouraged group work, historical awareness, and joyful learning.
10 th Standard Exposure visit	A one-day post-exam camp was organized for 10 th standard students, featuring a film screening of <i>Chhava</i> , a discussion on Chhatrapati Sambhaji Maharaj, and hands-on workshops in electronics, carpentry, VR, and AI. The camp aimed to offer new experiences and inspire purposeful use of vacation
Book Event Visit at Pune	A special exposure visit was organized for 20 ShikshanDoots to the Book Festival at Fergusson College in December. The visit encouraged reading habits, with each participant selecting a book and reflecting on the experience in a follow-up review meeting.
ShikshanDoots Exposure Visit	A two-day study tour was organized for 30 ShikshanDoots, covering Wai, Pratapgad Fort, Sajjangad, the Chhatrapati Shivaji Maharaj Museum in Satara, and Sangam Mahuli. The visit offered rich historical exposure and learning at each landmark.
Subodh Ank (Book Publication for Students)	Five Books (Ank) of the special student edition of Chhatra Prabodhan, Subodh Ank, were released, featuring puzzles, stories, jokes, current events, and moral lessons.

5. CHHOTE SCIENTISTS

About Project

Chhote Scientists is a project designed to enhance students' understanding of science and key skills through hands-on, inquiry-based learning. It encourages students to explore scientific concepts by performing simple experiments and building toys using low-cost, readily available materials. These activities are followed by structured discussions to reinforce key ideas and link them to real-life situations.

The project aims to make science learning more practical, engaging, and meaningful. By blending experiential learning with classroom instruction, it helps students to improve their conceptual understanding. Every child gets an opportunity to actively participate, fostering a scientific attitude by promoting exploration, critical thinking, and curiosity.

Project Implementation

The project is designed for students from 5th to 9th standard, with students grouped based on the specific learning inputs provided. The implementation is structured into three modules:

Execution Structure of the Project



To ensure wide outreach while maintaining the quality of learning, the project follows a multi-model approach for implementation across schools and regions:

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Leading this nationwide activity-based learning project has been a rewarding experience in team coordination and project leadership - Purva Dhokte

Module	Focus Areas	Student reach	Region
Module 1 5 th to 7 th Standard	Builds six key scientific skills: Observation, Questioning, Measurement, Classification, Environmental Studies, and Experimental Design. Structured in three levels.	Maharashtra 62,818	Pune, Mumbai, Navi-Mumbai, Raigad, Satara, Sangli, Kolhapur, Ahilyanagar, Solapur, Latur, Dharashiv, and Yavatmal.
Module 2 8 th and 9 th Standard	Covers six core science themes per std. (e.g., Pressure, Sound, Force & Motion, Chemistry in Daily Life) through activity-based learning.	Maharashtra 55,754	
Module 3 6 th to 8 th Standard	Integrates scientific skills with school curriculum themes, aligned with NEP, for a holistic learning approach.	Other State 35,260	Arunachal Pradesh, Assam, Gujarat, Goa, Karnataka, Kerala, Tamil Nadu, Andhra Pradesh

Model	Approach	Description	Students reach
Model 1	Teachers' Training	School teachers receive structured training on content and methods and then conduct sessions independently.	117,698
Model 2	JP-Appointed Facilitators (Vidyan Doots)	Trained facilitators appointed by the department visit schools to conduct sessions.	34,069
Model 3	Volunteer-Based Approach (College, Corporate & NGOs)	Trained college students, corporate employees (e.g., KPIT), and NGO members conduct sessions. Includes structured internships and certification.	2,065
			Total Students Reach - 153,832

Training Approach for the Project

The Chhote Scientists program emphasizes hands-on, activity-based learning to nurture scientific curiosity and understanding among students. To support this, training is given to teachers, facilitators, and volunteers to help them conduct interactive science sessions effectively. Practical experiments, inquiry-based teaching, and user-friendly learning materials are key parts of the training. All activity-based learning materials and kits are provided to teachers, facilitators, and volunteers so they can carry out activities in the classroom, working with students individually, in pairs, and in groups.

Teachers Training

Teachers were trained in easy and fun ways to teach science. They got special kits and learned new methods to help students understand better. This training helped teachers teach science well in schools. **A total of 912 teachers were trained, reaching 117698 students.**

Facilitator Training

Facilitators were taught how to run monthly science activities using hands-on learning and kits. This helped reach more schools and made science learning interesting. **A total of 32 facilitators were trained, reaching 34069 students.**

Volunteer Training

Volunteers from colleges and employees learned how to teach science with activities. After practice, they taught students in schools, making science fun and easy to understand. **A total of 42 volunteers were trained, reaching 2065 students.**



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It is fulfilling to see teachers rediscover their curiosity and get motivated to learn science in a new way. -Hema Visave-Shejwal

Key Activities and Interventions

The Project incorporates diverse and impactful interventions to foster scientific thinking among students. Regular monthly sessions are conducted by trained teachers and Vidnyan Doots, ensuring continuous engagement with science concepts through interactive classroom activities. These sessions are tracked through structured reports to monitor progress.

In selected schools, weekly modules for 6th and 7th standards use structured skill booklets to build scientific skills alongside textbook learning. Additionally, special guidance sessions are held for competitive exams like the Dr. Homi Bhabha Balvaidnyanik Competition, making complex science topics accessible through simple explanations and small experiments. Notably, one participant, Meera Kale, advanced to Level 4 and won a Silver Medal.

The Out of the Box / Vidnyan Katta pilot program engaged curious students from standard 7th to 9th in experiential science learning through field visits, lab sessions, and theme-based activities. Conducted in both urban and rural areas, the initiative encouraged hands-on exploration and fostered curiosity and confidence among participants.

Competitions

The competition component of the project featured two key formats to different student groups. "V-Solve" was designed for 8th and 9th standard students, involving two levels, each lasting 4 hours, with four selected students from each standard. Meanwhile, "Skill-Synch" catered to students from 5th to 7th standard, also with two levels but of 3-hour duration. The event also featured teacher engagement sessions.

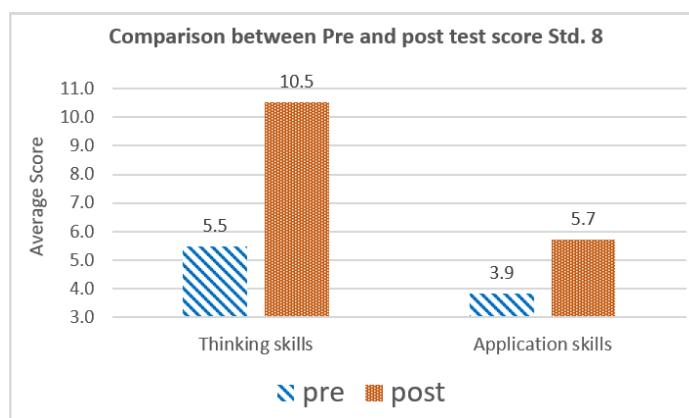
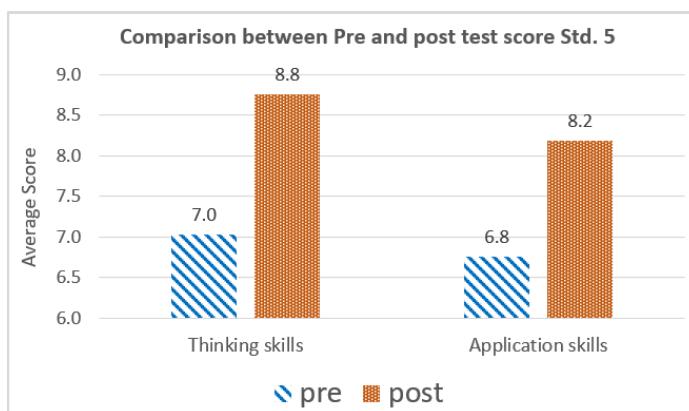
Students were shortlisted for the competition based on a combination of observed participation during activity-based sessions and teacher nominations. Facilitators documented student involvement, curiosity, and scientific thinking while performing hands-on activities. Additionally, teachers from each class were requested to nominate students who demonstrated consistent interest and potential. Using these dual criteria, anecdotal observations and teacher nominations we shortlisted 10 students from each standard. A paper-pen test was then conducted with this group to assess their understanding and application skills. Based on the test results, a final group of students was selected to represent their school at the competition.

Summary of Residential Science Camps for Competition Winners

Std.	Category	Dates	No. of Students	Key Activities
8 th	Problem-Solving Competition Winners	26-29 April 2025	73	Biology experiments, balloon car model, electrical circuits, 3D modelling, Science Park visit, Metro ride
9 th	Problem-Solving Competition Winners	2-5 May 2025	59	Planetarium visit, science exhibits, live experiments, open-area activities, self-study, career guidance
7 th	Scientific Expression Competition Winners	2-5 May 2025	57	Visits to museums and printing press, mechano and 3D models, paper bridge, biology, Indian music and sound sessions

Pre- and Post-Test Assessment

To evaluate the effectiveness of the science sessions conducted throughout the year, pre and post tests were carried out for 5th and 8th standard students in selected sample schools across various clusters. For 5th standard, school from Wadaki, Solapur, Karad, Mangaon, Kolhapur, Ichalkaranji, and Abdullat cluster were chosen, while for 8th standard schools were selected from the Wadaki, Solapur, Roha, and Salumbre clusters. Each test comprised a mix of objective and subjective questions designed to assess students' understanding, thinking skills, and application of scientific concepts. The graph details the students score in the same. This assessment is aligned with the program's learning goals and helped gauge the development of analytical and conceptual learning among students.



The V-Solve competition nurtures curiosity, perseverance, and creativity as students use their knowledge to solve real-life problems

- Santosh Rathod

CSR Support

KPIT Technologies has played a crucial role in supporting the Chhote Scientists program through their generous CSR contribution. Their CSR Contribution has enabled the smooth execution of science activities, teacher and volunteer training, and the provision of essential learning materials. With KPIT's support, the program has been able to reach more schools and students, fostering scientific curiosity and hands-on learning in both urban and rural areas.

Monologues

“

School is not just about books, classrooms, and fixed answers; it is about thinking, exploring, and experiencing learning beyond boundaries. Science especially should move beyond textbooks, encouraging students to question, observe, and experiment in real-life situations. When students develop curiosity, critical thinking, and problem-solving skills, they begin to enjoy science as a natural part of life, not just as a subject.

- Rohit Bondar

”



Competition Video



Teachers Feedback



Students Feedback



Parents Feedback

6. PRADNYA VIKAS

About Project

The Pradnya Vikas Project focuses on the all-round development of students from underprivileged urban communities in Pune by nurturing intellectual abilities, life skills, values, and leadership qualities. Conducted across five centers, the project provides supplementary education through well-structured weekend sessions, interactive workshops, hands-on activities, and exposure visits. With a strong emphasis on character building, self-expression, and social awareness, the program aims to empower students to become confident, capable, and responsible individuals who can contribute meaningfully to their families and communities.



Project Statistics:

There are five Pradnya Vikas centers spread across Pune city at various locations, Mundhawa: Keshawnagar , Hadapsar : Mahatma Phule Vasahat , Vetalbaba Vasahat , Parvati : Janta Vasahat , Dattawadi , Warje : Ramnagar A total of 201 students have been enrolled across these centers.

Curriculum and Teacher Training

The Pradnya Vikas program is designed for students from Std. 7th to 9th, typically aged between 12 and 15 years. Selected students attend classes twice a week on Saturdays and Sundays, with each session lasting two hours outside their regular school timings. Sessions

commence with poetry recitations, prayers, and mindfulness verses, fostering a calm and focused learning environment. The curriculum covers both academic and life skills, followed by worksheets that include thought-provoking and application-based questions. Regular preparatory sessions are held before school annual exams, and homework is assigned based on planned modules. On Sundays, classes start with yoga and Surya Namaskar and end with a closing prayer. Students are provided with all necessary materials, such as science experiment kits, worksheets, arts and crafts supplies and books. Special study materials for scholarship and mathematics exams are also provided.

Additionally, teachers undergo weekly two-hour training sessions every Friday, where they discuss lesson planning, worksheet preparation, student engagement, and solutions to challenges faced during home visits and class delivery, to ensure effective teaching practices.

Project Inputs based on themes

In Pradnya Vikas Project we worked on total 5 themes viz. Study skills, Intelligence development, personality development, education, and Like skills. Along with this some special activities were conducted resulting into total 110 hours of inputs.

Summer Camp

The summer camp and excursion were held from April 26 to 29, 2025, involving 100 participants from five Pradnya Vikas centers, including current students and alumni. The camp featured diverse activities such as creative writing, model making, role-playing, media awareness sessions, and a historical excursion to Lohagad Fort. The sessions aimed to develop students' creative, social, and leadership skills through interactive and engaging workshops.

During the camp, Dr. Leena Deshpande from Bharat Forge Ltd. motivated the students by emphasizing perseverance, adaptability, and the importance of embracing new technologies.

She highlighted the significance of the Pradnya Vikas program in leadership development. The camp concluded with a prize distribution ceremony recognizing students with outstanding participation.

New Initiative: Leadership Development Workshop

As part of the Pradnya Vikas program, students from each of the five centers were selected based on their leadership potential, as observed by teachers and facilitators. In total, 25 students were chosen to be part of a Leadership Development Workshop. These students showed qualities like responsibility, confidence, and a willingness to take initiative. To support their growth, a series of five training sessions was planned for them throughout the year.

Each month, one workshop was held at Jnana Prabodhini, where all selected students came together to learn and grow as future leaders. These workshops were designed to develop important life skills and included topics such as social awareness, communication skills, critical thinking, and creative writing. Students also participated in group discussions, talent development activities, and problem-solving competitions. The aim of the program was to build the confidence, thinking ability, and teamwork skills of the students, so they could become effective and responsible leaders in their schools and communities.

“

The ongoing Pragya Vikas program, guided by our dedicated teacher, has helped us grow in study skills, creativity, scientific thinking, and patriotism.

- Meghana Vikram Padyal

“

Pradnya Vikas classes improved my study habits, boosted my confidence, and guided me well for the 10th board exams. - Arya Saptiskar, Student

Feedback:

Coordinator: Being part of the Pradnya Vikas programme has been a deeply fulfilling experience. Through regular sessions, I have witnessed noticeable growth in students' confidence, academic interest, and participation. The focus on study skills, life skills, and science has created a strong foundation for both academic and personal development. The programme effectively addresses the learning needs of students from underserved communities and empowers them to move forward with greater clarity and motivation. It is encouraging to see how consistent engagement and the right support can bring about such meaningful change - *Santosh Rathod*

Visits and Support from Dignitaries and CSR

The program regularly receives active participation and support from representatives of Bharat Forge Ltd. Dr. Leena Deshpande, Head of the CSR Department. Bharat Forge representatives also actively took part in the Yoga Day celebrations, motivating the students. Mr. Shivanand Swami, CSR Officer and Project Coordinator, frequently visits all Pradnya Vikas centers to engage with students, explain the importance of the program, and coordinate with teachers and project leaders. The consistent CSR support from Bharat Forge plays a vital role in the program's success.



Problem solving competition- Instagram

Special Events and Celebrations

Pradnya Vikas Centers celebrated important occasions such as International Yoga Day and Independence Day. They also organized skill development activities that promoted practical and entrepreneurial abilities, along with student motivation sessions aimed at fostering confidence and aspiration.

7. VIKASMITRA - ROHA

About Project

The VikasMitra project, initiated in the rural areas of Roha taluka, aims to foster the holistic development of students. It focuses on nurturing academic, cognitive, social, and scientific skills. These sessions, known as Vikasika sessions, are conducted in schools by trained facilitators. Core learning areas include listening and reading skills, study steps, observation, measurement, classification, and experimentation. Additionally, the project emphasizes personality development and national awareness by cultivating curiosity, expression, and social awareness through creative activities. The goal is to make learning enjoyable and help students form a positive and confident outlook towards education. For the academic year, regular weekly sessions were conducted for students from Std. 5th to 7th. The project was implemented across 9 schools, reaching approximately 720 students.

Project highlights

The program is focused on enhancing study and learning abilities through activities like reading, writing, listening, self-study, revision, surveying, and note-making to strengthen academic habits. Scientific thinking was encouraged by promoting observation, classification, and measurement using hands-on experiments and real-life examples. Reading fluency, pronunciation, spelling, grammar, and vocabulary were systematically improved through guided reading and dictation sessions. Critical thinking and independent reflection were fostered by training students to ask meaningful questions and engage actively in classroom discussions. Environmental awareness was developed through the study of local biodiversity, food chains, and adaptation, supported by exploratory and creative tasks. The program also emphasized building self-awareness, leadership, emotional understanding, and personal safety through self-reflection activities and good-touch/bad-touch education.

Matrubhoomi Poojan Program

To mark the decade of work by the Educational Activity Research Centre in Roha taluka and celebrate Swami Vivekananda Jayanti, Matrubhoomi Poojan programs were held. The program aimed to foster patriotism, build social awareness, and inspire students to take responsibility for their own development. As part of the initiative, students took a pledge to uphold these values.

A total of 17 events were conducted across 14 schools, 1 college, 1 village-level location, and 1 institution on 11-13 January 2025. A total of 1,478 participants were engaged across 11 institutes during these events.

CSR Support:

The VikasMitra - Roha project is implemented through a meaningful partnership between Jnana Prabodhini's Educational Activity Research Centre, Excel Industries Ltd. (Roha), and Swami Vivekanand Research and Training Institute (Roha), under their CSR initiative. This collaboration aims to improve educational quality in rural communities by supporting sustainable and student-centric programs. The involvement of CSR partners ensures consistent support, professional training for facilitators, and monitoring mechanisms to ensure long-term educational impact in underserved areas.



“

I liked the observation skill the most. Learning this skill has helped me develop the habit of looking at everything closely and carefully. – Siddhi Tupkar

8. VIKASMITRA - PADSARE

About Project

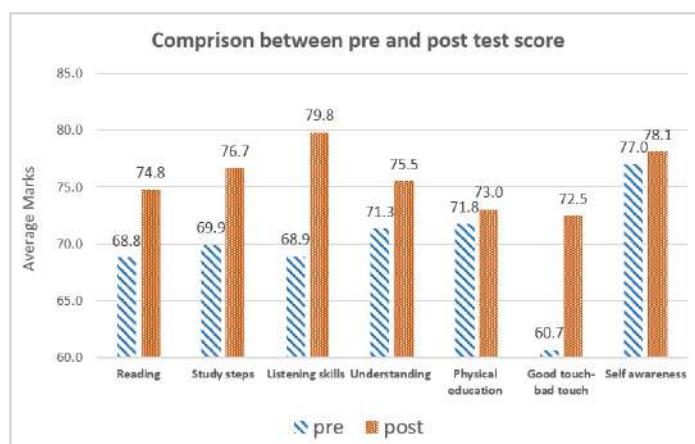
Educational Activity Research Centre initiated the VikasMitra Project in the academic year 2023-24 with the aim of supporting the educational and personal growth of tribal students. The project is being implemented at the Ashram School in Padsare village, Raigad district, and is designed for students from Std. 5th to 10th. Through a series of well-structured, three-day residential camps, the project offers a rich blend of sessions focusing on study skills, science education, personality development, and national awareness. A total of 8 camps were conducted, comprising 211 sessions for 298 Students. These sessions provided consistent and comprehensive engagement for the participants throughout the project duration.

Interventions Under the Project

Under the project, study skills sessions were conducted through camps to enhance students' academic abilities and personal growth. For 10th Standard, sessions focused on building effective habits like reading, note-taking, time management, self-study techniques, handwriting improvement, and foundational mathematics through puzzles and games. Regular activities strengthened listening, writing, and independent learning skills. Chhote Scientists sessions for Std. 5th to 9th provided hands-on, activity based science learning. Pre-secondary students practiced observation, questioning, and simple experiments, while secondary students explored topics like force, magnetism, chemistry, electricity, and mechanical systems like automata models. Personality development sessions across age groups built confidence, creativity, teamwork, and communication through activities such as rakhi-making, paper robots, public speaking, drama, and emotional awareness. National awareness sessions promoted social responsibility and cultural understanding, covering topics like water conservation, civic duties, and India's cultural heritage. Additionally, employees from Afcon and Shapoorji Pallonji were trained in model-making

and science-based activities by the Educational Activity Research Centre. Following the training, they spent a day interacting with students, explaining scientific concepts through hands-on engagement.

At the beginning of the year, a pre-test was conducted for students from Std. 5th to 7th to assess their understanding of basic mathematical operations. Based on the results, students were provided with a specially designed math kit containing engaging mathematical games aimed at improving foundational skills like number recognition, sequencing, and basic operations. Regular practice using these games helped their learning. By the end of the year, an improvement was observed in students' performance, as seen in the post-test results. The kit played a vital role in making learning interactive and boosting students' confidence in mathematics.



CSR Support:

This initiative is made possible through the generous CSR support of Afcon Ltd., a company under the Shapoorji Pallonji Group. Their collaboration has played a crucial role in execution of the program.

“

This initiative has not only strengthened the possibilities of quality education in rural and tribal areas but also laid a strong foundation for sustainable learning outcomes. - Omkar Banait

9. PRERANA SETU

About Project

Prerana Setu is a unique initiative which aims to broaden students' horizons by introducing them to diverse career paths beyond the conventional ones. Conducted through an interactive online platform, the program connects students with professionals from fields like entrepreneurship, artificial intelligence, civil services, social work, design, and the armed forces. These experts share their personal journeys, challenges, and the skills essential for success — inspiring students to set meaningful goals from a young age.

“

These online sessions gave me a chance to know and learn about many career options i can choose in the future.

Collaborative Effort:

Prerana Setu is the result of a strong partnership between EARC and the Jnana Prabodhini Foundation (USA), with a shared vision to nurture the potential of young minds across India. This collaboration has enabled the creation of a consistent and meaningful learning environment where students from rural and urban schools alike can access mentorship from professionals across the globe.

Project reach

Aspect	Details
Total Themes	6 Themes
Total Sessions	21 Motivational Sessions
Schools	23 Schools
Total Students Reached	115 Students (Std 8 th to 10 th)
States Covered	Assam, Arunachal Pradesh, Madhya Pradesh, Maharashtra, Karnataka, Tamil Nadu, Goa
Session Frequency	Every Sunday 2 Hours online Session



Theme	Summary	Number of Sessions
Entrepreneurship	Insights on innovation, business mindset, and startups.	4
AI & Software	Use of AI in life, medicine, and career pathways.	4
Designing	Basics of product design, skills, and self-awareness.	3
Civil Services	Experiences, motivation, and career preparation.	4
Social Work	Role of social work in change and sustainability.	4
Armed Forces	Career paths and inspiring journeys in defence services.	2

10. GYAN-SETU

About Project

This project conducts science and mathematics workshops for students studying in secondary class in remote areas of developmentally challenged states and border states of India through young college volunteers. The main objective of this project is to imbibe the value of national integration among volunteers by using science and mathematics workshops as a tool by reaching the remote places in India. The program featured a wide range of activities designed to engage students and promote interactive learning through hands on activities. Exhibitions (Know our Country) showcases Unity in diversity in India through various topics such as language, food, festivals, tourist places etc. and encouraged curiosity among young minds in these remote areas. Cultural exchange programs highlight the rich diversity of India's heritage, promoting understanding and unity. Additionally, surveys are conducted to gather feedback and assess the educational impact of the program.

The project included planned training and implementation phases to prepare volunteers and ensure smooth execution of activities on-field.

Stepwise process for Volunteers participation in Gyan-Setu Project



Training began with a one-day workshop at Jnana Prabodhini, where volunteers took part in hands-on science activities, mathematics, interactive games, songs, and icebreakers. This helped them understand science concepts better and build strong teamwork. Additional training sessions for the 'Know Our Country' exhibition were organized to promote national integration among volunteers and provide opportunities to engage with students and communities. The exhibition helped students understand India's unity in diversity through maps and interactive games. Volunteers also visited nearby schools in Pune to conduct demo workshop sessions as part of their training. Later, they were given the responsibility to lead workshops during visits to different states. These experiences helped build their confidence and prepared them well for the implementation phase, where they engaged with students and school communities.

“

It helped me face challenges with patience & calmness. I understood that every place is different & needs different approach.” – Sayali

Visit Details

In May 2024, outreach activities were conducted across Assam, Jharkhand, Madhya Pradesh, and Arunachal Pradesh, covering six locations. In June 2024, the efforts expanded to Assam, Meghalaya, Nagaland, and Odisha, with visits to seven locations. In November 2024, activities were carried out in Arunachal Pradesh, Jammu & Kashmir, Bihar, and Assam. Altogether, the program engaged 127 volunteers, covered 126 schools, and reached a total of 12,176 students across all locations.

“

Language was a barrier, but people tried. They would smile, gesture, and even draw things to communicate. We both made efforts.” – Swarali

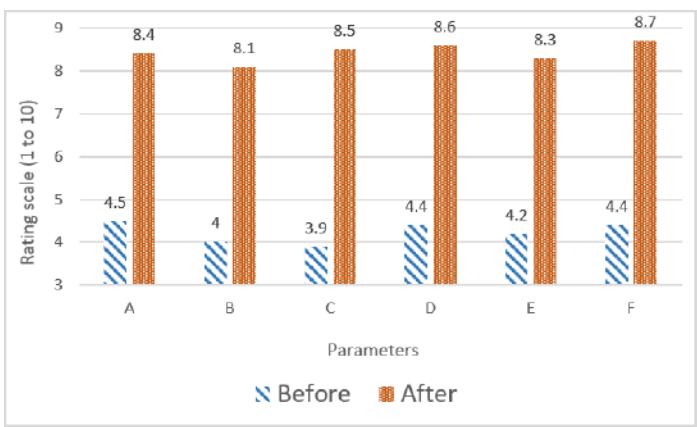
15th August Melawa

The 15th August Melawa 2024 was a memorable celebration attended by over 240 participants, fostering a deep sense of national integration and unity. The event was honored by the presence of distinguished chief guests, Lt. Gen. S S Hasabnis, (PVSM, VSM, ADC (Retired) Deputy Chief of Army Staff) and Mr. Ashish Srivastava from Chhattisgarh, representing Shiksharth NGO.

The program featured a special musical performance by Team Soprano, who delivered a captivating fusion of patriotic songs, inspiring a strong spirit of patriotism. Additionally, volunteers performed a dramatized act portraying a typical day during the Gyan Setu visit, giving attendees a vivid insight into the initiative's on-ground experience. Participating groups were felicitated with certificates, and special prizes were awarded to groups and volunteers for their exceptional contributions.

Impact Assessment

To comprehensively assess the learning and development of Gyan Setu volunteers, a structured evaluation process was implemented. Initially, a Pre-Test was conducted in March for volunteers' baseline understanding of national integration, their readiness for cultural immersion, and their expectations prior to field participation. This helped identify their existing knowledge and attitudes toward engaging with diverse communities in remote and developmentally challenged regions. Following the fieldwork in June and July, a Post-Test was conducted to evaluate changes in volunteers' perspectives, capturing their experiences, reflections on cultural diversity, and the personal growth they achieved, including enhanced confidence, leadership, and communication skills. Additionally, volunteers completed a multiple-choice questionnaire (MCQ) covering core subjects such as Science, Mathematics, and exhibition content to assess their grasp of workshop material and reinforce the practical application of concepts learned during training. Together, these assessments provided valuable insights into both the academic and personal development outcomes of the program, highlighting the significant impact of immersive field engagement on volunteer growth.



Parameter (X Axis)
A. Understanding of National Integration
B. Expectations vs. Reality
C. Personal Growth and Skill Development
D. Gyan-Setu's Impact and Perception
E. Interaction with Locals and Cultural Exchange
F. Role of Mentorship and Teamwork

“

It built my self-confidence to take initiative and responsibility. I've started believing I can make a change, even if it's small.” – Sanket

CSR Support and Community Partnership

The success of the project was made possible through the CSR support of Bloom Combustion India Pvt. Ltd., whose contribution played a crucial role in enabling key activities across states. The consistent support and guidance of local hosts in various regions further strengthened the initiative. Volunteer participation was the driving force behind the initiative, with their commitment, energy, and presence on the ground ensuring meaningful engagement.



Gyan Setu website



Gyan Setu Instagram

11. SELF-STUDY SKILL PROGRAMME

About Project

The Self-Study Skill Programme was launched to strengthen self-study abilities and foster independent learning habits among students. Designed specifically for 10th standard, the initiative aimed to empower students through structured training in self-study techniques, enabling them to plan and manage their academic journey with confidence and discipline. The programme provided a supportive framework to help students prepare effectively for the Secondary School Certificate (SSC) board examinations through guided self-study, planned preparation, and continuous follow-up support.

Participation Overview

The sessions were conducted across various locations including Roha Block in Raigad, CASP Pune (Pune City and Hadapsar), Samta Vidyalay in Hadapsar, Hirkani Vidyalaya in Gavdewadi (Manchar, Pune), Anudanit Ashram School in Padsare (Pali, Raigad), Pune City, Jnana Prabodhini Vidyalaya in Harali (Dharashiv), and Swarupwardhini in Pune. A total of 965 students participated in these sessions.

Self-Study Skills Support for Students

The Self-Study Skills initiative equipped 10th standard students with essential tools to develop independent learning habits and prepare effectively for board exams. Through practical training in study planning, exam techniques, and subject-specific strategies, the programme enhanced students' confidence, time management, and academic clarity. Printed workbooks, mock exams, and goal-setting charts supported revision, while early academic planning sessions helped students take ownership of their learning. Teachers reported noticeable improvements in exam preparedness and reduced stress levels among students.

Roha Block, Raigad: The introduction of science kits brought a new dimension to the programme, fostering hands-on learning and enhancing student engagement in science subjects.

“

I found the practical sessions and printed materials extremely useful. I had never planned my studies in such a structured way before.

12. PARENT SUPPORT GROUP

The Prashala Parents-Yuvati group, meeting twice a month, began exploring various departments of Jnana Prabodhini beyond the school setting. In July, they attended an orientation at the Educational Activities Research Centre, which sparked interest among participants. Seven to eight Yuvatis, including non-Prabodhini members, registered to volunteer. With coordination between the department and the group, roles and expectations were clearly communicated, allowing Yuvatis to contribute flexibly based on their interests.

Their involvement steadily grew, expanding to around 40 active members supporting projects across urban, rural, and tribal schools. From han-

ds-on tasks like kit preparation and camp support to managing events and online activities, Yuvatis became integral to the initiatives. Their reflections, shared in WhatsApp and meetings, inspired continued participation. Guided by the department's support and driven by enthusiasm, the group gained confidence and joy through meaningful contributions—and is eager to stay involved.

Monologues

“

Working on Ganit Prabhatwa examination filled me with joy. Witnessing students' excitement & creativity made this journey truly unforgettable & fulfilling.

13. TRAINING CAMP FOR EARC TEAM

From May 15 to May 18, 2024, for the very first time, the entire department's training camp was held at Jnana Prabodhini's training center in Velhe. The primary objectives of the camp were skill development, understanding Jnana Prabodhini's educational philosophy, grasping the organization's thought processes and strengthening internal team bonding.

The sessions were conducted through storytelling, workshops, lectures, group activities, and individual reading-discussion sessions. One of the most significant highlights was the oath-taking ceremony on the final day of the camp. Seven members took the first-level oath, one member took the second-level oath, and Department Head Mr. Amar Paranjape took the third-level oath.

The camp was attended by approximately 40 to 45 participants, including regularly contributing members, members from the Harali center, and those working as Vidnyan Doot or Shikshan Doot at various locations. A total of nine speakers guided the participants on various topics.

Key Components of the Camp

- **Skill Development:** Communication skills, decision-making skills, personality study (Transactional Analysis), teaching skills.
- **Prabodhini's Philosophy:** Educational philosophy, understanding the history-present-future of the organization, individual reading and group discussions, experience sharing, oath-taking ceremony.
- **Team Building:** Team structuring, task planning and team meetings, evening games, project presentations.

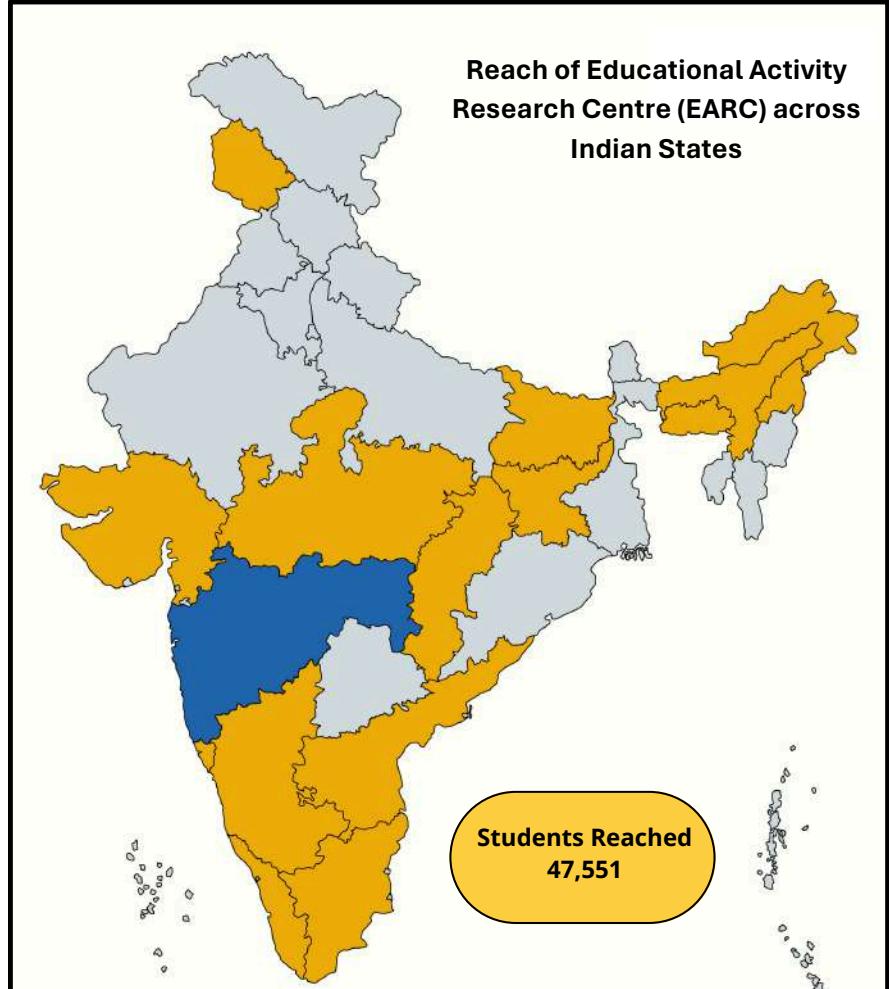
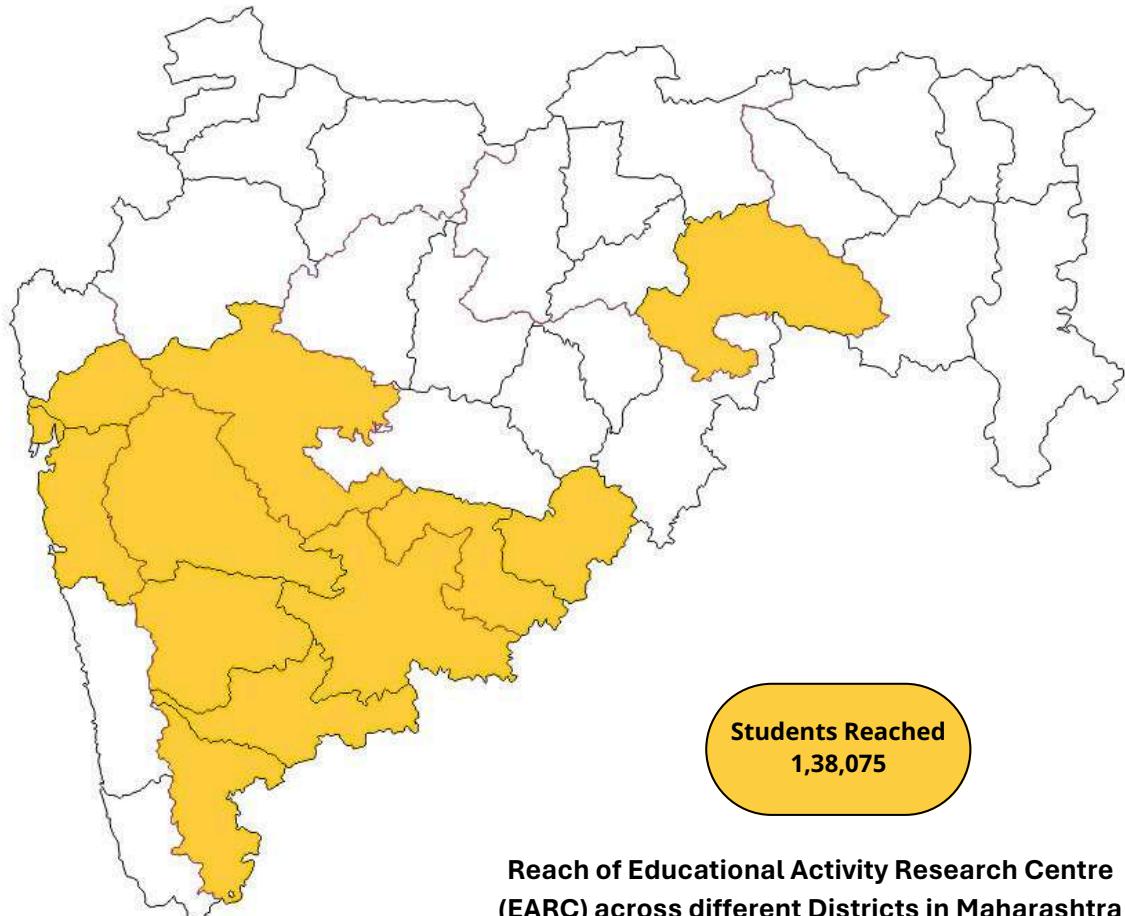
Eminent Speakers:

- Hon. Dr. Girish Bapat – Director, JP
- Hon. Mahendra Sethiya - Executive Head, JP
- Hon. Subhashrao Deshpande
- Hon. Prashant Divekar
- Dr. Savita Kulkarni
- Mr. Nachiket Nitsure
- Dr. Saugandh Deshmukh
- Dr. Deepak Gupte
- Ms. Sanskruti Bapat



14. SUMMER CAMPS 2025

Project	Duration	Content	Student Group	Participating Students
Anubhav Shala	23 to 27 April	Focus on experiential learning, skill development, and creativity, along with the cultivation of values and character.	6 to 11 year	171
Chhote Scientists	26 to 29 April (Std. 8 th)	Experiential Learning, Activity-Based Learning, Field Visits	Std. 8 th	73
	2 to 5 May (Std. 9 th)		Std. 9 th	59
	2 to 5 May (Std. 7 th)		Std. 7 th	57
Pradnya Vikas Project	26 to 28 April	Emphasis on creativity and expression for personality development, along with the cultivation of values and ethics.	11 to 16 year	100
Self study Workshops	26 to 30 April (Salumbre)	Goal setting, study habits, planning skills, study steps, and information restructuring.	Std. 10 th	28
	7 to 8 May (Roha)			54
LearnEng	1 to 20 May	To facilitate children's linguistic, social, and personality development, and to develop various skills.	10 to 13 year	125
Vikasmitra -Roha	26 April to 5 May	Experimental Science and Mathematics, Communication and Leadership Skills, Nature Observation, Interview Techniques, Teamwork Culture, Art, and Creative Thinking.	5 to 9 year	554
Total Participating Students – 1221				





Reading Skills Session



Chhote Scientists Teachers Training - Assam



Self Study Skills Session



Pradnya Vikas Field Visit



Educational Activity Research Centre (EARC) Team



Students making Rakhis with Joy and Creativity



Ganpati Making Workshop (Creative & Cultural Experience)



Chhote Scientists Session



Students Engaged in Leadership Skills Workshop



5th Standard A Day of Discovery



WEBSITE



INSTAGRAM



FACEBOOK



YOUTUBE

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Pune- 411 030

Phone: 020-24207209 / 9022476146
<https://earc.jnanaprabodhini.org/>