

22nd Year

ANNUAL REPORT 2024-25



Identity Foundation

About us

Identity Foundation (E-3981-Pune) is a charitable trust registered with the office of the Charity Commissioner of Pune. Identity Foundation has been working with underprivileged children since September 2003. It is a not-for-profit organization without any political and religious affiliations.

Vision

We, the members of Identity Foundation, our friends, supporters and partners envision a society that respects human rights, especially the rights of children. We envision a society that ensures a safe, secure, stable and healthy childhood with an opportunity for education and development for every child.

Children Reached: 13519

(MLC Activities, Support Class Reading Class & Pre-primary Government School programs, Project Chetana)

Programme Report

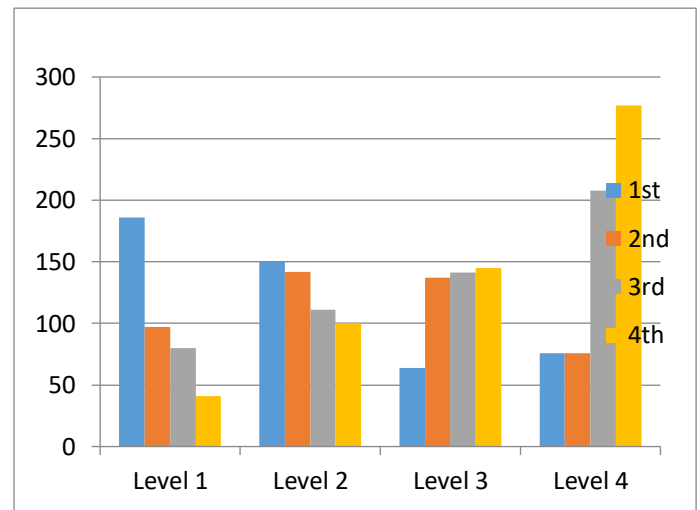
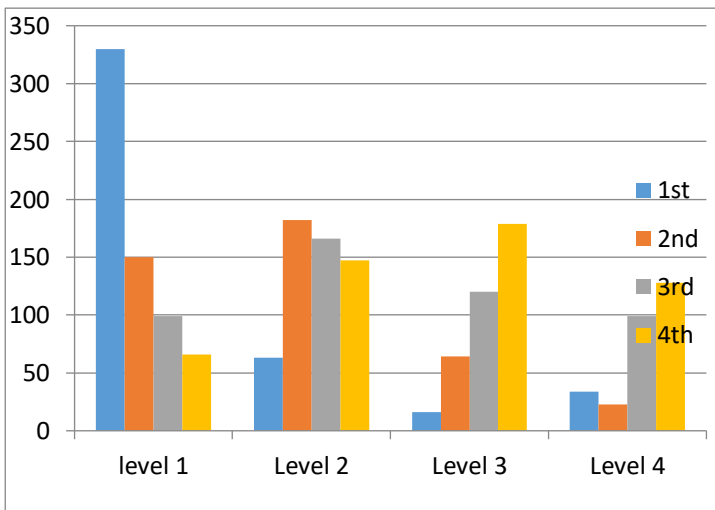


Programme: Reading Class,

Since 2006, Identity Foundation has been conducting Reading Classes in both municipal and private schools. Currently, the Reading Classes are conducted in **15 private schools**.

A dedicated team of educators, fondly known as “**Book Fairies**,” visit these schools during school hours, carrying a wide range of books. They work with students from **Grades 1 to 4**, visiting each class once a week for one hour.

- **Children are grouped** based on reading levels (identified through pre-tests and two post-tests).
- **Books are distributed** as per individual reading levels.
- Sessions include **songs, stories, and word games** to make reading enjoyable.



Number of Activities Conducted at School

Overview of School Activities

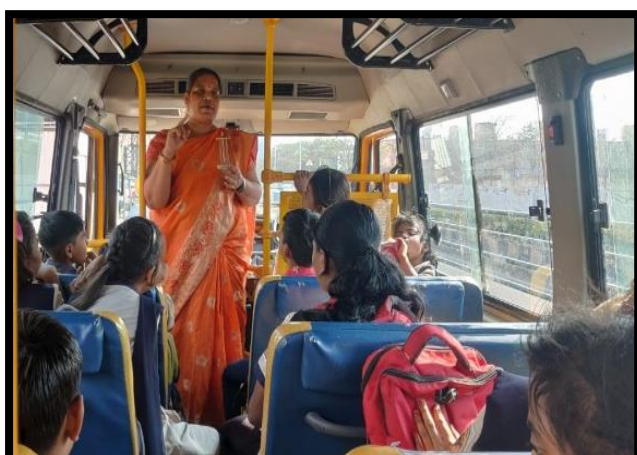
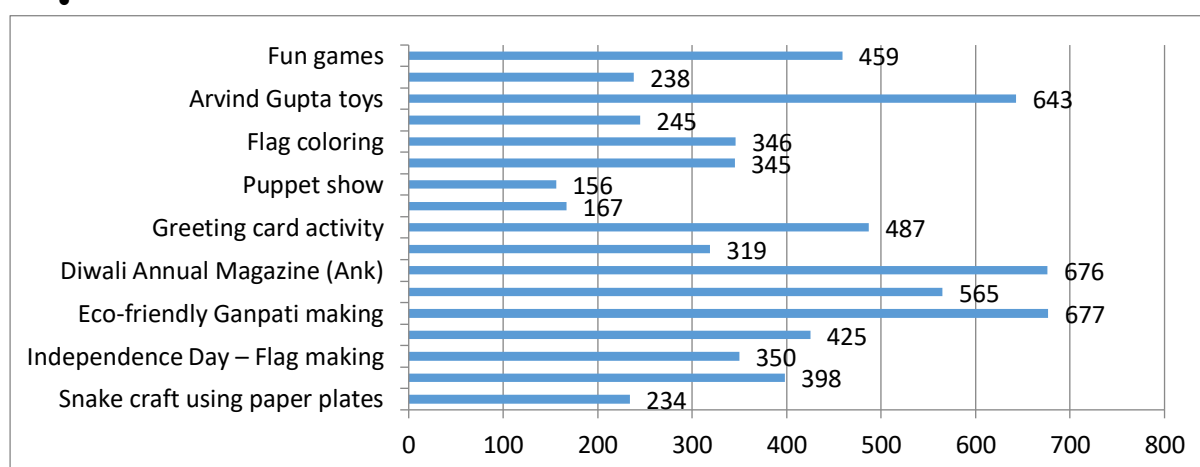
Activities conducted by Book Fairies in alignment with festivals and monthly themes

As in previous years, a variety of creative and engaging activities were organized throughout the year. These activities were conducted with the aim of enhancing student participation, joyful learning, and experiential education. All the activities were carefully planned and executed by the Book Fairies team in accordance with festivals, special days, and monthly themes.

These activities helped nurture students' creativity, social awareness, understanding of cultural traditions, and encouraged group participation. Children from various age groups participated enthusiastically, contributing to a positive classroom environment.

Key Highlights:

- A total of **6,730 students** participated in various activities throughout the year.
- The **Eco-friendly Ganpati Making, Diwali Annual Magazine, and Arvind Gupta Toys** activities received the highest response.
- Activities focused on **arts and crafts, safety awareness, festival celebrations, and parent involvement** were also successfully implemented.
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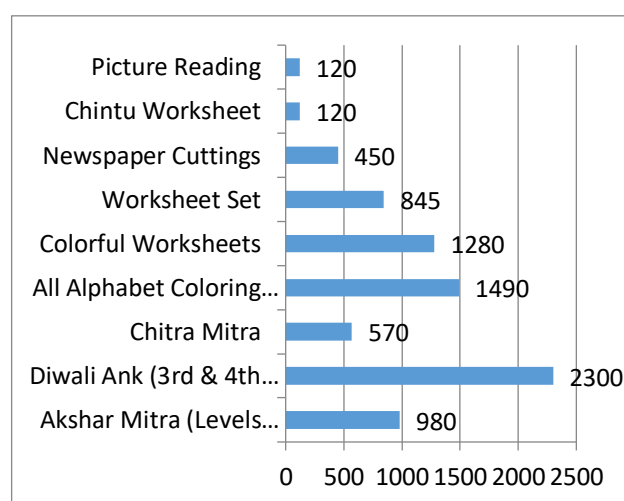
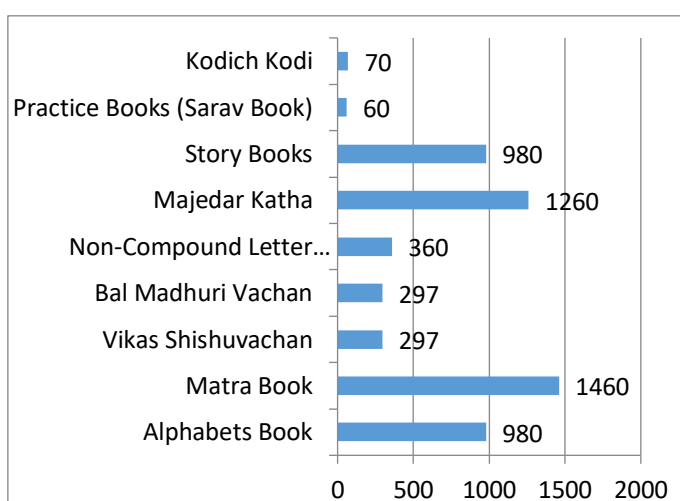


Books and Workbooks Used by Children (Other than IF Material)

Book Distribution and Selection Process for Reading:

For students from Grades 1 to 4, selected books from Publication, *IF Publication*, and other educational organizations are used to support language development and overall learning abilities. These books include stories, poems, and picture books tailored to different reading levels.

To develop reading skills, students are grouped according to their abilities — from **Level 1** (beginner readers) to **Level 4** (independent readers). Based on this classification, each student is provided with books that match their individual reading capacity. While selecting books, preference is given to those with **large fonts**, **simple language**, and **attractive illustrations** to enhance understanding and engagement.



MOBILE Learning and Infotainment Centre

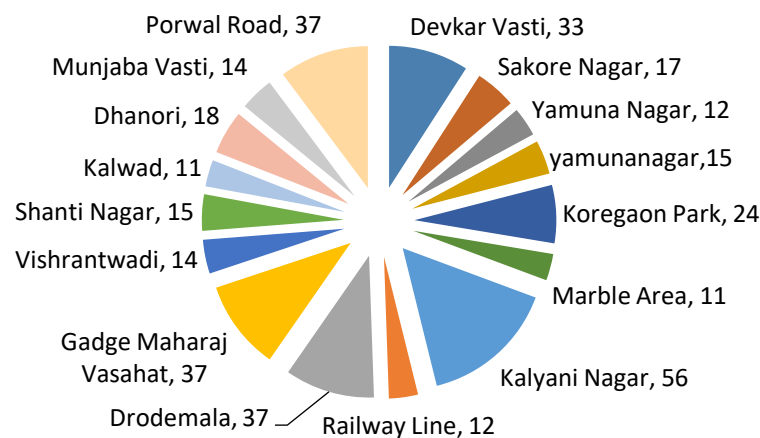
1. School Transportation: Pick & Drop Services

We have two mini-buses available. These buses are used to safely transport children from various community settlements to Pune Municipal Corporation schools on a regular basis.

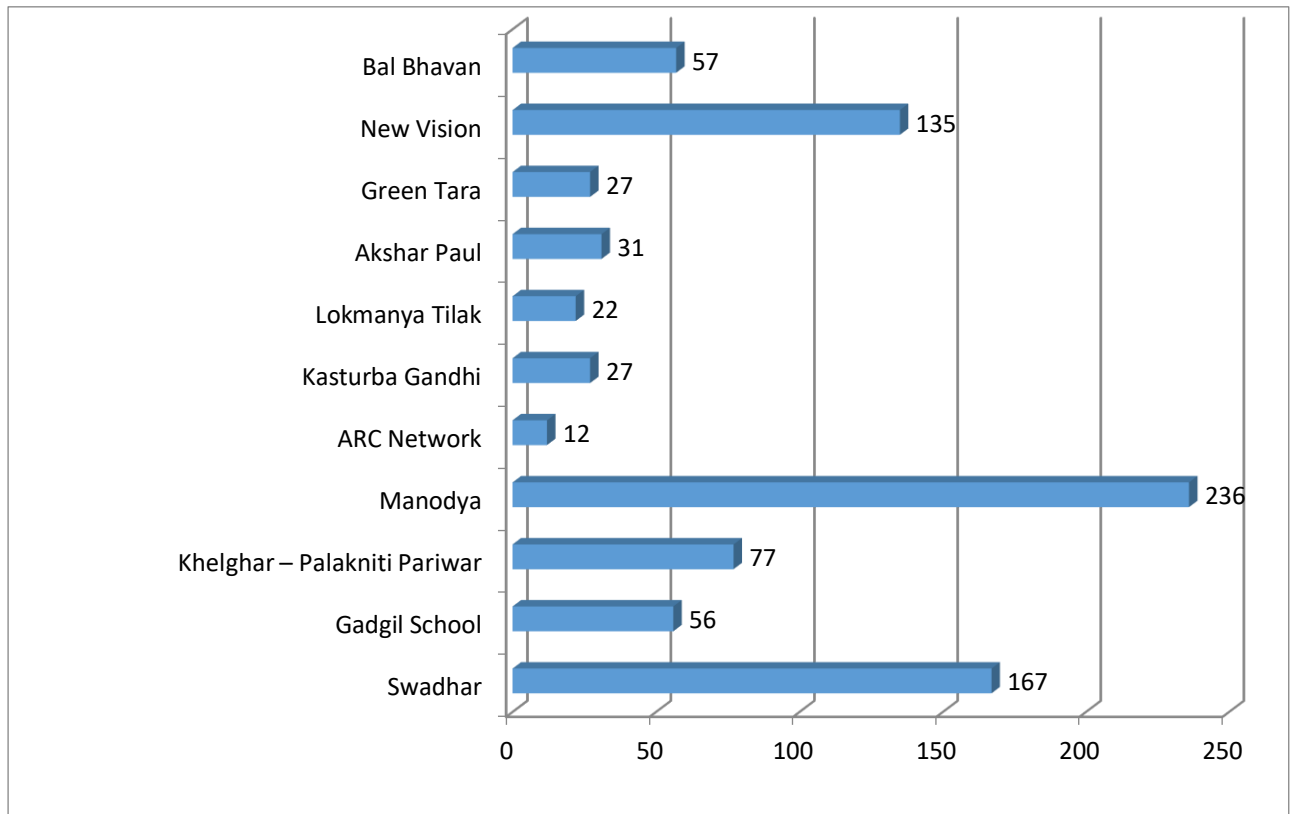
Depending on the circumstances, especially in areas with space constraints, reading sessions or community classes are sometimes conducted directly inside the buses. As a result, these buses serve not only as a mode of transport but also function as well-equipped, safe, and inspiring *mobile learning centers*.

In collaboration with other social organizations and NGOs working in Pune, these buses are also used to take children on educational visits to historical and cultural landmarks such as Shaniwar Wada, Lal Mahal, Mahatma Phule Wada, and various gardens across the city.

This initiative plays a vital role in connecting children from marginalized communities to the mainstream education system. Thus, this transport service becomes a powerful and dedicated educational medium beyond its primary function.



MLC with other Ngo



Support Classes

Although children from various communities do attend schools, irregular attendance often leads to difficulties in their studies. Many times, due to domestic and social challenges, these children miss school. To address this, support classes are conducted in the communities beyond school hours—either during holidays or in evening sessions.

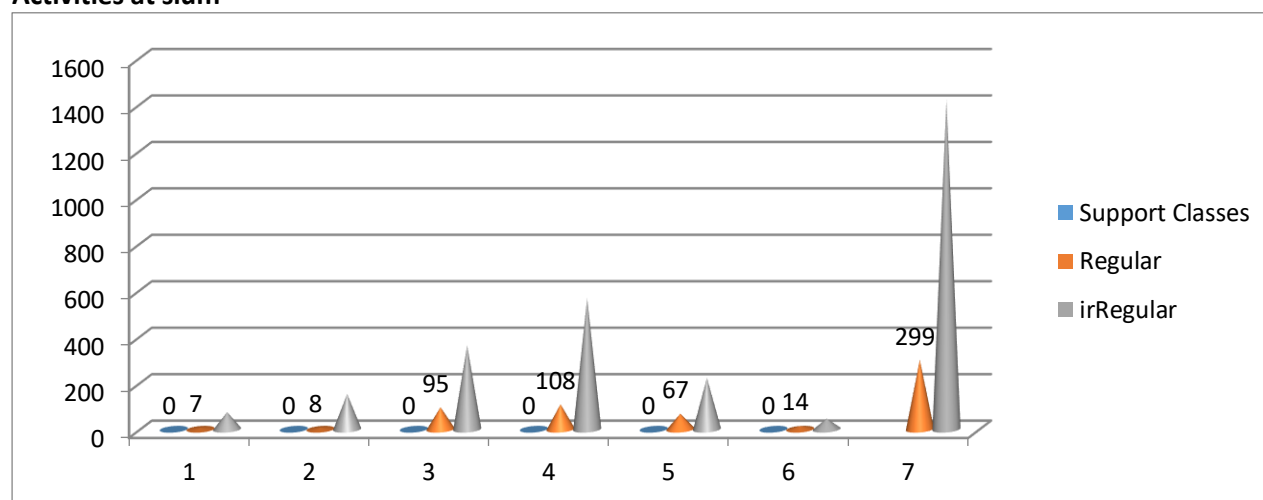
In these classes, teachers provide educational materials, explain concepts in simple language, and help children better understand their school curriculum. Educational challenges are identified and addressed individually.

As part of this initiative, awareness is raised among parents, parent-teacher interactions are facilitated, parent meetings are organized, and home visits are conducted to maintain communication. Surveys are carried out to identify children who are attending and not attending school, and continuous efforts are made to ensure all children remain connected to formal education.

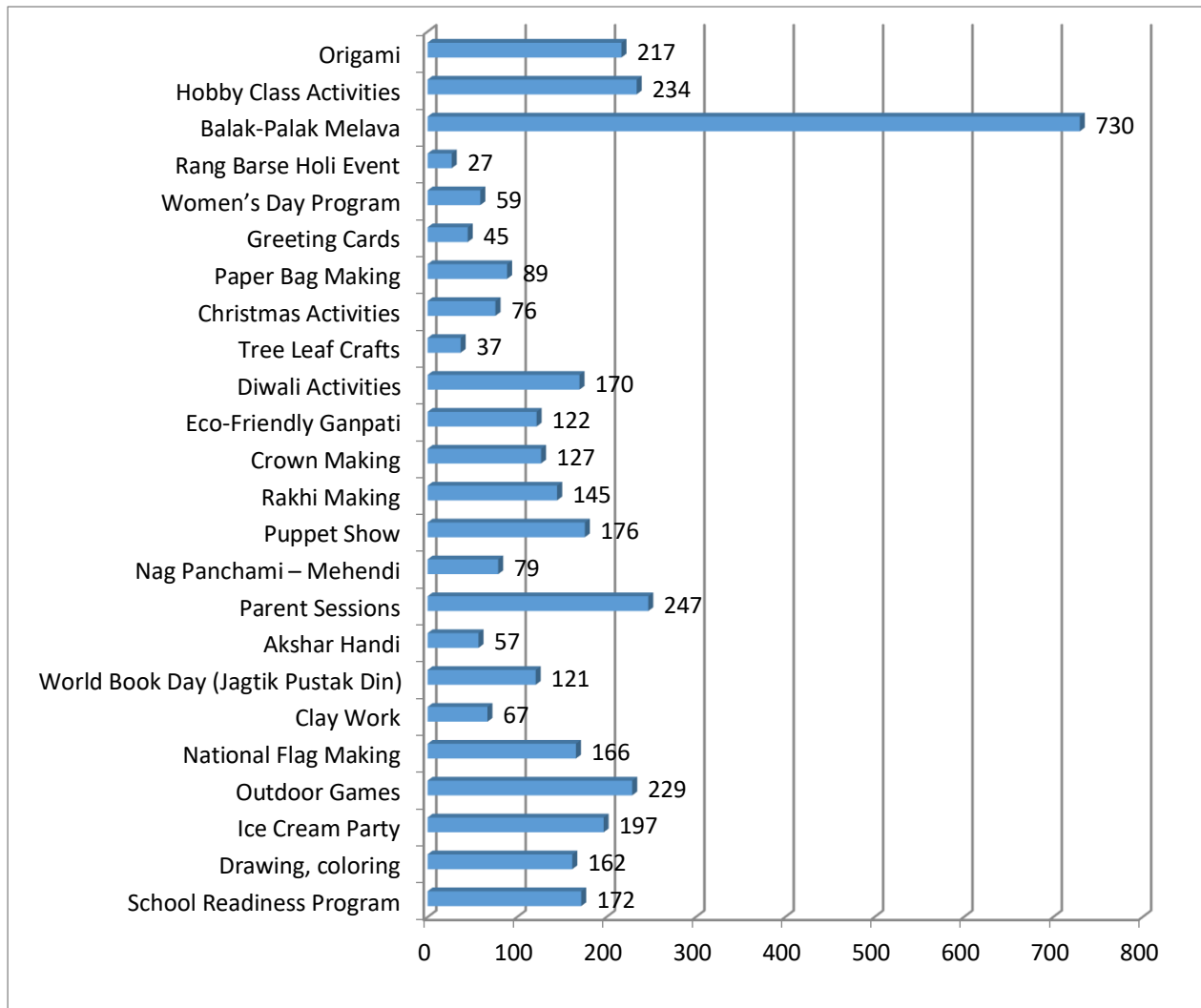
The table below provides information about regular and irregular attendance in these support classes.

Slum Area Activities

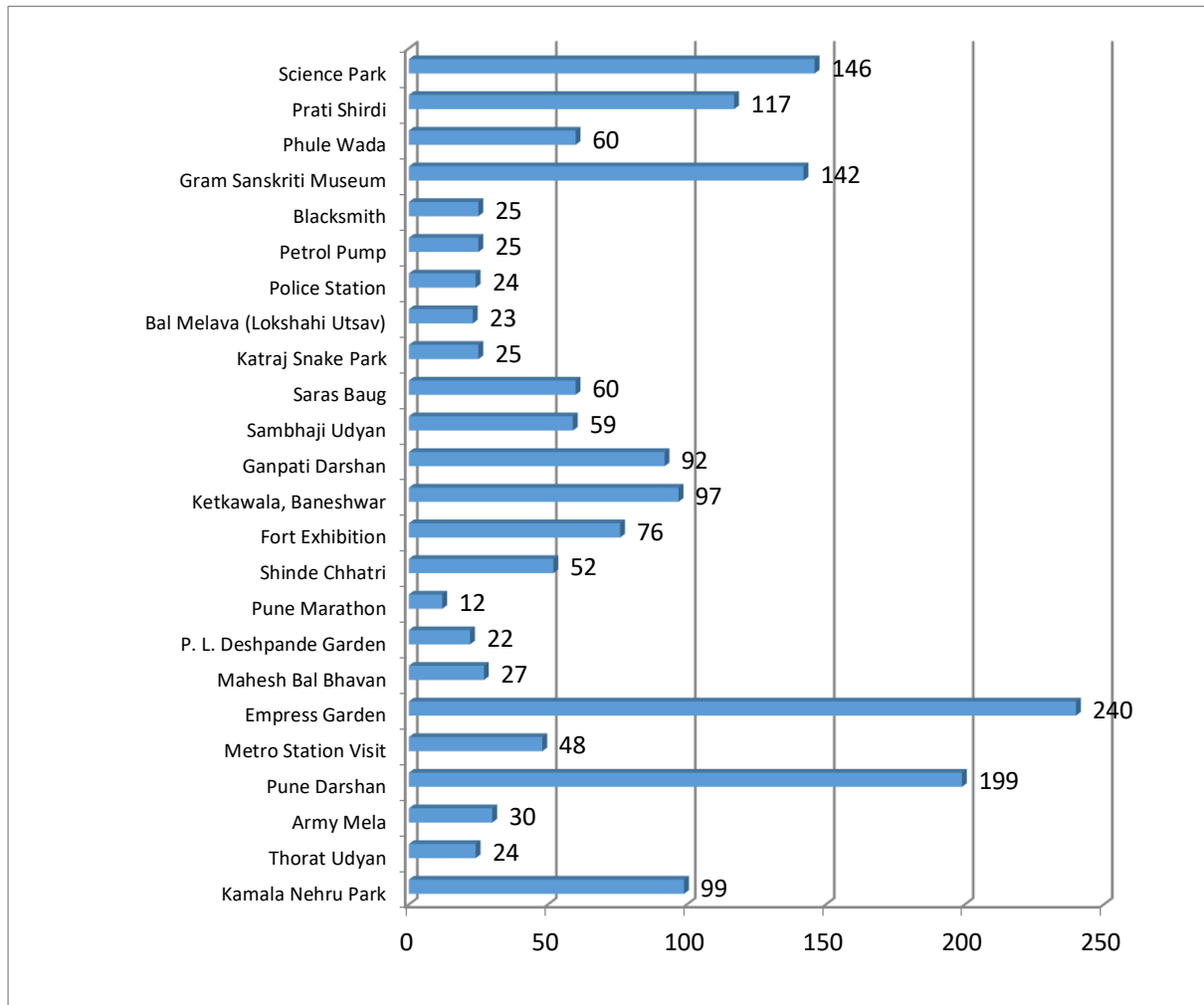
Activities at slum



Activities at slum



Visit at picnics of slum



Khelghar : Playhouse Programme

Playhouse Programme (Khelghar Upakram)

A *Playhouse* is a safe, joyful, and naturally engaging space for children to play. It provides an opportunity for children to play freely and imaginatively. This programme emphasizes learning through joy and creativity.

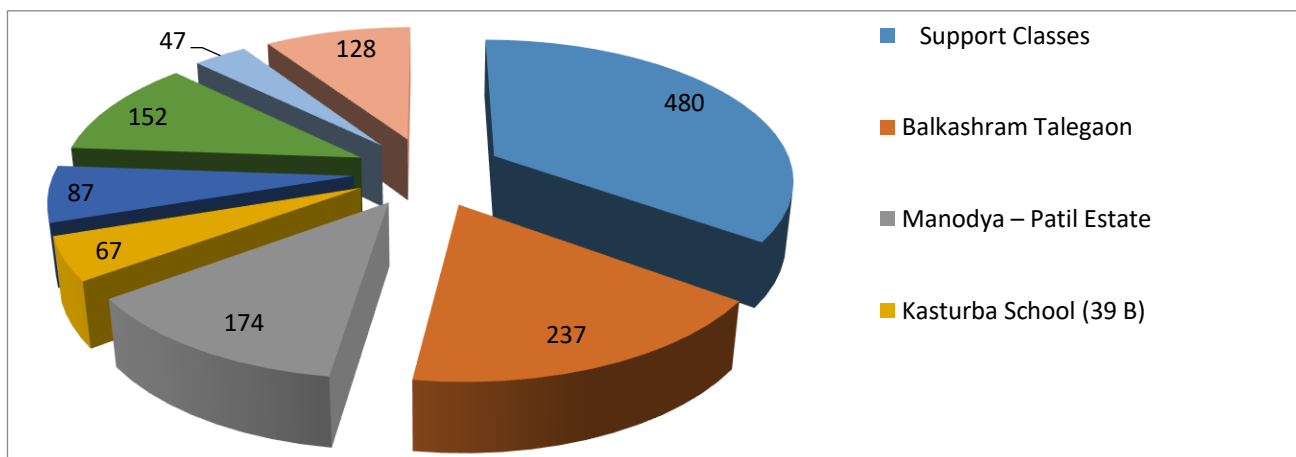
Playhouse in the Bus:

A well-equipped kit of 30 different games is placed in a bus. This kit is delivered to children based on the needs of a locality or community. Children are made to sit in a circle and are encouraged to play various traditional games, outdoor games, and group-based activities that promote participation.

Features of the Games:

The kit includes wooden toys, stacking blocks, miniature houses, and arranging materials. Sometimes, activity-based games are also introduced — for example, children are given a problem to solve, and imaginative games are conducted based on that.

To encourage outdoor play, the organization regularly takes children to nearby parks, playgrounds, or open spaces. This facilitates their physical, social, and emotional development.



Pre-primary Education

Objective of Project Chetana:

The aim of *Project Chetana* is to strengthen Balwadis by providing training to teachers and assistants, establishing a supervisory support system, and implementing simple methods to track children's progress. This enables teachers to ensure the holistic development of all participating children.

Partnership with ICDS:

To empower Anganwadi workers and assistants, a partnership was formed with the *Integrated Child Development Scheme (ICDS)*.

Balak-Palak Melavas and Parent Sessions:

Six parent sessions and Balak-Palak Melavas were conducted in various communities. These sessions focused on topics such as cleanliness, health, nutrition based on child development, parenting, child safety, school readiness, importance of play, relationships, and social development. These sessions helped raise awareness among parents.

School Readiness Activities:

School readiness programmes were conducted in 8 ICDS centers and nearby communities. These included Balak-Palak Melavas designed to help children transition smoothly into formal schooling through educational and social preparation.

Follow-up Visits to PMC Schools:

Follow-up visits were conducted to PMC schools in March 2024. Observations revealed that in 53 out of 60 schools, *Aakar Planning* and the use of the *Chetana TLM (Teaching Learning Material) Kit* was clearly visible and actively implemented.

Improvement in Teaching-Learning Materials (TLM):

Anganwadi workers appreciated the Chetana TLM kit and showed interest in learning how to use the existing materials more effectively. This has led to significant improvement in their teaching practices.

Under Project Chetana, a training session based on the *Aakar syllabus* was conducted, in which over **140 PMC teachers and Anganwadi workers** participated. The response exceeded expectations and highlighted the positive impact of the training in empowering early childhood educators and caregivers.

School/Community



- School Readiness Program (Balak-Palak Melava)
- Community Melava
- Parent Sessions
- Kit Distribution
- Worksheet Distribution
- Community Survey



Training for Staff

Year-round training details:
Throughout the year, various training sessions were conducted for teachers and coordinators under the project. To enhance language skills in children from Grades 1 to 4, trainings on letter games, word games, and language-based games were organized. Guidance was provided on how to conduct learning level assessments and how to develop and use educational materials effectively based on those assessments.

Trainings were also conducted on how to maintain necessary registers and prepare reports required for the School Reading Project. In addition, various techniques for telling songs and stories were taught to help teachers build emotional connections with children and engage them more meaningfully.

To make reading classes more engaging and impactful, emphasis was placed on simplifying classroom processes. Teachers were trained in observation and feedback techniques to help create and maintain a conducive learning environment in schools.

Simple and engaging science experiments were introduced to spark students' interest in science. Moreover, special training sessions were conducted on how to conduct *Aksharkhol* (focused reading sessions), enabling teachers to facilitate reading activities more effectively.

