



**KORU**  
FOUNDATION

Finding sustainable solutions to our  
social and civic problems



*“Embracing Failures,  
Celebrating Growth”*

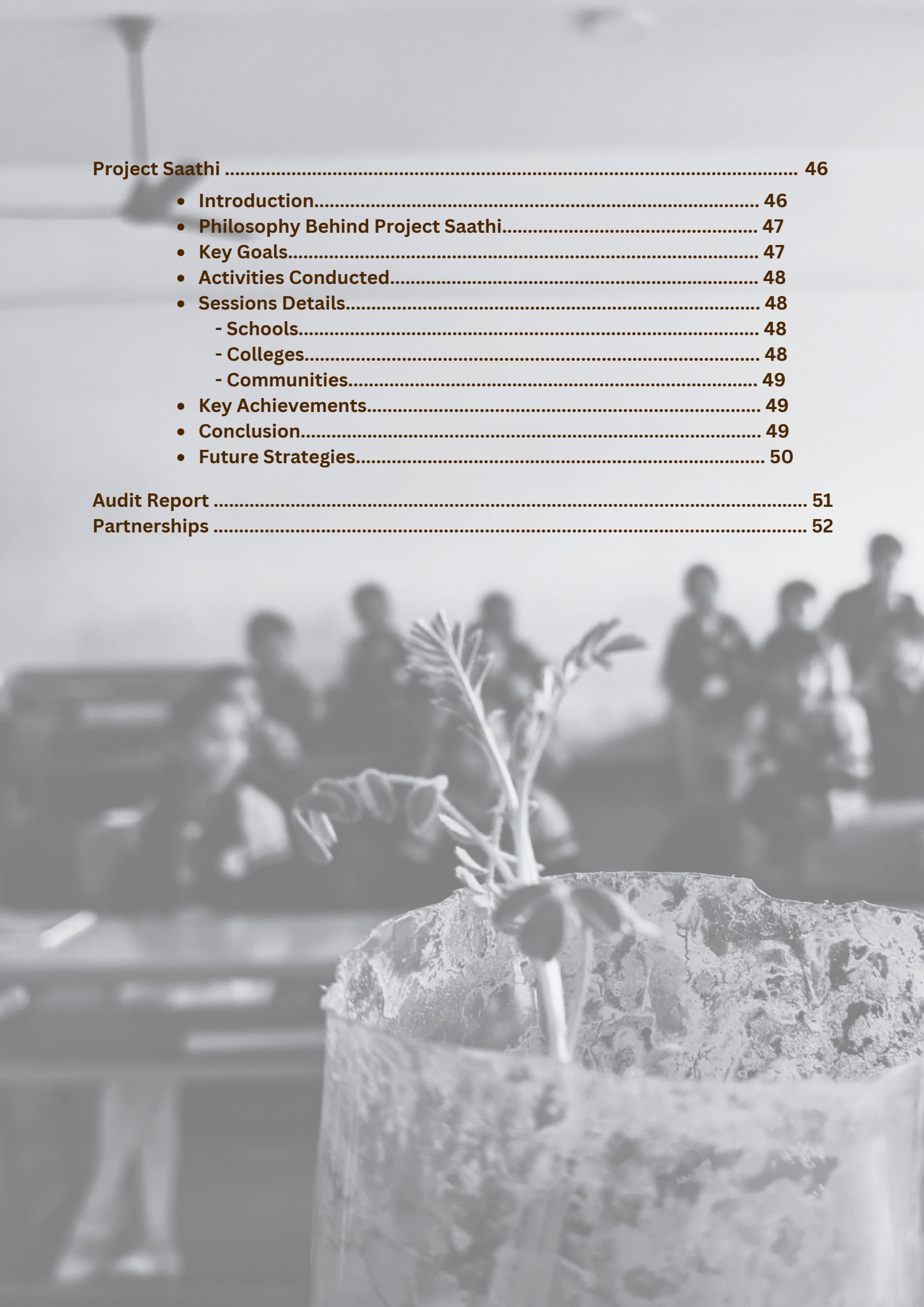
**Annual Report**  
**2024-25**



# Contents

Cover Letter by the Director .....	4
Our Team .....	5
Our Mentors .....	6
Key Intervention Area (SDGs) .....	6
Our Mission and Our Vision .....	7
Introduction of Our Projects.....	8
Highlights.....	9
Project Udaan .....	10
• Introduction.....	10
• Highlights from Odisha and Jamshedpur chapter.....	11
• Our Teaching Model.....	11
• Assessment .....	13
• Community Integration and Class Culture.....	14
• Impact in Odisha Chapter.....	15
• Community center 1 KHUNTGAON Impact report.....	15
• Community center 2 BADBIL Impact report.....	16
• Community center 3 KULIPOSH Impact report.....	17
• Impact in Jamshedpur Chapter.....	19
• School 1 RAJASTHAN VIDYA MANDIR Impact report.....	19
• School 2 SIDHU KANHU SCHOOL Impact report.....	21
• Fellowship Journey.....	24
• Meet our Fellows.....	24
• Key Challenges and Future Strategy.....	28
Project Sanjeevani .....	29
• Introduction.....	29
• Our Vision and Our SDGs .....	30
• Core Initiative.....	31
• Impact of Sanjeevani in schools .....	32
• Our Events and Campaigns .....	33
• Earth Day .....	33
• Run for Van .....	34
• Zero waste marathon: XLRI Runathon 2024'.....	35
• Plogging Drive at Tata Steel Half Marathon .....	36
• Cleaning Drives by Koru Foundation.....	37
• Zero Waste Future through Societies.....	38
• Zero Waste Conferences .....	39
• Grading Sulabh Sauchalaya by Adityapur Municipal Co.....	40
• Cloth Distribution and Upcycling .....	41
• Green Jamshedpur, Har Parivar, Ek ped.....	42
• Promoting Sustainability Through Eco-friendly Products.....	43
• Our Reach & participation for Eco Friendly Products.....	44

<b>Project Saathi .....</b>	<b>46</b>
• <b>Introduction.....</b>	<b>46</b>
• <b>Philosophy Behind Project Saathi.....</b>	<b>47</b>
• <b>Key Goals.....</b>	<b>47</b>
• <b>Activities Conducted.....</b>	<b>48</b>
• <b>Sessions Details.....</b>	<b>48</b>
- <b>Schools.....</b>	<b>48</b>
- <b>Colleges.....</b>	<b>48</b>
- <b>Communities.....</b>	<b>49</b>
• <b>Key Achievements.....</b>	<b>49</b>
• <b>Conclusion.....</b>	<b>49</b>
• <b>Future Strategies.....</b>	<b>50</b>
<b>Audit Report .....</b>	<b>51</b>
<b>Partnerships .....</b>	<b>52</b>



# Cover Letter by Director

I am delighted to share that Koru Foundation officially completed three years on the 9th of February, and with it comes our 3rd edition of the Annual Report. Reflecting on this journey, I feel as though I can recall every moment – the challenges, the triumphs, and everything in between. It has been nothing short of a roller coaster ride.

The phrase "Embracing Failures, Celebrating Growth" truly encapsulates what our journey has been – an honest depiction of the realities of working in the social sector. While success stories are often highlighted, we believe that true progress is shaped just as much by our failures and setbacks. At Koru, we recognize that every step back is an opportunity to learn, improve, and eventually move forward with greater clarity and purpose. Acknowledging these moments openly is essential in staying true to our mission and vision.

In the past year, we had the opportunity to strengthen existing partnerships and forge new ones. Project Sanjeevani presented challenges in convincing some stakeholders about the direct link between environmental sustainability and financial stability. While we didn't always succeed in conveying this message, our zero-waste events stood out as powerful examples for younger generations to follow. Encouragingly, our eco-products segment witnessed more people embracing sustainable choices, a positive sign that change is taking root.

On the education front, Project Udaan continued to empower children with the tools they need to dream big and achieve their aspirations. For many of these children, who often lack guidance in their lives, maintaining their motivation for education has been a formidable challenge. Yet, through the unwavering dedication and compassion of our team, we've witnessed remarkable progress – a testament to the strength of perseverance and belief in their potential.

None of this would have been possible without the incredible individuals who make Koru what it is – people who face daily challenges, moments of exhaustion, and occasional disappointments, yet return each day with renewed hope and determination. It takes courage to keep striving, to keep believing, and to keep building towards a sustainable and equitable future.

As we look ahead, we remain committed to learning from our missteps, celebrating our progress, and continuing to build meaningful partnerships that align with our vision.

Thank you for standing with us on this journey – for believing in our mission, for trusting our process, and for being part of this collective effort to create a better world.

With gratitude and hope,



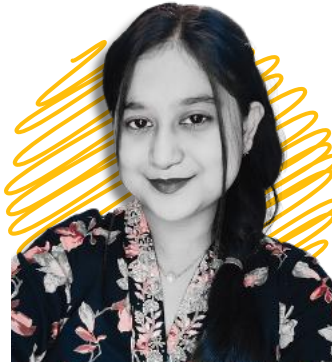
Amit Sinha  
Co- Founder / Director  
Koru Foundation



## Our KPals



**Dipak Kumar Soni**  
Program Manager  
(Sanjeevani)



**Sadaf Khanam**  
Project Coordinator  
(Saathi)



**Akash**  
Ground Support  
(Sanjeevani)



**Shreejita Das**  
Program Manager  
(Udaan)



**Bideshni Patel**  
Community Resource  
Person (Udaan)



**Manish Kumar**  
Program Coordinator  
(Udaan)



**Garima Rohilla**  
Co- founder | Director  
Operations manager



**Madhulika Singh**  
Co-founder



**Amit Sinha**  
Co- Founder / Director  
Koru Foundation

## Our mentors



**Anu Bhatnagar**  
Strategy advisor,  
Outreach and  
Branding Consultant



**Ajit Singh**  
Environmentalist



**Rakesh Shrivastava**  
Horticulturist

## Key Intervention Areas (SDGs)



## Vision

To create a sustainable, equitable and inclusive society where the citizens understand their role and responsibility in maintaining the balance we need for a better future for all.

## Mission

To create a sustainable, equitable, and inclusive society by empowering communities through environmental education, youth development, and gender-responsive health and social initiatives that inspire responsibility, resilience, and collective action.



# Our Projects & Progress





## Project Udaan

Project Udaan stands as a beacon of hope and opportunity for students offering remedial classes through a fellowship program. This fellowship also empowers the youth of the local community to be a building block in this sustainable process where they work as our fellows for this project. Our dedicated team have been working tirelessly to provide targeted support to students, witnessing tangible progress and growth along the way.

At the heart of Project Udaan is our unwavering commitment to student success. Through our remedial classes in Math and English, we strive to bridge learning gaps and foster academic excellence among students facing educational challenges. With each session, we aim not only to enhance subject knowledge but also to instill confidence, critical thinking skills, and a passion for learning in every student we serve.

Project Udaan has successfully benefited 300 students across our two chapters in Sundargarh (Odisha) and Jamshedpur (Jharkhand). The initiative began with a comprehensive assessment using the ASER (Annual Status of Education Report) tool, which evaluates foundational reading and math skills in rural India. This helped us identify learning gaps and design targeted remedial classes to support student progress.

Beyond academics, Project Udaan fosters holistic development and community empowerment. Our fellows, equipped with teaching experience, receive ongoing training and resources to ensure impactful learning. As they guide students, they also gain valuable insights, making this a shared learning journey.

We emphasize sustainability by nurturing changemakers within communities, empowering them to drive long-term educational improvements. Project Udaan also strengthens school ecosystems by collaborating with teachers, parents, and administrators to create a supportive learning environment.

This initiative is more than just remedial classes; it's a movement toward self-sufficiency and lifelong learning. By building strong community foundations, we aspire to create lasting change. As we move forward, our commitment remains unwavering: to empower students, foster growth, and transform education from within. Together, we can create a future where every child thrives.

## Odisha Chapter:

### Key Highlights

1. Total Children Engaged: 174 throughout the year.
2. Impact: This year, 66 children (38%) were impacted through our program
3. Fellows in Odisha: 5 active fellows.
4. Community Learning Centers: 3 locations in Sundargarh district, Odisha
  - Khuntgaon
  - Badbil
  - Kuliposh Colony

## Jamshedpur Chapter:

### Key Highlights

1. Total Children Engage with us: 130
2. Fellows in Jamshedpur: 4 active fellows.
3. We are working with 2 schools in Jamshedpur, Jharkhand
  - Rajasthan Vidya Mandir (Government school)
  - Sidhu Kanhu School (Low-income Private school)





## **Our Teaching model:**

We provide remedial classes for students from Classes 5 to 8 who belong to marginalized communities. These children face many challenges such as poverty, lack of support at home, social pressure, and emotional stress. These issues often cause them to fall behind in their studies, especially in basic reading and math. Our aim is to help these children build their Foundational Literacy and Numeracy (FLN) skills so they can continue learning with confidence.

Before starting our classes, we spend time in the field to understand the children's background, their families, and the larger community. This helps us connect better with them and plan our sessions accordingly. We believe that every child learns differently, so we do not expect the same results from everyone. For us, growth in learning is not linear. Each child improves at their own pace, and our teaching methods try to match that.

To understand the learning level of each child, we use tools developed by the Annual Status of Education Report (ASER). These tools are simple, oral assessments used to check basic reading and math skills. They are easy to use and help us understand where a child stands, regardless of their age or class.

### **For literacy, the ASER tools help assess:**

- Letter recognition
- Word reading
- Paragraph reading
- Basic comprehension

### **For numeracy, they help assess:**

- Number recognition
- Subtraction
- Division

Using these tools, we group children based on their current learning level. This allows us to personalise the support we give. We also use these tools again after a few months to track their progress.

We also include Social-Emotional Learning (SEL) in our sessions. Many children struggle to focus on education because of emotional challenges or difficult situations at home. SEL helps children become more confident, build emotional strength, and feel safe in the classroom. When they are emotionally settled, their learning improves naturally.

Our sessions follow activity-based learning methods, which are supported by the National Education Policy (NEP) 2020. We use games, stories, and hands-on activities to make learning fun and easier to understand.

Our goal is to help children catch up in basic skills, rebuild their confidence, and find interest in education again. With a mix of ASER tools, SEL practices, NCERT based recommended outcomes-based self-development and activity-based teaching, we aim to support every child in a way that works best for them.

## Assessments:

We conduct an initial baseline assessment before starting our remedial classes, using the ASER (Annual Status of Education Report) tools. These tools help us measure each student's current level in Foundational Literacy and Numeracy (FLN) through simple, oral, one-on-one assessments. In literacy, ASER tests whether a child can identify letters, read simple words, read a short paragraph (story), and understand basic meaning. In numeracy, it assesses number recognition (1–9 and 10–99), simple subtraction, and basic division problems.

Based on the ASER results, we divide students into four levels in both literacy and numeracy:

- **Level 1:** Cannot recognize letters or numbers
- **Level 2:** Can recognize letters or read simple words / identify numbers (1–9 or 10–99)
- **Level 3:** Can read a short paragraph / solve basic subtraction
- **Level 4:** Can read a story and answer simple questions / solve division problems

In mathematics

- Learning Group 1 (LG1): Focuses on recognizing single-digit numbers and application
- Learning Group 2 (LG2): Involves recognizing double-digit number and application
- Learning Group 3 (LG3): Emphasizes addition and subtraction and their application
- Learning Group 4 (LG4): Covers division and multiplication and their application
- Learning Group 5 (LG5): Focuses on fraction, decimals, percentage, ration, applying mathematical operations to solve complicated daily like situations, themes like investment, business, tax, etc,

In Language

- Learning Group 1 (LG1): Broadly focuses on recognizing letters.
- Learning Group 2 (LG2): Involves reading and writing words.
- Learning Group 3 (LG3): Emphasizes reading, comprehending, and writing sentences.
- Learning Group 4 (LG4): Covers reading short stories and writing short paragraphs.
- Learning Group 5 (LG5): Includes students who can read Level 3 and 4 Pratham Books and write a variety of writing creatively.

our learning groups are broadly based on levels defined by the ASER tool (Annual Status of Education Report) the years. the Project Udaan team defines Learnings levels with more clarity with NCERT recommended learning outcomes. Each learnings group is structured around specific themes, with a set of defined learning outcomes to cover various aspects of each learning group.

These levels help us understand exactly what support each child needs. For example, a child in Level 1 for literacy needs help with sound recognition and vocabulary, while a child in Level 3 needs support in fluency and understanding the meaning of what they read. Similarly, in math, a Level 2 student may need help with number sense, while a Level 4 student can begin working on word problems or logical thinking.



We use these levels to group children according to their learning stage, not their age or grade. This allows us to target our teaching more effectively and make sure each child gets the right kind of attention.

In addition to the baseline, we conduct midline and endline assessments every six months. This helps us track learning progress over time and adjust our teaching methods if needed.

However, we believe that academic assessments alone do not show the full picture of a child's learning. That is why we also track non-academic progress through regular classroom observations. We note changes in their behavior, focus, participation, and interest in learning. We observe if students are asking questions, answering during sessions, attending regularly, and showing signs of emotional and social growth.

This combination of academic data and observation gives us a holistic view of each child's development and helps us plan better interventions that go beyond textbooks and truly support the child's learning journey.

### **Community Integration:**

Our approach to remedial classes goes beyond just working with schools and students. We actively involve the community, families, and parents to create a more supportive learning environment. Understanding a child's home situation is important to us, which is why we conduct regular community visits alongside our sessions. These visits help us learn more about the students' surroundings, the challenges their families face, and the kind of support available at home.

We believe that parental involvement is essential for a child's educational growth and focus. To strengthen this, we organise meetings between parents and our fellows or educators. These meetings allow parents to better understand their child's learning journey, struggles, and progress. They also create space for meaningful conversations between educators and families.

In our interactions, we try to understand parents' views on education, their hopes for their children, and the obstacles they face whether related to livelihood, time, or resources. These conversations help us build trust and shape our teaching in a way that respects the family's realities while encouraging them to support their child's learning.

By connecting classrooms with communities, we aim to build a strong foundation for long-term educational change.

### **Class Culture:**

As part of building a positive classroom culture, we focus on creating a safe, respectful, and engaging learning space for both students and educators. Along with promoting ethical practices and classroom discipline, we have introduced activities that support students' overall growth and self-expression.

In our Odisha chapter, we have a wall magazine called "Rangeen Patrika", where students can express themselves through stories, drawings, poems, and articles. The magazine is fully designed and managed by the students they take decisions on layout, content, and presentation. This gives them a sense of ownership and confidence.



We also have a special reflection seat in the classroom. If a student behaves inappropriately such as fighting or disturbing the class they are encouraged to sit and reflect on their actions. We do not believe in corporal punishment. Instead, we give children the time and space to think, understand, and learn from their behaviour. This helps them build self-awareness and critical thinking.

We also have a creative corner where students can display their artwork and creative projects. To make learning enjoyable, we include movie screenings, storytelling, nature walks, and hands-on activities. We believe that learning is not limited to the classroom—it is a continuous, joyful journey.

## Over All Impact

- Improved Parent Engagement:
  1. Local festivals, parent-teacher meetings, movie screenings, and door-to-door visits.
  2. One-on-one conversations and surveys to better understand community needs better.
- Strengthened Fellowship Program:
  3. The second round of the Udaan teaching fellowship program has been started in due time.
  4. One Udaan fellow was promoted to Project Coordinator as per our alumni vision.
  5. Two fellows extended their fellowship period also as per our alumni vision.
  6. More fellows joined than in the previous year as per our plan.
- Expanded Reach:
  7. Engagement extended to low-income private schools, in addition to government schools and learning centers.
- Curriculum Development:
  8. Udaan curriculum finalized in written form.
  9. Development of several worksheets and learning materials.

## Impact (Odisha Chapter)

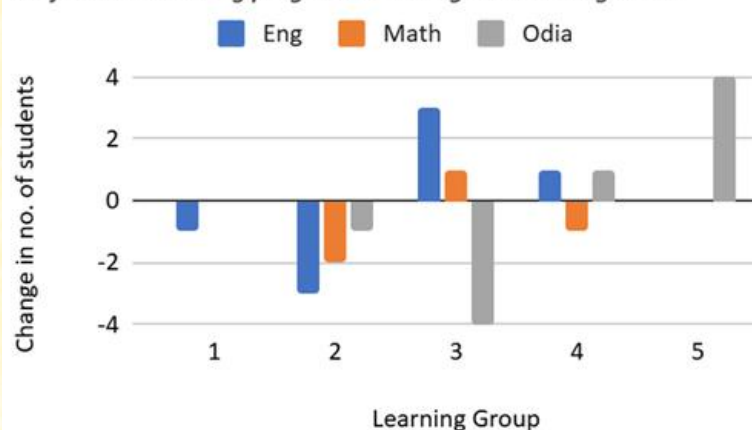
### Children’s learning progress

- In terms of change in learning groups for both language and Mathematics
- In terms of change in advancement levels in learning groups appropriate learning outcomes

### Section 1: Change in learning groups Khuntgaon Community learning center

Learning group	English	Math	Odia
1	-1	0	0
2	-3	-2	-1
3	3	1	-4
4	1	-1	1
5	0	0	4

Subjectwise Learning progress at Khuntgaon Learning center



- In language learning, Learning Group 1 (LG 1): broadly focuses on recognizing letters. Learning Group 2 (LG 2): Involves reading and writing words. Learning Group 3 (LG 3): Emphasizes reading, comprehending, and writing sentences. Learning Group 4 (LG 4): Covers reading short stories and writing short paragraphs. Learning Group 5 (LG 5): Includes students who can read Level 3 and 4 Pratham Books and write creatively using their imagination. Each learning group is structured around specific themes, with a set of defined learning outcomes.
- Learning Group 1 (LG 1): Focuses on recognizing single-digit numbers, Learning Group 2 (LG 2): Involves recognizing double-digit numbers, Learning Group 3 (LG 3): Emphasizes addition and subtraction, Learning Group 4 (LG 4): Covers division and multiplication. Each learning group is structured around specific themes, with a set of defined learning outcomes to cover various aspect of each learning group.

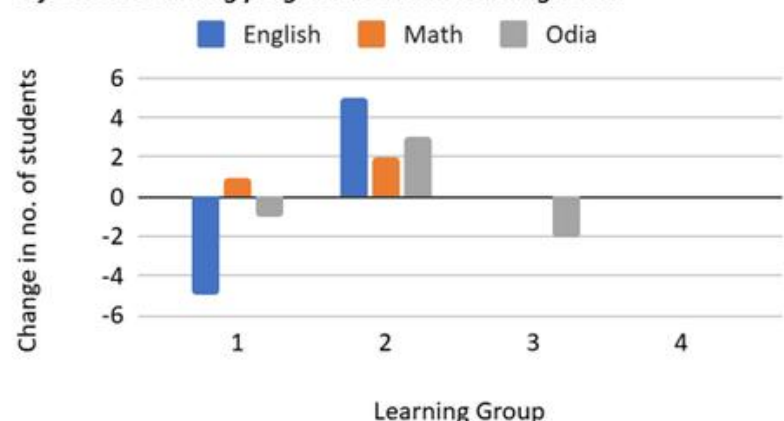
Comparison of Assessments: This data compares the assessments conducted in November 2023 and July 2024 to track progress.

- Session Duration: A total of approximately 158 sessions were conducted over 5 months.
- Average Attendance: Each student attended an average of 17 days per month out of 26 days.
- Overall Attendance Rate: On average, children attended 85 out of 158 sessions (53%).
- As per the days' count, children attended approx three months out of 5 months

### Badbil community learning center

Learning group	English	Math	Odia
1	-5	1	-1
2	5	2	3
3	0	0	-2
4	0	0	0

Subjectwise Learning progress at Badbil learning center

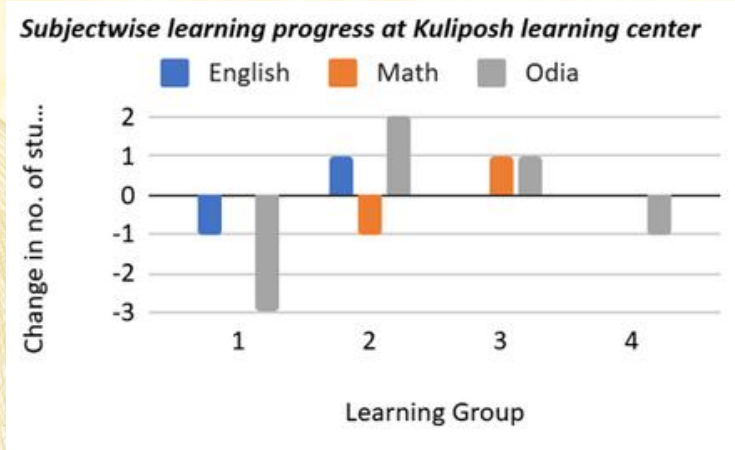


### Assessment Comparison:

- This data compares assessments conducted in February 2023 and January 2024 to evaluate progress.
- Total Sessions Conducted: Approximately 268 sessions were held over 9 months.
- Average Monthly Attendance: Each student attended an average of 6 days per month out of 26 available days.
- Overall Attendance Rate: On average, children attended 54 out of 268 sessions (20%).

### Kuliposh colony community learning center

Learning group	English	Math	Odia
1	-1	0	-3
2	1	-1	2
3	0	1	1
4	0	0	-1



- Assessment Comparison: This data compares assessments conducted in July 2024 and November 2024 to measure progress.
- Total Sessions Conducted: Approximately 115 sessions were held over 4 months.
- Average Monthly Attendance: Each student attended an average of 9 days per month out of 26 available days.
- Overall Attendance Rate: On average, children attended 36 out of 115 sessions (31%).

### Analysis

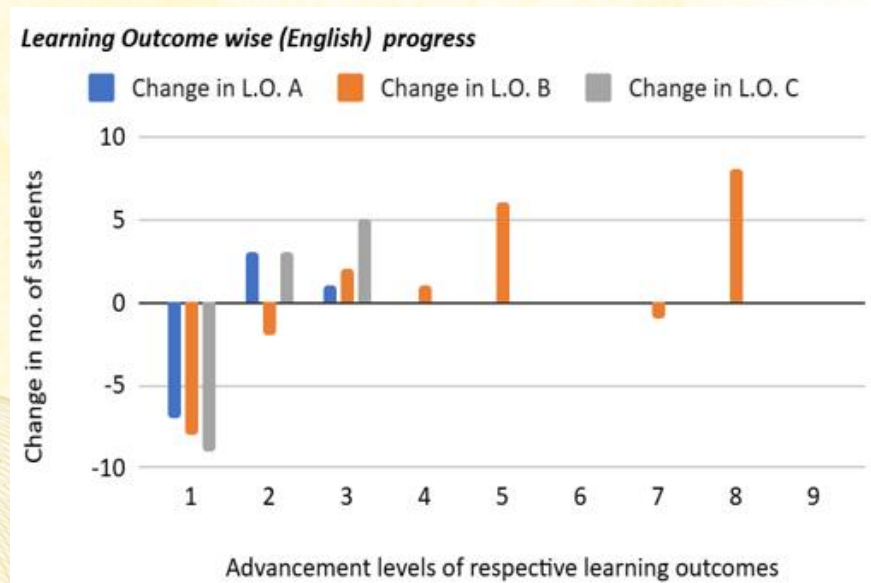
- Shift in Lower Learning Groups: A decrease in lower learning groups(1,2,3) indicates that students have progressed to higher learning levels(3,4,5), signifying forward progress.
- Shift in Higher Learning Groups: A decrease in higher learning groups reflects a decline in learning levels, indicating backward progress.

## Section 2: Change in advancement levels in learning outcomes

Certain learning outcomes are analysed to track changes in advancement levels. This data represents all three learning centers together.

**English**

Advancement levels	Change in L.O. A	Change in L.O. B	Change in L.O. C
1	-7	-8	-9
2	3	-2	3
3	1	2	5
4	0	1	0
5	0	6	0
6	0	0	0
7	0	-1	0
8	0	8	0
9	0	0	0



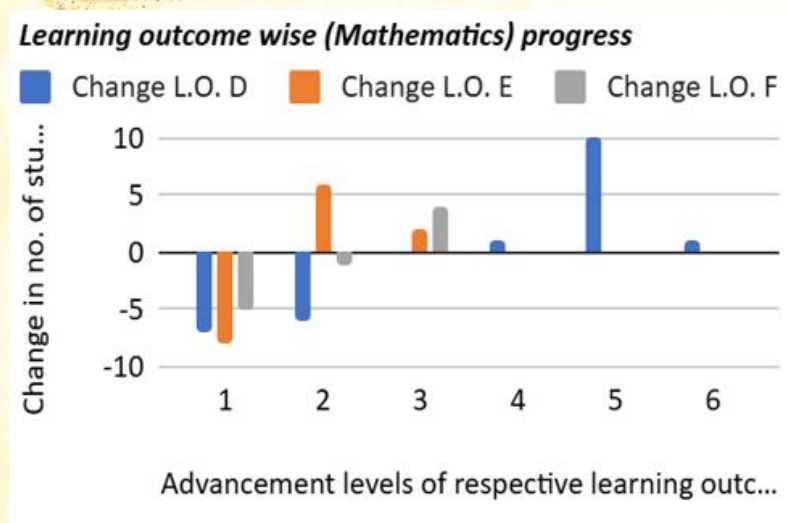
A: composes and writes simple, short sentences with space between words.

B: responds to comprehension questions related to stories and poems, in English and in writing (phrases/ short sentences)

C: reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it.

**Mathematics**

Advancement levels	Change L.O. D	Change L.O. E	Change L.O. F
1	-7	-8	-5
2	-6	6	-1
3	0	2	4
4	1	0	0
5	10	0	0
6	1	0	0





D: Addition and subtraction of numbers 1 to 20 , three-digit, more than three

E: solves simple daily life problems using addition and subtraction

F: Divides a given number by another number using standard algorithms

### Analysis

- Shift in Lower advancement level: A decrease in lower advancement level indicates that students have progressed to higher advancement levels for that particular learning outcome, signifying forward progress.
- Shift in higher advancement level: A decrease in higher advancement level reflects a decline in advancement level, indicating backward progress.

To be included in next year evaluation-

1. Creating rubrics for measuring children's socio-emotional development which is directly associated with behavioural change.

2. Comparison of Children's Attendance with Previous Year.

## Impact (Jamshedpur Chapter)

In Jamshedpur, we began our work with one government school. After spending time working closely with the students and teachers, we observed a visible improvement in learning levels and overall engagement. Encouraged by this positive change, we decided to expand our reach and added one more school, a low-income private school.

Currently, we are working with two schools:

- Rajasthan Vidya Mandir, a government school
- Sidhu Kanu School, a low-income private school

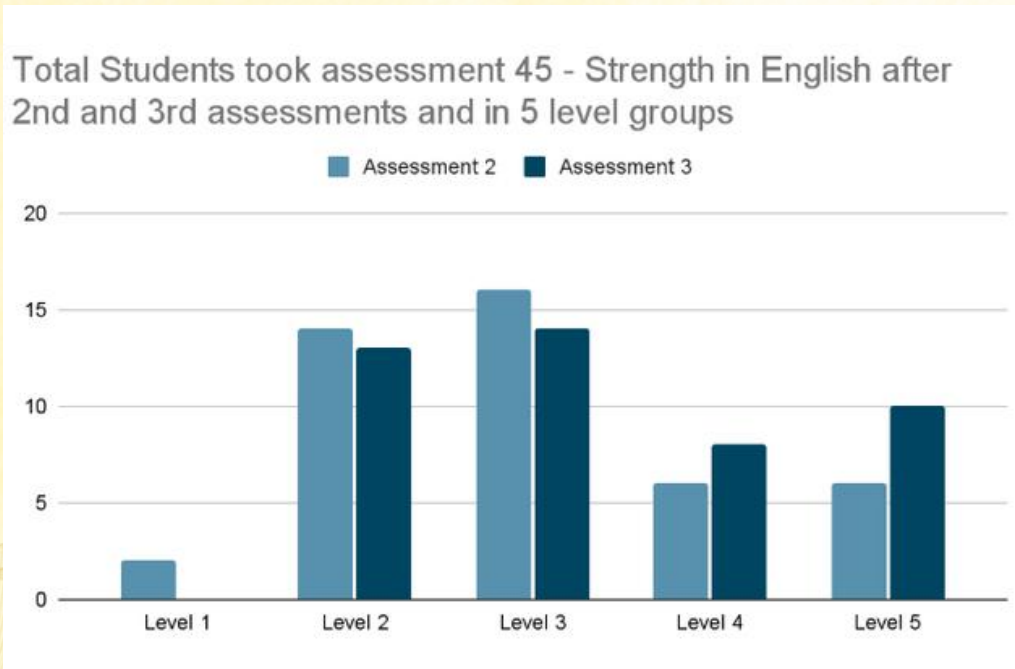
In **Rajasthan Vidya Mandir**, we conduct classes twice a week for one hour each day, totaling two hours per week.

In addition to regular academic sessions, we also organize activity-based learning days for students. These sessions include engaging activities like educational games, group projects, and even watching movies that carry meaningful lessons. These days are designed to make learning fun and interactive, helping children connect with the content more deeply.

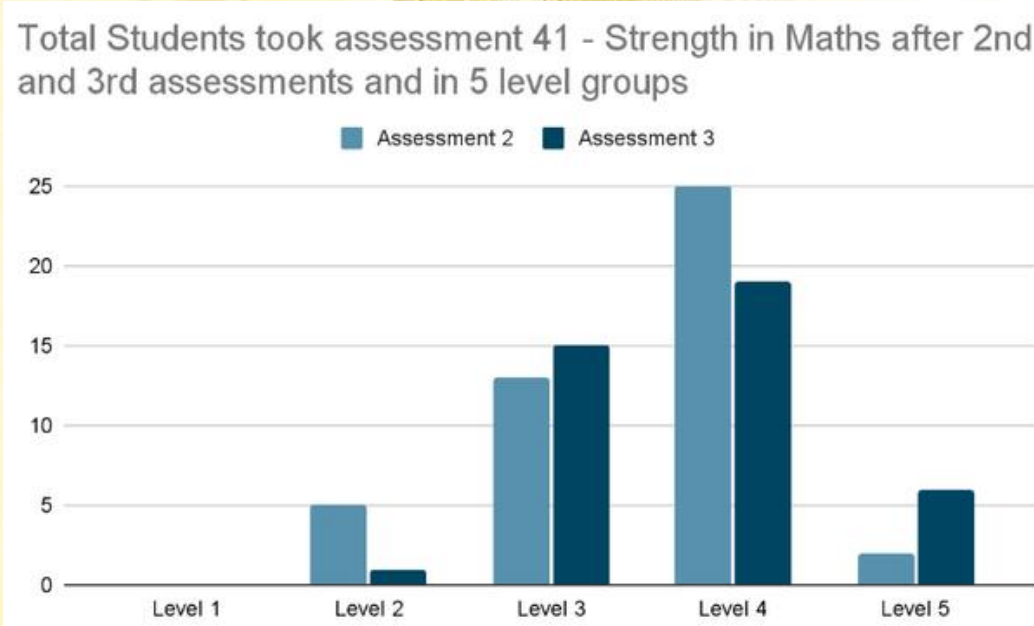
Through these efforts, we aim to create a strong, supportive, and sustainable learning environment for children in underserved communities.

### 3rd Assessment (Sep. 2024) in RAJASTHAN VIDYA MANDIR

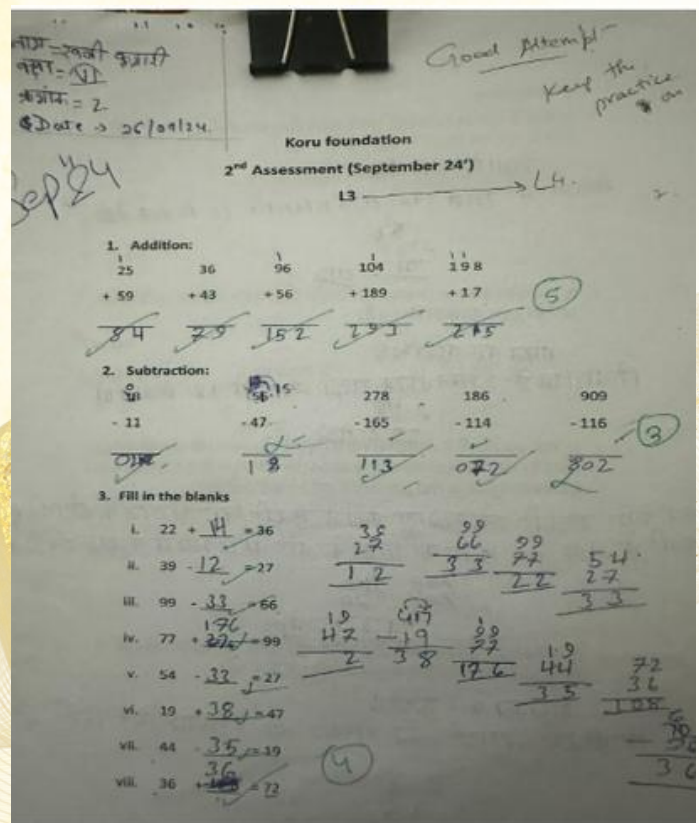
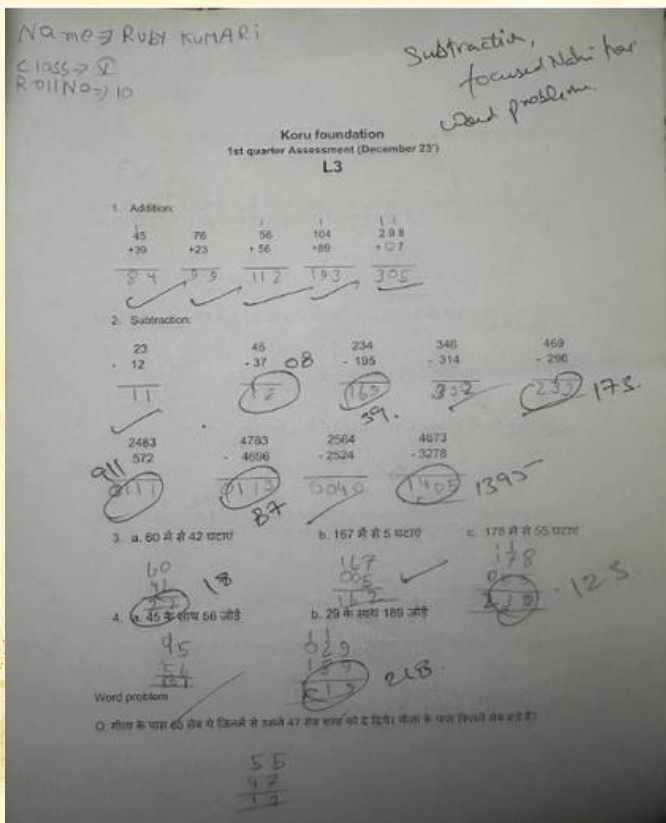
Total students took assessments : 45 in English and 41 in Maths  
 Out of 45 students 22 upgraded in English in total.  
 Out of 41 students 23 upgraded in Maths in total.



The total number of students (In **English**) shifted to the next learning level: **22**  
 3 Students Shifted to L2 from L1, 8 Students Shifted to L3 from L2  
 7 Students Shifted to L4 from L3, 4 Students Shifted to L5 from L4



The total number of students (In **Maths**) shifted to the next learning level: **23**  
 11 Students Shifted to L3 from L2, 8 Students Shifted to L4 from L3, 5 Students Shifted to L5 from L4  
 Few Students have shown tremendous growth in the last one year.  
**Ruby Kumari** is one such little girl who has improved with us.

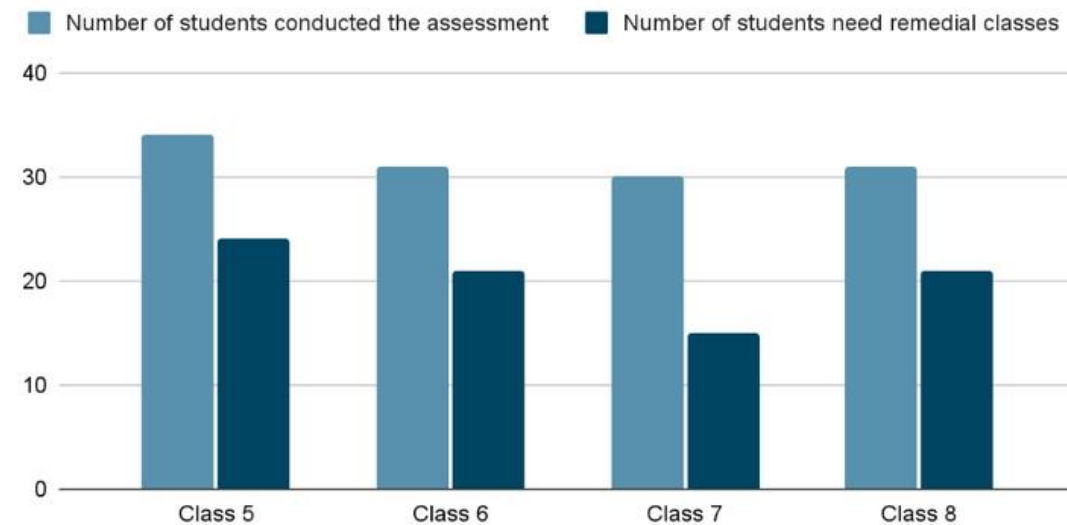


After one year of intervention, we observed a significant improvement in the students. Many showed noticeable progress, and a few delivered exceptional results. The changes in their learning levels and confidence clearly reflected the impact of our efforts and the effectiveness of consistent support and engagement.

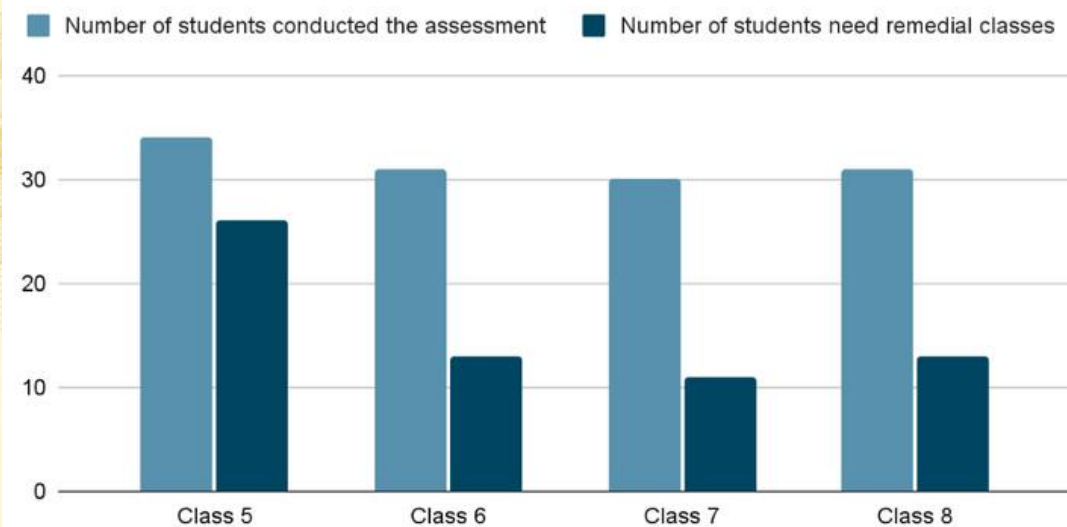
In **Sidhu Kanu School**, we conduct sessions five days a week for 1.5 hours daily. With our four fellows we conduct these sessions and in addition to this on the fifth day of the week we keep it as a complete activity day where students come out of their classrooms to play various games and do activities. This helps them to bond with each other, make them learn work in groups.

TOTAL STUDENTS CONDUCTED THE ASSESSMENT AROUND **95**  
 Out which 81 students found in need for literacy (english)  
 And 63 students found in need for numeracy (maths)

### Number of students conducted assessment of English in each class and found need for remedial classes



### Number of students conducted assessment of Maths in each class and found need for remedial classes



The students we work with are from classes 5 to 8. Initially, our remedial sessions were scheduled during the regular school hours for classes 7 and 8. However, after a few weeks, we realized that students from these classes were missing two of their regular subject periods to attend our sessions. This raised concerns about them falling behind in their core subjects. As a result, the principal requested that we discontinue remedial classes for students in classes 7 and 8. Since then, we have been conducting sessions only for students from classes 5 and 6. Hence here is the level wise distribution of the remaining students from class 5 and 6.

### Class 5

In English (total number of students took this assessment is 34)

LEARNING LEVEL 2: 4

LEARNING LEVEL 3: 12

LEARNING LEVEL 4: 8 (total number of students need remedial classes in English is 24)

In Maths (total number of students took this assessment is 40)

LEARNING LEVEL 3: 5

LEARNING LEVEL 4: 21 (total number of students need remedial classes in Maths is 26)

### Class 6

In English (total number of students took this assessment is 31)

LEARNING LEVEL 2: 3

LEARNING LEVEL 3: 10

LEARNING LEVEL 4: 8 (total number of students took this assessment is 21)

In Maths

LEARNING LEVEL 3: 11

LEARNING LEVEL 4: 11 (total number of students took this assessment is 13)





## Fellowship Journey:

In Project Udaan, we work through a fellowship model. This model is designed to involve young people from the community college students, recent graduates, or those exploring career paths, who join us as fellows. These fellows become educators for children in their own or nearby communities, especially those who are left behind in learning and do not receive extra support.

We provide these fellows with the necessary training, guidance, and tools to help them teach effectively. In this way, we are addressing two needs at the same time—supporting children who need help with their studies and providing local youth with a meaningful opportunity to grow and contribute.

This model works as a sustainable solution because instead of depending on outside teachers, the community begins to solve its educational problems. The fellows, through this experience, build a deeper understanding of social issues and the importance of community service. Even if they choose different career paths in the future, they carry with them a strong sense of social responsibility and civic awareness.

We have seen many of our fellows describe their time with Project Udaan as life-changing. They build strong bonds with the children, experience personal growth, and often say that the fellowship gave them a new purpose and direction. For many, it's their first step into the world of social work and collective change.

Through the fellowship, we are not only improving children's education but also creating a new generation of socially conscious youth leaders.

Meet our Fellows:



### Priyadarshini Basantara

Priyadarshini Basantara, a 19-year-old teaching fellow at the Khuntgaon Community Learning Center and the most experienced member of the Udaan Fellowship in Odisha, being part of both its first and second cohorts. A resident of Khuntgaon village, she is currently in her second year of a History Honours Integrated B.Ed. course. Priyadarshini has been supporting her family financially since completing Class 10. Passionate about teaching, she is also a talented singer, painter, and writer, with awards at block and district levels. She enjoys mehendi art and hairstyling as hobbies and dreams of becoming a dedicated educator.



### Dipali Dharua

Dipali Dharua, 22, is a teaching fellow at the Kuliposh Colony Community Learning Center under Project Udaan. The sole breadwinner of her family, she worked as a tailor at BPS Export in Tirupur, Tamil Nadu, for a year in 2023. A Class 12 graduate (2020), she resides in Poigaon village, Sundargarh, Odisha. Beyond her role as a fellow, Dipali embraces multiple identities—she is a farmer, growing food for her family, and a performer in Pala, a family tradition she continues with her uncle. Passionate about the arts, she has led singing and dancing performances in school programs and has a deep love for folk dance.



### Jyotsnamayee Naik

Jyotsna Naik, 27, is the youngest of six siblings and the sole breadwinner of her family. A graduate in Arts (2017), she worked briefly as a pharmacist in a medical shop in Bonaigarh in 2021. Alongside, she is a seasonal farmer, cultivating her paternal land. She navigates multiple roles to sustain her family. Since March 2024, she has been a teaching fellow at the Kuliposh Colony Community Learning Center under Project Udaan. She resides in a Bandhberna village in Sundargarh district, Odisha, dedicating herself to education and community development.



### Saraswati Sayan

Meet Saraswati Sayan, a 21-year-old teaching fellow at the Badbil Community Learning Center since December 2024. Hailing from Barchua village in Sundargarh, Odisha, Saraswati balances her roles as a teacher and a farmer, growing crops to support her family. Married in 2021, she pursued her education and completed higher secondary in 2023. Passionate about dance and drama, she often performs at village events. Saraswati joined the Udaan Teaching Fellowship to become independent and aims to complete her graduation in the future. Her journey reflects resilience, creativity, and a strong commitment to learning and community.



### Birendra Mundari

Meet Birendra Mundari, a dedicated teaching fellow at the Badbil Community Learning Center from Derula village, Sundargarh, Odisha. Though he had to pause his studies after Class 12 in 2010 due to financial challenges, his passion for learning led him to restart his graduation after joining Koru in his thirties. A strong community voice, Birendra has advocated for better infrastructure and network access in his village. He's also an organic farming expert, trained by Odisha University of Agriculture and Technology in 2019. Balancing education and sustainable farming, Birendra continues to inspire through his commitment to both community and classroom.



### Minar

Meet Minar a communication designer wants to make a better tomorrow through his work. Jharkhand, his homeland, inspires him. It's rich and varied culture, heritage, and people close to him. His work is his identity. He would like to be known for his works. He would always have wanted to become a sensible and critical person, keeping a safe and comfortable environment around him.



### Prerna

Meet Prerna, she completed her Bachelor's degree from Banaras Hindu University (BHU) and pursued her Master's from the International Institute for Population Sciences (IIPS). Currently working toward a B.Ed. degree to further enhance her teaching skills and knowledge in education.

She is inspired by the power of education to transform lives and uplift communities. The dedication of passionate teachers and the resilience of students motivate me to keep learning and growing.

Her work is a reflection of her commitment to making a meaningful impact in the field of education. It gives her a sense of purpose and a platform to contribute to positive change.

She aspires to become a dedicated teacher. Her goal is to empower students and support evidence-based educational practices.



### Priya

Meet Priya, she has completed her secondary education at Rms High School. Now she is pursuing her graduation in B.Com from Karim City College, Jamshedpur.

Her personal, professional, and academic growth always inspires her to be a better person than the previous day. There are two things about her work that mean something to her. Purpose - a sense of direction, and Connection - building relationships with others.

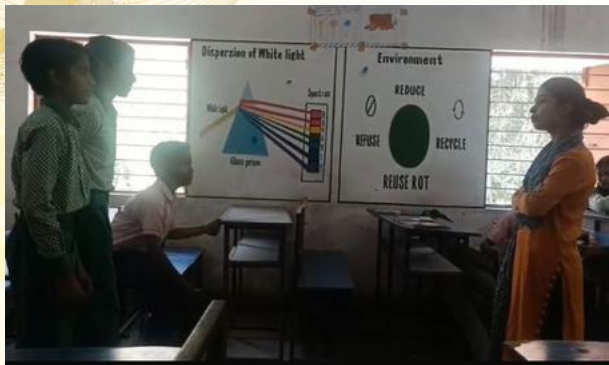
She always wanted to be a person who plays a role in positively transforming lives, leaving a lasting and positive impact on society.

She would always have wanted to become a sensible and critical person, keeping a safe and comfortable environment around him.



### Anisha Sheik,

Meet Anisha B.Com. honors graduate in accounting and a fellow for the 'Udaan' project with the Koru Foundation. Her passion lies in student's education, finding fulfilment in sharing knowledge and witnessing their growth. Anisha thrives in the supportive work culture, driven by teamwork and open communication





## **Key Challenges in Project Udaan:**

One of the biggest challenges we face in Project Udaan is ensuring the regular attendance of students in both our remedial classes and in school. This issue is common across both our locations—Odisha and Jamshedpur. Many children attend irregularly, and while we have seen progress with a few students who are now coming more consistently, the process is slow and requires individual attention and time with each child.

Another major challenge is the limited involvement of parents. Most of the parents in our communities work as daily wage laborers. Their work schedules leave them with little or no time to support their children's education at home. This creates a gap in communication and understanding between the students and their parents, often leading to a lack of motivation or support for the child to attend school or complete their learning tasks.

During our community visits, we observed that children whose mothers, elder siblings, or family members are educated tend to show more interest in studies. These students are more regular and receive help at home. This highlights the importance of a supportive home learning environment, which is often missing for many children in our program.

## **Strategies for the Future:**

To address these ongoing challenges, we are planning several steps to strengthen our work:

- We aim to enhance training for our fellows, focusing more on community engagement, student retention strategies, and understanding student behavior patterns.
- We also plan to bring in experienced fellows from outside, who can collaborate with local fellows. This will help local fellows gain broader perspectives, learn new teaching methods, and share field experiences, creating a stronger and more supportive peer learning environment.
- To ensure the long-term sustainability of Project Udaan, we are actively working on fundraising efforts. This includes seeking partnerships, grants, and support from individuals and organisations who believe in the power of grassroots educational work.

Through these strategies, we hope to overcome the current challenges and build a stronger, more consistent, and sustainable learning ecosystem for our students and fellows.



# Project Sanjeevani

Project Sanjeevani is Koru Foundation's flagship initiative to promote sustainable waste management and environmental awareness across communities and schools. Through this project, we have focused on understanding and implementing recycling stations, as well as encouraging responsible waste disposal practices.



ZERO WASTE SCHOOL

ZERO WASTE OFFICE

ZERO WASTE SOCIETY

SDG 11, SDG 12, and SDG 13

### Vision: A Zero-Waste City

a clean and sustainable city where waste is minimized through conscious efforts to reduce, reuse, and recycle. Every citizen, including youth and waste workers, is empowered to participate in this zero-waste journey. With strong community engagement, inclusive systems, and eco-friendly infrastructure, we aim to create a circular urban ecosystem that respects nature, ensures dignity, and inspires future generations to live responsibly.

### SDGs:



## Core Initiative

1. Zero Waste Schools
2. Zero Waste Offices
3. Zero Waste Societies

## Zero Waste schools

The initiatives we have:

- Recycle station setup
- Awareness and experiential learning sessions with eco clubs in schools

## Schools we have worked with

Tata workers union

J.H.Tarapore

Ahsien International School

KS Kadma

D.B.M.S Kadma

Chinmaya Vidyalaya

JUSCO South Park

KPS Mango

Vivekananda

KSP Gamharia

MNPS

Mount View School

Jusco School Kadma

Bluebells School Mango

Bluebells School Senior

UHS Adityapur



## Eco Club Sessions 2024 – Annual Summary

In 2024, Koru Foundation conducted eco-club sessions across multiple schools, focusing on hands-on sustainability education to equip students with practical skills to drive environmental change. Through engaging workshops and interactive activities, students learned the importance of responsible resource management and sustainable living.



The sessions covered a range of impactful activities, including wastewater filtration, rainwater harvesting, preparing soil mix, composting, and handmade paper-making. These workshops provided students with real-world solutions to environmental challenges, enabling them to understand the science behind sustainability while actively participating in conservation efforts. By constructing wastewater filtration systems, students learned how to purify used water for reuse, while rainwater harvesting activities introduced them to efficient water conservation techniques. Through composting and soil mix preparation, they discovered natural ways to reduce waste and improve soil health, and handmade paper-making sessions emphasized the importance of recycling and reducing deforestation.

Beyond theory, these activities have empowered students to become future changemakers, equipped with the skills to create tangible impact within their communities. By engaging in hands-on environmental solutions, students are not just learning about sustainability—they are actively shaping it. Many schools have committed to implementing these practices long-term, reinforcing Koru Foundation's mission of fostering sustainability-driven education.

### **Impact of the Sanjeevani School Session – Eco Club**

The Sanjeevani School Session played a crucial role in educating students about waste management and environmental conservation. Through interactive activities and discussions, Eco Club members gained valuable knowledge on waste segregation, composting, and the harmful effects of plastic, leading to significant behavioral changes. Many students adopted eco-friendly habits such as using reusable bottles, cloth bags, and reducing plastic waste. They also encouraged their families to separate waste and practice composting at home, extending the impact beyond school.

The session empowered students to become eco-leaders, actively spreading awareness among their peers and community. They participated in poster-making, clean-up drives, and sustainability initiatives, strengthening their leadership skills. Schools set up Recycle Stations to collect paper, plastic, and e-waste, providing students with hands-on experience in responsible waste disposal. Some students even created models of composting units, waste bins, and water filters, showcasing their learning through practical applications.

The initiative not only influenced students but also inspired parents and teachers to adopt sustainable habits. As the Eco Club continues to grow, its members are driving positive change within their schools and communities. The Sanjeevani School Session has instilled a sense of responsibility among students, equipping them with the knowledge and motivation to contribute to a cleaner, greener future.



### School-level impact:

- 15 partner schools
- 2,100 kg of Waste recycled
- 60 awareness sessions
- 2000+ students & faculty engaged

### Eco-Club Activities

- Rainwater harvesting
- Wastewater filtration
- Handmade paper-making
- Composting & soil preparation



### Events and Campaigns

#### Earth Day 2024: 5 Days, 5 Recyclables: A Collective Effort for a Greener Tomorrow

On April 22, 2024, Koru Foundation led a massive Earth Day campaign, engaging schools across Jamshedpur. With the participation of over **35 schools**, this year's Earth Day celebrations focused on environmental education, hands-on sustainability activities, and community-driven action.

A key highlight of this year's Earth Day celebration was the "5 Days, 5 Recyclables" initiative. Students from all participating schools actively collected and deposited recyclable materials such as Plastic Bottles, E-Waste, Milk and Oil Packets, Tin Cans and Deodorants, stationery at their respective schools for proper recycling. This initiative reinforced the importance of waste segregation and responsible disposal among students while fostering a sense of environmental stewardship.





## Top 5 Performing Schools in the '5 Days, 5 Recyclables' Initiative

Rank	School Name	Total Recyclables Collected (Kg)
1	VBCV	392.1
2	St. Mary's	241
3	Hill Top School	129.9
4	MNPS	100.8
5	Jamshedpur Public School	100.3

### Major Events Project Sanjeevani worked with the Authorities to help them organise zero waste events:

- XLRI runathon
- DBMS international conference
- Tata steel runathon
- NIT cultfest
- Run for van
- Bird watching fest

### Run for Van 2025: A Landmark in Sustainable Event Management

The 'Run for Van' 2025, on February 23rd at HCL Football Ground, Ghatshila, became a demonstration of environmental stewardship. A dedicated plogging initiative, achieved with NSS Karim City College and NCC Ghatshila College, made the event a model of sustainable practice. DFO Shaba Alam Ansari's support led to significant results.

Volunteers collected and segregated waste along the marathon route, focusing on plastic pollution. This diverted over 1000 plastic bottles and 2300+ food packets and tetra packs from landfills, all sent for recycling. Organic waste, apple and banana peels, were collected separately, feeding local animals.

The initiative shifted community awareness. Participants and spectators learned about responsible waste disposal and sustainability. The result was a cleaner route, and a community empowered with knowledge.

Collaborative support from NSS Karim City College, NCC Ghatshila College, and local authorities ensured execution of plogging and awareness campaigns. This effort showed the impact of united action. 'Run for Van' 2025 demonstrates the potential of public events to drive environmental change, inspiring lasting eco-consciousness.



## Zero Waste Nit Culfest : Fostering Sustainable Practices

Koru Foundation led a successful zero-waste initiative during NIT's annual fest on January 18–19, 2025, focusing on reducing, reusing, and recycling waste. All decorations were plastic-free, and concert poppers were replaced with recycled paper, promoting sustainability. Volunteers actively collected and segregated 3.5 kg of plastic bottles, 5 kg of cartons, and 3–4 kg of used plates and cups. Strategically placed bins for pizza boxes, bottles, tissues, and cups improved waste segregation. Around 12 kg of waste was prepared for recycling or proper disposal, minimizing landfill contribution. The use of the college canteen and active student participation further supported the zero-waste goal. The initiative was praised for its practical, effective approach, proving that sustainable practices are achievable at large-scale events.



## Zero Waste Marathon: XLRI Runathon 2024

On February 25, 2024, the XLRI Runathon, with over 800 participants, partnered with Koru Foundation to ensure a sustainable event. Koru Foundation engaged 18 volunteers to manage waste effectively. Strategic dustbin placement along the route encouraged proper waste disposal. Volunteers actively engaged in plogging, combining fitness with litter collection, enhancing the event's cleanliness.

At water stations, volunteers facilitated waste segregation, providing separate bins for recyclables and non-recyclables. At the finish ground, volunteers guided attendees on proper waste disposal, maximizing bin usage.

The collective effort resulted in the collection of 800 food packets, over 20kg of food waste, 1000+ bottles, 600+ Tata Glucose packets, and 3kg+ of wrappers.

Challenges included insufficient coordination and management, leading to some confusion among volunteers and participants. Low awareness of waste segregation practices.

Despite these challenges, the collaboration between XLRI and Koru Foundation showcased a commitment to environmental sustainability. The event successfully collected substantial waste and raised awareness about responsible waste disposal.



### Plogging Drive at the Tata Steel Half Marathon

Koru Foundation collaborated with Tata Steel for the Annual Half Marathon, focusing on practical sustainability through active waste management. A core initiative was plogging, which engaged 57 dedicated volunteers. This included 37 enthusiastic students from local schools such as Chinmaya Vidyalaya, KPS Mango, KPS Kadma, Jusco School South Park, Andhra Bhakt Ram Mandir Association, and DBMS Kadma, demonstrating the power of youth involvement in environmental action. Additionally, 20 senior volunteers from Hind ITI and DBMS Rotaract Club contributed their time and effort. The volunteers actively combined jogging with litter collection along the marathon route, effectively cleaning the area and raising awareness about responsible waste disposal. The plogging effort not only removed a significant amount of bottles but also served as a visible demonstration of environmental stewardship to all participants and spectators.

Alongside plogging, strategic waste segregation was implemented. Forty bins were placed along the route, specifically designated for plastic bottles. These bins collected approximately 80 kgs of segregated plastic bottles, demonstrating the effectiveness of targeted waste collection.

Two large bins further collected an additional 200 kg of mixed waste, bringing the total mixed waste collected to 332 kg. In total, the event generated 432 kg of waste, with 100 kg segregated and 332 kg mixed. All collected waste was handed over to Tata Steel UISL for processing. This comprehensive approach to waste management, combining active collection with strategic segregation, significantly reduced the event's environmental impact and highlighted the importance of sustainable practices. (to be kept or omitted)





### **Clean-up Drives we have done in three major locations in Jamshedpur:**

- Dimna
- Kharkai River
- Dobo

### **Cleaning Drives by Koru Foundation: Making Jamshedpur Cleaner and Greener**

Koru Foundation conducted 15 cleaning drives this year to protect the environment and raise awareness about waste management. One of the largest clean-up efforts took place at Dimna Lake, Kharkai River, and Dobo Dam, where volunteers collected a significant amount of waste, including plastic bottles, wrappers, discarded clothes, glass bottles, idols, and other non-biodegradable materials. These efforts played a major role in reducing waste in lakes, rivers, and forest areas, encouraging individuals to take responsibility for their surroundings. Approximately 1,000 kg of waste was removed from various locations, restoring natural beauty and improving cleanliness.

In addition to waste collection, visitors and local shopkeepers were educated on proper waste disposal, helping to create a more environmentally conscious community.

During the picnic season, when large crowds visit these popular locations, waste generation increases significantly. To tackle this, sacks were distributed to picnic-goers, and they were guided on how to segregate their waste and use designated bins properly. Despite these awareness efforts, some waste was still left behind, requiring dedicated cleaning drives to restore these areas.

The success of these drives was made possible by collaborating with residents, the Tata Steel Foundation (TSF), the EYA Foundation, TM Logistics, students from Bluebells School, KPS Mango, and J.H. Tarapore, as well as local influencers, who actively participated in the clean-up efforts.

Through these combined efforts, Koru Foundation continues to promote environmental responsibility, encourage community participation, and work towards a cleaner and greener future.

### **Impact & Measurable Outcomes:**

- 2,100 kg of waste collected and properly recycled.
- Improved waste management infrastructure in 15 partner schools.
- Conducted 60 sessions across various schools and institutions.
- Engaged 2000+ students and faculty members in discussions on waste segregation and recycling.
- Interactive sessions on waste reduction, composting, and eco-friendly practices.
- Partnered with 15 schools for waste collection drives and zero-waste initiatives.
- Conducted a waste audit analyzing 1000+ kg of waste to assess and improve recycling habits.
- Earth Day 2024 recyclables collection from 35+ schools
- Plantation drive in Jamshedpur, Adityapur, Gamharia, and Mango

## Advancing Towards a Zero-Waste Future through Societies: Distribution of 280 pairs of bins

For the past three years, Koru Foundation has been actively managing waste collection in residential societies, leading the way in zero-waste initiatives. Our efforts go beyond conventional waste disposal, as we have successfully collected and processed wet kitchen waste, transforming it into organic compost. This compost, created through collective community participation, is given back to residents as a symbol of sustainable living.

To further our impact, this year we set up recyclable collection drums in Vijaya Garden, Baridih, making it easier for residents to dispose of recyclables responsibly. Additionally, we addressed the residents of Awas Marina, educating them on the importance of zero-waste societies and practical ways to minimize household waste. On January 26th, at Vijaya Garden (New Phase), we launched the "Freedom from Plastic" initiative, emphasizing the need to eliminate single-use plastics.

Our commitment to sustainability extends to festivals and community events, where we actively collaborate to reduce plastic usage and promote eco-friendly alternatives. By integrating sustainability into celebrations, we encourage communities to adopt greener practices year-round.

Additionally, we continue to empower residents and society workers through regular awareness sessions, equipping them with the knowledge, tools, and safety equipment needed for efficient and hygienic waste management. We also promote home composting, providing residents with guidance on turning kitchen scraps into valuable compost right in their own homes.

To further strengthen waste segregation efforts, Koru Foundation, in collaboration with Adityapur Municipal Corporation, distributed 280 pairs of dustbins in Sahara Garden City, Adityapur. This initiative aimed to ensure proper waste separation at the source, making it easier for residents to dispose of biodegradable and non-biodegradable waste responsibly. By providing the necessary infrastructure, we are enabling communities to adopt better waste management practices, reduce landfill waste, and contribute to a cleaner and healthier living environment.





## Zero-Waste Conference: Prakruti Rev Sharanam (प्रकृति रेव शरणम्)

Koru Foundation, in collaboration with D.B.M.S. College of Education, successfully implemented a zero-waste international conference, showcasing a comprehensive approach to sustainable event management. The initiative began with meticulous pre-event planning, focusing on minimizing environmental impact. A core strategy was the elimination of disposable plastics in meal services. Breakfast, lunch, and high tea were served using reusable ceramic plates, glass cups, and steel bottles, complemented by compostable bamboo tissue paper and kulhads.

Material selection prioritized eco-friendliness. Jute bags, wooden coasters, recycled paper, wooden mementos, and tree-free diaries replaced conventional items. Seed and bamboo pens, along with recycled notepads, were provided to participants. Bio-cleaners were used throughout the venue.

Effective waste segregation was paramount. Designated bins and volunteer guidance ensured precise separation of wet and dry waste. Wet waste, comprising less than 8 kg of food leftovers, 34 kg of greens and tea leaves, and approximately 450-470 kulhads, was directed to composting facilities. Dry waste was collected for reuse, preventing any landfill contribution. Packaging materials were re-collected.

Strategic signage and notices reinforced eco-friendly practices, and a sustainability pledge was administered to all attendees. Volunteers played a crucial role in facilitating waste management and overall event execution. Koru Foundation's presentations on Projects Sanjeevani, Saathi, and Udaan highlighted the organization's broader commitment to sustainability. The conference demonstrated that large-scale events can significantly reduce their ecological footprint through proactive planning, material substitution, and diligent waste management, setting a precedent for future eco-conscious gatherings. During the conference, DBMS College of Education showcased its commitment to sustainability by opting to a range of eco-friendly products. This initiative not only reinforced their dedication to reducing environmental impact but also influenced and inspired event participants to embrace sustainable alternatives, encouraging a collective shift towards eco-friendly choices.

The eco-friendly products procured included:

- 250 Tree-free diaries
- 50 Bamboo pens
- 30 packets Recycled tissues
- 10 Exam boards
- 250 Large jute bags
- 350 Small jute bags





- 36 Wooden coasters
- 2 reams Brown paper
- 6 Jaavi bio cleaners
- 600 Seed pens
- 350 Recycled notepads

## Grading of Sulabh Sauchalay by Adityapur Municipal Corporation and Koru Foundation

In collaboration with Adityapur Municipal Corporation, Koru Foundation conducted a grading assessment of Sulabh Sauchalay toilets to evaluate their cleanliness, maintenance, and overall hygiene standards. This initiative aimed to ensure that public sanitation facilities met essential hygiene requirements, providing a safe and clean environment for all users.

A total of 10 public toilets across Adityapur were inspected, with a focus on assessing facilities for men, women, and individuals with disabilities. The grading was based on key hygiene parameters, including:

- **Cleanliness:** Whether the toilets were well-maintained and free from foul odors and visible dirt.
- **Availability of Basic Amenities:** Presence of clean water, functional showers, buckets, soap, hand wash, mirrors, towels, and proper signages for easy accessibility.
- **Waste Disposal:** Whether dustbins were available and regularly emptied to maintain hygiene.
- **Maintenance Records:** Whether registers were maintained properly for regular cleaning schedules, water supply tracking, and facility maintenance.
- **Feedback & Complaint System:** Whether a complaint register was available for users to report issues and suggest improvements.

The assessment revealed areas that required urgent attention, helping the municipal corporation identify gaps and take corrective measures to improve sanitation facilities. This initiative not only enhanced hygiene awareness among the public but also reinforced the importance of proper maintenance and accountability in public sanitation management.

By ensuring cleaner and better-maintained public toilets, Adityapur Municipal Corporation and Koru Foundation are working towards improving sanitation infrastructure and promoting hygiene as a fundamental right for all citizens.



## Cloth Distribution and Upcycling

Koru Foundation successfully collected **1,020 kg of clothes** through a donation drive aimed at **helping those in need while promoting sustainability and waste reduction**. Clothes in good condition were distributed to **villages, slum areas, and hospitals**, benefiting hundreds of individuals. Clothes that were not suitable for reuse were **sent for recycling**, ensuring that nothing went to waste.

### Cloth Distribution Impact

#### Cloth Distribution Impact

Collection Point	Distribution Location	Clothes Distributed (kg)	People Benefited
Vijaya Garden	Batipani	80	160
Awas Marina	Sonari Slums	60	120
Awas Marina	Dimna Village	70	150
KPS Mango	Dimna Village	80	140
Chinmaya Vidyalaya	Beladih	60	120
KPS Kadma	MGM Hospital	100	200
JH TARAPORE	MGM Hospital	120	220

In addition to these distributions, 130 kg of clothes were sent to Amigos Solution for Upcycling. Clothes that could not be reused were also repurposed into handbags, tote bags, and door mats, further reinforcing the commitment to sustainability.

Rather than allowing these clothes to end up in landfills, the distribution drive ensured that they were put to good use—helping communities while reducing waste and protecting the environment. This initiative not only provided essential clothing to those in need but also promoted responsible consumption and the importance of reusing materials, aligning with Koru Foundation’s vision for a greener and more sustainable future.





## Green Jamshedpur, Har Parivaar Ek Ped

In response to the escalating challenges of climate change, Koru Foundation launched the **"Har Parivaar Ek Ped"** (One Tree Per Family) initiative, a community-driven effort to revitalize Jamshedpur's green cover. Recognizing the urgent need for action, the drive aimed to empower families to actively participate in environmental restoration by planting and nurturing trees.

From July 4th to August 4th, 64 saplings were distributed and planted across diverse locations, including Gamharia, Karim City College, TGS, Awas Marina Society (Kadma), private residences, Furida Old Age Home, and Neo Industries. This strategic distribution ensured broad community engagement and fostered a sense of collective responsibility.

The core principle of the initiative was to provide saplings to individuals and families who possessed the space and commitment to nurture them. Participants were not just given plants; they were entrusted with the responsibility of cultivating future trees, ensuring long-term growth and environmental benefits. This approach fostered a deep connection between individuals and their environment, promoting sustainable habits and a lasting impact.

By placing the trees into the care of individual families, the initiative ensured the young trees would be well taken care of, and have the best chance of survival. The **"Har Parivaar Ek Ped"** drive not only contributed to a greener Jamshedpur but also instilled a sense of hope and collective action, demonstrating that impactful environmental change begins at the grassroots level.



## Promoting Sustainability Through Eco-Friendly Products

Throughout the year, we actively worked on promoting sustainable alternatives by making eco-friendly products accessible and affordable. Our mission was to encourage more people to switch to sustainable choices without financial constraints.

Project Sanjeevani has launched a range of eco-friendly products aimed at making sustainability accessible to all at an affordable price. We are actively reaching out to individuals to introduce them to these products and raise awareness about the importance of shifting towards eco-friendly alternatives. In the face of climate change, these eco-products are more crucial than ever.

### Our product lineup includes:

- Bamboo Brushes for kids and adults.
- Jute bags, Canvas bags
- Bamboo tongue cleaners for oral hygiene.
- Bamboo earbuds to replace plastic ones.
- Tree-free brown paper diaries.
- Seed pens that can be planted after use.
- Wooden combs for grooming.
- Bamboo-based and Natural fiber-based compostable sanitary pads
- Menstrual cups
- Recycled T-shirt made of plastic bottles.

By promoting and providing access to these eco-friendly options, we hope to contribute towards a greener and more sustainable future for all.





## Our Reach & Participation

To maximize awareness and accessibility, we participated in several events across Jamshedpur, Ranchi, and Bangalore, including:

- Jamstreet
- Women's Pride Event
- NIT Culfest
- Xplore Xtreme
- Multiple kiosks at Jubilee Park
- Residential societies
- Marathons
- Schools and colleges

In addition, we provided free deliveries within Jamshedpur, ensuring convenience for customers while promoting sustainable living.

## Affordable & Accessible Sustainable Products

Our products were sold at minimum margins to keep them pocket-friendly, making it easier for everyone to afford sustainable choices.





## Project Saathi

Project Saathi is an initiative focused on spreading awareness about menstrual health, hygiene, and sustainable menstrual products among students, teachers, and community members. The project aims to break taboos, encourage open conversations, and promote the use of eco-friendly alternatives, such as reusable cotton pads.

Through interactive sessions held in schools, colleges, and community spaces, Project Saathi provides accurate information and practical guidance to help people adopt healthier and more sustainable approaches to menstruation.

At the heart of Project Saathi is the goal of creating safe, inclusive, and informed spaces where individuals feel comfortable talking about their challenges and experiences related to menstruation. We believe that menstrual health is not just a women's issue—it is for all genders. That is why our awareness sessions are designed for everyone, not just girls or women.

We work with students of all genders, teachers, parents, and community members to build understanding, reduce shame, and break the silence around menstruation. These conversations are essential for changing mindsets, promoting dignity, and ensuring that everyone—regardless of gender—can talk about menstrual health without fear or embarrassment.

Project Saathi empowers individuals to take control of their health and supports communities in building a more open, supportive, and sustainable future.



## **Philosophy behind Project Saathi:**

Project Saathi was born out of a personal experience rooted in misunderstanding and silence around menstruation. One of our co-founders, then a schoolboy, recalls a moment that stayed with him.

He remembers how one day, a few girls in his class were called out for a “special session.” Curious, he asked a friend where they had gone. He noticed some whispering and unfamiliar boxes later that day, but thought little of it at the time.

It was only years later, during moments of reflection and lived experiences, that he began to truly understand what that session had been about. As he read more and observed closely, he realized the depth of silence, shame, and confusion that surrounded menstruation, something natural and experienced by nearly half of the world’s population. What struck him most was how boys like him had been completely left out of the conversation.

That realization became the seed of Project Saathi.

At its core, the project believes that menstrual health is not a private issue, nor a “women-only” topic; it’s a social issue that concerns everyone. The word “Saathi”, which means companion, reflects our belief in friendship, support, and inclusivity. A Saathi can be anyone, a parent, a friend, a partner, a teacher, or a colleague who walks with you, supports you, and listens without judgment.

Project Saathi stands for a world where no one feels alone in their experience of menstruation, and where everyone is a part of the conversation.

## **Key Goals:**

Our key goals at Project Saathi are to break the taboo and stigma surrounding menstruation, especially in schools and communities. We aim to promote the use of reusable and sustainable menstrual products by raising awareness and providing access. A central focus is to empower girls and women with accurate knowledge and confidence to manage their menstrual health with dignity. Equally important is our work to educate boys and men, helping them become supportive allies rather than silent observers. By including all genders in the conversation, we work towards building a more informed, respectful, and inclusive society.



### **Activities conducted:**

- Total Sessions Conducted: 11
- Total Participants Engaged: 1020+ (students, teachers, employees, community members)
- Reusable Cotton Pads Distributed: 200

### **Session Details:**

#### **Schools**

##### **1. Bluebells School (5th April 2024)**

Participants: 50 students, teachers

Outcome: Students learned about menstrual health and showed interest in sustainable options.

##### **2. Bluebells School (18th May 2024)**

Participants: 50 students, teachers

Outcome: Students became more comfortable talking about menstruation and sustainable products.

##### **3. Bluebells School (10th June 2024)**

Participants: 50 students, teachers

Outcome: Students gained confidence in discussing menstrual health and eco-friendly options.

##### **4. Ahsien International School (12th June 2024)**

Participants: 80 students, teachers

Outcome: Students showed interest in reusable menstrual products and learned how to use them.

#### **College**

##### **1. D.B.M.S College (2nd September 2024)**

Participants: 110 students, teachers

Outcome: Students learned about menstrual health and showed interest in sustainable options

##### **2. XITE College, Gamharia (9th March 2025)**

Participants: 100 girl students

Outcome: Students learned about safe menstrual practices and eco-friendly products.



## Community

### 1. Burmamines Community (20th June 2024)

Participants: 100 women, young girls

Outcome: Women learned about better hygiene and showed interest in reusable products.

### 2. Bagunhatu & Kalindi Samaj (25th June 2024)

Participants: 120 women, community members

Outcome: Women became more aware and open to using eco-friendly products.

### 3. Shastri Nagar, Kadma (28th May 2024)

Participants: 90 women, community members

Outcome: Participants gained knowledge and actively took part in discussions.

### 4. Moneyfeet (2nd July 2024)

Participants: 60 employees, students

Products Distributed: 200 reusable cotton pads

Outcome: Tata Steel employees, students, and women became aware of sustainable options. Many planned to switch to reusable products.

### 5. Tuiladungri & Golmuri Village (5th July 2024)

Participants: 110 village women, young girls

Outcome: Women learned about better menstrual health and sustainable options.

## Key Achievements:

- Increased awareness about menstrual health and hygiene.
- Reduced stigma around menstruation.
- More interest in using reusable menstrual products.
- Encouragement for workplaces and schools to include menstrual education.
- Better access to sustainable menstrual products in rural areas.

## Conclusion

Project Saathi has helped many people learn about menstrual health, break taboos, and adopt eco-friendly products. The program continues to educate and create positive change in different communities.



## Future Strategies

- **Expand to Rural Areas:**

- Extend Project Saathi's outreach to rural and remote regions of Jharkhand and Odisha, where awareness and access to menstrual health education remain low.

- **Develop Youth Champions:**

- Identify and train young leaders from the community to become Saathi Champions who can lead local awareness sessions and act as change-makers.

- **Train Teachers and Peer Educators:**

- Build the capacity of schoolteachers and peer educators by equipping them with the knowledge and tools to conduct regular, accurate, and inclusive menstrual health sessions.

- **Collaborate with Innovators:**

- Partner with menstrual product innovators and manufacturers to ensure access to affordable, reusable, and eco-friendly menstrual products in schools and communities.

- **Promote Community Ownership:**

- Encourage sustained, community-led efforts in menstrual health by involving parents, schools, and local stakeholders in all stages of awareness and implementation.

These strategies aim to make menstrual health education inclusive, sustainable, and community-driven.



# PARTNERSHIPS



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Tata Steel Utilities & Infrastructure



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JAI HO FOUNDATION



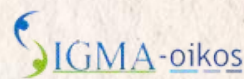
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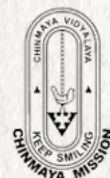
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