



ANNUAL REPORT 2024-25

MESSAGE FROM THE DIRECTOR

In 2014, we began our journey with a single Literacy Development Programme. Eleven years later—after learning from mistakes, overcoming challenges, and staying committed to our purpose—Unnati now runs four programmes across Akola and Thane districts.

This year marks an important milestone. After nearly nine years of developing our multilingual education approach for primary classrooms, we began formally training school teachers in this model. Our long-term vision is clear: to see this approach reach and benefit many more children.

“Continuous Capacity Building” remains our guiding principle. This year alone, our team participated in 69 trainings across 47 themes, strengthening both perspective and practice.

One of our proudest achievements is the all-women team of the Shahapur School Library Project in Shenve—most from rural backgrounds and first-time professionals. Many who once hesitated to travel alone have now confidently journeyed to places like Bhopal and Bihar for training. Their growth reflects the transformative power of opportunity and trust.

This journey has been made possible by the steadfast support of our institutional and individual donors. We remain deeply grateful. At the same time, we continue to reflect on how to build a stronger volunteer base in our remote work areas—an important aspiration for the years ahead.

This report captures only a glimpse of our work. We warmly invite you to read, visit, engage, and continue walking this journey with us.

We warmly invite you to visit our work, connect with us, and stay associated with the journey.

Best regards,

Hemangi Joshi
Founder Director

UNNATI'S WORK

The Cause:

Approximately 35% of children struggle with learning difficulties due to disparities between home and school languages, particularly in tribal areas. Addressing this issue through Multilingual Education (MLE) is essential for integrating children into scheduled languages, which aligns with the Sustainable Development Goals (SDG 2030) and supports our National Objectives.

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AKHIL BHARATIYA SIKSHA SAMAGAM MINISTRY OF EDUCATION AND LITERACY, GOVT OF INDIA

Our initiatives focus on two key areas:



1. Literacy for Empowerment:

We aim to enhance literacy and educational outcomes for children, particularly those from tribal communities in Maharashtra. By developing critical literacy skills, we empower these children to thrive academically and socially.



2. Library for Empowerment:

We facilitate the empowerment of young adolescents through our school library programs. We incorporate a Multi-lingual Education (MLE) approach and promote women's empowerment as overarching themes in all our efforts, ensuring that our programs are inclusive and impactful.

Through these initiatives, we are committed to fostering an environment where every child has the opportunity to succeed.

VISION

Every individual has the right realised to education, expression, and participation - and to live with dignity while preserving their language and culture.

MISSION

To create formal and informal learning opportunities grounded in a multilingual approach.

ABOUT US

Unnati Institute for Social and Educational Change (Unnati ISEC) is a Maharashtra-based not-for-profit organization, that promotes the **Multilingual Education (MLE)** approach in public schools in Maharashtra. Unnati promotes inclusive learning by integrating diverse languages and lived experiences. Our primary focus is on **education, youth development, and community development** for marginalized and underserved communities. Through this work, we indirectly help to address issues such as hunger, poverty, and livelihoods by laying a strong foundation for long-term change.

Our stakeholders include children and youth aged 6 to 21 from tribal areas, as well as adults beyond this age group. We collaborate with schools, teachers, and non-governmental organizations (NGOs) to enhance the quality of education.



VALUES

We strive to build a just and equitable society through collaboration and cooperation.

We nurture safe and inclusive spaces that encourage teamwork, participation, performance, integrity, love, and respect.



FOCUS

1. To work towards ensuring that all children have the fundamental right to quality education, based on the belief that every child, regardless of social, cultural, and economic background, has the capacity to receive an education.
2. To create a conducive environment for the realization of children's rights to live, be protected, develop, and participate.
3. To create an environment for the development of entrepreneurial spirit and skills among children, youth, and women.



Our team members

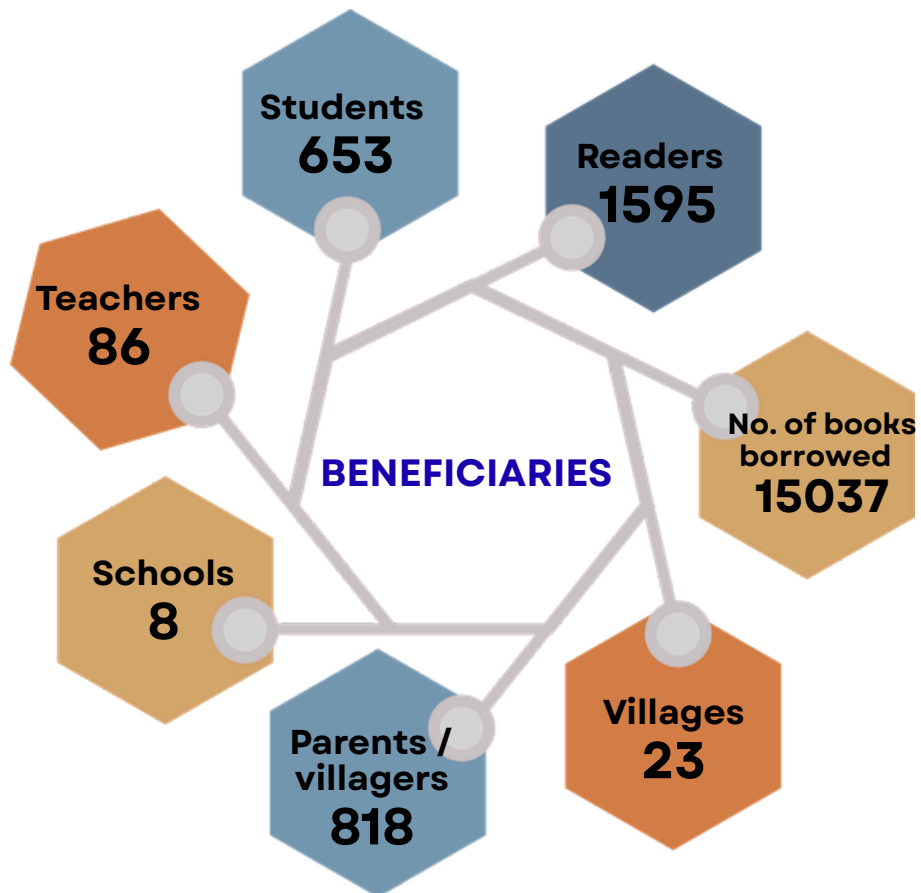
OUTREACH

We are operational in two areas of Maharashtra that are predominantly tribal –
-**Akot block** (Akola district in Vidarbha)
-**Shahapur** (Thane district near Mumbai).



Maharashtra Map showing project areas.

Our stakeholders



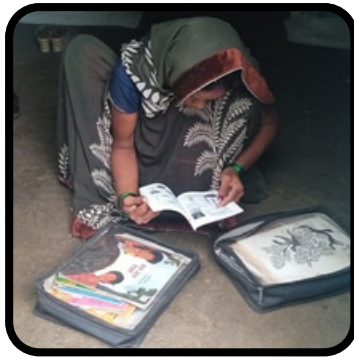
OUR PROGRAMMES



SHIKU ANANDE (LITERACY DEVELOPMENT)

Target Community:
**Korku Tribal
community**
Age Group: -6 to 10
years

Tribal areas in Akot
Taluka



VILLAGE LIBRARY

Target Community:
**Korku Tribal
community**
Age Group: - 1 to 80
years

Tribal areas in Akot
Taluka



Adolescent girls' leadership development (LC)

Target Community:
**Korku tribal girls /
youth**
Age Group: 10 to
19 years

Tribal areas in Akot
Taluka



SCHOOL LIBRARY

Target Community:
**Korku, Katkari,
Warali and Thakar
Tribal Communities**
Age Group: 9 to 14
years

Tribal Ashram School
in Shahapur Taluka



The main objective of the Shiku Aande program is to develop and implement a multilingual approach and methodology for enhancing literacy and language skills among children from tribal communities who are in primary classes.

For the past three years, Unnati has been actively involved in the field of education in four tribal villages within the Akot taluka of Akola district. We conduct classes for students in grades three to six at the local Zilla Parishad school.

Unnati promotes mother tongue-based literacy education for children. Children's mother tongue is a fundamental aspect of their identity. This identity is vital in connecting children to reading and writing, yielding significant benefits for both students and teachers in the educational process. A rich collection of literature in their native language directly enhances children's engagement with reading. Moreover, the organization does not merely focus on teaching and learning; it actively prioritizes the creation of a substantial volume of Korku literature. This strategic approach guarantees a major creation of Korku literature for children.

Activities carried out under this:

A) Language classes were conducted in 4 schools of the Zilla Parishad-



HOME VISITS-
260



PARENTS MEETINGS-
13

B) Working with schoolteachers- To work effectively with teachers in schools, it is essential to provide training that empowers them. Therefore, the institution organized a five-day residential training program focused on multilingual education. Following this training, the participants formed a study group that meets once a month for one day to practice the sessions learned during the multilingual training.

Teachers who requested additional support were paired with those who could provide it. Contact was maintained with teachers who didn't require extra assistance through virtual communication and phone calls. Planning and presentation meetings continued with teachers from the four Zilla Parishad schools from the Ruikhed center.

1. Teachers' Training - UNNATI organized a five-days residential training program titled '**Children's Korku Language and the Marathi Language in School: Directions for pedagogy**' at the Gandhi Ashram premises in Sevagram.

Hemangi Joshi, the director of UNNATI, provided training on effective pedagogy and a linguistic approach for multilingual children, emphasizing four key elements of literacy: listening, speaking, reading, and writing. Shalaka Deshmukh, who is also a director, conducted various sessions during the training.



The workshop was attended by a total of 22 participants including teachers from Zilla Parishad schools, Ashram schools in the Amaravati and Akola districts, as well as team members from NGOs and research scholars. Apart from them, 11 were from UNNATI.

After the workshop, 12 teachers expressed interest in further guidance on the topics covered. As a result, we decided to collaborate with them going forward.

2. Teachers' Meeting - A virtual meeting was organized with teachers to review and discuss the challenges they faced while applying the knowledge gained during the above training. The group also discussed future activity plans and set the date for the next teachers' study circle.

3. Teachers' Study Circle - Throughout the year, we conducted a total of five study groups with teachers involved in teacher training. The purpose of these study groups was to facilitate the exchange of knowledge about multilingual education that we had acquired and the insights that teachers gained from their classroom experiences. Our goal was to help apply this knowledge in school teaching. We also discussed the challenges faced while working with children.

4. Education Council Participation - Education councils are held at each school center in the taluka, facilitated by the center-in-charge. A minimum of three councils is expected to take place each year. However, in the current academic session, only one council has been conducted, during which there was a discussion about the Nipun Bharat GR.

5. Planning Presentation Meeting with Teachers - A planning presentation for the classes occurs with the school teachers every Monday. The purpose of these meetings is to inform teachers about the week's teaching plans, including the subjects to be covered, the languages to be used in each session, and the academic progress of the students. Additionally, teachers are encouraged to select activities they would like to implement in their classes and to share their ideas during the planning discussions.

C) Creation of Educational material- This year, we developed various educational materials in the Korku language. These materials are utilized in the classroom and have also been used in teacher training. The development of these resources was inspired by DoorStep School in Pune.

Naina Learned to Read in the Korku Language

In our class, when there are children from mixed communities, the expectation is that Korku children should learn Marathi, and this is reasonable. However, the school doesn't insist on non-Korku (Marathi-speaking) children learning the Korku language spoken in their community. But we insist on it. It's an attempt to reject the social hierarchy of languages.

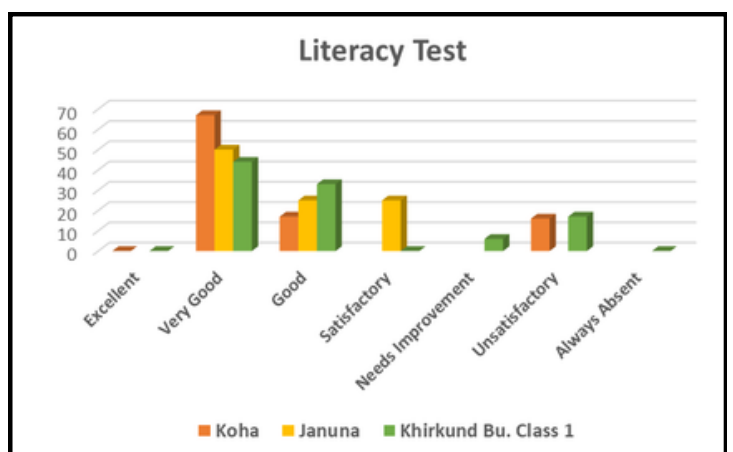
Naina is studying a second grade. She belongs to the Gavali group and initially couldn't speak Korku. However, in our class, alongside Marathi, Korku and Hindi are also used. At first, she found it hard to understand Korku, but the facilitator made sure to persistently use Korku in his teaching. Now, she has started to understand the meaning of words in Korku. She can also form sentences in Korku using nouns and verbs. This has helped her understand the language better. Now, if asked the meaning of Korku words in Marathi, she responds quickly. She works in groups with Korku children and reads books in Korku. She also chitchats with her Korku speaking friends.



Children's Assessment

Evaluation of children's learning as well as of Unnati teachers teaching are important aspects of our work. We do this twice in the year. The half-yearly test of reading and writing of children of three classes of Unnati Shiku Anande (Mother Tongue Based Multilingual Education Class) was conducted in the month of October. Questions were asked in Korku and Marathi and answers were allowed to be written in any language. Since another class started in September, the children here were not tested. Based on the test results, further decisions and actions were taken.

E.g. Since the children from two classes have progressed in literacy, it was decided to start reading activities by starting a library from the month of November so that they get maximum opportunities for reading. Classes were also started for students of classes I and II. The test results are as follows:



Under this program, the book lending process is conducted directly within the families of villages. Several initiatives have been implemented to achieve this goal, including the Stories on Loudspeaker (*Bhonga Library*), book displays, various studies, engaging women in the lending process, book collection, book selection, and content creation. Book lending initiative was conducted three days a week throughout the year.

Parvati Belsare, a housewife from the village, initially spent her days at home with little contact with the outside world. However, she became involved in a book lending program and began reading. At first, she chose books with simple stories, but now she focuses on more informative texts. Parvati shares her thoughts about the books she has read with her friends and discusses them with other women in the village. She also reads stories from these books to her children.

Village	Total Families	Readers
Koha	108	359
Januna	124	441
Khirkun d Khu.	75	169
Khirkun d Bu.	299	565



CREATING LOCAL ARTISTS

Our local people have started writing stories rooted in their own lives. 17 such Korku folk stories by local women are in the process of finalisation. We decided to have illustrations from the local artists. Unnati organized an art workshop, under the guidance of Ranjit Kokate. The focus of the workshop was on the topic "Illustrating Stories".

The workshop provided in-depth guidance on how to illustrate folk stories based on participants' writings.

A total of 9 people attended the training. They illustrated 9 stories during the workshop. The remaining 8 stories will be illustrated in the coming time.



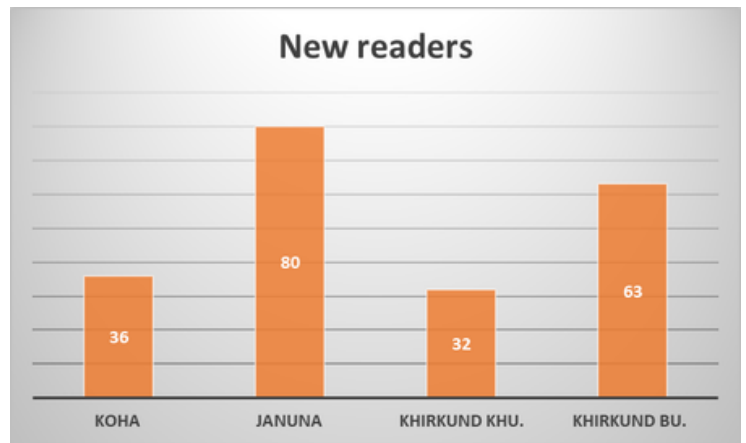
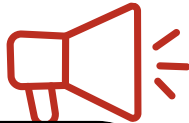
VILLAGE LIBRARY

DISPLAY OF NEWLY PURCHASED BOOKS

During the year 2024-25, Unnati acquired a total of 1198 new books, and 89 books were received through donation. These books were catalogued in the office library management system and organized in proper format. Each book was properly labelled and prepared for display.

To ensure that all staff members were aware of the new additions, an attractive display showcasing the new books was set up in the office, with participation from all teams. This initiative introduced each member of the organization to the newly acquired titles. By promoting a reading culture, the display engaged employees and provided them with access to a wealth of new information.

STORIES ON LOUDSPEAKER:



Four illiterate senior citizens from Khirkund Kh. regularly visit Bhonga Library to listen to the stories being told there. Additionally, the entire Darshimbe family from the same village, which includes a husband, wife, and their two children, frequently attends the book exhibition to read and explore the available books.

Ramlal Belsare from Khirkund Bu. is a regular reader at the village library. His consistent reading has inspired other members of his household to read as well, and now everyone in the house has become a regular reader.



Initially, I was unsure about what activities to do with children. However, after reading various books, I have learned to engage them through storytelling and singing songs.

- Asha Dhigar, a volunteer who conducts classes with children



ADOLESCENT GIRLS' LEADERSHIP DEVELOPMENT (LC)

Programme 3

In Januna, a tribal village, Unnati is striving for leadership development of young women. A group of 12 girls from the village are being trained under the initiative of Vacha Trust, Mumbai. Part of this is that these girls have to choose a problem that they feel in the village and work on it. This includes surveys, meetings with the people of the village and so on. In all the rural part of this area, many people defecate on the street without using the toilet. These girls chose to work on this problem further.



Girls had gone to Lohari village in Akot taluka with the intention of learning from other villages. On this occasion, Shivshankar Unhale informed the girls about the Lohari Khurd village and gave an in-depth information about the various types of toilets, as well as government schemes. Later, he took a round of the village and showed the toilets to the girls. He is a Sanitation Department In-charge from Panchayat Committee, Akot.

The village Sarpanch and its residents illustrated how they effectively utilized government schemes to develop an ideal village. This included initiatives for waste management, both wet and dry waste, proper plastic disposal, sewage management, village libraries run by Gram Panchayat and facilities for children in Anganwadis.

The study tour inspired the girls with innovative ideas for promoting awareness about toilets and sanitation in their own villages. They recognized that public participation is crucial for improving village conditions.

THE YOUNG GIRLS CONDUCTED A 'TOILET AWARENESS' CAMPAIGN

After coming from the study tour, these girls organized a motivational rally in their native village. A total of 78 participants from different age groups participated in the event.

On this occasion, everyone was made aware of the importance of having a toilet in every family for cleanliness and health.

The participants showcased posters and images highlighting the importance of toilets and chanted slogans. Villagers observed and listened to the slogans as they emerged from their homes to watch the event.



ADOLESCENT GIRLS' LEADERSHIP DEVELOPMENT (LC)

Programme 3

INTERNATIONAL WOMEN'S DAY: SOCIAL AWARENESS KIRTAN

On March 8, 2025, on the occasion of International Women's Day, a renowned social reformer and kirtankar, Dr. Rampal Maharaj (also a Seven Khanjiri player), conducted a kirtan in Januna village. Through his kirtan, he raised social awareness and highlighted various important issues.

- **The Importance of Mother Tongue in Children's Education** – Maharaj emphasized that for children's education to be effective, the mother tongue is the most important. It helps children express themselves with confidence.
- **The Need for Women's Empowerment** – Maharaj pointed out that women are advancing in every field, making it crucial for girls to receive education. Educated girls can play an important role in the development of the village. He urged the villagers to provide opportunities for girls and empower them.
- **The Importance of Toilets and Cleanliness** – Despite government initiatives for toilet construction, many people still do not use them. Open defecation is harmful to health, and the girls of the village have made cleanliness their priority. Maharaj expressed confidence that they would bring about positive changes in the village and encouraged villagers to support them.

The program saw enthusiastic participation from around 100 women and 40 men from the village. Additionally, about 15 people from nearby villages such as Kund, Bori, and Koha attended the event.

As a result of this event, parents became more positive about sending their daughters from the LC (Community Education) group for sessions or training. There was also a noticeable shift in the villagers' perspective, viewing the girls in the group more actively.

Overall, the response from the community was positive, and many expressed that such awareness programs should be held in the village regularly. People felt that these programs provide direct information on important issues. Moreover, because of the unique nature of the program, the women of the village had the opportunity to actively participate.





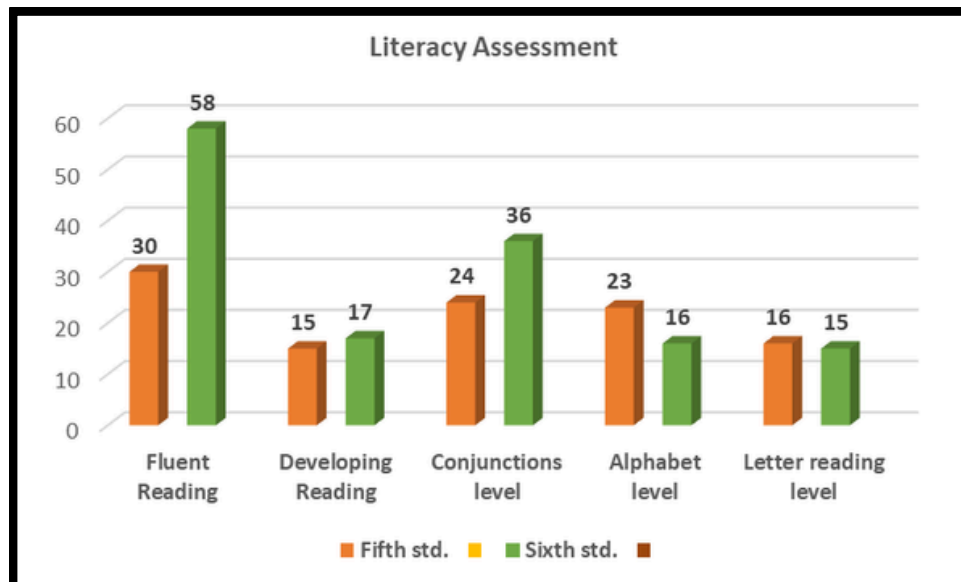
As part of this program, efforts are being made in the Ashram schools of Shahapur Taluka to cultivate a love for reading among tribal children. The goal is to provide them with opportunities to experience the joy that reading offers. Additionally, the program aims to broaden their horizons by introducing them to various global perspectives, life experiences, and concepts through books.

In recent academic years, 169 students from four schools read a total of 5,888 books. Most of these students preferred fiction novels, followed by informational books and then poetry.

LITERACY TEST:

A literacy assessment was conducted for the children in all four ashram schools in July. The main objective behind this was to assess the children's reading ability. A total of 77 girls and 32 boys from class 5, along with 88 girls and 55 boys from class 6, participated in the test.

According to this test, the students' abilities are as follows:



The largest group of children consists of those who can read with comprehension (fluent Reading), along with those in the developing Reading level and the conjunction level. The main task is to uplift the students in conjunction and letter reading level to the fluent Reading level by means of various library activities.

FINDINGS OF THE SURVEY DONE BY TRIBAL CHILDREN IN SCHOOLS

To foster leadership qualities, youth groups have been established at Babare Ashram School (Serving Katkari community) in Shahapur and Kanya Ashram School in Shenve. Their task was to run the village library in their respective communities during Diwali and summer vacations. Various activities were organized with them to cultivate essential skills and approaches.

As part of this initiative, the children had carried out a library readiness survey in their villages during the Ganpati holidays. A total of 25 girls and 5 boys from both schools participated in the survey. **The youth group engaged with 141 families across 22 villages and gathered information from approximately 1,068 individuals.** The survey results were analysed by the students in the youth group, with assistance from the NSS representatives of Manjunath Mahavidyalaya of Karnataka Sangha in Dombivli.

The survey revealed educational and employment trends in the village: -

- There is a low population of adolescent girls and boys in the villages, possibly due to their migration to hostels for education.
- There is a low population of adolescent girls and boys in the villages, possibly due to their migration to hostels for education.
- Approximately 34 percent of women in the village work in their own fields, while 8 percent are employed as farm labourers in other's fields.
- Everyone responded positively to the idea of establishing a library in the village, highlighting the lack of available reading materials.
- Out of the 1,068 citizens surveyed in the village, 105 women and 153 men reported that they could read.
- The highest number of respondents, 88 households, expressed a desire to read books in the evening. Since both women and men spend their entire day working in the fields, they preferred evening reading..

VILLAGE LIBRARY OPERATED BY YOUTHS

As a part of youth development initiative, eighteen students from Shenve and Babre residential schools operated village libraries in 10 villages. Through this initiative, these students reached out to 126 and 81 women respectively.

They engaged the community by displaying books on mats. This initiative aimed to enhance children's communication and creativity skills.



Children enjoy having independent reading time. Boys, in particular, find it fun to read books while sitting under tables or in corners. They feel that no one disturbs them there. Therefore, it is essential to give children some freedom.

- A Facilitator

INSTITUTIONAL INITIATIVES

PREVENTION OF SEXUAL HARASSMENT (POSH) COMMITTEE IS ESTABLISHED

On January 30, 2025, the Prevention of Sexual Harassment (POSH) Committee was established at Unnati Organization. Through this committee, efforts will be made to create a safe and positive workplace environment for all employees.

The committee includes Subhash Kedar and Gayatri Lonkar from the Akola district, and Gauri Gokhale and Bharti Jadhav from the Thane district. Gauri Gokhale has been appointed as the Chairperson of the committee.

Additionally, Prof. Jayashree Karve has been appointed as the external counselor for the committee. To date, two meetings of the committee have been held.



BLOOD TEST FOR THE VOLUNTEERS

In the tribal community, the hemoglobin levels in women are often found to be low, leading to health issues such as anemia and sickle cell disease. While working on the education of children in tribal areas, this issue became particularly evident to the Unnati organization.

In light of this, a blood testing camp was organized on March 25, 2025, to raise awareness among the staff members of the organization and to assess their hemoglobin levels.

According to the test results, it was found that 4 female staff members had low hemoglobin levels. The organization will provide them with guidance on proper diet and lifestyle to help improve their health. Additionally, 5 staff members were unaware of their blood type, and through this test, they were able to learn their blood types.



TAKING STEPS TOWARDS FINANCIAL EFFICIENCY

The UNNATI organization has taken an important step in planning for the financial future of its team members. Since the team is predominantly consist of representatives from tribal belt, there has been great struggle in fostering a sense of financial planning among them. A special guidance session was held for the workers, focusing on the investment tools like mutual funds and public provident funds (PPFs). However, several hurdles were encountered in the process.

Key technical difficulties needed to address including linking Aadhaar with bank accounts, connecting mobile numbers to Aadhaar, updating Aadhaar information, and correcting names on PAN Card and Aadhaar Card.

This has resulted in:

- 8 members have activated Mutual Fund accounts
- 15 members have started PPF accounts
- 3 more members are in process to open Mutual Fund accounts

Aayushman Bharat Yojana: Under this scheme, six field staff from the organization have successfully registered under the Ayushman Bharat scheme and received their cards. The registration process for other workers is currently in process.

NETWORKING

DIALOGUE ON TRIBAL EDUCATION SYSTEMS: THE CONFLUENCE OF CULTURE AND EDUCATION

A special dialogue on "Indigenous Tribal Education" was organized by the Muskaan organization in Bhopal. Two members from UNNATI participated in the dialogue.

The dialogue's main objective was to discuss tribal education system, exploring the interpersonal relationships between lifestyle and culture within community, and examining their relevance in the current education system.



The event was attended by various peoples' movements, organizations, and individuals working with Indigenous communities. The exhibition featured a range of organizations presenting educational materials aimed at teaching children in their mother tongue, as well as items that showcased the lifestyle of the tribal community and activities related to local culture.

Activists participating in the dialogue emphasized the importance of educating children in their native language to enhance the tribal education system.

ORGANIZATIONAL DEVELOPMENT

Acquiring a diverse set of skills and knowledge is essential for effectively operating an organization. At UNNATI, we are committed to continuously developing these skills through various platforms. Mumbai based ATMA is one such organization which facilitates trainings for other organizations, UNNATI has been selected for one of their programs, which will continue throughout the year.

WIPRO FOUNDATION'S PARTNERS' FORUM, BANGALORE

Wipro Foundation organized a Partners' Forum at Azim Premji University, Bangalore from 4 to 6 December. The seminar featured sessions, group discussions, interviews and showcases of the participating organization's work.

Highlights of the forum included engaging topics, well-structured sessions, eco-friendly setups, a significant number of women taking the stage, and equal opportunities for everyone to speak, fostering an inspiring environment for all participants.



NETWORKING

VISITS TO UNNATI BY EXTERNAL ORGANIZATIONS

Two organizations visited our operational area to understand Unnati's mother tongue-based multilingual education approach.

The purpose was to learn how to provide quality education to children based on multilingual principles, including the methods to be used and how to implement them. Representatives from Sadaya Foundation and Khoj from Amravati district visited our organization for this purpose.

Two representatives from the 'Sadaya Foundation' came from Dharni, Amravati district. Thirteen members from the Khoj organization from Chikhaldara Taluka visited Unnati to understand its work. They observed the classes under the School Library Program (a literacy-developing class based on library activities) and Shiku Anande (Mother Tongue-Based Multilingual Literacy Education). They also experienced the exchange process at the village library. They also familiarized themselves with the educational materials developed by the organization. Finding the materials useful, they have requested copies and engaged in detailed discussions with us.

NARMADA JEEVAN SCHOOL'S CHILDREN'S GATHERING



From February 14 to 16, 2025, BAL MELA (children's grand gathering) was organized by Narmada Jeevan Shikshan school in Revanagar, Tal. Taroda, Dist. Nandurbar. Sixteen participants from Unnati attended the event.

The gathering saw participation from children and teachers from seven villages in the Narmada Navnirman campaign's taluka. Through this gathering, various activities were organized, including sports, artistic talents, essays, public speaking, drawing, health check-ups, and local cultural programs. It was an opportunity to observe how relationships are built with tribal children, how their natural artistic talents are nurtured, and how their languages and cultures are incorporated into such activities.

The presence of Medhatai Patkar, the highly disciplined organization of the event, and the various competitions and programs deeply inspired Unnati's fieldworkers. During the gathering, Unnati also showcased its educational materials.

TEAM CAPACITY BUILDING

Unnati has been operational in tribal areas for the past 11 years. In the year 2024-25, the organization organized various training sessions and reading study groups for the empowerment of its team members. To enhance the educational, social, and personal capacities of the members engaged in various initiatives of the organization, various internal and external training programs were organized this year. These included training in areas such as basic knowledge of education, reading culture, mental health, sociology, and gender studies.

UNNATI team attended different training sessions, webinars, workshops on 47 different topics. Some of the trainings were:

RIGHT TO EDUCATION ACT TRAINING

Mandar Shinde, a prominent activist and scholar in the Right to Education and protection movement from Pune, was invited as the key speaker for this subject. He provided detailed information on the legislative process, the distinctions between policy, law, and campaign, among other topics.

The definition of a child was clarified, along with an overview of various child-related laws, the specified age for children, and the challenges they pose.

Participants were briefed on the purpose of implementing the Right to Education Act, including the amendments made over time. Various clauses were read out to illustrate how concerns raised by the staff are addressed within the Act itself. The law appeared quite engaging after his explanations. Overall, the session was informative and focused on practical issues.

A MEETING ON MENTAL HEALTH

The curriculum is being developed on children's mental health by the organization - The Center for Mental Health Law and Policy. The curriculum making process is participatory and UNNATI is one of the organization contributing to making of this curriculum. A meeting was conducted by Neerja Awati with UNNATI team. Neerja's focus of the first meeting was to understand UNNATI's organizational structure, its activities, team's approach with the children, their connection with them, and other related aspects.

STORY WRITING WORKSHOP

When writing a story, it's important to consider the questions that a reader might have while reading. This perspective can guide your storytelling. Stories typically have three main stages: beginning, middle, and end. Stories should be tailored to the target audience, which may require modifications to the content or style. Lastly, it's important to recognize the distinct roles of the author and illustrator when preparing a storybook.

PEDAGOGY OF FOUNDATIONAL LEARNING (VIRTUAL COURSE BY OELP, RAJASTHAN)

In this workshop, we explored effective steps while teaching children. We discussed the stages of the literacy process, including oral activities, educational materials, and language games, all aimed at creating an engaging classroom environment. We also learned about controlled writing as a way to teach writing rules.

TEAM CAPACITY BUILDING

Library Training- During our experience running a library, we learned how to select and categorize books based on the preferences and number of our readers. In the Unnati Library program, we acquired skills to conduct various activities, including creating word lists, making maps, storytelling, and reading stories aloud. We also understood the procedures to follow before and after telling a story.



Effective Work with Children with Special Needs in the Classroom - Workshop

This workshop clarified important concepts such as learning differences, learning difficulties, and learning disabilities. These challenges can stem from specific barriers in the lives of children, including malnutrition, emotional distress, lack of educational resources, irregular schooling, parental neglect, and a shortage of trained teachers.

SUCCESSFUL LAUNCH OF UNNATI'S READING STUDY GROUP INITIATIVE

Hemangi Joshi, the Director of UNNATI, introduced this initiative to cultivate a love for reading and encourage regular reading habits within the organization's team. She provided detailed guidance on the group's structure, regulations, and the process of selecting books. The team formed three groups of 10 members each and started one-hour reading sessions every Saturday. During these sessions, unfamiliar words are noted and their meanings are later explored and understood, enhancing their language skills. To date, this initiative has conducted nine study group sessions. These reading sessions extend beyond mere knowledge acquisition; they have evolved into a powerful tool for the personal and professional growth of the team.

ORGANIZATIONAL MANAGEMENT

Various meetings organized throughout the year:

Staff meetings (in 2 offices) - average 12

Coordination meetings - 38

Management meetings - 20

Team weekly meetings (4 project wise) - average 30

Project review meetings (4 project wise) - average 7

Board of Directors meetings - 4

Annual General Meeting - 1

COLLABORATION WITH EDUCATION SYSTEM

DAILY INSTRUCTION SENTENCES IN MARATHI - KORKU FOR TEACHERS

On February 21, 2025, **International Mother Language Day** was celebrated with special activities in the schools of Unnati's project areas. The aim was to overcome communication barriers between teachers who speak Marathi and students who speak Korku, and to encourage teachers to use the students' language more frequently.



On this occasion, posters with instructions to help teachers communicate with students in both Korku and Marathi were created and displayed in every classroom of nine village schools under the Zilla Parishad. The teachers warmly welcomed this initiative.

शिक्षकांसाठी मराठी - कोरकू भाषेतील सूचना	
मराठी	कोरकू
सरांना बोलावून आण.	गुरुजीके हाकोय.
मला पेन दे.	इनके पेन जे.
जेवणाअगोदर हात धु.	ज्योज्योमा पेयला टी आबोय.
माझ्या मागे म्हणा.	इंया टवूटे मांडे.
इकडे बघ.	इंगान डोगे.
नीट लक्ष दे.	अच्छाटे ध्यान जे.
तुला खिचडी कशी वाटली?	आमेन खिचळी च्युफिन घईयेन?
सर्वांनी गोलात बसा.	पारकू गोलैन सुबाय.
सर्वानी डोळे बंद करा.	पारकू मेट बांडोय.
रोज अंघोळ करून या आणि स्वच्छ कपडे घालून या.	रोजोका आंगुजटे हाजे डो अच्छा आंगी उरीटे हाजे.
वर्गात कचरा करू नका.	वर्गान कचरा डाडा बाकी.
शांत बसा.	काटामटे सुबाय.
आज आपण नवीन गोष्ट शिकणार.	टईन आबू ओने मांडी इटूबा.
तू फळ्याजवळ ये आणि अक्षराला गोल कर.	आम फळामेरान हाजे डो अक्षर के गोले.
उद्या या, आपण भेटू.	पाटा हाजे, आबू मिलाटीवबा.
रोज शाळेत यायचं.	रोजोका इस्कुलेन हाजे.
गोलात थावा.	गोलैन साळूवे.
शब्द वहीत लिही.	शब्द वहीन ओले.
मी वाचतो. तुम्ही माझ्या मागे म्हणा.	इन पळाटीयेबा. आपे इंया टवून मांडे.

शिक्षकांसाठी मराठी - कोरकू भाषेतील सूचना	
मराठी	कोरकू
सर्व मुलांनो, इकडे या.	सबई कातव्याकु, इंगान हाजे.
मुलांनो, सर्व वर्ग स्वच्छ करा.	कातव्याकु, सबई वर्ग आरीजे.
मुलांनो, कचरा उचलून बाहेर टाका.	कातव्याकु कचरा टूले डो बल्लान टेळपाय.
सर्व कचरा कचरापेटीमध्ये टाक.	सबई कचरा कचरापेटी तालान आंडाय.
वर्गातील टेबल- बाकडा नीट सरकव.	वर्गागा टेबोल अच्छाटे ओसोरे.
वर्गातील फळा पुसून घे.	वर्गागा फळा ओजोय.
सर्वानी शांत बसा.	सबई कू काटामटे सुबाय.
आज आपण सर्वजण हे गाणं म्हणूया.	टईन आबू सबईकु इनी शिरिंज मांडीबा.
तुम्हाला आज कोणते प्रश्न पडलेत का?	टईन आपने टुनी प्रश्न बोच्योयेन कि च्योज?
काल तुला शाळेत यायला का बरं उशीर झाला?	कोलदिन आमेन इस्कुलेन हाज च्योयेन टेमो डायेन?
काल कुठे गेला होता?	कोलदिन टुंगान ओलेन डान?
वर्गात उशीरा का आला?	वर्गान टेमोटे च्योयेन हेन?
त्याला मारू नका.	डिजके मुंडा बाकी.
समोर सरक.	साम्मान ओसरे.
जेवण केले का?	आटा ज्योवेन?
खाली बस.	इटान सुबाय.
का रडत आहे?	च्योयेन ज्याम लाक्के?
अभ्यास करतो का?	अभ्यास डायबा?
उभा रहा.	टेंगेने.

COLLABORATION WITH EDUCATION SYSTEM

REPORT PRESENTATIONS:

Akola Project: The project activity for the academic year 2023-24, was submitted to the Akola Taluka Education Department on April 16, 2024.

Shahapur Project: Similarly, a detailed report on the academic year's activities was submitted to the Project office of Tribal development department in June 2024. Mr. Hivale, the newly appointed project officer, reviewed and thoroughly discussed with the team the report and the overall progress made. The project office gave permission for the continuation of the project in the next academic year in Ashramschoools.



MEETING WITH SCHOOL HEADMASTERS (HMS):

Akola Project- In July 2024, education dept. had organised a meeting with HMs from a cluster of schools, which saw attendance from UNNATI members. UNNATI's discussed on developing the framework for teachers' study groups for the following year. It was decided in the meeting that these study groups would be scheduled during school hours on Saturdays, enabling teachers to attend without having to come to school that day. This meeting provided important guidance for making the planning of teacher study groups more organized and effective.

Shahapur Project- In April and July 2024, two meetings were held at the Shelve office, involving the HMs and teachers from operational schools. These meetings reviewed the achievements of the past year and presented the agenda for the upcoming year. The teachers conveyed their gratitude for UNNATI's initiatives and recognized the beneficial impact on the students.

Between July and October, a meeting of the headmasters of all three schools was organized on December 18, 2024. Agenda of the meeting was to provide information about the achievements from these activities, the development of children, and the number of books they read. During this meeting, issues faced while working in the schools and the assistance received were also discussed.

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- Mayur Ankolekar (Actuarist, Mumbai)
- Prajakta Khare (Associate Professor, Meiji Gakuin University, Yokohama, Japan)

OUR TEAM

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Ratanlal Jambekar

Dadarao Kedar

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Shanta Khote

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Divya Khade

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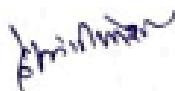




Ashwini Kongere

Bharti Padwal

INTERNS / VOLUNTEERS

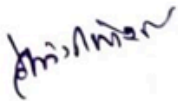

- Sonal Pardhi - a PhD student specializing in tribal languages.
- Kazutoshi Kamada and Tatsuki Miami, third-year students from Japan.

FINANCIAL HIGHLIGHTS

UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE (A Company Licensed under Section 8 of the Companies Act, 2013) CIN: U74999MH2014NPL257528 Balance Sheet as at March 31, 2025			
Particulars	Note No	Amount in Rupees	
		As at 31-Mar-25	As at 31-Mar-24
I. EQUITY AND LIABILITIES			
(1) Shareholder's Funds			
(a) Share Capital			-
(b) Reserves and Surplus	2	35,33,463	27,40,272
(c) Money received against share warrants			-
(2) Share application money pending allotment			
(3) Non-Current Liabilities			
(a) Long-term borrowings			-
(b) Deferred tax liabilities (Net)			-
(c) Other Long term liabilities			-
(d) Long term provisions			-
(4) Current Liabilities			
(a) Short-term borrowings	3	-	-
(b) Trade payables	4	25,32,716	13,09,622
(c) Other current liabilities			
(d) Short-term provisions			
Total		60,66,178	40,49,894
II. Assets			
(1) Non-current assets			
(a) Fixed assets			
(i) Tangible assets	5	1,34,674	1,02,604
(ii) Intangible assets			-
(iii) Capital work-in-progress			-
(iv) Intangible assets under development			-
(b) Non-current investments			-
(c) Deferred tax assets (net)			-
(d) Long term loans and advances			-
(e) Other non-current assets			-
(2) Current assets			
(a) Current investments	6	37,13,085	30,91,992
(b) Inventories			
(c) Trade receivables	7	20,82,218	7,66,435
(d) Cash and cash equivalents			
(e) Short-term loans and advances			
(f) Other current assets	8	1,36,201	88,863
Total		60,66,178	40,49,894
Significant accounting policies	1		
FOR, UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE		For Borgaonkar & Co. Chartered Accountants Registration No. 145919W	
 Hemangi Joshi Director DIN No. 06607483 Place: Mumbai	 Mohan Dadaji Surve Director DIN No. 07897064 Place: Mumbai	 Rohan R. Borgaonkar Partner (Membership No. 179816)	
Date: 22-09-2025 Place: Kalyan UDIN - 251798168MOEXQ8468			

FINANCIAL HIGHLIGHTS

UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE (A Company Licensed under Section 8 of the Companies Act, 2013) CIN: U74999MH2014NPL257528 Statement of Income and Expenditure for the year ended March 31, 2025			
Particulars	Note No	Amount In Rupees	
		2024-25	2023-24
I. INCOME			
a. Revenue from operations	9	89,43,779	68,04,180
b. Other Income	10	3,80,577	2,34,197
Total Revenue (a + b)		93,24,356	70,38,377
II. EXPENDITURE:			
Expenses on the Objects	11	58,17,525	40,84,823
Cost of Material		-	-
Employee benefit expense	12	26,32,680	22,36,585
Administration expenses	13	4,616	8,292
Depreciation and amortization expense		33,531	61,284
Finance Cost	14	7,646	5,539
Other expenses	15	35,168	69,710
Total Expenditure		85,31,166	64,66,233
Excess of Income over Expenditure/(Expenditure over Income)	(I-II)	7,93,190	5,72,144

FOR UNNATI INSTITUTE FOR SOCIAL AND EDUCATIONAL CHANGE			
Hemangi Joshi Director DIN No. 06607483 Place: Mumbai	Mohan-Dadaji Surve Director DIN No. 07897064 Place: Mumbai	For Borgaonkar & Co. Chartered Accountants (Registration No. 145919W) Rohan R. Borgaonkar Partner (Membership No. 179816)	
Date: 22-09-2025 Place: Kalyan UDIN - 25179816BMOEXQ8468			

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