

# WHERE CHANGE TAKES ROOT

July - August 2026



200+ households engaged in heat research study across 10 locations



205 Anganwadi Centres identified for Communities that Care implementation in Namkum Block



11 NalandaWay Children's Choir vocalists performed together at Jackfruit Songsters 2026



# IMPACT SNAPSHOT



**Father and Mother Circle Meetings** strengthened parent engagement around **children's safety and well-being** across **10 ICDS Centres**.

**Gutar Goo, Noida**

Learning sessions continued across **10 Anganwadi Centres** and **3 GCC Schools**, reaching **350+ children** through joyful, activity-based learning.

**Kanna Moochi, Chennai**

**Children** connected learning on **safety and hygiene** with everyday situations through **age-appropriate** activities and experiments.

**Kanna Mucche, Bengaluru**

**Field engagement** began across **Namkum Block** following permissions to initiate implementation across **205 Anganwadi Centres**.

**Communities that Care, Jharkhand**



**Baseline assessments** and rapport-building sessions were **completed across 24 Child Care Institutions**.

**Vanam Vasapudam, Tamil Nadu**



**Grade 4–5 learning sessions** and **Grades 1–5 SEL sessions** were rolled out alongside continuous classroom monitoring.

**Foundational Learning, Chennai**



Girls across locations engaged in peer learning, health awareness, career exploration, leadership and friendship-building activities.

**Project Sakhi**

Teaching Assistants **strengthened their readiness for STEM, Mathematics Learning Enhancement** and **Well-being programme** implementation.

**STEM, Chennai**

**75 students** selected in 9th Batch Phase 2 auditions; **4 performed at Jackfruit Festival 2026**.

**Chennai Children's Choir**



NalandaWay presented its **whole-school arts pedagogy at Kalvi Kural**, sharing evidence and experiences around inclusive classrooms.

**Research & Impact Team**

## Looking Ahead

*"Alone we can do so little; together we can do so much."*

— Helen Keller

The months ahead will see teams continue to build on the work already underway — strengthening implementation, deepening engagement with children and communities, and creating more opportunities for learning, creativity and participation.

From Anganwadi Centres and classrooms to CCIs and community spaces, we look forward to carrying this momentum forward and continuing to create spaces where children and adolescents can learn, express themselves and grow.



## Dear NalandaWay Community,

Even as children across schools settle into the academic year — finding their rhythm in new routines, connecting with peers new and old, making sense of new lessons, we continue the familiar work of expanding our reach and furthering our impact.

The months of July and August saw our cohorts grow, with our programmes reaching more children, anganwadis, schools and Child Care Institutions, and covering more new ground. We were able to strengthen the communities around the children we serve, thanks to the enthusiastic participation of parents, teachers, anganwadi staff and other stakeholders.

From art interventions and academic guidance to mental wellbeing initiatives, our work with children and adolescents continued to focus on equipping them for a rapidly changing world. Along the way, we got to witness the children lean on each other, pass on the support they had received, and find in themselves a kernel of resilience and agency.

Learnings from the field also fuelled our research and impact studies, helping us find more ways to address the pressing concerns of the communities we serve. We hope the insights we gather here will influence and guide the work we do in the months to come.

With regards  
The NalandaWay Team



## Research & Impact

### Sharing Evidence and Learning at Kalvi Kural

Out of **50+ abstract submissions**, NalandaWay Foundation was selected to present at **Kalvi Kural**, a symposium organised by Madhi Foundation on primary education in India.

Indhu Priyadharshini R, Senior Associate, Research and Impact, and Nithya S, Associate, Projects, presented "*NalandaWay Arts School: Building Inclusive Classrooms Through Whole-School Arts Pedagogy*."

The presentation shared how whole-school arts pedagogy can contribute to supportive and inclusive classrooms, including for children with diverse needs. It also highlighted the role of parents and Art Corners in extending arts-based learning beyond the classroom.

The session created opportunities for peer learning, discussions around ecosystem support, and new connections with others working in primary education.



# HT Parekh Foundation | Delhi NCR

## Building Trust Through Fieldwork

During July and August, the research team expanded data collection to Gautampuri, taking Phase 1 engagement to **200+ households across 10 locations** through NalandaWay Foundation, alongside 70 households supported by Aga Khan Foundation.

The team continued to use sleep diaries and research tools, including BITSEA and PSS, to understand the relationship between heat, sleep, children's behaviour and caregiver wellbeing. Child-Caregiver Observation activities using ball play and drawing also created opportunities for families to connect through play.

## Voices from the Field

Regular interactions helped build trust with families, with caregivers sharing that the conversations encouraged them to reflect on their children's development and well-being.

*"It felt good that someone else is also concerned for my child except myself."*

— Caregiver, Tigri Village

With Phase 1 drawing to a close, the team carries forward the relationships and learning built through months of engagement with families.



## People & Culture

### | HR Team



## Building Trust Through Fieldwork

As part of NalandaWay Foundation's annual POSH sensitisation process, an online refresher session was conducted for all employees to revisit key concepts and practices around creating a safe, respectful, and inclusive workplace.

The session was facilitated by Vidushi Jain, Research and Impact Consultant at NalandaWay Foundation and a certified POSH and POC SO trainer. An interactive approach was used by her to make the conversation practical and engaging while covering key provisions of the POSH Act, the role of the Internal Committee, the process of approaching the IC and filing a complaint, and recent updates to the organisation's POSH policy.

The discussion also explored conscious and unconscious biases, everyday behaviours that shape workplace inclusion, and how employees can contribute to an environment where everyone feels respected, heard, and safe.

## Welcoming New Faces at Thursday Circle

This month's Thursday Circle welcomed **Megha, Shweta, and Hiba** to the NalandaWay team. Through Pecha Kucha-style presentations, the new team members shared stories from their lives before NalandaWay, their first impressions, and personal interests.

The informal session created a warm space for colleagues to get to know the newest members of the team and helped them feel at home.

## Celebrating Onam Together

Onam brought colour and celebration to the NalandaWay offices as team members came together in traditional attire to create a pookalam and share dishes through a potluck.

The celebration created a joyful opportunity for colleagues to connect, share, and celebrate together.



# EARLY CHILDHOOD

Across early childhood and foundational learning programmes, the focus remained on strengthening learning environments through educator capacity building, classroom interventions, caregiver engagement, and child safety. Children engaged in play-based and activity-led learning, foundational skills, and social-emotional learning, while educators and caregivers were supported to create more responsive spaces for children.

## gutargoo | Noida

### Strengthening Fathers' Engagement in Child Safety

The Gutar Goo team conducted **Father Circle Meetings across all project-supported ICDS Centres**, creating a space for fathers to reflect on their role in children's development and well-being. The first session focused on child safety, with fathers exploring physical, emotional, and social safety through discussions, role-plays, interactive activities, and home safety assessments.

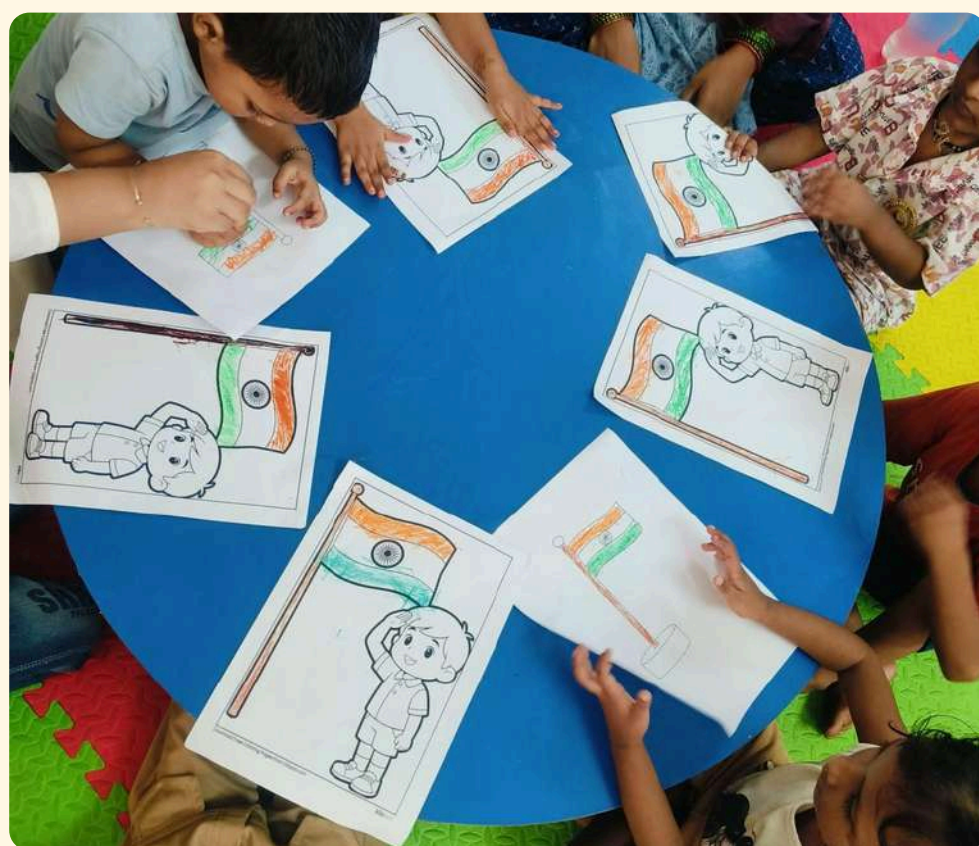
The sessions encouraged fathers to identify practical steps towards creating safer environments at home and concluded with personal commitments to strengthen children's protection and well-being.

### Building Awareness Through Mother Circles

As part of **World Breastfeeding Week**, Mother Circle Meetings were facilitated **across 10 ICDS Centres**, focusing on the importance of breastfeeding, addressing common myths, and providing practical guidance. Mothers also discussed children's safety and well-being, explored common risks, and identified ways to create safer environments at home through interactive activities and home safety assessments.

### Celebrating Independence Day Through Creativity

Independence Day was celebrated across the Anganwadi Centres through patriotic songs, art and craft activities, and cultural performances. The celebrations gave children opportunities to express themselves creatively, participate confidently in group activities, and experience a sense of togetherness and belonging.



## Kanna Moochi | Chennai

### Building Capacity for a New Implementation Cycle

The new implementation cycle began with a **three-day Teaching Assistant Capacity Building Training**, strengthening TAs' knowledge and practical skills in Early Childhood Development, play-based learning, storytelling, classroom facilitation, monitoring, documentation, and child protection.

The training prepared TAs to create engaging, child-centred learning experiences across Anganwadi Centres and GCC Schools.

### Learning Through Stories, Play and Participation

During July and August, Kanna Moochi sessions continued across **10 Anganwadi Centres and 3 GCC Schools**, using storytelling, songs, games, sensory experiences, and activity-based learning. Children engaged in planned stories and activities that supported language, numeracy, sensory development, Social-Emotional Learning, and school readiness.

The sessions continued to create joyful spaces where children could learn, explore, and participate at their own pace.

## Strengthening Classrooms with Learning Materials

In August, Kanna Moochi learning materials were packed and distributed across project locations. Children received **Term 1 Workbooks, Academic Books, Parent Guideline Books, school bags, and stationery**, while Anganwadi Centres received play-based materials, including hopscotch, hula hoops, puzzle boards, flash cards, and learning charts.

These resources are helping strengthen classroom engagement and create more opportunities for learning through play and hands-on experiences.



## Learning Beyond the Classroom

Special celebrations created opportunities for children to learn through creativity, participation, and real-life experiences. At **CPS Palavoyal Salai**, the celebration of Fruit Day encouraged healthy eating, sharing, and teamwork as children dressed up and spoke about their favourite fruits, and prepared a fruit salad together.

Independence Day was celebrated across **10 Anganwadi Centres and 3 GCC Schools with 350+ children** through art and craft, fancy dress, Tricolour-themed activities, and a skit on unity. The activities encouraged children to explore togetherness, diversity, and love for their country.



## From Quiet Moments to Confident Steps

**Kashvi, a 3-year-and-6-month-old girl from Sundharapuram**, was initially reserved and preferred to sit quietly, finding it difficult to interact with other children and adults at the Anganwadi Centre.

Understanding that she needed time, the facilitator focused on building trust without forcing participation. Through gentle conversations and repeated invitations to colour and play, Kashvi gradually became more comfortable.

By August, she began giving one-word responses and, importantly, started approaching the facilitator on her own. She began expressing her needs and sharing what other children were doing.

During an **Appu Siriya Vinyani (Little Scientist)** activity on the five senses, Kashvi got up on her own, came forward, and participated with interest and joy.

Her journey reflects how patience, consistent encouragement, and a safe environment can help children gradually build trust, confidence, and a willingness to participate.

*“One of the best things that we can do for kids is give them time.”*



## Creating Safe and Joyful Learning Spaces

The last two months brought meaningful learning experiences across Anganwadi Centres and strengthened collaboration with parents, Anganwadi Workers, ASHA workers, and the Women and Child Welfare Department.

The team also conducted baseline assessments, personal interviews, Focus Group Discussions, and interactions with Anganwadi Workers to better understand children's learning experiences and needs.

## Connecting Child Safety Learning to Everyday Life

Child safety and awareness around child trafficking remained an important focus during July and August. Through age-appropriate conversations and role-plays, children explored how to recognise uncomfortable situations, stay cautious around unfamiliar people, and approach trusted adults when they need help.

A meaningful moment came during a cake-distribution activity when several children hesitated to accept cakes from a well-wisher, remembering discussions around safety and not accepting things from unfamiliar people without checking with a trusted adult. Many waited for their parents before taking the cakes.

This everyday moment showed how children were beginning to connect classroom discussions with situations beyond the Anganwadi.

## Learning Through Stories and Curiosity

The story **"Raja Rani Tha Tha Thayya"** was used to introduce conceptual learning through storytelling. Children then participated in a hands-on experiment to

understand how germs remain on hands and spread through touch.

The activity helped children connect the importance of handwashing with their own experiences. Following the session, children became more conscious of washing their hands, particularly before eating and after playing.

## Strengthening Community Awareness on Breastfeeding

During **World Breastfeeding Awareness Week**, Kanna Mucche collaborated with ASHA workers to conduct an awareness session for nursing mothers at the Anganwadi Centre.

The session focused on breastfeeding and its role in children's health, nutrition, and development, while giving mothers an opportunity to discuss their questions and experiences. The collaboration also strengthened the connection between Anganwadi Centres, families, and community health workers.

## Understanding Children's Learning Through Baseline Assessment

As part of project initiation, baseline assessments included **Focus Group Discussions with mothers, personal interviews with anganwadi workers, and SEL assessments for children.**

These interactions helped the team understand children's existing knowledge, skills, interests, experiences, and responses, alongside shared observations from mothers and Anganwadi Workers. The findings will provide a starting point for planning learning experiences responsive to children's developmental journeys.



## A Helping Hand Strengthens the Anganwadi

For nearly two years, the Ramamurthy Nagar Anganwadi Centre functioned without an anganwadi helper. Welcoming a new worker to the centre has been of immense support to the Anganwadi Teacher and the Kanna Mucche team, while also giving her an opportunity to learn and grow alongside the team.

With guidance from the Kanna Mucche team, she has shown a strong interest in learning storytelling and other programme activities. She has also taken the initiative to facilitate story-based activities with children.

Her regular presence, willingness to learn, and enthusiasm to participate are strengthening implementation and helping create a warm and engaging learning environment.

# Communities that Care | Jharkhand

## Moving from Preparation to Field Engagement

Supported by **Echidna Giving**, the Communities that Care project made foundational progress during its initial startup phase in **Namkum Block, Ranchi**, with a focus on strengthening Early Childhood Development and mothers' agency through community-led support systems around Anganwadi Centres.

Following permissions from the **District Social Welfare Officer and Child Development Project Officer**, the team received a list of **205 Anganwadi Centres**, including Saksham Anganwadi Centres, government buildings, rented centres, and centres operating in other buildings.

## Understanding Anganwadi Centres and Their Communities

The team visited different Panchayats across Namkum to understand the local context of Anganwadi Centres and engage with Anganwadi Workers, mothers, children, and community leaders.

The visits provided insights into differences in infrastructure and facilities, as well as children's attendance, cleanliness, learning materials, and participation. These observations will inform the selection of centres and planning for further project activities.



## Creating Joyful Opportunities Through Special Days

Celebrations were conducted to mark special days at different anganwadi centres with children, parents, anganwadi workers, and other stakeholders. Through simple, joyful activities, the celebrations encouraged children's participation, creativity, interaction, and learning while creating opportunities for parents and community members to engage with the centres.

Independence Day at **Mahilong Mahto Toli Anganwadi Centre** included flag hoisting, role play, and a short discussion on the significance of the day. At **Karmatoli Village Anganwadi Centre**, National Sports Day brought together **15+ children and 10 mothers** for games and activities.

Raksha Bandhan at **Baram 1 Anganwadi Centre** engaged **14 children and 3 mothers** through discussions, Rakhi-making, songs, and group activities.

## Building Capacity and Preparing for Co-Design

The team participated in capacity-building sessions covering Early Childhood Development, Teaching-Learning Materials (TLMs), arts integration, and needs assessment tools.

Engagements with CDPOs and Anganwadi Workers also began preparations for a co-design workshop that will bring together government officials, community leaders, Anganwadi Workers, and mothers to jointly develop content for children's and mothers' sessions.



# Arts in Education | Chennai

## Preparing Teaching Artists for the New Academic Year

A four-day Teaching Artist training brought together 14 Teaching Artists from 22–28 July at the Goethe-Institut and NalandaWay Foundation office. The training combined programme orientation with advanced learning in Visual Arts and Theatre, while supporting new Teaching Artists with key foundations from the previous year.

Hands-on sessions covered natural dyeing and colour extraction, observation drawing, art appreciation, storytelling, forum theatre, voice modulation, mime and creative facilitation. Documentation, mock classroom facilitation, peer feedback and reflection helped Teaching Artists prepare for classroom implementation.

*“This year’s training was more advanced and built progressively on what we had learned previously. It helped me deepen my understanding and gave me new ideas that I can bring into my practice.”*

— Teaching Artist



# Foundational Learning | Chennai

## Strengthening Teaching for Foundational Learning

The Foundational Learning Project strengthened implementation through planning, preparation, and capacity building. A **three-day Train-the-Trainer programme** for Teaching Assistants focused on classroom facilitation, foundational numeracy and language learning, activity-based teaching, and Social-Emotional Learning.

Art and learning materials — including art sheets, colour pencils, crayons, sketch pens, paints, and brushes — were also procured, packed, and distributed across all five project schools.

Regular TA meetings and reviews continued to support reflection, classroom planning, and session delivery.

## From Baseline to Classroom

A baseline assessment was conducted to understand students' existing learning levels and identify areas requiring additional support. The findings helped the team plan classroom interventions around children's learning needs.

Continuous monitoring through classroom observations and school review meetings also enabled the team to track implementation, understand classroom challenges, and provide timely support.

## Making Foundational Learning Fun and Meaningful

During July and August, Foundational Learning sessions were rolled out across project schools for Grades 4 and 5, with children engaging in Mathematics and English activities through worksheets, games, and practical learning experiences.

SEL sessions were also introduced for Grades 1–5, creating opportunities for children to explore emotions, relationships, communication, and self-awareness.

## Strengthening Assessment for Targeted Support

The FL team worked with the Research & Impact team to strengthen the formative assessment process. Following an

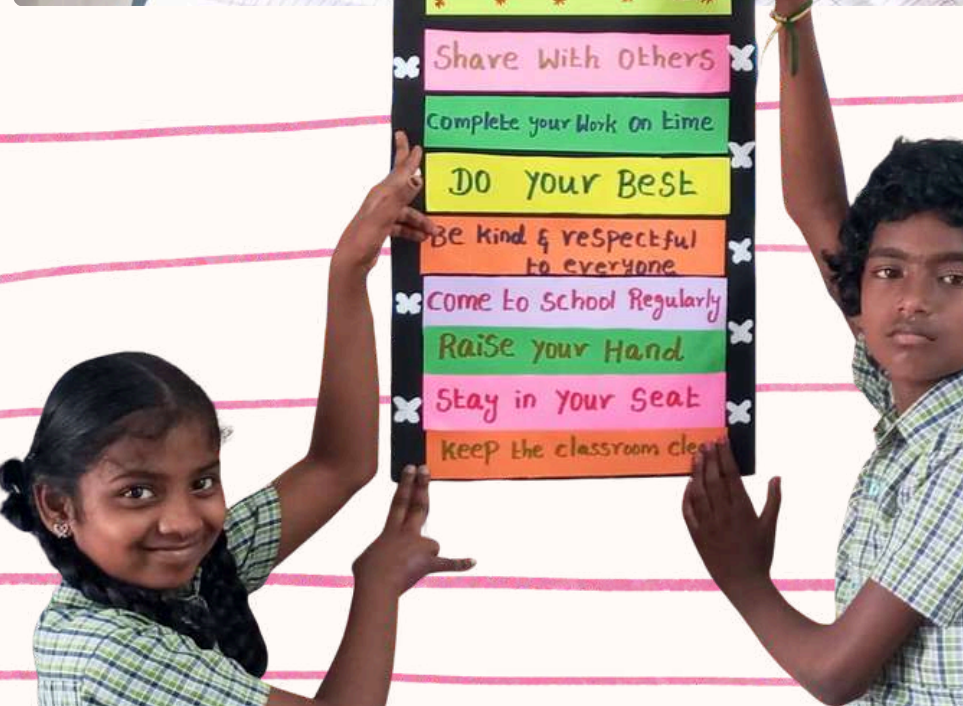
orientation on Formative Assessment, the team developed, reviewed, and refined the assessment questionnaire.

The process aimed to make assessment a meaningful tool for understanding learning progress and planning targeted classroom support.

## Supporting Learners Who Need More Time

Classroom observations and interactions with teachers and TAs helped identify children requiring additional reinforcement. The project encouraged differentiated activities, repeated practice, and one-on-one support where required.

Teaching Assistants were encouraged to observe children closely and create opportunities for participation without fear of making mistakes.



# STEM | Tamil Nadu



## Preparing Teaching Assistants for STEM Learning

A three-day induction and capacity-building programme prepared Teaching Assistants for implementation of the **Michelin STEM, Mathematics Learning Enhancement, and Wellbeing Programme**.

The training covered project orientation, child protection, documentation, Monitoring, Evaluation and Learning (MEL), baseline assessment protocols, and the roles of Peer Champions and Teacher Champions.

A separate **two-day STEM Capacity Building Training** strengthened Resource Persons' knowledge and practical skills in STEM education, Project-Based Learning (PBL), classroom management, student engagement, and use of STEM Lab materials.

## Understanding Learning Levels

Teaching Assistants reinforced key Mathematics concepts, focusing on addition, subtraction, multiplication, and division. Baseline assessments in Mathematics and Science were also initiated to understand students' current learning levels and identify areas requiring targeted support.

## Strengthening Partnerships Through a Field Visit

A donor field visit was organised at **Government Higher Secondary School, Periyapallayam**, in collaboration with Michelin Tyres India Private Limited. The engagement provided an opportunity for Michelin's representatives — including Shruti Sreekanth, Head of Personnel; Jean-Francois Rene, Executive Director, and Anbarasu, CSR Manager — to interact with students and school stakeholders and understand the implementation of the project.

During the visit, the newly developed **Mathematics Workbook** was formally launched by Jean-Francois Rene, Executive Director, marking an important milestone in the initiative, which aims to strengthen students' mathematical skills and support their academic learning.



Welcome Aboard!



**Hiba Fathima H**  
Associate



**Shweta Kumari**  
Assistant Manager

# Adolescence

Across adolescence programmes, the focus remained on building confidence, relationships, life skills, and readiness for the future through academic support, wellbeing sessions, peer engagement, mentoring, and opportunities for leadership and self-expression. Children and young people also participated in cultural celebrations, community interactions, and experiences that encouraged belonging and agency.



## Sampoorna 2.0 | Jharkhand

### Aligning Partners, Strengthening Implementation

**Ranchi District Orientation:** In August, all seven Sampoorna 2.0 partners gathered for a two-day district orientation to align on the six strategies, clarify roles and develop a 90-day implementation plan for Ranchi.

**Signals of Change Workshop:** In July, partners participated in a two-day workshop in Delhi led by Porticus and IPE Global to understand how meaningful programme changes can be identified and documented as part of the MEL process.

**Beginning Work in Lohardaga:** The NalandaWay team participated in its first district orientation in Lohardaga, marking the beginning of its engagement as the Art Integration Expert and bringing creative approaches into Sampoorna 2.0.



## Skilling and Wellbeing of Children in CCIs | Tamil Nadu

### Building CCI Capacity for Child-Centred Support

A **three-day capacity-building programme** was conducted for CCI Leads across various districts of Tamil Nadu, focusing on creating safe, inclusive, engaging, and supportive spaces for children.

The training strengthened practical skills in child-centred facilitation, trauma-informed care, observation and documentation, stakeholder engagement, safeguarding, and Monitoring, Evaluation and Learning (MEL). Reflective exercises, role plays, peer learning, panel interactions, and mock facilitation helped participants connect concepts with field practice.

### Understanding Children Through Baseline Assessments

Following orientation, baseline assessments were completed across **24 Child Care Institutions**, providing an initial understanding of children's wellbeing, self-esteem, resilience, and 21st Century Skills.

Rapport-building sessions were also conducted across all 24 CCIs through activities such as Mingle Mingle, Trust Walk,

Tower Challenge, Puppet Making, Mosaic Artwork, and Talent Expression. These activities encouraged children to interact, collaborate, communicate, and express themselves in safe and non-judgemental spaces.

***"Here, we are not acting; we are being real."***

The reflection captured how safe spaces can enable children to express themselves more authentically and without judgement.

### Supporting Care Leavers Beyond the Classroom

Ten Careleavers from Thanjavur and nearby areas came together for a hub gathering at Raja Rajan Mani Mandapam, creating a space to share experiences, challenges, aspirations, and dreams.

The conversations focused on building new skills, continuous learning, developing a growth mindset, and preparing for the world of work. Each Careleaver identified a personal development goal and a small step towards achieving it.

## Sparking Growth Through Expert Connections

On **World Youth Skills Day**, the Careleavers team launched **The Growth Spark**, a monthly series connecting Careleavers with domain experts. The first session focused on growth mindset, employability skills, employer expectations, and goal setting.

The session encouraged Careleavers to recognise their strengths and identify areas for growth. Many participants went on to take up a **30-Day Challenge**, turning their learning into action.

## Building Career Readiness and Personal Growth

Domain-wise interventions were initiated across Employability Skills, Mentoring, and Wellbeing. Employability sessions focused on creating crisp and professional resumes, while need-based mentoring covered self-awareness, time management, and TNPSC exam preparation.



## Chennai Children's Choir | Chennai

### Beginning a New Musical Journey

The **9th Batch of Chennai Children's Choir** continued its musical journey through regular sessions focused on vocal training, rhythm, pitch, group singing, teamwork, and confidence-building.

The **9th Batch Phase 2 auditions** were conducted successfully, with around **75 students selected**. Children continued participating in rehearsals and performance-oriented training to strengthen their vocal skills, stage confidence, and teamwork.

### Learning Through Music and New Experiences

**Four CCC students** had the opportunity to participate in the **Jackfruit Festival 2026 in Bengaluru**, where 150 children from different parts of India came together through music.

The experience exposed the children to diverse languages, musical traditions, and new friendships, while giving them an opportunity to perform on a larger platform.

The past two months have been a journey of learning, collaboration, and musical discovery. Beyond singing, choir sessions continue to support confidence, discipline, teamwork, communication, and a sense of belonging.



## Delhi Children's Choir | Delhi

### A Musical Journey to Bengaluru

**Seven DCC students** travelled to Bengaluru in August to participate in the **Jackfruit Festival**, organised by Bhoomija Trust, alongside four learners from the Chennai Children's Choir and around 150 young participants from across India. Mentored by Shubha Mudgal, they rehearsed a 10-song multilingual repertoire and performed in two showcases.

For some learners, the trip was **their first flight and first opportunity to travel with peers**. Rehearsals, shared experiences and visits to the Indian Music Experience Museum and Lalbagh created opportunities to build friendships and engage with new musical traditions.

### Growing Through Music

Back in Delhi, DCC conducted **23 sessions** across July and August, including **16 vocal and seven guitar sessions**. Learners explored improvisation, paltas, Western warm-ups, Raag Desh, scales and rhythm, while recording a mix of contemporary and classic songs, including a special Independence Day arrangement of *Sare Jahan Se Achha*.



# Project Sakhi

| Chennai, Bengaluru, Hyderabad,  
Trivandrum & Pune

## Learning, Leadership, and Togetherness

Across locations, Project Sakhi created opportunities for girls to learn, connect, express themselves, and build confidence through workshops, celebrations, exposure visits, peer learning, and Social-Emotional Learning activities.

## Creating Spaces for Health and Awareness

In **Trivandrum**, a screening of the movie Virus, based on the 2018 Nipah virus outbreak in Kerala, was followed by a discussion on personal hygiene, preventive measures, timely medical care, infection control, empathy, and community responsibility.

The project also welcomed two representatives from RRD for a donor visit, which included an overview of Project Sakhi, the annual plan, upcoming interventions, and an interaction with the girls.

## Turning Effort into Enterprise

The **Perambur Junior** cohort marked a memorable milestone with the installation of the **Sakhi Stall**, which showcased and sold handmade products developed over three months.

In August, the girls came together for an Onam celebration featuring traditional attire, flower kolam-making, and dance activities, creating opportunities for peer bonding and togetherness.

## Celebrating Friendship and Peer Connections

In **Pune**, the Senior Sakhi cohort celebrated Friendship Day through friendship-band making, letter writing, a collaborative "Together We Grow" poster, singing, dance, and reflection activities. The celebration encouraged appreciation, belonging, and positive peer relationships.

For the **Pune Junior cohort**, July and August marked the beginning of regular engagement following official project approval. Academic, SEL, physical health, and rapport-building sessions focused on creating a safe space where girls could participate and express themselves freely.

## Building Confidence Through Learning and Celebration

In **Hyderabad**, an expert session on Growth Mindset encouraged girls to reflect on their strengths, areas for improvement, consistency, and positive thinking. Friendship Day and Independence Day celebrations created further opportunities for creativity, cultural expression, teamwork, and connection.

The cohort also participated in a GlobalLogic volunteer engagement, where girls interacted with team members and discussed their Sakhi journeys.

## Learning From One Another

In **Bengaluru**, Sakhi girls participated in a peer-learning leadership activity where students from Government and Private Colleges supported one another in understanding difficult subjects.

The activity strengthened leadership, communication, teamwork, confidence, and teaching skills. Friendship Day activities further encouraged gratitude, kindness, creativity, and healthy peer relationships.

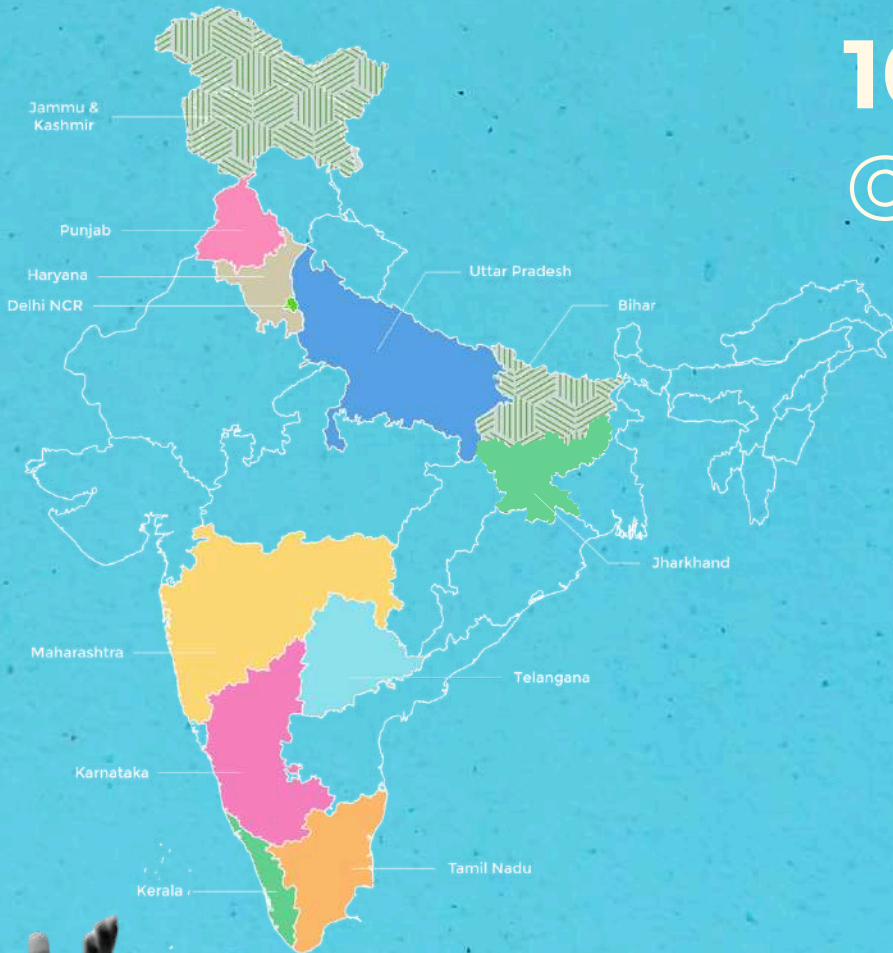
## Celebrating Independence Day Through Art

The **Choolai Sakhis** marked Independence Day through a volunteering engagement with GlobalLogic. Girls and volunteers participated in flag-making, Mandala art, and a quiz, while sharing memories of Independence Day celebrations.

The session created a joyful space for creativity, interaction, and togetherness.



# Our Partners



**LEGEND**  
Locations where we have previously worked and left a lasting impact.

10 million  
children  
21 years  
12 states

