



**Unnat Bharat Abhiyan**  
**Village Development Activity – V**  
**Academic Year 2024-25**

**Date:** 04.03.2025

**Time:** 11:00 am to 12:00 PM

**Location:** Erdanoor Thanda

**District:** Sangareddy

**State:** Telangana

Unnat Bharat Abhiyan (UBA) is a flagship initiative program launched by the Government of India to bring transformational change in rural areas by fostering collaboration between higher educational institutions and village communities. Under this initiative, students from St. Francis College for Women visited the village of Erdanoor Thanda on the 4th of March 2025, with the objective of promoting socio-economic development, improving health and hygiene awareness, assessing nutritional status among children, and enhancing educational outreach through interactive learning methodologies.

The main objective of the program was to fill the gap between policy practice and grassroots awareness, thereby ensuring that government welfare schemes and programs reach their intended beneficiaries effectively. Through interaction with the local community, the students sought to create a culture of self-reliance, empowerment, and sustainable development in the village

A group of 16 students from the Department of B.Voc and 2 students from the Department of Nutrition and 4 faculty members from SFC, Assistant Professor Ms. Syeda Shaistha Rana, accompanied by Ms. Mini Fernandez and Ms. Arsheen from the Nutrition Department, along.



The program took place across two Thanda's adopted by the college under the Central Government's UBA initiative. The participants were divided into teams with their dedicated tasks, with each task assigned to visit specific villages. The team was designated visit Ippalagadda Thanda

### **Village Development Activities in Erdanoor**

#### **Activity-1: Awareness on Atal Pension Yojana**

Faculty and students arrived at Erdanoor by 11:00 PM to kickstart a series of planned activities with the local community. The event began with a pre-survey to evaluate the villagers' awareness and understanding of various government schemes. The first activity

conducted by the students focused on the 'Atal Pension Yojana,' aiming to introduce the scheme and spread awareness across the villages for a more secure and better future for the residents. Following this, B.Voc students performed a skit on the Atal Pension Yojana to educate villagers both children and adults about the scheme's benefits and the enrolment process. This enactment aimed to elucidate the significance of financial literacy and the necessity of long-term financial planning, particularly in securing financial stability for old age. The skit effectively conveyed how the Atal Pension Yojana functions and its benefits for economically vulnerable sections of society.



## Activity-2: Awareness on Behavioral Change

A group of students effectively highlighting the importance of adopting healthy habits. Additionally, 17 students, led by three girls from the Voctalent Club, presented another skit emphasizing behavioural changes. They focused on raising awareness about the harmful effects of smoking and alcohol consumption while encouraging a healthier lifestyle.

The skit addressed crucial social concerns, encompassing alcoholism, tobacco consumption, domestic violence, mental health awareness, and responsible parenting. This segment was designed to encourage introspection and inspire positive transformations in family and societal dynamics.



### Activity-3: Awareness on Health and Hygiene

The Activity Assessment, the students engaged in interactive sessions aimed at educating children on personal hygiene practices and basic health principles. In the village, 35 school students participated in a session led by the Voctalent Club, where they learnt about the importance of health and hygiene, along with practical tips on staying neat and clean in their daily lives.



### Activity-4: Good Touch and Bad Touch

At the school in Thanda, three dedicated students from the Voctalent Club led an engaging and informative skit on 'Good Touch and Bad Touch' for a group of 20 schoolchildren. The skit was designed to create awareness about personal safety, teaching students how to distinguish between safe and unsafe physical interactions. Through relatable scenarios and thoughtful explanations, the performance encouraged children to trust their instincts, speak up in uncomfortable situations, and seek help from trusted adults. The activity aimed to empower students with the knowledge and confidence to protect themselves, fostering a safer and more supportive school environment.



### Activity-5: A nutrition Assessment

Nutritional Assessment the visiting students conducted a comprehensive nutritional assessment of the enrolled children to evaluate their physical well-being. The assessment included the following parameters:

1. ● **Height Measurement** – To assess growth trends and detect potential stunting, which is often an indicator of chronic under nutrition
2. ● **Weight Measurement** – To analyze weight-for-age indicators, identifying cases of underweight or malnourishment that require intervention.
3. ● **Mid-Upper Arm Circumference (MUAC) Assessment** – A crucial metric used to detect acute malnutrition and evaluate muscle and fat stores in young children.

A comprehensive nutrition assessment was conducted at the Thanda School, where children's height, weight, and Mid-Upper Arm Circumference (MUAC) were measured. The students participated with enthusiasm, actively engaging in the process and carefully recording each other's measurements to better understand their nutritional status.



### Activity 6: Games and Cultural Activities

After the event, the students of the Voctalent Club organized interactive games and cultural activities, including singing and dancing, to create a joyful and memorable experience for the children of Thanda. The lively activities added a playful touch, leaving the children smiling



and energized as the event came to an end.



**Unnat Bharat Abhiyan**  
**Village Development Activity – V**  
**Academic Year 2024-25**

**Date:** 04.03.2025

**Time:** 8:00 am to 10:45AM

**Location:** Ippalagadda Thanda

**District:** Sangareddy

**State:** Telangana

Unnat Bharat Abhiyan (UBA) is a flagship initiative program launched by the Government of India to bring transformational change in rural areas by fostering collaboration between higher educational institutions and village communities. Under this initiative, students from St. Francis College for Women visited the village of Ippalagadda Thanda on the 4th of March 2025, with the objective of promoting socio-economic development, improving health and hygiene awareness, assessing nutritional status among children, and enhancing educational outreach through interactive learning methodologies.

The main objective of the program was to fill the gap between policy practice and grassroots awareness, thereby ensuring that government welfare schemes and programs reach their intended beneficiaries effectively. Through interaction with the local community, the students sought to create a culture of self-reliance, empowerment, and sustainable development in the village

A group of 16 students from the Department of B.Voc and 2 students from the Department of Nutrition and 4 faculty members from SFC, Assistant Professor Ms. Syeda Shaistha Rana, accompanied by Ms. Mini Fernandez and Ms. Arsheen from the Nutrition Department, along

with Mr. Vamshi Allen from the Commerce faculty. Gathered at the college at 5:30 am to embark on a community outreach program.

The program took place across two Thanda's adopted by the college under the Central Government's UBA initiative. The participants were divided into teams with their dedicated tasks, with each task assigned to visit specific villages. The team was designated visit Ippalagadda Thanda.



## **Village Development Activities in Ippalagadda Thanda**

### **Activity-1: Awareness on Atal Pension Yojana**

Faculty and students arrived at Ippalagadda by 8:00 am to kickstart a series of planned activities with the local community. The event began with a pre-survey to evaluate the villagers' awareness and understanding of various government schemes. The first activity conducted by the students focused on the 'Atal Pension Yojana,' aiming to introduce the scheme and spread awareness across the villages for a more secure and better future for the residents. Following this, B.Voc students performed a skit on the Atal Pension Yojana to educate villagers, both children and adults about the scheme's benefits and the enrolment process. This enactment aimed to elucidate the significance of financial literacy and the necessity of long-term financial planning, particularly in securing financial stability for old age. The skit effectively conveyed how the Atal Pension Yojana functions and its benefits for economically vulnerable sections of society.



### **Activity-2: Awareness on Behavioral Change**

A group of students effectively highlighting the importance of adopting healthy habits. Additionally, 17 students, led by three girls from the Voc talent Club, presented another skit emphasizing behavioural changes. They focused on raising awareness about the harmful effects of smoking and alcohol consumption while encouraging a healthier lifestyle.

The skit addressed crucial social concerns, encompassing alcoholism, tobacco consumption, domestic violence, mental health awareness, and responsible parenting. This segment was designed to encourage introspection and inspire positive transformations in family and societal dynamics.



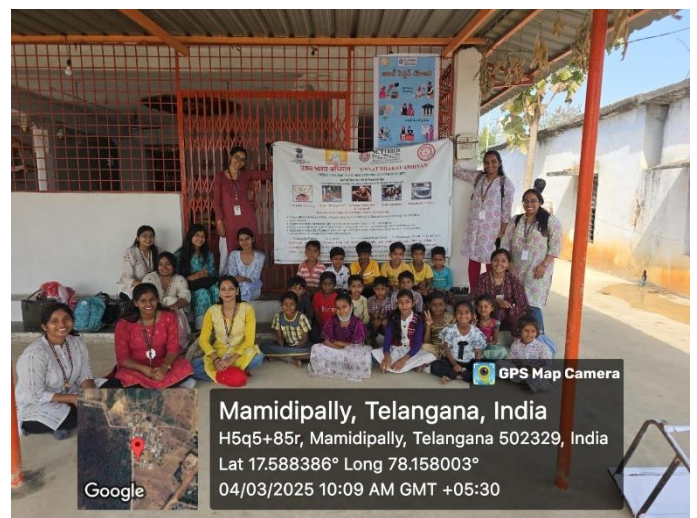
### Activity-3: Awareness on Health and Hygiene

The Activity Assessment, the students engaged in interactive sessions aimed at educating children on personal hygiene practices and basic health principles. In the village, 35 school students participated in a session led by the Voctalent Club, where they learnt about the importance of health and hygiene, along with practical tips on staying neat and clean in their daily lives.



#### Activity-4: Good Touch and Bad Touch

At the school in Thanda, three dedicated students from the VocTalent Club led an engaging and informative skit on 'Good Touch and Bad Touch' for a group of 20 schoolchildren. The skit was designed to create awareness about personal safety, teaching students how to distinguish between safe and unsafe physical interactions. Through relatable scenarios and thoughtful explanations, the performance encouraged children to trust their instincts, speak up in uncomfortable situations, and seek help from trusted adults. The activity aimed to empower students with the knowledge and confidence to protect themselves, fostering a safer and more supportive school environment.



#### Activity-5:

**Nutritional Assessment** The visiting students conducted a comprehensive nutritional assessment of the enrolled children to evaluate their physical well-being. The assessment included the following parameters:

1. ● **Height Measurement** – To assess growth trends and detect potential stunting, which is often an indicator of chronic under nutrition
2. ● **Weight Measurement** – To analyze weight-for-age indicators, identifying cases of underweight or malnourishment that require intervention.
3. ● **Mid-Upper Arm Circumference (MUAC) Assessment** – A crucial metric used to detect acute malnutrition and evaluate muscle and fat stores in young children.

A comprehensive nutrition assessment was conducted at the Thanda school, where children's height, weight, and Mid-Upper Arm Circumference (MUAC) were measured. The students participated with enthusiasm, actively engaging in the process and carefully recording each other's measurements to better understand their nutritional status.



### Activity 6: Games and Cultural Activities

At the conclusion of the event, the students of the Voctalent Club organized interactive games and cultural activities, including singing and dancing, to create a joyful and memorable experience for the children of Thanda. The lively activities added a playful touch, leaving the children smiling and energized as the event came to an end.



# Vaddanaguda Tanda

## **Village Adoption Under Unnat Bharat Abhiyan (UBA) - Vaddanaguda Tanda**

**Date of Visit:** 4th March 2025

**Time:** 8:00 AM to 12:00 PM

**Location:** Kandi Village - Vaddanaguda Tanda

**District:** Sangareddy

**State:** Telangana

### **Introduction**

Unnat Bharat Abhiyan (UBA) is a flagship initiative program launched by the Government of India to bring transformational change in rural areas by fostering collaboration between higher educational institutions and village communities. Under this initiative, students from St. Francis College for Women visited the village of Vaddanaguda Tanda on the 4th of March 2025, with the objective of promoting socio-economic development, improving health and hygiene awareness, assessing nutritional status among children, and enhancing educational outreach through interactive learning methodologies.

The visit was meticulously planned to ensure that there was maximum interaction with the community and maximum transfer of knowledge on important issues, including financial literacy, behavioral change, sanitation, and child development. The main objective of the program was to fill the gap between policy practice and grassroots awareness, thereby ensuring that government welfare schemes and programs reach their intended beneficiaries effectively. Through interaction with the local community, the students sought to create a culture of self-reliance, empowerment, and sustainable development in the village.

The visit involved a series of activities, such as awareness skits, thorough nutritional evaluation of school children, promotion of hygiene activities, and interactive educational activities with teachers and children. The visiting team designed these activities to leave a lasting impact on the population, thus opening the door for ongoing engagement and subsequent development interventions.

## Community Awareness and Engagement Activities

Upon arrival at 8:00 AM, the students commenced the program by engaging with local residents and raising awareness about the scheduled skit performances. They actively encouraged community participation and ensured that a conducive space was prepared for the activities.

### Skit Performances

The students organized and performed two educational skits to impart knowledge on pressing social and financial issues:

1. **Atal Pension Yojana Awareness:** This enactment aimed to elucidate the significance of financial literacy and the necessity of long-term financial planning, particularly in securing financial stability for old age. The skit effectively conveyed how the Atal Pension Yojana functions and its benefits for economically vulnerable sections of society.



2. **Behavioral Change and Social Issues:** The second skit addressed crucial social concerns, encompassing alcoholism, tobacco consumption, domestic violence, mental health awareness, and responsible parenting. This segment was designed to encourage introspection and inspire positive transformations in family and societal dynamics.



Following the skits, the **Sarpanch, Mr. Motilal Nayak**, delivered a keynote address, wherein he expressed his appreciation for the initiative and underscored the importance of the themes presented. The session then transitioned into an interactive Question and Answer (Q&A) session, wherein villagers engaged with the students, particularly seeking further clarification regarding the Atal Pension Yojana and its application procedures.



## Educational and Nutritional Assessment at the Village School

Post-community engagement, the students proceeded to the local educational institutions within the village. The schools were categorized into two divisions:

- **Anganwadi (Pre-Primary/Primary School):** This facility caters to children aged **2 to 5 years**, with a total enrollment of **8 students**.
- **Middle School:** This institution accommodates children aged **6 to 12 years**, comprising a student body of **28 individuals**.



## Nutritional Assessment

The visiting students conducted a comprehensive **nutritional assessment** of the enrolled children to evaluate their physical well-being. The assessment included the following parameters:

- **Height Measurement** – To assess growth trends and detect potential stunting, which is often an indicator of chronic undernutrition
- **Weight Measurement** – To analyze weight-for-age indicators, identifying cases of underweight or malnourishment that require intervention.

- **Mid-Upper Arm Circumference (MUAC) Assessment** – A crucial metric used to detect acute malnutrition and evaluate muscle and fat stores in young children.



Beyond the basic measurements, students also inquired about the children's dietary habits, frequency of meals, and access to nutrient-rich foods. Observations regarding energy levels, physical activity, and overall health conditions were noted to provide a holistic understanding of their nutritional status. Special attention was given to identifying deficiencies such as anemia, which is prevalent in rural areas due to inadequate iron intake. The findings from the assessment will serve as a baseline for recommending nutritional interventions, awareness programs, and potential collaborations with health organizations to improve child health outcomes in the village.

### Health and Hygiene Awareness

In addition to the nutritional assessment, the students engaged in interactive sessions aimed at educating children on **personal hygiene practices** and **basic health principles**. Topics covered included:

- **Proper Handwashing Techniques:** The students demonstrated the correct steps of handwashing, emphasizing its importance in preventing communicable diseases, especially gastrointestinal infections and respiratory illnesses.
- **Oral Hygiene Practices:** The children were instructed on the significance of brushing their teeth twice daily, the appropriate use of toothpaste, and the impact of oral health on overall well-being.

- **Dietary and Nutritional Awareness:** The students explained the importance of a balanced diet rich in essential nutrients, focusing on the role of fruits, vegetables, proteins, and hydration in maintaining good health.
- **Sanitation and Waste Management:** Basic sanitation practices, including the safe disposal of waste and the use of clean drinking water, were discussed to minimize the risk of infections and improve overall community hygiene.



## Pedagogical Engagement and Interactive Learning

The students collaborated with the village teachers to gain insights into the local educational framework, curriculum structure, and instructional methodologies. They participated in engaging classroom activities designed to stimulate intellectual curiosity and enhance learning experiences. Key activities included:

- **Addition of Stars:** A mathematical activity designed to enhance numeracy skills among primary school students by employing visual and interactive learning methods.
- **Rhyme Humming:** A participatory exercise aimed at developing linguistic and cognitive abilities through musical learning, encouraging children to engage in rhythm-based recall and pronunciation exercises.
- **Storytelling and Role-Playing:** To facilitate cognitive and moral development, students enacted short stories with moral lessons, prompting discussions on ethics, empathy, and critical thinking.
- **Cultural Exchange Activities:** Students encouraged children to share folk tales, local songs, and traditional knowledge, fostering a sense of pride in their heritage while bridging cultural gaps.



## **Conclusion**

The visit to Vaddanaguda Tanda under the UBA initiative proved to be a highly constructive endeavor, fostering meaningful engagement between academic institutions and rural communities. The students efforts in disseminating awareness on financial planning, social reform, and behavioral change were met with enthusiastic participation from the villagers. Moreover, the nutritional and educational assessments provided an empirical foundation for identifying areas requiring further intervention.

This initiative underscores the vital role of academia in driving community-led development and highlights the importance of sustained educational outreach, health advocacy, and socio-economic awareness programs. The engagement served not only to empower the local community but also to instill a sense of social responsibility among the participating students, reinforcing the principles of inclusive and sustainable development.

## **Community Assistance Initiative Under UBA – Hawker Support Program**

**Date of Initiative:** 4th March 2025

**Time:** 8:00AM to 12:00PM

**Location:** Kandi Village - Lakshmi Nagar Colony

**District:** Sangareddy

**State:** Telangana

### **Introduction**

As part of the community outreach efforts under the Unnat Bharat Abhiyan (UBA), the students of St. Francis College for Women extended their support to Mr. Narsimlu, a differently-abled individual, by assisting him in establishing a sustainable small-scale venture. The initiative was aimed at providing him with a stable source of income while fostering self-reliance and dignity in livelihood. The college took a proactive role in ensuring that the venture was set up efficiently by not only providing him with a push cart but also supplying essential raw materials to sustain the business in its initial phase.

The students actively participated in setting up the push cart, arranging the goods, and ensuring that Mr. Narsimlu had a structured layout for his business operations. It was a heartwarming experience to witness the support extended by the village head, Mr. Suresh, along with other local villagers, who enthusiastically contributed to establishing this initiative. The involvement of key community figures such as Mr. Motilal, the village sarpanch, further reinforced the collective spirit of social empowerment.

### **Business Setup and Engagement**

Mr. Narsimlu's venture focused on promoting **nutritious and locally cherished delicacies**, offering a variety of traditional snacks and beverages that were both healthy and affordable. With the raw materials provided, he prepared Bhel, Poha, Chana Chaat, and Sundal Chaat, which are highly favored local savory items known for their nutritional value and cultural significance.

- **Bhel:** A popular puffed rice snack mixed with finely chopped vegetables, groundnuts, and tangy tamarind sauce, making it a flavorful and crunchy treat.
- **Poha:** A light and nutritious dish made with flattened rice, sautéed with onions, tomatoes, mustard seeds, and spices, providing a quick and healthy meal.
- **Chana Chaat:** A tangy and protein-rich dish made with boiled chickpeas (kabuli channa), onions, tomatoes, and a mix of indigenous spices.
- **Sundal Chaat:** A South Indian delicacy made from boiled whole moong dal or green gram, tempered with mustard seeds, curry leaves, and coconut, offering a wholesome and flavorful option.



The students and teachers of St. Francis College for Women proudly became his first customers, demonstrating their unwavering support and encouragement for his endeavor. Their participation not only provided him with an initial customer base but also reinforced the importance of ethical consumerism and sustainable entrepreneurship within the community.

The initiative fostered a sense of inclusivity and economic self-sufficiency, ensuring that Mr. Narsimlu could sustain his livelihood independently. The villagers were equally involved, assisting in the smooth establishment of the enterprise and showcasing the power of collective social responsibility in strengthening local economies.

## **Essential Donations Provided**

To ensure the smooth functioning of the business and to facilitate its sustainability, the following raw materials and essential supplies were donated:

### **Food and Raw Material Supplies:**

1. Groundnuts – 5 kgs
2. Poha – 5 kgs
3. Ragi Flour – 5 kgs
4. Kabuli Channa – 3 kgs
5. Green Gram Whole – 3 kgs
6. Jaggery – 5.6 kgs
7. Whole Moong Dal – 5 kgs
8. Salt – 5 kgs
9. Pepper Powder – 3 boxes
10. Onions – 2 kgs
11. Tomatoes – 2 kgs
12. Lemons – 30 pieces
13. Sugar – 2 kgs
14. Puffed Rice- 15kgs
15. Flattened Rice – 15kgs
16. Black channa – 10kgs
17. White Chana – 10kgs
18. Tamarind – 500 grams
19. Thin sev – 5 kgs
20. Jeera – 500 grams
21. Oil – 2 liters
22. Haldi – 1 kg

### **Additional Utility and Hygiene Supplies:**

1. Dustbin – 1 unit
2. Dustbin Covers – 2 packets

3. Paper Napkins – 3 packets
4. Wooden Spoon
5. Lemon Squeezer
6. Paper Plates
7. Paper Glasses

These provisions were carefully selected to cater to both the operational requirements of the business and to ensure that Mr. Narsimlu had the necessary resources to sustain his venture over the coming weeks. The inclusion of hygiene essentials such as dustbins, dustbin covers, and paper napkins highlighted the commitment to maintaining cleanliness and food safety standards.



### **Community Impact and Support**

This initiative had a profound impact on both Mr. Narsimlu’s livelihood and the local community, fostering a spirit of solidarity, inclusivity, and economic upliftment. By helping a differently-abled individual gain financial independence, the initiative set a precedent for community-driven development and social entrepreneurship.

The presence and active participation of the village sarpanch, Mr. Motilal, and other community members signified the widespread support for this initiative. The villagers enthusiastically welcomed the idea, with many pledging to frequent the stall and support his

business in the long run. This reinforced the idea that economic self-reliance can be cultivated through community collaboration and shared responsibility.

Furthermore, the initiative contributed to local food security by promoting traditional and nutritious food choices. The dishes offered by Mr. Narsimlu were not only affordable but also aligned with the cultural preferences of the local population, ensuring consistent patronage and sustainability of the business.

Through this initiative, students also gained valuable real-world insights into grassroots economic challenges, learning firsthand how small-scale entrepreneurship can be a transformative force in marginalized communities. The project successfully demonstrated how education, social responsibility, and economic development can intersect to create meaningful change.



## Conclusion

The establishment of Mr. Narsimlu's venture under this initiative serves as a beacon of empowerment, resilience, and social solidarity. By equipping him with the necessary resources, financial independence, and entrepreneurial opportunities, the initiative has successfully laid the foundation for long-term self-sustainability.

Moving forward, continuous support from the local community and periodic follow-ups can further enhance the stability and growth of this small business. Encouraging similar entrepreneurial initiatives among marginalized individuals can contribute to inclusive rural development, reinforcing the vision of the Unnat Bharat Abhiyan in creating self-reliant communities.

This initiative stands as a testament to the transformative power of collective action and community-driven progress, emphasizing the role of education and youth in shaping a more inclusive and equitable society.

## **Village Adoption Under Unnat Bharat Abhiyan (UBA) - Lakshmi Nagar Colony**

**Date of Visit:** 4th March 2025

**Time:** 8:00 AM to 12:00 PM

**Location:** Kandi Village - Lakshmi Nagar Colony

**District:** Sangareddy

**State:** Telangana

### **Introduction**

The Unnat Bharat Abhiyan (UBA) is a prestigious initiative by the Government of India to strengthen the interface between rural society and institutions of higher learning by encouraging the practical application of academic knowledge to address developmental problems in the real world. In alignment with this mission, the students of St. Francis College for Women conducted an outreach program at Lakshmi Nagar Colony on March 4, 2025. The main purpose of the visit was to interact with teachers and school children at the grassroots level, generate awareness about basic health and hygiene practices, make students aware of personal safety in terms of appropriate and inappropriate touches, and perform a nutrition assessment to gauge the health status of children.

The project was created with the aim of integrating theoretical knowledge as well as hands-on participation. Student participants from St. Francis College for Women employed innovative and interactive pedagogical methods to ensure the proper transmission of important health and safety knowledge. With the support of active participation, the project was created to empower young learners with important knowledge, thus enabling them to lead healthier lifestyles.

The outreach event was conducted at the MTPS, a school in Lakshmi Nagar Colony, to target children of ages 8 to 13 years. Volunteers engaged with the students, teachers, and administrators to create an environment of support and education in which learning was boosted through learning by doing exercises and interactive presentations. The students created an informative learning environment where learning was reinforced through interactive activities and practical demonstrations.

## Activities Conducted

Health consciousness, hygiene consciousness, and safety consciousness.

When they arrived at 10:00 AM, the students organized awareness sessions on health and hygiene, focusing on the importance of personal hygiene, prevention of diseases, and the practice of a hygienic lifestyle. These sessions included important subjects like:

- **Correct Hand Hygiene Methods:** The importance of hand hygiene before eating and after using the toilet is highlighted, with a diagram of the correct six-step hand-washing process recommended by the World Health Organization (WHO).
- **Oral Hygiene Practice:** Importance of twice daily brushing, proper selection of dental products, and common oral diseases like dental caries, cavities, and periodontal diseases.
- **Nutritional Awareness:** Conversations concerning the importance of eating a well-balanced meal of proteins, carbohydrates, vitamins, and minerals required for development and mental growth.
- **Sanitation Practices:** The importance of correct dumping of waste, hygiene of surroundings, and the provision of clean water access in order to prevent waterborne diseases.

A critical aspect of the awareness session was recognizing **Good Touch and Bad Touch**. The session was meant to educate children on personal safety and the recognition of boundaries. Through role-playing activities, narratives, and scenario-based dialogue, the students were educated on how to recognize safe and unsafe physical touch, recognize safe adults whom they could approach for assistance, and comprehend the need to express discomfort in risky situations. The session's objective was to enhance the self-esteem and confidence of the students and establish a safe and non-judgmental environment conducive to learning.

## Nutritional Assessment

A comprehensive nutrition assessment was conducted to determine the physical well-being of students, identify potential cases of malnutrition, and create baseline information for future interventions. The assessment included:

- **Height Measurement** – This is the measure to monitor growth trends, determine physical maturation and identify potential early indicators of stunting due to malnutrition.



### **Interactive Learning and Engagement**

The children were engaged by students of St. Francis College for Women using play-based learning activities that incorporated learning with fun, thus making the sessions more stimulating and mentally challenging. The activities done included:

- **Mathematics of Celestial Bodies:** An interactive learning game designed to build numeracy, logical reasoning capacity, and computing skills in an interactive and collaborative environment. The activity involved elements of addition, subtraction, division, and multiplication, thus providing a holistic reinforcement of basic mathematical principles. The participants were enthusiastic and competitive while solving problems through visual aids and collaborative learning.
- **Drawing and art-based learning:** serves to motivate students in expressing their creativity while concurrently reinforcing fundamental educational concepts. Art-based learning has been acknowledged as a potent pedagogical approach that promotes both cognitive and emotional growth. Numerous students exhibited remarkable artistic ability, creating detailed drawings that embodied their viewpoints and imaginative skills.
- **Memory Chain Game:** A cognitive-strengthening exercise intended to increase attention span, concentration, and sequential recall ability. Children alternated adding a word to a constantly evolving chain, where they must recall and accurately sequence words previously uttered, reinforcing their short-term memory hold and language ability.
- **Storytelling:** A collaborative activity in which students rehearsed delivering brief moral stories, thus developing public speaking, emotional intelligence, and moral reasoning. Children were encouraged through interactive storytelling and improvisational drama to communicate freely, understand the structure of narratives, and become confident communicators.

The activities were creatively designed to serve as augmentors of traditional pedagogy without compromising critical thinking skills, problem-solving capacity, socialization, and self-expression. The implementation of an experiential approach to learning maximized the attainment of a high level of academic achievement coupled with personal growth within a stimulating, intellectually demanding learning environment.

### **Teacher Interaction and Curriculum Insights**

The students interacted with teachers at MTPS to learn about the prevailing curriculum, pedagogies, and challenges faced in the delivery of quality education. There were exchanges on how interactive and experiential learning methods could be integrated into routine lessons

to enhance student engagement and comprehension. The teachers provided constructive criticism of the local education environment, highlighting areas of improvement and support.

### **Enabling Extracurriculars and Recreational Growth and development**

In line with their dedication to promoting overall child development, St. Francis College for Women students were a driving force in the upgrading of the college's extracurricular and recreational facilities. One set of the following donated items was provided to each school:

1. **Badminton Set** – Created to foster physical contact, hand-eye coordination, reaction time, and collaboration among students.
2. **Hula Hoop** – A fun and interactive exercise tool to promote physical fitness, flexibility, and coordination, so kids will enjoy exercising.
3. **Carrom board** – is a traditional indoor game that is specifically tailored to improve concentration, strategic thinking, and hand-eye coordination skills, besides promoting social interaction and cooperation.
4. **Cricket gear** – As cricket is a very popular sport in India, this donation aimed at encouraging teamwork, improved physical fitness, and leadership through sporting activities.



The funds were intended to promote physical exercise, enhance mental growth, and give the students the opportunity for recreational activities and skill acquisition outside of their regular education. Sports and recreational activities have been shown to enhance the capacity to focus, improve mental health, and enhance overall academic performance. Having provided these resources to the school, the program aimed at a more complete learning atmosphere that addresses both intellectual and physical growth.

## **Conclusion**

The visit to Lakshmi Nagar Colony emerged as a profoundly impactful initiative within the ambit of the Unnat Bharat Abhiyan, serving as a catalyst for fostering meaningful engagement between educational institutions and rural communities. Through a multidimensional approach encompassing participatory awareness programs, health and hygiene education, nutritional assessments, and the distribution of essential recreational resources, the research team from St. Francis College for Women made substantive contributions toward the holistic development of school-going children. This initiative not only addressed immediate health and educational concerns but also reinforced the importance of community-driven interventions in enhancing socio-economic resilience.

The active participation and unwavering commitment demonstrated by students, educators, and community members underscore the transformative potential of sustained educational outreach, public health advocacy, and localized capacity-building initiatives. The success of this project substantiates the role of academic institutions as pivotal stakeholders in advancing the Sustainable Development Goals (SDGs), particularly those centered on quality education, good health, and reduced inequalities.

Moving forward, sustained engagement, systematic impact assessments, and evidence-based interventions will be imperative in ensuring long-term positive outcomes. A dynamic, iterative approach integrating community feedback, resource mobilization, and policy alignment will be essential for the progressive enhancement of educational quality, health standards, and overall well-being of children residing in Lakshmi Nagar Colony.