

Impact Assessment Report 2023 - 24

PROJECT SONALIKA SKILL & LEARNING CENTRE SONALIKA SOCIAL DEVELOPMENT SOCIETY



By



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1. Introduction

1.1 Background

Across many underserved communities in India, children continue to face significant gaps in foundational learning, life skills exposure, and opportunities for holistic development. While formal schooling provides access to academic instruction, it often falls short in addressing broader developmental needs such as communication skills, emotional well-being, critical thinking, and value-based learning. For children from socio-economically disadvantaged backgrounds, these gaps are further compounded by limited access to safe learning environments, structured after-school engagement, and exposure to experiential learning opportunities.

Recognizing these systemic challenges, the Sonalika Social Development Society (SSDS)—the corporate social responsibility arm of International Tractors Ltd.—established the Sonalika Skill & Learning Centre as a long-term intervention aimed at strengthening holistic learning outcomes for children from underserved communities. The initiative represents Sonalika’s strategic commitment to advancing inclusive and sustainable development through education-focused CSR programmes.

Located in Vasant Kunj, New Delhi, the Sonalika Skill & Learning Centre functions as both a physical learning space and a knowledge development hub within Sonalika’s broader education initiatives. The Centre was conceptualized following a series of community engagements, school interactions, and field visits conducted across slum clusters and partner schools in the Delhi NCR region. These engagements highlighted persistent learning gaps in foundational literacy and numeracy, limited exposure to life skills and creative learning, and a lack of structured environments where children could engage in constructive learning beyond school hours.



In response to these findings, the Centre was designed to provide continuous and structured engagement for children through activity-based learning, storytelling, creative exploration, cultural awareness, and values-based education. The programme emphasizes experiential learning methods that encourage curiosity, collaboration, and confidence among children, while reinforcing core academic competencies.

A distinguishing feature of the initiative is its integrated approach that combines direct learning engagement with content development and digital dissemination. The Centre serves as an implementation hub for Sonalika's broader educational platforms, including Sonalika e-Gurukul and Sonalika Publications. Through this model, learning materials, activity modules, and digital educational resources developed and tested at the Centre can be standardized and deployed across Sonalika's CSR education programmes in other geographies.

By integrating structured learning sessions, life skills development, cultural engagement, and digital learning resources, the Sonalika Skill & Learning Centre seeks to create a blended learning ecosystem that supports children's intellectual, emotional, and social growth. The initiative represents a shift from short-term educational interventions toward a sustained and scalable model for community-based holistic education.

1.2 Purpose of the Impact Assessment

This impact assessment has been undertaken to evaluate the effectiveness, relevance, and emerging outcomes of the Sonalika Skill & Learning Centre in addressing educational and developmental gaps among children from underserved communities.

The assessment aims to examine the extent to which the programme has been successful in creating a structured learning environment that strengthens foundational competencies while fostering broader developmental outcomes such as confidence, communication skills, teamwork, and emotional awareness. Particular attention has been given to understanding how experiential learning methods and values-based activities contribute to children's holistic development beyond traditional academic outcomes.

In addition, the assessment seeks to evaluate the operational effectiveness of the Centre as both a learning platform and a content development hub within Sonalika's wider education ecosystem. This includes reviewing how learning modules, publications, and digital content developed through Sonalika e-Gurukul and Sonalika Publications support programme delivery and enable wider outreach.

The study also aims to identify key enablers that contribute to programme effectiveness, as well as operational challenges that may affect implementation. Insights generated from the assessment are intended to support evidence-based decision-making for programme strengthening, scale-up, and long-term sustainability.

Ultimately, the impact assessment provides an analytical foundation for understanding how the Sonalika Skill & Learning Centre contributes to building human capital among children from underserved communities, while offering strategic guidance for enhancing the programme's impact and replicability within Sonalika's CSR education portfolio.

2. Objectives of the Impact Assessment

The impact assessment was guided by the following strategic objectives:

1. Evaluate Programme Effectiveness

Assess the extent to which the Sonalika Skill & Learning Centre strengthens foundational learning, life skills, and holistic development among participating children. The evaluation examines improvements in literacy, comprehension, communication abilities, and creative engagement resulting from structured programme activities.

2. Measure Reach and Participation

Analyse the scale and consistency of programme engagement by examining the number of children enrolled, their participation across learning cycles, and the programme's ability to reach children from underserved communities who have limited access to structured learning support.

3. Assess Behavioural and Developmental Outcomes

Evaluate the programme's influence on children's personal and social development, including improvements in confidence, communication skills, emotional awareness, teamwork, and decision-making abilities.

4. Identify Implementation Strengths and Challenges

Examine the programme's operational design, learning methodologies, and facilitator engagement to identify key factors contributing to programme effectiveness, while also highlighting implementation challenges that may affect sustainability or scalability.

5. Assess Alignment with Community Needs

Determine how effectively the Centre responds to the educational and developmental needs identified through community engagements, school visits, and field interactions in underserved areas.

6. Provide Strategic Recommendations

Develop actionable recommendations to strengthen programme design, enhance monitoring and evaluation systems, and support the replication and expansion of the Centre's learning model across other Sonalika CSR initiatives.

3. Scope and Methodology

3.1 Scope of the Assessment

The impact assessment focused on evaluating the performance, outcomes, and operational effectiveness of the Sonalika Skill & Learning Centre as a community-based education intervention designed to support holistic child development.

The scope of the study was structured around four key evaluation dimensions.

3.2 Geographical Scope

The assessment covered the Sonalika Skill & Learning Centre located in Vasant Kunj, New Delhi, along with its engagement with children from nearby underserved communities and slum clusters in the Delhi NCR region. These communities represent the primary beneficiary base of the programme.

3.3 Beneficiary Scope

The programme currently engages approximately 100 children through structured learning sessions and activity-based engagement. In addition to direct beneficiaries, the assessment also considered indirect impact on parents, educators, and community members who interact with the Centre's learning ecosystem.

Programme Components Assessed

The study evaluated the following key components of the programme:

- Structured learning sessions focused on foundational literacy and numeracy
- Activity-based and experiential learning approaches
- Life skills and value-based education
- Cultural and thematic engagement activities
- Integration of digital learning resources through Sonalika e-Gurukul
- Content development initiatives under Sonalika Publications

3.4 Evaluation Parameters

To assess programme performance, the study examined outcomes across the following parameters:

3.5 Learning Outcomes

Improvement in foundational literacy, comprehension, articulation, and engagement with academic concepts.

3.6 Behavioural and Developmental Outcomes

Changes in children's confidence, communication abilities, teamwork, emotional awareness, and participation in group activities.

3.7 Participation and Engagement

Consistency of attendance, involvement in programme activities, and retention across learning cycles.

3.8 Holistic Development Indicators

Exposure to cultural awareness, civic values, environmental consciousness, and creative learning.

3.9 Programme Delivery Effectiveness

Assessment of programme design, facilitator engagement, content quality, and learning environment.

3.10 Methodology

The assessment employed a mixed-methods approach combining qualitative and observational techniques to develop a comprehensive understanding of programme outcomes and implementation dynamics.

3.11 Stakeholder Interviews

Interviews were conducted with programme coordinators, facilitators, educators, and partner stakeholders to gain insights into programme design, operational processes, and perceived outcomes.

3.12 Focus Group Discussions (FGDs)

Group discussions with participating children helped capture qualitative insights into learning experiences, behavioural changes, and perceptions of programme activities.

3.13 Field Observations

Site visits to the Centre were undertaken to observe learning sessions, experiential activities, cultural programmes, and interactions between facilitators and children. These observations helped assess the quality of programme delivery and participant engagement.

3.14 Programme Documentation Review

Programme records, activity documentation, event reports, and feedback collected from teachers and community stakeholders were reviewed to analyse programme outputs and engagement levels.

3.15 Impact Mapping

Observed outcomes were mapped against key programme indicators such as learning engagement, confidence levels, communication abilities, and collaborative behaviour among children.

3.16 Evaluation Framework

The assessment framework was designed to capture both immediate learning outcomes and broader developmental impacts.

The evaluation focused on four key outcome domains:

3.17 Learning Development

Changes in literacy levels, comprehension, articulation, and learning engagement.

3.18 Personal and Social Skills

Improvements in communication, teamwork, emotional awareness, and confidence.

3.19 Values and Social Awareness

Exposure to cultural understanding, civic values, environmental responsibility, and ethical behaviour.

3.20 Programme Participation

Attendance rates, engagement levels, and continuity of participation across learning cycles.

Together, these indicators provide a comprehensive view of the programme's contribution to strengthening both academic readiness and holistic child development.



4. Key Findings and Analysis

The need assessment conducted prior to establishing the Sonalika Skill & Learning Centre involved community interactions, school visits, and field engagements across underserved communities in Delhi NCR, including Seemant Vihar, Arjun Camp, and Taimoor Nagar. These interactions helped identify critical gaps in educational support systems and informed the design of the programme's learning model. The key findings presented below reflect the early outcomes of the Centre's interventions and their relevance to the needs of children from underserved communities.

4.1 Reach and Beneficiary Profile

The Sonalika Skill & Learning Centre currently engages approximately 100 children through structured and regular learning sessions. The beneficiaries largely belong to underserved communities in the Delhi NCR region where access to supplementary educational resources and safe learning environments remains limited.

The programme focuses primarily on children from early learner, primary, and middle school age groups. Children are enrolled for ongoing engagement rather than one-time participation, ensuring continuity in learning and sustained developmental support.

In addition to direct beneficiaries, the programme also influences parents, teachers, and community members through engagement activities, awareness sessions, and interactions conducted during cultural events and learning initiatives.

4.2 Learning Outcomes

Field observations and programme documentation indicate that many children initially demonstrated gaps in foundational learning skills such as reading fluency, comprehension, and basic numeracy.

The Centre addresses these gaps through structured learning sessions that combine foundational academic support with activity-based learning approaches. Techniques such as storytelling, group discussions, creative exercises, and experiential activities help children engage more actively with learning content and improve comprehension.

Over time, children participating in the programme demonstrate increased curiosity, improved articulation of ideas, and greater willingness to participate in learning activities.

4.3 Behavioural and Developmental Changes:

Beyond academic learning, the programme has contributed to noticeable behavioural and developmental improvements among participating children.

The Centre provides a safe and non-judgmental environment where children are encouraged to express their ideas, ask questions, and collaborate with peers. This has helped build confidence and improved communication skills among many participants.

Group activities, cultural celebrations, and collaborative learning exercises also foster teamwork, empathy, and social awareness. Children gradually develop greater emotional awareness and demonstrate improved ability to interact positively with peers and facilitators.

4.4 Programme Effectiveness

The operational design of the Sonalika Skill & Learning Centre emphasizes continuity, structured learning cycles, and experiential engagement. Regular sessions, thematic learning activities, and cultural events provide children with multiple opportunities to reinforce learning while developing personal and social skills.

The integration of physical learning sessions with educational resources developed under Sonalika e-Gurukul and Sonalika Publications strengthens the programme's delivery model by combining classroom interaction with structured learning materials and digital content.

Facilitators play an important role in monitoring children's progress, identifying individual learning needs, and adapting session delivery accordingly. Informal assessments and observation-based feedback help maintain programme responsiveness and quality.

4.5 Early Impact Indicators

Early observations from the programme indicate encouraging developmental outcomes among participating children.

Attendance levels remain consistent, suggesting sustained interest and engagement in programme activities. Facilitators report improvements in children's participation during sessions, increased willingness to communicate ideas, and stronger engagement in group activities.

Children also demonstrate growing awareness of social values, cultural traditions, and environmental responsibility through activities such as cultural celebrations, environmental awareness campaigns, and thematic learning events conducted at the Centre.

These early indicators suggest that the programme is beginning to achieve its objective of creating a supportive learning ecosystem that strengthens both academic learning and holistic child development.

5. Implementation Model

5.1 Community-Centric Approach

The Sonalika Skill & Learning Centre follows a community-responsive approach by engaging children from underserved communities through structured learning sessions and experiential activities. Beneficiaries are identified through outreach in nearby communities, schools, and partner organizations, ensuring that children with limited access to supplementary learning opportunities can participate in the programme.

The Centre provides a safe and inclusive learning environment where children engage in foundational learning, creative activities, and life skills development. Regular cultural events, thematic learning sessions, and community interactions further strengthen engagement with parents and local stakeholders, helping build trust and sustained participation in the programme.

5.2 Facilitator Training and Capacity Building

Programme delivery is supported by trained facilitators who conduct learning sessions and monitor children's progress. Facilitators receive orientation and periodic training to strengthen their pedagogical skills and improve their ability to deliver activity-based and experiential learning.

Training programmes also focus on the use of educational resources developed under Sonalika Publications and digital content from Sonalika e-Gurukul, enabling facilitators to integrate structured learning materials into classroom sessions. Continuous capacity building ensures that facilitators are equipped to address diverse learning needs and maintain the quality of programme delivery.

5.3 Learning Outreach and Digital Engagement

While the Centre functions as a physical learning hub, its outreach extends through educational content and digital learning initiatives. Learning materials, activity books, and digital resources developed under Sonalika e-Gurukul support learning both within and beyond the Centre.

This blended learning approach allows the programme to reach a wider audience through partner schools, community learning spaces, and digital platforms, thereby extending the Centre's impact beyond its immediate beneficiary group.

6. Experiential and Cultural Engagement at the Sonalika Skill & Learning Centre

The Sonalika Skill & Learning Centre integrates cultural celebrations, national observances, thematic campaigns, and experiential activities into its educational approach to reinforce holistic learning. These engagements complement structured learning sessions by creating opportunities for children to explore culture, develop life skills, build social awareness, and strengthen emotional well-being. Through these activities, children learn to connect classroom knowledge with real-life experiences while developing confidence, creativity, and a sense of belonging within their communities.

6.1 Cultural Celebrations and Value-Based Learning

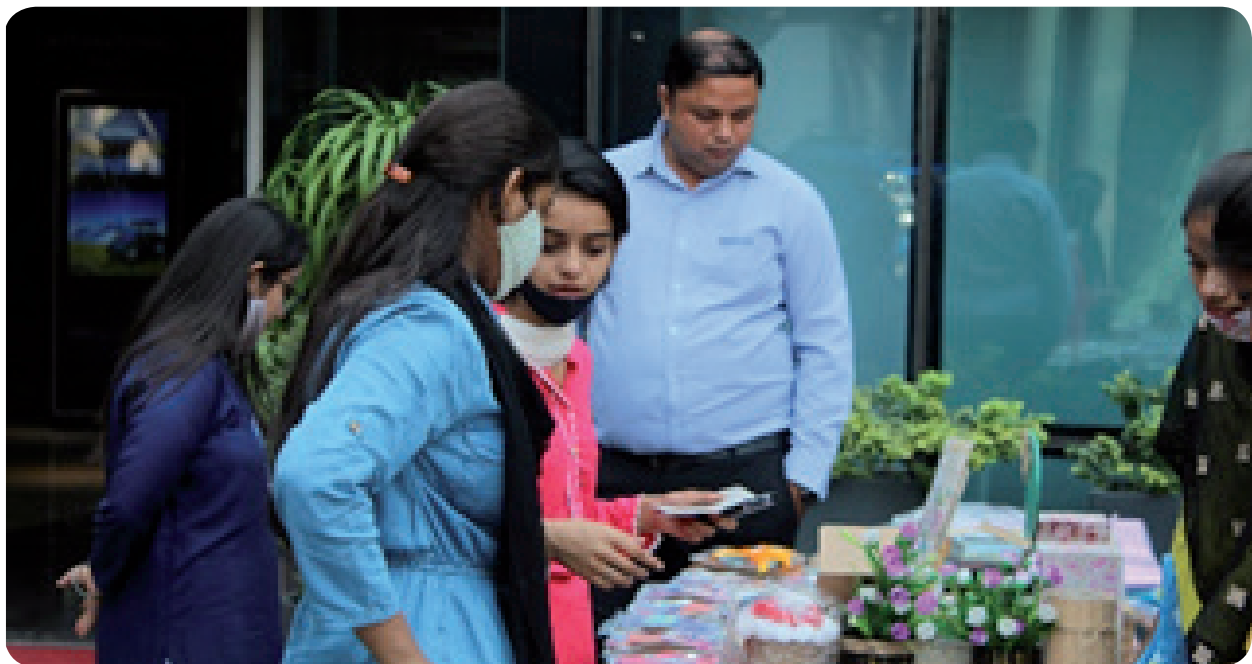
Navratri Celebrations

The Centre celebrates Navratri as an experiential cultural learning activity that introduces children to the diverse ways the festival is observed across India. Through storytelling and interactive discussions, children learn about traditions such as Kanjak in North India, Dandiya in Western India, and Ayudh Puja in the South. By exploring these traditions together, children develop an appreciation for India's cultural diversity while learning the importance of inclusivity and shared cultural heritage. More than 50 children from different age groups participated in the celebration.



Diwali Celebrations

Diwali celebrations at the Centre bring together children from nearby communities such as Seemant Vihar, Arjun Camp, and Taimoor Nagar to participate in festive learning activities. Children engage in creative sessions, games, and interactive cultural discussions that highlight the significance of the festival. Diwali Melas are also organized to provide women associated with partner NGOs an opportunity to showcase their products, thereby strengthening community engagement and creating a shared platform for celebration and interaction.





Christmas Celebrations

Christmas is observed as a values-based learning experience that focuses on themes of kindness, empathy, and generosity. Children participate in storytelling sessions about the message of Christmas, create gratitude cards and gifts, and showcase their talents through performances and group activities. These engagements encourage children to practice empathy, collaborate with peers, and express themselves creatively within a supportive environment.



6.2 Civic and Environmental Awareness Activities

Republic Day Observance

Republic Day is celebrated as an experiential learning opportunity designed to help children understand the importance of democratic values and national identity. Through storytelling sessions about the Constitution, quizzes on national symbols, and creative activities such as drawing and recitations, children explore themes of unity, freedom, and civic responsibility. These activities foster pride in national heritage while encouraging children to reflect on their role as responsible citizens.



World Environment Day Activities

World Environment Day is observed through hands-on activities that help children understand environmental sustainability and responsible resource use. Recycling exercises and discussions on waste management allow children to translate environmental awareness into practical action. These activities encourage children to adopt environmentally responsible behaviours and understand the importance of protecting natural resources.



6.3 Health and Well-being Awareness

National Nutrition Week – Nourishing Futures, Nurturing Wellness

During National Nutrition Week, the Centre organizes interactive sessions that help children understand the importance of balanced nutrition and healthy lifestyles. Activities such as designing balanced food plates, blindfolded fruit and vegetable tastings, and games involving cereals and traditional foods help children learn about nutrition in a fun and engaging way. These sessions encourage children to make healthier food choices and develop awareness about overall well-being.

6.4 Creativity and Experiential Learning

Young Explorers Programme

The “Young Explorers at Sonalika” initiative provides children with an opportunity to explore creativity and imagination through experiential activities such as storytelling, drumming, clay modelling, and pottery. By engaging in hands-on creative experiences that often highlight Indian culture and traditions, children are encouraged to think creatively, explore new ideas, and develop curiosity about the world around them.

6.5 Capacity Building and Community Engagement

Training of Trainers for Early Learners Books

Training programmes are conducted for facilitators from Sonalika Gurukul Centres to strengthen their understanding of Early Learners Books and improve their teaching practices. These sessions focus on child-centric pedagogy and interactive teaching methods, enabling facilitators to deliver engaging learning experiences that support early childhood development.

Empowering HER Initiative

The “Empowering HER” initiative celebrates the contributions of women by bringing together employees and women beneficiaries from partner NGOs for cultural and interactive activities. Events such as rangoli competitions, creative games, and social interactions create an inclusive platform that celebrates women’s roles in communities while promoting awareness of gender equality and empowerment.



7. Outcomes of Experiential and Cultural Engagement

- **Enhanced confidence and self-expression among children**

Regular participation in cultural activities, performances, and group exercises allows children to share ideas, showcase talents, and interact with peers. Over time, this strengthens their confidence and ability to communicate effectively.

- **Improved social awareness and value-based learning**

Exposure to festivals, national observances, and social themes helps children develop empathy, respect for diversity, and an understanding of shared cultural and civic values.

- **Strengthened teamwork and collaboration skills**

Group-based activities and collaborative learning experiences encourage children to work together, solve problems collectively, and support each other's participation.

- **Greater curiosity and creative engagement in learning**

Hands-on activities such as art, storytelling, and cultural exploration stimulate curiosity and imagination, encouraging children to engage with learning in a more active and experiential manner.

- **Stronger community connection and holistic development**

By involving families, facilitators, and community members in events and celebrations, the Centre creates a supportive ecosystem that reinforces learning, strengthens relationships, and contributes to the holistic development of children.



8. Programme Outcomes and Impact

The Sonalika Skill & Learning Centre has begun to demonstrate measurable progress in addressing learning and developmental gaps among children from underserved communities. Through structured learning sessions, experiential activities, and values-based engagement, the programme has contributed to improvements in foundational learning, confidence, and social development among participating children.

Strengthening Foundational Learning

The Centre provides structured academic reinforcement that complements formal schooling by addressing gaps in literacy, comprehension, and numeracy. Activity-based learning methods—such as storytelling, collaborative exercises, and experiential tasks—help children engage more effectively with academic concepts while fostering curiosity and participation in learning processes.

Building Confidence and Communication Skills

A notable outcome of the programme is the improvement in children's confidence and ability to express themselves. The Centre provides a safe and supportive learning environment where children are encouraged to ask questions, share ideas, and participate in discussions. Over time, this exposure strengthens self-confidence, articulation, and active participation in group settings.

Development of Life Skills

The programme integrates life skills development alongside academic learning, helping children build essential competencies such as communication, teamwork, emotional awareness, and problem-solving. Through group activities and experiential learning exercises, children develop interpersonal skills and the ability to collaborate effectively with peers.

Strengthening Values and Social Awareness

Values-based learning is embedded within programme activities through storytelling, cultural engagements, and community-focused initiatives. These interactions help children develop empathy, respect for diversity, and a stronger sense of social responsibility. Activities linked to cultural events and environmental awareness also promote civic consciousness and ethical behaviour.

Supporting Emotional Well-Being

The Centre's child-centric approach contributes to improved emotional awareness and social behaviour among participating children. Guided discussions and reflective activities help children better understand their emotions, manage interpersonal interactions, and respond constructively to challenges.

Expanding Access to Holistic Learning Opportunities

For many children from underserved communities, the Centre provides access to structured learning opportunities that extend beyond traditional classroom instruction. By offering a safe and engaging learning environment, the programme helps bridge socio-economic barriers and enables children to explore creative, academic, and personal development pathways.

Community-Level Influence

The programme also contributes to gradually shifting community perceptions of education. As children demonstrate improvements in confidence, behaviour, and learning engagement, parents and caregivers increasingly recognize the importance of holistic education that integrates life skills and values alongside academic achievement.

Long-Term Developmental Impact

By focusing on foundational skills, confidence-building, and value-based learning during formative years, the Sonalika Skill & Learning Centre contributes to long-term human capital development. The programme equips children with the knowledge, resilience, and social awareness required to navigate future educational and life opportunities, thereby strengthening community resilience over time.



9. Strategic Recommendations

Based on the findings of the impact assessment, the following strategic recommendations are proposed to strengthen the effectiveness, sustainability, and scalability of the Sonalika Skill & Learning Centre.

Strengthen Learning Measurement Frameworks

While the programme demonstrates positive developmental outcomes, introducing a structured monitoring framework would further strengthen impact measurement. Periodic pre- and post-learning assessments can help track improvements in foundational literacy, numeracy, communication skills, and life skills development. A more robust monitoring system will also enable data-driven programme refinement and clearer reporting of impact.

Deepen Integration of Digital Learning

The integration of digital resources through Sonalika e-Gurukul presents a strong opportunity to enhance learning engagement and programme scalability. Expanding the use of interactive digital modules, guided learning videos, and blended learning methods can complement classroom sessions and ensure continuity in learning for children beyond the Centre.

Strengthen Facilitator Capacity Building

Continuous training and professional development for facilitators can further enhance programme delivery. Capacity-building initiatives should focus on child-centric pedagogy, experiential learning techniques, and the integration of life skills education. Strengthening facilitator capabilities will help ensure consistent quality in learning engagement and improved learning outcomes.

Expand Community and Parental Engagement

Greater involvement of parents and community stakeholders can strengthen the long-term effectiveness of the programme. Regular parent interaction sessions, community awareness activities, and collaborative events can help reinforce learning at home while building stronger community ownership of the initiative.

Develop a Replication and Scaling Framework

The Sonalika Skill & Learning Centre has the potential to serve as a model for community-based holistic education initiatives. Documenting programme methodologies, learning tools, and implementation frameworks will support replication in other geographies. A structured scaling strategy can enable Sonalika to expand its educational impact across additional communities.

Strengthen Partnerships with Schools and Civil Society Organisations

Collaborations with local schools, NGOs, and educational institutions can expand programme reach and strengthen implementation. Such partnerships can facilitate beneficiary identification, provide additional learning resources, and create stronger pathways for integrating the Centre's learning approach within formal education systems.

10. Conclusion

The Sonalika Skill & Learning Centre represents a significant step toward addressing educational and developmental gaps among children from underserved communities. By combining foundational learning support with life skills development, experiential learning, and value-based education, the programme creates a holistic learning environment that complements formal schooling.

Early outcomes from the programme indicate positive changes in children's confidence, communication abilities, learning engagement, and social behaviour. The Centre's integrated approach—bringing together structured learning sessions, digital learning initiatives, and community engagement—demonstrates strong potential for creating sustained educational impact.

Importantly, the initiative moves beyond short-term educational interventions by focusing on long-term human capital development. By nurturing confidence, emotional intelligence, and values alongside academic learning, the programme helps equip children with the capabilities needed to navigate future educational and life opportunities.

With strengthened monitoring systems, continued investment in facilitator development, and a clear strategy for scaling the model, the Sonalika Skill & Learning Centre can evolve into a replicable framework for community-based holistic education initiatives. In doing so, it aligns closely with Sonalika's broader vision of fostering inclusive and sustainable development through impactful CSR interventions.



11. Case Studies and Stakeholder Perspectives

Case Study 1: Strengthening Gender Awareness through Interactive Learning

Ms. Bharti Kohli, PRT English, DAV School, Faridabad

Ms. Bharti Kohli observed that the awareness session conducted by the Sonalika Skill & Learning Centre created a meaningful learning experience for students by combining engaging activities with storytelling. The session began with an interactive activity and the story “*Udi Udi Udi*,” which introduced students to the concepts of gender and sex in an accessible manner.

Through guided discussions and an interactive question-and-answer session, students were able to understand that abilities and potential are not determined by gender. According to Ms. Kohli, the session effectively raised awareness among students about gender equality and encouraged open conversations around an important social issue. She emphasized the importance of such initiatives in schools and expressed interest in having more sessions that promote awareness and understanding among students.

Case Study 2: Encouraging Critical Thinking on Social Issues

Ms. Garima, Librarian, DAV School, Faridabad

Ms. Garima highlighted that the session conducted by the Sonalika Skill & Learning Centre was both engaging and informative for students. The use of storytelling and interactive activities helped students understand complex concepts related to gender roles and social perceptions.

The session encouraged students to question stereotypes and recognize that skills and capabilities are not defined by gender. According to Ms. Garima, the interactive format of the programme made the learning process both enjoyable and impactful, creating a space where students could openly discuss social issues. She noted that such initiatives play an important role in shaping inclusive attitudes among young learners.

Case Study 3: Promoting Meaningful Awareness through Structured Learning

Ms. Mukesh Jhakar, Educator, DAV School, Faridabad

Ms. Mukesh Jhakar observed that the programme conducted by the Sonalika Skill & Learning Centre was thoughtfully designed and effectively delivered. The session combined engaging activities with informative discussions, enabling students to understand important concepts in a clear and relatable way.

She noted that the structured approach of the programme helped create meaningful awareness among students while maintaining an interactive and respectful learning environment. The initiative demonstrated how well-designed educational sessions can contribute to developing socially aware and informed young individuals.

Case Study 4: Enhancing Learning through Structured Educational Resources

Karnav Goyal, Student (Class 8A), DAV School, Faridabad

Karnav Goyal shared positive feedback about the learning materials developed under Sonalika Publications. According to him, the books are well-structured, engaging, and easy for students to understand.

The clarity and interactive nature of the content help make learning more enjoyable while supporting better comprehension of academic concepts. Karnav noted that such educational resources make classroom learning more meaningful and encourage students to engage actively with the material.

Case Study 5: Building Environmental Consciousness through Education

Harish Gosain, Executive Director, NGO KHUSHII

Harish Gosain emphasized the importance of environmental education in shaping responsible future citizens. He highlighted that awareness about nature, ecosystems, and the interconnectedness of all living beings must begin at an early stage through education.

According to him, programmes that teach children about environmental responsibility go beyond discussing climate change—they encourage empathy toward animals, respect for natural resources, and sustainable living practices. Initiatives like those supported by the Sonalika Skill & Learning Centre inspire young learners to understand their role in protecting forests, water, air, and wildlife, thereby contributing to a more sustainable and harmonious future.









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