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# EmpoverED

A LIFI Magazine

**TRANSFORMATIONS  
THROUGH  
TOGETHERNESS**



# IMPACT STORIES



## ANJALI'S JOURNEY OF TRANSFORMATION: A STORY OF PATIENCE AND CARE

### THE STRUGGLES OF A LOST LEARNER

Anjali, a bright girl from Kirari, experienced a significant transformation after joining the library program. Previously, Anjali had no interest in studying. She neither paid attention in class nor studied at home.

Her behavior often led to frequent scolding and punishment, both at home and school. Sometimes, she would take money from home to school without permission, which resulted in severe reprimands from her parents and teachers. This constant criticism affected her confidence, causing her to become withdrawn. Gradually, she stopped sharing her thoughts and distanced herself from others

### JYOTI – A GUIDE AND A FRIEND

Our Community Teacher Leader, Jyoti, noticed Anjali's situation. She observed that Anjali neither paid attention in class nor interacted with anyone. Realizing that Anjali needed support, Jyoti chose the path of love and care instead of punishment.



# IMPACT STORIES

Every day, Jyoti invited Anjali to the library and tried to engage her in conversation. However, Anjali initially did not respond. She remained quiet, avoiding any interaction with Jyoti or her classmates. Despite this, Jyoti did not give up. She patiently continued to invite her daily, making her feel comfortable and welcome in the library environment.



## **THE BEGINNING OF JOURNEY**

Gradually, Anjali began visiting the library. Jyoti noticed that Anjali was struggling to recognize letters and words, so she started helping her with letter recognition. Jyoti taught her how to identify letters, form words, and read small sentences. In addition to attending library sessions, Anjali also started coming to the CYRC Centre to study. The combined support from both places gave her the opportunity to practice regularly. This consistent effort strengthened her foundation in reading and sparked her interest in learning.

## **BREAKING THE SILENCE AND GAINING CONFIDENCE**

Over time, the bond between Anjali and Jyoti grew deeper. It was no longer just a teacher-student relationship but one built on trust and friendship. Anjali began opening up to Jyoti, sharing her thoughts and feelings with her.



# IMPACT STORIES

Earlier, Anjali struggled with letter recognition, but now she can read and understand words and sentences. She actively participates in class discussions. The once-quiet girl has become an expressive and engaged student.

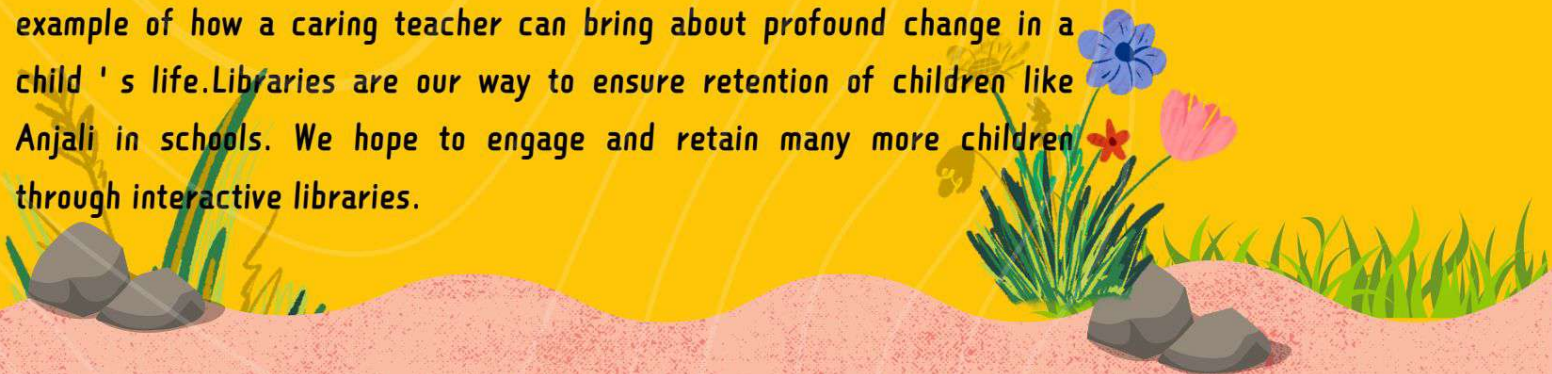
## TODAY'S ANJALI

Today, Anjali's transformation is nothing short of remarkable. Her enthusiasm for the library is evident in her excitement and curiosity. She eagerly asks Jyoti, "Ma'am, when is our turn to visit the library?"

In the classroom, she listens attentively to her teachers, understanding that if she doesn't pay attention, she may not be able to answer the questions later. This realization has made her more focused. Today, she not only excels in reading but also actively participates in group activities and classroom discussions.

## CONCLUSION

Anjali's story is a testament to the power of patience, love, and consistent guidance. With Jyoti's support, Anjali overcame her challenges and built self-confidence. Her journey from being a quiet, withdrawn child to a confident, self-assured learner is an inspiring example of how a caring teacher can bring about profound change in a child's life. Libraries are our way to ensure retention of children like Anjali in schools. We hope to engage and retain many more children through interactive libraries.



# IMPACT STORIES

## NANDINI'S STORY

Meet Nandini, a student from Khargone district in Madhya Pradesh, who is under the guidance of Sapna Yadav.

Nandini is a beautiful and reserved girl, always maintaining a quiet demeanor and rarely interacting with others. She only spoke with her sister and did not respond to questions from anyone else.

One day, Sapna Yadav noticed Nandini crying in class. Gently, she approached her and asked, "Dear, what happened?" However, Nandini did not respond, so Sapna decided to give her some space.

Later, as Sapna engaged with the other students, She invited Nandini to join them for reading or listening to a story. Initially, Nandini remained silent but eventually came over and sat with Sapna. Sapna then asked Nandini if she would like to hear a story or write something.

When Nandini still did not speak, Sapna pleaded, "Please let me know if something is bothering you." Despite this, Nandini remained quiet.



# IMPACT STORIES



Sapna Yadav decided to tell Nandini a short, sweet story. As the story unfolded, Nandini began to smile, and seeing her smile brought Sapna immense joy. Sapna then asked Nandini if she would like to be friends with her.

Nandini 's smile grew wider, which was seen as a positive sign. After the story, Sapna asked Nandini to write numbers from 1 to 10. Nandini complied, carefully checking her notebook as she wrote, and later came to show her work, placing it on Sapna Yadav's desk.

When Sapna asked if she had completed the task, Nandini responded with a smile. Sapna praised her effort and noted her progress. Nandini expressed her happiness and comfort in their interactions. Sapna also invited Nandini to study at her home, and Nandini agreed, which was very heartwarming. Over time, Nandini began sharing more with Sapna and showed a growing willingness to complete any tasks assigned to her.

This change in behavior indicated that their connection was growing stronger, and it was gratifying to see Nandini participating more actively. Nandini also began communicating her feelings and concerns more openly, expressing that she had initially been afraid of getting into trouble but now felt more comfortable with Sapna's support. Such is the impact of a strong teacher-student bond!



# KNOW OUR COMMUNITY LEADERS

## SAPNA GUPTA STORY

Meet Sapna Gupta, a remarkable individual from Masauli village in the Pratapgarh district of Uttar Pradesh. Sapna 's educational journey began with a Bachelor's degree from Shiv Kumari Mahavidyalaya, followed by a specialized one-year course as a Primary Math Educator at the Sajhe Sapne Organization in Himachal Pradesh.

This strong educational foundation set the stage for her significant contributions to the field of education.

Sapna 's professional journey took a pivotal turn when she joined Learning Initiatives for India (LIFI) as a Community Teacher Leader through a partnership with Udbodh. During her two-year fellowship with LIFI, she gained a deep understanding of what distinguishes a facilitator from a traditional teacher.

The knowledge and experience Sapna gained through LIFI played a key role in shaping her approach to education. Now living in Haryana, she has taken on a new challenge by working with children from brick kilns in the villages of Purkhas and Sheikhpura through the Maati Paathshala Project.

As a Community Teacher Leader, her role goes beyond traditional teaching. She is focused on addressing the unique educational needs of these marginalized communities, where children face significant learning barriers due to the demanding nature of their families ' work in the brick kilns. In Purkhas and Sheikhpura, Sapna's impact is both profound and multifaceted.



## **Primary Role: Educational Support**

*Sapna provides targeted educational interventions focused on basic literacy and numeracy skills. She ensures that children, who might otherwise miss out on education, are given opportunities to learn and grow.*

## **Community Engagement:**

- Sapna understands the challenges faced by brick kiln families and integrates education with community support.*
- She works closely with families to emphasize the importance of education and create a conducive learning environment despite difficult conditions.*
- Leadership and Mentorship : Sapna leads and mentors other educators, sharing insights and best practices to improve teaching methods and educational outcomes.*
- Advocacy and Outreach:- Beyond teaching, Sapna advocates for brick kiln children, seeking resources and support to enhance their educational opportunities, ensuring their enrollment and retention in nearby Govt. Schools.*
- Sapna's journey—from a community teacher at Udbodh, to joining the fellowship with LIFI, then her training with Sajhe Sapne and now her work in Haryana—demonstrates the transformative power of a woman leader who has prioritised her career and is a role model to so many girls from her own village.*



# INSPIRING STORY



## SHIBASIS SAHU

### A JOURNEY OF LEADERSHIP AND EMPOWERMENT

Shibasis Sahu, an engineering graduate, has dedicated over a decade to improving education and youth development. He has worked with organizations like ASORD, NABCONS, Sampark Foundation, and Diksha Foundation, contributing significantly to community welfare. As a co-founder of the Pyar Ki Dor Foundation, Shibasis focuses on providing education and holistic development for children in rural areas of Odisha and Bihar.

Shibasis Sahu is the Director of Programs and Partnerships at Learning Initiatives for India (LIFI). He is passionate about building inclusive communities and empowering individuals through impactful programs and partnerships.

Recently, Shibasis began a Diploma in Development Leadership at Azim Premji University, marking a significant milestone in his journey. This achievement is not only an inspiration to LIFI and its team but also to the communities he serves.

What makes his story even more remarkable is his ability to balance his academic pursuits with his professional responsibilities. Shibasis continues to lead at LIFI with dedication and excellence, proving that personal growth and professional impact can go hand in hand, creating a brighter, more inclusive future for all.



# OUR COMMUNITY HIGHLIGHTS

**"TOGETHER, WE MAKE MAGIC!"**

This month has been filled with joy, creativity, and learning! Here's a highlight of one exciting activity that brought our community together:

## **Story of Christmas celebration at Kirari MCD School**

A vibrant painting competition was organized, where children showcased their imagination and artistic talents. The activity promoted teamwork and creativity, making it a memorable experience for all.

It was a bright and cheerful day when the school organized a Christmas-themed painting competition.

The students arrived, bubbling with excitement, ready to showcase their creativity.

Their eyes sparkled with competitive spirit as they imagined who would take home the first prize.

Little did they know, this day would bring them something far more valuable than a trophy.



The responsibility of overseeing the competition fell on Varsha, our CTL who usually manages the library. Though she hadn't planned for this, the teachers unanimously decided that her warm rapport with the children made her the perfect person to lead the activity. Varsha embraced the challenge wholeheartedly, determined to make the event memorable for the kids.

As the students gathered in the library, Varsha noticed their enthusiasm, but there was a hitch. Many children hadn't brought the necessary supplies—paints, brushes, or even pencils. Some started voicing their concerns, saying, "Ma'am, I don't have colors," while others looked unsure of how they could participate.

Instead of panicking, Varsha came up with a brilliant idea. Turning to the teachers, she asked, "Instead of seating the children individually, can we arrange them in groups? This way, they can share materials and ideas." With everyone agreeing, she quickly divided the children into small groups.

As the children settled in, something magical happened. The initial competitive energy transformed into a spirit of teamwork. They began sharing colors, helping each other, and laughing together. The library was soon filled with laughter, chatter, and the sound of brushes gliding across paper.

By the end, the library was adorned with vibrant paintings that captured the joy and spirit of Christmas. Varsha watched with pride as the children celebrated not just their creations but the experience of working together. It wasn't just a competition—it was a beautiful moment of collaboration, creativity, and joy.





# QUIZ TIME

**"DID YOU KNOW?  
LET'S LEARN SOME NEW  
THINGS!"**

## Question

**What is the largest planet in our solar system?**

- A. Earth**
- B. Mars**
- C. Jupiter**
- D. Venus**

## Question

**Does everyone know the district where Adampura is located in Madhya Pradesh?**

- A) Khargone district**
- B) Bhopal District**
- C) Harda District**



# QUIZ TIME

**Question:**  
**"Which state has the most children enrolled  
in primary school in India?"**

- A) Maharashtra
- B) Uttar Pradesh
- C) Tamil Nadu

***If you know the answer, then follow us!***



# WHAT'S COMING UP NEXT MONTH?



**Dear All,**

We are excited to share the upcoming activities and events planned for January 2025. Your participation, support, and encouragement are vital to making them successful.

## UPCOMING HIGHLIGHTS FOR JANUARY 2025

### 1. Patrika Activity Stories

Exciting activity stories will be shared as part of our 'Patrika' initiative. These stories will highlight the creativity and efforts of our children and community members. Stay tuned for inspiring updates!

### 2. Republic Day Celebration

Date: 26th January 2025

Celebrate Republic Day with us!

### 3. Volunteer and Support Drive

Join hands with us to make an impact:

- Volunteer your time.
- Contribute resources.
- Spread the word about our mission.

### How to Get Involved

**Volunteer:**

Reach out to [rimpi6671@gmail.com].

**Donate:**

Visit our website for donation details:  
[<https://www.learninginitiativesforindia.org>]

**Spread the Word:**

Share our stories on social media!

**Let's make January inspiring and meaningful together!**





पढ़ेगा हर बच्चा  
बढ़ेगा हर बच्चा

