



Guruji Education Foundation (GEF)



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लोकसत्ता

लोकमान्य लोकशक्ती

गुरुजी एज्युकेशन फाऊंडेशन

वंचित विद्यार्थ्यांच्या पंखांना अर्थबळ हवे !

लोकसत्ता प्रतिनिधी

ठाणे : वेताच्या आर्थिक परिस्थितीमुळे शिक्षणात खंड पडण्याची शक्यता असलेल्या विद्यार्थ्यांना आर्थिक मदत करण्याबरोबरच त्यांच्या सर्वांगीण

सविस्तर परिचय
गरजूचे 'गुरुजी' / ६

विकासासाठी टाण्णातील गुरुजी एज्युकेशन फाऊंडेशन काम करत आहे. भविष्यात पाच हजार गरजू मुलांना शिक्षणाच्या मुख्य प्रवाहात आणण्याचा संस्थेचा मानस असून,



त्यासाठी आर्थिक पाठबळची आवश्यकता आहे. ग्रामीण भागातील गरजू विद्यार्थी, पालकांचे छत्र गमावलेली मुले, केढ्यांची मुले आणि आर्थिक परिस्थितीमुळे बेजार झालेल्या मुलांचे स्वप्न साकार करण्यासाठी

'गुरुजी एज्युकेशन फाऊंडेशन' गेल्या १८ वर्षांपासून कार्यरत आहे. ठाणे आणि कल्याण शहरातून सुरू झालेले संस्थेचे काम पालघर, सिधुदुर्ग, सांगली, सोलापूर, उस्मानाबाद, पुणे, जळगाव, औरंगाबाद, नागपूर या जिल्ह्यांसह

तमिळनाडू, दिल्ली आणि मध्यप्रदेश या राज्यांपर्यंत पोहोचले आहे. तेथील विद्यार्थ्यांना संस्थेमार्फत मदत केली जाते. आतापर्यंत शालेय स्तरावरील दोन हजार, तर महाविद्यालयीन स्तरावरील शेकडो विद्यार्थ्यांना संस्थेने आर्थिक मदत केली आहे. तसेच मानसिक सामर्थ्य, बौद्धिक कुशाग्रता, उद्यमशीलता, जीवन कौशल्ये विकसित करण्यावर भर दिला जातो. दरवर्षी नव्या १०० विद्यार्थ्यांच्या उच्च शिक्षणास मदत करण्याची संस्थेची योजना आहे. वैयक्तिक मार्गदर्शन, आर्थिक साहाय्य आणि



सर्वांगीण विकासासाठी आवश्यक साधने संस्थेकडून शाळांना दिली जातात. आणखी कार्यविस्तार करण्याचा संस्थेचा संकल्प असून, त्यास दानशूरांच्या पाठबळाने साथ हवी आहे.

Guruji Education Foundation team was profiled by Loksatta in their Sarva Karyeshu Program.

गरजूचे 'गुरुजी'

घरच्या आर्थिक परिस्थितीमुळे अनेकांचे शिक्षणाचे दरवाजे बंद होतात. ते खुले करून गरजूंना आपापल्या क्षेत्रात उत्तुंग झेप घेण्याचे सामर्थ्य मिळवून देण्याचा प्रयत्न टाण्णातील गुरुजी एज्युकेशन फाऊंडेशन ही संस्था गेल्या १८ वर्षांपासून करीत आहे.

उच्च शिक्षण घेऊन एखाद्या क्षेत्रात नाव कमावण्याचे अनेकांचे स्वप्न पारंपारिक परिस्थितीमुळे अडथळे राहते. अशा वेळीच, गरजू विद्यार्थ्यांना टाण्णातील गुरुजी एज्युकेशन फाऊंडेशन मदतीचा हात देते. शालेय आणि महाविद्यालयीन गरजू, मुलांची पारख करून त्यांच्या उदरगर्भाचे काम घेते. १८ वर्षे ही संस्था करत आहे. घरची परिस्थिती हलाखीची असलेले, घरातून शिक्षणाला विरोध होणारे, कुटुंबातील एखाद्या सदस्याच्या अजारपणातून संश्लेषित भयान, कुटुंबाची जबाबदारी सांभाळण्याच्या विद्यार्थ्यांना गुरुजी फाऊंडेशनने प्रगतीची दारे खुली केली आहेत. विद्यार्थ्यांची शिक्षणामध्ये आवड, जिद, इच्छाशक्ती या बाबी साधून घेऊन त्यांचे स्वप्न साकार करण्याच्या दृष्टीने संस्था आस्पावी करते. केवळ पुस्तकांचे नसे, तर सर्वांगीण विकासाचे धडे देणारे शिक्षण देण्यावर गुरुजी एज्युकेशन फाऊंडेशनचा भर असतो.

वेताचे समाजातील मुलांना स्वताच्या पायावर राहण्याचे उभे करण्याचे बळ देणारी ही फाऊंडेशन टाण्णातील डॉ. प्रदीप याचपड आणि त्यांच्या सहकाऱ्यांनी गेल्या १८ वर्षांपासून सुरू केली. डॉ. प्रदीप याचपड यांचे बालपण सोलापूर जिल्ह्यातील वेतास गावात गेले. त्यांचे शालेय शिक्षण वेतास आणि सातारा येथील सातारा येथील विद्यालयामध्ये झाले. त्यांचे महाविद्यालयीन शिक्षण सोलापूर, सांगली आणि अहमदनगर येथील येथे झाले. बालपणी घरची परिस्थिती हलाखीची असल्याने शैक्षणिक जीवनामध्ये लगेच अनेक समस्यांना सामोरे जावे लागले. मात्र, अपार कष्ट आणि निर्दोषाच्या कष्टातून त्यांनी उच्च शिक्षण घेऊन अनेक अपघातांवर यश मिळवले. अजय अहदीमध्ये अरबाताना त्यांनी मित्र-मैत्रीणींवरून जेष्ठ समाजकारणचा बास आसते. त्यांच्या घराबंदी प्रदान करवली होती. त्यावरून, ते कासा आम्हटे वाचण्यावर 'आदरान्त मध्ये वाच दिवस राहिले. कासा आम्हटे यांचा जीवकप्रवास, त्यांची समाजासाठी कळवळ पातळ प्रदीप यांनी देण्या केलेली आणि त्यांना नव्हा मार्ग सापडला.

आपल्या शिक्षणात आलेले अडथळे इतर विद्यार्थ्यांच्या वाटचालीत वेळ येताना, कोणताही अडथळी शिक्षणातून अडथळ पडताना कासा नसे, अशी त्यांची भूमिका होती. त्यासाठी प्रदीप आणि त्यांचे मित्र अतिशय सुबंद योनी 'गुरुजी एज्युकेशन फाऊंडेशन' सुरू करण्याचा निर्णय घेतला. प्रदीप



यांनी अजय आम्हटे मुंबईमधून डॉक्टरेट मिळवली. त्यांनी ऑनलाईन उद्योगांमध्ये आणि शैक्षणिक संस्थांमध्ये काम करून विवेकपूर्णतेने मिळवली आहेत. या कामांचा अनुभव आता ते नव्या पिढीला देत आहेत.

शिक्षण क्षेत्रात काम करणाऱ्या संस्था अनेक आहेत. परंतु 'गुरुजी एज्युकेशन फाऊंडेशन' विद्यार्थ्यांचा सर्वांगीण विकास साधण्याचे काम करते. त्यासाठी त्यांनी निवडलेले विभाग उघडले आहेत. ज्ञान-धर्म-भाषा-उद्येग न पाहता, फक्त गुणवत्ता म्हणजे बौद्धिक क्षमता, तिकाळ्याची जिद, शैक्षणिक प्रगती, कुटुंबाची संपादन-आर्थिक परिस्थिती पाहून विद्यार्थ्यांची निवड केली जाते. विद्यार्थ्यांच्या घरी जाऊन त्यांची सांख्यिक परिस्थिती पाहिली जाते. विद्यार्थ्यांची संस्था साहाय्यावर नाही, तर त्यांना गुणवत्तापूर्ण मदत देण्यावर भर दिवतात होती. बहुतांश विद्यार्थ्यांनी आपल्याला मिळालेली मदत कालांतराने संस्थेवर परत केली. तर काहींनी वेगळी स्वरूपात मदत केली आहे. यातील काही जण नवीन विद्यार्थ्यांना

संस्थेपर्यंत कसे जाल ?

गुरुजी एज्युकेशन फाऊंडेशन ही संस्था ठाणे शहरातील वेतासगाव या भागात आहे. ठाणे शहरात एकूण वसत विद्यार्थ्यांचे उच्चशिक्षण करणे सोपे उरल्या आहे. तसेच विवेकपूर्णतेने शिक्षण देण्याचे उद्येग होताना.

घनादेश या नावाने काढला
गुरुजी एज्युकेशन फाऊंडेशन
Guruji Education Foundation
(संस्था १८० जी करारक्रमांक आहे.)

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कॉसमांस बँक, कोल्हापूर रोड शाखा

संस्थेकडे देण्याचे आवाहन केले जाते. म्हणून घरातून संस्थेमध्ये ६५ टक्के मुली आणि ७५ टक्के मुले ग्रामीण भागातील आहेत. आतापर्यंत शालेय स्तरावरील दोन हजार, तर महाविद्यालयीन स्तरावरील शेकडो विद्यार्थ्यांना आर्थिक साहाय्यावरून उच्चशिक्षणास विचार, बौद्धिक कौशल्य आणि मानसिक सामर्थ्य वाढविण्यास संस्थेने मदत केली आहे.

शालेय विद्यार्थ्यांसाठी सार्वत्रिक साहाय्य, मानसिक साहाय्य, बौद्धिक कुशाग्रता, उद्यमशीलता आणि जीवनकौशल्ये हा पारंपरिक राज्यातील ठाणे, पालघर, सिधुदुर्ग, सांगली, सोलापूर, उस्मानाबाद, पुणे, जळगाव, औरंगाबाद, कोल्हापूर, नागपूर या जिल्ह्यांसह तमिळनाडू, दिल्ली आणि मध्य प्रदेश येथील १६ शाळांमध्ये कार्यरत आहे. वेता शैक्षणिक वर्गांमध्ये त्यात १५ ते २० नवीन शाळांची भर पडताना.

सार्वत्रिक साहाय्यासाठी शाळांना योग्य ते खेळणे साहित्य व योग्य ते मान्यदराने कळवण संस्था त्यांच्या

प्रगतीचा अडथळा निव्विनाश करणे, त्यांच्या विद्यार्थ्यांना आर्थिक साहाय्य करणे, त्यांचे शैक्षणिक कामे हेतूद्वारा विचारशक्ती समृद्ध करणाऱ्या उपयोगी पडते. शाळांना मुले देऊन या योद्धा राबवण्या जातात. शैक्षणिक मूलभूत संकल्पना समजावण्यासाठी सविस्तर व्याख्यातना विकसित केली आहे. उद्योजकतेवर शालेय जीवनात विद्येचे भर देण्याचे काम केले जाते. इंग्रजी संभाषणक्षमता, नेतृत्व आणि साहित्यरचना, शैक्षणिक प्रतिभा, स्वतंत्रता, वैयक्तिक विकास, स्वतंत्रता, निर्णय घेणे आणि समस्या सोडवणे, आत्मनिर्भरता, स्वच्छता आणि चांगले नागरिकत्व या विषयांवर मुलांचे सखोल मार्गदर्शन केले जाते. यातील काही काही पाठ्यक्रमाने आणून विकसित केले जाताना, तर काही अति-लघु प्रकल्पात जाताना. काही ठिकाणी शाळेच्या शिक्षकांची मदत घेतली जाते. काही ठिकाणी हस्तार मूले निवडून त्यांना प्रवृत्तिते केले जाते आणि त्यांच्याकडून हे काम घेतले जाते.

दरवर्षी संस्थेचे वार्षिक संमेलन पार पडते. पुढील विद्यार्थी संस्था कमी होती. त्यामुळे मजबूतीची ठिकाणी प्रकल्प वार्षिक संमेलन होता आहे. मात्र अशा विद्यार्थी संस्था वार्षिक संमेलन प्रत्येक भागात वार्षिक संमेलन पार पडते. गेल्या वर्षी उस्मानाबाद, नांदेड, नागपूर, औरंगाबाद, पुणे अशा संमेलनांत या ठिकाणी संमेलन झाले. या संमेलनातून आर्थिक साहाय्याची गरजा, या संमेलनातून वेतास गावाच्या शाळांच्या काल असतो.

समाजातील प्रत्येक मुलूक शिकले पाहिजे. प्रत्येकाला शिक्षणाचा अधिकार आहे. त्यामुळे जास्त जास्त विद्यार्थ्यांपर्यंत पोहोचण्याचा संस्थेचा मानस आहे. दुर्गम भागात अनेक गुणवत्ता संस्थेचे कार्य आहे. अशा भागात अनेक गुणवत्ता संस्थेचे कार्य आहे. त्यांच्या योद्धा घेऊन त्यांचे आणि समाजाचे भविष्य वाढवणे करण्याची आवश्यकता आहे. शालेय शिक्षणातील काही योद्धा संस्थांनी उच्चशिक्षण आणि महाविद्यालयीन स्तरावरील शालेय संस्थांना मदत घेतली आहे. त्यासाठी आर्थिक पाठबळची गरज आहे.

-पूर्वा साडलिकर/वेदिका कंटे



GEF Recognition



Guruji Education Foundation team was presented with Late Girjai Thuse Sevavrati award.

GEF Mission



Mission – The Guruji Education Foundation (GEF)’s mission is “Education for All”.

We believe that all students have a right to education resulting in their holistic development. We also believe that all the supporters get educated by contributing to the development of the students.



The main hope of a nation lies in the proper education of its youth.. Erasmus

GEF Vision



The Guruji Education Foundation (GEF)'s vision is to have 30,000 beneficiaries by the end of AY 2027-28.

GEF plans to support the holistic higher education (HHE) of new fifty high-potential or distressed students every year. We provide a bedrock of personal mentorship, financial assistance, and the resources for holistic development, setting them up for success so that one day they can enjoy being a part of the “cycle of giving”. Currently we have 281 students and we envision having 500 HHE students by the end of AY 27-28.



GEF plans to add forty new schools / institutions every year to run its adolescent development projects (ADP) so that these underprivileged students will realize their full potentials. Currently we have 8800 students and we envision having 30,000 active students by the end of AY 27-28.

GEF Principles



Holistic Higher Education (HHE)

GEF Project – Holistic Higher Education (HHE)

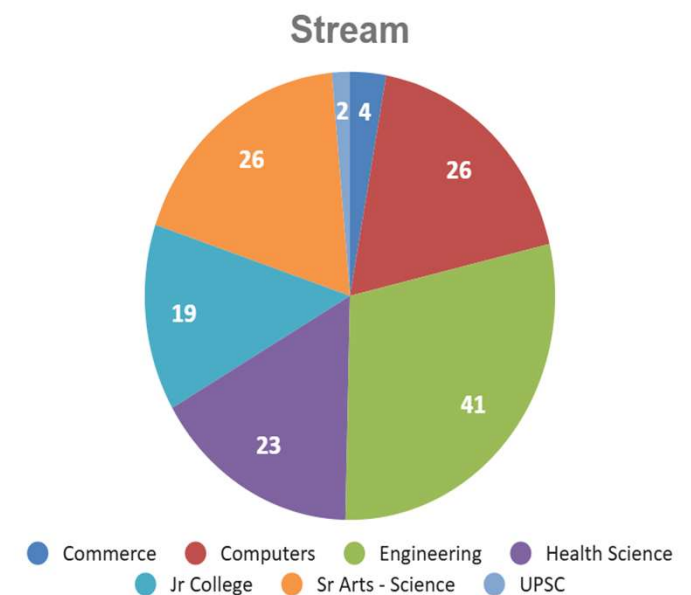
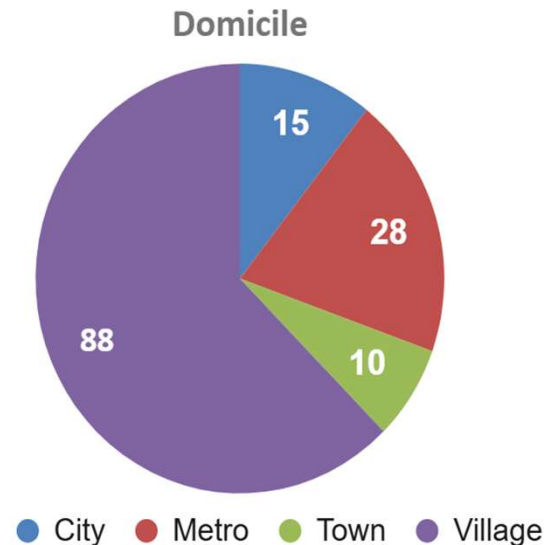
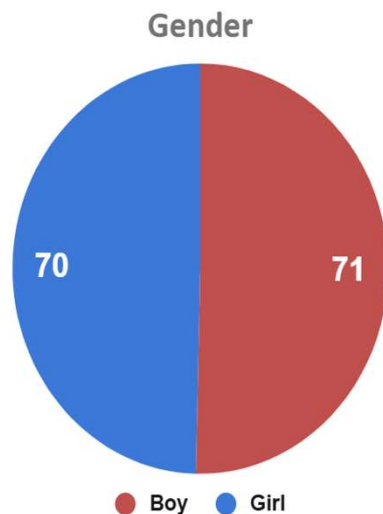


Rationale

- Many bright students, due to the lack of financial and social capital, are drafted into menial employments after graduating from schools.
- We can leverage their potential for their, their family's and the nation's better future.
- We need to pay special attention to the families under distress – Cancer, Corona afflicted, Suicide prone farmers, etc.

Approach

- Identify, short list, assess aptitude, visit homes, interview students and parents, finalize selection, and onboard the selected ones.
- Allocate matrix-mentors and track progress through monthly thinking exercises.
- Distressed students may have lower abilities; and can be educated per their abilities.
- Provide the required support to alumni in their careers and family activities



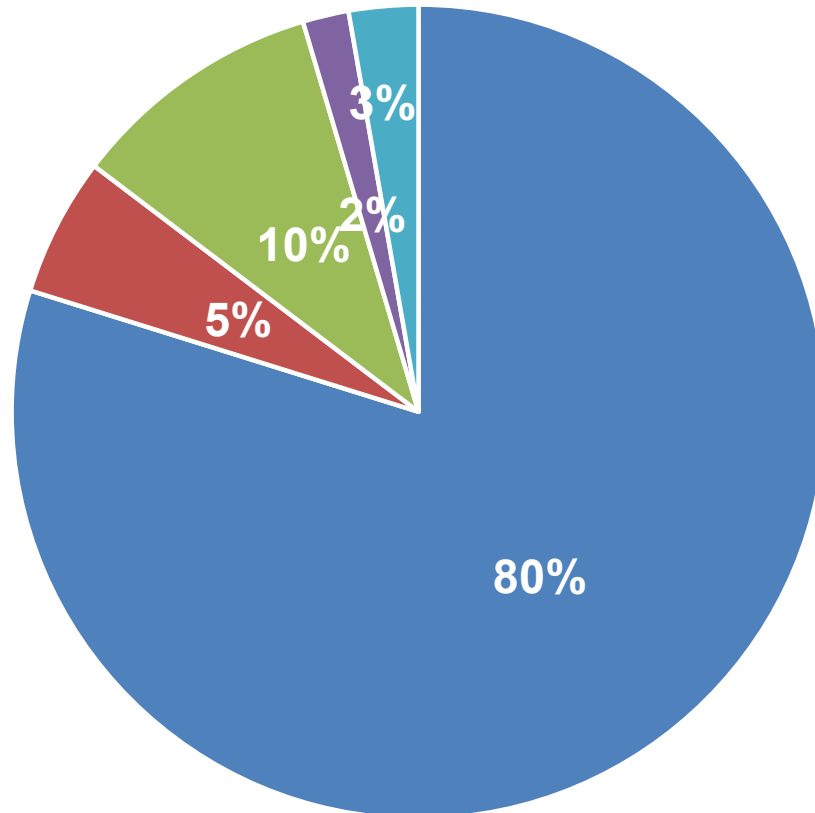
Students serviced: 300 (Active 141, Attrition 19, & Alumni 140)

Impact Analysis GEF Project Beneficiaries – Holistic Higher Education



- Data as of April this year

Professional Status



- Employed
- Competitive exam
- Higher Study
- Homemaker
- Expired

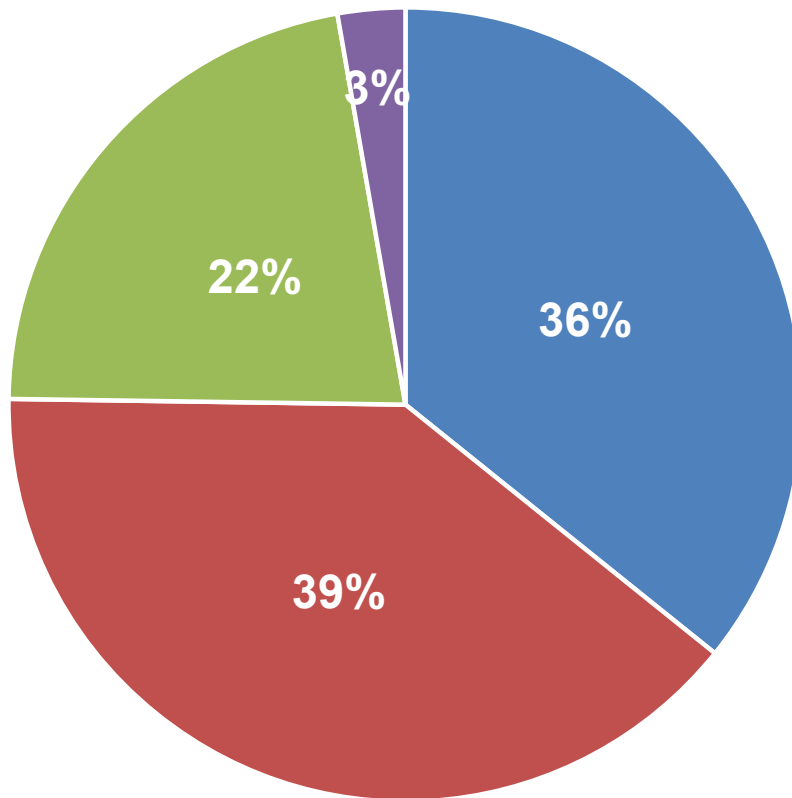
Our focus on holistic development helps in this. We also conduct group discussions and mock interview sessions, encourage real life projects, and use our network to facilitate their placement

Impact Analysis GEF Project Beneficiaries – Holistic Higher Education



- Data as of April this year

Volunteering Status



■ Volunteering ■ In touch ■ Not in touch ■ NA

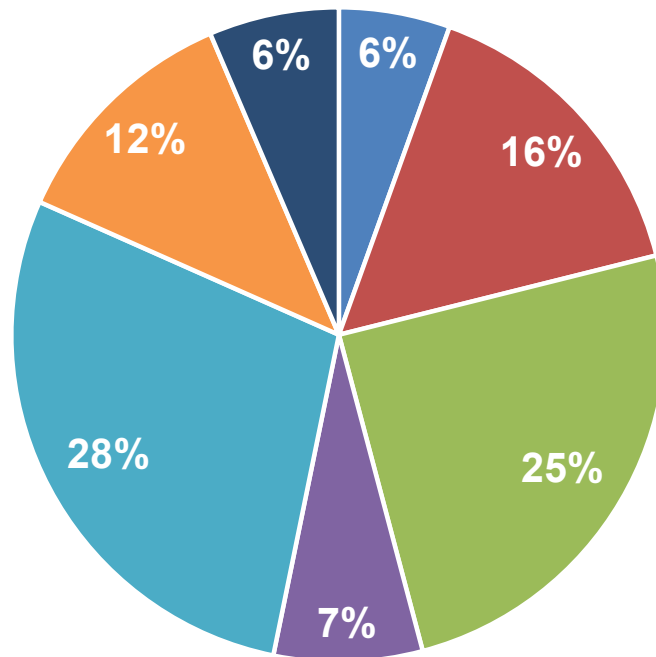
Most of the students are keen to give back through volunteering. Some of them are unable to contribute to the cause due to family responsibility and career demands. Approximately 36 % of our beneficiaries have extended active voluntary support which demonstrates impact of their journey

Impact Analysis GEF Project Beneficiaries – Holistic Higher Education



- Data as of April this year

Repayment Status



- Donor
- Completely Repaid
- Paying
- Didn't pay anything in 2023
- < 1 year
- Not paying
- Written Off

Many (47%) of the students have repaid / repaying their educational expenses. A few of them have become donors. This contribution is made by the beneficiaries, one year after they start earning and have an appropriate savings plan for their future.

मी अतिशय भाव्यवंत आहे, कारण माझा आयुष्यात तुम्ही झाले. नाहीतर पुका घोव्याशा गावातील मुजीला देवकी नंतर लगेचच लग्न कराव लागल असतं. आणि तिच आयुष्य म्हशीच शेण पसरण्यात निघून गेलं असतं. मला अजूनही आठवतंय तो दिवस, ज्या दिवशी प्रथमच तुम्ही माझ्या घरी आला होता. पप्पा घरी नव्हते. मम्मी ने उपवास होला म्हणून करांदे उखडले होते. तेच तुमचा नारता त्या दिवशीचा. तुम्ही तर अमदी चवीने तो खाला नारीफ केली.



2008



2021

<https://www.youtube.com/shorts/ARTTpDKInwE>



2017



**DILSHAD
PATHAN**
B Tech
(INFOSYS)



**ASHWINI
KADAM**
B Sc IT
(Sogetti)



I have always been overwhelmed to be a part of GEF. It does play a major part in my life even now. I am being guided on all fronts and am always showed the correct path by my mentor. I have built a lifelong bond with GEF with every passing year. I cannot imagine a life without GEF. I simply wouldn't have reached so far.

I give the entire credit to GEF for making me what I am today. GEF has always stood by me, through thick and thin, from being a mentor and guiding me academically to being like a father and supporting me during even my marriage. I cant imagine a life without GEF. For Arjuna there was Krishna, likewise for me, its my mentor.

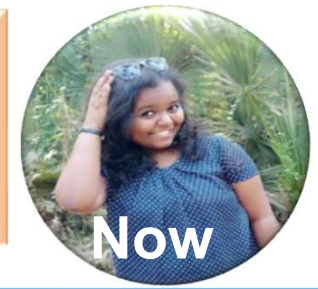
Our Alumni Speak



**SWAPNALI
JAGTAP**
B Com
(ASD ENGG.)



**GYAN
MALATHI**
B Sc IT
(CAP GEMINI)



GEF has taught me to be what I am today- courageous, independent, and strong. I can communicate with anyone confidently because of my mentors. Students like me who were from vernacular medium and who faced difficulties in communicating in English were given professional help. GEF is like a mother to me and just like a child is attached to its mother via the umbilical cord, I feel a strong connection with GEF.

I am immensely fortunate to come across GEF in my life. Being a part of GEF keeps my head held high with pride. All mentors are humble, cheerful and grounded. They ensure that the students are brought up in the correct direction and are led on the brightest path. My own relatives weren't so concerned and thoughtful about me but GEF was. It treated me as its own child. I am emotionally attached to GEF like a child to its parents.

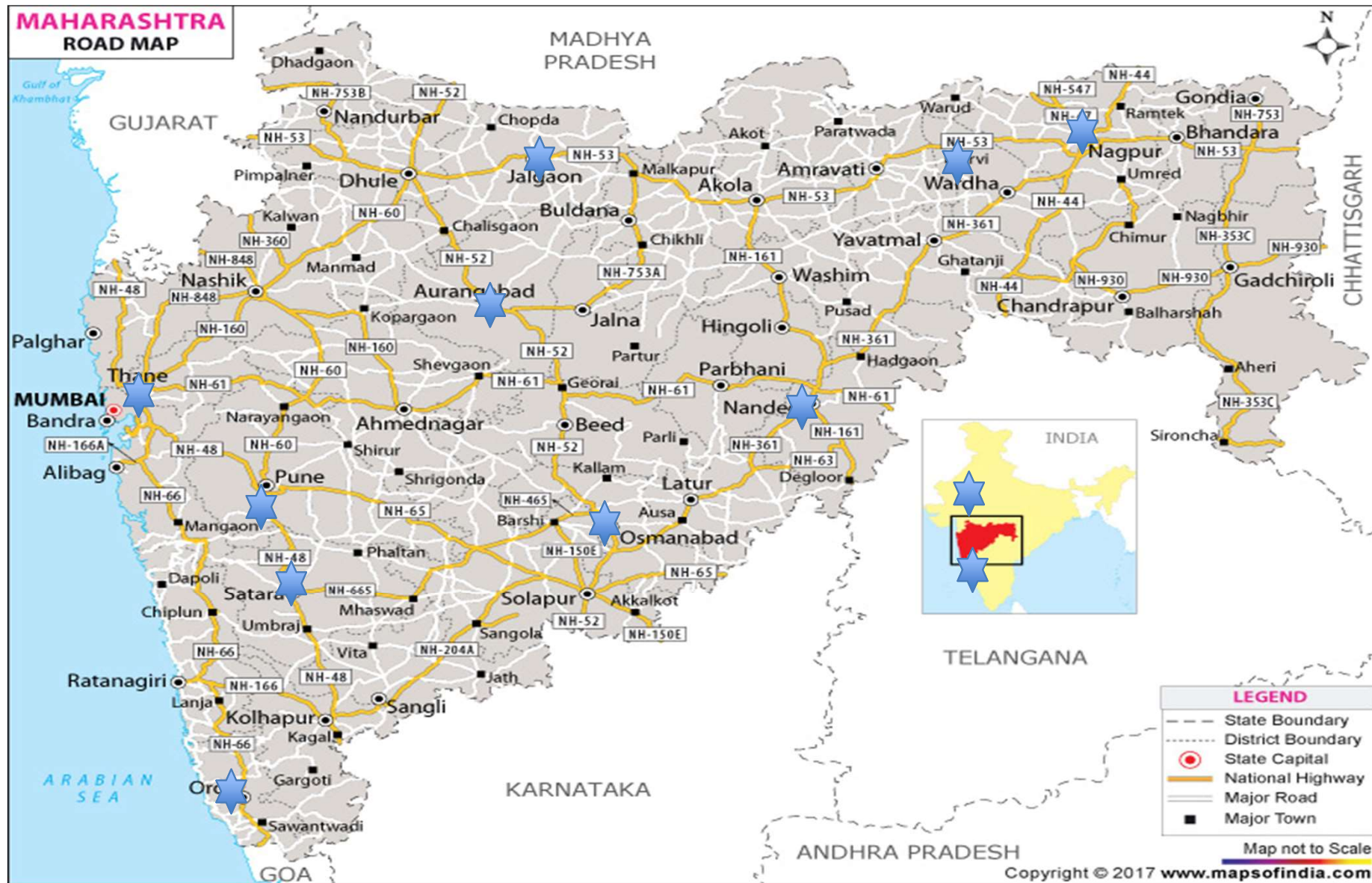
*The difference in the students as shown in 'then' and 'now' is due to the hard work and talent of the students. The foundation has just lent little support that these children richly deserved.



Hello sir, good evening 🙏♂️🙏♂️.....today I was discussing with Anuradha about our past journey and it was too warm and grateful feeling for all the things that we have got in the form of "Guruji Education Foundation".

Sir this is my pic when I was cutting sugarcane to help my parents, At that time I was blurred about the future and now I am in one of good college in pharmacy " NIPER". This college name I used to write in every monthly thinking form. And finally, I am here, with our GEF family we have learned all life-related things about professional behaviour including our English communication. And hence I am feeling comfortable communicating with all state students. Sir many things are like we can't express but sir due to our GEF family we are totally changed. In future with our family we will reach out such student to make them Ravi, Anuradha, Akshay, and many more 🙏♂️🙏♂️

GEF HHE Centers - Maharashtra



The students come from every nook and corner of the state and beyond. Have centres in Rajasthan and Goa, too

Adolescent Development Program (ADP)

Adolescent Development Model

Life Skills:

Leadership

- Leadership (all areas)

Growth

- ST & LT goals – SWOT based
- Inter-personal
- Self-discipline
- Problem solving
- Time management
- Right brain hobbies
- Learn to learn
- Lean thinking
- College to Corporate
- Sustainability
- Global citizenship / social responsibility / ethics

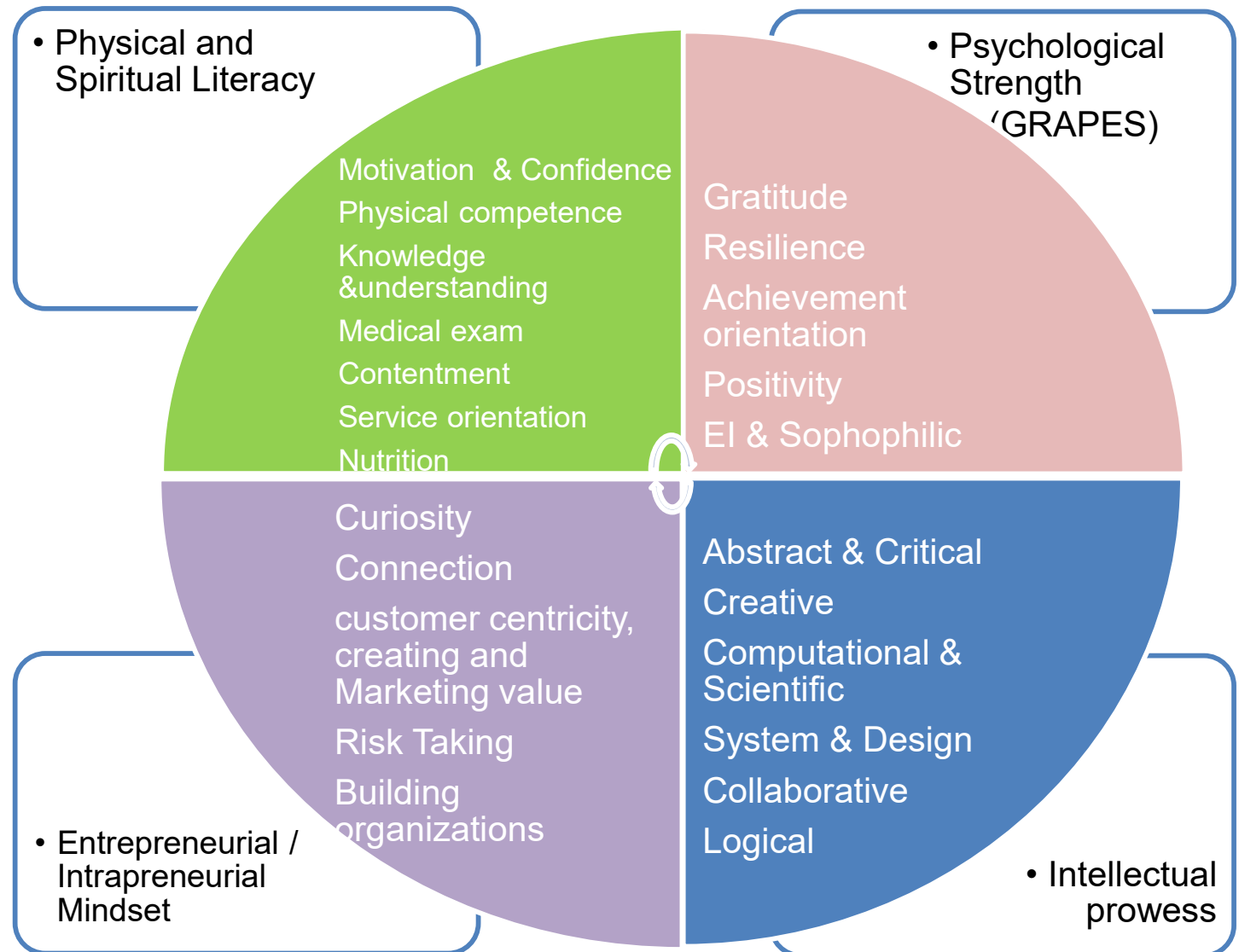
Hygiene

• Communication-Collaboration

- Verbal, written, online, interviews
- Interpersonal
- Teaming / Collaboration
- English

• Basic

- Integrity
- Self reliance & discipline
- Good habits
- Family bonding
- Finance management
- Sex education,
- Hand skills



GEF ADP Project: Physical Literacy Lab

Rationale

- The US Centre for Disease Control and Prevention (CDC) asserts that physical activity improves cognitive skills (attention & concentration), and enhances attitudes and behaviours resulting in holistic performances.
- The activity can assure life-long health.
- Only few schools have sports equipment.



Lohgaon TT.mp4

https://youtu.be/EF0Z_HzkvLE

Challenges

- Many schools don't take this seriously.
- Bright students think that they don't need to spend time on sports

Approach

- We provide Table-Tennis rackets and balls, skipping ropes, footballs; and request the school authorities to include these games in their weekly schedules.
- We guide using our own and YouTube videos.
- We seek videos of performances of students at regular intervals and suggest schools to identify and publicize best performances.

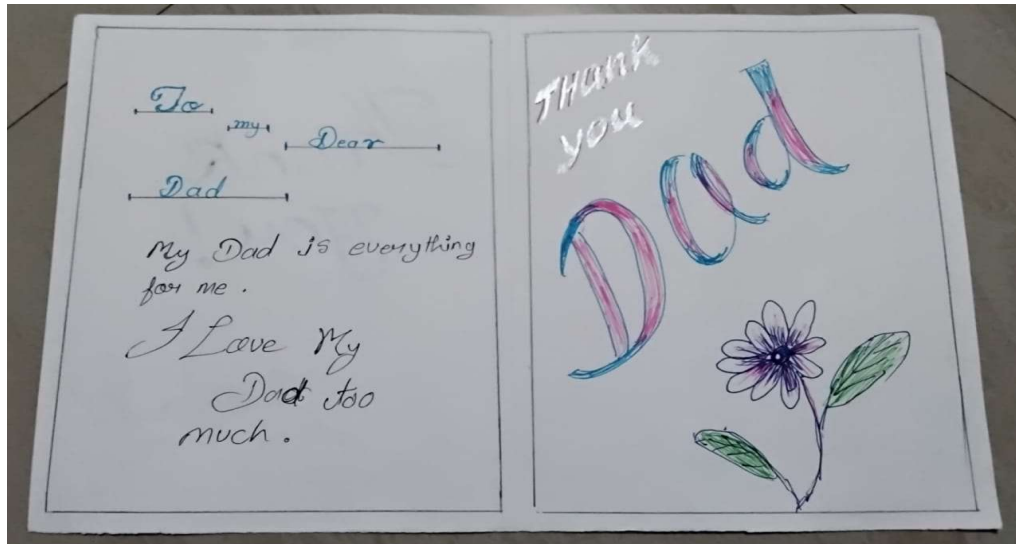
Status 2024-25

- We will run this in 10 schools in this year

GEF ADP Project: Psychological Strength (GRAPES Lab)

Rationale

- Psychological strength results in healthy cognitive, emotional, and behavioural responses.
- The stress of modern living has been taking toll on this, and many schools and parents are not cognizing this let alone acting on this.



Approach

- We have developed the GRAPES model that covers Gratitude, Resilience, Achievement orientation, Positivity, Emotional intelligence, and Sophophilic (Knowledge orientation).
- We have developed 30 hours interactive online package for 6th standard, followed by assignments in the subsequent three years.

Challenges

- The seriousness of this is not yet understood by the schools and the families, as this is not directly measured and rewarded anywhere.

Status 2024-25

- We will run this in 5 schools in this year

GEF ADP Project:

Amit Khare Training for Indian Villages - Thinking and Teaming Lab (AKTIV -TTL)

Rationale

- We have taught software development using MIT US Scratch in pre-Covid years and found it to be the most popular
- We have also found that it improves critical, creative, and computational thinking. It can also make students ready for any and especially computer/IT courses and jobs
- We require scaling this up
- We also require starting maths lab, science lab and book reading clubs to develop thinking and teaming skills

Approach

- Identify sponsors and schools. Have an MOU
- Facilitate required computing and network infrastructure, and hire and train trainers.
- Teach software development in batches of 20 student's for 60-120 minutes a week
- Track success using summative assessments, performance in competitions, and improvement in thinking and teaming.
- Maths Lab – Develop handbooks for basic concepts
- Science Lab – Identify basic equipment and provide them to select schools. Track the use.
- Book reading club - Identify right books and provide them to select schools. Track the use.

Challenges

- Finding passionate and competent teachers and managers in rural areas and keeping them motivated.



Sharvari - Trimbak student - with Eng Subtitles (1).mp4

https://youtu.be/_cX86n0hJgY

Target 2024-25

- We will run this in 60 schools and 10,000 students.

GEF HHE & ADP Project – Entrepreneurial mindset development

Rationale

- Entrepreneurship is the real growth engine – financially and employment wise
- Entrepreneurial careers offer satisfaction as they help to decide one's own course, solve significant problems of humanity, and offer handsome financial returns
- The underprivileged student shy away from the careers due to uncertainty and risks
- We need develop their mindset right in the school days
- We also need to coach entrepreneurial ambitions

Approach

- We will conduct workshops for 8th and 9th standard students
- We will encourage them to try out small ventures in their vacations
- We will coach college students or alumni for their entrepreneurial ventures.

Challenges

- Conducting workshops is easier; fueling entrepreneurial desires and fructifying them will be a challenge

Target 2024-25

- In 2024-25, we plan to start this in 3 schools

GEF ADP & HHE Project: Online Spoken English Classes

Rationale

- English has become a global language of business. Indian workforce, which has to serve the global requirements, must be well versed in English
- The underprivileged students lack the English skills and require special training

Approach

- We follow British Council Library model – which was used by Teach India program.
- We have trained teachers on the model
- We keep the sizes to 10-12 students and follow active learning pedagogies

Challenges

- The requirement is huge and we need more teachers
- Keeping students motivated to complete a course that runs over 6 months plus – in the midst of the academic and other demands

Target 2024-25

We will train 100 teachers and 250 students

GEF ADP Project: Scholar 10 Project

Rationale

- May parents want tangible outcome such as success in the middle school scholarship examinations and not satisfied with our holistic development model.
- Teach in such a way that their overall personality and conceptual learning improves.

Approach

- Identify students who are entering in 7th std – the exam is in Feb of 8th std
- Coach them from summer vacation between 6th and 7th std
- Conclude the program with 3-4 days study tour after the scholarship exam is over
- This will be online with occasional visits of teachers to different locations
- Provide the required infrastructure (phone, data pack) to deserving students

Challenges

- Finding teachers who can commit for intense and long term coaching.
- Network issues of the students

Status 2024-25

- We will have two batches in AY 24-25 covering 20 students
- [\(12\) Gayatri Chingunde and family on GEF Scholar 10 Program - YouTube](#)

GEF HHE & ADP Project – e-Innovative counseling

Rationale

- Careers define the direction of one's life and the holistic development defines the success in one's life.
- Students have to follow scientific approaches to define their careers and work on holistic development right from schools to enhance chances of their success.
- There is little awareness about this among both underprivileged and privileged students.

Challenges

- Only 5% students in tier 2-3 cities use the counseling services, In villages, the number is still lower.

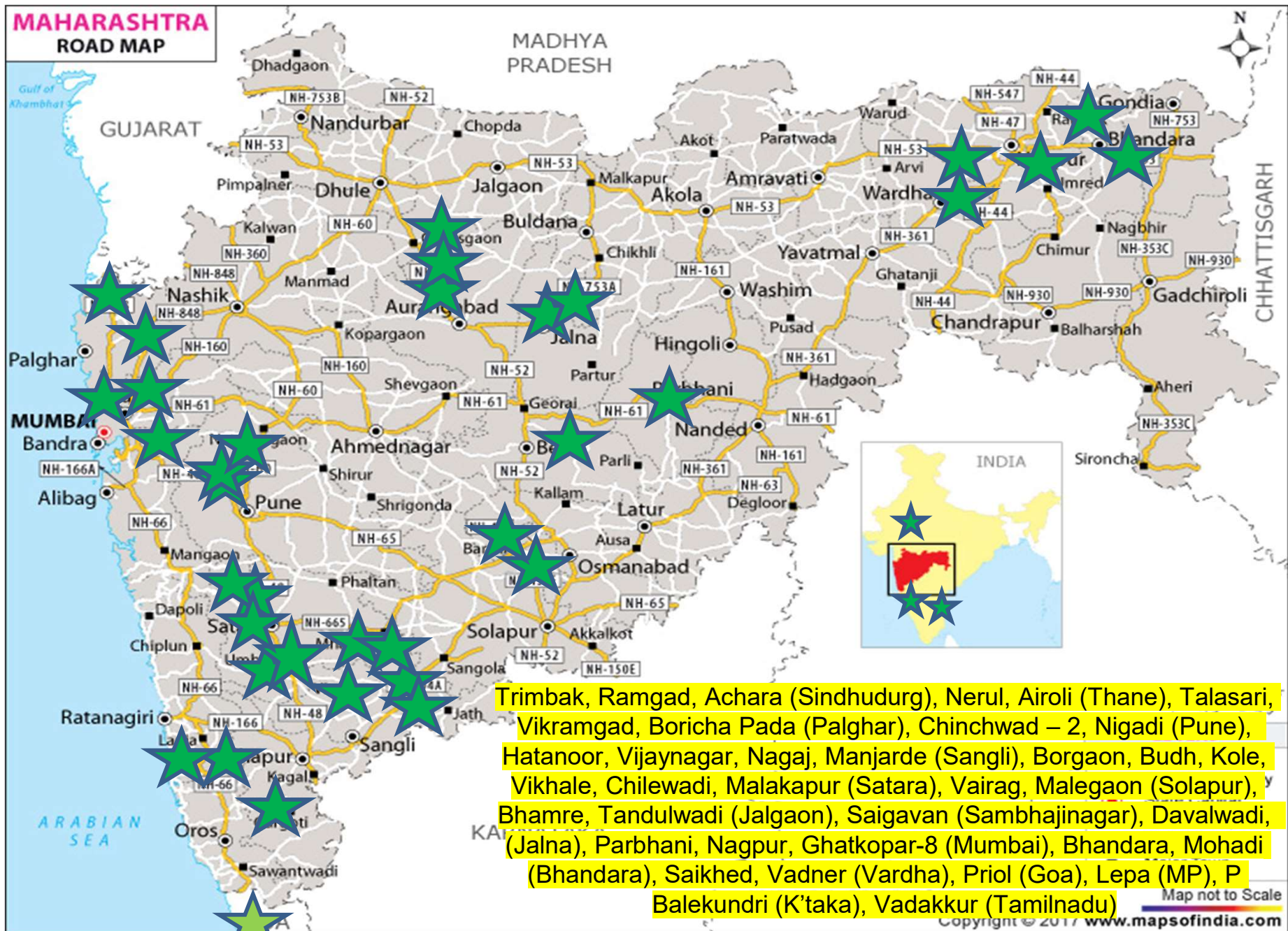
Approach

- The counseling services are based on PAAA (Prospects, Aspirations, Aptitude and Attitude, Achievements) model and SACH (strengths, areas of development, Career prospects and hazards) analysis. We identify career options along with holistic action plans.
- We help to choose the right options using SRI (Select, Research and Implement) process.

Target 2024-25

- We will counsel 50 students.

GEF ADP Schools



Trimbak, Ramgad, Achara (Sindhudurg), Nerul, Airoli (Thane), Talasari, Vikramgad, Boricha Pada (Palghar), Chinchwad – 2, Nigadi (Pune), Hatanoor, Vijaynagar, Nagaj, Manjarde (Sangli), Borgaon, Budh, Kole, Vikhale, Chilewadi, Malakapur (Satara), Vairag, Malegaon (Solapur), Bhamre, Tandulwadi (Jalgaon), Saigavan (Sambhajinagar), Davalwadi, (Jalna), Parbhani, Nagpur, Ghatkopar-8 (Mumbai), Bhandara, Mohadi (Bhandara), Saikhed, Vadner (Vardha), Priol (Goa), Lepa (MP), P Balekundri (K'taka), Vadakkur (Tamilnadu)

45 schools with around 8000 beneficiaries

GEF: Annual Get-Togethers 2023-24

**Get-together, fun-together, and learn-together to succeed-together!
Wholly managed by students !!**

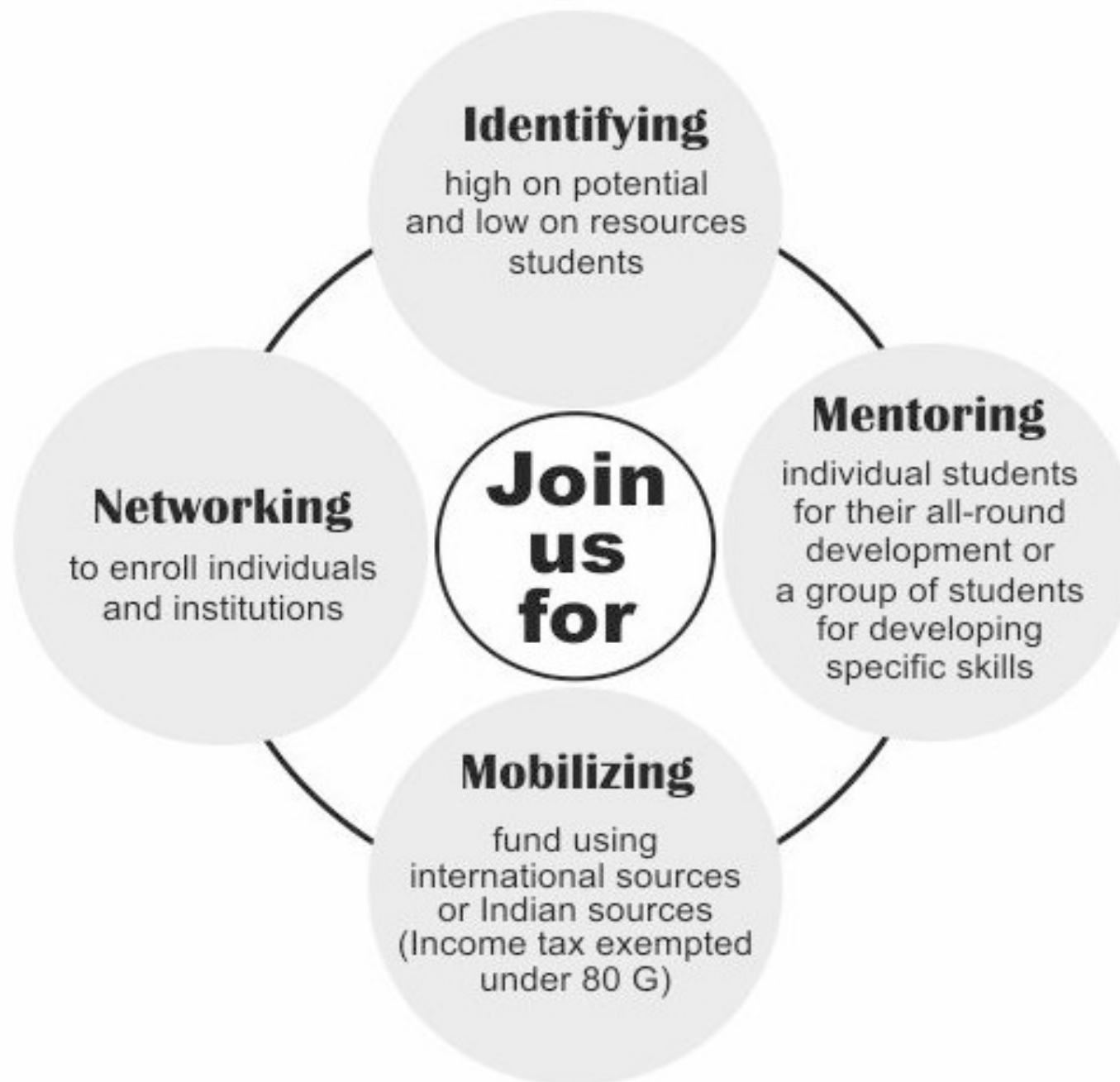


We had annual days at the five centres Thane, Pune, Nagpur, Dharashiv, and Nanded from Jan 26 to Mar 3rd. We had the following guests; At Pune Mr Dnyaneshwar Muley, Mr Pradeep Lokhande, and Ms Mukta Manohar; At Nanded, Dr Madhuri Joshi (Pro VC Nanded University), Dr Manesh Korake (Director SGGS); At Nagpur, Dr Shailaja Deshpande, Mr Mahendra Mulkalwar, Vikas Sohni, Anand Marathe. At Tuljapur Dr Jare (TISS Director), Mr Kale (TISS Dean),



At Thane, the guests were Prof Deepak Phatak, Mr Dinesh Misal, Mr. Madan Dodeja, and Ms Mukta Manohar

GEF's appeal to join the 'Education for All'



Organization (GEF) Summary



Legal Entity	Trust registered under Bombay Public Trust Act
Year of Registration	2004
Certifications	<ul style="list-style-type: none"> • 80 G and 12 A • CSR 1 approval • FCRA Certification
Documents available for Due Diligence	<ul style="list-style-type: none"> • 80 G Certificate • 12 A Certificate • CSR 1 Certificate • FCRA Certificate • Last three years Financial Statement (ITR, Balance Sheet and Audit Report)
Geographical Location	Maharashtra and started expanding on Pan India basis
SDG (Sustainable Development Goals) addressed	SDG 4 – Quality Education SDG 5 – Gender Equality
CSR Focus area	Schedule VII(Section 135 of Companies Act, 1956) (ii) promoting education (holistic education), including special education and employment enhancing vocational skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects;

Guruji Education Foundation (GEF)



THANK YOU

www.gurujifoundation.in

<https://www.linkedin.com/company/gurujii-education-foundation>

<https://www.youtube.com/c/GurujiEducationFoundation>

<https://www.instagram.com/guruji.education.foundation/>

<https://www.facebook.com/GurujiEducationFoundation/>

E-Mail: info@gurujifoundation.in