

AUGUST 2025

DISHA

Guruji Education Foundation



DEVELOPMENT THROUGH SOCIAL WORK

Part 1 of 2

Student experiences | Mentor Interview | Highlights | and more ...

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FROM TEAM DISHA

Welcome to this special edition of the GEF Quarterly Magazine. This quarter, we shine a light on the Development Sector — a vital yet often overlooked field that touches every aspect of our lives. From education and healthcare to rural development and gender equality, the development sector is where ideas become action and action creates change.

At Guruji Education Foundation, we believe that informed and inspired students can be powerful changemakers. This magazine is our effort to help you understand the opportunities, challenges, and heroes of the development world.

While every issue of Disha is a result of exemplary teamwork, we would like to specially acknowledge Abhijeet Waghchaure, a recent post-graduate from TISS-Tuljapur, and a part of Team Disha, for leading the efforts of putting together the content for this issue.

Development sector covers a vast ground. In order to do justice to all our students and alumni working in this space, we have planned a two-part series under this theme. This issue is Part-1 of the series, primarily focusing on TISS-Tuljapur. In Part-2, planned for sometime later during the year, we look forward to showcasing a few of the other institutes working in this area.

Team Disha

FOUNDER'S MESSAGE



I am very happy that Team Disha has chosen to focus on the Development Sector in this issue. The development sector consists of many domains such as health, poverty elimination, education, energy, environment, etc. All of them are closer to my heart and each of them requires huge efforts. We had to choose a sliver of the sector - a domain - to make any noticeable difference.

Guruji Education Foundation decided to choose the education domain. We believe that if we take care of that domain well, all other domains will benefit tremendously. Since i do not know enough about other domains, my comments below are limited to the education domain only.

Education is one of the most powerful tools for driving social change. It not only imparts knowledge and skills but also shapes values, attitudes, and behaviors that influence how individuals interact with society. Through education, people become aware of social issues, their rights, and their responsibilities, enabling them to challenge injustices and work toward a more equitable world.

Education acts as a bridge between different social groups. It encourages dialogue, tolerance, and mutual respect, reducing prejudices and promoting social harmony. By teaching history, culture, and civic values, education helps communities appreciate diversity and embrace inclusivity.

Education enables economic empowerment, which in turn, drives social change. Literate and skilled populations are more likely to secure meaningful employment, innovate, and contribute to sustainable development. This not only improves individual livelihoods but also strengthens the economic foundation of societies, enabling them to invest further in social progress.

Education also fosters critical thinking. When individuals are equipped to question established norms and evaluate ideas objectively, they are better positioned to recognize and address inequality, discrimination, and exploitation. For instance, movements for gender equality, environmental protection, and human rights have often gained momentum through

“... education is both a mirror and a catalyst—it reflects the needs of society while inspiring transformation. By ensuring access to quality education for all, societies can create informed, empowered citizens capable of shaping a fairer, more just future.”

educated leaders and communities who understand the importance of reform.

In essence, education is both a mirror and a catalyst—it reflects the needs of society while inspiring transformation. By ensuring access to quality education for all, societies can create informed, empowered citizens capable of shaping a fairer, more just future.

There are only pocktes of our education system, where some of the above objectives are achieved. In general, our system seems to be failing. We, at Guruji education Foundation, with help from all of you, are contributing towards changing this situation. Time will tell how much we are succeeding in our efforts.

Dr. Pradeep Waychal
FOUNDER

LET'S MEET

SHRI GANESH CHADRE

**SOCIAL WORKER, EDUCATOR,
COMMUNITY DEVELOPMENT
PROFESSIONAL**



A dedicated social worker, educator, and community development professional, Shri Ganesh K Chadre currently serves as Fieldwork Coordinator for the MASW Rural Development and MA in Social Innovation & Entrepreneurship programs at Tata Institute of Social Sciences (TISS), Tuljapur. As the Campus Coordinator for GEF at TISS, he has played a pivotal role in mentoring economically disadvantaged yet talented students, shaping them into socially responsible leaders.

His expertise spans rural development, sustainable agriculture, women's empowerment, youth mentorship, and policy interventions. His efforts in the areas of organic farming, water conservation, rural entrepreneurship, and life skills education for youth, have earned him many prestigious honors, including the Special Contribution to Environment Award at Green Marathwada Conclave 2025, and Best Social Worker Award (State and District level, 2009–2025). He has also represented India at the India–China Youth Exchange Programme (2011).

TEAM DISHA spoke to Shri Chadre to know more about him, his work, and his perspectives. Read on ...

TEAM DISHA: You have had an amazing journey in the social development sector. Where did this journey start, and what was your motivation that led you to pursuing a career in the social development sector?

Mr. Ganesh Chadre: My decision of pursuing a career in the social development sector was largely driven by my own harsh experiences in life. My childhood was spent under extremely difficult circumstances, in the shadow of an alcoholic father. Due to my father's addiction, our entire family faced economic, mental, and social crises. His untimely death as a result of alcoholism, and the way my mother courageously and tirelessly worked to rebuild our family after that, became the greatest source of inspiration for me.

Though my mother had only studied up to the fourth grade, she took up a job as a peon through compassionate appointment and shouldered the family's responsibilities. From her hard work, patience, and compassion for society, I developed a true understanding of social work.

Having personally experienced my father's alcoholism, I decided to work for an addiction-free society, and began my journey in social work at the age of just 13. While pursuing my college education, I volunteered with organizations such as Ram-Rahim Mitra Mandal and Lokmanya Yuva Manch in areas like social harmony, addiction prevention, water conservation, educational development, and health.

Though I lost my father, my mother never let me feel his absence. The sorrow on her face, her tears, and her resilience to rise again and again without giving up, taught me that society can change, but for that, we must first change ourselves and dedicate ourselves fully.

In summary, my father's alcoholism, my mother's determination, the stress of our family's situation, and the values I inherited from my mother are the inspirations behind my journey in the social work sector. The drive to do something for society, to bring about change, and to inspire others is my true strength.

“... the way my mother courageously and tirelessly worked to rebuild our family after that, became the greatest source of inspiration for me.”

TEAM DISHA: That is truly inspiring. From those early days of struggle to your professional career at TISS. How was that transition?

Mr. Ganesh Chadre: I joined the Tata Institute of Social Sciences (TISS) – one of the country’s leading social institutions – as a sanitation worker. However, while working, I made full use of the opportunities, trust, and platform I received, and immersed myself completely in social work. Social work is not just a profession for me; it is a consciousness, a deep sense of responsibility. I started with a simple belief—that change starts with one’s own awareness and action, and I truly believe in the quote “For man, the inspiration for change lies within man”. Today, I am a permanent social worker at TISS, coordinating fieldwork for thousands of students.



Participating in the tree plantation program of “Harit Dharashiv Abhiyan”

TEAM DISHA: Your views on TISS, its contribution to rural development, and your own work at TISS.

Mr. Ganesh Chadre: TISS is building a holistic and action-oriented education system for rural India. The emphasis here is on experiential learning—students “learn by doing in society,” which nurtures both knowledge and responsibility.

I’ve been associated with Tata Institute of Social Sciences, Tuljapur Campus since 2008. My professional journey began with rural development projects, where I witnessed the struggles and resilience of rural communities. Each step has

strengthened my conviction that social transformation requires both grassroots action and policy-level interventions.

Over the past 16 years, I've dedicated myself to working with deprived and marginalized communities, connecting with every stratum of society to create opportunities and hope. As a Fieldwork Coordinator for MASW Rural Development and MA in Social Innovation & Entrepreneurship courses, I have supervised 176 students. Over time, I have contributed to 10 fieldwork projects, 5 research initiatives, 129 lectures, 50+ training programs, and more than 100 community initiatives.

TEAM DISHA: Can you please tell us more about some of your notable social interventions especially close to your heart, and also some of the work you have been doing in the Media awareness and training areas?

Mr. Ganesh Chadre: My work spans multiple areas—water conservation, sustainable agriculture, women's empowerment, rural entrepreneurship, and environmental protection. I've collected nearly ₹4.5 lakhs through 100 organic farming groups and 125 goat farming groups, creating employment for 50 widowed and landless women. I've also trained 4000 farmers in organic methods and guided 6000 youth in personality development and career planning.



At the inauguration of the Lake Rejuvenation program at Morda village

I have worked through platforms like Krishi Darshan, Akashvani, and Zee 24 Taas to help spread awareness on water management, organic farming, and drought preparedness. I've also conducted in-depth sessions on Participatory Rural Appraisal (PRA), Sustainable Agriculture, Water, sanitation and hygiene (WASH), Self-help Groups (SHGs), life skills, and the contributions of Dr. B.R. Ambedkar, among other topics.

My focus remains on empowering youth and women, strengthening rural communities, and combining education with values. Through TISS and GEF, I hope to continue shaping empowered citizens who can lead India towards sustainable growth.



Guiding young minds of Jakekurwadi village during fieldwork

“My focus remains on empowering youth and women, strengthening rural communities, and combining education with values. Through TISS and GEF, I hope to continue shaping empowered citizens who can lead India towards sustainable growth.”

TEAM DISHA: Since you mentioned GEF, this is a good point in the interview to ask you about your association with Guruji Education Foundation (GEF), and the work being done by GEF.

Mr. Ganesh Chadre: I have been the Campus Coordinator for GEF at TISS Tuljapur since 2023. I currently mentor 15 students, focusing on life skills, values, and social engagement.

Having personally witnessed GEF's work over the past few years, I think it is doing commendable work that beautifully blends education, guidance, self-awareness, and social awareness. What is especially noteworthy is that GEF does not just provide financial support to students from rural and under-resourced backgrounds, but also works towards their overall personality development. Most importantly, it nurtures the skills, perspectives, and values needed for students to become contributing members of society.



With GEF students at the Dharashiv Annual Day, along with Dr Lalita Deshpande and Dr Pradeep Waychal

It is a transformational journey, where a student may join seeking help, but ultimately stands tall as someone who is now ready to help others. This is truly the strength of GEF's work. This aligns very well with my own belief that "Giving is not just helping. It is investing in a future". As the coordinator for TISS, Tuljapur Campus, I am proud to be associated with such an organization. The initiatives of this institution inspire me every day, and I am committed to contributing to its objectives in the future.

“Most importantly, GEF nurtures the skills, perspectives, and values needed for students to become contributing members of society.”

TEAM DISHA: Any feedback or suggestions for GEF that could help us in creating a larger impact and better outcomes?

Mr. Ganesh Chadre: Let me share a few points that come to my mind, although I am aware that GEF is probably already doing some of them to a certain extent:

- Student success stories: Collecting and sharing the journeys and experiences of GEF alumni who have succeeded will be inspiring and create “role models” for others.
- Local networking: The GEF alumni network in institutions like TISS can be used more effectively for student guidance, internships, and career opportunities.
- Theme-based sessions: Series of sessions on topics like addiction prevention, gender sensitivity, mental health, entrepreneurship, etc., would be useful.
- Communication and resources in local languages: For students from rural backgrounds, guidance and communication in their mother tongue are more impactful. Increasing such resources would be beneficial.
- Parent engagement: Occasionally engaging with parents and making them aware of GEF’s work will create a more supportive social environment for students.



TEAM DISHA: In closing, what message would you like to give to young social workers, and students of social sciences?

Mr. Ganesh Chadre: Development is not in statistics; it is in the confidence and dreams of people. Social work is not about charity; it's about transformation. Start by understanding the people you want to serve. Be empathetic, persistent, and open to learning from every experience. Remember, real development lies in enabling people to believe in themselves.



Speaking at the health check-up camp as part of Women's Day celebrations at Tuljapur

“Start by understanding the people you want to serve. Be empathetic, persistent, and open to learning from every experience. Remember, real development lies in enabling people to believe in themselves.”

TEAM DISHA: Thank you for your time, for sharing glimpses of your inspiring life story and work, and for your perspectives on various aspects related to the Development Sector and GEF.

EMPOWERING HILLS

Field Reflections on UKSRLM's Work for Marginalized Communities



Gulsan shares his fieldwork experience of working in the challenging hilly terrains of Uttarakhand.

Gulsan Kousalya
MSc Sustainable Livelihoods &
Natural Resources Governance
Alumnus, TISS – Tuljapur

In the hilly regions of Uttarakhand, security of livelihood has always been a complex challenge - shaped by geographical isolation, limited access to markets, and climate vulnerabilities. During my recent field visit to the Uttarakhand State Rural Livelihoods Mission (UKSRLM), I witnessed firsthand how this mission is transforming lives of downtrodden communities, particularly women and marginalized groups, by promoting sustainable livelihoods and collective empowerment.

UKSRLM operates with the vision of building resilient rural communities through community-led institutions, providing them access to resources, markets, and skill-building opportunities. This mission aims to not only address the issue of poverty, but also to empower people to reclaim their dignity and agency in shaping their futures.

“SHG’s not only act as economic units, but they also serve as platforms for social solidarity, enabling women to collectively negotiate with banks, government departments, and local bodies for their rights and entitlements.”

Building Livelihoods in Challenging Terrains

The hilly terrain of Uttarakhand presents unique challenges for development initiatives, with dispersed habitations and difficult access to roads and markets. Despite these constraints, UKSRLM has managed to establish a network of Self-Help Groups (SHGs), Village Organizations (VOs), and Cluster Level Federations (CLFs), which are acting as engines of change in rural areas.

During my field interactions, I met women who, through SHGs, have started micro-enterprises like goat-rearing, mushroom cultivation, organic vegetable farming, and processing of local forest produce. These activities, though small in scale, are providing consistent income support, helping families to reduce dependence on migration, and building the confidence of women to participate in community decision-making processes.

I have observed that SHG’s not only act as economic units, but they also serve as platforms for social solidarity, enabling women to collectively negotiate with banks, government departments, and local bodies for their rights and entitlements.

Skilling and Market Linkages

One of UKSRLM's major contributions has been in the area of skill development and capacity building. By providing structured training in bookkeeping, enterprise management, digital literacy, and technical skills like tailoring, food processing, and organic farming practices, the mission is ensuring that rural communities can run their enterprises efficiently.

Moreover, UKSRLM is working to build market linkages for local produce by facilitating tie-ups with traders, organizing haats (local markets), and connecting farmers and artisans to urban markets. This not only ensures fair prices, but also instills confidence in rural producers to improve quality and scale up their operations. One example is the collective marketing of millets and organic pulses grown in hilly areas, which is helping communities revive traditional crops while addressing nutritional needs and climate resilience.



Social Empowerment and Leadership

Beyond economic empowerment, UKSRLM is strengthening social capital in rural communities. The participation of women in SHGs has led to greater awareness about health, nutrition, gender issues, and education. In several areas, SHG leaders are actively participating in Gram Sabhas and village-level planning, ensuring that women's voices are heard in local governance.

The mission is also addressing issues related to alcohol abuse, domestic violence, and child marriage through SHG platforms, making these collectives instrumental in creating socially progressive communities.

Hurdles and Challenges

While UKSRLM has made significant strides in promoting livelihoods, several hurdles need to be addressed for long-term sustainability:

1. **Market Access Constraints:** Due to poor road connectivity and high transportation costs, many SHG products struggle to reach larger markets, affecting profitability.
2. **Climate Change Impact:** Irregular rainfall, forest fires, and landslides increasingly affect agriculture and livestock, leading to uncertainties in income.
3. **Limited Value Addition:** Most rural producers are engaged in primary production, with minimal processing and packaging, limiting the potential for higher income through value addition.
4. **Migration Pressure:** Many young people migrate to cities due to limited livelihood opportunities, leading to labor shortages in agriculture and local enterprises.
5. **Digital Divide:** Although digital interventions are being promoted, lack of internet connectivity and limited smartphone use in many remote villages hinder digital transactions, record-keeping, and access to online market.



My field visit to UKSRLM reaffirmed that livelihood promotion is not only about income generation, but also about building confidence, resilience, and dignity among marginalized communities.

The Way Forward

Following could be a few focus areas to address the above challenges:

- Strengthening value chains for local products like millets, honey, and handicrafts through collective processing units and branding initiatives.
- Expanding climate-resilient agriculture practices and water conservation initiatives.
- Enhancing digital and financial literacy while improving rural connectivity for better integration with markets.
- Promoting youth-led enterprises and skill-building aligned with emerging livelihood opportunities in eco-tourism, food processing, and digital services.

My field visit to UKSRLM reaffirmed that livelihood promotion is not only about income generation, but also about building confidence, resilience, and dignity among marginalized communities. The mission's focus on women's empowerment, skill-building, and sustainable livelihoods is creating pathways for a brighter, self-reliant future. Through its work, UKSRLM is proving that with the right support and collective effort, even the most challenging terrains can become grounds for inclusive development and social transformation.



DEVELOPMENT & SOCIAL WORK: MY LEARNING & EXPERIENCE



Prashant Londhe

2nd Year

MA Social Work (Rural Development)

TISS – Tuljapur

Prashant discovers the true
meaning of development in
the course of his fieldwork

Though I had heard the word "development" before, it wasn't until I was preparing to study Social Work that I truly began to understand its meaning. Many universities offered courses titled "Development," which made me wonder what exactly development meant.

I had been shortlisted for MA in Development at Azim Premji University, but during the interview, when I was asked "What do you think development means?", I couldn't provide an answer, and consequently, I wasn't selected. However, a few days later, I received an opportunity to pursue a Rural Development course at the prestigious Tata Institute of Social Sciences (TISS), where I truly began to learn the meaning of "development".



Development & Social Work

Earlier, I used to think development meant big roads, buildings, or factories. But while studying at TISS and conducting field work, I realized that development meant a positive change in people's lives. It's not just about statistics showing GDP growth, percentage of educated people, or number of people employed. Development means identifying what people actually need, the difficulties they face, and then working towards solving those difficulties.

“It's not just about statistics showing GDP growth, percentage of educated people, or number of people employed. Development means identifying what people actually need, the difficulties they face, and then working towards solving those difficulties.”

While we celebrate the Amrit Mahotsav of independence and dream of our country becoming a superpower, even today, in districts like Palghar, there are problems of malnutrition, lack of education, and lack of healthcare. In today's day and time, there can be no greater tragedy than an infant dying in the womb, due to the inability of the mother to reach the hospital in time, due to lack of transportation. During my internship in Jawhar, Mokhada, and Dahanu talukas of Palghar district, my studies led me to the issue of many girls getting married before marriagable age, which causes them to suffer from various diseases very early, and children being born weak. I also discovered numerous problems related to water, migration, and more. I now understand that development is about identifying such problems and working on them.



Development through social work doesn't depend on government schemes, money, or big projects. Development means every person in society receiving services according to their needs, getting opportunities to live with dignity, and providing them with good quality higher education, good health facilities, social justice, women's empowerment – working in such fields to bring about comprehensive development of society. Through social work, we can help poor, underprivileged, and tribal people. When we live with them, understand them, and create plans according to their needs, then we are doing true development.

My Fieldwork Experience and Its Impact

During my internship in Palghar district, I conducted extensive field work in remote tribal areas where I witnessed firsthand the challenges faced by marginalized communities. The baseline surveys I conducted revealed the stark realities of rural life – from inadequate healthcare infrastructure to limited educational opportunities. It helped me to understand the natural, social, economic, and health realities of village people, which helped in designing effective interventions.



Working with Self Help Groups (SHGs) was particularly enlightening. I facilitated numerous meetings where women discussed not just savings and credit, but also shared their dreams and aspirations. These sessions became platforms for empowerment, where women who had never spoken in public gatherings found their voice and confidence. The transformation I witnessed was remarkable – from hesitant participants to confident leaders who could articulate their community's needs effectively.

The Village Development Plans (VDPs) I helped create were not top-down impositions but bottom-up initiatives that emerged from genuine community consultations. These plans addressed everything from water scarcity to child malnutrition, from improving agricultural practices to establishing primary healthcare centers. The success of these plans lay in their participatory nature and local ownership.

My experience at Snehalaya organization was particularly transformative. Working with HIV positive children and women from red-light areas challenged all my preconceived notions about development. Here, I learned that development is not just about material progress, but about restoring human dignity and creating inclusive societies. These children and women taught me that development must address stigma, discrimination, and social exclusion.

Comprehensive Understanding of Development

Through my extensive field work and academic learning, I've come to understand that development is a holistic process that must address multiple dimensions simultaneously. It's not enough to build roads, if people don't have access to education. It's not sufficient to provide healthcare, if people can't afford it. It's not meaningful to talk about economic growth, if the benefits don't reach the most vulnerable sections of society.

True development requires a deep understanding of local contexts, genuine community participation, and a commitment to addressing root causes rather than just symptoms. It demands that we work with people, not for them, and that we recognize their inherent capabilities and wisdom.

My journey through social work has taught me that development is ultimately about people flourishing – creating conditions where every individual can realize their potential and contribute meaningfully to society. This understanding continues to guide my work and reinforces my commitment to the field of social development.



“My journey through social work has taught me that development is ultimately about people flourishing – creating conditions where every individual can realize their potential and contribute meaningfully to society.”

MY FIELDWORK AT MARATHWADA GRAMIN VIKAS SANSTHA



Payal Latelwar
2nd Year, BA Social Work
TISS – Tuljapur

Payal writes about gathering
inspiration from her
fieldwork experiences

As a second-year Bachelor of Social Work (BSW) student, my recent fieldwork with Marathwada Gramin Vikas Sanstha (MGVS), Aurangabad has given me a deeper understanding of how real development begins at the grassroots level. I had the opportunity to work closely with migrant sugarcane workers and their families in various villages (Tandas) across the Aurangabad district. These communities, often left out of mainstream development efforts, face many challenges such as poor housing, lack of clean water, inadequate healthcare, and low access to education.

One of the most meaningful parts of my fieldwork was conducting menstrual hygiene awareness sessions with women and adolescent girls. In many homes, menstruation is still a taboo topic. I helped create a safe space for open discussion and gave a live demonstration on how to properly stick a sanitary pad onto underwear, along with important information on hygiene practices and menstrual care. This not only helped improve their health practices but also encouraged confidence and dignity.

Alongside this, I helped organize a dental check-up camp, and coordinated with local leaders for community events. I learned how to prepare invitation letters, make posters, and manage event logistics. Listening to the experiences of elderly workers, including many who had faced decades of hardship in the sugarcane fields was both emotional and inspiring.



“Listening to the experiences of elderly workers, including many who had faced decades of hardship in the sugarcane fields was both emotional and inspiring.”

I gained valuable insights into real social issues. I also visited local schools, and observed that many students face several problems such as lack of quality education, absence of their parents who migrate for sugarcane cutting, financial difficulties, and issues related to sanitation and hygiene. It was heartbreaking to see young children managing without proper guidance and support.

During my fieldwork, I also heard from many villagers about pregnant women suffering miscarriages as a result of working in harsh field conditions. This is a very serious issue and reflects the urgent need for better maternal care and safer work environments.



There were some challenges, such as hesitation from community members, language barriers, and the occasional delay in field activities. But these moments taught me patience, flexibility, and the importance of listening first before acting.

I realized that fieldwork is not just about collecting data and filling survey forms, it is about building trust, listening with empathy, and supporting small but meaningful changes. The interactions that I had with health workers, school staff, and local officials to get a complete picture of the issues people face, were priceless experiences. I also got an opportunity to use tools such as the Household Dietary Diversity Score (HDDS) to understand food and nutrition issues among migrant families.

Through this experience at MGVS, I realized that development through the social sector means working WITH people, and not just FOR people. True change begins when we listen, learn, and build trust. I feel proud to have been part of this journey, even in a small way. This fieldwork has helped me grow as a social work student and deepened my commitment to standing with marginalized communities.

Fieldwork is not just about observing—it is about participating in the change. My time with MGVS helped me understand how small interventions can lead to meaningful impact. As I continue my journey in social work, I carry with me the stories, challenges, and hopes of the people I met. Their strength inspires me to continue working toward a more just and compassionate society.



“ True change begins when we listen, learn, and build trust. I feel proud to have been part of this journey, even in a small way. ”

VITAFEED: CONVERTING MARKET WASTE INTO AFFORDABLE LIVESTOCK NUTRITION

Maresh Kulsange
MA Social Innovation & Entrepreneurship
Alumnus, TISS – Tuljapur



Maresh writes about his
innovation which creates
economic value from
environmental waste

Addressing Waste and Feed Crises in Rural Markets

In the rural regions of Yavatmal district, Maharashtra, two interconnected problems continue to grow - piles of unsold fruit and vegetable waste in marketplaces, and the rising cost of animal feed for small and marginal farmers. The waste, often dumped in open areas or burned, results in foul odors, pest outbreaks, and environmental degradation. Simultaneously, farmers are burdened by high feed prices that reduce their livestock profitability. Recognizing this gap, I launched a pilot project named VITAFEED, under my academic program at Tata Institute of Social Sciences, to develop a local solution by converting perishable market waste into nutrient-rich, low-cost livestock animal and poultry feed.



Circular Innovation for Rural Livelihoods

The idea behind VITAFEED was to design a simple, low-cost process that converts fruit and vegetable waste into a viable, usable product for farmers. The model rests on circular economy principles of collecting, processing, and reusing organic materials that would otherwise go to waste. The project aimed to turn environmental waste into a new economic resource by

“The idea behind VITAFEED was to design a simple, low-cost process that converts fruit and vegetable waste into a viable, usable product for farmers.”

providing clean, high-quality feed at affordable rates. In doing so, VITAFEED not only addressed environmental concerns but also introduced a market-ready solution that directly benefits rural communities.

Raw Material Collection and Processing Method

The process began with identifying local market sources for fruit and vegetable waste. Weekly markets and mandis in Kalamb were chosen for collection due to their high footfall and visible waste accumulation. Approximately two quintals of organic waste were gathered per collection cycle. The waste was cleaned, chopped, and dried over a span of 10–11 days using natural sunlight and controlled drying to retain nutrients. Once dried, it was ground into a powder and used as a base material for the feed.

Feed Formulation and Quality Testing

After creating the powdered base, the next step involved blending it with nutritious grains such as maize, wheat, jowar, soybean, bajra, and gram to enhance protein, energy, and fiber content. The final product was tested at a certified laboratory in Nagpur, confirming its nutritional safety. Key values included 364 kcal energy, 14.42g protein, and 6.33g fat per 100g, making it suitable for regular livestock consumption. The feed was free from artificial preservatives, maintaining its eco-friendly identity.

Packaging, Branding, and Pricing Strategy

The processed feed was packaged in 5 kg moisture-resistant bags and branded as “VITAFEED – Nature’s Nutrition for Healthy Livestock.” Each pack included printed labels showing nutritional values, contact information, price, and manufacturing date. To ensure affordability, each bag was priced at ₹200 much lower than standard commercial feed products allowing local farmers to access quality feed without straining their finances. The packaging was designed for easy handling and durability during transportation and storage.

Market Outreach and Farmer Engagement

Identifying the target market was essential for the pilot’s success. I focused on engaging smallholder farmers from nearby villages who regularly rear goats, cows, poultry, or fish. Through direct visits, local posters, and social media campaigns on Instagram and Telegram, farmers were informed about the benefits of the new feed. Product demonstrations and word-of-mouth helped build trust. In the first batch, 10 feed bags were sold, generating ₹2000 in

sales and positive feedback from users. The farmers appreciated the affordability and noted improvement in animal health and feed intake.

Social Impact: Clean Markets and Community Benefits

The VITAFEED project delivered more than just feed. It improved market cleanliness by reducing organic waste left on roadsides or mixed with plastic. This contributed to better hygiene, fewer pests, and reduced environmental harm. The project also highlighted the importance of reusing resources, encouraging communities to see waste as an opportunity rather than a problem. It inspired conversations around responsible disposal, animal care, and health, contributing to social learning and environmental behaviour change.

Economic Value: Cost Reduction and Rural Income Support

From an economic standpoint, VITAFEED significantly reduced feed expenses for farmers. Commercial feed costs are a major burden for livestock owners, often cutting into their profits. With VITAFEED, farmers accessed feed at a much lower price, improving their margins. Additionally, the project created local employment opportunities in waste collection, processing, and packaging. These activities supported small-scale entrepreneurship and offered meaningful income-generating alternatives in rural areas.

Challenges and Key Learnings from the Pilot

Like any innovation, the project faced several challenges. Waste was not always segregated, making collection and cleaning time-consuming. Transportation logistics were costly, and raising awareness about the benefits of waste-based feed required continuous effort. Nonetheless, these hurdles taught valuable



lessons. I gained hands-on experience in planning production cycles, maintaining hygiene standards, pricing strategy, and building trust with first-time users. I also learned the importance of consistency in product quality and communication to compete in a price-sensitive market.

Future Plans: Scaling, Diversifying, and Sustaining Impact

The success of the pilot project sets the stage for future expansion. The next phase includes setting up micro-processing units in more markets, increasing production capacity, and developing species-specific formulations for goats, poultry, cattle, and fish. Advanced drying technologies and automated mixers will be introduced to improve efficiency and product shelf life. There are also plans to build an online platform to educate farmers, handle orders, and track impact. The long-term vision is to replicate this model across other districts, transforming VITAFEED into a scalable solution for sustainable rural development.

“VITAFEED has proved that innovation does not always require complex technology. Sometimes, it just takes observing a local problem and designing a simple, efficient solution with community benefit in mind.”

In Conclusion

VITAFEED has proved that innovation does not always require complex technology. Sometimes, it just takes observing a local problem and designing a simple, efficient solution with community benefit in mind. VITAFEED provides dignity to farmers, cleaner markets, and a blueprint for grassroots innovation. It shows that rural India holds not only challenges but also the seeds of solutions and with the right idea and effort, these solutions can be grown, packaged, and shared with the world.

MY INTERNSHIP EXPERIENCE OF COMMUNITY NEEDS ASSESSMENT AT RELIANCE CSR

Om Prakash Patel

2nd Year

MA Social Work (Rural Development)

TISS – Tuljapur



Om shares his experience of
assessing community needs -
the first step towards
development

I had the opportunity of doing an internship with Reliance CSR at Sasan Power Reliance, during this summer. The objective of the internship was to conduct a comprehensive Community Needs Assessment in nine villages within the Baidhan block of Singrauli district, Madhya Pradesh. These villages Sidhikhurd, Gadharah, Hirrawah, Kam, Amlori, Navgarh, Pachaur, Bilongi Bhatwa, and Dhatura are either directly or indirectly impacted by the Reliance power plant and coal mining operations.

Under the guidance of Mr. Fuzail Ahmed, the CSR Head, and Mr. Ashish Kumar Gupta, Executive head my core responsibility was to identify and analyze the primary challenges and needs of these villages and their inhabitants. The assessment focused on critical development sectors including:

- Water: Both drinking water accessibility and irrigation facilities.
- Education: Quality of education, infrastructure, and access.
- Health: Availability and quality of healthcare services and infrastructure.
- Livelihood: Opportunities, challenges, and potential for sustainable economic activities.
- Agricultural: The condition of agriculture and its produce.
- Other Needs: Any other significant issues identified by the community.

To ensure a thorough and reliable assessment, a multi-pronged methodological approach was employed, combining both quantitative and qualitative data collection techniques that included:

- Baseline Survey using a structured questionnaire to collect baseline data from households across the nine villages, to gather quantitative insights into various aspects of community life



- Focus Group Discussions with various community groups, including women, youth, farmers, and daily wage earners, to get a deeper qualitative understanding of their perspectives, experiences, and specific needs
- Key Informant Interviews which were in-depth interviews with key stakeholders and influential individuals within the villages to gather expert opinions and historical context
- Institutional Visits to local institutions and offices to collect data, observe ground realities, and engage with relevant officials. These included Anganwadi Centers, Primary Health Centers (PHCs) and Sub-Centers, Local Schools, Panchayat Offices, District Hospital - Baidhan, DAV School run by Reliance



The internship provided me valuable experience of engaging with a wide range of stakeholders at the grassroots and administrative levels, and helped me in collecting diverse perspectives and developing a holistic understanding of community needs. Key individuals and groups interacted with included:

- Panchayat Raj Institution (PRI) Members such as Paesads (village elders/representatives) and Sarpanchs (village heads) to understand village-level governance, development priorities, and community issues
- Frontline Workers such as Anganwadi Karyakartas (workers) and Sahayikas (helpers) for insights into maternal and child health, nutrition, and early childhood education

- Village Secretaries (Sachivs) to understand village administration, government schemes, and local challenges
- Block Officers to get a broader administrative context and information on ongoing development programs
- Community Members i.e. villagers who formed the core of the data collection process.



While the detailed report and presentation are pending, preliminary observations from the field suggest following areas of concern and need across the nine villages:

- Water Scarcity and Quality: Challenges related to access to safe drinking water, particularly during peak summer months, and issues with irrigation for agricultural practices
- Educational Gaps: Need for improving school infrastructure, teacher availability, and overall learning outcomes
- Healthcare Accessibility: Access to timely and quality healthcare services, especially for specialized treatments, remains a concern
- Livelihood Diversification: Need for exploring alternative or supplementary income-generating opportunities.

I am now looking forward to preparing and presenting the final report to the Station Officer of Sasan Power Plant and other department heads at Reliance CSR. This internship has provided me invaluable hands-on experience in conducting a large-scale community needs assessment. The opportunity to engage directly with communities, local leaders, and government officials has significantly enhanced my understanding of rural development challenges and the practical application of social work principles. I am confident that the findings from this assessment will contribute meaningfully to Reliance CSR's ongoing and future community development initiatives in the Singrauli district.

“The opportunity to engage directly with communities, local leaders, and government officials has significantly enhanced my understanding of rural development challenges and the practical application of social work principles.”

MY FIELD WORK WITH SWAYAM SHIKSHAN PRAYOG



Payal Tembhurnikar

2nd Year

MA, Social Work (Rural Development)

TISS – Tuljapur

Payal shares her learnings about
development through empowerment &
participation

The theme “Development Through the Social Sector” truly connects with my fieldwork experience at Swayam Shikshan Prayog (SSP) in Latur, Maharashtra. SSP is an NGO working since 1993. It helps women become self-employed, supports farmers in using eco-friendly farming, and spreads awareness about clean cooking energy like biogas.

As a social work student, I got a chance to work closely with rural women, farmers, and communities from 19th November to 16th December 2024. During this time, I saw how an NGO like SSP brings real development to rural areas by focusing on women empowerment, clean energy, organic farming, and health. I did case studies of 24 women entrepreneurs from Dharashiv district. These women shared their stories how they started small businesses like tailoring, grocery shops, and farming, and how SSP gave them confidence, training, and support. Because of this, many of them became financially independent and respected in their families and villages.

“ I realized that even small technical problems can become barriers in development, and that social workers need to be flexible ”

I also did surveys using the Meri Saheli app, which helps collect information about women entrepreneurs. Since some women didn't have smartphones or were unsure about sharing details, we had to adapt and do manual surveys. I realized that even small technical problems can become barriers in development, and that social workers need to be flexible.

Another important part of my fieldwork was promoting biogas and bringing clean energy to rural homes. I called 57 rural households to explain how biogas helps in saving money, reduces smoke in the kitchen, and protects the environment.



About 20 families showed interest in installing it. I also visited villages where women were doing organic farming after receiving training from SSP. They used natural materials like cow dung, tree leaves, and jaggery to make organic fertiliser, which not only protects health and the environment, but also provides good income.



I helped fill ADM forms to assess farming benefits, visited farms, attended training sessions, and supported my team. All this made me understand how social sector work helps improve lives step by step economically, socially, and environmentally.

My fieldwork experience clearly showed that the social sector is not just about charity it is about empowerment, participation, and long-term change. SSP doesn't just help women, it trains them, trusts them, and lets them lead. This is the true meaning of "development through the social sector." I feel proud that I could be a part of this change. In the future, I hope to keep working in this sector to support rural communities and bring development at the ground level.



MY FIELDWORK AT SHRI CHHAYA BALGRUH

Samyak Gadge

2nd Year, Master of Social Work

Central Tribal University of Andhra Pradesh

Samyak writes about how
his fieldwork has
transformed himself



I got an opportunity to do my 21 days fieldwork placement at Shri Chhaya Balgruh, a Child Care Institution (CCI) in Nalwadi, Wardha, Maharashtra. This was a great first-hand experience that helped me learn from the field, and understand how child care homes work in real life.

Shri Chhaya Balgruh is a home for orphans, semi-orphans, and neglected children. During my fieldwork, I worked closely with both, the children and the staff. Every day was a new experience for me. I helped children with their studies, played games with them, and conducted activities to increase their stage confidence. I also guided 10th and 12th class students regarding career options in arts, science, commerce, job opportunities in government departments. We also had fun activities like puzzles, reading, storytelling, and singing.

“The fieldwork has changed my thinking and made me more responsible and sensitive.”

The fieldwork was also a wonderful learning experience for me. I learnt how to observe children's behaviour. In particular, I did a case study of a student who shared his personal journey and dreams, which made me understand the emotional needs of children living in such institutions. Apart from that I learnt how to prepare reports and do documentation work.

The fieldwork has changed my thinking and made me more responsible and sensitive. I learned that even small efforts like listening, guiding, or helping in study can bring a smile and confidence in children.

नैतिक कथा (Moral Stories)



I saw how these children, with such little support in their lives, are growing and becoming confident with love, care, and proper guidance. It also made me realize how important social workers are, in making positive changes in people's lives. Before this fieldwork, my knowledge was only theoretical, and this experience has given me practical understanding. I have improved my communication skills, observation, and developed more empathy.

I am now confident of my decision of working in the social sector, and feel proud that I got to contribute a small part in the development of children.



Highlights

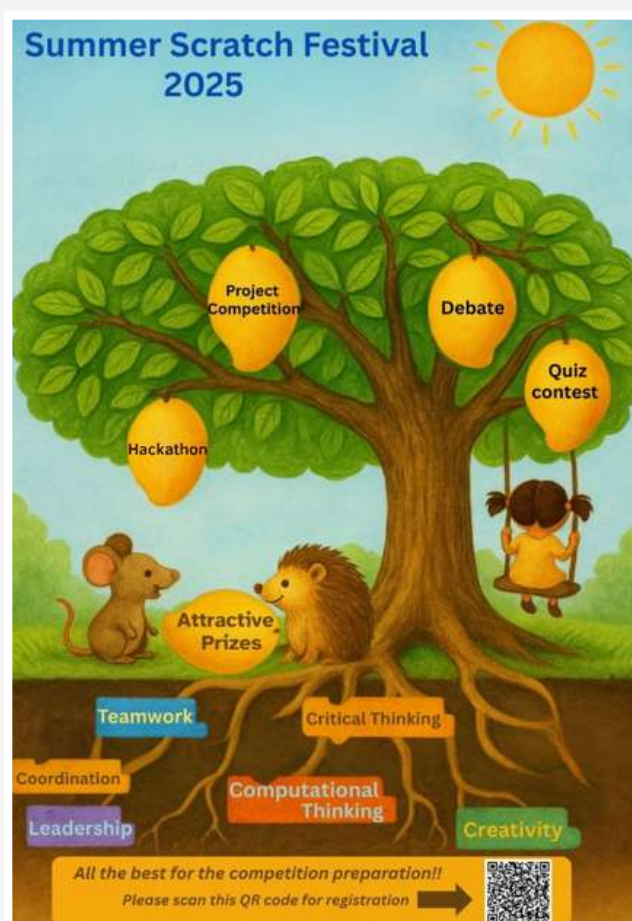


Summer Scratch Festival 2025

Summer Scratch Festival 2025 was set in motion with the announcement of the Call for Registrations for the Scratch Project Competition on 2nd May 2025. The Festival is designed to foster creativity, problem-solving, and coding skills among school students through the use of Scratch programming. 325 students, grouped in 82 teams, from 24 schools registered for the competition across levels.

In keeping with the ever evolving nature of the Scratch Festival, the 2025 edition witnessed new features such as introduction of a “Super Senior” category for the projects, and the use of Design Journals and Workbooks for ensuring systematic planning and progress of projects.

The festival, which included multiple events such as Projects, Hackathons, Quizzes, and Debates, culminated with a grand Scratch Day on the 2nd of August, 2025. We look forward to sharing a detailed report on the the Scratch Festival in the next issue of Disha.



Deowadi school joins the Adolescent Development Program network

We recently conducted a Scratch training program Zilla Parishad School, Deowadi, Dist. Sangli, under our Amit Khare Training for Indian Villages (AKTIV) initiative for developing Thinking and Teaming Skills. In spite of being conducted during summer vacations, the program had great participation from the students. The program was conducted by Saurabh Raut, Program Manager - GEF.

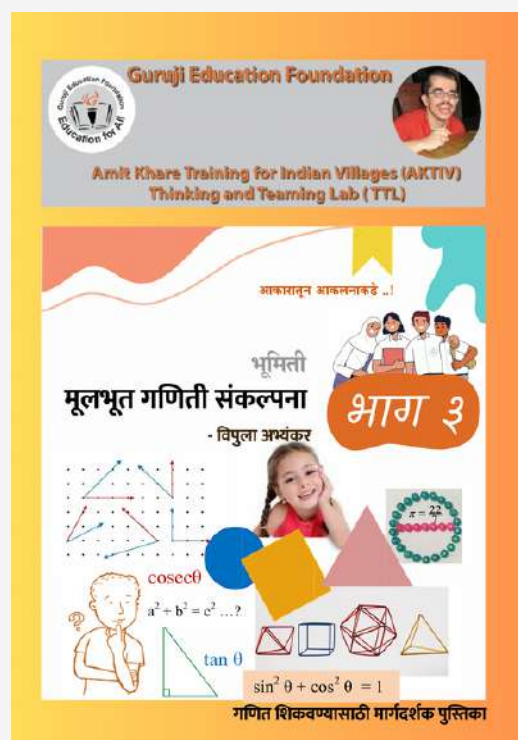
With this, Deowadi became the 56th school under our Adolescent Development Program (ADP) network.



New additions to our instructional content repository

Our ongoing efforts towards creating instructional content that can help us better address the learning needs of our students, have resulted in publication of 2 new handbooks:

- Scratch Handbook for Indian Rural Children - Part 2, which covers higher level concepts in Scratch)
- Fundamental Math Concepts - Part 3, covering concepts in Geometry



Monthly Thinking Exercise set to go online

Monthly Thinking Exercise (MTE) is a mechanism to make the students think and review their all-round progress, and plan for the future. A vital component of the holistic development process, MTE had hereunto been carried out using excel sheets shared over emails.

With our focus on technology enablement of key processes, MTE is in the process of being automated and piloted. Thanks to Chetan Amin, Founder and CEO of Trunao, the platform underlying the solution.

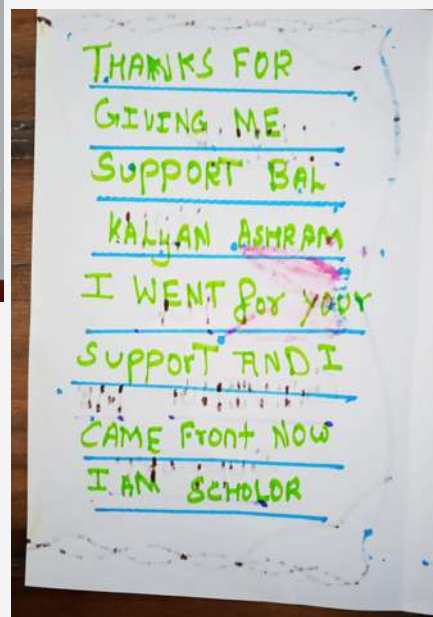
GRAPES program launched at Bal Kalyan Ashram, Goa

GEF has started a GRAPES program at Bal Kalyan Ashram, with the aim of developing psychological strength and promoting positivity among the residents of the ashram, which is an orphanage at Talauli village in Goa. The ashram is an orphanage run by Matruchhaya Trust, for boys between 5-18 years who are either orphans or come from single-parent families. Bal Kalyan Ashram thus is the 57th and latest entrant to our Adolescent Development Program (ADP) network.

The program, which started on 17th June, is being conducted by Mrs. Jayashree Raveendran, as a series of bi-weekly online sessions.



Photos from the sessions in progress



A few of the homework assignments, where the students were asked to express their GRATITUDE to whoever they wished to thank

GEF Case Studies Published

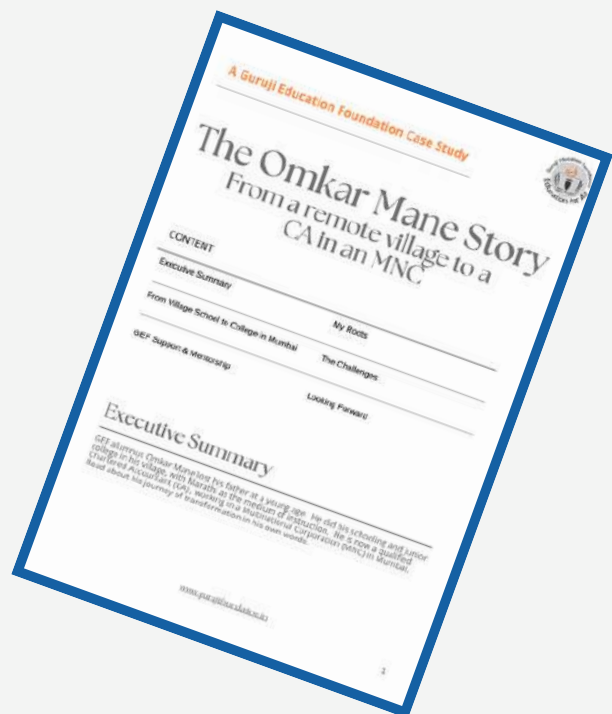
This quarter saw 2 case studies based on GEF work. being published. The first case study, titled “Impact of Higher Education”, is based on the findings from a survey that we had carried out amongst the alumni of our Holistic Higher Education program. The second one, titled “The Omkar Mane Story - From a remote village to a CA in an MNC”, presents the story of our alumni Omkar Mane,

Periodic publication of case studies is a part of our overall communication and outreach effort towards strengthening GEF’s brand.

Read the Case Studies here:

[Impact of Higher Education](#)

[The Omkar Mane Story: From a remote village to a CA in an MNC](#)



GEF Student Survey

We recently carried out a simple survey to find out from students what they liked and did not like about GEF. Here are a few responses:

“
I like many things. Firstly I get lot of exposure from other GEF students and alumni. Always we'll have someone or the other from every field to get guidance. Even in the field I'm in, I have many seniors in GEF itself, so it's helpful. It is slowly slowly becoming a big ecosystem
”

“
I like everything about GEF. Firstly Pradip Sir and Lalita ma'am. They literally treat us like their own children, with so much love. I like the way the Foundation supports students in every possible way. I also like the support we get from mentors and the GEF community that has been formed in our college.
”

“
The genuine interest of all mentors towards my growth, calling everyone personally and keeping eye on their condition that feels really blessed, domain mentor giving his 101% to guide me, And many such things I like about our GEF family.
”

“
GEF is more than just financial support—it's a foundation that believes in my dreams. The monthly assistance they provide eases my burden and lets me focus on my studies and growth without constant worry. Knowing that someone out there cares and supports my journey gives me both strength and motivation.
”

“
I appreciate that GEF Foundation focuses on the all-round development of students. It not only supports financial but also encourages skill development, career planning, and personality enhancement. The workshops, mentorship, and career guidance provided by GEF help students from rural backgrounds like me to dream big and work confidently towards their goals. I also value the supportive environment and motivation that GEF provides to build a successful future.
”

“
I appreciate that GEF is supportive environment, with focus on both academics and personal growth, I also value time management, and skill-building, which prepares students for real-world challenges
”

Indeed, there were very, very few comments on the “did not like” side too, mainly pertaining to difficulties in filling the Monthly Thinking Exercise, Book Reading, a few stray cases of delays, and weak mentor connect. We are connecting with them individually to speak to them and resolve their issues.

STUDENT STARS



JUHI BARAI

Juhi Barai completed her B.Sc. in Allied Health Sciences, from Datta Meghe Institute of Higher Education & Research (DMIHER), which is a deemed university, with flying colours. She was awarded 2 gold medals at the recently held convocation ceremony - one for topping her entire batch, and one for scoring the highest marks in her specialization field of Medical Radiology & Imaging Technology.

Juhi is currently pursuing her Masters in Clinical Embryology at DMIHER.



RITESH GONDE

Ritesh Gonde, 3rd year Civil Engineering student at Shri Guru Gobind Singhji Institute of Engineering & Technology (SGGSIE&T), Nanded, has won multiple awards in technical events in intra- and inter-collegiate events. These include 1st place in National Bridge Building Competition at SGGSIE&T, 2nd place in National Float-a-Boat Competition at SGGSIE&T, 1st place in State Bridge Building Competition at Gramin Technical Campus, Nanded, and 1st place in Traversing Competition at MGM College of Engineering, Nanded.

Ritesh has also been a top performer in academics, with a 10 point SGPA in the IV Semester,



DIKSHA VHADADE

Diksha Vhadade who is a 2nd year Civil Engineering student at Shri Guru Gobind Singhji Institute of Engineering & Technology (SGGSIE&T), Nanded, won the runner-up prize in the CAD War Event organized by MGM College of Engineering, Nanded. The event involved developing a plan of a school using CAD, based on given specifications.



ATUL KSHIRSAGAR

Atul Kshirsagar who is currently pursuing his MPharm at ICT, Mumbai, has been selected for a 6-month internship at Lupin Ltd, after a rigorous selection process that included CV Shortlisting, Aptitude Test, and an Interview. He is the first one to be selected from ICT in the area of Analytical Chemistry.



RUPAL WALCHALE

Rupal Walchale who is now doing her 3rd year BTech (Electrical) from Yeshwantrao Chavan College of Engineering (YCCE), Nagpur, won the 1st prize in Ecowrites, a blog writing competition at her college. Her prize winning blog was titled “Can AI Solve Climate Changes?”.



SHIVAM YADAV

Shivam Yadav final year student at Shri Guru Gobind Singhji Institute of Engineering & Technology (SGGSIE&T), Nanded, is currently doing his summer internship at Symphony Fintech, Mumbai, as a Software Developer intern.



ANUJA VAIDYA

Anuja Vaidya, who is now in the final year of her BE (AI & ML) at Ramdeobaba College of Engineering, was selected for internship at Maharashtra Remote Sensing Applications Centre, Nagpur. She is also a co-inventor of an utility patent titled “Automated Wrong Parking Detection System with Remote Monitoring via RFID and Proximity Sensor”, filed with the India Patent Office.



VISHWA SHETTY



Vishwa Shetty who is currently in the 2nd year of his MBBS studies at Grant Government Medical College (GGMC), Mumbai, has been appointed as the Head of the Dance Club at his college.

GGMC's Phoenix crew, of which Vishwa is an active member, has earned awards at multiple inter-collegiate dance competitions, including: 1st prize at RAPMC, Mumbai, and 2nd prizes at KJ Somaiya College, and a competition held on the occasion of Ambdekar Jayanti at JJ Campus.



MOLIKA SHARMA



Molika Sharma was part of a team from Amity University, Jaipur, that participated in a German animation movie competition, where their film has been shortlisted for screening at IDT Conference in Lubeck, Germany.

Molika is a student of BA (Hons) Applied Psychology, and studies German as part of her curricular requirement of learning a foreign language.

ALUMNI STARS



Meghana Karlekar has secured admission to the Masters program in International Accounting and Finance, at the prestigious Dublin Business School, Ireland. She will be starting the program from September 2025.

Meghana, has earlier done a Masters in Accounting & Finance, and is currently working with Deutsche Bank.

Prafulla Tembhe who was earlier working in Hexaware Technology, has now joined Euronet Worldwide as a Senior Executive in the Information Security and Compliance Team.

Prafulla had graduated in 2021 with a MSc in Mathematics.



Amruta Raut who works as a Senior Instrumentation Engineer at Tecnimont Pvt Ltd, has additionally started working on the weekends as a faculty at Nrityashakti, Goregaon, which is a prestigious dance studio in Mumbai and India, run by Shakti Mohan, a renowned choreographer and performer.

She continues to follow GEF's principle of holistic development, and says that she is "helping them not just get better and grow as dancers, but helping them boost their confidence, getting their postures right, introducing the importance of nutrition, and a disciplined approach towards life in general."

REVIEWS & RECOMMENDATIONS

MOVIE: SUPER 30

Shalini Diwane

2nd Year MBBS

Govt Medical College, Sindhudurg



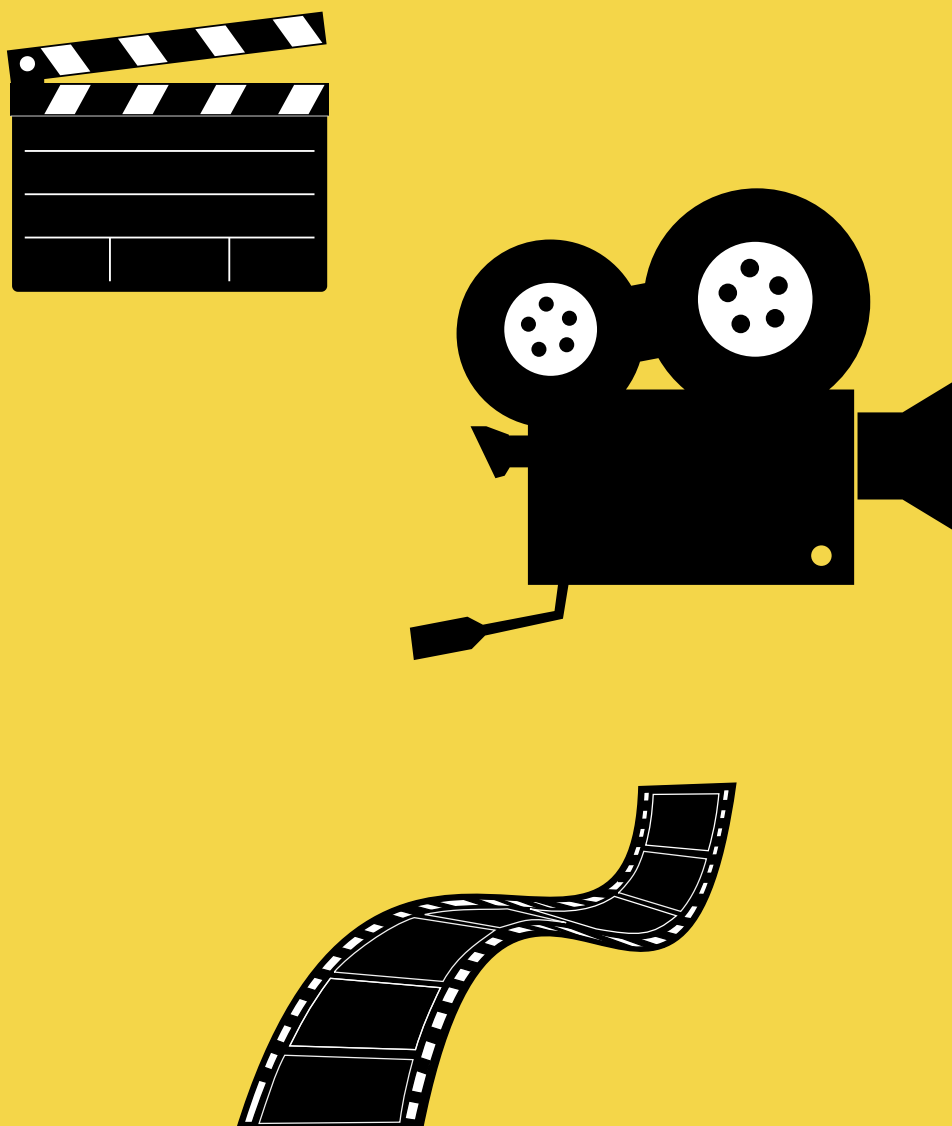
Related to the theme of this issue, the only movie in my mind is SUPER 30 . The movie is a strong reminder of how powerful education can be, especially in a country like ours where so many students don't get equal opportunities. The story of Anand Kumar and his Super 30 program is truly inspiring. It shows how even in the toughest situations, the right support and guidance can help someone achieve their dreams.

Coming from a medical background and being a student myself, I could relate to the pressure, the late nights, the self-doubt — but also the excitement that comes with learning and growing. Watching those students in the movie reminded me of how lucky I am to have access to education, and how important it is to use that privilege not just for personal success but to uplift others too.

The film shows the harsh reality of rural Bihar — poverty, lack of resources, and the kind of discrimination many students face. But what really moved me was how one teacher's belief in his students gives them the strength to fight back. Hrithik Roshan as Anand Kumar didn't just teach formulas — he taught them how to believe in themselves. And that hit me hard. It made me think about all the teachers and mentors in my life who've done the same for me, even when I couldn't see my own potential.

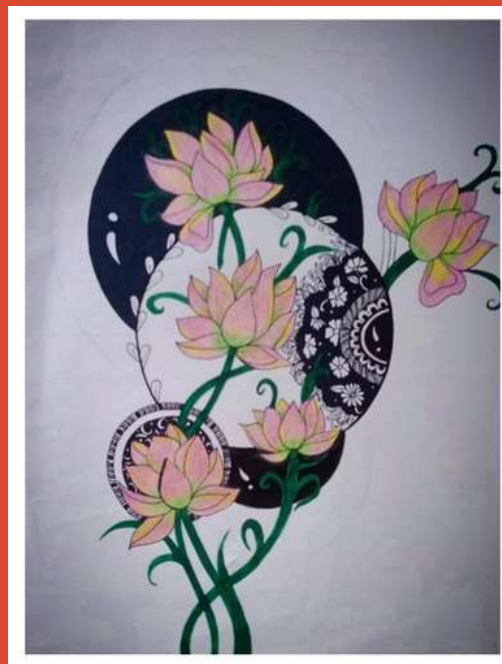
What touched me most was how the movie emphasized that education isn't just about marks — it's about breaking cycles, opening doors, and giving someone a fair chance at life. It made me reflect on how many brilliant minds we lose every year just because they don't get the support or resources they need.

Yes, there are some dramatic moments, but the core message is solid: that education can change lives and that real progress happens when learning becomes accessible for all. For me, Super 30 wasn't just a movie — it was a reminder of why I chose this path and why I want to be part of the change, even in small ways.



TALENT++

Bhagyashri Bahirat
3rd Year, Electrical Engineering
GEC, Sambhajinagar





Shalini Diwane

2nd Year MBBS

Govt Medical College, Sindhudurg

माझे बाबा

मी शांत राहते,
कधी काही बोलत नाही,
पण बाबांवर किती प्रेम करते,
हे शब्दांत सांगताच येत नाही.

बाबांनी मला सगळं दिलं,
तेही मी मागण्याआधीच,
स्वतःसाठी काहीच घेतलं नाही,
पण माझ्यासाठी घेतलल्या चार गोष्टी एकाचवेळी.

बाबांच्या कपाटात फारसं काही नसतं,
पण माझं कपाट मात्र भरलेलं असतं,
बाबांच्या डोळ्यांत थकवा असतो,
पण माझ्यासमोर मात्र हसरा चेहरा असतो.

बाबा काही बोलत नाहीत,
मीही जास्त काही सांगत नाही,
पण आमचं एकमेकांवरचं प्रेम
खूप खोल आहे, हे दोघांनाही माहीत आहे.

बाबा म्हणजे न बोलता समजून घेणं,
बाबा म्हणजे न मागता सगळं देणं,

आज मी जिथे आहे,
त्यामागे फक्त बाबांचं निस्वार्थ प्रेम आहे.

My Father

I often stay quiet,
Not saying much aloud,
But the love I hold for my father
Could never be wrapped in words or sound.

Before I could voice a single need,
He gave me more than I could dream.
Never asking for a thing himself,
Yet gifting me his world, it seems.

His cupboard stands nearly bare,
While mine overflows with care.
His eyes reflect the weight he bears,
But his smile hides the wear and tear.

He speaks so little,
And I do too,
But the love we share—
We both silently knew.

A father is one who understands,
Without the need to hear or say.
A father is one who gives his all,
Without expecting back a single day.

Where I stand, and who I am,
Is not by chance or fate alone—
But built with every silent sacrifice,
Of a heart that made my dreams its own.

We would love to hear your feedback on this issue of Disha

Write to the Team Disha at
disha@gurujifoundation.in

Team Disha

Abhijeet Waghchaure
Bhagyashri Bahirat
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