

Disha

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School Special Part - II



Guruji Education Foundation

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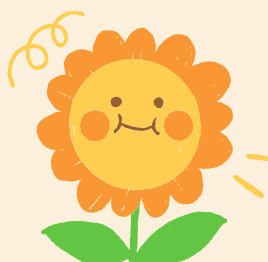
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FOUNDER'S MESSAGE

I am delighted to present the second school issue of Disha. There is so much to do with and for schools that a substantial part of our newsletter will always be devoted to our school activities.

In the previous issue, I shared what we have been doing. This time, I would like to share what we intend to do.



We have realized that when today's students enter the job market in 6–10 years, thinking and teamwork skills will be essential. Without these skills, securing employment may become extremely difficult, even impossible in many situations. We therefore need to work urgently on developing these capabilities and reach as many schools as possible. We are already working across five states and recently expanded to Telangana, our sixth state.

We have also developed a new approach to physical literacy aligned with NEP 2020 and the National Curriculum Framework. Physical literacy is important for developing thinking and teamwork skills, and we hope to advance this initiative alongside our AKTIV TTL Scratch programmes.

Another major concern is the backlog in fundamental mathematical concepts. Our core teachers have visited schools and conducted classes with encouraging results, but the scale of the problem makes this model difficult to sustain. We have therefore introduced a student-leader model. Ten schools have already enrolled and begun implementing it.

Our AKTIV TTL Scratch programme follows a student-trainer model. We now plan to strengthen the capabilities of both Scratch trainers and mathematics

student leaders in multiple dimensions, including Spoken English. We also plan to organise an annual festival where trainers and leaders can come together for learning, development and collaboration.

Health is another area requiring attention. Many students have health issues of which they may be unaware. We plan to conduct basic medical examinations, beginning with eyesight and haemoglobin, for all students. Dr Vijayanti Deogekar is leading this initiative.

Children with special needs, particularly in rural areas, present another important challenge. Families often lack awareness, access to appropriate support, and reliable guidance. We hope to use our last-mile reach to rural schools and develop a database of validated organisations working in this field; and connect families and schools with them.

I congratulate and thank the Disha team for this issue and the efforts in bringing together competitions, Scratch Festival entries and an insightful panel discussion with our esteemed school-project supporters Adv Sunita Jagtap and Mr Vilas Mirgane.

We firmly believe that transforming education requires collective effort from students, teachers, parents, schools and society. Through small but meaningful initiatives, we hope to help create a generation of confident, compassionate, skilled and responsible young citizens.

I personally enjoy spending time with our young students and sincerely wish each of them a bright future. My warm thanks to all our students, teachers, volunteers, supporters and well-wishers for being part of this journey.

Warm regards,

Dr. Pradeep Waychal

CO-FOUNDER & CHAIRMAN



FROM TEAM DISHA

This issue of Disha is Part 2 of our “School Special”. The high points of this issue are an article on Prof, Madhukar Uplenchwar, founder of Dnyanada School, and a Panel Discussion on School Education, featuring Adv. Sunita Jagtap, Chairperson, Koregaon Education Society, Koregaon (Satara), and Mr. Vilas Mirgane, Director, Shri Narmadeshwar Shikshan Prasarak Mandal, Malegaon (Solapur).

Among the Highlights, is a report on the recently concluded Monsoon Scratch Festival - 2026, along with the list of winners in various competitions.

Part 1 had featured winning entries in the Junior category (5th to 7th) of the Essay Competition held as part of Winter Scratch Festival - 2026, and the Drawing Competition held during last quarter. This issue includes the winning essays and drawings from the Senior category (8th to 10th).

We have continued with the “flowery” design theme from our previous issue, which, as you would recall originates from the “children are like flowers” idiom. A small change on the cover page though ... In keeping with the issue’s focus on senior school students, you will notice that the children on the cover page have now grown up!

Perspectives



We are pleased to bring to you a discussion with two luminaries in the space of education - **Adv Sunita Jagtap, Chairperson of the Koregaon Education Society (KES)**, and **Mr Vilas Mirgane, Director of Shri Narmadeshwar Shikshan Prasarak Mandal** - with a common goal of imparting education, especially in areas where facilities and infrastructure are lacking. Both are deeply involved in carrying forward the legacy of the founding fathers of their respective institutions, and we are sure that their insights will trigger new thoughts and action toward strengthening education in rural areas.

GEF is proud to be associated with these institutes, and play a small part in helping them achieve the mission set by their visionary founders.

PERSPECTIVES ON SCHOOL EDUCATION

OUR PANELISTS



ADV SUNITA JAGTAP
Chairperson, Koregaon Education Society



MR VILAS MIRGANE
Director, Shri Narmadeshwar Shikshan Prasarak Manda

A WORD ABOUT THEIR INSTITUTIONS

The **Koregaon Education Society** was founded in 1992 by late Mr Shankarrao Jagtap, former Speaker, Maharashtra Legislative Assembly. The institution was founded with a view to provide education to the socially, economically and educationally deprived children of Koregaon taluka. Since most young children in the taluka came from families that depended on farming and labour for livelihood, Mr Jagtap took upon himself the task of explaining the benefits of education to the villagers. While initially the school was held in temples or private buildings, the villagers themselves came forward and donated money and land to help build schools in different villages in Koregaon. Today the Society runs eight high schools and one senior college with the motto “Education for knowledge, character and culture preservation”. All the schools and the college aim to bridge the gap between rural and urban areas by facilitating awareness of opportunities and building scientific temperament.

Karmaveer Gadsing (Guruji), an influential educator, founded the **Shri Narmadeshwar Shikshan Sanstha** in 1962, in Malegaon, Solapur district, to provide quality and accessible education to rural students. Inspired by role models like Karmaveer Bhaurao Patil and Karmaveer Mamasahab Jagdale, he established the first school, "Mitra Vidyalaya," in 1963, and expanded over time with preschools, primary, secondary, higher secondary schools, hostels, and ITIs across Solapur, Pune, and Raigad districts. Guruji prioritized holistic growth by integrating gymnasiums, sports competitions, science exhibitions, and competitive exam guidance into the curriculum. Following his passing in 2004, his family continues to run diverse educational, vocational, and social initiatives, and the institution remains committed to overcoming rural educational challenges to nurture cultured, self-reliant citizens across a wide range of professional fields.

TEAM DISHA (TD): Thank you Sunita ji and Vilas ji for kindly accepting our invitation to join this panel discussion. Both of you represent highly reputed and well established educational trusts that span both rural as well as urban areas. So to set the ball rolling, how different are the rural and urban education scenarios? What differences do you see between rural schools and urban schools?

Adv SUNITA JAGTAP (SJ): Rural schools have certain strengths such as closer community relationships, stronger teacher-student familiarity, and a more grounded social environment. However, they often face challenges related to infrastructure, digital access, exposure to career opportunities, and availability of specialized faculty.

Urban schools generally have better access to technology, resources, coaching facilities, and industry exposure. At the same time, they often face issues such as excessive competition, stress, and weaker community engagement.

Our experience shows that talent is equally distributed, but opportunities are not. Bridging this opportunity gap remains the key challenge.

Mr VILAS MIRGANE (VM): The difference in physical infrastructure and extracurricular educational facilities between rural and urban schools is very obvious. Better buildings, sanitation facilities, etc. and coaching facilities are available in urban areas as compared to rural areas. There are also difficulties related to the availability of digital facilities (internet) in rural areas.

TD: What about the outlook of teachers, parents, and students? Have you noticed any changes over time?

VM: Parents in urban areas are very conscious and aware. A trend is observed where smart/clever students, and parents with good financial conditions from rural areas lean towards moving to the city. Hence it is becoming increasingly necessary to make all facilities available in rural areas.

SJ: Yes, there have been significant changes. Teachers are becoming more receptive to technology and innovative teaching methods, though they require continuous training and support.

Students today are more ambitious, informed, and career-oriented. However, their attention span is often affected by digital distractions.

Parents are increasingly aware of the importance of education and are willing to invest in their children's future. They can contribute by creating a supportive learning environment at home and maintaining regular communication with schools.

Improved learning outcomes require a strong partnership among teachers, students, and parents.



Koregaon Education Society's Smt. Sarojinidevi Mansinghrao Jadhav Vidyalay at Vikhale, Dist. Koregaon

TD: How are social media and mobile usage impacting school learning and teaching?

SJ: Technology is a powerful tool when used appropriately. Mobile devices provide access to learning materials, online courses, and educational content. However, excessive social media use can affect concentration, reading habits, and academic discipline. The challenge is not technology itself but how it is used.

Schools and parents must focus on digital literacy and responsible technology usage rather than restricting access completely.

VM: While the use of social media is a positive for teachers, we have observed a greater inclination among students towards its misuse. It is therefore necessary to make students, especially those in rural areas, understand its positive and negative impacts.

TD: What are your observations about students' (and their parents') attitude towards higher education and careers? Any trends that you have seen in their aspirations and choices?

SJ: There has been a positive shift. More students, including those from rural backgrounds, aspire to pursue higher education and professional careers.

Parents increasingly recognize education as a pathway to social and economic mobility. At the same time, students are now exploring a wider range of careers beyond traditional options such as medicine, engineering, and government service. Fields like management, information technology, design, media, agriculture technology, and entrepreneurship are attracting interest.

VM: Even today, parents in rural areas hold the belief that education is only for getting a job. It is necessary to change that perception. It is necessary to motivate them to adopt vocation-oriented education.

TD: That is a very important point that both of you have brought up, regarding awareness of career options. In general, how is the awareness about various career options? Any specific initiatives that exist or can be introduced at the school level to create this awareness?

VM: We try to take our students on industrial visits to make them aware of job opportunities. These visits could lead to a more positive outcome if people from the industry proactively explain the entire working, business pattern of the industry to the students.

It is necessary to organise career guidance camps. We should also emphasise direct/personal visits by former students who have built careers in various fields. Individuals who have achieved success in various competitive examinations can also visit schools and thus bring about awareness among the students.



**Shri Narmadeshwar Shikshan Sanstha's first school -
Mitra Vidyalay at Barshi, Dist. Solapur**

SJ: Awareness has improved but remains inadequate, especially in rural areas. Many students are still familiar only with a limited number of professions. Schools and colleges must actively expose them to diverse opportunities.

Our institutions regularly organize career guidance programs, interactions with professionals, entrepreneurship awareness activities, competitive examination guidance, and counselling sessions. Alumni engagement has also proved highly effective in motivating students.

TD: Any views on what could be done so that students don't see migration to urban locations as the only option?

VM: Just like in urban areas, opportunities to start business enterprises should be created in rural areas as well, and it has already started happening. To quote an example, while one of our mischievous students is successfully running a construction business in Mumbai, another student has several flower gardens and is running a successful nursery in Urali Kanchan.

There is a need to guide the students based on their innate skills. One student from our school is in the Administrative Services and many have secured government jobs. Choosing careers and making them aware of whether urban or rural areas are suitable for building their careers is essential.

SJ: Rural areas need stronger local ecosystems for employment, entrepreneurship, agro-industries, skill development, and digital services.

Students should be made aware that successful careers can be built within rural regions if adequate opportunities exist. At the same time, rural students must be informed about opportunities available in urban and global markets. Similarly, urban students should be exposed to rural entrepreneurship, agribusiness, sustainable development, and social innovation.

The objective should be an informed choice rather than forced migration.

TD: Moving on to another track, “private coaching” has become increasingly prevalent in recent years. What are your views on private coaching and their influence on the students’ mindset?

SJ: I believe, private coaching has emerged because students and parents seek additional academic support and competitive examination preparation. However, excessive dependence on coaching can sometimes reduce self-learning, increase stress, and create inequality for economically weaker students.

Schools should strengthen academic support systems so that coaching becomes supplementary rather than essential.

VM: Private coaching classes are run on a larger scale mostly in urban areas. While coaching classes are springing up in bigger towns, smaller villages like Malegaon hardly have any coaching classes. Our school conducts extra classes for students and thus strives to bring our students at par with the urban students.

TD: Any thoughts on alternative careers such as sports and athletics?

SJ: Sports should be viewed as an important career pathway, not merely as an extracurricular activity.

Rural areas possess a natural advantage in terms of open spaces and access to playgrounds. With proper coaching, infrastructure, nutrition support, and talent identification, rural regions can produce outstanding athletes.

Sports also contribute to discipline, teamwork, leadership, and physical wellbeing irrespective of whether students pursue sports professionally.

VM: Ample space for sports is available in rural areas, but a lack of ground facilities and expert guidance is observed. If these facilities are provided, students from rural areas will definitely be able to build careers in the sports field as compared to urban areas.

TD: On another note, do you see any erosion in values among students?

SJ: I would not describe it as erosion, but rather a changing social environment. Students today are exposed to a much wider range of influences than previous generations. This sometimes leads to impatience, reduced interpersonal interaction, and weaker community engagement.

The solution is not moral policing but value-based education, role modeling by adults, community service activities, and creating opportunities for students to develop empathy, responsibility, and respect for others.

VM: A decline in values among students is not acutely felt. To some extent, yes, but it is mainly due to their family and social conditions, rather than the school environment.

TD: NEP 2020 has been introduced as a major reform to modernize school education. Our readers will be very interested in listening to your first-hand experience with the framework.

VM: We have implemented educational reforms as per the National Education Policy 2020. There is greater emphasis on activity-based education, and various schemes have been made to identify and develop skills among students. However, many difficulties arise while implementing them e.g. travel during direct visits, expenses, planning according to the convenience of all students, students' accommodation, etc. For this, a substantial provision by the government would greatly help.

SJ: NEP 2020 is one of the most significant educational reforms in recent decades. Its emphasis on holistic education, experiential learning, multidisciplinary approaches, skill development, flexibility, and foundational learning is highly relevant.

The success of NEP will depend on effective implementation, teacher training, infrastructure support, and adequate resources, especially in rural areas. The vision is excellent; sustained implementation is the key.

TD: What do you see as the top three unmet needs in Indian education that should be prioritized, especially in rural areas? As an extension to that question, if you could make one change in the education system, what would it be?

SJ: First, equitable access to quality education and digital infrastructure. Second, continuous teacher development and capacity building. Third, comprehensive career guidance and skill development linked to employability and entrepreneurship. Addressing these three areas would significantly improve educational outcomes.

For the second part of your question, I would place greater emphasis on competency-based learning rather than examination-centered learning. I believe, education should focus on understanding, problem-solving, communication skills, creativity, and application of knowledge rather than rote memorization.

VM: From a rural perspective, I would say it is necessary to provide: 1) Physical facilities 2) Digital services 3) Materials required for activity-based education.

And the one change that I would like, would be to make free digital educational services available to all students.

TD: In our experience of working with schools, sometimes we come across the challenge of lack of motivation among the teachers and principals. How do you keep principals and staff motivated?

SJ: Motivation comes from purpose, participation, and recognition. We encourage academic autonomy, provide opportunities for professional development, recognize good work, and maintain open communication.

Most importantly, we remind our staff that education is a transformative social mission. Seeing students succeed remains the strongest source of motivation.

VM: We provide counseling, guidance, and materials according to need, so that the teachers can adopt teaching methods as per the changing circumstances.

TD: Finally, to end this very insightful discussion ... Guruji Education Foundation has been working with many of your schools for some time now. Your views on the impact of this work, and any suggestions on what else we could do to help the schools in a much better way.

SJ: Guruji Education Foundation has made valuable contributions through teacher development, academic support, leadership training, and quality enhancement initiatives. The Foundation's strength lies in its practical, school-focused approach and its commitment to improving learning outcomes.

Going forward, additional support in areas such as digital education, career guidance, leadership development for school heads, mental health awareness, and skill-based learning would further strengthen the impact, especially in rural schools.

We appreciate the Foundation's partnership and look forward to continued collaboration in creating better educational opportunities for all students.

VM: Due to the initiatives of Guruji Foundation, a positive change has taken place among the students of our school (e.g., performing mathematical operations, reading, writing, etc.).

While the teachers from both Guruji Foundation and the school are willing to put in their best efforts, the biggest challenge is convincing parents. Some parents proactively encourage their children to participate in more learning activities and this definitely results in good outcomes. But some parents feel even after education if there are no jobs, the entire exercise is a failure. It is really difficult explaining parents that education is not just for securing a job. A good education will help students carve their own path to success.

Award-winning Essays



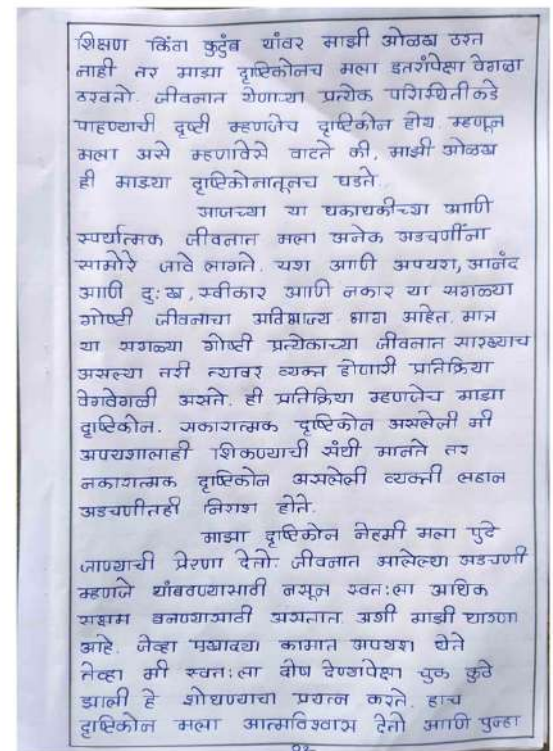
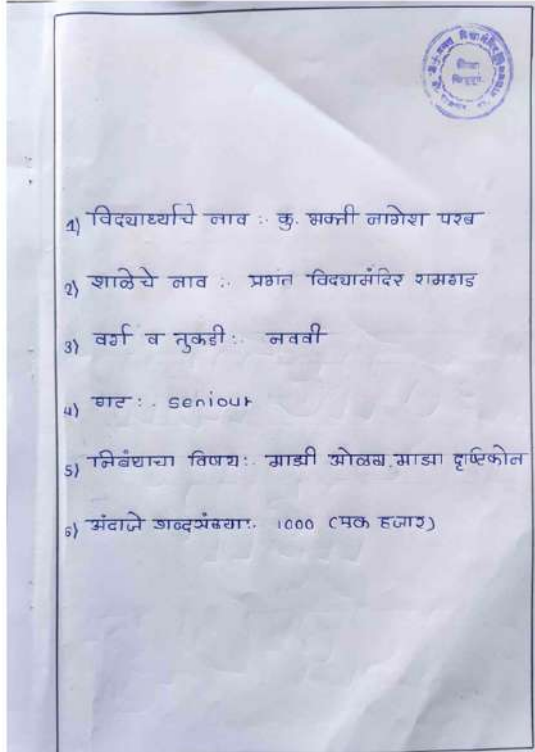
While the last issue of Disha included the winning entries from the Junior Category of the Winter Scratch Festival 2025 Essay Competition, we now present to you the winning entries from the Senior Category.

Read on ...

SENIORS - 1ST

BHAKTI N. PARAB, 9TH STANDARD
PRAGAT VIDYAMANDIR, RAMGAD (SINDHUDURG)

The original in Marathi



लव्याने प्रचलन करण्याची ताकद देतो.

आपला जर दृष्टिकोन अकाशत्मक असेल तर आपण अवघड किंवा न होणार काम सुद्धा करू शकतो त्यासाठी आपल्याकडे जिद्द, चिकाटी, संयम व कष्ट करण्याची तयारी जर असेल तर आपण यशस्वी होऊ शकतो. याचे मूर्तिमंत उदाहरण म्हणजे 'अरुणिमा'!



मकदा रेल्वेतून प्रवास करताना अरुणिमाका काही तरुणांनी घेरून घेतले. तिच्या गळ्यातील चेनवर त्यांचा लक्ष होता. त्यानंतर त्यांच्यात थक्कापुष्की माशमारी झाली त्यातच अरुणिमा रेल्वेमधून बाहेर पडली.

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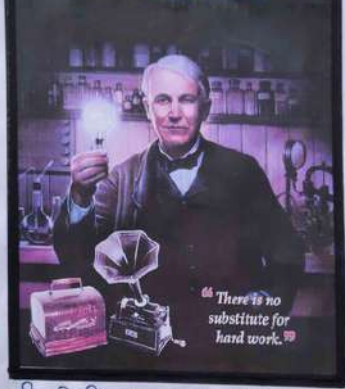
त्या जशी तिच्या पाशावरून ५१ रेल्वेगाड्या गेल्या. तेव्हा तिच्यावर अस्मिता होऊन कुत्रीस पाश बसवण्यात आला. तेव्हा तिने गळ्यात मक जिद्द देवली की जे लोळ मला आणू सोलतान पण मक दिवस लककीच माझा असेल. मी मार्केट मल्हेस्ट सर करेल. आणी ते तिने करून दाखवले पहिली अपंगा महिला तिने मार्केट मल्हेस्ट सर केला.

समाजाने अनेकदा व्यक्तीची ओळख त्याच्या परिस्थितीवरून ठरवली जाते. गरीब, सीमांत, यशस्वी - अपयशी, हुशार - कमकुवत अशी लेवले लावली जाताना. पण माझा दृष्टिकोन मला शिकवतो की परिस्थिती तात्पुरती असते पण विचार कायमचे असतात. परिस्थिती बदलता येते जर दृष्टिकोन मजबूत असेल म्हणूनच मी माझी इतरांशी तुलना करण्यानेवजी स्वतःची प्रगती कोणत्यावर मार देते.

इथे मला मक उदाहरण द्यावेसे वाटते ते म्हणजे थॉमस मॅडिसन शॉच. थॉमस मॅडिसनच्या घरी शाळेतून पत्र आले त्यात असं लिहिलं होत की, 'तुमचा मुलगा सतिमंद आहे आमच्या शाळेत तो शिकू शकत नाही तुम्ही त्याला दुसऱ्या शाळेत किंवा घरी शिकवा' हे जेव्हा आइने वाचलं तेव्हा ती उडायला लागली तेव्हा थॉमस मॅडिसन आईला विचारतो 'आई, तु का उडते?'

०४

The Life and Times of Thomas Alva Edison



तेव्हा ती बीळते शान असं लिहिलंय 'तुमचा मुलगा हुशार आहे. आमच्या शाळेत त्याला शिक्षण मिळू शकत नाही तुम्ही त्याला दुसऱ्या शाळेत किंवा घरी शिकवा' तेव्हा थॉमस मॅडिसनला वाटनें की आपण काहीतरी केलं पाहिजे. त्याने संशोधन सुरू केले आणि विजेच्या दिव्याचा ओद्य लावला. १००० तेव्हा

०५

प्रयोग केला पण यश आले नाही तो थांबला नाही प्रयत्न चालू ठेवले आणि मग १००० व्या प्रयोगाला यश मिळाले त्या आईच्या मका दृष्टिकोनामुळे थॉमस मॅडिसन हे जागतिक स्तरावरील शायर बनले.

सद्या मी समाजाने ठावरीत ती विद्यार्थीदशेत ही विद्यार्थीदशा लक्षात्मित्व घडवण्याची महत्त्वाची अवस्था असते. या काळात अभ्यास, शिस्त, वेळेचे नियोजन आणि मेहनत यांचे महत्त्व कळते. परीक्षेत कमी गुण मिळाले तरी निराश न होता अधिक अभ्यास करणे हा दृष्टिकोन मला पुढे नेतो 'मी करू शकत नाही' या विचारांनेवजी 'मी प्रयत्न करेल' असे म्हणायला माझा दृष्टिकोन मला शिकवतो. त्यामुळेच अडचणींवर मात करण्याची अवय लागते.

माझी ओळख आरंभान नाही, स्वप्नांच्या डोळ्यात आहे. माझा दृष्टिकोन प्रश्न विचारतो, म्हणूनच उत्तरात आहे.

मशीब नाही घडवत मला, माझा दृष्टिकोन घडवते मी माझी ओळख प्रत्येक पावलात स्वतःलाच शोधते मी.....

०६



वरील चित्रातून असे लक्षात येते की, माझा दृष्टिकोन केवळ माझ्या चणापुरता मर्यादित नाही, तर तो समाजाकडे पाहण्याची दृष्टी ही घडवतो इतरांप्रती सहानुभूती, मदतीची आवण आणि समजूतदारपणा ठेवणे हे ही माझ्या दृष्टिकोनाचाच भाग आहे. प्रत्येक माणूस वेगळा असतो. त्याच्या समस्या वेगळ्या असतात हे समजून घेणे म्हणजेच खरा मानवेचा दृष्टिकोन होय.

67

जीवनात अनेक वेळा चुकीची निर्णय घेतले जातात पण त्यातून शिकणे अधिक महत्वाचे असते. माझा दृष्टिकोन मला भूतकाळात अडकून न राहता वर्तमानात योग्य निर्णय घेण्यास मदत करतो. अतिशय पळवला करण्यासाठी आज मेहनत करणे आवश्यक आहे. ही जाणीव माझ्या विचारांना विश्वास देते.

जीवनात मी प्रत्येक वेळा निर्णय घेते ती मी माझ्या स्वाभाविक न घेता माझ्या मूल्यांवर घेते. स्वतःचा विचार करण्यापूर्वी आपल्यामुळे इतरांना त्रास होणार नाही ना हा विचार करते. मी इतरांचा विचार करून स्वतःची कर्तव्ये आणि जबाबदाऱ्या देखील पार पाडते. मला अजून वाटत की, प्रत्येक व्यक्ती जेव्हा निर्णय घेतो तेव्हा त्याने स्वतःला मरू, प्रश्न विचारवा तो प्रश्न असा की "हा निर्णय माझ्या मूल्या, कर्तव्य आणि इतरांचा विचार करून घेतला आहे का?" यावरून आपल्याला आपण निर्णय कशावर घेतो हे समजते.

माझी ओळख माझ्या मूल्यांशी निगडित आहे आणि माझा दृष्टिकोन माझ्या दृष्टीक्षेपाची जाणीव देते हे दोन्ही मिळून मला इतरांचा विचार करून अनुचित निर्णय घेण्याची हायता देतात.

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विचार सकारात्मक दृष्टिकोन स्पष्ट आणि श्रेय वाग असेल तर जीवनात यश मिळणे लक्षाची शक्य आहे. याचे मूर्तिमंत उदाहरण म्हणजे महाराष्ट्राचे आराध्यदेवता छत्रपती शिवाजी महाराजांचे. बालपणापासून मनी घरलेले स्वप्न म्हणजे हिंदवी स्वराज्य स्थापन करण्याचे महत्वाचे मावले घेऊन लागो मुघलांना चितपट करून हिंदवी स्वराज्य स्थापन केले.



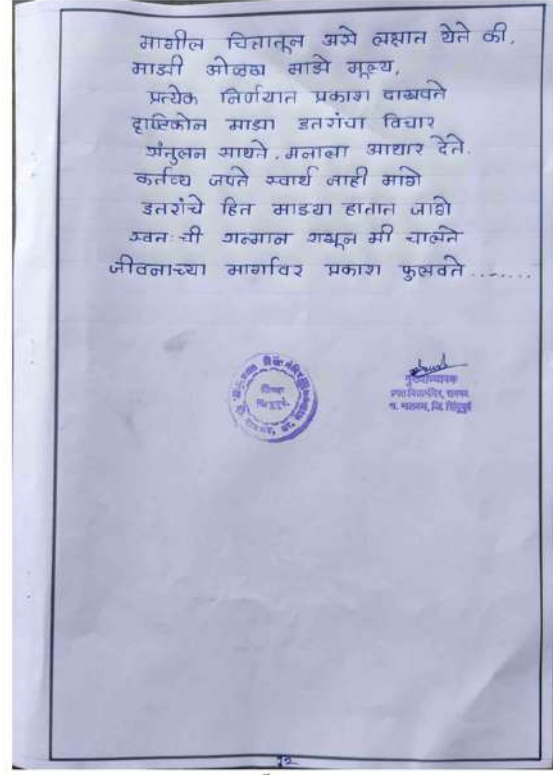
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म्हणूनच आज अडिचारांशी वर्षे झीऊन गेली तरी ही छत्रपती शिवाजी महाराजांचे माव आभिमानाने घेतले जाते. त्यांचा दृष्टिकोन हिंदवी स्वराज्य स्थापन करण्याचा होता त्यामुळे त्यांनी हिंदवी स्वराज्य स्थापन केले.

दृष्टिकोनाच्या बाबतीत मी अनेक उदाहरणे दिली ती उदाहरणे अज्ञापदृष्टीची होती की त्यांचा दृष्टिकोन सकारात्मक होता. तिच लोक, यशस्वी झाली म्हणजेच अज्ञाणिमा अपंगा अशुभमुद्रा माऊंट पळरेपर तिने यश केले. शॅमस मडिसन यांना शिक्षकांनी मानिभंद ठरवले पण आईच्या मरुता दृष्टिकोनाने त्यांचा पूर्ण आयुष्य बदलून जागतिक स्तरीय ते मरु थोर गारमज बनले. तय्यंच छत्रपती शिवाजी महाराजांनी हिंदवी स्वराज्याबाबत सकारात्मक दृष्टिकोन ठेवला म्हणून मुहम्मद मावले घेऊन लागो मुघलांना चितपट करून हिंदवी स्वराज्य स्थापन केले. अशी अनेक उदाहरणे दृष्टिकोनाच्या बाबतीत देता येतील.

जेव्हा मी म्हणता येईल की माझी किंवा कोणाही व्यक्तीची व्यक्ती ओळख त्याच्या कपड्यात, शब्दांत किंवा पदात नसून त्याच्या विचारांत असते. म्हणूनच मला आभिमानाने म्हणता येते की, 'माझी ओळख माझ्या दृष्टिकोनातूनच घडते.'

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Translation in English

MY IDENTITY AND MY PERSPECTIVE

My identity does not lie in my name; it shines through the light of my thoughts. My perspective shows me the way, even where the horizon stands still. The world is not merely what it appears to be; it becomes what I choose to see. Through my vision, my existence blossoms anew.



Education and values:
My Identity

Thoughts, Questions, Dreams:
My Perspective

The picture above conveys that my identity is a reflection of who I am, what I think, and how I look at life. My identity is not merely my name, age, education, or family. Rather, it is my perspective that truly shapes and defines who I am. The way we look at every situation in life is called our perspective. Therefore, I believe that my identity is formed through my perspective.

In today's busy and highly competitive world, I have to face many challenges. Success and failure, happiness and sorrow, acceptance and rejection are all inseparable parts of life. Although everyone experiences these situations, each person responds differently. These responses reflect one's perspective. A person with a positive outlook treats failure as an opportunity to learn, whereas a person with a negative outlook may become discouraged even by small difficulties.

My perspective always motivates me to move forward. I believe that the challenges we encounter in life are not meant to stop us but to make us stronger and more capable. Whenever I fail in a task, instead of blaming myself, I try to understand where I went wrong. This approach gives me confidence and gives me the strength to keep trying.

If our perspective is positive, we can accomplish even tasks that seem impossible. For that, we must possess determination, perseverance, patience, and the willingness to work hard. With these qualities, we can certainly achieve success. A living example of this is Arunima Sinha.

Once, while travelling by train, Arunima Sinha was attacked by a group of thieves. They tried to snatch the chain from around her neck. A struggle broke out between them, and during it, Arunima was thrown out of the moving train. As a result, a train passing on the adjacent track ran over her leg 49 times. Doctors had no option but to amputate her leg. At that moment, she made a firm decision in her mind:

"People may pity me today, but one day they will definitely say, 'I am proud of you.'"

She fulfilled that promise by becoming the first woman mountaineer with an artificial leg to climb Mount Everest.

In society, a person's identity is often judged by their circumstances—whether they are rich or poor, successful or unsuccessful, intelligent or less capable. However, my perspective teaches me that circumstances are temporary, whereas thoughts are permanent. Circumstances may change, but a positive outlook should never change. Therefore, instead of comparing myself with others, I focus on measuring my own progress.

I would also like to give another example—that of Thomas Edison. One day, a letter from school arrived at his home. It said: "Your son is mentally weak. Our school cannot teach him. Please enroll him in another school or teach him at home."

When his mother read the letter, she hid its true meaning from him. Thomas Edison asked, "Mother, what does it say?"

His mother replied: "It says, 'Your son is very intelligent. Our school is too small to provide him with the education he deserves. Please teach him yourself or enroll him in another school.'"

Thomas Edison believed his mother's words. Inspired by her confidence, he began experimenting and eventually discovered the electric light bulb. He conducted 1,000 experiments before succeeding.

He did not consider those experiments to be failures. Instead, he kept trying, and finally, on the 1001st attempt, he succeeded. Because of his mother's positive outlook, Thomas Edison became one of the world's greatest scientists.

At present, I am living my life as a student. This stage of student life is very important in shaping my personality. During this period, I understand the value of studying, learning, proper planning, and hard work. Even if I receive low marks in an examination, I do not lose hope. Instead, my perspective encourages me to study harder and improve. Rather than saying, "I can't do it," my outlook inspires me to say, "I will definitely do it." This attitude helps me develop the habit of overcoming every challenge.

My Identity



My Perspective

From the above picture, it can be understood that my perspective is not limited only to my own success. Rather, it is shaped by looking at society with empathy, a helpful attitude, and understanding.

Every person is different, and each one has different problems. Understanding this itself is the essence of a humane outlook.

In life, many times we make wrong decisions, but learning from those mistakes is even more important. In my view, dwelling on the past is not useful; instead, making the right decisions in the present helps us move forward. To build a bright future, it is necessary to work hard today. This realization gives direction to my thoughts.

Whenever I make decisions in life, I do not make them solely according to my own interests or values. Before deciding, I think about whether my actions will harm others. I also try to understand others' viewpoints, fulfill my responsibilities, and examine every situation from all sides.

I believe that before making any decision, every person should ask themselves a question: "Am I making this decision by considering my values, my responsibilities, and the thoughts and well-being of others?"

By reflecting on this question, we understand the basis on which we should make our decisions.

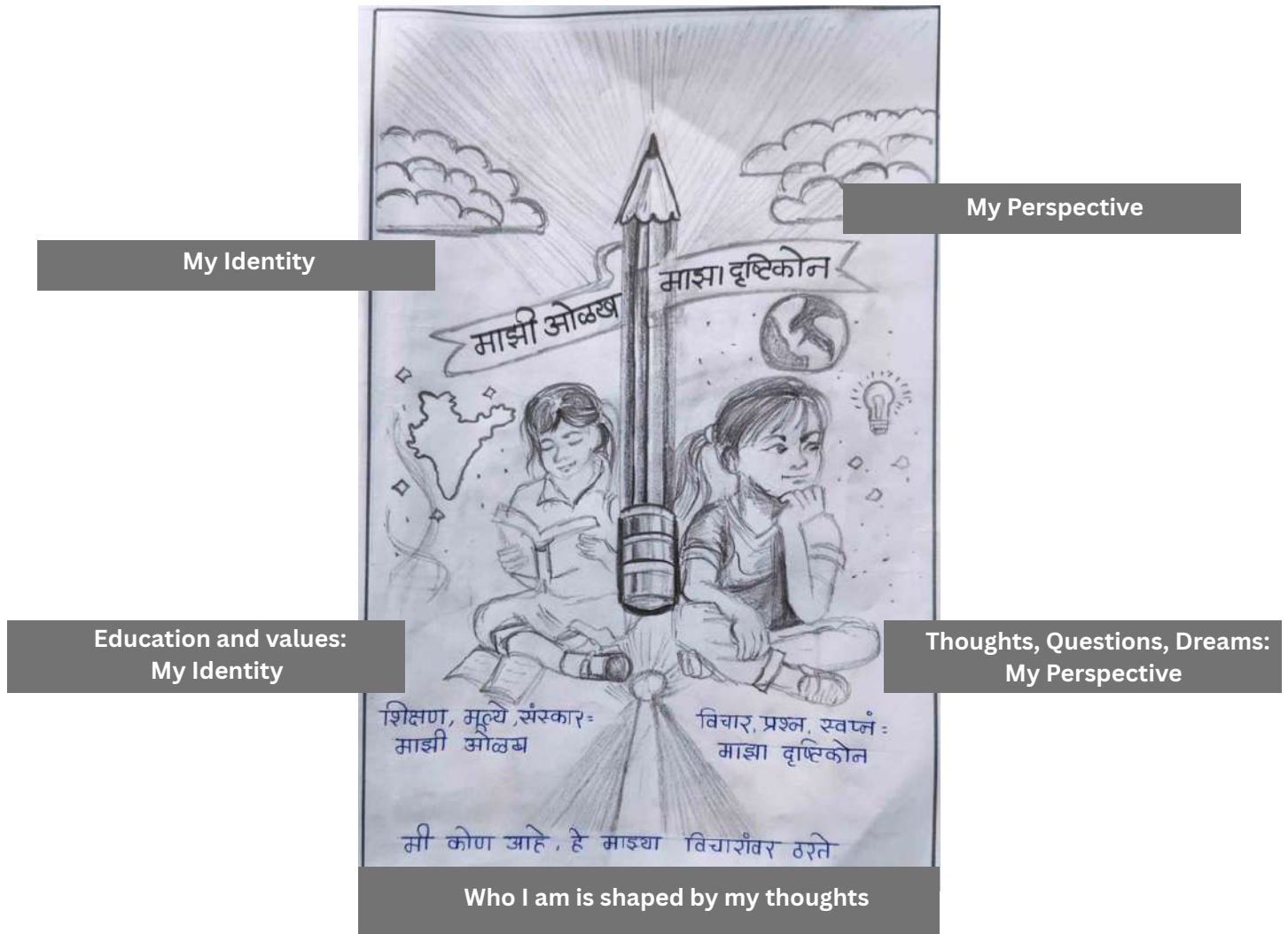
If our thoughts are positive, our perspective is clear, and our goal is firm, success in life can certainly be achieved. The greatest example of this is Chhatrapati Shivaji Maharaj, the pride of Maharashtra.

From his childhood, Shivaji Maharaj had a dream in his heart—to establish Hindavi Swarajya (self-rule of the people). With unwavering determination, he accepted this objective and defeated many powerful enemies to establish Hindavi Swarajya.

Only because he held firmly to this noble vision is Chhatrapati Shivaji Maharaj remembered with such great pride even today. His perspective was focused on establishing Hindavi Swarajya, and therefore he succeeded in creating it.

I have quoted several examples that demonstrate the importance of having the right perspective. Arunima Sinha, whose outlook remained positive even after losing a leg in an accident. She climbed Mount Everest with an artificial limb and achieved success. Thomas Edison, who faced thousands of failures in his experiments, and regarded each failure as a step toward learning. Chhatrapati Shivaji Maharaj's positive vision of Hindavi Swarajya, which inspired him to accept difficult challenges and defeat many enemies to establish self-rule. There are countless such examples that highlight the importance of perspective.

Finally, I would like to say that a person's identity is shaped by their actions, but the direction of those actions is determined by their thoughts. Therefore, I firmly believe that: "My identity is built by my perspective." Our way of thinking and our outlook ultimately shape who we become.



My identity is rooted in my values.

My perspective brings clarity to every decision.

It helps me understand and appreciate the thoughts of others, giving strength to my mind.

Duty always comes before selfishness.

The welfare of others remains in my hands.

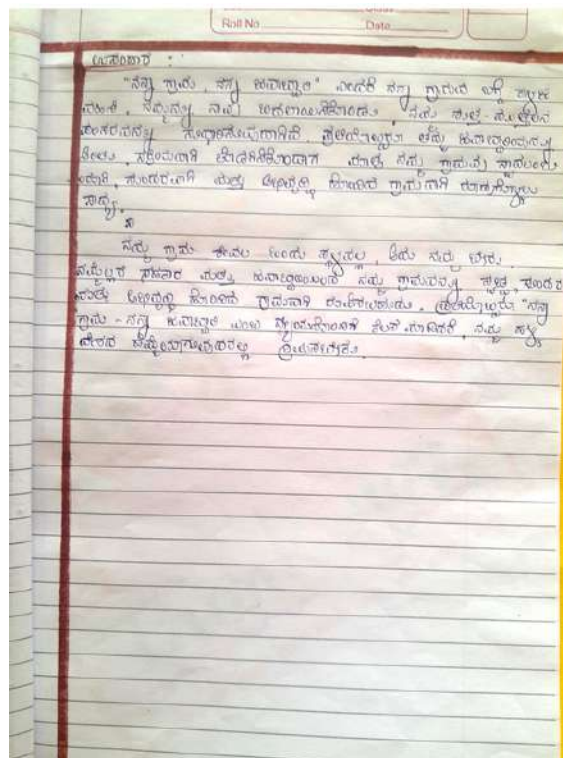
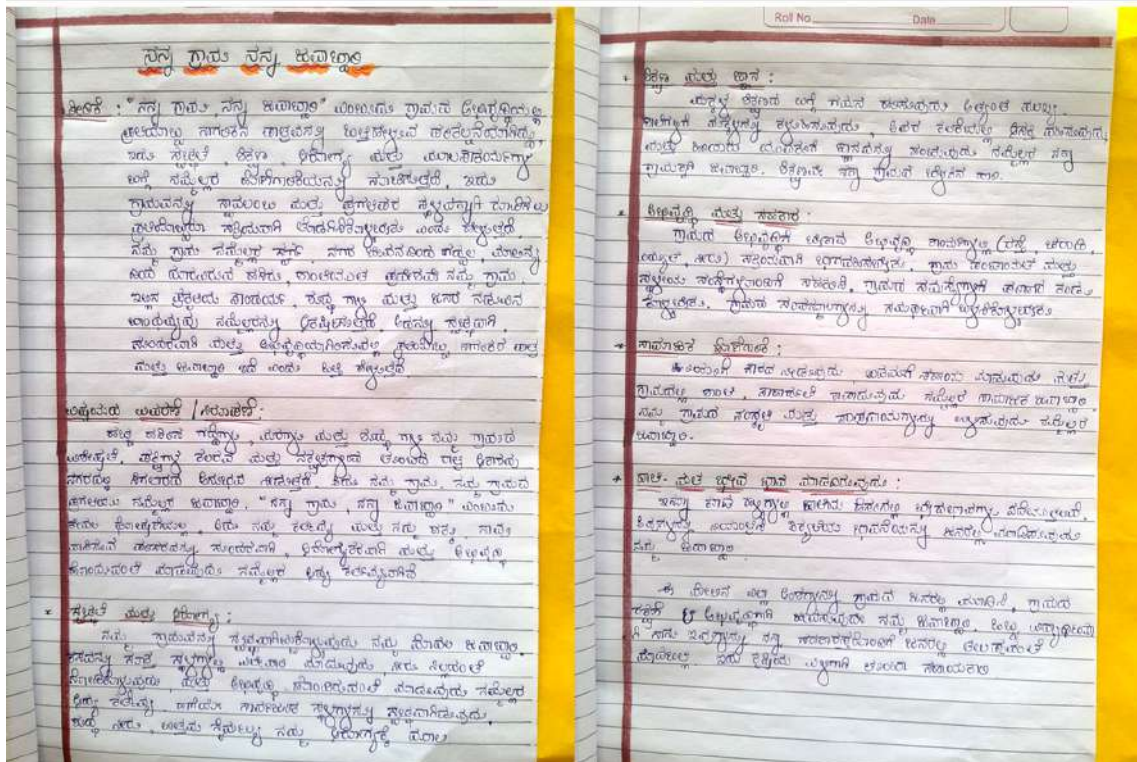
With self-respect as my guiding principle, I continue to walk forward, illuminating the path of my life.

SENIORS - 2ND

SONAL SALUNKHE, 9TH STANDARD

PANT MAHARAJ ADARSH VIDYA MANDIR, BALEKUNDRI (BELGAUM), KARNATAKA

The original in Kannada



Translation in English
MYSELF AND MY RESPONSIBILITY

“Myself and my responsibility” is a very meaningful topic. It helps us understand who we are and what responsibilities we carry in our life. Every individual has a role in society, and understanding our responsibility is very important.

From childhood, we are taught values by our parents and teachers. These values help us understand what is right and wrong. Responsibility begins from small actions—respecting elders, helping others, and doing our work sincerely. As we grow, our responsibilities also increase.

As a student, my first responsibility is towards my education. I should study sincerely, respect my teachers, and follow discipline. Education is not just for passing exams but for becoming a good human being. Through education, we learn values, develop thinking, and prepare ourselves for the future.

Responsibility is also towards our family. We should help our parents, understand their efforts, and support them in whatever way we can. A responsible child always tries to make their family proud.

We also have responsibility towards society. We should follow rules, respect others, and contribute positively to our surroundings. Helping people, maintaining cleanliness, and being kind to everyone are important aspects of social responsibility.

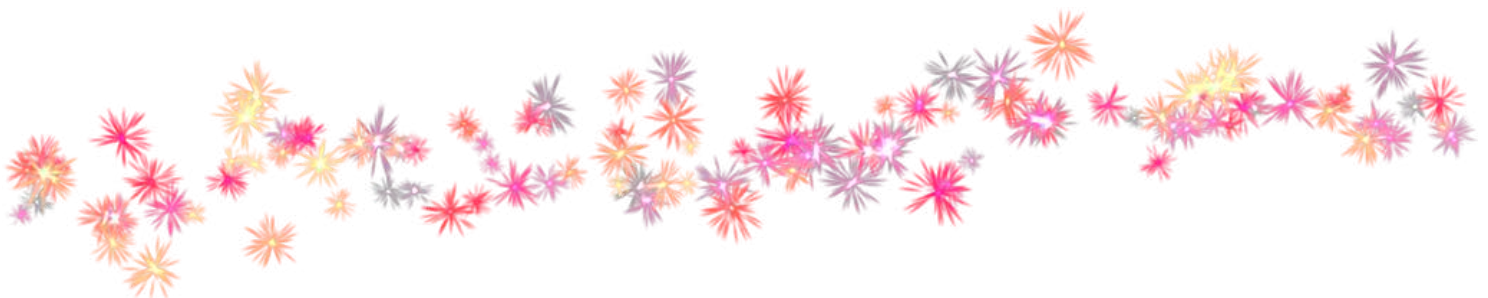
Protecting nature is also our responsibility. We should save water, avoid pollution, and take care of our environment. Nature gives us everything we need, so it is our duty to protect it.

Being responsible means making the right choices. Sometimes we may face difficult situations, but we should always choose the right path. Responsibility requires honesty, discipline, and awareness.

If every individual understands their responsibility, society will become better. Change does not come from others—it begins from us. When we act responsibly, we inspire others to do the same.

In conclusion, I believe that understanding myself and my responsibility is very important for leading a meaningful life. By fulfilling our responsibilities, we can achieve success and also contribute to the welfare of society.

“Myself and my responsibility are connected,
Through my actions, I define my life.
If I act with responsibility,
I can create a better future.”



SENIORS - 3RD

SOHAM JADHAV, 9TH STANDARD
MADHYAMIK VIDYALAY, VIJAYNAGAR, KAPURGAON (SANGLI)

The original in Marathi

निबंध लेखन.

नाव- सोहम शुभेजा शंभाजी जाधव
शाळेचे नाव- माध्यमिक विद्यालय
विजयनगर - कपूरगाडी
स्थान- जवळी नु- एनेरी कसौक- पुणे
विषय- शिक्षणाचे महत्त्व

Page No. _____
Date _____

शिक्षणाचे महत्त्व

... शिक्षण म्हणजे
उघा वही पेन ठेवणे...
तर बुद्धीला आणखी आवणेली,
... माणूससिद्धी करील...
असा पुढे लेखाचा मार्ग म्हणजे
शिक्षण...

मानव हा विचार करणारा प्राणी आहे. त्याला विचार, ते विवेक, बुद्धी, संस्कार व संलग्न यांची देवाण निसर्गाने दिली आहे. या सर्व गुणांचा विकास होण्यासाठी शिक्षणाची गरज असते. शिक्षणाशिवाय मानवाचे अधुष्य उच्चतरमय राहते. म्हणूनच 'मन देव खरे असवार' असे विष्णूनामनी म्हणते आहे. शिक्षणामुळे मानवाच्या अंतर्गत शक्तींना पोषण मिळते. तो आपले चंगल वळवू शकतो. निरक्षर मानव केवळ रोलेटिंगोपुरा असतो. चासपु असतो, पण सुशिक्षित व्यक्ती आपले व्यक्तिमत्त्व वळवून जीवनगत प्रयत्न

विद्येचा म्हणजेच शिक्षण शिक्षण म्हणजेच विद्या... ..

... शिक्षणाचा सार देई जेव्हाला दिशा देई... युगे बदलत जाई विद्या ही जमी राई... ..	... मानवाचे मनेजण जाही सर्वोत्तम माणसे माही विद्येचे पवित्र जाही लेखन लेखना प्रयत्न माही... ..
... जे मनेजण जगासहजे जेथे असणे मनासहजे... विद्या असे मानासहजे यश देई यश सहासहजे... ..	... जगासही खरे परी जाणत उघी ना उघी... असमान व सहजरी ... ना असे विद्येच्याही... ..

साक्षीतः शिक्षणामुळे व्यक्तीमध्ये आत्मविकास निर्माण होतो. व वाचन, लेखन, संवादकौशल्य यामुळे त्याच्या जीवनातील अडथळे उर टोकात... ..

शिक्षण हे मानवी जीवनाचे अविभाज्य भाग आहे. मानवाच्या जन्मापासून ते मृत्यूपर्यंत त्याच्या जीवनावर शिक्षण याचे प्रभाव पडत राहते. शिक्षणामुळे वैयक्तिक ज्ञान प्राप्त होत नाही, तर विद्यार्थ्याला विवेक देतो, व्यक्तिमत्त्व घडवते. आणि जीवनाला योग्य दिशा मिळते. म्हणूनच शिक्षणाला जीवनातील सर्वात मोठे अमूल्य मानले जाते. शिक्षणामुळे माणूस अज्ञानाचा मंदाराने प्रभावित नसतो. अज्ञानामुळे निर्माण होणाऱ्या मंदारदाटा, रुढी, परंपरा भेदभाव आणि आसक्तिमुळे अंधाऱ्याचा मार्ग नाही या कुरावापासून शिक्षण अत्यंत आवश्यक आहे. शिक्षणाला मानवाच्या योग्य-अयोग्य यातील उच्च मूल्यव्यवस्था समजावते आणि त्याला विवेकी बनवते. शिक्षण व्यक्तीने जेव्हाचे तसेच मुदत विचार करणे आणि समाजाला सकारात्मक बदल घडवून आणणे.

मानवाच्या आयुष्यात आणि स्वयंमत्तपणे यशस्वी शिक्षणाने महत्त्व आहे. शिक्षण व तंत्रज्ञानाच्या प्रगतीमुळे या जग स्पायलने बदलत आहे. संगणक, इंटरनेट, कृत्रिम बुद्धिमत्ता, यंत्रणांच्या क्षेत्रात प्रगती करण्यासाठी शिक्षण अनिवार्य आहे. शिक्षणामुळेच व्यक्ती विविध क्षेत्रात कामकाज करून योगदान देणे सक्षम होतो. शिक्षणाने व्यक्तीला उच्च न्याय देणे आहे. त्यामुळे शिक्षण हे अविभाज्य आहे.

... शिक्षण म्हणजे
उघा वही पेन ठेवणे...
तर बुद्धीला आणखी आवणेली,
... माणूससिद्धी करील...
असा पुढे लेखाचा मार्ग म्हणजे
शिक्षण...

मानव हा विचार करणारा प्राणी आहे. त्याला विचार, ते विवेक, बुद्धी, संस्कार व संलग्न यांची देवाण निसर्गाने दिली आहे. या सर्व गुणांचा विकास होण्यासाठी शिक्षणाची गरज असते. शिक्षणाशिवाय मानवाचे अधुष्य उच्चतरमय राहते. म्हणूनच 'मन देव खरे असवार' असे विष्णूनामनी म्हणते आहे. शिक्षणामुळे मानवाच्या अंतर्गत शक्तींना पोषण मिळते. तो आपले चंगल वळवू शकतो. निरक्षर मानव केवळ रोलेटिंगोपुरा असतो. चासपु असतो, पण सुशिक्षित व्यक्ती आपले व्यक्तिमत्त्व वळवून जीवनगत प्रयत्न

... शिक्षण म्हणजे
उघा वही पेन ठेवणे...
तर बुद्धीला आणखी आवणेली,
... माणूससिद्धी करील...
असा पुढे लेखाचा मार्ग म्हणजे
शिक्षण...

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Translation in English
IMPORTANCE OF EDUCATION

Education is very important in human life. It is not just about reading and writing, but it helps a person to think, understand, and make the right decisions. Through education, a person develops knowledge, values, and good habits.

Humans are intelligent beings. Nature has given us thinking ability, understanding, and wisdom. But to develop these qualities properly, education is necessary. Without education, a person remains in darkness. That is why it is said that education brings light into life.

Education gives knowledge and direction to life. It helps us distinguish between right and wrong. It builds confidence and improves our ability to communicate through reading, writing, and speaking.

Education is the foundation of human life. From childhood to old age, education influences every stage of life. It helps in personality development and prepares us to face challenges. Through education, a person gains the ability to understand the world and live a meaningful life.

Education removes ignorance and social evils such as superstition, discrimination, and inequality. It helps in building a better society. An educated person contributes to the development of the nation and promotes social harmony.

Education teaches us values such as honesty, discipline, and responsibility. It helps in shaping good character. A person with education becomes aware of their duties and responsibilities towards society.

In today's world, education is even more important because of science and technology. With the growth of the internet and digital tools, knowledge is expanding rapidly. Education helps us keep up with these changes and use technology wisely.

Education also plays an important role in economic development. It helps individuals become self-reliant and improves their standard of living. An educated person can contribute effectively to society and the nation.

However, even today, there are many challenges in education such as lack of resources, inequality, and limited access in some areas. It is important to make education available to everyone.

In conclusion, education is the backbone of society. It shapes individuals, builds character, and contributes to the progress of the nation. Without education, life remains incomplete.

Education is like a light that removes darkness,
It shows the right path in life.
Without education, a person cannot move forward,
It is the true foundation of human life.



Mentors' Space





आधुनिक काळातील ऋषी...

आदरणीय प्रा. मधुकरराव उपलेंचवार सर

मोहन वराडपांडे

संस्थापक - GEF नागपुर व GEF मार्गदर्शक

तुम्ही देव पाहिला आहे कां हो देव?.. जो आपल्या, लहान वयातील अत्यंत गरीब भक्तांच्या सर्व संकटांचे निवारण करुन, त्या भक्तांस, समाजातील प्रतिष्ठित आणि सुरक्षित पातळीवर आणून ठेवतो.. असा देव?

मी प्रत्यक्ष पाहिला आहे असा देव.. विश्वास नसेल, तर चला माझ्या सोबत.. मी तुम्हाला दर्शन घडवितो या देवाचे...

हिंगणघाटपासून फक्त सांत किलोमीटर अंतरावर, सातेफळ या लहानशा ग्रामी, एक भव्य निवासी शाळा आहे.. ज्ञानदा हायस्कूल व ज्युनिअर कॉलेज... त्या आवारातच रहातो हा देव.. त्या देवाचे नांव आहे, आदरणीय प्रा. मधुकरराव उपलेंचवार..आधुनिक काळातील देवतुल्य ऋषी.. वय वर्षे 87.

या ज्ञानदा शाळेला शाळा म्हणणे, म्हणजे तिचा अपमानच आहे.. कारण, ही नेहमी सारखी शाळा नसून, विद्यापीठ आहे विद्यापीठ.. "माणूस" घडविणारे विद्यापीठ.. या विद्यापीठात फक्त अभ्यासक्रम शिकविला जात नाही... येथे शिकविल्या जाते, माणूसकी, प्रेम, जिद्दळा, बंधुभाव, आणि उच्च कोटीची नैतिकता.. जी आज आपण हरवून बसलोय.

पुण्याच्या एस्.पी.कॉलेज मधून बी.एस्.सी. व नंतर एम्. एस्.सी (फिजिक्स) शिक्षण घेऊन, वरोरा येथील मा. बाबासाहेब आमटे, यांचे निमंत्रणावरून वरोरा कॉलेजमध्ये प्राध्यापक म्हणून कामावर रुजू झालेल्या या ध्येयवेड्या माणसाने, एक स्वप्न उराशी बाळगले होते.. ते म्हणजे ग्रामीण भागातील मुले, शिक्षणासाठी शहरात आल्यावर, त्याला रहायला माफक दरात वसतिगृह आणि माफक दरात जेवण उपलब्ध करुन देणे.. कारण लहान गांवातून आलेल्या गरीब मुलांना निवास आणि भोजन हाच प्रमुख प्रश्न सतावत असतो.

अनेकानेक प्रकारचे कष्ट सोसून, वरोरा येथेच, कॉलेज समोर पंधरा मुलांचे वसतीगृह निर्माण करण्याचा संकल्प करणार्या या तरुण प्राध्यापकाचे त्यावेळी वय असेल जेमतेम 26 वर्ष.

पुण्यात शिक्षण घेत असतांना, असे थोर सत्कर्म करणारे, डॉ. ग. श्री. उर्फ अण्णासाहेब खैर.. यांचेकडून प्रेरणा घेऊन, त्यांनाच गुरु स्थानी ठेवून, सरांनी हेच आपले जिवन ध्येय ठरविले होते.. केवळ नोकरी करून प्रपंच करणे त्यांना मान्यच नव्हते.

प्रपंच सुखनैव करावा!
परंतु काही परमार्थ वाढवावा!!
परमार्थ अवघाची बुडवावा!
हे विहित नव्हे!!

हे दासबोधातील वचन अंगीकृत करून, हा ध्येय वेडा माणूस झपाटून गेला.. कामाला लागला.. तो आजतागायत.. अगदी वयाचे 87 व्या वर्षी सुध्दा.

आजमितीस वरोरा, बुटीबोरी, हिंगणघाट व सातेफळ असे चार जागी जवळपास 800 मुलामुलींची निवास व भोजन व्यवस्था उभी आहे..



ऋषी तुल्य, आदरणीय प्रा. मधुकरराव उपलेंचवार सर

हे कार्य करीत असतांना, नुसती निवास व भोजन व्यवस्था आता त्यांना पुरेशी वाटत नव्हती..तर.. ग्रामीण भागातील शेतकरी, शेतमजूर व अन्य श्रेणीतील घरातील मुलांमुलींना शहरासारखे उच्च शिक्षण, निवास, भोजन सुविधा मिळून ते चांगले संस्कारित नागरिक घडावे. हा नवा ध्यास सरांनी घेतला.. आणि याच साखळीत आज सातेफळला दिमाखात उभे आहे हे ज्ञानदा विद्यापीठ.. त्यांच्या मनातील माणूस घडविणारे विद्यापीठ.

हे विद्यापीठ म्हणजे एक अत्यंत अद्भुत प्रकरण आहे. गोयंका नामक दानशूराने, सरांना चार एकर जागा दान दिली. या चार एकरच्या प्रशस्त आवारात आहे ही निवासी शाळा. सहावी पासून बारावी पर्यंत. मुलांचे व मुलींचे स्वतंत्र वसतीगृहे.. स्वतंत्र भोजनालये.. जवळपास सहाशे मुलं मुली निवासी आहेत. वसतीगृहांच्या समोरच भव्य शाळा.. मोठे पटांगण.. आतील रस्ते, शिस्तबद्ध झाडे.. पालक विद्यार्थी मेळावा किंवा स्नेहसंमेलन घेण्यासाठी एक भव्य नितांतसुंदर बांबुचे हवेशीर सभागृह.

या विद्यापीठातून सरांनी नैतिक मुल्ये जगणारी एक नवीन पिढीच तयार केली. इतकी.. कि आजही त्या पिढीचे आपल्या शाळेवर आणि आपल्या सरांवर तितकेच प्रेम आहे. शाळेतील कर्मचारी, शिक्षक, वसतीगृहाचे वॉर्डन्स. हे सगळेच शाळेचे माजी विद्यार्थी आहेत.

आणखीन एक... या शाळेला शासकीय अनुदान नाही. लोकाश्रयावर आहे ही संस्था. आर्थिक पाठबळही माजी विद्यार्थ्यांचेच जास्त. जे उच्च शिक्षण घेऊन आज समाजात उच्च पदांवर कार्यरत आहेत. माजी जिल्हाधिकारी इ.झेड. खोब्रागडे पण याच शाळेचे माजी विद्यार्थी.. तर सुप्रसिद्ध कवी ज्ञानेश वाकुडकर ही याच शाळेचे विद्यार्थी. एक ना अनेक शेकडो माणसे घडविली या महात्म्याने.. कुठपर्यंत यादी द्यायची?



ज्ञानदा हायस्कूल व ज्युनिअर कॉलेज, सातेफळ

आज आपण अनुभवतो की शिक्षण क्षेत्रात, शाळा संस्थापक आपल्या नातेवाईकांनाच विश्वस्त म्हणून ठेवता.. आपलीच मुले, मुली, जावई, बायको.. कारण शाळा हा व्यवसाय झालाय ना.

अशा या भ्रष्ट व्यवस्थेत या महात्म्याने शाळेच्या घटनेत दुरुस्ती केली. "संस्थेच्या विश्वस्त मंडळात केवळ माजी विद्यार्थीच राहतील. अन्य नाही." इतका विश्वास आहे आपल्या मुलांवर सरांचा.. कारण तशीच सेवाभावी पिढी घडविली आहे सरांनी. शाळेचे सचिव, सहसचिव, कोषाध्यक्ष आणि सर्व विश्वस्त हे शाळेचेच माजी विद्यार्थी आहेत. आहे ना आश्चर्यकारक?

काही शिक्षक निवासीही आहेत. त्यांच्या साठी पण निवासस्थाने आहेत. अर्थातच ते ही माजी विद्यार्थी.

आम्ही शाळेच्या आवारात सरांशी बोलत बसलो होतो. एक बाई आवारात झाडू लावत होती. सरांनी तिला हाक मारून बोलावले. आमचा फोटो काढायला. आणि तीची ओळख करून दिली. ती माजी विद्यार्थीनी असून जिल्हा परिषद शाळेत शिक्षिका आहे. आपली नोकरी सांभाळून या आपल्या शाळेतही काही तास शिकवते. आज रविवार.. रविवारी शाळेत श्रमदान असते. सर्व शिक्षक मुले शाळेचे आवार झाडून स्वच्छ करतात. त्यात या शिक्षिकाही हातात लांब झाडू घेऊन आवार झाडीत होत्या. हे असे संस्कार कुठे बघितले आपण?



या शाळेच्या सर्व विषयांच्या प्रयोगशाळा अगदी अद्ययावत आहेत. संगणक कक्षात चाळीस संगणक आहेत.. वायफायने समृद्ध. गणित या विषयाची शाळेत प्रयोगशाळा कुठे बघितली आहे तुम्ही? पण इथे गणिताची प्रयोगशाळा आहे.. पहाण्यासारखी आहे.. सर्व शिक्षण प्रात्यक्षिक आधारित आहे. जिना चढतांना प्रत्येक पायरीवर गणिताचे विविध सूत्रे लिहून ठेवली आहेत.. जिना चढतांना अनायसे वाचन होतेच.

सर्व विद्यार्थ्यांना सकाळी 5.30 वाजता उठावे लागते. सकाळी खेळ, व्यायाम (अगदी मल्लखांब सुद्धा), योगासने, मग नियमित शाळा, सायंकालीन मैदानी खेळ.



रात्री जेवण करुन 8.30 ते 10.30 अभ्यासिका.. त्या अभ्यासिकेत बसून सर्वांनी आपापले होम वर्क, अभ्यास अगदी कंपल्सरी.. हे दोन तास सर्व अभ्यासिकेत मग्न.. पिन् ड्रॉप सायलेन्स.. लक्ष ठेवायला मुलंच आहेत मॉनिटर.. रात्री 10.30 ते पहाटे 5.30 झोप.

सर्व सुरळीत चालण्याकरिता मुलांच्याच विविध समित्या.. सांस्कृतिक समिती, स्वच्छता समिती, व्यवस्था समिती.. या प्रमाणे.. समिती प्रमुखास काम सांगितले की अल्पावधीत ते झालेच म्हणून समजा.

रोज सायं प्रार्थना.. त्यात एक दोन विद्यार्थ्यांचे सुविचार कथन.. हे सुविचार त्यांनाच शोधून पाठ करावे लागतात.. त्यात क्षमा नाही.. सहा सातशे विद्यार्थ्यांचा सतत वावर असणार्या आवारात कुठेही मुलांचे मोठ्याने बोलणे, ओरडणे, अकारण धावणे, भांडणे, मारामारी.. कुठेच अजिबात नाही.. आपण जर डोळे मिटून या आवारात बसलो, तर या आवारात सहा सातशे विद्यार्थ्यांचा वावर आहे, हे तुम्हाला



जाणवणार ही नाही. आवारात आलेल्या अनोळखी लोकांना रस्त्यात भेटणारा प्रत्येक विद्यार्थी किंवा विद्यार्थिनी अगदी कमरेत वाकून दोन्ही हांत जोडून "नमस्कार सर" हे म्हणणारच.

आवार स्वच्छ. भोजनगृहे स्वच्छ.. मुले स्वच्छ आणि स्वावलंबी. त्यांची वागणूक एकदा आपण अनुभवावीच अशी.

अशी जबरदस्त पिढी घडविली आहे सरांनी की बस.. एक शिक्षक, माजी विद्यार्थी सांगत होते.. पदवी मिळविल्यावर बी.एड. ला ॲडमिशन मिळाली. त्यावेळी साडेचार हजार फी होती. पैसे नव्हते.. सरांकडे आलो. सर म्हणाले थांब. त्यांची एक आर.डी. मॅच्युअर झाली होती.. रु. 4550 ची.. त्यातील रु.4500 सरांनी मला दिले. त्यामुळे मी बी.एड. करून नोकरी करू शकलो. अशा एक नाही तर शेकडो आहेत सक्सेस् स्टोरीज. म्हणून सर्वांचा खूप जीव आहे सरांवर.

शाळेचे सहसचिव आहेत श्री लकी खिलोसिया. वय अवघे 30.. पण मोठा जबरदस्त उमर तरुण. अत्यंत कष्टाने शिक्षण पूर्ण केले. सरांनी शाळेतच नोकरी दिली. पण ज्या शाळेला आता मी काहीतरी देणं लागतो, त्याच शाळेतून पगार कसां घ्यायचा? दिली नोकरी सोडून लकी सरांनी. आज वडनेर च्या कॉलेज मध्ये प्राध्यापक आहेत. नोकरी घर सांभाळून उर्वरित वेळ शाळेची सेवा. सहसचिव या नात्याने. सरांचेच वसतीगृहात राहून शिक्षण घेणार्या या तरुणाने, या शाळेची शासन मान्यता मंत्रालयात खेटे घालून मिळवून दिली. त्यावेळी या तरुणाचे वय होते अवघे 23 वर्ष. काय संस्कार दिले सरांनी बघा.. लहानशा वयात मोठी क्षमता असणारे तरुण निर्माण केले सरांनी. लकी सरांचा एकच वर्षापूर्वी विवाह झाला असून पत्नी स्त्रीरोग तज्ज्ञ डॉक्टर आहे बरं.

या शाळेत कमवा व शिका ही पण योजना आहे. होस्टेल फी भरायला पैसे, नसतील, तर लहान वर्गांना शिकवा. त्याचे मानधन मिळेल. त्यातून होस्टेल फी भरा. या योजनेचा लाभ घेत शिक्षण पूर्ण केलं आहे लकी सरांनी. देखणा व उमद्या स्वभावाचा माणूस आहे लकी सर.



श्री. लकी खिलोसिया, प्रा. मधुकर उपलेंचवार सोबत ... सरांचा ८५वा वाढदिवस साजरा करताना

माजी विद्यार्थीनी सरांची एकसष्टी केली. त्यावेळी निधी गोळा करुन सरांना 60 हजार रुपयांची थैली दिली. काय करावे सरांनी? जवळचे 40 हजार टाकून शाळेला देणगी दिली एक लाखाची.

सरांची सत्तरी आली.. पुन्हा माजी विद्यार्थीनी मोठा कार्यक्रम घेतला. सर आता थकत चालले आणि स्कुटीवरून प्रवास करतात. म्हणून माजी विद्यार्थीनी सात लाख रुपये गोळा करुन सरांना सरप्राईज एक कार प्रेझेंट दिली. सरांना भरुन आले. पण ही गोष्ट सर मोठ्या कौतुकाने सांगतात.

असे सर.. आणि असे विद्यार्थी. मी तरी नव्हते बघितले कधी. उपलेंचवार सर हा साधा माणूस नाही.. आधुनिक काळातील ऋषी आहे ऋषी. अनेकांचे दैवत. अनेकांचे मनातील देव.. उपलेंचवार सर.

मी स्वतः गुरुजी एज्युकेशन फाऊन्डेशन या संस्थेचे काम करतो. आमच्या मुलांचे वार्षिक स्नेहसंमेलन आम्ही नेहमीच नागपूरला घेत असतो. लकी सरांचे निमंत्रणावरून या वर्षी आमचे स्नेहसंमेलन आम्ही सातेफळला घेतले. रविवार 1 फेब्रुवारी 2026 रोजी.. तेव्हा अनुभवला आम्ही हा स्वर्ग.

एकदा तरी या सातेफळच्या स्वर्गात जाऊन या. एकदा तरी दर्शन घ्या. या देवतुल्य आधुनिक ऋषींचे.



ज्ञानदाची आणखी छायाचित्रे पुढील पानांवर -
या लेखाच्या इंग्रजी अनुवादात

A MODERN-DAY SAGE

RESPECTED PROF. MADHUKAR UPLENCHWAR

MOHAN VARADPANDE
FOUNDING HEAD - GEF, NAGPUR, AND GEF MENTOR

Have you ever seen God? A God who rescues His young, extremely poor devotees from every hardship and helps them rise to a respected and secure position in society? Yes, have you seen such a God?

I have seen such a God with my own eyes. Don't believe it? Come let me take you to meet Him.

Just seven kilometers from Hinganghat, in the small village of Satephal, stands a magnificent residential school called Dnyanada High School and Junior College. It is within this campus that this God resides. His name is Prof. Madhukarrao Uplenchwar—a revered teacher, a sage-like personality of the modern era, now 87 years old.

Calling Dnyanada merely a "school" would be an injustice. It is not an ordinary school; it is a university in the truest sense—a university that builds human beings. Here, students are not taught only the prescribed curriculum. They are taught humanity, love, affection, brotherhood, and the highest standards of morality—values that, sadly, many of us have lost today.



After completing his B.Sc. from S.P. College, Pune, and later an M.Sc. in Physics, Prof. Uplenchwar accepted the invitation of the renowned Baba Amte and joined the college at Warora as a lecturer. This man, driven by a noble mission, cherished a dream: to ensure that children from rural areas who came to the city for education, would have access to affordable hostel accommodation and inexpensive, nutritious meals. He understood that for poor students arriving from small villages, the greatest challenges were finding a place to stay and obtaining regular food.

Enduring countless hardships, this young professor resolved to establish a hostel for fifteen students opposite the college in Warora. At that time, he was only about 26 years old.

While studying in Pune, Prof. Uplenchwar drew inspiration from Dr. G. S. (Annasaheb) Khair, a great philanthropist devoted to noble social work. Accepting him as his mentor and guide, he resolved to dedicate his own life to the same mission. Merely taking up a job and leading an ordinary family life was never enough for him; instead, he chose to devote himself to serving society through education and the welfare of underprivileged students.

प्रपंच सुखनैव करावा!
परंतु काही परमार्थ वाढवावा!!
परमार्थ अवघाची बुडवावा!
हे विहित नव्हे!!

This is a well-known verse from Samarth Ramdas, that teaches that one should maintain a healthy balance between prapancha (worldly/family responsibilities) and paramartha (selfless service, charity, or spiritual welfare).

Having embraced this teaching from the Dasbodh, this man, driven by a noble mission, became completely devoted to his cause. He immersed himself in his work—and continues to do so even today, at the age of 87.

As of today, residential hostels and dining facilities at four locations: Warora, Butibori, Hinganghat, and Satephal, provide affordable accommodation and meals to nearly 800 boys and girls from economically disadvantaged backgrounds, enabling them to pursue their education without worrying about their basic needs.

While carrying out this mission, Professor Uplenchwar gradually felt that merely providing students with accommodation and meals was no longer enough. He envisioned something much greater—to ensure that the sons and daughters of farmers, agricultural laborers, and other underprivileged families in rural areas could receive the same quality of education, residential facilities, and nourishment as children in cities, and grow into well-educated, cultured, and responsible citizens.



With this new aspiration, he embarked on another journey. It was this vision that ultimately gave birth to the magnificent Dnyanada Educational Campus at Satephal—the "university" he had always dreamed of, a place dedicated not just to imparting education, but to shaping human character.

This institution is truly extraordinary. A generous philanthropist named Goenka donated four acres of land to Professor Uplenchwar. On this spacious campus stands the residential school, offering education from Grade 6 to Grade 12. The campus has separate hostels for boys and girls, along with separate dining halls. Nearly 600 students reside there. Facing the hostels is a magnificent school building, complemented by a large playground, well-planned internal roads, and neatly maintained rows of trees. There is also a beautiful, spacious, and naturally ventilated bamboo auditorium, specially designed to host parent–student gatherings, annual functions, and other community events.

Through this institution, Professor Uplenchwar has nurtured an entirely new generation that lives by strong moral values. Such is the bond he created that, even today, these former students continue to hold immense love and respect for their school and for their beloved teacher. In fact, many of the school's present-day staff members—including teachers and hostel wardens—are themselves alumni of the institution.

There is something even more remarkable. The school receives no government financial aid. It is sustained through the support of society and the generosity of its well-wishers. A significant portion of its financial backing comes from its former students, many of whom, after receiving higher education, now occupy distinguished positions in society. Among its notable alumni are E. Z. Khobragade, a former District Collector, and renowned poet Dnyanesh Wakudkar. These are just a few examples. This great soul has shaped the lives of hundreds of individuals. Where does one even begin—or end—the list of people whose lives he has transformed?

Today, we often observe that in the field of education, the founders of schools appoint only their own relatives as trustees—their sons, daughters, sons-in-law, wives, and other family members. After all, for many, running a school has become a business.



Against the backdrop of such a corrupt system, this great man introduced a remarkable amendment to the institution's constitution: "None else but only former students of the institution shall be eligible to serve on its Board of Trustees." Such is Prof. Uplenchwar's faith in his students. This confidence stems from the fact that he has nurtured a generation dedicated to selfless service. Today, the Secretary, Joint Secretary, Treasurer, and every member of the Board of Trustees are all alumni of the school. Isn't that truly extraordinary?

Some of the teachers, who too happen to be former students, live on campus, with residential quarters having been provided to them.

As we sat talking with Prof. Uplenchwar, a woman was sweeping the premises. The Professor called her over and asked her to take our photograph. He then introduced her to us. She was a former student of the school and is now a teacher in a Zilla Parishad school. Alongside her regular job, she voluntarily teaches for a few hours at her alma mater. The day happened to be a Sunday. Every Sunday, the school observes Shramdaan (voluntary community service). Teachers and students together clean the entire campus by sweeping the grounds. This teacher, too, was holding a long broom and cleaning the campus alongside everyone else. Where else do we witness such values and humility being put into practice?

The school is equipped with state-of-the-art laboratories for every subject. Its computer laboratory houses forty computers with Wi-Fi connectivity. Have you ever seen a Mathematics Laboratory in a school? This institution has one—and it is truly impressive. Teaching here is largely activity-based and experiential. Even the staircase serves as a learning tool: different mathematical formulas are written on every step, so that students unconsciously revise them every time they climb the stairs.

All students are required to wake up at 5:30 a.m. every day. The day begins with sports, physical exercise (including the traditional Indian sport of Mallakhamb), and yoga, followed by regular school classes. In the evening, students participate in outdoor games. After dinner, from 8:30 p.m. to 10:30 p.m., everyone attends a compulsory supervised study session, during which every student must complete their homework and study independently.



The entire study hall remains immersed in learning, with pin-drop silence throughout. Discipline is maintained by student monitors themselves. At 10:30 p.m., students retire for the night and sleep until 5:30 a.m., for the same disciplined routine the next morning.

To ensure that everything runs smoothly, the students themselves are organized into various committees, such as the Cultural Committee, Cleanliness Committee, and Management Committee, among others. Once a task is assigned to the head of a committee, it is understood that it will be completed promptly and efficiently.

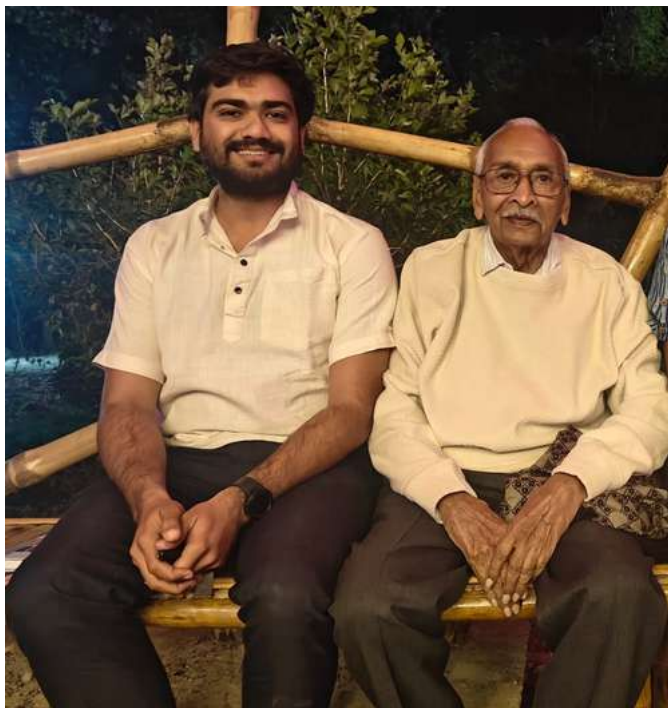
Every evening, the students gather for a prayer session. As part of the program, one or two students present thoughts for the day or inspiring quotations. The students are required to find these quotations on their own, memorize them, and recite them. No exceptions. Despite the constant presence of 600 to 700 students on the campus, one never hears loud talking, shouting, unnecessary running, quarrelling, or fighting. Such behavior is simply absent. If you were to sit with your eyes closed, you would hardly believe that 600–700 students were present there. The atmosphere is so calm, disciplined, and serene that it feels almost unbelievable. Every visitor to the campus is greeted by every student they meet. Each boy or girl respectfully bending slightly at the waist, folding their hands, and saying "Namaskar, Sir".

The campus is spotless. The dining halls are impeccably clean. The students are neat, disciplined, and self-reliant. Their conduct and manners are something that one should experience firsthand to truly appreciate.

Prof. Uplenchwar has nurtured an extraordinary generation of students. One of the teachers, himself a former student, shared a touching story: "After completing my bachelor's degree, I secured admission to a B.Ed. program. The admission fee at that time was ₹4,500, but I had no money to pay it. So, I went to Sir for help. Coincidentally, one of his Recurring Deposit (RD) accounts of ₹4,550 had just matured. Sir handed me ₹4,500—almost the entire amount—keeping only ₹50 for himself. Because of his generosity, I was able to complete my B.Ed., become a teacher, and build my career." This is not an isolated incident. There are hundreds of such success stories. That is why every former student holds Professor Uplenchwar in the highest regard and loves him deeply.



The Joint Secretary of the school is Mr. Lucky Khilosiya, a young man of just 30 years of age, but one with exceptional dedication, character, and ability. After Lucky completed his education overcoming tremendous hardships. Prof. Uplenchwar offered him a job in the school itself. However, Lucky felt differently - "I owe so much to this school. How can I accept a salary from the very institution that has given me everything?" With that thought, he declined the job, and today serves as a lecturer at a college in Wadner. Alongside his professional and family responsibilities, he devotes his remaining time to serving the school in his capacity as its Joint Secretary. Having once lived in Prof. Uplenchwar's hostel while studying, Lucky played a crucial role in securing government recognition for the school - tirelessly making repeated visits to Mantralaya until the approval was granted. Remarkably, he accomplished this when he was only 23 years old. Just imagine the values that Prof. Uplenchwar instilled in his students. He has nurtured young people who possessed extraordinary competence, responsibility, and a spirit of service from an early age. Lucky married a year ago, and his wife is a specialist obstetrician and gynecologist.



Mr. Lucky Khilosiya with Prof. Uplenchwar

The school also runs an innovative "Earn and Learn" scheme. Students who cannot afford the hostel fees are given the opportunity to teach younger classes. In return, they receive an honorarium, which they can use to pay their hostel expenses. Lucky, a handsome, cheerful, and warm-hearted young man, himself completed his education by benefiting from this very scheme.

On the occasion of Prof. Uplenchwar's 61st birthday celebration (Ekasashti), the alumni collected contributions and presented him with a purse containing ₹60,000 as a token of their gratitude. And what did Prof. Uplenchwar do with the money? He added ₹40,000 from his own pocket and donated the entire ₹1,00,000 back to the school.

When Prof. Uplenchwar turned 70, the alumni once again organized a grand felicitation ceremony. By then, advancing age had begun to take its toll, and Sir was still travelling on a scooter. As a surprise, the former students pooled together ₹700,000 (seven lakh rupees) and presented him with a car. The gesture deeply moved him and brought tears to his eyes. Even today, he fondly recalls that moment with great affection.

Such is Prof. Uplenchwar, and such are his students. I, for one, have never seen anything like this. Professor Uplenchwar is no ordinary man. He is a sage of the modern age—a true Rishi. For countless people, he is an object of reverence; for many, he is the God who lives in their hearts.

I myself work with Guruji Education Foundation. Every year, we hold our students' annual gathering in Nagpur. However, this year, at the invitation of Lucky Sir, we organized our annual function at Satephal, on Sunday, 1st February 2026. It was then that we experienced what can only be described as heaven on earth.

I urge everyone: visit this paradise at Satephal at least once. Come and witness for yourself this extraordinary institution. And at least once in your lifetime, seek the blessings of this godlike sage of the modern era—Prof. Madhukarrao Uplenchwar.



the sky is the limit ... for Dnyanada and its students



Highlights

MONSOON SCRATCH FESTIVAL

“The future belongs to curious minds that are ready to experiment, and collaborate with people from diverse backgrounds” said Mr Ashank Desai, Founder and CEO of Mastek, and a Founding Member of NASSCOM. Mr Desai was speaking as a Chief Guest at the Monsoon Scratch Day held on August 1, 2026. The day marked the conclusion of Monsoon Scratch Festival 2026, which was envisioned with the theme “Design your road to Success”, and witnessed participation of 1000+ students from 31 schools from all over India. Emphasising his point, Mr Desai spoke of several fields such as Space, Climate change, Cybersecurity, Health, Robotics where breakthroughs by a single person are difficult, but wonderful outcomes could result through teamwork.

He advised students to ask questions and develop critical, creative and analytical thinking skills to be future innovators and entrepreneurs. Mr Desai said in this era of internet, learning can be unlimited and students in villages should take full advantage of virtual connectivity. He was of the view that the future also belonged to those who could use Artificial Intelligence.



Mr. Ashank Desai responding to a student question

The second Chief Guest, Mr Gajanan Patil, IAS, and CEO of Zilla Parishad, Pune advised the students that consistency, discipline, and effective time management were more important in achieving success than the school or village one is from. He said it was a myth that private schools provide better education than government schools, and shared that he himself was educated in Sainik School and had reached this far. He called upon the students to aim high, and seek advice from parents and teachers. He also spoke of the various initiatives his administration is undertaking for school students to make learning a wholesome experience.



Mr. Gajanan Patil engaging with the students

The Festival was a celebration not just of coding, but of creativity, teamwork, communication, confidence and perseverance among students from schools associated with GEF. Preparations for the festival had begun months in advance, and students worked together to brainstorm ideas, write scripts, develop screenplays, create characters and animations, and finally bring their stories to life using Scratch. Behind every project presented during the festival were several rounds of discussion, practice, correction and teamwork. The judges for the projects competition and Hackathon were Mr. Abhay Joshi, Mr. Gopal Kalpathy, Mr. Alok Kelkar, and Mr. Ashish Jadhav.

Another highlight of the festival were the Debates in Junior and Senior categories, which witnessed students sharing their opinions with remarkable clarity and conviction. The debate session was effectively conducted by Ms Varsha Dangrikar and Mr Shubham Rahad, with Mr Gopal Kalapathy, Mr Pramod Hashilkar, Ms Maithili Iyer, and Ms Kirtana Nagar being the judges.

The programme began with the GEF welcome song written by Mr. Mukund Kulkarni, set to music by Dr Ashwin Javdekar, and presented by GEF students Ms Priyanka Wanjari and Ms Ruchika Girde. Mr Pravin Nikam made a detailed presentation on the activities of GEF.

Dr. Pradeep Waychal, Founder GEF, also encouraged and addressed the participating students and teachers before the festival concluded with Pasaydan.

The entire programme was flawlessly anchored by Ms Vidisha Satam, Ms Manjiri Jadhav, Ms Akanksha Jadhav, and Ms Aaradhya Bhosale. The backstage support was provided by supporters and mentors Dr. Vijayanti Deogekar, Ms Jyoti Sulakhe, Ms Monika Kumawat, Ms Rashmi Karale & Mr Pravin Ghadigaonkar

The entire festival was brought to life and strung together to perfection by Mr Saurabh Raut, Co-ordinator of the SCRATCH program at GEF and exemplified the underlying theme of the festival – Success is a system, not an event.

Meet SAURABH RAUT, the man driving the Scratch Festivals from strength to strength ...

I am Saurabh Shivaji Raut, a Pune-based engineer, and I have also been practising natural farming for the last 16 years. We live on a farm that we call Samadhan Sthali, located in a village nestled in a valley of the Sahyadri range connected to Sinhagad.

It has been about a year and a half since I joined Guruji Education Foundation (GEF) as a Program Coordinator. I feel blessed to be a part of both my own family and the GEF family.

An important part of my work has been travelling to villages across Maharashtra and teaching Scratch to students. I have always had a strong desire to go back to the roots and connect with people, so this has been a very soulful journey for me. I feel fortunate to have this opportunity, and I am thankful to Pradeep Sir and Lalita Tai for it.

I feel that Scratch is a very effective tool for introducing a culture of teamwork, computational thinking and creative thinking among students.

History shows us that whenever two different civilizations wanted to build a meaningful connection, understanding each other's language and culture became important. In a similar way, if we want our children not merely to use digital technology but to understand it, think freely with it and create through it, we need to introduce them to computational thinking and programming.

Teamwork is another important aspect. Most of us learn how to work professionally as a team much later in life. But if children experience teamwork during their school years, when they are still learning how to understand the world and work with others, I believe the impact can be much greater.

We are also trying to design our Scratch Festivals around meaningful themes. Through these themes, we want students to think about meaningful ideas, create something of their own and express themselves thoughtfully, rather than getting drawn only towards superficial display on social media.

Through the Scratch programme, I genuinely feel that we are moving in the right direction.



Scratch Projects

Junior Category - Winners



Kai. Y. D. Patil Madhyamik Vidyalaya, Tandulwadi (Jalgaon)

Team: Harshada A. Patil, Lavanya B. Pawar, Nandini D. Patil, Yadnya S. Pawar



Pragat Vidya Mandir, Ramgad (Sindhudurg)

Team: Ananya J. Parab, Nirvi P. Ghadigaonkar, Pranjal P. Ghadigaonkar, Vaishnavi N. Ghadigaonkar



Nimgaon Vidyamandir, Nimgaon, Malshiras (Solapur)

Team: Sai P. Yadav, Swaranjali R. Magar, Tanishka A. Magar

Best Idea Award

Sri Sri Gnan Mandir Matriculation School, Vadakkur (Thanjavur), Tamil Nadu

Team: Bavadharini B, Dhavitha A, Mahathisha M, Samitha G

Best Storytelling Award

New English School, Chilewadi (Satara)

Team: Arohi M. Shedage, Dhurava S. Salunkhe, Shravani A. Chatur, Shrushti S. Ghorpade

Innovative Approach Award

Shivdav Madhyamik Vidyalay, Shivdav, Kankavli (Sindhudurg)

Team: Devendra P. Ghadigaonkar, Shaurya S. Vichare, Siddhi S. Karale, Swara C. Shirsat, Swara V. Gaonkar



Scratch Projects

Senior Category - Winners



Kai. Y. D. Patil Madhyamik Vidyalaya, Tandulwadi (Jalgaon)

Team: Ritika B. Patil, Samruddhi R. Patil, Vaishnavi R. Patil



Pragat Vidya Mandir, Ramgad (Sindhudurg) - *Team Rani Laxmibai*

Team: Bhakti V. Hatle, Gauri N. Ghadigaonkar, Pooja S. Ghag, Purva G. Jikmade, Tanvi G. Jikmade



Pragat Vidya Mandir, Ramgad (Sindhudurg) - *Team Savitribai Phule*

Team: Abha J. Hazare, Manvi V. Ghadigaonkar, Nupur L. Tari, Pranjali P. Ghadigaonkar

Best Idea Award

PM Shri Rajarshi Chhatrapati Shahu Maharaj Vidyalaya Rabale (Navi Mumbai)

Team: Pranit V. Zapde, Pratik V. Annpurne, Shreyash L. Suryanvanshi, Yash B. Lad

Best Storytelling Award

Shrimati S. D. Ganage Prashala, Triveninagar (Pune)

Team: Arjun M. Lokhande, Nilesh D. Bansode, Radhika J. Garad, Shreya B. Jagtap, Shreya R. Gojare

Innovative Approach Award

Janta Vidyamandir, Trimbak (Sindhudurg)

Team: Manjiree G. Jadhav, Sejal S. Raut, Sonakshi D. Chavan, Vanshika Chendavankar, Vidisha N. Satam



Scratch Projects

Super Senior Category - Winners



Kai. Y. D. Patil Madhyamik Vidyalaya, Tandulwadi (Jalgaon)

Team: Akshara A. Patil, Komal A. Patil, Nandini R. Mahajan



Pragat Vidya Mandir, Ramgad (Sindhudurg)

Team: Gandharv U. Gaonkar, Vedant P. Ghadigaonkar, Vishvajit N. Jikamade



Tulshidas Jadhav Prashala, Vairag (Solapur)

Team: Akash Devkar, Navman Shaikh, Santosh Satpute, Shritej Shinde, Yash Aware

Best Idea Award

Tulshidas Jadhav Prashala, Vairag (Solapur)

Team: Parth Jadhav, Pranav Deshmukh, Shreyash Jadhav, Vedant Navale, Yash Kashid

Best Storytelling Award

Shrimati S. D. Ganage Prashala, Triveninagar (Pune)

Team: Aayush A. Shinde, Om Y. Potekar, Prathamesh S. Gadankush, Rohan S. Mandavkar, Sarthak S. Bandalkar

Innovative Approach Award

Shrimati S. D. Ganage Prashala, Triveninagar (Pune)

Team: Anup M. Waghire, Sanskar H. Jadhav, Vedant S. Zaware, Yash B. Birangal

Debate

Junior Category - Winners



Janta Vidyamandir, Trimbak (Sindhudurg)

Team: Manisha S. Rawool, Paranjali S. Aeer



Sri Sri Gnan Mandir Matriculation, Vadakkur (Thanjavur), Tamil Nadu

Team: Komagal N, Seema S.



Pragat Vidyamandir, Ramgad (Sindhudurg)

Team: Nandini P. Bite, Nirvi P. Ghadigaonkar

Special Rebuttal Prize

Nimgaon Vidyamandir, Nimgaon, Malshiras (Solapur)

Team: Sai P. Yadav, Tanishka A. Magar

Debate

Senior Category - Winners



Pragat Vidyamandir, Ramgad (Sindhudurg)

Team: Manvi V. Ghadigaonkar, Nupur L. Tari



Kai. Jibhau So Pandurang Shamrao Patil Vidyamandir, Bhamre,
Budruk (Jalgaon)

Team: Arnav B. Patil, Siddhesh B. Patil



Tulsidas Jadhav Prashala, Vairag (Solapur)

Team: Aditi A. Ghodake, Tabassum S. Shaikh

Special Rebuttal Prize

Sir SA High School, Murud (Raigad)

Team: Kalyani K. Nakti, Shreya M. Fulare

Hackathon

Junior Category - Winners



Kai Yadav Dagadu Patil Madhyamik Vidyalaya, Tandulwadi (Jalgaon)

Team: Harshada A. Patil, Lavanya B. Pawar, Nandini D. Patil, Yadnya S. Pawar



Pragat Vidya Mandir, Ramgad (Sindhudurg)

Team: Nandini P. Bite, Nidhi R. Sawant, Nirvi P. Ghadigaonkar, Vaishnavi N. Ghadigaonkar



Sri Sri Gnan Mandir Matriculation School, Vadakkur (Thanjavur), Tamil Nadu

Team: Dhivyashree T, Eniya S, Sharmashini A.

Best Presentation Award

Sri Sri Gnan Mandir Matriculation School, Vadakkur (Thanjavur), Tamil Nadu

Team: Nayantamil M, Samivarshini P, Sivapriya

Hackathon

Senior Category - Winners



Kai Yadav Dagadu Patil Madhyamik Vidyalaya, Tandulwadi (Jalgaon)

Team: Ritika B. Patil, Samruddhi Y. Hire, Vaishnavi R. Patil



Tulshidas Jadhav Prashala, Vairag (Solapur)

Team: Akash R. Devkar, Navman V. Shaikh, Santosh D. Satpute, Shritej B. Shinde, Yash B. Aware



Pragat Vidya Mandir, Ramgad (Sindhudurg)

Team: Gandharv U. Gaonkar, Manvi V. Ghadigaonkar, Nupur L. Tari, Pooja S. Ghag, Vishvajit N. Jikmade

Best Presentation Award

PM Shri Rajarshi Chhatrapati Shahu Maharaj Vidyalay, Rabale (Navi Mumbai)

Team: Sambodhi D. Gajghate, Shraddha R. Gaikwad, Sonakshi J. Shiru

GEF JOINS GLOBAL SCHOOL FORUM

GEF has joined the Global Schools Forum (GSF), an organization that supports non-state education organizations in low- and middle-income countries to innovate, deepen impact, and achieve scale.

GSF supports a network of 219 organizations across 70 countries, and the membership provides us an opportunity to learn and share best practices and experiences.

More about GSF at <https://www.globalschoolsforum.org/>

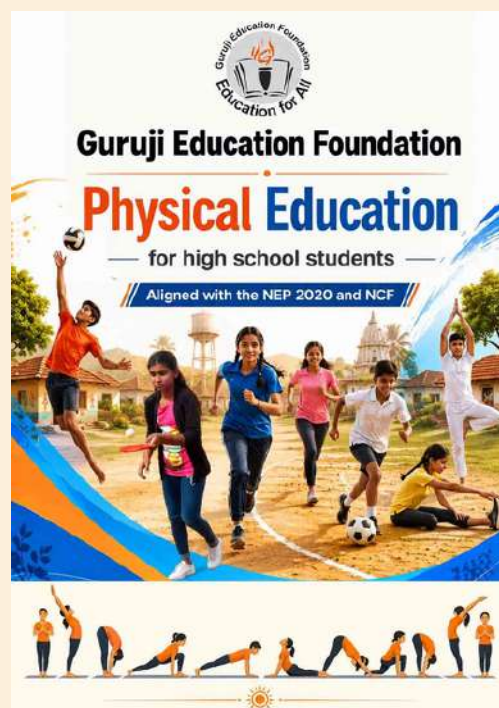
MEETING WITH PUNE ZILA PARISHAD CEO

Mr. Avinash Surve and Dr. Pradeep Waychal met with Mr. Gajanan Patil (IAS), CEO, Zila Parishad (ZP), Pune, and his team from the Education Department on 19th June 2026, to brief them about Adolescent Development Program (ADP) activities, and explore implementation plans in Pune district schools.

As an outcome of the meeting, to start with, Pune ZP wil identify a cluster of schools in the Panshet area for introducing our Scratch program. We expect the ADP program to reach many of the Pune district schools. Mr Avinash Surve and Mr Saurah Raut had another meeting with a represntative of Pune ZP Education Department on 2nd July 2026, to discuss the same.

PHYSICAL LITERACY HANDBOOK PUBLISHED

As part of our efforts to ensure greater quality and consistency in the delivery and outcomes of our programs, GEF has developed and published a handbook on Physical Literacy / Physical Education. The Handbook is closely aligned with the New Education Policy (NEP) 2020, and the National Curriculum Framework.



PROGRESS ON THE TECHNOLOGY ENABLEMENT FRONT

Technology Enablement has been identified as one of our priorities, as we gear ourselves to meet the demands of our growing scale of operations.

In the last report we had mentioned about a software application being developed under the leadership of our alumnus, Ankita Raut, to support a new 6-monthly appraisal process. A pilot-run of this application has been successfully completed, and the system is now being rolled out for all our HHE students at Nanded centre. The Appraisal process will assess student performance across 4 dimensions - i) Academic, ii) Health & Nutrition, iii) Overall well-being & physical activities, and iv) Behavioural & emotional aspects.

We have also started using Salesforce Automation to manage our Outreach activities. Applications for on-boarding and mentoring are also expected to be rolled out soon.

ENGINEERING A BETTER FUTURE

A workshop titled “Explore Yourself and the Situation Around to Engineer a Better Future” was conducted at Pune on 27-28 June 2026. The workshop was attended by 35 students of our Holistic Higher Education (HHE) program, from all over India.

The workshop included a number of individual and group activities which encouraged the participants to introspect,, and also reflect on their surroundings, including their family and their community. The participants undertook an MBTI assessment which helped them discover their personality types. The workshop also included a session which explained personality formation and influencing variables. Fun bonding games strengthened team spirit and engagement.

The workshop concluded with an exercise on Career Planning, with the participants setting goals across curricular, co-curricular, and extracurricular domains.

The participants found the workshop to be a very insightful and enjoyable self-discovery exercise, and also an opporrunity to meet and know more about their peers from diverse backgrounds.



A group photo of the participants along with the facilitators of the “Engineering a Better Future” workshop

Feedback from a participant
Akshay Gogare, FinalYear BE, Goa College of Engineering

To GEF and to all my lovely new friends

I express my deep gratitude to GEF, for all its efforts towards each and every student. Commendable and truly energetic team. You brought in me the realization I on my own may possibly would not discover. The situation brought me here, and I am glad that I made the decision to attend this workshop, the value of which will forever resonate within me. I could truly go on and on, and yet not fully express my contentment.

To all my new gef buddies - it was great meeting you all. So much I learnt withing these two days I felt more bonded and connected. Different academic backgrounds yet connected in so many ways. All will me in my memory. Huge thanks and lots of love.

WORKSHOPS ON TIME MANAGEMENT

3-hour online workshops on Time Management were conducted by Dr. Pradeep Waychal on 12 April 2026 for a group of 20 students, and on 26 July 2026 for a group of 35 students, respectively. Various aspects of time-management such as setting priorities, avoiding procrastination, planning etc. were effectively covered through interactive sessions, real-life examples and activities. The workshop also underlined the significance of good health and stress management to better management of time and life, and the participants got an opportunity to practice a few simple exercises for managing stress.

BUILDING A TEAM TO SUPPORT OUR INCREASING SIZE AND SPREAD

4 new employees - Prapti Rase, Shubham Rahad, Santosh Nikte, and Krushna Patil, have been onboarded in various roles, to support our growing scale. Here are their brief profiles:

Prapti Rase, Program Coordinator - Vidarbha

Prapti holds a Bachelor's degree in Journalism and Mass Communication, along with studies in Computer Applications and Translation Studies from Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.

During her Gandhi Fellowship with Piramal Foundation in tribal Jharkhand, Prapti successfully led community-level interventions on sensitive issues including early marriage and teenage pregnancy prevention, achieving measurable behaviour change among 700+ adolescent girls across 3 schools.

Prapti is passionate about education, community engagement, and youth development. Through her work, she strives to create meaningful learning opportunities, strengthen school and community partnerships, and contribute to positive social change. Prapti enjoys writing, sketching, and using creative approaches to engage with communities and learners.



Shubham Rahad, ADP Executive

Shubham has completed his 12th standard education from Jalna Education Foundation. He is now in the 1st year of his Bachelor of Computer Applications (BCA) program, which he is pursuing alongside working with GEF. He has earlier worked as a Computer Teacher at Ashirwad Computers, and also worked at a cloth shop, and done labor work. Shubham enjoys coding and working with computers, and is always eager to learn new things. He also loves traveling in his free time.



SANTOSH NIKTE, PROGRAM COORDINATOR - KONKAN



Santosh is a versatile professional with extensive experience as a Graphic Designer and Computer Trainer, specializing in Adobe Creative Suite, MS Office, and document production. He is passionate about sharing knowledge, developing creative solutions, and delivering high-quality work with accuracy and efficiency.

KRUSHNA PATIL, PROGRAM COORDINATOR - SATARA

Krushna is currently in the first year of his Bachelor of Computer Applications (BCA) program through IGNOU. He likes to code and he has contributed as a trainer for GEF's Scratch programs. Krishna lives in Tandulwadi and enjoys playing cricket.



OTHER HIGHLIGHTS

ALL-STAFF MEETING AND OUTING

An all-staff meeting was held at Mumbai on 31st May 2026 to induct the newly joined employees into GEF. A few students and alumni were also invited for the meeting, to enable the new employees to get a first-hand perspective of GEF activities. The meeting was followed by an outing to Matheran.

MEETING WITH MATHEMATICS VOLUNTEERS

A day-long meeting with all the volunteers working on the Mathematics Remediation project was held to work out a plan for 2026-27.

MENTOR CONNECT

Interactions were held with many of the existing mentors to get feedback on their experience, and accordingly plan for the next year. While many of the interactions were online, a physical meeting with Pune-based mentors was held on 15 May 2026. Most mentors remain well-connected with the students. A few who are not, are planned to be replaced by others. Many of the mentors still not using the new Trunao system for Monthly Thinking Exercise, and we are working on strengthening its adoption.

Talent + +



Award-winning Drawings

As mentioned in the previous issue, we had organized a drawing competition to provide a platform for our school students to exhibit their talent. We had two categories of entries:

- Juniors (5th to 7th standard)
- Seniors (8th to 10th standard)

While the winning entries in the Junior Category were published in the last issue, we now present in the following pages, the winning entries in the Senior Category. Each entry speaks volumes about the creativity, imagination, and immense talent of our students.

SENIOR CATEGORY WINNERS

- 1st Nirja Sanjay Parab, 10th Std, Pragat Vidyamandir, Ramgad, Dist. Sindhudurg
- Joint 2nd Suyash Machchindra Mohite, 9th Std, Vasantrao Patil Vidyamandir, Manjarde, Dist. Sangli
- Joint 2nd Nupur Laxmikant Tari, 8th Std, Pragat Vidyamandir, Ramgad, Dist. Sindhudurg



*Poster inviting entries
for the Competition*



Nirja Sanjay Parab

10th Std, Pragat Vidyamandir

Ramgad, Dist. Sindhudurg





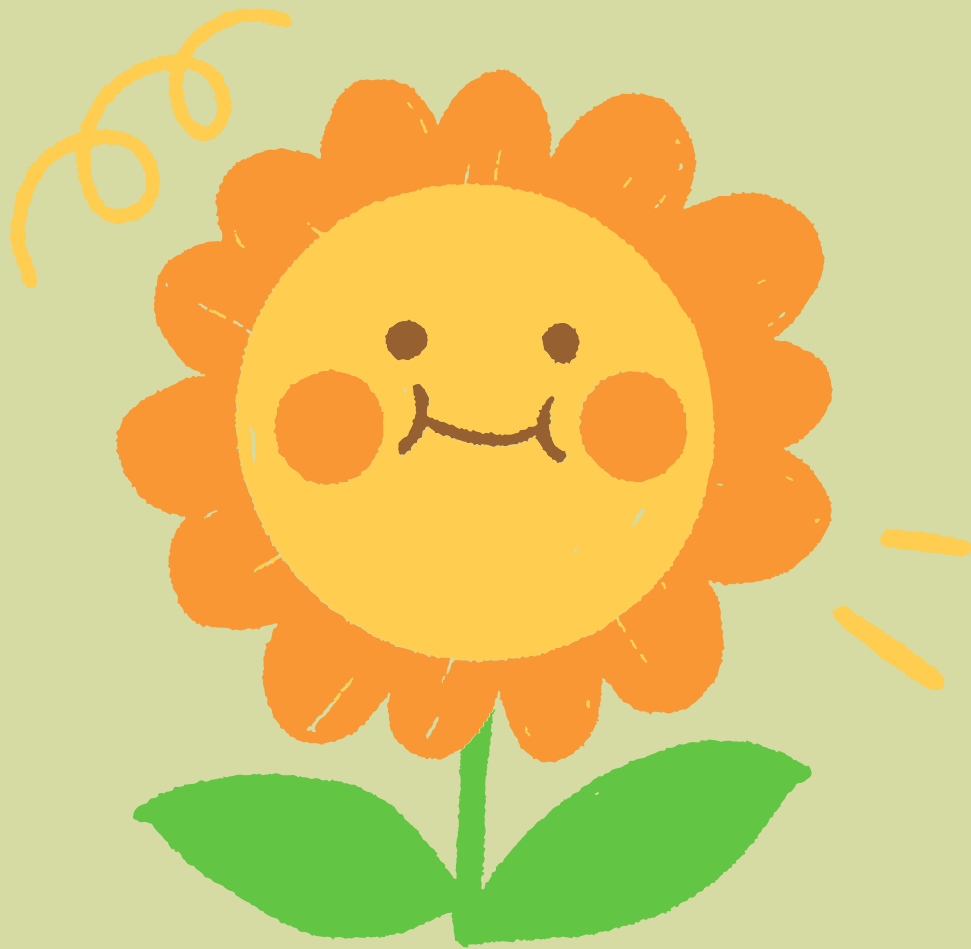
Suyash Machchindra Mohite
9th Std, Vasantao Patil Vidyamandir
Manjarde, Dist. Sangli





Nupur Laxmikant Tari
8th Std, Pragat Vidyamandir
Ramgad, Dist. Sindhudurg





STUDENT STARS

Sakshi Ghadge has been selected for the Maharashtra Chief Minister Fellowship, one of Maharashtra Government's most prestigious and competitive fellowship programmes. The fellowship provides talented young professionals with an opportunity to work closely with the Government of Maharashtra, District Collectors and CEOs of Zilla Parishads, contributing to policy implementation, project monitoring, governance reforms, and district development.

Sakshi had completed her MA (Applied Psychology) from Central University of Tamil Nadu, and had been preparing for competitive exams.

Sakshi also acted in the play "Shivshailee", written by another GEF student, Vishal Nikam (ref. Page 76 for more about the play).



Shivam Yadav who has just completed his Final Year (Computer Science & Engineering) from Shri Guru Gobind Singhji Institute of Engineering & Technology (SGGSIT&E), Nanded, has been selected as a Mentee under the LFX Mentorship program.

LFX Mentorship is a global program supported by Linux Foundation, and provides paid projects where selected Mentees work with experienced Mentors on various open source projects. Typically only about 50-60 mentees from India get selected per term.

.

Aaksh Pamula has transitioned into a permanent role as Associate at BNP Paribas, post completion of his internship.

Aaksh has recently completed his BCom, with a perfect GPA of 10.0 in his final semester. and a CGPA of 9.8. Aaksh has also been an outstanding sportsperson, with podium finishes in Discuss Throw and Shot Put at the University level.



Sakshi Kide, final year student of BTech (Electronics & Telecommunications) at Shri Guru Gobind Singhji Institute of Engineering & Technology (SGGSIE&T), Nanded, has secured placement as an Assistant System Engineer (Trainee) at Tata Consultancy Services.

Sakshi also received effusive appreciation from Phoenix Social Welfare Foundation (an NGO), for her outstanding efforts towards developing their website, and the excellent selfless attitude she displayed while carrying out this work.

Shravani Sarode, who is now in the final year of her BTech (IT) at Government Engineering College, Chh. Sambhajinagar, has been selected by Tata Consultancy Services Ltd, for placement in the TCS Digital cadre.

The TCS Digital cadre is a premium engineering track that provides opportunities to work on advanced technologies such as Machine Learning, Artificial Intelligence, Cloud Computing, etc.



Akshay Gogare has been selected for placement as a Graduate Engineer Trainee, with IFB Industries Ltd, Goa. Akshay has just completed his BE (Electrical & Electronics) from Goa College of Engineering, Farmagudi.

Akshay was also an active participant in various co-curricular activities. He was the Design Head in the College Council, ENEXSA, and Technical Lead in the Automation & Robotics Club, ARM.



Molika Sharma has been accepted for admission to the MSc Clinical Psychology program at University of Exeter, UK. Molika has just completed her BA (Honours) in Applied Psychology from Amity University, Jaipur with a CGPA of 9.2.

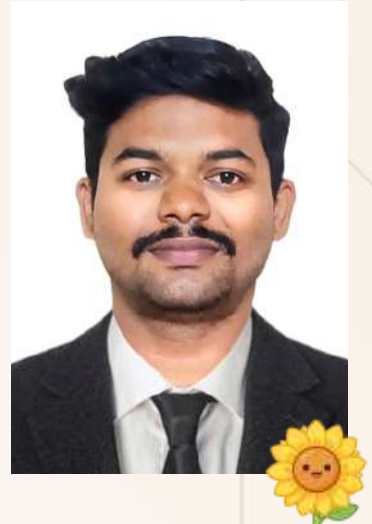


Premprasad Petkar, who has just completed his BTech (Electronics & Telecommunication) from Government College of Engineering, Jalgaon, has been selected for placement as an Engineering Trainee at Jain Farm Fresh Foods Ltd.



Vishal Nikam, who is currently doing his Masters at the Film & Television Institute of India (FTII), Pune, was the writer of “Shivshailee”, a musical play which recently had a houseful show at Chh. Sambhajinagar. Besides writing the script, Vishal has written the songs, and acted in the play.

“Shivshaili” is a theatrical production that explores the ideals of Chh. Shivaji Maharaj, the values of Swarajya, and the enduring inspiration of his legacy. Blending dance, drama, and music, the play brings to life several significant moments from history, and portrays the inspiring journey of Chh. Shivaji Maharaj—from his birth to his coronation.



**VISHAL NIKAM
IN HIS GET-UP**



**SAKSHI GHADGE
IN HER ROLE**



A SCENE FROM THE PLAY



Vishwa Shetty, who is currently in the 3rd year of his MBBS studies at Grant Government Medical College (GGMC), Mumbai, won 3 prizes at the “D Rhythmia” Intercollegiate Dance Competition held at GGMC - 2nd in Solo, Runners Up in Duo, and 1st in Group category. He was also the joint Head of the Event organizing team.



ALUMNI STARS

Sanket Bhoyar, has joined Ernst & Young, one of the global Big 4 consulting firms, as Senior Consultant. In this role he is supporting Government of Maharashtra as a client, and contributing to various high-impact governance and development projects.

Sanket, who completed his MA in Social Work from Tata Institute of Social Sciences, Mumbai, in 2022, was earlier working in the Planning Department of Government of Maharashtra.



Shaijal Aher has joined as Branch Post Master, Hivare KH Branch Office, Department of Posts.

Shaijal has done her Bachelor of Computer Applications (BCA) and was earlier working with Interglobe Aviation (Indigo Airlines)

Jayshree Mestry, who has just completed her Diploma in “Sustainable Rural Reconstruction in Gandhian Perspective” from Gandhi Research Foundation, Jalgaon, has been selected by Shantilal Muttha Foundation, Pune, for placement as Taluka Coordinator.

Jayshree had earlier completed her BCom as a GEF student.



Pooja Raut, who was a Graduate Engineer Trainee at Atlas Copco, has been now promoted as a Software Engineer.

Pooja graduated in 2025 with a BTech degree in Computer Engineering, from Rajarambapu Institute of Technology, Islampur.



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

Team Disha

Abhijeet Waghchaure
Arpana Jadhav
Shubham Lingayat
Vidyut Navelkar

Write to the Team Disha at
disha@gurujifoundation.in

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