



ANNUAL REPORT 2019-20

CONTENT

- 01 **Message from the President.**
- 02 **Message from the Founder President**
- 03 **Menstrual Hygiene Management (MHM)**
- 04 **IGLC NOIDA & DELHI**
- 05 **Teachers Training**
- 06 **Project: Comprehensive Mobile Health Care Van (CMHCV)**
- 07 **Financials**
- 08 **Supporters**
- 09 **Who's who of HAI**

ABOUT HEALTHY AGING INDIA

Healthy Aging India, finding its beginnings as an idea of actualizing the Sustainable Development Goals (SDGS), GOOD HEALTH & WELL BEING and QUALITY EDUCATION, set by UNITED NATIONS, was registered as a Not-for-Profit organisation in year 2013. Since HAI's inception it has touched milestones in the sector of holistic healthcare for the elderly and quality education for the school children, made possible by guidance and relentless efforts of its founder president Dr. Prasun Chatterjee, Associate professor, Department of Geriatric Medicine, All India Institute of Medical Sciences- AIIMS, New Delhi, and generous contributions from dedicated individuals of diverse backgrounds.

It has created and sustained projects like Seniors' Abode, Intergenerational Learning Centres (IGLC), Comprehensive Mobile Health Care Van (CMHCV), Menstrual Hygiene Management (MHM), and Health Camps.

The **projects of HAI address the needs** of different groups of senior citizens-

- (i) **Partially dependent:** Can afford living but not care. They need assisted living facilities.
- (ii) **Completely dependent:** Can neither afford independent living nor their medical expenses. They are staying in charitable old age homes and need basic medical support.
- (iii) **Independent:** Can afford both living and medical expenses. They need empowerment for active aging to prevent deterioration of their physical and mental health and wellbeing.

VISION

HAI envisions a world of active and dignified aging, striving towards empowering, encouraging, and educating people to lead a healthy life.

MISSION

HAI is on a mission to reach and assist the elderly from all corners of society, through numerous interventions and initiatives.

CORE VALUES

ENCOURAGE

EDUCATE

EMPOWER

MESSAGE FROM THE PRESIDENT

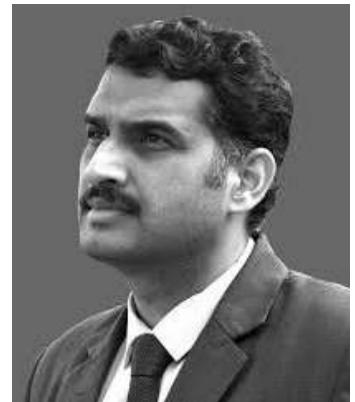


It fills me with immense pleasure to see HAI completing its another year of extraordinary work. Realizing our vision into action has brought primary care to thousands of people, and I only hope for that number to grow.

I would like to begin with expressing my heartfelt gratitude to our esteemed stakeholders, supporters, and volunteers who have kindly put their valuable trust in our noble cause. As for growth, I am glad for our team's growth as well. It is commendable to see them relentlessly reach as many, touch as many and transform as many lives as they have. I hope to see the same integrity, passion, and transparency with which we work to continue indefinitely and serve all those we aim to benefit.

Rajashree Sharma

MESSAGE FROM FOUNDER PRESIDENT



Healthy Aging India began as a conversation about aging and doing so with dignity and autonomy, I am joyful to see it blossom into an organisation that is entering seventh year of its existence. I am proud of the shape it has manifested into, and prouder of the work it does to make quality healthcare an accessible service to elderly. My belief as a geriatrician is that aging can be a positive phase of life, that can be enjoyed, not dreaded. With enough sensitisation against stigma and stereotypes we, collectively, can fight against degradation of health, mental and physical, in elderly. Our work doesn't end there, we all must proactively enable and empower the people to enter their old age with excitement and grace. I have great hopes for our organisation, to not only meet its current goals but keep expanding as we go, all of which is made possible by the benevolence of our stakeholders, volunteers, and funding bodies, to whom I extend my profound gratitude. It is the hard work of our team that tirelessly see to the metamorphosis of our ideology into real action that has upheld our vision and brought real change among people, to whom I would like to say good luck and thank you.

Dr. Prasun Chatterjee

MENSTRUAL HYGIENE MANAGEMENT

**“CELEBRATING GIRL CHILD’S JOURNEY TO WOMANHOOD”-
MENSTRUAL HYGIENE MANAGEMENT (MHM) IN 180 GOVERNMENT
UPPER-PRIMARY SCHOOLS OF 8 ASPIRATIONAL DISTRICTS PROGRAM
OF UTTAR PRADESH UNDER SWACCHA BHARAT MISSION**



ABSTRACT

Menstruation is a biological process experienced by adolescent girls and women till a certain age. Urinary tract infection, reproductive tract infection and complication during pregnancy are the impact of poor menstrual hygiene practices. Menstruating individual living in aspirational districts of Uttar Pradesh use discarded cloth during menses due to various reasons like- poor economic condition of the family, high cost of sanitary napkins, non-availability of sanitary napkin, ignorance, disposal problem and lack of family support etc. Healthy Aging India with the financial assistance of RailTel India Corporation Ltd. implemented a developmental project on Menstrual Hygiene Management titled “Celebrating Girl child’s Journey to Womanhood”- Menstrual Hygiene Management (MHM) in 180 Government Upper-Primary Schools of 8 Aspirational Districts of Uttar Pradesh under Swaccha Bharat Mission. The core objective of the project was to sensitise adolescent girls towards maintaining hygiene during menstrual cycle and to install sanitary napkin vending and sanitary napkin incinerator in the each identified schools located across 8 aspirational districts of Uttar Pradesh. HAI approached Basic Education Department of each aspirational districts of UP and identified 20-25 upper-primary schools from every district. We conducted sensitisation session and installed the aforementioned machines in 180 upper-primary schools and which benefitted 18,900 adolescent girls, non-teaching staff, teaching staff, and community members.

INTRODUCTION



Women, despite playing a crucial role in society, are marginalized by the very society when it comes to a basic understanding of women's bodies, their lives, and their role as autonomous beings. This practice surprisingly carries on in urban spaces and obviously in rural areas as well. The human body, especially a woman's, undergoes numerous changes throughout its life span. They experience menses - one such bearer of change, from a young age around when they hit puberty. However, much time and energy are wasted in keeping it under wraps and treating it as a taboo. This perspective keeps imposing to the extent of personal peril, as young girls, without having anyone to consult to, are forced to turn to unhealthy practices to manage what they collectively consider a problem. Something as small as a mere conversation about menstruation is met with hushed tones and blushed cheeks. The problem runs deep.

To remedy the situation the best it can be remedied, **Healthy Aging India launched a project with RailTel India Corporation Limited** under the title of **Menstrual Hygiene Management** with the main goal of initiating a shame free conversation about menstruation and introducing healthy practices among not only unknowledgeable young girls but adult women around them, as well as the men in their lives too, for all-inclusive distribution and exchange of information about reproductive health and its maintenance. Tackling taboos of monumental magnitude comes with its challenges, like breaking age-old beliefs stubbornly seeped deep into multiple generations, communicating effectively and understandably, and reaching as many as possible, etc.

Numerous visits were made to get a deeper understanding of communities aimed for engagement, to which the aftermath was- encounter with shocking realities. Realities that many people, especially young girls, live with every single day. One of the main issues was a lack of awareness about disposable sanitary napkins. Girls not only did not have access to sanitary pads, they didn't even have clean cloth to use. They were forced to use the same piece of cloth over and over again, which can result in anything between minor infections to fatal ones, like sepsis. Infection is just the tip of the iceberg, the health issues that comes with poor menstrual hygiene are uncountable, and their daunting impact on quality of life- immeasurable. Severe lack of access to sanitary pads, a grave experience shared by all these ladies, and made more vulnerable, a fact corroborated by all, by lack of fresh and clean cloth is a common reality of everyone. However, taboo is not the only reason for this error, these girls hailing from low-income backgrounds and unable to buy sanitary napkins are one of the major contributing factors along with the lack of emotional support from family and friends.

The project- Menstrual Hygiene Management, embarked upon by Healthy Aging India with the financial help of RailTel India Corporation Limited, managed to reach girls in 180 upper primary schools scattered across eight aspiration districts in Uttar Pradesh. Mass sensitization sessions were conducted, meeting all the queries made by girls and sanitation infrastructure like sanitary pads vending machine along with incinerator for disposing used pads was installed, as well as lessons on how to use and dispose sanitary napkins were given to girls, teaching and non-teaching staff, and other members of the community. The resulting change was the transformation of lives of 18,900 young girls who are now indulging in healthy practices to care for their bodies.

OBSERVATIONS



- The most of the girls usually felt uncomfortable to talk on the subject, however, once we built trust with them they opened up and asked us more questions about it.
- Many girls didn't know about menstruation and were never told by their parents, teachers or any elder person when they first menstruated.
- Introduction of sanitary napkins was good to them as they suffer a lot during periods. They stay away from school and other places because they fear that they will stain their clothes. As buying a pack of sanitary napkin is not possible for everyone.
- Sometimes teachers and principals are cooperative and sometimes they feel like not entertaining such measures, they consider it as a stuff to be discussed in a room and not to be displayed in the open.
- Though cemented incinerator was built in all the schools, they were not used even once. Teachers told that students do not want to use them as it is difficult to use and non-teaching staff do not want to help girls with it as they think it is a feminine issue.
- After lot of persuasion, that the machines are for adolescent girls in the school, for their benefit and welfare, we personally saw some teachers wanting vending machines too, to be installed in staff rooms for easy access.



Many girls admitted that they take absence from school during their menses as they are scared of staining their clothes and could not focus on the studies due to cramps and stomach ache. The common myths and misinformation of not entering temples or masjids during menses are common among these communities which were answered in a very scientific yet understandable manner. The unhealthy practices of using cloth and reusing it were discouraged, awareness was spread about how to dispose the used pads. Many girls used to dig holes, throw it in the forest, flush it in the pot or wrap it in black plastic bag. There were many girls who did not have prior knowledge about the process or why does it happen only to girls. Some schools were located in a very interior area and mostly these schools had no female teacher, and parents of the minority children were very rigid, they usually fight with the male teachers if they talk with their girls. In some cases the teachers send the girls back home and do not allow them to enter the classroom. Many girls just found periods a trouble and therefore they take some medicines to stop it which we told them is very harmful for their health.

Schools located in Sharavasti district namely UPS BHACHKAYA and RANIYAPUR we benefitted THARU community who are regarded as Tribal/Adivasi. So this visit also benefitted almost 107 tribal adolescent girls.

After every sensitization session girls used to gather and ask lots of questions to our female colleague about various phenomena related to menstruation cycle. As these girls have no one to talk about menstrual cycle and its hygiene they had little or no knowledge about the process.

Some of the common questions were

- Why can't they enter temple/masjid, eat pickle, go in the kitchen?
- Why do periods occur only in girls?
- How to use pad and why to use it?
- Many girls had problem related to the occurrence to their date and why it always changes. etcetera.

These questions were seriously taken up and answered keeping in the mind the limits which we must follow. We only told them as much as they should know in a very scientific manner.

The core objective of every sensitisation sessions was to encourage every girl to start using sanitary napkins and do not indulge in unhealthy practice of burning or throwing it here and there. After proper sensitisation we used to teach girls how to use vending machine and the incinerator. We told them to say no to cloth tats during periods and dispose used pads in a proper way. The tag line was ***take, use and dispose.***



PROJECT

The project has been implemented in stipulated number of the schools and benefitted around 19,000 adolescent girls, teaching and non-teaching staff of the schools; however it took more time than agreed with RailTel India Corporation Ltd. and the major reason behind the delay was covid-19 outbreak as schools remained closed for almost a year.

OUTCOME/RESULT

- Around 19,000 adolescent girls studying in 180 government schools located in 8 aspirational districts of Uttar Pradesh benefitted in terms of accessing sanitary napkin via vending machine and disposed them safely in sanitary napkin incinerator in their school premises.
- Adolescent girls, teaching and non-teaching staff of 180 government schools been part of sensitization sessions conducted on maintenance of menstrual hygiene; we also tried to break taboos attached with menstrual cycle.
- Girls were encouraged to stay at school throughout the month.
- Disease like cervical cancer will be prevented by this project.
- Perspective of male teachers and non-teaching staff changed towards menstrual hygiene management.
- Got good media coverage. Total 8 news articles covered details and impact of the project.



MAJOR CHALLENGES ENCOUNTERED

- Pathetic condition of the road, some schools were situated in interior location it took a lot of time and efforts to find them.
- In most of the schools teachers were not cooperative.
- Girls never had discussion on menstruation topic with anyone, so they initially took time to speak up on this topic but with the efforts of HAI team they eventually spoke and discussed many of their concerns
- In some places we some found language barrier.
- Sonbhadra was difficult district as transportation facility was not good in this region and district education department was also not cooperative with us.

CONCLUSION

Through this project Healthy Aging India helped around 19,000 adolescent girls studying in 180 government schools located in 8 aspirational districts of Uttar Pradesh (Fatehpur, Chitrakoot, Sidharnagar, Sonbhadra, Chandauli, Behraich, Balrampur, Sharavasti). The journey was challenging but also taught us so many things about our society like this has been already discussed above in the report that male community think menstruation is a feminine issue and they themselves should resolve challenges attached with it. Girls have nobody who can give right information to them regarding MHM phenomenon except their mother but unfortunately most of the mothers also did not have enough knowledge to educate their daughter. With the help of this project we could directly educate around 19,000 adolescent girls. Four district's education department requested us to work on education, mainly to reduce drop-out rate, improve quality of education, capacity building of the teachers, improve learning outcomes etc.



IGLC NOIDA & DELHI



Under Project SAHJEEVAN, a Joint venture of Healthy Aging India and GAIL India Ltd, series of Training Sessions are undergoing in Delhi to empower 60+ Senior Citizens and meaningful engagement with Government schools children through Intergenerational Learning Centre – IGLC

3rd Training Session held on 20/06/2019 by Dr. Prasun Chatterjee on “Shaping the emotions of future generation” and Ms. Bhumika Rajdev “Discussion on Curriculum based subject specific activities in Maths and Science”

Focus of the training session by Dr. Prasun Chatterjee was on –

1. Psychological perspective of Emotional well being in children- principle of Monitoring, Managing and Motivation.
2. Reflections of Senior Citizens on Intergenerational learning.
3. Making Wish List – having goal and perseverance in life.

Focus of Ms. Bhumika discussion was on-

1. How to maximize learning in minimum resources.
2. How change of context and nature of subject lead to change in resources of learning.
3. Concept of Logico – Mathematics – Imagination, Thought, and Action.
4. Interdisciplinarity in subjects.
5. Activities in Maths and Science – Kar ke Sikheyn.



GAIL (India) Limited

TEACHERS TRAINING

EXECUTIVE SUMMARY



Under Project SAHJEEVAN, a joint venture of Healthy Aging India and GAIL India Ltd, a series of Training Sessions were organised to empower 60+ Senior Citizens for their meaningful engagement with Government school's children through Intergenerational Learning Centre – IGLC.

During the reporting period we have organised 11 “Training of Trainers” sessions to provide a platform of learning to the educated and enthusiastic older adults about specific subjects, teaching pedagogies, ways to improve learning outcomes of academically poor students and also impact student's academic and holistic development.

In the 2nd batch, Healthy Aging India trained 20 older adults with the help of NCERT/SCERT/DIET etc. After the training, all educators were actively able to engage themselves in providing holistic education to disadvantaged students of 5 NDMC Schools, by sharing their knowledge with the youngsters about our rich cultural heritage, imbibe moral values, and experiential learning.

We are in the process to conduct the 3rd batch of TOT under this project.



List of Resource Faculty who carried out Training sessions of Senior Citizen educators.

S. No.	Name Of Faculty		Subject
1.	Dr. Ashutosh Wazalwar, Associate Professor,	Department of Science and Mathematics, NCERT	Maths
2.	Dr. Sharda Head/ Principal	DIET,SCERT	Hindi
3.	Ms. SurbhiChawala Teacher And Trainer,	DIET/SCERT	Child Physiology And Theatre
4.	Ms. AkanshaSaxena,	State Level Trainer Government of <u>Utter</u> Pradesh	English
5.	Mr. Chandra Shekhar Rai,	Retired Engineer NTPC	Science
6.	Ms. Gunjankhurana,	Consultant in NCERT	Intergenerational Activities
7.	Dr.Ravindra Singh, Assistant Professor,	Dr. Bhim <u>Raw</u> Ambedkar College Of Delhi University,	Social Science
8.	Dr. RasnaSehrawat, Assistant Professor,	Amity University, Uttar Pradesh,	Critical Educational Administration & Societal Ideologies
9.	Dr.AnshuMathur, Assistant Professor,	Amity University, Uttar Pradesh,	Teaching Methods And Strategies
10.	Mr.Gulshan Kumar Naveen,	Iglc Language Educator - Served In IFCCO	Language

1.ON 15TH SEPTEMBER 2019 – HAI ORGANISED FIRST TRAINING OF TRAINERS (TOT) SESSION ON MATHEMATICS BY THE DEPARTMENT OF SCIENCE AND MATHEMATICS, NCERT.

Resource Person – Prof. Ashutosh Wazalwar

The session began by Sony Kumari (Social Worker) wherein she introduced Resource Person - Prof. Ashutosh Wazalwar to all the elderly educators. This was followed by the self introduction of the educators.

The session was taken forward by Prof. Ashutosh Wazalwar where he emphasized on the importance of Maths and teaching pedagogy in class which they have to follow. He focussed on chapters of 6th class Maths i.e. Decimal, Fractions, Multiplication, Division and Subtraction. Resource faculty also discussed about the importance of learning multiplication tables. In earlier days students used to memorize the tables which made it easy for them to calculate. But, the present generation is dependent on technology for calculation. He stated the following as an example; Example- 5 multiplied by 4 = 20, which means that 5 is added 4 times. Through this he explained that multiplication is repeated addition and division is repeated subtraction. He emphasized that learning and memorizing multiplication tables should be encouraged in elementary schooling.



2. ON 19TH SEPTEMBER 2019 – HAI ORGANISED SECOND TOT SESSION ON HINDI SUBJECT BY MS. SHARDA KUMARI, DISTRICT INSTITUTE OF EDUCATION.

The second TOT was by Dr. Sharda Kumari, from District Institute of Education and Training, R K Puram, New Delhi. She was happy to see the active participation by the all the elderly educators. She asked the participants to create the environment for Hindi classroom teaching. She compared children with the leaves of different shapes as they differ in their abilities. She also discussed about diversity that exists in society in the form of religion, language and other challenges. She explained about the 9 Types of Intelligence which need to be inculcated in the children to fulfil their future aspirations. This would help the children to overcome the stress and thus preventing them from suicidal tendencies and antisocial activities. She cited that the lack of resources and unhealthy environment often restrict the children from seeking education.

She stressed upon the importance of understanding the background of every child so that the educators/teachers could ascertain their mental state. Dr. Sharda said that it is also important to inculcate the habit of discipline, knowledge on sanitation and hygiene in children. Reading good books is one of the best methods to keep the children engaged and it would prevent them from getting into bad company.

Dr. Sharda conducted two activities through which the educators can inspire the children to be more creative; in the first activity the trainees were distributed into two groups namely 'Star' and 'Tree'. The groups were then asked about their merits and demerits. She said that conducting such group activities would help the children to be connected to each other. She also explained about the perception and receptivity between the children and elderly, various challenges that could be faced during the teaching-learning process and the methods by which these challenges could be tackled.

The second activity was 'Bingo', in which the teacher enacts words by gestures or explains its meaning with the context. The students would be asked to strike through each word if they guessed it correctly. The student who strikes off maximum rows/columns/diagonals etc. would have to say 'Bingo' and the one who says 'Bingo' first would be declared as the winner.

Dr. Sharda suggested that the children could be made to play games like 'Names, Places, Animals, Things' where an alphabet would be given to them and they would be asked to write one word each starting with the given letter. The child who writes all the words first would be given full marks.

She introduced great masters, great thinkers and philosophers, whom people have learned from and proceeded like Gijubhai Badheka, Janaki Ammal and shared their experience. She also made the trainees aware about the importance of time management.



3. ON 21ST SEPTEMBER 2019 – HAI ORGANISED THIRD TOT SESSION ON CHILD PHYSIOLOGY AND THEATRE, DIET/SCERT

Resource Person - Ms. Surbhi Chawla

The topic was mainly focused on STORYTELLING which included:

- Character
- Setting
- Problem
- Solution

Ms. Chawla spoke about the Social and Emotional Learning (SEL) and how SEL could be applied in learning various skills. This would in turn help the individuals to handle themselves, their work and their relationships more effectively and ethically. It is also a process for helping children and even adults to develop the fundamental skills for a meaningful life.

SEL programs are aimed at developing the following five core social and emotional competencies:

- Self Awareness: It is about observing one's own self and to recognize and comprehend feelings. It is a way to express and take ownership for feelings.
- Self-Management: It regulates emotions so that they facilitate rather than interfere with the task at hand. It also exhibits respect (both physical and verbal). Self management could also regulate or find positive ways to manage fears, anxious feelings, etc.
- Social Awareness: It focuses on understanding what others are feeling and being able to take their perspective. For example, the skills that includes empathizing, cooperation, compromising and negotiation.

- Relationship Skill: It handles emotions in relationships effectively; mainly establishing and maintaining healthy and rewarding relationships based on cooperation. To be sensitive to others strengths and abilities is of utmost importance.
- Responsible Decision Making: It includes the skills such as to think thoroughly to identify consequences of actions or choices.

Ms. Chawla stated that teaching is important to help the students to understand themselves and the world in which they live in and approach life in creative manner. She performed several activities through drama and enacting stories with the elderly Educators by which they can connect better with the children/youth. She explained about the importance of emotional connection with the children to understand and connect with them. This connectivity would help them to learn and grasp things effectively.

In the first activity, she narrated a story and engaged the educators to perform a drama. The motive behind this activity was to facilitate interaction between the individuals as drama consists of all communication process and is an improvising and non-exhibiting process in which participants are guided by a leader to imagine, enact and reflect upon human experiences. It helped the elderly educators to have a better understanding about creating a more lively and friendly environment with youth.



4. ON 22ND SEPTEMBER 2019, 4TH TRAINING SESSION OF THE ToT BY MRS. AKANSHA SAXENA, STATE LEVEL TRAINER, GOVERNMENT OF UTTAR PRADESH.

Brief introduction about the school curriculum and availability of subjects was given by Priyanka (IGLC Coordinator). Session was started by Ms. Akanksha Saxena followed by formal introduction of all educators. She focussed upon “LSRW Approach” i.e. Listening, Speaking, Reading and Writing wherein she did one activity.



Activity 1 - Each educator was asked to name a vegetable or a fruit. During the entire session instead of their real name the educators had to address one another by the name of fruits or vegetables which they named. She said that this activity would help the children to learn the names of various fruits and vegetables. This activity could be performed with any other objects.

Activity 2 – The trainer allocated a number to each educator (1,2,3,4..1,2,3,4,..1 and so on). When everyone has got a number (any number from 1 to 4), all educators with the number 1 get into a group; all the students with the number 2 get into a group, etc. Thus, four groups are formed. She suggested that this type of grouping method would help to involve every student in the class. This activity is also known as “Mix Learning, Group or Collaborative Learning.” She had also spoke about “Normal Probability Curve” (NPC).

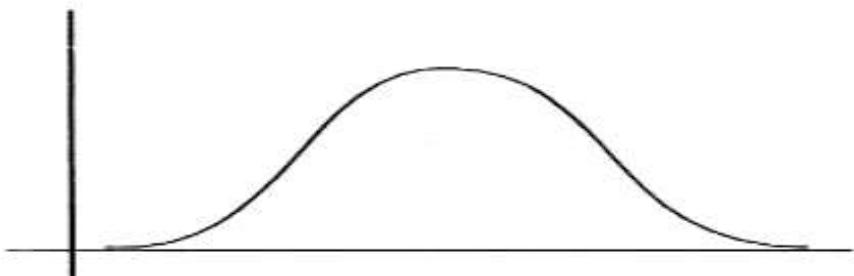


Fig. 11.2 Normal Probability Curve

Activity 3 - Learning of vowels a, e, i, o, u.

Each educator was asked to say a word. The person who said a word that contained vowel was asked to come forward. This method would help the children to learn vowels in an interesting manner.

Activity 4- Educators were divided into groups. Each group had two members in it. One member of the group was given 2 minutes to speak about themselves and partner was asked to listen very carefully and note it down the matter in two minutes. This was then repeated by the other member. This activity would help to engage every child in a classroom.

5. ON 24TH SEPTEMBER 2019, 5TH TRAINING SESSION OF THE TRAINERS WAS ORGANISED AT T-33 GREEN PARK BY-CHANDRA SHEKHAR RAI, RETIRED SENIOR ELDERLY EDUCATOR FROM SECTOR-12, NOIDA.

The fifth TOT was conducted by Mr. Chandra Shekhar Rai, a retired engineer from NTPC, who is currently engaged as an elderly educator in IGLC. After 37 years of his service as an engineer, he joined Intergenerational Learning Centre and underwent classroom training to learn the basics of teaching. He made everyone aware about the importance of appropriate environment for effective teaching- learning process. He emphasized on the value of building-up good relationship skills under the guidance and supervision of teachers. He said that science can be taught through multiple small experiments. This would not only help the children to understand the concept but they also enjoy it.

He conducted an activity using a puzzle made of cardboard. He explained about the sun clock and its working principle. He suggested that the element of the periodic table could be incorporated with the name of the children so that the elements can be memorized. Mr. Rai also spoke about the role of co-curricular activities in the overall development of the children. These activities encourage children to excel in their lives. He advised the participants to set goals for the future of the children as they are future of the nation!



6. ON 25TH SEPTEMBER, 2019, 6th TRAINING SESSION WAS HELD BY MS. GUNJAN KHURANA ON INTERGENERATIONAL ACTIVITIES FROM CONSULTANT IN NCERT.

Session started with the brief introduction of all by Ms. Gunjan Khurana. Ms. Gunjan emphasized on the importance of maths in everyday life. Maths makes our life to be more systematic. Certain qualities that are nurtured by mathematics are power of reasoning, creativity, abstract or spatial thinking, critical thinking, problem solving. Math is the cradle of all creation, without which the world cannot move. Be it a cook or a farmer, a carpenter or a mechanic, a shopkeeper or a doctor, an engineer or a scientist. Everyone needs maths in their day to day life. Further, experience says learning maths can be made easier and enjoyable if our curriculum includes mathematical activities and games. Math puzzles and riddles encourage and attract an alert and open minded attitude among youngsters and help them develop clarity in their thinking.

Emphasis should be laid on the development of clear concepts of mathematics in a child, right from primary classes. Unfortunately, if a teacher fails here, then the child will develop a phobia for the subject as they move on to a higher classes. For explaining a topic in maths, a teacher should take the help of pictures, sketches, diagrams and models as much as possible. As it is believed that the process of learning is complete if our sense of hearing is accompanied by our sense of sight. The greatest hurdle in the process of learning maths is lack of practise. Students should daily work out at least 10 problems from different areas in order to master the concept and develop speed and accuracy in solving a problem.

In the session, the resource person began by asking one question “Mathematics is all about numbers. Agree/Disagree.” To which educators replied that mathematics is all about numbers and some replied it’s not, because if we see the syllabus of 6th class maths , then they have chapters such as Patterns, Data Handling, Geometry, Circles which cannot be called as Maths.



7. ON 27TH SEPTEMBER, 2019, SEVENTH TRAINING SESSION WAS CONDUCTED BY DR.RAVINDRA SINGH, ASSIST PROFESSOR FROM BHIM RAO AMBEDKAR COLLEGE

Session started with the brief introduction of all the elderly educators and the resource person Dr. Ravindra Singh. He began the session by asking “What do you mean or understand by Teaching?” To which some replied that teaching means knowledge, enlightenment and so on. Following this, he focused upon purpose of teaching. Purpose of teaching is education, to provide students with knowledge, understanding, skills, capabilities and cognitive abilities for making appropriate judgements and decisions for themselves, their families and their communities. Teachers are best placed to make decisions about learning goals for their students and how best to achieve them, drawing in their professional and expert knowledge of individual students, classroom dynamics and learning environments as well as a range of evidence about learning and practice.

Teaching Methods - Lecture Method

Group Discussion

Project Assignment

Place Based Education

Lecture Method - The lecture method gives instructor or teacher chance to deliver the content among students. This method facilitates large class communication. The lecturer must make constant and conscious effort to become aware of student problems and engage the students to give verbal feedback.

Project Assignment - This teaching method will help students to relate their theories with real life experiences and students will explore more outside the classrooms.

Historical Place Visit - Historical Place Visits can be organised for students so that they can see for real what they have studied in books, and can relate to concepts easily.

Next session also started by a question “Why education is important?” Some answered that education is important to gain knowledge. Education gives us knowledge of the world around us. Others answered that education makes us self dependent and live a better life. Session was concluded by summarising all the points.



8. ON 28TH SEPTEMBER 2019 EIGHTH SESSION OF TOT BY DR.RASNA SEHRAWAT, ON CRITICAL EDUCATIONAL ADMINISTRATION & SOCIETAL IDEOLOGIES, FROM AMITY UNIVERSITY U.P.

Dr. Rasna Sehrawat, Started the session with introduction of herself and other participants. First of all, she discussed about school education with the participants. She briefly discussed on THE 3Ds (Discipline, Dedication, Deviation), Pole -education, group learning, success, behaviour, and about their experience.

She explained more things through PPT. Innovation in teaching-learning method should be done by preparing student-friendly models. Students should be allowed to complete the tasks independently. Effective scaffolding is responsive to students' needs such as dividing the content into manageable pieces, modelling skills, contrasting Cultural Practice: Communication. Provide practice and examples with props. She differentiated between contact & connection. Rapport with student is necessary. NCERT textbooks can be downloaded, provided the terms of use as mentioned in the copyright notice; laws of learning, law of exercise, law of effect. Technology can also be used to help students to understand better. She explained Erik-Erikson Psychological Theory in which she discussed crises of age. To connect emotionally, contiguity theory Culture/background of student is a must. She said that children should connect with their relatives like grandparents, and they will bring emotion into this relationship. Respect teachers, maintain discipline.

9. ON 29TH SEPTEMBER 2019 NINETH TOT ORGANISED BY - DR. ANSHU MATHUR ON TEACHING METHODS AND STRATEGIES:

The session began with a brief introduction of all attendees. Dr. Anshu Mathur started the session by focussing upon “Reaching is important than Teaching.” By this statement, she meant to say that first we have to build a rapport with students in class that is connecting with them, listen to them. In today’s generation, we have nuclear family wherein parents are working due to which they are unable to give time to their children, they don’t listen to what is going on in their child’s life. Earlier, in joint family, the whole family was there to take care of children and listen to them. They inculcate values in them. Joint family creates an emotional bond between two generations and it helps to keep the family united in all situations. The tradition and culture is passed on to the coming generations so that they can take it forward. The proverb “United we stand, divided we fall” goes true in the joint family system. “Overall development of Body, Mind, Soul and Spirit” by M.K Gandhi

Activity 1 - All educators were divided into pairs of two. One partner has to close their eyes and the other one has to guide them to move around. Similarly, happens with other partner. Then, they were asked to take their seats. After that, they were asked how they felt when eyes were closed and when eyes were opened. All responses were displayed on board.



Session was taken forward by discussing on Social science as a subject. Social science is a major category of academic disciplines, concerned with society and relationships among individuals within a society. Values of teaching Social Service include disciplinary value, informative value, culture and social values, political values, nationalistic value, educational value, intellectual value and vocational value. At primary level it would help students to enhance the social understanding by discussing festivals of India, different types of families, Clothes we wear, Food we eat,

How much do we remember?

10% of what we read.

20% of what we hear.

30% of what we see.

50% of what we see and hear.

70% of what we say.

90% of what we hear, say and do.

Teaching Approaches:- Lecture Method, Project Based Learning, Cooperative Style, Collaborative Style, Dialogue, Discussion, Buzz Group, Timeline, Television, YouTube, Films, Artefacts, Models, Dramatization, Use of puppets, Play games.

10. ON 30TH SEPTEMBER 2019, TENTH TOT ORGANISE BY MR. GULSHAN KUMAR NAVEEN, IGLC LANGUAGE EDUCATOR - SERVED IN IFFCO

TOT started with the Gayatri Mantra. Everyone introduced themselves. Resource Person shared his life journey and shared the experience of how he got connected with IGLC. After his retirement, he and his spouse were living alone. He changed his way of living by joining the IGLC. This helped him to learn a lot from the trainings. He recollects that when he met the children of Noida School for the first time, the condition of the children was very bad. But, now they have become completely evocative. Children are innocent and they have the hunger for love. They go to school with a sense for learning; they have to maintain good relationships with their peers. The children should not be scolded. We should join hands with them to address the challenges that they face in their studies with their mindsets and selfless moral attitude. They have to be given examples/experience related to their lives.

Mr. Naveen said that everyone present in the training has studied both Hindi and English. Now, the children would have to know how important it is to learn these languages. Hindi is not very difficult to teach. They can learn word formation through the dictionary. Teach children as your own, they can be taught Hindi or English by adding prefixes and suffixes. Children can construct and write a lot of words on their own. He stressed upon the importance of attending the classes regularly. The teachers should also make sure that the children should not feel burdened while learning. He encouraged all participants to achieve the target. The question-answer session proved to be very lively and fruitful. Training of trainers was a great success.

After 10th training, the Senior Coordinator Ms. Pushplata Bharadwaj took 3 more sessions in which she showed the behaviour of the children and told their initiation to deal with the problems in the class.



A demonstrative session after training

Sangali Mandi House	Mess, Babar Bangali Mandi House	Road, Market, Mandi House	Aiims Nagar	Ansari Atal Adarsh Vidhalay	Navyug, Marg, R K Puram	Mandir Marg, R K Puram	N.P. Boys, Mandir Marg, R K Puram,
Mr. Satish (Theater) And Ms. Veena Gautam (Basic Hindi)	Mr. Praveen Dhir (Social Science) And Prema Vatih Iyer (Basic)	Ms. Geeta Pannikar (English) And Indira Gulati(Basic)	Ms. Reva Mukharji (Mathematics)		Mr. Rajiv Kumar (Geography) And Ms Indira Gulati Basic		
Ms. Usha Marwah (Moral Science)	Mr. Mukesh Jain And Prema(Basic)	Mr. Bhajan Lal Gupta (Hindi)	Ms. Ameeta Gupta (English)		Ms. Daya Menghani (Hindi)		
P C Jain (Science) And Mr. J P Sood (Basic)	Mr.D.D.Sharma (Mathematics)	Ms. Nutan Agarwal (Mathematics)	Mr. Ajay Kumar Payal		Mr. S.P. Gupta		
Mr. Plaban Bhattacharya (Mathematics)	Mr. Satish (Theater)	Ms. Kamlesh Popli (Civics)	Mr. Himanshu (Music)		Mr. Rajiv (Geography) And Sudesh Gogoya (Basic)		
Ms. Renuka Narayan (Social Science)	Mr. Ashok Ahuja (History)	Mr. Mukesh Jain (Hindi)	Mr. Vinay Kapoor (Hindi And Moral Values)		Ms. Sangeeta Mehrotra		
Ms. Sudesh Saluja	Ms. Anita Gupta (Science) And Ashok Popli(Basic)	Ms. Urmila Batra(English)	Mr. S.P. Gupta		Ms. Urmil Gupta (Mathematics)		

It was a good and informative session. The educators learnt about the importance of activities which could enhance students' performance in terms of academic result. This session could also be helpful in improving educator's pedagogy.

FEEDBACKS- Learning outcomes

Title: 9811114165 Date: _____
Page No. _____

Mr. Chander Shakher - education

The Mr. Chander Shakher interacted with us today was excellent. His way of teaching was practical, as because the science subject it would be very helpful for us to teach children in future.

Feedback form

Name:- Nutan Agarwal

Views :- Aakarsha Ma'am has shared her views towards English language. She has given practical examples learning English ~~subject~~ language not subject. She has given excellent techniques for learning language. She is very focused and clear in her views for learning language.

COMPREHENSIVE MOBILE HEALTH CARE VAN (CMHCV)

The Comprehensive Mobile Health Care Team visited 24 old age homes of Delhi –NCR to improve the health care status of older adults. This year our health care team (Physician, nurse, physiotherapist and project coordinator) has catered to 1238 destitute senior citizens every month.

Activities Conducted- The medical team conducted free medical examination of senior citizens. Tests like Haematology, Blood Pressure and Blood Sugar were performed at free of cost.

- Haematology test was performed on 794 elderly.
- Blood Pressure test was performed on 1238 patients
- Blood Sugar test was performed on 1238 patients.
- Evaluation of Integrated Care Tool - Brief (Ict-Brief) (16 pages' questionnaire) 328 patients



Majority of them were suffering from back pain, High/low Blood Pressure, Arthritis, KFT, LFT and CBCP. Following thorough health check-up, medicines were prescribed and/or advised for expert consultation wherever indicated.

Physiotherapy was administrated on 498 patients. Stiffness in hands was also encountered among elderly with back and joint pain. The healthcare team explained the importance of manual hand exercise and encouraged the older adults to perform simple activities on a regular basis to get rid of stiffness and live actively.



Referrals: 32 critical patients were referred to Dept. of Geriatric Medicine, All India Institute of Medical Science for advanced consultation.

In addition to visiting Old Age Home CMHCV team members organised we have organised 3 health camps

1. Health Camp for Ibrahimpur Community of less privileged, Sant Nagar – Community – 170
2. Don Bosco, Child Help Desk, Railway Childline ANVT – 100 Children
3. Community Bela Gaon, Kanchanpuri, Near ITO Community – 450



AUDITED FINANCIALS

PMH & ASSOCIATES LLP

Chartered Accountants

INDEPENDENT AUDITOR'S REPORT

To the Governing Board of Healthy Aging India,
(A Society registered under Societies Registration Act, 1860)

Report on the Financial Statements

Opinion

We have audited the accompanying Financial Statements of Healthy Aging India (hereinafter referred to as "the Society"), which comprise the Balance Sheet as at March 31, 2020, and the Income and Expenditure Account and Receipt and Payment Account for the year ended on that date and a summary of significant accounting policies and other explanatory information.

In our opinion and to the best of our information and according to the explanations given to us, the financial statements give the information required by the Act in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India:

- (a) In the case of the Balance Sheet, of the state of affairs of the Society as at March 31, 2020; and
- (b) In the case of the Income and Expenditure account, of the excess of expenditure over income for the year ended on that date.

Basis for Opinion

We conducted our audit in accordance with Standards on Auditing (SAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the ethical requirements that are relevant to our audit of the financial statements as per the ICAI's Code of Ethics and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of these financial statements in accordance with the Societies Registration Act, 1860. The responsibility includes the maintenance of adequate accounting records and safeguarding the assets of the Society and for preventing and detecting frauds and other irregularities; selection and application of appropriate accounting policies; making judgements and estimates that are reasonable and prudent; and design, implementation and maintenance of internal control relevant to the preparation and presentation of the financial statements that give a true and fair view and are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with SAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with SAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.



AUDITED FINANCIALS

- Obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Materiality is the magnitude of misstatements in the financial statements that, individually or in aggregate, makes it probable that the economic decisions of a reasonably knowledgeable user of the financial statements may be influenced. We consider quantitative materiality and qualitative factors in (i) planning the scope of our audit work and in evaluating the results of our work; and (ii) to evaluate the effect of any identified misstatements in the financial statements.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit. We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.

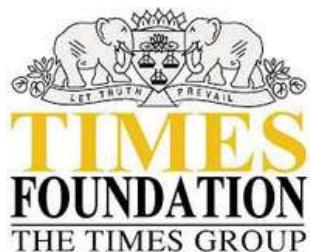
For P M H & Associates LLP
Chartered Accountants
FRN: 026443N/N500054
UDIN:

Manas Piyush
Partner
M. No.: 517928



Date: December 31st, 2020
Place: New Delhi

OUR SUPPORTERS



WHO'S WHO OF HEALTHY AGING INDIA

GOVERNING BODY



Rajashree Sharma
President
Lawyer



Abhijit Ganguly
Vice President
Rtd. Civil Servant



Dr Prasun Chatterjee
Founder-President



Ramesh Pandita
General Secretary
Entrepreneur



Achinta Pandit
Secretary
Entrepreneur



Harshvardhan Ojha



Dr Punam Chatterjee
Member, Doctor



Prabahit Jha

TEAM-HEALTHY AGING INDIA



Anjali



Vikash



Sougata



Sanjay



Sony



Sara



Pushp lata



Know more about us:



Donate to us:



Contact Number: +917042936007 | Email ID: contact.healthyaging@gmail.com
**Address: C/O Seniors' Abode, Bharat Sevashram Sangha, Block G,
Sriniwaspuri, New Delhi - 110065**