



108MP

# A brief report of Seeds of Leadership Project

## Planting Seeds Phase I

Jan 2024-April 2024



Rural *future*  
FOUNDATION

Supported by Shri  
Sant Saran Bhatnagar  
Youth Leadership  
Development Project

## ACKNOWLEDGMENT

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We are grateful to Late Shri Sant Saran Bhatnagar Youth Leadership Development Project and Ms. Anu Bhatnagar , who has supported, designed and successful conduction of the project for the rural girls.

We are also indebted to the rural girls who actively participated in the project, attended sessions, completed assignments and provided us with their feedback. At last, this would not have been possible without the dedicated efforts of the Program Coordinator, Mr. Anuj Kumar.

## BACKGROUND

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The severity of rural youth unemployment and working poverty has drawn attention to the need for high-quality, relevant youth skills development, especially rural girls in India. There is a growing awareness that, combined with technical and academic achievement, soft skills and life skills are critical to young people's success in the workplace and their development in all domains of life.

Evidence suggests that soft skills are linked to a broad array of social and health behaviours and can result in a wider range of positive outcomes, including conflict and violence prevention, active and responsible citizenship, and improved sexual and reproductive health. These are important in themselves, and can positively affect employment outcomes.

Planting Seeds is a program created under the Seeds of Sisterhood campaign designed and run by Anu Bhatnagar : A community-based initiative for not empowering but unleashing the power already within every girl was started in January 2024 for the Rural Future Foundation community project. The objective of this initiative was to create a place where girls remember, recognize and use the wisdom and power that they already have and contribute for their better life and society in-large. Project began with the planting of plant with the hope of growing and better future.





## OBJECTIVE

Bringing young girls aged 14 - 16 plus into a safe creative and learning space, and help to unleash their powers, hidden and not nurtured till now, take them on a step-by-step journey and become socially responsible, aware, and assertive women of tomorrow with essential life skills, leadership skills, self-awareness, and a sense of social responsibility.

## METHODOLOGY

Every session is conducted in the language they speak RIGHT NOW and then the facilitator does a speaking practice for everyone so they are hearing and talking in English to whatever capacity they have even if it is one word or incorrect grammar etc.

All sessions end with a structured series of homework that the participants will do in the subsequent six days before they join the next session on next Sunday.

Format: Online, weekly on Sunday and every session is approx 90 minutes.

## SESSIONS

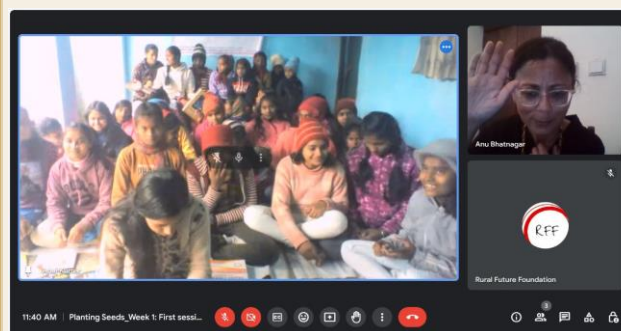
### FIRST SESSION

Icebreaker: Play the national anthem and have a chat about the national anthem, its meaning, what we really understand about the

national anthem – the values it mentions about the country and ourselves.

Group Exercise: Self and family introduction

### INTRODUCTION AND DISCOVERY

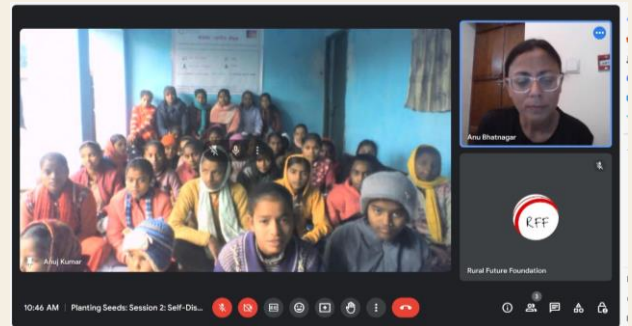


## SECOND SESSION

Define leadership and discuss the basic meaning of being a leader – power, responsibility, what are the good qualities of a leader

Showcase examples of women mentor/leaders they know or see around, if any. Could be a movie actor, politician, teacher, mother, grandmother or aunt.

## SELF-DISCOVERY AND GOAL SETTING

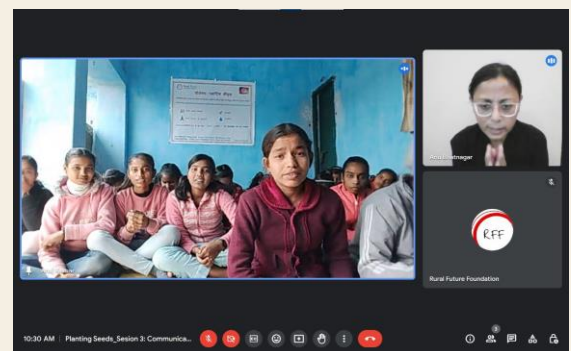


## THIRD SESSION

Communication Skills

Active Speaking Practice and learning through practice

## COMMUNICATION AND PUBLIC SPEAKING



## FOURTH SESSION

Reflections. Open space to talk of personal health situations.

Identify needs, local support available

Basics of menstrual health, and role of family, school, and support missing – how to find support.

Making a positive impact together

## PHYSICAL HEALTH



## FIFTH SESSION

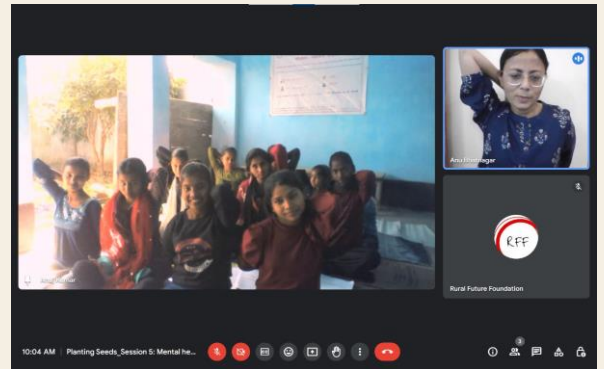
Reflections. Open space to talk of personal health situations.

Identify needs, local support available

Basics of menstrual health, and role of family, school, and support missing – how to find support.

Making a positive impact together

## MENTAL HEALTH



## SIXTH SESSION

Team Building Activities

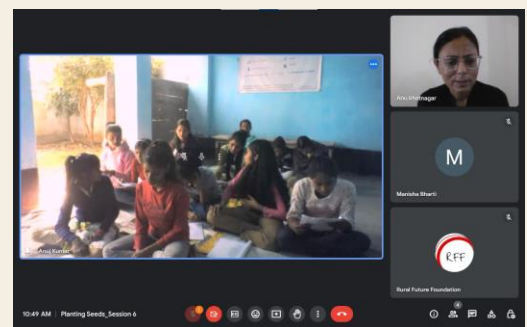
Outdoor challenges and problem-solving games.

Group projects to encourage teamwork.

Conflict Resolution Skills

Teach constructive conflict resolution strategies.

## TEAM BUILDING AND COLLABORATION



## SEVENTH SESSION

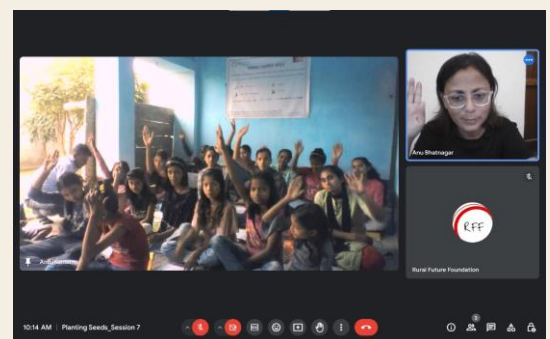
Women Community Service Projects

Identify what is support their mothers lack – instead of a governance issue, I want them to immediately connect with the idea hence the mother/aunts.

Connect and build a community of girls

Address common social issues faced by teenage girls in their rural areas.

## SOCIAL RESPONSIBILITY



## EIGHTH SESSION

The power of coming together in a structure

Understanding social issues and what are the solutions – maybe we can imagine.

Girls to come up with their cabinet – find their areas of interest and take charge of making a plan to improve one issue – in a role-play setting

## VISION OF A SUSTAINABLE COMMUNITY



## NINTH SESSION

Connect and build a community of girls

Address common social issues faced by teenage girls in their rural areas.

Explore ways to overcome societal challenges.

Responsible citizenship – now at a community level.

## COMMUNITY BUILDING



## TENTH SESSION

Role play – Handle self in a new real-life situation and talking in English – going to college first day and meeting the principal and teachers / Going to a new city etc

Career counseling

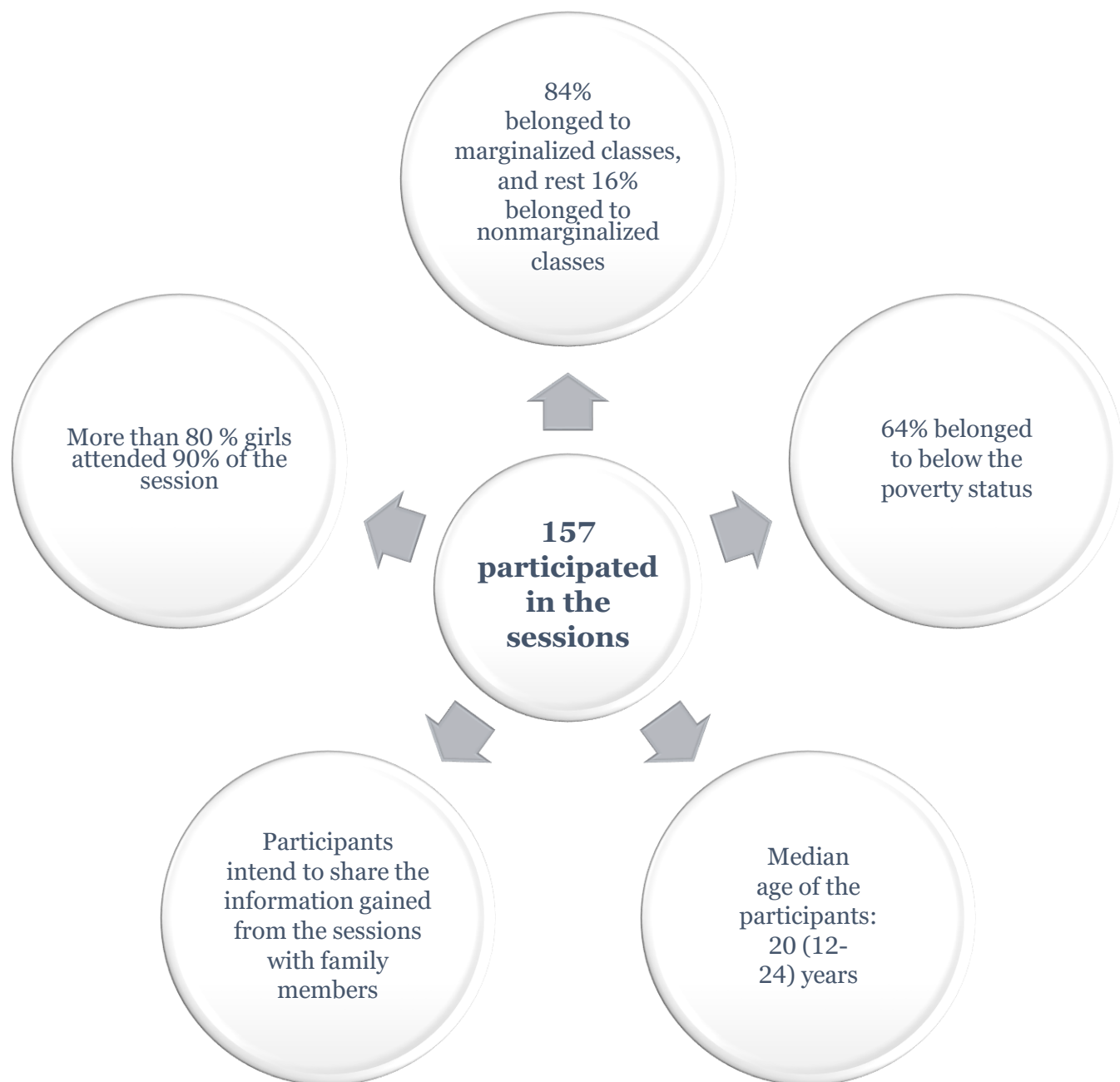
Discuss ideas of starting small scale income generation unit in the village

## RECAP WHAT WE DID AND DECIDE WHAT WE WANT TO FOCUS ON



## THE DETAILS OF THE PARTICIPANTS OF THE SESSIONS ARE:

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## ADDITIONAL SUPPORT

Manisha Bharti, an undergraduate student hail from a small village in Bihar from our intervention area, where resources are scarce and opportunities even rarer. She is pursuing graduation in humanitarian from local district headquarters and aspiring to become an IAS officer. Her family, though supportive, could scarcely afford necessities, let alone expensive coaching institutes or a plethora of reference books. But Manisha is determined. She devoured every book she could find in the local library, spending his nights under the dim glow of a single bulb, poring over borrowed notes and second-hand guides.

Under Project Planting Seeds donated UPSC preparation books to her and committed to support her throughout this journey. We are committed to provide support rural girl to provide level playing field and reach to glory.



# CERTIFICATION CEREMONY

**Certificate of Completion** of the project has been provided to all the participants who has completed 10 weeks program, and have actively participated in group work, activities and enhanced awareness for self and her community.

**Certificate of Excellence** has been given to five students for extraordinary engagement and community involvement and they will be involved in the next phase of the program as a peer educator.

## Certificate of Excellence Awardee



Amrita Kumari  
B.A. Part II



Manisha Bharti  
B.A. Part II



Pallavi Kumari  
B.A. Part III



Manisha Kumari  
B.A. Part II



Reena Kumari  
B.A. Part II



## WAY FORWARD

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We aim to provide same learning to more rural girls with more intense engagement on the need to promote girls' education and better carrier opportunity. This will be done with the support of five PEER Educators. Each peer educator will create a group of 10 to 15 girls. These PEER Educators will be actively participating girls of Phase-1 of this program, who will volunteer to support us in this initiative as follows under the guidance of our Program Coordinator

**1.Improving Reading Habits in Library:** A peer educator model will be a fantastic way to boost reading habits within a library . Peer Educator will adopt following strategies to engage their group.

**Matching Interests:** Match peer educators with students based on shared interests in specific areas of librarianship.

**Group Discussions:** Facilitate regular group discussions led by peer educators. Students can discuss readings related to their coursework, share recommendations, and engage in critical analysis.

**Reading Challenges:** Organize peer-led reading challenges. Encourage students to explore genres outside their usual choices, track their progress, and share highlights with the group.

**Book Clubs:** Create peer-led book clubs focusing on professional development books or classics in library science.

**Dropout Girls:** Encourage girls who have dropped out of school to re-enroll and continue their education as well as actively engage in library activity.

**2. Interventions to improve health:** Ensuring good health and wellbeing amongst school-aged children is a global public health priority. Peer educators can be effective role models for young adolescents by promoting healthy behavior, helping to create and reinforce social norms that support safer behaviors, and serve as an accessible and approachable health education resource.



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