

# Report On Hunger project by Class 12 A Students

( Written by : Poorva Gupta, Zain Suhail , Nammn Srivastva, Pratishbik Sarkar)



**Date of Visit: Saturday , 5 April 2025**

**Location:** Kotla, Delhi

**Conducted by:** Class 12A Students with **Class Teacher** - Jigyasa Kathuria

On Saturday, the students of Class 12A carried out a Hunger Project aimed at understanding the ground reality of hunger, poverty, and living conditions among the urban labour class in Delhi. The project began with a field visit to Kotla on Friday, where a few fine art students, along with their class teacher, interacted with migrant labourers and their families to gather information about their socio-economic conditions.

**The majority of the labourers** the students met were migrants from various states including Uttar Pradesh, Jharkhand, Bihar, West Bengal, and Madhya Pradesh. The purpose of the visit was to listen to their stories, understand their challenges, and document their responses.

## **Findings from Friday's Survey:**

During the interviews, many workers admitted that they consumed substances such as tobacco (tambaku), gutka, and alcohol. When asked why, their common response was that it helped them deal with the stress and physical strain of their daily work — it was their “means of survival.”

A number of families did not possess ration cards, while others who did claimed that the food grains they received were of poor quality and inadequate in quantity. As a result, they relied heavily on free food from bhandara (community kitchens) and langars( religious food services).



They also reported a lack of proper medical support. In cases of serious illness, such as cancer, hospitals did not provide free medicines, forcing them to buy costly drugs from outside — which was beyond their financial means. One family shared that all of its members were suffering from cancer, yet they had received no assistance from government authorities.



When asked about government welfare schemes, almost all the respondents said they had not experienced any implementation or visible benefit from such initiatives. Some children were found to be working as labourers alongside adults, one of them being just 14 years old. This highlights the prevalence of child labour due to dire economic conditions.

When asked about their health, most of the elderly respondents remarked that with age, declining health and physical discomfort had become normal. They were resigned to their condition, with one saying, "Ab iss umar mein bimari toh saathi ban gayi hai" (At this age, illness has become a companion). They had come to accept poor health as a part of their daily life, owing to years of neglect and lack of medical care.



The labourers reported earning a minimum wage ranging between Rs. 500 and Rs. 800 per day, which was enough to meet the basic needs of their families. They seemed relatively satisfied with their earnings, especially since multiple members of their families were also working and contributing to the household income.



This small visit gave the students a first-hand understanding of the grave challenges faced by the urban poor, particularly migrant labourers.

### Main plan and procedure

The class of 12-A planned to distribute food to the labourers. This plan originally began on 3rd April 2025. Students made groups to approach this plan in several ways. Firstly, in school (St Mary's School), Jigyasa Ma'am (12-A class teacher) and Zain (Citizen empowerment captain) organized students into teams. Each team would be responsible for a different function. For example, few students were made who all went to Kotla a day prior to do a survey, while some were assigned to a group for documentation of said project, while a team to manage expenses was also created. The remaining students were assigned to actually make the food, and students were allowed to choose which group they could be in.

The Survey Group, consisting of the painting students from 12-A, were sent to Kotla for a survey. The students interacted with the people there and enquired about general whereabouts. Further they also asked what food the people there would prefer. The most popular answer we received was snacks. Therefore, 12-A decided to make Aloo Bread Pakoras, a delicious and easy-to-make snack, along with some Tea (Chai).

On Saturday, 5th April 2025, our class met early in the morning at 7:45 AM in the school kitchen to begin our preparations. We prepared bread pakoras and tea, with the goal of serving about 100 labourers. The supplies for the project were ordered the same day, and the work was divided among the students. We were guided by Bahadur Bhaiya and Manju Didi, who helped us throughout the process.

While the tea was being prepared and Chutney was prepared, we moved on to the bread pakoras. Some of us were given the responsibility of chopping fresh coriander and green chilies, which was used in the filling for the pakoras. At the same time, potatoes were placed in a pressure cooker to be boiled. Once the potatoes were soft and fully cooked, we peeled them and set them aside for mashing. Bahadur Bhaiya prepared the filling for the pakoras, which consisted of the mashed potatoes, spices, and chopped coriander.

Next, we focused on preparing the besan (gram flour) batter, which would be used to coat the bread pakoras before frying. The students also learned how to make the batter and prepared the second batch of the besan batter on their own. Once the batter was ready, we began assembling the bread pakoras by placing the filling between slices of bread. We carefully cut the sandwiches in half, and in total, we prepared around 114 pieces of bread pakoras.

The final step was frying the pakoras. With the help of Bahadur Bhaiya, we fried the bread pakoras in hot oil, turning them until they were golden brown and crispy. By 11:20, all the preparations were done and we were ready to leave the school.

After reaching the area of Kotla by our school bus, our goal was to distribute tea and bread pakoras to the laborers in the locality, providing them with a small moment of relief and care. In addition, the students took the opportunity to engage in conversations with the recipients, asking them about their lives, health issues, migration experiences, family situations, and access to healthcare.



### **Details of the Activity:**

The students prepared and distributed tea and bread pakodas to a group of people in Kotla. These individuals are here around 7 in the morning to get work. The students ensured that

- **Food Distribution:** everyone received food, with particular attention paid to those in need.



### **- Interactive Conversations:**

During the distribution, students spoke to the recipients and asked them a series of questions to understand their background and health conditions better. The questions included:

1. How long have you been living in Delhi?
2. What health problems are you suffering from?
3. Have you migrated from another state to Delhi?
4. Are you living with your family?
5. How many people have come with you to Delhi?
6. Do you have a Ration Card?
7. Do you know any schemes being introduced by the government?
8. How much wages do you often get?



### **Responses and Insights:**

- First Individual (Man from West Bengal Malda District )

The first person we spoke to was a plumber named Madhusudan Manda, from the Malda district of West Bengal. He told us about how he would be forced to come to Delhi every year for at least 3-4 months to find employment and earn some wages to be able to go back. He also informed us about the severe unemployment crisis in his village, existing since 2011. When asked about MGNREGA, he added that there was no work under the scheme.



- Second Individual (Man from madhya pradesh )

One of the masons we spoke to was a man named Gulab. He explained to us that getting work for all the days of the month was an infeasible strategy, so 15 days of employment would suffice for them. When asked about how long he had lived in Delhi, he stated a duration of 41 years. After saying he lived on Lodhi Road, he proceeded to tell us about how he would walk all the way from Lodhi Road to Kotla to find work. He said that the labourers here would earn anything between 1500 to 900 rupees per day.

-Third Individual (Man from Uttar pradesh,jhansi district )

We then interviewed Pravesh yadav, a mason who lives with his brother in Andews Gunj and walks to Kotla daily to find work. He told us how medical services are free but medicines are expensive. He further added how many people want to live in subsidized housing but the government does not build houses for such migrant workers. He later added that there are no employment opportunities in the Bundelkhand region of uttar pradesh.

For our observations, we noted 80 percent of the labourers being masons, while the remaining 20 percent had other occupations, mainly plumbing. Most of these labourers were from West Bengal and on an average would earn 1000-1100 per day.

#### **Political and Constitutional Angle:**

The Hunger Project also brought forth serious concerns regarding the violation of Fundamental Rights guaranteed by the Constitution of India — primarily:

**Article 21** – Right to Life and Personal Liberty, which includes the right to live with dignity, access to adequate food, clean water, healthcare, and shelter.

**Article 21A** – Right to Education, which mandates free and compulsory education for all children aged 6 to 14.

Despite these being guaranteed rights, the conditions of the labourers clearly show that these provisions are not reaching them effectively. Lack of documentation, weak enforcement, and bureaucratic hurdles prevent them from availing these rights in practice.

While the government has launched several schemes aimed at the welfare of the economically weaker sections, including labourers, the ground reality reflects a stark gap between policy and implementation. Improper management, corruption, and lack of awareness among beneficiaries further worsen the situation.

#### **Some key schemes include:**

1. **Ayushman Bharat** – Pradhan Mantri Jan Arogya Yojana (PM-JAY): Provides health insurance cover of ₹5 lakh per family per year for secondary and tertiary care.
2. **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)**: Guarantees 100 days of wage employment in a financial year to rural households
3. **National Social Assistance Programme (NSAP)**: Provides financial assistance to elderly, widows, and persons with disabilities.
4. **Right to Education (RTE) Act**: Aims to ensure free and compulsory education for children and also reserves 25% seats in private schools for disadvantaged children.
5. **One Nation One Ration Card** (ONORC): Enables migrant workers to access subsidized food grains from any part of India.

However, from the interviews, it became clear that due to inadequate awareness, absence of documentation, and failure of local bodies in implementation, these schemes are not reaching many of the people they are meant to help.

### **Learning and Action Plan**

This project was an eye-opening experience for the students of Class 12A. It helped them move beyond textbook knowledge to understand the deep-rooted issues of hunger, poverty, lack of education, and insufficient healthcare. It also made them realize how privileged they are, and how small steps from their side can bring meaningful change.

#### **Measures We Can Take as Students:**

- **Organize Food Drives:** Collect dry ration items and distribute them to the needy regularly through school-supported initiatives.
- **Conduct Hunger Projects More Often:** Plan and conduct hunger projects multiple times a year to consistently engage with disadvantaged communities, assess changing conditions, and provide support. This will also help spread awareness among more students.
- **Create Awareness Campaigns:** Use posters, social media, and street plays to spread awareness about hygiene, substance abuse, and child labour.
- **Clothes and Essentials Donation Drives:** Collect clothes, blankets, and basic hygiene products and distribute them in underprivileged areas.
- **Support NGOs:** Raise funds or volunteer with NGOs that work for hunger relief, education, and health for the poor.
- **Petition for Change:** Write letters to local authorities or start petitions urging better implementation of government schemes.
- **Empathy Building in School:** Conduct regular sessions, discussions, and visits to underprivileged areas to build compassion and social responsibility among students.

This project was not just about providing food, but about understanding and connecting with lives often ignored. As students, even though we are young, we have the power to create awareness and take action — together, small efforts can lead to big changes.

### **Conclusion:**

The Hunger project activity by Class 12A was not only an opportunity to provide food and care to those in need but also an enlightening experience that allowed the students to gain insight into the lives of migrant workers, homeless individuals, and those seeking healthcare in a large, bustling city like Delhi. Through their interactions, the students learned about the diverse backgrounds and struggles of the people they met, as well as the challenges of accessing healthcare and basic necessities in an urban setting.

The experiences shared by the individuals highlighted the difficulties faced by migrants and low-income families, particularly with regard to healthcare access, employment, and living conditions.

This project underscored the importance of empathy, social awareness, and community engagement. This experience serves as a reminder of the need for continued support, understanding, and advocacy for those facing difficult circumstances.

In conclusion, this initiative helped bridge the gap between different social classes and fostered a sense of compassion and social responsibility among the students. It is hoped that such initiatives will continue to inspire further acts of kindness and community service in the future.

### **Feedbacks:**

1. The Hunger Project by Class 12-A was a commendable initiative that reflected unity, compassion, and responsibility. From planning to execution, every student played an important role. Interacting with migrant labourers helped us understand their daily struggles, making the experience eye-opening. It truly encouraged awareness, gratitude, and the spirit of giving.- Zain XII-A
2. Working in the kitchen was a real eye-opener for me. I realized that when we all pitch in together, we can get things done so much faster. We had a lot to prepare, but with everyone's help, it only took about 10 minutes. And let's be honest, we were a bit clumsy at first, but with the adults guiding us, we were able to get everything done smoothly. It was a great reminder that teamwork and a little guidance can go a long way. - Shaureya XII-A
3. We interviewed many migrant workers on the 5th and the 4th of April many of them belonged to states like Uttar Pradesh, Bihar, Jharkhand, Madhya Pradesh, and Chhattisgarh

i personally got the chance to speak with many migrant laborers in the bengali language who belonged from bengal many of them from the Malda district they told me how there was a lack of work and they were not receiving any money from MNREGA .Most people told me how they don't get work every day. - Pratishbik XII-A

4. It was a very insightful and helpful experience, we all learned how to make bread pakora and this initiative not only brought awareness about hunger but also encouraged kindness and social responsibility. Overall it was a very nice experience - Diya Sara Jose XII-A
5. I enjoyed working for the hunger project. knowing that the labourers work hard in the harsh heat, the least we could do is provide them with a filling snack and tea. The students of 12-A worked together to make the bread pakoras and then went to distribute it to the labourers at Kotla. It was a bit rushed as many people gathered at once but in the end it was all worth it. -Aradhana XII-A



## HUNGER PROJECT REPORT – VIII A



**Report by Janvi**

**Date: 1/2/25**

**Time: 8:00 am to 12:15pm**

On January 29th, our class embarked on a pre-activity visit to the IIT Flyover area, the location for our Hunger Project initiative. We met with Agnes Ma'am to discuss our approach and brainstorm sample interview questions for our upcoming visit. Following our discussion, we ventured out to connect with the local community and understand their needs. We spoke with several families, including Sarita (10), Gundi (3), Yashiri (50), and Asna (10). These conversations provided invaluable insights into their daily lives and the challenges they faced. We learned about their struggles with limited income, affording basic necessities, and the impact of recent hardships, such as the confiscation of blankets by the police.





## Major Challenges

The people we met faced a multitude of interconnected problems. The constant threat of eviction by police authorities, who frequently demolished their makeshift homes, created a pervasive sense of instability and fear. This precarious housing situation was compounded by other social challenges. Asna, a young girl, was burdened with the responsibility of caring for her younger sister, forcing her to forgo her education. Domestic violence, fueled by alcohol addiction, was a recurring issue, with many women suffering abuse at the hands of their husbands. The families' meager earnings were often squandered on de-addiction centers, a desperate attempt to address the addiction problem, leaving little for essential needs. The high cost of living, with slum rentals reaching ₹6000 per month, further restricted their options, preventing them from even seeking refuge in more established slum areas.

## Access to basic needs

Access to basic resources was a major concern for the families we encountered. One of the most striking examples was their reliance on public taps for drinking water. This highlighted a lack of access to clean, reliable, and readily available water sources within their living areas. Public taps, while providing some relief, can often be unreliable, with inconsistent water flow or concerns about water quality. This dependence on shared public resources further underscores their vulnerability and the challenges they face in meeting their fundamental needs. It also points to a larger issue of inadequate infrastructure and limited access to essential services within their community.

## Healthcare facilities

Healthcare access for the community we visited was limited and often reliant on already strained resources. While a government hospital was located nearby, access to quality care could still be a challenge due to potential overcrowding, long wait times, and other systemic issues. They also benefited from the support of NGOs like the Smile Foundation and Aakanksha, which provide crucial assistance in various forms. During our visit, our team distributed sanitary napkins, addressing a significant need often overlooked but essential for women's health and hygiene.

## Livelihood

The livelihood of the people we encountered was often precarious and diverse, reflecting their struggle to make ends meet. Many, like the woman we spoke with, resorted to selling flowers on the roadside, a vulnerable occupation susceptible to police harassment, and fluctuating demand. Others, including Yashiri Devi's sons, sold balloons and newspapers, often working long hours for minimal and inconsistent income. Even with three sons contributing to the household income through newspaper sales, their combined earnings were likely still very low and insufficient to comfortably support a family. This reliance on informal, low-paying jobs highlighted their economic vulnerability and the constant struggle to secure even basic necessities.

## Introduction

Our class initiated "The Hunger Project" to reach out to marginalized communities near the IIT Flyover. This project was more than just a food distribution effort; it was a journey of connection, empathy, and learning. We aimed to bridge the gap between our lives and theirs, fostering a deeper understanding of the struggles faced by those often overlooked.

## Objectives

Our project was guided by the following objectives:

- \* Cultivate social responsibility within our class.
- \* Gain insights into the daily challenges faced by underprivileged communities and explore potential solutions.

## Teams and Their Missions

To ensure the project's success, our class was divided into specialized teams:

Cooking Team: With the support of Vernika Ma'am , Agnes Ma'am and Durga Bhaiya this team prepared the Rajma Chawal at school. They managed large-scale cooking while maintaining quality, flavor, and hygiene.

Packing Team: This team efficiently packed the cooked Rajma Chawal into individual aluminum packets, ready for distribution.

Interview Team: This team interviewed members of the community during the distribution, gathering their stories and distributing the food packets.

Pre-Activity Team: This team conducted the initial visit to the IIT Flyover area, interacting with residents, identifying areas of need, and laying the groundwork for the distribution.



## Main Day: Distribution and Connection

The day of the project was filled with purposeful activity. Each team worked diligently to fulfill their responsibilities.

The cooking team prepared the meal, the packing team readied the portions, and the interview team prepared to connect with the community. The pre-activity team guided the distribution team to the areas they had identified earlier. As we distributed the hot Rajma Chawal, we were met with warmth and gratitude. The Hunger Project was a transformative experience, teaching us valuable lessons:

- \* Social Responsibility: The project reinforced our understanding of social responsibility and the importance of giving back to our community.
- \* Understanding Real-Life Challenges: Learning about the daily struggles of the community members broadened our perspective and inspired us to seek solutions.

### Feedbacks and Reviews

- \* Yashika: "It was incredibly rewarding to see the joy a simple meal brought."
- \* Anjali: "I was happy to use my cooking skills for such a worthy cause."
- \* Apoorv: "I enjoyed learning about the people and their daily experiences."
- \* Janvi: "The pre-activity visit was moving, and seeing the children's happiness was inspiring. I loved to interact with people of my age."
- \* Manvi: "The project provided valuable insights into their lives, and the conversations were enlightening."



### Conclusion

The Hunger Project demonstrated the power of small acts of kindness to build bridges and create connections. We hope this experience will stay with us, inspiring us to continue making a positive impact on our community. The values of compassion, teamwork, and social responsibility will guide us as we strive to become empathetic and active citizens.



St. Mary's School,  
Safdarjung Enclave

## HUNGER PROJECT – 10<sup>th</sup> ‘A’

Dates of the visits: 18<sup>th</sup> & 25<sup>th</sup> October, 2025

Location of the visit: Goonj Organisation, Sarita Vihar

Point of contact: Organisation's Workforce

*“It's not how much we give, but how much love we put into giving.”*  
— Mother Teresa

The Hunger Project with Class 10A was carried out in two insightful phases – the *Exposure Visit* and *Donation Drive*. Both stages were designed to nurture empathy, awareness, and a sense of collective responsibility among students, while connecting them with the ground realities of social development work.

### Phase I: Exposure Visit

On **18th October**, the students of Class 10A visited **Goonj**, a nationally recognized non-governmental organization that works across 23 states in India. Goonj's mission is to bridge the gap of **equity and dignity between cities and villages** by using **underutilized urban material, particularly cloth**, as a tool for development. The organization believes that while food, shelter, and clothing are the three basic human needs, **clothing often remains the most unaddressed**, and thus becomes their central focus. During the exposure visit, the students were oriented about the **foundation, vision, and functioning** of Goonj. They learned about the unique process through which collected clothes are segregated and repurposed —

- **Category 1:** Clothes fit for direct use are distributed to people in need.
- **Category 2:** Clothes requiring minor repairs are fixed and reused.
- **Category 3:** Worn-out clothes are upcycled into new products like *sanitary napkins, mats, and rugs*, turning waste into dignity.

The students also explored a **photographic gallery** displaying images from Goonj's disaster relief operations, a space that spoke silently of both suffering and resilience. Through these interactions, the students realized that while Goonj receives abundant donations of clothes, there exists a **pressing need for educational resources**. In their *school-to-school* program, Goonj strives to provide educational materials to children in rural and disaster-affected areas, a need that the students identified as more urgent than clothing at present and this observation became the cornerstone of their next phase.



## Phase II: Donation Drive

Following the needs identified during the exposure, the second phase took place on **25th October**. Students of Class 10A organized a collection drive focusing primarily on **stationery items** — notebooks, reading books, colour boxes, pens, and pencils. Additionally, with the participation of the **Green Warriors Department**, a parallel collection of **cloth materials** was also conducted. These collected materials were then handed over to Goonj during the visit, ensuring that both educational and material needs were addressed. The spirit of the drive was rooted not merely in giving, but in **understanding the purpose behind what is being given**. The students learned that empathy is not about charity, but about connection, recognizing that dignity and opportunity are the greatest gifts one can offer.



## Conclusion

The Hunger Project with Class 10A became an experience of reflection and realization. The students not only learned about the innovative work of Goonj but also understood how small, thoughtful actions can contribute to meaningful change.

A handwritten signature in black ink, which appears to read "Ms. Pankhudi Gupta".

Ms. Pankhudi Gupta

(Head of Citizen Empowerment Department)

St. Mary's School, Safdarjung Enclave



St. Mary's School,  
Safdarjung Enclave

## HUNGER PROJECT – 8<sup>th</sup> ‘A’

Dates of the visits: 17<sup>th</sup> & 27<sup>th</sup> September, 2025

Location of the visit: PWD Basti near Gargi college

Point of contact: community members

*“The best way to find yourself is to lose yourself in the service of others.”*  
— Mahatma Gandhi

The Hunger Project, conducted with Class 8A, unfolded in two meaningful phases, the Exposure Visit and Donation Drive. The project aimed to help students understand the realities of life, deprivation, and resilience, and to engage them in acts of empathy and collective responsibility.

### Phase I: Exposure Visit

On **17th September**, the students of Class 8A visited **PWD Basti**, a community where daily life reflects the quiet struggle for basic necessities. The visit began early in the morning, around **7:30 a.m.**, as students walked through the narrow lanes, observing the living conditions of the residents.

They noticed how families had organized their spaces – areas used for bathing, storing water, and other daily needs. With keen eyes and open hearts, the students practiced community mapping, identifying places of significance within the settlement. Later, everyone gathered in the community center, where an interactive session was held. The students asked questions about the residents' lifestyles, challenges, and aspirations. Through these conversations, they learned that many houses were **kutcha**, made of fragile materials; children often did not attend school; and access to medical care was minimal. Yet, amidst these limitations, the students were moved by the community's sense of unity and creativity. As one student beautifully expressed to a community member: *“You have made it very beautiful, however you have made it.”* It was a reminder that dignity and beauty often bloom even in the simplest corners of life.



## Phase II: Donation Drive

The second phase took place on **27th September**, where the spirit of giving took a tangible form. The **school social worker** collaborated with **Goonj**, a renowned social organization, to procure **50 units of towel sanitary napkins**, capable of lasting up to six months.

The funds for this initiative were drawn from the school's Friday Funds, a student-led collection dedicated to social causes.

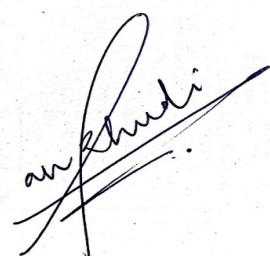
During the visit, **Ms. Khushboo**, a facilitator from Goonj, conducted an interactive session with the women of the community. She sensitively spoke about menstrual health, hygiene practices, and the importance of involving both women and men in conversations about menstruation, breaking the silence around a subject often treated as taboo.

After the awareness session, the students distributed the sanitary napkins among the women and girls, concluding the activity with gratitude and reflection.



## Conclusion

The Hunger Project was more than a school activity; it was a lesson in humanity. Through these two phases, the students not only witnessed the stark realities of deprivation but also learned the deeper values of empathy, dignity, and shared responsibility.



Ms. Pankhudi Gupta

(Head of Citizen Empowerment Department)

St. Mary's School, Safdarjung Enclave



St. Mary's School,  
Safdarjung Enclave

## HUNGER PROJECT – 10<sup>th</sup> ‘B’ & ‘C’

Dates of the visits: 1<sup>st</sup> & 29<sup>th</sup> November, 2025  
Location of the visit: PWD Basti near Gargi college  
Point of contact: community members  
Report Contributors: Tanishq X B

*“Alone we can do so little; together we can do so much.”*

— Helen Keller

The Hunger Project, conducted with Class 10 B & C, unfolded in two meaningful phases, the Exposure Visit and Donation Drive. The project aimed to help students understand the realities of life, deprivation, and resilience, and to engage them in acts of empathy and collective responsibility.

### Phase I: Exposure Visit

In the first phase of the Hunger Project, an exposure visit to PWD-Gargi Basti was conducted. A small group of three to four students from Class X B participated in the visit. During this exposure, students interacted with community members, observed living conditions, and analysed the challenges faced by the residents.

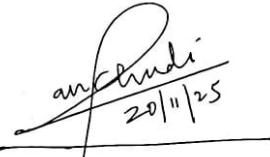
Through direct interaction and need assessment, it was observed that the community lacked access to basic first-aid facilities. Due to financial and logistical constraints, residents often avoided visiting hospitals for minor injuries such as cuts, burns, bruises, or small wounds. These health concerns were usually neglected until they escalated into more serious medical issues. Based on this assessment, students identified the immediate requirement for basic medical kits that could address minor injuries and provide first-aid support at the community level.

Considering the relatively high cost involved in preparing individual medical kits, Classes X B and X C were combined for the second stage of the project. Students from both sections were divided into groups of four, with each group being responsible for contributing towards one medical kit.

Additionally, a decision was taken to utilise the Friday Fund platform differently for this initiative. Instead of monetary collection across junior, middle, and senior school for that particular Friday Fund, students contributed medical supplies in kind. These collected supplies were integrated into the Hunger Project to prepare medical kits for the community.

To ensure medical safety and appropriateness, students, consulted Beena Ma'am, the school nurse at St. Mary's School. After detailed discussion, it was decided that only topical and external-use medical supplies would be included in the kits, and no oral or consumable medicines would be distributed.

The final list of items included in the medical kits comprised:

<u>HUNGER PROJECT</u>		Date - 20/11/25
<u>St. Mary's School</u>		
These are the items we require for the distribution drive as suggested & mindfully curated under the supervision of Ms. Beena (School nurse).		
<ul style="list-style-type: none"><li>① Cotton (₹30/ [Mohini's Cotton Roll brand])</li><li>② Dettol / Savlon (₹40 approx.)</li><li>③ Band-Aids (₹3/ per piece Brand - Cipla)</li><li>④ Betadine ointment (₹145/ per tube)</li><li>⑤ Dicloph./Mirc ointment tube (₹100/ approx.)</li><li>⑥ Neosporin powder (₹100/ approx. 10 gm)</li><li>⑦ ORS /electrolyte (₹23/ per piece)</li><li>⑧ Burnol ointment (₹100/ per tube Approx.)</li></ul>		
<p style="text-align: center;">Total → ₹ 550 costing per pouch</p>		
 20/11/25	 Ms. Beena (School Nurse)	 Dr. Rajesh Meena (School Doctor) DR. REETA MAWLA DMC/R/00405 24/11/2025.

All materials collected from Classes X B and X C, along with contributions received through Friday Fund from junior, middle, and senior school, were accumulated and organised. Approximately 30–35 medical kits were prepared, packed, and readied for distribution.

## **Phase II: Donation Drive**

The second phase of the Hunger Project involved the distribution of the prepared medical kits within the community. For this phase, unfortunately only one student from Class X B, Tanishq showed up. In order to ensure the smooth and effective conduct of the drive, students from the Citizen Empowerment Department also joined the visit because there was only one student volunteer from 10<sup>th</sup> B.

The team visited the community along with Beena Ma'am, the school nurse. She demonstrated the contents of the medical kits and explained the correct usage of each item, including when to use them and important do's and don'ts. This orientation was essential to ensure that community members could safely and effectively use the supplies provided.

Following the demonstration and interaction, the medical kits were distributed among the community members. The visit concluded with the team returning to the school after successfully completing the donation drive.

## **Feedback and Reflective Note (By the Head, Citizen Empowerment Department)**

I would like to reflect on the implementation of the Hunger Project with Classes X B and X C. Given that these are board classes, it was understandably a challenging period for students, as academic responsibilities tend to be high. However, community engagement initiatives such as the Hunger Project are an integral part of the curriculum and play a crucial role in building empathy, social sensitivity, and civic responsibility among students.

While some level of participation and coordination was observed, especially from Class X B, overall voluntary involvement and sustained engagement from students remained limited. Additionally, stronger collaboration and follow-up support from the class teacher's end, particularly in the case of Class X C could have significantly enhanced student participation and ownership of the project.

It is important to acknowledge that the Hunger Project is a collective school initiative. Its successful execution depends on shared responsibility among students, class teachers, and the school social worker. Given the stronger rapport students naturally share with their class teachers due to regular interaction, even partial involvement from the class teacher in coordination, follow-ups, and responsibility allocation can greatly strengthen such initiatives.

Moving forward, a more collaborative approach will help ensure that students engage more meaningfully with social projects and internalise the values of empathy, responsibility, and active citizenship that these experiences are designed to foster.



Ms. Pankhudi Gupta

(Head of Citizen Empowerment Department)

St. Mary's School, Safdarjung Enclave