

ANNUAL PROGRAMME REPORT

GRAMIN SHIKSHA KENDRA

(April 2021-March 2022)



Gramin Shiksha Kendra

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I. ABOUT GRAMIN SHIKSHA KENDRA

PHILOSOPHY

We believe that schools are an extension of the community- not delinked from society, but an integral part of it. There is a need for active participation and accountability from the community towards their own schools, for the overall growth of the community. The community is a partner in the process of education, rather than schools merely being a service provided to them.

VISION

Thoughtful, supportive and sensitive children will create a world which is sustainable, less inequitable, more supportive and one which believes in peaceful coexistence- recognising and celebrating diversity and culture.

MISSION

Education will set children free and help them to be curious, supportive, sensitive, thoughtful and aware open to learning, and with capabilities to take on responsibilities and fulfil them

II. REPORT OF PROGRAMS

1. Uday Community schools

Uday Community Schools are the foundation of our work to improve the level of education. The schools were set-up with the help of the community and are currently led by them.

Uday Community Schools continue to act as the education laboratory where our team of teachers have evolved the best child-centred practices and evolved them in the local context. Uday Community Schools have successfully created an environment around its vicinity where parents are concerned about the kind of education provided to their wards.

In 2021-22, we worked with 199 children through the two Uday Community Schools located in Fariya, and Girirajpura.

a) Uday Programme – Fariya, Katar and Raikheda

In 2021-22, Uday Programme was engaged with 91 children in Fariya, out of which 46 were girls and 45 were boys.

i) **ACTIVITIES for Capacity building of Teachers in 2021-22**

- **Empower Aavishkar training** – Teachers joined online session for a two-hour per week for the Science and Mathematics subjects. Aavishkar provides the opportunity to the teachers to learn a lot, which is then also being extended into teaching the children.
- **Dance Movement Therapy (DMT)** - Online and offline trainings of Dance Movement Therapy were held. Teachers learnt about various types of activities which are now being practised with children.



Teachers in Movement activity

- **Computer sessions** – Capacity building of teachers was done by providing them computer lessons at institution level. Now, all the teachers can perform the basic institutional work online, such as sending mail with basic information, writing reports etc.
- **English programme and mentorship session** –online workshops were incorporated for capacity building in English, in which all the teachers joined and every week English capacity building work was done at school level. Sentence building and understanding on the basis of tense, reading and understanding books to work with the children, according to the theme preparation of activities and teaching materials were focused on.
- **Life skill training** – online and offline training was taken under Life skills. Tasks like understanding the module shared by Rashmi, making lesson plans and adding new activities to it were done.
- **Online capacity building**- An online workshop related to life skills and the 21st century was incorporated, identifying the skills in children and giving them opportunities to grow while assessing them quarterly.
- **Subject based capacity building** – In online workshops, capacity building was focused in accordance to the topic and the need of the teachers on English, Hindi, Science, Social Science, Mathematics.
- **Financial Workshop** – A half-day session was taken on financial management concepts and strategy by Shilpa Bhaskar, Founder of “Nerdybird financial wellness”. Short and insightful discussion took place on understanding saving and investment, how insurance works, how an insurance company works in the stock market etc.



Demonstration on financial transaction from one institution to another through intermediary bank

ii) Activities with the Children

- **Kitchen gardening** – From the experiences of the kitchen garden in the school, it was extended by the children in their homes. 15 children prepared a kitchen garden in Raikheda and Katar. It was initiated by Manju in lockdown. Gradually, other children were influenced by her and expanded it in their homes. Due to this Kitchen Garden, along with getting access to fresh vegetables, financial savings were also acquired.



Children Sowing new seeds

- **Art work** – In the art work children made and coloured clay toys . Painting such as thumb painting, thread painting, spray painting, making puppets / masks from paper mache, making paper boats, cats, garland etc were created by kids. Children’s paintings are also being featured in the bi-monthly magazine of Gramin Shiksha Kendra called ‘Morange’. Children feel validated by seeing their art in the Magazine.
- **Creative writing** – The children are encouraged to write and practice creative writing as per their comfort, their writing has begun to get a place in Morange.

- **Mehendi Club** – A mehendi club is started in the school, 20 children are part of it. Boys and girls equally participate in the club. Eight to ten students were exceptionally talented at designing Mehendi. Some have started applying mehendi in weddings and functions and are entrepreneurs now.
- **Online teaching** – Two children have joined Aavishkar’s five days online teaching on Science and Mathematics. Children worked on the understanding of matter and its phase, perimeter and area.
- **Project work-** Working on a particular topic under a project amplifies the scope of comprehensive learning. Learning is entering homes through the projects because of which other members of the family are learning too. Some of the projects done by children are on :
 - Making ID card.



Children showing their designed ID card

- Colouring classroom using Mandana idea.



Children colouring the ground- Mandana Painting

- **Cooking Club:** This club was introduced with the objective of improving the health of children by inculcating healthy eating habits. For instance, the village is rich in milk production, but children prefer to drink it as tea rather than just milk. Cooking club helps children to learn the process behind the dish, it also helps in breaking gender stereotypes.
- **Incorporating sports in the curriculum**
Sports as a curriculum means a lot, in terms of inculcating values, norms, behaviours, out of which one of the most important skills is socialisation skills. Whatever we learn inside the class is learnt in a more nuanced way on the field. Collaboration, cooperation, rules, decision making, team leadership are immensely rooted in sports and that is our aim behind incorporating sports in the curriculum. Working as an agency of alternate education, we ensure what value embedment is important and from the sports field, discipline goes into the class.



Winter sports activity, when schools were closed



Handball team departing to the event place, 1) At district level school 2) State level at Jaipur

- **Election in the school**

It cannot be denied that experiential learning gives phenomenal insight and helps in in-depth learning. Therefore, to understand the importance of a representative in their village and school elections were held. From class 1 to class 8, each grade had their representatives for two seats. One is for school representation and the other represents the class. The process of filing nominations, advertisement, campaign, voting, and finally counting gave children exposure to the democratic process of the country.



Children using their voting rights in the school election

- **Dance club-** This club is run by the children, where they make groups and practice a particular dance style and the teacher adds to their dancing skill as a supporter. 30 new children are participating in the dance club, which is held after class. The most important part of this session is that it gives children a space where they can express themselves freely.

b) Uday programme- Girirajpura

In 2021-22, Uday Programme was engaged with 106 children in Girirajpura, out of which 47 were girls and 59 were boys.

i. ACTIVITIES with the Community

- **Community Contact** – In the beginning of the session (2021-22) the teachers contacted and discussed with the parents about the importance of education and vaccination of the children. New admissions were discussed with the parents and about 25 new admissions were done in the month of June & July. Out of these 8 admission were from the families who migrated from the forest.
- **Reorganisation of School Management Committee-School Management committee (SMC)** was reorganised in August. A new President, Secretary, and 2 new members were substituted in place of previous ones. They all were selected with the consent of the parents and by a transparent process.

ii. REOPENNING OF SCHOOLS

The Girirajpura school was opened for grade 6-8 from September 20, 2021 and it was opened for all grades from September 27. Before resuming school for student below class 5, children continued engaging with younger students through *dhaani-kendras* (hamlet learning centres) in the catchment area of *Uday Samudayik*, where a group of 5 students was supposed to join teacher each day for an hour. *Dhaani- Kendras* facilitated the transition of students for school. It also minimized severity of learning loss among children and mitigated the reasons of drop out.

iii. **Teachers' capacity building initiative**

- **Dance Movement Therapy** – A Training programme on Dance Movement Therapy (DMT) was held for the teachers. Kolkata Sanved a pioneer organization in this field was called for conducting the Programme. The DMT sessions brought joy to the participants and removed negative energy. The session is completed when teacher prepares a plan and submit their report to Sanved. This technique was then used with children to assist them in maintaining their emotional well-being. Students truly benefitted from DMT sessions.
- **Life Skill Workshop and Training**-Workshop on Life Skill was done with the teachers. After the workshop, all the teachers are given the task of making lesson plan. Teachers are trained by the team to document the lesson plan digitally, as a result all the teachers of the school have now started saving the lesson plans on the drive. Two teachers also participated in the online training facilitated by an external facilitator Mrs. Rashmi Sood. The topics covered in the training were self-awareness, communication, goal setting, time management, etc.
- **English Mentorship** – English mentorship session provides platform for continuing and practicing English learning on regular basis at school campus. Mentorship session helps in learning the language and enables the new teacher to cope up with the language. Reading, writing, listening, speaking practice are parts of these Mentorship sessions.
- **Financial Workshop** – A half-day session was taken on financial management concepts and strategy by Shilpa Bhaskar, Founder of “Nerdy bird financial wellness”. An insightful discussion took place on understanding the importance of saving and investment, how insurance work, how an insurance company works in the stock market etc.

iv. **Engagement of Children**

- **Dance Movement Therapy and Life skill session**- Students participating in these sessions show happiness, fearlessness, confidence and eagerly wait for these sessions. The objectives of activity is to facilitate the body-mind connection, self-expression, self-care, listening & communication, self-awareness etc.
- **Project work**- Working on a topic under project work amplifies the scope of comprehensive learning. Learning is accessible to homes through the projects and, besides the children, other members of family noticing the act. Four projects on germination process, colouring cloths and making toys out of soil were done by children.



- **Cooking Club-** The introduction of this club aims to cater the health improvement through eating habits. For instance, the village is rich in milk production, consumption but milk is served as tea, rather taking pure milk. Parent complains that children dislike having pure milk. Cooking club leverages children prepare, learn cooking process, learn new dish and most of it, anyone can cook. The dishes prepared by the children are – Samosa, pakaudi
- **Community Library-** Good numbers of various kinds of books have been availed at the community library, so that the genesis of self-learning habit doesn't get disconnected. Children can reach out to library any time after the class at centre.

Month	Number of children benefited	Books used
September	75	170

v. Sports in the curriculum

Sports as curriculum means a lot, in terms of inculcating values, norms, behaviours, out of it one socializes. Whatever we learn inside, the class realizes more nuanced in the field. Collaboration, cooperation, rules, decisions making, team leadership are immensely rooted in sports and that is the aim alongside other aims. Working as an agency of alternate education, we ensure what value embedment is important and from the sports field, a discipline goes into the class.



- **Sports Event-** For the district level event, a total of 26 students from Uday school participated in Handball and football (both boys and girls) and girls were appreciated with 2nd position and highlighted the school's name with the performance. 2 girls and 1 boy had been selected for state level team which is another achievement for the school participating first time. They represented Tonk district in under 14 Handball and football event at Jaipur.

Besides that, one boy got selected, first ever time within that community, from the Sports Academy Jaipur.

2. Umang Program

The Umang Program seeks to empower young girls to aspire, explore, fulfill their potential, and emerge as worthy future leaders and role-models. In the year 2020, we began working with a cohort of 29 adolescent girls in Shyampura village of Sawai Madhopur with the help of our funding partner EMpower. In 2021, another cohort of girls enrolled in grade 9. The recruitment of a new cohort began with the commencement of the academic session in September 2021. Here is a summary of the activities and events conducted by Umang so far this year.

Inaugural Ceremony

The Inaugural Ceremony celebrating the enrollment of the second batch of 35 girls in grade 9 from Shyampura village of Sawai Madhopur. The objective of organizing the event was to welcome the new cohort and to encourage the girls and their parents to attend the program. The event also helped the community to understand the programme and to be more familiar with the programme team. The invitations given out to the families and other guests were handmade cards painted by the girls and were decorated beautifully by them. The smiles on the faces of the parents when told that their daughters had made the cards were priceless! In the meantime, the kits including a badge, bag, dictionary, geometry box were prepared in the office.

Mini-Exposure visit to the Embroidery Centre

A visit to embroidery centre was organised for the girls by Umang team. The 36 girls of the Umang cohort were taken to an embroidery store in Pakal ki Dhani. They were overjoyed to see the machine for the first time. The girls were very inquisitive and asked questions such as - what was the motive of this visit, can they also work here, what is the price in Kundera and the difference between the branded and local clothes and the owner explained it all. The girls also clicked pictures there and wrote their reflections on this visit.



Health Camp

An Health camp was organised on 23rd September, 2021 with the intention of understanding the health status of the girls and to create awareness among the girls about their bodies, the health camp was attended by 45 girls of 9th and 10th grades. The girls were very hesitant in giving their blood for the haemoglobin, blood pressure and sugar test but once the syringe was injected, their fear of intense pain vanished. The girls also got their heights and weights measured along with blood pressure count. The Doctor also spoke to the girls about the importance of health and nutrition along with a nutritious diet and good sleep. Based on the results, he also discussed the importance of maintaining a haemoglobin level of above 12. These discussions were followed by all the girls getting a bottle of iron syrup which they would have to consume for two to three weeks.



The second part of the Health Camp was organized in February to follow-up on the previous health camp and understand the increased/decreased levels of the girls in various themes such as Blood Pressure, Hemoglobin, sugar and BMI. The health camp witnessed 32 girls of 9th and 10th class. The girls who were extremely hesitant in giving their blood for the hemoglobin for the first time now were confident to prick their fingers with the needle and also to take injections for coronavirus and tetanus.

Exposure Visit to Chittorgarh

A two-nights and one-day exposure visit to Chittorgarh was organized for alumni girls from Jaganpura village associated with our Kishori-Manch on 4th October 2021. The exposure was planned to promote sharing knowledge and experiences to understand the history of Rajasthan and Chittorgarh from a Gender's perspective and how it has romanticized the traditions such as 'Johar' and 'purdah' and 'the lack of agency and identity among women'. The whole process was the best way to learn teamwork, initiative-taking, communication, confidence and exposure learning with an added advantage of understanding the history of Rajasthan.



The girls also penned their feelings of visiting this city which they had dreamt about for so long. The exposure visit has contributed to the change in perceptions of the alumni team when they are facilitated to learn via actual viewing of the historical places and interactions with locals.

Exposure Visit to Ranthambore National Park:

Ranthambore National Park “When will you take us for an exposure visit like you take the alumnus?” was a recurring question asked by the girls of the 10th standard cohort. The day was finally here and when the girls were told about it their excitement was incomparable. They were being taken to the Ranthambore National Park for a jungle safari on 5th October 2021. Some had visited the Shyampura jungle before a couple of times but a “jungle safari” was something completely new to them and so, they really looked forward to it. They got to see the beautiful tigress of zone 3 named ‘HEROINE’



The visit was followed by a circle of reflections where the girls vividly spoke and wrote about their experience of the sanctuary and what emotions they felt during the visit. 13 girls explicitly mentioned that they visited the sanctuary for the first time even after being a local resident. All the girls saw the tiger for the first time. Moreso, the alumni girls who said they visited the sanctuary never really saw a big cat.

Exposure Visit - STEAM Lab, Bodal and Kala Gora Temple of Sawai Madhopur

Umang Program Cohort visited Bodal STEAM Lab and Kala Gora Temple on 19th November 2021 - a day filled with fun, travel and STEM learning. This exposure visit's objective was to inculcate scientific learning and to develop interest in the STEM subjects. 41 girls first visited the STEAM Lab setup by Gramin Shiksha Kendra at Bodal village where they acquired varied thematic knowledge and conducted several experiments in Science, Maths and Tinkering. Next, they visited the Kala Gora Temple where the girls got to know about the Tantric tradition and saw the ancient world map. Joining the Cohort, Sanjna Kapur (theater practitioner) also observed and interacted with the girls.



Sports Camp

A sports camp was organised in the month of October for the girls. The objective of the camp was to understand the girls and encourage them to play sports. The girls of first and second cohort spent their entire day at the playground playing various sports including Kho-Kho, Kabaddi, Handball and learning essential life skills such as teamwork, critical-thinking, collaboration and problem-solving. The camp was of three days and approximately 45 girls participated.



Dance Movement Therapy

The teachers have been building capacity in Dance Movement Therapy since September, 2021 with the help of Kolkata Sanved. The purpose is to build a strong team of DMT practitioners who can work with children and adolescents to improve their socio-emotional well-being. The training involved theory of movement therapy, classification of activities for the programs and discussion on the implementation of this tool. Pictured is the image of a training session in Sawai Madhopur with the facilitators, Sohini Chakraborti and Tillottama from Kolkata Sanved.



STEAM Exhibition

The STEAM Exhibition was organized by our program team and the participants, during the winter vacations of the girls. A complete month of preparation was required to make charts, models and practise with those working-models and experiments. Frequent practice was done for the girls to explain the models and build their confidence to exhibit the models in front of the community. 41 girls participated in the exhibition where they set up 21 corners in different ways. The STEAM exhibition lasted for one and a half hours during which 200 parents and other community members participated and interacted with the girls. The community went back with an evolved understanding, a Morange - our bi-monthly magazine, and mehendi on their hands, feeling happy and proud of their daughters.



Forum Theatre

The month of November marks the beginning of an auspicious phase called 'Dev-uthni' in which the Hindus hold events like marriage ceremonies. Due to the socio-cultural context of Sawai Madhopur, Devuthani leads to innumerable child marriages. Our Forum Theatre troupe conducted performances at the centre of the Umang Program - Shyampura, to spread awareness about, and initiate public discourse around, the twin menace of child marriage and girls dropping out of school. Following this, in January, another Forum Theatre was conducted with the girls on National Girl Child Day.



Health and Hygiene

1. **Nasha-Mukti (De-addiction) Camp** - A large number of girls in our program area due to their socio-cultural context start consuming tobacco at a very young age. Thus, a camp was organized in Shyampura to spread awareness on the adverse effects of tobacco and drug consumption along with giving nicotine chewing gums to curb the craving for tobacco. The girls and Umang team also took a pledge to control and stop the usage of tobacco and drugs.
2. **Menstrual Hygiene Management Workshop** - MHM workshop was organized with the primary objective of bringing awareness about the anatomy of the female, menstruation, the taboo attached and sustainable menstruation which is related to the use of eco-friendly menstrual products.



Celebrating National Girl Child Day and International Women's Day

The Umang cohort celebrated National Girl Child Day on 24 January and International Women's Day on 8th March by cutting a cake, talking about gender discrimination, drawing their inspirational female figures, and having discussions on them. They vividly spoke about their women role-models too. Some of the girls said that their mothers are the role-models for them because they work in the farm & their houses along with taking care of their family.



Leadership Camp

A residential leadership camp was organised in the month of March for Umang Programme cohort of adolescent girls, at the Gramin Shiksha Kendra Office Campus. In the lap of nature, the girls engaged in a series of activities and discussions, aimed at encouraging team-building, time management, decision making, free sharing and communicating, and deep and critical thinking.



Graduation Ceremony

On 24th March, it was a joyful moment at Shyampura village where the girls come from. The girls that were recruited in 2020 graduated as the first cohort of the Shyampura Village. The girls sang their favourite songs with their teachers, parents, and the younger cohort. The younger cohort also presented their seniors with the gift-cards designed by them.



3. De-notified Tribes

De-notified Tribes are those communities which were notified as 'criminal' under the British colonial Criminal Tribes Act, 1871. After almost a century of horrors as a result of this discriminatory law, they were de-notified by the government of independent India in 1952. The Criminal Tribes Act was repealed only to be replaced by the Habitual Offenders Act (applicable now to individuals, and not entire cultural groups). Caste-based stigma, however, persists. DNTs continue to be denied access to housing, healthcare, nutrition, education, livelihood, political representation, justice and lives of dignity.

In 2020, Gramin Shiksha Kendra initiated engagement with five De-notified and Nomadic Tribes in and around Sawai Madhopur- Gadiya Lohar, Moghia, Bhopa, Kanjar and Bawari communities, who are rag-pickers, blacksmiths, folk performers, cattle traders, labourers and sex workers. This is primarily done through assessments to ascertain their lives and challenges, determine academic levels of children, strengthen their collectives, and empower them to claim their rights and entitlements from local authorities, from a position of enhanced agency. We became a part of the network of organisations created by Bhasha Research & Publication Centre, to undertake community surveys pertaining to DNTs & NTs, across Rajasthan, Madhya Pradesh and Gujarat. The aim was to design suitable need-based programmes for the well-being of these communities.

In Sawai Madhopur only 50% of DNT community has access to government benefits or the Public Distribution System (PDS) as most of them does not have ration card. Only 10% of the community comes under Below poverty line, whereas the rest are considered Above Poverty Line. Since most of the community is not being able to produce the necessary documentation and are settled in areas considered urban, they are not considered in the ambit of rural schemes. These predicaments, exacerbated by institutional apathy and negative public perception of them as criminals and petty thieves, keeping them out of schools, hospitals, markets and even policy, makes them one of the most marginalised social groups in India.

I. **Ration Distribution Drive by Gramin Shiksha Kendra**

During the national lockdowns, landless labourers and migrant workers were left most vulnerable, with the inability to travel for livelihoods during periods of restriction on movement. For the DNTs & NTs, the pandemic made worse their already acute socio-cultural and economic marginalisation, severely jeopardizing food security. We identified such families in need, to help them overcome this situation by providing dry ration kits. Between 27 May to 25 June 2021, Gramin Shiksha Kendra distributed the Ration kits in Khandar and Sawai Madhopur. The communities in which Ration Kit was distributed are as follows- Bawariya, Gadiya Lohar, Kalbeliya, Banjara, Bhopa, Bhand, Mogya, Marvadi kir, Gujrati kir, and Doli.

Each of the kits was composed of daily commodities (flour, pulses, oil, sugar, salt and basic spices, sooji, tea leaves, reusable cloth mask, and soap). **Including this year's relief drive and efforts undertaken in 2020, we have distributed about 5675 ration kits in total** which costed us ₹1135 per kit, across close to 25 locations.



II. **BAAL MANCH FOR CHILDREN**

We have initiated 'Baal-manch' set-ups for children of the Bawari community, seeking to provide first-generation learners a structured environment through daily sessions, in an attempt to make them familiar to the teaching, playing and socialising set-ups of nearby government schools. Baal Manch, is the platform nurturing children in order to streamline with the schooling system, has so far achieved good responses from community as well as the government school. People nearby are amazed to see children, well dressed up, going govt. school- Seksheriya Govt. school, Bambori govt. school.

By now, the total number of children joining govt. school is 50, who are showing regularity in attendance. Also, the number of students has increased at the Baal Manch is 14. The present attendance has increased and shifted to 68.

Currently GSK is running four learning centres for children belonging to DNTs & NTs, of which two are in the *Bawari* community and one at the *Bambori basti* near Sawai Madhopur's railway station and a third at a suburban location called *Khandar*. Across these two locations, 101 children are enrolled.

III. Survey of DNT Community

In the month of July GSK did a survey of DNT community (Gadiya Lohar, Bawari Basti, Mogya and Kalbeliya) to know about:

- Literacy and education of Children
- Documentation.
- Economic and financial condition

IV. Academic Engagement

Children are being exposed to the basic literacy-numeracy at the centre. Each centre has been phenomenal in reaching out to children, meeting needs, having challenges in getting children's attention span towards particular education activity/work. Although this pattern is gradually changing, which is an outcome of activities taking place in the community. These activities involve project work on cleanliness, piggy bank making and preparing kitchen set.

Evaluation-

Level	Hindi	Math	English	EVS
A ¹	5	12	1	6
B ²	20	14	9	16
C ³	43	49	66	34

20 children have slow understanding of Hindi, whereas only 5 children can understand Hindi and can read as well as write it. 43 students are under category C which indicates that they are still learning to make hand- balance.

12 children can understand mathematics and can read & write it as well, whereas 14 and 49 children are in category B and C respectively.

There's only 1 child who understands and can read as well as write English. 9 children fall category B and 66 comes under category C.

6 children have the understanding of EVS subject whereas 16 and 34 children fall under category B & C.

¹ Have understanding in reading & writing

² Have slow understanding in reading & writing

³ Making hand-balance

Dance Movement session- The teacher prepared plans and conducted sessions in the centres which is part of their training.

V. Health Support

- i. **Health Facility-** Vaccination amidst floating rumour of deaths due to vaccine was challenging, however a health camp was organised within the community and 179 people got vaccinated after several attempts.



Community members attending facilities in the hospital.

- ii. **Liaising with Medical facility-** Even in a pandemic, accessing medical facility was difficult for the DNT Community. Absence of documentation such as identity cards and pre- conceived notion towards a person belonging to the DNT community made it tough for the people to access medical facility. The team helped the community by acting as a mediator between the DNT Community and the medical staff of the hospital.
- iii. **Health monitoring** – Education has never been the basic need for these community as they majorly struggle for livelihood. They are vulnerable of being affected with the diseases primarily because they are engaged in garbage picking work and the unhygienic surrounding at their residence are not at all helping. These conditions called for health monitoring system. The growth of child was monitored through growth monitoring chart, that indicates the BMI (Body Mass Index) of the child. The parent was made aware of the health conditions of their child and were advised to go for regular check-ups.

VI. Improving Living condition

- i. **Community leadership-** Gramin Shiksha Kendra as its strategy identifies the youth from the community, as it is necessary to work in their favour. Organization along with the members of the community meet with representatives such as Ward Parshad, Nagar Parishad, MLA, Jila Pramukh, Sabhapati and kept the issues faced by the community. Sometimes, on the community's behalf, organization met with CDPO and representative. They were made aware of the challenges in community such as water issues, drainage, road and documentation.



ii. Providing/solving basic facility-

As per the United Nations General Assembly and Universal Declaration of Human Rights, everyone has a Right to receive safe, affordable, and clean accessible water and sanitation service. Similarly, the Right to shelter is a Fundamental right guaranteed by the Constitution of India. Although, these are considered as basic human rights Bawri & Bambari community are far from receiving these rights.

When an Organisation works on Uplifting a community by way of Education, providing life skills, it also has a responsibility to work on catering the basic needs of the community. As both the works go hand in hand therefore, the organisation assist the community to access the basic human rights.

The Program team worked in the following ways to provide aid to the DNT community:

- The issue of clean drinking water was taken to the representative which ensued the fixing of the only Water tank available in the Bawari community.
- The main pathway in the community was in a pathetic state, it was covered with drainage water and garbage, it worsened in rainy days. A must needed road proposal was presented to the area representatives which got sanctioned. The community will get a road along with a drainage system until the end of 2022.
- To provide shelters to the Gadia Luhar community, we registered them under the Pradhan Mantri Gramin Aavas yojana. 12 families received the benefit under the scheme and will get financial assistance for the construction of houses.

VII. Documentation Support

Community Engagement cum Support

Livelihood remains the foremost priority of DNT community, that compels them to pick garbage and bag. It is because of their negative image in the society that they are far from getting the basic human rights available to any human being. It is due to their lack of agency that they are not receiving any benefits of the Government schemes.

The organisation is working on mainstreaming the DNT community by helping them in the documentation, opening bank accounts, and linking them to the various government schemes.



4. Ranthambore Shiksharthi Fellowship Program

The Ranthambore Shiksharthi Fellowship Program (RSFP) is a community-driven initiative which was designed with a vision to ensure holistic development of children from the villages surrounding the Ranthambhore National Park by setting-up Activity Centres operated by the youth and supported by the parents from these villages to provide a supplementary academic support to the children. The program also creates an institutional platform for and with the youth from these communities to help them transform into the Responsible Change-Agents by acquiring important life-skills and develop critical understanding towards their society and polity. The youth group thus graduated from the program will begin to challenge the existing oppressive norms, and participate in the social and political spaces within their village communities to bring positive reforms.

Program's Activities

The first batch of the Ranthambore Shiksharthi Fellowship Program comprises 24 Shiksha-Saathis recruited from 22 village communities to work with children in their respective villages or hamlets. The program was designed in a way to encourage young girls to participate as a result of which 17 girls and 7 boys were selected in the first cohort. These Shiksha-Saathis were pursuing their Bachelors and aspire to continue their education even after the program. The fellows were selected through a screening process which tested their attitude to grow and serve their society.

The Fellows were also provided mentorship support by GSK's teachers and an honorarium to help them continue their education and thrive. The Shiksha-Saathis worked with 644 children in the primary grades (1st to 5th) by setting up the Activity Centres and conducting supplementary classes within the village communities. They also conducted sessions on Sports and Creative Expressions with the children. Apart from conducting learning sessions with children, the Shiksha-Saathis also facilitated 73 School Management Committees meetings, 308 Parents-Teachers' meetings, and 181 Mothers' meetings. During the program, each Shiksha-Saathi had visited the government schools around 30 times (thrice in a month) and shared their work with the government teachers.

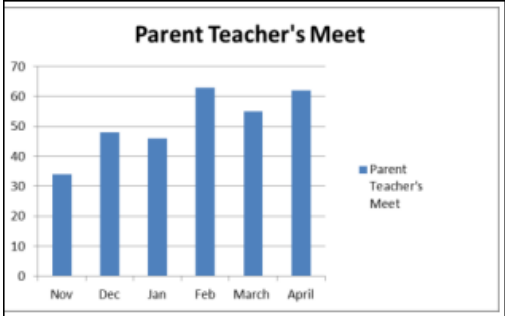
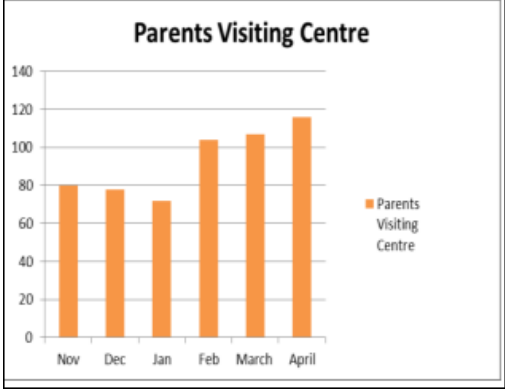
Capacity-building of Shiksha-Saathis

During the program, the Fellows underwent various capacity-building sessions held in two phases – the summer workshop of 17 days and the winter workshop of 6 days. During these workshops, the sessions were designed to equip the participants with skills and

competencies in various disciplines such as Education and Teaching Methods, Gender sensitization, Life-skills – Effective Communications and Collaboration, Dance Movement Therapy, Computer and Media Literacy, Designing and Conducting Research. Ms. Shilpa Bhaskar, the founder of Nerdy Birds Financial Wellness was invited to conduct a session on Financial Literacy with our Shiksha-Saathis.

Results and Achievements

The first cohort of the fellows established a successful relationship with the children and the community at large leading to successful results of the program.

With Children	With Youth	With Community																												
<ul style="list-style-type: none"> The baseline highlighted that only 28% children were at their age-appropriate learning level in August 2021. While the assessment conducted in April 2022 suggests that 73% children are now learning according to their age. Children engaged in creative arts and Dance Movement Therapy at the Activity Centres had better attendance in their schools than the others. 	<ul style="list-style-type: none"> The female Shiksha-Saathis have stated that there is a tremendous change in the way the communities perceive them as they can go out, talk and seek support from the community and people which was not possible earlier. They developed a better critical understanding about the oppressive norms in their society. Our Shiksha Saathi, Ladbai Gurjar from village – Khandewla was recognized by her alma mater Government School of Khandewla for her exceptional work on Quality Education. 	<p>The parents have begun to actively participate in the SMC and Parents-Teachers' meetings.</p> <div style="display: flex; flex-direction: column; align-items: center;">  <table border="1" style="margin: 5px 0;"> <caption>Parent Teacher's Meet</caption> <thead> <tr> <th>Month</th> <th>Number of Meetings</th> </tr> </thead> <tbody> <tr><td>Nov</td><td>35</td></tr> <tr><td>Dec</td><td>48</td></tr> <tr><td>Jan</td><td>45</td></tr> <tr><td>Feb</td><td>62</td></tr> <tr><td>March</td><td>55</td></tr> <tr><td>April</td><td>60</td></tr> </tbody> </table>  <table border="1" style="margin: 5px 0;"> <caption>Parents Visiting Centre</caption> <thead> <tr> <th>Month</th> <th>Number of Parents</th> </tr> </thead> <tbody> <tr><td>Nov</td><td>80</td></tr> <tr><td>Dec</td><td>78</td></tr> <tr><td>Jan</td><td>72</td></tr> <tr><td>Feb</td><td>105</td></tr> <tr><td>March</td><td>108</td></tr> <tr><td>April</td><td>115</td></tr> </tbody> </table> </div>	Month	Number of Meetings	Nov	35	Dec	48	Jan	45	Feb	62	March	55	April	60	Month	Number of Parents	Nov	80	Dec	78	Jan	72	Feb	105	March	108	April	115
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5. STREAM

We initiated the STEAM (Science Technology Engineering Arts Mathematics) programme in March 2017 with 17 government schools. The programme received huge appreciation from the teachers, children and the parent's communities.

Under the STREAM program by the Gramin Shiksha Kendra, the work is based on innovative, experimental, creative, sports, and TLM activities. The work is being done regularly in the

government schools with the government teachers so that they can also do activity-based teaching work with the children. At present, Gramin Shiksha Kendra is working with 18 government schools of three blocks (Jaganpura, Faria and Bodal blocks, 6 schools from each block) falling in the rural area of Ranthambore National Park.

The objectives of the programme are as follows:

1. To establish activity-based learning.
2. Establish child centered education.
3. Science – Incorporating practical work in teaching mathematics.
4. Regulating the game.
5. To remove the dullness of children and teachers towards the library.
6. To make art work interesting and regularized.

The main work / activities to be done for the purpose of the program

1. Demo (Science-Math)
2. Sports work
3. Art work
4. Community contact
5. Science exhibition
6. Lab visit

The details of the work done in the library operation session are as follows -

Reference work done by teachers

Cr.	Activity	Number				Children	Teachers	Community People
		Jaganpura	Faria	Bodal	Yoga			
1	Demo (Science – Maths)	145	135	132	412	2811	187	Nil
2	Sports Work	72	75	70	120	1800	217	Nil
3	Art Work	80	70	65	215	1525	180	Nil
4	Community Contact	65	26	20	111	Nil	Nil	361

Demo in Science and Maths with the help of resource teacher and government teachers’ schools has been started. The interest of the children has increased in this type of demos. In Government

School Hindwar, Uliana, Ramsinghpura, Pali, Ravra, the government teachers have started doing some practical work on their own with the children. In Government School Hindwar, practical material of Science-Mathematics subject worth Rs.10,500 has been purchased from School Management Committee fund for the laboratory.



Reintroducing sports: All kinds of sports competitions were banned during the Corona period, which has been started from this season. Children's interest in sports has increased. Government teachers have also started connecting with resource teachers. Government teachers have started allowing children to play outdoor games like Kabaddi, Kho-Kho. So far, sports is not played regularly in any school, but whenever there is competition by the government, the team has started playing.



Art Activities– Art work was done in all government schools. In this work, drawing with the girl, making, story writing, poetry writing, experience writing, making a story by looking at the picture, making jokes, verse singing, drama have been included. State teachers were also associated with the resource teacher. Telling the story to the children from time to time and listening to the children.

Result – State teachers have started joining the art work with the reference teacher, these teachers have started taking interest in this work. Children have also increased interest in this work. Children regularly read the bi-monthly Morange Bal Patrika published by Gramin Shiksha Kendra.



Parents have started to understand the work of the STREAM. Men and women of the village have started coming to the school to see and understand the work of children and teachers in the science exhibition conducted in schools. Parents also visit the school regularly.

Science Exhibition – Science exhibition was organized in 15 government schools. In these exhibitions, the children demonstrated the models/experiments made by them. Government teachers and resource teachers were present for the support of the children. The selected models / experiments were related to the children's textbook.

Result – Science exhibition has increased the interest and enthusiasm of state teachers and children in science. Children and parents want that such events should be organized in their schools by the government schools themselves. The people of all the communities appreciated the science exhibition very much and called this work very beneficial for the children.

The institution heads of all the schools gave assurance to the teachers and the community to organize such events at their own level.



Lab Visit – STREAM Lab Bodal is visited by all government schools and Uday Community School children. There are different labs of biology, chemistry, physics, computer, tinkering and math lab in which all the experiments and models of class 6, 7, and 8 are kept. Children by themselves and with the help of teacher see and use the facility of laboratory, this helps in building their understanding on the topic.

Library operation - In all government schools, library is being used regularly for children, for this, teachers and head of the institution should regularly distribute library books. is negotiated for.



6. Forum Theatre

. Gramin Shiksha Kendra has been running an applied theatre program over the last three years. The team has gone through trainings and workshops with different practitioners and facilitators. The program started in 2019 when GSK partnered with the Jana Sanskriti Center for Theatre of the Oppressed, Kolkata began their Forum Theatre Training Program. One of the team members from GSK was selected to be a part of the program's first cohort. The Forum Theatre team of the Gramin Shiksha Kendra aims to work with the community and take up the issues that the community is facing and make forum plays on them which will then be performed in the community.

Gramin Shiksha Kendra have been using forum theatre as a tool to work with the communities in Sawai Madhopur district. As mentioned, the forum theatre team has gone through many trainings which have been facilitated by senior members from Jana Sanskriti and now with an independent resource person. The objective of the trainings has been for them to their learning on what forum theatre is and the way in which theatre can be used as a tool to work in the rural and social development space. the team uses theatre as a medium to bring out the social issues that are affecting the oppressed sections of people in the society.



By bringing these issues out, they work towards building a collective understanding to bring about change in the social structure by creating a sense of ownership amongst the communities. There are multiple reasons as to why theatre is being used as the tool for communication. One of the reasons is that Forum theatre is an easy method for people to dialogue about the various social issues using theatre as the medium we are looking to provide the community a platform to raise their voices and fight against their oppression in a non-violent way.

Reasons to have a Forum theatre

- There is oppression in the community that needs to be addressed.
- People who are oppressed have a voice but cannot speak because of being oppressed.
- Forum Theatre will be used as a tool to work with oppressed people and give them a space and platform to raise their voice and share their opinions.
- This is also a method of community mobilisation which can aid in creating a bond with the community to bring them together which will then create an environment for collective action.
- Forum Theatre will be used as a tool to build a feeling of ownership in the people towards the oppression that they are facing and will provide them the power and belief to find solutions for their issues by themselves in an independent way.
- Inculcating in them the idea of ‘Scripting Intellectual Power’.
- We will be working on the idea of ‘Scripting a play and not playing a script’.

Another reason behind using theatre is that there is no need for any prior knowledge or skill. Along with that theatre is as art form has the potential to incorporate local art and culture as a part of it which will benefit not only the community but the artists as well as they are well versed in the local arts and culture and with the new skills that they will learn as part of their theatre training. In their theatre training they will learn acting skills and other theatre related techniques. Along with this, they will also be working on developing their skill set specifically for forum theatre which they will use in their performances and in the work that they will do with the community.

Over the last year the theatre team has gone through some major changes. There was a new group of people who joined the team. GSK has been spending time working with them and training them. Over the last year the team has had more than three trainings which have been facilitated by JS team members and an individual resource person. In the last 9 months the theatre team has made 2 new plays on completely diverse issues which have been found in the communities where they work in. these plays are based on the stories that have emerged from their pre performance visits to the villages. The team has done around 25 shows of the first play in the same number of villages and is going to complete the work for the second one as well and will have the first 10 shows in the month of October.



IMPACT OF FORUM THEATRE

The impact of the play is assessed with the help of a tool that the team has which is known as the intervention book. In this book there are records of forum sessions and spectator interventions from every show. The intervention points in the play are the point where the Joker stops the performance and brings the actor and spectator together to have a dialogue about the act of oppression that is being shown in the story.

There has been some initial impact that the team has seen in the communities where they have performed the first play titled 'Kya Karun Main.' This play is on alcoholism and domestic violence. There are soe stories of people who saw the play and realised how wrong they were by being addicted to alcohol and they decided to quit immediately and there were some people who also realised the financial impact that alcoholism has on the family. These small stories are examples of the impact that the plays have had on the lives of people in the villages where the team has performed. We wish to get the same kind of impact with our new play as well.

There has also been an impact on the team in terms of the way in which they have been looking at things and the experiences that they have had through the last few years since they have been a part of this journey. They have also seen a lot of changes that have happened with them with regards to their thought process and their skillset. Three years ago, their skillset and expertise were not as vast and enhanced as it is in the present time. The team has gone through many trainings and workshops as I mentioned before which has played an important role with regards to the development of their skill set.

Their skill set has also supported the team in improving their craft as performers and has helped them with their performances in the community. Their journey as performers has also developed a lot from the time when they started as an underconfident and hesitant group to a strong and confident group where they are ready to perform and interact with any community at any level without any fear or inhibitions of any kind.

To conclude this section, it can be said that the theatre team that GSK has is going in the right direction and there is a very strong motivation and desire that they have as individuals as a

team and as an organisation to use theatre as a tool and an approach in the work of that they do with their communities in their areas. There is a lot more potential that theatre has of reaching to deeper and more marginalised communities which be hugely beneficial. The only requirement is that of support from our friends, and esteemed donors using which dreams can be converted into a reality.

