



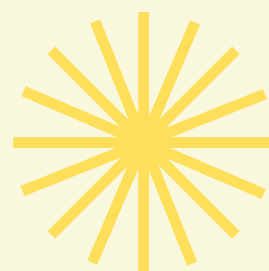
GRAMIN SHIKSHA KENDRA

ANNUAL REPORT

2023 - 2024



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About Us

Gramin Shiksha Kendra was set up as a response to the demand for Quality Education from the rural communities of Sawai Madhopur. Through the Uday Community Education Program, we have brought a significant change in the way education is understood and perceived by communities and imparted to children. Our interventions aim to ensure the active participation of the groups we work with, so they can 'lead' the process of change. We combine some elements of service delivery to demonstrate, educate and build an understanding amongst the community.



We aim for a situation where communities understand their realities and have the right confidence and capacities to overcome the present and future challenges in their growth. After working for almost two decades, our priority is to eliminate discrimination based on Caste or Gender in accessing quality education and other fundamental rights by working with children, parents' community and teachers, adolescent girls and youth, and the indigenous communities classified as De-notified and Nomadic communities of Ranthambhor.

<https://graminshiksha.org.in/>



VISION

Thoughtful, supportive and sensitive children will create a world which is sustainable, less inequitable, more supportive to each other and which believes in peaceful coexistence, recognizing and celebrating diversity and culture.

MISSION

Education will set children free and help them be curious, supportive, sensitive, thoughtful, aware, open to learning and have the abilities to take on responsibilities and fulfill them.

OUR PHILOSOPHY

We firmly believe that the community and the schools must come together in order to improve the ecosystem of education and so the schools are accountable to the community. The community must come out of their current role of merely a service recipient, and must act as a partner in imparting an equitable and inclusive education to their children.

UDAY COMMUNITY SCHOOLS

Uday Community Schools have become beacons of quality education around Ranthambhore National Park, serving as both laboratories for innovative teaching practices and models for local government schools. These community-led institutions, jointly funded by GSK donors and managed by parental School Management Committees, have created environments where children eagerly learn and teachers feel motivated. The Uday Community Schools, an extension of the local communities, have over the years presented a new idea of education.



Functioning on democratic principles, through the promotion of an open and free dialogue-based relationship of children- with teachers and among themselves, the Uday Schools employ a unique child-centric pedagogy that is contextual, and interactive and accommodates multi-grade and multi-level learning, allowing children to progress at their own pace. The curriculum integrates co-scholastic activities such as carpentry, theatre, pottery, and kitchen gardening through school clubs. Additionally, the bi-monthly children's magazine 'Morange' encourages creative expression through art and writing, further enriching the educational experience.

Beyond Classrooms: The Uday Approach to Holistic Education

CLUBS AND ACTIVITIES

At Uday Community School, we believe in a holistic approach to education that extends beyond traditional academics. Our diverse range of extracurricular activities and clubs are integral to our educational philosophy, designed to nurture students' talents, prevent monotony, and provide well-rounded development opportunities. Throughout the academic year, students actively participated in a variety of engaging pursuits including Children's Assembly, Dance Club, Kitchen Gardening, Cooking Club, Sports Club, Art and Craft, Pottery, Library sessions, Drama, Life Skills workshops, and Dance Movement Therapy. Additional clubs such as Chess, Computer, and Origami further enrich our offerings, ensuring that every student finds avenues to explore their interests and develop new skills.



COMMUNITY VISITS

Uday Schools engage with parents and community members, providing updates on children's progress, discussing student portfolios, and encouraging participation in school-organized meetings. These visits, averaging four times a month, foster strong relationships and involve the community in their children's education.



SMC MEETINGS

- A 15-member School Management Committee oversees the activities, facilities, and management of the school, with the School Principal as one of its members. Monthly meetings are organized where discussions focus on donations, changes in rules/regulations, and any issues that have arisen in the school.

PARENT - TEACHER MEETING

- We organise bimonthly parent-teacher meetings at the school. Our objective is to foster a strong relationship between parents and teachers while discussing problems and challenges related to the students. We seek their support for the school.
- Additionally, we converse about students' portfolios, their progress, health, and hygiene. We share the BMI data of the students to encourage better attention to their well-being. We also discuss with parents about students who are slow in learning and other activities.



UDAY COMMUNITY SCHOOL - GIRIRAJPURA

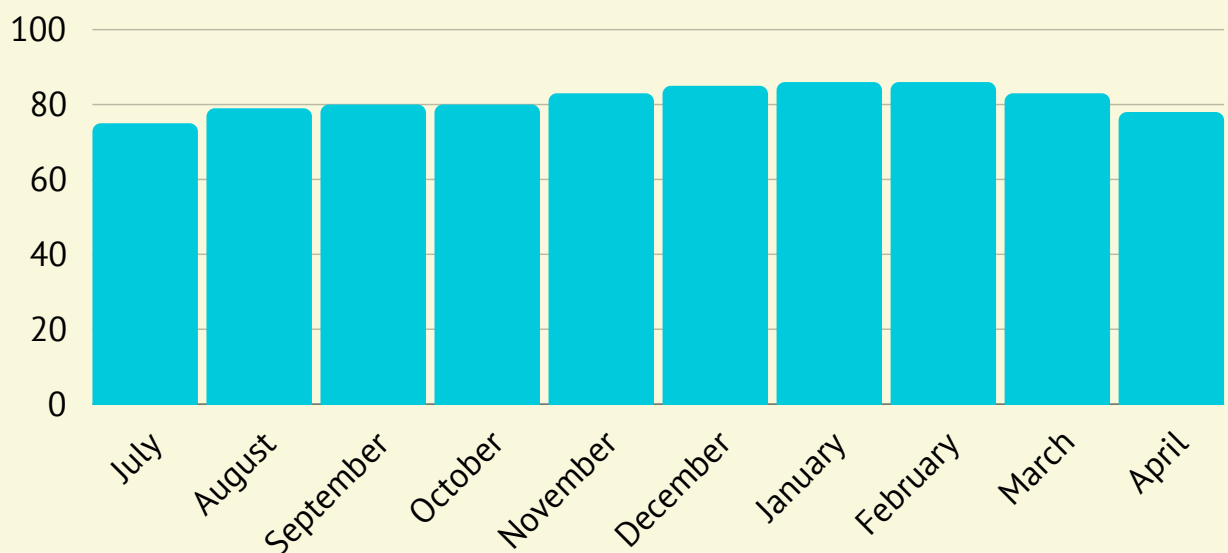
Located in the resettled community of Girirajpura village, formerly within the Ranthambhore Forest, the Uday Community School has been a catalyst for change over the past 11 years. The school has made significant strides in education, sports, and health. The following is a summary of the school's performance across all domains highlighting both scholastic and extracurricular achievements for the 2023-24 academic year.

ENROLLMENT

| Total no. of students | Boys | Girls |
|-----------------------|------|-------|
| 115 | 70 | 45 |

SCHOOL DATA

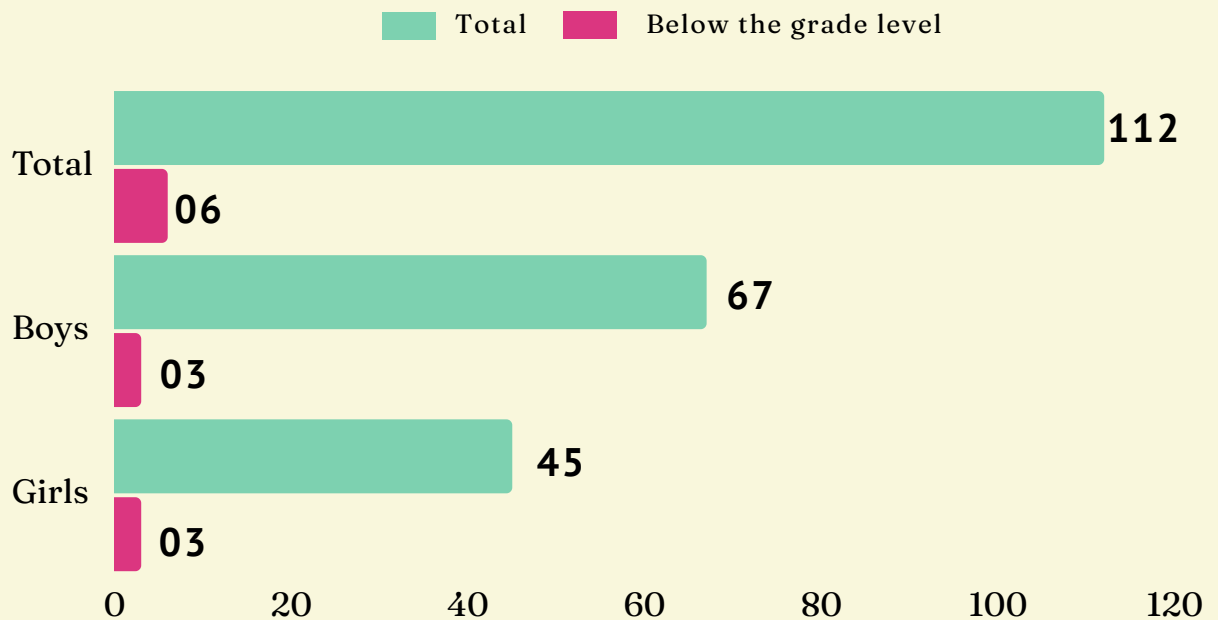
Over the course of 219 instructional days, the attendance rate across all classes stood at an impressive 84.42%, indicating a consistently high level of student presence throughout the academic year.



BMI DATA

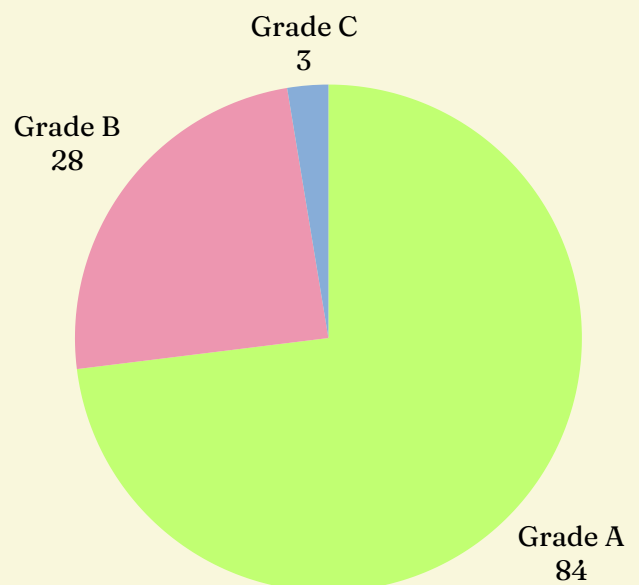
We have diligently tracked children's Body Mass Index (BMI) from grades 1 through 8 every quarter. This initiative aims to equip parents with vital information about their children's health, growth, and development, enabling them to provide targeted care and support. Throughout the academic year, we conducted BMI assessments three times. Our observations revealed that during two key periods—July to September and January to March—many of our students experienced various health issues notably fluctuating the BMI measurements.

LEARNING LEVEL



RESULTS OVERVIEW

Our school conducts three assessments throughout the session to evaluate students' learning levels. Based on these assessments, students are awarded consolidated grades which determine their promotion to the next class. The results of our 115 students for this session are as follows:





HIGHLIGHTS

- Despite offering free, quality education including sports and other activities, our school received ₹52,200 in voluntary community donations this session, enabling us to enhance student facilities.
- Increased overall student enrollment.
- Our innovative teaching methods and pedagogy have drawn students from seven villages up to 12 kilometres away.

ACHIEVEMENTS AT A GLANCE

- Successfully reintegrated a female dropout into the education system.
- Witnessed a growing emphasis on girls' education within the community.
- Five girls pursued higher education outside the village for the first time.
- Two students were selected for the state-level football team.
- 26 students competed in district-level tournaments (Football and Handball).
- Achieved a 100% pass rate in the 5th and 8th grade board examinations.





UDAY COMMUNITY SCHOOL - FARIYA & KATAR

ENROLLMENT

| Total no. of students | Boys | Girls |
|-----------------------|------|-------|
| 100 | 56 | 44 |

ATTENDANCE DATA

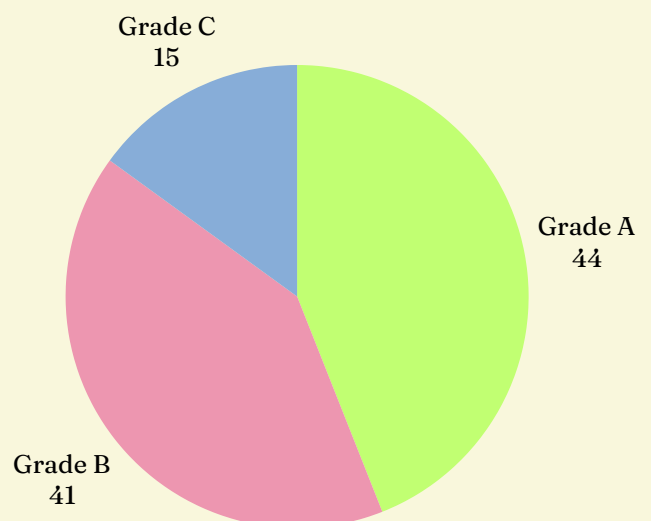
The 2023-2024 academic year saw a significant improvement in attendance, with the overall rate across all classes rising to 76%, up from 71% in the previous year, demonstrating increased student commitment and participation.

BMI DATA

The percentage of children within a healthy BMI range increased from 62% last year to 67% this year, indicating positive progress in student health and nutrition.

RESULTS OVERVIEW

The pie chart illustrates the consolidated results for the 2023-2024 academic year, showing an 85% success rate, a notable improvement from the previous year's 79%.





HIGHLIGHTS

- The Forest department provided jungle safari to the children and a water motor for the borewell.
- Alumnus Bunty Nayak from the RaiKheda community has been selected in the Army. He is the first individual from this community to achieve this feat.
- The community provided great support to the school when in need. They helped repair the school road and ensured the cleanliness of the Uday Campus.
- The women from the community helped decorate the walls and floors with their artistic paintings. The taps and pipes were also repaired to facilitate the water supply to the water motor and the toilets in the school.

ACHIEVEMENTS

- Successfully retained four potential dropouts from Raikheda, enabling them to reach 8th grade.
- Provided intensive support to two students, ensuring their participation in examinations.
- Achieved 100% pass rate for primary education.
- Celebrated a milestone with four girls from Raikheda graduating 8th grade, a first for the community
- 15 of Uday School Alumni have participated in Rajeev Gandhi Rural Olympics Kabaddi and Football games and three students have gone to Jodhpur to play in hand ball sports competition at the state level.





UDAY KIRAN

The Uday Kiran Fellowship, a flagship program of Gramin Shiksha Kendra, is currently active in 28 villages of Sawai Madhopur district, engaging 29 undergraduate fellows (20 female and 9 male) from local communities. This initiative aims to provide an open learning platform where children can engage in age-appropriate learning, develop critical thinking skills, and contribute to village development.

By selecting fellows from within the communities they serve, the program ensures a deep understanding of local contexts and needs. Two block assistants oversee the fellows, conducting regular site visits to provide support and address challenges. The Uday Kiran Fellowship's ultimate goal is to raise community awareness about innovative educational approaches, empowering locals to take initiative in shaping their children's education, thereby fostering a sustainable model of community-driven learning and development.

IMPACT SNAPSHOT

742

Total number of
children

24

Total number of
centres

29

Number of Uday Kiran
Fellows



Training/Workshops for Enhancing Fellows' Capacities

The Uday Kiran Fellowship program conducts comprehensive training for its fellows through pre-service and in-service workshops. These sessions cover a wide range of topics crucial for effective education and community engagement.

Core Educational Topics

- Understanding education objectives and curriculum
- Subject-specific goals and classroom management

Gender Training

- Sex and gender sensitization
- Gender roles, equality, and gender in education

Practical Components

- Planning and evaluation techniques
- Creating Teaching-Learning Materials (TLM)

Digital Literacy

- Basic hardware knowledge
- MS Word skills (typing, file management)
- Email composition and management
- Zoom app usage
- Mobile banking and transactions

Additional Skills

- Creative writing
- Research methodologies
- Understanding and calculating BMI



UDAY KIRAN IN ACTION

Educational Support:

The Uday Kiran fellows provide comprehensive educational support to children, focusing on core subjects such as Hindi, English, Maths, Environmental Studies, and Art. Beyond academics, the fellows also monitor children's health by conducting BMI assessments and sharing this vital information with parents, ensuring a holistic approach to child development.

Collaboration with Government Schools:

The program fosters strong ties with government schools. Regular meetings are held with government teachers to discuss children's progress and explain program objectives. Government teachers are encouraged to observe and draw inspiration from the program's methods. Fellows maintain consistent contact with these teachers, promoting effective collaboration and potentially improving teaching practices in government schools.

Community Engagement:

Fellows make daily village visits to encourage regular school attendance and explain its importance to parents. They organize various community meetings, including women's gatherings, parents' meetings, and School Management Committee sessions. These efforts aim to increase community understanding of the program, raise awareness about education's importance, and encourage parental involvement in government schools.

Gender-focused Community Research Initiative:

Fellows engage in research tasks focused on understanding gendered mindsets across various community segments. This initiative teaches fellows valuable skills in data collection, compilation, and analysis. The insights gained from this research inform more effective community engagement strategies and program planning.



OUTCOMES OF THE PROGRAMME

- Significant improvement in children's grade-level performance
- Increase in regular attendance of students at centres and schools
- Greater parent and community participation in meetings
- Enhanced women's involvement in program activities
- ₹9,200 raised through community contributions
- 180 families actively supporting fellows
- Improved communication between fellows and government teachers
- Material support (space, supplies) provided by government teachers
- Regular SMC meetings are now conducted in 6 government schools

FELLOWSHIP IMPACT

- Enhanced independence and community respect, especially for female fellows
- Increased self-confidence and self-expression abilities
- Improved understanding of innovative teaching methods and child-centric education
- Development of fundraising and community engagement skills
- Renewed commitment to personal education, with three female fellows resuming studies
- Strengthened decision-making abilities and professional growth
- Gained recognition from government teachers for their contributions





QISSA PITARA

The Uday Kiran program features Qissa Pitara, an innovative initiative that has converted 5 of its 29 rural learning centres into library hubs. These Qissa Pitara centres are equipped with books, furniture, bookshelves, computers, and Wi-Fi, creating enriched environments for children's learning and exploration. This initiative aims to enhance the educational experience and broaden the horizons of rural children through improved access to resources and technology.

OBJECTIVES

- Facilitate age - age-appropriate learning experiences for children
- Establish platforms fostering children's creative self-expression
- Instill a reading habit in children
- Cultivate effective teaching methodologies among young educators
- Inspire community-centric thinking among educators
- Mobilize communities to advocate for quality education
- Unlock and nurture diverse creative potentials



KEY ACTIVITIES AT QISSA PITARA CENTRES

Activities with Children:

The Qissa Pitara centres offer a rich array of educational activities for children. These include engaging storytelling sessions, poetry recitals, and creative writing workshops that utilize the centres' book collections. Children are encouraged to borrow books for home reading, fostering a love for literature beyond the centre walls. The centres also provide computer skills training, enhancing digital literacy. Indoor games are organized to promote social interaction and cognitive development. Library resources are creatively employed to improve language skills, while primary-level education forms the core of the academic support provided.

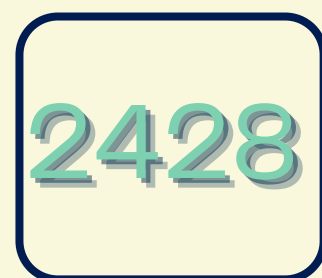
Overview



No. of Library centres



No. of government schools connected



No. of benefitted students

Professional Development :

To enhance the quality of education, three comprehensive training sessions were conducted for fellows, covering computer literacy, research methodologies, gender awareness, financial literacy, and creative work. Additionally, three specialized computer workshops were organized to boost digital skills. The centres also welcome parents from the community to observe the activities, promoting transparency and community trust in the educational process.





HIGHLIGHTS

COMMUNITY INVOLVEMENT

- Young adults and educated women actively use centres for reading
- Community members borrowing books for home reading
- Enhanced parental participation through regular meetings and proactive feedback

CHILDREN'S ENGAGEMENT

- 2,167 books read from library centres
- Average attendance increased from 70% to 74%
- Growing interest in creative writing among children
- Children's writings published in local magazines

COLLABORATION WITH GOVERNMENT SCHOOLS

- Government teachers incorporating library books in their teaching
- Government school students visiting library centres
- Strengthened collaboration between government teachers and Qissa Pitara fellows through ongoing dialogue
- Meetings being conducted in government schools

UMANG



Overview

The Umang programme is a comprehensive initiative designed by GSK to support at-risk adolescent girls, preventing school dropouts and empowering them to realize their full potential. Focusing on girls in 9th and 10th standard and recent alumni, the programme takes a holistic approach by combining academic support with personal development. It addresses crucial areas such as health, nutrition, social awareness, and cultural identity while equipping participants with essential life skills and knowledge for informed decision-making.

A key feature of Umang is its active engagement with parents, particularly mothers, to build understanding and support for their daughters' education and autonomy. This collaborative approach challenges existing gender norms and fosters a supportive environment for girls to pursue their educational and personal aspirations, contributing to their overall growth and societal participation. Currently, Umang operates in 5 centres, benefiting approximately 305 girls. The program is reaching a significant milestone as its first batch of participants is set to complete the 12th standard in July 2024, with many expected to pursue higher education.



UMANG PROGRAM ACTIVITIES



Academic Support and Examination Preparation:

The Umang Programme prioritizes educational support to reduce dropout rates among adolescent girls. The curriculum focuses on revising school lessons, clarifying doubts, and developing an understanding of complex concepts. During examination periods, the program intensifies academic preparation, helping girls solve previous question papers and revise their syllabus. This approach has yielded significant results, with most girls now passing in the 3rd, 2nd, and even 1st divisions, a marked improvement from the baseline where 90% were below the 3rd division. Additionally, the program's reading club has successfully kindled curiosity and interest in books among participants.

Life Skills Development:

Life Skills Development:

Through continuous engagement, the program has fostered confidence and self-expression among the girls, particularly those in 10th class. Various camps and clubs, including sports, leadership, and cooking, have played a crucial role in building confidence, eliminating gender, caste, and class-based taboos, and promoting teamwork. These activities have significantly improved the girls' communication abilities, leadership skills, and understanding of their right to education. Some participants have even challenged unfair practices in their schools, demonstrating increased assertiveness and awareness.



Exposure visits:

The program organizes exposure visits, such as participation in the organizational event 'Kilol' in January 2024, broadening the girls' perspectives. This gathering of the community and the students across all programs provided the girls with a unique experience.

Digital Literacy:

About 50% of the girls have acquired basic computer skills, including MS Excel and Word proficiency. Despite network challenges, the program has persevered in providing digital literacy, recently securing a Wi-Fi connection at the centre to enhance these efforts.



Kishori Manch (Alumni Engagement):

The program's alumni, pursuing higher education, serve as role models for younger participants. Their involvement has inspired current students to consider higher education and explore various career options. The alumni often participate in program activities and provide guidance to the current cohort.

Graduation Ceremony:

Annual graduation ceremonies are held for 10th-class students, celebrating their completion of the two-year program. These events also serve as platforms to discuss higher education plans with parents, with many responding positively to the idea of continued education for their daughters.

Movie Screenings:

The Monthly movie screenings serve as a powerful tool for education and awareness. Notable screenings during this year include "Anarkali of Arah" for understanding gender dynamics and consent, "12th Fail" to inspire thoughts about higher education (shown to both girls and parents), and "Mary Kom" to showcase female empowerment in sports. The program also incorporates thematic songs and relevant news clips. Each screening is followed by facilitated discussions, encouraging girls to share their views and interpretations.

Parental Engagement:

The program conducts regular Parent-Teacher Meetings (PTMs), with improved participation, especially from mothers. These meetings provide updates on girls' progress, discuss academic status, and gather parental feedback. The program has successfully increased female participation in these meetings, fostering a supportive environment for girls' education.



This academic year showcased the transformative journey of the participants, marked by enhanced life skills, heightened confidence, and a burgeoning sense of agency. Through exposure visits, movie screenings, and Forum Theater performances, girls navigated complex societal issues, fostering critical thinking and advocacy capabilities. Furthermore, the engagement of alumni as mentors exemplifies the enduring impact of the program, inspiring successive cohorts to pursue higher education and chart their paths. Umang Program continues to nurture a generation of empowered and resilient young women, poised to navigate the challenges and opportunities of the future with confidence and conviction. Moving forward, sustained efforts are imperative to expand access to education, cultivate leadership skills, and effectuate enduring societal change.

I AM PROJECT

The "I Am" Project (Apaha) is an initiative aimed at integrating Denotified and Nomadic Tribes (DNT) into mainstream society. For the past three years, the project has focused on fostering a love for learning and promoting education among children from Gadiya-Luhar, Bhopa, Bawri, and Kanjar communities. Beyond education, Apaha addresses crucial aspects such as employment, legal assistance, healthcare, identification, and access to government schemes for these marginalized groups.

As the project evolves, it continually gathers information about DNT communities to enhance and tailor its support efforts effectively. This holistic approach seeks to bridge the gap between these communities and mainstream society, empowering them to overcome historical disadvantages and assert their rightful place in society.

PROGRAM OBJECTIVES:

- Provide access to quality education for DNT children
- Develop sustainable and dignified livelihood options for community members
- Develop a robust, community-based legal support system to combat false accusations and atrocities
- Empower DNT youth with knowledge, skills, and confidence to overcome challenges and advocate for their rights
- Strengthen organizational capacity to effectively address livelihood concerns, fight legal injustices, and enhance the visibility of DNT communities



EDUCATION

- Four educational centers serving 97 children
- Child-centred and play-based teaching methods implemented
- 80 new Teaching Learning Materials (TLMs) introduced
- 12 parent meetings conducted over the past year
- 40 children enrolled in government schools
- 12 sharing and learning meetings held with Shiksha Saathis (learning companions)
- An average attendance rate of 59% achieved
- All children from Bambori Basti Centre transitioned to government schools
- A new "Alakh" centre was established at Vinoba Basti in Alanpur



LEGAL SUPPORT

- Two Khanon Saathis (legal companions), Krishna and Sravan, received extensive training from the Jan Sahas Organisation.
- 709 legal documents processed
- 85 community meetings organised
- Medical services facilitated for 54 individuals
- 15 innocent individuals freed from police custody
- Regular home visits are conducted to understand and address community issues
- Advocacy for access to government scheme benefits
- Fearless communication with authorities to address community rights

EMPLOYMENT SUPPORT

- Two Rozgaar Saathis (employment companions) to actively connect people with job opportunities
- Assistance provided in craft work and gardening labour
- Support in loan applications for raw material purchases
- Connecting individuals with government schemes (Vishwakarma Scheme and NREGA)
- Facilitation of cage and toy making and selling
- Two women trained by the Bhasha organization in fabric making from polythene using looms



COMMUNITY ENGAGEMENT

- Monthly community meetings are held to raise awareness and understanding
- 85 meetings conducted over the past 12 months
- Topics addressed include infrastructure issues (electricity, water, roads), alcohol consumption, employment opportunities, compensation matters, children's educational documentation, sanitation and cleanliness, health and nutrition, settlement disputes
- Community members are now actively involved in resolving internal conflicts
- Increased use of government hospitals for childbirth by community women



SETTLEMENT CAMP VISIT

The Criminal Tribes Act (CTA) of 1871, enacted by the British, cast a long shadow over certain tribes in India, designating entire communities as criminal. This legislation led to the establishment of segregated settlements, where residents faced severe restrictions on movement and were subject to constant police surveillance. Even after India's independence, the stigma persisted, with villages like Adalwara in Sawai Madhopur and Mandawara in Tonk still bearing the burden of this historical injustice.

A recent survey of these settlements revealed ongoing challenges: children experience discrimination in schools, resulting in high dropout rates; arbitrary arrests and false charges by police continue to plague residents; the broader society still views these communities through the lens of criminality, perpetuating cycles of marginalization; and economic hardship has pushed many community members into illicit activities such as sex work and the production of illegal alcohol.

In March 2023, as part of a settlement camp visit, conversations were held with members of the Kanjar community in Adalwara and Mandawara villages. Saudya Kanjar in Adalwara and Jeetu and Harish in Mandawara provided valuable insights into their community's struggles and experiences. The visit also yielded information about two additional communities: the Madari and Bagaria. The Bagaria, formerly guards and hunters, have adapted to modern times by becoming street vendors of plastic items. Similarly, the Madari community has transitioned from their traditional role as performers to working in the scrap business, illustrating the ongoing challenges and adaptations these marginalized communities face in contemporary India.

TRAINING AND CAPACITY BUILDING

Fellows Training: Gramin Shiksha Kendra organized two capacity-building sessions for project fellows and partner organisations in August 2023 and March 2024. The training focused on language and mathematics planning for grades 1-3, with 17 and 14 participants attending the sessions.

Leadership Training: Muskaan conducted two leadership training sessions for DNT youth in Bhopal in May and September-October 2023. Participants were later selected for the theatre team, increasing community awareness about cleanliness and education.

Budhan Theater Training: A 15-day training was conducted by the organization, with five individuals participating.



HIGHLIGHTS

- 40 children successfully prepared and enrolled in government schools
- Secured compensation for 40 families affected by bridge construction
- A new centre was established in Vinoba Basti, Alanpur
- Increased community trust through document and scheme assistance
- Expanded flower selling from Diwali-only to year-round fair participation
- A positive shift in outsiders' perspective of the community
- Increased attention from senior officials (District Collector, SDM, MLA)
- Regular meetings now held every eight days in the settlement
- Deepened community trust in the organization's capabilities and commitment
- Increased community engagement with and openness to organizational initiatives



NAVRAS

The Navras team employs the power of theatre to illuminate and address often overlooked social issues within diverse communities. By crafting performances that resonate deeply with local experiences, the group creates a unique forum for open, impartial, and democratic expression.



The Navras Theatre Group's approach serves as a multifaceted tool for social change. By bringing hidden community issues to light, it creates a safe space for open dialogue and free expression. The emotive power of theatre is harnessed to challenge perspectives and build awareness, while providing an accessible platform for communities to share their stories and experiences. This process empowers individuals to recognize and vocalize social injustices they face. Ultimately, the performances catalyze comprehensive discussions on critical social issues, fostering a deeper understanding within the community and paving the way for collective action and change.

THE PLAYS

ADDRESSING SOCIAL

ISSUES



This session featured three plays, including one existing work and two new creations. The plays were developed by translating issues discussed with community members into stories, which were then adapted for theatrical presentation. Here's a summary of each play:

Uljan: This play explores the status of girls in society, highlighting the numerous challenges they face. It portrays how girls, despite having dreams and aspirations, often struggle against societal rules, leading to unfulfilled ambitions and confusion.

Meri Awaaz Suno: Focusing on the safety of girls, this play addresses the atrocities and harassment they encounter in society. It questions the true security of girls and critiques how society quickly labels them as "bad girls." The play illustrates this through scenarios such as bystanders ignoring harassment of schoolgirls, assuming the victims invited the attention.

Hum Dekhengey: This play centers on the School Management Committee (SMC) and its role in government schools. It outlines the SMC's functions and objectives, questioning the effectiveness of school administration without such a body. The play also explores the level of adherence to SMC guidelines and parental awareness of their responsibilities towards these committees.

CHANGE THROUGH THEATRE

Over the past 10 months, the theatre team has gained recognition in the villages, with locals now greeting them as "the theatre people." This improved identity has facilitated easier communication and sharing of thoughts with villagers.

The impact of the performances extends beyond slum areas to various villages. Post-performance surveys revealed several positive changes:

- Reduced alcohol consumption among viewers.
- Increased financial contributions from workers to their households.
- Shifting attitudes towards girls' education and gender roles.
- Re-enrollment of previously out-of-school girls.

These changes were observed in villages such as Banjara Basti, Gopalpura, Ganesh Nagar, Kala Kuanwa, Halonda, Dhiroli, Gangangar, and Sawalpur. Villagers appreciated the team's performance style and dialogue facilitation, noting that continued engagement could further improve perspectives on gender equality.

In Mohanpura, the School Management Committee (SMC) play prompted villagers to address educational discrimination. They drafted a letter to the education department highlighting issues of school access and nutrition.

Similarly, in Dhiroli Bairwa Basti, the SMC play led to immediate action. Villagers confronted the SMC president about school mismanagement, crediting the play for revealing the true state of their school and the SMC's responsibilities.



THEATRE EDUCATION

The introduction of theatre workshops for girls marked a novel approach in this educational context. When the theatre team initiated classes with the girls, they were met with initial scepticism. The participants questioned the purpose and potential benefits of these activities, wondering if it was a worthwhile use of their time.

As activities progressed, the girls' interest grew and they became more engaged. These workshops introduced a new practice of self-reflection, enabling participants to articulate challenges and work on improvements. Despite initial shyness, the girls gradually opened up, finding the feedback sessions particularly valuable for their personal growth.



NUMBERS

110

Total Performances
Conducted

40

Geographical Reach
of Performances

8329

Audience reach
and impact

KILOL - The community festival

On January 9th, Gramin Shiksha Kendra celebrated Kilol - a vibrant community festival that aims to bring together all the communities fostering a sense of unity, visibility, and communal belonging. The event was a lively and colourful affair in Fariya, with the atmosphere brimming with excitement and festivity. Numerous stalls adorned the premises, each one offering a unique glimpse into the rich tapestry of customs and cultural traditions. From traditional handicrafts and mouth-watering culinary delights to captivating performances and engaging activities, Kilol served as a platform for the community to come together, embrace their roots, and celebrate their heritage with pride and joy. The festival not only provided an opportunity for cultural exchange and understanding but also reinforced the spirit of inclusivity and acceptance, further strengthening the bonds that tie the community together.



OUR PARTNERS





Thank You

**We couldn't have done it without your
generous support!**

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