

ANNUAL REPORT
2024-2025

Gramin Shiksha Kendra



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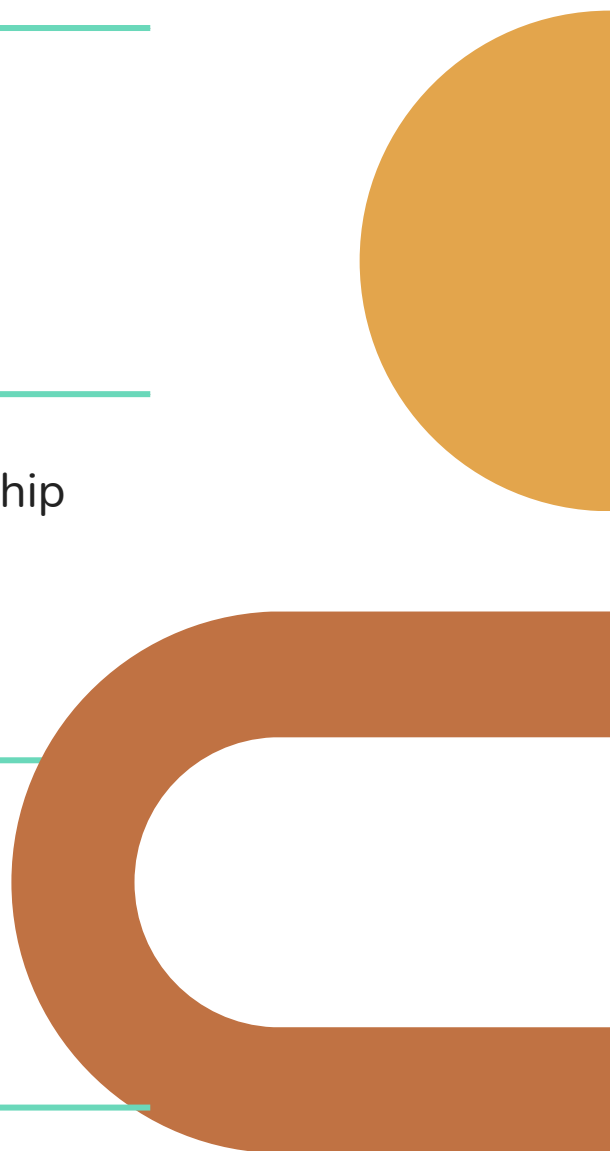
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About Us



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.

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.



Note from the Director



This year has been both productive and challenging for GSK. As I look back on more than two decades of this journey, I am reminded of how a small step taken with conviction has grown into an organisation that today touches thousands of lives. The road has never been easy, but every challenge has pushed us to adapt, innovate, and strengthen our capacity as a team.

Our schools have continued to evolve, with technology and creative pedagogy making classrooms more engaging for children and relevant for communities. At the same time, we face new social challenges. Rising unemployment and the lure of online gambling are affecting the health and aspirations of our youth. To respond, we have introduced life skills, performing arts, and movement therapy, alongside work on menstrual health and reproductive rights. These interventions aim to help young people build resilience, confidence, and a healthier future.

The Umang programme for adolescent girls has grown remarkably. Girls are staying in school longer, dropout rates have fallen, and child marriage and child labour have declined. Success rates in education have risen from 50% when we began to over 95% today. Girls and women in the community now see themselves as empowered and capable of making decisions for their future. Building on this, we have launched new initiatives with local youth. The Peer Leadership Programme is nurturing community-level leaders, while the Dream Project uses theatre, music, and dance to link education with social change. Our work with Denotified Tribal Communities, which began during the pandemic, has also strengthened — combining education, legal aid, and livelihood support to restore dignity and rights.

This year, we were honoured to receive the Juliette Gimmon Award from the Global Fund for Children, recognising our contribution to education. Such recognition strengthens our resolve, but our greatest encouragement comes from the trust of our communities and donors. With your support, we are confident of meeting the challenges ahead and continuing to build a more just and inclusive future.

Vishnu Gopal

Awards and recognitions

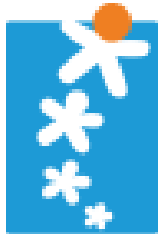
The Global Fund for Children's Juliette Gimon Courage Award honors organizations that protect the rights of children and young people and demonstrate courage in action, whether by challenging harmful traditions, transforming broken systems, or standing with youth in crisis.

Gramin Shiksha Kendra (GSK) was selected as one of four international recipients this year, alongside organizations from Guinea, the United Kingdom, and Bangladesh. GSK received the award for its work on quality education.

As the award citation notes, "For GSK, courage has meant questioning systems, challenging assumptions, and refusing to accept that change isn't possible. Whether it is working with families that others have ignored or questioning the status quo, GSK has always prioritized people. The organization has evolved with time, developing new initiatives that prove that a responsive, people-first approach can lead to lasting transformation."



Our funders



Azim Premji
Foundation



catalyst for
social change



EMpower



HUMAN CAPABILITY
FOUNDATION



JCB
LITERATURE
FOUNDATION

LAL FAMILY
FOUNDATION

phf Paul Hamlyn
Foundation



Uday Samudayak Pathshalas

The Uday Samudayak Pathshaalas are at the heart of GSK's work in Sawai Madhopur. Set up as community schools in Fariya and Girirajpura, they serve as open learning spaces where education is not only for children but also for the wider community to experience. Designed as "fish bowls," the schools model what inclusive, participatory, and curiosity-driven education can look like in rural Rajasthan. With a strong focus on exploration, dialogue, and activity-based learning, Uday schools nurture confident, thoughtful learners while strengthening community ownership of education.



Life at Uday

Each school day begins with children and teachers jointly cleaning the premises — building responsibility and dignity of labour. Assemblies are led by different groups daily, featuring songs, poems, skits, and a unique "Uday Samachar Patrika" (children's newspaper) where students share local news and concerns.

Classrooms are organised by learning levels rather than age or grade. Teaching is activity-based, with themes drawn from children's everyday lives. In English, a common theme is explored across classes, allowing children to work creatively at their own pace.

Beyond academics, children participate in art, movement therapy, life skills, library sessions, and computer education. Clubs such as Cooking, Dance, Mehendi, and Sports encourage leadership, teamwork, and self-expression.

Hosting the 68th District-Level Sports Meet

From 3–6 September 2024, Uday Community School, Katar, hosted 750 players and 50 coaches from 45 schools in handball, volleyball, badminton, softball, gymnastics, and chess. Of the ₹1.2 lakh spent, the community contributed ₹40,000 in-kind and ₹20,950 in cash, with the balance covered by the School Management Committee.



Stories of Change

Aarti's Journey: Once held back, Aarti secured 72% in her government school, standing second in her class. Her father, once doubtful, now proudly supports her education.

Bhopa Girls Break Barriers: Santra, Sapna, and Aarti from the Bhopa community, once denied schooling, are now in Class 10 — their families proudly celebrating their progress.

204

Total students enrolled in our schools

70 K +

Contribution raised from the community

84.31%

School's overall result

77

Students who played at state and district levels

Uday Kiran

The Uday Kiran Fellowship empowers local youth to become leaders in education, bridging gaps in formal schooling and fostering gender equality and inclusivity. Fellows are trained in pedagogy, digital literacy, and community mobilization so that they can support children academically while strengthening school–community linkages.

How Fellows Work

- **Academic Support:** Fellows spend two hours daily with children, teaching Hindi, Math, Environmental Studies, English, and Art using activity-based methods and local teaching materials.
- **Creative Learning:** Sessions include drawing, games, toy-making, and dance to make difficult concepts accessible and fun.
- **Community Engagement:** Fellows regularly visit families to encourage attendance, track progress, and raise awareness about education, health, and rights.
- **School Governance:** Block coordinators organise SMC and parent meetings, ensuring stronger community involvement in school affairs.



Innovation in Classrooms

Fellows experiment with creative tools like storyboards, picture cards, and local materials to make learning interactive. Discussions often address local issues such as gender inequality and discrimination, giving children space to ask questions and share experiences. These everyday conversations help build confidence, discipline, and awareness among children.

Impact on Communities

Parents are increasingly visiting schools and centres, showing greater involvement in their children's education.

Families are more supportive of girls' education and mobility.

Fellows have received recognition from local government schools, with certificates and awards for their contribution.



Story of Change: Pooja

Pooja was married young and had to leave her studies. Despite family resistance, she applied for the Fellowship secretly and was selected. Initially hesitant to speak in community meetings — often attended by her own in-laws — she slowly gained confidence. Over time, she raised questions in School Management Committee meetings, motivated parents, and helped regularise community discussions.

“I have learned so much through GSK that now I feel I can work anywhere,” Pooja says. Her journey reflects how the Fellowship not only strengthens education but also transforms the lives of young women leaders.

31

Fellows trained

820

children benefited through academic support

231

Parents meetings organized

137

SMC meetings conducted

Qissa Pitara

Qissa Pitara are vibrant rural learning hubs that spark a love for reading, creativity, and self-expression. Designed to be accessible and culturally rooted, the libraries nurture literacy and emotional intelligence through bilingual materials and hands-on activities.

In 2024–25, five active libraries served 2,428 children, stocked with 2,167 books in Hindi and local dialects, and complemented by basic digital literacy access.

What the libraries do

- Book lending & reading circles: Age-appropriate, bilingual lending with guided reading.
- Creative workshops: Weekly storytelling, poetry, drama, and drawing sessions.
- Digital literacy: Introductory computer use to balance traditional and modern learning.
- Community participation: Parents and teachers volunteer for read-alouds and curation.
- Inclusion first: Proactive outreach to girls and marginalized children.

Impact

- Reading habit built: **2,428** children participated regularly in reading and creative expression.
- Culture affirmed: Local language materials increased comfort and confidence.
- Joyful learning spaces: Libraries became community anchors for curiosity and creativity.



Umang

Umang is GSK's initiative for adolescent girls in Rajasthan. Through its five centres — Sherpur, Rawal, Kundera, Shampura, and Makholi — the program creates safe learning spaces where girls receive academic support, life skills, digital literacy, and health awareness, while communities are engaged to ensure trust and regular participation.

Umang envisions adolescent girls from marginalised communities as confident, healthy, and educated individuals who can make informed decisions and take leadership roles in their families and communities.



Impact of Umang

1. Among Girls

- Board exam pass rates increased from 33% to 95.6% across Centres.
- Dropout rates fell; more girls are in higher secondary and college.
- Anaemia reduced from 19% to 5% (health records).
- Girls speak more freely, lead group discussions, and travel independently to events.
- Peer networks are stronger; girls support each other in studies and confidence-building.

2. Among Families

- Parents increasingly attend PTMs and discuss subject choices and careers.
- Mothers are taking active roles in meetings, asking about higher education and livelihoods.
- Families show greater trust — hosting staff, allowing mobility, and delaying child marriage.



Stories of Change

- **Girls Return with Courage:** In Mohanpura, when girls were harassed on their way to the Centre, parents, teachers, and the Sarpanch acted swiftly, involving the police. The girls resumed classes the next day, demonstrating the power of community support.
- **Standing Up to Online Harassment:** After a boy created a fake Instagram account to blackmail girls, Umang staff organised sessions with local police. Girls spoke openly about their experiences, and families were reassured of legal protections.

656

Girls reached

95 %

Retention rate across centres

1,010

sessions delivered including academic and life skills

45

Film screenings

I AM - Work with Indigenous communities

The “I Am” Project advances dignity and rights for Denotified and Nomadic Tribes through education, legal identity documentation, vocational skills, and dialogue. Centres function as welcoming spaces where children learn with confidence, women build livelihoods, and families access entitlements that have long felt out of reach. Forum Theatre creates a democratic space for communities to examine everyday injustices like addiction, discrimination, and exclusion, and to practice problem-solving together.

Daily work begins with community contact. Teams visit homes, listen to concerns, encourage regular attendance, and explain how to claim government schemes. Fellows run lively learning sessions using games, art, and simple teaching tools that turn everyday materials into learning aids. Legal and livelihood partners help families complete documentation, navigate applications, and enroll in training. Through regular meetings with local leaders and officials, the project strengthens trust and makes services easier to reach.

4 centres are set up to provide academic support to children. These classrooms are designed for expression and agency. Children lead rhymes and assemblies, try movement and dance-based activities, and keep simple portfolios that make progress visible to them and to their parents. These small routines build confidence and pride. Parents who once stayed away now visit centres, ask questions, and share responsibility for learning. Communities have offered space for new centres and are more comfortable approaching institutions for water, housing, power connections, and certificates.



Story of Change – “Guruji, We Don’t Want to Get Married”

In Bavri Basti, Shila and Soni confided in their teacher that one of them was being pressured into early marriage. They expressed a wish to continue studying at Tiger City School as a way to resist. With the teacher’s intervention, the school headmaster met with parents, admitted 15 children, and arranged transport. Shila and Soni’s determination, combined with community support, not only stopped a child marriage but also inspired other girls to pursue education.

556

Individuals who obtained legal identity documents

₹5.39 L

Compensation facilitated for 13 families

181

children supported with academic support

4

women given livelihood training and enterprise development support for weaving with plastic waste

The Centre for Performing Arts

The Centre for Performing Arts brings together GSK's creative initiatives in theatre, music and dance. These programmes use creative expression as a medium to raise awareness, nurture sensitivity, and encourage social transformation.

Navras Theatre Program

The Navras Program uses theatre as a tool to raise awareness and spark critical reflection within rural communities. Through Forum Theatre performances, villagers are invited to engage with stories of social injustice and imagine collective solutions. The plays provide a democratic, non-judgmental space where communities can voice concerns and consider how to bring change to their own lives and society.

Our Process:

1. Community Research: Engage with villagers to identify pressing issues such as school management, alcohol, gambling, harassment, and education.
2. Script Development: Real stories are shaped into self-written scripts and rehearsed with forum-style questions.
3. Performances: Each play is staged a minimum of three times per village.
4. Follow-Up: Post-performance surveys and discussions capture feedback and measure shifts in awareness and behaviour.

The Shabd Shala programme creates a musical environment that nurtures creativity and new ways of thinking among children. Through the verses of Sufi saints and Kabir's bhajans, the programme inspires both children and teachers to live by values of tolerance, empathy, compassion, and secularism.

From July to January, six different Bhajan Mandalis visited schools each month, teaching children Kabir's songs and helping them reflect on the deeper meaning behind the verses. Alongside this, children participated in creative, activity-based learning exercises using everyday materials from their environment to connect education with lived experience.

Community Impact

- School accountability strengthened: SMC chairpersons are now more active in monitoring schools. In Ganesh Nagar, community vigilance exposed fraudulent activities by a school principal.
- Girls' education supported: After a performance in Shyampura, Pooja Meena, who had dropped out, was motivated to rejoin education with the support of her sister's family and the Umang Centre.
- Mindset shifts: Communities report greater openness to discussing gender roles, discrimination, and equal opportunities for boys and girls.
-

Building Our Team

The theatre team, drawn from Denotified Tribe (DNT) communities, has grown in confidence and skill:

- Now able to write and block their own scripts independently.
- Conduct post-performance surveys without coordinator support.
- Participated in leadership trainings (Muskaan, Bhopal) and collaborative workshops with Pro Sports Development in Odisha.



127

Theatre performances

1200

viewers across villages

295

members engaged in direct follow ups and discussions

6

Bhajan Mandalis facilitated Shabd Shala sessions with children



Get in touch!

Gramin Shiksha Kendra, Samiti
H-1, First Floor, Rajnagar Colony
Sawai Madhopur, Rajasthan -
322001



Website:

www.graminshiksha.org.in

Email: graminswm@gmail.com

Phone: 07462 220957