Annual Report

2025-26



Gramin Shiksha Kendra

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Preface

This report presents an overview of the programmes implemented by Gramin Shiksha Kendra (GSK), an organization dedicated to strengthening equitable and community-driven education systems in rural Rajasthan. With a long-standing presence in the region, GSK works at the intersection of education, community engagement, and social inclusion, recognizing education as a powerful means to enable sustainable and meaningful change.

Grounded in the belief that quality education must be accessible to all, GSK adopts a holistic and participatory approach that engages children, adolescents, youth, families, and local institutions. Its initiatives are designed not only to improve learning outcomes but also to build local ownership, strengthen public systems, and empower communities to actively participate in the educational process.

The programmes highlighted in this report span the continuum of learning—from early childhood care and foundational education to adolescent empowerment and youth leadership development. They also place a strong emphasis on inclusion, particularly for marginalized groups such as girls and de-notified and nomadic communities, ensuring that no one is left behind.

Through this document, an effort has been made to provide a concise yet comprehensive understanding of GSK's programme framework, key interventions, and their collective contribution toward creating inclusive, resilient, and community-led education ecosystems. It reflects the organization's ongoing commitment to fostering equity, dignity, and opportunity through education.

Executive Summary

Gramin Shiksha Kendra (GSK) works to strengthen equitable, inclusive, and community-driven education systems in rural Rajasthan, with a focus on marginalized and underserved communities. Its approach is rooted in the belief that sustainable educational change requires not only improving learning outcomes but also building strong community ownership and local leadership.

GSK's programme framework addresses the entire continuum of learning, from early childhood to youth development. The Uday Pahal & Uday Kiran lies at the core of this model, combining demonstration and scale. Uday schools serve as child-centric model institutions that promote experiential and inclusive learning, while

The Umang Programme empowers girls through academic support, digital literacy, life skills, and leadership opportunities, enabling them to continue their education and build confidence.

To address deep-rooted social exclusion, the Navrang Programme works with De-notified and Nomadic Tribes, improving access to education, health, and social inclusion. Complementing these efforts, the Uday Kiran Community Learning Centres provide village-level academic support, digital access, and reading spaces, strengthening grassroots engagement and reinforcing learning beyond formal schools.

The Peer Youth Leadership Development Programme (PYLDP) invests in rural youth as change agents by building their leadership, civic awareness, and community engagement capacities. This creates a sustainable ecosystem of local leaders who actively contribute to education and social development.

Overall, GSK's integrated approach combines quality education, gender inclusion, community participation, and youth leadership to create lasting impact. By linking innovative models with scalable interventions, the organization contributes to building resilient, inclusive, and community-owned education systems in rural India.

Note from the Director

At Gramin Shiksha Kendra, we believe that education is not merely about access to schooling, but about creating opportunities for every child to grow into a thoughtful, confident, and responsible individual. Over the years, our work in rural Rajasthan has reaffirmed that meaningful and lasting change in education is only possible when communities are actively engaged as equal partners in the process.

This report reflects our continued efforts to strengthen an education ecosystem that is inclusive, equitable, and community-driven. Through our diverse programmes, we aim to address the evolving needs of children, adolescents, and youth, while ensuring that those from marginalized and underserved communities are not left behind. Our approach combines innovation with grassroots engagement, allowing us to both demonstrate effective models and scale them sustainably through collaboration with public systems.

We have witnessed inspiring transformations—children becoming confident learners, girls stepping forward as leaders, and young people taking ownership of change within their communities. These journeys reinforce our belief that when communities are empowered, education becomes a powerful force for social justice and long-term development.

As we move forward, we remain committed to deepening our work, strengthening partnerships, and continuously learning from the communities we serve. We extend our sincere gratitude to all our stakeholders—community members, partners, supporters, and team members—whose trust and collaboration make this journey possible.
Together, we look forward to building a future where every child has the opportunity to learn, grow, and contribute to a more just and inclusive society.

Vishnu Gopal
Director
Gramin Shiksha Kendra

Our funders

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Mission & Vision Statement

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.

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.

> **“Strive for progress, not perfection.”**

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.



Umang Program

The UMANG Program is one of the most crucial programs initiated by GSK's for Adolescent girls in Sawai Madhopur, The aim of this program is to empower adolescent girls by strengthening their life skills, leadership skills and self confidence so that they can participate in decision making body at the local governance level and for community development.

The primary objectives of this program is to develop critical thinking, resilience, decision making and agency in adolescents girls. Umang envisions adolescent girls from marginalized communities as confident, healthy and educated individuals who can make informed decisions and take leadership roles in their families and communities.

For the purpose of their professional development, training sessions and workshops and activities have been conducted. One of the most major activities is life skills, under life skills activities two activities comes in this that is called DMT (Dance Movement Therapy) and Yoga supported physical activities are significant for learning well-being, body awareness, balance, and self-expression, while the Sports for Development (S4D) initiative provided sports skill training that encouraged teamwork, discipline, and active participation. Along with that they also emphasized on computer literacy programs for improving digital literacy.

.Impact

- The initiative is currently implemented across most of the panchayat , expanding its outreach to rural adolescent girls through academic support, life skills education, and leadership development activities.

- To strengthen accessibility and regular engagement, 6 UMANG Centres have been established. These centres serve as safe community spaces for learning, mentoring, and empowering girls.

- The UMANG Program has demonstrated impactful outcomes in education, empowerment, and social awareness. The program achieved an impressive 94.87% result in the Class 10th Board Examnation (2025–26), reflecting improved academic support and consistent engagement with girls

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- Additionally, 64% of participating girls have developed basic digital skills, including the use of MS Word, MS Excel, email operations, account creation, and downloading online resources, helping enhance their confidence and readiness for future educational and livelihood opportunities.

- 12 Gram Kendras have been established across the 6 centres to strengthen community-based learning and engagement. A total of 93 adolescent girls are actively participating in these centres, creating safe spaces for learning, discussion, and leadership development.
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- In addition to regular educational and life-skills activities, the UMANG Program organized health camps, sports camps, and exposure visits, including the first-ever Legislative Assembly exposure visit for a group of girls from Sawai Madhopur. More than 30 external visits were conducted in collaboration with various government departments and institutions. The program also made focused efforts to support out-of-school and dropout girls in reconnecting with education, contributing to enhanced confidence, leadership abilities, and overall personal development among participants.



Uday Kiran Program

Under the Uday Kiran Program, is conducting educational activities with children at the primary level in rural areas through learning centers. At these learning centers, local youth (boys and girls) from the same village are selected as facilitators to teach children, while they themselves are also pursuing their graduation.

Under the Uday Kiran Program, the organization is currently operating 31 learning centers. At all these centers, educational and co-curricular activities are carried out with primary-level children from nearby government schools.
Out of these 19 learning centers, five library centers are equipped with books, necessary furniture, bookshelves, computers, and Wi-Fi internet facilities, enabling both educational and co-curricular activities for children.

At present, 19 centers are functioning as regular learning centers, while 1 centers each are operating as library centers and computer centers.
The Uday Kiran Fellowship Program is being implemented across multiple rural locations with the objective of strengthening foundational education and improving learning outcomes among children. The program currently engages 21 fellows, including 19 core fellows and 2 additional fellows, who are actively working at the grassroots level to support children's academic and overall development.

To enhance access to educational resources and digital learning opportunities, the program has established 1 Library Centre and 5 Computer Centres. These centres provide children with opportunities for reading, creative learning, and exposure to digital tools, especially in rural areas where such resources are often limited.

The program focuses not only on academic improvement but also on the holistic development of children through co-curricular activities, interactive learning methods, and digital education. By creating child-friendly learning spaces and strengthening community participation, the initiative is contributing towards a more inclusive and supportive learning environment for rural children.

Impact

1. The program has contributed to noticeable improvements in education, community participation, and leadership development. Student attendance has tremendously increased,
2. Community engagement has also strengthened significantly, with 50% of schools now conducting regular School Management Committee (SMC) meetings and 60% of villages organizing regular community meetings. This has improved collaboration between schools, families, and local communities in supporting children's education.
3. The capacity of fellows has improved as well, all fellows have benefited from the program in ways that have enabled them to continue their own education regularly alongside their community work.
4. Positive behavioural changes have also been observed among children and community members. Government school teachers have started engaging more actively with communities, strengthening school–community relationships. Children are increasingly taking leadership roles at centers, showing greater confidence and responsibility, while the active participation of 70% of women in meetings reflects stronger inclusion, awareness, and community ownership
5. Porti activities were conducted on a weekly basis throughout the year. A total of 10 sessions on Dance Movement Therapy (DMT) and life skills were organized, focusing on communication skills, body awareness, goal setting, and self-confidence.



6. Women demonstrated significant leadership in community initiatives, with nearly 75% actively participating in awareness and advocacy efforts. They engaged with local authorities, including the District Collector, MLA, and SDM, to address school and community issues, submitted memorandums, and followed up on key concerns. Their collective efforts also contributed to the allocation of land for the village cremation ground

NAVRANG Program (DNT) Program

Add a little The NAVRANG Program works with Denotified and Nomadic Tribes (DNT) through the “Aapa Haan” initiative, with the aim of connecting these communities to the mainstream of society. Since 2022, the program has been focused on creating a supportive and inclusive learning environment for children within these communities as well as in nearby schools, so that they can find joy in the learning process and actively engage with education. Through this approach, the program seeks to strengthen children’s connection with schooling and ensure their continued participation in learning. Alongside education, the program also works on improving access to livelihood opportunities, legal support, healthcare services, identity documentation, and government welfare schemes for these communities. At present, the program is being implemented by 15 fellows and 3 coordinators and is active across 11 villages, engaging with six communities, namely Gadiya Lohar, Kanjar, Bawri, Bhopa, Banjara, and Madari.

The program aims to ensure access to quality education for children from Denotified and Nomadic communities. It seeks to promote sustainable and dignified livelihood opportunities for community members, enabling them to improve their socio-economic conditions. The program also focuses on strengthening legal literacy and access to legal services so that communities can effectively respond to false accusations and injustices, while building a strong internal support system.

In addition, the program works towards enhancing the capacity of youth within these communities so that they become well-informed, skilled, and confident individuals who can face future challenges and assert their rights as citizens. It also aims to ensure that community members feel comfortable with their identity, recognize their own potential, and begin to present their realities confidently within mainstream society. Furthermore, the program strives to build capacity to address key issues related to livelihoods, legal injustices, and visibility by working closely with the community.
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Impact

1. Enrollment of children in education has increased, with respect to this, 62 children were enrolled in education last year 2024-25 , currently enrollment of 140 children in centers and schools was achieved through regular parent meetings and community engagement.

2. The educational outreach of the programme has expanded significantly over time. supporting the education of 162 children from underserved communities. With continuous community engagement, strengthened implementation, and increasing trust among families, , currently providing educational support to 271 children.

3. In the Bawri community, around 70 families are engaged in flower-making and selling activities, which has become an important source of livelihood for many households. Additionally, nearly 25 families are involved in small-scale occupations such as running shops, working in hotels, and daily wage labour, while wage-based work continues to remain the primary source of income for many families in neighbouring communities

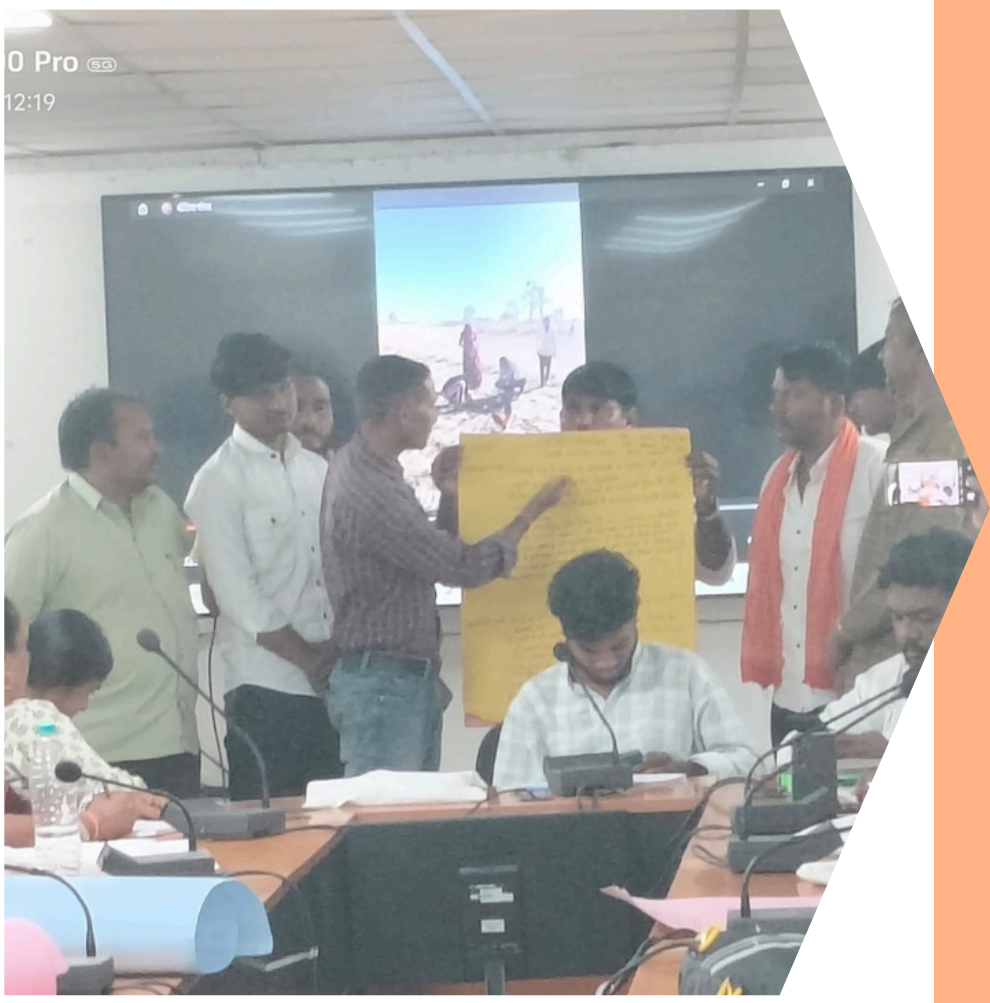
4. There has been a significant improvement in institutional deliveries within the community over the course of the programme. At the beginning of the intervention, only around 20% of deliveries were taking place in hospitals, reflecting limited awareness, access, and utilization of maternal healthcare services. Through continuous community engagement, awareness-building efforts, and support provided to families regarding maternal and child health, the percentage of hospital deliveries has now increased to approximately 60%.



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5. During this period, our legal fellows supported the community in creating approximately 1,450 official documents, improving access to essential services and welfare schemes. In addition, nearly 550 applications for Nomadic (DNT) certificates have been submitted, contributing to greater recognition and inclusion of community members within government systems.

6. Additionally, for the first time, members of the Bawri community accessed a loan of ₹15,000 for self-employment activities, promoting financial independence and livelihood opportunities within the community.



Uday Pahel Youth Leadership Program

The Peer Youth Leadership Program, also known as the *Uday Pahel Youth Leadership Program*, is implemented by Gramin Shiksha Kendra (GSK). The program aims to build youth leadership in rural areas of Sawai Madhopur and Tonk districts in Rajasthan,

The initiative focuses on empowering young individuals by enabling them to take control of their lives and actively contribute to the development of their communities.

The program emphasizes key areas such as self-awareness, community participation, democratic values, and skill development, which are essential for nurturing effective youth leaders. It seeks to create a generation of young people who are confident, socially aware, and capable of driving positive change at the grassroots level.

The Uday Pahel Youth Leadership Program aims to develop confident, responsible, and socially aware youth leaders in rural communities of Sawai Madhopur and Tonk districts. The program encourages young people to understand moral values, democratic principles, and their responsibilities as active citizens. It focuses on building self-awareness, leadership skills, community participation, and social responsibility among youth. The program also motivates young individuals to uphold values such as truth, honesty, equality, and justice, while enabling them to identify social issues and actively contribute towards positive change in their communities.



Through continuous learning, dialogue, and community engagement, the initiative seeks to nurture a generation of youth leaders who can become agents of change at the grassroots level.

Enhance their leadership skills by multiple sessions and residential workshops on the topic of media and communication, critical thinking, gender , understanding self, Dance movement therapy and so on, along with that for community impact “Aaina Bolta Hai” activity conducted under the forum theater program.

Impact

1. The program has contributed significantly to the personal growth and self-development of fellows. Participants have developed a deeper understanding of their thoughts, behaviours, emotions, strengths, and weaknesses, helping them become more self-aware and reflective individuals.

2. The program has strengthened the communication, leadership, and professional skills of fellows. Participants have developed public speaking abilities and are now able to express their ideas and opinions more confidently in meetings and community discussions.



3. Fellows have started speaking out against gender-based discrimination and are encouraging equal opportunities for people of all genders. Their growing awareness is contributing to more inclusive thinking and positive social change at the community level.

4. Roshan Bairwa: Roshan mobilized community members to advocate for land allocation for a cremation ghat. Through applications, memorandums, and meetings with local authorities, he demonstrated strong community leadership and collective action.

5. Ratan Singh Lohar: Ratan led community efforts to address the lack of street lighting in his village. By organizing residents and engaging with the Panchayat, he successfully facilitated the installation of street lights, improving safety and accessibility.

6. Sabir: Following severe rainfall and flooding that damaged a key road connecting nearly 20 villages, Sabir worked with community members to raise the issue with local authorities, advocating for timely restoration and improved connectivity for affected residents.

7. The community is gradually developing trust and confidence in young leaders and their initiatives, recognizing their contributions towards social awareness, mobilisation, and positive change at the grassroots



Uday Community School Program

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.

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.

Impact

- The Uday Community School Program has shown significant progress in sports, digital learning, life skills, and child development. A total of 50 children participated in the 69th District-Level Sports Competition, including 20 girls and 30 boys, out of which 16 children (8 girls and 8 boys) were selected for the state-level competition.

- Through computer education initiatives, children developed basic digital skills such as MS Word, MS Excel, Paint, and email creation, while parents also showed increased interest in digital learning.

Impact

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2. Through computer education initiatives, children developed basic digital skills such as MS Word, MS Excel, Paint, and email creation, while parents also showed increased interest in digital learning.

3. Regular BMI assessments also reflected positive health outcomes, with approximately 77% of children found to be in the normal health category.

4. Children actively maintain kitchen gardens under teacher supervision, where fruits and vegetables are grown without the use of pesticides or chemical fertilizers. This activity promotes healthy food practices, environmental awareness, and practical learning among children. The initiative has also inspired community members, and now many households have developed small kitchen gardens for growing vegetables according to their daily needs.

5. Every year on 28th February, the school organizes a Science Exhibition on the occasion of National Science Day. This year, around 250 children from 6 nearby schools, along with teachers, visited the exhibition, encouraging scientific learning, creativity, and interaction among students.





6. To strengthen leadership and democratic participation among children, Bal Panchayat elections were conducted, in which 60% of the candidates for Sarpanch and member positions were girls. The activity helped children understand leadership, participation, and the process of selecting responsible representatives

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7. Monthly Cooking Club sessions were organized to promote nutrition awareness and practical life skills among children. During the session, children learned 15 new recipes. Additionally, 10 sessions of the Pottery Club were conducted, where children created mud toys, utensils, and creative art items, enhancing their creativity and hands-on learning skills.



NAVRAS Program

NAVRAS is an initiative that promotes democratic and collective problem-solving by creating inclusive and participatory spaces where individuals and communities can openly discuss social issues, share experiences, and work together toward sustainable solutions. The program uses creative and culturally rooted approaches such as theatre, folk art, folk music, and Dance and Movement Therapy (DMT) to encourage dialogue, self-expression, awareness, and community participation.

Through interactive and artistic mediums, NAVRAS strengthens community empowerment by giving voice to marginalized groups, especially youth, women, and vulnerable communities. These creative practices not only preserve local cultural traditions but also serve as powerful tools for education, emotional healing, confidence building, and social transformation. By fostering participation, empathy, and collective action, the program aims to nurture socially conscious and active communities capable of addressing their own challenges democratically.

The primary objective of NAVRAS is to promote democratic participation and collective problem-solving within communities by creating inclusive and participatory spaces for dialogue on social issues. The program seeks to empower individuals, especially youth, women, and marginalized groups, through creative and culturally rooted practices such as theatre, folk art, folk music, and Dance and Movement Therapy. It aims to raise awareness on important social concerns including education, gender equality, health, child rights, and social justice while encouraging communities to actively participate in local development processes. NAVRAS also focuses on strengthening leadership, confidence, communication skills, and emotional well-being among community members through artistic and experiential learning methods. At the same time, the program works toward preserving local cultural traditions and using them.

Impact

NAVRAS has created a significant social impact by using theatre, folk music, dance, and creative community engagement as tools for awareness and dialogue. During the year, three new plays — “MA Main Collector Ban Gaya,” “Sirf Hum Kyu Sahe,” and “Aaina Bolta Hai” — were developed and performed extensively across communities. A total of 150 performances were conducted in 52 villages of Sawai Madhopur and Tonk districts, along with 13 special performances in Jalna and Wardha districts of Maharashtra focusing on the issues faced by cotton farmers. Through these performances and 130 forum sessions,



the program reached more than 12,000 people and created participatory spaces for collective discussions on education, gender equality, social justice, and community issues. The initiative contributed to visible positive changes within the community, particularly among children, youth, and women. Several out-of-school children resumed their education after watching plays centered on the importance of education and social awareness

Women and young people became more confident, expressive, and active during forum sessions and community discussions, reflecting increased participation in democratic dialogue and decision-making processes. In addition, 71 theatre and music sessions conducted with children encouraged creativity, self-expression, teamwork, and communication skills, while strengthening their emotional and social development

NAVRAS also strengthened institutional and community capacities through continuous learning and cultural engagement activities. Four capacity-building trainings were organized for the theatre team, along with six satsang sessions in schools to deepen reflection, creativity, and collaboration.

The program further organized the Theatre, Dance, Music, and Education Festival (KILOL), which provided a larger platform for cultural expression and community participation. Key achievements included increased team diversity, expanded geographic outreach, stronger independent field facilitation by the team, and greater community participation in program activities. The initiative also supported girls' education by providing educational assistance through the UMANG Program to four girls associated with the theatre team, promoting inclusion, leadership, and continued learning opportunities for young women.



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