

GIRL CHILD EDUCATION PROGRAM RAJASTHAN



SAKHIYON KI BAADI UDAIPUR DIVISION



ANNUAL REPORT

2018-19

IMPLEMENTING
PARTNER



GAYATRI SEVA SANSTHAN UDAIPUR

www.gayatrisevasansthan.com

ANNUAL REPORT 2018-19



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ACKNOWLEDGMENT



This Annual report gives the details of an eventful collaboration of Gayatri Seva Sansthan (GSS) with IIFL Foundation for the program 'Sakhion – Ki – Baadi : A Girl child education project' Southern Rajasthan for the year 2018 - 19.

The project consumed huge amount of work, research and dedication. And implementation would not have been possible without the support of all the stakeholders involved. GSS would like to extend sincere gratitude to all the stakeholders/ people directly or indirectly connected with the SKB program, Rajasthan.

First of all we are deeply thankful to IIFL Foundation for their financial & logistical support and for providing necessary guidance, provision of expertise, and technical support in the implementation. With their superior knowledge and experience, we have been able to deliver the Program in quality of outcomes for the past two years, and their support had been indispensable.

GSS feels immense joy in sharing this Annual report & deep gratitude towards IIFL Foundation for its active support at various levels. This past year has given us immense learning opportunities and the relevant aspects at the implementation level as a CBO.

GSS Board is exclusively thankful to Mr. Nirmal Jain -Chairman, Board of Directors-IIFL, Mrs. Madhu Jain -Director IIFL, Dr Sarika Kulkarni -CEO, IIFL -Foundation and the team for their collaborating support on the project and catering education to thousands of deprived vulnerable girl child in tribal domains of Rajasthan.

We would like to express our sincere thanks towards volunteer researchers who devoted their expertise, time and knowledge in the implementation of this project. Nevertheless, we express our gratitude toward our families and colleagues for their kind co-operation and encouragement.

Dr. Shailendra Pandya
Director
GSS Udaipur



The 21st Century Future



A step in the right direction...

GSS IN BRIEF



GAYATRI SEVA SANSTHAN UDAIPUR, was established in the year 1986 and since the inception GSS has been working proactively for society. GSS positions itself as a forerunner in prototype development in the social development sector with the aim of furthering sustainable development via integrated approaches to uplift the quality of life of the weaker sections in the society. Inspired by Gandhian Vision of Gram Swaraj, GSS strongly believes that integration of efforts with multidimensional interventions covering different sectors is likely to uplift the quality of individuals living in remote and deprived regions. GSS focuses its development efforts into three verticals – Human and Institutional Development (HID), Livelihood Enhancement (LE) and Natural Resource Management (NRM).

GSS is currently an organization of 42 regular executives and approximately 600 field activists. Expansion to new domains is projected in the coming years. GSS has a dedicated team of dynamic nature, working efficiently in coordination and completing the objectives in the timeframe.

Working in the field of Education, Protection of Child rights, Community Mobilization, Livelihood Enhancement and Natural resource Management in southern part of Rajasthan for the past 32 years, with dedicated efforts, GSS is a household name among the remote tribal blocks and commands goodwill with the local government agencies and the industry experts. During the period it has worked with various departments in central as well as state Government and also with other national and international agencies like NABARD, CAPART, UNICEF, World Bank etc

GSS is working on child related issues since year of its inception. Initially our goals were to provide primary education to the children in remote and deprived region of tribal area through unique **SHIKSHALAYA MODEL**, later on we started new interventions towards complete child protection in the targeted areas. Many benchmarks have been created in the target area by the GSS in association with Government, Local Community and organisations like UNICEF. The SKB program falls under the HID wing of GSS, aims to promote education among tribal communities and changing the narratives around a girl child.





Implementation Area Of GSS



SAKHIYON KI BAADI

AN IIFL FOUNDATION PROGRAM



India Infoline Finance Limited Foundation: A Short Brief

The India Infoline Finance Limited is a leading financial services company in India, promoted by first generation entrepreneurs with diversified business model that includes credit and finance, wealth management, financial product distribution, asset management, capital market advisory and investment banking. Its evolution from an entrepreneurial start-up to a market leadership position is a story of steady growth by adapting to the changing environment. IIFL Foundation is the CSR arm of IIFL group and SKB is a flagship program of IIFL to achieve total literacy in young girls of Rajasthan. It is a unique program that works at creating excitement among the girls regarding education and keeps them motivated to shift education as an important priority in their life.

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

The basic purpose of this program is to provide education to the illiterate and out of school girls across Rajasthan. While the primary objective of the program is to mainstream the girls, there would be many villages and areas where there is no nearby school, the purpose of the program in such cases would be certify the girls in Rajasthan Board by providing the necessary support.





The Underlying Rationale

Rajasthan is India's seventh most populated state (68.5 million) with 24% of its population between ages 6 and 14 years and 9,78,000 of these 24% are out of school. The child sex ratio stands at 888 girl child

over 1000 boy child as per the census 2011. Also the Gender Vulnerability Index is 49%. And 48% of women are illiterate. These facts depicts the alarming situation of women and girl child in Rajasthan. It is definitely a cause for worry, and serious remedial steps are needed. Unless this problem is tackled on a war footing there could be serious repercussions and it will be



VISION:
"SKB envisions a Rajasthan where all girls are literate and have an equal opportunity to achieve their full potential"



MISSION:
"Provide best in class education to the illiterate and out of school girls in remote and rural Rajasthan"

a matter of time before the demographic dividend becomes a demographic disaster.

Udaipur district & the surrounding region are the prime habitat of tribal communities. These communities have atypical culture & customs practices characteristics. The administration even cannot play decisive roles at times. Targeting such communities for women education is a war in itself as female gender is the second option.

To address the situation IIFL Foundation created the SKB program educating the illiterate and out of school girls across Rajasthan. There would be many villages and areas where there are no schools nearby (within the periphery of 5 Kms), accessibility to fundamental right to education is neglected owing to many other background conditions of family, community and the ground realities of government schools- improper methods of teaching, destructive environment etc. It is the red signal to address the issue communicating the importance of education and socioeconomic empowerment of females.





For the Udaipur Division, IIFL-F collaborated with GSS to shape the program for vulnerable tribal girl child in the region. In resonance with IIFL Foundation's aim to provide free education to the illiterate and out of school (drop out) girls across the targeted region in the age group of 4 to 14 years and mainstreaming them, GSS devised a scheme fulfilling the objective, also changing the narratives around a girl child, bringing together the various components vital to fulfill the vision and creating a just society for a girl child through inclusive approach.

Core Pillars of Education at Sakhiyon ki baadi:

Sakhiyon ki baadi is a holistic program which engages illiterate, school dropout girls and works with them to create happy, confident, educated girls capable of achieving their full potential.

The following are the core pillars on which the program is based:

- + **Play way method.** Girls must look forward to coming to SKB and for that teaching through games, music, drama and actions are a must.
- + Focus on developing the following five skills:
 - ❖ **Speaking** (confident body language while speaking)
 - ❖ **Listening** (develops an ability to listen)
 - ❖ **Reading** (Reads with correct diction and pronunciation)
 - ❖ **Writing** (Can express thoughts and stories through words)
 - ❖ **Thinking** (Thinks, observes and internalizes)
- + The different **competency tests** too are based on these five skills.
- + **Asking questions:** SKB encourage girls to ask questions. Each week question hour will be dedicated for asking questions. Stories and poetry discussions should be encouraged where each child asks questions to the peers.
- + **Local context:** Teachers must use local context to teach language. This is required for building vocabulary and develop language skills.
- + **Practical exposure:** Regular field trips must be encouraged when possible as providing necessary exposure to enable girls to relate to real life.





ASSUMPTIONS

- There are atleast 30 out of school/ illiterate girls in the age group of 4 – 14 years in the village.
- Community is open to the idea of providing education to out of school girls and are willing to allow girls to attend SKB's regularly.
- There is atleast one person preferably a woman available in the village who has completed basic schooling and is willing to become a teacher

OBJECTIVES

- To provide access to education to young girls
- To ensure that all girls are learning well and achieving their full potential.
- To change the narrative around girl child education by closely working with the community

STRATEGIES

- Identify villages/ hamlets with out of school/ illiterate girls.
- Start community schools by mobilizing such girls
- Provide best in class education through robust teachers training program. Provide individual support to each girl to excel and achieve her full potential. Modify barriers and obstacles to girl child education

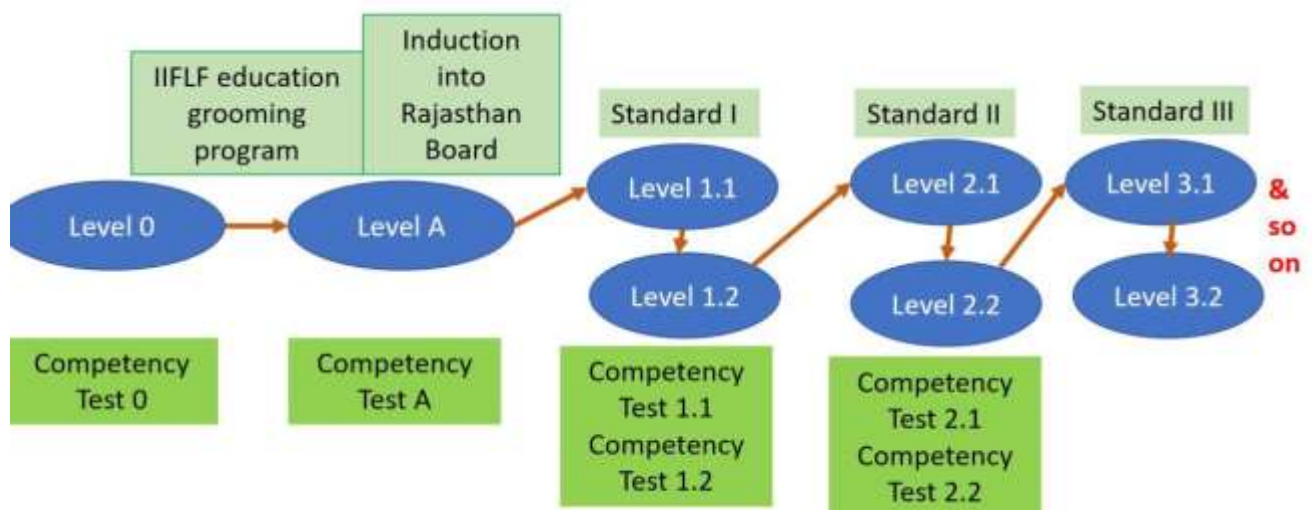




All girls in SKB were tested on four key skills: Speaking, Listening, Reading and Writing; all the tests were also based on testing these four skills. DAKSHA gave separate marks for each skill, she submitted a consolidated total after the test. In this report we are providing the progress report of children and SKBs from the 2017 to end of march 2019.

Level 0 : Base level was given when the child starts the SKB. The purpose was to understand the level of the child – how much she knows or what she already knows. The inputs had helped customize the program for her.

The competency levels and related tests follow the following pattern.



Unless the child gets full marks in competency test 0, she will not graduate to the next level and so on. The idea is to allow her to learn at her own pace without rushing





The Need Based Approach: NBA

A constructive approach is the key to make a project successful. IIFL Foundation is committed to serve the people and GSS commands a close rapport with the community. The juxtaposition of the two goal oriented organization is providing an astute insight to the remote geographies of Rajasthan. The action plan for SKB was devised as 'NBA: Need based approach'. GSS has characterized SKB under the I2E Implementation Rule as depicted below



GSS has been eulogized for NBA by almost all who has visited the SKBs be it an IIFL-F team member or an expert & intellects working in the field of social empowerment. All of our SKBs are run at the locations in the dire need or the children are unable to consummate the RTE. GSS has identified those locations which are approachable by the children and provided with weather suiting facilities. Every SKB runs at the location in the dire need or the children are unable to consummate the Right to Education (RTE). GSS had identified SKBs locations which were approachable by the young girls and provided with weather suiting educational cum classroom facilities.



SKBs JOURNEY

TILL MARCH 2018



GSS believes in prototype development approach. IIFL-Foundation & GSS created an alternative educational platform to provide learning opportunity to the underprivileged never enrolled and/or drop out children. This eventful collaboration began in the year 2017. Below are the quick statistics demonstrating a journey worth the efforts the alliance has taken in the fiscal year 2017-18:

Udaipur division SKB program began in the year 2017 with the agreement to operate 350 SKBs. By the end of the fiscal year 2017-18 the program gained the needed backing from the community and in the year 2018-19 the program is being operated with 248 SKBs in 158 Gram Panchayats across 2 districts of Rajasthan educating approx.. 7236 tribal children by a strongly supporting team of 279 human resource working on the program (42 developmental officers and 237 field sensitive specialist) . By the end of March 2019 637 children were mainstreamed with the government affiliated nearby schools . The Annual Report 2017-18 detailed the journey of program's launch phase, the key achievements, community support, impacts and heartiest gratitude towards IIFL Foundation and its team from GSS and also the tribal people.

“ I ask you all so earnestly to open girl's schools in every village and try to uplift them. If the Conditions of women are raised, then their children will, by their noble actions, glorify the name of the Country.” Swami Vivekananda



SKB At A Glance


7236 GIRLS
248 SKBs
In South Rajasthan



**Sakhiyon – Ki – Baadi
Girl Child Education
Program, Rajasthan**

**HUMAN CAPITAL
INVOLVED**



279

Providing the employment opportunity to local educated youth and training them with skills.

- 248 DAKSHAS
- 21 CLUSTER HEADS
- 6 BLOCK HEADS
- 2 PROGRAM OFFICERS
- 1 PROGRAM MANAGER
- 1 PROGRAM ADVISOR

45,488

Population of Rajasthan has been benefitted with the awareness of importance of Girl Child Education and prevention of child labor.



245 villages covered
Touching more than
24919 families



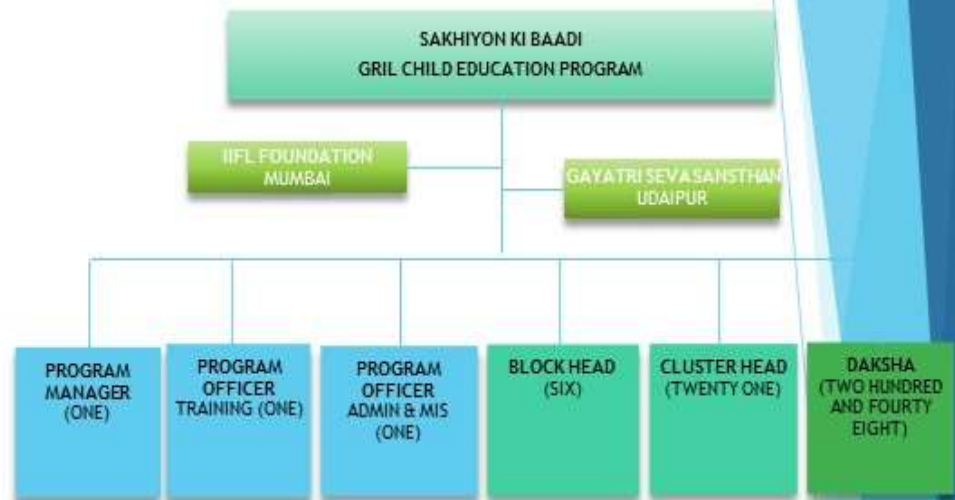
SKB

THE YEAR 2018 - 19

The immense success in the launching year, 2017-18, gave GSS a strengthened ground to enhance to newer horizons and improvise the existing gaps. For the same, GSS on the narratives of IIFL Foundation made a stress on enhanced capacity building with the inclusion of experts. Below described is the target area of IIFL-Foundation & GSS. Highlighted in the red & blue are the Udaipur & Pratapgarh districts of Rajasthan. The program covers 6 blocks with a total 248 SKBs being operated at the locations in the dire needs of an educating institution.



Organization Chart



■ GSS HQ
UDAIPUR

■ BLOCK
OFFICE

■ SKB

Program Structure, Reporting, Roles and Responsibilities



Reporting formats and information system have been developed to document the progress of the project and share them with IIFL-F. Financial reporting and activity progress report have been shared on quarterly basis and a consolidated report shall be shared on completion of the project. GSS has created a reporting standards based on the indicators shown in the proposal. Jointly agreed a monthly plan (MP) had been shared with IIFI - F and frequently assessed by GSS.



Baleecha, Rajasthan 313604, India

Baleecha

Rajasthan

India

2018-08-09(Thu) 10:17(AM)

LAT 24°19'23" N

THURSDAY 08.09.2018

LONG 74°18'18" E

LOCAL TIME 12:25:26



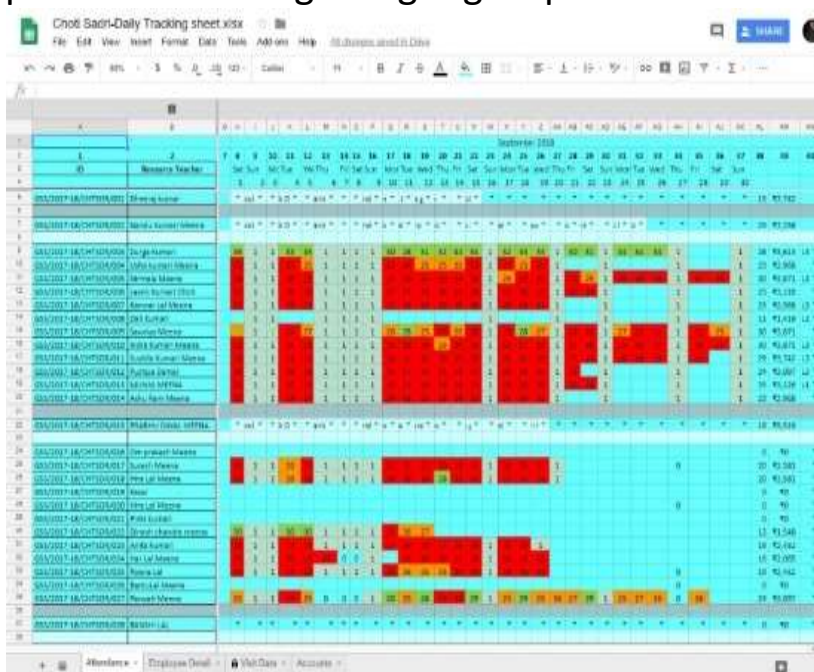


To ensure efficient implementation of the SKB program, provide quality results GSS had derived an improved reporting mechanism and below are some of the best practices by GSS.

Usage of Google Spreadsheets

Google spreadsheets is a web based application by Google to modify, update the spreadsheet and share the data live online. This was first of its kind initiative by GSS to implement the usage of google spreadsheets for the accurate and real time data sharing from the fields. It was a challenge as the common mass is yet unfriendly to such a novel technology.

While collecting data in the traditional method results into loss of data, manipulations, delayed process and further hard to evaluate. Introduction of Google Spreadsheets



has reduced the time and improved the efficiency of the program in our target area, creating an enthusiasm among the field activists.

One Day One SKB

Under the concept of One Day One SKB Cluster Heads are to visit one SKB. These visits should be of the nature of random & surprise, creating an awareness among the DAKSHAs, improving the quality of services being delivered and alertness to follow the best practices.





Cluster Meet

Every month a cluster meeting is organized by the Cluster head. DAKSHAs of its cluster are the participants. The key purpose of these meetings are to identify the weak and need for improvement SKBs. In these meetings the DAKSHAs & Cluster Head discuss the shortcomings at the end of DAKSHA for example in TLM creation, topics of importance like any issue of children, SKB, their attitude & representation during SICOMM etc. These meetings have proven to be the remedial classes eliminating the points of confusion and errors.



Photo Monitoring

The remoteness of the SKBs demands a tool to provide the real-time data sharing to track the daily progress. To address the situation, GSS introduced the concept of photo monitoring whereby every minute activity at the field are monitored through real time photographs sharing on social media connecting application like whatsapp etc.





The Avlokan Pratatra

The unique characteristic of SKB is the demand of frequent field visits.

बालिका शिक्षा कार्यक्रम (केन्द्र अवलोकन प्रपत्र)

अवलोकनकर्ता का नाम : _____ पद : _____
 केंद्र का नाम : _____ ग्राम : _____ पंचायत समिति : _____
 विस्तार क्षेत्र : _____ अवलोकन तिथि : _____
 केंद्र का समय : _____ अवलोकन का समय : _____
 क्या अवलोकनकर्ता केंद्र पर पहुँचे तो क्या विस्तार क्षेत्र केंद्र पर उपस्थित था : हाँ नहीं
 क्या केंद्र खुला था : हाँ नहीं
 केंद्र का सामान्य (संख्या) : _____
 अवलोकन के दिन सामूहिक बालिकाओं की उपस्थिति (संख्या) : _____
 केंद्र पर सामान्य व अवलोकन तिथि के दिन उपस्थित बालिकाओं के अंतर पर अवलोकनकर्ता अपनी राय दें।

| पहला-पहल | |
|---|----------------------|
| | 1 2 3 4 5 6 7 8 9 10 |
| विस्तार क्षेत्र और बालिकाओं के बीच का संबंध | |
| बालिकाओं का केंद्र में आना | |
| शिक्षण/कार्य में अन्य सहयोग करने की उपस्थिति | |
| बालिकाओं का पढ़ने, लिखने व खेलने में आम विस्तार | |
| योग - 1 | |

| दोहरा-दोहरा | |
|---|----------------------|
| | 1 2 3 4 5 6 7 8 9 10 |
| केंद्रों व विस्तार क्षेत्र के अंतर | |
| केंद्र के पढ़ने की उपस्थिति | |
| सामूहिक उपस्थिति | |
| आय की उपस्थिति | |
| विस्तार-सहित शिक्षण, अनुसंधान करने, उपस्थिति देखना | |
| क्या समझने द्वारा ही नहीं सभी सामूहिक केंद्र पर शिक्षण? | |
| क्या अन्य सामूहिक का उपयोग हो रहा है? | |
| योग - 2 | |
| कुल योग (योग 1 + योग 2) | |

नोट : (1) एक साल में केंद्रों को अवलोकन करने के लिए 10 अवसर हैं। (2) केंद्रों को 100 अवसर का समय है। यदि केंद्रों को 100 अवसर का समय है तो अवलोकन के लिए 10 अवसर हैं। (3) एक साल में केंद्रों को अवलोकन करने के लिए 10 अवसर हैं। (4) केंद्रों को 100 अवसर का समय है तो अवलोकन के लिए 10 अवसर हैं। (5) केंद्रों को 100 अवसर का समय है तो अवलोकन के लिए 10 अवसर हैं।

दिनांक : _____
 प्रमुख विस्तार क्षेत्र : _____ प्रमुख अवलोकनकर्ता : _____

These visits are only way to realize the ground realities of program. These visits are needed to be of the nature of surprise for the DAKSHA, CH, BH if a HQ staff is visiting. in every block the cluster heads and block heads also perform the visits of the nature of surprise for the DAKSHA. These visits are documented and shared with GSS HQ

office and IIFL foundation. Through these visits we get the idea of how the SKBs are being run, the Practical aptitude of DAKSHAs and an innocent bonding with the children.





Now let's have a look at the roles & responsibility as per the designations:

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- ✚ The key functionary to monitor the project & track its effective implementation
- ✚ Final concluding authority on new hiring & previous employees progress assessment.
- ✚ Channelize the project employee to complete their targets & track their progress for recognition.
- ✚ Assist with grant writing functions to include research
- ✚ financial monitoring of project
- ✚ Responsible for overall and timely implementation and monitoring of the project
- ✚ Develop and maintain networking with IIFL and other stakeholders at Block and District level
- ✚ Finalize progress and financial reports every month and submit to Joint Director-GSS than IIFL
- ✚ Responsible for the overall project implementation, coordination and monitoring of the SKB in whole project area.

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- ✚ Responsible for overall and timely implementation and monitoring of the project
- ✚ Develop and maintain networking with IIFL and other stakeholders at Block and District level
- ✚ Finalize progress and financial reports every month and submit to Joint Director-GSS than IIFL
- ✚ Responsible for the overall project implementation, coordination and monitoring of the SKB in whole project area.
- ✚ Prepare training / awareness material and reports for betterment of project.
- ✚ Consolidate monthly plans received from Block Coordinator
- ✚ Responsible for timely collection of data, regular update of the database of children, tracking the progress and preparing reports
- ✚ Regular visit/ Surprise visit to SKB (Monitoring and Evaluation of SKB Centers).
- ✚ Preparation of Reports of field level activities and visits
 - a. Reports of important events like community mobilization program and biannual convention.
 - b. Reports of monthly visits to the change agent for onsite support
 - c. Reports of review and planning meetings (Monthly, cluster and district level meetings)





PROGRAM OFFICER (TRAINING)

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- ✚ Support and report to PM in overall implementation of the project
- ✚ Prepare training / awareness material and reports in association with PM
- ✚ Responsible for taking follow-up of the results of training and will document the changes brought through capacity building programs
- ✚ Organize and coordinate the Training Program
- ✚ Preparation of schedule/agenda/papers / modules for all kind of trainings
- ✚ Pre-during-post training preparations
- ✚ Training Reports – all kind of training carried out in the program
- ✚ Submission of consolidated report against the trainings
- ✚ Preparation of Training plans/ Case Studies / Success Stories

PROGRAM OFFICER (ADMIN & MIS)

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- ✚ Support and report to PM on overall implementation of the project
- ✚ Support the PM with reports & key documentations regarding the project
- ✚ Responsible for taking follow-up of the results of training and will document the changes brought from the capacity building programs
- ✚ review the needs of the company; employees in the project ensure the measures of improvisation
- ✚ maintain the minutes of all the activities and derive a conclusion for the PA.
- ✚ Develop and implement administrative procedures for information processing, record maintenance and funding compliance.
- ✚ Maintain program documentation and administrative records of all activities and issues related to guest engagement process

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- ✚ Responsible for the overall and timely implementation of activities at respective Block
- ✚ Develop liaison with block officials, CH, Daksha and Members of SAICOM
- ✚ Responsible for timely collection of data and updating the database in MIS
- ✚ Organize block level meeting at block level and report to PM
- ✚ Submit monthly report to PO.
- ✚ Provide support to Training Head/PO for their respective work and training.
- ✚ Provide support and guidance to the CH and Daksha for implementation of activities
- ✚ Develop monthly work plan and report to PM.





The second last key persons in the SKB Structure are the Cluster Head. On every block, the SKBs had been grouped into a cluster of 12. These clusters are managed and looked over by a cluster head. Each cluster head has 3 to 4 clusters under it. The key responsibilities of them are mostly similar to the block heads except that they have to perform the SKBs visits daily and report the visit details to block heads and divisional office managers.

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- ✚ Mapping: support the collection of demographic and social data (list of children, schools in blocks, distance of skb from schools, GPs, identify transport facilities for children, etc.);
- ✚ SKB wise data collection: Support Daksha in collecting basic data of eligible children by visiting village/ Fala .
- ✚ Block/cluster level meetings: developing list of participants, meeting key participants, finalizing venue other logistic arrangements, follow up with BH and RT, conducting block level meeting;
- ✚ Visit: every month doing per skb 2 visit and submit report to BH.
- ✚ Community mobilization: help them daksha to prepare the list of beneficiaries and make door-to-door visits to encourage parents to send their girl children to SKB. Conduct community meetings with PRIs, parents and parents, SICOM meeting etc.;
- ✚ IEC activities/Document: maintaining program register, cluster meeting/daksha attendance register at community level, organizing village rally for enrolment, identifying locations for banner/ meeting / wall writing.
- ✚ Children/ parents Counselling: From the attendance records the SKB will flag the drop-outs or where the attendance is declining and conduct counselling sessions with the family;
- ✚ Develop better relationships with local government officials working at block level under the BH.
- ✚ Survey data collection: support in collecting the baseline/concurrent data;
- ✚ Data Compilation: Consolidating and compiling data collected from the daksha/ field. MIS data of Good SKB maintain and compilation Conduct other project related tasks as assigned by the District





DAKSHA is the most critical link in the entire program and the success of the program. To qualify for the role of DAKSHA it should be at least 18 years of age and must have passed at least 10th standard exam. And GSS enjoys a well-qualified team of DAKSHA to convey the program to ground levels.

DAKSHA performs multiple roles and as SKB is trying to address an age-old problem which is very challenging we have always maintained to train them on the themes of existing environment, be empathetic with the students as it knows them well and the families and background they come from. It must appreciate the challenges they face each day and how while currently education has no place in their life, the key aim of this program is to make education a priority.

It must understand the strengths and weaknesses of each child and make a mental framework about each child. It must be especially careful about slow learners and girls with learning or any other disability. It must bring such girls to our notice. It has to be driven with passion and must be aligned with the mission all the time.

**D
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(248)**

- ✚ Reach & leave the SKB before and after half an hour from the SKB timings
- ✚ Prepare the TLM, maintain it in written document, teach the class according to it
- ✚ Visiting the at least 5 parents discussing the progress of their child
- ✚ Maintain the attendance register, submitting the individual assessment with blockheads
- ✚ Maintain the cleanliness of SKB, and safe drinking water for children
- ✚ Creating lesson plan, carrying out level test and maintain the level assessment









ANIMALS

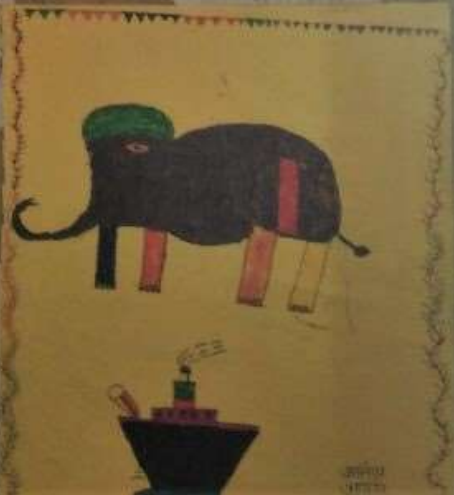
| | | | | | |
|------|-------|-------|----------|---------|-----|
| | | | | | |
| DEER | HORSE | CAMEL | FOX | BUFFALO | COW |
| | | | | | |
| LION | TIGER | DEER | ELEPHANT | | |

FLOWER

| | | | | | | |
|-----------|---------|---------|----------|------|--------|--------|
| | | | | | | |
| SUNFLOWER | ROSE | ORCHID | DAFFODIL | ROSE | FLOWER | FLOWER |
| | | | | | | |
| HIIBISCUS | ALUMINA | JASMINE | | | | |

VEGETABLE

| | | |
|----------|-------------|-----------------|
| | | |
| CUCUMBER | CAULIFLOWER | LEMON |
| | | |
| BROCCOLI | CAULIFLOWER | GREEN VEGETABLE |
| | | |
| SPINACH | PEA | POTATO |
| | | |
| TOMATO | | |



The SKBs



BLOCK: CHOTTI SADRI

Along the border lines of Pratapgarh district in Rajasthan & Neemuch district of M.P. lies a small municipality city famous for the 5th AD Bhavar Mataji goddess temple, called Chotti Sadri. As of 2011 India census, Chhoti Sadri had total population 134077 where urban population is 18360 and Rural population is 115717. The male literacy of 80% and female literacy of 60%. The 14% of the population is under 6 years creating a scope ground for SKB.

| CHOTTI SADRI | 2018-19 |
|------------------------------|---------|
| GRAM PANCHAYAT PARTICIPATING | 9 |
| VILLAGES INVOLVED | 44 |
| NUMBER OF SKB | 50 |
| NUMBER OF CHILDREN | 1532 |
| MAINSTREAMED | 129 |

BLOCK: PIPALKHUNT

Situated along the banks of Mahi River, is the Tehsil HQ of Pratapgarh district by the name Pipalkhunt with Inhabited by about 80% of tribal population of Meena community, having 31 Gram Panchayats. The population as per 2001 census of this sub division was around 1,18,439 out of which the male population was around 60,159 and females were around 58,280. Scheduled caste population was around 3424 and scheduled tribe population was around 66,355. It has 52.44% male literacy, and 22.74 female literacy as per 2001 census.





PIPALKHUNT

2018

| | |
|------------------------------|------|
| GRAM PANCHAYAT PARTICIPATING | 45 |
| VILLAGES INVOLVED | 50 |
| NUMBER OF SKB | 50 |
| NUMBER OF CHILDREN | 1535 |
| MAINSTREAMED | 131 |

BLOCK: SARADA

Sarada tehsil comes under the Udaipur District with, as per Census 2011, population of 266775. Out of this, 136183 are males whereas the females count 130592 here. This block has 45452 children in the age group of 0-6 years. Out of this 23621 are boys and 21831 are girls. Hindi is the Local Language here. The most revealing fact is the shocking level of literacy rate. Literacy rate of the block is 49%. And most of the population dependent on the agriculture and lower inclination towards formal education.

SARADA

2018

| | |
|------------------------------|------|
| GRAM PANCHAYAT PARTICIPATING | 30 |
| VILLAGES INVOLVED | 50 |
| NUMBER OF SKB | 50 |
| NUMBER OF CHILDREN | 1666 |
| MAINSTREAMED | 118 |





BLOCK: LASADIYA

Positioned in rural area of Rajasthan with 91229 Population is Lasadiya Block in Udaipur District. In Lasadiya 46364 are males while the females count 44865 here. This block has 17871 children in the age group of 0-6 years. Among them 9133 are boys and 8738 are girls. 46364 are males while the females count 44865 here. This block has 17871 children in the age group of 0-6 years. Among them 9133 are boys and 8738 are girls. Literacy rate in Lasadiya block is 28%. Male illiteracy ratio here is 60% as 28172 males out of total 46364 are illiterate. In females the illiteracy ratio is 82% and 37019 out of total 44865 females are illiterate in this block. Creating a humongous scope for education related interventions like SKB.

| LASADIYA | 2018 |
|------------------------------|------|
| GRAM PANCHAYAT PARTICIPATING | 35 |
| VILLAGES INVOLVED | 49 |
| NUMBER OF SKB | 49 |
| NUMBER OS CHILDREN | 1292 |
| MAINSTREAMED | 113 |

BLOCK: SALUMBER

Salumber tehsil lies under the Udaipur district with As of 2011 India census, Salumbar had a population of 16,425 of which 8,420 are males while 8,005 are females. Literacy rate in Salumbar block is 45%. 105821 out of total 231912 population is educated here. In males the literacy rate is 57% as 68148 males out of total 117554 are educated whereas female literacy rate is 32% as 37673 out of total 114358 females are literate in this Block.





SALUMBER

2018

| | |
|------------------------------|------|
| GRAM PANCHAYAT PARTICIPATING | 35 |
| VILLAGES INVOLVED | 45 |
| NUMBER OF SKB | 45 |
| NUMBER OF CHILDREN | 1350 |
| MAINSTREAMED | 137 |

BLOCK: GIRWA

31 KM away from Udaipur, lies Girwa tehsil. It's a small habitation with a few thousands of population. Agriculture is the primary means of earning and smaller inclination for education and learning.

GIRWA

2018

| | |
|------------------------------|-----|
| GRAM PANCHAYAT PARTICIPATING | 4 |
| VILLAGES INVOLVED | 7 |
| NUMBER OF SKB | 4 |
| NUMBER OF CHILDREN | 120 |
| MAINSTREAMED | 09 |





TRAINING OF TEACHERS SESSION INTERACTIONS



Training Inputs

Capacity Building of Project Team

Capacity building is the most effective way to convey the most efficient implementation of a program. Under the SKB program, IIFL-F & GSS has always laid emphasis on orientation & training of DAKSHAs, Cluster Heads & Block Heads. These trainings are carried out every 2 months. GSS maintains dedicated staff, on the designation of Program Officer (Training head), with competent aptitude to carry out trainings procedures & formalities, train the staff in a learning friendly environment, increase their subject competencies through level wise learning approach for TLM preparation.

Three Days Teachers Training (Daksha)

From: April, 2018 to March, 2019

IIFL Foundation has taken up a project named as “Girls Education Program” to improve the literacy rate of girls in Rajasthan, as it is seen that Rajasthan stands last when it talks about Female Literacy rate and this has been a major concerned for all. The reasons behind the same are many like: Poverty, Distance from School, Geographical locations, ignorance, stereotyped thinking & understanding etc. The structure of IIFL Girls Education Program has been such that it flows from Block Head to Cluster Heads and then Resource Teachers. The upper most level at Block is Block Head, further than entire Block is divided into 4 clusters, which are being looked by Cluster Heads and then 50 centers run by resource teachers. The centers opened by the name “Sakhiyon Ki Bari” where the DAKSHA is hired from the local community. Whose minimum qualification should be 12th pass. Most of the DAKSHAs don’t have any past experience of teaching.





It is a good platform to address the academic challenges, problems and doubts etc. that support the DAKSHA of Sakhiyon Ki Baadi to understand the project, subjects and concepts.

Objectives of the Training

These trainings were done to enhance the capacity of Daksha who are the base and to ensure the better implementation of this project. Basically the major focus of the training are to develop an approach of every resource teacher DAKSHAs (R.T) in many perspective i.e. are delivery of proper content through different modes like – counting learning through poems, arithmetic through games of pebbles, games, other activities etc. These were the teachers training program conducted for the resource teachers of Sakhiyon Ki Baadi. The teachers training program was based on

- + Actual need of Daksha to deliver the content as per children Level in the Center
- + How do we create receptive environment while delivering the content i.e. Hindi, Math & English
- + How children learn Hindi & English language as they use their local languages
- + What is the importance of lesson plan and other documents
- + To equip the resource teachers with varieties of activities in teaching and learning especially in Math and English
- + To strengthen the resource teachers(Daksha) in planning and visualizing lesson
- + Preparing concept /mind map, designing worksheet and knowing learning gaps
- + Capacity building and motivation of resource teachers
- + How to deal with the Different stakeholders at Grass root level





TRAINING ACTIVITY



General details

| | |
|---|--|
| Name of the trainer during the year. | Dr. Mahaveer Jain, Mr. Chandra Prakash Mantri, Dr. Shailendra Pandya Mr. Shanti Lal Sharma, Mr. Devendra Joshi, , Mr. Parveen Paneri, Mr. Manish Sharma, Mr. Jeegnessh Dave. |
| Training Name | Teachers Training Programme. |
| Total No. of Participants | (Teachers, Cluster Head, Block Head of the particular Blocks. Different Training Coordinators from GSS, Training Coordinator-IIFL, Visitor from IIFL). |
| Trainings (2018-19) | April, 2019 to March 2019 |
| Training Venue during the Year. | Youth Hostel - Khelgaon, Kisan Bhawan, CASA, Udaipur. |
| Levels of training during the year. | Level 2,3,4,5 |

Block Wise training and levels of the Trainings

| CHOTTI SADRI | | |
|--------------|--|------------------------|
| LEVEL | SCHEDULED DATE | NUMBER OF PARTICIPANTS |
| 2 | 12 TH TO 14 TH APRIL 2018 | 22 |
| 3 | 19 TH TO 21 ST JUNE 2018 | 53 |
| 4 | 6 TH TO 8 TH SEPTEMBER 2018 | 49 |
| 5 | 15 TH TO 17 NOVEMBER 2018 | 52 |
| 6 | 4 TH TO 6 TH FEBRUARY 2019 | 55 |
| PIPALKUNT | | |
| LEVEL | SCHEDULED DATE | NUMBER OF PARTICIPANTS |
| 2 | 12 TH TO 14 TH APRIL 2018 | 30 |
| 3 | 1 ST TO 3 RD JUNE 2018 | 45 |
| 4 | 6 TH TO 8 TH SPETMEBER 2018 | 46 |
| 5 | 12 TH TO 14 TH NOVEMBER 2018 | 50 |
| 6 | 6 TH TO 8 TH FEBRUARY 2018 | 47 |





SARADA & GIRWA

| LEVEL | SCHEDULE DATE | NUMBER OF PARTICIPANTS |
|-------|---|------------------------|
| 2 | 3 RD TO 5 TH APRIL 2018 | 60 |
| 3 | 14 TH TO 16 TH JUNE 2018 | 38 |
| 4 | 29 TH TO 31 ST AUGUST 2018 | 57 |
| 5 | 22 ND TO 24 TH NOVEMBER 2018 | 55 |
| 6 | 1 ST TO 3 RD FEBRUARY 2019 | 65 |

LASADIYA

| LEVEL | SCHEDULE DATE | NUMBER OF PARTICIPANTS |
|-------|---|------------------------|
| 2 | 7 th to 9 th April 2018 | 48 |
| 3 | 8 th TO 10 TH AUGUST 2018 | 48 |
| 4 | 3 RD TO 5 TH SEMPTEMBER 2018 | 51 |
| 5 | 19 TH TO 20 TH NOVEMBER 2018 | 53 |
| 6 | 29 TH TO 30 TH AJNUARY 2018 | 58 |

SALUMBER

| LEVEL | SCHEDULE DATE | NUMBER OF PARTICIPANTS |
|-------|--|------------------------|
| 2 | 21 ST TO 24 TH APRIL 2018 | 32 |
| 3 | 25 TH TO 27 TH JUNE 2018 | 44 |
| 4 | 21 TH TO 23 TH AUGUST 2018 | 42 |
| 5 | 26 TH TO 28 TH NOEVMBER 2018 | 48 |
| 6 | 11 TH TO 13 TH FEBRURARY 2018 | 53 |





Details of the content covered During Trainings

Teachers Training Program - Level : 2

| Math's | English | Hindi | Environ mental Science |
|---|--|---|----------------------------------|
| Table's up to 10, 3 digit subtraction and addition. | Introduction and poems. Read & write simple words. | Simple poem and read and write small stories. | Moral story writing and reading. |

- Motivation session for R.T, C.H and B.H and tell them their roles and how this project is important and How to maintain the centre which can provide a child friendly environment?
- The participants (trainee) gained subjective knowledge of different subjects as per the level of Training.
- The participants (trainee) were gained Conceptual knowledge of TLM which can provide a simple visualization to children to make better interaction between child and R.T during teaching.
- Session on how to involve the community and other stakeholders for better implementation of this project.
- The whole training was demonstrative, participatory and interactive.

Teachers Training Program - Level : 3

| Math's | English | Hindi |
|--|---|---|
| Counting 0-20, simple addition, subtraction of two and three digits Counting things. | Capital Letters and practice. Alphabet Games & Rhymes, the Correct pronunciation of a word. | Alphabets and their using nearby things, Hindi Poems, Speaking & writing practice of Words. |





Key Outcomes:

- The participants (trainee) gained subjective knowledge of different subjects as per the level of Training.
- Innovative and easy TLM “VARN KHIDKI & MAATRA KHIDKI” making knowledge of Child rights and Child Protection.
- The participants (trainee) were gained Conceptual knowledge of TLM which can provide a simple visualization to children to make better interaction between child and R.T.
- Session on how to involve the community and other stakeholders for better implementation of this project.
- The whole training was demonstrative, participatory and interactive.





Teachers Training Programme - Level : 4

| Math | English | Hindi |
|---|---|--|
| <ul style="list-style-type: none"> ● Recap of last training work and experience ● Use of Ganitmala and different activities from the Gin mala- counting one by one , counting in the structure , number recognition ● Numbers till 100 ● Addition and subtraction with two Number's digit ● Indian currency – coin and notes ● Shapes ● TLM formation and group presentation | <ul style="list-style-type: none"> ● Welcome & introduction ● Recap of last training work ● Field experience sharing ● Introduction with the new poems ● Common communication activities ● Word understanding, Formation & Meaning ● Use of sound song ● Vowel & Consonants ● TLM formation and group presentation | <ul style="list-style-type: none"> ● Recap of Training work and experience ● Some of the remaining Matra's ● Anuswar and Anunasik ● Sentence making from the words ● Written work activates ● Oral activates for improving communication skills. ● TLM formation and group presentation |





Key Outcomes:

- The participants (trainee) gained subjective knowledge of different subject.
- The participants (trainee) gained subjective knowledge of Language Hindi.
- Innovative and easy TLM “VARN KHIDKI & MAATRA KHIDKI” making knowledge of Child rights and Child Protection.
- The participants (trainee) were gained Conceptual knowledge of TLM.
- The whole training was demonstrative, participatory and interactive.

Teachers Training Programme - Level : 5

| Math | English | Hindi |
|--|---|--|
| <ul style="list-style-type: none"> • Recap of last training work and experience • Shape identification • Numbers till 100 (writing & Counting) • Addition and subtraction with two Number's digit • Indian currency – coin and notes • 21-100 speaking numbers in English. • TLM formation and group presentation | <ul style="list-style-type: none"> • Welcome & introduction • Recap of last training work • Field experience sharing • Word understanding, Formation & Meaning (A-Z) • Month, days, colour names. • Greeting words. • TLM formation and group presentation (Theme Based) | <ul style="list-style-type: none"> • Recap of Training work and experience • Some of the remaining Matra's- • Swar and Vyanjan • Ardh Varn (Speaking & Writing) • Ekvachan & Bahuvachan • Oral activates for improving communication skills(Story and Poem) • Sabdon ki Tugbandi & Abhivaadan Sabd(ex. Namaste) • TLM formation and group presentation |

Key outcomes:

- The participants (trainee) gained subjective knowledge of Maths.
- The participants (trainee) gained subjective knowledge of Language Hindi
- Innovative and easy TLM “Counting through Sun Stick, MAATRA Gyan Using Cup, Padhaku Mor” and many more.
- Knowledge of Child rights and Child Protection were given.
- The participants (trainee) were gained subjective knowledge of English and conceptual learning of How to teach poem
- The whole session was demonstrative and participatory







**TOT BEING HELD FOR
CAPACITY BUILDING OF
DAKSHAS**

**Resource Person Mr
Shantilal Sharma, RP-
Education Dept GOR,
training the DAKSHA.**



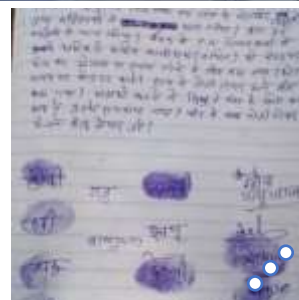
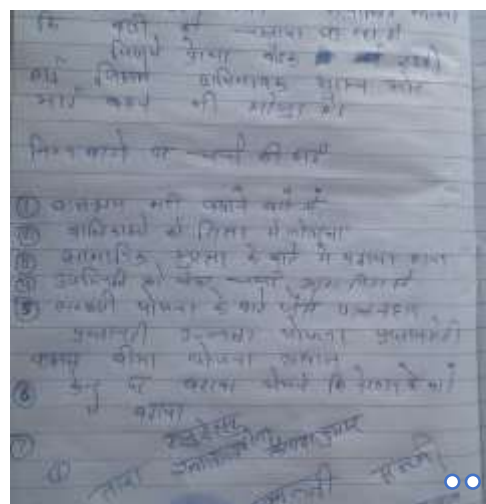
TRAINING INSIGHTS





SICOMM: School Inspirational Committee

Each community school is governed by a “SICOM” (School Inspirational Committee), consisting of 10-15 members – PRIs Member, parents, village women, DAKSHA, elders from the community. Each village shall appoint this committee which will then have the privilege to not only monitor the SKB functioning but importantly convince the community to send the girls to study. They will help the CBO to decide the location and timing of the school.



SICOM meeting being organised at centre and the relevant documents maintained at block office





SICOMMs are defined to be organized every month, but if in case the meeting couldn't be organized the DAKSHAs will, mandatorily, organize the meeting next month compulsorily.

The key purpose of these meetings are:

- **Changes in the life of Girls after enrolment at SKB**
- **Create Awareness among the Villagers for Government**
- **Policies & Benefits**
- **Discussing challenges of facing at SKB by Daksha**
- **Presentation and sharing by children of their learning at SKB**
- **Other General Issues related to operating of SKB.**
- **Formation of groups for the proper operation to supervision and monitoring**
- **Our success sharing and reporting**

SICOMs have been proven to be a useful tool not just for the SKB but also for a CBO like GSS

- **SICOM has become a promoter of SKB, an alternative way to education**
- **Ease of carrying out SKB program all because of SICOMM**
- **It has resolved the operational issues not just at the SKB on village level but also imparted a more crisp understanding of SKB among the village people.**
- **Its prime purpose to help efficiently running of the SKB is the biggest benefit with SICOM.**

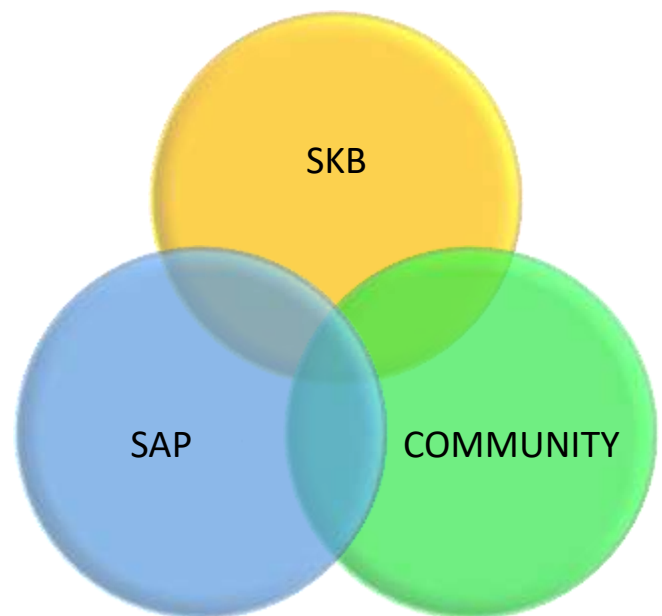
In general SICOM has created a common grounds among the various sections of tribal community to support education for all, willingly sending their children at SKB. These meetings has also created a stage to share dialogues and pull the chord of stressing topics and at times resolving them for the Sarva Hitha (for the goodness of all).





IFL foundation, under the SKB guideline, has given an innovative Concept of SAP *social action project*. These projects shall be of small duration. The concept is based on the idea of Observe – Feel – Learn – Do – Act – Share methodology and utilize it for

- Education - Adult literacy
- Health
- Hygiene
- Water
- Sanitation
- Livelihoods
- Migration
- Child marriage
- Cattle rearing
- Women empowerment
- Skill training
- Channelizing Youth power
- Sex education
- Health facilities in the community
- Caste system



On the similar narratives GSS put forth two key concepts supplementing the SKB. These initiatives are thoroughly discussed in the unfolding pages.





SAKSHAR MAA : THE SOCIOECONOMIC EMPOWERMENT OF MOTHERS



Background

Rajasthan is culturally rich state. Women education and literacy has always been a second option particularly in the rural & remote habitats. It is a common practice to grow a girl child along the domestic cocoons from early childhood. She should learn the household work as she will be the future home maker. And child marriage is a common practice still prevalent in the state. Though times are changing and awareness to educate girl child is also getting a supporting grounds, but the data figures for women, particularly in Rajasthan state - female literacy rate 52% (second lowest in India), female infant mortality rate 47% (highest), only 10% women received full antenatal care, 37% women received no postnatal care, 15% pregnant women gave birth without any medical assistance, 47% women are suffering from any form of Anaemia., and most importantly tribal territories contribute 75% of the state's population - are victim of poor representations

The SKB Program talks about Girl Child Education, and provided an innovative guideline for the CBO to deliver a Social Action Project, supplementing the inclusive growth approach.

The Observe-Feel-Learn-Do-Act-Share Process:

Under the Sakshar Maa SAP, GSS asked the DAKSHAs to give their children a home exercise of playing the game of SKB at home with their family. The children first asked their parent to play the role of DAKSHA and observe them. Then DAKSHA were asked to discuss their daily findings as the class end and note down the common findings. This activity resulted into a unique learning that most of the parents, particularly mothers, were not even able to read Hindi – our national language. This finding were communicated by DAKSHAs during the SICOMMs and a narrative was built to provide elementary understanding of various





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Pratapgarh
Rajasthan

भारत

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Socioeconomic concepts and simple read & write aptitude.

The peculiar step was the observance of most the children that their parents, and particularly mothers, are not educated. Thus *Sakshar Maa* plan was the concluding result even from the side of children.

Steps Undertaken:

1. Identify the Illiterate women in the community
2. Organize a SICOMM & communicate the findings
3. Create an environment among the members to realize the importance of education for women, her family and the community at large
4. Communicate various security schemes these women are eligible for and
5. Narrate the plan of action for Sakshar Shanivar – 2 hours, 24 sessions in the duration of 6 months covering the aspects of economic literacy and elementary understandings.

SAKSHAR SHANIVAAR

| | |
|--------------------------|---|
| <i>THEME</i> | WOMEN EMPOWERMENT |
| <i>DURATION</i> | 6 MONTHS |
| <i>NUMBER OF SESSION</i> | 24 SESSIONS COMPRISING A TOTAL OF 48 HOURS |
| <i>CONCEPTS COVERED</i> | ELEMENTARY READING ; TEACHING TO DO SIGN; ELEMENTARY MATHEMATICS & OPERATIONS OF ADDITION & SUBTRACTION; SOCIOECONOMICS CONCEPTS OF BANKING, FINANCE & BENEFITS;. |
| <i>COMPLETION TIME</i> | |
| <i>ACHIEVEMENTS</i> | 3500 MOTHERS CAN READ BANK PASSBOOKS, PERFORM ELEMENTARY MATHEMATICAL OPERATIONS AND SIGN. |



YOUTH FOR ENVIRONMENT

'A LOCAL BRIGADE FOR THE NATURE'



BACKGROUND

Rajasthan is dry & desert land of India. The weather conditions are harsh for human habitations and cattle grazing. The temperature varies between 30-50 degrees and average rainfall varies from 100 mm to 260 mm. though the civilization is accustomed to such environment but the current cause of worry is the increasing pollution and global warming, making the living difficult. Thus the primal point is to maintain the environment to its natural aspect and develop an approach which inspires the local to protect the nature. It's a collective responsibility and GSS derived its second SAP plan on this premises.

The Observe-Feel-Learn-Do-Act-Share Process:

The IIFL-F guideline narrates health, cattle rearing and channelizing youth power under the SAP bulletin. GSS oriented the DAKSHAs to teach environment education – the basic concept and how its relevant with the targeted area context. The DAKSHAs conveyed this concept through recreational activities (classroom small act, curious questions etc.) and learn through play activities. The children were assigned to pick the point they liked the most. Many of the kids picked nature scenic pictures and animals as they seem similar to their cattle's. Then DAKSHAs created an environment to increase their curiosity- why summers are so hot, winter are cold and why we all love the greenery of rainy season. They were asked to discuss the same with their family. This activity of observing, learning and sharing was also discussed during SICOMMs. And the pleasant surprise was the residents volunteering enthusiasm for the cause.







"IT IS HORRIFYING THAT WE HAVE TO FIGHT OUR OWN GOVERNMENT TO SAVE THE ENVIRONMENT, INSTEAD OF JUST CREATING AN OWNERSHIP TOWARDS NATURE."

Steps Undertaken



1. Empowering the DAKSHAs, through the session on Environment Education during the TOTs.
2. Conveyance of the concept of *Jal, Jamin Aur Jungle* to the children, SICOM members and the community.
3. Discussion on benefits of environment management and the balance. How it will benefit them in farming activities, pasture lands and reduced health problems like Asthma, Lungs diseases, Allergies, etc. and overall improvisation in the local ecosystem.
4. Creation of Youth Brigade for Environment to facilitate the activities of plantation and knowledge sharing.
5. Building the ownership among the residents towards the ecosystem, plantations of the village.

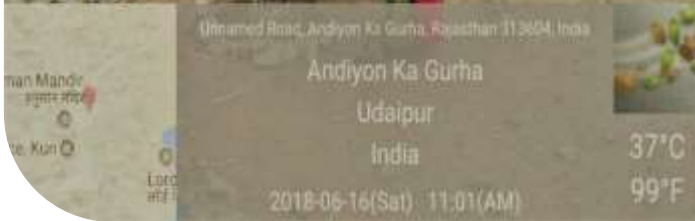
YOUTH FOR ENVIRONMENT

| | |
|-------------------|---|
| THEME | HEALTH, CATTLE REARING & CHANNELIZING THE YOUTH. |
| DURATION | 4 MONTHS STARTING FROM JUNE, 2018. |
| NUMBER OF SESSION | 4 SESSIONS |
| CONCEPTS COVERED | ECOSYSTEM; ENVIRONMENT MANAGEMENT; BEST PRACTICES FOR CATTLE GRAZE LAND; HEALTH DISEASES AND RELATION WITH ENVIRONMENT; IMPORTANCE OF PLANTATION; |
| COMPLETION TIME | SEPTEMBER, 2018. |
| ACHIEVEMENTS | 2480 PLANTS PLANTED; AWARING THE IMPORTANCE OF ENVIRONMENT MANAGEMENT TO 4230 VILLAGERS OF 94 VILLAGES OF TARGET AREA. |





SOCIAL ACTION PROJECT



Activities Complementing SKB

Additional Inputs From GSS



May, 2018

Paper Art & Craft Month: Origami

In the month of May SKBs organized the origami classes for children as a recreational activity. The children learnt to create different objects like wind wheel, cap, boat, plane, flower etc. Origami has not only helped to unfold the hidden creativity of kids on Paper but also bring out the cult widespread in society and taking small innocent tribals away from Education. Taking the art of Origami on the next level is so revealed here, in this picture kids made hats with the big leaves of "Tendu Patta" the thing which must be noted here that before coming to SKB these kids were making selling these leaves for making "Beedi" a tobacco smoking product and kids were very much aware that these leaves are widely used for making beedi, they never knew that there are some amazing ideas of using these leaves. This is the Impact of education for these tribals. Big thanks to the entire effort and people involved into this mission. The success of this activity was seen when the kids used plants and leaves like Tendu Leaves. Below are the activity pictures:

Best Origami at Pipalkhant
SKB



Hats for Summers.



Crowns by the princess of
Lasadiya



JUNE, 2018



Celebrating the Veerta Diwas

*रण बीच चौकड़ी भर-भर कर, चेतक बन गया निराला था
राणाप्रताप के घोड़े से, पड़ गया हवा का पाला था*

Udaipur is the land of princely state of Mewar and gallant Rajput Warrior kings like Maharana Pratap, having a rich history of rulers and battles. Hindi, English and Mathematics are the being taught at SKB but there should be an understanding of history of our mother land.



Based on this idea, GSS operated Udaipur Division SKBs celebrated Veerta Diwas in the month of June. Events were organized at cluster & block level. Acts, songs and poems were performed by SKB Children and village's most prominent and valiant people were presented with accolades for gallantry. This event was covered by media and SKB intervention was praised for it has given tribal children a recognition with the mainstream of economy. Below are the prime highlights of the various events at 6 blocks:







July, 2018



In affiliated schools the regular structure shows the month Of summer vacation, but SKB has always been unique in its pattern. Thus, seeing that summers are hot, SKBs were asked to carry out learning through recreational activities. Under the same, in the month of July painting, and poems recitation competitions were carried out. Children came SKB all dressed up to take part in the competitions and best performers were appraised with unique accolades like water bottles. *The image below was a peculiar act by girls to show their support for girl child education and prohibition of Child Marriage:*





August, 2018

वैश्रव जन तो तेने कहिये जे, पीड़ परायी जाणे रे

पर-दुखे उपकार करे तोये, मन अभिमान ना आणे रे

August had been the most action packed month of the year. The month not only brings the joy patriotism but also the celebration of festival like Rakshabandhan,

Janmashthami etc. Various activities were organized like Rakhi making, preparations for 15th August dancing & singing competition, Saksharta March by the children, and beginning of the SAP Sakshar Maa project. The enthusiasm of children was high though out the month and happy vibrations could be sensed at every SKB. The most beautiful result was unison of block residents for education and girl child education in particular. And a sense of success could be felt on the jubilant faces from the pictures below:





Girls marched through the village giving the message of education is for all.



FIRST TIME FLAG HOSTING AT GHODA FALA AND VILLAGE SABHA TO CREATE AN AWARENESS TOWARDS CHILD PROTECTION AND CHILD EDUCATION.





Drawing competition were organised at Fatehsagar, under the Freedom week Celebrations. Most of the girls saw Fatehsagar for the first time.



The first step for SAKSHAR MAA Project under SAP.





GSS vision for 15th August, 2018 was a very unique plan for children of all the blocks. GSS envisioned to celebrate it not just as one day celebration but for the complete week. All the blocks celebrated on different themes:

- **Godafala (Sarada Block) – First Time Flag Hoisting**
- **Salumbar block– Dance Competition (Deshbhakti)**
- **Lasadiya block– Community Mobilisation**
- **Saksharta Alakh Rally – Pipalkhunt block and Choti Sadri block**
- **Girwa block – Drawing Competition at Fateh Sagar**

Gayatri Seva Sansthan, one of the fastest growing organization in Southern Rajasthan has been creating history from last few years by identifying revenue villages where till date even government has not reached and hoisted flag after independence. In this series of events this year, Goda Falla, one of the village falling under the Sarada Block has been identified and first time flag hoisted by Gayatri Seva Sansthan. And GSS feels immense joy to share the success with IIFL foundation and its support to provide education in the far reaching borders of the state.



October, 2018



The energy of continued events of August was visible in October when the community jointly participated in the activities of October month- celebration of Swatchta Diwas, International Girl Child Day etc

Awareness campaign on Cleanliness and sanitation was organized whereby DAKSHA communicated the importance of it and relevancy to best Hygiene practices like not to perform open defecation, bathing, brushing teeth, hand wash after defecation, combing the hairs, cutting nails and keep oneself tidy and clean.

International Day of the Girl increases awareness of issues faced by girls around the world. Many global development plans do not include or consider girls, and their issues become "invisible." More than 62 million girls around the world had no access to education, as of c. 2014, according to USAID. Worldwide and collectively, girls ages 5 to 14 spend more than 160 million hours more on household chores than boys of the same age do. Globally, one in four girls are married before age 18. The Day of Girls helps raise awareness not only of the issues that girls face, but also of what is likely to happen when those problems are solved. For example, educating girls helps reduce the rate of child marriage, disease and helps strengthen the economy by helping girls have access to higher paying jobs..

On the similar tones, on 11th of October 2018, SKBs under the Udaipur division celebrated the international Girl Child Day and the best performers were awarded with accolades of praise.





November, December, January, February And March



In the month of November SKBs organized Diya and Rangoli Making activities to nurture the concept of lighting Diyas on Deepwali and the making colorful rangolies. These festival are of prime importance in our culture but always are associated with fire crackers and diyas becomes the silent elements of decorations. The DAKSHAs were narrated to convey the importance of the festival and how it should be celebrated.

December activity involved drama competition among the four houses. These drama were a creativity of DAKSHAs, CH and BH taking up the local issues regarding child education and putting forward a message in the language of a child. The key highlight was the usage of local dialect and comic narratives conveying strong messages. Children were delighted to dress up and showcase their talents.

Sports is a key activity in the curriculum of children, particularly holds a prime importance for SKB plan. The way healthy eating is vital to healthy growth so is sports activities. On the same line, in the month of January, the Annual Sports Day were organized at block level and various athletics were carried out. This activity helped in nurturing healthy competitiveness among children.

In the February and March month of the calendar, Hindi poem recitation and Rangoli making competition were organized. The poem recitation activity was organized to built the public speaking confidence, grooming them to put forth their thoughts. The Rangoli making competition was organized with the notion to make children understand the science of colors, rainbow and importance of different colors.



QUICK STATISTICS



C
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FREQUENCY OF CHILDREN IN LEVEL 2 TO 6

| | |
|---|-----|
| 1 | 0 |
| 2 | 438 |
| 3 | 430 |
| 4 | 490 |
| 5 | 147 |
| 6 | 09 |

M A I N S T R E A M E D

129

P
I K
P H
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T

FREQUENCY OF CHILDREN IN LEVEL 2 TO 6

| | |
|---|-----|
| 1 | 309 |
| 2 | 302 |
| 3 | 444 |
| 4 | 220 |
| 5 | 140 |
| 6 | 94 |

M A I N S T R E A M E D

131





S
A
R
A
D
A

FREQUENCY OF
CHILDREN IN LEVEL
2 TO 6

M A I N S T R E A M E D

| | |
|---|-----|
| 1 | 300 |
| 2 | 340 |
| 3 | 410 |
| 4 | 356 |
| 5 | 190 |
| 6 | 64 |

118

L
A
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FREQUENCY OF
CHILDREN IN LEVEL
2 TO 6

M A I N S T R E A M E D

| | |
|---|-----|
| 1 | 216 |
| 2 | 210 |
| 3 | 332 |
| 4 | 241 |
| 5 | 172 |
| 6 | 89 |

113





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FREQUENCY OF
CHILDREN IN LEVEL
2 TO 6

| | |
|---|-----|
| 1 | 200 |
| 2 | 292 |
| 3 | 302 |
| 4 | 217 |
| 5 | 43 |
| 6 | 26 |

M A I N S T R E A M E D

137

G
I
R
W
A

FREQUENCY OF
CHILDREN IN LEVEL
2 TO 6

| | |
|---|----|
| 1 | 00 |
| 2 | 00 |
| 3 | 40 |
| 4 | 11 |
| 5 | 75 |
| 6 | 05 |

M A I N S T R E A M E D

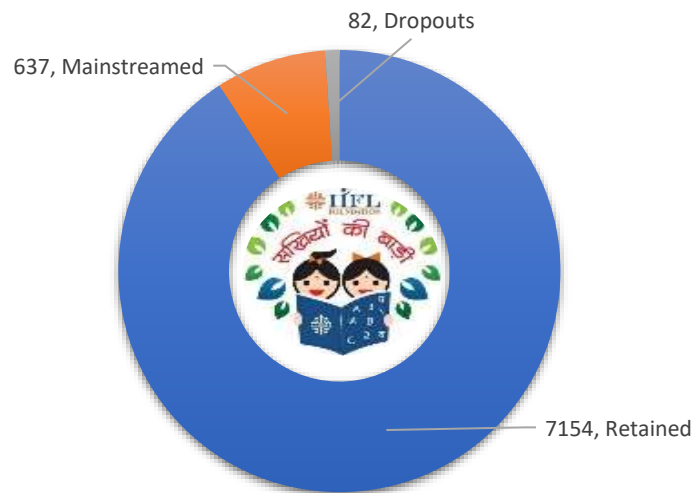
09



THE GRAPHICAL REPRESENTATION



Out of the total enrollement of 7236

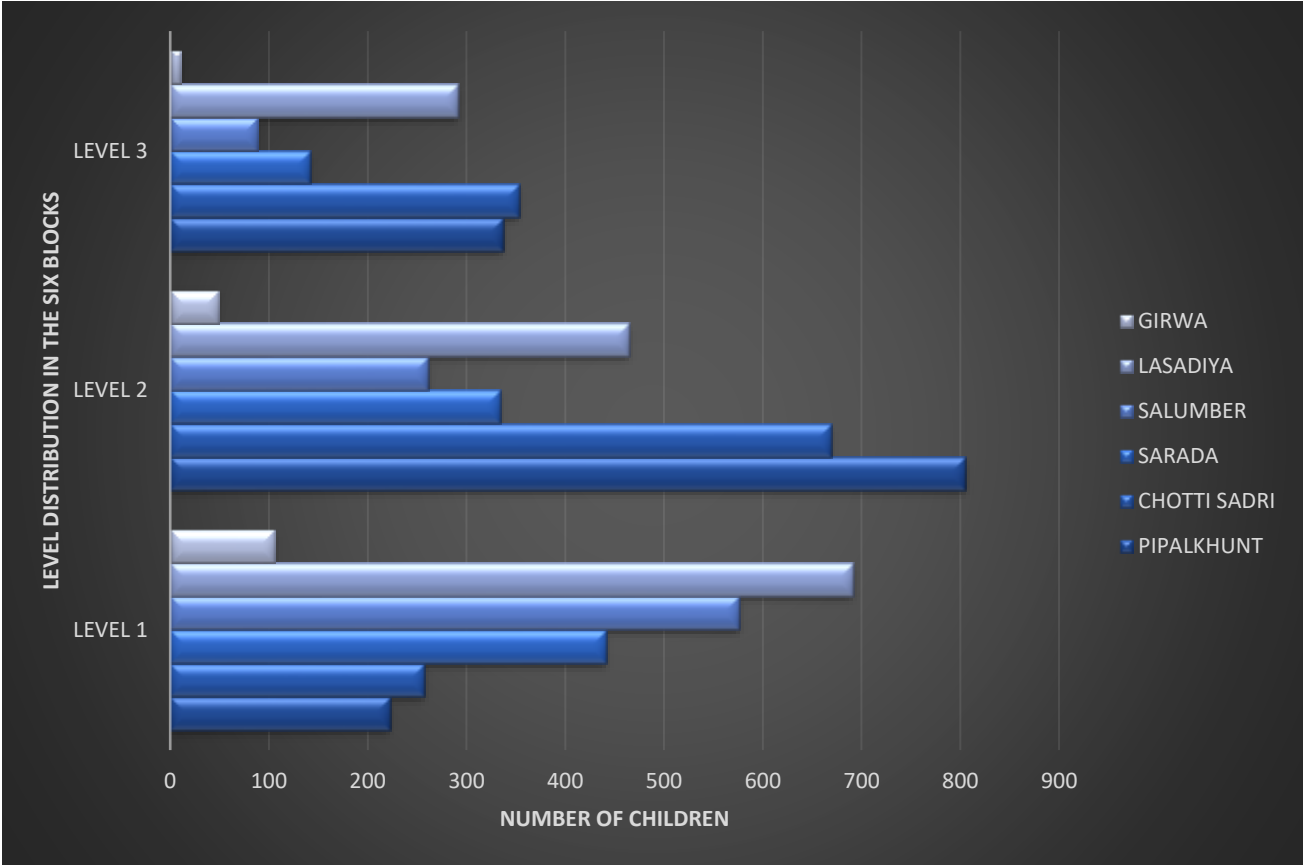


Achievements

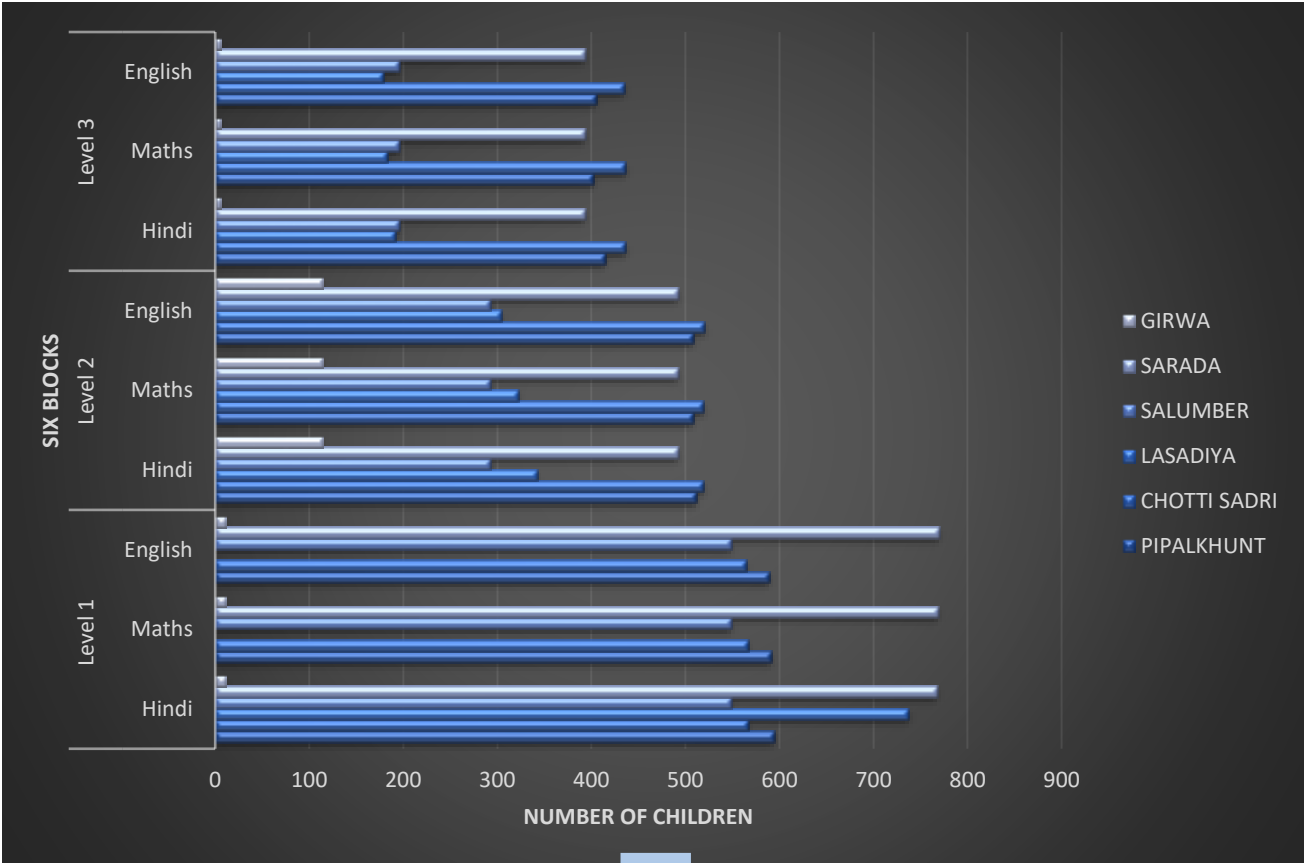
- ✦ Identified 243 local ground level need based SKB
- ✦ Enrolled 7195 illiterate girls ranging from 4 to 14 years of age
- ✦ Successfully organised 5 training programs with 1359 Daksha and Block level staff
- ✦ These trainings were conducted by highly experienced teacher cum facilitators
- ✦ Exposed and trained all employees to use latest technology-excel google Spreadsheet
- ✦ Gave voiceless villagers to voice of education to demand educational needs, facilities and space
- ✦ Transformed 17 SKBs into govt. Maa Badis
- ✦ Seven Dakshas were selected by govt. for Maa Badis
- ✦ Twenty in-depth case studies were developed for highlighting the special challenges, issues, poverty, risk towards achieving success
- ✦ Adopted innovative methods of teaching with local inputs
- ✦ Created local Songs as well as Dramas by young girls of SKB
- ✦ Hundred percent communication from Daksha to Cluster Head to Block Head to Project Headquarters (Daily basis)
- ✦ Two Training of Trainers (TOT) organised with the help of renowned facilitators of the country
- ✦ Generated educational aptitude among community (demanding more SKBs as well as facilities in the SKBs)



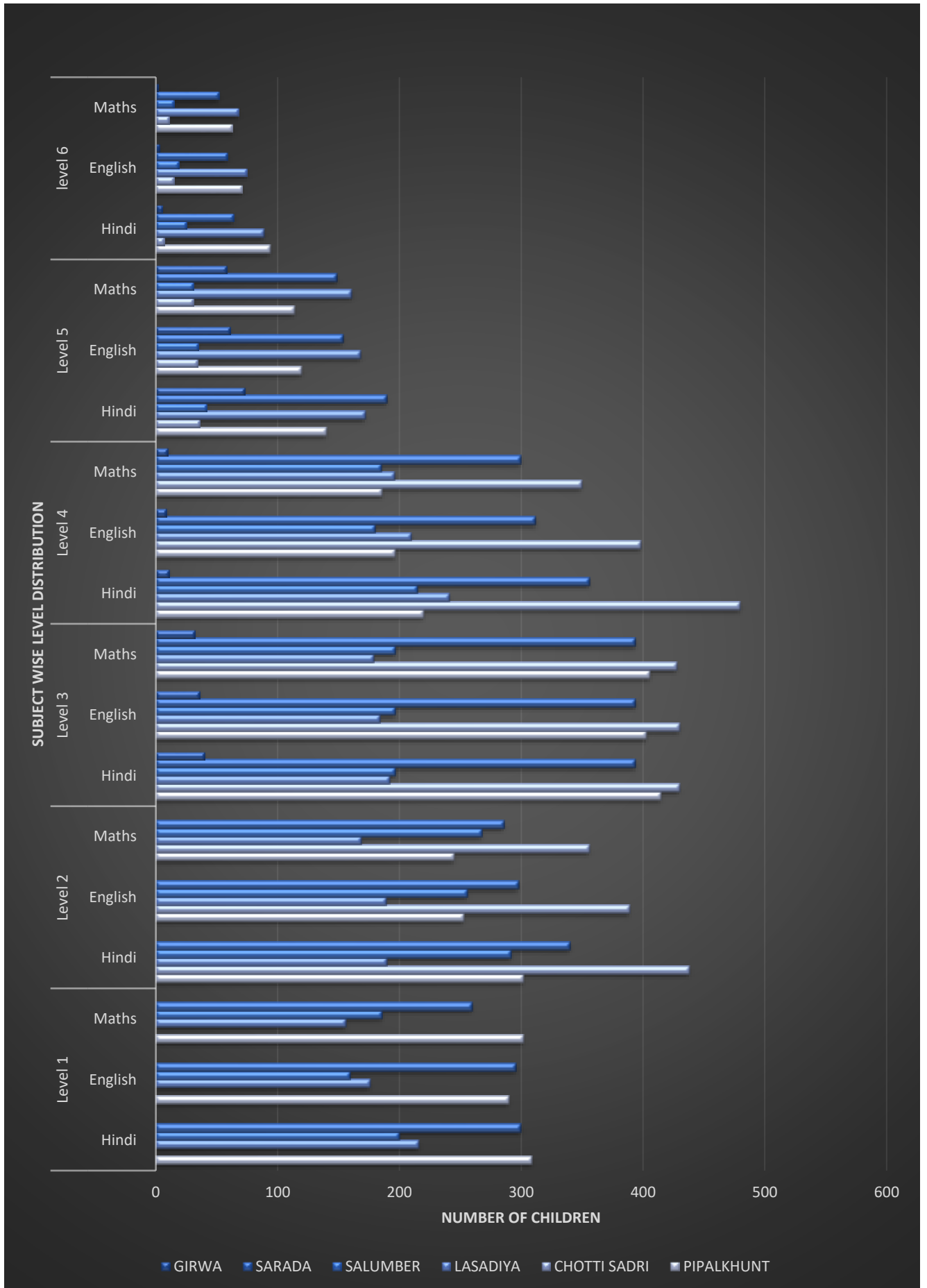
SKBs FIRST LEVEL TEST JULY 2018



SKBs LEVEL TEST DECEMBER 2018



SKBs MARCH 2019 DETAILED LEVEL ASSESSMENT





SKB IN THE MEDIA

अन्तरराष्ट्रीय बालिका दिवस विशेष

सखियों की बाड़ी से हुआ जनजाति बालिकाओं के जीवन में उजियारा

परिवार म्यूट नेटवर्क
www.familymutenetwork.com

उदयपुर: नगरपालिका के साथ ही पढ़ना का दौर शुरू हो चुका है। लड़कियों के अभाव में लड़कियाँ भी ली-लेकिन, माँ की सखीयों के अभाव में उनके अधिकारों को खतरा है। शिक्षा यही अधिकार है। हर बालिका को चाहिए। आज की लड़कियाँ अधिकारों का दावा कर लेती हैं। लेकिन हमारे देश में इस दौर में भी बालिकाएँ शिक्षा से वंचित हैं और स्कूलों की छात्रा भी वे पढ़ नहीं पाती।

महिलाओं ने ठाना • पूरे गाँव को शिक्षित बनाना है, 30 से ज्यादा अनपढ़ को किया शिक्षित गाँवों में अशिक्षा के कलंक को मिटा रहीं आदिवासी महिलाएँ, जो स्कूल नहीं गए, उन्हें ढूँढ़कर पढ़ा रहीं

मंडे पॉजिटिव

बच्चा नियमित नहीं आए तो घर जाकर लाती है, अभिभावकों को भी समझाती है पढ़ाई की चिंता से आदिवासी

एक नहीं कई 'मलाला', जुनून है बेटियों को शिक्षा से जोड़ने का

हमारी मलाला का संघर्ष जारी है..

किसी का खेत बिका तो किसी ने मवेशी चराकर जुटाई फीस

उदयपुर • किसी ने पढ़ाई के लिए माँ से खेत बिका, अभावग्रस्त का जीवन गुलामी के बंधन में पड़ गया। किसी ने पढ़ाई के लिए माँ से खेत बिका, फिर माँ ने कुछ पढ़ाया और माँ का जीवन का संघर्ष भी समाप्त हो गया। किसी ने पढ़ाई के लिए माँ से खेत बिका, फिर माँ ने कुछ पढ़ाया और माँ का जीवन का संघर्ष भी समाप्त हो गया।

इनसे मिलिए, इनकी शिक्षा में खूब अड़चन आई, अब बालिकाओं को दिखा रही राह

जनजाति बालिकाओं को पढ़ाने का संकल्प



जिनके संघर्ष को सलामत बूढ़ी बिराठी ने जोड़ दिया है।



जंगल-पहाड़ और पहाड़ पढ़ाई का जयजयकार

जिनके संघर्ष को सलामत बूढ़ी बिराठी ने जोड़ दिया है।

बीस चराने गाय और चुपके से कलकट्टर को किया फोन कि मैं पढ़ना चाहती हूँ

पढ़ाई का सपना देखना हीना नहीं थी।



पढ़ाई का सपना देखना हीना नहीं थी।

जिनके संघर्ष को सलामत बूढ़ी बिराठी ने जोड़ दिया है।

संघर्ष जारी है... परिवार म्यूट नेटवर्क... परिवार म्यूट नेटवर्क... परिवार म्यूट नेटवर्क...



गांव-कस्बों की 121 बेटियों ने पहली बार देखा शहर पाल पर सैर के साथ दिखाया चित्रकारी का हुनर

शहरवासी भी बने अभियान का हिस्सा, लिया बेटियों को बचाने और पढ़ाने का संकल्प

श्री विवेक . उदयपुर

ग्रामीण अंचल की 121 बेटियों ने रीवायल को पहली बार अपने गांव-कस्बों से बाहर कदम रखा। यह पहल ही मौका था, जब इन्होंने शहर को देखा-जाना। फतहसागर की सैर में तो उनकी खुशी का ठिकाना भी नहीं था। देश की बेटियों को पढ़ाने-बढ़ाने का संदेश भी दिया। जिले में गिरा और सराफा इन बालिकाओं को आईआईएफएम फाउंडेशन और राष्ट्रीय सेवा संस्थान के प्रोड्रम बोर्ड के समर्थन पर हुए धम्म में यह मौका मिला। बालिका शिक्षा कार्यक्रम के तहत 15 से 19 अगस्त तक उदयपुर के टू-स्टाज और पिछड़े क्षेत्रों में कई प्रतिष्ठानों को यह जो। समर्थन पर



बेहतर ढंग से पढ़ाने वाली गांव शिक्षा पाठों की रीवायल, कुदला फल की इकारी मीठा और गिरा बनीक की तथा मीठा को पुरस्कृत किया गया। संस्थान के निदेशक डॉ. सोहन पंड्या ने बताया कि अल्पवय का उदरगत बालिका शिक्षा को बढ़ावा देने के साथ बालिकाओं के साथ आए दिन हो रही हैं जिस व क्षमता बढ़ाने

संकल्प वैनर पर 200 लोगों ने किए हस्ताक्षर

फतहसागर पर संकल्प वैनर लजाया गया। इस पर 200 लोगों ने हस्ताक्षर कर बेटियों के बचाने और पढ़ाने की प्रतिज्ञा में सहयोग का संकल्प लिया। कार्यक्रम में यूनिसेफ प्रतिष्ठान शिक्षा केन्द्रों, वान कल्याण

राष्ट्रीय स्तर की प्रशोत्तरी आज, 50 टीमों लेंगी भाग

उदयपुर। भारतीय सांस्कृतिक विधि, नई दिल्ली के विद्यालय शिक्षा संस्थान के तहत इटक के उदयपुर चेंबर की संयोजन की महारत्ना मेवाड़ उच्चतर स्कूल, विद्युत फोरम में राष्ट्रीय स्तर की कला प्रतियोगिता होगी। इसमें विभिन्न स्कूलों की 50 से अधिक टीमों भाग लेंगी। चेंबर के संयोजक डॉ. सोरो भट्टनगर ने बताया कि प्रतिस्पर्धा में दो-दो अंकों के 20 प्रश्न होंगे (12 राष्ट्रीय, 3 अंतर 5 स्थानीय स्तर पर) और प्रथम चार टीम का मौखिक परीक्षण भी होगा। 50 अंकों में प्रथम दो स्थान प्राप्त करने वाली टीम को पुरस्कृत करेंगे और प्रथम स्थान वाली टीम राज्य स्तरीय प्रतिस्पर्धा में भाग लेंगी।

कृषि प्रवेश परीक्षा संपन्न

उदयपुर। भारतीय कृषि अनुसंधान परिषद की दो दिन की कृषि स्नातकोत्तर और स्नातक संयुक्त प्रवेश परीक्षा रीवायल को संपन्न हुई। राजस्थान कृषि महाविद्यालय के डॉन डॉ. अरुण

जाग
उदयपुर
में रीवा
चेंबर
फाउंडे
नवजी
किया।
साथ
जायक
आए
और
जिकः
थे। गु
और
को उ
इसे उ
सरका
को अ
साथक
दुर्गा
अंगद
ऐलन
पह है
की अ

बालिकाओं ने पहली बार देखा फतहसागर, चित्रों से दिया बेटियों को बचाने का संदेश

ड्राइंग प्रतियोगिता के साथ फ्रीडम वीक का समापन

सुरो-नकसोति, उदयपुर

ग्रामीण पहली बार शहर के का धम्म का सन आई आ गांधी से जा रहे ग्रामपंच शाप डॉ. सोले द्वारा आई आ मिलकर के दूर विभिन्न गया। स की उन

हर ताले की चाबी है शिक्षा : डॉ. पण्ड्या

सुरो-नकसोति, उदयपुर
विश्व साक्षरता दिवस पर शहर के खेलार्थ विद्या युवा आवास में आईआईएफएम फाउंडेशन, मुम्बई के संयोजन से आयोजित तीन दिवसीय सन्दर्भ शिक्षक प्रशिक्षण के समर्थन पर मुख्य अतिथि राष्ट्रीय सेवा संस्थान के निदेशक डॉ. सोहन पंड्या ने कहा कि शिक्षा केवल राजस्वर ही नहीं अपितु जीवन जीने की कला भी सिखाती है। शिक्षित व्यक्ति का कोई शोषण या उसके अधिकारों का हनन नहीं कर सकता। साक्षरता द्वारा संपादित विभिन्न योजनाओं का भी अधिक लाभ से परिचित ले पाते हैं जो शिक्षित एवं जनसंक है। समर्थनों के समर्थन पर कई सही चालों के एक पाकी है शिक्षा।
इस अवसर पर राष्ट्रीय सेवा संस्थान, प्रतिष्ठान अधिकारी, सौकर्यों की बहो (बालिका शिक्षा कार्यक्रम) बनीक इन्होंने बताया कि उदयपुर समर्थन से आई संस्थान अत्यंत कार्यरत 100 सन्दर्भ शिक्षकों ने संकल्प लिया कि वे लगातार संचालन समिति के 6 राजस्व वान



सं 5 राजस्व गांधी छाटीलाटी के पूर्ण रूप से साक्षर करने। आईआईएफएम फाउंडेशन के प्रशिक्षण हेतु इवेंट कला पानेरी ने बताया कि महिला साक्षरता टा

टच, आत्मरक्षा एवं बाल अधिकारों पर फतहसागर पर एवं आस- 200 लोगों बचाने एवं ाग देने का बालिकाओं क प्रतिनिधि शाण समिति मारी भागीव, अधिकारी स्कर जोशी, ग्रीपरी सहित युवा मौजूद ड्राइंग करने रीना मीणा, मीणा, गिरा पारितोषिक

MICRO INDEPTHS

THE CASE STUDIES



Dhuli : An Oriented DAKSHA & Empowered Woman.

Don't be satisfied with stories, how things have gone with others. Unfold your own myth.

- Rumi.

Mrs. Dhuli Meena is a tribal women from the Dangaliya Fala in Salumber, Udaipur district of Rajasthan. She was married when she was just 17 years old to Mr. Ramesh Meena – a contractual labour and seasonal farmer with a very small land holding. She felt disheartened to leave her school for not being able to continue it after marriage. she was strictly asked to take care of the family, and during the years she became a mother to two boys (6 and 4 years old now). The boys were growing and the family needed more income. This couldn't stop her spirit – she learnt stitching, started a small ladies tailoring business, and also became a helping hand for her husband in farming. But there was something missing in her spirit, making her feel understated, under confident to stand. To her rescue, came IIFL-F & GSS lead SKB Intervention. She found a golden opportunity when she got selected for 'DAKSHA'.

Identifying the centre location, our field team visited the Morilla Panchayat. And there they came across Mrs. Dhuli Meena during the hiring round. Following the due procedure, she got selected for the post of DAKSHA (Resource Teacher) seeing her quantitative aptitude and her enthusiasm to support education. Initially, she was hesitant quoting "Teaching is a huge responsibility. The teacher owns the future of a life. I have completed my studies till 10th, only."

But when she and her husband diligently understood the Sakshio-Ki-Badi program and its plan of action through DAKSHA's, they gained a little boost and agreed to our TOR. Our extensive trainings has groomed her as a teacher and making her more competent then a course certified B. Ed./ STC student. She has become more swift with Mathematics, English and Hindi. Her interpersonal aptitude has gone up exponentially.

Now, Mrs. Dhuli Meena is a DAKSHA in Dangaliya fala SKB centre. Every day she walks down 5 Kms to reach the centre, and successfully managing it from the past 10 months. The children strength has gone up from 30 to 55. Physically, its challenging for her to walk 10 Kms daily, managing her home along with the centre, but all her pain fades away when she realises that she is a social change. People in the neighbourhood talk behind her back, saying 'how come she be a teacher when she is just metric pass', 'thari to naukari hai...', 'ab to kamavaa lagi gai hai' and much more, but she is determined to make out-of-school girls enrolled at centre. She visits the parents requesting

them to get their child enrolled at IIFL-F & GSS free education centre 'Sakhio-Ki-Badi' if they can't afford education. She herself will be appearing for senior secondary examination through open quota. Community have started appreciating her efforts, requesting her to never close the centre, and they shall collectively bear her salary but education should not stop. She has become a torch bearer for village women, a synonym of inspiration & motivation for all. They seek her advice and wise suggestions. She became teary thanking IIFL-F & GSS SKB Intervention because it gave her an opportunity, educating her to always stand for self... and most importantly for education.



Mrs Dhuli Meena with the children at Dangaliya Fala SKB



Mrs Dhuli Meena teaching Mathematics



Mrs Dhuli Meena





SONA, MAYA, & KAALIKA: NEEDED JUST ONE OPPRTUNITY

I want to take my gifts and talents and use what I've learned to share with the world. I want to make a contribution to the value of others.” — Germany Kent

Real change happens when we invest in girls. Every year, millions of girls are denied education at a time when it has the power to transform their lives and the world around them. If a girl is able to make it through primary and secondary education, it can help them break the cycle of poverty and it can help put a stop to early and forced marriage. The story of Sona, Maya and Kaalki is the living example to it.

Sona, Maya & Kaalki are three sisters aged 11 years, 8 years & 8 years. They lost their mother quiet early, and their father, Mr. Gotaram, is a marginal labour. He is an alcoholic and has serious abusive issues. Sona, being the elder sister became the home maker to her two younger sisters and her abusive father. She started performing the routine house work, and cattle grazing. The two younger sisters also started following Sona and became a helping hand to her. They were strictly denied to leave the house or paly outside with other kids, and punished often by their drunkard father. Such an environment is debilitating to a child’s growth, creating a perilous impact on their life, specially girls.

IIFL-Foundation & GSS lead SKB is at Umberiya Fala, Dhavdi Magri, a remote habitat 12 kilometres away from Salumber. Ms. Hema is the DAKSHA. She came to know about the three sisters from the villagers. Ms. Hema met Sona and requested her to visit SKB. Though it was a tough deal, but somehow Hema managed to convince her and Sona even went. But the doom was near, when her father came to know of it Sona got punished.

Ms. Hema was determined. She called for an SICOMM, where she talked about the sensitive situation of Sona, Maya & Kaalika. It was discussed that on priority basis they have to enroll the 3 girls at SKB and the community support. Community promised that they will help them to earn bread and also convince Mr. Gotaram for their study. At last, the efforts of community and DAKSHA paid when the 3 girls were enrolled at SKB.

Now, they come regularly at SKB. They are very good in learning, particular Sona’s fluency with numbers & operations in Mathematics. The community and their father are supportive seeing their aptitude and attitude towards learning. Shingly smiling Sona said thank you to Ms Hema and takes a chalk to write the answer to the question on chalkboard, Ms Hema reflects with a smile of proud and continues the class.





GEETA : ONE CENTRE ONE OPPORTUNITY STORY

No matter how old you are now. You are never too young or too old for success or going after what you want.

Geeta was born in Sameliya Hamlet of Saklda Village to Mrs Logri Bai. Her Father Lt Mr Jagdish Meena died 5 years back while doing his daily labor work at construction site. They are a family of four, a mother (Mrs Logri Bai) and her three children Ms Geeta and her two younger siblings a brother and a sister. Ms Logri Bai started going on a daily labor work as the entire family responsibility was now on her shoulder but her major concern was her three children. But Geeta realizing the situation got a sense of maturity and started to baby sit her younger siblings asking her mother to not worry about the three of them. This resulted in leaving the formal education system and raising the family and carrying out the household chores.

During this period the Primary school of Sameliya Fala was merged with the upper primary school in the year 2007/2008, Sameliya Hamlet is basically a closed community of 30 to 40 Meena caste family. The major source of livelihood is labor work and dependency on the jungle for wood. Grazing animals and keeping them for milk. Sameliya Fala geographically comprises of



three water streams which runs seasonally. Which also makes a life difficult during rains and kids often stay away from school for a long time. This is one of the main concern of villagers as the kids stay away from studies for a long time.

BH Mr Puranmal Bhatt while doing the survey asked Bhagwati Kumari one of the girl who is educated till 12th to help the community in educating girls. Old school building was used with the consent from the community. The center started and today there are 35 kids enrolled in the Centre. Cluster Head Asha

visited Geeta's family and convinced her mother to send her to the Centre. No doubt her mother was a bit worried but she also wanted Geeta to study and become a responsible girl in the future and inability to financially support education was the biggest shortcoming. Today Geeta is one of the regular kid of the Centre and a bright student. Mrs Logari Bai was filled with tears thanking IIFL-F & GSS SKB program of free education for kids like Geeta. Geeta is a pro learner and the day she learnt writing her name the whole house became a notebook to her. We can see curious instincts in her eyes when the learning through activities sessions are being held.





Voice of Confidence – Jhumi

No one can make you feel inferior without your consent. - Eleanor Roosevelt

I have seen changes in myself. These are the words of a nine year old girl named Ms Jhumi. When someone asks about the SKB and her experience she answers with great faith. Her Father's name is Mr Mitthulal and lives in Kated village of block Chotti Sadri. Kated village is backward in terms of facilities and do not have any atmosphere to teach the girls. Therefore, most of the boys and girl are deprived of school. Daksha at Kated SKB centre has clear memory regarding Jhumi, she was very reserved by nature and hesitated to come on centre in its initial phase. After getting the atmosphere of studying and unique way of learning through playing, she started to visit centre regularly and today she can understand all the Basic English, Hindi, Math curriculum being taught up to the level 6th .

Earlier, she had a fix routine during which she spent most of the day time in goat grazing, household work. She was under confident to even speak Hindi, but today she chants English and Hindi poems and stories, and table in mathematics. The dedicated efforts of DAKSHA Jhumi has gained the voice of confidence to speak her heart & soul. Now she has knowledge of words, counting and can write tables completely. Practical knowledge has also helped a lot. Now she can read and write the name of her village and family members etc. A young girl, one who was scared to hold a pen, has become an inspiration for all the SKB girls. Regular explanation and cooperation of the teacher has inspired Jhumi to study further and obtain a degree & promote education. **She smilingly said - "I have seen changes in myself, I will work hard and get a good job to support my family and promote education"**.

She is one of the bright children at her SKB. Her parents are very proud that their daughter nurtures a dream to be an officer in Government department, all because of the vision from SKB to provide free education in their village. Her Father proudly promises that he will support to continue her study and fulfil her dreams. Thus inspiring all the parents & girls in the village to access the Right to Education privilege.





Dream Comes True of Shankari Kumari Meena

The future belongs to those who believe in the beauty of their dreams - Eleanor Roosevelt

Shankari Kumari Meena was born on 1st December 2005, in the Sarvaniya Hamlet, which is situated in the forest of Goda Ghati, Panchayat Bharev, Block Lasadiya. Sankari lost her father when she was only six month old. When her father died that time no earning source was present with her mother and even Shankri was not the only daughter of her mother, she was having elder brother and sister also. In this tough time Shankari's mother did not lose her patience and started working. She used to go in the forest to collect woods and after collecting she used to sell in the market, this was the only source of earning. Earlier days when Shankari was too young she used to go with her mother in the forest to collect the woods. As soon as she became 5 years old her mother started sending her for Got Grazing with her elder sister. So like this she got involved whole day in this activity. Shankari used to watch other girls going to school but she was not able to go as she has to go for Got Grazing, and there was no school in the Sarwaniya Hamlet and the nearest school was 2 Kilometer far, even her mother was never so



keen to send her school. Nanuram Meena from Bharev village got to know about "Sakhiyon Ki Baadi" the girl education program by India Infoline Finance Ltd., Mumbai and Gayatri Seva Sansthan, Udaipur. Nanuram was well aware with the need of the such kind of Girl Education Program in the Sarwaniya Hamlet. Nanuram went to block office Lasadiya to apply for the center in the

Sarwaniya Hamlet. He got rejected 4 times by the block office team. Still Nanuram did not lose the hope and again went to block office Lasadiya and convinced the team for the need of center at

Sarvaniya, than he present the survey report to the team and after this team visited the Sarwaniya Hamlet, and approved the center. After this Anudeshak Nanuram Meena organised a community meeting with his Cluster Head Himmat Meena, in the meeting Nanuram addressed them and told them the importance of education, Nanuram also requested all to send their girls to the center where they all will be getting the free education.





After listening this by Nanuram, Shankari was so happy and was so keen to go to the center. As she was never had been to school, she was very much interested and asked to Nanuram to take her in the center. But as soon her mother got to know about Shankari is wheeling to go to center to get education, Shankari's mother strictly denied her, as she has to take Goat's for Grazing, and she will not be getting the time for the education. Shankari got upset after knowing that she will not be able to go to the center, as her mother wants her to go for Got Grazing. When

Nanuram asked Shankari about her opinion, she replied by saying "If her mother will allow her to come to the center she will definitely come."

After knowing Shankari's strong interest in the education, Nanuram started motivating her mother and after five to ten meetings with her mother, Shankari's mother agreed for sending Shankari to the center with the promise of "after finishing everyday study, Shankari has to go for the Goat Grazing." Shankari was so happy with this statement of her mother.

Now she is a one of the best and regular student of the center, and she has learned so many things at center for example: she can read, and write some hindi words which are of without "Matra", she knows counting (1 - 100), she can speak alphabets from A - Z, Hindi and English poems, stories and many more. Shankri is a very hard working girl, "Sakhiyon Ki Baadi" center gave a chance to such girls to fulfill their dreams as once Shankari's dream was to go to such school, and now she is dreaming for becoming a "Asha Sahyogini" at "Aanganbadi" centers.



F E E D B A C K S



Mrs. Manan Chaturvedi

CHAIRPERSON, Rajasthan State Commission for Protection of Child Rights

"IIFL(F)-GSS lead SKB initiative is an applauding step in itself and most importantly it supplements the Rajasthan State Child Protection & Child Right Commission (RSCPCR) in 100% girl child literacy goal."

Dr. Sharad Chandra Purohit

EX - DIRECTOR, SIERT (GOR)

"SKB Initiative is not only providing free education to tribal girl child but also changing the narratives around a girl child especially among the tribal community. And that's the best aspect of this program."

Prof. (Dr.) Mahaveer Jain

MEMBER CENTRAL ADVISORY BOARD ON CHILD LABOUR, MINISTRY OF LABOUR & EMPLOYMENT(GOI)

ADVISORY MEMBER UNION PUBLIC SERVICES COMMISSION, NEW DELHI

MEMBER ADVISORY BOARD, GSS (UDAIPUR)

"SKB is a unique approach educating the underprivileged tribal girls child, creating employment opportunity for local youth and capacitating them as the change maker of the community particularly the females."





Ms. Disha Jain

SPJIMR 2018-20

Mr. Abhinav Ramchandran

SPJIMR 2018-20

“It’s hard to believe the ground realities that education is rare of opportunity to these children. SKB a much needed intervention for the target geography. It was a heartwarming experience, an internship exposure that motivates students like us to get the ground reality understandings, helping industries to channelize their efforts in eliminating the issues of the communities. We are thankful to GSS for giving us such an opportunity and exposure.”



SPJIMR students visiting the centre.



Dr Mahaveer Jain interacting with DAKSHAs



Ms Disha trying to make a conversation in rural dialect.



Group learning



Grisl reciting english poems

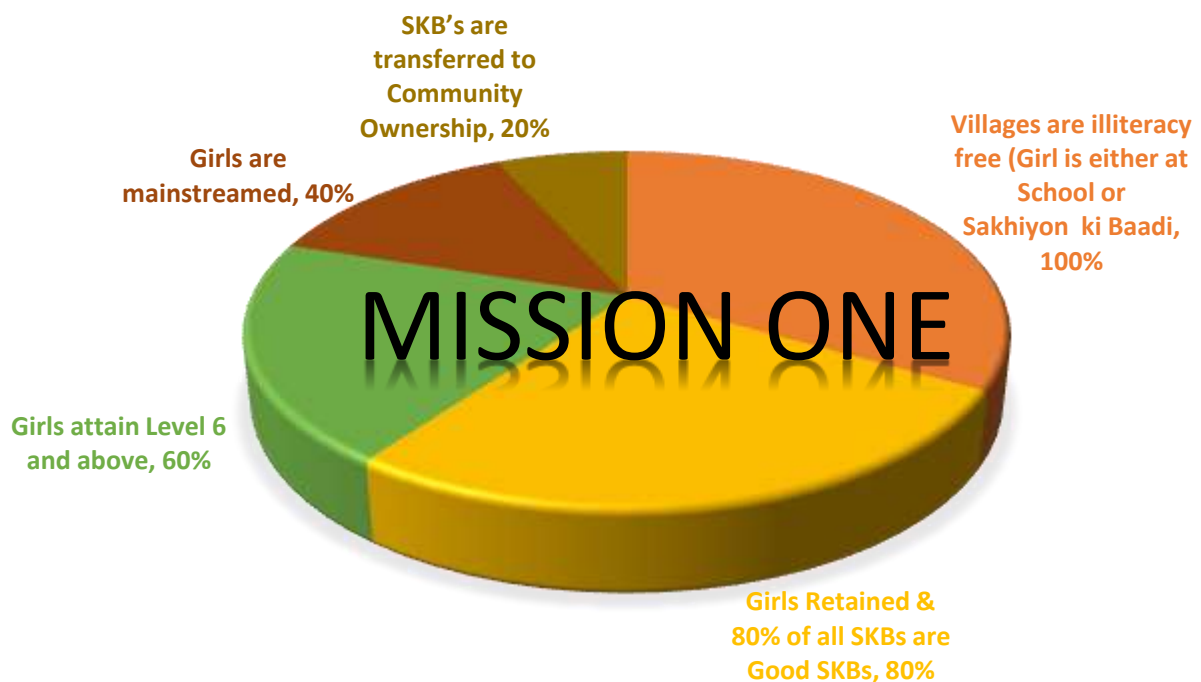


THE WAY FORWARD

MISSION ONE



Mission One is a very strategic, decisive and significant step forward by IIFL foundation. And a strong support and coordination between IIFL Foundation and GSS is required to fulfill the mission.



GSS believes in delivering the best services. Thus we have bifurcated the Mission One into quarterly targets. We are confident that with the continued active support from IIFL foundation, together we shall be able to deliver the best quality results and services to the community and children.





Our Mission One strategy is to take achievable quarterly targets as shown below in the table:

| TARGETS OF MISSION ONE | JUNE 2019 (PERCENTAGE) | SEPTEMBER 2019 (PERCENTAGE) | DECEMBER 2019 (PERCENTAGE) |
|---|---------------------------|-----------------------------------|----------------------------------|
| 20% of all SKB's are transferred to Community Ownership | 5 | 5 | 10 |
| 40% of all Girls are mainstreamed | 20 | 10 | 10 |
| 60% of all Girls attain Level 6 and above | 20 | 20 | 20 |
| 80% of all Girls Retained & 80% of all SKBs are Good SKBs | 20 | 20 | 40 |
| 100% Villages are illiteracy free (Girl is either at School or Sakhiyon ki Baadi) | 20 | 30 | 50 |

GSS has started its movement towards the Mission One Objectives. We have started sensitizing & internalizing Mission 2020 among DAKSHAs, Cluster Head, Block Heads and the headquarter staff. Participatory development have been started according to the road map for the mission and relevant information had been conveyed to build a sense of ownership to achieve the mission. Also, the headquarter is maintaining the progress and providing support to overcome the blockages. The detailed plan of action, progress achieved and road map ahead are being discussed in the unfolding pages.



The road map for Mission One

| Objective | Steps Taken | Progress So Far | Strategy Ahead |
|--|--|---|--|
| 20% of all SKB's are transferred to Community Ownership | <ul style="list-style-type: none"> ✚ Identification of Potential Centers. ✚ Interaction of Key persons (PRI member, Active SICOMM member etc.) ✚ Orientation of Key persons and initiation of Campaign "Hmara SKB, Hamara Gaon" at block level. ✚ Handover 20% of SKB to Community with handholding Support. | <ul style="list-style-type: none"> ✚ Objectives of Mission One delivered to R.Ts ✚ Partially Identification of Potential centers have done. ✚ Till next week list of Identified center will be shared. | <ul style="list-style-type: none"> ✚ Orientation to R.T regarding Mission One. ✚ Finalize the list of Key persons. ✚ Finalize the campaign "Hmara SKB, Hamara Gaon" |
| 40% of all Girls are mainstreamed | <ul style="list-style-type: none"> ✚ Segregation of Girl Child acc. to level. ✚ Home visit and counseling of identified children parents. ✚ Liaison with district administration (Principal, Mahabadi, BDO etc.) ✚ Sharing of SKB Data to IIFL. | <ul style="list-style-type: none"> ✚ First step has been done. | <ul style="list-style-type: none"> ✚ First step has been done. |
| 60% of all Girls attain Level 6 and above | <ul style="list-style-type: none"> ✚ Assessment of R.T and Child as per level content. ✚ Monthly test conduct of Level 6 to find the gap.(If any). ✚ Regular training and handholding support to R.Ts (Need to improve) | <ul style="list-style-type: none"> ✚ First step has been initiated . | <ul style="list-style-type: none"> ✚ Ensuring min. 24 days running of SKB in a month (4 hrs./day) ✚ CH and BH handholding support to (Need to Improve) R.Ts. ✚ Major focus on higher age girls. |
| 80% of all Girls Retained & 80% of all SKBs are Good SKBs | <ul style="list-style-type: none"> ✚ As per described indicator. ✚ More focus on ok and Need for Improvement centers. ✚ Review of each and every center BH at block level.(As per format) ✚ Ensuring 100 % SKB in Ok and good category | <ul style="list-style-type: none"> ✚ Step 1st and 2nd has been done and data will be shared | <ul style="list-style-type: none"> ✚ More focus on Ok and Need for Improvement SKB. ✚ Frequent home visit by R.T |
| 100% Villages are illiteracy free (Girl is either at School or Sakhiyon ki Baadi | <ul style="list-style-type: none"> ✚ Conduct a survey at every SKB Village level of age group (4 to 14 years age group girls. ✚ Plan home visit and counseling of Parents to identified girls . ✚ Enrollment drive (shikshit Gaon-Sammpann Gaon) | <ul style="list-style-type: none"> ✚ Survey formats deigned. ✚ Survey has been initiated. | <ul style="list-style-type: none"> ✚ Home visit of R. T in their respective SKB village/Fala. |



Thank you

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