

Sankalp Ek Prayas

Field Visit report by Abhishek Savarnya (asavarnya.iitk@gmail.com)

Date: March 3, 2025 (Monday)

Sankalp Ek Prayas (SEP) is a community-driven initiative, with its entire team comprising local individuals, exemplifying grassroots development. The organization is actively engaged in various educational and social programs aimed at community upliftment, particularly focusing on women and children.

Due to an unexpected eight-hour delay in train travel, I missed the first half of the site visit. However, Rukshana and Tuka Ram were exceptionally considerate, frequently checking on my whereabouts. I arrived at the SEP office at approximately 3 PM. Following a brief informal meeting, I was served a simple yet delicious lunch, which I thoroughly enjoyed. The office environment was vibrant and dynamic, with staff members appearing engaged and motivated in their work. During my time at the office, I had the opportunity to observe the sanitary pad-making machine and was highly impressed by the organization's awareness programs on menstruation. A particularly commendable initiative was the inclusion of boys in these awareness sessions. SEP also maintains a database of girls requiring sanitary pads and ensures supply on demand.



Visit to the 'Girl Rising' Team in Somni Village

Post the office tour, I visited the 'Girl Rising' team in Somni village, accompanied by Rukshana, Vandana, and Tuka Ram. Upon arrival, we observed girls engaged in games such as kho-kho and chess. The interaction session comprised middle school girls, their coaches, a few mothers, SEP members, Garima fellow and a Garima didi.

A discussion on the role and responsibilities of Garima personnel revealed the demanding nature of their work, which seems daunting given the minimal honorarium. Each Garima didi is responsible for 5 villages, each containing at least two schools, where they conduct two sessions per week in each school. Each Garima fellow is tasked with 10 villages. While

interacting with the Garima didi, I noticed a lack of clarity in articulating her responsibilities, highlighting the need for deeper understanding and training in the program.

The 'Girls Rising' group were initially hesitant during the interaction. To foster engagement, I introduced non-contact games suitable for all ages and genders. The imitation games served as an effective icebreaker, energizing the group. However, the session had to be cut short as members were required at the office for official work.



Date: 4/3/25 (Monday)

We had a presentation on the Garima Project at the SEP office. I had a discussion regarding the Garima Project which is technically open to all but primarily focuses on girls and women. The project was recently restructured and now includes a project coordinator, district coordinator, two field coordinators, 21 fellows (each overseeing 10 villages), and 23 didis (each overseeing five villages). The project operates in 250 villages, covering 500 schools and impacting 55,811 beneficiaries. Future plans include inducting more fellows and introducing block coordinators to streamline operations.

Having women in the field serves as role models for beneficiaries and strengthens the program.

Science Mela Visit

We visited a Science Mela organized at a school. Several students from nearby schools participated in the event, showcasing their models. The event was inaugurated in the presence of school administration and a local political representative. The exhibition was well-organized with appropriate facilities, and the following observations were noted:

- The majority of participants were girls, with only a few boys' teams.
- Though most teams consisted of two members, typically only one student had done the primary work.
- Some girls were hesitant and nervous when questioned, while a few (especially those with biological models) were confident and articulate.
- Many students lacked a fundamental understanding of their models and the principles behind them.

- Students rarely chose their own models; instead, models were pre-selected from a SRIJAN team booklet.
- Some students were unable to participate due to ongoing examinations.
- The event would be more effective if supplemented with educational support in the relevant science topics.
- School teachers were unable to guide students due to their own workload and ongoing exams. SEP currently lacks a framework to involve school teachers in the initiative.

Discussions with the SEP team revealed plans for restructuring the SRIJAN project to address these challenges. The SRIJAN team, being small (3-4 members), is currently burdened with responsibilities.

Despite these issues, the children enjoyed the exhibition, and a designated science corner was set up to store models post-event. SEP also established a small computer lab where students are sometimes taught basic digital skills.



Garima Project in Schools

We visited a middle school where Garima awareness programs are conducted twice a week. The Garima didi and fellow effectively engaged students using a play-based approach. The session on self-management, designed by Ruksana (Garima Coordinator), was well-received, and the school teachers supported the initiative. However, teachers did not participate due to their busy schedules.

Key Observations and Suggestions:

- Students enjoyed the activities but disliked the lecture-format sessions that followed.
- Sessions should be restructured to be more activity-centric.
- Many students did not recall much from previous sessions except for the games.
- A more immersive, project-based approach could improve knowledge retention.
- Providing reference materials for students after each session could enhance learning.
- Students were unaware of the upcoming sessions; a tentative 2-3 session roadmap should be shared in advance.



E-Merge: Digital Classroom Observation

During the visit to a digital classroom in school, I found the children were very enthusiastic and interactive. I asked them few questions regarding fractions and their concept of fractions was exceptionally well. We had a short discussion on dividing regular and irregular figures equally and then we played an act-based game which was enjoyed by one and all. The interest of the students in mathematics and their energy while interacting was impressive.

- The facilitator frequently switched between the TV and the blackboard (on opposite walls), which created difficulty in teaching. A portable whiteboard would be beneficial.
- Students sat on the floor, while the TV was mounted high, making prolonged viewing difficult.
- The facilitator received lesson content on a pen drive but did not have time for prior review or practice.
- Facilitators are trained in bulk sessions and only access content in the classroom.

A major concern, I believe is the unclear role of facilitators relative to school teachers. The non-involvement of teachers and the presence of multiple external interventions might weaken teacher agency. A more structured approach to collaborating with schools is necessary.



Garima Manch Visit

Later in the evening, we visited a Garima Manch session in a village. The community space was being used as the venue, a practice SEP has implemented across villages with community consent. It was inspiring to see activities and games from school-based sessions being effectively replicated in this setting.

The participation of women across all age groups was remarkable. The space, primarily created for girls and women (though men are not explicitly barred), had transformed into a vibrant hub of engagement. As women and children immersed themselves in games, the entire atmosphere came alive with energy and enthusiasm. Many women had taken time out from their daily chores to attend, which underscored their commitment to the initiative.

However, the discussion segment was less effective due to the large group size. The team mentioned that they usually hold sessions in two batches—morning and evening—but children often join in, leading to overlap with those from schools or learning centers. Despite this challenge, interacting with the women made it clear how SEP has empowered them to reclaim public spaces.

Some of the more vocal participants were members of Self-Help Groups (SHGs), who have played a crucial role in mobilizing other women and fostering a dynamic environment. The Garima Manch provided a much-needed platform for women of all ages to come together, play, and discuss issues relevant to them. Several participants shared that they carried their learnings back home, spreading awareness within their families.

However, content retention remained a concern, as many women struggled to recall past session topics. To enhance effectiveness, the following improvements could be considered:

- Using colloquial language to ensure better understanding.
- Encouraging small-group discussions to maintain engagement, especially among children in larger sessions.
- Replacing flipbooks with a portable whiteboard or projector for better visibility and interaction.
- Focusing on fewer topics in greater depth rather than covering multiple subjects superficially.





Date: 5/3/25 (Tuesday)

SRIJAN Team Presentation and Garima Manch Visit

The day began with a presentation from the SRIJAN team, followed by a visit to another Garima Manch in Mudhpaar village. The village, located in an open-cast mining area, was heavily dust-covered. The girls and women were playing games when I reached there. There was a lot of excitement, and shouting during the game which Rukshana explained was intended and linked to the session. After some time, we sat in a circle and the session on self-management started. After the session, we conversed on various topics. I did some activities with the group and then SEP distributed sanitary pads to everyone. My observation and suggestion were same as written earlier for the GARIMA manch.

Post-lunch, I participated in a tree-planting initiative, followed by a group meeting with the SRIJAN and Garima teams. The interaction provided insight into the team members' struggles, aspirations, and experiences. The first interaction was with Garima team and the key points from the same have been enlisted below.



Garima Fellows

Balancing school and community engagement is challenging, leading to the introduction of Garima didis. The work is demanding but rewarding, offering personal and professional growth.

Benefits for Fellows:

- Personal growth, increased awareness, and newfound confidence.
- A meaningful career path supporting children excluded from mainstream education.
- Earned respect and recognition from family and community.
- A platform to gain in-depth knowledge and promote awareness.
- Helped promote sports opportunities (**success story: Bhoomika Yadav who has started playing kho-kho professionally**).
- Overcame fears and contributed to breaking deep-rooted stigmas.
- Found purpose in guiding children and addressing their challenges.
- Empowered married women to pursue personal aspirations, such as reviving past passions.
- Gained independence through skills like riding a scooty and spreading awareness.

Benefits for Children:

- Increased awareness, confidence, and independence.
- A safe and supportive space to share concerns and seek guidance.
- Access to academic and extracurricular opportunities that foster growth.

Further, the fellows expressed the need for:

- A POSH (Prevention of Sexual Harassment) committee.
- A minimum honorarium of ₹10,000.
- Accident insurance.
- Increased petrol reimbursement (current cap: ₹1,000).
- Self-defense training for safety.

Garima Didis

They oversee five villages, conducting awareness programs primarily for girls but open to boys. They said that they have gained identity, confidence, and financial independence through their role.

- Key challenges:
 - Mobilizing participants and maintaining attendance.
 - Families being unresponsive during surveys.
 - Retaining boys in the program.
 - Safety concerns in poorly lit areas.
- Notable successes:
 - Re-enrollment of dropout students.
 - Counseling parents of malnourished children.
 - Increased community recognition, even leading to election participation.



A success story of the Garima project has been attached at the end of the project. Later, I interacted with the SRIJAN team. Please find the questionnaire based on the interaction below:

SRIJAN Project Questionnaire

General Questions for Teachers and Fellows

1. Purpose

How does the project contribute to the holistic development of students based on your experience? (*Theoretical knowledge (through LRC), hands-on experience (through science mela), Saturday activity (mind map games, yoga, models), computer skills, TLM (Activity based)*)

2. Project Implementation

- How many Srijan Learning Resource Centres (LRCs) are currently operational? (172 centres)
- How many students are enrolled in the program? (7,813 students)
- What is the ratio of boys to girls in these centres?
- How are teachers/fellows selected for the Srijan program? (*Applications are invited via word of mouth and social media; applicants aged 18-35 submit a Statement of Purpose (SOP) and shortlisted candidates undergo an interview.*)

3. Teaching & Curriculum

- What subjects are taught under the Srijan Project? (*Math, Science (Grades 6-10), English*)
- How is the curriculum designed, and how does it differ from regular school education? (*Based on learning outcomes, teachers identify difficult topics and introduce activities to facilitate learning.*)
- Are there any innovative teaching methods (e.g., digital learning, practical projects) used? (*Science Mela (projects), Computer Siksha (E-Udaan)*)
- How often do students attend Srijan classes? (*15-20 students per session*)
- What are the biggest challenges faced by students, teachers, and fellows?
 - *Fellows: Some teachers lack a science background.*
 - *Teachers: Retaining children in centres is difficult due to various village events.*
 - *Students: Distance from the LRC is a constraint.*

4. Teacher Recruitment & Training

- How many teachers are involved in the Srijan Project? *(337 teachers)*
- What are their qualifications and backgrounds? *(All are graduates, with a preference for science backgrounds.)*
- What kind of training do the teachers receive? Are teachers and fellows satisfied with it?
(Training covers academics and pedagogy, facilitated by a knowledge partner and cascaded to teachers by fellows.)
- How does the project ensure teacher retention and motivation?
(Decent pay compared to private schools (₹3,000); experience, exposure, and social sector constraints are explained to keep teachers motivated.)

5. Impact & Student Learning Outcomes

- What impact has the project had on student learning in Math, Science, English, and Geography?
(Improvement in Science and Math due to Science Mela; little improvement in other subjects.)
- How is student progress measured? *(Monthly tests, baseline and endline data, class- and subject-wise assessments.)*
- Are there any success stories of students who have benefited from the program? Any fellowships they have received? *(49 students were selected in NMMSE (2024) in the first year itself.)*

6. Extracurricular Activities & Student Engagement

- What extracurricular activities are conducted to engage students? *(Sports)*
- How do activities like Bal Vigyan (Science Mela) and E-Udaan contribute to student learning?
- When were these activities last conducted, and when are they planned next?
- What has been the student experience from these activities?

Interaction with Teachers and Fellows

1. What motivates you to teach at the Srijan Centres or to become a fellow?
(Interest in teaching, activity-based pedagogy, reducing dropouts, decision-making involvement, training opportunities.)
 2. What are the biggest challenges you face as a teacher or fellow?
 3. What is your stipend, and do you receive your salary on time? *(₹7,000 plus ₹1,000 for petrol, yes)*
 4. Have you noticed any improvements in students' confidence and knowledge since they joined Srijan?
 5. What additional training or support would help you teach better?
(Pedagogy training in English and Math, more activity-based training.)
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Interaction with Students *(It is not necessary for them to know they are part of Srijan)*

1. What do you like most about the Srijan Project or Sankalp?
 2. What subjects do you find most challenging? *(English, Math)*
 3. What is your favourite activity or project in the Srijan classes? *(Games)*
 4. What do you want to become when you grow up?
 5. Do you feel more confident in school after attending Srijan classes?
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Infrastructure & Operations

1. What are the classroom conditions like? Are there enough resources (books, teaching aids, digital tools)? *(yes)*
 2. Do the centres have basic amenities like restrooms and drinking water? *(No toilets; students use nearby homes. Drinking water is available via a hand pump or bottles. Sessions last ~1 hour.)*
 3. How do students travel to the Srijan Centres? *(On foot, by cycle; differently-abled students are dropped off by parents.)*
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Challenges & Future Plans

1. What are the biggest challenges faced by the Srijan Project?
 - *Inability to recruit 25 fellows, leading to an increased workload for existing fellows.*
 - *Students' interest in Math, Science, and English still needs improvement.*
 2. Are there plans to expand the project to more villages or grades? *(Yes, wish to include a projector and also plans to support Class 11-12 after covering all Class 10 students.)*
 3. What kind of additional support (funding, infrastructure, training) would improve the project's effectiveness?
 - *Training in alternative pedagogies*
 - *Teaching-Learning Materials (TLM) and digital infrastructure*
 - *Additional funding to expand and facilitate E-Udaan*
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Finance and Feedback

1. Tentative budget for Science Mela?
 2. Ask parents: What benefits have they observed in their children since joining Srijan?
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Suggestions

Despite SEP identifying as a women-centric organization—with male members in single digits, primarily in administrative and coaching roles—the decision-making body includes only two women. Furthermore, there is no structured sensitization program for male staff, despite the organization primarily serving female beneficiaries. Rukshana acknowledged this gap, noting that she recognized the issue last year. One significant concern was the team's lack of awareness regarding the Prevention of Sexual Harassment (POSH) policy. Implementing mandatory training and sensitization sessions on workplace safety and gender inclusivity would be beneficial.

Hence, SEP initiative is praiseworthy and the work is inspiring. Some suggestions from my observations to the team would be:

- Gender sensitization for SEP staff and POSH policy awareness
- Greater teacher involvement in school-based programs.
- More structured session planning and follow-up materials for beneficiaries.
- Increased financial and logistical support for field workers.
- Enhanced community engagement strategies to maximize knowledge retention.
- Strengthened safety and welfare measures for Garima fellows and didis.

Overall, the visit showcased SEP's commitment to education and women's empowerment, while also highlighting areas for growth and improvement.

Future Plans

SEP's collaborative strategy, including signing Memorandums of Understanding (MoUs) with various organizations for support across different areas, is an inspiring approach. The organization aims to establish 250 learning centers and develop them into 'Adarsh Bal Grams' by 2047. These model villages will comprehensively address multiple educational verticals, including Early Childhood Care and Education (ECCE), Foundational Literacy and Numeracy (FLN), middle school education, and the Garima program for adults. SEP also plans to introduce vocational training and skilling activities in the future. Their evaluation and assessment mechanisms include monthly formative tests and an annual toolkit based on learning outcomes. Additionally, they collect various data sets, including attendance and demographic information.

The organization has outlined certain key initiatives for expansion and development which are outlined below:

1. E-Udaan Expansion: Currently covering 34 schools, the program aims to expand to 100 schools, requiring an estimated budget of ₹35 lakhs per year.
2. Adarsh Bal Gram Initiative: Plans are in place to establish 20 Early Childhood Care and Education (ECCE) centres under this scheme to support foundational learning.
3. Sponsorship for Orphaned and Single-Parent Children: The organization intends to implement a two-year kinship program before integrating beneficiaries into existing state welfare schemes.

4. SEP funding Partners and allocations are as follows:
 - SEEKH: ₹1.86 crore (Asha SV – 15%, SEML)
 - SRIJAN: ₹1.3 crore (Asha BB – 7%, ARPAN Foundation, SEML)
 - GARIMA: ₹74.6 lakhs (Asha Austin – 29%, Sharda Energy Mineral Ltd. – 71%)
5. Sports Funding & Utilization: A total budget of ₹2.32 lakhs has been allocated, with ₹1 lakh utilized so far for sports equipment such as game-specific attire, cricket kits, chess sets, badminton kits, hula hoops, shoes, carrom boards, volleyballs, footballs, and self-defense training. Additionally, 20 villages have hosted tournaments with the support of 2 female and 7 male coaches.
6. Science Mela Budget: The current ₹15 lakh annual budget is expected to remain the same for the upcoming year.
7. E-Merge Expansion: The initiative aims to increase its budget to ₹35 lakhs per year to extend learning support to the 60 remaining villages within the 250 learning centre cluster.



रानू की कहानी: शिक्षा की शक्ति

यह एक छोटे से गाँव औधी में, सात साल की एक प्यारी सी बच्ची रहती हैं , जिसका नाम रानू हैं । रानू जब छह साल की थी, तो उसे पहली बार स्कूल में दाखिला मिला। रानू हर दिन उत्साह के साथ स्कूल जाती और मन लगाकर पढ़ाई करती। उसे स्कूल जाना बहुत अच्छा लगता था।

एक साल बीत गया, और रानू दूसरी कक्षा में पहुँच गई। लेकिन, अचानक, रानू ने स्कूल जाना बंद कर दिया। उसके माता-पिता चिंतित थे, लेकिन उन्हें समझ नहीं आ रहा था कि क्या करें।

उसी समय, गरिमा दीदी, जो गाँव में ड्रॉप आउट बच्चों का जानकारी इकट्ठा कर रही थीं, रानू के घर पहुँचीं। उन्हें पता चला कि रानू ने स्कूल जाना छोड़ दिया है। गरिमा दीदी ने तुरंत अपनी साथी फेलो दीदी को इस बारे में बताया। दोनों ने मिलकर रानू के माता-पिता से बात करने का फैसला किया।

जब गरिमा दीदी रानू के घर पहुँचीं, तो उन्होंने देखा कि रानू उदास बैठी है। फेलो के पूछने पर -

रानू की जुबानी - रानू हां बताइस की मोर दीदी काम करेल जाते अउ पैसा कमा के लाथे अउ अपन पसन्द के बने - बने चीज खरीदते हैं, पहिनते और खाते है अउ में स्कूल जा थाव तो मोला पैसा नई मिले तो में भी काम करना चाहत हाव । अउ पैसा कमाना चाहत हाव अउ बने - बने पहनना अउ खाना चाहत हाव, एकरे सेती में स्कूल नई जाव ।

फेलो दीदी और गरिमा दीदी ने मिलकर रानू की बड़ी बहन को समझाया कि शिक्षा कितनी महत्वपूर्ण है। उन्होंने उसके माता-पिता को भी समझाया कि उन्हें अपनी दोनों बेटियों को स्कूल भेजना चाहिए। उन्होंने कहा कि शिक्षा ही उनके उज्ज्वल भविष्य की कुंजी है। शिक्षा के बीना इनका जीवन अंधकार की ओर चला जायेगा ,और बहुत सारे उदाहरण भी दिये ,तब जा के उन लोग पढ़ने के लिए राजी हुए ।

रानू के माता-पिता उनकी बात समझ गए और अपनी दोनों बेटियों को स्कूल भेजने के लिए तैयार हो गए। लेकिन, रानू की बड़ी बहन का मन नहीं बदला। उसने स्कूल जाने से इनकार कर दिया।

लेकिन, रानू ने स्कूल जाना शुरू कर दिया। गरिमा दीदी और फेलो दीदी की मेहनत रंग लाई। रानू हर दिन खुशी-खुशी स्कूल जाती और मन लगाकर पढ़ाई करती।

कहानी से सीख:

* **शिक्षा का महत्व:** यह कहानी हमें शिक्षा के महत्व को बताती है। शिक्षा हमारे जीवन को बदल सकती है और हमें एक बेहतर भविष्य दे सकती है।

* **प्रेरणा:** गरिमा दीदी और फेलो दीदी ने रानू को प्रेरित किया और उसे स्कूल वापस जाने के लिए प्रोत्साहित किया। हमें भी दूसरों को प्रेरित करना चाहिए और उनकी मदद करनी चाहिए।

* **समस्या का समाधान:** गरिमा दीदी और फेलो दीदी ने रानू की समस्या को समझा और उसका समाधान निकाला। हमें भी समस्याओं को समझना चाहिए और उनका समाधान निकालने की कोशिश करनी चाहिए।

यह कहानी हमें यह भी सिखाती है कि हमें कभी भी उम्मीद नहीं छोड़नी चाहिए। अगर हम कोशिश करते रहें, तो हम किसी भी मुश्किल को पार कर सकते हैं।

यामिनी की कहानी: खेल का मैदान

एक नई शुरुआत

छत्तीसगढ़ के एक छोटे से गाँव मोरिद में रहने वाली यामिनी एक ऐसी लड़की थी जिसके मन में खेलने का जुनून हमेशा से रहा था। लेकिन घर की जिम्मेदारियाँ और समाज के रूढ़िवादी विचारों ने उसे खेल के मैदान से दूर कर दिया था। एक लड़की होने के नाते यामिनी से उम्मीद की जाती थी कि वह घर के कामों को संभाले और अपनी पढ़ाई पर ध्यान दे। लेकिन उनके घर में लड़कियों के खेल को महत्व नहीं दिया जाता था।

बदलाव की शुरुआत



लेकिन एक दिन सब कुछ बदल गया जब " संकल्प एक प्रयास " नामक एक गैर-सरकारी संगठन गाँव में आया। इस संगठन ने लड़कियों को खेल के माध्यम से सशक्त बनाने के लिए गरिमा परियोजना के तहत गर्ल्स राइजिंग कार्यक्रम की शुरुवात किया गया। इस कार्यक्रम के तहत गाँव में खेल के मैदान बनाए गए और प्रशिक्षकों को नियुक्त किया गया।

यामिनी इस कार्यक्रम में शामिल हुई और उसे खेलने का एक नया मौका मिला। शुरू में तो उसे थोड़ा अजीब लगा लेकिन धीरे-धीरे उसने खेलने का आनंद लेना शुरू कर दिया। यामिनी को खो-खो खेलना बहुत पसंद था और वह इस खेल में काफी अच्छी भी थी।

परिवार का समर्थन

यामिनी के पिता जी को खेल के मैदान में लड़कियों का खेलना पसंद नहीं था ,इसलिए वह यामिनी को भी खेल के मैदान में खेलने से रोकते थे,तब यामिनी ने गरिमा दीदी को सारी बातें बताई ,तब गरिमा दीदी यामिनी के घर गई और उनके पिता जी को समझाई लेकिन उनके पिता जी का कोई जवाब नहीं आया ,फिर दूसरे दिन गरिमा दीदी ,फेलो व पार्षद को लेकर यामिनी के घर गई और उनके पिता जी व घर वालों को समझाई , गरिमा दीदी के बार – बार समझने से यामिनी के पिता जी का हृदय परिवर्तित हुए और यामिनी के पिताजी ने कार्यकर्ताओं की बात मान ली और उन्होंने यामिनी को खेलने की अनुमति दे दी। यामिनी बहुत खुश थी और उसने खेल में पूरे मन से भाग लेना शुरू कर दिया।

एक नई पहचान

यामिनी ने खेल के माध्यम से न सिर्फ एक नई पहचान बनाई बल्कि उसने अपने अंदर छिपी प्रतिभा को भी निखारा। वह अब खेल के मैदान में एक सितारे की तरह चमकती थी।

समाज के लिए एक मिसाल



यामिनी की कहानी हमें बताती है कि अगर हम लड़कियों को मौके दें तो वे हर क्षेत्र में सफल हो सकती हैं। हमें लड़कियों को खेलने से नहीं रोकना चाहिए बल्कि उन्हें प्रोत्साहित करना चाहिए

यह कहानी सभी उन लड़कियों को समर्पित है जो अपने सपनों को पूरा करने के लिए संघर्ष करती हैं।

अंत में, यह कहानी हमें याद दिलाती है कि हमें समाज में समानता और समर्थन के साथ लड़कियों के सपनों और प्रतिभाओं को समझना और समर्थन करना

चाहिए, ताकि वे भी अपने आप को स्वतंत्र रूप से विकसित कर सकें और अपने अधिकारों का उपयोग करके अपने सपनों को पूरा कर सकें।