

Field Visit to Educate Girls Project Site, Udaipur: 28th of July, 2026

I visited the project site of Educate Girls in Udaipur on the 28th of July, 2026. The project, being run is by the name, **Pragati**- the second chance to girls who have either never enrolled or have dropped out of school at some point and are unable to get back to regular school. This program is for girls between the age of 15-29 years. Pragati enables girls to enroll through the open school system of State of Rajasthan.

During my visit, I travelled to two camp sites being run in two villages. The first being a village site, where the village/field coordinator was taking one of their initial meetings. The initial meeting was been done as an exploratory exercise to understand if there were sufficient number of out of school or never enrolled girls in the village for them to successfully initiate a learner camp. The meeting was being held in the local ICDS center, where about 10-12 learners had gathered. They all sat in a neat circle in the poorly lit room of the ICDS center. Out of them, 3 of the girls had already passed their 10th board exam and were present to share their experience with the others. When we walked in, the coordinator was signing a song, with the girls chiming along with him. *'Mein tumhe sahas do, tum mujhe sahas do'*. After the song was over, everyone clapped and the coordinator asked what each one of them what they understood of the song. Girls in this group were comparatively new, so they kept mostly to themselves, chatting and smiling but not essentially speaking out or answering the questions being asked. The coordinator explained that just like the song, this initiative was a promise of collaboration, where they had to work hand in hand to be able to make the journey worthwhile. The session progressed with them doing around of introduction and why and at what stage they have dropped out of school. There were not only learners, but a few of the girls had also come with their mothers. A brief discussion followed as to them knowing why and if at all they think that there was a need for continuing education and completing basic levels – i.e. 10th and 12th grade. Though not being able to clearly articulate, the girls seemed convinced that education may be their only way to escape poverty and gain access to a better life in general.

The session progressed, as the coordinator asked girls to think of their dream, what they wanted to become as they grew up. She then placed small key cards at the center of the room. All these had photos of different professions- doctors, teachers, engineers, nurses, tailor and others. Girls were asked to pick up the key card that most represented their dream and keep it with them. The main objective of this session is to help learners identify a dream or profession and align them with their educational goals. We however, left the session at this point as we needed to get to the other village on time. While we left, the girls happily said their goodbyes and told us to visit them again.





The next stop, was another village about half hour away from the present site. In this village, the Pragati camp has been running for a while. The meeting was already underway when we reached. These were learners who had been part of the Pragati program for some time, as many of them had just passed their 10th board exams and proudly shared their achievements. After the initial round of introduction, students were broken into small groups and given situations for them to act out as role plays. Most the situations were on how girls have passed their basic 10th boards and now want to study ahead. They were supposed to convince their families to let them study ahead and pursue their dreams. What I found most interesting was that, all the groups were encouraged to use Chatgpt on their phones to think of dialogues and skit outline. They all quickly moved to different corners of the room and started to search their phones for dialogues and role play guidelines.

After a brief break, groups performed in front of the gathered audience on ways in which the social and familial barriers can be negotiated by making allies with other family members, such as father, brother or in one case a sympathetic uncle or even an elder sister. This gave a range of strategies that girls can take on to help them convince their families to move into the next stage of their lives. Once the role play was over, and we sat down to discuss what they had learned, it was shared that getting the consent of the family was of utmost importance. They explored ways of negotiating, winning over the trust of the parents and identifying critical allies as important approaches to ensure that their education is not stopped. Finally, the program coordinators, Ganga, shared her story, of how she had started off as a volunteer and then managed to complete her 10th and 12th boards, while continuing to work in different small organizations in the area. Despite several challenges she faced on the way, she managed to complete her graduation and is now pursuing her Masters degree. She shared that she had managed to get this far, not just by sheer determination but by winning over critical allies in the form of her husband and then her mother-in-law and sister in-law. Now she is not only earning for her family, but has been able to provide decent medical attention to her ailing husband and has been able to look after her children and her sister-in law. She shared that she inspired her sister in-law, who had also dropped out of school early in her life to get back to education and take up a career of her own. This has helped her in her times of crisis, as she is undergoing separation from her husband and will be facing a divorce soon. They both have emerged as strong pillars of support for each other and for their family. Ganga, has not only looked out for her family, she has been able to inspire and support many more girls in her village and block, to get back to education and seek a career for themselves.

As we wrapped up the session in this village, I managed to have a detailed discussion with the district coordinator of Educate Girls, Mr. Jasvinder. He had accompanied me to the visit. He shared about the different levels of the program, Neev (foundational course), Prayaas (exam preparation phase) and then there is a post examination phase, where learners are oriented of the different pathways for their career. I, later visited their office in Udaipur city, where I met with the entire team of Educate Girls. I was introduced with their IT team, the curriculum development team and overall management team. I also looked at the Pragati kit, where each chapter is explained using examples and also exercises to ensure critical learning. All their learning kits along with the written texts explaining different concepts also

has links to video content that allows learners access to audio-visual content. They can be accessed through scanning of QR codes printed on different pages of the book.

The overall impression that I had was that the program is been run very efficiently and with a lot of focus on ensuring last mile reach out. In Rajasthan, Educate Girls has a team of 182 people rolling out the program in the state. The policy of the Rajasthan government of providing the Open School Education free for girls, is a huge contributing factor for the success of this program. As shared by the district coordinator, that the Rajasthan Open School system is comparatively easier for learners, already struggling to pass exams, than other boards, such as the National Institute of Open Schooling (NIOS). Many other states, such as Uttar Pradesh does not have any state Open Schooling option, therefore, making it far more difficult for learners to complete their 10th and 12th board in these states. Having said that the only challenge that I could felt was to provide well trained teachers at the village and camp level. While, I visited only two such camps, but the teachers actually teaching the girls were not too different from the learners of their respective villages. They were mostly girls who would have passed their boards a few years back and have now been recruited by the organization to teach other fellow learners. To a great extend this challenge seems to be tackled through detailed teaching material and clear instruction videos and staggered and continuous training of teachers at the ground level. Overall, it was a delightful visit and wonderful experience to have learned about the work of Educate Girls.



चरण 3 - रोल मॉडल — मंजू देवी की कहानी

समय 20 मिनट

E-Content / QR Code खोलें — रोल मॉडल कहानी का वीडियो देखें।
वीडियो देखने के बाद पूछें:

• कहानी कैसी लगी?

• क्या सीखा?



चरण 4 - आज की सीख और पासपोर्ट पर कार्य

समय 30 मिनट

सभी गोल घेरे में बैठें। प्रेरक एक-एक करके ये सवाल पूछें:

आज की सीख के सवाल प्रेरक पूछें:

- आज पूजा की कहानी से क्या सीखा?
- एक कोशल बताओ जो आपको अभी और सीखने की जरूरत है?
- आपका खुद का सपना क्या है — क्या आप अपना रोडमैप बना सकती हो?
- आज के सत्र से आप अपने लिए कौनसा एक कदम उठाओगे?
- आपको किस चीज में और सुधार करने की जरूरत है?
- अगर आपके कोई मुश्किल आती हैं तो आप उसका कैसे सामना करेंगी

पासपोर्ट स्टाम्प 2 | मुझे नौकरी की योजना बनाना आता है

सभी शिक्षार्थी पासपोर्ट के पेज नंबर 2 में आज के सत्र की मुख्य सीख पर ☆ (स्टार) को कलर से भरें!

चरण 5 - समेकन और गृहकार्य

समय 10 मिनट

प्रेरक कहें: आज हमने बहुत कुछ नया सीखा। अब घर पर भी इसे अपने सपने के साथ आगे बढ़ाना है।
गृहकार्य

1. परिवार से अपने पासपोर्ट पर लिखी सीख पर बात करें।
2. जैसे पूजा का रोडमैप बना — वैसे खुद के लिए नौकरी का रोडमैप बनाकर लाएं।



उज्जति

प्रेरक मार्गदर्शिका



"प्रत्येक शिक्षार्थी आगे बढ़ सकती है, बस सही रास्ता चाहिए!"

अनुक्रमणिका

क्र. सं.	विवरण	पेज सं.
1	उन्नति परिचय, 10वीं के बाद की चुनौतियाँ और उद्देश्य	1
2	प्रगति चैंपियन, सखी और प्रगति मंच की भूमिका	3
3	प्रगति सभा: योजना और प्रक्रिया	4
4	उन्नती से जुड़ाव	7
5	सत्र - 1: मेरा गाँव, मेरे अवसर	11
6	सत्र - 2: काम की दुनिया	13
7	सत्र - 3: हुनर जो अवसर बनाते हैं	15
8	सत्र - 4: अपना काम - मौके	17
9	सत्र - 5: विचार से व्यवसाय तक	19
10	सत्र - 6: व्यवसाय शुरू करने की तैयारी	21
11	सत्र - 7: भविष्य के लिए तैयारी	23
12	सत्र - 8: साक्षात्कार, आवेदन और डिजिटल कौशल	25
13	सत्र - 9: पैसों की समझ	27
14	सत्र - 10: मदद के रास्ते	29
15	सत्र - 11: पढ़ाई के रास्ते	31
16	सत्र - 12: खुद को पहचानो	33
17	सत्र - 13: परिवार का साथ	35
18	सत्र - 14: अपना रास्ता चुनना	37
19	सत्र - 15: उन्नति उत्सव-प्रगति सभा	39



सत्र - 2

काम की दुनिया

कुल समय 180 मिनट

उद्देश्य: रोजगार के विभिन्न अवसरों और उनके लिए आवश्यक पढ़ाई व प्रशिक्षण को समझना।

चरण 1 - स्वागत और जुड़ाव

समय 20 मिनट

1. चेतना गीत/खेल गतिविधि से शुरुआत करें!
2. गृहकार्य चर्चा

प्रेरक कहें: आओ सत्र की शुरुआत करने से पहले, हम पिछले सत्र के कार्य पर चर्चा करें- (3-4 शिक्षार्थियों से सुनें)

चरण 2 - कहानी और डिजिटल खोज

समय 90 मिनट

पूजा की कहानी

पूजा 19 साल की हैं वह (गाँव) में रहती हैं। उसने RSOS से 10वीं पास की। उसका सपना नर्स बनने का है — लोगों की सेवा करे और परिवार की मदद करे। लेकिन उसे नहीं पता कि नर्स बनने के लिए आगे क्या करना होगा। क्या आप पूजा की मदद करेंगी?

- 3 समूह बनाएं। हर समूह नोटबुक लेकर बैठे।
- एक मोबाइल हर समूह में होना चाहिए, इंटरनेट सुविधा के साथ। ChatGPT खोलें।
- पूजा की कहानी बोलकर ये सवाल खोजें:

ChatGPT पर बोलकर खोजें:

1. 10वीं के बाद नर्स बनने के लिए क्या-क्या पढ़ाई और प्रशिक्षण के रास्ते हैं?
2. नर्सिंग में एडमिशन के लिए कौन-कौन सी परीक्षाएं होती हैं?
3. नर्स बनने में कितना समय, कितनी फीस और क्या योग्यता चाहिए?
4. नर्सिंग की पढ़ाई के लिए कौन-सी सरकारी सहायता मिलती है?
5. पूजा के लिए नर्स बनने तक का आसान रोडमैप बनाओ।

ChatGPT इस्तेमाल का तरीका: Mobile में ChatGPT खोलें → माइक दबाएं → कहानी बोलकर सवाल पूछें → जवाब सुनें और नोटबुक में लिखें।

- समूह में मिलकर रोडमैप नोटबुक में बनाएं।
- फिर पूछें — पूजा को यह सब करने के लिए कौन-कौन से कौशल चाहिए? ChatGPT पर खोजें:

ChatGPT पर बोलकर खोजें:

- पूजा को नर्स बनने के रास्ते में कम्युनिकेशन स्किल, रिसर्च स्किल, डिजिटल स्किल, सपोर्ट सिस्टम और पैसो की योजना बनाने की कहाँ-कहाँ जरूरत होगी?

नोट - समूह में चर्चा करें और शिक्षार्थी मुख्य बिंदुओं को अपनी नोटबुक में लिखें।

हर समूह अपना रोडमैप और जरूरी कौशल बड़े ग्रुप में बताए।

विराम — 10 मिनट















