

Strengthening Education Ecosystem in Rural and Tribal Communities through a holistic approach

Half Yearly report
(January to June 2026)



Submitted to



Submitted by



Seva Mandir

I. Executive Summary

ASHA for Education has been supporting Seva Mandir's efforts to provide access to quality education for children in remote villages of Southern Rajasthan since 2008. Since 2024, the support has been for strengthening the educational ecosystem in 11 villages of Kotra block by ensuring education for out of school children, strengthening government schools, and enhancing community engagement. In 2026, support continued, directly benefiting 1,038 marginalized children and reaching over 9,500 community members.

The key highlight of this period are as follows:

- 1,038 children (47% girls) received quality education support through 11 Siksha Kendras (SKs), Residential Learning Camps (RLCs), and interventions in 5 government primary schools.
- 165 (33% girls) out of school children from SK and RLC were mainstreamed in 1st to 6th grades of government school for continuing education, in April'26.
- 32 school dropout children (18 girls) were re-enrolled in government schools, and 91 irregular children (50 girls) of grade 1 to 8 were supported to attend school regularly.
- Five girls who are alumni of the Shiksha Kendra's received scholarships to continue their education in the Science and Agriculture streams at Vidya Bhawan, a residential school in Udaipur. Among them, three girls have successfully completed Class 12 scoring more than 80 % in board exams, while the remaining two have been promoted to Class 12 and are continuing their studies.
- Parents and communities contributed a total of ₹155,405 towards Siksha Kendras for fee, repair and maintenance, and food items.
- In Government Primary School, Gujniya (Kotra), parents collectively contributed ₹10,800 towards repairing the school building, demonstrating strong community ownership for children's education

II. Progress

The interventions were undertaken in 11 Siksha Kendras, and 5 government schools – 4 upper primary schools and 1 senior secondary school, of Kotda block, with support of 22 Anudeshaks (Community Instructors). The activities undertaken are as follows:

Section 1: Enhance the enrollment, regularity and retention of children in government schools

a. Mapping and Tracking of Children

The enrolment of children in 5 schools stands at 509 of which 280 (55%) are girls.

- 105 irregular children (53 girls) and 60 school dropout children were identified through school tracking. Shiksha Sahayaks conducted 390 home visits and provided counselling to children and parents. The major reasons for irregular attendance and dropout were

household responsibilities, migration, economic constraints, and the low priority accorded to education.

- As a result, 91 irregular children (50 girls) were regularized, achieving an 87% regularization rate, while 32 school dropout children (18 girls) were successfully re-enrolled in government schools. Follow-up with the remaining 14 children (3 girls) is ongoing.

Category	Classes 1–5	Classes 6–8	Total
Irregular children identified	73 (43 girls)	32 (10 girls)	105 (53 girls)
Children regularized	65 (40 girls)	26 (10 girls)	91 (50 girls)
Children requiring follow-up	8 (2 girls)	6 (1 girl)	14 (3 girls)

b. Bal Samuh for children

In line with the project strategy, the 10 Bal Samuhs established last year remained active during the reporting period. A total of 5 Bal Samuh meetings were conducted, engaging 113 children (6–14 years). Facilitated by Shiksha Sahayaks, these child-led platforms promoted leadership, life skills, and meaningful participation in education. Sessions focused on regular school attendance, school enrolment and retention, scholarship opportunities, child protection (Good Touch–Bad Touch), gender equality, menstrual hygiene management, basic self-defence, and the prevention of early marriage. The Bal Samuhs also provided children with a safe space to express their concerns, discuss issues affecting their education and well-being, and build confidence to participate actively in school and community initiatives.

Section 2: Enhance the foundational literacy and numeracy skills of children in school

a. Capacity Building of Shiksha Sahayaks

- 2 capacity-building workshops (three days each) were conducted for five Shiksha Sahayaks (20% female). The sessions focused on enhancing their professional skills, including writing reflective case studies to document classroom experiences, creating awareness among students about scholarship and schemes opportunities, and making English, Science and Math teaching for Classes 1 to 5 more engaging through interactive and hands-on methods. The workshops also covered classroom management techniques, strategies for inclusive teaching, effective student assessment and feedback, integration of life skills such as critical thinking, problem-solving, and teamwork, as well as the use of simple digital tools to support learning.



Residential Training of anudeshak at Kaya training centre

- 5 instructor meetings were held with Siksha Sahayaks to discuss children's regularity and learning progress, strengthen lesson planning, track and mainstream out-of-school children, address issues related to child protection, parental counselling, community engagement, and documentation. Discussions included identifying school dropout children for RLC camp enrolment, and completing proper documentation for children affected by the Nata Pratha practice.

b. Academic Support to children

The Shiksha sahayak spent 3 days in school and 3 days in the community. To support children's learning in schools, they followed the activity-based pedagogy used in Siksha Kendras. They taught three subjects – English, Hindi and Mathematics, dedicating 2 hours to each subject every day.

Shiksha Sahayaks and teachers used resource rooms for group learning, library sessions, academic support, and reading-with-understanding activities.

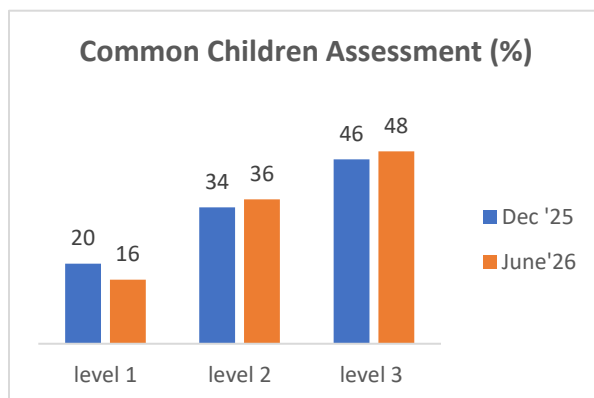
Resource rooms continued to serve as child-friendly learning spaces for group learning, library sessions, remedial support, and activity-based learning. Shiksha Sahayaks and teachers facilitated storytelling, reading-with-understanding, science and mathematics activities, and experiential learning using low-cost, locally developed teaching-learning materials (TLMs), including number charts, mathematics games, alphabet and word cards, graded reading books, and picture-based comprehension cards. Equipped with child-friendly furniture, the resource rooms provided an inclusive learning environment that encouraged peer learning, creativity, and joyful learning. Regular WASH awareness sessions were also conducted to promote healthy hygiene practices among children.



Activity based learning in resource room of government school

Assessment findings from 493 common children in government schools show progress, with more children moving to Level 2 and Level 3, reflecting improved foundational literacy and numeracy.

The comparison between December 2025 and June 2026 shows improvement in children's learning levels. The proportion of children at Level 1 reduced by 4 %, indicating fewer children at the lowest level, while Level 2 increased by 2 % and Level 3 by 2 %



d. Community Engagement

A total of 16 community meetings were conducted to discuss the Panchayat's role in school development and strengthening community participation. The meetings also focused on improving the regular attendance of children and teachers, enhancing water, sanitation, and hygiene (WASH) facilities in schools, promoting girls' education, and addressing issues related to early marriage.

15 SMC meetings and capacity-building sessions were conducted to strengthen community participation in school governance. Members reviewed School Development Plans (SDPs), monitored student enrolment and attendance, teacher regularity, and the status of WASH facilities and school infrastructure, and discussed priority issues affecting children's education. SMCs also coordinated with Gram Panchayats and the Education Department to address infrastructure gaps, improve school facilities, and promote regular attendance, thereby enhancing community ownership and accountability for school improvement.

Community Comes Together to Create a Safer School in Kotra

Government Primary School, Gudniya, in Kotra block, was facing a serious infrastructure challenge. The school building was in poor condition, and during the monsoon, rainwater leaked into the classrooms. Teaching was frequently disrupted as children had to leave their classrooms and seek shelter, affecting both learning and attendance.

To address this issue, Seva Mandir facilitated a community meeting with parents, School Management Committee (SMC) members, and village leaders. During the discussion, parents expressed concern about the unsafe learning environment and agreed that they could not wait for external support alone. They decided to take collective responsibility for repairing the school.

As an immediate step, 36 parents voluntarily contributed ₹300 each, raising ₹10,800 for the school repair. Their initiative inspired other parents to join the effort, and additional contributions are continuing to be mobilized from the community.

This collective action marks an important shift in community ownership. Parents who had previously seen school infrastructure as solely the government's responsibility are now actively investing their own resources to ensure a safe and conducive learning environment for their children.

The Gudniya experience in Kotra demonstrates the power of community participation. Through dialogue, shared responsibility, and local resource mobilization, the community has taken the first step towards creating a safer school where children can learn without interruption, even during the rainy season.

Section 3: Reintegrate out-of-school children into the education cycle

To mainstream the out-of-school children in formal schools, Shiksha Kendra and Residential Learning Camps were run.

a. Running Shiksha Kendra (SK)

11 SKs were run by 13 Anudeshaks benefitting 490 children (38% girls). 160 new children (40.63% girls) were enrolled in 11 SKs, which was 33.9% of the total enrollment. 10 (4 girls) children dropped out from SKs due to weak financial condition of parents and pressure to help with household chores, childcare, farming, and livestock management. Efforts are in progress to convince parents to re-enrol them in nearby SKs or government schools.



Activity based learning at SK

Shiksha Kendras (SKs) were open for children for an average of 22 days per month, while the Anudeshak worked for 24 days, including an average of 2 days dedicated to training or meetings. This data was captured through camera monitoring reports. The average daily attendance of children in 11 SKs was 38 children, which accounted for 85% of the total enrolment. Due to heat wave, the SK timing was shortened from 6 hours to 4 hours during April to June. All SKs provided safe drinking water, adequate ventilation, and protected children from direct sunlight.

Teaching learning at SKs

Children were engaged through activity-based, child-centric learning. Anudeshaks developed contextual TLMs on Mathematics and Hindi, including puzzles, flashcards, story charts, and games. Tablets were used in nine Shiksha Kendras to support English learning, benefiting 381 children.

At SKs, Saturdays were dedicated to integrated activities enhancing children's life skills. These included clay modelling, nature walks, farmer conversations, seed gathering. Sessions on Good and Bad touch with the objective of spreading awareness and educating children about good and bad touch, at a time when child abuse and molestation exist was conducted with children. After successful pilot on Education on local biodiversity and environment, the activities on ecology became part of SK curriculum. Children started exploring nature, engaged in bird watching, learnt from farmers about sustainable agriculture, made toys from clay, planted seeds, understood medicinal plants, and explored soil types. These experiences nurtured a sense of environmental responsibility and appreciation for wildlife, fostering holistic learning among children.



Saturday Activity at SK

A new initiative, Tablets for Kids, was started for children aged 9 to 15 to build essential digital skills and life skills like creativity, communication and problem-solving through tablet-based learning, with support of another funding partner. The curriculum covered basic and advanced skills such as digital drawing, typing, photography, video creation, internet searching, and calculations. Children also learned how to plan simple events (e.g. birthday party), make list of required items and design digital invitation cards, which helped build organizational and communication skills in a practical and creative way. The initiative was implemented in 2 SKs in this period. 112 children (58 girls) benefitted from it.



Assessment of Children

The children's progress is evaluated twice a year, in June and December.

- In June 2026, 500 children were assessed, with 40% of them being girls. Of the assessed children, 18% (90 children) were found at level 1, 37% (185 children) at level 2, and 45% (225) at level 3, where level 1 is the lowest and level 3 is the highest learning level.
- A comparison of the assessments from December 2025 and December 2024 for 312 common children shows a rise of 16 % in level 2 and level 3 children.

Mainstreaming children with formal education

165 children (40 % girls) were enrolled in government school, accounting for 34% of the total enrolment, with 37% girls. 10 children (6%) joined the 6th grade, 101 (61%) joined the 5th grade, 20 (12%) were admitted to 4th grade, and 34 (21%) joined 1st to 3rd grades.

This year, two girls, alumni of Shiksha Kendras (SKs) from the project villages, were promoted to Class 12 and are continuing their studies in the Science and Agriculture streams with full scholarship support. In the previous year, three SK alumni successfully completed Class 12, scoring more than 80% in their board examinations, and have enrolled in undergraduate programmes in 2026. These scholarships have enabled girls from marginalized communities to pursue higher education and build brighter career opportunities.

The Scholarship for Girls initiative is being implemented by Seva Mandir in collaboration with another donor. The program provides comprehensive financial support to girls from rural areas who otherwise lack access to secondary education in Science, Mathematics, or Agriculture

First-Generation Learner to a Confident School Student

Aarti Kher, a 10-year-old girl from Nayawas village, belongs to a farming family of six. Her parents, though illiterate, always wanted their children to receive the education they never had. As the only daughter among four brothers, Aarti faced social expectations that often limit girls' access to education.

When Seva Mandir identified Aarti during community outreach, she had never been to school. She was enrolled in the Shiksha Kendra on 15 July 2022, beginning her first experience with formal learning. Initially shy and unfamiliar with classroom routines, Aarti struggled to adapt. Later, her parents sent her to Jhadol to live with a teacher's family in the hope of providing better educational opportunities. Instead, increasing household responsibilities interrupted her studies, forcing her to return home.

Rather than giving up, Aarti showed remarkable resilience. She rejoined the Shiksha Kendra, attended classes regularly, worked hard to bridge her learning gaps, and gradually became one of the centre's most disciplined and enthusiastic students. With continuous support from her instructor and encouragement from her family, she developed a strong interest in learning, particularly in English.

Her perseverance paid off when she successfully completed her foundational education and was enrolled in Class 4 at the Government Upper Primary School, Raojibadla, Nayawas. Today, Aarti dreams of becoming a teacher so she can help educate children in her own village.

Aarti's journey demonstrates that when determined children receive family encouragement and access to community-based education, they can overcome social and educational barriers and build a brighter future.

Capacity Building of Anudeshak

2 capacity-building workshops (three days each) were organized for 17 Anudeshaks in February and June 2026, focusing on academic planning, low-cost TLM development, foundational literacy and numeracy, child protection, life skills, sports, gender sensitivity, and community engagement.

In addition, 6 regular instructor meetings were held to strengthen teaching practices, child-centered methods, classroom management, assessment of learning levels, alumni retention, use of TLMs, and community coordination. These meetings provided a platform for reflection, experience sharing, and problem-solving, improving classroom practices and the effective functioning of Shiksha Kendras.



Shiksha Sahyak training at Kaya

Engaging parents and communities

Alumni Engagement: 450 SK alumni (219 girls) interacted with current SK children, and engaged with them through craft, dance, and music. Most SK alumni were in further studies or working with government or private institutions. Children enjoyed with alumni and felt motivated. Career guidance and mentoring were provided to Shiksha Kendra alumni to support their transition to higher education and career pathways.



Sk alumni engagement with sk children

Parents and community engagement: 5 parent-teacher meetings were conducted to discuss children's regular attendance, enrolment of new students, mainstreaming them into government schools, to discuss children's attendance, learning progress, and ways parents can support education at home and raising contributions at Shiksha Kendras (SKs). These meetings saw the participation of 384 parents, including 174 women. Parents collectively contributed ₹ 120,000 which is 50% of expected fee. 755 home visits were made by Anudeshaks and Shiksha Sahayak to share children's progress, motivate parents to send children regularly and enroll drop-out children in schools.

The total community contribution to Shiksha Kendras (SKs) received is Rs. 35,405 reflecting stronger community ownership. Contributions included 14,400 from gram panchayat, ₹13,805 from community members for food item and prizes for children. Monthly visits by community leaders supported the effective functioning of SKs, and two SKs continued to operate in community buildings without rent which is 7,200.

The World Environment Day was celebrated on 5th June, where in 482 children and 320 parents and community members participated.

b. Mainstreaming of RLC children in schools

A total of 39(19 girls) children were successfully mainstreamed into government schools. Among them, 38 children were enrolled in classes 1 to 5, while 1 child were placed in upper primary grades. This transition marked an important step in ensuring their continued education and integration into the formal school system.

Teaching-learning process

The Anudeshaks taught Mathematics, Hindi, English, and Environmental Science, ensuring a structured academic routine. Newspaper reading, yoga, and jogging were incorporated into the morning assembly to promote awareness and physical well-being. A library was established to foster reading habits among children. Weekly assessments were conducted to track learning progress, and findings were reviewed in Anudeshak meetings to plan remedial and upcoming sessions. Baseline and endline assessments were also carried out in each camp to measure overall learning improvement.

Children actively participated in physical exercises and outdoor games such as volleyball, basketball, cricket, and cycling, along with indoor activities including puzzles, clock reading, drawing, and painting. Sessions on Good and Bad Touch and self-defense techniques were conducted for all children, while adolescent girls received orientation on menstruation and hygiene. Interactive discussions on child safety, storytelling, and environmental conservation further enriched their learning experience.

III. Way Forward

In the coming year, the focus will be on strengthening the eco-system for quality education. Regular dialogue with village groups and other stakeholders will be continued for increasing support in SKs, and government schools. Mainstreaming of SK children will be facilitated in government and other schools. Efforts will be continued to regularize children in SKs and schools and re-integrate drop-out and out of school children into education.

Photo Gallery

1. RESIDENTIAL LEARNING CAMP CLOSING EVENT AT KAYA TRAINING CENTRE



2. ACTIVITIES IN SKS



3.ACTIVITIES IN GOVERNMENT SCHOOLS

