

IMPACT ASSESSMENT STUDY-2024-25

Supreme Foundation, Gali No.03, Jaswant Garh,

Deedwana-Kuchaman, Rajasthan

Assessment period:
15th Feb' 2025 to 7th March 2025



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Executive summary

The Taparia family has made a significant contribution to the town of Jaswantgarh and its surrounding areas. This is evident as soon as one enters the town. The key Trustee of the Supreme Foundation is carrying forward the vision and tradition of their ancestors with great sensitivity.

Just as the elders of the Taparia family constructed roads, ponds, temples, schools, and colleges, the foundation is also continuing these efforts. The foundation has provided essential facilities such as housing and toilets to economically disadvantaged individuals.

Currently, the most significant initiative is to ensure quality education for children from socially and economically marginalized families in government schools and colleges. This effort, which started in 2016, has been expanding both geographically and in terms of the issues it addresses.

In 2016, the initiative began in the Ladhun block, focusing on education, and later expanded to Sanskrit schools of 09 districts of Rajasthan (now these are 13 Districts of Rajasthan), Sujangarh and Bidasar blocks. The selection of government schools for intervention was based on challenges such as a lack of teachers and insufficient resources, which hindered the schools' regular functioning.

To address the shortage of teachers, the foundation deployed volunteers in schools. From the beginning, a structured process was followed for selecting and training qualified volunteers. Field coordinators were appointed to support, supervise, and monitor the volunteers in schools. Due to the positive outcomes, the demand for this model grew in other blocks as well. The foundation's team continuously identifies and works on the region's pressing needs. With the consistent support and guidance from the key trustee, these initiatives are progressing rapidly. The foundation's field team actively assesses local requirements and works accordingly. The inspiration and advice from the Chief trustees have motivated the field team to work with enthusiasm.

The condition of Sanskrit schools and colleges is even more challenging. The Supreme Foundation is playing a crucial role in promoting Sanskrit education. To expand its reach, the foundation has transcended district boundaries and is now operating across almost the entire state of Rajasthan. Additionally, it has made a significant contribution to sustaining the Sanskrit University in Jaipur and the (Panduleepi Sanrakshan evam shodh sansthan Rajsthan Sanskrit Academy).

This year, the Supreme Foundation has initiated several ambitious projects. Foundation has launched a major initiative in the Ladhun block to support the Anganwadi program and has also started a ambitious project to improve the health facilities in Sujanmal Bagadia Govt. Sub-District hospital in Sujangarh block.

Education-

S.N	Institution	School /College	Active Volunteers
1	General Education Schools	318	714
2	Sanskrit Education Schools	340	619
3	Sanskrit Colleges	51	58
4	Sanskrit University	1	31
5	Sanskrit Academy / Vedic Heritage & Manuscript Research Institute	1	8
6	Anganwadi (Pre-Primary Education)	197	-

Healthcare

S N	Institution/Program	Number	Active Volunteer
1	Govt. Hospital Sujangarh	1	16
2	Door to door Garbage collection and disposal	5 Tippers (waste collection truck) in Gram Panchayat- Jaswantgarh, Laidi, Barwali, Kunkanwali & Kolia	

Over the past few years, the efforts of the Supreme Foundation have led to noticeable improvements in schools as well as in the society.

The **ASER 2024 Report (Pratham India)** highlights the failures of the education system through statistical data on children's education. There are multiple reasons behind this, with a major one being the **absence of teachers in schools, teachers being engaged in non-teaching tasks, and, to some extent, their mind-sets**. Additionally, many parents do not focus on their children's education due to their economic and social conditions. While the academic level of students has shown slight improvement this year, the overall situation remains concerning. The **Supreme Foundation has been working to change this scenario and has achieved significant progress**. Though there is still a long way to go, the path ahead looks promising.

Due to the **trained volunteers and structured supervision** provided by the foundation, there has been **a rise in foundation among the community and parents in the government school system**. As a result, the decline in school enrolments has been reversed, and students are retaining in these Govt. schools. **The District Education Officers of Churu and Didwana districts have acknowledged this positive impact.**

The condition of Sanskrit schools and colleges is far worse compared to general education institutions. According to the staff and villagers, the Supreme Foundation's support is the only reason these institutions are still functional. The research team closely observed this situation in several institutions.

The **situation in Sanskrit colleges is even more alarming**:

- Rajasthan has **51 government Sanskrit colleges** where **only 31 government positions (including principals and lecturers) are currently filled**. {we have provided 58 Volunteer teachers in 31 Colleges (where the enrolment is ≥ 100)}
- Most government teachers and principals are **overburdened with non-teaching administrative tasks**.
- The **volunteers focus solely on teaching**, which allows them to give students the required attention.
- **Principals, teachers, and rural volunteers have expressed great satisfaction** with the foundation's support.

Along with teaching, the **Supreme Foundation conducts training programs for volunteers** to ensure quality education. Additionally, the foundation provides **notebooks, sweaters, and other essential study materials** to students. This year, students **received notebooks twice instead of just once**, significantly benefiting them to improve their writing skills.

To ensure **adequate infrastructure** in schools, **construction work is carried out as needed**. A key aspect of this work is **transparency and high quality**.

This has led to **better student performance in board examination**.

Innovative Initiatives by the Foundation

The Supreme Foundation has introduced **several innovative programs**, including:

- **Bridge courses in Summer Vacations.**
- **Mobile computer buses for Ladnun & Sujangarh.**
- **Revitalizing ICT labs in schools.**
- **Environmental awareness programs through Plantation drives and Reuse/recycle of plastics workshops in schools.**

These initiatives further validate the foundation's impact in Enrolment Campaign, retention of students, Computer Literacy Programs, social awareness initiatives etc.

The research team **evaluated the newly launched programs** and observed **positive results**:

- The **deployment of human resources in Sujangarh Government Hospital** has had a **visible positive impact**.
- The impact of the **Anganwadi program** will take time to be fully realized. However, in the Anganwadis where work has been completed, **there has been a noticeable improvement in the environment. There is a need to further streamline operations in this program.**

Additionally, the **foundation has provided 05 garbage collection tippers (waste collection vehicle) for villages**, benefiting rural communities.

Community Sentiment toward the Taparia Family

During field visits, the research team observed **immense respect and affection for the Taparia family** among the local people.

- **Government officials, public representatives, and common people alike** mention the names of **Shri Bajrang Lal Taparia, Shri Mahavir Prasad Taparia and Shri Shivratan Taparia along with the other family members** with great reverence.
- **Many Govt. school's Principal shared that on the birthday of Shri Bajrang Lal Taparia , a large number of people (Govt. Teachers, Villagers and ex- students of these colleges & schools) donated blood to show their regards for the Taparia Family.** The research team encountered this information at **two different locations**.
- On the **birthday of Shri Bajrang Lal Taparia's, 911 Banyan trees were planted at various places where Foundation is working** it is reflecting the foundation's **love and commitment** to the environment.

This widespread admiration is undoubtedly **a result of the Supreme Foundation's work and the dedication of the trustees**.

Future Directions-

The **impact of the foundation's work is evident**, and a **solid foundation for future expansion has been established**. Naturally, the **foundation will expand its scope both geographically and in terms of the issues it addresses**. In the coming years, the **foundation can focus more on enhancing quality in education**.

Key Areas for Future Development:

- **Identifying key dimensions of quality education** and removing barriers to improvement.
- **Shifting from traditional teaching methods** to more modern techniques in volunteer training.
- **Increasing the frequency of training programs** for teachers and volunteers.
- **Improving feedback mechanisms** for volunteers, with structured guidance from field coordinators.
- **Developing clear teaching indicators** to systematically enhance education quality.

The research team conducted **interviews and field observations** to understand the **real situation** by:

- **Observing classroom teaching**
- **Interacting with students** to assess their academic progress
- **Analysing school conditions (Pre and post foundation's interventions)**
- **Holding discussions with teachers, principals, education officers, community members, and public representatives (from MLAs to Ward Panch members)**

This report is based on these comprehensive **discussions and observations**.

Research Team's Field Visits:

- **15 schools (Ladnun, Sujangarh, Bidasar, Bikaner, Hanumangarh)**
- **2 colleges (Bikaner & Sabuawana)**
- **1 Sanskrit university (JRRSU- Jaipur)**
- **1 Sanskrit Academy & Vedic Heritage & Manuscript Research Institute- (Jaipur)**
- **4 Anganwadi's (Dujar, Baded, Jaswantgarh & Dabri)**
- **1 Govt. hospital- SB-Sub District Hospital, Sujangarh.**

The Principal **coordinator and all team coordinators of Supreme Foundation** played an important **and commendable role** in this study. I Anil Kumar Gupta, express my gratitude to all members who participated in this study.

Preface

The **Supreme Foundation** was established in **2016 in Jaswantgarh, Nagaur**, with a vision to **help improve the lives of underprivileged communities in the region**. To achieve this goal, the foundation has worked extensively on **education and healthcare** issues. Additionally, the foundation has contributed to **infrastructure development** as needed. The **Chief trustee and his family have a special connection with this region**, as **Jaswantgarh town in Ladnun Tehsil is their birthplace**. The ancestors of the chief trustee have played a **major role in the development** of this town and its nearby villages.

The **objectives, processes, and strategies** of the **Supreme Foundation** clearly reflect the **vision of the Taparia family's elders**, who have worked **for generations** to develop this region.

Their contributions can be seen in key areas such as **education, healthcare, water, roads, and sanitation**. The **broad and well-maintained roads, high-quality schools, colleges, and technical institutions** in the town stand as **testaments to their efforts**.

One of the **foundation's key strengths** is its **ability to thoroughly understand the needs of the region and take action accordingly**.

This year, the foundation has **prioritized two ambitious initiatives**:

1. **Pre-primary education (Anganwadi program)**
2. **Healthcare services (improve health service in Govt. hospital)**

The **National Education Policy (NEP) 2020** emphasizes **pre-primary education**, highlighting that the **current education status of children aged 3 to 6 years is very poor**. One of the major reasons for this is the **failure of Anganwadi centres to deliver effective education**. Additionally, the **NEP stresses the need for foundational literacy and numeracy** in primary education. Keeping this in mind, **Supreme Foundation has launched an Anganwadi program** this year.

Similarly, in the **healthcare sector**, the foundation has taken an **important step** by **deploying volunteers at Sujangarh Hospital to improve the health services**.

Challenges in Education & Healthcare Despite Government Efforts

Despite various government efforts, **ensuring quality education and healthcare remains a major challenge**.

- **While schools are being continuously upgraded, the recruitment of govt. teachers has not kept the same pace.**
- **Teacher shortages remain a persistent issue, especially Physics/Chemistry/Agriculture & English.**
- **Many teachers are engaged in non-teaching administrative tasks, further worsening the situation.**
- **Lack of motivation among some government teachers negatively impacts education quality.**

Recognizing these **gaps**, the **foundation initially started its work in Ladnun Tehsil** and gradually expanded across **multiple districts of Rajasthan**.

To support government educational institutions, the foundation **provides trained human resources along with essential academic and physical materials**.

Background of Supreme Foundation's Work

For **underprivileged children**, government schools and colleges **are often the only available education option**. Through **surveys, observations, and research**, the **Supreme Foundation identified key gaps** in the education system:

- The government has set up **schools in almost every village and hamlet**, leading to a **rapid increase in student enrolment**.
- However, **there has been no significant improvement in the quality of education**.
- Despite the launch of various **government education projects**, their **impact has been limited**.
- **Due to poor quality in government schools, many students drop out or shift to private schools**.
- This led to **a decline in enrolment and an increase in dropout rates** in several government schools.

Given these **challenges**, the **Supreme Foundation decided to work in four key types of institutions**:

1. **General education schools**
2. **Sanskrit education schools**
3. **Sanskrit colleges, University & Sanskrit Academy / Vedic Heritage & Manuscript Research Institute**
4. **Pre-primary education centres (Anganwadi's)**

This year, the foundation has **initiated programs in pre-primary education** and introduced **innovative approaches to make learning engaging and effective for children**.

Collaboration with Government Departments

The **Supreme Foundation is directly working with the following government departments**:

- **Education Department**
- **Medical Department**
- **Child & Women development Department**
- **Gram Panchayats**

While working with these departments, the foundation realized the **need to implement bridge courses for academically weak students**. These courses have been previously used by various institutions, including the **Education Department itself**.

Additionally, recognizing **modern education requirements**, the foundation has **introduced innovative programs like mobile computer buses to promote computer education**, Digital boards for online classes etc.

Vision and Objectives of Supreme Foundation

One of the **unique aspects of the Supreme Foundation** is that **its trustees and key personnel are deeply committed to its vision and core values**.

The foundation primarily works with the following objectives:

- **Holistic educational development of children, including:**
 - ✓ **Cognitive, physical, emotional, and social development**
- **Ensuring student achievement is on par with the best private schools**
- **Helping students excel in board examinations**
- **Providing quality education to underprivileged children, enabling them to break free from the cycle of social and economic deprivation**
- **Improving local healthcare services as needed, alongside education initiatives.**

Core Values of the Foundation

Based on an analysis of the foundation's work and discussions with Principal coordinator & his team, the following core values emerge as the key focus areas:

- | | | |
|----------------------------|-----------------------------------|-----------------------|
| 1. Respect for punctuality | 2. Integrity | 3. Empathy |
| 4. Compassion | 5. Innovation | 6. Respect for others |
| 7. Equality for all | 8. Responsibility towards society | |

Vision:- *"To ensure quality education for children from underprivileged communities by making every possible effort in the region."*

Key Areas of Supreme Foundation path

The **Supreme Foundation** is **directly working** to improve through:-

- Education Initiatives
- Support for Sanskrit Education- School and Higher Education
- Computer Literacy
- Pre-Primary Education
- Health services
- Infrastructure development
- Social support

Objectives of the Impact Assessment Study

- Assessing the current status of the **Supreme Foundation's initiatives** in the region.
- Identifying **program needs** and areas of focus.
- Evaluating the **impact** of the programs.
- Identifying **key areas for improvement** and providing recommendations.
- Recognizing **weaknesses** in programs and areas for improvement.
- Highlighting **best practices** so they can be adopted by other institutions.

Study Methodology

- Discussion and finalization of **objectives** with the Supreme Foundation's Principal Coordinator.
- Review of **available documents** for their relevance in the research study.
- Orientation of **principal and field coordinators** from the foundation.
- Sampling of schools (both **general and Sanskrit**), **colleges**, and **Anganwadi centres** for study.
- Finalizing **study timelines** considering all program activities.
- Field visits, including:
 - ✓ Data collection (qualitative)
 - ✓ Interviews
 - ✓ Classroom observations
 - ✓ Discussions with stakeholders
 - ✓ School environment analysis
- Data analysis and report writing
- Providing recommendations

Tools & Strategies for Impact Assessment Study

The following **tools and strategies** were used:

- **Discussions with Principal coordinator and field coordinators**
- **Review of available documents**
- **Semi-structured questionnaires for selected volunteers, teachers, principals, Anganwadi workers, community members, public representatives, parents, and students**
- **Observation of classroom teaching**
- **Discussions with education officials (DEEOs)**
- **Discussions with CDPO**
- **Assessment of students' learning levels through various methods**
- **Inspection of schools, classrooms, and ITC labs**

Impact Assessment Process

- **Defining objectives and developing key research questions.**
- **Ensuring participation of stakeholders in the study.**
- **Understanding the activities and processes in schools and communities, including direct engagement with volunteers, teachers, principals, and community members.**
- **Finalizing the assessment process in consultation with the Supreme Foundation's principal coordinator.**
- **Conducting school visits, classroom observations, document reviews, and stakeholder discussions.**
- **Collecting and analysing data to derive meaningful insights.**
- **Systematic study of the foundation's achievements and identifying the path forward.**

Limitations & Delimitations of the Study

Limitations

1. **Due to the ongoing Secondary and Senior Secondary examinations, communication with principals and teachers was limited.**
2. **Engagement with senior students was restricted due to their ongoing examinations.**
3. **Some good volunteers could not participated as they left foundation for the govt. job preparations.**
4. **With students and teachers focused on exam revisions, volunteers were more engaged in revision sessions rather than active teaching.**

Delimitations

1. **Given the large number of schools, geographic spread, and diversity of beneficiaries, the study adopted a qualitative research approach.**
2. **Research methods included in-depth discussions, focus group discussions, observations, and detailed monitoring.**

Key Facts & Data

General Education:-

- Supreme Foundation started working in general education schools in 2016.
- Due to a shortage of teachers, school conditions were deteriorating in the region.
- The foundation provided volunteers to address the teacher shortage.
- Initially, the work began in Ladnun Block, but today, the initiative has expanded to three blocks.
- Volunteers undergo training every year to ensure teaching quality.
- In addition to volunteers, the foundation provides necessary physical resources and essential materials for students.

Sanskrit Education:-

The Supreme Foundation's Chief Trustee's ancestors have played a significant role in the upliftment of Sanskrit education in the region. Continuing this tradition, the Supreme Foundation began working in Sanskrit education schools in 2016.

Sanskrit Colleges:

The shortage of teachers in Sanskrit colleges is a critical issue. To address this, the Supreme Foundation has collaborated with the department to deploy volunteers in these colleges.

S. N	DISTRICT/TEHSIL	TOTAL SCHOOLS	ACTIVE SCHOOLS	APPROVED VOLUNTEERS	WORKING VOLUNTEERS			Beneficiary Students
					M	F	T	
1	LADNUN	175	136	276	129	124	253	21319
2	SUJANGARH	194	117	316	191	102	293	25687
3	BIDASAR	153	63	184	120	42	162	16476
4	AJMER	24	20	49	32	12	44	2004
5	DK	32	18	38	19	15	34	1361
6	NAGAU	50	33	88	59	21	80	3530
7	TONK	48	17	49	27	14	41	1651
8	BIKANER	59	27	64	34	29	63	3209
9	HANUMANGARH	39	18	44	26	18	44	2958
10	GANGANAGAR	27	8	13	9	3	12	949
11	CHURU	57	47	120	70	44	114	5391
12	JHUNJHUNU	77	50	106	54	48	102	4032
13	KEKRI	26	15	41	22	17	39	2118
14	BEAWAR	23	10	24	15	5	20	1232
15	BHILWARA	41	25	58	25	31	56	2885
16	SHAH PURA	27	19	46	25	15	40	2069
17	JODHPUR PALI	14	12	16	10	3	13	1376
18	JRRSU JAIPUR	1	1	30	17	14	31	3238
19	SANSKRIT ACADEMY	1	1	10	8	1	9	-
20	SANSKRIT COLLEGE	51	31	58	37	21	58	6816
21	REVASA VED VIDHYALAY	1	1	5	3	2	5	91
22	MANDA MOD VED VIDHYALAY	1	1	2	2	0	2	22
23	GVUSS LOSAL, SIKAR	1	1	3	2	1	3	245
24	COMPUTER BUS	2	2	6	6	0	6	1988
	TOTAL	1124	673	1646	942	582	1524	110647

Pre-Primary Education (Anganwadi):

This year, the Supreme Foundation has started working on pre-primary education through Anganwadis operated under the Women and Child Development Department.

S .N	Block Name	Number of Anganwadis	Department's Own Building	In Govt. Schools	Other Govt. Building	Rented places	Beneficiary students
1	LADNUN	197	39	71	41	46	5919

Chapter I: Strategies and Time Schedule of Study

General Education

The research team conducted visits to Primary, Upper primary, secondary, and senior secondary schools to assess the state of general education and the impact of the Supreme Foundation's efforts. During these visits, both the chief coordinator and the respective block coordinators were involved in the assessment process.

Supreme Foundation playing a vital role in providing qualified volunteers to schools under general education. In schools facing teacher shortages, a decline in students' academic performance is a common issue. Hence, the foundation's initiative serves as a crucial lifeline for these institutions. These volunteers are called as

“ Swayam sevak”.

Excluding a few older volunteers, most volunteers hold the necessary degrees required for teaching positions.

Selection of Volunteers

Establishing coordination between volunteers, teachers, and principals in schools remains a major challenge. To ensure that volunteers maintain self-respect and a positive self-image, it is essential that:

1. The selected candidate possesses the required qualifications.
2. Their attitude and aptitude align with the teaching profession.

During the study, the research team found that these factors are carefully considered during volunteer selection. Eligible candidates go through a written test, an interview, and a lesson demonstration as part of the selection process. The foundation ensures complete transparency throughout this process.

Discussions with foundation personnel and volunteers reinforced the belief that the selection process is conducted with honesty and integrity.

The principal and block coordinators emphasized that this process is handled with great sincerity and that no compromises are made in volunteer recruitment. Despite receiving numerous recommendations for selection, no favouritism is given, as ensuring quality education remains the highest priority.

The Principal Coordinator stated:

"If we compromise on selection criteria, it will become impossible to run this program effectively. Over time, people have realized that recruitment in the Supreme Foundation is purely based on merit, and as a result, recommendation requests have significantly decreased."

The principal coordinator credits this transparency to the Chief trustees, stating that:

"I feel fortunate to have their unwavering support on this matter. Additionally, our team ensures that every applicant who participates in the selection process is treated with dignity and respect."

Compassion and Empathy in the Selection Process

Compassion and empathy are deeply embedded in the foundation's work culture. During volunteer selection, many candidates travel from remote locations, often arriving tired and exhausted.

To accommodate them:

- **Proper lodging and food arrangements** are made.
- A **sensitive and welcoming approach** is adopted when dealing with applicants.

This **reflects the foundation's core values** and its commitment to **ensuring a respectful and dignified process** for all candidates.

Volunteer Training

To enable volunteers to work effectively **with students in schools**, it is **crucial** that they:

1. **Have a strong grasp of their subject matter.**
2. **Possess knowledge of pedagogy** and can **demonstrate effective classroom interaction skills.**

After selection, **all volunteers undergo structured training programs**. In addition, **annual training sessions** are organized to continuously enhance their skills. The foundation ensures that **qualified trainers** conduct these sessions.

As a result of these training programs:

- **Volunteers feel confident working alongside government teachers.**
- **They adapt well to the school environment** and play a **significant role in improving student learning outcomes.**

Field Study and Beneficiary Interaction

As part of the research study, the team **visited multiple general education schools** and conducted **in-depth discussions** with all key stakeholders, including:

- **Students beneficiaries**
- **School Heads & Govt. Teachers**
- **Volunteer Teachers**
- **Parents , community members ,Public representatives**
- **Govt. Officers (DEEO)**

Through **direct engagement**, the research team **analysed the current situation** and assessed the **impact of the Supreme Foundation's initiatives** on school education.

Process of Assessing Supreme Foundation's Impact in Schools

The **research team developed a semi-structured tool** for gathering information from each beneficiary. This tool was used to **collect relevant data** and **evaluate the impact** of the Supreme Foundation's initiatives.

- The **study began with discussions** between the research team, the **chief coordinator, and the concern school coordinators** to understand the **school environment** and the **foundation's activities**.
- The team then **interacted with school principals and teachers** to assess the **current state of schools** and the **impact of the foundation's initiatives**.
- **District-level education officers (DEEOs)** were consulted to understand the **foundation's work and its influence** in their respective areas.
- **Five public representatives** were also included in the study.

The study aimed to incorporate the perspectives of **all beneficiaries**. Additionally, the research team conducted:

- Observations of volunteer teaching sessions
- Interviews with students to assess their academic levels
- Review of students' notebook work
- Evaluation of volunteers' daily lesson plan diaries

The research team strongly believed that parents and the community play a crucial role in students' education. Therefore, wherever possible, discussions were held with parents and community members to understand their perspectives.

The team closely observed all activities implemented in schools through the Supreme Foundation, including school assemblies and infrastructure improvements. The research team visited:

- 13 schools
- Two colleges
- Four Anganwadi centres (**Maiya Ghar**)
- Sanskrit University **Jaipur**
- Sanskrit Academy & Vedic Heritage & Manuscript Research Institute

S.N	School Name	Visit Date	Members Involved in assessment	Activities Conducted by the Study Team	Block /District
1	Government Jagannath Taparia Primary School, Jaswantgarh (English Medium)	15-02-25	- Principal Baduram Ji - Contract Teacher (Government) - Volunteers - 06 - Anganwadi Worker - Field Coordinator and Principal Coordinator	- Observation of teaching - Discussion with volunteers - Interaction with students - Questions to assess student learning levels, review of notebooks Review of teacher diaries - Observation of ICT lab, - Discussion with the principal and contract teachers.	Ladnun
2	Government Senior Secondary School, Meengna	15-02-25	- Principal Mr. Nouranglal Saini - Teacher Guru Dev Ji - Volunteers - 04 - Field Coordinator and Principal Coordinator - SDMC Members: Hukma Ram, Sampat Singh	- Observation of volunteers' teaching - Discussion with volunteers - Interaction with students - Questions to assess student learning levels, review of notebooks - Review of teacher diaries - Discussion with the principal and teachers - Community interaction	Sujangarh

3	Government Senior Secondary School, Kolasar	15-02-25	- Principal – Mr. Manohar Singh Shekhawat - Teachers - 4 - Volunteers -3 - Parents/ Community Members – 04 - Field Coordinator and Principal Coordinator	- Observation of volunteers' teaching - Discussion with volunteers - Interaction with students - Questions to assess student learning levels, review of notebooks - Review of teacher diaries - Discussion with students - Discussion with the principal and teachers - Discussion with parents/community members.	Sujangarh
4	Mahatma Gandhi Secondary School, Shobhasar, Churu	15-02-25	- Principal- Shri Jitendra Soni - Teachers-17 - Volunteers - 02	- Observation of volunteers' teaching - Discussion with volunteers - Interaction with students - Questions to assess student learning levels, review of notebooks, - Review of teacher diaries - Discussion with the principal and teachers - Discussion with parents/community members - Participation in the Saturday assembly.	Sujangarh
5	Government Upper Primary School, Bidasaron Ki Dhani, Seenwa Ki Dhani	17-02-25	- Principal Mr. Shiv Narayan - Staff - Government Teachers - 6 - Volunteer - 1 - Community Member - 1 (Megha Ram Ji)	- Discussion with the principal and teachers - Observation of volunteers' teaching - Discussion with volunteers - Interaction with students - Questions to assess student learning levels, review of notebooks - Review of teacher diaries - Discussion with children - Discussion with community.	Landnun
6	Mahatma Gandhi Government Higher Secondary School, Ratau	17-02-25	- Principal Shri Om Prakash Dhaka - Teachers - 8 - Volunteers - 02 - Bal Vatika Teacher - 1	- Observation of volunteers' teaching - Discussion with volunteers - Interaction with students - Questions to assess student learning levels, review of notebooks - Review of teacher diaries - Discussion with children - Discussion with the principal and teachers & Bal Vatika teacher.	Ladnun

7	Government Upper Primary School, Silanwad - Ladnun, Didwana	17-02-25	- Principal - Suresh Ji - Teachers - 06 - Volunteers - 2 - Community Members – 5	- Observation of volunteers' teaching - Discussion with volunteers - Interaction with students - Questions to assess student learning levels, review of notebooks - Review of teacher diaries - Discussion with the principal, teachers & community.	Ladnun
8	Maiya Ghar Dujar	18-02-25	Anganwadi Worker - Mrs. Jannat Bano Anganwadi Sevika ANM Community Members- 3	Discussion with Anganwadi Worker & Sevika Discussion with children Discussion with community members	Ladnun
9	Maiya Ghar Baded	18-02-25	Anganwadi Worker Supervisor & Sevika Community Members- 2	Discussion with Anganwadi Worker, Supervisor & Sevika Discussion with children Discussion with community members	Ladnun
10	Maiya Ghar Dabri	18-02-25	Anganwadi Worker, Supervisor & Sevika Community Members- 3	Discussion with Anganwadi Worker, Supervisor & Sevika Discussion with children Discussion with community	Ladnun
11	Government Praveshika Sanskrit School, Losal	18-02-25	Principal - Shri Suresh Choudhary Teachers - 2 Volunteers - 3 .	Observation of volunteers' teaching Discussion with volunteers Conversation with students - Level assessment through questions, notebook observation Review of teacher's diary Discussion with principal	Losal
12	Government Senior Secondary School, Udwal	19-02-25	Principal – Shri Madan Lal Pilania Teachers - 17 Volunteers - 3	Observation of volunteers' teaching Discussion with volunteers Conversation with students - Level assessment through questions, notebook observation Review of teacher's diary Discussion with principal and teachers	Bidasar
13	Government Upper Primary School, Chhipli Talai, Udwal	19-02-25	Principal – Shri Omaram ji Volunteer - 1	Observation of volunteers' teaching Discussion with volunteers Conversation with students - Level assessment through questions, notebook observation Review of teacher's diary Discussion with principal and teachers.	Bidasar
14	Government Varistha Upadhyay Sanskrit School, Belasar, Bikaner	27-02-25	Principal – Shri Virendra Garg Support Staff - 5 Volunteers – 5	Discussion with volunteers Conversation with students - Level assessment through questions Discussion with principal and staff	District Bikaner
15	Government Varistha Upadhyay Sanskrit School,, Napasar	27-02-25	Principal- Smt. Shubhendra Kumari Teachers - 5 Volunteers – 5	Observation of volunteers' teaching Discussion with volunteers Conversation with students - Level assessment through questions, notebook observation Review of teacher's diary Discussion with principal and teachers Discussion with community members and public representatives	District Bikaner

16	Government Girls Praveshika School, Bad Birana	28-02-25	Principal - Shri Pawan Jakhar Staff - 5 Volunteers - 6 Community & SDMC Members – 8	Observation of volunteers' teaching Discussion with volunteers Conversation with students - Level assessment through questions, notebook observation Review of teacher's diary Discussion -principal and teachers Discussion- community & SDMC	Nohar District Hanuman garh
17	Government Senior Secondary School, Sabuana	28-02-25	Prin - Mrs. Renu Pareek Teachers Volunteers-6 Community Members, SDMC & Sarpanch	Principal - Mrs. Renu Pareek Teachers Volunteers Community Members, SDMC Members, Village Sarpanch	District Hanuman-garh
18	Government Upper Primary School, Ratanpura	28-02-25	Principal-Shri Omprakash ji Village Sarpanch Community Members.	Discussion with principal Discussion with Village Sarpanch Discussion with community members.	District Hanuman-garh
19	Government Acharya Sanskrit College, Bikaner	27-02-25	Principal- Dr. Mahaveer ji Saraswat Volunteers - 2 DSEO- Bikaner Div. & Administrative Officer	Discussion with principal Discussion with volunteers	Bikaner
20	Government Shastri Sanskrit College, Sabuana	28-02-25	Principal – Dr. Harish Verma Volunteers Students	Discussion with principal Discussion with volunteers Discussion with community & Sarpanch & students	District Hanuman garh

Discussion with Officials

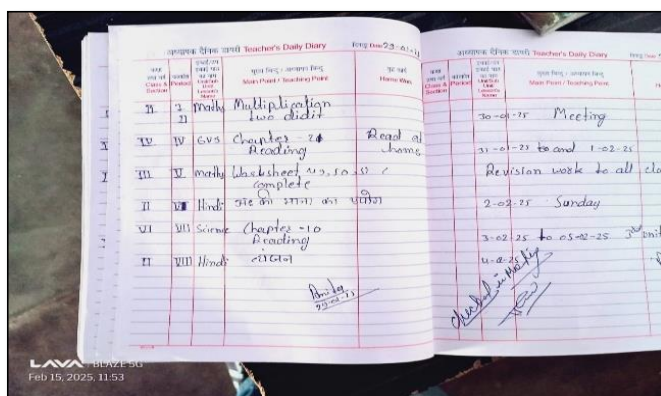
S.N	District	Name	Position	DATE
1	Churu	Shri Santosh Maharshi	DEEO Elementary(Bidasar & Sujangarh)	16-02-25
2	Churu	Shri Govind Singh	DEEO Secondary (Bidasar & Sujangarh)	16-02-25
3	Didwana	Shri Surendra Singh Shekhawat	DEEO Elementary & Secondary	17-02-25
4	Churu	Shri Purushottam Karwa	PMO (Govt. Hospital Sujangarh)	16-02-25
5	Didwana	Shri Mukesh Tiwari	CDPO	17-02-25

Discussion with Public Representatives (Sarpanch)

S.N	Block/Village	Name	Position	DATE
1	Sujangarh	Shri Manoj Meghwal	MLA	27-02-25
2	Jaswantgarh	Shri Kanhaiyalal Prajapat	Sarpanch Representative	27-02-25
3	Napasar	Shri Ratiram ji	Sarpanch	27-02-25
4	Sabuana	Shri Dharma Singh ji	Sarpanch	28-02-25
5	Ratanpura	Shri Bhimsen ji	Sarpanch	28-02-25

1. Seth Jagannath Taparia English Medium School-Jaswantgarh, Ladnun

- Visit Date: 15-02-25
- Classes: 1st to 6th
- Total Students: 105
- Anganwadi center also operates within the school premises.



History of the School Building

The Taparia family built this school building several years ago and donated it to the government. Initially, it operated as a **girls' school**, but due to a **lack of teacher appointments**, student enrolments declined drastically. As a result, the **school was merged with another school**.

The **Supreme Foundation** played a crucial role in reviving the school.

- the foundation **appointed four volunteers** to support the school, when the **student count was only 30**.
- **Volunteers conducted surveys** and worked on **increasing enrolment**.
- **State government** later declared the school an **English-medium institution**.
- The following year, **student enrolment increased to 48** & **Currently, the school has 105 students**, 01 contractual teacher, **Rupali Sharma** (appointed by Govt in 2023).

In **January** this year, the **Education Department** appointed a permanent teacher, **Bodu Ram Ji**, who also serves as the school's **Head Master**.

School Infrastructure

- The **building has aged significantly** due to a **lack of maintenance** by the department.
- **Renovation is needed** to make the school more attractive for students.

Teacher and Principal Feedback

- Both the principal and contract teacher highly appreciate the contribution of Supreme Foundation volunteers.
- They told that **the increase in enrolment is largely due to the volunteers' dedicated teaching efforts**.

- ✓ The research team observed:
- ✓ Volunteer teaching sessions
- ✓ Students' work in notebooks
- ✓ Volunteer assessments of students' work
- ✓ Classroom interactions

Students were able to **answer subject-related questions** confidently.

Computer Lab

- The Taparia Family establish a computer lab, which students actively using with the help of Computer teacher provided by Supreme Foundation.

"I have worked in other schools before, but I have never seen such well-managed arrangements anywhere else."

Boduram Ji HM

Observations by the Research Team

- Lesson plan diaries were being maintained by teachers.
- Students actively completed assignments in notebooks.
- Notebooks provided by Supreme Foundation proved to be useful.
- Students enthusiastically learned in the computer lab under volunteer guidance.
- The foundation provided essential support, including travel vouchers, breakfast (chana and peanuts), and eight notebooks per student.
- Furniture and floor mats provided by the foundation were being utilized effectively.
- Some students transferred from private schools to this institution due to the school's improved quality.
- The HM anticipates further enrolment growth this year.

Areas for Improvement

- Further enhancement of students' academic performance is needed.
- Classrooms should be enriched with print-rich materials.
- More frequent use of teaching-learning materials (TLM) is necessary.
- Both classrooms and the school premises require improvements.

2. Government Senior Secondary School, Meengna, Sujangarh

- **Visit Date: 15-02-25**
- **Total Students: 162 (65 boys and 97 girls)**
- **Total Teachers: 14 (including 4 Supreme Foundation volunteers)**



The **Supreme Foundation** has significantly contributed to the **school's improvement** through both **human and physical resources**. As seen in **many government schools in Rajasthan**, the **number of girls exceeds that of boys** in this school as well.

- **Girls appeared more enthusiastic and outspoken compared to boys.**
- **Despite additional household responsibilities, they performed better academically.**

Volunteer Contribution

- **Volunteers play a vital role in maintaining student performance.**
- **SMC member Hukum Singh stated that volunteers arrive at school even before the scheduled time.**
- **One volunteer, Raghuveer Charan, was specifically recognized for his dedication.**
- **Principal and community members praised his commitment, noting that he never arrives late and even conducts extra classes when needed.**
- **His dedication has created a positive school environment.**

Raghuveer Charan:



Raghuveer Charan, a small-statured, ordinary-looking volunteer, seems to be an important part of this school. His positive involvement is visible everywhere in every work of the school. Although he is responsible for teaching students from class 1 to 5, he also teaches students up to class 10

He teaches Maths to class 8 and English to class 10. The observation team saw him teaching and revising Perimeter and Area in Maths. When children were asked questions related to this lesson, they were able to answer. Computer lab, interactive boards, etc. are used as per requirement. To improve the level of children, children are regularly assessed through tests. To increase greenery in the school and to increase awareness about the environment among children, he has also planted trees in the school and the village. When the assessment team asked him why he does this, he says smilingly that he likes doing this. He has good relations with the community and philanthropists; the school also benefits from this. Raghuveer ji probably has a passion to improve his school which makes him work for the betterment of the school. Despite such a low salary, he does things like giving prizes to the school children. The principal says that he never takes leave and takes extra classes even after school hours. Teachers and principal say that till date we have never seen him coming late to school.

Students from outside the village also come to study in this school. They get the benefit of transport vouchers. Talked to the students of class 11. Girls were answering more boldly as compared to boys. The main reason for more girls in the school is that the boys are sent to private schools. The dream of most of the girls is to become teachers. Some girls wanted to take science subject but this subject is not available in the school and their families are not ready to send them to another city. It was not clear to the girls whether they would be able to study further or not.

Challenges in Girls' Education

- **Parents are reluctant to send girls to other cities for higher education.**
- **The physical education teacher formed a girls' basketball team, and some students were even selected at the state level, but their parents refused to let them travel.**

Community Requests

- **The community and school staff appreciate the Supreme Foundation's work.**
- **They requested the foundation's support in constructing 2-3 additional classrooms to accommodate students' needs.**

3. Government Senior Secondary School, Kolasar, Sujangarh

This **walled school** appears **grand at first sight**. It has a **sports ground**, a **prayer area with three sheds**, and **large trees** within its premises. A **large iron gate** is installed at the entrance. The **building looks beautiful**, as it has been **recently painted**.



- **Visit Date: 15-02-25**
- **Total Enrolment: 181 students**
- **Teachers: 13 government teachers & 4 volunteers**
- **Total Classrooms: 12**
- **Students of classes 1 to 5 sit under the tin sheds.**

The **principal and local villagers appreciate the physical resources** and **infrastructure development** provided by the **Supreme Foundation**. The **academic performance of students is excellent**, with **100% pass rates in grade 5, 8, and 10 board exams**. Last year, **8 girls received laptops/tablets** from the Education Department for their **outstanding performance**. Teachers believe that **students will make it to the merit list in board exams this year**. They attribute this to **collaborative efforts by teachers, volunteers, and students, along with strong community support**. When asked about **low enrolment**, teachers explained that the **village has three private schools** where **some students prefer to go**.

- **Private schools lure parents** with offers.
- **For some villagers, enrolling children in private schools is considered a status symbol.**

Observations by the Research Team

- Girls (103) outnumber boys (78) in enrolment.
- Parents in rural areas still prefer sending boys to private schools, whereas girls are often enrolled in government schools.
- Despite having all necessary facilities, the enrolment rate remains lower than expected, which raises concerns.

Teaching & Volunteer Efforts

- Supreme Foundation volunteers are making significant contributions, and their efforts are visible in student performance.
- Young government teachers are also motivated by the volunteers and actively engage in teaching.
- The overall learning environment in the school is positive, enrolment is expected to increase in 2025-26.

Community Requests

- The **community and teachers expressed the need for two additional classrooms**.
- Villagers hold **great respect** for the **Supreme Foundation**.

- Teachers shared an inspiring incident where **Shri Mahavir Ji Taparia** planted a tree in the school. Today, that tree has grown large, and inspired by this, **teachers and volunteers have planted more trees**, making the school campus **lush and green**. **The school is actively involved in the plastic recycling initiative run by the Supreme Foundation**. **Students have participated in Olympiad competitions (plastic recycling initiative) and were awarded in Delhi.**



The **school environment is well-suited for education**, and **students are performing well**. The **community also extends strong support** to the school.

4. Mahatma Gandhi Senior Secondary School, Shobhasar, Sujangarh

- Visit Date: 15-02-25**
- School Entrance: Large main gate with greenery and trees**
- Classes: 1 to 12, with Pre Primary education centre (Bal Vatika) on campus**



Infrastructure & Challenges

- The school ground level is low, and 50 trolley loads of soil were added with the help of a donor (Bhamashah).
- Despite this, waterlogging occurs during rains, and further levelling work is needed.

Supreme Foundation's contribution in both physical and human resources is highly valued by teachers and villagers.

Facilities & Learning Environment

- Computer Lab & Digital Lab are actively used.
- Notebooks provided by the foundation are particularly useful, and their impact is visible in students' academic engagement.
- Pre-primary classes are also conducted.
- Total Students: 250 (90 boys & 160 girls)
- Government-appointed teachers: 18
- Supreme Foundation volunteers: 2

Observations

- Pre-primary classes have shorter school hours, but young children stay back until school ends because they go home with their elder siblings.
- Teachers need more clarity on how and what to teach in pre-primary education.
- Grade 1 students recited numbers and English poems during the visit.
- Older students were preparing for upcoming exams.
- Overall student performance is above average.
- Girls appeared more outspoken and confident than boys.

Areas for Improvement

- Classrooms lacked print-rich materials and Teaching-Learning Materials (TLM).
- Although the school has science kits and screens, their usage was not observed during the visit.
- Some younger students were studying outside due to a shortage of classrooms.

Parent Expectations & Transport Issues

- New-generation parents want their children to commute by vehicle and wear ties as part of their uniform.
- A donor has provided ties for students.
- Transport vouchers are used for commuting expenses.

The research team **visited on a Saturday**, during which the **school conducted its weekly assembly**, and the team participated.

5. Government Upper Primary School, Bidasaron Ki Dhani, Sinwa, Ladnun

Located in a **small and scattered settlement**, this school is set in a **peaceful environment**.

- **Visit Date: 17-02-25**
- **The outer wall is beautifully painted**, making it **visually appealing from a distance**.
- **A large entrance gate** provides a **welcoming feel**.
- **The school immediately gives a sense of positivity upon entry**.

It is located in a small scattered settlement in a secluded and peaceful environment. The outer walls of the school are decorated with paintings which reflect the school from a distance. As the observation team entered the school through the big door, a feeling of positivity was felt just by looking at the school. With very well done paintings and fully equipped, there is no lack of resources in this school. Along with physical resources, due to the enthusiastic and energetic teachers and children, the environment here seems completely suitable for education.



Facilities & Academic Environment

- Enrolment: 60 students (up to grade 8)
- Government Teachers: 7
- Supreme Foundation Volunteer: 1
- Classrooms are well-maintained, and infrastructure is in excellent condition.
- LCD TVs and cameras are installed in classrooms.
- The principal's office is well-furnished.

This school serves as a **great example of strong coordination between teachers, students, and the community.**

- 25 former students are now in government services and maintain their connection with the school.
- One student was selected for a military school, and another qualified for NMMS.

Community Contributions

- The land for the school was donated by Tikuram Ji and Megharam Ji.
- Premaram Ji, a teacher (Family member of Megharam Ji), donated ₹51,000, inspiring others to contribute.

The study team was definitely impressed by seeing this school. The people who donated land to the school in the beginning were Tiku Ram ji and Megha Ram ji. We were fortunate to talk to one of them. They have a very big thinking. Their family member Prema Ram ji, who is also a teacher in the school, donated Rs 51000 to the school. After this, apart from the school staff, other people also donated as much as they could for the school.

Observations

- The English teacher's efforts were visible in students' fluency and confidence.
- Despite having excellent resources, student performance could be even better.
- One student won the Inspire Award.
- Some students received laptops/tablets from the Education Department.

Challenges

- Children from distance villages struggle with commuting.
- Providing transport vouchers remains a challenge.
- The principal and community seek Supreme Foundation's assistance in this matter.]

Villagers and other teachers say about teacher Shakuntala ji that she teaches with full dedication. She does not even take holidays. The school's headmaster is young and he is able to coordinate well with everyone. The headmaster also prepares the students for general knowledge. Children come to the school from nearby hamlets which is a bit difficult for small children. This is also one of the reasons for low enrollment in the school. It is difficult to arrange for means of transport. The headmaster and the community want help from Supreme Foundation on this issue.

Overall the atmosphere of the school is positive, physical and human resources are adequate. The children of the school are enthusiastic and energetic, although the assessment team believes that the educational level of the children can be better.

6. Government Mahatma Gandhi Higher Secondary School, Ratau, Ladnun

- Visit Date: 17-02-25
- Established over 50 years ago
- 256 students, 16 teachers, and 2 Supreme Foundation volunteers



Infrastructure & Facilities

- Construction work is ongoing, including a new main gate funded by a donor contribution of ₹13 lakh.
- Insufficient classrooms; MLA funds provided three new rooms, but 3-4 more are needed.
- A tin shed in the centre serves as an assembly area and a covered space during rainy days.

Early Childhood Education

- LKG & UKG students are taught in a structured environment with an LCD TV for learning.
- Classrooms contain print-rich materials and educational toys.

Academic Observations

- With exams approaching, teachers are focused on revisions rather than new lessons.
- English-medium teaching impact is minimal.
- Volunteers primarily assist with revision work.
- The research team interviewed merit student Nisha from grade 8, who appeared confident and ambitious.
- Teachers expect good results from grade 8 and 10 students this year.

There are also students of Bal Vatika (LKG, UKG) in the school and there is also a teacher to teach them. Children are made to sit on chairs in a circle. An LCD TV has been installed in the classroom. According to the teacher, she uses it to teach the children. Print rich material of Maths, English and Hindi can be seen in the classroom. Toys for the children are also seen kept in the classroom. This room seems suitable from the children's point of view.

Sports & Extracurriculars

- A girl from this school competed at the national level in the 80-meter hurdle race.

Community Requests

- Teachers emphasize the importance of additional classrooms for better learning conditions.

7. Government Upper Primary School, Silanwad, Ladnun

The **school building**, located in the **middle of the village**, is in **poor condition** and has a **very small area**. The building is **very old**, and according to **teachers and community members**, some **classrooms will be demolished and reconstructed this year**.

- **Students: 120**
- **Government Teachers: 6**
- **Supreme Foundation Volunteers: 2**

The students in this school come from socially and economically disadvantaged backgrounds, with most parents working as labourers. According to Principal Suresh Ji, students are keen to learn, but their home environment is not conducive to studying.



- Most parents struggle with poverty.
- The support provided by the Supreme Foundation is crucial.
- Foundation volunteers are highly dedicated.
- Government teachers are often occupied with administrative work, while volunteers focus entirely on teaching.

Classroom Observations

The research team **Interacted with students & Observed volunteers' teaching methods** in **lower primary classes, students' performance was impressive.**

- **Grade 2 students could read words and simple sentences in Hindi.**
- **They could identify numbers and recite multiplication tables up to 15.**
- **Grade 4 and 5 students recited multiplication tables up to 40 and read Hindi paragraphs fluently.**

In this school the research team talked to Class-1 girls. We talked to girls Jyoti D/O Chetan ji she is one of 4 sisters and brothers .It was nice to see Kavita's confidence. The girl recited the count till 30. She recognized the letters and told them. She also recited the count till 10 in English. The girl's father is a labourer. a. Seeing the school atmosphere, it seemed that the children are not afraid and they can say their things with confidence. Students belong to marginalized communities. Navya , a Grade 4 student, lost her mother, and her father works as a labourer. Despite hardships, she is academically bright, reciting multiplication tables up to 40.

However, the volunteers' teaching quality appeared to be average, with no visible use of Teaching-Learning Materials (TLMs).

Student Achievements

- **Some girls received laptops/tablets for academic excellence.**
- **Teachers expect good exam results this year.**
- **The principal hopes that five girls will receive laptops/tablets this year.**

The **school environment appeared positive**, with students **showing no hesitation in expressing themselves.**

- **The principal and community members highly appreciate the Supreme Foundation's contributions.**
- **Volunteers work with dedication and have significantly benefited the school.**

*Although the **volunteers' teaching quality was average**, their **efforts in checking students' notebooks and monitoring their work were visible.***

8. Government Senior Secondary School, Udwala, Bidasar

This school is considered a dark zone school. There are 425 students in the school. At present there are 20 government teachers and 3 volunteers working here. The Principal Madan Lal ji and one assistant teacher are locals, rest of the staff is from outside.

- **Visit Date: 18-02-24**
- **Students: 425**
- **Government Teachers: 20**
- **Supreme Foundation Volunteers: 3**

Teacher Availability & Infrastructure

- **Several teacher positions were vacant in previous years but have now been filled.**
- **Volunteers from previous years were relieved of their duties last year.**
- **Three new volunteers joined recently, but they have been in service for less than a month.**
- **The school covers an area of five bighas and has a well-constructed building with sufficient trees and greenery.**

Classroom Observations

- In Grade 8, students could not answer questions related to recently taught lessons.
- In Grade 3, students struggled with recognizing geometric shapes (rectangle, circle).



Although the **school's physical environment is excellent**, **academic levels are weak**. The primary reason is that **government teachers focus more on getting transfers rather than teaching**.

Principal's Feedback on Supreme Foundation Volunteers

- Volunteers are highly dedicated and take minimal leaves.
- They remain focused on student learning.
- The principal appreciates the Foundation's selection process for volunteers.
- Government teachers, however, do not meet expectations.
- The principal believes that last year's improved exam results were largely due to the Foundation's teachers.

9. Government Upper Primary School, Chimpli Talai, Udwala, Bidasar

Visit Date: 18-02-24

- Location: 5 km from Udwala village.
- Students travel up to 3 km to attend school.
- Total Students: 151
- Government Teachers: 8
- Supreme Foundation Volunteers: 1

The **principal is from the same village**, actively teaches, and **maintains strong coordination with the community, teachers, and volunteers**.



Infrastructure & Learning Environment

- The school has a boundary wall, trees, and a playground.
- The Supreme Foundation constructed one classroom, but two more are needed.
- The volunteer teaches English, and students show proficiency in the subject.
- Notebooks are regularly checked and well-maintained.

The research team found the teaching quality satisfactory.

Community Contributions

- Ten former students are now in government services and provide financial support to the school.
- Last year, a girl received a laptop for her performance in the Grade 8 board exam.
- Teachers expect at least five students to receive laptops this year.

10. Government Praveshika Sanskrit School, Losal, Sikar

- Total Students: 245
- Government Teachers: 9
- Office Staff: 1
- Supreme Foundation Volunteers: 3
- Recently, three additional government teachers were appointed.



Principal's Feedback

- School previously suffered because of teachers' shortage, but growing after the appointment of the 03 volunteer teachers.
- Principal Mr. Suresh - a former Indian Army officer, maintains strict discipline and commitment to his work.
- As a result, students' academic performance and board exam results have improved.
- Last year's board results were 100%, and one student received the Gargi Award.

The majority of students are Muslim, and the principal maintains good communal harmony.

Classroom Observations-

- The research team observed lessons in Grade 8 and Grade 4.
- Volunteer Madhu Sharma was teaching equations, but the expected learning outcomes were not fully achieved.
- Volunteer Mahesh Sharma was teaching mathematics, but student understanding was limited.

Challenges-

- Student's attendance is irregular.
- Despite efforts, student performance in the classroom does not reflect the teachers' efforts.
- Limited print-rich materials in classrooms.
- Government teachers were often seated while teaching.

According to the Principal, volunteer Madhu ji has done a very good job in Mathematics. The study team also observed her class teaching. The teacher works very hard in teaching the children. The effect of her hard work is not fully visible; the main reason for this is the regularity of the children. The Principal is seen trying in this school. To some extent, the results are also visible. The principal praises the volunteer of the Foundation. However, the study team felt that the kind of energy that the principal has is not seen in the teachers.

80% of the students in the school are from the Muslim community. The admission of Muslim students in the Sanskrit school is a pleasant surprise. Teacher Madhu works hard with these students but the output that should be there is not coming. Irregularity of students, especially not coming on Fridays is a very common thing. Students tremble a lot after leaving the school. Lack of educational environment at home is also a big reason. However, the principal says that they are continuously working in this direction.

11. Government Varishtha Upadhyay Sanskrit School, Belasar- Bikaner

- Visit Date: 27-02-25
- Time of Arrival: 10:00 AM

At the time of arrival, students were lined up in an orderly manner for the morning assembly.



Principal's Leadership

- Principal Ravindra Garg provides strong leadership.
- He is energetic, creative, and engaged in students' development.
- The school has seven government teachers and five Supreme Foundation volunteers.
- Volunteer Gopal Ji leads the assembly, which includes Surya Namaskar and motivational songs.

Observations by the Research Team

- Government teachers arrived after the assembly.
- The principal actively teaches science and uses computers effectively, which benefits students.
- Board exam results improved from 0% to 100% under his leadership.
- The headmaster and the volunteers were present at the time of assembly. The government teachers came to the school only during or after the assembly.

Government Varishtha Upadhyay Sanskrit School Belasar: The study team visited this school on 27-02-25. The study team reached this school at 10 am. At this time the students were standing in an orderly line on the stairs. The school's headmaster Ravindra Garg is giving good leadership to this school. Ravindra ji is an enthusiastic, energetic and creative teacher. There are a total of 7 government teachers and 5 volunteers in the school. The volunteers have been appointed by Supreme Foundation. The school assembly is done in a very systematic manner. It is led by the volunteer Gopal ji. Surya Namaskar along with other programs in the assembly makes it unique. Apart from this, when the students go to their classes from the assembly, the song Hum Honge Kamyaab keeps playing on the speaker. The headmaster himself teaches science subjects to the students and is adept at working on computers, and its effect is visible on his students as well. The principal of this school constantly thinks of something or the other for the betterment of his students. The volunteers of Supreme Foundation help him a lot in bringing his ideas to reality. During his tenure, the result of the board examinations has been 100 percent. The principal says that in the last 70 years such a thing has never happened, even the result here has been 0 percent. The principal tells about the journey from 0 to 100 percent with great pride.

School Achievements Post-COVID

- Two students were selected for the Dr. Kalam Educational Tour.
- One student cleared the NMMS exam.
- One girl was selected for the Gargi Award.
- Four students won gold medals in state-level tournaments.
- Bridge courses were conducted in collaboration with the Supreme Foundation.
- The school ranked first in plastic recycling in Bikaner Division and fourth in Rajasthan.

Despite positive progress, the community's involvement remains limited due to poverty and alcohol-related issues.

The study team observed all the classes and also talked to the students. After going to the volunteers' class, it was felt that they were working hard with the children. The students of class 4 were working on writing application letters in Hindi. The teacher had written the application on the blackboard which the children were coming and reading one by one. The observation team found that the children were able to read.

Mrs. Laxmi ji, who teaches Hindi, has been awarded twice for good teaching. Gopal ji was also seen teaching the children with full concentration. Overall, the volunteers have made a big contribution in the positive educational environment here. Government teachers are a little careless but gradually they are also improving. All the government teachers agree that this school is moving forward only on the strength of the volunteers. The story of progress in the school started after the Covid time. The principal says that there was a time when the villagers were ready to merge this school with another school. The enrolment had reduced drastically. The educational level of the children was very weak. If we had not got the support of Supreme Foundation at such a time, then perhaps this school would not have existed today.

The headmaster has prepared a handwritten booklet of the school's progressive progress, which he shared with us with great pride.

The girls in the school are more vocal than the boys. The enthusiasm of the girls is worth seeing. Jyoti, a class 9 student, came to know that members of the Supreme Foundation were coming to the school. She wrote about the progress made in her school during the last 5 years and as soon as the study team got a chance to talk to her, she narrated it to the study team with great confidence.

The dreams of the headmaster and the hard work of the volunteers of the Supreme Foundation are clearly visible in the story of the progress of this school. There has also been a slight positive impact on the mindset of government teachers.

Overall, this school is continuously making positive efforts and Supreme Foundation plays a big role in this. The headmaster also acknowledges the contribution of Supreme Foundation's field coordinator Rohit Ji. The role of the volunteer Gopal Ji and Mrs. Laxmi of this school is very important. The study team found that this school is performing very well, despite this the role of the community seems to be less in this proportion. On this the headmaster and teachers said that in this village the community is struggling with poverty as well as the habit of drinking alcohol. Due to these reasons, the community is not getting as much support as it should.

In this school, Supreme Foundation volunteers Gopal Ji and Laxmi Ji play a very important role. Along with teaching in the school, Gopal Ji has also taken care of the assembly, library, annual celebrations etc. The school assembly is very organized which is student friendly. The principal says that they play a very important role in the annual celebrations of school as well. The study team also found that he work with full enthusiasm in the school. Their presence keeps the school environment good. The coordinator of the foundation told that apart from the foundation, they have been awarded by many other institutions like the Employees Union, Sanskrit Bharati etc. For the benefit of the school, he motivate the Bhamashah and get them to work for the school.

12. Government Varishtha Upadhyay Sanskrit School, Napasar- Bikaner

Napasar is a town in Bikaner district with a municipality and around 30 government and private schools.

- Visit Date: 27-02-25
- Government Teachers: 7
- Supreme Foundation Volunteers: 5
- Current Enrolment: 385 students



According to Principal Subhadra Ji, enrolment has been increasing annually, whereas at one time, the school had only 50 students. She credits the Supreme Foundation for this progress, stating that volunteers work with complete dedication, and their efforts are clearly reflected in the school's improvement.

Feedback from SDMC Members & Municipality Representatives

- They believe that the Supreme Foundation has played the most crucial role in transforming the school.
- Board exam results have consistently improved.
- Last year, the pass rate for Grades 10 and 12 was 75%, and the principal and villagers expect it to reach 90% this year.

The chairman representative of the Nagar Palika (husband of the chairman) is happy with the regular progress of this school. He says that state level and division level competitions have been held here in which the entire school and the members of the community participated with full enthusiasm. The biggest reason behind this is the human resources provided by the Supreme Foundation. The dedicated work of the volunteers has made the environment of the school positive. Along with this the leadership of the principal is also important. When studies started going well, the community also started getting involved and the situation started improving. He said that after this I asked Mundra ji for a building for the school and the result is in front of you.

Infrastructure & Community Involvement

- A new two-story building has been constructed by philanthropist Mundra Ji.
- The classrooms are well-built.
- The old school building still stands in the middle, but villagers plan to demolish it and construct new classrooms.
- Villagers believe that when a strong academic environment is maintained, the community and donors naturally get involved, which is evident in this school.

Classroom Observations

The **research team visited all classrooms to evaluate the volunteers' teaching methods and student performance.**

- While volunteers are hardworking, students' academic levels appeared to be average.

Key Findings from Discussions with Staff & Students

- The school assembly is well-organized, and students wear clean uniforms and ID cards.
- The Bridge Course has been beneficial, and villagers also observed it.
- In the past three years, four students were selected for Navodaya schools.
- Over the last four years, six students received laptops/tablets for academic performance.
- Four students were selected for the Gargi Award.
- Students actively participated in ICPE plastic recycling program and being recognized at the state level.
- 46 students participated in the All India School Plastic Competition.
- The school hosted divisional and state-level tournaments.
- Students conducted voter awareness programs during Lok Sabha and Vidhan Sabha elections.

During the COVID-19 pandemic, volunteer Motilal Ji made significant efforts to help students recover lost learning. His dedication:

- Benefited students directly.
- Encouraged community and philanthropists to support the school, leading to improved physical infrastructure.

In Grade 11, a volunteer was teaching Sanskrit grammar. When students were asked about **grammar rules**, some provided **satisfactory answers**.

Municipality Chairman's Representative's Views

- He expressed happiness over the school's progress, highlighting that state and divisional-level competitions were hosted successfully.
- The biggest reason for this improvement is the Supreme Foundation's human resources (volunteers).
- The volunteers' dedication has created a positive learning environment, complemented by strong leadership from the principal.
- As the academic environment improved, the community also became actively involved.
- He approached Mundra Ji for funding the new building, and his request was fulfilled.

Overall Conclusion

- The school is making steady progress, but students' academic levels remain average.
- Significant scope for improvement exists in teaching methods.
- Innovative teaching strategies were rarely observed, indicating the need for further enhancement.

13. Government Girls Praveshika Sanskrit School, Badbirana, Nohar, Hanumangarh

- Visit Date: 27-02-25
- Time of Arrival: 10:00 AM

Enrolment & Student Preference

- Current Enrolment: 241+ students
- Government Teachers: 5
- Supreme Foundation Volunteers: 6
- Village-funded Teachers: 2



At one time,



Enrolment was very low, but it has been steadily increasing.

- Many students have transferred from private schools, saying that education quality is better here.
- Since it is a girls' school, only female students are admitted after Grade 5.
- Some boys expressed their desire to continue studying here beyond Grade 5.

This school is one of those schools which make the heart happy. The greenery of the school makes the heart happy as soon as one enters the school. The study team reached this school at 10 am. Principal Pawan ji and his entire team (teachers, volunteers) were present in the assembly. Students were ready for prayer in uniform. Prayer was going on in a very good manner in the school. The participation of the children was amazing. The prayer in Sanskrit language and the instructions in the same language and the children following it seemed unique to the study team. The principal of the school seems to be the leader of the school in the true sense. Pawan ji, who has an impressive personality, tall stature

and gentle behaviour, his coordination seems amazing. People from the community had come to the school today. The enthusiasm and energy of the children in the assembly impressed the study team a lot. Pawan ji also gave me (Anil Kumar Gupta, education advisor) a chance to talk to the children in the assembly.

The study team held discussions with the community members here. The community members narrated in detail the story of the positive change that has taken place in the school. In this story, while the principal and government teachers were present, there were also Supreme Foundation volunteers and field coordinators.

Pawan ji humbly tells that the biggest role in the positive change of the school is played by the Supreme Foundation volunteers. It is not possible to bring positive change in the school without dedicated teachers. The dedication of these volunteers has played a very big role in giving a new direction to the school.

At present, the enrolment in this school is more than 241, for which there are only 5 government teachers, six volunteers have been provided by Supreme Foundation and 2 teachers have been appointed with the help of the villagers. There was a time when the enrolment of the school had reduced a lot. Now the enrolment is increasing continuously. Many students have also come here from private schools. This is a girls' school and hence only girls are admitted after class 5. Some children were seen telling the study group members that they want to study in this school even after class 5.

Children who came from private schools said that the education here is very good. Last year, the result of class 10 in the school was 100%. The headmaster says that almost all the girls had scored more than 60% marks.

When the atmosphere of the school is good, the community also gets involved. The community involvement here is tremendous. This year, a philanthropist has got a room built in the school and the whole school has been painted. About 35 lakh rupees have been spent on this work. Library books, furniture etc. in the school have been possible only with the help of the community. This school is among those that instantly create a sense of joy upon entering.

- The school's greenery was impressive.
- The research team arrived at 10:00 AM, and the principal (Pawan Ji) and the entire staff (teachers and volunteers) were present at the assembly.
- Students were neatly dressed in uniforms and actively participated in prayers.
- Prayers and instructions were conducted in Sanskrit, which was a unique experience for the research team.

Leadership & Community Engagement

- Principal Pawan Ji is an exemplary leader, possessing a strong personality, humble nature and excellent coordination skills.
- Community members were also present at the assembly, showing their involvement.
- The research team was given an opportunity to interact with students during the assembly.

Community Feedback

- Community members shared their views on the school's positive transformation.
- They credited both government teachers and Supreme Foundation volunteers for the improvements.
- Principal Pawan Ji humbly acknowledged the volunteers' role, stating that without dedicated educators, achieving positive change would not have been possible.
- The volunteers' commitment has played a significant role in shaping the school's progress.

Academic Performance & Community Support

- Last year, Grade 10 board results were 100%.
- Most students scored above 60%.
- As academic quality improved, the community also became more involved.
- A philanthropist built a classroom and funded complete school renovations this year.
- Around ₹3.5 million was spent on school infrastructure, books, and furniture, funded by the community.

Classroom Observations

An attempt was made to know the educational level of the students by observing all the classes of the school. The educational level of this school is comparatively better. For example, the students of class 4 easily did the addition and subtraction of tables up to 45. The volunteer who teaches mathematics in the class, her teaching is good. She has also been awarded at the sub-division level for her good efforts

.Dedication of Teachers & Volunteers

- Both government teachers and volunteers are highly dedicated.
- Principal Pawan Ji has played a key role in motivating them.
- Last year, a student named Sakshi secured 2nd place in Rajasthan in the Praveshika exam.
- Community members believe that some students will make it to the merit list again this year.

Transport & Future Plans

- A school van was introduced to bring younger children to school, which was appreciated by parents.
- Community members expressed gratitude towards Supreme Foundation trustees Bajrang Lal Ji Taparia & Mahavir Prasad ji Taparia.

Sustainable Initiatives

- Principal Pawan Ji has a deep connection with the village and aims to ensure long-term financial stability for the school.
- 780 trees have been planted, and within a few years, the fruit yield will be worth ₹1 million.
- Last year, 10 quintals of onions were harvested in the open land of this school.
- This year, wheat, mustard, onions, and garlic are being cultivated.

Community & School's Needs

- The community and principal requested Supreme Foundation's support in providing:
 - A Volunteer who support greenery work (Vriksha Mitra)
 - A computer teacher
 - A pre-primary teacher

We observed the teaching of volunteer Suman Lata. Teacher Suman Lata teaches Maths in lower classes. Today also she was teaching addition of results in her class. There was energy in teaching and children were being involved. We checked the level of children. The level of children was good. The principal said that her teaching is good. She has been awarded at the sub-division level also.

14. Government Senior Upadhyay Sanskrit School, Sabuana, Hanumangarh

The research team visited this school on 28-02-25.

- Principal: Enthusiastic and energetic, providing excellent leadership.
- Total Enrolment: 643 students
- Government Teachers: 16
- Supreme Foundation Volunteers: 6
- Coordination: Strong coordination between the principal, teachers, volunteers and Community.

A significant number of students belong to the **Bawariya community**, categorized under the Scheduled Castes. Their parents are economically weak and mostly work as **labourers**. Some **families migrate**, which directly impacts students' education.



School Environment & Supreme Foundation's Contribution

- Under the principal's leadership, the academic atmosphere has improved significantly.
- Supreme Foundation volunteers focus solely on teaching, while government teachers are often engaged in non-academic government tasks.
- Volunteers' dedication fosters a positive school environment, encouraging other teachers to be more engaged.

According to the **principal**:

- **"I foundation Supreme Foundation volunteers just as I do government teachers, and they never break that foundation. When the school environment improves, the community also begins to contribute."**

While the research team was at the school, the village head (Sarpanch's husband), SDMC members, and some parents also arrived.

Volunteer & Teacher Relations

- Good relationship between government teachers and volunteers.
- Due to high student numbers, some classes are split into two sections.
- The research team observed both government and volunteer-led classes.
- In Grades 1 and 2, a math volunteer was teaching together.
- Grade 1 students recognized numbers.
- Grade 2 students easily performed addition and subtraction.

Special Contributions of Volunteers

- Volunteer Bhajan Lal: Teaches English and manages the computer lab. Students, Teachers and community people appreciate his teaching.
- Volunteer Mukesh: The principal praises him for both teaching and maintaining the school's greenery.
- The school has a large number of trees and plants.

The principal requested Supreme Foundation to provide 1-2 more volunteers and a tree caretaker (Vriksha Mitra).

The village head (Sarpanch pati) is highly satisfied with the school's academic environment and supports it through local governance initiatives.

Student handwriting has significantly improved, and board exam results remain strong.

- **Nearly 200 students from this school have secured government jobs as teachers**

This school is **performing exceptionally well in the region**, with **Supreme Foundation playing a crucial role** in its success. The role of the principal of this school seems to be very important. Because of her, the whole school works with energy. She even supports the Sanskrit college running in the school campus. The level of children in the school seems to be relatively better. The children coming to this school come from socially and economically weak families. Arrangements like career counselling should be made for these children.

15. Government Sanskrit Upper Primary School, Ratanpura, Nohar-Hanumangarh

- **Visit Date: 28-02-25**

This **two-bigha campus school** was initially a **Grade 5-only institution**, operating from a rented building in 2018 with just 18 students.

- Principal Om Prakash Ji persistently pushed local administration, leading the Panchayat to allocate one bigha of land, construct a boundary wall, and build a classroom for students.
- As a result, the school underwent a complete transformation, driven by one individual's dedication to children's education.



राजकीय उच्च प्राथमिक संस्कृत विद्यालय, रतनपुरा में एक कमरा मय बरामदा निर्माण हेतु सहयोग करने वाले भायाशाहों की सूची- प्रेरक-श्री अनिल हिप्पा			राजकीय उच्च प्राथमिक संस्कृत विद्यालय, रतनपुरा में एक कमरा मय बरामदा निर्माण हेतु सहयोग करने वाले भायाशाहों की सूची-		
क्र.सं.	नाम	पिता/पति का नाम	क्र.सं.	नाम	पिता/पति का नाम
1	श्रीमती धावती देवी	स्व. श्री बृजलाल व्यास	21	श्री गुलशन	स्व. श्री रामराम शर्मा
2	श्रीमती कमला देवी	स्व. श्री ओमप्रकाश सारस्वत	22	श्री इन्द्रजीव	स्व. श्री विहाराम मोहरा
3	श्रीमती कोशल्या देवी	स्व. श्री मित्तमपवान पोटलिया	23	श्री बगवत	स्व. श्री साधुराम राय
4	श्रीमती मन्मोहिनी देवी	स्व. श्री दुधराम हिप्पा	24	श्री बगवत	स्व. श्री सत्यनारायण वर्मा
5	स्व. श्रीमती लक्ष्मी देवी	श्रीम. क. ल. लाल सिंह (मृत)	25	श्री बगवत	स्व. श्री हजारी राम शर्मा
6	श्रीमती रामा देवी	श्री ओमप्रकाश अग्रवाल (मृत)	26	स्व. श्री जगदान	स्व. श्री जगदान
7	श्रीमती सरस्वती देवी	श्री शंकर लाल हिप्पा	27	श्री गुणाल	स्व. श्री जगदान
8	श्रीमती सरस्वती देवी	स्व. श्री चाना राम शर्मा	28	श्री चन्द सिंह	स्व. श्री जगदान
9	श्रीमती सरस्वती देवी	स्व. श्री राजा राम सिन्हा	29	श्री चन्द	स्व. श्री जगदान
10	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	30	श्री चन्द	स्व. श्री जगदान
11	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	31	श्री चन्द	स्व. श्री जगदान
12	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	32	श्री चन्द	स्व. श्री जगदान
13	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	33	श्री चन्द	स्व. श्री जगदान
14	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	34	श्री चन्द	स्व. श्री जगदान
15	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	35	श्री चन्द	स्व. श्री जगदान
16	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	36	श्री चन्द	स्व. श्री जगदान
17	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	37	श्री चन्द	स्व. श्री जगदान
18	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	38	श्री चन्द	स्व. श्री जगदान
19	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	39	श्री चन्द	स्व. श्री जगदान
20	श्रीमती सराव देवी	स्व. श्री राजा राम सिन्हा	40	श्री चन्द	स्व. श्री जगदान



Current Status

- Enrolment: Around 120 students
- Government Teachers: 2
- Supreme Foundation Volunteer: 1
- Community-supported Educators: 1-2 literate youths helping students.

The principal has dedicated his time, energy, and financial resources to improve the school.

- The community has donated around ₹6.6 million (₹66 lakh).
- A committee, including the principal, transparently manages the funds.

When the research team asked why the community was so involved, the young and energetic Sarpanch's husband replied:

- "Om Prakash Ji donated first and inspired others. He contributed ₹450,000 from his own funds.
- During the school's construction, he and his wife personally helped carry stones and cement.
- If someone from another city can do so much, it is our duty to contribute too."

Om Prakash Ji remains at school even after hours, and at 5 PM, children were still playing on the school swings.

Infrastructure & Community Engagement

- Anganwadi center within the school premises.
- Computer lab with 7 computers, donated by a philanthropist.
- Panchayat has contributed to construction work.

The village head confirmed that Om Prakash Ji has received state government recognition twice for his contributions.

- Despite other responsibilities, he continues teaching students regularly.
- Such deep engagement among teachers, community, and students is rare.

Challenges & Future Needs

- The school urgently requires more teachers.
- 01 Supreme Foundation volunteer is present. The principal and community members appreciate his efforts.
- His presence has positively impacted students' academic performance.

There are some people who do their work quietly with dedication but they do deep work. Om Prakash ji, who looks simple, has made a huge contribution in building this school. Being a government teacher, it is rarely seen that people help with body, mind and money in the construction of the school building. Om Prakash ji himself does this. He has donated about 4.5 lakhs for the school. And he has got about 66 lakhs donated for the school. He and his wife donated their labour during the construction of the building. Doing this kind of work along with teaching definitely shows his love for children.

Anganwadi Program

This year, Supreme Foundation has expanded into early childhood education (pre-primary) under NEP 2020.

- Recognizing the importance of pre-primary education, Supreme Foundation has started work in Anganwadi block covering 173 Anganwadi's.
- Phase 1 has begun in 17 centres, with more to follow next year.

Challenges in Anganwadis

Most **Anganwadi's focus on nutrition**, but early education is equally crucial.

- **Many struggle to fulfil this role due to multiple factors:**
 - Limited qualifications of Anganwadi workers.
 - Unattractive learning environments for children.

Supreme Foundation is addressing these challenges by:

- Decorating Anganwadi walls with colourful educational content.
- Providing furniture, mats, chairs, tables, toys, and learning materials.
- Improving sanitation and toilet facilities.

District Education Officers' (DEEO) Perspective

The research team **held discussions with district education officers (DEEOs)** Shri **Santosh Maharshi, DEEO- Elementary & Shri Govind Singh, DEEO Secondary Education** Churu and Shri Surendra Shekhawat, DEEO Elementary & Secondary – Didwana.

DEEO's Remark-

16. Shri Santosh Maharishi

- Previously aware of Supreme Foundation's work but got a closer look after becoming DEEO.
- Highly appreciates the foundation's contributions in providing human and material resources to schools.
- Feedback from CBEOs (Block Education Officers) is consistently positive with no complaints from any location.
- Their volunteers arrive on time, maintain discipline, and fulfil their responsibilities effectively.
- Government teachers have also been positively influenced by their dedication.
- Supreme Foundation's support has helped to improve board exam results and infrastructure development.

17. Shri Govind Singh

- Similar perspective as Santosh Ji.
- Recognized that Supreme Foundation helped resolve several school-related issues.
- No complaints received about their volunteers, and their selection process is commendable.
- Encourages collaboration between the foundation and the education department for teacher training programs.

18. Shri Surendra Singh Shekhawat



- Supreme Foundation's presence benefits schools wherever they operate.
- Volunteers are assigned to schools facing a shortage of teachers.
- Selection process ensures high-quality volunteers.
- Currently, the district has enough L1 & L2 teachers, but there is a shortage of teachers for grades 11 & 12.
- Recommends expanding Supreme Foundation's support beyond one block.
- Beyond human resources, the foundation also supports infrastructure, notebooks, sweaters, computer labs.
- DEEO recalled an incident where he requested a computer for the office.
- Within a short time, Supreme Foundation provided a high-quality system.
- Has observed multiple NGOs & CSR initiatives but finds Supreme Foundation's work to be the most effective.
- Recommends Supreme Foundation should participate in district-level performance committee meetings.
- Suggests collaboration in teacher training programs.
- Includes 10-15 principals in advisory committee meetings.

DEEO is highly satisfied with Supreme Foundation's work and seen significant improvements in school performance and infrastructure.

19. Anganwadi Program

Observations of Selected Anganwadis:

The research team visited 04 Anganwadis, including Seth Jagannath Taparia English Medium School.

1. Seth Jagannath Taparia English Medium School (Jaswantgarh)-



- No significant Supreme Foundation support yet, but Taparia family provides nutritious snacks like roasted chickpeas & peanuts.
- Transport vouchers are also provided for children.
- Foundation coordinators frequently interact with Anganwadi students during school visits.

• Dabdi Anganwadi



Baded Anganwadi



Dujar Anganwadi





After the initiative of Supreme Foundation, the painting done in Anganwadi Centre has made the room look attractive. The state government has also provided resources like books, some toys etc. to the children. Supreme Foundation has mapped the resources and provided the required material to Anganwadis.

Some work was seen being done with the children in Dabri and Baded. Here Anganwadi workers provide workbooks to the children for study and the children also work on them. No

such signs were seen in Dujar Anganwadi. The wax colours were brand new, there was no work in the children's workbooks.

The study team felt that this work is important but it is also important to pay attention to how Anganwadi workers can use it meaningfully. Right now, children's interest in Anganwadi centres is less. The presence of children also appeared to be less. It is important to work out a strategy on how the Anganwadi workers will make this positive campaign of Supreme Foundation successful, otherwise children will not be able to get the proper benefits of Supreme Foundation's efforts. The study team felt that the kind of work that was seen in Anganwadi centres today does not happen every day. For example, today children from private schools were also seen in Anganwadi.

Findings:

- Painting and decorations have made classrooms more appealing.
- State government has also provided books and some toys.
- Supreme Foundation has mapped available resources and supplemented them accordingly.
- In Dabdi and Baded, Anganwadi workers actively engaged children with workbook exercises.
- However, in Dujar, there was no sign of educational activity.
 - Wax crayons were brand new (not used) .
 - Workbooks had no entries (not Used).

Key Concerns & Recommendations

- Anganwadi workers need guidance on utilizing educational resources effectively.
- Attendance of children remains low in most centres.
- Supreme Foundation's efforts will only be successful if Anganwadi workers actively participate.
- Clear strategies are needed to ensure the long-term effectiveness of this program.

Final Observations

- The research team suspected that the structured activities observed in Anganwadis were not a daily occurrence.
- Presence of private school children in some Anganwadis on the observation day suggested special arrangements were made.

With the implementation of NEP 2020, Anganwadis are expected to transition into educational centres.

- Supreme Foundation must develop a clear strategic plan to support this shift.
- Although the government provides training, its impact on Anganwadis remains limited.

20. CDPO, Ladhun Block's Perspective



- Young and enthusiastic officer, keen on improving local conditions.
- Acknowledges that Anganwadis currently struggle to focus on children's education due to multiple challenges.
- Issues include inadequate and unappealing infrastructure.
- Anganwadis perform well in nutrition, maternal health, and adolescent health but lack educational emphasis.

Impact of Supreme Foundation

- Recent involvement in Anganwadis has shown positive results.
- Upgraded buildings look attractive.
- Supplied materials are of high quality.

CDPO's Recommendations

- Training Anganwadi workers to engage in educational activities.
- Encouraging Anganwadi staff to focus on teaching.
- Providing human resources for Anganwadi programs for maximum impact.

Higher Education (Colleges, Universities & Sanskrit Academy)

The **Supreme Foundation** plays a significant role in Sanskrit education. The research team visited various institutions, including Sanskrit universities, colleges, and the Sanskrit Academy.

Institutions Visited by the Research Team:

- Sanskrit College, Bikaner
- Sanskrit College, Sabuana
- Sanskrit University, Jaipur
- Sanskrit Academy, Jaipur

Without **Supreme Foundation's** support, these institutions would struggle to function properly, causing significant difficulties for their respective administrators.

21. Govt. Sanskrit College, Bikaner

Visit Date: 27-02-25

Total Enrolment: 185 students (up from 158 last year).

The college principal is **Shri Mahaveer Prasad Ji**, a renowned **grammar scholar**.



His insights:

- He himself studied at this college, back when it had an adequate number of faculty members.
- From 2005 onwards, no new faculty appointments have been made in the department.
- Many teachers have retired, and no replacements have been recruited.

Currently, he is the only government-appointed academic staff member in Bikaner.

- The college relies entirely on Supreme Foundation's two volunteers to function.
- Most academic activities are conducted by these volunteers.
- They also help students prepare for competitive exams.

One **female volunteer** runs a **WhatsApp group** for students, where she shares **study materials** related to their curriculum.

Scholarships & Achievements

- Three female students received scooters under the Kali Bai Medhavi Yojana.
- Two students received tablets for securing top marks in the Senior Upadhyaya exams.
- The college also conducts Rudri Path and Karmakand (ritual practice) sessions regularly.
- Most students belong to economically and socially weaker sections.

22. Govt. Shastri Sanskrit College, Sabuana (Hanumangarh District)

Visit Date : 28-02-25

- This college operates within a Sanskrit school.
- It is one of 20 newly established colleges.
- The college runs entirely with Supreme Foundation's support.
- The principal is responsible for two colleges, so he can only dedicate 8-10 days per month to this institution.
- Apart from the principal, three Supreme Foundation volunteers handle all academic responsibilities.
- Most students come from Sabuana Sanskrit School.

The **research team visited this college on 28-02-25.**

- The **principal is young, energetic, and committed to maximizing student benefits.**
- The **Sanskrit school principal and staff support the college wherever possible.**
- **Total Enrolment: 134 students** (up from **58 students last year**).
- **Previously, the college only had first-year students, but now it includes both first and second-year students.**
- **Community members and the Sarpanch's husband praised Supreme Foundation's contribution.**
- They **appreciate the dedication of the volunteers** in keeping the institution running smoothly.

Challenges & Observations:

- **No other government faculty or ministerial staff are present apart from the principal.**
- **Most students belong to the Scheduled Caste "Bedia" community and come from extremely poor backgrounds.**
- **This college has enabled many of them to continue higher education, which would have been otherwise impossible.**
- **Students understand their coursework well, thanks to volunteers' teaching efforts.**
- **Most students aspire to become teachers.**
- **When the research team asked about their expectations from Supreme Foundation, one student requested a whiteboard.**
- **The principal immediately assured that he would arrange it himself.**

However, students **have limited exposure and awareness** about career options in Sanskrit education beyond teaching and astrology.

23. Jagadguru Ramanandacharya Rajasthan Sanskrit University, Jaipur

- **Campus Size: 311 Bighas (78.85 hectares)**
- **Student Enrolment: 2,830 students** (previously **1,200 students**).
- **Vice-Chancellor: Professor Dr. Ram Sevak Dubey, a distinguished scholar and influential personality.**

The research team **visited the university on 07-03-25 and held discussions with the Vice-Chancellor, faculty members, volunteers, and students.** The Vice Chancellor told that the special thing about this university is that it is only for Sanskrit and all the faculties related to Sanskrit are available in this university. The university itself determines the curriculum and according to this, the colleges and colleges affiliated to it provide education. The Vice Chancellor told that there are a total of 50 teaching posts in the university, out of which only 18 posts are appointed by the government, the remaining posts are being filled by the volunteers of Supreme Foundation.





This university has a big role in the promotion of Sanskrit language. His views about Sanskrit language are very high and he said that Sanskrit language itself has preserved the ancient knowledge. The Vice Chancellor said that at present there is no dearth of employment after taking a higher degree in Sanskrit. He says with great pride that no student remains unemployed after passing out from here. In this university, Dr. Mahesh Sharma (Kaushlendra Das Shastri) is seen as a coordinator between Supreme Foundation and the University. He played a major role in introducing the study team to students,

teachers, volunteers, Vice Chancellor and other dignitaries. On talking about the contribution of Supreme Foundation, both Vice Chancellor and Dr. Mahesh said that it is very difficult to run the university successfully without them. While sharing their experiences, they said that when Supreme Foundation did not have volunteers, we used to face difficulty in answering students on this topic. At present, Supreme Foundation has almost eliminated this challenge. When they were talked about the qualification, teaching skills and behaviour of the volunteers, they believed that they meet all these three criteria. However, Dr. Mahesh's opinion about one or two volunteers was definitely not good. If we look at Sanskrit colleges and universities from the perspective of students, most of them are from economically weaker families and rural backgrounds. Most of the students dream of becoming teachers or astrologers. The lack of exposure is one of the reasons behind students not dreaming big or having different dreams. The teachers were seen teaching properly in the classroom. The study team felt that the response of the students was relatively weak. The Vice Chancellor said that teaching Sanskrit along with the English version could be an innovation in which Supreme Foundation could help.

Shri Mahesh ji said that Supreme Foundation has a big contribution in the enrolment of students in the university. Most of the volunteers of Supreme Foundation are removed for some time from the month of April. If Supreme Foundation does not remove some of them during this period, then there could be more enrolment here.

Key Insights from the Vice-Chancellor:



- University is exclusively dedicated to Sanskrit studies, offering all related disciplines in JRRSU.
- The university itself designs its curriculum, which is followed both here and in affiliated colleges.
- There are 50 teaching positions, but only 18 have been filled by government-appointed faculty.
- The remaining positions are covered by Supreme Foundation volunteers.
- The university plays a crucial role in promoting Sanskrit language and heritage.
- Holding a higher Sanskrit degree ensures employment opportunities.
- No student from this university remains unemployed.

Dr. Mahesh Sharma (Kaushlendra Das Shastri) serves as a liaison between Supreme Foundation and the university. He played a crucial role in introducing the research team to students, faculty, volunteers, and the Vice-Chancellor.



Supreme Foundation's Contribution

- Both the Vice-Chancellor and Dr. Mahesh emphasized that the university would struggle to function without Supreme Foundation's volunteers.
- Before their arrival, student inquiries and academic concerns were difficult to address.
- Now, this challenge has been largely resolved.
- Supreme Foundation volunteers excel in three key areas:
 - ✓ Academic competence
 - ✓ Teaching skills
 - ✓ Professional conduct

However, Dr. Mahesh noted that a one or Two volunteers need improvement.

Challenges & Recommendations

- Most students coming from rural, economically weak backgrounds.
- Many aspire to become teachers or astrologers, but lack exposure to broader career opportunities.
- In-class teaching is structured well, but student engagement remains relatively weak.
- Introducing bilingual (Sanskrit-English) instruction could be an innovative approach, and Supreme Foundation could assist in this effort.

Dr. Mahesh suggested that Supreme Foundation should continue supporting some volunteers beyond April, as this could further boost student enrolment.

24. Sanskrit Academy & Vedic Heritage & Manuscript Research Institute, Jaipur-

The research team visited this institution on 07-03-25.

- Location: Gangauri Bazaar, Jaipur – a historically significant site.
- The institute leader, Dr. Surendra Kumar Sharma, explained its heritage.
 - This building was once the personal library of Pandit Veereshwar Shastri.
 - Pandit Shastri was a renowned Sanskrit scholar and former head of the Grammar Department at Maharaja College (1893-1921).
 - He later dedicated his life to preserving Vedic knowledge.



Current Work & Supreme Foundation's Role

The Vedic Heritage & Manuscript Research Institute collaborates with the central government and Sanskrit Academy to preserve ancient knowledge.

The institute collects and preserves ancient Sanskrit manuscripts from various sources.

Key Tasks Include:

1. Identifying locations and individuals who possess ancient manuscripts.
2. Convincing manuscript holders to donate or share their materials.
3. Restoring damaged manuscripts and preserving them for long-term study.
4. Compiling essential metadata to make these manuscripts readable and accessible.

The team members working here require knowledge of ancient languages.

1. They approach this work with immense dedication and expertise.
2. Thousands of manuscripts have already been preserved, but Dr. Sharma believes that Rajasthan holds an even greater untapped knowledge reserve.

Challenges & Future Needs

1. Research and preservation require significant time and resources.
2. More skilled human resources are needed to expand this work.
3. Supreme Foundation's support has been vital for the institute's operations.

Current Volunteer Support

- Eight Supreme Foundation volunteers are currently working at the institute.

25. Government Sujanmal Bagadia Sub district Hospital, Sujangarh



The hospital is centrally located in the city and is the largest healthcare facility in the surrounding region.

- Headed by PMO Dr. Purushottam Karwa, the hospital has 30 government-appointed doctors, 130 nursing staff, and 18 technical staff.
- Both OPD and IPD services are available, with an average of 1,500 OPD patients daily.
- During disease outbreaks, this number increases by 25%.
- Patients from distant areas visit this hospital due to its quality healthcare services.

Dr. Purushottam's Leadership:

- A simple, humble personality, seen carrying a basic shoulder bag and arriving on a motorcycle.
- Despite completing his hospital duty, he met the research team enthusiastically and provided detailed insights into hospital operations.

Community Foundation & Contributions

- Under Dr. Purushottam's leadership, both patient numbers and community foundation have increased.
- Philanthropists & donors actively contribute to hospital development.
- Social worker Shyam Ji, known for blood donation drives and accident assistance, confirmed this foundation in Dr. Purushottam.
- Continuous improvements are taking place, including both infrastructure and management enhancements.
- The goal is to provide patients with timely, quality treatment in an organized manner.

System Improvements under His Leadership:

- A structured patient check-up system to minimize errors.
- Expanded diagnostic services over the past year.
- Better hospital management and service quality.

Supreme Foundation's Contribution

- Unlike other donors who focus on infrastructure & equipment, Supreme Foundation has provided human resources:
 - 10 nursing officers
 - 2 lab technicians
 - 4 security guards

Impact of Supreme Foundation's Support:

- Improved hospital operations and increased patient numbers.
- More pregnant women are now receiving treatment in the IPD.
- The foundation's involvement in healthcare is a new initiative.
- Guards help doctors focus better on patient care.

Dr. Purushottam & Shyam Ji proudly stated:

- Due to better services, some private hospitals have shut down.

Challenges & Future Needs

- Both physical and human resources are required for sustained improvements.
- While philanthropists donate infrastructure, human resources remain a challenge.
- Supreme Foundation's efforts are widely praised.
- Regular supervision & monitoring by Supreme Foundation coordinators is crucial to maintaining quality.
- The research team concluded that this initiative is a significant step toward public healthcare improvement.

26. Manoj Ji Meghwal – MLA, Sujangarh

The research team met MLA Shri Manoj Meghwal on 16-02-25 to discuss Supreme Foundation's work.



MLA's Opinion:-

- Familiar with Supreme Foundation's contributions, he praised its efforts in education.
- The biggest issue in rural areas is teacher shortages.
 - New recruits get posted in remote areas but later request transfers, leading to perpetual staff shortages.
 - Supreme Foundation deploys volunteers in Bidasar & Sujangarh blocks, greatly benefiting government schools.
 - Schools have seen a positive impact on student

education.

- No complaints have been received about Supreme Foundation's teachers, indicating high quality and community satisfaction.
- The previous government upgraded many schools, but there are still building and teacher shortages, areas where Supreme Foundation can assist further.
- Primary education (ages 3-6) needs attention, particularly in Anganwadi and pre-primary education, and Supreme Foundation could play a vital role here.
- Praised Supreme Foundation's Digital Education (Computer Van) initiative.
- Expanding human & material resources in schools.
- Private schools aggressively attract students, and many parents now prefer private education.
- Boys are more likely to be sent to private schools than girls.

The solution lies in improving public school quality, introducing technology, and modern teaching methods. The government is making efforts, but positive aspects of government schools also need promotion.

27. Sarpanch's Son – Gram Panchayat, Jaswantgarh

- Jaswantgarh Gram Panchayat is officially led by a female Sarpanch, but in practice, her son, Kanha Ram Prajapat, handles administrative duties.
- The research team met him on 16-02-25.

His Views on Supreme Foundation's Contribution:

- 75% of the village's visible development is due to the Taparia family & Supreme Foundation.
- The Panchayat has confidence in Supreme Foundation & its foundationees, knowing that reasonable requests receive positive responses.
- Supreme Foundation supports education, infrastructure (roads, water tanks, housing, and toilet construction).
- The Taparia family contributes selflessly, without seeking recognition.

Village Cleanliness Initiative

- This year, Supreme Foundation donated five tipper trucks to different Gram Panchayats for sanitation purposes.
- Jaswantgarh received one of these tippers, which has significantly improved cleanliness.

Historical Contributions of the Taparia Family

- Kanha Ram ji credits the village's development to the Taparia family's long-standing contributions

Achievements of Supreme Foundation

To understand the impact of Supreme Foundation's work, the research team collected feedback from a **wide range of beneficiaries** in a **360-degree feedback approach**. This included **students, teachers, principals, DEEOs, parents, community members, SDMC members, public representatives (MLAs, sarpanches, mayor representatives)**, foundation coordinators, chief coordinators, and education officers.

The research **utilized multiple methods** such as **discussions, group discussions, brainstorming sessions, interviews, and observations**.

General Findings

- All stakeholders agreed that Supreme Foundation's work is highly significant.
- The foundation consistently focuses on the welfare of underprivileged groups.
- Most beneficiaries view Supreme Foundation's efforts as a continuation of the philanthropic work carried out by the chief Trustee's ancestors.
- Foundation expanded its work into new domains, including pre-primary education and healthcare.
- Started in Ladnun block, later expanded to Sujangarh block and Bidasar block.
- Alongside mainstream education, the foundation also began working in Sanskrit education.
- Sanskrit schools face greater challenges, particularly due to a shortage of qualified Sanskrit teachers, leading to teachers from other subjects teaching Sanskrit.
- The foundation plays a crucial role in addressing these challenges.

Key Challenges in Schools

- The biggest factor affecting students' education is the availability of teachers and the quality of education they provide.
- Shortage of teachers was a major issue last year; while it has improved slightly, there is still a shortage of Subject teachers for grades 11-12.
- Teachers are burdened with numerous non-teaching administrative tasks, diverting their focus from education.
- Students lack a conducive learning environment at home, worsening the situation.

Impact of Supreme Foundation's Efforts

Human Resource Support

- Volunteers placed by Supreme Foundation have significantly reduced the impact of teacher shortages.
- Since volunteers are mostly local, they build strong relationships with parents and the community, which has positively impacted school engagement.
- Principals, SDMC members, and public representatives acknowledge this community connection.
- Due to a lack of teachers, school enrolment often declines.
- Volunteers remain fully focused on teaching, as they are not assigned any administrative tasks, leading to better student learning outcomes.
- Their commitment and punctuality have influenced permanent teachers to become more engaged.
- Principals highly appreciate volunteers, as their presence allows them to manage non-teaching responsibilities efficiently.
- Volunteers conduct extra classes for students, fostering a positive learning atmosphere.
- Their dedication is evident in improved board exam results.

Recognition from Officials & Public Representatives

MLA Manoj Meghwal's View

- *Bidasar and Sardarshahar blocks struggle to attract teachers, and even when appointed, they frequently seek transfers.*
- *Supreme Foundation's volunteers have done exceptional work in such challenging areas.*
- *The foundation's contribution of materials and resources for schools and students has created a positive community perception.*
- *Praised the mobile computer van initiative as an innovative approach.*
- *Acknowledges Supreme Foundation's efforts in strengthening education in the region.*

Changes in School Environments

- Schools have become more dynamic and student-friendly.
- Increased foundation in government schools among students, teachers, and parents.
- Schools now open and close on time.
- Principals, district education officers, and community members appreciate Supreme Foundation's support.

"Earlier, I only knew about Supreme Foundation by name and assumed it operated like any other NGO or CSR group. But after becoming DEEO in Churu and observing their work firsthand, I realized that they are doing an extraordinary job without any publicity. Their volunteers work with dedication, and such commitment is only possible with proper supervision. Because of Supreme Foundation, the education ranking in our district has improved." DEEO Churu, Santosh Ji

Infrastructure Development

- Supreme Foundation has supported school construction projects where needed.
- High-quality construction has boosted the confidence of students and teachers.

Student Welfare Initiatives

- Most students come from economically disadvantaged backgrounds, and parents are often not highly aware of education's importance.
- Many students lack essential learning materials.
- The foundation provided notebooks to students, which has led to improved handwriting and increased homework completion.
- This year, the foundation doubled the number of notebooks distributed per student.
- In rural areas, extreme weather conditions make attending school difficult.
- Many students do not have warm clothing, so the sweaters provided by the foundation have been very useful.

Volunteer Training & Supervision

- Regular training and monthly meetings enhance volunteers' confidence and teaching skills.
- Volunteers now teach with greater self-assurance.
- Field coordinators visit schools at least once a month, engaging with principals, teachers, and students.
- They provide academic guidance and constructive feedback to volunteers, improving both volunteer performance and student learning.

"I have worked in several schools before, but my experience here has been exceptionally positive. The system in place here is unlike anything I've seen before. This school was entirely dependent on Supreme Foundation's volunteers. I never have to instruct them; they take initiative themselves. In a way, I am also learning from them." **Bodu Ram ji Principal, Seth Jagannath English Medium School, Jaswantgarh**

Sanskrit Education & Higher Education Initiatives

Findings from Sanskrit Schools in Bikaner & Hanumangarh

- There is a severe shortage of teachers in Sanskrit schools.
- Supreme Foundation has appointed volunteers, and the impact has been highly positive.
- Principals, students, and the community appreciate these efforts.
- The quality of education has improved, enrolments have increased, and board exam results have significantly improved.
- Some schools that were on the verge of closing have been revitalized due to these efforts.

Findings from Sanskrit Colleges

- Severe shortage of teachers in Sanskrit colleges, even worse than in schools.
- Due to staff shortages, enrolments had dropped significantly, but Supreme Foundation's volunteers helped stabilize and revive these institutions.
- Since 2005, no new government faculty appointments have been made in Sanskrit colleges/universities.
- College principals acknowledge that the foundation's volunteers are the reason colleges are still functional.
- Board exam results have improved, and students have achieved notable academic successes.

Anganwadi Program

Achievements

- This is a new initiative, and results will take time to materialize.
- Improvements in infrastructure (painted walls, better facilities) have enhanced the environment.
- Attendance has improved, but verification is required.

Anganwadi workers and supervisors have shown increased enthusiasm

Healthcare Initiatives

Sujargarh Govt. Hospital and Garbage vehicle (Tippers)

Achievements

- Supreme Foundation provided human resources to Sujargarh Government Hospital.
- This has improved hospital services and expanded patient care.
- Both OPD & IPD patient numbers have increased.
- Additional medical tests are now available.
- The hospital's reputation in the community has improved.

Garbage collection vehicles (tippers) have been provided to five gram panchayats, enhancing cleanliness and waste management practices

Suggestions & Recommendations

School Education:

The foundation is undoubtedly playing a crucial role in its areas of work. Based on discussions with all beneficiaries, school observations, group discussions, and analysis, the following suggestions have emerged:

Teaching & Learning Enhancement

- **Volunteer Selection & Training:**
 - The foundation follows a transparent selection process for volunteers, including a written exam, interview, and orientation.
 - Training is essential for volunteers, but many still rely on traditional teaching methods.
 - Modern teaching methodologies should be integrated into lesson plans to make classroom interactions engaging and enjoyable for students.
 - This recommendation was also given in previous years, emphasizing that achieving high-quality education requires adopting innovative teaching practices.
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- **Teaching Methodology & Course Completion:**
 - Volunteers seem to be in a rush to complete the syllabus rather than teaching with contextual understanding.
 - The focus should be on teaching with real-life examples, using teaching-learning materials (TLMs), and ensuring conceptual clarity.
 - Workshops/training sessions can be conducted to help teachers develop a deeper understanding of teaching methodologies.

- **Active Student Participation & Creativity in Teaching:**
 - Only a few students participate in class discussions, indicating the need for greater student engagement.
 - Creative teaching methods should be adopted to encourage active student involvement.
 - Various participatory teaching techniques should be explored to engage all students effectively.
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- **Lesson Planning & Volunteer Workload:**
 - Lesson plans are crucial but currently being used more as a subject tracker rather than an effective teaching tool.
 - Volunteers are engaged in all eight periods daily, leaving little time for effective lesson planning.
 - A dedicated period should be allocated for lesson planning, allowing volunteers to align their teaching with students' actual learning levels.

Strengthening the Role of Volunteers & Teachers

- **Teacher Training & Support:**
 - The foundation provides both human and material support to schools, but the effectiveness of this support depends on teacher involvement by heart (Both our Volunteers & Govt. Body).
 - Government teachers lack the same dedication as volunteers, which affects school performance.
 - Steps should be taken to motivate government teachers and ensure they actively engage in teaching.
- **Capacity Building for School Principals & Administrators:**
 - Field coordinators interact with principals during visits, but principals should receive formal training sessions on the foundation's objectives, values, and vision.
 - This will ensure that all stakeholders align with the foundation's mission and work together to improve schools.
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- **Developing Model Schools:**
 - While all schools should ideally be model schools, some schools have highly enthusiastic and motivated principals.
 - Selecting a few such schools for focused development could inspire others to adopt similar best practices.
- **Skill Development for Volunteers & Teachers:**
 - Training on personality development, life skills, and soft skills should be provided to both volunteers and teachers.
 - This will enhance student learning and prepare them for real-world challenges.
- **Orientation on Foundation's Values & Vision:**
 - Volunteers represent the Supreme Foundation at school and community levels.
 - They should be trained on the foundation's values, vision, and work culture so they can integrate these principles into the school environment.
- **Ensuring High-Quality Trainers for Teacher Training:**
 - Teachers' workshops should have qualified trainers/facilitators trained in new-age pedagogical techniques.

Improving Student Development & Outreach

- **Beyond Academics – Nurturing Hidden Talents:**
 - Supreme Foundation's teachers perform better than government teachers.
 - Training should be expanded to help them identify and nurture students' hidden talents.
 - Volunteers and teachers should help students develop their personalities and confidence.
- **Promotion & Awareness of Foundation's Work:**
 - The impact of Supreme Foundation's initiatives should be publicized to increase foundation in govt. schools.
 - The foundation can develop a structured outreach plan to highlight its work and achievements.
- **Child Safeguarding Policy:**
 - A child safeguarding policy should be established and all volunteers should be trained on it.
 - Volunteers and staff should sign an agreement to work in accordance with this policy.
- **Expanding Spoken English & Computer Lab Initiatives:**
 - Last year, spoken English and computer labs were introduced in some schools.
 - Demand for these programs has increased, and expansion should be considered.
- **Increasing Public Awareness of Foundation's Impact:**
 - Direct stakeholders (students, parents, teachers, officials) recognize the foundation's work, but broader public awareness is limited.
 - A strategic communication plan can help share its achievements with a larger audience.
- **Leadership & Management Training for Field Coordinators:**
 - Field coordinators play a critical role, and their leadership directly impacts program success.
 - Training on pedagogy, leadership, and management skills should be provided to enhance their capabilities.

Challenges & Recommendations for Sanskrit Colleges

- **Limited Exposure & Career Guidance:**
 - Female students struggle with self-expression.
 - Personality development workshops can help boost their confidence.
 - Career counselling sessions can introduce students to alternative career paths beyond teaching.
- **Weak English Skills:**
 - Many students struggle with English, creating barriers to career opportunities.
 - English language training should be considered.
- **Lack of Computer Education:**
 - Colleges lack computers and instructors, making computer-related coursework ineffective.
 - Provision of computers & instructors should be prioritized.

- **Limited Exposure & Career Counselling:**
 - Students have limited exposure to career options it need to be upgraded towards the develop the ability to earn.
 - Career counselling sessions can help them explore diverse opportunities.

Sanskrit Academy & Vedic Heritage & Manuscript Research Institute

- Currently, most efforts focus on manuscript preservation, but there is significant potential for research.
- The foundation can explore ways to support research initiatives in this area..

Recommendations for Anganwadi Program

- **Supervision & Structured Implementation:**
 - If not systematically monitored & supervision, the program may not achieve the desired outcomes.
 - Need support to empower Anganwadi worker because without her dedication the foundations' contribution will not be fruitful.
- **Training for Anganwadi Workers:**
 - Anganwadi workers focus more on nutrition & vaccination rather than early childhood education.
 - Training should be conducted to equip them with teaching methodologies.

Thanks