



2025-2026

# ANNUAL REPORT

We are building  
Dreams of Tribal  
Children  
through Open  
and Experiential  
Learning







## NOTE FROM THE FOUNDER



When I first thought of Swapnistan, it was not an organization—it was a question. Why do so many children in our villages leave school early, and why does learning often feel so far away from their real lives?

I still remember meeting children who had little experience of meaningful learning. Some had dropped out, some were working with their families, and many had stopped believing that learning could change anything for them. In those moments, I realized the real gap was not in the children, but between learning and life itself.

Swapnistan began as an attempt to bridge that gap—not with traditional classrooms alone, but with experiences, stories, nature, and community learning, where children are seen as thinkers, not just learners. This journey has not been easy, but it has been deeply meaningful. Every time a child speaks with confidence, every time a parent begins to dream again, we are reminded why this work matters.

Swapnistan is still growing, still learning. But at its heart, it holds a simple belief: every child deserves a learning journey that helps them think, grow, and lead a better life.

As we share this annual report, we are sharing not just our work, but a journey of hope, learning that is connected to life and surroundings, and of becoming seekers of life and living.

**PRAKASH**  
**Founder & Director**



[www.swapnisthan.org](http://www.swapnisthan.org)



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# THE PROBLEM

*"6 OUT OF 10 STUDENTS FROM ADIVASI AND DALIT COMMUNITIES IN RAJASTHAN DROP OUT BY THE 10TH GRADE. THIS LIMITS THEIR EMPLOYMENT OPPORTUNITIES, LEADING TO EXPLOITATION AND AN INCREASED RISK OF THEM GETTING INVOLVED IN CRIME AND ANTI-SOCIAL ACTIVITIES."*

## THE SYSTEMIC GAPS WE ARE ADDRESSING

### 1. Learning is Not Aligned with Children's Reality

- 📖 Curriculum often designed without local context or community needs
- 🧠 Knowledge is disconnected from real-life situations children experience daily
- ❌ One-size-fits-all approach ignores the diversity of learners and regions

### 2. Lack of Real-Life Learning Experiences

- 🚫 Learning is mostly classroom-based and theoretical
- 🌿 Very limited exposure to nature, work, community, and lived environments
- 🔄 Children struggle to relate concepts to practical life situations

### 3. Weak Connection with Local Community

- 🏡 Schools often function in isolation from villages and families
- 🧑🏫 Local knowledge, culture, and livelihoods are rarely included in learning
- 🏠 Children do not see their community as a source of learning or pride

### 4. Non-Engaging & Non-Meaningful Learning Processes

- 📖 Heavy dependence on rote memorization
- 😞 Low space for curiosity, questioning, and creativity
- 🧑 Children treated as passive recipients rather than active learners

## THE RESULT OF THESE GAPS

📉 Learning feels disconnected and irrelevant

😞 Loss of interest, confidence, and curiosity among children

🚪 Early dropout and disengagement from learning systems

📁 Limited clarity about future pathways and possibilities



# WHO WE ARE

*SWAPNISTHAN FOUNDATION IS A GRASSROOTS LEARNING INITIATIVE WORKING WITH CHILDREN FROM MARGINALIZED AND RURAL COMMUNITIES TO REIMAGINE WHAT LEARNING CAN LOOK LIKE WHEN IT IS CONNECTED TO LIFE, CONTEXT, AND LIVED EXPERIENCES.*

*WE ARE NOT JUST AN EDUCATIONAL ORGANIZATION—WE ARE A LEARNING SPACE THAT QUESTIONS, EXPERIMENTS, AND REBUILDS HOW CHILDREN ENGAGE WITH KNOWLEDGE, THEMSELVES, AND THE WORLD AROUND THEM.*

We are a team of facilitators and community learners who believe that:

-  Every child is naturally curious and capable of learning
-  Learning becomes meaningful when it is connected to real life and local context
-  Language, expression, and confidence are as important as academic knowledge
-  Communities are not outside the learning system—they are part of it

Swapnisthan is deeply rooted in rural realities where children often face barriers such as early dropout, lack of exposure, and limited access to meaningful learning environments. Our work begins with listening—to children, families, and communities—and building learning spaces that respond to their lived experiences.

We operate with the understanding that real change does not come from replacing systems, but from rebuilding learning relationships between children, teachers, families, and their environment.

## Registration Details:

Section 8 Company registered as Swapnisthan Foundation on 01-March-2025  
Certificates – CSR1, 12A & 80G Registered  
Address – Village-Kanpur, Udaipur, Rajasthan,  
India (313003)

## OUR MISSION

To build a center where children of disadvantaged communities get experiential learning in an open environment with life skills and students-centric pedagogies that make them confident and future-ready.

## OUR VISION

We envision a world where children belonging to disadvantaged communities have access to quality education, free from labor exploitation, and crime.

## OUR PHILOSOPHY

We believe in a democratic learning ecosystem where children have the freedom to learn by exploring themselves. Through this, children can achieve creativity and innovation, not only in learning but also in society. We create a system where self-expression and freedom are promoted.



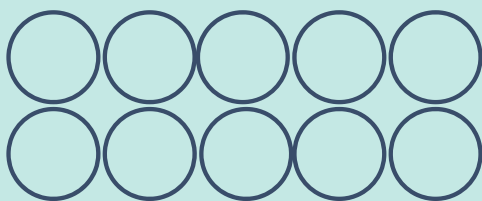
## THE PANCH-TATVA OF TRANSFORMATION

### THE FIVE PHASES



A 10 YEARS OF TRANSFORMATION

## A LEARNING MODEL



The Panch Tatva model is not just a curriculum—it is a 10-year journey of transformation through the 3 E's. It allows children to grow naturally, like elements of nature, while staying deeply connected to their environment, community, and self. Through this journey, learning becomes not just about knowledge—but about becoming confident, aware, responsible, and grounded individuals who can understand and transform their world.



# OUR APPROACH - THE 3 E'S

## EXPERIENTIAL LEARNING

Learning happens by doing, not just listening. Students understand concepts deeply through real-life experiences, activities, and hands-on practice.

## EXPLORATION ACTIVITIES

Children are encouraged to ask questions, observe their surroundings, and discover new ideas with curiosity and confidence.

## EXPOSURE OPPORTUNITIES

Students go beyond the classroom to connect with the world, engaging in field visits, community interactions, and open-ended learning journeys.







## OUR IMPACT

**50+ CHILDREN ENGAGED**

**5 FACILITATOR TRAINED**

**150+ SESSIONS**

**8 PARENT WORKSHOPS**

**6 COMMUNITY MEETINGS**

**8 EXPOSURE VISITS**

**10+ VOLUNTEERS**

# STARTED A LEARNING CENTER





# SWAPNISTHAN LEARNING PROGRAM

An ecosystem for experiential, exposure & exploration-based learning.



## Mud Building Learning Space (Daily Core Project)

- Hands-on learning sessions
- Foundational literacy & numeracy
- Creativity & critical thinking activities
- Outdoor & experiential learning



## Community Milaap (Monthly Project)

- Parent-child learning sharing
- Community dialogue circles
- Local livelihood discussions
- Skill-building workshops



## Chand ki Chaupal (Youth Project)

- Reflection circles
- Life & purpose conversations
- Social issue discussions
- Leadership building



## Exposure Visits (Monthly Project)

- Field visits to real workplaces
- Interaction with practitioners
- Observation-based learning
- Reflection activities



## WoW Lab (Weekly Creative Project)

- Waste to innovation projects
- Creative problem-solving
- Product making
- Exploration of possibilities





# OUR PILOT

*WE CONDUCTED TWO PILOT, ONE FOR 3 MONTHS AND THE SECOND FOR 6 MONTHS*

In May, we completed our 3-month pilot with 19 children from Adivasi and Dalit communities of Kanpur village. Through 12 experiential sessions, 2 community interactions, and 1 exposure visit, we focused on foundational literacy, communication, creativity, and critical thinking.

Key Learnings:

- Learning improved when local stories, materials, and contexts were integrated.
- Mixed-age group learning encouraged peer support and confidence.

Challenges:

- Limited facilitation tools and materials.
- Need for structured reflection and documentation after each session.



With the support of Vardaan's Right Idea for Right Impact initiative, we launched a 6-month project with 20 tribal children aged 6–14 in Udaipur. This pilot is our proof of concept for an alternative learning model that combines experiential learning, exploration activities, and exposure.

Key Learnings & Challenges:

- Children often missed sessions due to school, farm, or household work. We introduced morning and evening batches to suit their schedules.
- Large meetings were hard to manage, so we moved to smaller group discussions, which proved more engaging.
- Small, timely adjustments kept the program relevant and effective.
- Weekly sessions weren't enough—daily learning is essential for a stronger impact and group bonding.





# EXPERIENTIAL LEARNING SESSIONS



Every day, we created immersive sessions where children learned through hands-on activities, questioning, and self-expression. Instead of textbooks, we used activities like role-plays, storytelling, art, games, and problem-solving exercises.

- Children practiced literacy and numeracy through real-life tasks, such as writing signs for the village, counting materials during play, or solving puzzles.
- Communication skills grew through debates, group storytelling, and presentations.
- Creativity and critical thinking emerged when children designed games, drew community maps, and discussed solutions to everyday challenges.





## EXPOSURE VISITS

We organized exposure visits every month to learn from the outside world:

- A visit to a local crafts centre, where children learned how traditional skills can turn into livelihoods.
- A trip to a biological park, where they connected learning to ecology, trees, and local biodiversity.
- A visit to a local farm, where children learned how we can grow food for ourselves and also turn it into a livelihood.
- A trip to a historical site, where they connected learning to history, culture, and the style of building techniques used historically.

## COMMUNITY MILAAP

We organized community meetings every month to engage parents and local culture in the learning journey.

Our community engagement efforts included informal parent circles and village gatherings. Families began to see Swapnisthan not as “another school” but as a space of dreams where children learn values, skills, and confidence. Many parents shared how their children have become more curious and eager to share what they learn at home.





## WOW LAB

The WoW (Waste of Wonder) Lab at Swapnisthan is a weekly creative, experiential, and exploratory learning space where children learn by doing, discovering, and questioning. It is designed to move beyond textbooks and classrooms and bring learning alive through real experiences.

WoW Lab is not a traditional science lab—it is a multi-sensory learning environment where curiosity is the starting point, and exploration is the method. Here, children work on individual ideas to make usable products from waste materials.

WoW Lab is a space where children are free to ask questions, try ideas, make mistakes, and discover answers on their own. It is where learning becomes an experience of “Wow!” moments—turning curiosity into understanding and imagination into learning.



## CHAND KI CHAUPAL

Chand Ki Chaupal is our monthly full-moon gathering—a safe, open, and inspiring co-learning circle where local youth come together under the light of the moon to share, reflect, and imagine change. It is a space beyond classrooms and hierarchy, where every voice matters equally. In this circle, young people discuss local challenges, explore their learning needs, and collectively think of practical solutions rooted in their community reality. The calmness of the full moon creates a natural environment for deep listening, honest expression, and creative thinking. Over time, Chand Ki Chaupal becomes more than a meeting—it becomes a living space of trust, ideas, and leadership where youth begin to see themselves not just as participants, but as co-creators of change in their villages and surroundings.



# OUR DREAM LEARNING CENTRE IS READY

With the help of local artisans and locally available materials, we are building our learning space.

The center is built by the community for the community. We also include children in this process.

The tiny hands are key in pouring love and building connections with nature.





# LEARNING FROM ALTERNATIVE LEARNING SPACES AROUND INDIA

Our founder, Prakash Chandra, participated in the Learning Societies Unconference held in Coimbatore. This 5-day gathering brought together 500+ social changemakers, unschoolers, and lifelong learners from across India.

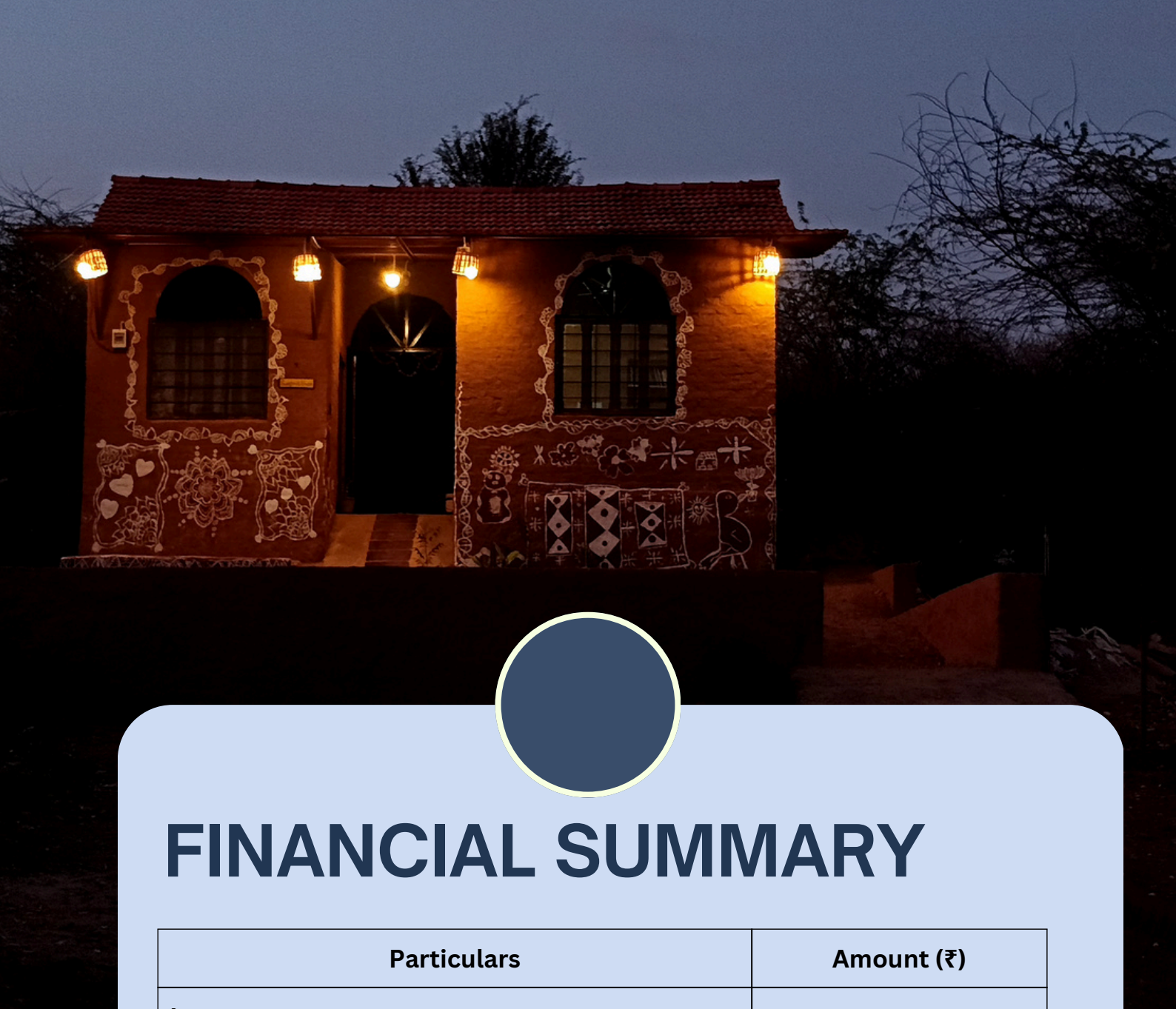
Through deep dialogues, skill-sharing, and community circles, we expanded our network and imagination for alternative education.

“It was not just a conference, it was a reminder that another world of learning is possible—one rooted in trust, freedom, and community.” – Prakash

He visited Akkara & Fireflies in Kerala. He also visited the learning spaces of Pune and Bengaluru to learn and create relationships with innovative leaders and practitioners.







# FINANCIAL SUMMARY

| Particulars                                       | Amount (₹) |
|---------------------------------------------------|------------|
| <b>Income</b>                                     |            |
| Grant Income                                      | 678000     |
| Individual Donors                                 | 350000     |
| Other Income (events and products)                | 7000       |
| <b>Total Income (A)</b>                           | 1035000    |
| <b>Expenses</b>                                   |            |
| Learning Programs (Facilitation, materials, food, | 850000     |
| Admin Costs (rent, salaries, utilities,           | 90000      |
| <b>Total Expenses (B)</b>                         | 940000     |
| <b>Balance (A - B)</b>                            | 95000      |

\*FOR AUDITED REPORT, WRITE EMAIL TO US





## "GROWING DREAMS: SHIVAM'S PATH FROM SURVIVAL TO SELF- RELIANCE"

In a small village where childhood is often shaped by struggle rather than learning, eight-year-old Shivam's life had never been inside a classroom. While other children went to school, Shivam spent his days walking with his mother, going door to door asking for food or small help. Survival was familiar to him, but school, books, and learning felt distant and unfamiliar.

Like many children from marginalized communities, Shivam had never been reached by a system that often feels rigid, language-heavy, and disconnected from their lived reality. There was little space for expression, play, or emotional safety—so children like Shivam either never enter school or slowly disconnect from it.

When Shivam first came to Swapnisthan, he was very quiet and hesitant. He rarely spoke, avoided eye contact, and stayed on the edges of activities. Even simple group interactions made him uncomfortable. He seemed unsure whether he truly belonged in a learning space at all.

At Swapnisthan, learning does not begin with pressure or textbooks. It begins with trust, expression, and experience. Through drawing, activities, role play, and collaborative learning, children are slowly encouraged to find their voice.

For Shivam, drawing became the first step. He began expressing himself through simple sketches, slowly becoming more comfortable in the group. Gradually, he started participating in activities and small conversations.

One day, during a discussion about dreams, Shivam shared something very simple but powerful—he said he wants to become a farmer. Not just as a profession, but because he wants to grow his own food so that no one in his family ever has to sleep hungry or depend on others for food. For him, farming meant dignity and self-reliance.

At Swapnisthan, this thought was nurtured, not corrected. Shivam was encouraged to connect with soil and nature through hands-on learning. He began growing vegetables in a small learning garden within Swapnisthan. Slowly, he started planting, caring for plants, and even using the vegetables in simple cooking activities.

Today, Shivam is more confident and expressive than before. He participates in group activities, shares his thoughts, and takes care of his small farm with pride. His journey shows how learning, when rooted in experience and dignity, can slowly transform a child from silence to confidence, and from survival to self-belief.





## "FROM INVISIBLE TO EXPRESSIVE: YOGITA'S QUIET TRANSFORMATION"

Yogita is seven.

Before coming to Swapnisthan, she was enrolled in a government school, but learning never really reached her. In the classroom, she stayed quiet, copying without understanding, slowly slipping into the background. At home too, she was often described as "weak in studies," and over time she began to believe it. Silence became her comfort.

When she joined Swapnisthan, she was still the same—quiet, reserved, almost invisible in groups. No questions, no complaints, just presence without expression.

But here, she was not measured by answers. She was given materials—paper, cloth, cardboard, colours—and space to create.

That is where things began to change.

Yogita did not suddenly start speaking more, but she became deeply engaged when working with her hands. She would focus for long periods, carefully cutting, folding, combining textures, and creating small art pieces with patience. Her creativity showed what her words did not.

Even today, she remains mostly quiet. But the moment art materials are introduced, she becomes active, attentive, and expressive in her own way.

At Swapnisthan, Yogita is learning that confidence does not always sound like speech—it can also look like creation, focus, and the quiet joy of making something with your own hands.



## OUR PARTNER & SUPPORTER

A young girl with dark hair and a bindi is smiling and holding several colorful balloons (pink, orange, green, and purple). In the background, there is a large mural of a tree on a textured wall.

# THANK YOU



**Contact Us**

[info@swapnisthan.org](mailto:info@swapnisthan.org)



**Our Website**

[www.swapnisthan.org](http://www.swapnisthan.org)

## SUPPORT A TRIBAL CHILD'S FUTURE TODAY