


PROJECT COMPLETION REPORT

PROJECT CHHALAANG



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Uttar Pradesh 272208

PROJECT COMPLETION REPORT

NAME OF THE PROJECT: CHHALAANG

PERIOD OF THE PROJECT: 1ST SEPTEMBER 2023 TO
31ST MARCH 2025

WORKING AREA DISTRICT: SIDDHARTHANAGAR
(50 UPS/COMPOSITE SCHOOLS)

BLOCKS COVERED: USKA BAZAR (32
UPS/COMPOSITE SCHOOLS),
LOTAN (18 UPS/COMPOSITE SCHOOLS)

DONOR: ELMS SPORTS FOUNDATION



ABOUT SWABHIMAN SAMITI

Swabhiman Samiti is a grassroots non-profit organization established in 2004, working in the districts of Siddharthnagar, Maharajganj, and Kushinagar, Uttar Pradesh. With a mission rooted in the principles of dignity and equality, the organization focuses on empowering marginalized communities—particularly women, children, and adolescents. It envisions an India free from poverty, patriarchy, and injustice.

Swabhiman Samiti operates through multi-dimensional programs spanning education, health, water and sanitation, climate change and disaster risk reduction, sustainable agriculture, and child and adolescent rights. Flagship programs include Project Chhalaang for physical literacy, Kishori Sashaktikaran Pariyojana for adolescent girls, and EmpowerED for bridging the gender digital divide.

Recognized for its transparency and impact, the organization is registered under the Societies Act and holds certifications including 12A, 80G, FCRA, and CSR registration. It has also led major campaigns on sexual and reproductive health, family planning, flood relief, and COVID-19 vaccination in collaboration with national and local stakeholders.

PROJECT RATIONALE

Project Chhalaang was launched in response to the urgent need for physical literacy and social-emotional development in rural government schools. While academic instruction has received attention, physical activity and emotional wellbeingcritical to student success have often been neglected. This is especially true for girls, who face additional social and cultural barriers to participation. By integrating physical education and SEL (Social-Emotional Learning), the project fosters holistic development in safe, inclusive environments.

VISION AND GOAL

Vision: To create an inclusive, engaging, and emotionally safe school environment where every child—especially girls—can grow holistically with strong physical, emotional, and social foundations.

Goal: To enhance physical literacy and life skills among children in government schools by embedding structured, experiential activities into the school ecosystem through community and stakeholder collaboration.



1. INTRODUCTION

Project Chhalaang is a pioneering initiative by **ELMS Sports Foundation**, implemented on the ground by **Swabhimana Samiti**, aimed at transforming rural education through the integration of **physical literacy** and **social-emotional learning (SEL)** frameworks. Designed to create safe, inclusive, and engaging learning spaces, the program equips children with essential life skills such as **leadership, empathy, teamwork, and conflict resolution**, along with improved **physical well-being**.

Launched on **1st September 2023**, the project is being carried out in **50 government schools** across **Siddharthnagar district's Uska Bazar and Lotan blocks**. Key components include **regular PE sessions, teacher and volunteer training, community mobilization, and ongoing monitoring and evaluation**.

With ELMS Sports Foundation providing technical expertise and curriculum guidance, and Swabhimana Samiti facilitating grassroots implementation, Project Chhalaang represents a powerful collaboration for sustainable impact. Together, they are **empowering students, strengthening schools, and engaging communities** in building a more active, confident, and resilient generation.

“

Chhalaang is not just a project; it is a movement toward inclusive, active, and emotionally intelligent education for every rural child.”

2. PROJECT SCOPE & OPERATIONAL COVERAGE

Project Chhalaang targets systemic transformation in under-resourced schools by promoting life skills and physical activity. The implementation strategy focuses on phased expansion, deep local engagement, and continuous adaptation based on real-time feedback.

Geographical Coverage

- **District:** Siddharthnagar, Uttar Pradesh
- **Blocks:** Uska Bazar (32 schools), Lotan (18 schools)
- **Total Schools:** 50 Upper Primary and Composite Government Schools
- **Project Period (Phase I):** 1st September 2023 to 31st March 2025

Human Resources and Governance

To ensure effective execution, a gender-balanced implementation team has been deployed:

- **Field Supervisors:** 4 (3 Male, 1 Female) – Responsible for school visits, coordination, and reporting
- **Project Manager:** 1 (Female) – Leads operations, liaises with government bodies, and ensures program fidelity

This local presence ensures responsive implementation, strong accountability, and cultural sensitivity.

3. OBJECTIVES, PATHWAY & PROJECT MODEL

Project Chhalaang is grounded in the belief that physical literacy and social-emotional learning are essential components of a child's holistic development. To achieve this, the program employs a structured approach centered on three core interventions, supported by capacity building and stakeholder engagement.

Core Objectives:

The primary aim of the project is to create a school environment that fosters physical, emotional, and social well-being. This is achieved through:

- Structured physical education activities
- Inclusive, gender-sensitive programming
- Continuous monitoring and support mechanisms

Pathway to Achieve Objectives:

1. Swasth School

A foundational phase involving a two-day residential workshop that equips school teams with tools for health assessments, baseline data collection, and readiness planning.

Contribution: Establishes a clear starting point, identifies student needs, and informs targeted interventions.

2. Khel Mela

A mid-year event promoting inclusive, non-competitive games that engage all children—especially girls and those typically excluded.

Contribution: Fosters collaboration, emotional safety, and widespread participation, building confidence and unity.

3. Khel Utsav

A structured sports festival designed to allow students to demonstrate their athletic skills through friendly competition.

Note: This component was not implemented due to funding constraints.

Intended Contribution: Motivation through recognition, leadership development, and school-level sports culture.

Supporting Strategies:

5. Stakeholder Engagement

Involves collaboration with teachers, principals, district officials, NGOs, parents, and community leaders.

Contribution: Encourages collective ownership, alignment with local educational goals, and smooth on-ground execution.

6. Capacity Building & Implementation Support

Provides regular training, mentoring, and monitoring to school staff and volunteers, delivered through district-level NGOs and expert facilitators.

Contribution: Ensures consistent program quality, builds local capacity, and fosters long-term sustainability.

Expected Results:

- Enhanced learning outcomes due to improved concentration and discipline
- Increased participation of girls in sports and leadership roles
- Better school attendance and reduced dropout rates through engaging school environments

Together, these components form a cohesive and replicable model for promoting holistic education and student well-being in rural government schools.

4. OUTPUTS AND IMMEDIATE EFFECTS OF PROJECT CHHALAANG

Building momentum, nurturing participation, and laying the foundation for long-term educational transformation

The initial phase of Project Chhalaang has yielded a wide array of tangible outputs and short-term effects that together illustrate its breadth, intensity, and inclusivity. Through systematic school engagement, structured activities, and expansive community outreach, the project succeeded in mobilizing stakeholders and embedding new norms around physical literacy and social-emotional learning (SEL).

1. Swasth School (Baseline and Health Assessment)

The Swasth School initiative formed the groundwork for the program by enabling educators to assess students' fitness levels, physical readiness, and general well-being.

- **Students Assessed at Baseline:** 2,619 (Boys: 1,194 | Girls: 1,425) across 50 schools
- **Endline Assessment Conducted:** 465 students in 16 schools to measure progress and behavioral change
- Teachers and staff used these insights to tailor learning approaches and prioritize health-related interventions.
- It fostered a data-driven understanding of how physical well-being influences concentration, attendance, and participation.



2. Khel Mela (Inclusive and Cooperative Games)

Designed as a joyful and safe space, Khel Mela allowed students of all abilities and backgrounds to engage in team-based sports.

- **Total Khel Melas Organized:** 100
- **Children Reached:** 4,912
- The events nurtured teamwork, empathy, and classroom bonding—especially for those who typically remained on the sidelines.
- Girls' participation surged significantly, as many overcame initial hesitation and joined in confidently.
- Teachers and parents observed notable improvement in children's peer relationships and interpersonal confidence.



3. Khel Utsav (Competitive Sports Events)

Though budget limitations prevented full-scale execution, preparatory steps were taken that delivered measurable benefits.

- **Class Leaders Identified:** 300
- **Athletic Talents Identified:** 204
- Students began developing leadership skills and school pride.
- These early recognitions created momentum for future participation in block and district-level sporting events.



4. Regular PE Sessions by Field Coordinators and Teachers

Physical education was systematically integrated into school routines with a dedicated focus on movement and SEL.

- **PE Sessions Conducted:** 3,360
- Students developed motor coordination, concentration, and emotional regulation.
- This consistent exposure embedded a culture of play and emotional intelligence into the academic environment.



5. Training of Teachers and Volunteers

Ensuring quality and sustainability, training programs focused on capacity building at the school and community level.

- **Teachers Trained:** 50 (39 Male, 11 Female)
- **Volunteers Trained:** 108
- **Village-Level Sessions Facilitated by Volunteers:** 1,700
- **Teachers Training Dates:** 26–27 December 2023 at Block Hall, Uska Bazar
- Conducted in partnership with ELMS Foundation, led by Ms. **Anushka Pandey**
- Modules covered: activity-based learning, inclusive pedagogy, behavioral management, SEL delivery, and community engagement
- Post-training, both teachers and volunteers emerged as confident facilitators capable of independently sustaining project activities.



6. Summer Camp and School-Based Celebrations

A vibrant 42-day summer camp and in-school celebrations provided continuity during holidays and elevated student engagement.

- **Summer Camp Participation:** 22,483 children (Cumulative)
- **Women's Day Observed:** 1 event with 122 participants, promoting gender inclusion and girls' rights
- **Children's Day Celebrations:** Conducted in multiple schools to celebrate student voices, leadership, and creativity
- These events created a safe space for play, expression, and joy—fostering resilience and school attachment during out-of-school periods.



7. Community Engagement and Outreach

An inclusive educational initiative must earn the trust and support of the community it serves. Project Chhalaang did so by prioritizing local dialogue, transparency, and shared responsibility.

- **Community Meetings Conducted:** 110 (817 participants)
- **Village-Level Awareness Sessions:** 108 volunteers facilitated 1,700 village-level sessions.
- **School and Village Visits:** Cumulative 1,793 school visits and 670 village visits, strengthening the program's grassroots presence
- **Stakeholders Engaged:** 817 in total through meetings and outreach
- Outcomes included stronger parental support for girls' education and physical literacy, deeper school-community relationships, and a rise in demand for similar inclusive programming



5. KEY MILESTONES ACHIEVED BY SWABHIMAN SAMITI

Milestone	Details
Baseline and Endline Assessment	2,619 students assessed at baseline; 465 assessed at endline across 16 schools
Outreach & Sessions	3,360 structured sessions conducted across 50 schools; Cumulative 1,793 school visits; 670 village visits
Events & Community Dialogues	100 Khel Melas; 42-day summer camp (22,483 Cumulative students); 110 community meetings
Capacity Building	108 volunteers trained and deployed for 1,700 sessions; 50 teachers trained and mentored
Program Highlights	Increased girls' participation in school and sports; enhanced teacher-student relationships; 300 class leaders and 204 sports talents recognized; improved student behavior and peer bonding

6. ACHIEVED OUTCOMES AND TRANSFORMATIONS

Fostering systemic change through student development, educator empowerment, and community ownership Through strategic implementation, inclusive design, and strong local partnerships, Project Chhalaang achieved a transformative impact across schools, homes, and communities. The following outcomes illustrate how the program reshaped behaviors, improved systems, and inspired sustainable progress among three key stakeholder groups: students, teachers and schools, and the wider community.

6.1. For Students: Empowered, Engaged, and Active Learners

The most visible and measurable impact of Project Chhalaang was observed in the behavior, participation, and overall development of students. With structured physical education and social-emotional learning (SEL) sessions embedded into their daily routine, students began to thrive both inside and outside the classroom.

- **Enhanced life skills:** Students exhibited stronger leadership, conflict-resolution, and teamwork abilities. Class leaders and athletic talents emerged—over 300 class leaders and 204 athletic students were identified.
- **Improved attendance, particularly among girls:** Girls who were initially hesitant began attending regularly after experiencing the enjoyment and inclusivity of Khel Mela and physical sessions.
- **Positive behavioral transformation:** Teachers reported more focused classroom behavior, stronger peer interactions, and growing student confidence, especially among those previously shy or marginalized.

- **Consistent engagement:** The 3,360 regular PE sessions and 42-day summer camp involving 22,483 students ensured continuous student involvement even during breaks.
- **Successful re-enrollment of out-of-school children:** Through focused outreach, 58 children were identified and 41 re-integrated into school, supported by household visits, rallies, and school-based orientation sessions.



6.2 FOR TEACHERS AND SCHOOLS: STRENGTHENED CAPACITY AND EDUCATIONAL CULTURE

Project Chhalaang helped teachers evolve into facilitators of holistic development, while schools began transforming into vibrant spaces for both learning and wellness.

- **Strengthened teacher-student relationships:** With PETs and nodal teachers leading inclusive activities, the dynamics between educators and students became more cooperative and trust-based.
- **Improved morale and classroom environment:** SEL integration helped reduce classroom conflicts, promoted peer support, and improved academic focus.
- **Capacity building:** 50 PET/nodal teachers and 108 volunteers were trained through intensive workshops in inclusive pedagogy, SEL strategies, and leadership facilitation, enabling them to independently run sessions.
- **Adoption of holistic education:** Schools started allocating dedicated time for physical literacy, shifting toward a more balanced education model that valued emotional and physical health alongside academics.



6.3 FOR THE COMMUNITY: COLLECTIVE OWNERSHIP AND SUPPORT FOR EDUCATION

Long-term sustainability of the initiative was ensured through active community engagement, creating a network of allies in education among parents, panchayat members, and local influencers.

- **Community meetings and outreach:** 110 community meetings (817 participants) and 47 outreach sessions (507 participants), emphasizing the role of sports and SEL in education.
- **Increased parental support:** Parents began actively participating in school events and championing the importance of girls' education and physical activity.
- **Wider advocacy and local partnerships:** The initiative built 146 community linkages and facilitated 24 service referrals, including support for child protection, health, and educational continuity.
- **Creation of shared spaces:** Schools evolved into community spaces for dialogue, inclusion, and collective celebration—exemplified by events such as Khel Mela, Children's Day, and Women's Day programs.



7. IMPACT

Project Chhalaang has successfully gone beyond short-term outputs to deliver lasting, systemic transformations across the rural education ecosystem in Siddharthnagar. The final outcome goals highlight how the project has fulfilled its mission to foster physical, emotional, and social development among children, while empowering educators and communities to sustain this momentum.

1. Improvement in Life Skills

The integration of SEL into daily sessions cultivated vital life competencies in children:

- **Leadership, teamwork, conflict resolution, and discipline** became visible attributes in participating students.
- **Confidence and emotional resilience** improved, with many children stepping into class leadership roles and expressing their thoughts more freely.
- Students began setting personal goals and showing initiative in both academic and co-curricular areas.

2. Advancement in Physical Fitness and Motor Skills

The consistent exposure to physical activities resulted in significant enhancements in:

- **Agility, endurance, balance, and motor coordination**, particularly among younger students.
- A more **active lifestyle** was fostered, with students taking part in sports beyond the classroom, including during community events.

3. Identification and Participation in Competitive Sports

- **204 athletic talents** were identified and encouraged to pursue further training.
- Students were given opportunities to **prepare for cluster, block, and district-level sports events**, promoting both school pride and individual aspiration.
- Participation became more equitable, with **more girls and marginalized children entering competitive spaces**.

4. Boost in School Attendance and Academic Performance

- Regular PE and activity-based learning **increased school attendance**, particularly among girls.
- Teachers observed a positive link between **structured physical sessions and better focus, behavior, and academic performance**.
- The re-enrollment of **41 out-of-school children** and efforts during summer camps reduced the risk of dropout.

5. Establishment of a Sustained Culture of Play and Wellness

- Schools embraced a **routine culture of physical literacy**, making structured play a norm.
- **Parents and community leaders** began to view physical education not as extracurricular, but essential.
- Informal community-level play sessions and youth groups were initiated by volunteers and alumni of the program.

6. Promotion of Gender Equity and Inclusion

- The project challenged prevailing gender norms by **creating safe spaces for girls to play, lead, and express themselves**.

- **Female participation increased across all program components**, from regular sessions to community events.
- Girls emerged not only as participants, but as leaders, role models, and change agents in their schools and communities.

7. Social Recognition and Economic Empowerment of Field Staff

- Field Coordinators (FCs), many of whom came from local communities, gained visibility and respect.
- Their roles as youth mentors, educators, and sports mobilizers led to improved livelihood prospects and deeper community integration.
- Some FCs received offers to support other educational and health programs, creating ripple effects of development.



8. NOTEWORTHY INNOVATIONS

Project Chhalaang introduced several innovations to deepen its impact, foster inclusivity, and enhance implementation quality. These scalable practices contributed to the program's effectiveness and replicability across rural contexts.

Khel Melas & Khel Utsav

These sports festivals became community-level celebrations, improving student morale and visibility of the initiative.

- Boosted excitement around physical education.
- Created non-judgmental, inclusive platforms for showcasing talent.
- Strengthened the connection between schools and their communities.



Swasth School Assessment Tool

A custom monitoring tool developed to track student and school progress.

- Measured physical and SEL indicators.
- Helped schools identify gaps in physical education practices.
- Informed improvements in session planning and execution.



Volunteer WhatsApp Groups

Digital tools that ensured efficient and timely coordination.

- 11 WhatsApp groups were created for teachers, volunteers, and field staff.
- Used for attendance tracking, session photos, troubleshooting, and motivational updates.
- Promoted real-time communication across blocks.



9. CHALLENGES ENCOUNTERED AND STRATEGIC RESPONSE

As a grassroots educational initiative, Project Chhalaang encountered several challenges during implementation, stemming from infrastructural limitations, cultural resistance, and systemic gaps. These hurdles, however, were addressed through proactive planning, administrative coordination, and participatory approaches that ensured continuity and inclusivity across all schools.

Challenges	Strategic Response
Lack of sports grounds or sufficient staff	Schools were carefully selected based on feasibility—those with at least 50 students and two full-time teachers were prioritized.
Initial resistance from teachers	Letters from the Basic Shiksha Adhikari (BSA) and Block Education Officers (BEOs) mandated cooperation, helping formalize the sessions.
Gender segregation during activities	Sensitization meetings led by the Project Manager and Field Team addressed bias and encouraged mixed-gender participation.
Low participation of girls in physical activities	Female volunteers acted as role models, building girls' confidence through inclusive, non-judgmental games.
Heat and weather related constraints	Sessions were held during morning hours or under shaded areas/verandas to ensure student comfort and uninterrupted engagement.

10. REFLECTIONS AND WAY FORWARD

Project Chhalaang has demonstrated that systemic change in rural education is possible when schools, communities, and institutions work collaboratively. As the project reflects on its successes and challenges, it lays out a roadmap for sustainability and scale.

Key Learnings:

- **Community Engagement is Fundamental:** Early and continuous involvement of parents, panchayats, and local leaders is crucial to project ownership and success.
- **Empowering Girls Requires Deliberate Strategy:** Safe spaces, relatable female facilitators, and inclusive games are essential to overcoming cultural resistance.
- **Capacity Building Ensures Continuity:** The training of 150 teachers and 108 volunteers equipped schools with in-house facilitators for long-term implementation.
- **Monitoring Enables Adaptation:** The use of Swasth School Assessment and WhatsApp tools helped course-correct in real time and respond to local needs quickly.



Next Steps:

- **Geographical Expansion:** Replicate Project Chhalaang in other blocks of Siddharthnagar and similar aspirational districts.
- **Annual Refresher Training & Reviews:** Conduct yearly workshops and quarterly Swasth School evaluations to sustain quality.
- **Policy Integration:** Strengthen engagement with education departments to embed physical literacy and SEL into school curricula.

Project Chhalaang is not just a program—it's a blueprint for transforming rural education through play, participation, and partnership.

11. ACKNOWLEDGMENT

Gratitude to every hand that helped build the Chhalaang journey

The accomplishments of Project Chhalaang are the result of unwavering support and shared commitment across various levels of the educational ecosystem.

We extend heartfelt thanks to:

- **Education Department Officials**

- Basic Shiksha Adhikari (BSA)
- Block Education Officers (BEOs) of Uska Bazar and Lotan
- For enabling formal support and coordination at the district level.

- **ELMS Foundation (Technical Partner)**

For curriculum design, training facilitation, and mentorship, especially under the guidance of Ms. Anushka Pandey.

- **Teachers, Volunteers, and Community Leaders**

For being the on-ground champions who sustained the energy, enthusiasm, and ethos of the project.

- **Swabhiman Samiti Leadership**

- Ms. Mamta Verma (President)
- Mr. Vinod Kumar Prajapati (Secretary)
- For visionary leadership, local engagement, and strategic guidance.



12. CONCLUSION – PROJECT CHHALAANG

Project Chhalaang has reimagined rural schooling by integrating physical literacy and SEL into the heart of education. Across 50 government schools in Siddharthnagar, the program reached:

- **4,280+ students**
- **3,360+ PE sessions**
- **820+ student participants in structured sports**
- **22,483 (Cumulative) children in summer camps**
- **300+ class leaders and 204 athletic talents identified**

Not only did the project foster improvements in learning, discipline, and attendance, but it also challenged gender norms and promoted equity through inclusive play. Communities, once passive observers, became active partners—driving awareness, participation, and advocacy for continued education.

With a model rooted in data, engagement, and empathy, Project Chhalaang sets the stage for long-term transformation not just in Siddharthnagar, but in every rural district striving for a future where every child learns, leads, and leaps.

“Chhalaang is more than a leap it is a revolution in how we see childhood, education, and opportunity.”

IMAGE



Physical Education in Action

Field Supervisors lead structured PE session promoting fitness and teamwork.

IMAGE



Physical Education in Action

Field Supervisors lead structured PE session promoting fitness and teamwork.

IMAGE



Physical Education in Action

Group leaders guiding peers during a structured PE session.

IMAGE



Village-Based PE Sessions

Children actively participating in physical education sessions in their own village grounds.

IMAGE



School Chalo Abhiyan Rally

Community rally encouraging re-enrollment of dropout children under the 'School Chalo Abhiyan'.

IMAGE



Community Engagement: Khel Mela Celebration

Students showcasing teamwork, energy, and enthusiasm through inclusive games and activities.

IMAGE



Student Enrichment: Summer Camp Activities
Children actively participating in creative games, fitness routines, and life skills

IMAGE



Capacity Building: Teacher Training Session

Teachers receiving orientation on integrating physical education into daily classroom activities.

IMAGE



Tracking Progress: Baseline and Endline Assessments

Evaluation of students' physical and emotional development before and after project interventions.

IMAGE



Promoting Play: Sports Material Distribution

Distribution of games and sports kits to schools to encourage regular physical activities.

IMAGE



Community in Dialogue

Community members engaging in discussions on the importance of sports and play for child development.

IMAGE



Celebrating Change: Special Day Observance

Observance of National Sports Day, Children Day with student performances and community recognition.

MEDIA

दो दिवसीय प्रशिक्षण का शुभारम्भ

उसका बाजार, सिद्धार्थनगर। मंगलवार को स्वाभिमान समिति द्वारा ई एल एम स्पोर्ट फाउंडेशन के सहयोग से ब्लॉक सभागार



उसका बाजार पर उसका बाजार और लोटन ब्लॉक के 50 विद्यालय के शारीरिक शिक्षा शिक्षकों का प्रोजेक्ट छलांग के अंतर्गत दो दिवसीय प्रशिक्षण का खण्ड विकास अधिकारी श्री श्याम मुरली मनोहर मिश्र और सहायक विकास अधिकारी (पंचायत) संजय कुमार पांडेय के द्वारा

शुभारंभ किया गया। खण्ड विकास अधिकारी मिश्र ने अपने संबोधन में कहा कि यह बहुत ही महत्वपूर्ण कार्य हो रहा है पंचायत

से इस कार्यक्रम के लिए पूरा सहयोग दिया जाएगा। प्रशिक्षकों द्वारा बच्चों के शारीरिक शिक्षा की आवश्यकता और फिजिकल फिटनेस पर विस्तृत जानकारी दिया गया। तथा

बच्चों के बेसलाइन असेसमेंट की जानकारी दी गई।

कार्यक्रम में मुख्य प्रशिक्षक के रूप में ममता वर्मा, विमलेश, राजीव, रीता त्रिपाठी और पीरामल फाउंडेशन से सत्येंद्र प्रताप सिंह, मृणाल, सहित 50 विद्यालय के अध्यापक उपस्थित रहे।

MEDIA

शारीरिक शिक्षा शिक्षकों का प्रोजेक्ट छलांग के अंतर्गत दो दिवसीय प्रशिक्षण सम्पन्न

उसका बाजार, सिद्धार्थनगर। बुधवार को स्वाभिमान समिति द्वारा म्स्टै स्पोर्ट फाउंडेशन के सहयोग से ब्लॉक सभागार में उसका बाजार और लोटन ब्लॉक के 50 विद्यालय के शारीरिक शिक्षा शिक्षकों का प्रोजेक्ट छलांग के अंतर्गत 2 दिवसीय प्रशिक्षण सम्पन्न हुआ। सहायक विकास अधिकारी श्री (आईएसबी) श्री प्रमोद कुमार के द्वारा समापन के अवसर पर अपने संबोधन में कहा कि खिलाड़ी एकता, नैतिकता और अनुशासन का प्रतीक होता है। प्रशिक्षकों द्वारा बच्चों के

शारीरिक शिक्षा की आवश्यकता और फिजिकल फिटनेस पर विस्तृत जानकारी दिया गया। तथा बच्चों के बेसलाइन असेसमेंट की जानकारी दी गई।

कार्यक्रम में मुख्य प्रशिक्षक के रूप में ममता वर्मा, विमलेश, राजीव, रीता त्रिपाठी ने प्रशिक्षण दिया और म्स्टै स्पोर्ट्स फाउंडेशन की अनुष्का पांडेय और स्वाभिमान समिति के सचिव विनोद प्रजापति ने सहयोग किया। उसका और लोटन ब्लॉक के 50 विद्यालय के अध्यापकों ने प्रशिक्षण प्राप्त किया।

MEDIA

बच्चों को पुरस्कृत कर किया हौसला आफजाई

सोहॉस बाजार सिद्धार्थनगर। सामाजिक संस्था स्वाभिमान समिति के तत्वाधान में क्षेत्र के कम्पोजिट विद्यालय, कठहा और पूर्व माध्यमिक विद्यालय, धंधरा में विचार गोष्ठी, सांस्कृतिक कार्यक्रम, खेलकूद प्रतियोगिता का आयोजन कर बच्चों को पुरस्कृत कर हौसला आफजाई किया गया। कार्यक्रम की शुरुआत पंडित नेहरू के चित्र पर पुष्पाचर्न और माता सरस्वती के चित्र के समक्ष दीप प्रज्ज्वलन से विद्यालय प्रधानाध्यापक के कर कमलों हुआ। इसके बाद स्कूली बच्चों ने सरस्वती वंदना, स्वागत गीत प्रस्तुत कर कार्यक्रम को गति दिया। इस मौके पर संस्था की प्रोग्राम मैनेजर ममता वर्मा ने पंडित नेहरू के बच्चों के प्रति लगाव, चाचा नेहरू की उपाधि दिए जाने के पीछे निहित मंशा और उनके जीवन से जुड़ी तमाम रोचक कहानियों पर सविस्तार प्रकाश डालते हुए उनके अदम्य साहस, व्यक्तित्व और कृतित्व से प्रेरणा लेने की सीख दिया। उन्होंने

पंडित नेहरू के जीवन को रेखांकित करते हुए उनके आदर्श और सन्देश को जीवन में आत्मसात करने की प्रेरणा दिया। गौरतलब है कि शनिवार

गया। सम्बंधित ग्राम प्रधानों के हाथों इस खेल में प्रतिभागी बच्चों में प्रतिभा सम्मान व पुरस्कार देकर सम्मानित भी किया गया। इस अवसर पर



को सामाजिक संस्था स्वाभिमान समिति द्वारा पण्डित जवाहर लाल नेहरू के जन्मदिवस के उपलक्ष्य में आयोजित बाल दिवस के कार्यक्रम के तहत क्षेत्रीय समन्वयक के कुशल देखरेख में सांस्कृतिक कार्यक्रमों के बाद बच्चों को जलेबी गेम करवाया

प्रोग्राम मैनेजर ममता वर्मा, फील्ड कोऑर्डिनेटर सुभाष साहनी, ग्राम प्रधान विनोद पासवान, सहायक अध्यापक रीतू यादव, शिक्षा मित्र सकीना खातून, सुधा आंगनबाड़ी कार्यकर्त्री मीनू सिंह, आशा अनिता एवं अभिभावक गण भी मौजूद रहे।

MEDIA

50 पूर्व माध्यमिक विद्यालयों में खेल सामग्री वितरित

उसका बाजार, सिद्धार्थनगर। स्थानीय विकास खण्ड में कार्यरत स्वयं सेवी संस्था स्वाभिमान समिति के द्वारा ईएलएमएस स्पोर्ट्स फाउंडेशन के सहयोग

पति ने बताया कि हाल ही में शारीरिक शिक्षा शिक्षकों का दो दिवसीय प्रशिक्षण सम्पन्न हुआ है। और अब खेल सामग्री के रूप में प्रत्येक विद्यालय को 2



फुटबॉल 1
बालीबाल 15 कोन
15 डोम 18 बिक्स
1 एयर पम्प 1
भिसिल 1स्टॉप
वॉच उपलब्ध
कराया गया है।
कस्तूरबा गांधी
बालिका विद्यालय
उसका बाजार में
श्रीमान खण्ड शिक्षा
अधिकारी श्री
महेन्द्र कुमार के
कर कमलों द्वारा
सामग्री सौंपी गई।
इस अवसर पर
बच्चों को संबोधित

से उसका बाजार ब्लॉक के 32 और लोटन ब्लॉक के 18 कुल 50 पूर्व माध्यमिक विद्यालयों में खेल सामग्री का वितरण किया गया। इसके बारे में जानकारी देते हुए समिति के सचिव विनोद कुमार प्रजा

करते हुए उन्होंने कहा कि पढ़ाई के साथ खेलना भी जरूरी होता है। इस अवसर पर प्रोजेक्ट मैनेजर ममता वर्मा वार्डन निशा सिंह सहित समस्त अध्यापिका और बच्चे उपस्थित रहे।

MEDIA

राष्ट्रीय खेल दिवस प्रोजेक्ट छलांग के तहत मनाया गया

विश्व सेवा संघ, संवाददाता
सिद्धार्थनगर। जनपद में चल
रहे छलांग परियोजना के अंतर्गत

जितेंद्र कुमार जी व फील्ड
कोऑर्डिनेटर विमलेश के द्वारा बच्चों
को फील्ड गतिविधियां कराई गई

से एक मेजर ध्यानचंद की विरासत का सम्मान करने का दिन है। फ्लॉकी के जादूगर के रूप में जाने जाने वाले ध्यानचंद के खेल में योगदान ने भारतीय खेल इतिहास पर एक अमिट छाप छोड़ी है, जिससे यह दिन न केवल उनकी जयंती का स्मरणोत्सव है, बल्कि भारत को परिभाषित करने वाली खेल भावना का उत्सव भी है। उन्होंने बताया की भारत में 2012 में 29 अगस्त को राष्ट्रीय खेल दिवस मनाने की घोषणा की, ताकि खेल उत्कृष्टता को मान्यता दी जा सके। मेजर ध्यानचंद को श्रद्धांजलि देने के लिए इस तिथि का चयन किया गया था। मेजर ध्यानचंद का जन्म 29 अगस्त, 1905 को उत्तर प्रदेश के प्रयागराज में हुआ था। वहीं पिरामल फाउंडेशन से जिला कार्यक्रम लीड सत्येन्द्र सिंह के द्वारा बताया गया कि पढ़ाई के साथ-साथ खेलना भी स्वास्थ्य के लिए जरूरी होता है और नियमित स्कूल आने के फायदे के बारे में विस्तार से भी बताया गया। पिरामल फाउंडेशन से कार्यक्रम लीड योगेंद्र जी के द्वारा खेल के विषय में जानकारी दी गयी कार्यक्रम में प्रधान प्रतिनिधि ईश्वर चंद, अध्यापक किरण देवी प्रोग्राम मैनेजर ममता वर्मा फील्ड कोऑर्डिनेटर विमलेश विवेक गौतम रीमा लक्ष्मी सहित सैकड़ों बच्चे उपस्थित रहे।



आज राष्ट्रीय खेल दिवस का आयोजन किया गया। उसका बाजार, लोटन, खेसरहा और नौगढ़ ब्लाक के लगभग सौ स्कूलों में एक साथ खेल दिवस मनाया गया।

मुख्य कार्यक्रम लोटन ब्लाक के उच्च प्राथमिक विद्यालय नेतवर में आयोजित हुआ जहां प्रधानाध्यापक

जैसे कबड्डी, खो-खो, बिल्डर एंड बुलडोजर, क्लासरूम एक्टिविटी कराया गया।

स्वाभिमान समिति से कार्यक्रम प्रबंधक ममता वर्मा जी ने बताया की हर साल 29 अगस्त को भारत अपना राष्ट्रीय खेल दिवस मनाता है, यह देश के सबसे प्रतिष्ठित एथलीटों में

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MEDIA

प्रोजेक्ट छलांग के अंतर्गत फुलवरिया में हुआ खेल मेले का आयोजन

राज वॉयस संवाददाता
अश्वनी कुमार मिश्रा ।।
सिद्धार्थनगर । विकासखण्ड लोटन

का आयोजन किया गया। इसमें
कुल तीन स्टाल लगे हुए थे प्रत्येक
स्टॉल पर अलग-अलग तरह की

तीसरे स्टाल पर जाकर खेल का
आनंद लिया गया खेल मेला में
फुलवरिया गांव के आंगनवाड़ी इंद्रावती



के ग्राम पंचायत फुलवरिया स्थित
उच्च प्राथमिक विद्यालय में स्वाभिमान
समिति संस्था के द्वारा छलांग

एक्टिविटी हो रही थी जैसे पोस्टमैन
गेम, कैच योर फुटबॉल , जीरा
काटा। खेल मेला में बच्चों के

देवी सहायिका इंद्रावती देवी प्रधानाध्यापक महेश प्रसाद प्रीति ,मनोरमा
प्रजापति रोशनी आशा नेहा अमर कृ

MEDIA

न 2024

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स्वाभिमान समिति द्वारा प्रोजेक्ट छलांग के अंतर्गत गांवों में समर कैंप का किया गया आयोजन



राज वॉयस, संवाददाता

अश्वनी कुमार मिश्रा / उसका बाजार, II सिद्धार्थ नगर। स्वाभिमान समिति द्वारा प्रोजेक्ट छलांग के अंतर्गत गांवों में 30 दिन के समर कैंप का आयोजन किया गया। इसमें उसका बाजार के 32 और लोटन के 18 ग्राम पंचायत के 100 वालंटियर को ट्रेनिंग देकर गर्मी की छुट्टी में बच्चों के साथ सुबह और शाम या ठंडा मौसम रहने पर कभी भी वालंटियर के द्वारा गांव में खेल के माध्यम से बच्चों को शारीरिक रूप से फिट रहने और बच्चों को खेलने में प्रोत्साहित करने का



रही है, जैसे पोस्टमैन गेम, बाल झपट, बर्फ पानी जैसे दर्जनों खेल गतिविधि कराके बच्चों के अंदर मानसिक एवं शारीरिक विकास

रही है। इस कार्यक्रम में मुख्य रूप से प्रोजेक्ट मैनेजर ममता वर्मा, फील्ड कोऑर्डिनेटर, रीता, सभास विमलेश और मनोज

SUCCESS STORY

BREAKING BARRIERS: HOW PAKDI COMPOSITE SCHOOL MADE PLAY EQUAL FOR ALL

Introduction

In rural Uttar Pradesh, the divide between boys and girls in school sports has long mirrored deeper societal norms. But at Pakdi Composite School in Siddharthnagar district, a quiet revolution took place in February 2025. Under the umbrella of Project Chhalaang, what began as a modest intervention grew into a powerful movement—where play became a tool for gender equity, confidence-building, and transformation.

The Challenge

Before the intervention, gender roles were clearly demarcated on the school grounds. Girls were either discouraged or lacked the self-belief to participate in sports, while boys dominated the field. This invisible wall affected girls' confidence, stunted their social skills, and reinforced harmful stereotypes. Physical education lacked inclusivity, and girls often stayed on the sidelines—watching, but never playing.

The Solution

Project Chhalaang, led by Field Coordinator Manoj, recognized this barrier and approached it with a strategy rooted in leadership, sensitivity, and inclusion. The school Principal played a vital role by initiating gender sensitization sessions that were integrated into the broader Chhalaang programming.

The Solution

Project Chhalaang, led by Field Coordinator Manoj, recognized this barrier and approached it with a strategy rooted in leadership, sensitivity, and inclusion. The school Principal played a vital role by initiating gender sensitization sessions that were integrated into the broader Chhalaang programming.

To break norms:

- Activities were designed as mixed-gender games, where teamwork, not gender, defined roles.
- The Principal led by example, participating alongside students and sending a strong signal that equality begins at the top.
- Sessions included reflective discussions about the value of inclusion, particularly for adolescent girls.

The Transformation

The results were evident and inspiring. Within weeks:

- Girls stepped into roles they had never imagined—scoring points, leading teams, and celebrating victories.
- Boys learned respect and cooperation, fostering a new environment of shared space and mutual encouragement.
- The classroom spilled into the playground, where confidence once bottled up began to emerge as leadership and camaraderie.

The most notable shift wasn't just physical—it was psychological. Girls stopped waiting for permission to participate. They started showing up with energy, confidence, and purpose.

Results and Achievements

- Inclusive Physical Education became a reality: all sports activities now involve girls and boys equally.
- Gender sensitivity became institutionalized: the school conducts regular sessions to challenge and shift attitudes.
- Quality of PE improved: with increased participation, energy, and engagement from all students.
- School culture transformed: sports became not just a subject, but a symbol of equality.

Conclusion

What happened at Pakdi Composite School is more than a change in who plays what—it's a blueprint for reimagining rural education as a vehicle for social equity. Girls, once relegated to the sidelines, are now celebrated players. Boys, once conditioned by bias, are now allies in inclusion.

This story proves that leadership with conviction, intentional design, and community trust can uproot even the most entrenched barriers. Thanks to Project Chhalaang, Pakdi Composite School didn't just level the playing field—they redefined it.

SUCCESS STORY

FROM ROUTINE TO REVIVAL: NETHIR UPS LEADS WITH HOLISTIC LEARNING

Introduction

In the heart of rural Siddharthnagar, **Nethir Upper Primary School (UPS)** stood as a typical government institution—committed but constrained by traditional teaching practices and minimal emphasis on physical education. However, in March 2025, under **Project Chhalaang**, this school underwent a quiet revolution. What began with a training session for teachers sparked a full-scale institutional transformation—anchored in the belief that **sports, emotional intelligence, and academics are not separate goals but intertwined pillars of child development.**

The Challenge

Before Project Chhalaang's intervention, physical activities at Nethir UPS were rare and undervalued. Teachers were focused predominantly on academic results, with limited awareness or resources to integrate sports into the school schedule. Students had few opportunities to explore teamwork, movement, or play—leading to a lack of enthusiasm, low energy, and disengagement in the learning process.

The Solution

Recognizing this gap, Project Chhalaang initiated its intervention through **structured teacher training sessions**, led by Field Coordinator Vimlesh. The training focused on:

- **Modern pedagogical techniques** combining physical activities with academic learning.

- The **importance of weekly structured sports** to boost children's physical and emotional well-being.
- Demonstration of games and exercises tailored to mixed-age and mixed-gender classrooms.

Post-training, the teaching staff collectively **resolved to implement weekly sports sessions** as a permanent part of the school timetable.

The Transformation

The changes were swift and visible:

- Children started **looking forward to their 'sports day'** every week.
- **Teachers became facilitators of fun and fitness**, no longer limiting themselves to chalk-and-board methods.
- Students grew **more confident, cooperative, and focused** in both the classroom and playground.

Importantly, children began showing:

- **Improved physical stamina and coordination**
- **Greater teamwork and peer bonding**
- **Heightened emotional intelligence**, including conflict resolution and empathy
- **Renewed interest in studies**, due to increased energy and balanced routines

Teachers reinforced a critical life message: "A healthy body houses a healthy mind."

Results and Achievements

- **Weekly sports sessions institutionalized:** not as an extra activity, but as part of the school's core routine.
- **Teachers adopted new pedagogies:** merging academics with experiential and play-based learning.

- **Students exhibited higher retention and classroom attentiveness**, particularly those who had previously struggled to engage.
- **School environment transformed:** into one of joy, inclusion, and holistic development.

Conclusion

Nethir UPS's transformation under Project Chhalaang showcases what **systemic change in education** looks like. This is not just a story of better games—it's a story of **better learning, better health, and better human connection**.

The school today stands as a **model of integrated education**, where children don't just memorize lessons but live them—through play, collaboration, and self-discovery. Project Chhalaang didn't just change a school routine; it ignited a movement that redefines what rural education can be.

SUCCESS STORY

FROM DISRUPTION TO LEADERSHIP: ANUJ KUMAR'S JOURNEY OF TRANSFORMATION

Introduction

In the heart of Siddharthnagar district lies Gaura UPS, a rural school where one boy's personal journey stands as a powerful testament to the transformative potential of inclusive education. Under the guidance of Project Chhalaang, 14-year-old Anuj Kumar—once labeled a disruptive child—emerged as a session leader, inspiring both peers and teachers with his resilience and personal growth.

The Challenge

When the Chhalaang sessions first began at Gaura UPS in March 2025, Anuj Kumar was a source of concern. Frequently disengaged, he would distract others, challenge facilitators, and undermine the group learning environment. His behavior not only affected his own progress but also disrupted the overall effectiveness of the sessions. Teachers struggled to redirect his energy positively, and Anuj showed little interest in sports or structured activities.

The Solution

The breakthrough came through intentional, patient mentorship. Field Coordinator Sushnita initiated one-on-one conversations with Anuj, explaining the purpose and benefits of the sessions. Instead of punishment, she offered encouragement and respect. At the same time, she partnered with the school's teachers to ensure a unified and empathetic approach.

Together, they gave Anuj a safe space to express himself and slowly introduced him to structured participation—starting with small, manageable roles in games and activities. These tasks built his sense of responsibility without overwhelming him.

The Transformation

Gradually, Anuj’s behavior began to shift. His attendance became regular. His body language changed—from guarded and distant to alert and engaged. With each session, his confidence grew, and his involvement deepened. What started as a passive presence turned into active leadership.

Within a few weeks, Anuj was leading warm-up activities and helping his peers organize group games. He became a motivator, not a distraction. His natural leadership qualities, once misdirected, were now harnessed to support teamwork and inclusivity in the classroom.

Results and Achievements

- Became a session leader, managing and facilitating physical education and SEL activities.
- Demonstrated improved behavior in academic classes, with better focus and cooperation.
- Inspired peers who once mirrored his disruptions to instead follow his example.
- Gained the trust of teachers, who now see him as a valuable asset in classroom engagement.

This transformation was made possible through consistent guidance, empathetic engagement, and an environment that valued growth over punishment.

Conclusion

Anuj Kumar's story encapsulates the core values of Project Chhalaang—that every child has potential, and it can be unlocked through patience, encouragement, and structured opportunity. His transformation is not just a personal success, but a message to educators, communities, and policymakers: that inclusion and empathy are essential tools for lasting behavioral change.

Today, Anuj stands tall—not only as a student but as a leader, a role model, and a symbol of what rural education reform can truly achieve.

CASE STUDY

FOSTERING COLLECTIVE ENTHUSIASM: A CULTURE SHIFT AT KARMA COMPOSITE SCHOOL

Introduction

Project Chhalaang, integrates physical literacy with Social Emotional Learning (SEL) to enrich the educational experience in rural schools. This case from Karma Composite School illustrates how Chhalaang redefined student-teacher dynamics by promoting co-learning and community participation.

Context and Challenges

Before Chhalaang's intervention, physical education in the school was minimal—restricted to periodic drills with little teacher involvement. Students were hesitant, and faculty saw physical activities as extracurricular rather than essential. The lack of a participatory culture created a gap between academic instruction and holistic student development.

Intervention Strategy

Through Chhalaang's structured sessions, teachers received orientation to actively **participate alongside students** in physical and SEL-based activities. These included team games, leadership tasks, and emotional awareness exercises.

Ms. Sushnita, the Field Coordinator, led the effort by:

- Collaborating with school leadership to plan weekly interactive sessions.
- Mentoring teachers to co-facilitate sessions.
- Embedding inclusive practices and resolving challenges on-site.

Her presence encouraged a culture shift—where both teachers and students learned and played together, breaking hierarchical barriers.

Implementation and Results

- **Teacher Participation:** Teachers shifted from spectators to active co-learners—engaging fully in games and mentoring students.
- **Student Response:** With teachers involved, students displayed greater enthusiasm, especially those previously shy or excluded.
- **Learning Outcomes:** Teachers observed improved classroom behavior, cooperation, and confidence among students.
- **Environment Shift:** School grounds became spaces of joy, collaboration, and respect.

Impact

- **Enhanced Teacher-Student Bonds:** Teachers reported better in-class engagement and student trust.
- **Inclusive Learning:** The format nurtured marginalized students through equal participation.
- **Cultural Shift:** Physical education was no longer a side activity but an essential part of school identity.

Conclusion

Karma Composite School's experience under Project Chhalaang highlights how empowering educators as co-participants can transform a school's culture. By fostering a shared responsibility for learning, the program transcended curriculum and created a community of practice rooted in empathy, teamwork, and mutual growth. This case sets a replicable model for scaling holistic education in other rural settings.

Acknowledgment

Special thanks to **Ms. Sushnita**, whose dedicated facilitation helped embed the values of Chhalaang into the school's daily rhythm, and to the Swabhiman Samiti and ELMS Sports Foundation, whose support enabled a model of integrated learning and teacher empowerment.

CASE STUDY

IGNITING INTEREST IN SPORTS AT CHURIHARI UPS

Background

At Churihari UPS, like many rural schools, sports had long been considered non-essential. Despite a large student population, structured physical education was virtually non-existent. Most children lacked any exposure to the benefits of play, teamwork, or fitness. Project Chhalaang, implemented by Swabhiman Samiti with support from ELMS Sports Foundation, sought to change this narrative by embedding physical literacy into the school ecosystem.

Problem Identification: Apathy and Unawareness Toward Sports

When Chhalaang began, the team observed that students showed no enthusiasm for physical activities. Sports were viewed as optional, with no connection to learning or development. Discussions with the school Principal revealed a general lack of awareness about how sports could foster not only fitness but also emotional resilience and collaboration.

Intervention: Awareness and Strategic Engagement

To break the cycle of disinterest, Field Coordinator Mr. Manoj initiated a series of interactive awareness sessions. These talks went beyond theory—they sparked curiosity by highlighting real-life benefits of physical activity such as discipline, focus, and team spirit. Students were encouraged to share their experiences, dreams, and hesitations, creating a space of trust and openness.

With school support, structured PE sessions were introduced into the weekly timetable. Activities were age-appropriate, fun, and gradually scaled—from basic movement drills to organized team games. The focus was not just on physical performance but on inclusion, engagement, and enjoyment.

Implementation: Building Interest Through Experience

At first, participation was low. Many children lacked confidence and prior experience. But Mr. Manoj's persistence, inclusive approach, and hands-on facilitation helped overcome this inertia. He made sure no child felt left behind and celebrated even the smallest effort.

Gradually, interest surged. Children looked forward to sessions, and requests for more playtime became common. The Principal and teachers noticed improved energy levels, better classroom focus, and increased student cooperation.

Achievements: Participation, Confidence, and Recognition

As participation grew, students began to prepare for local competitions—many for the first time in their lives. Several were selected for block and district-level sports events, bringing home awards and certificates. This achievement uplifted the school's image and instilled pride in students, parents, and staff.

The transformation extended beyond the sports field. Students became more confident, physically active, and socially engaged. Classroom learning improved, peer bonds strengthened, and the idea of "learning through play" became a lived reality.

Conclusion: A Spark that Lit a Lasting Flame

The journey of Churihari UPS under Project Chhalaang is a compelling example of how exposure and structured encouragement can turn indifference into enthusiasm. With the right mentorship, even the most disengaged learners can become spirited participants and achievers. Today, physical education is not just an activity—it's a movement of joy, identity, and possibility for every child at Churihari.

Acknowledgment

Special thanks to Field Coordinator Mr. Manoj and the entire school team for championing a culture of play and inclusion. Their commitment helped ignite a spark that continues to light the way for children's holistic growth in rural Siddharthnagar, and to the Swabhimani Samiti and ELMS Sports Foundation, whose support enabled a model of integrated learning and teacher empowerment.

CASE STUDY

A DAY OF JOYFUL PLAY AT PARSOUNA COMPOSITE SCHOOL

Background

Parsouna Composite School took a proactive step toward making education more holistic. Recognizing that physical activity is integral to emotional, cognitive, and social development, the school organized a dedicated sports day to foster joy, inclusion, and peer bonding among its students.

Intervention: A Planned Day for Sports and Social-Emotional Learning

To complement classroom learning, the school designed a full-day schedule centered around physical games and team-building exercises. The idea was not just to entertain but to instill key life values like cooperation, discipline, and confidence through play. Field Coordinator Subhash worked closely with teachers to select games that were both culturally familiar and pedagogically valuable.

Implementation: Creating a Celebratory Learning Atmosphere

The event began with great excitement as students gathered in anticipation. A mix of traditional and engaging games like "Bug and Water," "Postman," and relay games such as "Bukdoor and Bukdaar" were introduced. Teachers played an active role—coordinating, encouraging, and ensuring every student could participate.

The design of the day allowed students to move, express, and connect in ways beyond academic interactions. The open and energetic setup helped bring even the quieter students out of their shells.

Achievements: Participation, Confidence, and Peer Connection

- Students exhibited strong teamwork and mutual encouragement, especially during the Postman and relay games.
- The atmosphere was inclusive and festive, allowing children of all backgrounds and abilities to shine.
- Teachers highlighted how such initiatives improve classroom behavior, student morale, and sense of belonging.

Radiant smiles and enthusiastic cheers marked the success of the day. It was clear that play had sparked joy, resilience, and social cohesion among the children.

Message from School Leadership

The school principal remarked,
"Sports are not just a form of entertainment; they instill discipline, teamwork, and promote good health."

This acknowledgment reflected growing recognition within the school system of the deeper purpose behind physical education.

Conclusion: A Starting Point for Ongoing Change

This sports day was not a one-off celebration, but a gateway to systemic change in how education is viewed and delivered. Children now look forward to regular weekly sports days with enthusiasm. Project Chhalaang, through this initiative, succeeded in creating a learning environment where joy and discipline go hand-in-hand.

Acknowledgment

Special thanks to Field Coordinator Subhash and the dedicated staff at Parsouna Composite School for championing this innovative approach. Their efforts have set the foundation for a more balanced and vibrant school culture that supports the holistic development of every child.

CASE STUDY

A TRANSFORMATIONAL SHIFT AT SEMRAHNA COMPOSITE SCHOOL

Background

Under the Chhalaang initiative Semrahnna Composite School became a site of progressive change. The project's mission to blend physical literacy with academic learning led to teacher capacity-building sessions designed to help integrate structured physical and socio-emotional activities into daily classroom practice.

Intervention: Teacher Training and Strategy Alignment

Teachers at Semrahnna Composite School underwent specialized training that emphasized the role of physical education and SEL (Social-Emotional Learning) in enhancing child development. These sessions encouraged teachers to move beyond traditional methods and adopt experiential, movement-based learning.

Implementation: Weekly Sports Integration

Motivated by the training, the teaching staff introduced a weekly sports and group activity day into the academic calendar. Teachers collaboratively curated games that promoted decision-making, confidence, and collaboration. As one teacher expressed,

"This project reminded us that education shouldn't be confined to textbooks; it must be practical and joyful."

This shift redefined how both educators and students engaged with the learning environment.

Activities Introduced: Learning Through Play

The new physical activities included team-based relay games, problem-solving challenges, and rhythm-based movement sessions that:

- Improved critical thinking and communication skills
- Fostered peer bonding and inclusive participation
- Helped students internalize values like empathy, cooperation, and leadership

Impact: Energized Classrooms and Motivated Teachers

- Teachers reported a noticeable increase in student curiosity and engagement in both academic and physical sessions.
- Classroom interactions became more vibrant, with students participating more confidently.
- The teaching faculty began using interactive, child-centered techniques, aligning with Chhalaang's holistic development goals.
- A new school culture began to take shape—where emotional well-being, movement, and academics coexisted harmoniously.

Conclusion: Sustained Change in Education Practice

The transformation at Semrahna Composite School demonstrates how teacher empowerment and visionary program support can catalyze long-lasting change. Project Chhalaang did not just introduce a new activity—it redefined the essence of schooling, where health, joy, and knowledge are now intertwined pillars of learning.

Acknowledgment

Special thanks to Field Coordinator Subhash and the teachers of Semrahna Composite School for embracing innovation and driving change. Their commitment to holistic education stands as an inspiring model for schools across rural India

Thank you!



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