

2023-2024

# ANNUAL REPORT



**AMAN PUBLIC CHARITABLE TRUST**

271, JAMIA NAGAR, OKHLA, NEW  
DELHI 110025  
+91 9810676740; +91 11 41328040  
[www.amanpanchayat.org](http://www.amanpanchayat.org)

## **Executive Summary**

During the year 2023- 2024, Aman Public Charitable Trust continued its work to empower adolescents girls, children, women and teachers across multiple communities through education, skill-building, and civic engagement initiatives. Prerna Kishori Vikas Kendra supported adolescent girls with life skills, vocational training, creative expression, and scientific learning, while community events celebrated women and encouraged reflection on gender equality. Apna Taleem Ghar provided after-school learning, reading, and writing opportunities for children from working-class families, complemented by campaigns like *Pustak Yatra* and collaborations with Eklavya Sanstha. Teacher Resource and Co-Creation Centre strengthened teaching capacities through training and mentorship, and workshops with Samvidhan Mitra Mandali promoted constitutional values and civic awareness. Collectively, these and many other programmes enhanced learning, life skills, community participation, and empowerment across the target groups.

Looking ahead, the organization aims to further expand its reach, deepen engagement, and strengthen opportunities for adolescents, children, women and educators to thrive and contribute meaningfully to their communities.

## Our Interventions:

### 1. Prerna Kishori Vikas Kendra:

Prerna Kishori Vikas Kendra (PKVK) continued to create a focused learning space for adolescent girls, strengthening the teaching – learning process while nurturing essential life skills for their overall development. The programme was implemented across four community areas- Paharganj, Sahadat Ali Khan Cantonment, Dilkusha and Mehadauna.

As part of the Prerna Kishori Vikas Kendra (PKVK) initiative, a structured set of learning and skill-building initiatives were undertaken to strengthen adolescent girls' awareness, capabilities, and confidence.



- i. **Training program:** Prerna Kishori Vikas Kendra (PKVK) centres focused on strengthening adolescent girls' awareness of health, civic rights and duties, and constitutional values, while developing vocational and digital skills. Across various programmes, a total of 645 girls participated in training activities, including tailoring, computer literacy, mehendi art, educational tuition, and digital literacy. These initiatives also guided girls and their parents in using mobile phones for online registrations, scholarship applications, and other government schemes, promoting independence and practical skill development. The year emphasized fostering self-reliance, critical thinking, and life skills among adolescent girls.
- ii. **Art and Writing Workshop (11–13 June):** An art and poster-banner writing workshop was conducted at Youth Resource Center, Sahadat Ali ki Chhawani, in collaboration with Samvidhan Mitra Mandali. Participants, most of whom had prior experience in art and poster-making through their studies, explored creative writing and visual communication. The workshop began with individual presentations, where each participant explained their ideas orally. These ideas were then translated onto chart paper, allowing participants to create their own artwork and banners. By the third day, all participants had completed

their chart and banner projects, demonstrating both skill development and creative expression.



- iii. **Educational Programme:** The six-month Educator Program for adolescent girls across five community areas concluded with a closing ceremony at Lashkari Academy. The programme engaged 264 girls across five centres, with ten young tutors facilitating the educational activities. During the ceremony, a presentation showcased the work conducted over six months, highlighting activities carried out in each centre and the involvement of adolescent girls.

The achievements were further brought to life through video clips created by the young participants themselves, documenting their learning journey and the activities at their centres. The programme emphasised active participation, skill-building, and self-expression. Certificates and mementos were distributed to participants by the steering team of Perna Kishori Vikas Kendra, marking their successful completion of the programme.



- iv. **Learning Exposure Visit at Science City:** A learning exposure visit was organized to foster scientific curiosity among adolescent girls. The visit began at the tomb of Bahu Begum, with 68 girls participating. At Science City, the group engaged in hands-on

activities in the Experiment Hall, exploring concepts such as air, force, and balance through interactive experiments. The visit also included learning about the origin of the Earth, the Solar System, galaxies, and the universe, offering a comprehensive and engaging experience that combined observation, experimentation, and understanding of scientific phenomena.



- v. **International Rural Women’s Day Eve Celebration (14 October):** On the eve of International Rural Women’s Day, a village mela was organized in Mehadauna, bringing together 30–35 women from the community. The celebration featured traditional games from their childhood, including the lemon-and-spoon race, lame duck race, and volleyball, offering participants a joyful and nostalgic experience.

While playing, many women reflected that they rarely get such opportunities due to family or marital responsibilities. Winners of the games were awarded prizes, making the event both enjoyable and empowering, and reinforcing the importance of community engagement and collective celebration.



- vi. **Women’s Day- Role of Women in Improving Society (8 March):**

On Women’s Day, events were organized with girls and women across the communities of Mehadauna, Paharganj, Dilkusha, Sahadat Ali Khan Chhawani, to reflect on the role of women in improving society and supporting adolescent girls. Participants wrote articles on ways to enhance the lives of women and adolescents, sparking in-depth discussions on

the challenges faced by teenage girls, including limited resources, interrupted education, and the mental pressures arising from these constraints.

The event highlighted the importance of creating opportunities for adolescent girls to explore their potential and pursue education, work, and personal growth. Participants were encouraged to write on these issues, and the articles will be considered for publication in *Yuvaniya*, providing a platform to share the perspectives and aspirations of adolescent girls. The celebration reinforced the value of equality, respect, and empowerment, while encouraging collective action to improve the lives of women and girls in the community.



**2. Apna Taleem Ghar:** This year, Apna Taleem Ghar, an after-school learning centre, operated in three communities — Dilkusha, Mehadouna and Sahadat Ali Khan Chhawani. The centres primarily serve children from working-class families in the unorganised sector, including children of construction workers, pushcart drivers, beedi workers, container workers, and domestic workers. Each centre receives around 30–35 children daily.

The programme provides quality, activity-based learning across different subjects. Storytelling sessions, interactive exercises, and library resources — including books on stories, poems, and sports — are provided to encourage reading and writing. Children are motivated to respond to questions from *Chakmak* magazine and visually represent stories they read, with selected responses considered for publication, inspiring further engagement with literature. In addition to academic learning, children are encouraged to participate in sports and recreational activities. The centres also provide support and guidance for children who have dropped out of school, helping them access formal education and holistic development opportunities. Further Interventions under Apna Taleem Ghar included:

- i. **Pustak Yatra:** The *Pustak Yatra* campaign was launched as part of the Apna Taleem Ghar initiative, bringing books directly to children across three communities. The book tour was conducted in community spaces and public areas, enabling children from the surrounding neighbourhoods, as well as those attending the centres, to select and read books of their choice. This initiative fostered a culture of reading and expanded access to literature beyond the classroom.

- ii. **Chakmak writing works:** In collaboration with Eklavya organisation, which promotes reading among children and publishes their work widely read by schools and organisations working with children across the country, children attending Apna Taleem Ghar regularly contributed to the monthly issue of *Apna Talim*. Many of their articles were published in multiple issues, with copies received in the children’s names. Through this writing task, children had the opportunity to explore, understand, and write on a variety of topics, enhancing both their literacy and expressive skills.

**3. Teacher Resource and Co-Creation Centre:** This year, approximately 40 teachers working with youth and children participated in the Teacher Resource and Co-Creation Centre. Capacity-building initiatives included online teaching training, which enabled teachers from other districts to join and benefit from shared learning opportunities. The creation of an online learning space expanded the Centre’s reach, supporting professional development and mentorship for young teachers across regions.

#### **4. Samvidhan Mitra Mandali Workshop on Living the Constitution, Embracing Its Values (17–18 August)**

A two-day workshop on “Living the Constitutional Values” was organized at the Youth Resource Centre to strengthen socio-economic, political, and interpersonal relations and promote civic coexistence. The workshop highlighted the importance of adopting constitutional values in daily life, countering judgment based on appearance, mannerisms, or language, and fostering mutual respect and social harmony.

Participants, including grassroots workers from different districts, explored ways to practice constitutional principles within their communities and families. Discussions emphasized the values of brotherhood, civic responsibility, and the role of social organizations and institutions in promoting these principles.

As part of the workshop, participants received cloth bags and stalls made by local weavers, illustrating the connection between sustainable practices and community development. The workshop encouraged continued engagement in Learning and Skill Centres, reinforcing the adoption of constitutional values and collective action for societal improvement.

