



MOITRISANJOG GURUKUL (Project Alo)

Annual Progress Report 2025–2026

"Every Child Deserves the Opportunity to Learn, Grow, and Dream."



Founder Message:

Education is far more than academic achievement – it is a pathway to dignity, confidence, and opportunity. Every child deserves a safe environment where they can learn, express themselves freely, and build hope for the future. Unfortunately, many children in rural North Bengal, particularly those from migrant worker families and economically marginalized communities, do not have access to such opportunities.

Moitrisanjog Society has spent over fifteen years working alongside transgender people, women, children, and other marginalized communities across North Bengal. Throughout this journey, we witnessed that many children, despite attending school, struggled due to the absence of academic support, creative learning

opportunities, and nurturing spaces after school hours. Poverty, migration, social exclusion, and limited educational resources often prevent children from reaching their full potential.

Recognizing these challenges, we established **Moitrisanjog Gurukul** – an inclusive community learning centre led by the transgender community. Our vision was simple yet powerful: to create a space where every child feels safe, respected, encouraged, and inspired to learn regardless of their social or economic background.

At Gurukul, education extends beyond textbooks. Children receive academic support while also participating in dance, music, yoga, storytelling, arts and crafts, reading sessions, life-skills education, and value-based learning. We believe that creativity, confidence, compassion, and critical thinking are equally important in shaping a child's future.

During the 2025–2026 reporting period, Gurukul continued to provide a consistent and nurturing learning environment for children from vulnerable families. The centre became more than an after-school programme; it evolved into a safe space where children developed friendships, built confidence, improved their learning abilities, and discovered their talents. Parents increasingly recognized the importance of the initiative and actively supported their children's participation.

One of the most meaningful aspects of Gurukul is that it challenges stereotypes by demonstrating the leadership capacity of the transgender community. Through this initiative, transgender community members are not viewed merely as beneficiaries of development programmes but as educators, mentors, caregivers, and community leaders who are creating lasting social change.

The progress documented in this report reflects the collective efforts of our children, parents, volunteers, educators, community members, and supporters. Every lesson taught, every drawing created, every song sung, and every smile shared represents a step toward building a more inclusive and compassionate society.

While we celebrate our achievements, we also recognize that significant challenges remain. Limited financial resources continue to restrict our ability to expand services, improve infrastructure, provide nutritional support, and reach more children in need. Nevertheless, our commitment remains unwavering. We envision strengthening Gurukul into a sustainable community learning centre that nurtures every child's intellectual, emotional, creative, and social development.

I extend my heartfelt gratitude to every donor, volunteer, well-wisher, and partner who has believed in our vision. Your encouragement and support have made this journey possible. Together, we are investing not only in children's education but also in a future built on equality, dignity, inclusion, and hope.

We invite you to continue walking alongside us as we expand this journey and ensure that no child is left behind.

Sumi Das
Founder & Secretary
Moitrisanjog Society
Cooch Behar, West Bengal, India

2. About Moitrisanjog Society

Moitrisanjog Society is a registered community-based non-profit organization established in **2011** and based in **Cooch Behar, West Bengal, India**. Founded and led by members of the transgender community, the organization works to build an inclusive society where every individual – regardless of gender identity, sexual orientation, caste, class, religion, or economic status – can live with dignity, equality, and respect.

For more than fifteen years, Moitrisanjog Society has been working with transgender persons, gender-diverse communities, women, children, adolescents, migrant families, and other socially and economically marginalized groups across North Bengal. The organization believes that sustainable social change can only be achieved when communities themselves become leaders of development rather than passive beneficiaries.

Over the years, Moitrisanjog has implemented programmes on community mobilization, education, child rights, mental health, livelihood development, leadership building, legal awareness, gender justice, and social inclusion. The organization has also worked closely with government institutions, educational institutions, civil society organizations, donors, and community volunteers to strengthen inclusive development.

One of the defining strengths of Moitrisanjog Society is its commitment to community leadership. As a transgender-led organization, it has continuously challenged social stereotypes by demonstrating that transgender people can successfully lead educational, social, and humanitarian initiatives that benefit the wider community.

Today, the organization continues to expand its work with a strong focus on education, child development, mental well-being, livelihood opportunities, and building safer and more inclusive communities across North Bengal.



3. Why Moitrisanjog Gurukul?

Education is one of the most powerful tools for breaking the cycle of poverty and inequality. However, for many children living in rural North Bengal, attending school alone is not enough to ensure meaningful learning.

Many families in the region work as daily wage labourers, agricultural workers, domestic workers, or seasonal migrant workers. Parents often leave home early in the morning and return late in the evening, leaving children without academic guidance or emotional support after school. Financial hardship frequently prevents families from arranging private tuition or purchasing adequate learning materials.

As a result, many children experience learning gaps despite being enrolled in government schools. Some struggle with reading and writing, while others gradually lose confidence in their own abilities. Without supportive learning environments, children become vulnerable to school dropout, child labour, early marriage, social isolation, and other forms of exploitation.

Moitrisanjog Society recognized that children needed much more than academic tutoring. They needed a safe and welcoming space where they could learn without fear, express themselves freely, ask questions confidently, and develop as individuals.

This understanding led to the establishment of **Moitrisanjog Gurukul** – an inclusive community learning centre that combine's academic support with creativity, life skills, emotional well-being, and social values.

Unlike conventional tuition centres, Gurukul focuses on the holistic development of every child. Learning is designed to be joyful, participatory, and child-centred. Children are encouraged to think creatively, develop confidence, respect diversity, work together, and appreciate different identities and cultures.



Another unique feature of Gurukul is that it is **led by members of the transgender community**. In a society where transgender people often face discrimination and exclusion, Gurukul demonstrates an alternative reality – one where transgender persons become educators, mentors, role models, and leaders in community development.

The initiative is not only transforming children's lives but is also challenging deeply rooted social prejudices. Every child who learns at Gurukul grows up understanding that dignity, equality, and respect belong to everyone.

Moitrising Gurukul therefore represents much more than an after-school education programme. It is an investment in children's futures while simultaneously building a more compassionate, inclusive, and equitable society.

4. Vision, Mission and Objectives

Our Vision

To create an inclusive society where every child, regardless of their socio-economic background, gender, identity, or family circumstances, has equal access to quality education, holistic development, and opportunities to realize their full potential.

We envision a future where children grow up in environments that nurture compassion, creativity, confidence, and respect for diversity, and where transgender-led community initiatives are recognized as powerful agents of social transformation.



Our Mission

Moitrisanjog Gurukul is committed to providing a safe, inclusive, and child-friendly learning environment where children receive academic support alongside opportunities for creative expression, emotional development, and life-skills education.

Through community participation and transgender leadership, we strive to bridge educational inequalities, strengthen children's confidence, and empower them to become responsible, compassionate, and informed citizens.

Our Objectives

The primary objectives of Moitrisanjog Gurukul are:

- To provide quality after-school academic support for children from economically vulnerable and marginalized families.
- To improve children's reading, writing, language, and mathematical skills through joyful and participatory learning methods.
- To encourage creativity through dance, music, storytelling, drawing, painting, arts and crafts, and cultural activities.
- To promote physical and emotional well-being through yoga, recreational activities, and life-skills education.
- To create a safe environment where every child feels respected, valued, and free from discrimination.
- To strengthen children's confidence, communication skills, leadership abilities, and problem-solving capacity.
- To encourage parental participation in children's education and overall development.
- To demonstrate the positive leadership role of the transgender community in education and community development.



5. Our Core Values

Everything we do at Moitrisanjog Gurukul is guided by a set of values that shape our approach to education and child development.

Inclusion

Every child is welcomed with dignity and respect. We celebrate diversity and ensure that no child experiences discrimination because of gender, caste, religion, disability, language, economic condition, or family background.

Equality

We believe every child deserves equal opportunities to learn, grow, and succeed. Equal access to education is the foundation of a just society.



Child-Centred Learning

Children are active participants in the learning process. We encourage curiosity, creativity, questions, imagination, and independent thinking rather than rote memorization.

Compassion

Learning flourishes in an environment of kindness and empathy. We strive to build trusting relationships where children feel emotionally secure and supported.

Community Leadership

As a transgender-led initiative, Gurukul demonstrates that marginalized communities can become leaders in creating positive social change and inspiring future generations.

Lifelong Learning

Education is not limited to classrooms or examinations. We encourage children to become lifelong learners who continue exploring knowledge, creativity, and social responsibility throughout their lives.

6. Daily Activities at Moitrisanjog Gurukul

The Gurukul functions as an **after-school community learning centre**, providing structured educational support and holistic development opportunities for children every weekday.

Children usually arrive after completing their regular school hours. Each session combines academics with creative learning, physical activities, and opportunities for emotional and social development.



Daily Schedule:

3:00 PM – 3:15 PM | Welcome and Informal Interaction

Children arrive at the centre, greet one another, and share their experiences from school. This informal interaction creates a warm and welcoming atmosphere before structured learning begins.

3:15 PM – 4:15 PM | Academic Support

Teachers and volunteers help children complete school homework, clarify classroom lessons, improve reading and writing skills, strengthen mathematics, and build confidence in Bengali and English language learning.

Individual attention is provided to children who require additional support.

4:15 PM – 4:45 PM | Reading and Storytelling

Children participate in reading circles where they read age-appropriate books, short stories, poems, and inspirational biographies. Storytelling sessions encourage imagination, listening skills, language development, and critical thinking.

4:45 PM – 5:15 PM | Creative Learning

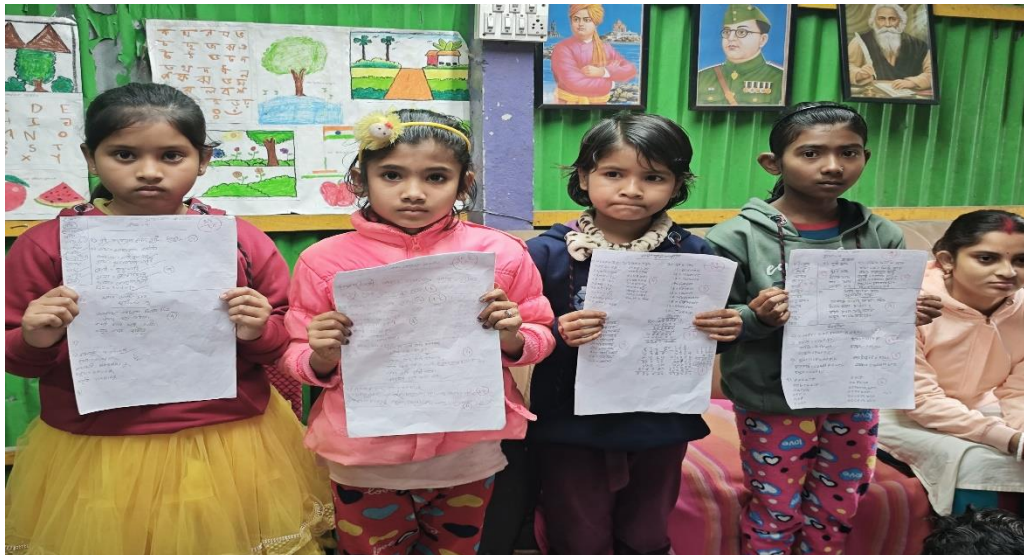
Creative activities include:

- Drawing and Painting
- Art and Craft
- Paper Craft
- Poster Making
- Clay Modelling (where materials are available)
- Creative Writing
- Educational Games

These activities help children express emotions, improve fine motor skills, and develop creativity.

5:15 PM – 5:45 PM | Dance, Music and Yoga

Children engage in dance practice, music sessions, group singing, yoga, stretching exercises, breathing techniques, and recreational games that promote physical fitness, discipline, teamwork, and emotional well-being.



5:45 PM – 6:00 PM | Reflection and Closing

The day concludes with group discussions where children share what they learned, discuss good habits, cleanliness, kindness, environmental awareness, respect for others, and prepare for the next day's activities.

At Moitrisanjog Gurukul, learning goes beyond textbooks. Every day is designed to nurture children's **academic abilities, creativity, confidence, emotional well-being, and social responsibility**, ensuring that they grow into compassionate and responsible members of society.



7. Programme Implementation during 2025-2026

The 2025-2026 reporting period marked another significant year in the journey of **Moitrisanjog Gurukul**. Throughout the year, the learning centre remained committed to providing a safe, inclusive, and nurturing environment where children could strengthen their academic skills while also developing socially, emotionally, and creatively.

Despite limited financial resources, the programme continued to operate regularly through the dedication of community volunteers, educators, supporters, and the leadership of Moitrisanjog Society. Every activity was carefully designed to ensure that learning remained enjoyable, participatory, and relevant to the everyday lives of children.

Unlike conventional tuition centres that focus only on examinations, Gurukul adopted a holistic educational approach that nurtured children's intellectual, emotional, physical, and creative development.

Academic Learning Support

Academic support remained the core component of the programme.

Every afternoon, children attended structured learning sessions where they received assistance with school homework, classroom lessons, and examination preparation. Individual attention was provided to children experiencing learning difficulties, allowing them to progress at their own pace.

Special emphasis was placed on strengthening foundational learning skills, particularly:

- Reading comprehension
- Bengali language
- English language
- Basic Mathematics
- Handwriting improvement
- Vocabulary development
- Classroom confidence
- Independent learning habits

Teachers encouraged children to ask questions, participate actively, and solve problems independently instead of relying on rote memorization. This child-centred approach gradually improved children's confidence and classroom participation.

Several children who were initially hesitant to read aloud or participate in discussions became increasingly comfortable expressing themselves in front of their peers.

Creative Learning and Arts Education

Recognizing that creativity is essential for holistic child development, Gurukul integrated arts into everyday learning.

Children participated regularly in:

- Drawing and painting
- Paper craft
- Creative art projects
- Colouring activities
- Poster making
- Cultural performances
- Group singing
- Dance practice
- Festival-based creative activities

These sessions allowed children to explore their imagination while improving concentration, patience, teamwork, and fine motor skills.

Many children who were initially shy gradually became more confident through participation in dance and cultural performances.

Reading Culture and Storytelling

One of the unique features of Gurukul is its emphasis on reading beyond school textbooks.

Reading circles and storytelling sessions were organized regularly to encourage curiosity, imagination, and language development.



Children listened to stories about:

- Honesty
- Kindness
- Friendship
- Equality
- Nature and environment
- Great personalities
- Folk tales
- Inspirational stories

Interactive discussions after each story helped children develop critical thinking skills while encouraging them to express their own opinions.

Gradually, reading became an enjoyable activity rather than an academic obligation.

Yoga, Recreation and Well-being

Physical and emotional well-being formed an integral part of the programme.

Daily sessions included:



- Yoga
- Stretching exercises
- Breathing techniques
- Group games
- Fun learning activities
- Team-building exercises

These activities improved children's concentration, discipline, emotional regulation, and physical fitness.

The programme also created opportunities for children to relax after school and experience learning in a joyful environment.

Life Skills and Value Education

Beyond academics, Gurukul placed equal importance on developing responsible and compassionate citizens.

Children regularly participated in discussions on:

- Personal hygiene
- Respect for parents and teachers
- Gender equality
- Respect for diversity
- Kindness and empathy
- Teamwork
- Environmental responsibility
- Good manners
- Sharing and cooperation
- Self-confidence



Rather than formal lectures, these lessons were integrated into games, storytelling, group discussions, and everyday interactions.

This approach helped children practice positive behaviour both inside and outside the learning centre.

Building an Inclusive Learning Environment

One of the greatest strengths of Moitrisanjog Gurukul is its commitment to inclusion.

Every child, regardless of caste, religion, gender, economic background, or family circumstances, is welcomed with equal dignity and respect.

The programme actively promotes values of equality, acceptance, and mutual respect.

Children learn from an early age that diversity is a strength rather than a barrier.

The leadership of the transgender community further reinforces these values by providing children with positive role models who challenge stereotypes and demonstrate compassion, resilience, and community leadership.

As a result, Gurukul is not only improving educational outcomes but is also nurturing a generation of children who value inclusion, empathy, and social justice.



8. Community Participation and Family Engagement

Moitrisanjog Gurukul firmly believes that meaningful education extends beyond the classroom. A child's learning journey becomes stronger when parents, caregivers, volunteers, and the wider community actively participate in the educational process. Therefore, community participation remained a central pillar of the programme throughout the 2025–2026 reporting period.

From its inception, Gurukul has encouraged families to become partners in their children's learning rather than passive observers. Regular conversations with parents and caregivers helped strengthen trust between the learning centre and the community while creating a shared responsibility for children's education and well-being.

Many parents, despite facing financial hardship and demanding work schedules, demonstrated remarkable commitment by ensuring that their children attended the learning centre regularly. Their encouragement significantly contributed to improved attendance, better learning outcomes, and increased confidence among the children.

The programme also benefited from the support of community volunteers, well-wishers, and local supporters who generously contributed their time, knowledge, and encouragement. Their involvement enriched the learning experience and reinforced the belief that educating children is a collective responsibility.

By maintaining close relationships with families and the wider community, Gurukul has gradually become more than an after-school learning centre. It has evolved into a trusted community space where children feel safe, parents feel welcomed, and everyone shares a common vision of ensuring that every child has the opportunity to thrive.

Community Ownership

One of the distinguishing characteristics of Moitrisanjog Gurukul is its emphasis on community ownership.

Rather than operating as an externally managed project, the initiative encourages local participation in planning, implementation, and continuous improvement. Parents regularly share feedback on their children's learning progress, while volunteers assist in educational and recreational activities whenever possible.

This collaborative approach has strengthened community trust and increased local ownership of the programme.

The Gurukul has gradually become recognised as a safe, inclusive, and child-friendly learning environment where children receive not only academic support but also care, encouragement, and emotional security.

Promoting Social Inclusion

As a transgender-led educational initiative, Gurukul naturally serves as a platform for promoting inclusion and social harmony.

Children learn in an environment where respect, equality, and diversity are practised every day. Through regular interaction with transgender educators and community leaders, children develop positive attitudes towards gender diversity and become more accepting of differences.

This exposure helps challenge stereotypes at an early age and contributes to building a more inclusive society.

Parents have also expressed appreciation for the respectful and caring atmosphere that Gurukul provides, reinforcing positive relationships between the transgender community and the wider society.

Volunteer Engagement

Community volunteers played an important role in supporting programme activities throughout the year.

Volunteers contributed in several ways, including:

- Assisting children with homework and academic learning.
- Organising storytelling and reading sessions.
- Supporting arts, crafts, music, and recreational activities.
- Helping during celebrations and special events.
- Encouraging children's participation and confidence.
- Providing emotional support and mentorship.

Their dedication significantly enhanced the quality of programme delivery while strengthening community solidarity.

9. Key Achievements and Programme Impact (2025–2026)

The reporting year marked several important milestones for Moitrisanjog Gurukul. Despite operating with limited resources, the programme continued to make meaningful progress in improving children's educational experiences and promoting inclusive community development.

Strengthening Children's Academic Confidence

One of the most significant achievements during the year was the noticeable improvement in children's confidence towards learning.

Many children who initially struggled with reading aloud, completing homework independently, or participating in classroom discussions gradually became more confident learners. Regular academic support and personalised guidance helped children overcome learning barriers while improving their interest in education.

Teachers also observed increased curiosity, improved classroom participation, and greater willingness among children to ask questions and express their ideas.

Creating a Safe Learning Environment

The Gurukul successfully maintained a safe, welcoming, and discrimination-free environment where every child felt respected and valued.

Children from different social, economic, and cultural backgrounds learned together without fear of exclusion or prejudice.

This inclusive atmosphere contributed significantly to children's emotional well-being and strengthened friendships among participants.

Encouraging Creativity

Creative learning remained one of the programme's strongest achievements.

Regular participation in drawing, music, dance, storytelling, and art activities helped children express themselves more confidently while developing creativity, imagination, communication skills, and teamwork.

Several children who were initially shy gradually began participating in cultural performances and group activities with enthusiasm.

Promoting Holistic Child Development

Rather than focusing exclusively on academic performance, Gurukul promoted the overall development of every child.

Children developed:

- Better communication skills
- Improved self-confidence
- Greater discipline
- Stronger teamwork
- Respect for diversity
- Leadership qualities
- Creative thinking
- Emotional resilience
- Healthy social relationships

These outcomes demonstrate that Gurukul is contributing not only to children's educational success but also to their personal growth and future development.

Demonstrating Transgender Community Leadership

Perhaps the most remarkable achievement of the programme is its success in demonstrating the positive leadership of the transgender community.

Moitrisanjog Gurukul challenges long-standing social stereotypes by showing that transgender persons can successfully lead educational initiatives that benefit children, families, and society as a whole.

The programme has become an example of how inclusive leadership can build stronger, more compassionate communities while creating opportunities for social transformation.

10. Stories of Change (Case Studies)

The true impact of Moitrisanjog Gurukul cannot be measured only through attendance records or classroom activities. Its success is reflected in the growing confidence, happiness, and aspirations of the children who attend the centre every day. The following stories illustrate how a safe and inclusive learning environment can positively influence children's lives.

Story of Change 1

From Silence to Self-Confidence

When one of the children first joined Moitrisanjog Gurukul, they rarely spoke in class and often avoided participating in group activities. Completing homework was

difficult, reading aloud created anxiety, and the child preferred to remain isolated from peers.

Through consistent academic guidance, storytelling sessions, creative activities, and encouragement from teachers and volunteers, gradual changes became visible. The child slowly began participating in discussions, asking questions, reading aloud with confidence, and joining cultural activities.

Today, the child actively participates in classroom discussions, enjoys reading stories, and willingly performs during group programmes. The transformation demonstrates how patience, care, and a supportive learning environment can nurture confidence and self-belief.

Story of Change 2

Discovering Creativity through Art and Dance

Another child attending Gurukul had very limited opportunities to engage in creative activities outside school. Initially hesitant to participate in drawing and dance sessions, the child gradually became interested after receiving encouragement from teachers and peers.

Regular participation in art, music, and dance helped the child develop creativity, improve communication skills, and build friendships with other children. Family members also noticed positive behavioural changes, including greater enthusiasm for school and increased self-confidence.

Today, creative activities have become one of the child's favourite parts of the programme, demonstrating that education extends beyond textbooks and examinations.

Story of Change 3

A Safe Space to Learn and Grow

Many children attending Gurukul come from families facing economic hardship, where parents work long hours as daily wage labourers or seasonal workers. After school, they often have little academic guidance or supervision at home.

For these children, Gurukul has become a second home – a place where they receive encouragement, educational support, and emotional care every afternoon.

Parents have shared that their children have become more disciplined, responsible, and enthusiastic about learning since joining the programme. They now complete homework regularly, maintain better study habits, and interact more confidently with teachers and classmates.

These small but meaningful changes highlight the long-term value of community-based educational support.

11. Challenges and Lessons Learned

While Moitrisanjog Gurukul made encouraging progress during the reporting period, several challenges continued to affect programme implementation.

Financial Sustainability

The absence of long-term institutional funding remains the most significant challenge. The programme largely depends on limited community resources and the generosity of individual supporters, making it difficult to plan long-term expansion and maintain consistent educational services.

Limited Learning Resources

Although children actively participate in educational activities, additional learning materials such as books, educational games, art supplies, digital learning resources, and age-appropriate teaching aids are required to improve learning quality.

Infrastructure Needs

The programme would benefit from improved learning infrastructure, including child-friendly furniture, storage facilities, educational displays, digital equipment, and improved classroom facilities to create a more stimulating learning environment.

Nutrition Support

Many children attend the learning centre after spending an entire day at school. Providing regular nutritious refreshments would improve concentration, attendance, and overall well-being.

Human Resources

As enrolment gradually increases, additional qualified educators and volunteers will be required to maintain personalised attention and high-quality learning experiences for every child.

Lessons Learned

Throughout the year, several important lessons emerged:

- Children learn best in environments where they feel emotionally safe and respected.
- Creative learning significantly improves children's confidence and participation.
- Parents become stronger partners when regularly involved in their children's education.
- Community ownership increases the sustainability of educational initiatives.
- Inclusive, transgender-led programmes can successfully address educational challenges while simultaneously promoting social acceptance and equality.

These lessons will continue to guide programme development during the coming years.

12. Sustainability Strategy

Moitrisanjog Society is committed to ensuring the long-term sustainability of Gurukul through diversified resource mobilisation and community participation.

Key strategies include:

- Building long-term partnerships with national and international donors.
- Expanding the network of community volunteers.
- Strengthening collaboration with schools and educational institutions.
- Developing partnerships with CSR initiatives and philanthropic foundations.
- Organising community fundraising campaigns.
- Seeking support for educational materials and child sponsorship programmes.
- Building stronger monitoring and evaluation systems to measure programme impact.
- Documenting success stories and best practices to increase visibility and donor engagement.

The long-term vision is to establish Gurukul as a sustainable model of inclusive community education that can inspire similar initiatives across North Bengal.

13. Looking Ahead: 2026–2027

The coming year represents an important opportunity to strengthen and expand the impact of Moitrisanjog Gurukul.

During 2026–2027, the programme aims to:

- Increase the number of enrolled children.
- Strengthen academic support through improved teaching methods.
- Establish a child-friendly reading corner and library.
- Introduce digital learning opportunities.
- Expand arts, music, dance, and creative learning activities.
- Organise regular health and nutrition awareness sessions.
- Conduct parent engagement meetings and family counselling sessions.
- Celebrate national days, cultural festivals, and children's events.
- Strengthen child protection and safeguarding practices.
- Build partnerships with educational institutions, volunteers, and donors.
- Improve programme documentation and impact assessment.
- Mobilise sustainable financial resources to ensure uninterrupted programme implementation.

These priorities reflect Moitrisanjog Society's commitment to providing every child with opportunities to learn, grow, and thrive in a safe, inclusive, and inspiring environment.

14. Financial Summary (2025–2026)

Throughout the reporting period, Moitrisanjog Gurukul continued its activities despite operating with limited financial resources. The programme was sustained through the commitment of Moitrisanjog Society, contributions from individual supporters, community members, and volunteers who believed in the importance of inclusive education.

Available resources were carefully utilized to ensure uninterrupted educational support for children while maintaining the quality of programme implementation. Priority was given to children's learning needs, educational materials, creative activities, and the day-to-day operation of the learning centre.

Although financial resources remained limited, the programme successfully continued regular educational activities without compromising its commitment to providing a safe, inclusive, and child-friendly environment.

As Moitrisanjog Gurukul continues to grow, sustainable financial investment will be essential for strengthening educational quality, expanding services, and reaching more vulnerable children across the community.

A detailed audited financial statement may be attached separately, if required.

15. Proposed Budget Plan (2026–2027)

Sl no	Budget Head	Monthly (INR)	Annual (INR)
1	2 Teachers Honorium	12,000	1,44,000/-
2	Educational Materials & Stationary	3,500	42,000/-
3	Book Library Development	500	6,000/-
4	Nutrition Support For Children	4,000	48,000/-
5	Parents Meeting and Others Events	1200	14,400/-
6	Health Check -up Yearly 2 time	1,500	18,000/-
7	Contingency & Emergency Fund	500	6,000/-

Total- 2, 78,400/- In Word Two lakh Seventy-Eight Thousand four Hundred Only

Monthly Expenses 28 Childs 23,200/- (1 person cost 829/-)

Yearly expenses 28 child's- 2, 78,400/-

1 child yearly 9,943/-

16. Acknowledgements

Moitrisanjog Society extends its deepest gratitude to every child, parent, volunteer, educator, supporter, well-wisher, donor, and partner who has contributed to the journey of Moitrisanjog Gurukul.

The smiles of our children, their growing confidence, and their enthusiasm for learning are the result of collective efforts and shared commitment. Every contribution – whether financial, voluntary, technical, or emotional – has played a vital role in making Gurukul a safe and nurturing space for children.

We sincerely thank our Board Members, community leaders, volunteers, friends, and supporters who have continuously encouraged us to strengthen this initiative despite numerous challenges.

We also acknowledge the resilience and determination of the children themselves, whose curiosity, creativity, and dreams inspire us every day.

Closing Note

At Moitrisanjog Gurukul, we believe that education is not merely the transfer of knowledge – it is the nurturing of confidence, compassion, creativity, and hope.

Every afternoon, when children gather to read, laugh, create, dance, ask questions, and dream together, they remind us that meaningful change begins with small acts of care and commitment.

Our journey over the past year has reaffirmed that an inclusive learning environment can transform lives – not only for children but also for families and communities. As a transgender-led initiative, Gurukul stands as a living example that leadership, compassion, and social responsibility know no gender.

While challenges remain, our vision remains clear. We aspire to build a future where every child, regardless of background or circumstance, has access to quality education, equal opportunities, and the freedom to dream without limitations.

We invite individuals, institutions, foundations, corporate partners, and community members to join us in expanding this journey. Together, we can ensure that every child is empowered with knowledge, dignity, confidence, and hope.

Together, let us build a future where no child is left behind.

Conclusion

The journey of **Moitrisanjog Gurukul** over the past year has reaffirmed a simple yet powerful belief: **when children are provided with a safe environment, compassionate guidance, and equal opportunities, they flourish.** Every lesson taught, every story shared, every song sung, and every smile witnessed at Gurukul represents a step toward building a more inclusive and equitable future.

For Moitrisanjog Society, Gurukul is not merely an after-school learning centre – it is a community-led movement that places children at the heart of social transformation. Led by members of the transgender community, the initiative challenges long-standing stereotypes while demonstrating that leadership, care, and education transcend gender and social identity.

Throughout 2025–2026, Gurukul continued to nurture children's academic abilities, creativity, confidence, and emotional well-being despite limited resources. The dedication of teachers, volunteers, parents, and supporters ensured that the learning centre remained a welcoming space where every child felt valued, respected, and encouraged to dream.

As we move into 2026–2027, our vision extends beyond maintaining the programme. We aspire to strengthen academic support, expand creative learning opportunities, improve child-friendly infrastructure, establish a small library and digital learning corner, introduce nutrition and health initiatives, and reach many more children from vulnerable communities.

Achieving this vision will require meaningful partnerships and sustained investment. We invite donors, corporate partners, philanthropic foundations, educational institutions, and individuals to join us in creating lasting change. Every contribution – whether financial, technical, or voluntary – will directly support children in building brighter futures through education.

Together, we can ensure that no child is denied the opportunity to learn because of poverty, social exclusion, or circumstance. Together, we can nurture a generation that values compassion, equality, diversity, and justice.

At Moitrisanjog Gurukul, we do not simply educate children – we invest in hope, strengthen communities, and shape the leaders of tomorrow.

Acknowledgements

Moitrisanjog Society expresses its sincere gratitude to all the children, parents, teachers, volunteers, community members, supporters, friends, and partners whose encouragement and commitment have made the journey of Moitrisanjog Gurukul possible.

We extend our heartfelt appreciation to everyone who has stood beside us with trust, encouragement, resources, and unwavering belief in our vision of inclusive education. Your support has enabled us to create a nurturing space where children can learn with confidence, grow with dignity, and dream without limitations.

We especially acknowledge the resilience and enthusiasm of the children, whose curiosity and determination inspire us every day. We also thank the parents and caregivers who have placed their trust in Gurukul and actively supported their children's educational journey.

Our gratitude also goes to our volunteers, educators, Board Members, community leaders, and well-wishers whose dedication has strengthened every aspect of this initiative.

As we look ahead, we hope to continue this journey together — building stronger communities, expanding educational opportunities, and ensuring that every child has the chance to reach their full potential.

Thank you for believing in our mission and for walking this journey with us. Together, we are building a future where every child can learn, thrive, and belong.



Annexure - I

Programme at a Glance (2025–2026)

Particulars	Details
Project Name	Moitrisanjog Gurukul – An Inclusive Learning Centre Led by the Transgender Community
Implementing Organization	Moitrisanjog Society Cooch Behar
Reporting Period	April 2025 – March 2026
Location	Cooch Behar, West Bengal
Project Type	Community-Based After-School Learning Centre
Target Group	Children from economically vulnerable and marginalized families
Programme Focus	Education, Child Development, Creativity, Life Skills and Inclusion
Led By	Transgender Community

Annexure – II

Programme Components

The Gurukul programme adopts a holistic approach to child development through the following interconnected components:

- Academic Learning Support
 - Homework Assistance
 - Reading Promotion
 - Storytelling Sessions
 - English Language Development
 - Mathematics Support
 - Creative Arts & Crafts
 - Dance & Music
 - Yoga & Physical Well-being
 - Life Skills Education
 - Child Protection Awareness
 - Environmental Education
 - Cultural Celebrations
 - Parent Engagement
 - Community Participation
-

Annexure - III

Expected Outcomes

By implementing the programme, Moitrisanjog Society expects to achieve the following outcomes:

- Improved school attendance.
 - Better reading and writing skills.
 - Increased confidence among children.
 - Improved communication skills.
 - Stronger creative abilities.
 - Better emotional well-being.
 - Improved relationships between children and parents.
 - Increased community participation in children's education.
 - Greater acceptance of diversity and inclusion.
 - Positive perception of transgender community leadership.
-

Annexure – IV

Monitoring and Evaluation Framework

To ensure programme quality, Moitrisanjog Society regularly monitors the progress of the Gurukul through the following mechanisms:

- Daily attendance register.
- Child progress records.
- Observation by teachers and volunteers.
- Parent feedback meetings.
- Documentation of activities.
- Photographic documentation.
- Quarterly programme review.
- Annual progress assessment.

Monitoring findings are used to improve programme quality and ensure that every child receives appropriate academic and emotional support.

Annexure – V

Our Appeal

Education changes lives, but it requires collective responsibility.

Moitrisanjog Gurukul invites individuals, philanthropists, corporate partners, foundations, educational institutions, and socially conscious citizens to join us in strengthening this unique transgender-led educational initiative.

Your support can help us:

- Reach more vulnerable children.
- Improve learning facilities.
- Provide nutritious refreshments.
- Purchase books and educational materials.
- Expand creative learning opportunities.
- Strengthen teacher capacity.
- Build a sustainable model of inclusive community education.

Every contribution – whether financial, material, technical, or voluntary – creates meaningful opportunities for children to learn, grow, and dream.

Together, we can ensure that every child receives not only an education but also dignity, hope, and the opportunity to build a brighter future.

Report Ends

Moitrisanjog Society

Moitrisanjog Gurukul – An Inclusive Learning Centre Led by the Transgender Community

Annual Progress Report 2025–2026

Cooch Behar, West Bengal, India