

PROJECT AWAAZA

RUPNAGAR DISTRICT REPORT
2025-26



RUPNAGAR PROGRAM OVERVIEW



ABOUT SLAM OUT LOUD

Slam Out Loud (SOL) is a non-profit organization dedicated to using the power of **performing and visual arts to enhance Social Emotional Learning (SEL)** among children in under-resourced communities across India. We address the critical lack of socio-emotional support by training teachers and facilitators to deliver our innovative arts-based SEL curriculum.

Many Indian students struggle with emotional and behavioral challenges due to insufficient SEL opportunities, with anxiety and stress being prevalent issues. Despite this, arts education remains a low priority in schools, with a severe shortage of resources and support. Our mission is to transform arts education by integrating **poetry, storytelling, theatre, and visual arts** into the curriculum that fosters creative confidence and addresses social justice issues. We envision a future where every child has the opportunity to develop their voice and achieve positive life outcomes through SEL.



PROJECT AAWAAZ

Project Aawaaz, a collaboration between the Government of Punjab's SCERT and Slam Out Loud (SOL), promotes Social Emotional Learning (SEL) in government schools through arts by building skills like **Imagination, participation, analytical thinking, and emotional awareness.** Launched in 2022 with 3,200 Grade 6 students and 100 teachers in Mohali, it expanded in 2023 to Rupnagar, Fatehgarh Sahib, and the School of Eminence in Amritsar, reaching 7,656 students (Grades 6–10) through a structured arts-based SEL curriculum supported by assessments to measure student growth.

The program included comprehensive teacher training, continuous classroom support, and student showcases, culminating in the “Kala Sath” Art Mela. In 2024, it scaled to all districts of Punjab through a cascading model, with SCERT establishing a State Art Committee and appointing **47 Art Mentors** to strengthen implementation across the state, increasing to **61 Art Mentors in 2025–26.** During this year **1400+ teachers** were trained and our program reached about **2,00,000 students**

BAGLESS SATURDAYS

In alignment with the School Bag Policy 2020 and NEP 2020, SCERT **Punjab's Bagless Day initiative promotes joyful, experiential, and student-centered learning** by giving students regular breaks from conventional classroom routines. Schools observe 10 Bagless Days annually, engaging students in arts-integrated sessions, field visits, vocational interactions with local experts, and culturally rooted activities that support holistic development while remaining connected to academic concepts.

A key component, “Bagless Saturdays Art Activities,” integrates **creative expression with Social Emotional Learning (SEL),** helping students build emotional awareness, peer relationships, and confidence. The initiative also includes origami-based activities to make subjects like Mathematics, Science, and Language more engaging and accessible, contributing to a more inclusive, skill-based, and joyful learning environment.

PUNJAB ART CURRICULUM UPGRADATION PROJECT

- The Punjab Art Curriculum Upgradation Project is a joint initiative by SCERT Punjab and Slam Out Loud to align the **Grade 6–8 Art Curriculum with the National Curriculum Framework (NCF)**.
- The project focuses on integrating **creativity, socio-emotional learning (SEL), local art forms, and real-world applications** into art education.
- Under the **2026–27 pilot phase**, Grade 6 curriculum chapters will be implemented in **200 schools across 2 districts**, reaching around 5,000 students.
- The long-term vision is to scale the upgraded curriculum across 1,400+ government schools in Punjab.
- Key progress includes finalization of Grade 6 learning outcomes, textbook sequence, assessment framework, and initiation of chapter development.

CAREER AWARENESS PROGRAM

- The **Career Awareness Program** aims to build awareness about **higher education and career opportunities in the arts field**.
 - The program encourages students to explore arts as a meaningful and viable career option.
 - It connects **classroom learning** with **real-world opportunities** in creative industries.
 - Students are introduced to diverse career pathways, higher education options, scholarships, and professional opportunities in visual arts.
 - The initiative promotes **creativity, aspiration building, and informed career decision-making** among students.
 - The program also works towards breaking stereotypes around careers in arts and creative fields.
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PROGRAM UPDATES

- **Teacher Handbooks finalized** and **distributed across 1400+ government schools** (with SCERT Punjab)
- Cascade trainings (**Induction + MPR**) **conducted for 1400+ art teachers on life skills**
- **Baseline, midline, endline, and ground studies conducted** to track progress and inform program design



NEXT STEPS FOR 2026-27

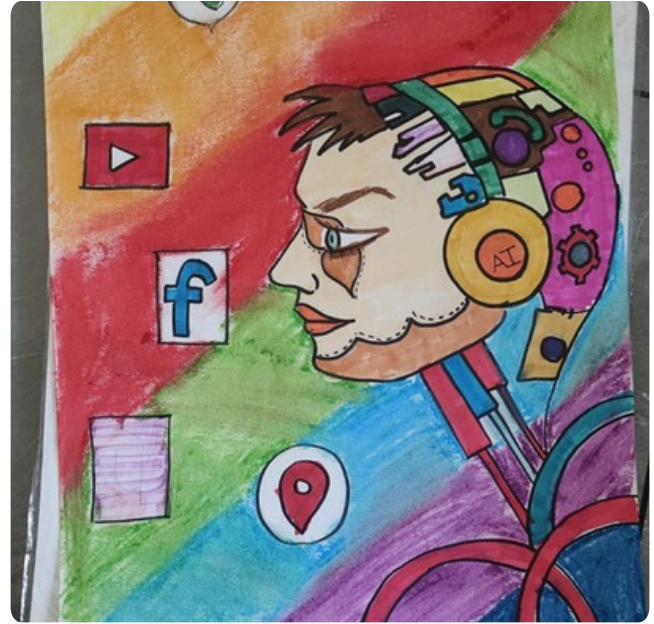
- Redefining the **Art Mentor role (Version 2.0)**
 - Revising **training materials to build teachers' life skills** and make sessions more experiential
 - Developing **7 model districts as innovation labs for life skills integration**
 - **Focussed intervention** in few districts for **teacher wellbieng**
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DISTRICT OVERVIEW

Schools Covered Under Project Awaaz	33
Years of Project Awaaz in the district	2
Total no of Art Teachers Covered	33
Number of trainings conducted this year	2
Teacher participation per training	70%

DISTRICT HIGHLIGHTS

- Teachers are increasingly encouraging students to **explore creative** and **self-expressive methods** in art activities instead of restricting them to fixed formats.
- Activities under Project Awaaz have **helped teachers** better **understand students** who were previously **labelled as weak or less capable**.
- Students have started **openly sharing their feelings** and **personal concerns** with teachers through **art-based activities**, improving **teacher-student relationships**.
- **School and state showcases** have provided **meaningful exposure and opportunities** for students to display their talents and creativity.
- Young **teachers** in the district are **showing strong interest** and understanding towards the program and are **actively engaging with students**.



ON GROUND CHALLENGES

- **Some senior teachers** are **resistant** towards the program and feel that the activities are more connected to **child psychology rather than art education**.
- These teachers are **mainly focused** on **syllabus completion** and are **less inclined** towards **experiential and student-centered** engagement.
- **Some teachers do not take updates and implementation requirements seriously** and often delay responses citing other duties such as BLO work and administrative responsibilities.
- Schools do not have **proper art rooms** or storage spaces to **conduct activities effectively** or preserve students' artwork and materials.
- **District training communication** and **official letters** are sometimes shared at the **last minute, creating planning difficulties**.
- During one training, the **DIET could not provide the venue** due to prior commitments, and Art Mentors had to seek last-minute support from the Deputy DEO.

STORY OF CHANGE

Sukhwinder's story to become a Confident Tabla Performer



Sukhwinder enthusiastically playing tabla beats on the table during the showcase.

A student who was often considered academically weak and underestimated by teachers found a new identity through Project Aawaaz activities. During preparations for a school showcase, he was initially encouraged to participate in a bhangra performance, but other students laughed at him, lowering his confidence.

Later, during open creative activities where students were encouraged to do what they genuinely enjoyed, he began creating rhythmic beats on the table. Teachers observed his natural talent and recognized his strong sense of rhythm and interest in music.

The school then encouraged him to learn tabla and coordinated with local gurudwara authorities to provide him with one hour of daily guidance. Over time, the student developed confidence, improved his skills, and began performing confidently during school assemblies and school events.

This journey highlighted how creative spaces and supportive teachers can help students discover hidden strengths beyond academics.

TEACHERS OF THE YEAR

Throughout the year, they carried **Project Awaaz** forward through their **continuous efforts and dedication**.



Ms Rajveer Kaur, GHS Kalaran, Morinda Block



Mr Inderjeet Singh, GSSS Chanauli Bassi, Takhatgarh Block

SUPPORT NEEDED FROM DISTRICT

- **Official letters** for **district trainings** should be **shared at least 2–3** days in advance to ensure better **planning and coordination**.
- Support in ensuring **timely availability of training venues** through coordination with DIET and other institutions.
- **Encouragement and orientation for resistant teachers** to strengthen understanding of the purpose and value of Project Awaaz.
- **Support for developing or identifying dedicated art spaces/rooms** in schools for conducting activities and storing student work.
- Continued **administrative support and motivation** to improve **teacher participation and accountability** in sharing updates and implementing activities.

HEAR FROM THE ART MENTOR

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“Being part of this program has greatly improved my confidence and facilitation skills. Earlier, I hesitated to speak publicly, but now I have successfully facilitated two district-level trainings and confidently address students during school assemblies. It is also inspiring to see young teachers actively engaging with students through the program.”

Art Mentor Rupnagar : Ms Ishu Parmar





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