



ANNUAL REPORT

2019-20



CULP-Centre for Unfolding Learning Potentials

www.culpraj.org

ANNUAL PROGRESS REPORT 2019-20

ABOUT CULP

CULP was set-up by like-minded innovative educationists and social activists dedicated to bring about positive social change via designed interventions and affirmative action in the domain of education and development and is operational since 1998. CULP was incorporated under the *Rajasthan Societies Registration Act of 1958* in February 2001 as a non – governmental, non-profit organization.

We believe that humans, cutting across social strata and ability continuum, have innate potential for learning and knowledge acquisition through access to proper environment and opportunities leading to unfolding of learning potential as well as acceleration in the pace of learning.

VISION

Towards a learning and democratic society.

MISSION

To make learning unfold and develop in an environment of mutuality and discovery

KEY OBJECTIVE

To bring positive change in society, towards Child Rights, social and gender equity among girl children at risk of marginalization and low academic achievements.

KEY WORKING AREAS



Overview: The journey of CULP began with the Pehchan project in 2002 which focused on ensuring access to quality elementary education to children (especially out-of-school girls) of deprived communities, and improving pedagogic processes in formal schools. It mobilized community to create a positive environment in rural society towards education of children and girls of excluded communities.

CULP has also developed resource material for teachers and learning package for students of pre-primary to secondary grades to improve their basic skills (reading, writing and arithmetic) and being used link government schools for improving the pedagogic process and creating child-centric / child friendly learning environment in classroom. The innovative and contextualized material of CULP is used by other NGOs and the government for the education of similar groups.

CULP interventions support the governmental efforts to meet four Sustainable Development Goals (SDGs), namely Goal-4 (Quality Education), Goal-5 (Gender Equality), Goal-10 (Reduced inequalities) and Goal-17 (Partnerships for the Goals).

CULP has successfully implemented several innovative projects in diverse socio-geographical settings a reached out to 14.5 lakh in about 5500 habitations in eleven districts of Rajasthan during last one and half decade.

OUR PRESENCE

Presently, CULP is working in collaboration with the State Government (especially with Samagra Shiksha, ICDS, Women Empowerment, Tribal Area Development and Social Justice & Empowerment) in the educationally most backwards areas of five districts i.e. Jaipur, Tonk, Dausa, Banswara and Pratapgarh in Rajasthan.

The following major programs / projects have been undertaken / implemented in partnership with different funding agencies, government and networking with other civil society organizations during the FY 2019-20:



GIVING WINGS TO ASPIRATIONS- PEHCHAN

Background

The innovative and collaborative flagship project 'Pehchan' was initiated for Educating Out-of-School Children, especially Adolescent Girls (9 to 18 years) of socio-economically most marginalized communities & their mainstreaming in formal schools in two blocks of Jaipur district in July 2002. Subsequently, the project was scaled up in 17 blocks of six districts (Jaipur, Tonk, Jhalawar, Banswara, Pratapgarh and Dungarpur), reached out and benefitted to more than two and half lakh children (75% girls).

Present status

Currently, the project in the year 2019-20 was supported by EdelGive Foundation and collaborated with 'Samagra Shiksha' from January 2016, being implemented in two blocks of Tonk district.

The efforts have been made to bring these children in mainstream schools, through alternative education and supporting them to complete school level education. At present, the project is mainly focusing on out-of-school children of specific communities called '*Banjara, Kalandar, Luhar, Mirasi and Fakir Muslims, SC, ST and OBCs*' which are socially excluded, economically deprived and educationally most backward where female literacy is less than 10 percent and more than 80% girls were found out-of-school. Due to male-dominated community and prevalence of gender discrimination, cases of early and forced marriage, makes the situation grim for girl child education in the community. The most male adults migrate to Maharashtra and Gujarat for trading as hawkers to earn livelihood for a period of six to eight months in a year. Only women and young children stay in the village. Therefore, they don't allow their daughters to go in school distantly located, even one kilometer from their houses. Early and forced child marriage is prevalent in this male dominated community. These issues are directly addressed through our education-



based initiative called Pehchan, the curriculum includes life skills and reproductive and sexual health issue in addition to basic literacy and numeracy skills equivalent to formal school curriculum of grade 1 to 8.

Approach to the project

CULP follows the multi-level learning approach called 'Three Stage-Three Group' (TSTG) in which children work in three groups, each at a different level of learning. In order to handle three groups of students having 5 to 9 students in each group, the learning process has been divided into the following three parts:

- Teacher-directed learning activity;
- Group learning activity;
- Individual practice activity.

For the last two, worksheets are used. The instructional skills of teachers are developed based on the Multiple Intelligences (MIs) approach. Besides, an academic person for a group of four to five schools was provided with the purpose to support as well as holding teacher workshops for review and planning.

The key Implementation strategies

- Utilization of existing resources of government school systems;
- Establishment of inter-linkages with the 'Education for-All' project to initiate a model of bridge course with emphasis on multi-level cooperative learning; Ensuring the participation of community for a pro-active role in the project intervention;
- Sensitizing the community and government school system to address the larger social and gender equity issues in the society;
- Forming 'Adolescent Girls' Forums' at the village for social change.

THE PROJECT IN 2019-20

The major activities and achievements of the project in the year are-

Creating the positive environment among the rural community towards girl child education through organizing-

Activity	Description
<p>Three one-day training-cum review camps</p>	<p>Organized at three places. In these training camps, total 108 representatives of parents, Gram Panchayats (GPs), SMCs and teachers from seven villages in three GPs participated, which included 37% women representatives. These trainings camps were organized in collaboration with school system.</p> <p>Points of discussion</p> <ul style="list-style-type: none"> • The students' performance from grade 1 to 12 was shared by school head teachers / principals. • The reasons of failure of girls in 9th class were reviewed and knowing the reasons for the same since large number of girls was failed (more than 50% of enrolled girls in mainstream schools). <p>Outcome</p>

	<p>The parents expressed interest for continuation of their low achieving girls if additional remedial support is provided to these girls, other-wise they will withdraw their daughters from schools or send them in private schools since teachers of the government schools do not pay proper attention to address the specific learning needs of the girls.</p>
<p>Regular meetings with parents and community leaders</p>	<p>Organized at 13 locations where Pehchanshalas and Compensatory Education Centres exist.</p> <p>Objective</p> <p>Community cooperation and support was sought for continuation of out-of-school girls who graduated bridge course at elementary level and compensatory education for grades 9 and 10 in mainstream schools.</p>
<p>Interactive meetings</p>	<p>With parents (especially mothers), community leaders, youth, members of SMCs & PRIs and link government schools' HMs / teachers.</p> <p>Objective</p> <p>Seeking / mobilizing their support for-</p> <ul style="list-style-type: none"> • Mainstreaming of the girls graduated bridge course • Continuing the education of girls who succeeded 10th class board examination. • Providing adequate and appropriate space for starting new centres; • Access free textbooks for students of CULP learning Centres from the government. • . • Ensuring the enrolment of all identified Our-of-School girls with CULP Pehchanshalas and low performing girls with the Compensatory Education Centres. • Linking low performing girls who dropped-out 2 to 5 years ago after grade 8 without completion of secondary level education to Open School Board Examination. • Management and monitoring of CULP Learning Centres.
<p>Community Meetings</p>	<p>33 meetings were held with the community members (including PRIs, parents, SMCs / SDMCs, women's groups). In these meetings, about 650 persons, representing different key stakeholders participated, 70% of which were women and youth / adolescent girls</p>
<p>Orientation camp for members of 4 SDMCs</p>	<p>A two-day orientation camp was organized for 45 members of SMCs / SDMCs of <i>Lalwadi, Shirampura, Sandariya</i> and <i>Jhilai</i> where either Pehchanshala or Compensatory Education Centres or both for out-of-school girls are operationalized.</p> <p>Objective</p> <p>To articulate the members on provisions of RtE Act and their roles and responsibilities for compliance the same in their school and seeking support in planning and monitoring the learning centres and ensuring their retention in formal school.</p>

THE ALTERNATIVE MODE OF EDUCATION: PEHCHANSHALA

During the year around 236 out-of-school adolescent girls were enrolled and they were studying at



different level of learnings ranging from grade 2 to 8. During the quarter one (March-May, 2019) there were 217 girls enrolled from grade 2 to 8, which gradually increased to 236. During the second quarter 4 Pehchanshalas were closed as the girls from these centres were mainstreamed. 5 old Pehchanshalas and 5 new Pehchanshalas continued throughout the year. New Pehchanshalas were opened after the identification of out-of-school girls in new habitations where 149 such girls were identified to be admitted to these centres. Out of these new 5 Pehchanshalas 116 girls could be associated with the centres. In the academic session of 2019-20 total 80 girls were mainstreamed (including 79% of total 62 girls enrolled / graduated from 4 old Pehchanshalas which were closed and 31 girls from 10 Pehchanshalas in operation).

Status of enrolment of Pehchanshalas									
Quarter	Total Enrolled girls	Grade 2	Number of girls						Girls mainstreamed
			Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	
Q1	217	20	58	50	29	10	5	45	0
Q2	236	0	109	46	33	29	0	19	80
Q3	236	0	61	46	47	46	0	36	0
Q4	236	0	39	43	53	62	0	39	0

BALIKA MAHOTSAV

A two-day Girls' Sports and Games Program was organized in Govt Girls Sr. Sec. School Jhilai was organized



on 26-27 November, 2019 in which about 250 adolescent girls participated in about 25 activities related in-doors and out-door sports & games and cultural (including role-plays on various social and gender issues). All logistic arrangements and management of the activities were supported by teachers and community.

About 20 District, Sector / Gram Panchayat level Government Officials (Police Station Jhilai, Principals /

“I feel thrilled to see the extra-ordinary performance of Pehchanshala girls in various activities. I saw such effective programme first time since we didn't expect such excellent programme when CULP Project manager contacted us for support to the event for which I congratulate and thank to CULP Pehchan project team”.

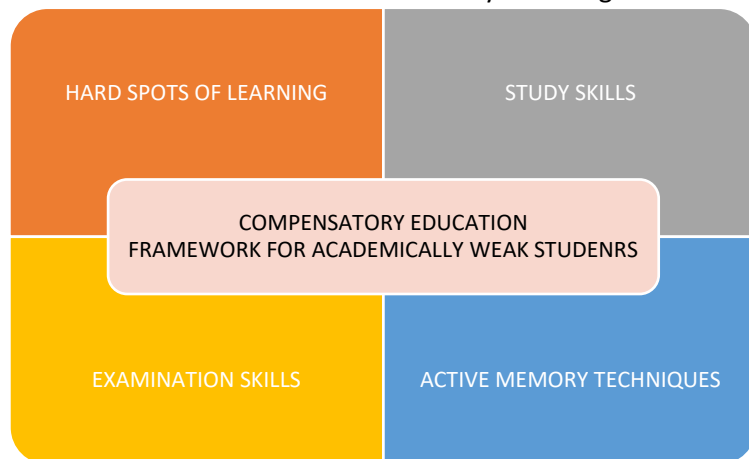
Panchayat Education Officer, Jhilai

Gram Panchayat Education Officers, teachers) and 12 People's representatives (including Sarpanches of 5 Gram Panchayats, former Sarpanches, Panchayat Samiti members) witnessed the performance of girls and supported in organizing various activities, hearing the voices / speeches of girls, their stories of struggle, issues, and observed stalls / exhibition depicting the creativity of girls, cultural activities (singing folk and patriotic, right-based songs and dances). Some of the government officials and community leaders addressed the girls and parents on the issues concerned to them such as quality education and provisions for girls as their legal entitlements. Other teachers and community leaders shared such commendable statements regarding their changed perception about girls of socially excluded community.

The best performing adolescent girls were felicitated by people's representatives and government officials in the consolidation session.

COMPENSATORY EDUCATION (COACHING) CENTRES (CECs) FOR SECONDARY LEVEL

Compensatory Education (CE) is the process of remedial teaching and corrective learning to mitigate the risk of low academic achievement by focusing on hard spots of learning or learning difficulties encountered by students due to their specific contexts.



The low performing girls (either dropped outs or got less than 40% marks in previous examination, found at risk of failure in public examination) were provided academic support to complete the secondary level education (class 9 and 10) for succeeding in public board examination.

A well designed and executed compensatory education course (CEC) utilizes skills, techniques and strategies to help and empower the students at risk of low achievement and failure and make them lifelong learners.

Its features are:

- Identified hard spots of learning
- Affirmative action-learning process
- Supported partnership between the student at risk and specially trained instructor
- Remedial teaching with individual guidance and corrective feedback
- Accelerated revision and active memorization techniques
- Frequent formative testing with examination board's blue-print based papers

Roles of CE Teacher (CET) are:

- Knower of common difficult concepts encountered by students in mainstream education
- Creator of learning resources and action steps to enhance learning
- Mobiliser of read-to-learn skills and note making skills
- Motivator for success and change with a clearly stated contractor with students at risk
- Problem solver with focus on solutions leading to learning

Development of Foundation Course for low performing girls at secondary level

Compensatory Education is a progressive and dynamic program. This intervention is related to the development of special learning material to address the learning deficiencies of rural girls in Class 10 and preparation of teachers for the same. Since this program is meant to develop self-study skills of low performing rural girls to compensate their special needs, it has been designed and customized after a review of the prescribed curriculum.



Hence, the focus of the program is to develop two types of skills of the students which are: (i) Learning through reading (preparing framework of subject content and enhance vocabulary), and (ii) Developing examination skills (conducting evaluation by developing standardized test papers and remediation so that the students could give / write appropriate answers to the questions).

It was thought that for systematization of the program, the standardization of learning material is required so that the processes could be established for positive outcomes. For this, CULP has developed the exemplar material by organizing workshop with subject teachers and experts which is now available in 32-page printed document.

Capacity Building Training (residential): One-day selection workshop with identified subject teachers (Math, Science and English) for Compensatory Education were organized in CULP Project Field Office Jhilai in July, 2019 in which 11 potential candidates for three subjects participated, finally two or three candidates for each of the subject were selected for 10-day Induction training.

The workshop suggested that the coaching syllabus of 3 to 5 hard-spots of learning per chapter should be identified to be taken up in coming three months with diagnostic weekly testing and remediation. It was decided that coaching would be done for all the seven days, and Sundays will be devoted to remedial teaching so that no learning gaps are left leading better performance.

The Training: A ten-day training (five day at CULP Jaipur office) was held on 22 to 31 July 2019 which was supported by senior officials and key trainers of CULP in which 12 subject teachers (both older and newly selected candidates) participated along with three project staff members supported by three key trainers. The first day of the training was devoted to develop Framework of CECs and shared the subject-wise Exemplar material. The ample exercises were conducted with the trainees by key trainer to develop the exemplar material for developing their study skills, diagnosing hard-spots of learning through reading the content again and again and processing the complex content in the form of graphics viz. tables, Flow-

charts, web-charts, line diagrams weaving / illustrating the content. In next three days, each of the trainees prepared the exemplar material on three to four chapters in their concerned subject. The dual codes were used in graphics. On 7th day of the training, the material developed by trainees was reviewed under the mentoring support of key trainers and suggestions were shared with participants to improve the material and asked to do this exercise for developing more material for other chapters in three subjects.

The compensatory education centres became operational from mid-July and lasted up to mid-March. A brief about the centres have been given in the following exhibit.

Total Enrolled Girls with 5 CECs	235 (including 58 Dropped out enrolled girls)
Regular Attendance of enrolled girls	223 (95%) 198 girls for 10th class and 25 girls for 9th class)
Girls appeared in public examination (10th class board + 9th class)	211 (100 of total regular girls / 95% of total enrolled girls)
Girls appeared in 10th class board examination	193 (including Girls appeared in 10th class Open School Board Exam = 23; 40% of total dropped outs)
Pehchanshala girls graduated and mainstreamed appeared in 9th class examination	18 (CEC <i>Khidgi</i> village)
Regularly attended girls did not appear in public examination	22 (10%) <ul style="list-style-type: none"> • Not appeared in 10th class board exam=10 (although they applied for the same); • Not appeared in 9th class examination = 12
Result declared	192 girls
Result awaited	09 girls
Girls succeeded (passed) public examination	153 (80% of total girls whose result declared), out of which 46 girls (24%) scored 1st division while 80 (42%) and 27 (14%) girls scored 2nd and 3rd division respectively
Girls appeared in exam got supplementary	13 (7%), these girls appeared in board examination in July, 2019

REMEDIAL ACADEMIC SUPPORT LED TO CONTINUED EDUCATION

A CASE OF RENU KANWAR

*Renu Kanwar (aged 19 years) belongs to 7-member patriarchal feudalistic Rajput family, lives in **Bhaonti** village of **Niwai** block in **Tonk** district. The family lives in **Kachcha** (thatched) house. Her elder brother has left study after completion of class XI and now he is searching the job while her younger brother studies grade 8.*

Renu left the school four years back after graduating grade 8 since the secondary level school was not available in the village or within a distance of 7 km from her home. Therefore, their parents, especially her grand-parents didn't permit her to take admission in distantly located (10km from her village). Renu was very much interested to continue her studies at secondary level but she could not convince her parents / grant parents. After discontinuation from education Renu started to help her mother in the household chores and also sewing clothes for earning some money to support her family. Her parents were preparing to get her married.

When Renu could know that CULP can support education of out-of-school adolescent girls and is planning to organize a compensatory education (coaching) centre to provide academic support to the low performing girls.

Renu came forward with sign of hope to complete her dream and expressed interest to join the compensatory education centre and tried to convince her parents. she requested the CULP team members and they had several counselling sessions with Renu's parents and grand-father, and shared the provision of free academic support to drop-out girls for completion of secondary education (class 10) by organizing 6 to 7-month course at the learning centre in the village. At last, her both parents and grand-father were got convinced and allowed Renu to join the centre. Her grand-father assured to extend out right support to mobilize and convince other parents whose daughters were dropped-out after grade 8 and he did so.

Renu attended the centre for 5 hours per day for six and half months, she acquired the expected competencies in all subjects and scored good second division in Rajasthan Board of Secondary Education (RBSE) examination. In the ensuing academic year, Renu has joined senior secondary class in mainstream school. She wishes to pursue higher education and dreams to become a doctor.



IMPARTING LIFE SKILLS

Life skills training was imparted to 485 adolescent girls (10 to 19 years) at 12 locations in the project area from 16 to 23rd September 2019.

The training curriculum included the following components: (i) Self-identity and relationship (social skills); (ii) Adolescent Health (reproductive and Sexual Health) and personal hygienic habits; (iii) Communication and reflective Skills; (iv) Logical thinking and Negotiating skills for taking life decisions. Girls were imparted skills to prepare sanitary napkins, by demonstrating the exercise to make sanitary napkin by using the local material, practice was given to the girls. Now, the girls of CULP learning centres are using the self-made napkins by using environment-friendly and re-usable cotton material.

The girls were imparted the knowledge about the Constitutional laws mainly Protection of Children from Sexual Offences (POCSO) Act, 2012, Juvenile Justice (Care and Protection of Children) Act, 2015 and Protection of Women from Domestic Violence Act, 2005, and girls and women's legal entitlements, etc.

As a result of this, the adolescent girls have got enough courage to amplify their voices, in family, community and at public platforms for demanding their rights from both community leaders and government and able to access the benefits of various social protection schemes. Several girls represented their groups at district and state level forums.



Tailoring Training

On the demand of adolescent girls graduated bridge course and compensatory education (secondary level) and their parents, a one-month tailoring training was organized from 15th May to 15th June at CULP Field Office *Jhilai* in which 30 girls were benefitted by two skilled trainers. Now, these trained girls sew their own personal and family members' clothes and sanitary napkins (especially girls, women and children). This saves their money by reducing the family expenditure on clothes. They do this task along with continuation of their higher studies.

Capacity Building of Project Field Team

It is necessary that the teachers as well as the academic supporters be oriented in new methods and ways to work effectively with girls of Pehchanshalas. They are required to hone their skills as well. In this regard a ten-day Training workshop was held with Pehchanshala teachers and project field staff (total 14) from 21 to 30 June 2019. The objectives of the workshop were:

- (i) To develop the micro-learning exemplar instructional material for class III which could be used for classes up to V;
- (ii) Understanding National Education Policy 2019-20 for Foundation Stage and Middle Stage (5+3+3 stages);
- (iii) To transact the instructional material in the teacher-directed and group work formats. A day-wise skeleton training module was proposed 25th June 2019 with some learning material in the required format which worked as training of trainers. The mentoring support was extended by the Senior Fellow (Dr. L. Kishore, an education expert) to trainers for developing the training framework.

The emphasis during the training was to demonstrate the use of micro-learning material and its production for four lessons in all subjects for Class III. The material will be tried in respective Pehchanshalas with a follow-up and support system. It was decided that the learning will be standardized after feedback from teachers.

For classes III to V, reading and writing skills were emphasized. The revision was done in the form of fairing up the corrected work in the notebooks linked to formative evaluation through monthly tests.

Achievements

- 80 Out-of-school girls (80% of them never-enrolled) who joined Pehchanshalas two years back successfully completed elementary education and succeeded 8th board examination (May 2019), now they are aspiring to join secondary level education;
- 52% (17) girls out of total 33 Pehchanshala graduates (who joined 9th class in mainstream school) succeeded 9th class formal examination and promoted in 10th class.;
- 153 (80% of total girls whose result declared), out of which 46 girls (24%) scored 1st division while 80 (42%) and 27 (14%) girls scored 2nd and 3rd division respectively.
- The demand of starting compensatory education centres for support low performing girls at secondary is being raised by parents, community leaders and school principals.
- The project field team members have been capacitated in teachers' education and two members have been invited by Department of Tribal Area Development of Government of Rajasthan to impart three-day trainings to 165 teachers and 10 supervisors of Maa-bari Education Centres being operationalized under SWACHH Project in tribal dominated habitations of three districts (viz. Jaipur, Dausa and Tonk).
- Established effective collaboration with the government school system and accessed the provisions of government schemes like free textbooks for students of CULP learning centres and space for running the centres in neighbourhood government school premise (one separate room made available for CULP Centres.
- Created positive and gender sensitive environment towards girl's education in minority religious Muslim community inhabiting in isolated hamlets.
- Pehchan project as an innovative solution for reaching-out to out-of-school children (especially girls) of marginalized community has been showcased by UNICEF Country office in national conference (New Delhi, 2-3rd Dec. 2019).

Special Recognition to CULP and Pehchan Project



Pehchan Project Manager Rama Sharma was felicitated as a finalist (Education) for CIIF Woman Exemplar Program, 2019 at a CII Special Session held at Taj Hotel New Delhi in April 2019 for her exemplary work in the field of education by providing bridge courses to mainstream girls in Rajasthan. This recognized the CULP's contribution to enable girls from marginalized communities to enter the formal

schooling system resulting in to overcoming marital violence and financial crisis.

EMPOWERMENT THROUGH STUDY SKILLS & SOCIAL SUPPORT CREATES AN AMBASSADOR FOR GIRLS' EDUCATION AMONG RELIGIOUS MINORITY COMMUNITY

A CASE OF GUDDI BANO

Guddi Bano (aged 20) belongs to minority Banjara Muslim community, lives in a small hamlet 'Ghasiki Dhani, Lalwadiin Niwai block of Tonk district in a 9-member family. Guddi's parents are illiterate.



Her one elder brother, elementary school dropout migrates with his father to Maharashtra and Gujarat for petty trading (as hawkers) for a period of six to eight months in a year since the family has very small piece of agricultural land. Guddi's eldest sister never-attended any school and her two sisters dropped-out after grade 5 due to poverty. Both sisters support her mother in household chores. Her second elder brother is doing graduation (B.Com. part-II).

After completion of class X with the support of CULP Pehchan project in 2016, her father was not interested to get admission in class XI and was preparing Guddi to get married as soon as possible. However, Guddi realized the importance of education and contacted to CULP team with the request to convince her father to delay her marriage and support her higher secondary level education.

After several home visits and counselling of parents, CULP team finally succeeded in convincing her father for delaying her marriage and providing continued support to Guddi for completion of her two-year senior secondary level education (Class XI & XII). She joined compensatory education centre being run by CULP in Govt. Sr. Sec. School Shrirampura for improving her skills and knowledge in English subject since she was finding it difficult to learn the subject the way it was being taught in the school. The exposure to study skills at CULP's compensatory education classes built her confidence and mastery on the subject matter.

Guddi got first division (more than 70% marks) in class XII board examination. Life skills imparted by CULP also empowered Guddi to identify her own strengths, understanding social behaviour, negotiating with others and taking her life decisions. This helps her to think for her continued development.

After completion of class XII, she was interested to go for higher education but due to community pressure, Guddi was married on 18th May 2018 when she completed 18 years of her age. After marriage she started to stay in her husband's house in another village 'Kamaal ki Dhani' where she was over-burdened with household chores and was not getting any time to continue her higher education. Initially when Guddi expressed interests to go for higher education she faced indifferent behaviour of In-laws. However, she convinced her husband and in-laws on persuasion and support of CULP team to seek permission to join higher education.

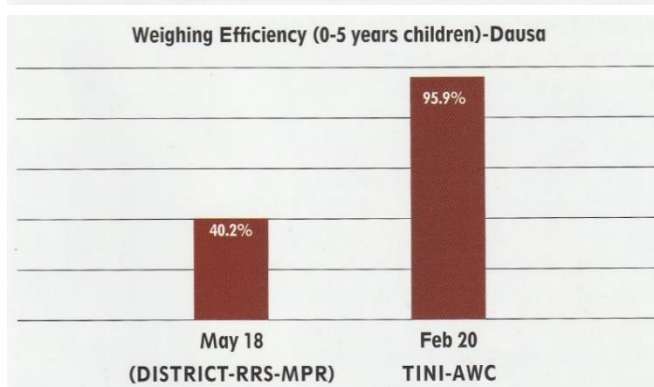
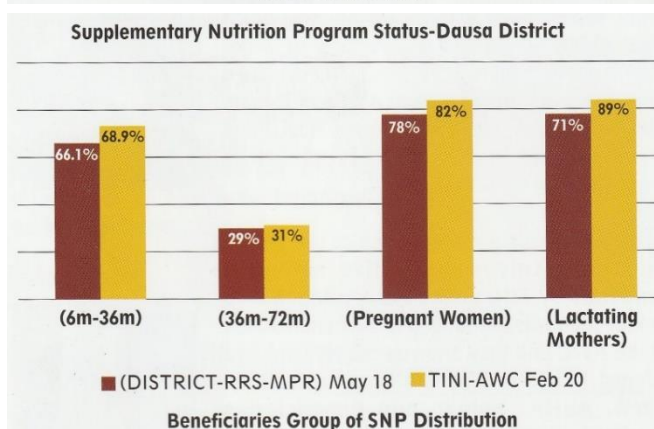
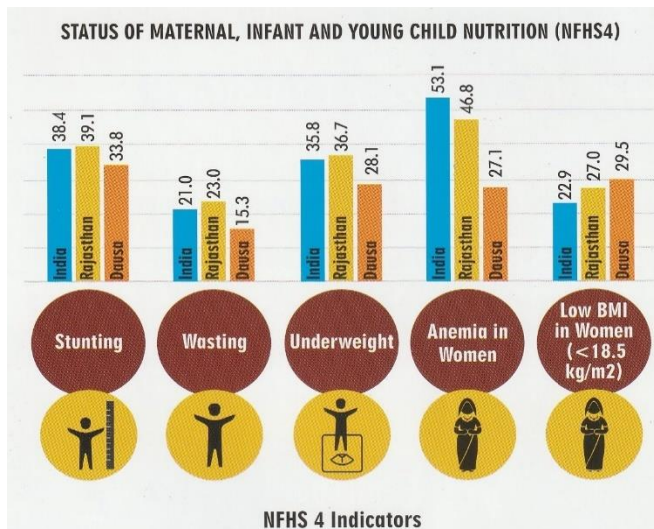
Lastly, feeling empowered by study of CULP, she joined Higher education and presently, she is doing BA-part II but still she had one difficulty due to poor economic condition of In-laws, they were not in position to support her to purchase course books. She approached CULP for getting support to procure course material (including textbooks and other textual material) for which CULP readily extended full support. She feels proud of herself that she achieved more than 70% marks in both class X and class XII Board examinations which established her self-identity and self-esteem in the community of her parents as well as in-law's community. She is an inspiration and a role model for other girls since she encourages and supports other out-of-school girls to join the learning centres of CULP in both habitations (parental and In-laws villages) and she is used to visit the centres and extended academic support to girls of the centres to inculcate their interests and improve their learning.

Guddi has proved herself as an 'Ambassador' for girls' education in her community where none of the girls yet completed education up to class X. Guddi is the first one. She wants to become a good teacher after completion of her graduation and will devote herself for girls' education in her Banjara Muslim community.

THE INDIA NUTRITION INITIATIVE (TINI) PROJECT, DAUSA

Malnutrition in women and children is a significant public health challenge in India and not the least in

Dausa district of Rajasthan. Project 'Making it Happen' was designed by the government of Rajasthan and The India Nutrition Initiatives of Tata trusts to strengthening the ICDS (Integrated Child Development Services) system and to improve the nutrition level in maternal, infant and young child. In addition to Dausa district, the program was also implemented in Alwar, Dholpur, Karauli and Tonk districts. Below presented data graph shows the status of maternal, infant and young child nutrition as given in NFHS4 for Dausa district at the beginning of the project interventions. In March 2020, a survey of the nutritional status of all children aged 0-3 years was completed in the project area; and compared with the growth standards adopted by the ICDS. CULP as a field support partner for Dausa district provided support for ensuring quality services under the program in the district and made a significant impact in improving the status of nutrition in the district.



Source: Project Making it Happen, Rajasthan

Target / Objectives:

The aim of Making It Happen project was to bring sustainable improvement in nutritional status of children and women and to contribute significantly in reducing the rate of malnutrition. The project was designed to real time monitoring on both the supply and demand issues simultaneously, to improve the quality of services provided by ICDS and to increase demand for these services.

1. **Supply Side Interventions:** The key objectives of the supply side interventions are:
 - Capacity building of Anganwadi workers, Ashas, helpers, AWC beneficiaries, PRIs, Social Action Committee members, stakeholders and community members.

- AWC strengthening to provide a healthy and safe environment for children and other beneficiaries.
 - Enhancing the activating services like MCHND (Maternal and Child Health & Nutrition Day), MCP Card (Mother-Child Protection Card) and SNP (Supplementary Nutrition Program).
 - Special focus on early child care and education components of the ICDS.
2. **Demand Side Interventions:** The key objectives of demand side interventions are:
- Hygiene and sanitation: Behavior change mobilization on hand washing and cleanliness.
 - Developing a communication package on maternal, infant and young child health.
3. **Governance and System Strengthening:** Major focus on data for improving governance, implementation, capacity building and providing basic infrastructure facilities of ICDS centers.

Components/Activities of the Project:

The major components of Making It Happen project till May 2020 were:

- Transformation of AWCs
- Support in Poshan Mela and PMMVY workshop



- 2282 Anganwadi workers and *Ashas* were trained on growth monitoring, MCP card and maternal and child health & nutrition day.
- 329 Social Action Committee members oriented on maternal, infant and young child nutrition.
- Almost 450 beneficiaries were facilitated by testing HB counts and nutrition advices in Anemia camps.
- 104 Sarpanches, 213 Village Development officers and 6 block level PRI members were trained on ICDS system, services providing at AWCs, *Panchayat ke panch-sutra* and Making it Happen program.
- 40 Chalo Chalein Anganwadi events, 120 community meetings and 240 community-based events were organized by CULP in which approximately 15800 target beneficiaries were facilitated.
- 4756 direct beneficiaries (PWs, LWs and 0-3 years children) were measured (height & weight) in Growth monitoring drive campaign and 2250 beneficiaries were measured in Village contact drive campaign.
- 320 wall paintings were done in 40 Anganwadi villages under Chalo Chalein Anganwadi campaign.
- 40 *Suposhan Sakhis* across the district learned to cook nutritious recipes in Diet Diversity program.

- Sector level Training of AWWs and Ashas
- Routine Visits at AWCs
- Rajeevika SAC Members Training
- PRIs Members Orientation
- Participation in MCHN days and CBE Events
- Community Meetings
- Poshan Rally and Poshan Picnic
- Growth Monitoring Drive
- Chalo Chalein Anganwadi Campaign
- Village Contact Drive
- Wall Paintings
- SAC Members Refresher Training
- Learning Corners, Kitchen Garden Development
- Diet diversity Orientation
- Growth Monitoring Orientation



Growth Monitoring



Village Contact Drive

Transformation of AWCs: Tata Trusts (TINI) has selected 40 AWCs in Dausa district and refurbished them by doing minor civil work and wall painting. Panchayati Raj institutions and community members were also helped or provided some basic facilities at some AWCs like water supply, functional toilets, drinking water and repairing work. Also, Tata Trusts provided 8 *Shishu* Desks, Tata *Swachh* water purifier, Dari, ECE learning material (9 charts, 51 books, pencils, sharpeners, blank papers, informatics toys for children) and anthropometrics equipment like two weight machines (Infant and Adults), Stadiometer and Infantometer.



Inside an Anganwadi Centre



Wall paintings in Villages



Diet Diversity Training

Case of AWW, Teekri Kalnot

At Anganwadi Centre, Teekri Kalnot 14 children were identified as malnourished/underweight in the growth monitoring survey of CULP held in October 2019. Teekri Kalnot is the village in Dausa district. It is situated 85 kilometers away from district headquarter. Teekri Kalnot is a gram panchayat also which comes into Mandawar sector of Mahua Block. Teekri has a population of 1215 approximately with a mixed community background. The total number of registered pre-school beneficiaries at AWC Teekri Kalnot was 26, pregnant women were 16 and lactating women were 13. The total number of 0-5 years children were 127 (61 boys and 66 girls).

Due to regular monitoring and counselling of CULP field team member and Anganwadi worker, these 14 children have overcome from the malnourished state and became healthy/normal.

Activity	Description
Poshan Maah (Nutrition Week / Month) (September 2019)	The activities under this activity include: <i>Poshan Rally, Annaprashan, Poshan walk, Prabhat-feri, Poshan Mela, Swachhta-Diwas, Poshan meetings, PSE Diwas, youth Rally, Fasal-mela, Wajan-Diwas, Poshan quiz, MCHN day, recipe demonstration, Anemia camps, awareness camps, Poshan picnic and community meetings</i>
Anaemia Testing Camp	A total of 5 camps were organized across the district. Approximately 100 beneficiaries were tested per camp
Rajeevika Social Action Committee (SAC) orientation	Three-day training for SAC members was organized in. Training was completed in 10 batches (Aug-Oct 2019) in which 329 SAC members were trained by Tata Trusts and CULP. The training points were: Introduction to Making It Happen program, pre-test, distribution of material, reasons of poverty, care during 1000 days, nutritional diet, ICDS services, early marriage, child care, immunization, MCHN day, growth monitoring.
PRI (Panchayat Raj Institution) members orientation	One-day orientation (10 batches) with 422 members were organized.

Growth Monitoring Drives	In 40 AWCs 399 pregnant women and 4357 children (aged 0-5 years) were covered.
Chalo Chalen Anganwadi (community-based event)	80 community meetings and 240 community-based events were organized (2 each at 40 AWC villages), reached out to almost 14640 targeted beneficiaries.
Village Contact Drives (VCD)	Two-day VCD program was held at 40 AWCs oriented them on MCP card, growth chart, nutritive diet, health checkups and growth monitoring. Tasks under VCD programs were: identification of 1000 days families, growth monitoring of 0-3 years children, pregnant & lactating women, their nutrition level, discussion & meetings in groups. Reached to almost 2250 beneficiaries.
Social Action Committee (SAC) member refresher training	One-day refresher training was conducted in six batches with 129 SAC members. The Training components were: introduction to Making it Happen program, distribution of material, reasons of poverty, care during 1000 days, nutritional diet, services provided by ICDS, early marriage, child care, immunization, MCHN day, growth monitoring.
Wall Paintings	In 40 AWC villages 320 wall paintings were prepared.
Diet Diversity Orientation (Training of Trainers)	10 active women were selected as trainers and two each from AWC village as <i>Suposhan Sakhis</i> . Training was held in two batches on cooking nutritious and delicious dishes out of easily available food items and vegetables.
Growth Monitoring Orientation	35 Anganwadi workers and Ashas were trained on to take weight and height on weight & height measuring scales, practiced on the weight and height equipment, to fill the growth monitoring chart and plotting on it. Explained about 1000 days families, SUW/MUW counseling, care during & after pregnancy, MCHN day, Immunization, growth charts, MCP card, nutritious diet, tricolor food etc. IEC material Flip books and Takeaways were distributed.

ECE LEARNING CORNERS AT ANGANWADI CENTRE

As we know that Anganwadi workers and helpers have been trained twice on ECE and CULP field team has also been oriented by CMF. Along with nutrition, to improve the level of pre-school education on AWCs, CULP field team decided to make learning corners and libraries at AWCs and discussed with all AWWs in this regard. With the



combined hard work of CULP CCs and AWWs, learning corners were formed on all 40 AWCs in February 2020.

Learning corners are the special learning activity of 3-6 years pre-school children which promotes independence and love of learning. It involves various tasks in same AWC under the supervision of AWW. Learning corners are helpful to develop child's social, emotional, cognitive and physical needs in order to build a solid base for lifelong learning and wellbeing. Also Learning corners are useful to improve children's skills like decision making, verbal communication, critical thinking, mathematics and solving puzzles.

In a few days, its positive results came out and children have started doing activities on their own and keeping themselves busy. Anganwadi workers and parents of children also appreciated the way of learning through corners.

INNOVATION:

Tippy-Tap / TINI-Tap Installation – an innovation: CULP has renamed Tippy-tap as **TINI-Tap** by adopting it in local context and relevance of the project. For making this the local available no cost material has been used. The project team learnt in two-day state level workshop (8th – 9th August) and further from the video shared by state team of TINI Project. The field team members were further trained to make TINI Tap during the planning meeting held just after the state level workshop. During this quarter period, TINI Tap has been made and installed at 25 Anganwadi centers.

This is a unique idea that attracts children and makes them excited to wash their hands. By this experiment, the habit of washing hands is developed in children as well as less water is used. CULP team understood its uses and effects and decided to install it at most of AWCs. This innovative device has been appreciated by all kinds of stakeholders (including PRI members, Government Officials, media persons, Anganwadi workers) who visited the centers. The use of the device is relevant in local context and easy for use by small kids, replaceable without incurring any cost and less time consuming, saves water which is an environment-friendly. Link: <https://youtu.be/tctyaeKfSAY>



PRAJWALA PROJECT

Gender disparities still persist in rural areas and among disadvantaged communities. Looking at enrolment trends, there remain significant gaps in the enrollment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of Kasturba Gandhi Balika Vidyalaya or KGBV is to ensure that quality education is feasible and accessible to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary & secondary level. In Rajasthan over 200 KGBVs schools are being run by the state government.



In order to provide equitable and quality education to the girls in KGBVs, project Prajwala was conceptualized

which aims at comprehensive development of KGBVs in which education is one of the central components.

CULP acts as the implementing agency of the program in the *Banswara* and *Pratapgarh* districts of Rajasthan whereas that *Bodh Shiksha Samiti* acts as a technical support institution and nodal agency for the Prajwala program in partnership between the state government and the National Stock Exchange (NSE) foundation. The objectives of the project are:

- To strengthen the KGBVs to ensure quality primary literacy and numeracy skills to all its girls at the foundation level thereby facilitating autonomy for studying the upper primary (6 to 8) grades.
- To strengthen the teaching of Math, Hindi and English in the KGBVs through capacity building of teachers to ensure that the desired learning of the girls is attained.
- To strengthen the participation of School Management Committees (SMC's) and where relevant local communities for facilitating effective management of the schools.
- To strengthen the block/district and Bodh's level Government departments' officials so that the required academic support and monitoring is ensured resulting in improvement in quality outputs.
- To create effective and simple Teaching and Learning Materials (TLM) which may be adopted by RCEE and also to propose systems and processes within the RCEE for ensuring quality learning outputs.
- To create a platform for mutual learning and bring all stakeholders and beneficiaries which includes NGOs, government department and community under one umbrella and work in collaboration for comprehensive and sustainable development in the education sector. Since organizations already working in the area are aware of the field level needs, inherent strength and possible challenges, the objective of the model is to tap these existing resources to bring comprehensive development in the concerned operational area.
- To strengthen existing organizations working at the field and create a pool of resources across the



state which will have the potential to bring sustainable development in education sector with more emphasis on girls' education. The Project was started in the month of September, 2019 in

Banswara and Pratapgarh districts of Rajasthan with 12 KGBVs in two districts (Banswara and Pratapgarh) with a view to provide Intensive direct remedial classes through community volunteers to establish desired age appropriate literacy level for around 1-200 girls of 5th grade studying in 12 KGBVs of around two districts in Rajasthan {100 girls of each of the KGBVs). One teacher has been trained at each KGBV in remedial teaching as Master Trainer. 24 Community Volunteers or Academic Support Fellow (2 per KGBV) has been appointed to provide continuous academic support.

The following major activities have been done during September 2019 to March 2020

Academics	Other
<ol style="list-style-type: none"> 1. ASFs were assigned to provide at least 3 hours of academic support daily in KGBVs to classes 1 to 5 in three subjects (English, Hindi and Math). They are expected to teach through appropriate activities. This kind of support was expected on a regular basis from the ASFs. 2. They did assessment in classes 6 to 8 to ascertain their learning levels and remedial classes for the girls obtained less than 60% marks. The assessment was done using pen-paper test. 3. Distribution of Module Booklet to the students of KGBV. The booklets were designed to help and expedite the learning in core subjects (Hindi, English and Math) as per their learning levels. 4. TLMs were developed with the help of teachers of KGBV in each school and their effective use was also demonstrated. 5. Regular remedial classes were held in all the KGBVs. 	<ol style="list-style-type: none"> 1. Two days zonal coordinator workshop was held in the month of October. 2. School Management Committee meetings were organized to orient them on the school development issues and to discuss the improvement in girls' learning levels. These SMC meetings were organized in all the project KGBVs. 3. Active role in organizing International Girls' Day and Bal Melas at different KGBVs. 4. A six-day workshop of ASF was held in January to orient them on dealing with academic issues of students. 5. Quarterly workshop of Zonal Coordinators was held at Jaipur in February.

STRENGTHENING DATA MONITORING SYSTEM FOR OUT-OF-SCHOOL CHILDREN AND EMIS

Centre for Unfolding Learning Potential (CULP) and UNICEF has a partnership strengthening data and monitoring system for out-of-school children (OoS) and use of Education Management Information System (EMIS) and provided resource support through a Senior Technical Resource Person.

Strengthening data and monitoring system of out-of-school children

Technical resource support was provided in data analysis, validation and capacity building in eight states. Analyzed data to prepare profile of out-of-school children and provided support in preparing presentation. Visited project districts to monitor mapping exercise conducted by partner organization to understand issues and challenges in through discussion with community members and project staff. Also supported in review meetings with partner organizations and state offices. Analyzed out-of-school

children data for 3-5, 6-10,11-13,14-15 and 15-18 years age group for three districts of Rajasthan. Analysis has been disaggregated by gender, social group, occupation, status of migration, blocks and distribution of revenue villages by number of OOSC. Analysis has been shared with senior government officials in two states.

Strengthening Use of Education Management Information System

Technical resource support was provided in data analysis and capacity building. Analyzed of U-DISE 2017-18, NFHS-4, NSSO and other secondary sources at the national level and 11 states for access, retention,



enabling environment (infrastructure and teacher), outcome and quality related indicators by national, state and district level. Analyzed PGI data for five states and prepared presentation based on the analysis of data and shared with senior government officials in meetings organized in all five states. Provided technical support in capacity building of state

level officials on understanding indicators for planning and monitoring. Analysis of quality, consistency and coverage of U-DISE+ 2018-19 by state and districts with comparison of number of schools, teachers and enrolment. Supported in updating data visualization app.

Build capacity of civil society organizations on use of UDISE and NAS data for advocacy and briefed them about use of data visualization tool.



Impact of the technical support

Technical support to UNICEF resulted in strengthening of

- Education Management Information System (EMIS) including Performance Grading Index (PGI). Capacity development of state education functionaries in analysis and use of Unified District Information System (UDISE) and National Achievement Survey (NAS) data led to preparation of evidence-based *Samagra Shiksha* (Holistic Education)
- Strengthening data and monitoring system for out-of-school children (OoSC) and support in sharing best practices with educational functionaries and civil society organizations.

Provide technical support in the study on private education in India and study on private education in South Asia. Support in conference on finding

solutions for out-of-school children: Overall planning of the conference, developed guideline for marketplace, developed session plan and questions for sessions, coordinated with presenters and moderators, coordination with venue provider and event management agency, reviewed presentations and provided feedback. Provided support in opening presentation and Girls's education.

Senior technical resource person coordinated with ministry, national institutes and state governments and travelled to 11 states.

PARTICIPATION IN EXTERNAL TRAININGS / WORKSHOPS

CAPACITY BUILDING WORKSHOPS

Workshop on Experience Sharing & Learning on Supporting 'At Risk' Children: was organized by Good Wave Foundation in which two Pehchanshala staff members. Ms. Rama Sharma, Project Manager and Ms. Seema Sharma, Cluster Coordinator joined this training at Jaipur on 25th April 2019. During the training workshop, the participants were shared diverse situations of children where they are at risk and how we as civil society members could deal to bring out children from such situation.

Training workshop in Jaipur on Child marriage laws: Women Power Connect (WPC) in collaboration with *Girls Not Brides* (GNB) organized a 3-day workshop for the senior programme representatives of NGOs / CSOs working on child marriage on legal awareness to capacitate them on Constitutional laws, mainly, Protection of Children from Sexual Offences Act, 2012, Juvenile Justice (Care and Protection of Children) Act, 2015 and Protection of Women from Domestic Violence Act, 2005.

Leadership Workshop: A 3-day training workshop organized by CII Foundation with Woman Exemplars at Gurgaon in September 2019. The training focused on using the leadership effectively while working with different stakeholders (Community, Social Activists / change-makers, government or other influencers; Developing Skills for preparing own good Case Story and using it for others; Constitutional laws related to women; Effective networking and Advocacy.

Youth Development Programme: Two-day workshop was organized by Girls Not Brides (CULP is partner at Global and National level) and Restless Development) in November 2019 at Jaipur in which two youth (under 29 years) from CULP Pehchan project participated and shared their experiences, learnings and issues / problems / challenges they face in the community and gained learning from others (participants from different states) experiences. Enlisted the problems of youth and action plan was prepared. The youth representatives were trained how they could include the youth issues in their monthly and annual action plans.

EDGE 2019: Three-day workshop was organized by EdelGive Foundation in November 2019 at Mumbai in which the secretary (chief functionary) of the organization participated. The workshop was mainly consisted of panel discussion of specific issues, stories of community-led programs, TEDx Talks, developing capacities of the organizations on relevant emerging issues such as Change Management, understanding nuances of fundraising, evidenced-based measurement of outcomes by using gender lens, beneficiary feedback for effective service delivery and social media marketing through panel discussion, expert presentations, group work and open discussions for effective use of social media.

Dasra Leadership Workshops: Dasra (a philanthropic organization) has planned four workshops based on four different modules for senior management officials of Non-Profit NGOs working in social development sector. The program has been crafted to meet the needs of Founders, Executive Directors, CXOs, and Senior Managers to strengthen their leadership style, decision-making capabilities and be more visionary. Through the program, Dasra aims to support leaders to build stronger teams that can meet the demands of a growing organization. Dr. Kulhari (CULP Chief Functionary) participated in this workshop. These workshops were organized on August 20-23, 2019, October 15-18, 2019, December 17-20, 2019 (All in New Delhi) and February 24-27, 2020 (Mumbai).

State Level Workshop on Stopping Child Marriage: One Day Workshop was organized with NGOs / CSOs by Women Empowerment Department at Jaipur in August 2019. The key objectives of the workshop were: (i) to garner the divergent programmatic approaches from different NGOs who are working in the area of adolescent empowerment and prevention of child Marriage; (ii) to identify key areas/platforms of convergence/collaboration among NGOs/CSOs and DWE to strengthen the implementation of BBBP and State Strategic Action Plan for Prevention of Child Marriage; (iii) to facilitate the formation of a convergent platform for NGOs/CSOs and DWE to strengthen the implementation of BBBP and State Strategic Action Plan for Prevention of Child Marriage.

Training Workshop on Reproductive and Sexual Health: A two-day workshop was organized in October, 2019 at Jaipur with middle level functionaries of CSOs working on reproductive and sexual health by Prayas Sanstha in RAEA, Jaipur. The main objective was to ensuring the rights of sexual and reproductive health with the help of law. The programme manager (Mr. Hemant K. Sharma) from CULP participated in the workshop.

Monitoring for Impact (M4I) Workshop: The two-day workshop on M4I was organized by Toolbox India Foundation and Social Lens in December 2019. Social Lens offers an open access, cloud-based data analytics platform to non-profit organizations as an efficient solution to capture social development program activities and outcomes. The platform offers a choice of a comprehensive list of impact indicators designed especially for NPOs and their programs to track progress and program completion. Two senior management officials (Secretary and Accounts Officer) joined the workshop and learnt how effective the toll can be used for M4I.

NETWORKING AND ADVOCACY WORKSHOPS

- Tik-Tok Workshop of NGOs for effective use of Social Media at Jaipur - August 2019.
- Partner NGOs Meet for Prajwala project to provide academic support to low achieving girls of KGBVs in Rajasthan, organized by Bodh Shiksha Samiti at Jaipur- August 2019.
- The Right Summit for ensuring rights to children with adolescents, NGOs and government officials of line departments, organized by Save the Children at Jaipur- August 2019.
- **State level Consultation on Sustainable Development Goals (SDGs):** Related to child rights, organized by Girls Not Brides (GNB) Rajasthan Alliance at Jaipur in September 2019. CULP had the lead role in organizing the event since it is Zonal Coordinator of the Alliance in Jaipur division and also partner with Global GNB Alliance.65 members of the GNB Rajasthan, CSOs, Government,

INGOs experts, social activists joined the discussion and shared their concerns and suggestions for developing future action plans to support for achieving the SDGs in Rajasthan and making the state child marriage free. Four theme-based sessions moderated by senior educationist and health expert were held.

- **State level Girls Summit:** Celebration of International Day of Girls, organized by Girls Not Brides Rajasthan Alliance in Jaipur on 11th and 12th October 2019. The Theme of the Summit was "Girl Force: Unscripted and Unstoppable". CULP as a Zonal level convenor had responsibility of coordination of the event. About 80 adolescent girls (2 to 3 girls from each of 20 districts of Rajasthan) in addition to the representatives from 30 partner NGOs working in different districts, UN Agencies (UNFPA, UNICEF, ILO), INGOs (Save the Children, ActionAid, Aide et Action, Population Foundation of India), government officials (from RSCPCR, WCD, Child Rights, Health and Education), individual social activists, professionals and media personnel participated and contributed in the convention. 10 adolescent girls and two women staff members also participated in the summit and shared stories of struggle and succeeded to achieve their goals. More than 50 stories were displayed; some of these were covered in both print and social media

CULP'S ANNUAL CONCLAVE

The annual conclave in the form of reflective workshop with representatives of all kinds of key stakeholders (CULP Project functionaries and community volunteers, CULP Alumni, community



representatives, beneficiary adolescent girls, parents, experts, network organizations, media and CULP Board) from the working areas of four districts in Rajasthan on 29 December, 2019. The workshop was held at Rajasthan Adult Education

Association (RAEA) Jaipur in which about 80 persons (including founder chairperson, current chairperson and vice-chairperson and ten other board members, three community leaders, 6 alumni, 5 adolescent girls' beneficiaries, two parents, 56 staff members and volunteers, teachers from four districts and one media person) participated. The workshop begins with awareness songs by adolescent girls, displayed two videos on struggle of girls and positive impact on their lives, followed by welcome address. The conclave

provided the opportunity for functionaries to reconnect along with revisiting the vision and journey of the organization so far.



Inaugrating the conclave, Chairperson of RAEA and eminent educationist Ramesh Thanvi said that we must move towards creating a violence-free learning society committed to democratic values and educational institutions including NGOs need to work

towards it collectively.

The founder chairperson of CULP recounted the struggle in creating the organization, its vision, values and mission to forge a unity of purpose among the field workers, supporters and project holders. He presented the highlights and key achievements of about two decades journey of CULP and its Pehchan project. Also, a handbook for trainers of compensatory and remedial education was released on the occasion along with felicitation of guests as well as the past and present EC members.

Partners over the years



TATA TRUSTS



Bodh Shiksha Samiti



Awards & Accolades

CULP's work won/ recognized by receiving several awards / Certificates of Appreciations / Accreditation over the time, some are:

Awards

- **Dasra Girl Power Award 2014** in Education &; <https://www.youtube.com/watch?v=IBxmupqEMNc&t=3s>
<https://www.youtube.com/watch?v=VzkbUmXk8fE&t=3s>
- **India NGO Award 2015**; <http://southasia.oneworld.net/news/india-ngo-awards-2014-201315-winners-felicitated-in-delhi#.XNv9L9R97VQ>
- **The Common-Wealth Award (CASTME 2018)** to the founder chairperson and Senior Fellow; <https://www.ucnews.in/news/Jaipur-based-educator-and-researcher-Dr-Lalit-Kishore-wins-Commonwealth-Award-for-innovation-in-STEM-education-for-14th-time/3676255965329358.html>
- **Rajasthan NGO Leadership Award 2018**

Certification

- **Gold Certificate** by Guide Star India for Accountability & Transparency (2015);
- **Certificate of Appreciation** by EdelGive Foundation (2017);
- **Swami Vivekananda & Sister Margaret Award (2017)** for outstanding work in Social Development;
- **Certificate of Appreciation & Trophy** by Rajasthan Commission for Protection of Child Rights – Rajasthan State Government, UNICEF & ActionAid, 2017);
- **Accreditation by Credibility Alliance** for Transparency and Accountability (2017).

Recognition

- CULP Pehchan project recognized as an Innovative Solution to Reach Out-of-School Children by UNICEF Country Office (2019)
- *A case Study of CULP Pehchan Project 'Contextualization of Primary Education in Small Remote Schools of Rajasthan'* in a book titled 'Triggering Success: Innovative Interventions to Promote Educational Access in India' published by Harvard University South Asia Institute & Tata Trusts (2016) https://issuu.com/sainit/docs/triggering_success page 138 to 189
- CULP Video 'Too Young to Wed: Rajasthan by UNFPA, <https://vimeo.com/76348084>
- An Article: **In Rajasthan desert, education for girl child bloom**, published in Business Standard http://www.business-standard.com/article/specials/how-culp-is-planting-hope-in-the-desert-115082700943_1.html

2019-20

- Pehchan Project District Manager (Tonk) Rama Sharma got recognition for her exemplary work in the field of education by providing bridge courses to mainstream girls in Rajasthan for CIIF Woman Exemplar Program, 2019. She leads the Pehchanshala model of bridge course that has enabled 3928 girls with life skills and ensures admissions of more than 300 out-of-school girls in to government schools. <http://ciifoundation.in/Celebratingnewnation2019.aspx>
- Senior Fellow (Dr. Lalit Kishore, founder Chairperson) of CULP receives Common-Wealth Award 2019 for innovation in STEM education for 14th time. Link: <http://www.merineews.com/article/jaipur-based-educator-and-researcher-dr-lalit-kishore-wins-commonwealth-award-for-innovation-in-stem-education-for-14th-time/15933524.shtml&cp>

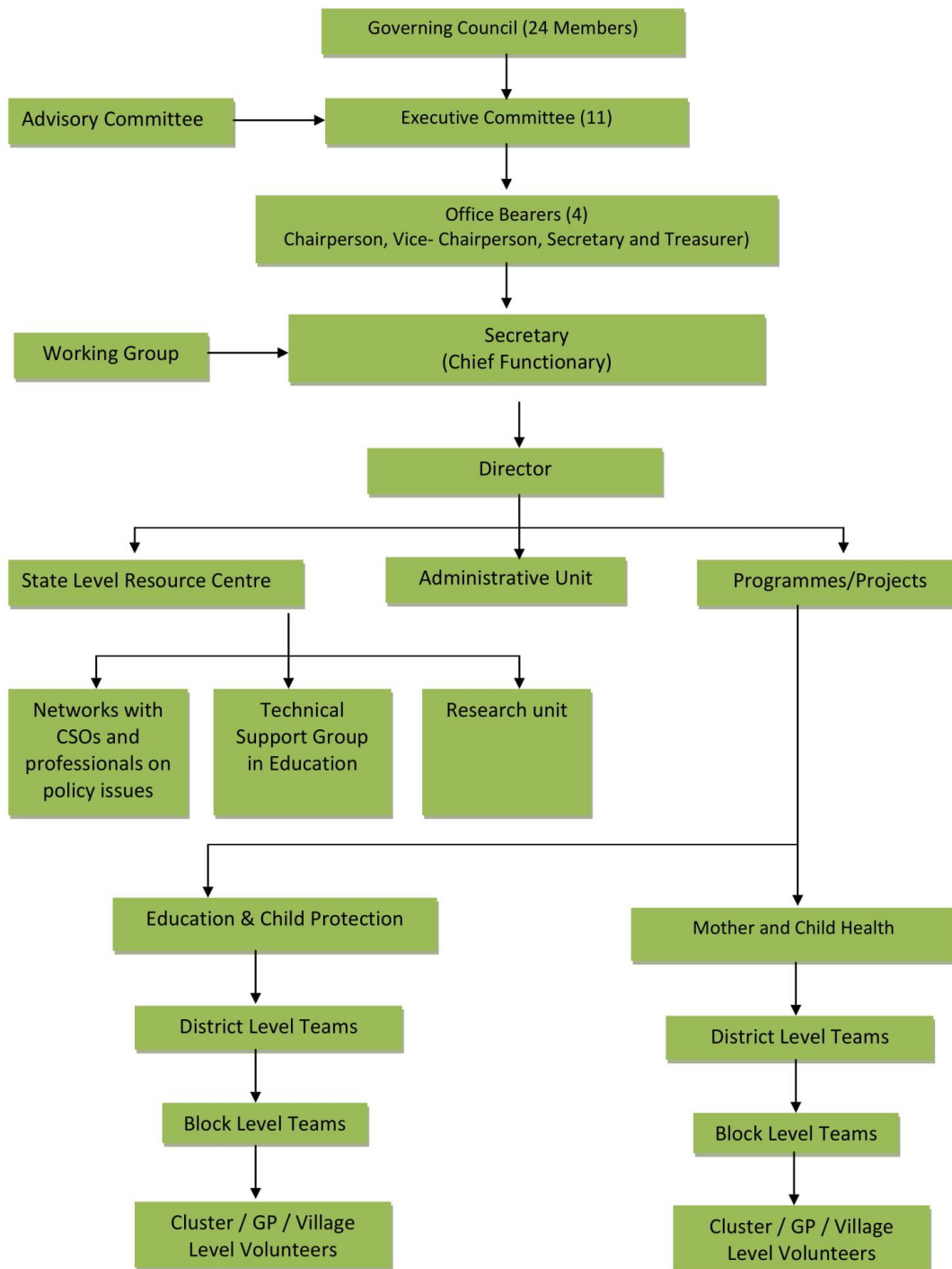


CULP Governing Board (2019-20)

S.N.	Name	Age	Gender	Occupation	Position in Board	Qualification
1.	Dr. Rakesh K. Srivastava*	60	M	Teaching & Research in University level education; Bio-diversity expert	Chairperson	Ph.D
2.	Dr. (Ms.) Archana Pareek*	58	F	Teaching in University level education	Vice-Chairperson	Ph.D
3.	Dr. O. P. Kulhari*	61	M	Social Development (programme designing, monitoring, research & training in Education)	Secretary	Ph.D
4.	Mr. Vimlesh K. Punia*	60	M	Legal expert	Treasurer	MA, LLB
5.	Ms. Usha Bapna*	67	F	Social Development Scientist (research on agriculture economics, watershed development and climate change)	Member	MA. M.Ed
6.	Dr. M. A. Khan*	52	M	Teaching & Research in University level education; Bio-diversity & gender expert	Member	Ph.D.
7.	Dr. (Ms) Soumana Datta*	59	F	Teaching & Research in University level education	Member	Ph.D
8.	Dr. Brij Mohan Istwal*	46	M	Teaching & Research in University level education; Financial Management expert	Member	Ph.D
9.	Dr. Govind Pareek*	59	M	Curriculum development and teachers' education; linguistic expert.	Member	Ph.D
10.	Dr. (Ms.) Madhu Singh*	51	F	Medical practitioner and mother and child health expert	Member	MBBS, MD
11.	Ms. Rama Sharma*	38	F	Teachers' Education in elementary education	Member (Staff Representatives)	MA, MSW
*Executive Committee						
12.	Dr. Nawal Kishore Dubey	53	M	Curriculum development and teachers' education; linguistic expert.	Member	Ph.D
13.	Ms. Manju Kulhari	52	F	Social service	Member	Secondary
14.	Mr. Vasudev Singh	58	M	Police service & legal expert	Member	MA
15.	Mr. Sudhir Upadhyay	50	M	Programme designing & management, documentation in social development sector	Member	M.A., PGDHE

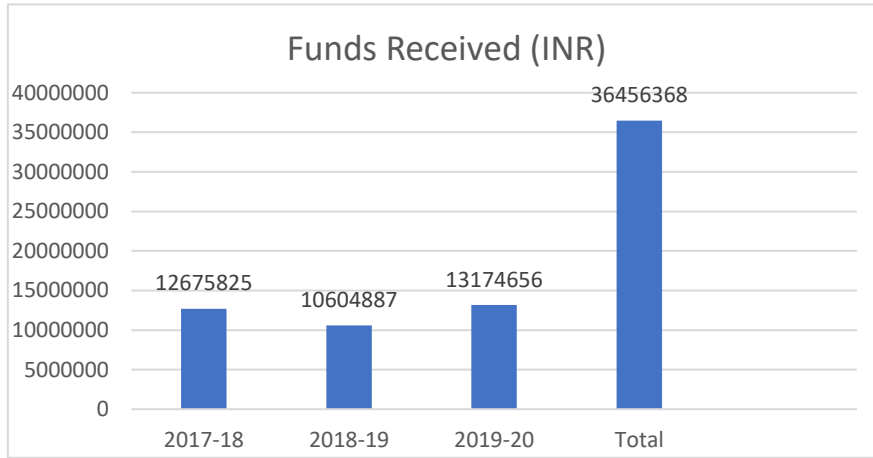
16.	Mr. Sanjeev Kataria	47	M	School management and administration (Director Gyan Jyoti School, Jagatpura, Jaipur)	Member	M.Sc., M.Ed
17.	Mr. Mahmood Khan	52	M	Social development and teachers' education	Member	MA
18.	Dr. M.S. Rathore	69	M	Social Development Scientist (research on agriculture economics, watershed development and climate change)	Member	Ph.D
19.	Ms. Kavita Upadhyay	45	F	Teaching in secondary schools	Member	MA, B.Ed.
20.	Dr. Mohd. Salim Khan	67	M	Educational Management / Administration	Member	Ph.D
21.	Ms. Karuna Jakhar	47	F	Teaching in elementary schools	Member	MA, B.Ed
22.	Ms. Kiran Choudhary	30	F	Banking & Finance	Member	B.Tech, MBA
23.	Mr. S. A. Khan	66	M	Legal expert on Income tax	Member	MA
24.	Mr. Varun Sharma	35	M	Rural Development expert	Member	MA

Management Structure of CULP



Funding Support

CULP has raised its funds in a variety of ways like the funding agencies for implementation of projects at grassroot level; task-based organizational consultancy fee; individual consultancies and donations. During the last three years the major fund support had been as follows:



The drop in funding in FY 2018-19 is due to the completion of some of the projects and gap in new sanctions.

Annual Funds Received by CULP during last three Years					
S. no.	Funding Agency / source	2019-20	2018-19	2017-18	Total
1	UNICEF	2501565	835560	2221382	5558507
2	Save the Children	0	50000	2634165	2684165
3	ActionAid Association	54403	200000	699375	953778
4	EdelGive Foundation	4720162	6408067	3708222	14836451
5	Tata Trusts	3181181	1460000	963459	5604640
6	Bodh Shiksha Samiti	785000	0	0	785000
7	Urmul Trust (GNB)	0	0	92977	92977
8	Give Foundation	41585	0	0	41585
9	Community contribution, Donations and consultation fees	873631	755250	1125140	2754021
10	Bank and IT Refund Interests	436433	359451	367759	1163643
11	Administration receipts from projects	420611	463069	543691	1427371
12	Others (TDS Refund & Reimbursements)	160085	73490	319655	553230
	Total	13174656	10604887	12675825	36456368

Audited Report (2019-20)

J.K. JAIMAN & ASSOCIATES

CHARTERED ACCOUNTANTS



GANESHAM, A-278-279, VIDHYUT NAGAR, AJMER ROAD, JAIPUR - 302021

MOBILE NO. : 09829054360, (O) 0141-2354360

Email: jitendrajaiman@yahoo.co.in

INDEPENDENT AUDITOR'S REPORT

To,
The Members, M/s Culp (Center For Unfolding Learning Potentials), Jaipur

Report on Financial Statements

1. We have audited the accompanying financial statements relating to **M/S Culp (Center For Unfolding Learning Potentials), Jaipur** which comprises the Balance Sheet as on 31st March, 2020, Statement of Income & Expenditure Account for the period from 01st April, 2019 to 31st March, 2020, statement of Receipt & Payment Account for the period from 01st April, 2019 to 31st March, 2020 and a summary of significant accounting policies.

Management's Responsibility for the Financial Statements

2. Management of the Institution is responsible for the preparation of these financial statements that give true and fair view of the financial performance of the Institution in accordance with the accounting standards generally accepted in India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

3. Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those Standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

4. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The Procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the above financial statements.

5. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our Audit opinion.

Opinion

6. In our opinion, and to the best of our information and according to the explanation given to us, the financial statements give the information required by the Act in the manner so required and give a true and fair view in conformity with the accounting principles generally accepted in India:

- in the case of Balance Sheet, of the state of affairs of the Institution as at 31st March, 2020.
- in the case of Statement of income & expenditure account, of the surplus / deficit during for the year ended on 31st March, 2020.
- in the case of Statement of receipt & payment account, of the receipt & payments during the year ended on 31st March, 2020.

Report on Other Legal and Regulatory Requirements

- We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purpose of the audit and have found them to be satisfactory.
- The transactions of the Institution which have come to our notice have been within the powers of the Management of the Institution.

We further report that:

- the Balance Sheet and Income and Expenditure account dealt with by this report are in agreement with the books of account and other records, and
- in our opinion, proper books of account as required by law have been kept by the Institution so far as appears from our examination of those books.

For J.K. Jaiman & Associates
Chartered Accountants
FRN - 014064C

(CA. Jitendra Kumar Jaiman)
Proprietor
M. N. - 407738
UDIN-20407738AAAABQ4361
Place : Jaipur
Date : 16-09-2020



CULP
(Centre for Unfolding Learning Potentials)
602 (O), Vishwamitra Marg, Hanuman Nagar Extension, Khatipura, Jaipur - 12.

CONSOLIDATED

BALANCE SHEET AS ON 31/03/2020

LIABILITIES	AMOUNT	ASSETS	AMOUNT
Capital Fund		Fixed Assets	
Opening Balance	564,181.00	(As per Annexure "A")	555,062.00
Add : Addition during the year	106,495.00	TDS Receivables	104,714.00
	670,676.00		
Less : Depreciation	115,614.00	555,062.00 Grant Receivable from	
		Action Aid - Legacy Education Project	49,568.00
General Fund		Unicef-EMIS Project	5,601.00
Opening Balance	6,495,721.62	Both Siksha Samiti-Prajwala Project	76,414.00
Less : Excess of expenditure over income	173,093.17	6,322,628.45 Security Deposit Against Rent	
		Kamal Singh Solanki	4,500.00
Staff Security Deducted	330,858.00	Kiran Meena	4,400.00
			8,900.00
TDS Payable	33,930.00	Deposit to IT Dept. against Appeal	99,800.00
Outstanding Expenses	33,335.00		
		Cash in hand	650.00
Unutilised Grant			
Tata Trusts -TINI Project	362,330.00	Bank Balances	
		SBI, Banswara	51,584.20
		SBI, Jaipur	47,009.70
		SBI Current A/c	578,864.62
		SBI, FDR	5,536,595.00
		Axis Bank	234,429.00
		Axis Bank FDR	107,186.00
		Bank of Baroda	181,765.93
			6,737,434.45
	7,638,143.45		7,638,143.45

(Signature)
(Treasurer)

(Signature)
(Secretary)

(Signature)
(Chair Person)

As per our Report of even date attached.

Notes of Accounts & Significant accounting policies as per annexure "B"

For J. K. Jaiman & Associates
Chartered Accountants
FRN - 014064C

(Signature)
(CA. Jitendra Kumar Jaiman)
Proprietor
M.No. - 407738

Place : Jaipur
Date : 16-09-2020

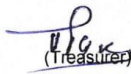


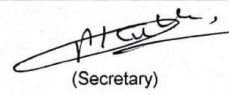
CULP
(Centre for Unfolding Learning Potentials)
602 (O), Vishwamitra Marg, Hanuman Nagar Extension, Khatipura, Jaipur - 12.

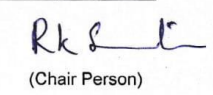
Consolidated

Income & Expenditure Account for the period ended on 31/03/2020

EXPENDITURE	AMOUNT	INCOME	AMOUNT
EdelGive Foundation-Pehchan Project	6,251,080.00	<u>By Unutilised Grant b/f</u>	
Tata Trusts-TINI Project	2,813,026.00	EdelGive Foundation-Pehchan Project	53,166.00
Unicef - EMIS Project	2,508,602.00		
Both Siksha Samiti-Prajwala Project	861,414.00	<u>By Grant/Donation Recd. in FCRA Projects</u>	
		Donation from Give Foundation	41,585.23
<u>To Institutional Expenses</u>			
Administration Expenses	73,633.00	<u>By Grant Received in Local Projects</u>	
Audit Fees	31,440.00	EdelGive Foundation-Pehchan Project	4,720,162.00
Bank Charges	2,454.40	Tata Trusts-TINI Project	3,175,356.00
Legal Expenses	32,561.00	Unicef-EMIS Project	1,667,441.00
Office Rent	210,196.00	Both Siksha Samiti-Prajwala Project	785,000.00
Salary / Honorarium	163,350.00	Unicef-OOSC & EMIS Project	835,560.00
Travel & Local Conveyance	11,412.00		
Meeting / Training Expenses	6,710.00	By Bank Interest	92,542.00
Material Expenses	11,990.00	By FDR Interest	339,509.00
KGBV ASFs Training Expenses	83,940.00	By Interest on IT Refund	4,382.00
		By Other Income	11,750.00
To Unutilised Grant	362,330.00	By Contribution / Donation	861,641.00
		By Expenditure Reimbursement	148,335.00
		By Contribution / Donation (in kind)	11,990.00
		<u>By Administration Receipts</u>	420,611.00
		(Charge from Projects)	
		<u>By Grant Receivables</u>	
		Unicef-EMIS Project	5,601.00
		Both Siksha Samiti-Prajwala Project	76,414.00
		By Excess of expenditure over income	173,093.17
	13,424,138.40		13,424,138.40


(Treasurer)


(Secretary)


(Chair Person)

As per our Report of even date attached.

For J. K. Jaiman & Associates
Chartered Accountants
FRN - 014064C



(CA. Jitendra Kumar Jaiman)
Proprietor
M.No. - 407738

Place : Jaipur
Date : 16-09-2020



CULP
(Centre for Unfolding Learning Potentials)
602 (O), Vishwamitra Marg, Hanuman Nagar Extension, Khatipura, Jaipur - 12.

Consolidated

Receipt & Payment Account for the period ended on 31/03/2020

RECEIPT		AMOUNT	PAYMENT		AMOUNT
<u>To Opening Balance</u>			<u>By Expenditure in Local Projects</u>		
SBI, Banswara	75,180.70		EdelGive Foundation-Pehchan Project		6,251,080.00
SBI, FDR	4,730,226.00		Tata Trusts -TINI Project		2,813,026.00
SBI, Jaipur	1,300,941.20		Unicef - EMIS Project		2,508,602.00
Axis Bank	226,379.00		Both Siksha Samiti-Prajwala Project		861,414.00
Axis Bank FDR	107,186.00				
SBI Current A/c	87,073.62		<u>By Institutional Expenses</u>		
Bank of Baroda	111,142.10	6,638,128.62	Administration Expenses		73,633.00
			Audit Fees		31,440.00
<u>To Grant-Donation recd. in FCRA Project</u>			Bank Charges		2,454.40
Action Aid-Legacy Education Project-O/S		54,403.00	Legal Expenses		32,561.00
Donation from Give Foundation		41,585.23	Office Rent		210,196.00
			Salary / Honorarium		163,350.00
<u>To Grant Received in Local Projects</u>			Travel & Local Conveyance		11,412.00
EdelGive Foundation-Pehchan Project		4,720,162.00	Meeting / Training Expenses		6,710.00
Tata Trusts -TINI Project		3,175,356.00	Material Expenses		11,990.00
Unicef-EMIS Project		1,667,441.00	KGBV ASFs Training Expenses		83,940.00
Both Siksha Samiti-Prajwala Project		785,000.00			
Tata Trusts -TINI Project O/S Grant		5,825.00	<u>By Outstanding Expenses Paid</u>		3,535.00
Unicef-EMIS Project O/S Grant		834,124.00	By TDS (A. Y. 2020-21)		39,140.00
			By Deposit with IT Department		99,800.00
To Bank Interest		92,542.00	By Advance Against Rent-Kiran Meena		4,400.00
To FDR Interest		339,509.00			
To Interest on IT Refund		4,382.00	<u>By Closing Balance</u>		
To Other Income		11,750.00	Cash in hand	650.00	
To Contribution / Donation		861,641.00	SBI, Banswara	51,584.20	
To Expenditure Reimbursement		148,335.00	SBI, Jaipur	47,009.70	
			SBI Current A/c	578,864.62	
To Contribution / Donation (in kind)		11,990.00	SBI, FDR	5,536,595.00	
			Axis Bank	234,429.00	
<u>To Administration Receipts</u>		420,611.00	Axis Bank FDR	107,186.00	
(Charge from Projects)			Bank of Baroda	181,765.93	6,738,084.45
To TDS Refund (AY 2018-19)		48,718.00			
To Outstanding Expenses		33,335.00			
To TDS Payable		33,930.00			
To Staff Security Recd.		18,000.00			
		19,946,767.85			19,946,767.85

(Signature)
(Treasurer)

(Signature)
(Secretary)

(Signature)
(Chair Person)

As per our Report of even date attached.
For J. K. Jaiman & Associates
Chartered Accountants
FRN - 014064C

(Signature)
(CA. Jitendra Kumar Jaiman)

Proprietor
M.No. - 407738
Place : Jaipur
Date : 16-09-2020

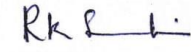


CULP
(Centre for Unfolding Learning Potentials)
602 (O), Vishwamitra Marg, Hanuman Nagar Extension, Khatipura, Jaipur - 12.

<u>Consolidated</u>							<u>Annexure "A"</u>
<u>Fixed Assets as on 31/03/2020</u>							
Name of Item	Rate of Depreciation	Balance as on 01/04/2019	Addition (Sold)	Date of Addition	Total	Depreciation	Net balance as on 31/03/2020
<u>Foreign Contribution</u>							
Camera	15%	10,061.00	-	-	10,061.00	1,509.00	8,552.00
Computer	40%	1,891.00	-	-	1,891.00	756.00	1,135.00
Digital Camera	15%	6,616.00	-	-	6,616.00	992.00	5,624.00
Furniture	10%	55,519.00	-	-	55,519.00	5,552.00	49,967.00
Laptop	40%	944.00	-	-	944.00	378.00	566.00
Library Books	10%	2,948.00	-	-	2,948.00	295.00	2,653.00
Mobile Handsets	15%	599.00	-	-	599.00	90.00	509.00
Printer	40%	1,012.00	-	-	1,012.00	405.00	607.00
UPS	40%	83.00	-	-	83.00	33.00	50.00
Total (A)		79,673.00	-	-	79,673.00	10,010.00	69,663.00
<u>Local Contribution</u>							
Air Conditioner	15%	105,283.00	-	-	105,283.00	15,792.00	89,491.00
Fan	10%	2,114.00	-	-	2,114.00	211.00	1,903.00
Business Projector	15%	56,005.00	-	-	56,005.00	8,401.00	47,604.00
Camera	15%	6,678.00	-	-	6,678.00	1,002.00	5,676.00
Carpets (Dari)	10%	28,028.00	4,925.00	30-08-19	32,953.00	3,295.00	29,658.00
Computers	40%	14,854.00	22,300.00	28-06-19	37,154.00	14,862.00	22,292.00
Coolers	15%	10,448.00	-	-	10,448.00	1,567.00	8,881.00
Video Camera	15%	3,026.00	-	-	3,026.00	454.00	2,572.00
Furniture	10%	26,975.00	13,180.00	31-12-19	40,155.00	3,357.00	36,798.00
Furniture (Provided by UNICEF)	10%	86,078.00	-	-	86,078.00	8,608.00	77,470.00
Intex Led	15%	8,674.00	-	-	8,674.00	1,301.00	7,373.00
Laptop	40%	27,536.00	44,500.00	28-06-19	72,036.00	28,814.00	43,222.00
Mobile Gionee	15%	12,282.00	-	-	12,282.00	1,842.00	10,440.00
Mobile Handsets	15%	12,804.00	11,990.00	29-12-19	24,794.00	2,820.00	21,974.00
Motor Cycles	15%	68,578.00	-	-	68,578.00	10,287.00	58,291.00
Music Equipments	15%	639.00	-	-	639.00	96.00	543.00
Sewing Machine	15%	2,046.00	-	-	2,046.00	307.00	1,739.00
RO	15%	3,034.00	-	-	3,034.00	455.00	2,579.00
Other Office Equipments	15%	5,128.00	9,600.00	31-12-19	14,728.00	1,489.00	13,239.00
Projector Screen	15%	1,535.00	-	-	1,535.00	230.00	1,305.00
Room Cooler	15%	2,763.00	-	-	2,763.00	414.00	2,349.00
Total B		484,508.00	106,495.00	-	591,003.00	105,604.00	485,399.00
Grant Total (A+B)		564,181.00	106,495.00	-	670,676.00	115,614.00	555,062.00


(Treasurer)


(Secretary)


(Chair Person)



CULP
(Centre for Unfolding Learning Potentials)
602 (O), Vishwamitra Marg, Hanuman Nagar Extension, Khatipura, Jaipur - 12.

Annexure "B"

Significant Accounting Policies & Notes of Accounts

1. **Fixed Assets Policy:**
 - a) Fixed assets are recorded at historical cost.
 - b) Gross and net book values of fixed assets at the beginning and end of an accounting period are shown including additions, disposals, acquisitions and other movements.
 - c) Fixed assets have been stated at cost value less depreciation.

2. **Unutilized Grant:**
 - a) Unutilized grants are treated as current liabilities.
 - b) The balances of unutilized grants are carried forward in the next year and are reduced proportionality according to the work done.

3. **Revenue Recognition:**
 - a) Organization follows cash basis of accounting.
 - b) No provisions are made for expenses, expenses and incomes have been recorded as when they occur.

4. **Depreciation:**
 - a) Depreciation rates as stated by the income tax act, 1961 are used to depreciate assets.
 - b) Depreciation is charged consistently.
 - c) Where depreciable assets are disposed off, discarded, demolished or destroyed, the net surplus or deficiency, if material, has been disclosed separately.
 - d) Depreciation has been charged on fixed assets by reducing the value from fixed assets & correspondingly from the fixed assets fund. It has no impact on either surplus or deficit of the Trust.

5. **Notes of Accounts:**
 - a) Contingent liability: there is no contingent liability at year end.

For Centre for Unfolding Learning Potentials



(Secretary)

20 आंगनबाड़ी केंद्र होंगे मॉडल केंद्र के रूप में विकसित

बच्चों को अच्छी शिक्षा व बेहतर वातावरण देने का प्रयास, केंद्र के भवनों पर चित्रकारी और चाइल्ड फ्रेंडली वातावरण की झलक देखने को मिलेगी

दौसा। बच्चों को अच्छी शिक्षा व बेहतर वातावरण देने के लिए जिले में 20 आंगनबाड़ी केंद्रों को मॉडल केंद्रों के रूप में विकसित किया जाएगा। इसके लिए राज्य सरकार व टाटा ट्रस्ट के मध्य अनुबंध हुआ है।

समेकित बाल विकास सेवाओं के सुदृढ़ीकरण के लिए आओ सुनिश्चित करें कार्यक्रम के तहत राज्य सरकार व टाटा ट्रस्ट के सहयोग से जिले में प्रथम चरण में 20 आंगनबाड़ी केंद्रों को मॉडल केंद्र के रूप में विकसित किया जा रहा है। इनमें मित्रपुरा, पाडली, भामोरिया का काम व बावड़ी दरवाजा भांडोज आंगनबाड़ी केंद्र के भवन का रंगई-पुताई का कार्य पूर्ण हो गया। इन केंद्रों पर मनमोहक चित्रकारी व चाइल्ड फ्रेंडली वातावरण की झलक देखने को मिलेगी। टाटा ट्रस्ट के जिला कार्यक्रम अधिकारी पतंत सिंह राठी व आईसीडीएस विभाग के उपनिदेशक ओमप्रकाश वरिष्ठ का कहना है कि



दौसा. मॉडल आंगनबाड़ी केंद्र मित्रपुरा का भवन।

आंगनबाड़ीओं का कार्य जल्द पूर्ण किया जाएगा। बच्चों को बेहतर शिक्षा व पोषण देने के लिए सभी आंगनबाड़ीओं की लगातार विजिट की जाएगी। आंगनबाड़ी कार्यकर्ताओं को समय-समय पर प्रशिक्षण भी दिया जाएगा।

मॉडल केंद्रों में वे होंगी सुविधाएं

जिले में 20 आंगनबाड़ी केंद्रों पर सभी मूलभूत सुविधाएं उपलब्ध कराई जाएंगी। केंद्रों में रंग-बिरंगी विद्युट टैबल, साफ पानी, टिपलैवे व शिक्षा संबंधित चार्ट भी उपलब्ध कराए जाएंगे। इसके साथ इन आंगनबाड़ी केंद्रों पर सभ्यतायुक्त जागरूकता पर ध्यान दिया जाएगा। लैंगों को आंगनबाड़ी केंद्रों को सहयोग देने के लिए प्रेरित किया जाएगा।

इन केंद्रों का किया चयन

जिले में मॉडल केंद्र के रूप में विकसित करने के लिए प्रथम चरण में 20 आंगनबाड़ी केंद्रों का चयन किया गया है। इनमें दौसा जमीन परियोजना के पुंथियावास द्वितीय, चांदवाल द्वितीय, सैवल प्रथम, मित्रपुरा, पाडली, भामोरिया

कावास भंडोज व बावड़ी दरवाजा भांडोज, बांदीकुई प्रथम परियोजना के गुहा आशिकपुरा व गोलड़ा द्वितीय, बांदीकुई द्वितीय परियोजना के गांड़ी, उपरल बास, सोमड़ा व स्थालवास कला, मध्या के टीकरी कलावत, गढ़ हिमनासिंह पुरीय व पाटोली द्वितीय, सिक्करा के सिक्करा प्रथम व सिक्करा द्वितीय एवं लालसोट परियोजना के तलवागव व बौलवागव का चयन किया गया है।

द्वितीय चरण में 30 केंद्रों का होगा चयन

महिल एवं बाल विकास विभाग दौसा के उपनिदेशक ओमप्रकाश वरिष्ठ का कहना है कि जिले में प्रथम चरण में 20 आंगनबाड़ी केंद्रों का चयन किया गया है। टाटा ट्रस्ट द्वारा इन केंद्रों को विकसित किया जा रहा है। द्वितीय चरण में जिले में 30 आंगनबाड़ी केंद्रों का चयन किया जाएगा।

'चलो चलें आंगनबाड़ी' अभियान का शुभारंभ

कलक्टर ने किया अभियान के पोस्टर का विमोचन



पोस्टर का विमोचन करते कलक्टर अविचल चतुर्वेदी।

न्यूज एडिटर / गवर्नरशिप, दौसा जिले में टाटा ट्रस्ट एवं कल्प संस्था के संयुक्त सहयोगात्मक 'आओ सुनिश्चित करें' अभियान का शुभारंभ किया। कलक्टर अविचल चतुर्वेदी ने किया। कार्यक्रम का संबोधित करने कलक्टर अविचल चतुर्वेदी ने आंगनबाड़ी केंद्रों पर बच्चों के पोषण जैसे और कुपोषण और अति कुपोषित बच्चों का चिह्नित कर उनको अतिर परामर्श और कुपोषण उपचार केंद्र पर फेर करवाने की बात कही। उन्होंने कहा कि भंडोज और धाडी गांवाओं में एनीमिया की कमी होने से बच्चों के पोषण में कमी आती है। इसके बाद भी आंगनबाड़ी

और एनीमिया की जांच कर उनको सही पोषण आहार खाने की जानकारी देने के लिए करेगा। इस अवसर पर जिला परियोजना के मुख्य कार्यकारी अधिकारी एल के बालांत ने कहा कि अभियान की तहत अप्रैल माह तक सभी 0-6 साल तक के बच्चों का पोषण ले कर, कुपोषित और अति कुपोषित बच्चों को चिह्नित किया जाएगा और उनको समय पर उपचार दिया जाएगा, जिससे भी वे सामान्य बच्चों की तरह स्वस्थ हो सकें। महिलाओं की एनीमिया की जांच की जाएगी और उनको 'अतिर परामर्श' दिया जाएगा। कार्यक्रम के दौरान कलक्टर चतुर्वेदी ने अभियान के पोस्टर का विमोचन किया। इस अवसर पर जिला परियोजना के मुख्य कार्यकारी

अधिकारी एल के बालांत, उपनिदेशक महिला बाल विकास ओम प्रकाश वरिष्ठ, सहयोग निदेशक महिला अधिकारिता युगल निखार मीना, सचिव जैन सहित अन्य अधिकारी उपस्थित थे। इस अवसर पर अभियानियों को अभियान का प्रतीक 'डिग' पेंट किया गया। कार्यक्रम के दौरान जिले की सभी महिला परियोजना व कार्यकर्ताओं को जर्नलियाल चर्टे। कार्यक्रम में जिला कार्यक्रम अधिकारी दत्ता त्रिभूत सिंह राठी व अन्यका चतुर्वेदी ने इस अभियान की विस्तृत जानकारी देते अभियान को सफल बनाने की बात कही। इस दौरान कलक्टर दौसा के प्रतिनिधि हेमंत कुमार ने भी अभियान को कौशल सफल बनाया जाए पर जानकारी दी।

दैनिक भास्कर

16-Nov-2019
Page 4

उद्घाटन • चलो चलो आंगनबाड़ी अभियान में गर्भवती महिलाओं की होगी एनीमिया जांच

कुपोषित बच्चों को किया जाएगा चिह्नित

कलक्टर चतुर्वेदी (दा.)

जिले में टाटा ट्रस्ट एवं कल्प संस्था सहित अन्य अधिकारी उपस्थित थे। इस अवसर पर अभियानियों को अभियान का प्रतीक 'डिग' पेंट किया गया। कार्यक्रम के दौरान जिले की सभी महिला परियोजना व कार्यकर्ताओं को जर्नलियाल चर्टे। कार्यक्रम में जिला कार्यक्रम अधिकारी दत्ता त्रिभूत सिंह राठी व अन्यका चतुर्वेदी ने इस अभियान की विस्तृत जानकारी देते अभियान को सफल बनाने की बात कही। इस दौरान कलक्टर दौसा के प्रतिनिधि हेमंत कुमार ने भी अभियान को कौशल सफल बनाया जाए पर जानकारी दी।



दौसा। चलो चलो आंगनबाड़ी कार्यक्रम के शुभारंभ में उपनिदेशक महिला।

आंगन बच्चों की तरह स्वस्थ हो सके। महिलाओं की एनीमिया की जांच की जाएगी। कार्यक्रम के दौरान अभियान के पोस्टर का विमोचन किया। इस अवसर पर उपनिदेशक महिला बाल विकास ओम प्रकाश वरिष्ठ, सहयोग निदेशक महिला अधिकारिता युगल निखार मीना, सचिव जैन सहित अन्य अधिकारी उपस्थित थे। इस अवसर पर अभियानियों को अभियान का प्रतीक 'डिग' पेंट किया गया। कार्यक्रम के दौरान जिले की सभी महिला परियोजना व कार्यकर्ताओं को जर्नलियाल चर्टे। कार्यक्रम में जिला कार्यक्रम अधिकारी दत्ता त्रिभूत सिंह राठी व अन्यका चतुर्वेदी ने इस अभियान की विस्तृत जानकारी देते अभियान को सफल बनाने की बात कही। इस दौरान कलक्टर दौसा के प्रतिनिधि हेमंत कुमार ने भी अभियान को कौशल सफल बनाया जाए पर जानकारी दी।

कुपोषण के दुष्प्रभावों की दी जानकारी

भास्कर न्यूज | महवा

टाटा ट्रस्ट एक कल्प संस्था की ओर से सामूहिक रूप से चलाए जा रहे कार्यक्रम 'आओ सुनिश्चित करें' के तहत पंचायत समिति महवा में ग्राम विकास अधिकारियों तथा सरपंचों का एक दिवसीय आमूखीकरण कार्यशाला का आयोजन किया गया। जिसमें सरपंच एवं सचिवों को कुपोषण व उसके दुष्प्रभाव की विस्तार पूर्वक जानकारी देते हुए लोगों में इसके प्रति जागरूकता लाने पर जोर दिया गया। कार्यशाला में प्रशिक्षक सीताराम दायमा ने आंगनबाड़ी पर मिलने वाली

टीकाकरण जैसी सुविधाओं की जानकारी दी। कल्प संस्था के परियोजना समन्वयक हेमंत कुमार शर्मा ने ग्राम विकास अधिकारियों को आंगनबाड़ी केंद्रों का हर माह निरीक्षण करने, वहां मूलभूत सुविधाओं शौचालय, पानी की समस्या का हल निकालने व अन्य मरम्मत संबंधी कार्यों के व्यापक प्रबंध कराए जाने पर जोर दिया। पंचायत प्रसार अधिकारी अनिल बंसल ने सभी ग्राम सचिवों की ओर से आंगनबाड़ी केंद्रों का सुदृढ़ीकरण करने व केंद्रों पर आवश्यक सुविधाएं मुहैया कराने का भरोसा दिलाते हुए कुपोषण से होने वाले दुष्प्रभावों से लोगों को जागरूक करने की बात कही।

कार्यक्रम • 25 पंचायतों के सरपंचों-ग्राम विकास अधिकारियों-आंगनबाड़ी कार्यकर्ताओं ने भाग लिया

सही पोषण से ही कुपोषण से मिलेगा छुटकारा

भास्कर न्यूज | दौसा जमीन

टाटा ट्रस्ट एक कल्प संस्था के संयुक्त सहयोगात्मक 'आओ सुनिश्चित करें' कार्यक्रम के तहत एक दिवसीय प्रशिक्षण कार्यशाला रावरी गांधी सेंटर के संचालन में आयोजित हुई। कार्यक्रम का शुभारंभ जिला विकास अधिकारी डॉ. हर्केश मोगा, टाटा ट्रस्ट के जिला कोऑर्डिनेटर पवनसिंह राठी, कल्प संस्था के संचालक डॉ. ओमप्रकाश कुशवती ने मां सरस्वती की प्रतिमा के समक्ष दीप प्रज्वलित कर किया। कार्यक्रम में लगभग पंचायत समिति के अध्ये 25 ग्राम पंचायतों के सरपंचों-ग्राम विकास अधिकारियों के



दौसा ग्रामीण। पोषण की जानकारी देते अधिकारी।

में जटपन, कमजोरी, डायरिया, निर्मैमिया जैसी घातक बिमारी का खतरा रहता है। जिसकी रोकथाम के लिए जागरूकता बहुत ही जरूरी है। विभिन्न अधिकारियों के सहित हुए टाटा ट्रस्ट के जिला कोऑर्डिनेटर पवनसिंह राठी ने कहा कि राष्ट्रीय पोषण अभियान कार्यक्रम गर्भवती धात्री महिलाओं के साथ साथ बालकों के स्वास्थ्य में सुधार करता है। इस अभियान का मूल उद्देश्य एक लक्षित दृष्टिकोण और एकोकरण द्वारा बच्चों के जटपन कुपोषण एनीमिया और अन्य के समय ही विकसित बालिकाओं पर ध्यान केंद्रित करना है। उन्होंने कहा कि बच्चों में पोषण के माध्यम से ही सुधार लाना जा सकता है।

HEADLINES



बृजकोर्स सेंटर किया शुभारम्भ

HEADLINES



कल्प संस्था द्वारा किया गया बृजकोर्स सेंटर का शुभारम्भ

गांवों में प्रतिपूरक शिक्षा केन्द्र का शुभारंभ आज से

न्यूज सर्विस/नवज्योति, टोंक

कल्प पहचान परियोजना के तत्वावधान में शिक्षा से वंचित बालिकाओं को शिक्षा की मुख्य धारा से जोड़ने के लिए बालिकाओं के लिए ब्रिजकोर्स सेंटर एवं कक्षा 9 व 10 में 50 प्रतिशत से कम अंक प्राप्त करने वाली बालिकाओं को विभिन्न विषयों में अतिरिक्त शिक्षण कार्य करवाने के लिए प्रति पूरक शिक्षा केन्द्र खोले जा रहे हैं। जिसके तहत तहत जिले में कई गांवों में परियोजना के तहत केन्द्रों का शुभारंभ 9 अगस्त किया जाएगा। परियोजना समन्वयक रमा शर्मा ने बताया कि अंग्रेजी, गणित, विज्ञान विषय के खुलने वाले सेंटर का शुभारंभ 9 को ललवाड़ी, 13 को ढाणी जुगलपुरा व चैनपुरा, 14 को हाडीकला, 15 को श्रीरामपुरा, 16 को खिड़ीगी, 17 को सिरौही में विधिवत केन्द्रों का उदघाटन होगा।

बड़ी खबर



ललवाड़ी टीबी कि ढाणी मे किया शुभारम्भ

नेवाई तहसील के ग्राम ललवाड़ी में पहचान शाला का शुभारंभ

कल्प पहचान परियोजना के तत्वावधान में राजकीय उ माध्यमिक विद्यालय ललवाड़ी व पटेल टीबी बन्जारा ढाणी में शुक्रवार को ब्रिजकोर्स सेंटर का मुख्य अतिथि म्पूलाल जाट ने फीता काटकर शुभारंभ किया। अतिथि ग्रामीणों को कहा कि बालिका शिक्षा पर अधिक से अधिक ध्यान दे शिक्षा से वंचित बालिकाओं के लिए शिक्षा को लेकर यह कार्य किया जा रहा है। परियोजना समन्वयक रमा शर्मा ने बताया कि ब्रिजकोर्स

बड़ी खबर



कल्प पिछले 20 साल से कर रही शिक्षा से वंचित बालिका पर काम

मृतकों में मां-बाप और बेटा शामिल

शिविल डिप्टिंस टीम ने निकाला मृत को खट्ट, पुलिस ने खब को उखवाया Aug 09, Frid

बड़ी खबर



ग्रामीणों ने कहा हमारी बालिकाओं के लिए वरदान है कल्प संस्था

वानसूर उपखंड क्षेत्र के चतरपुरा के पास की घटना

शिविल डिप्टिंस टीम ने निकाला मृत को खट्ट, पुलिस ने खब को उखवाया Aug 09, Frid

मॉर्निंग न्यूज़

जयपुर, बुधवार 27 नवंबर, 2019

शिक्षा से वंचित बालिकाओं ने बताई अपनी प्रतिभा



पहचान परियोजना के अंतर्गत आज जनता नी में पहचानशाला का शुभारंभ

पहचान परियोजना के अंतर्गत आज जनता नी में पहचानशाला का शुभारंभ किया गया। शाला के शुभारंभ के पीछे शिक्षा से वंचित ढाओ को शिक्षा की मुख्यधारा से जोड़ना है। जनता नी में सर्वे के दौरान 20 बालिकाएं निकालकर हैडस्टी ग्रम में हाडीकला में 50 बालिकाएं शिक्षा से जोड़ने का उद्देश्य है। कार्यक्रम का उद्घाटन कल्प संस्था के अध्यक्ष सत्यनारायण... ने शाला का शुभारंभ

1, निवाई

के तत्वावधान में राजकीय उगा माध्यमिक व पटेल टीबी बन्जारा ढाणी में शुक्रवार को मुख्य अतिथि म्पूलाल जाट ने फीता काटकर शि ने ग्रामीणों को कहा कि बालिका शिक्षा क ध्यान दे शिक्षा से वंचित बालिकाओं के को लेकर यह कार्य किया जा रहा है। रमा शर्मा ने बताया कि ब्रिजकोर्स सेंटर यों को निशुल्क शिक्षा दी जाएगी, ताकि वो प्राप्त कर सकें। इस अवसर पर सिताराम र्मा, हंसराज गुर्जर, रमेश्वर अजमेरा, रविन्द कलावती स्वामी, श्याम सिंह, भैरूलाल सखिन विशारथी उपस्थित थे।

मॉर्निंग न्यूज़

जयपुर, रविवार 30 नवंबर, 2019

तीन सौ से अधिक वंचित बालिकाएं शिक्षा की मुख्य धारा से जोड़ा



चाकसू (निर्गं): क्षेत्र में कार्यरत कल्प संस्था कल्प ने अपनी पहचान परियोजना के तहत डेलीग्व फाउण्डेशन के सहयोग से शिक्षा से वंचित किशोरी बालिकाओं को बिनको संस्था के माध्यम से 300 तक जो गई पुनः शिक्षा की मुख्य धारा से जोड़कर उच्च माध्यमिक, माध्यमिक एवं उच्च प्राथमिक स्तर तक की शिक्षा से वंचित कर उनके शैक्षणिक जीवनस्तर को बढ़ाने में निरन्तर प्रयत्नशील है। फाउण्डेशन के सहयोग की 70 वीं वर्षगांठ पर आयोजित बालिका सम्मेलन में कार्यक्रम समन्वयक रमा शर्मा ने उपस्थित किशोरी बालिकाओं को संबोधन प्रदान बालिकाओं के अधिकारों को विस्तार से जानकारी दी। विशेषकर वे कल्प संस्था, अतिरिक्त शिक्षा, बालिका श्रम, शैक्षणिक अति पर चर्चा कर जानकारी दी।

परिभा की वरिष्ठ कार्यकर्ता श्रीमती रमा शर्मा ने बालिकाओं को संबोधन के प्रति सम्पूर्ण, व्यक्ति की गरिमा, राष्ट्र को एकता व अखंडता सुनिश्चित बनाए रखने की शपथ दिलाई। इस अवसर पर बालिकाओं ने राष्ट्रीय सांस्कृतिक कार्यक्रम में विभिन्न तरह की एक्टिविटीयों में भाग लेकर अपनी प्रतिभा का प्रदर्शन किया। विजेताओं, बालिकाओं को स्मृति चिह्न एवं प्रमाणपत्र दे कर सम्मानित किया गया।

दैनिक पंजाब केशरी 6.04.2019

रमा को उद्योग परिसंघ ने किया सम्मानित

चाकसू, (आमीन): सीआईआई फाउंडेशन (भारतीय उद्योग परिसंघ) की ओर से दो दिवसीय वार्षिक उत्सव 2019 व नेशनल प्रतिभा सम्मान कार्यक्रम में चाकसू की रहने वाली सामाजिक कार्यकर्ता रमा शर्मा को शिक्षा के क्षेत्र में उल्लेखनीय कार्य करने के लिए सम्मानित किया गया। सम्पूर्ण भारत से 350 महिलाओं के आवेदन प्राप्त हुए थे। इनमें से 15 महिलाओं को शिक्षा, स्वास्थ्य, माइक्रो फाइनेंस व अन्य अलग-अलग क्षेत्रों में काम करने की दक्षता में परिपक्व पाया है। रमा शर्मा ने शिक्षा के क्षेत्र में कल्प संस्था के माध्यम से चाकसू, जयपुर, निवाई, टोंक, बांसवाड़ा क्षेत्रों में शिक्षा से वंचित करीब 4000 हजार बालिकाओं को मुख्यधारा से जोड़ने का रिकॉर्ड बनाया है।