



# ANNUAL PROGRESS REPORT

APRIL 2016 TO MARCH 2017



## CULP

**(Centre for Unfolding Learning Potentials)**

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## CONTEXT

**CULP** represents a group of professionals dedicated to bring positive social change via affirmative action in the domain of education and development since 1998. CULP was incorporated under the *Rajasthan Societies Registration Act of 1958* in February 2001 as a non – governmental, non-profit organization.

CULP believes that humans, cutting across social strata, have innate potential for learning and knowledge acquisition. Access to proper environment and opportunities leads to unfolding of learning potential as well as acceleration in the pace of learning. The vision of CULP is ‘towards a learning and democratic society’ and its mission is ‘to make learning unfold and develop in an environment of mutuality and discovery’.

CULP has deep conviction that the innate learning potential of the humans in general and the underprivileged in particular can be fostered and nurtured but requires adaptations and flexibility. The membership of CULP is open to anyone who is interested in socio-development sector and emancipation at the grassroots. Education forms the basis and genesis of liberation for humanity. As for grassroots, it is a strong factor leading to equality, social justice and is a fundamental right.

**Objectives:** The following core objectives are strictly adhered to, in CULP's operation:

- To conduct action research and undertake initiatives on current social issues related to human development, environment and population;
- To organize and strengthen people, institutions, structure and form, as the need arises
- To ensure appropriate strategies and management processes for information through assessment of educational and social realities
- To develop and disseminate diverse educational material;
- To conduct innovative experiments in the area of education and social development;
- To empower deprived sections of the society especially women for their development;
- To build up learning environment according to the learners’ needs; be it institutional or individual.

**Strategies:** Over the years, the following strategies have been stabilized in the organization:

- Community mobilization and empowerment;
- Gender equality;
- Participatory action-reflection cycles;

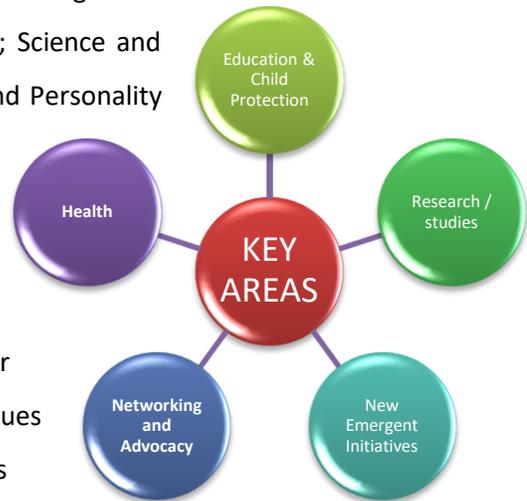
- Democratic management;
- Faith in the learning potentials of people.

Over the past decade, the organization has evolved and stabilized into the following work-components.

- Field Projects;
- Training and Capacity Building Programmes;
- Research and Studies;
- Networking, Out Reach and Consultative Work;
- Resource Material Development and Documentation;

**Key Areas:** CULP has been working on the following areas for last one and half decade:

1. **Education:** Child Rights and Protection; Elementary education projects; Innovations and technical support; Curriculum and Teaching- Learning material development; Teacher education and training; Science and mathematics education and popularization; and Personality development and Value education
2. **Health:** Interventions for HIV- AIDS prevention; Reproductive health; and Strengthening Routine Immunization
3. **Research / studies** in social development sector
4. **Networking and Advocacy** on policy issues related child rights and vulnerable social groups
5. **New Emergent Initiatives**



**Overview:** CULP has been focusing to implement innovative projects for ensuring access to quality elementary education to children (especially out-of-school girls) of deprived communities, and improving pedagogic processes in formal schools since 2002. It mobilizes community to create a positive environment in rural society towards education of children and girls of excluded communities. The innovative and contextualized material of CULP is used by other NGOs and the government for the education of similar groups.

The following major programmes / projects have been undertaken / implemented in partnership with different funding agencies, government and other civil society organizations during the FY 2016-17:

1. **Pehchan Project**<sup>1</sup>: Educating Out-of-School Adolescent Girls in Niwai block, Tonk dist. (9 to 18 years) & mainstreaming in formal schools from Jan 2016 to March 2020, supported by EdelGive Foundation and collaborated with SSA & RMSA, to be continued till March 2021.
2. **Child Rights for Change**: ‘Strengthened Child Rights and Improved Education to Prevent Child Labour’ in Banswara from August 2014 to Dec. 2017, supported by Save the Children, likely to be up-scaled in 2<sup>nd</sup> phase from Jan. 2018 for next 4 years.
3. **Legacy Education Project** in Banswara dist from Aug. 2014 to Dec. 2017, supported by ActionAid; likely to be up-scaled in 2<sup>nd</sup> phase from January 2018 for next 6 to 8 years – pre-appraisal note submitted.
4. **Technical Support to TAD for Teachers’ Education** in ten tribal districts of Rajasthan, from August 2015 to Dec. 2017, supported by Tribal Area Development Department, Government of Rajasthan and UNICEF; likely to be continued for next two years (Jan. 2018 to Dec. 2019).
5. **Druv Project for supporting Digital India in J.Ramgarh block in Jaipur dist.**<sup>2</sup> (started in Jan. 2017 and current contract period will be over by end of July, likely to be extended for next 3 to 4 months and expanded in five new blocks, supported by Tata Trusts.
6. **Tag Officers’ Training** (Sept. Oct. 2016) in 3 blocks of Banswara district, supported by Government under Pradhanmatri Awas Yojana for BPL Families.
7. **Research and Studies**
  - 7.1. **An Action Research Project** is being carried out in Banswara and Dungarpur districts, September 2016 to Dec. 2017, supported by Tribal Area Development Department, Government of Rajasthan and UNICEF, likely to be up-scaled in other parts (Jan. 2018 to Dec. 2019).
  - 7.2. **Research Project**: Contextualization of Primary Education in Small Remote Schools of Rajasthan’, published by HUSAI & Tata Trusts and book released at New Delhi on 22 Dec. 2016<sup>3</sup>.
8. **Networking and Advocacy** on Policy Issues: state & national level (Non-funded on-going interventions).

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<sup>1</sup> <http://www.edelgive.org/subcat.php?scid=180&ccid=4>

<sup>2</sup> <http://www.merineews.com/article/ict-based-druv-project-in-rural-jaipur--an-interview-with-the-project-holder/15925885.shtml>

<sup>3</sup> [https://issuu.com/sainit/docs/triggering\\_success](https://issuu.com/sainit/docs/triggering_success) page 138 to 189

## **CURRENT YEAR'S (2016-17)**

### **PROJECTS IN OPERATION**

The major focus of CULP is to ensure child rights and access to quality of education to the children of deprived communities inhabiting in remote and isolated habitations in rural Rajasthan by strengthening formal school system. Currently, its interventions are in three districts (viz., Jaipur, Tonk, Banswara) and technical support to the State Government in ten tribal districts of Rajasthan. This report summarizes the conceptual understanding of the prevailing problems, issues related to the rights of children, approach, strategies, activities and target groups benefitted and major achievements by various interventions during the reporting year 2016 – 17.

#### **1. PEHCHAN PROJECT**

The Pehchan Project is the flagship programme of CULP for adolescent girls' education was initiated in collaboration with the state government of Rajasthan in one block of Jaipur district in 2002 and expanded in two more districts, viz. Tonk and Banswara in subsequent years. This year, the project is being funded by EdelGive Foundation and has been extended bridge course upto grade level eight and is being reached to the minority (muslim) girls in age group 9 to 18 years. Along with this, six-month coaching classes for low-performing in secondary level education were also carried out.

Currently, the project has been implemented in 20 revenue villages of Niwai block in Tonk district (Rajasthan) since January 2016. The identified target group of girls belongs to a minority community called '*Bajara and Fakir Muslims*' which is 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. There is poor school facility in the village.

**The key Implementation strategies evolved are:** 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; and Forming 'Adolescent Girls' Forums' at the village for social change. The following diagram shows the key components of the project:



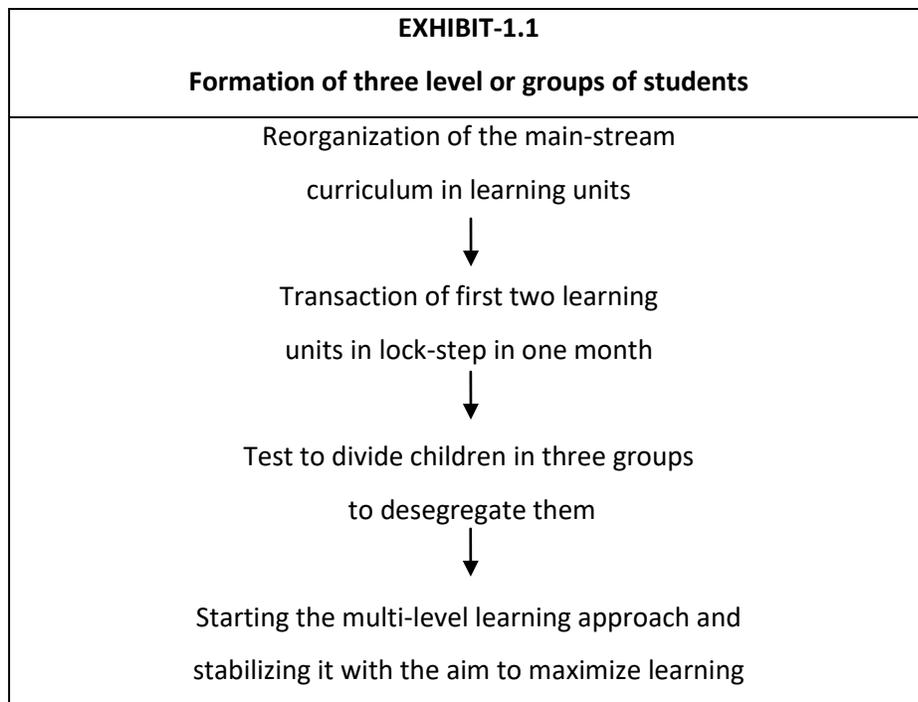
The component-wise narrative progress of the project is as follows:

**1.1. Bridge Course Centres:** During the reporting year 8 bridge course centres called ‘ Pehchanshalas’ (single-teacher small rural schools)<sup>4</sup> for educating and mainstreaming of 282 out-of-school adolescent girls in 6 revenue villages of four Gram Panchayats in Niwai block of Tonk district in June 2016.

<sup>4</sup> <http://www.merineews.com/article/divide-single-teacher-elementary-schools-for-over-age-children-focus-group/15925581.shtml>

The parents and community leaders played pro-active role in effective functioning of the Pehchanshalas by providing adequate and appropriate space for running the centre and helped in monitoring.

The local young women having requisite educational qualifications and willing to work were selected and trained as volunteer teachers to run 'Pehchanshalas' for imparting education to the target group. The bridge course curriculum integrates life skills in addition to the basic reading, writing and arithmetic skills. The formal school curriculum was re-organized suited to the adolescent girls based on multi-level Learning Approach. The following exhibit shows the Multi-level Learning Approach of CULP:



The core emphasis is on teaching-learning process with a continuum of diagnostic and formative evaluation. The learning material has been adapted to the single-teacher multi-age situation<sup>5</sup>.

<sup>5</sup> <https://www.youtube.com/watch?v=Sqmy74FGO9A>  
[https://www.youtube.com/watch?v=0HMQg7DnM\\_E](https://www.youtube.com/watch?v=0HMQg7DnM_E)  
<https://www.youtube.com/watch?v=qSscpNuy6Go>  
<https://www.youtube.com/watch?v=7yOStTjECsM>  
<https://www.youtube.com/watch?v=9ekWaj2dGIs>  
<https://www.youtube.com/watch?v=8dr9sv6bn2I&t=14s>  
<https://www.youtube.com/watch?v=MS9hWgWF-IM&t=50s>

CULP follows the multi-level learning approach 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<sup>6</sup> parts: (1) Teacher-directed learning activity; (2) Group learning activity; and (3) Individual practice activity. For the later two, worksheets are used.

The instructional skills of teachers are developed based on the Multiple Intelligences (MIs) approach. Besides, an academic supporter for every five schools was provided with the purpose to support as well as holding teacher workshops for review



and planning. In the following exhibit, the summarized information of the progress of bridge courses is given:

<b>EXHIBIT-1.2</b>
<b>Summary of Information of Pehchanshalas</b>
<ul style="list-style-type: none"> <li>• Target of out-of-school girls (9 to 16 years) under the project: 250</li> <li>• Identified out-of-school girls from Survey(from 6 habitations) = 282</li> <li>• Enrolled Girls in bridge course (June 2016 to March 2017) = 256</li> <li>• Enrolled girls as on March 31, 2017)= 227.</li> <li>• Bridge course graduate girls (achieved age-appropriate learning level) joined mainstream schools = 26;</li> <li>• Dropped-out girls from bridge course (due to migration &amp; married) = 03</li> <li>• Total bridge course centres at six locations = 8</li> <li>• Volunteer women teachers for running eight bridge = 8</li> <li>• 88% students retained in bridge course centres till Mar. 2017 (direct beneficiaries).</li> <li>• 55 girls indirect beneficiaries who enrolled directly in mainstream schools.</li> </ul>

26 girls were dropped out from formal schools two to three years back and they were encouraged to join bridge course / Pehchanshala in June 2016. After a period of three months they inculcated interest towards the study and wanted to continue their study in formal school

<sup>6</sup> <http://www.educationinnovations.org/program/pehchan-project>

so they sent back to nearby formal school and joined in age-appropriate grade during the period from August to December 2016.

The periodic exercises were conducted for assessing the learning level of every student on weekly and monthly basis. Out of 224 girls 23% achieved learning level equivalent to grade four while 31 percent and 46 percent girls achieved grade levels three and two.

### **Meroon Bano desires to become a teacher to make a mark in society**

**Meroon Bano** (16 yr) belongs to a socially excluded and economically deprived 'Fakeer Muslim' family in *Jhilai* village. She lives in a joint family consisting of her parents' and uncle's family members who stay together in a small house in a congested habitation. Her middle-aged parents are illiterate. She has one sibling sister and one grown-up brother. Both her father and uncle are taxi drivers; her mother is a daily wage labourer, who works in a wooden factory. Her elder brother runs a tyre repairing shop in the village with a meager earning.

Prior to joining bridge course at *Pehchanshala*, Meroon Bano was staying at home, engaged in earning money by sewing clothes of neighbourhood families to support her family's needs and also performing domestic chores since other adult family members used to stay out of home for earning wages. Moreover, the responsibility of taking caring of younger children of the family was lying on *Meroon Bano*.



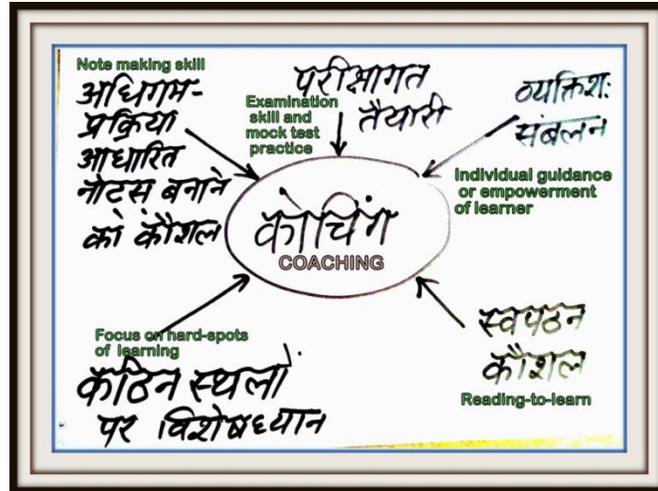
During the initial formative years of her school going age (6+ year) she attended *Madarsa* for two to three years for only 2 to 3 hours per day to learn '*Quran*' but she was able to recognize only few alphabets in Hindi and few numerals, but unable to read words.

When CULP field team members contacted her during household survey, *Meroon Bano* was identified as an out-of-school adolescent girl eligible as a member of project target group in March 2016. They interacted with Meroon. She was shy to speak, however, she expressed interest in to study, but her parents were reluctant to send her to *Pehchanshala* since they intended to get her married soon.

After doing several visits to her home, the field team members convinced to her parents to allow Meroon to join *Pehchanshala* which was started in June 2016. During initial three months, she was only attended 3 or 4 hours per day on 3 or 4 day in a week. Gradually she developed interest, experienced joyfulness and success in learning, consequently, started staying and studying at *Pehchanshala* for five to 6 hours for all six days in a week. In a period of one year, she has attained the learning level equivalent to the grade four and is able to read Hindi text fluently, can answer the question in writing, can do the simple arithmetic operations (addition, subtraction, multiplication and division) and can also read simple sentences in English.

She has acquired a good personal hygienic behavior and achieved self-confidence in communication and interacting with others. She has endeared herself to her elders in the family; established a self-identity and acquired self esteem. She is now has an intense desire to continue her studies to become a teacher after completion of school education to make a mark in society.

**1.2. Coaching Centres:** It was found that rural government education for girls<sup>7</sup> in the subjects of English, Mathematics and Science subjects has suffered a great setback. This is an acute gender bias in rural school education; the parents prefer to send boys for education while free education is made accessible to girls. In the rural areas, owing to poor



quality of classroom instruction in government schools, the girls in secondary school had been performing badly in Maths, Sciences and English.

To help the rural girls perform better in board examination, free coaching classes for girls have been designed to attend to their hard spots of learning and sharpen their examination skills. CULP is executing the coaching classes with well-designed courseware for the difficult portion of the curricula.

"We impart coaching to girls in which they are trained in study skills and guided mastery learning on difficult portions of the curricula with enough practice and organize accelerated revision of their courses and give them periodic tests and mock three-hour examination sessions to gain confidence and perform well in the board examination. A lot of remedial teaching is done to bridge the learning gaps of the girls due to poor teaching in government rural schools," said Rama Sharma, coordinator of coaching intervention at CULP.

For designing the framework of coaching, a workshop for three CULP functionaries was held before launching the coaching classes; the training of the coaches was organized in the last week of October 2016<sup>8</sup>.

A back up support system for the free coaching centre<sup>9</sup> was provided so that process purity and validity of the design does not get compromised, said the coordinator of the intervention.

<sup>7</sup> <http://www.merineews.com/article/class-x-board-results-show-boys-outshining-girls-in-rajasthan-is-this-a-case-of-gender-bias-in-education/15925510.shtml>

<sup>8</sup> <http://www.merineews.com/article/follow-sincerely-coach-assess-remediate-master-model-for-better-student-performance-in-external-examinations-workshop-outcome/15921051.shtml>

<sup>9</sup> <http://www.merineews.com/article/workshop-held-for-preparing-revision-support-material-for-class-10th-rajasthan-rural-girls/15922678.shtml>

Three Coaching Centres were organized for 153 low achiever rural girls at secondary level (class 10) at three places in



Niwai block for five months, from mid-October 2016 to mid-March 2017. The girls were from poor rural families, 90% of them belonged to Scheduled Tribe (ST), Scheduled Caste (SC) and Other Backward Castes (OBC). The Framework of the Coaching Classes was developed with the coaching teachers, project team members with mentoring support from an eminent educationist, and teacher educator (Dr. L. Kishore, founder Chairperson, CULP).

Coaching classes were organized in three subjects, viz. science, maths and English and were held for 2.30 to 3 hours per day, either before or after school hours. One subject is taught in one day and second and third subjects are taught second and third day, hence two classes for each of three subjects are held in every week. On Sunday, the assessment tests are conducted, based on findings / results, subject teachers prepare weekly teaching plans.

Academic process of coaching: ABC verse and characteristics: As visualized and adopted by the Coaching process by Project team and coaching teachers is as follows:

An ABC poem on coaching

A: Academic concerns and learning gaps being attended to separately



B: Barriers to success getting removed through specific teaching of hard spots of learning through individual guidance

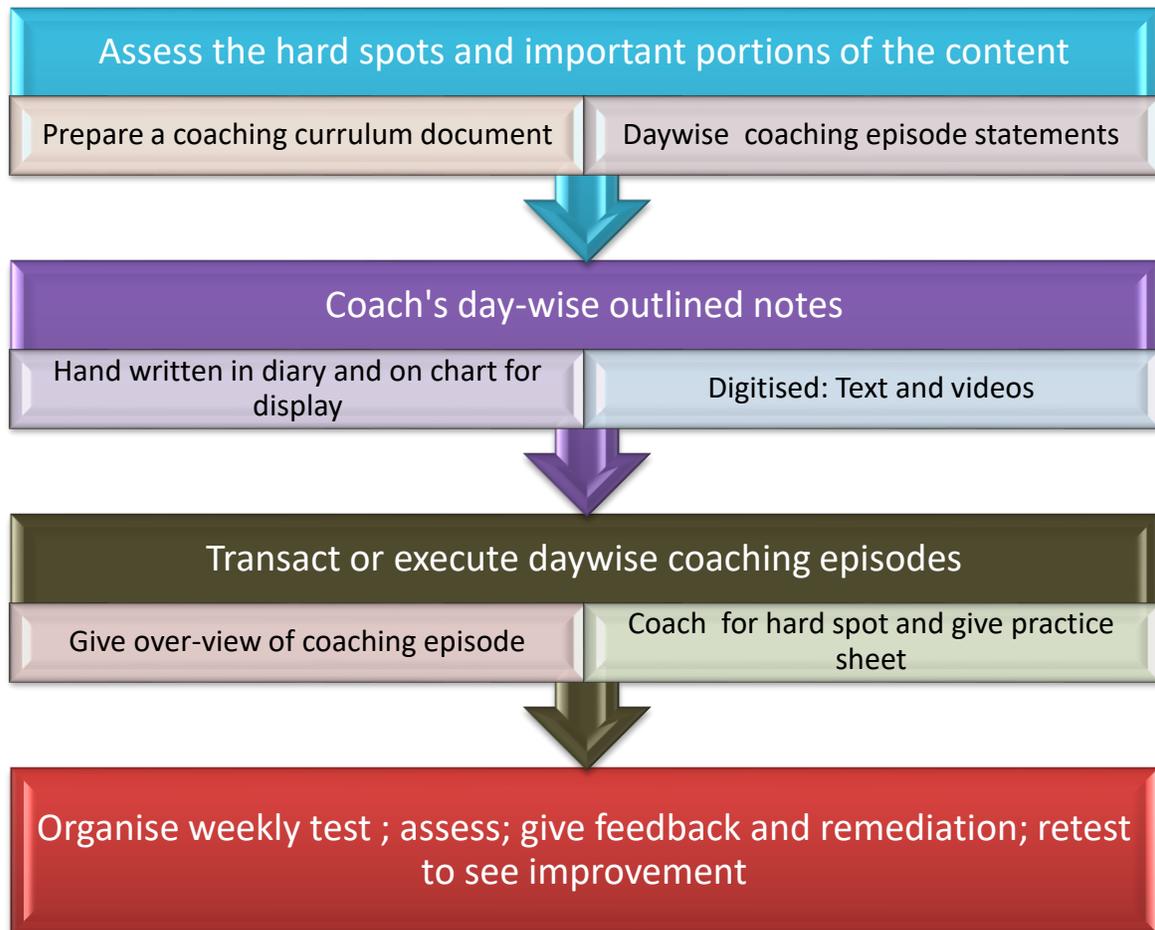
C: Creating an academic support system for test preparation, note taking and reading-to-learn strategies

D: Developing skills that help struggling and weak students to succeed in studies and perform well in examination

E: Empowering students towards preparing for examination with confidence, effective revision strategies, active memorization and mock-test practice

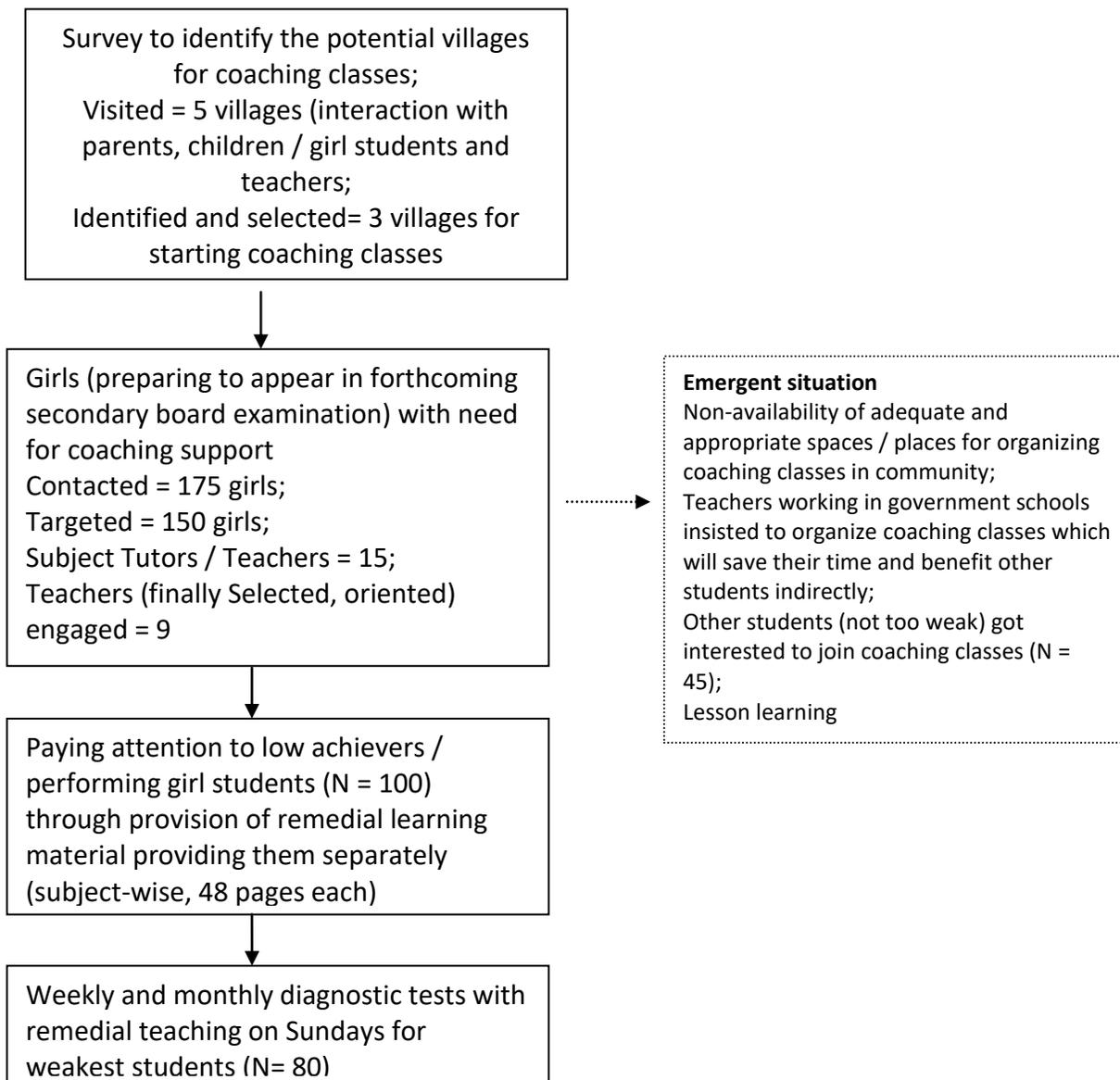
### Coaching process steps

The following flow-chart shows main coaching steps



## Process Flow of Coaching Classes

(with numbers)



The achievement score of last annual exam, pre-board exam and public / board results was formed the part of the impact study of coaching classes.

The following exhibit shows the summarized information of performance of coaching centres at a glance:

### EXHIBIT-1.3

#### Providing academic support to low performing girls at secondary level education (preparing for Board Exam 2017)

- Proposed Target group: 100 girls;
- Coaching Centres: 3 (Jhilai, Shrirampura and Sirohi);
- Duration: 5 months ( from Mid-Oct. 2016 to 10<sup>th</sup> Mar. 2017 and 2.5 hrs / day for 7 days in a week);
- Academic Support : Science, Mathematics and English
- Girls enrolled /attended : 153
- Subject Teachers / Experts (as Tutors): 6 (three in each centre, one teacher per subject) supported by one mentor.

Other 150 regular students (both boys & girls) in government schools where coaching centres organized were benefitted since the teachers paid more attention on them & learning material developed by teachers were also used in classroom teaching for these students.

Out of 153 girls joined coaching classes who appeared in board exams held last academic years(2016-17), 90% girls successfully completed secondary level education (class 10). 22 (16%) girls got first division (scored more than 60% marks) while 69 (50.4%) girls obtained second division. Out of 137 girl successful girls, five drop-out girls in class 9 two years ago appeared as private candidates in the board examination. Out of these five girls, three girls got first division while two got good second division (scored above 50% marks).

**1.2. Pedagogic Improvement in link Government Elementary Schools:** The focus of the project was to create child-friendly environment in 15 link government schools where the bridge course graduated students will join mainstream education. The hand-holding academic support was provided to teachers for developing School Development Plan, conducting continuous and comprehensive evaluation of students, developing Child-Centric Teaching Plan and its execution in classroom teaching in schools. This support was extended through periodic visits by trained academic support persons, Reflective workshops with teachers and Cluster level meetings with head teachers. About 2250 children and 40 teachers in 15 schools were benefitted directly.

**1.3. Strengthening Community-Based Organizations:** In all government elementary schools, SMCs have been constituted under Free and Compulsory Education (called 'RtE') Act 2009 for ensuring quality education (class 1 to 8) to all children (6 to 14 years). School Management Committee (SMC) provides an



opportunity to the parents / community people to play pro-active role for effective compliance of provisions of the RtE in schools. The 15-member SMC (executive committee) comprises 75% members from parents, is supposed to meet once in month for School Development Plan but field experiences show that most of the members even do not know whether they are part of SMC and not aware about their roles and responsibilities.

The Pehchan project has been considered as an integral part of the formal school system and bridge course graduated students join the formal school. Therefore, it was the felt need of the project to improve the quality of link government schools. This could be possible by strengthening the SMCs.

The training curriculum and manual was re-organized by CULP, focusing on compliance of RtE provisions, which were: (i) Perceptions of stakeholders about the quality of education in the school and their expectations from the training.; (ii) Group exercise for Situation analysis of quality education in the school through identification of problems and Issues; (iv) Understanding provisions of RtE 'how they address the identified issues and problems'; Understanding different programs under SSA for compliance of RtE provisions; (vi) Realizing the need of community participation for ddeveloping SDP / CP4E.

CULP provided inputs in three training camps organized by Sarv Shiksha Abhiyan in 20 schools of Niwai block for which the Master Trainers were oriented during the months of September and October 2016.

**1.4. Life Skill Education to Adolescent Girls (10 to 18 years):** The project field staff and teachers working with adolescent girls organized monthly interactive meetings with adolescent girls in project villages and efforts were made to develop understanding of adolescents on key social issues which impact the lives of adolescents and also focused on to develop basic life skills so that they could establish their own identity and self-esteem in male-dominated rural society. Other activities organized were: Constituted Adolescent Girls' Forums in six habitations; Periodic Meetings with members, and special events (Festivals) on special occasions. The following exhibit shows the summarized information of the groups:

<b>EXHIBIT-1.4</b>
<b>Life Skill Education to Adolescent Girls</b>
<ul style="list-style-type: none"> <li>• Proposed Target group – adolescent girls: 1350 girls;</li> <li>• Target group benefitted:650 (direct beneficiaries) &amp; 700 (indirect beneficiaries)</li> <li>• Training camps organized: 7 to 10 days (2 to 3 hrs / day).</li> </ul>

**Adolescent Girls' Conclave:** To identify the individuals who benefitted from the Multi-Grade and Multi-level Bridge courses and experienced transformation in their lives, a girls' conclave cum alumini meet was held at *Trilokinathpura* in *Chaksu* block of *Jaipur* district on 8<sup>th</sup> October marked by self-narration of changes in their lives in an open forum as well as the interviews of the case identified to be described in detail.

The girls who came for the conclave (N=35) in their narrations, attributed the change in their lives to the self-esteem building environment systematic completion of bridge course in which group learning, and individual practice got done in the school itself. They also found that the exemplary behavior of their teachers and mutually respectful relations as the prominent factor changes in their lives both as individuals and students motivated for further studies.



Some of the typical expressions of girls were as follows:

- *Dhapu (A bridge course graduate girl) expresses 'I never interested for joining school while myyounger brother was studying in class 7. I got married in early age before joining Pehchanshala. Now I have completed BA and would like to join B.Ed to become teachers'.*
- *Other three girls (Sugana, Vaijanti and Badam) share 'they were dropped out in grade 3 or 4, and found engaged in the activities supporting their families since they did not find child-friendly environment and joyful learning activities in the school'. After graduating bridge course, they completed their college education.*
- *Eight girls after completion of secondary education also joined higher education, either completed graduation / post graduation (Bachelor's / Master's degree), now pursuing Bachelor's degree in education to become teacher.*
- *Two girls got government job - Vaijanti Meena (Trilokinathpura) is a teacher and Master Trainer in Maabari Education Centre and Anita Meena (Thikriyan Meenan) is serving in post office.*
- *Girls narrate 'we joined Pehchanshala and found the joyful learning environment since there were interesting activities (games, songs / rhymes, dance, diverse kind of material was used which inculcated interest among them which resulted them to retain in Pehchanshala for two to three years and attained age-appropriate learning level'.*
- *Girls also express 'we were very shy, hardly able to speak a single word / sentence about them but now we find confidence and can speak well. We have got self-identity and self-esteem both in family and community as well'.*

They were of the view that way bridge courses were organized and the classroom was converted into a web of relationships helped them to gain confidence and provided success in learning.

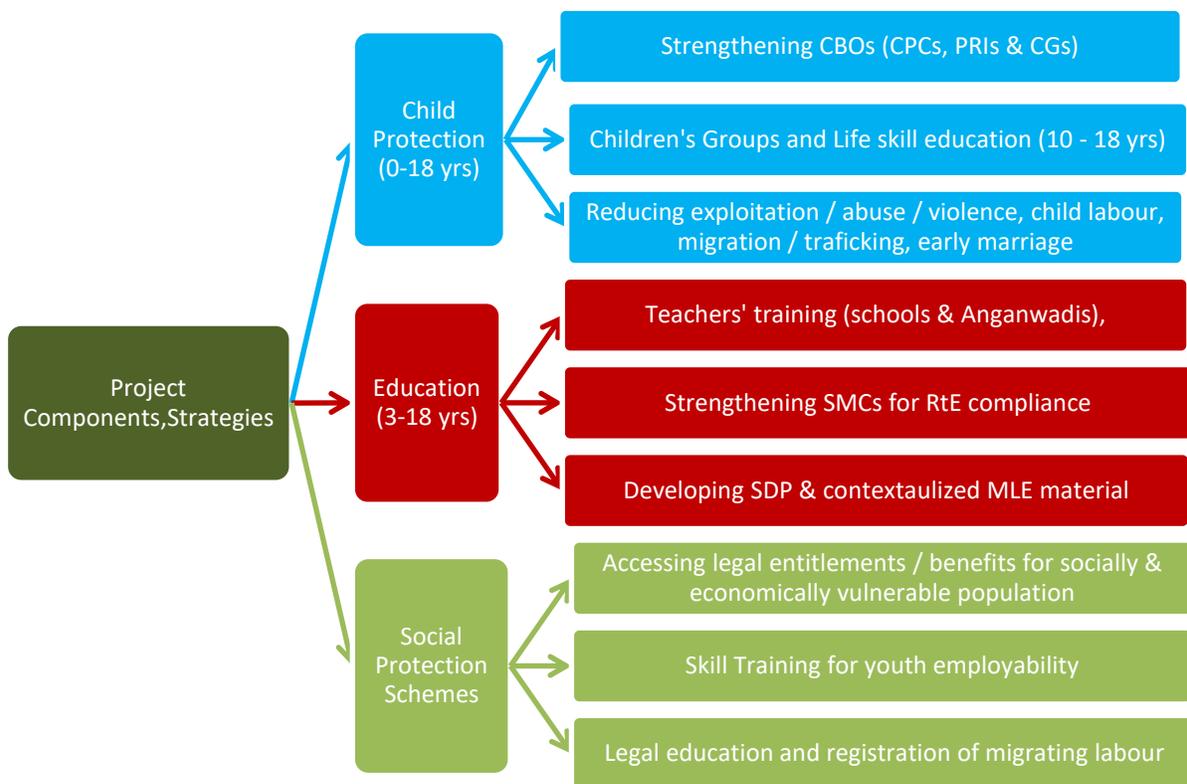
The component-wise intended outcomes achieved during first year of the project (since March 2016) have been exhibited in the following tables:

EXHIBIT-1.5						
Beneficiaries of Pehchan Project						
Sr. no.	Project Component	Activities	Target proposed	Intended Outcomes achieved		Remarks
				Direct	Indirect	
1	Educating out-of-school girls	Organized Seven Bridge Course Centres in 6 rural habitation	250	246	55	88% students retained.
2	Coaching support to rural girls	Organized Three Coaching Centres for five months	100	153	150	Other regular students in government schools since the teachers paid more attention on them
3	Pedagogic improvement in Govt. schools	Periodic visits by trained academic support persons to schools; Reflective Workshops with teachers; Cluster level HMs meetings	15 schools	5 schools	10 schools	2200 children & 45 teachers 15 schools benefitted directly; indirectly through enrolment campaign & periodic meetings.
4	Strengthening CBOs	Orientation & Meetings of CBOs	225	200	300	Inputs given in the training camps organized by Govt. in the block
5	Empowering rural Adolescent girls	Life Skills Education Camps; Adolescent Girls' Forums Meetings / trainings; Exposure visits & special events /Fairs	1350	650	700	Life skill training camps involved other regular girls (10 - 19 yrs) studying in formal schools

## 2. CHILD RIGHTS FOR CHANGE (CRC) PROJECT

The CRC Project was started for Strengthening Child Rights and Improving Education to prevent child labour in 100 revenue villages of two blocks viz., Bagidora and Gangad Talai, in Banswara district in February 2014 with the following goals:

- Increased protection against child abuse and violation.
- Improve quality of education.
- Enhancing access to social protection schemes for improved income.

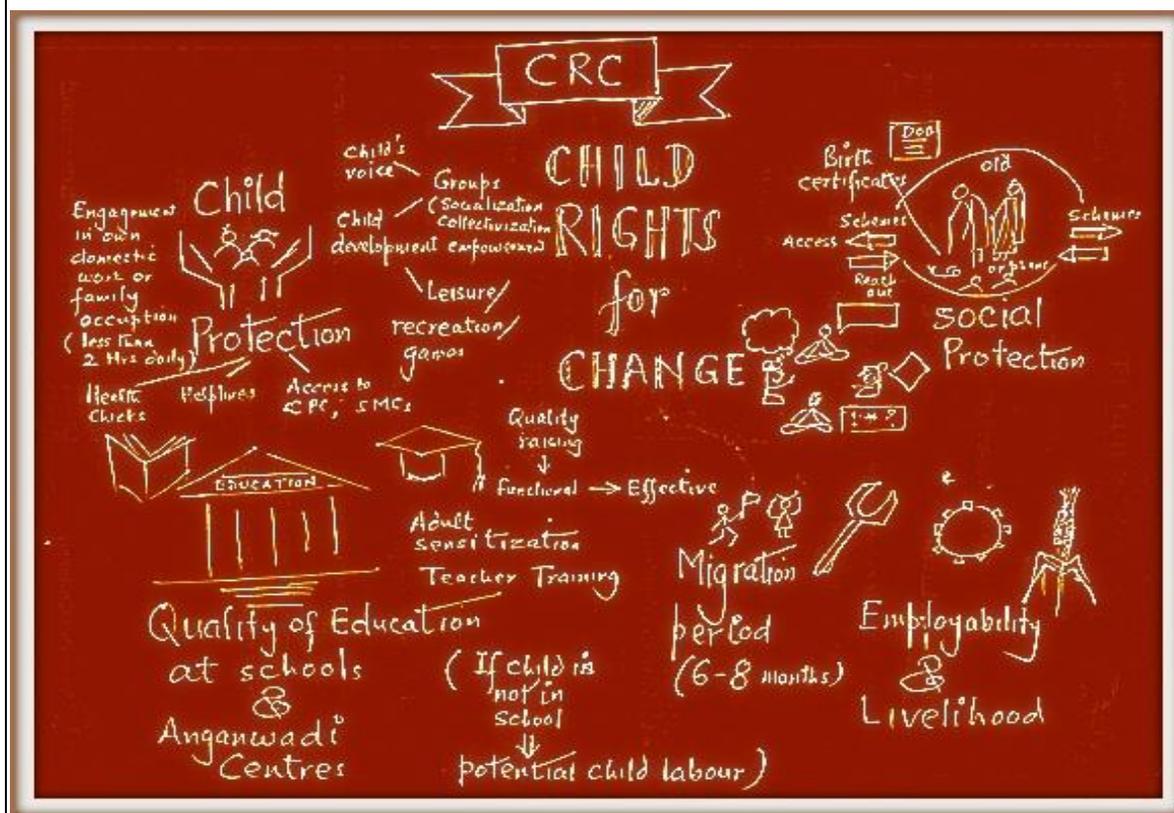


The project has been implemented in collaboration with concerned government departments and programmes. The project had planned to reach out 23473 households<sup>10</sup> and a population of 74687 persons in 100 project villages of two blocks till March 2017.

<sup>10</sup> HHs Survey (CULP & Save the Children, 2014)

The salient features of the project have been summarized in the following exhibit:

The matrix showing the salient features of CRC project	
<p><b>Project Title:</b> Strengthened child rights and improved education to prevent child labour in Rajasthan</p>	<p><b>Thematic areas:</b> 1. Child Protection, 2. Education, 3. Social Protection, 4. Employability <b>Focus:</b> Prevent children from migrating to work and go to school in 200 project targetted villages</p>
<p>CRC Project, Banswara</p>	
<p><b>Objectives</b> 1. Increasing protection against abuse, exploitation and violence in the villages and reduction in child labor (Child Protection); 2. Improving quality of education in Aanganwadi and primary schools by providing training and teaching learning materials (Education) ; 3. Increasing access by households to social protection entitlements (Social Protection)</p>	<p><b>Coverage:</b> 200 villages in 4-year period (2013-2017) Two partnering NGOs, : VAAGDHARA (in 100 villages of Ghatol) and CULP (100 villages of Gangad Talai and Bagidora)</p>



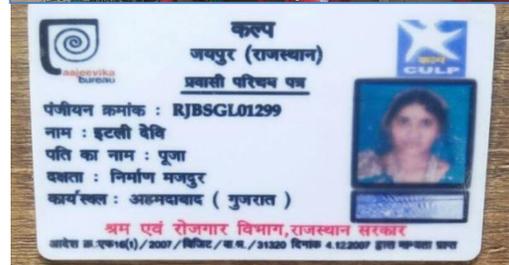
The activities conducted had been (i) Household surveys of families in villages for identification of target population of children, status of various development indicators and compliance of various government schemes; (ii) formation and strengthening village level Child Protection Committees (CPCs) in 100 villages; (iii) Formation of Gram Panchayat level CPCs in Gram Panchayats and block level CPCs; (iv) Identification of eligible poor families linked with various social protection schemes such as Palanhar, widow pension and old age pension for improving the economic status of the families, so that they can send their children in school; (v) Trained village level young volunteers to support project interventions and create ownership among the local community; (vi) Ensuring students active participation in school management and hearing their voices about their rights through children's groups in villages.

**Skills Trainings for employability:** One month skill training courses in various trades were organized with the technical support from Ajeevika Bureau for enhancing employability opportunities for 99 tribal youth (Handpump Mistri = 19; Electrician, motor-cycle repairing = 21; electric motor repairing = 13; sewing = 6; house-electric wiring = 3; job readiness skills = 18, mobile phone repairing = 7 & others = 12) in the area.



**Reducing Migration & vulnerability:** The camps for migrating labour were organized for their legal education and registration for their legal entitlements at Gram Panchayat level. During the reporting period, such 5 camps were organized for more than one thousand labour and 2997 migrating labourers got registration and Identity cards.

The top-line indicators of the project were set-up during the beginning of the project after analyzing the household survey in August 2014. The project has reached out 93% population of the planned target in 100 percent project villages. Out of this, 61% are children (0 to 18 years).



The following exhibit shows top-line indicator-wise cumulative figures for achievement against the set targets for each of the project components:

<b>EXHIBIT-2.1</b>		
<b>Top-line Indicators ( Target vs. Achievements)</b>	<b>Target</b>	<b>Achievement %age</b>
All children possess Birth Certificates	24617	14
80% of the children equipped with pre-school readiness skills & transit into primary education	17373	45
80% of children attending government schools completed elem. education & demonstrated improved learning outcomes	16945	74
75% of children migrating from project area are prevented from migrating to other places.	3979	40
80% of the children engaged in labour within project area removed from labour	25461	65
65% children equipped with life skills & practice safe living	9961	84
Project interventions indirectly benefitted children (0-18 years).	340482	76
Govt. Elem. School Teachers trained on child friendly teaching methods and classroom management	312	89
AWC Teachers trained on preschool education and assessment	100	100
Village level Child Protection Committee (VCPC) members trained on child protection, child rights, unsafe migration and RTI	2140	100
50 % of HHs have access to their social protection entitlements	11796	103
80% of HHs are made aware for using <b>Rti</b> to seek information and services on social protection schemes	18778	39
No. of HHs made aware of social protection schemes & child rights	5359	100
No. of Children's Groups (CGs) functional	80	105
No. of Child Protection Committees (CPCs) functional	80	101
No. of model AWCs improved and made child-friendly	10	100
No. of HHs benefited by employability skills	200	50
Migrating children from project area prevented by counselling them to join age-appropriate courses for education / skill development	800	62
Migrants Registered & provided with photo ID cards	4000	104
Migrants received legal education or provided legal aid	5500	76
Migrant families received health education & linked to social protection schemes designed for labourers/ migrants families	600	50

The data of the above table reveal that more than 93 percent targets have been achieved till 31<sup>st</sup> March 2017 and the remaining targets will be achieved by December 2017.

A Mid-Term Review (MTR) of the Project was conducted by an expert in September 2016.



The key observations summarized by the expert are as follows:

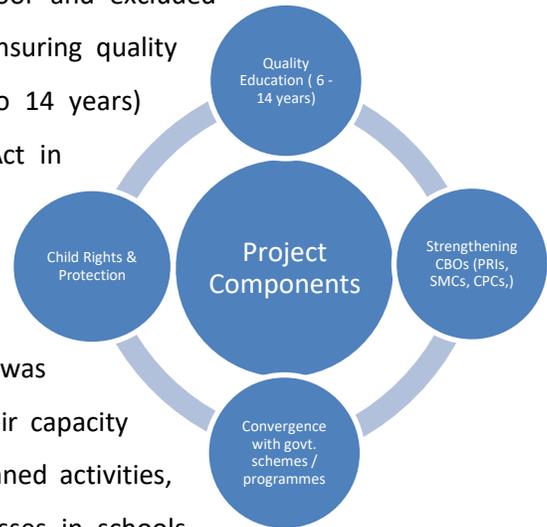
- Progress on 12 out of 15 top-line indicators is good. Therefore, a few indicators related to functioning of various village level groups, the functionality has been achieved in most villages.
- The targets for three top-line indicators need to adjust due to emergent contingencies and excessive rains that are going to enhance migration and reduce local employability.
- All children in project village will possess birth certificates / Aadhar Cards (restrict to all newborns during the project period);
- 80% of Anganwadi children transiting to primary education (stress on cognitive learning and re-adjust the target to 50%);
- Bringing child migration prevention level to 75% (readjust the level to 60% due to excessive rain and loss in local employability).

The report also highlights the following **best practices**:

- **Bal SurakshaPeti:** It is a box made available for children to write their grievances, concerns or about any other problems they are facing in community, family, school etc. The community has contributed money for the box and members of CPC opens it periodically to take steps to address those issues.
- **Election of duty bearers of CPCs:** This is an innovative approach towards raising the voice of children and providing them the rights to take decision in their interest under which children in several villages elected the duty bearers of CPC through a process of election using ballot paper. The candidates filed nomination in the sitting of Gram Sabha, were given election symbol, and got chance for campaign and finally children voted for election of duty bearers.
- **Child labour free villages:** The project is progressing towards making child labour villages where all the children have been enrolled and those who were working or migrating have been removed from labor and/or prevented from migration. The CPCs of few villages claim that there is no child labour in their village. In some villages, community-based norms are also adopted by community to abstain from engaging their children in labor.
- **Bachpan Calendar:** This Calendar is tool for holding discussion of CPC and CGs. It has listed topics of discussion relevant to the local context and needs, For example, in the month when marriages take place, Child Marriage is one topic of discussion based on which members of CPC make interventions in the village.

### 3. LEGACY EDUCATION PPROJECT

The Legacy Education project has been implemented in 60 elementary schools of 39 villages in two blocks (viz. Bagidora and GangadTalai) in Banswara district since August 2014. The project aims at supporting 25 young girls from poor and excluded communities to access university education and ensuring quality elementary education to tribal 6000 children (6 to 14 years) through effective compliance of Right Education Act in government elementary schools. The following key activities were organized for achieving the goals, objectives and expected targets of the year:



**3.1. Project Staff Training:** The district project team was reoriented by organizing two-day workshop for their capacity building for developing their understanding on planned activities, targets, issue of child protection, pedagogic processes in schools,



communication, documentation and monitoring mechanism of the project and rights-based framework. They were briefed about the concept of child friendly villages and schools. The criteria for making the community-based organizations (SMCs, CPCs and CGs) functional and effective were decided. Similar criteria were also adopted for selecting the child

friendly schools by ensuring the participation of at least 70% members of SMC in the monthly regular meetings.

**3.2. Mid-Term Review (MTR):** A joint team of funding partner (ActionAid) and project implementing partner (CULP) organized an exercise of MTR in April 2016. The team organized FGDs with representatives of different stakeholders and interviews with individual beneficiaries of the project did observations of activities, meetings of Bal Manchs, CPCs and

SMCs for understanding the issues and impact of the project on lives of children and people. The members (N=50) of community-based organizations (SMCs and PRIs) from 10 villages shared their experiences how they were involved in the process for addressing the children's issues, what kind of initiatives they have taken and submitted memoranda and proposals to the block and district level authorities for demanding effective compliance of provisions of RtE Act for improving the condition of their schools. Gram Panchayat CPC member Shanker Bhai expresses "we have linked 75% eligible people with different social security schemes by the proactive efforts of members of CPC in Ummedgari Gram Panchyat. Our Committee is working to stop child labour, child marriage and improve girl child education'. Sarpanchs and Gram Sevaks (GP Secretary) of two GPs and one Anganwari worker and other representative also shared their effort for supporting child rights in their respective villages.

The CPC and SMC of *Khodalim* village submitted proposal to the district collector for construction of new school building, toilet, appointment of subject teachers and providing land for playground. This was done keeping as the present building was very week and was a risk as it was not safe for children to sit underneath.

**3.3.Strengthening Community-Based Organizations (CBOs) :** In 12 locations (villages, one

each Gram Panchayats) for creating Child-Friendly villages and schools, members of Child Protection Committees (CPCs), SMCs and PRIs were oriented and sensitized towards various issues affecting children like malnutrition, child labour and migration, child's education, child abuse and trafficking etc. The community members (parents) and people



representatives were mobilized through regular field visits, dialogues with them for identifying the risk situations for children in family, community and school and understanding the provisions given under various laws related to children to provide them safe and risk free environment and effective compliance of Right to Education in their village school.

Interactive meetings were organized with 12 sarpanches, 85 ward panches for sensitizing them on child rights and ensure their pro-active role in school development and stopping incidences of child labour, child marriage, supporting child rights, girl's education through compliance of RtE Act and reducing malnutrition, accessing benefits of social security schemes to the economically vulnerable families.

124 meetings were organized with members of CPCs in which 1038 males, 702 females and 49 children participated and they were oriented towards their roles for accessing the benefits of various social security schemes (*Palanhar Yojna, widow pension, old-age pension, Pannadhay, AmritYojna, Sahyogi* schmes).

GPs level CPCs were reconstituted by organizing meetings in which 212 members (including 12 Sarpanchs, 12 village secretaries, 12 child welfare police officers, 15 ANMs, 20 Anganwadi workers, 15 school HMs, 15 SMC members, 32 ward panchs, 24 children's representatives & 55 community people) participated. The framework and strategies for stopping child labour and migration from the project villages to Gujarat were developed by the members during the workshop which was agreed by the members.

Suggestion box were put in some of selected villages for creating child-friendly villages.

**Two-day training camps** were organized in collaboration with SSA for orientation of newly elected members of SMCs during the months of 3rd to 18<sup>th</sup> October 2016 in which about 449 members were oriented on RtE Act and understanding child education rights, situation of schools (identification of issues and problems), provisions under RtE, different programmes meant for implementation of RtE norms and their roles and responsibilities for preparation of School Development Plan and its effective execution and monitoring.

The Regular monthly meetings of village level CPCs in project 39 villages and SMCs in 60 project schools on pre-decided agenda (includes issues / problems related children's rights and education) were facilitated. They were extending hand-holding support for resolution of issues / problems, preparing proposals and memoranda for effective compliance of provisions of RtE Act in schools.

## एक माह में शिक्षकों के रिक्त पद नहीं भरे तो आंदोलन

### शिक्षकों की कमी को लेकर सौंपा ज्ञापन

मुजरा तालीस/नवाशोली, बांसवाड़ा  
ग्राम पंचायत शेरगढ़ के राज्यावि शेरगढ़ में शिक्षकों के रिक्त पदों को लेकर जिला कलेक्टर को ज्ञापन दिया गया। ज्ञापन में बताया गया कि इस संबंध में पूर्व में एसएमसी, ग्राम स्तरीय बाल संरक्षण समिति, जून-प्रतिनिधि, समुदाय एवं विद्यार्थियों ने आवान उठाई थी।



जिला कलेक्टर, जिला प्रमुख व प्रधान को ज्ञापन दिया गया लेकिन कोई कार्यवाही नहीं हुई। सरकार ने इसे आदर्श विद्यालय का दर्जा दे दिया, लेकिन स्वीकृत 9 में से 2 व्याख्याता और बाकि अध्यापकों में 7 को जगह 1 ही व्याख्याता तैनात किया गया है।

कनिष्ठ त्रिपिक भी नहीं है। 50 दोसदी महिला शिक्षिकाओं की नियुक्ति भी नहीं की गई, ऐसे में इसे कैसे आदर्श विद्यालय माना जाए। इतर ग्राम पंचायत टांडी नानी के राज्यावि टांडी नानी में ग्राम स्तरीय बाल संरक्षण समिति, एसएमसी, समुदाय व बच्चों के अधिभावकों ने भी शिक्षकों के रिक्त पदों को लेकर जिला कलेक्टर को ज्ञापन दिया।

श्रीमतीों को कानून है कि आदर्श विद्यालय होते हुए भी शिक्षते 10 माह के अतिरिक्त के लिए शेरगढ़ एवं टांडी नानी के ज्ञापनों।  
-रेख शरार श्रीमल

से प्रचार का पद रिक्त है तथा व्याख्याता के छः पद स्वीकृत है जिनमें से 4 पद रिक्त है। विज्ञान विषय के बाकि अध्यापक व कनिष्ठ त्रिपिक का पद भी रिक्त है।

चतुर्थ श्रेणी कर्मचारों 3 पद स्वीकृत है, जिनमें से 2 पद रिक्त है तथा 50 प्रतिशत महिला शिक्षिकाओं को नियुक्ति नहीं की गई है। ज्ञापन में चेतावनी दी गई कि दोनो विद्यालयों में एक माह में रिक्त पद नहीं भरे गए तो आन्दोलन को बाध होगा। इस अवसर पर टांडी नानी से मोरगाम डामोर, गुलाब कटारा, अमिता कटारा, शेरगढ़ से रावजी याद तथा कल्प सभ्या से परिश्रमिता समन्वयक सुनेन्द्र वावली, गौराशंकर, पाद्री, संतुलता परारी, लालतुलम डिंडोर मौजूद थे।

SMC meeting held on 1<sup>st</sup> July 2016 at *Lilbani* PS in which 18 members participated including SMC, VCPC, CG members & school teacher's. In a similar meeting held at *Nichla Fala, Rohanbadi* primary school, issues concerning were mainly with respect to closure of schools before time, no drinking facility in schools, and playground for children. Identified issues were discussed and decision was taken to submit memorandum addressed to BEO (Block Elementary Education Officer).

About 35 memoranda and proposals were submitted to the government authorities and copies to the people representatives and local print media (both at block and district levels) during last one year for demanding to comply the different provisions of RtE Act in schools. The decisions of submission of memoranda and proposals were taken in regular monthly and special meetings of SMCs and VCPCs by the members. On some of the issues, the immediate actions were taken by the government like posting of teachers, construction of boundary walls, toilets, leveling of playgrounds, transferring transformer from school premise, demolishing of bad shaped classrooms and constructing new classrooms etc.

**3.4. Child Welfare Committee (CWC) at children's door step for addressing child malnutrition:** A large number children suffering by acute malnutrition and polio cases have been reported almost from all

project villages and situation was highlighted in print media on 13 April 2016 "*Kuposhanki mar Betiya behal*". On 21st April, members of Childline and CWC (including *Gopal Pandya & Hayatulla Khan*, Chairperson & member, CWC) visited *Lalawada* and met with children, their parents and

community leaders. They referred three cases to District hospital for treatment. Doctors have expressed that they have facilities for treating the polio affected children and children were returned back home. To which CULP team members have taken the initiative and informed the officials of childline and CWC to support those children. On this basis CWC



assured the villagers that these children can be referred for treatment from *Narayan Sewa Sanstha* in *Udaipur*.

**3.5. Enrollment Drive:** From 27<sup>th</sup> June to 20<sup>th</sup> July, **Enrollment Campaign** was organized in selected 30 project villages. Objective of this campaign was to link out of school (both drop out & never-enrolled) children with school and also link right-aged (3-5 year) children in AWCs and 5+ aged children in Schools. The community members (including VCPC, SMC, PRIs) played very important role by participating actively in the campaign and interactive meetings on the issues of children and their rights and supported logistic arrangements, . Total 725 new



admissions were done in 30 schools & 219 children with AWCs these were the children who were mainly out-of-school children mainly involved in labour work.

**3.6. Life Skill Education and Career Counseling to Adolescent Girls (Girls Forum):** Two-day workshop was organized on life skills education for 25 adolescent girls of socially and economically vulnerable families who getting scholarship support for higher / university level education in small and remote tribal habitations. The girls were given opportunity to share their life experiences, strengths, interests / hobbies, likings and disliking. The girls were asked to identify themselves, their status in family, community. The issues like gender-based violence, gender and social discrimination, social relationship, adolescent (sexual and reproductive) health rights was also shared. The girls expressed both verbally and written form about their ambitions, dreams and what they want to become / achieve in their life and for which what they have to learn.

Two meetings of girls' forum were organized at Atal Seva Kendra, Rohanwari on 6<sup>th</sup> & 24<sup>th</sup> September 2016. In the forum life skills techniques were discussed so that they could boost their confidence and achieve success in their life. Each of 25 girls have been a project

assignment for conducting a survey in their own village which aimed to develop their communication skills, understanding the prevailing situation on social, gender, education and rights of children, girls, women, dalits in the society. They were oriented in developing tools, rapport building with different stakeholders in rural community, collecting information in both structured, semi-structured formats, consolidation and analysis of information and preparing report. The following information was collected by the girls:

- Both enrolled children and out-of-school children;
- Children's involved in domestic work and also migrating to other place in search of work.
- Capturing perception of parents and their awareness level on rights of children, girl child education and legal entitlement of the people
- Identification of eligible people for various social security schemes but not availing the same.
- Identification of malnourished and differently-abled children.



The individual member of girls' forum prepared report shared with the project team members. Through this exercise, 18 drop-out children were removed from labour enrolled in schools.

**3.7. Strengthening Children's Groups:** Children's Groups called 'Bal Manch's' (each comprising 20 to 30 children, aged 10 to 18 years) were constituted in 39 project villages, covering 60 schools during the beginning year of the project which were strengthened during this reporting period through regular monthly meetings with the members of Children's Manch's were held. Total 131 meetings were organized during last one year in which 1147 girls and 1192 boys, 52 parents, 95 members of SMCs and VCPCs, 46 ward panchs, 40 teachers, 8 staff, 52 members from the community had participated in diverse activities. During these meetings the members of children manch's were capacitated to understand their rights, inculcated social, behavioural, communication and reflective skills.

They raised their voices before adult groups / community leaders for demanding their rights to be ensured.

On 22<sup>nd</sup> December 2016, a child fair was organized at **Govt. Primary School, Ghoriya** in



which 12 teachers and 245 children from five schools. 90 members from the community joined and supported activities in the fair.

The fair was inaugurated by a school drop-out girl 'Rekha' who joined school again, now is taking keen interest. Many

activities related to Mathematics, Social studies, Science, Hindi and English subjects was played which include 28 types of different games like *Jawalamikhi*, *Nishana Chook Na Jaye*, *Zara Sambhal Ke*, *Aao Desh Banaye*, *Rang Do Duniya Saari*, *Varg Paheli*, etc. Each of activities was facilitated / conducted / demonstrated by a team of children consisting 2 boys and 2 girls. Some of the students sang beautiful and melodious poems and songs in the middle of some activities in which community members also participated. 19 out-of-school children also attended the fair and they felt lot of joy in doing the activities. District Project Manager 'described the major objectives, roles of the CULP and presented an activity with the help of a bottle and cigarette

to show the horrible and direful effects of smoking. After that, all villagers took oath of not using and supporting to the tobacco products. Bal Mela concluded with drawing / painting on long white cloth sheet pasted on wall.

Children also elected members of village level CPCs in the project area which inculcated the understanding of democratic processes in the society and ensuring the community adults commitment for fulfilling the rights of the children.



**3.8. Reflective Workshops with Teachers:** Two-day non-residential teachers' training was organized at Maa Sharde College, Gangartalai on Nov. 28 & 29' 2016. Total 101 teachers participated in addition 5 members in resource group and 8 project staff members (including PC and animators). The major objective of the training was to inculcate understanding and professional skills among the teachers on curricular framework and creating child-friendly environment in schools. Teachers were oriented on various aspects quality education. The key aspects of training curriculum were as follows:

Understanding the principles of learning and nature of subjects (Hindi and Mathematics) and curricular framework of primary grades (pedagogical understanding);

- Effective use of strategy for dealing multi-level and multi-grade situation in primary schools;
- Indicators of Child-Friendly Environment in schools;
- Use of local dialect (bagari) for learning Hindi and English language in early grades (transition from Home language to school language).

The diverse methods (including brain-storming exercise, open- discussions, group works and presentations by groups) were used to ensure the pro-active participation of almost 90 percent teachers which established a dialogue among them.

**3.9. Beti Zindabad and stopping Child Labour & Migration Campaign:** A Six-day of *Beti Zindabad* and stopping Child Labour & Migration Campaign was conducted in collaboration with six line departments of the government (Education , Labour, Social Justice



Empowerment, Women Empowerment, Child Rights, Health) from 22<sup>nd</sup> to 27<sup>th</sup> Aug. 2106 in 12 project villages to bring a mass awareness among different key stakeholders of village community on need of girl's child education, to bring equality among boys and girls, develop understanding level upon child rights & to stop migration, child labour & sexual abuse of girls.

6

उदयापुर ■ 23 अगस्त 2016 ■ मंगलवार

बांसवाड़ा- डूंगरपुर



बांसवाड़ा। बाल श्रम और बाल पलायन के विरोध में कल्प व वाग्धरा द्वारा छः दिवसीय जागरूकता अभियान की प्रचार सामग्री का विमोचन करते तथा जागरूकता रथ को हरी झंडी दिखाकर रवाना करते जिला कलक्टर प्रकाश राजपुरोहित।  
-चिराग श्रीमाल

**कलक्टर ने किया सूचना एवं प्रसारण सामग्रियों का विमोचन**

## बाल श्रमिकों का गुजरात पलायन रोकने की मुहिम शुरू

न्यूज सर्विस/नवज्योति, बांसवाड़ा जिले में श्रम विभाग एवं जिला बाल संरक्षण ईकाई व समन्वित बाल

डीएल डामोर ने हरी झण्डा दिखा कर रवाना किया। यह मोबाइल वेन बागीदौर, गंगडतलाई और घटोल ब्लॉक के दो

, वाग्धरा संस्था के अभिनव शर्मा, प्रमोद पण्ड्या, परमेश पाटीदार, बाल कल्याण समिति सदस्य ह्यातगुल

और वाग्धरा संस्था द्वारा जिले की बागीदौर, गंगडतलाई और घटोल ब्लॉक में चाइल्ड राइट्स फोर चेंज परियोजना

meetings were organized in which more than 5000 people participated, among them 1861 (M:1097 & F:764) were from PRIs, SMCs and CVPCs who played pro-active role for organizing the events at village level, facilitating discussion and dissemination of the messages, and taking oath to stop child labour and migration. Through this campaign awareness was built amongst community people through various folk songs, role play by local folk artists / actors "Padhi Likhi Bahu Aur Anpadh Beti" hoardings were displayed about child right related issues, people gave an oath letter not to do any work with children which will hamper their rights. VCPCs, CGs, SMCs, Mothers and Girl child group's members showed their interest in the campaign.

The District Collector Banswara (Prakash Raj Purohit) released the major IEC Material (including two posters) and inaugurated Campaign started an mobile van carrying messages and IEC material for dissemination to the larger community in the project area. This mobile van visited 12 villages where *nukkad nataks* and interactive

### Child Marriage Prevented through Community efforts

Under the project, a case of Child marriage was prevented through collaborated efforts of people in the *Lilwani Village of Khuta Machhar Panchayat in Bagidora Block.*

On 14<sup>th</sup> May 2017 people came to know about Lokesh Patel S/O Kanu Patel who was 15 years old and was about to get married on 15<sup>th</sup> May 2017 in *Hirji Baida Village.*

The matter was raised by *CULP activists* and efforts were made to mobilize the opinion leaders and urge them to join in the effort of stopping the child marriage through persuasion amicably. Consequently, efforts were joined by *Sarpanch, Ward Panch* and other people along with conveying the information immediately to 'childline' at 1098 over phone.

With the help of efforts of *Childline*; and apprising of the case to *Bagidora Tehsildar, Police, Child welfare committee* and *CDPO*, all concerned people got in seize of the problem to act in unison.

The issue of child marriage was taken with the parents of the child, and was made understand the problem and consequences of child marriage. They were warned about the legal cases in respect of child marriage and provisions of the *Child Marriage Prevention Act 2006.* With the collective social pressure and imminent legal action, the parents relented.

The parents were asked to give a written statement and pledge to never ever force child marriage on their child and also to prevent any other cases of child marriage. Through the efforts of community and aid of *CULP's staff* and *childline*, the child marriage was prevented and *Lokesh* is now continuing his studies in the local school.

It is joint resolve and efforts of all the stakeholders brought about a social reform supported by law.

Another similar incident was witnessed at the same time in *Lankai village* where a government servant *Shankarlal Garasia* had settled his son *Ankit's* (15 years) marriage which was later stopped due to efforts from authorities.

They were warned about the consequences of *Child Marriage* and the provisions of *Child Marriage Prevention act 2006* under which legal action needs to be taken. These incidents were later informed to other government departments through a letter by *Tehsildar.*

It the vigilance and sense of concern of the field workers coupled with immediate action that brings about changes in the mindsets of even educated rural people.



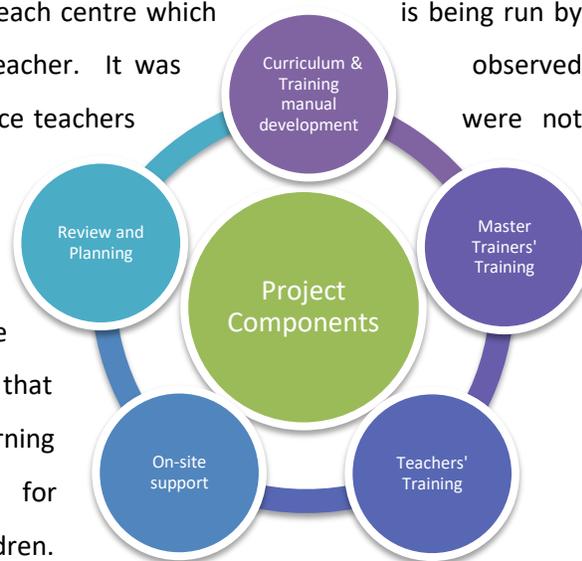
The cumulative figures of the key achievements of the project emerged from the mid-line survey conducted in March 2017 has been summarized in the following exhibit:

<b>EXHIBIT-3.1</b>			
<b>Improvement status in Government elementary schools</b>			
(targets achieved against baseline data of 60 schools)			
<b>Monitoring / topline Indicators / components</b>	<b>Base-line data (Year 2014-15)</b>	<b>End-line data (March 2017)</b>	<b>Improvement / increase in %age</b>
Enrolment of Children	5343 (Girls = 49%; Boys = %)	5637 (Girls = 48%; Boys = 52%)	5.5%
Actual Attendance	3425 (Girls = 47%; Boys = 53%)	5160 (Girls = 49%; Boys = 51%)	51%
No. of Trained Teachers	182 (F=20%; M=80%)	193 F=22%; M=780%)	6%
Functional Toilets / Urinals	54	59	9%
Classrooms	260	277	6.5%
No. schools having 2 / 3 classrooms	22	15	39%
No. schools having more than 5 classrooms	15	21	40%
Separate Office / HM Room	55	58	5.5%
Kitchen shed	51	59	16%
Safe drinking water availability for all working days	45	55	22%
School boundary wall	20	27	35%
Playground	22	28	30%
Play Material available	5	13	160%
School Library	14	23	64%
<b>Facilities for differently-abled children in schools</b>			
Relling with ramp	20	23	15%
Suitable toilets	2	8	300%
teachers are trained for differently-able children	2	8	300%
<b>Right to Non-discrimination</b>			
SC / Dalit Children faced discrimination	23	0	100%
ST Children faced discrimination	18	0	100%

The above data reveal that the project intervention has significantly created positive impact in school improvement through effective compliance of RtE provisions.

## 4. TECHNICAL SUPPORT TO TAD FOR TEACHERS' EDUCATION

Chas been providing technical support to the Department of Tribal Area Development (TAD), State Government of Rajasthan which is running 1750 Education Centres called 'Maa-Baris' under its SWACHH Project for education of children (5 to 12 years) in remote and isolated habitations where no formal school facility is available within one Kilometer periphery in 10 tribal districts. 30 children are enrolled in each centre which is being run by a local untrained community volunteer teacher. It was observed that the quality of education was poor since teachers were not having adequate pedagogic skills. So the TAD department invited CULP and UNICEF to extend the technical support for teachers' capacity building to improve the pedagogic processes in the centres so that the students to achieve the expected learning levels which is essentially required for successful mainstreaming of the target children.



The project support was started for teachers' education in September 2015. During the reporting period the outcome of the project is given in the following exhibit:

### Outcomes of the project

Improving pedagogic processes in 1750 Maa-bari centres by TAD Dept. in 10 tribal districts. The teachers were trained by organizing three days training twice in one year. For this the following activities were organized:

1. Developed 'Training Curriculum & Training manuals'<sup>11</sup> for both '6-day MTs Training'<sup>12</sup> & 'Three-day Teachers' Training' based on 'multi-level learning approach'<sup>13</sup> through 5 to 6 day workshops with experts;

<sup>11</sup> <http://www.slideshare.net/lalitkishore31/development-of-training-module-for-master-trainers-of-multigrade-teaching-57953407>

<sup>12</sup> <http://www.merinews.com/article/udaipur-to-host-six-day-training-of-master-trainers-on-multi-grade-teaching/15913465.shtml>

2. Six-day Training Camps for 350 teachers & trained them as MTs, finally 153 teachers were selected as MTs for.
3. Three-day Training camps for 2450 teachers in 10 districts.<sup>14, 15</sup>
4. Quarterly RPMs with collaborating partners (UNICEF & TAD);
5. Developed '*Training Curriculum and Training manuals*'<sup>16</sup> for both '6-day MTs Training' and 'three-day Teachers' Training' based on '*micro-teaching approach*' with experts (Nov. – Dec. 2016 and Jan- March. 2017).
4. Quarterly RPMs with collaborating partners (UNICEF & TAD).

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<sup>13</sup> <http://www.merineews.com/article/training-workshop-of-resource-persons-in-jaipur-emphasizes-dual-coding-at-primary-level-education/15921987.shtml>  
<http://www.merineews.com/article/feminist-pedagogy-based-multi-level-learning-model-viable-primary-education/15914561.shtml&cp>

<sup>14</sup> <http://www.merineews.com/article/three-day-residential-training-on-multi-grade-teaching-organized-in-udaipur/15913124.shtml>  
<http://www.merineews.com/article/education-of-rajasthan-tribal-children-must-match-their-context-says-educator/15912540.shtml>

<sup>15</sup> <http://www.slideshare.net/lalitkishore31/eight-animal-faces-for-finger-puppets-stick-puppets-and-masks-for-primary-classes>; <http://www.slideshare.net/lalitkishore31/in-service-training-in-udaipur-revives-use-of-boardgames-in-primary-education>  
<http://www.slideshare.net/lalitkishore31/a-short-note-on-the-use-of-mask-for-language-teaching>

<sup>16</sup> <http://www.merineews.com/article/training-on-use-of-masks-for-language-teaching-to-tribal-children-held-in-udaipur/15913677.shtml>

## 5. ICT-BASED DRUV PROJECT

ICT is finding applications in all human endeavours and at the national level. Digital India project has been launched which also called upon the civil society organizations to extend it to rural areas and education in the remote habitations. Keeping this in view CULP team sought to have an experience to gain insights so that it could not only help Druv project but also to use it as a part of classroom interventions.

CULP has been implementing ICT-based Druv Project<sup>17</sup> in taking Digital India Initiative to households in four villages of Jamwa Ramgarh block in Jaipur district since January 2017. The project has been made viable by converting smart TV into computer screen mediated through a customized centre box (Druv box) which are provided free of cost to the user households. Druv project is an initiative of Tata Trusts as a non-profit social development activity with the technical support of a US-based company 'PRODEA' and collaborated with

Information Technology Department of Government of Rajasthan.

Druv Project aims at reaching out to rural population in Rajasthan to bring social change in the community by helping them utilize the power of digital technologies by providing free access of internet on available TV Screen. Its main purpose is to facilitate the digital, social and financial inclusions by appropriate use of ICT.



CULP works for the education of children of rural communities in tribal backward districts where the Households don't have easy access of internet. We also felt that youths are glued to *Facebook*, *WhatsApp* and *YouTube* which is not much useful for their development, and Druv is striving for a paradigm shift in delivering useful curated multimedia contents on TV

<sup>17</sup> <http://www.merineews.com/article/ict-based-druv-project-in-rural-jaipur--an-interview-with-the-project-holder/15925885.shtml>

in domains such as e-Gov, Education, Agriculture, and Health. It contains educational videos and useful knowledge / information about various government programmes, social security schemes, learning material for students, child and women health, agriculture, current affairs for youth aspiring jobs. All members of rural families are direct beneficiaries of the project since there is relevant information and knowledge for both women and men, children (from age 3 and above) and youth which can be used for betterment of their lives.

CULP has installed Druv boxes in TVs of 500 households in four villages (viz. Jamwa Ramgarh, Andhi, Tala and Raiser) for providing internet access by converting TV in smart screen. More than 80% households are using the Druv boxes.

The key challenges faced were: (i) non-compatibility of TV screens in about 90 % Households; (ii) Poor Internet connectivity; (iii) non-availability / non-retention of committed community volunteers who could impart user education and wallet education of members of Druv subscriber families. Effective Social Marketing Strategy is required to be adopted and a cadre of community volunteers must be trained, supported by a committed team of two young professionals.

**EXHIBIT-6**

**Pictures showing e-Wallet transaction process by Druv subscriber**

उपस्थान विवर	
उपस्थान का नाम	DHANNA RAM
बिल संख्या	2105240113470
र. नंबर	210524018172
बिल तिथि	July 2017
सादा संख्या	0007
पता	BEELAKRAM RAJAPURA
प्राइमरी संख्या	3811
अंतिम भुगतान तिथि चेक द्वारा	26-Jul-2017
अंतिम भुगतान तिथि डेबिट द्वारा	26-Jul-2017
बिल राशि	1075.00

बिल संख्या

पुष्टि करें

आपके बटुए में शेष राशि रु. 1700.00

आपके खाते में लेनदेन हेतु पर्याप्त राशि उपलब्ध है,

क्या आप आगे बढ़ना चाहते हैं ?

अंतिम भुगतान तिथि चेक द्वारा

बिल राशि

सफलता

बिल भुगतान सफल हुआ |

लेनदेन संख्या : 170053084377

पावती संख्या : 17051350008

टोकन संख्या : DRUV1501232798465

CULP is planning to up-scale Druv in about 3000 new households in 15 villages of four blocks in two districts (viz. Jaipur and Banswara) in next one year where we are having our other educational programmes.

## 6. TAG OFFICERS' TRAINING PROGRAMME

Tag Officer's Training Programme for supporting Pradhanmantri Awaas Yojana in Tribal Area was organized in collaboration with the Department of Rural Development and Panchayati Raj of the State Government of Rajasthan has been implementing the scheme called 'Pradhanmatri Awaas Yojana' for providing the financial support to the poor families belonging to Below Poverty Line (BPL) for constructing houses in rural / tribal regions of Rajasthan for last several years. The State Government felt that it was not being able to achieve the targets of housing since more than 50% families although they get first installment of the budget sanctioned to them and they started the construction of houses but are not able to complete it in stipulated time



due to lack of adequate technical support in time in remote and isolated tribal habitation. Hence, they failed to get the subsequent installments of the sanctioned funds.

CULP was invited by the government through ARAVALI (a state level nodal Government supported NGO) for organizing the Tag Officers Training Programme (Government field level Gram Panchayat Level Functionaries such as Prasar Adhikari, JTA, JeN, Junior Engineers, AeN, LDCs and PRI members) in tribal area of Banswara district. CULP agreed and organized one-day 11 training camps in three blocks of the district from 8<sup>th</sup> to 30<sup>th</sup> September 2016.

These Tag Officer's training programmes were held to facilitate completion of uncompleted houses sanctioned under *Indira Awas Yojana* and undertake geo-tagging of these household for field verification.

The block-wise details of the participants in the training camps are as follows: *Total Tag Officers participated in 11 training camps of three blocks, namely Bagidora (N= 174), Gangad Talai (N = 259) and Sajjangarh (N = 138) in Banswara district were 571 against the total allocated number of Tag Officers 546 . 25 Tag additional Tag officers were sent by the concerned BDOs.*

## 7. RESEARCH AND STUDIES

CULP as a professional group research component is an integral part of all its interventions which helps to understand the ground reality of education and development in various socio-geographical situations, developing plans for new interventions, revising existing plans based on identified issues and new learning and sharing on larger platform for advocacy. Therefore, the staff members are encouraged to conduct both Action and Responsive researches to keep on improving various activities of the organization as well as addition to conventional body of knowledge.

### 7.1. ACTION RESEARCH PROJECT

#### **‘Transition from Home Language (Bagadi dialect) to School Language (Hindi) in small tribal schools’**

This action research project is an integral part of Technical Support to TAD for teachers’ education and being piloted in 30 Maa-bari centres in three blocks of two districts<sup>18</sup>, viz. Bagidora in Banswara district and Aspur and Sagwara in Dungarpur district since January 2017. The project intervention has been undertaken in collaboration with UNICEF, TAD and LLF (a Delhi-based NGO)<sup>19</sup>.

**The project entails the following objectives:**

- To understand language teaching and use of home language of children during classroom transaction.
- To understand teachers understanding about language teaching and importance of home language of children in learning.
- To understand children exposure of Hindi when they enter in class 1 and what is the level of expression and listening comprehension of Hindi in class 1 to 3 children.
- To understand home environment of children in terms of print exposure and use of Hindi.

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<sup>18</sup> *Initially program was planned for 3 districts (Udaipur, Dungarpur and Banswada), after situational analysis dropped Udaipur district, restricted the intervention in wagdi speaking areas. but after situational analysis, it was found that children’s home language is wagdi-mewari mix in Udaipur district.*

<sup>19</sup> <http://www.merineews.com/article/training-stresses-teaching-of-standard-language-through-local-dialect/15914331.shtml>

- To assess children’s learning level in Reading and writing of Hindi in class 1 to 3.

The pilot phase of the project intends to develop a strong language learning approach by using local dialect as first language in early grades classrooms, subsequently follow a systematic second language teaching pedagogy to help children to learn oral fluency / literacy in school language (Hindi) by the end of grade 3.

Under this project, instructional material in the form of story books, poem posters instructional material (cards, grids, workbooks), activity handbook, teacher guide book in children’s local language and Hindi. After tried out the material, teachers will start using the material in the centers.

After situational study, a 3-day workshop (16-18 Feb. 2017) with experts was organized at Udaipur for sharing key findings of the study, approaches to early language and literacy, with the reference of multi lingual education, and detail discussion on program design which can be used for material development and to implement in pilot centers.

Second 2-day consultation with Maabaari teachers was organized at Udaipur on 3-4<sup>th</sup> March 2017 and shared the key findings of study and project design for future intervention.

It was decided in the programme design for developing the following material by end of August 2017:



- 10 story books in wagdi and equivalent 10 books in Hindi
- Poem posters
- Activity booklet for teachers
- Teacher guide book along with Story and Hindi poem
- Workbooks for children
- Picture chart for oral language development
- Flash cards, grids.

The poems / rhymes and stories in Bagari language were collected from different sources and local people and teachers. For analyzing the collected material a 5-day workshop was organized with writers and language experts at Udaipur from 25 to 29<sup>th</sup> March 2017.

The bilingual teaching material is ready in draft form which is being tried-out in 30 experimental Maa-bari centres. The teachers of the centres (2 teachers in each centre) have been oriented for use of the draft material. The teachers of these centres are supported by 6 block level field facilitators; each of them is responsible for a cluster of five centres. These facilitators are being provided by mentoring support by one teacher educator and one linguistic expert.

## **7.2. A CASE STUDY OF INNOVATIVE INTERVENTIONS**

Recently, CULP has conducted a research study entitled '**Contextualization of Primary Education in Small Remote Schools of Rajasthan**' (The Case of Feminist Pedagogy linked small schools with transition from home language to school language and multi-level non-graded education)

The involvement of CULP had been in designing the research methodology, developing tools, collection of data and reporting writing (May to October 2016)

This case study<sup>20</sup> has been published by Harvard University South Asia Institute and Tata Trusts and released on 22<sup>nd</sup> December 2016 at New Delhi. Three senior management officials joined the event, made presentation and participated in panel discussions.

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<sup>20</sup>[https://issuu.com/sainit/docs/triggering\\_success](https://issuu.com/sainit/docs/triggering_success) page 138 to 187

## 8. NETWORKING AND ADVOCACY

CULP is also a part of several networks / consortia / alliances / forums at state, national and even at International level and active on social and print media on issues related to vulnerable social groups (dalit, minority, tribals, nomadic and slum dwellers), women and child rights (child development and education, early marriage, labour, migration, trafficking, exploitation, abuse / violence) and making the advocacy efforts to reform the regulatory / legal framework (laws, policies and programmes) to people oriented. Some of the networks are as follows where CULP is actively involved:

<b>Network Name</b>	<b>Highlights / issues</b>	<b>Nature of participation of CULP</b>
SRIJAN	National level, 135 partner NGOs from seven states at national level and 24 NGOs at state level; Young People's Reproductive and Sexual Health Rights	CULP as State level Resource Centre and Zonal level coordinator; participate / organizes consultations with different stakeholders
FORCES Network	National level; Advocacy on policy issues on Early Child Care, Development and Education (0 to 6 years);	Participation in national and regional consultation. Technical Contribution for curriculum development for pre-primary education (3 - 6 yr)
RtE Consortium	National and state level for advocacy on compliance of RtE Act in schools	Presentations of ground reality in national and state level conventions and campaigns
Girls Not Brides	Global / International level alliance on early child marriage	CULP attends webinars, participate in alliance building workshops at regional / national level on the issue and shares success case stories.
Dasra	A Philanthropic group, dedicated for projection of success stories of social development, resource mobilization and capacity building of CSOs	Participation in capacity building and resource mobilization workshops. Won Dasra Girl Power Award 2014.
BSE Saaman Platform	Profiling NGOs work in its website for mobilizing CSR Resources	Profiled Organization's work
The Resource Alliance	International Alliance for capacity building of NGOs for resource mobilization / fundraising	Attended International Workshops for Resource Mobilization. Won India NGO Award 2015.
Harvard University (SAI)	Research Studies on social development and projection of success case studies; capacity building	Capacity building workshops, webinars and conducted research study of Pehchan project supported by HUSAI
VAN Network	Supporting and building capacity of NGOs on legal compliances and advocacy on policy reforms	Attended consultations on legal issues
GuideStar India	Profiles the work of NGOs and reports on its website for sharing with various funding agencies	Sharing of the updated information of the organization.

Several activities with different stakeholders were organized at Gram Panchayat and block level and participated in several workshops, meetings and consultations on children's issues at district, state and national level and made presentations in on children's issues and status of child rights at grassroot level, some of these workshops were as follows:

<b>Workshops / Consultations</b>	<b>Issue</b>	<b>Place</b>	<b>Date</b>	<b>Organized by and remarks</b>
International : Asia Regional Workshop	Legislative Advocacy: Child Labour in Domestic work and Gender-based violence	New Delhi	Aug. 1 – 2, 2016	Bachpana Bachao Andolan and Global March; presentation by CULP on Child labour and migration in S. Rajasthan
	BRICS Civil Forum Meet	New Delhi	Oct. 3-4, 2016	Ministry of Foreign Affairs and FIDC; Exhibited CULP's work
	Resource Mobilization for NGOs / social development	New Delhi	Jan. 19-21, 2017	The Resource Alliance Two faculty members of CULP participated in 3-day workshop on Capacity building for fundraising
National level	Setting an Agenda for Advocacy on ECCDE (0 to 6 yr)	New Delhi	April 18-19, 2016	FORCES Network; Presentation by CULP on preprimary education in tribal area of Rajasthan
	Triggering Success: Innovative interventions to promote educational access in India	New Delhi	Dec. 22, 2017	HUSAI and Tata Trusts; 3 senior staff members joined panel discussions and made presentation.
	EDGE 2016: Resource Mobilization	Mumbai	Nov. 11 – 13, 2016	EdelGive Foundation; Presentation of CULP's work to potential donors
Regional level	Partners' Regional Meet on people's rights	Jaipur	June 14 – 17, 2016	ActionAid; presentations and exhibitions by CULP
	Annual Reflections on Education by partner NGOs	Bhubhneswar (Odisha)	July 19 – 22, 2016	
	Subaltern Feminism	Ahemedabad	Nov. 20 – 21, 2016	ActionAid; two field women staff member participated from CULP Banswara
State level	Govt. Schemes – How NGOs could participate	Jaipur	April 2016	Department of Rural and Panchayat Raj and Aravali
	RtE Compliance in the state	Jaipur	May 18, 2016	Raj. RtE Forum; Conveyed a session and key speaker on quality education
	Role of NGOs in PCPNDT Act	Jaipur	June 14, 2016	State Govt. Participated and shared the status in Banswara

	Children in difficult Circumstances	Jaipur	June 24, 2016	JSS & Plan India; presentation on situation of children in Banswara
	Social excluded and Child beggars	Jaipur	July 25-28, 2016	ActionAid; shared situation in Tonk and Banswara
	Govt. Financing of School Education in India	Jaipur	Jan. 12, 2017	CRY, CBGA; shared SSA budgetary provisions for out-of-school children & RtE Compliance
	Denotified and Notified Nomadic Tribes in Rajasthan	Jaipur	March 21, 2017	ActionAid and UNICEF; four children of nomadic tribe, three field volunteers of CULP Banswara participated.
District level	Review of status of Child Rights, Protection	Banswara	August 2016	District level ICPS Unit and CWC, Chaired by Chairperson of RSCPCR; Presentation by CULP
	Working Group Formation under 'He Named Me Malala Film Campaign'	Jaipur	August 26, 2016	NCE, AMIED; Chaired / Conveyed panel discussions

## Media Coverage on related raised issues

News in media (numbers) during the year:

News stories = 18;

Academic articles = 32;

Problems / issues raised = 28;

Important visitors to the organization = 12 (USA = 2; Singapore = 1; Malaysia = 1)



बांसवाड़ा। भीतपाड़ा गांव की समस्याओं को लेकर ज्ञापन प्रेषित करते ग्रामीण।  
-दीपक भारत श्रीमाल

## समस्याओं को लेकर सौंपा ज्ञापन

न्यूज सर्विस/नवज्योति, बांसवाड़ा  
ग्राम पंचायत मोटी टिम्बो पंचायत समिति गांगड़तलाई की बाल संरक्षण समिति, बाल समूह के सदस्य, अभिभावकों एवं जनप्रतिनिधियों ने भीतपाड़ा गांव की समस्याओं को लेकर जिला कलक्टर को ज्ञापन दिया।  
ज्ञापन में लोगों ने गांव में स्कूल की छई किमी की दूरी, आगनवाड़ी केन्द्र की दो किमी की दूरी बताते हुए कहा कि इससे बच्चों को काफी कठिनाई हो रही है। ये दोनों ही केन्द्र गणेशपुरा

गांव में चल रहे हैं, जिससे बच्चों को आने-जाने में समस्या होती है। जिसके चलते अनेक बच्चे ड्रॉप-आउट होकर बाल मजदूरी और पलायन के लिए विवश हो रहे हैं।

कलक्टर कॉर्डिनेटर सुरजमल मकवाना ने ज्ञापन में बताया कि गांव में विद्यालय आगनवाड़ी केन्द्र व उप स्वास्थ्य केन्द्र का निर्माण करवाया जाए। इन लोगों ने चेतावनी दी कि यदि एक माह में इनकी मांग नहीं मानी गई तो वे आंदोलन के लिए विवश होंगे।

25 सितंबर 2016 ■ रविवार **दैनिक नवज्योति**

बांसवाड़ा। ग्राम स्तरीय बाल संरक्षण समिति में बच्चों द्वारा चुने गये अध्यक्ष व सचिव। -चिराग श्रीमाल

## बच्चों ने चुने बाल संरक्षक

न्यूज सर्विस/नवज्योति, बांसवाड़ा  
कल्प संस्था द्वारा सेव व चिल्ड्रन के सहयोग से संचालित सीआरसी परियोजना के तहत गांगड़तलाई पंचायत समिति के 25-सितंबर से 6 से 19 वर्ष बाल संरक्षण समिति के अध्यक्ष एवं सचिव का चुनाव किया। ध्यान रहे कि यह समिति गांव में बच्चों के अधिकारी एवं संरक्षण के लिए निचले दो चरों से कार्य कर रही है।

दोनों पदों के लिए 34 उम्मीदवार खड़े हुए, जिनमें से छः अध्यक्ष एवं छः सचिव चुने गये। खुलादलजी माला में बाबूलाल अध्यक्ष एवं विनोद रमर को सचिव चुना गया।

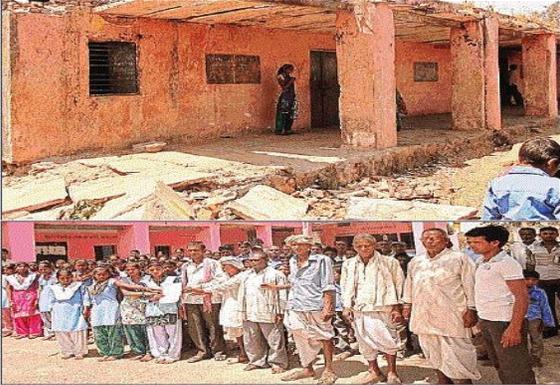
देवी व बसंत, भीतपाड़ा में टीना व रश्मि व खातुराम पटेल, डगिल में काली कांतिलाल एवं कलसेंग, रोहिया में शारदा, सोसा व तेजसिंह कटारा तथा खरिया में मीना देवी व सुभाष क्रमशः

अध्यक्ष व सचिव चुने गये। जिला परियोजना प्रबंधक मांजिद खान ने बताया कि यह एक नई पहल की गयी है। जिससे बच्चों की भागीदारी के साथ चुनाव हुए, इससे बालसंरक्षण सेवाओं का विकास की शुरुआत हुई है। इस अवसर पर कल्प संस्था से विक्रान्त जोशी, लक्ष्मण डामोर, विरेन्द्र पाटीदार, किशनदास, लातूराम, सुरजमल एवं केनाल खारिया ने सहयोग प्रदान किया।

<http://www.aostsoft.com>

# जर्जर भवन में विद्यालय, बच्चों की जान के साथ खिलवाड़

सुरक्षा एवं शिक्षा सुनिश्चित कराने के लिए दिया ज्ञापन



बासवाड़ा। ज्ञानार्जन करें या जान की परवाह, ये सवाल खड़ा करते राज. आदर्श उमाचि खेड़ालिम के विद्यार्थी एवं अभिभावक। -विजय टेलर

न्यूज सर्विस/नवज्योति,

बासवाड़ा-गांगड़तलाई, राजकीय आदर्श उमाचि खेड़ालिम पंचायत समिति गांगड़तलाई के अभिभावकों, विद्यालय प्रबंधन समिति, बाल-संरक्षण समिति, जनप्रतिनिधियों एवं बच्चों ने जिला कलेक्टर को ज्ञापन देकर सुरक्षा एवं शिक्षा सुनिश्चित कराने के लिए ज्ञापन दिया। एसएमसी अध्यक्ष मोहनलाल गरासिया ने बताया कि पुराने क्षतिग्रस्त भवन को गिराकर नये कमरों का निर्माण कराने, विषयाव्यपकों, व्याख्याताओं, सहायक कर्मचारियों की नियुक्ति, आवश्यक फर्नीचर मुहैया कराने, शौचालय का पुनःनिर्माण एवं खेल मैदान की उपलब्धता कराने की मांग को लेकर ज्ञापन दिया।

इन लोगों ने बताया कि यदि एक माह में ये व्यवस्थाएँ नहीं हुईं तो समुदाय आंदोलन करने का बाध्य होगा। गरासिया ने बताया कि वर्तमान में प्रारंभिक स्तर के चार अध्यापक ही विद्यालय की समस्त गतिविधियों को संचालित कर रहे हैं। जबकि विद्यालय में कक्षा 1 से 11 तक 295 विद्यार्थियों का नामांकन है जिसमें 140 बालिकाएँ शामिल हैं। कक्षा 11 के लिए कला संकाय में हिन्दी, साहित्य, भूगोल एवं राजनीति विज्ञान

विषय संचालित है परन्तु एक भी व्याख्याता नहीं है। इस संबंध में जिला शिक्षा अधिकारी माध्यमिक को एसएमसी की तरफ से प्रस्ताव भेजा गया लेकिन उस पर कोई सकारात्मक कार्यवाही नहीं हुई। कार्यवाहक प्रधानाचार्य रामलाल कटारा ने बताया कि गत 25 फरवरी को पुराने जर्जर भवन का एक पिछर एवं पहिया गिर गया था लेकिन खुशानसीबी से प्रार्थना सत्र होने से बड़ा हादसा टल गया। 26 फरवरी को रामसा के अधिकारी मौका-मुआयना करने आये एवं आठ कक्षा-कक्षा को गिराकर नये कमरे बनवाने का आश्वासन देकर गये लेकिन अब तक कोई कार्यवाही नहीं हुई है। पूर्व पंचायत समिति सदस्य हरदार भाई ने बताया कि जब तक पुराना भवन गिराया नहीं जायेगा तब तक कई आशंकाएँ बनी रहेंगी। इस जर्जर भवन में विद्यालय संचालित करना बच्चों की जान के साथ खिलवाड़ है। इस अवसर पर वार्डपंच हकरा भाई, गजानंद, दलीचंद, सामाजिक कार्यकर्ता मानसिंह, रमेश गरासिया, शांतिलाल डांगी, लक्ष्मण डामोर, बसुलाल, धुलीराम गरासिया एवं अभिभावक मोती लाल गरासिया, कैलाश गरासिया, गला भाई आदि मौजूद थे।

## पंचायत स्तर पर गठित बाल संरक्षण समितियों को सक्रिय किया जाएगा

गांगड़तलाई में बाल संरक्षण पर ब्लॉक स्तरीय कार्यशाला का आयोजन, बच्चों के विकास के लिए हर जरूरी काम करने की आवश्यकता बताई

बासवाड़ा/रोहनवाड़ी। पंचायत समिति गांगड़तलाई में बुधवार को ब्लॉक स्तरीय बाल संरक्षण आमुखीकरण कार्यशाला का आयोजन किया गया। इसमें बाल अधिकारिता विभाग, बाल कल्याण समिति, सेव द चिल्ड्रन और कल्प संस्था का सहयोग रहा। ब्लॉक स्तरीय बाल संरक्षण कार्यशाला में सभी वक्ताओं ने पंचायत स्तर पर गठित समितियों



प्रातःकाल Thu, 25 August 2016 epaper.pratahkal.com

## बाल संरक्षण के लिए मिलकर करना होगा चुनौतियों का सामना

राज्य बाल अधिकार संरक्षण आयोग अध्यक्ष ने ली बैठक, दिए दिशा निर्देश

बासवाड़ा। विद्यालय से किए गए बच्चों के विकास संबंधी प्रश्न कराने के बाद रास्ता और कार्यक्षेत्र परिभाषा भी होनी है। इसीलिए प्रत्येक व्यक्ति को समझ एवं सहृदय के प्रति अपने बर्तन को समायोजित रूप में बदलने एवं कार्य कराने चाहिए।



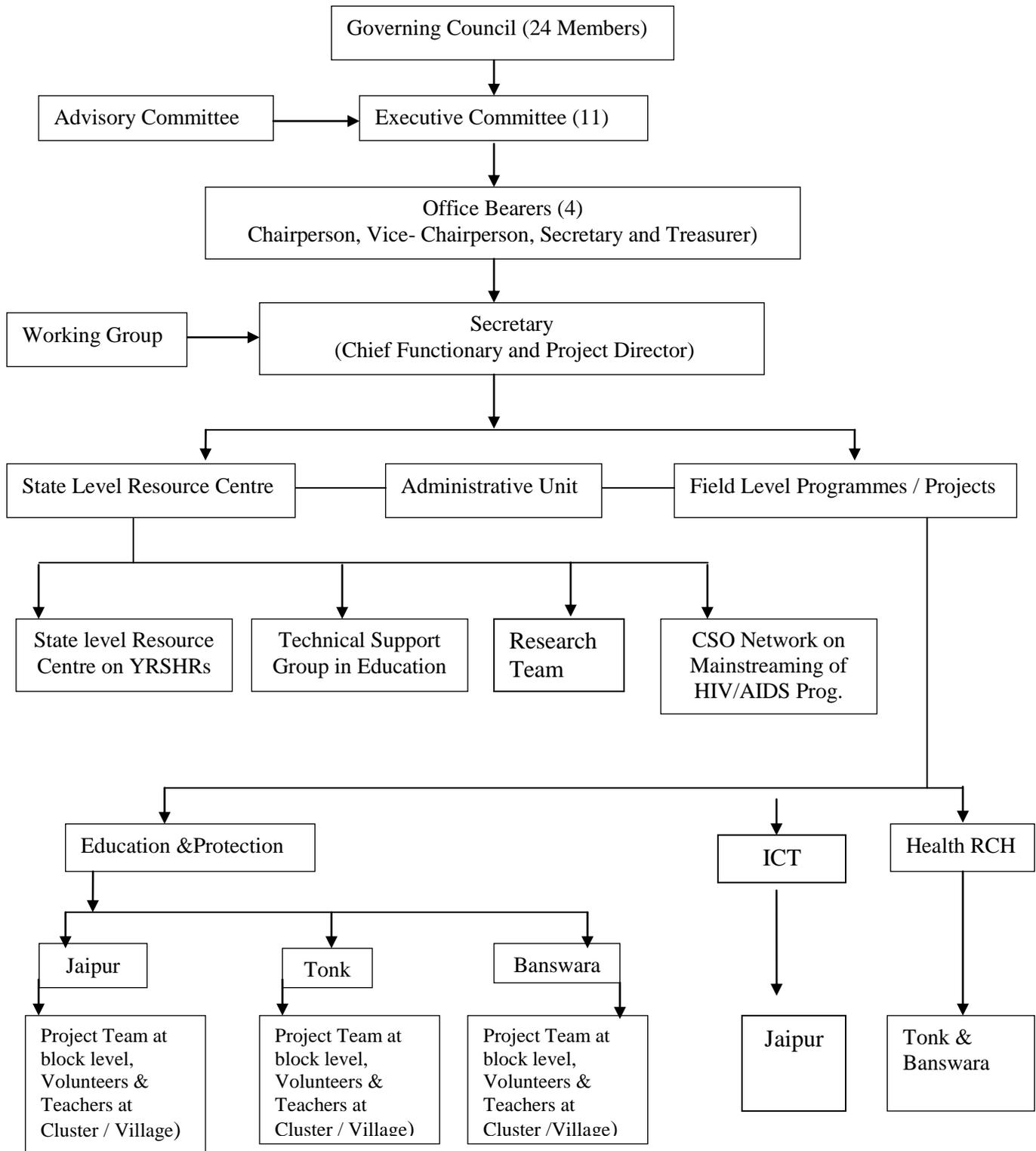
होगा। यह सभी संभव है जब हम पूर्ण सहयोगीता और अकारणिक भावों को अंतर्कर बना अधिकार एवं बाल संरक्षण की दिशा में प्रयास जारी करें। केन्द्र के अध्यक्ष श्रीमती शकुंती ने नवंबर के बाद 2016 की आठवारी सेले हुए जिले में उसके प्रथम दिवसपरन के लिए विश्वास रखे प्रयासों की निरंतरता को जांचकरे ली। साथ ही आदर्शों को लागू करने, लैंगिक अंतराधी से बालकों का संरक्षण औरपालन, बालका उन्नयन, किन्तु एवं विकास हुए की दिशा की संरक्षण करने हुए अकारणिक दिशा निर्देश प्रदान किए।

उन्होंने उपस्थित बाल संरक्षण के क्षेत्र में इन्होंने अपने संरक्षण के प्रतिनिधियों एवं गंभीर चुनौतियों के पर हम सबको अधिकारियों से कहा कि बाल संरक्षण द्वारा काम करके



IKEA Foundation team interacts with Govt. Officials (DLOs) in Banswara

## 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:

Annual Funds Received by CULP during last three Years					Total
Sr. no.	Funding Agency / source	2016-17	2015-16	2014-15	
1	UNICEF	2489687	1316400	0	<b>3806087</b>
2	Save the Children	4085035	4196340	3269506	<b>11550881</b>
3	ActionAid	1609948	1240370	1088759	<b>3939077</b>
4	Aide et Action	0	28379	802035	<b>830414</b>
5	EdelGive Foundation	2407110	394190	0	<b>2801300</b>
6	Tata Trusts	100000	0	0	<b>100000</b>
7	State Government of Rajasthan (TAD, Rural Dev. & Panchayat Raj & Education)	687873	0	0	<b>687873</b>
8	The Resource Alliance (India NGO Award 2015)	0	300000	0	<b>300000</b>
9	Community contribution, Donations and consultation fees	1110350	603138	184737	<b>1898225</b>
10	Bank Interests	260764	170604	155805	<b>587173</b>
11	Administration receipts from projects	1171653	9133	65752	<b>1246538</b>
12	Others	338873	11387	13855	<b>364115</b>
	<b>Total</b>	<b>14261293</b>	<b>8269941</b>	<b>5580449</b>	<b>28111683</b>

## Transparency & Accountability Disclosures

Distribution of paid staff according to compensation levels			
Slab of gross salary plus benefits (Rs per month)	Male (No's)	Female (No's)	Total (No's)
<5000	0	0	0
5,000 - 10,000	31	15	46
10,000 - 25,000	18	3	21

25,000 - 50,000	3	2	5
50,000 - 1,00,000	1	0	1
1,00,000 >	0	0	0
<b>Total</b>	<b>53</b>	<b>20</b>	<b>73</b>

<b>CULP Board member details (Governing Council)</b>							
<b>Name</b>	<b>Age</b>	<b>Gender</b>	<b>Occupation</b>	<b>Position in the Board</b>	<b>Total amount paid in last FY (Rs.)</b>	<b>Form of payment Salary/Consultancy/Honorarium/Sitting Fees / other (Specify)</b>	<b>Blood relation between them</b>
Dr. Rakesh K. Srivastava	58	M	Prof. (Botany), Govt. PG College Dausa	Chairperson	750	Local conveyance - board meetings	None
Dr. Archana Pareek	55	F	Teaching in University level education	Vice-Chairperson	1500	Local conveyance - board meetings	None
Dr. O. P. Kulhari	60	M	Progr. designing, monitoring, research & training in Education	Secretary	983251	Salary, travel - working as full-time Programme Director	None
Mr. Ambuj Kishore	42	M	Rural Development expert	Treasurer	750	Local conveyance - board meetings	None
Dr. M. S. Rathore	68	M	Social Development Scientist	Member	Nil	N/A	None
Dr. Soumana Dutta	57	F	Associate Prof. Raj. University education; Bio-diversity & gender expert	Member	750	Local conveyance - board meetings	None
Dr. Mommed Ali Khan	49	M	Teaching & Research in University level education	Member	750	Local conveyance - board meetings	None
Dr. Govind Pareek	59	M	Professor, Raj. University; Financial Management	Member	1500	Local conveyance - board meetings	None

			expert				
Dr. Brij Mohan Istwal	44	M	Curriculum development and teachers' education; linguistic expert	Member	7750	Travel & Consultation fee for curriculum development & capacity building of project staff; local conveyance in board meetings	None
Mr. Vimlesh Punia	60	M	Advocate, Raj. High Court; legal expert	Member	750	Local conveyance - board meetings	None
Mr. Mohd. Iqbal	48	M	Teachers' Education in elementary education	Member (Staff Representatives)	418431	Salary, travel for working as full-time faculty member	None
Mr. Sudhir Upadhyay	48	M	Programme designing & management, documentation	Member (former Treasurer)	Nil	N/A	None
Mr. Vasudev Singh	57	M	Police service & legal expert	Member	Nil	N/A	None
Mr. Mahmood Khan	48	M	Teachers' education	Member	Nil	N/A	None
Dr. Naval Kishore Dubey	51	M	Curriculum development and linguistic expert	Member	28685	Travel & Consultation fee	None
Dr. M. Salim Khan	66	M	Educational Management	Member	Nil	N/A	None
Ms. Manju Kulhari	51	F	Social service	Member	294458	Office Building rent, maintenance cost	None
Mr. Prashant Mukherjee	48	M	Teachers' education	Member	Nil	N/A	None
Mr. Sanjiv Kataria	48	M	Director Gyan Jyoti School, Jaipur	Member	Nil	N/A	None
Ms. Kavita Upadhyay	47	F	Teaching in secondary schools	Member	Nil	N/A	None
Ms. Karuna Jakhar	49	F	Teaching in elementary schools	Member	750	Local conveyance - board meeting	None
Ms. Usha Bapna	68	F	Educational Management /	Member	Nil	N/A	None

			Administration; expert				
Mr. S. A. Khan	66	M	Legal expert on Income tax	Member	750	Local conveyance - board meeting	None
Dr. (Ms) Madhu Singh Choudhary	50	F	Medical practitioner and mother and child health expert	Member	Nil	N/A	None

### Monthly remuneration

<b>Head of the Organization Rs</b>	<b>55000</b> (April to June 2016) & <b>60500</b> (July 2016 to March 2017)
<b>Highest paid staff member Rs</b>	<b>33275</b>
<b>Lowest paid staff member Rs</b>	<b>10500</b>

### Details of International Travel by Staff/ Volunteers /and Board Members at the expense of the organization in the last Financial Year.

Name & Designation of Staff / Volunteer /Board Member	Designation	Purpose of Travel	Cost Incurred (Rs.)	Sponsored (Rs.)
Nil	Nil	Nil	Nil	Nil



## 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 31<sup>st</sup> March, 2017, Statement of Income & Expenditure Account for the period from 01<sup>st</sup> April, 2016 to 31<sup>st</sup> March, 2017, statement of Receipt & Payment Account for the period from 01<sup>st</sup> April, 2016 to 31<sup>st</sup> March, 2017 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 31<sup>st</sup> March, 2017
- in the case of Statement of income & expenditure account, of the surplus / deficit during for the year ended on 31<sup>st</sup> March, 2017.
- in the case of Statement of receipt & payment account, of the receipt & payments during the year ended on 31<sup>st</sup> March, 2017.

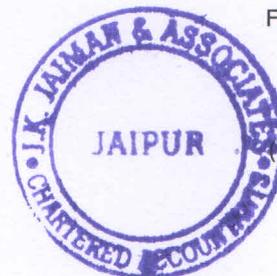
### Report on Other Legal and Regulatory Requirements

- 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.

Place: Jaipur  
Date: 03/07/2017



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

*Jitendra*

CA. Jitendra Kumar Jaiman  
Proprietor

M. N. - 407738

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

**CONSOLIDATED**

**BALANCE SHEET AS ON 31.03.2017**

LIABILITIES		AMOUNT	ASSETS		AMOUNT
<u>General Fund</u>			<u>Fixed Assets</u>		
Opening Balance	1,864,038.80		( As per Annexure "A")		488,025.00
Add : Excess of Income			TDS Receivables		190,279.00
Over Expenditure	1,863,599.00	3,727,637.80	Grant Receivable from		
<u>Capital Fund</u>			Action Aid-Legacy Educ. Proj.		50,356.00
Opening Balance	438,694.00		EdelGive Foundation - Pehchan Proj.		17,167.00
Add : Purchases during			DRUV Project		261,286.00
the year	142,959.00		<u>Security Deposit Against Rent</u>		
	581,653.00		Kamal Singh Solanki		4,500.00
Less : Depreciation	93,628.00	488,025.00	<u>Bank Balances</u>		
<u>Unutilised Grant to be utilised in next year</u>			SBBJ , Banswara		67,519.00
Save the Children (CRC)		128,661.00	SBBJ, Jaipur		(2,931.00)
Unicef - TAD		452,777.00	Axis Bank		71,822.00
Staff Security Deducted		265,541.00	SBBJ(FDR)		3,560,061.00
TDS Deducted		35,250.00	Accrued intt. on FDR		115,595.00
			Bank of Baroda		274,212.80
					4,086,278.80
		5,097,891.80			5,097,891.80

*Ambuj Mishra*  
(Treasurer)

*A. K. Sharma*  
(Secretary)

*Rk S. Ch*  
(Chair Person)

As per our Report of even date attached.

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

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

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



Place : Jaipur  
Date : 03/07/2017

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

Consolidated

Income & Expenditure Account for the period 01.04.2016 to 31.03.2017

EXPENDITURE	AMOUNT	INCOME	AMOUNT
<u>To Expenditure in FCRA projects</u>		<u>By Unutilised Grant b/f</u>	
Action Aid - Legacy Educ. Project	1,480,218.00	Save the Children-CRC Project	635,334.00
Save the Children-CRC project	4,591,708.00	EdelGive Foundation-Pehchan Project	231,851.00
<u>To Expenditure in Local Projects</u>		<u>By Grant Received in FCRA Projects</u>	
Unicef - TAD Project	2,036,910.00	Action Aid - Legacy Educ. Project	1,429,862.00
EdelGive Foundation - Pehchan Proj.	2,656,128.00	Save the Children -CRC Project	4,085,035.00
Druv Project	361,286.00		
<u>To Administration Expenses</u>	226,324.00	<u>By Grant Received in Local Projects</u>	
<u>To Bank Charges</u>	7,199.00	Unicef - TAD Project	2,489,687.00
<u>To Material / Equipment's</u>	7,799.00	EdelGive Foundation-Pehchan Project	2,407,110.00
<u>To Meeting &amp; Training Expenses</u>	3,750.00	<u>By Contribution from Community</u>	
<u>To Rent</u>	99,300.00	In Druv project	100,000.00
<u>To Salary / Honorarium</u>	215,750.00	<u>By Administration Receipts</u>	
<u>To Travel &amp; Local Conveyance</u>	55,802.00	(Charge from Projects)	1,171,653.00
<u>To Telephone Expenses</u>	779.00	<u>By Administration Receipts</u>	
<u>To Tata Trusts / HU SAI Expenses</u>	102,206.00	(Charge from Others)	30,185.00
<u>To Training Expenses for Aravali</u>	342,600.00	By Bank Interest	49,759.00
<u>To Expenditure for TAD/Swachh</u>	200,669.00	By FDR Interest	211,005.00
<u>To Capital Expenditure</u>		By Tata Trusts / HU SAI Consultancy Recd.	100,000.00
Air Conditioner	61,480.00	By Contribution / Donation	1,010,350.00
Business Projector	38,600.00	By Received from Aravali for Training	342,600.00
Intex LED TV	12,980.00	By Interest on IT Refund	511.00
Mobile Gionee	19,999.00	By Received for TAD/Swachh	345,273.00
Projector Screen	2,500.00	<u>By Grant Receivables</u>	
<u>To unutilised grant to be utilised in next year</u>	581,438.00	Action Aid	50,356.00
<u>To Excess of Income over Expenditure</u>	1,863,599.00	EdelGive Foundation - Pehchan Proj.	17,167.00
	14,969,024.00	DRUV Project	261,286.00
			14,969,024.00

*u Ambajidishore.*  
(Treasurer)

*Atul*  
(Secretary)

*RKS*  
(Chair Person)

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

*G. Jitendra*  
(CA. Jitendra Kumar Jaiman )  
Proprietor  
M.No. - 407738  
Place : Jaipur  
Date : 03/07/2017



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

**Consolidated**

**Receipt & Payment Account for the period 01.04.2016 to 31.03.2017**

RECEIPT	AMOUNT	PAYMENT	AMOUNT
<u>To Opening Balance</u>		<u>By Expenditure in FCRA Projects</u>	
Cash in hand	7,644.00	Action Aid	1,480,218.00
SBBJ , Banswara	118,295.00	Save the Children (CRC)	4,591,708.00
SBBJ, Jaipur	(197,850.00)		
Axis Bank	109,604.00	<u>By Expenditure in Local Projects</u>	
SBBJ (FDR)	1,243,252.00	Unicef - TAD Project	2,036,910.00
SBBJ(Flexi Deposit)	673,248.00	EdelGive Foundation - Pehchan Proj.	2,656,128.00
Bank of Baroda	450,168.80	Druv Project	361,286.00
	2,404,361.80		
<u>To Grant Received In FCRA Projects</u>		<u>By Administration Expenses</u>	
Action Aid - Legacy Educ. Proj.	1,429,862.00		226,324.00
Save the Children (CRC)	4,085,035.00	<u>By Bank Charges</u>	
			7,199.00
<u>To Grant Received in Local Projects</u>		<u>By Material / Equipment's</u>	
Unicef - TAD Project	2,489,687.00		7,799.00
EdelGive Foundation-Pehchan Project	2,407,110.00	<u>By Meeting &amp; Training Expenses</u>	
			3,750.00
<u>To Outstanding Grant Received from</u>		<u>By Rent</u>	
Action Aid	180,086.00		99,300.00
<u>To Contribution from Community</u>		<u>By Salary / Honorarium</u>	
In Druv project	100,000.00		215,750.00
<u>To Administration Receipts</u>		<u>By Travel &amp; Local Conveyance</u>	
(Charge from Projects)	1,171,653.00		55,802.00
		<u>By Telephone Expenses</u>	
<u>To Administration Receipts</u>			779.00
(Charge from Others)	30,185.00	<u>By Tata Trusts / HU SAI Expenses</u>	
			102,206.00
<u>To Bank Interest</u>		<u>By Training Expenses for Aravali</u>	
	49,759.00		342,600.00
<u>To FDR Interest</u>		<u>By Expenditure for TAD/Swachh</u>	
	211,005.00		200,669.00
<u>To Tata Trusts / HU SAI Consultancy Recd</u>		<u>By Capital Expenditure</u>	
	100,000.00	Air Conditioner	61,480.00
<u>To Contribution / Donation</u>		Business Projector	38,600.00
	1,010,350.00	Intex LED TV	12,980.00
<u>To Received from Aravali for</u>		Mobile Gionee	19,999.00
Training	342,600.00	Projector Screen	2,500.00
<u>To Interest on IT Refund</u>		<u>By TDS ( A. Y. 2017-18)</u>	
	511.00		55,389.00
<u>To Received for TAD/Swachh</u>		<u>By Closing Balance</u>	
	345,273.00	SBBJ , Banswara	67,519.00
<u>To TDS Refund</u>		SBBJ, Jaipur	(2,931.00)
	7,386.00	Axis Bank	71,822.00
<u>To TDS Deduction</u>		SBBJ (FDR)	3,560,061.00
	35,250.00	Accrued intt. on FDR	115,595.00
<u>To Staff Securities</u>		Bank of Baroda	274,212.80
	265,541.00		4,086,278.80
	16,665,654.80		16,665,654.80

*Anubaj Dishore*  
(Treasurer)

*Pratishtha*  
(Secretary)

*R.K. Jaiman*  
(Chair Person)

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

*Jitendra*  
(CA. Jitendra Kumar Jaiman )  
Proprietor  
M.No. - 407738  
Place : Jaipur  
Date : 03/07/2017



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

Annexure "A"

Consolidated

**Fixed Assets as on 31.03.2017**

Name of Item	Rate of Depreciation	Balance as on 01.04.2016	Addition up to 02.10.2016	Addition on or after 03.10.2016	Total	Depreciation	Net balance as on 31.03.2017
<b><u>Foreign Contribution</u></b>							
Camera	15%	16,384.00	-	-	16,384.00	2,458.00	13,926.00
Computer	60%	13,132.00	-	-	13,132.00	7,879.00	5,253.00
Digital Camera	15%	10,772.00	-	-	10,772.00	1,616.00	9,156.00
Furniture	10%	76,158.00	-	-	76,158.00	7,616.00	68,542.00
Laptop	60%	6,552.00	-	-	6,552.00	3,931.00	2,621.00
Library Books	10%	4,045.00	-	-	4,045.00	405.00	3,640.00
Mobile Handsets	15%	977.00	-	-	977.00	147.00	830.00
Printer	60%	7,024.00	-	-	7,024.00	4,214.00	2,810.00
UPS	60%	574.00	-	-	574.00	344.00	230.00
<b>Total (A)</b>		<b>135,618.00</b>	<b>-</b>	<b>-</b>	<b>135,618.00</b>	<b>28,610.00</b>	<b>107,008.00</b>
<b><u>Local Contribution</u></b>							
Air Conditioner	15%	-	-	61,480.00	61,480.00	4,611.00	56,869.00
Fan	10%	-	2,900.00	-	2,900.00	290.00	2,610.00
Business Projector	15%	-	38,600.00	-	38,600.00	5,790.00	32,810.00
Camera	15%	10,873.00	-	-	10,873.00	1,631.00	9,242.00
Carpets ( Dari)	10%	28,792.00	-	-	28,792.00	2,879.00	25,913.00
Computers	60%	3,153.00	-	-	3,153.00	1,892.00	1,261.00
Coolers	15%	8,778.00	-	-	8,778.00	1,317.00	7,461.00
Video Camera	15%	4,927.00	-	-	4,927.00	739.00	4,188.00
Furniture	10%	37,002.00	-	-	37,002.00	3,700.00	33,302.00
Furniture ( Provided by UNICEF)	10%	118,077.00	-	-	118,077.00	11,808.00	106,269.00
Intex Led	15%	-	-	12,980.00	12,980.00	974.00	12,006.00
Laptop	60%	25,811.00	-	-	25,811.00	15,487.00	10,324.00

*Anil Singh*



*[Signature]*

*RKL*  
Continued on page no. 2...

Name of Item	Rate of Depreciation	Balance as on 01.04.2016	Addition up to 02.10.2016	Addition on or after 03.10.2016	Total	Depreciation	Net balance as on 31.03.2017
Mobile Gionee	15%	-	19,999.00		19,999.00	3,000.00	16,999.00
Mobile Handsets	15%	20,849.00			20,849.00	3,127.00	17,722.00
Motor Cycles	15%	27,150.00			27,150.00	4,073.00	23,077.00
Music Equipments	15%	1,041.00			1,041.00	156.00	885.00
Sewing Machine	15%	3,332.00			3,332.00	500.00	2,832.00
RO	15%	4,940.00			4,940.00	741.00	4,199.00
Other Office Equipments	15%	8,351.00		-	8,351.00	1,253.00	7,098.00
Proector Screen	15%	-	2,500.00	-	2,500.00	375.00	2,125.00
Room Cooler	15%	-	4,500.00	-	4,500.00	675.00	3,825.00
<b>Total B</b>		<b>303,076.00</b>	<b>68,499.00</b>	<b>74,460.00</b>	<b>446,035.00</b>	<b>65,018.00</b>	<b>381,017.00</b>
<b>Grant Total (A+B)</b>		<b>438,694.00</b>	<b>68,499.00</b>	<b>74,460.00</b>	<b>581,653.00</b>	<b>93,628.00</b>	<b>488,025.00</b>

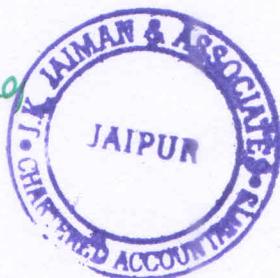
*Anubajidishore*  
(Treasurer)

*Atch...*  
(Secretary)

*Rkl L*  
(Chair Person)

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

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



Place : Jaipur  
Date : 03/07/2017

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

**Consolidated**

**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 J.K.Jaiman & Associates  
Chartered Accountants

FRN – 014064C



(CA. Jitendra Kumar Jaiman)

Proprietor

M. No. 407738



For Centre for Unfolding Learning Potentials

  
Secretary