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CULP

(Centre for Unfolding Learning Potentials)

602 (O), Vishwamitra Marg, Hanuman Nagar Extension,
Khatipura, Jaipur 302012 Rajasthan (India)

Website: culpraj.org

E-mail: culpjaipur@gmail.com

Tel. 0141-2351212; Mobile: 09414068212

CONTEXT

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

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

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' and its key objective is to bring positive change in society, towards Child Rights, social and gender equity among girl children at risk of marginalization and low academic achievements.

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 contextualization, adaptations and flexibility. The membership of CULP is open to anyone who is interested in socio-development sector and emancipation at the grassroots. It is believed that education forms the basis and genesis of liberation for humanity. As far as grassroots are concerned, education is a strong factor leading to equality, social justice and is a fundamental right.

Objectives: In CULP's operation, the following core objectives are strictly adhered to:

- 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:



- **Education & Child Protection**
- **Health**
- **Research / studies**
- **Networking and Advocacy**
- **New Emergent Initiatives**

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: The journey of CULP began with the Pehchan project in 2002 which focused on ensuring access to quality elementary education to children (especially out-of-school girls) of deprived communities, and improving pedagogic processes in formal schools. It mobilized community to create a positive environment in rural society towards education of children and girls of excluded communities. CULP has also developed resource material for teachers and learning package for students of pre-primary to secondary grades to improve their basic skills (reading, writing and arithmetic) and being used link government schools for improving the pedagogic process and creating child-centric / child friendly learning environment in classroom. The innovative and contextualized material of CULP is used by other NGOs and the government for the education of similar groups.

The innovation allowed self-pacing in learning in vertical grouping of learners and it was deemed as a success, of which resulted into the following outcomes:

- Mainstreaming of most girls;
- Extension of bridge-schooling to Class VIII;
- Resource support to other NGOs and mainstream schools (TAD Rajasthan in ten districts) on multi-level multi-grade (ML-MG) teaching;
- Spill over to School Development and Management Committees (SDMC / SMC) building on classroom processes and RtE issues;
- Compensatory / remedial teaching for girls of grade 10 at risk of failure.

CULP interventions support the governmental efforts to meet four Sustainable Development Goals (SDGs), namely Goal-4 (Quality Education), Goal-5 (Gender Equality), Goal-10 (Reduced inequalities) and Goal-17 (Partnerships for the Goals). CULP has successfully implemented several innovative projects in diverse socio-geographical settings and reached out to 14.5 lakh in about 5500 habitations in eleven districts of Rajasthan during last one and half decade. Presently, CULP is working in collaboration with the State Government (especially with SSA, ICDS, Women Empowerment, Tribal Area Development and Social Justice & Empowerment) in three districts i.e. Jaipur, Tonk and Banswara, educationally most backwards in Rajasthan.

The following major programs / projects have been undertaken / implemented in partnership with different funding agencies, government and other civil society organizations during the FY 2017-18:

Pehchan Project¹: The innovative and collaborative flagship project 'Pehchan' was initiated for Educating Out-of-School Children of socio-economically most marginalized communities, especially Adolescent Girls (9 to 18 years) & mainstreaming in formal schools in two blocks of

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

Jaipur district in July 2002, subsequently scaled up in 15 blocks of five districts (Jaipur, Tonk, Jhalawar, Banswara and Dungarpur), reached out and benefitted to more than two lakh children (75% girls). Currently, the project is supported by EdelGive Foundation and collaborated with SSA & RMSA from January 2016, being implemented in Niwai block of Tonk district, to be continued till March 2021.

Child Rights for Change project ‘Strengthened Child Rights and Improved Education to Prevent Child Labour’ in Banswara from August 2014 to December 2017, project has reached out about two lakh people, supported by Save the Children, likely to be up-scaled in 2nd phase from April 2018 for next 4 years.

Legacy Education Project is being implemented for quality improvement in 60 government elementary schools located in tribal area of Banswara district since August 2014 and its current phase will be completed in August 2018, supported by ActionAid; likely to be up-scaled in 2nd phase from September 2018 for next 6 to 8 years – pre-appraisal note has already been submitted.

Technical Support to TAD for Teachers’ Education has been provided for strengthening Maa-Bari Education Centres in ten tribal districts of Rajasthan, from August 2015 and the current phase of the project has been completed by end of March 2017, supported by Tribal Area Development Department, Government of Rajasthan and UNICEF; likely to be continued for next two years.

Druv Project for supporting Digital India in Jamwa Ramgarh block in Jaipur dist.² (started in January 2017 and current contract period has been completed by end of March 2018, likely to be expanded in two to three new blocks, supported by Tata Trusts.

Research and Studies

An Action Research Project was carried out for ‘Transition from Home Language (Bagadi dialect) to School Language (Hindi)’ from improving language learning by tribal children in early grades (pre-primary to grade 3) in Banswara and Dungarpur districts, from September 2016 to March 2018. The Action Research was collaborated with Language and Learning Foundation (LLF) and supported by TAD Department and UNICEF, likely to be scaled-up in other parts.

Impact Studies / End-line Evaluations: Three impact studies / End-line evaluations of three existing projects being implemented by the organization being implemented for last four years were conducted with support of external experts / professional organizations.

Research Articles: Several research articles and research papers have been published in online journals and presented in national seminars/ conferences (NUEPA & NCERT 2017) by CULP Faculty members.

Networking and Advocacy on Policy Issues: CULP is an active part of several networks and contributed in policy related reformation and planning at state & national level (Non-funded on-going interventions).

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

CURRENT YEAR'S (2017-18)

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 2017 – 18.

PEHCHAN PROJECT

The flagship programme of CULP 'Pehchan' for adolescent girls' education was initiated in collaboration with the state government of Rajasthan in one block of Jaipur district in 2002 and further, it was expanded in four more districts (viz. Tonk, Jhalawar, Dungarpur and Banswara) in subsequent years. The major aim of the project is to bring positive change in society, particularly towards the education of girl children, and strengthen the school system for ensuring quality education to all children, especially out-of-school adolescent girls of excluded communities. The project has reached out to more than two lakh children (75% out-of-school girls in the project area) during last one and half decade.

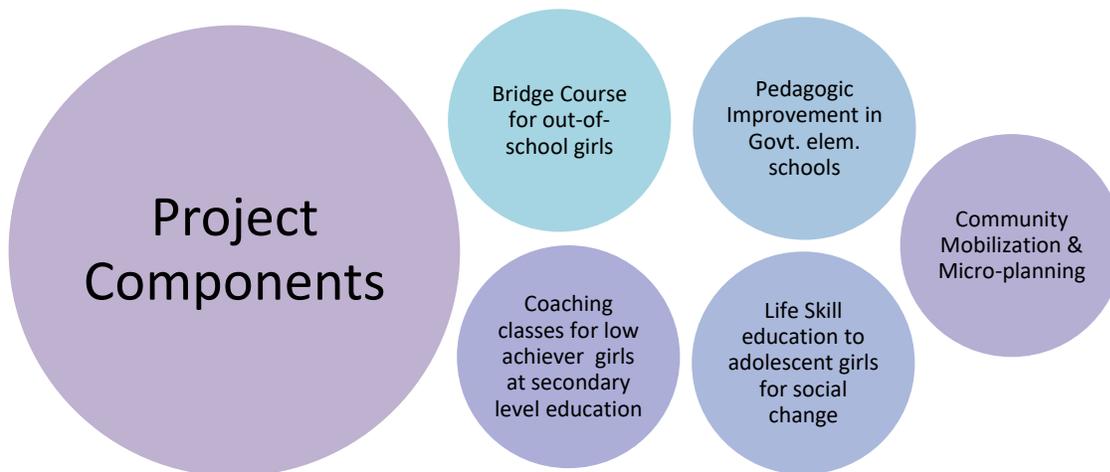
Currently, the project is being funded by EdelGive Foundation and collaborated with SSA and RMSA from January 2016 and has been extended bridge course upto grade level eight and is being reached to the religious minority (muslim) girls in age group 9 to 18 years. Along with this, seven-month Compensatory Education classes for low-performing girls at risk of failure in secondary level education were also carried out.

The project has been implemented in 25 revenue villages of Niwai block in Tonk district (Rajasthan). The identified target group of girls belongs to a minority communities³ called '*Banjara, Kalendar, Luhar, Mirasi and Fakir Muslims*' which are socially excluded, economically deprived and educationally most backward where female literacy is less than 10 percent and

³<https://www.slideshare.net/lalitkishore31/dire-need-to-reach-out-to-adolescent-outofschoools-girls-of-marginalized-muslim-community-in-slum-of-tonk-district-in-rajasthan>

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:

Bridge Course Centres: During the reporting year 8 bridge course centres called 'Pehchanshalas' (single-teacher small rural schools)⁴ for a period of two and half years were started 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 which were continued in the reporting year.

⁴ <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 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. 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 situation⁵.

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 three⁶ 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:

Summary of Information of Pehchanshalas (2017-18)
<ul style="list-style-type: none"> • Identified out-of-school girls from Survey (from 6 habitations) = 282 • Enrolled Girls in 8 bridge course centres (June 2016 to March 2017) = 256 • Mainstreamed girls in age-appropriate grade after achieving expected learning level in bridge course (June – July 2017): 72 (28%) • New girls enrolled with bridge course (June – July 2017): 27 • Total enrolled girls by end March 2018: 211. • Dropped-out girls from bridge course (due to migration & married) = 03 • Volunteer women teachers for running eight bridge = 8 • 88% students retained in bridge course centres till Mar. 2018 (direct beneficiaries). • 67 girls (indirect beneficiaries) enrolled directly in mainstream schools.

⁵ <https://www.youtube.com/watch?v=Sqmy74FGO9A>
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=9ekWaj2dGls>
<https://www.youtube.com/watch?v=8dr9sv6bn2l&t=14s>
<https://www.youtube.com/watch?v=MS9hWgWF-IM&t=50s>

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

Eight bridge course centres (Pehchanshalas) with an enrolment of 227 girls were continued in six habitations and 90% of them attended the centres on regular basis and achieved the expected level of learning.

In the project area, 43 (23%) students of bridge course centres achieved learning level equivalent to grade 8, appeared and succeeded in board examination of this grade and 39 (93%) of them joined in grade 9 (secondary level) in mainstream school by end of academic year 2017-18. but three girls could not join formal school due to they have small kids (recently born) and school facility is not available in their habitation.

19 (11%) students attained learning level equivalent to grade 7; 17 (9%) students attained grade level 6; 28 (16%) students equivalent to grade 5 while 33 (18%) and 41 (23% students have achieved learning level equivalent to grade 4 and 3 respectively, since these girls joined the centres late and also become regular after 6 or 7 months.



Bridge course graduated girls on way to appear in board examination for grade 8



Adolescent girls of Pehchanshala in interaction with bank manager to understand the process of bank account opening and maintenance



Sarpanch (GP-Jhilai) felicitates bridge course graduated girl joined mainstream school in class 9 and performing well



Four girls have been dropped-out since they got married and went to her In-laws' house in other village, although they were expected to continue their education by joining the formal school in new habitation, as assured by her In-laws and husband since they were counseled by project team members for agreeing them to support girls further education. They were well convinced for the same.

A ten-day Residential Refresher cum enrichment Training Workshop⁷ was organized with Project Staff in June 2017. The key objective was to develop the professional academic skills of the staff and teachers, so that they could attain adequate knowledge to deal the curriculum of grades 4 to 6 in all subjects with the students. The class-wise subject learning material was prepared during the workshop which was efficiently used by teachers in classroom teaching by adopting the child-centric approach so that each student could get an opportunity to learn at their own pace.

The main focus of the workshop was to develop learning material for grades levels four, five and six. Certain concepts of maths and science were also clarified along with abridging the three-year course and calling it "*Vidya Madhyama*".

For languages and environmental studies the structure of the subject matter was examined to be divided into 3-4 parts and taking one third combination of middle and last sections of each part. However, for maths, the complete curriculum was kept to produce material on the concept attainment model.

⁷ <http://www.merineews.com/article/ten-day-residential-workshop-for-bridge-school-teachers-being-organised-at-jhilay-in-tonk-district-of-rajasthan/15925787.shtml>

The learning material produced was meant for single-teacher bridge schools for elementary education of drop-out and non-starter *Muslim* girls and many these girls have reached grade four now.

Also, a video-film was produced as a song related to *Vedic Ganit* during the workshop. Converting a lesson from prose to lyrics of song and tuning it was a good experience to aid working memory and cognitive development.

The resource persons held that to production self-learning material required the inductive learning mode for the teen-aged *Muslim* girls who will be reaching Class VI in the ensuing academic session.



The learning material (the hand written format) has the following features.

- Exemplary material
- Guided learning material
- Individual practice and assignment material

It was decided during the workshop to start with adapted lessons for over-age girls which will have a paradigm shift from the earlier mode of deductive learning till grade three wherein a lot of experiences were give with examples to reach generalization.

The work on mathematics was done till grade 5 since it was found that for grade 6, the participating teachers found it difficult to handle concepts and there was paucity of time. It was decided that for maths of classes VI, VII, VIII, the subject experts will be engaged to produce learning material in the form of worksheets. For Class VI maths, the workbook required to be produced by the middle of the current academic session, it was felt.

Awareness of inadequacy and keenness to avail opportunity to learn leads to positive change: the case of child bride and non-starter Faruna Bano

Faruna Bano (aged 18 year girl) who is married to Sakir Khan (aged 25 years, grade 8) - a merchant from Ghata Patti village.

(Ghata-Patti is a remote and isolated habitation of Khidgi Gram Panchayat in Niwai block, Tonk district, Rajasthan, inhabited by about 150 families of socially excluded minority community – Bajara Muslim, almost 100% adult women are illiterate, 80% girls get married before legal age, there is no educational facility (including pre-primary to elementary level) within the habitation. All male adult population migrate from the village for 6 to 8 months of the year to sale woolen clothes as hawkers in rural parts of Maharashtra and Gujarat, only women and children left behind, so they don't allow their girls and women to go out to other habitations).

Faruna would have never thought that she'll be able to read and write someday and this knowledge will emancipate her from the regular drudgery of household work before coming across to the opportunity like Pehchanshala. Furthermore, getting married at a young age of 11 and not being able to conceive a child even after 7 years of marriage, she thought her future was bleak and dismal forever.

Her husband Sakir sells woolen clothes and accessories in markets of Maharashtra leaving Faruna behind with the huge responsibility of taking care of 10 member family, animals in farm and also looking after the fields. Often, Faruna indulged into uncouth behaviour and tongue lashing. Her sharp tongue was a result of anger and frustration that she held of not being able to do much in life and always being caught into the household chores. However, she regrets that if she would have been educated, instead of doing merely household related work she would have spent most



of her time studying in school and did not have to leave her parents behind in order to get married. She says “Lack of education was the cause of my early marriage and *annoying behaviour*”. It was revealed that she was aware of her problem and was waiting for an opportunity of combining her household chores with schooling that could accept her as a non-starter and over-age learner. Opening of non-graded Pehchanshala was seen by her as a ray of hope and she got enrolled at an age of 16.

Meanwhile, Faruna got pregnant now and in addition to carrying out the daily household chores, she continued to attend Pehchanshala without missing even one class. Her motivation and success in learning kept her going. *Thus*, the girl who didn't even had the basic knowledge of alphabets and numerals now can read and comprehend 8th standard curriculum within the span of 2 years.

She recently appeared for 8th board exams and also went to Jaipur tour which was great experience for her. *During the tour*, her happiness and excitement knew no *bounds* as it was the first time ever she stepped out of her house in the absence of husband's company. Earlier, she was forced to be accompanied by any male member from the family even for attending her regular classes of Pehchanshala. Furthermore, she got to meet Ms. Manan Chaturvedi, Chairperson of Rajasthan State Commission for Protection of Child rights (RSCPCR) and also had the opportunity to represent girls like her and their situations before journalists during her visit to Jaipur.

Looking at the change of behaviour and accomplishments of Faruna, her family's mindset has also changed. Now, every family member is accountable to perform their own task at home and her husband is willing to let Faruna pursue higher education if she is ready to put hard work.

Faruna says “I want to teach other girls who are facing difficulties like me in the community therefore, I am very serious and determined towards fulfilling my wish of every girl-child to be able to read and write and make her own life decision.” She aspires to complete secondary level education (grade 12) by joining formal school in Khidgi village located 3 km away from her habitation during the academic year 2018-19.

The case illustrates that every child wants to learn and age is no bar provided relevant education with acceptance and inclusion is provided resulting in change in behaviour from uncouth to couth and endearing.

Determination and accommodative learning conditions help in surmounting problems, reveals mature Nagma Bano's success story

Grown up and mature Nagma Bano (aged 20 years) has turned out to be one of the brightest girls at our learning center (Pehchanshala) run by CULP in Sarpanch ki Dhani (Khidgi village) under Pehchan Project for adolescent girl's education. The Socio-economic situation of this habitation is similar to Ghata-Patti.

Earlier, despite completing all the household and agriculture related task, her sister and mother-in-law would always pick fights with her on some or the issue. Because of these repeated events she would always go to her maiden or parental home which was barely 1Km away from her In-laws house (present residence). *Further*, adding to her misery, her own parents fail to understand Nagma's situation and sends her back to the In-law's house. Nagma's husband is the only bread winner of the family and goes to Maharashtra to sell blankets; thus, spending most of his time away from home.

Nagma was very fond of studying since her childhood but to her parents it seemed of no value to get their daughter educated. *Rather*, doing the household chores and taking care of siblings made more sense and practical choice to them than education. During the initial days of project implementation in the village, CULP team sat to discuss plan together with the community adults and girls who didn't have the chance to complete their education. *The project team agreed to the conditions put by the community such as the teacher must teach the girls within the village and the school's time schedule should not be long enough to disturb the girl's daily routine of carrying out the household responsibilities.*

Nagma was one of those 35 girls who were willing to join Pehchanshala. Nagma was ecstatic when she learned about the opening of the centre in her village as there were many girls and young daughter-in-laws who were denied education at a very early age. Family's reluctance did not deter Nagma to pursue her education. Nagma's amicability not only won over the quarrelsome nature of her sister-in-law and mother-in-law but they also started supporting in her endeavours when they noticed Nagma keeping the account of family's budget and expenses. Her mother-in-law said “I will support Nagma even if my son will stand against her wishes to pursue further education”.

Nagma had basic knowledge of *alphabet* before joining Pehchanshala. Since she was determined to succeed, she never missed any class even during her pregnancy. Today it's been 2 years Nagma has joined Pehchanshala and she had recently appeared for her 8th standard board exams during the ninth month of pregnancy. The happiness and glow on Nagma's face is such that it seems all the happiness of the world has been bestowed on her.

There are 15 girls in *Sarpanch ki Dhani* who have given 8th standard exams this year. The villagers say that if such relentless teachers had come earlier into the lives of our daughters then these girls would have reached greater



heights now. Now, gleefully, Nagma remembers her day of joining Pehchanshala as the most special day of her life because not only it proved to be the first step towards achieving her life goals but it also paved the way for other girls to join Pehchanshala because of her efforts. Nagma's story teaches us that irrespective of one's age. It is one's will power and the sheer determination that are helpful in solving one's problems.

Compensatory Education (Coaching) Centres: It was found that rural government education for girls⁸ 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 Compensatory Education classes for girls have been designed to attend to their hard spots of learning and sharpen their examination skills. CULP is executing the Compensatory Education classes with well-designed courseware for the difficult portion of the curricula.

"We impart Compensatory Education 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 Compensatory Education intervention at CULP.

The identified girls were from poor rural communities more than 80% of target girls were from SC, ST and other backward castes, achieved marks less than 50% in class IX, they failed two or three years and discontinued their education, 10% girls



⁸ <http://www.merinews.com/article/class-x-board-results-show-boys-outshining-girls-in-rajasthan-is-this-a-case-of-gender-bias-in-education/15925510.shtml>

appeared in board examination for class 10 but could not get success due to low achievement in the subjects of Science, Maths and English, as analyzed from their marks-sheet issued by the Rajasthan Board of Secondary Education (RBSE). These girls were mobilized and counselled to rejoin the education for which they will be provided coaching support for a period of 6 months, so that they could perform better in forthcoming board examination. They agreed for the same.

During the last academic year (2016-17), three coaching classes were organized to support 153 girls who appeared in board examination for class 10. 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 girls were dropped out and appeared as private candidate in the board examination, out of these five girls, three girls got first division while to got good second division (scored above 50% marks).

142 low performing girls were identified through rapid assessment survey conducted in three habitations in the project area during the beginning of academic year 2017-18 that need the academic support for their secondary level education. Three Compensatory Education centres for 125 low performing girls at secondary level education have been started at three locations (Sirohi, Jhilai and Bhanwta) in August and September 2017. We have renamed Coaching Classes '*Pratipurak Shiksha*' (Compensatory Education) Centre⁹.

A frame-work¹⁰ of the Compensatory Education centres was developed after discussion with subject teachers and understanding the background of the target girls, their learning needs and shared the article in the form of ppt.

In a survey conducted in Bhanwta village, 29 girls were identified as dropped-out after completion of grade 8 two to five years ago since there was no secondary school facility within 10 Km periphery of their habitation and their parents didn't allow them to go distantly located schools. Two girls got married but are staying with parents. The girls were engaged agriculture, wage earning and domestic chores and their parents were preparing get them married soon. The counseling sessions were organized with both parents and girls for their secondary level education. They agreed to join the secondary level education if they get academic support in

⁹ <https://www.slideshare.net/lalitkishore31/compensatory-education-or-pratipurak-shiksha>

¹⁰ <https://www.slideshare.net/lalitkishore31/compensatory-general-education>

their own village and so that they could appear in forthcoming secondary level board examination as private candidate. After beginning of the centre, 16 girls joined the Compensatory Education centre and applied for board examination 2017-18. The centre is operationalized for four hours per day to extend academic support in all subjects by trained local subject teachers (tutors).

The proceedings of the inaugural centre and shared the conceptual framework with community level was systematically documented in social electronic media¹¹.

Among the girls joined two other Compensatory Education centres, 7 girls in Jhilai and 4 girls in Sirohi were identified as dropped-out after graduating grade 8. Only low performing girls (who have either dropped-out after graduating grade 8 or 9 and studying in class 10 in regular school but obtained marks less than 50% in previous class / year) have been allowed to join Compensatory Education classes. Therefore, out of 142 girls identified in rapid assessment survey only 88% girls joined the Compensatory Education classes.

Ten subject teachers, three in each of three subjects (viz. Science, Maths and English) and one additional subject teacher for social studies for Bhanwta centre, were identified. They were imparted four-day orientation training, two days were devoted to understand the conceptual framework of the curriculum and pedagogic processes of the Compensatory Education centre. The teachers were assigned a field task for next two days to understand the field situation, rapport building with community leaders (including people's representatives / Sarpanch / ward member), parents and nearby school authority (HM / Principal) for seeking their support, learning assessment of the target girls and completion of all preparation for starting the centre with participation of all key stakeholders in inaugural session of the centre on first day. Local media personnel were also invited to document the proceedings of the inaugural session of the centres which was well covered in local print media.

Out of 29 dropped out girls, 17 students appeared as private candidates in Rajasthan Board of Secondary Education, while 12 students appeared in board examination of Rajasthan Open School.

¹¹<http://www.merineews.com/article/experimental-alternative-secondary-education-center-for-drop-out-and-low-performing-girls-begins-in-rural-rajasthan/15927030.shtml>

The girls of Pehchanshalas and Compensatory Education Centres who appeared in board examination of grade 8 and 10 were provided transport facility since the examination centre for these girls were in other villages located 8 to 15 Km distance from their habitations.

Some of the activities taken up for strengthening community-based organization for building organic relationship between school and parents, pedagogic improvement in government schools and ensuring child-centric teaching in school during the year were as follows:

(a) Pedagogic Improvement in link Government Elementary Schools: 50 teachers of 25 schools were provided hand-holding academic support through reflective workshops with them and on-site support for developing their professional skills, such as developing School Development Plan, conducting continuous and comprehensive evaluation of students, developing Child-Centric Teaching Plan and its execution in classroom teaching in schools focus of the project was to create child-friendly environment in schools where the bridge course graduated students will join mainstream education. This support was extended by organizing periodic visits by trained academic support persons, Reflective workshops with teachers and Cluster level meetings with head teachers. About 3500 children and 50 teachers in 25 schools were benefitted directly. An Education Dialogue was also established with teachers at cluster Gram Panchayat level for enhancing a learning environment among them and encouraging them for innovations.

(b) 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 developing SDP / CP4E.

CULP provided inputs in three training camps organized by Sarv Shiksha Abhiyan in 25 schools of Niwai block for which the Master Trainers were oriented during the months of September and October 2017.

(c) 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 nine habitations; Periodic Meetings with members, and special events (Festivals) on special occasions. The following exhibit shows the summarized information of the groups:

Life Skill Education to Adolescent Girls	
<ul style="list-style-type: none"> • Proposed Target group – adolescent girls: 2000 girls; • Target group benefitted: 1050 (direct beneficiaries) & 950 (indirect beneficiaries) • Training camps organized: 7 to 10 days (2 to 3 hrs / day). 	

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

Beneficiaries of Pehchan Project						
Sr. no	Project Component	Activities	Target (direct)	Outcomes		Remarks
				Direct	Indirect	
1	Educating out-of-school girls	Organized Seven Bridge Course Centres in 6 rural habitation	250	246	54	88% students retained.
2	Compensatory	Organized Three Compensatory	150	125	250	Other regular students in government schools since

	Education support to rural girls	Education Centres for five months				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	25 schools	25 schools	10 schools	4500 children & 50 teachers in 25 schools benefitted directly; indirectly through enrolment campaign & periodic meetings.
4	Strengthening CBOs	Orientation & Meetings of CBOs	200	250	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 trainings; Exposure visits	2000	1050	950	Life skill training camps involved other regular girls (10-19 yrs) studying in formal schools

Press and Media Coverage: The project achievements / impact, learnings and challenges were well covered in both print and electronic media

Aspects	Highlights
Project activities	Adolescent girls imparted life skills and exposure to other world which inculcated communication, social and negotiating skills which enhanced their self-confidence towards learning and personal health and hygiene and taking their self decision about themselves
Visits, observations, review	The Vice Chairperson of Edelweiss and programme officer of EdelGive Foundation, interacted with students, teachers and project team appreciated the innovations and significant social change towards girls education
Trainings, Capacity Building	The project team and teachers trained and provided continuous mentoring support for their professional growth.

बालिकाओं को मिला जीवन कौशल प्रशिक्षण

बच्चों (मिर्जा) को 9 वीं कक्षा के दौरान जीवन कौशल प्रशिक्षण का आयोजन किया गया। इस कार्यक्रम में 300 बालिकाओं को शामिल किया गया। प्रशिक्षण में बालिकाओं को जीवन कौशल, स्वस्थ भोजन, स्वच्छता, सुरक्षा, और जीवन कौशल के विभिन्न पहलुओं पर प्रशिक्षण दिया गया।

दो दिवसीय आवासीय मासिक समीक्षा बैठक संपन्न

आवासीय मासिक समीक्षा बैठक का आयोजन किया गया। इस बैठक में शिक्षकों, अभिभावकों और बच्चों के बीच परस्पर संवाद का माहौल बनाया गया।

शिक्षिकाओं की मासिक समीक्षा एवं नियोजन बैठक आयोजित

शिक्षिकाओं की मासिक समीक्षा बैठक का आयोजन किया गया। इस बैठक में शिक्षिकाओं को उनके कामों पर प्रतिक्रिया दी गई और अगले मासिक के लिए कार्ययोजना तैयार की गई।

गुणवत्ता पूर्ण शिक्षा के लिए विद्यार्थियों का आयोजन

विद्यार्थियों का आयोजन किया गया। इस कार्यक्रम में विद्यार्थियों को गुणवत्तापूर्ण शिक्षा के लिए आवश्यक कौशल और ज्ञान प्रदान किया गया।

इडल गिविंग संस्था ने सराहा पहचान परियोजना का काम

इडल गिविंग संस्था ने पहचान परियोजना का काम सराहा। इस परियोजना के माध्यम से बच्चों को पहचान और आत्म-संवेदनशीलता प्रदान की गई।

पहचानशाला की 300 बालिकाओं ने किया शैक्षणिक भ्रमण

पहचानशाला की 300 बालिकाओं ने शैक्षणिक भ्रमण किया। इस भ्रमण में बालिकाओं को विभिन्न शैक्षणिक संस्थानों का दौरा कराया गया और शिक्षकों से सीखने का अवसर मिला।

ग्रामीण बालिका शिक्षा पर ध्यान दें: बेनीवाल

ग्रामीण बालिका शिक्षा पर ध्यान देने की आवश्यकता है, बनीवाल ने कहा। ग्रामीण क्षेत्रों में शिक्षा के अभाव को दूर करने के लिए सरकार को कदम उठाने चाहिए।

महिलाओं को किया सम्मानित

महिलाओं को सम्मानित किया गया। इस कार्यक्रम में महिलाओं को उनके योगदान के लिए सम्मानित किया गया।

मातृ-शिशु स्वास्थ्य के बारे में जानकारी दी

मातृ-शिशु स्वास्थ्य के बारे में जानकारी दी गई। इस कार्यक्रम में महिलाओं को मातृ-शिशु स्वास्थ्य के महत्व और देखभाल के तरीकों पर जानकारी दी गई।

पत्रिका Sat 16 paper 1

पत्रिका Sat 16 paper 1 का आयोजन किया गया। इस पत्रिका के माध्यम से समाज के विभिन्न पहलुओं पर चर्चा की गई।

पहचान शाला शिक्षिकाओं की समीक्षा व नियोजन बैठक आयोजित

पहचान शाला शिक्षिकाओं की समीक्षा व नियोजन बैठक आयोजित की गई। इस बैठक में शिक्षिकाओं को उनके कामों पर प्रतिक्रिया दी गई और अगले मासिक के लिए कार्ययोजना तैयार की गई।

आमुखीकरण कार्यशाला का आयोजन

आमुखीकरण कार्यशाला का आयोजन किया गया। इस कार्यशाला में बच्चों को आमुखीकरण के महत्व और तरीकों पर प्रशिक्षण दिया गया।

महिलाओं को किया सम्मानित

महिलाओं को सम्मानित किया गया। इस कार्यक्रम में महिलाओं को उनके योगदान के लिए सम्मानित किया गया।

बेहतर मातृ शिशु स्वास्थ्य पर कार्यशाला

बेहतर मातृ शिशु स्वास्थ्य पर कार्यशाला का आयोजन किया गया। इस कार्यशाला में महिलाओं को मातृ-शिशु स्वास्थ्य के महत्व और देखभाल के तरीकों पर प्रशिक्षण दिया गया।

पत्रिका Sat 16 paper 1

पत्रिका Sat 16 paper 1 का आयोजन किया गया। इस पत्रिका के माध्यम से समाज के विभिन्न पहलुओं पर चर्चा की गई।

वंचित बालिकाओं ने लिया 9 वीं कक्षा में प्रवेश

वंचित बालिकाओं ने 9 वीं कक्षा में प्रवेश किया। इस अवसर पर बच्चों को प्रोत्साहित किया गया और उनके भविष्य के प्रति आशा व्यक्त की गई।

सांख्य ज्योति दर्शन

सांख्य ज्योति दर्शन का आयोजन किया गया। इस कार्यक्रम में बच्चों को सांख्य ज्योति दर्शन के महत्व और तरीकों पर प्रशिक्षण दिया गया।

महिला दिवस पर प्रेरणास्पद कार्यक्रमों का हुआ रंगारंग आयोजन

महिला दिवस पर प्रेरणास्पद कार्यक्रमों का रंगारंग आयोजन किया गया। इस कार्यक्रम में महिलाओं को प्रेरणा और प्रोत्साहन प्रदान किया गया।

महिलाओं को किया सम्मानित

महिलाओं को सम्मानित किया गया। इस कार्यक्रम में महिलाओं को उनके योगदान के लिए सम्मानित किया गया।

पत्रिका Sat 16 paper 1

पत्रिका Sat 16 paper 1 का आयोजन किया गया। इस पत्रिका के माध्यम से समाज के विभिन्न पहलुओं पर चर्चा की गई।

पहचान परियोजना के तहत शिक्षा से वंचित बालिकाओं ने कक्षा 8 उतीर्ण कर लिया 9वीं में दाखिला

पहचान परियोजना के तहत शिक्षा से वंचित बालिकाओं ने कक्षा 8 उतीर्ण कर लिया और 9वीं में दाखिला लिया। इस उपलब्धि के लिए बच्चों को प्रशंसित किया गया।

शिक्षा से वंचित बालिकाओं ने कक्षा 8 उतीर्ण कर लिया, 9वीं में दाखिला

शिक्षा से वंचित बालिकाओं ने कक्षा 8 उतीर्ण कर लिया और 9वीं में दाखिला लिया। इस उपलब्धि के लिए बच्चों को प्रशंसित किया गया।

महिलाओं ने साबित की है हर क्षेत्र में अपनी योग्यता

महिलाओं ने साबित की है हर क्षेत्र में अपनी योग्यता। इस कार्यक्रम में महिलाओं को प्रेरणा और प्रोत्साहन प्रदान किया गया।

महिला दिवस पर हुए अनेक कार्यक्रम

महिला दिवस पर अनेक कार्यक्रम हुए। इस कार्यक्रम में महिलाओं को प्रेरणा और प्रोत्साहन प्रदान किया गया।

पत्रिका Sat 16 paper 1

पत्रिका Sat 16 paper 1 का आयोजन किया गया। इस पत्रिका के माध्यम से समाज के विभिन्न पहलुओं पर चर्चा की गई।

शिक्षा से वंचित बालिकाओं ने कक्षा 8 उतीर्ण कर लिया 9 वीं में दाखिला

शिक्षा से वंचित बालिकाओं ने कक्षा 8 उतीर्ण कर लिया और 9 वीं में दाखिला लिया। इस उपलब्धि के लिए बच्चों को प्रशंसित किया गया।

महिला दिवस पर हुए अनेक कार्यक्रम

महिला दिवस पर अनेक कार्यक्रम हुए। इस कार्यक्रम में महिलाओं को प्रेरणा और प्रोत्साहन प्रदान किया गया।

महिला दिवस पर हुए अनेक कार्यक्रम

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महिला दिवस पर हुए अनेक कार्यक्रम

महिला दिवस पर अनेक कार्यक्रम हुए। इस कार्यक्रम में महिलाओं को प्रेरणा और प्रोत्साहन प्रदान किया गया।

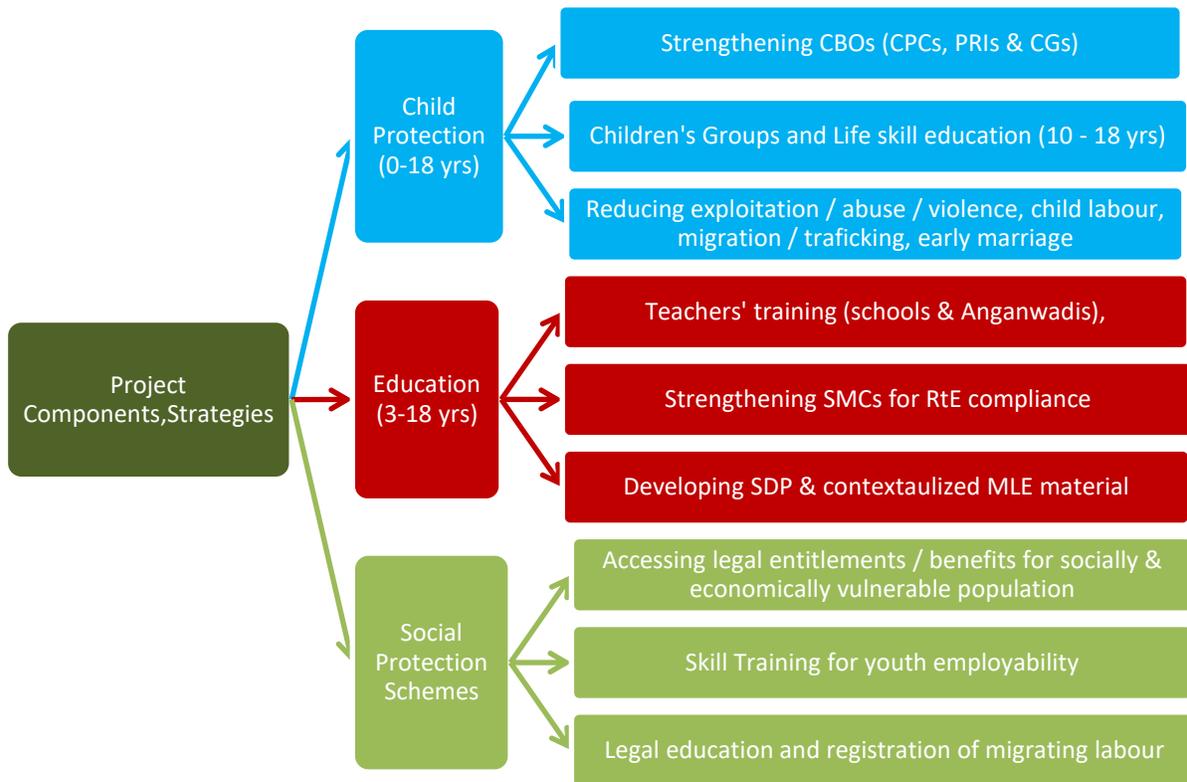
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पत्रिका Sat 16 paper 1 का आयोजन किया गया। इस पत्रिका के माध्यम से समाज के विभिन्न पहलुओं पर चर्चा की गई।

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:

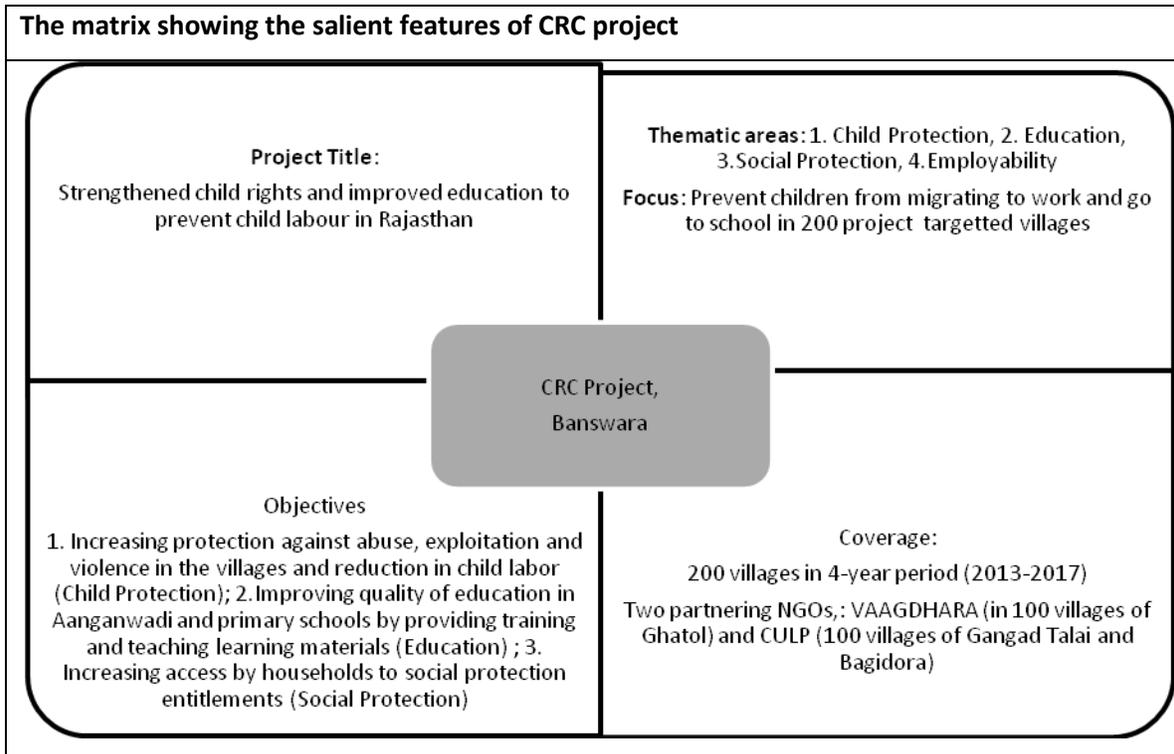
- Increased protection against child abuse and violation.
- Improve quality of education.
- Enhancing access to social protection schemes for improved income.



The project has been implemented in collaboration with concerned government departments and programmes. The project had planned to reach out 23473 households¹² and a population of 74687 persons in 100 project villages of two blocks till March 2018.

¹² HHs Survey (CULP & Save the Children, 2014)

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



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 crate 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 101 tribal youth (Handpump Mistri = 19; Electrician, motor-cycle repairing = 21; eletric motor repairing = 14; sewing = 6; house-electric wiring = 3; job readiness skills = 19, mobile phone reparing = 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 seven camps were organized for more than one thousand labour and 3500 migrating labourers got registration and Identity cards.



Achievements

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:

Target Achieved (For top-line Indicators) (2014-18)				
Beneficiaries	Top-line Indicators (Target vs. Achievements)	Target	Achievement (cumulative)	
			Number	%age
Children (0-5 yrs.)	All children will possess Birth Certificates	24617	4989	20.3
Children (3-6 yrs.)	80% of the children will be equipped with pre-school readiness skills and transit into primary education.	17373	8590	50
Children (6-14 Yrs.)	80% of children attending Govt primary school will complete primary/elementary education and demonstrate improvement in learning outcomes.	16945	14887	88
Children (6-18Yrs.)	75% of children migrating from project areas in Banswara of Rajasthan are prevented from migrating to Gujarat and other places.	3987	1662	42
Children (6-17Yrs.)	80% of the children engaged in labour within two blocks of the project area are removed from labour: child labour who work for others	4654	2529	54.5
Children (12-18Yrs.)	65% children equipped with life skills and will practice safe and healthy living.	9961	9250	93
Indirect beneficiaries	Project interventions will indirectly benefit children (0-18 years) in Banswara district.	340482	262642	77
Primary School Teachers	Trained on child friendly teaching methods and classroom management.	312	277	89
AWWs	Trained on preschool education and assessment	100	100	100

VCPC Members	Trained on child protection, child rights, unsafe migration and RTI	2140	2140	100
No. of HHs	50 % of HHs would have access to their social protection entitlements	11796	12373	105
No. of HHs	80% of HHs would be made aware for using Right to Information (RTI) to seek information and services on social protection schemes.	18778	7504	40
No. of HHs	No. of HHs made aware of social protection schemes and child rights	5359	5599	105
CGs	No. of Children's Groups (CGs) functional	80	84	105
VCPCs	No. of Child Protection Committees (CPC) functional	80	81	101
AWCs	No. of model AWC improved and made child-friendly	10	10	100
No. of HHs	No. of HHs benefited by employability skills (HHs linked to variety of skill trainings)	200	101	50.5
Children (15-18Yrs)	Migrating children from project area will be prevented by counselling them to join age appropriate courses for education / skill development	800	512	64
Migrant workers	Migrants Registered and provided with photo ID cards	4000	5088	127
Migrant workers	Migrants will receive legal education or will be provided legal aid	5500	5102	93
No. of HHs	Migrant families will receive health education and linked to social protection schemes designed for labourers/ migrants families	600	518	86

Data of above table reveal that more than 80% targets have been achieved against 62% (13) top-line indicators while above 50% but less than 80% targets achieved against 24% (5) top-line indicators but less than 50% targets achieved against only 14% (3) top-line indicators.

End-Term Evaluation (July 2017) conducted by external agency reflects following key achievements of 1st phase intervention:

- 85% targeted children removed from labour & brought back to school;
- 82% targeted children stopped migrating to work outside villages;
- 81% families have accessed Social Protection Entitlements;
- 93% children (12 -18 yrs) trained on life skills, made aware of their rights;
- 90% project villages have functional CPCs and CGs.

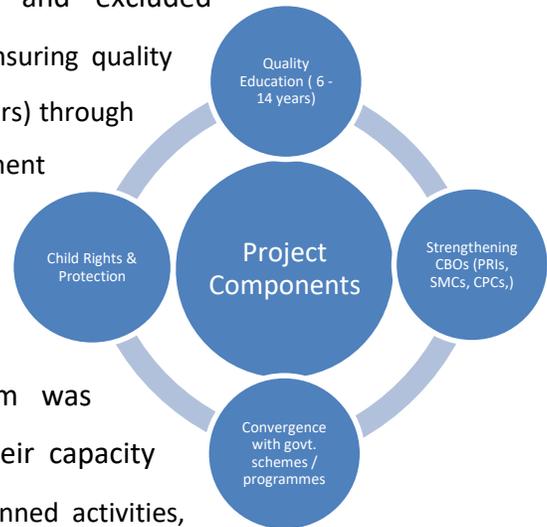
The project has demonstrated a successful model of setting up & making community-based child protection mechanisms operational at village, block & district level.

Best practices as mentioned in Mid-Term Review (Sept. 2016 and July 2017) by external experts were as follows:

- **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 claimed that there was no child labour in their villages which was confirmed by the government authority through visits in the villages and declared 21 villages free from child labour and felicitated members of CBOs (SMCs, PRIs and CGs) as child rights champion (District level Meet, September 2018). 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.

LEGACY EDUCATION PROJECT

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:



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.

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.

In all, 143 meetings were organized with members of CPCs in which 1236 males, 902 females and 101 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*, *Amrit Yojna*, *Sahyogi* schemes).

At the GP level, CPCs were reconstituted by organizing meetings in which 212 members (including 12 Sarpanches, 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: These training camps were organized in collaboration with SSA for orientation of newly elected members of SMCs in which about 503 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.

Monthly Meetings: 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.

About 31 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.

Enrollment Campaign: During June – July 2017, *Enrollment Campaign* was organized in selected 26 project villages where prevalence of out-of-school children and child labour and migration was observed and schools were not effectively functional due to non-compliance of provisions of Right to Education Act 2009. 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 536 new admissions were done in 32 schools & 189 children with AWCs. These children were found out-of-school since their engagement in labour work.

Life Skill Education and Career Counseling to Adolescent Girls: 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. 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, dalit in the society. They were oriented in developing tools, rapport building with different stakeholders in rural community, collecting information in

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.

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, 63 parents, 98 members of SMCs and VCPCs, 59 ward panchs, 60 teachers, 7staff, 59 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.

Celebration of World Children's Week: The World Children's Week from 14th November to 20th November was celebrated in the project area by organizing various creative activities such as drawing and painting, games, story-telling sessions, singing poems & songs & dancing, rallies with children by involving both teachers and members of Children's Groups and discussion meetings with parents, members of SMCs, CPCs and PRIs (GPs) on denial of child rights and how to address such denials by taking the proactive actions by them.

A Bal Mela (Children's Festival) was organized at Govt. UPS Kheriya IN Gram Panchayat – Dhalar of Gangad Talai block in which about 400 children and teachers of all 5 schools participated and more than 50 community people (representatives of CPCs, SMCs and



GPs) joined the event to extend their support both in terms of logistic arrangements and inputs in organizing the activities with children in different groups. For the organizing the Bal Mela effectively the field team members were oriented / trained by two experts (Mr. Vijay Prakash Jain and Mr. Pradeep Singh Rathore) in organizing children's activities in the Bal Mela on 13th November 2017 CULP Field office Banswara. During this training workshop the activities were decided and relevant IEC material and models were prepared and imparted the skills to the field team for organizing the same with children. Total 26 stalls were organized to perform diverse activities which could be ensured active participation of all children.

Reflective Workshops with Teachers: Two-day non-residential teachers' trainings was organized at Maa Sharde College, Gangartalai. 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.

***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) in third week of August in 16 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. The District Collector Banswara (Prakash

Raj Purohit) released the major IEC Material (including two postures) and inaugurated Campaign started a mobile van carrying messages and IEC material for dissemination to the larger community in the project area. This mobile van visited 16 villages where *nukkad nataks* and interactive meetings were organized in which more than 5500 people participated, among them 2099 (M:1197 & F:902) 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 “*Beti Zindabad*” 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. 26 Girls of economically most vulnerable tribal families were supported by providing scholarship support continuously for three years for and life skills and careering counseling to complete higher education (University level education). The end-line assessment reflects the following about the girl beneficiaries and positive change observed in their lives, which is given in the following box:

Salient features of girl beneficiaries (Source: *Endline survey March 2018*)

- Girls Provided scholarship Support = 26 (24 girls got continuous support for three years for completion of graduation and post graduation course and one girl got support for two years, still continuing her bachelor's degree, one girl was also supported for one year since she dropped her study). All 26 girl belong to Scheduled Tribe (ST) category and Below Poverty Line families, 90% of them having Kachcha House in remote and isolated habitations.
- All 26 girls were from socially excluded and economically most vulnerable communities were selected through a rigours exercise by a committee having representation from local communities, people's representatives, teachers, mothers, para workers and local volunteers. Initially, the information of 178 girls from poor tribal families was collected. The committee members reviewed the situation of all girls and finally decided to extend support to 25 girls, of most vulnerable condition, without this external support they were not in position to complete their graduation, the situation observed were as follows:
 - (i) First generation learners in the family: 06 girls;
 - (ii) Widow mothers: 04;
 - (iii) Father only = 01
- Used to migrate for wage earning as labourers to Gujarat for 3 to 4 months in a year to support their families = 07 (including 3 in above numbers).
- Both parents of 15 girls and only adult male members (either father or brother or both)of 6 girls were used to migrate to Gujarat for wage earning as labourers for a period of 3 to 6 months.

- The girls were having responsibilities of younger children, older grad parents and household chore, hence it was difficult for them to join higher education on regular basis.
- The families of scholarship beneficiaries were having a small piece of agriculture land (one / two bighas), only one rainfed crop was grown.
- Out of 26 girls, 10 (38.5%) girls were engaged in labour for 3 to 6 months to earn the supplementary income to support the families, of which four girls were used to migrate to Gujarat alone or with family members while six girls were used to earn wages at local level (in MGNREG and other agriculture or construction sites. There was no chance to go for higher education unless the scholarship support was available to them .
- Girls successfully completed Bachelor's degree (Graduation) = 23.
- Girls pursuing Master's Degree (Post Graduation) = 08.
- Girls either completed or pursuing professional course / diploma / certificate = 14 (54% of total 26 beneficiary girls). (B.Ed = 04; ANM / GNM / Nursing course = 03; NTT / Nursery teacher training = 06; Computer course = 02 including on girl in two courses - computer and NTT).
- 74% of total 23 girls who completed bachelors degree improved the marks / academic performance in final year of the examination as compared to the marks obtained in the examination qualified before getting the scholarship support'.
- Three girls have been linked with Shubh Shakti Scheme of the State Government and entitled to get Rs. 55000/- as a scholarship for continuation education (post-graduation or professional courses).
- Remaining 22 girls got registered under Labour Registration and after 6 months of this registration, they will be eligible for accessing the benefits of Shubh Shakti Scheme. One girl (Ramila) recently started self-employed job at home by doing sewing / tailoring and stitching work in her own village.

The cumulative figures of the key achievements of the project emerged from the mid-line survey conducted in March 2018 has been summarized in the following exhibit:

Project details: year-wise	Year-wise achievement target				Positive change observed in %age	Source of Data
	2014-15 (baseline & reach- out)	2015- 16	2016	2017- 18 (End- line)		
No of Schools in project	61	61	61	61	Geographical coverage	1st QPR & Baseline Report 2014
No of villages reached out	39	39	39	39		
No of Gram Panchayats	12	12	12	12		
No of Blocks	2	2	2	2		
No. of districts	1	1	1	1		
Total Out Reach of Children						

Direct	5343	5587	5637	5661	6%	Annual Progress Reports and school records
Indirect	16296	19040	20193	20266	24%	
Children Enrollment						
Girls	2617	2721	2723	2793	7%	
Boys	2726	2866	2914	2868	5%	
Total	5343	5587	5637	5661	6%	
Out of school/Dropout children Identified						End-line Survey data and tracking of the children through school visits
Girls		365	32	9	98%	
Boys		289	43	10	97%	
Total		654	75	19	97%	
Drop out children enrolled						
Girls		222	132	88	60%	
Boys		280	137	101	64%	
Total		502	269	208	59%	
Child Labour Identified						
Girls		365	38	12	97%	
Boys		289	82	8	97%	
Total		654	120	20	97%	
Rehabilitation of Child labourers Identified						Survey Reports / lists prepared by Project team and news clippings
Back in Schools		416	120	20	95%	
Other forms: Differently-abled & malnourished children, ailing children and orphan children Not able to reach out: Children of special learning needs	Identified differently-abled children who were not having certificates, they were referred to the government authority for check-up, treatment and aid for making their life better; malnourished and ailing children identified, counseled their parents for care and nutrition, referred the acute cases to the appropriate authority of the government for treatment; orphan children were referred to CWC for rehabilitation (care & education)					
Engagement with Children						Survey Reports / lists prepared by Project team and news clippings
No of Children's Groups (Bal Manches)	20	39	39	39	Village level Children's Collectives (aged 8 to 17 including out-of-school children) were formed	
No of Children in contact	400	780	780	780	children aged 12 to 17 years were imparted life skills	
SMC Contact						
SMC members who availed training	244	250	350	225	Collaborated with SSA for organizing two / three day trainings	
SMC Groups Supported and functional	Mobilized parents to participate in school planning and management; electing members for executive committee of SMCs in all 61 schools through democratic process in Gram Sabha; situation analysis of school infrastructure and functioning, developing SDP and demanding from Government and People's representatives for compliance of provisions of RtE Act in their schools by organizing regular monthly meetings					
Monitoring / top-line Indicators / components	Base-line data (Year 2014-15)		End-line data (March 2018)		Improvement / increase in %age	

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%
Facilities for differently-abled children in schools			
Rallying with ramp	20	23	15%
Suitable toilets	2	8	300%
teachers are trained for differently-able children	2	8	300%
Right to Non-discrimination			
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.

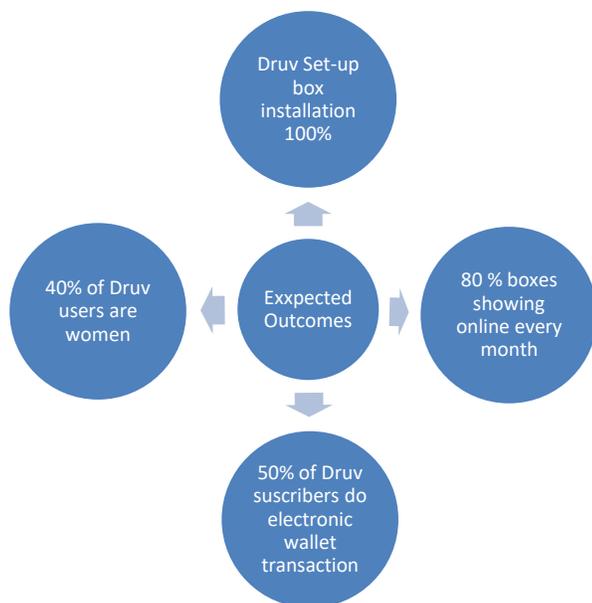
ICT-BASED DRUV PROJECT

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 Project¹³ 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.



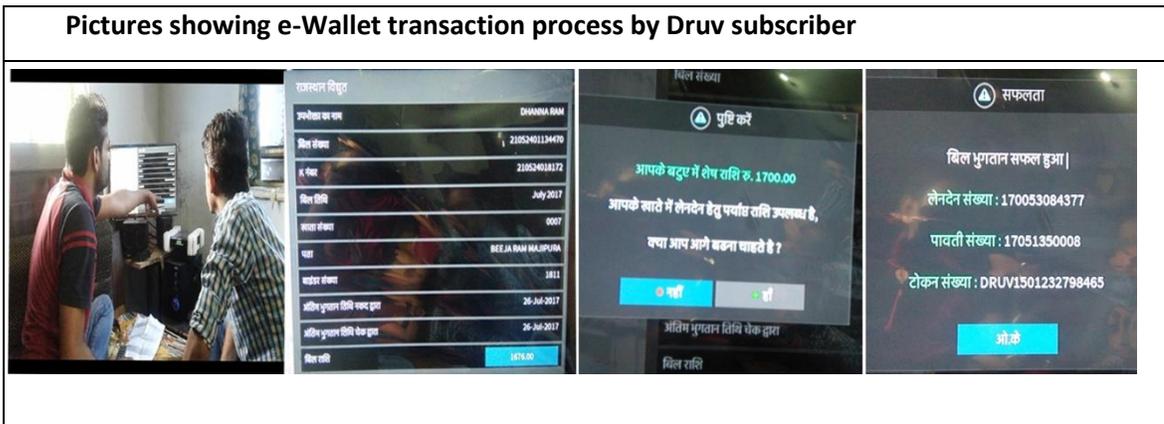
CULP works for the education of children of rural communities in tribal backward districts where the Households don't have easy access of internet. We also felt that youths are glued to *Facebook, WhatsApp* and *YouTube* which is not much useful for their development, and Druv is striving for a paradigm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

¹³<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.



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.

TECHNICAL SUPPORT

CULP as a professional group provides technical support to both Government and NGOs educational programmes, especially for curriculum reformation and teachers' education by developing child centric teaching plan for creating child-friendly environment.

At CULP, we have gained expertise in producing supplementary material up to grade VIII in the form of group and individual learning worksheets which have standardized through evaluation studies and R&D.

CULP's own need for further work has emerged. The digital learning material for rural schools of Rajasthan at the upper primary school level is required to have the following features, as our experience of working with rural children informs us.

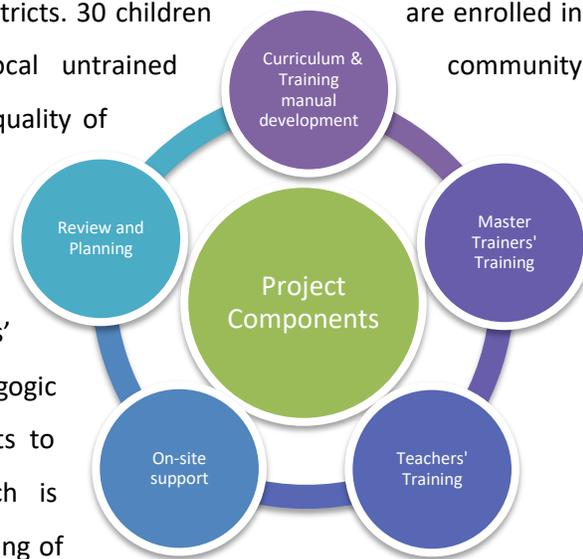
- Contextualization and adaptation of text for cultural linkage since the textbooks have written with an urban child in view. This can make new material easily accessible and usable through digital medium anywhere and anytime both for rural teachers and students.
- Using digital learning material in supplementary and complementary modes of common classroom instruction in a formal school following prescribed curriculum
- Introducing the topics with short digital material, both visual and textual or mixed multi-media followed by teacher's face-to-face mediation for analysis and codification of essential learning.
- Revision of topics and practice with digitised worksheets or their photocopies or in print-format to keep a record of learning for feedback and formative evaluation.
- Linking internal school-based testing on the pattern of Class VII certification through common test by the education department of Rajasthan through blue-prints and valid test papers.

CULP has provided '**Technical support to DIET for creating Child-Friendly Schools in Dungarpur district** (2012-14) and **SSA** for developing training and teaching learning material for educating out-of-school children (2007-09) and 3-day Induction Training of SMCs for effective compliance of RtE Act 2009 in schools; and **Other Grassroot NGOs** (N=32) and Project implementing partners of UNICEF (2004 – 2010), INGOs (*Save the*

Children – Finland, 2004-07; Aide et Action, 2009 – 15; Care India, 2004-05; Plan India, 2004 – 2010; Child Fund India earlier called Christian Children’s Fund, 2006-07; CRS,2004-06) working for education of children of deprived communities in 19 districts since 2002. CULP also worked as a State level Resource Centre for providing technical support to partner NGOs (N=24) of SRIJAN Network and other NGOs in 20 districts in Rajasthan, researchers, youth on Young People’s Reproductive and Sexual Health Rights (YRSHR, 2008-11).

During the reporting period (2017-18), CULP has provided technical support to programmes and organizations, which is as follows:

TAD FOR TEACHERS’ EDUCATION: CULP has 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 as follows:

Outcomes of the project of technical support to Maa-Bari Education Centres of the State Government: 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' for both '6-day MTs Training' & 'Three-day Teachers' Training' based on 'multi-level learning approach'¹⁴ through 5 to 6 day workshops with experts;
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.
4. Developed 'Training Curriculum and Training manuals' for both '6-day MTs Training' and 'three-day Teachers' Training' based on 'micro-teaching approach' with experts.



Sitting arrangement in Maa Bari



The project review was done systematically the key coverage, key challenges and recommendations are summarized in the following table:

Project component	Key findings	Challenges	Recommendations
Maa-bari centres	909 children (5-12 years) enrolled in 30 centres	Urinals up-keep	Emphasis on social education required
	Attendance rate 81%	Hand-wash facility	Specific learning material to be
	Girls more regular	Hand-writing	

¹⁴ <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>

		improvement	developed
	School size norms met with	Art & craft activities	
Student's assessment	93% students could read and write simple words	Mathematical operations of multiplication and division	Worksheets and group work for reading and writing activities
	45% students could read and write simple sentences		
	82% could count numbers	Logic of mathematical steps	Library corners to be set-up
	45% could recognize shapes		
	50% could add and subtract two-digit numbers without carrying over or borrowing		
Teacher's Assessment	Right and sensitive perception about children: 40%		
	No teaching or lesson plans prepared (Textbook teaching main method)	Back-up support	Monthly teachers' workshops with modules
	47% teachers gave daily homework	On-site training	Follow-up to be included in project's action plan
	43% teachers for writing, copying from textbooks given	Follow-up	
	Teacher made material visibility: 10% (more of ready-made charts)		

Technical support to Educate Girls: For girls of Class IX, compensatory education (coaching / remedial teaching) project was launched during this period. This was the pilot project which required preparation and learning from expert for orientation of project functionaries which was mobilized. The various aspects of this project were as follows. Educate Girls invited Pehchan Project team members to orient the community volunteer teachers for organizing Compensatory Education centres / compensatory education centres for low performing girls in 15 habitations of Srinagar block of Ajmer district in the first week of January 2018. For this, two officials of Educate Girls joined the preparation two-day preparation workshop organized at

CULP Office Jaipur with three subject teachers and two experts on 1st and 2nd January and a framework was developed¹⁵.

Training framework for Compensatory Education classes: Target group: drop-out girls from class 8 – 10 grades; Duration of Compensatory Education: about 2 months, 2 hours Compensatory Education/ day; Suspect areas: Science, Maths & English; Coachee-feature: girls (13- 19years) school going & RSOS; Trainer-feature: Kishori Coaches (female), Tutors (mixed)



Five-day training workshop was organized with community volunteer teachers, field team members of Educate Girls at Pushkar in Ajmer district from 3rd January to 7th January 2018. Three persons from Pehchan project extended support as Resource persons in the training camp in addition to two and one-day mentoring support by two experts. The Compensatory Education centres were organized by Educate Girls for a period of two and half months which benefitted about 200 girls.

The main outcome of the pilot project in compensatory education were as follows:: (a) Curriculum document for for hard-spots of learning; (b) briefs on hard-spots on difficult concepts; and (C) mock test with blue prints.

¹⁵[https://www.slideshare.net/lalitkishore31/Compensatory Education-conceptual-framework-and-action-points](https://www.slideshare.net/lalitkishore31/Compensatory-Education-conceptual-framework-and-action-points)

MOBILIZATION, AWARENESS AND SENSITIZATION

CULP has either directly addresses or taken as cross-cutting issues related to education, gender and social exclusion / discrimination, child labour and early marriage, violence, children with special needs for which it has organized several activities, campaigns and sammelans or dialogue with key stakeholders in its operation areas (Tonk, Jaipur and Banswara districts) at block and district level and became part of such activities as an active member of several networks at state and national level. Some of the campaigns, organized by CULP on the issues were as follows during the reporting year:

Exhibit Campaigns for Mass Mobilization, awareness and sensitization on gender, social and rights of children and women			
Name of campaign on the issues	Activities	Duration	Geographic area
Rights of Women	Sammelans with women and girls for celebration of International Women's Day and felicitation of women rights champion and mothers of one year daughter	8th March 2018	Tonk, Jaipur and Banswara districts
Stopping Child Marriage	Community level meetings and mobilizing CBOs and community leaders for stopping child marriage; drawing and painting with children	April – May 2017	
Enrolment Drive: Enrolment and retention in school	Surveys, rallies, Nukkad Nataks, interactive meetings and Gram Sabhas with parents, members of SMCs and PRIs, teachers, use of IEC material	June – July 2017	
Stopping Child Labour		August 2017	
Reducing gender discrimination in Education	Celebration of International Day of Girls	October 2017	Tonk and Jaipur districts
Children's Rights Week	Celebration of Children's Rights Week: Children's fair / festivals,	14th to 20th November 2017	
16-day Activism against Violence against women and Girls	Surveys, rallies, Nukkad Nataks, interactive meetings and Gram Sabhas with parents, members of SMCs, PRIs, youth and women's groups, teachers, use of IEC material	25th Nov. to 10th Dec. 2017	

For understanding the ground reality of various social and gender issues, the assessment exercises / surveys were conducted and findings of the same were shared with key stakeholders at block, district, state and national level conventions and in both print and electronic media.

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 14th 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 15th 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

500 से अधिक लोग जुड़े

गांगडतलाई ब्लॉक के बाकनेर, स्तनटोरी, चरकनी, खूटी झलामिया एवं झेरछोटी में बाल विवाह के खिलाफ रैली निकाली गई। जिसमें 500 से अधिक लोगों ने हिस्सा लिया। सेव द धिल्ड्रेन एवं एक्शन ऐड के सहयोग से कल्प संस्था के द्वारा चाइल्ड राइट्स फॉर चेंज एवं लिगेसी परियोजना चलाई जा रही है। जिसके तहत ग्रामीणों को बाल विवाह की रोकथाम और बाल श्रम के प्रति सजग किया जा रहा है। रैली के दौरान सरपंच विलास देवी, कल्प संस्था के परियोजना प्रबंधक गौरी शंकर, क्लस्टर समन्वयक लालूराम, लक्ष्मण डामोर सहित कई लोग उपस्थित रहे।


 Sat, 29 April 2017
epaper.patrika.com/c/186663


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.

16-day Activism Violence against Women and Girls was launched at Jaipur by CULP during 2-hour Interaction of 300 adolescent girls and mothers came for exposure trip to Jaipur city (on 27th Nov. 2017) from Niwai block (Tonk district) with gender-sensitive and girl children rights advocates / social activists from Government (Dr. Manan Chaturvedi, Chairperson, RSCPCR, Govt. of Rajasthan), media (Ms. Shipra Mathur, Chief Editor, e-patrika), Civil Society Organizations / NGOs (Ms. Jasvinder, Save the Children; Mr. Narendra Sharma, ActionAid; 3 CULP Sr. faculty members, 2 persons from RAEA) on rights of women and girls. The adolescent girls and mothers shared their experiences of violence against women and girls in their community and how they are deprived of their rights due to male dominated community and government school system is also not effectively functional in their habitations hence their girls are deprived of education, they lacked basic health facilities (Mother and child care) also. They don’t have any voice in decision making process in their community. News links of some of the activities in electronic media are as follows:

- <http://epaper.bhaskar.com/detail/36161/3912318237/0/map/tabs-1/2018-03-09/85/2/image/>
- <http://epaper.patrika.com/1573481/Rajasthan-Patrika-Tonk/Rajasthan-Patrika-Tonk#page/3/2>
- <http://epaper.navajyoti.net/htdocs/epaper/edition/12507/tonk/page/7>



उम्मेदगढ़ी में शराब व डीजे पर लगाई पाबंदी
 बागीझैरा. पंचायत समिति बागीझैरा की ग्राम पंचायत उम्मेदगढ़ी में रविवार को अदिवारी समाज सुधार की बैठक हुई। इसमें पंचायत के सभी गांवों में शराब पर पाबंदी, शाही समारोह डीजे बंद करके, ममेरा, कुरुमीज पर पूर्ण रूप से प्रतिबंध लगाने का निर्णय लिया। साथ ही समाज के हर घर को शिक्षा से जोड़ने की बात कही। बैठक में प्रधान सुभाष तंबोलिया, सरपंच धीला डानेर, इंदिरा डानेर, बागीझैरा उपप्रधान सुभाष खराड़ी, हीरालाल, जवानसिंग, शंकरलाल, मणीलाल, राकेश, मयंक, सोहन, सुनेश, मोतीलाल, खानजी, सुखराम, लक्ष्मण, नवराम, केलाश के विचार व्यक्त किए। संचालन अमृतलाल डानेर ने किया और आभार धनेश्वर डानेर ने व्यक्त किया।

Shiksha Samvad in Niwai block Tonk district (Rajasthan) on 27th Dec. 2017 by CULP: An Education Dialogue was organized with community leaders, parents and teachers was organized in which the community members shared the status of child rights & demanded for effective compliance of provisions of RTE Act in their schools.



शिक्षा में समुदाय प्रतिनिधियों के साथ संवाद कार्यक्रम आयोजित

शिक्षा में समुदाय प्रतिनिधियों के साथ संवाद कार्यक्रम का आयोजन कल्याण विद्यालय में संवाद में भागीदारों को शामिल करने के लिए किया गया। संवाद में भागीदारों को शामिल करने के लिए किया गया। संवाद में भागीदारों को शामिल करने के लिए किया गया।

दैनिक नवज्योति जयपुर, गुरुवार, 28 दिसंबर 2017

समुदाय प्रतिनिधियों के साथ संवाद

शिक्षा में समुदाय प्रतिनिधियों के साथ संवाद कार्यक्रम का आयोजन कल्याण विद्यालय में संवाद में भागीदारों को शामिल करने के लिए किया गया। संवाद में भागीदारों को शामिल करने के लिए किया गया। संवाद में भागीदारों को शामिल करने के लिए किया गया।

शिक्षा में समुदाय प्रतिनिधियों के साथ संवाद कार्यक्रम का आयोजन कल्याण विद्यालय में संवाद में भागीदारों को शामिल करने के लिए किया गया। संवाद में भागीदारों को शामिल करने के लिए किया गया। संवाद में भागीदारों को शामिल करने के लिए किया गया।

शिक्षा में महिला हिंसा को लेकर जागरूकता के लिए महिलाओं ने निकाली रैली



शिक्षा में महिला हिंसा को लेकर जागरूकता के लिए महिलाओं ने निकाली रैली। शिक्षा में महिला हिंसा को लेकर जागरूकता के लिए महिलाओं ने निकाली रैली। शिक्षा में महिला हिंसा को लेकर जागरूकता के लिए महिलाओं ने निकाली रैली।

16 days campaign against violence against women in Niwai block Tonk dist & Gagagad Talai & Bagidora blocks in Banswara dist. by CULP (Nov. 25 to Dec. 10, 2017)



महिला हिंसा के विरोध में जागरूकता अभियान का शुभारम्भ

शिक्षा में महिला हिंसा के विरोध में जागरूकता अभियान का शुभारम्भ। शिक्षा में महिला हिंसा के विरोध में जागरूकता अभियान का शुभारम्भ। शिक्षा में महिला हिंसा के विरोध में जागरूकता अभियान का शुभारम्भ।

दैनिक नवज्योति 4

महिला हिंसा के विरोध में 16 दिवसीय जागरूकता अभियान का शुभारम्भ

महिला हिंसा के विरोध में 16 दिवसीय जागरूकता अभियान का शुभारम्भ। महिला हिंसा के विरोध में 16 दिवसीय जागरूकता अभियान का शुभारम्भ। महिला हिंसा के विरोध में 16 दिवसीय जागरूकता अभियान का शुभारम्भ।

सोनिम न्यूज

महिला हिंसा के विरोध में 16 दिवसीय जागरूकता अभियान का शुभारम्भ

महिला हिंसा के विरोध में 16 दिवसीय जागरूकता अभियान का शुभारम्भ। महिला हिंसा के विरोध में 16 दिवसीय जागरूकता अभियान का शुभारम्भ। महिला हिंसा के विरोध में 16 दिवसीय जागरूकता अभियान का शुभारम्भ।

4 बांसावाड़ा, रविवार 20.08.2017 **राजस्थान पत्रिका** rajasthanpatrika.com

निबंध प्रतियोगिता आयोजित

गांगडतलाई, चाईलड राईट्स फोर परियोजना के तहत कल्प संस्था की ओर से शनिवार को सरस्वती उच्च माध्यमिक विद्यालय व कष्टभंजन विद्यालय में बाल विवाह रोकथाम पर निबंध प्रतियोगिता का आयोजन किया गया। प्रतियोगिता में कुल 54 बच्चों ने भाग लिया। इस दौरान सुरजमल, किशानादास, धमेन्द्र, दिनेश प्रजापती, कलिराम डामोर मौजूद थे।



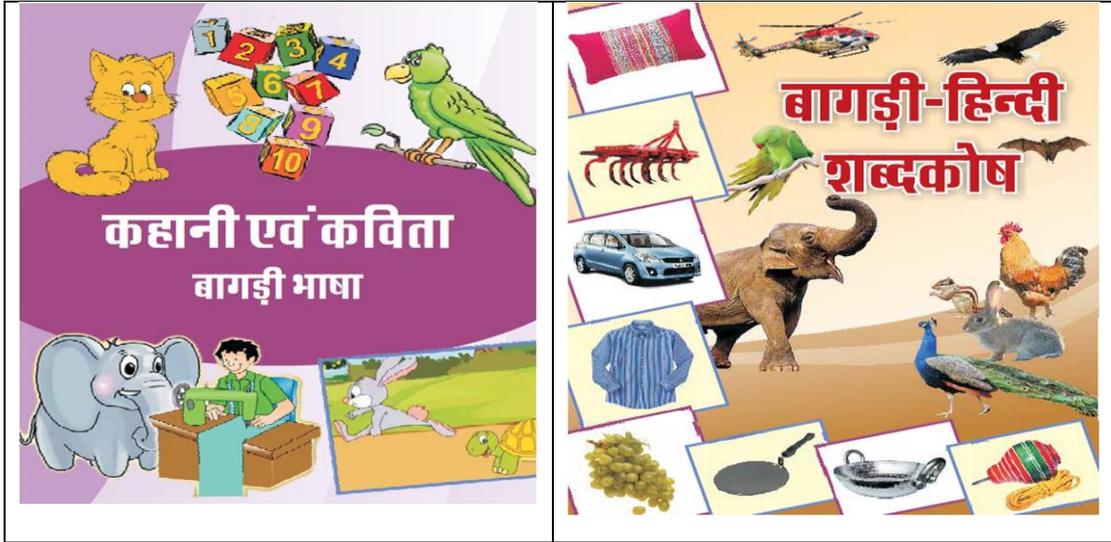
RESEARCH / STUDIES AND DOCUMENTS

Both at organizational and individual level research work and studies are encouraged to make the learning continuous at the two levels. Research is seen both as action research and responsive research to keep on improving various activities of the organization as well as an addition to conventional body of knowledge. At another level, sponsored studies are taken up by the organization. CULP has gained reasonably good amount of research experience and produced documents related to social sector activities such Study of Multi-Grade Teaching Practices in India (UNESCO, 2002), Transition from Home Language to School Language (NCERT, 2004, Save the Children 2015, UNICEF, 2016-17), Ex-Post Facto Study of Lok Jumbish Programme in Rajasthan (NCERT, 2007-08), Situation Analysis of Elementary Education in Rajasthan (Care India, 2005), In-depth Study of Classroom Processes in Rajasthan (RCEE / SSA Rajasthan, 2007-08), several review / evaluation studies (UNICEF, Plan International, Save the Children and other INGOs, 2004-10), Monitoring Assessment Tools and Teachers Guidebook for Creating Child Friendly Schools (UNICEF & SSA) and several baseline, mid-line and end-line studies of the programmes of the organization and others. *A case Study of CULP* titled '*Contextualization of Primary Education in Small Remote Schools of Rajasthan*' published by Harvard University South Asia Institute and Tata Trusts. Link: https://issuu.com/sainit/docs/triggering_success page 138 to 189.

Some of the recent studies conducted by CULP faculty are as follows:

- An Action Research: Transition from Home Language (Bagadi dialect) to School Language (Hindi) in small tribal schools' (an integral part of Technical Support to TAD for teachers' education and piloted in 30 Maa-bari centres in 3 blocks of 2 districts, viz. Bagidora in Banswara dist. and Aspur & Sagwara in Dungarpur district.

- Multi-Liguival Material (Bagadi Hindi) Development for language learning by children (4 to 6 years) in 100 Anganwadi Centres. Two booklets for students, named (i) Poems and Stories (*Kaitayein* and *Kahaniyan*) from *Bagari* Language to Hindi; (ii) **Bagari – Hindi** Dictionary (*Shabdakosh*); and Pre-Primary Education - A Guidebook for Teachers were developed
- Study of Impact created to improve the quality of education in Maa-bari Education Centres through Technical Support to TAD for Teachers' Education in ten tribal districts (August –Sept. 2017).



- End-line Evaluation of Child Rights Project;
- CULP developed material for transition from Home Language (Dhundhari dialect in Jaipur and Tonk district) to School Language (Hindi) through an Action Research Project sponsored by NCERT and material being used in early grades and Pehchanshalas in rural Niwai and Chaksu blocks of Tonk and Jaipur districts.
- CULP also contributed paper titled '*Research in Inclusion: A Case for Using Intervention Research to Identify Differentiated Needs and Designing Learning for Inclusion in General Education Classroom*' in the National Conference, "**Policy and Planning of Inclusive Education with focus on CWSN**" held on at NUEPA, New Delhi on 9th & 10th November 2017 (published by NUEPA in Proceeding of National Conference).
- CULP contributed a research paper titled '*An Study of reactions of adolescent girls Studying in grade 8 of alternative education centres (Pehchanshalas) on Laboratory Pre-experiences* (paper in Hindi आठवीं कक्षा की वैकल्पिक शिक्षा पाने वाली बालिकाओं की प्रयोगशाला पूर्व अनुभवों पर प्रतिक्रियाओं पर अध्ययन) for National Science Seminar.
- Legacy Education Project Banswara district: Baseline Survey (November 2014) & Endline Survey (March 2018).

NETWORKING AND ADVOCACY

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

- 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
- FORCES Network: National level; Advocacy on policy issues on Early Child Care, Development and Education (0 to 6 years);
- RtE Consortium: National and state level for advocacy on compliance of RtE Act in schools
- Girls Not Brides: Global / International level alliance on early child marriage
- Dasra: A Philanthropic group, dedicated for projection of success stories of social development, resource mobilization and capacity building of CSOs
- BSE Saaman Platform: Profiling NGOs work in its website for mobilizing CSR Resources
- The Resource Alliance: International Alliance for capacity building of NGOs for resource mobilization / fundraising
- Harvard University (SAI): Research Studies on social development and projection of success case studies; capacity building
- VANI Network: Supporting and building capacity of NGOs on legal compliances and advocacy on policy reforms
- GuideStar India: Profiles the work of NGOs and reports on its website for sharing with various funding agencies.
- Credibility Alliance: Awarded accreditation to CULP for transparency & accountability.
- Forum for Indian Development Cooperation (FIDC) & NeST (Network of Southern Think-Tanks)
- Rajasthan Swasthya Abhiyan (Campaign for Health for All);
- Rajasthan Bal Adhikar Sanrakshan Sajha Abhiyan

CULP participated in networking and advocacy exercises conducted by various networks of CSOs, professionals, social activists and government organizations and contributed to bring reformation at policy level especially in context of the following:

- Advocated strongly with proved model for making two provisions for educating out-of-school children in RtE Act 2009:

- Enrolling over-aged out-of-school children in age-appropriate grade in government schools;
- Making provision of Bridge Course (named as Special Training in RtE Act) as an integral part of formal school system and imparted age-appropriate learning competencies within school in a period of two years
- Provision for construction of school boundary wall and development of playground under MGNREG in purview of Gram Panchayats (2016).
- Contributed in developing curriculum and learning package by SSA for bridge course for mainstreaming of out-of-school children and relevant learning material for children of grade level 1 & 2 used under Lehar Programme of SSA.
- Contributed in developing curriculum and Training Module of 3-day Induction of SMCs by SSA for effective compliance of RtE Act in Schools.

National level Consultation / Advocacy Workshops

RtE Convention was held at New Delhi on 12th December 2017 in which Mr. Gulab Chand Katara, Chairperson, VCPC and member SMC Bakaner (Tandi Nani, Gangad Talai, Banswara) participated and shared learnings and discussed different dimensions on crucial role played by SMC and community leaders / parents for compliance of provisions of RtE Act in the school. He has shared the success / case stories and ground reality and challenges and way forward.

MHRD Focus-Area Workshop on mainstreaming of Out-of-School Children (OOSC): The Department of School Education and Literacy, Ministry of Human Resource and Development (MHRD), organized a 1-day workshop at New Delhi on 29th December 2017, focusing on the issue of out of school children. The workshop aimed to bring together key non-governmental organizations (NGOs), State Governments and other key stakeholders which have worked in the area and shown demonstrated impact in the space. MHRD was also looking to identify, scale-up and replicate impactful and effective interventions to mainstream out of school children. CULP was invited to make presentation of the project interventions for mainstreaming of OOSC in Rajasthan. CULP participated in the workshop and shared the learnings, impact and challenges and scope of up-scaling the interventions and suggestions / inputs for developing future strategies for mainstreaming of OOSC in Rajasthan.

State level Workshops / Conventions

Public Hearing (Jan Sunvai) on Denial cases of Child Rights: A State Level 'Public Hearing on Denial cases of Child Rights' was organized with Government Authority and RSCPCR, jointly by UN Agencies (UNICEF, UNFPA), INGOs (including Save the Children), NGOs / CSOs (including CULP) working for Protection of Child Rights in different parts of Rajasthan at Jaipur on 16th November 2017. More than 200 children, parents and representatives of NGOs from different parts of State joined the event. The Public Hearing was chaired by Ms. Manan Chaturvedi, Chairperson, RSCPCR and other four members also joined responded on the issues / questions raised by children and child

rights advocates. The case in which they observed the denial of child rights, they assured to take immediate cognizance / action. One recent case of denial of getting education as democratic right of all children (up to age of 18 years) was pointed out before the commission. The case was the denial of children who have completed age of 16 years for appearing in the board examination of Grade 8, since the government has issued notification that all children are compulsorily to



appear in the board examination for grade 8. In the notification, the government has fixed up the upper / maximum age limit 16 years. Due this restriction, it was observed that thousands of children would be deprived of completing their school level education since from next year those who will not qualify this board examination for grade 8, will not be allowed to appear in board examination for grade 10. This was clear denial of democratic right of children.

The Chairperson of RSCPCR took the case seriously, and asked the Assistant director (Mr. *Braham Prakash* to contact the concerned authority of the Education Department to take immediate Action to change the government notification and issuing the revised order by end of the day for allowing all children in the board examination, the same was issued on the same day. As per the revised order required amendments were not made in online application and it was observed that the application of over-aged (above 16 year aged children) was not being accepted in online system. The commission informed for the same on 18th November. Further immediate action was taken and required amendments were made and by end of the day.

Participation of CG members in Live Programme of 'All India Radio for Dialogue on Child Rights' with the State Minister of Education: On the Occasion of Children's Day (Bal Divas), a 'Live Programme' organized by of 'All India Radio' at Jaipur on 20th November 2017 in which two representatives of Bal Manchs (Children's Groups) constituted and strengthened by CULP in tribal area of Gangad Talai block in Banswara district joined the programme at Jaipur on the day and asked questions for demanding their rights from the government. A brief audio of the same is available for knowing more about the questions of children and responses of the Education Minister, Government of Rajasthan.

An **Interactive Session** organized by **Rajasthan State Commission for Protection of Child Rights (RSCPCR)** at Jaipur in which both representatives (as stated under point 3.3) of Bal Manchs (Children's Groups) joined the programme in Jaipur on the day. They were nominated in the panel discussion by the Chairperson RSCPCR. The panel was

asked to take decisions for procuring their rights on behalf of the Commission. The Chairperson ensured that the decisions taken by Children's panel will be implemented by RSCPCR.

State level Workshop on 'Child Rights' was organized jointly by ActionAid & UNICEF, collaborated with RSCPCR & Department of Child Rights at Jaipur on 29th December 2017, in which Ms. Puja Kataria Academic Support person (Girls' Education) from CULP participated. In the workshop, the learning of children's week were celebrated and shared the vision document of RSCPCR and future action plan of civil society groups as part of the future collaborative directions and action plans towards protection and promotion of the child rights in state of Rajasthan. The children's voices were compiled in form of 'children manifesto'. CULP was given an opportunity to present the initiatives taken and activities organized for protection child rights and creating positive social change in the society for ensuring child rights. So CULP representative shared experiences and learning. The efforts of CULP for protection of child rights in Banswara and Tonk were felicitated by awarding a 'Certificate of Appreciation' and 'Trophy' during the workshop.

CULP also participated in more than 15 state level networking advocacy workshops / consultations on the issues of children, women, tribal, Dalits, health and education, people's legal entitlements at state level level, some of these are as follows:

- Meeting with NGOs on 'Early Child Marriage' by 'Girls Not Bride' at Jodhpur, 13th April 2017
- State level consultation on Child Marriage 'Understanding Different Dimensions and Building Alliances', organized by MJAS, CRY and IDS at Jaipur, 20th April 2017
- Training on ALPS (Accountability Learning Planning System), by ActionAid, Jaipur, 27 – 28th April 2017
- State level Workshop on 'Role of NGOs in implementation of PCPNDT Act', organized by PCPNDT Cell, NHM Rajasthan and SRKPS, May 3, 2017
- Meeting of Sub-Committee of Social Justice Empowerment Department, headed by Mr. Anand Kumar (as nodal officer, Sr. IAS on 'ST / SC Atrocities Prohibition Act, May 4, 2017
- State level consultation on ST / SC Sub-Plan, organized by ActionAid at Jaipur, 8th June 2017

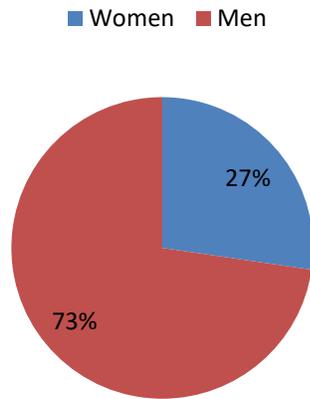


Block and District level Dissemination and Advocacy Workshops / Dialogue

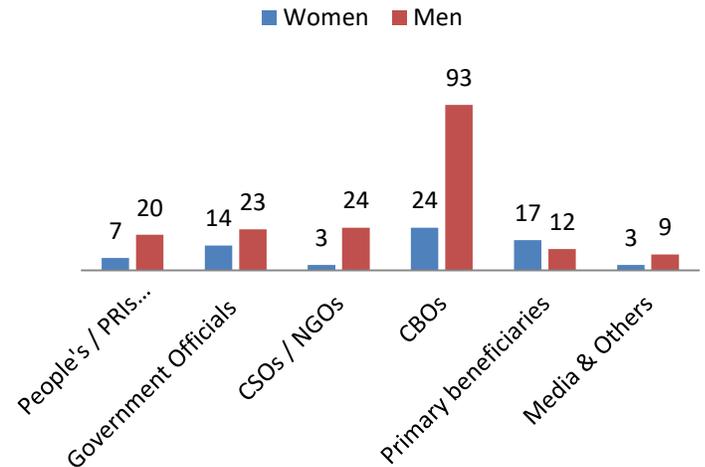
During the reporting period, four meets / conventions with key stakeholders / Child Champions were organized at district level in Banswara during the reporting year and One Convention was organized at block level in Gangadtalai of Banswara district. The brief about the workshops and conventions are as follows:

Event 'Samvad' on Child Rights: A One Day Convention / Dialogue (Samvad) on Child Rights was organized with about 250 key stakeholders (representatives of CPCs, SMCs, PRIs – block Pradhan, Sarpanches, Panchayat Samiti and Zila Parishad members, CGs), primary beneficiaries of SPSs, registration and legal education camps for migratory labour, block level government officials (SDM, BEOs, CDPO, PEOs, HMs, Teachers, Anganwadi workers) and Media Personnel participated in the dialogue and shared their experiences and changed situation of child rights in the community. The outstanding contribution of proactive members of community was felicitated by awarding Certificates of Appreciation.

Block level Community Dialogue / Project Dissemination Workshop



Block level Community Dialogue / Project Dissemination Workshop

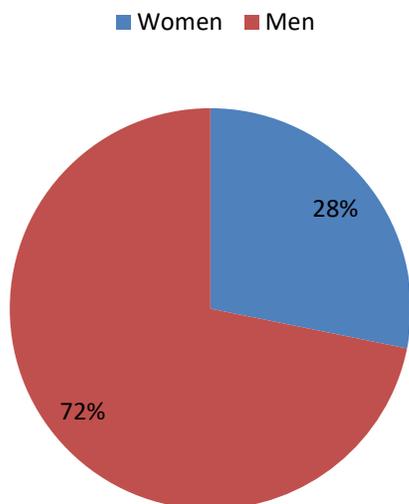


Event on Child Labour free villages and 100% Palanhar access to eligible population: A District level event with key stakeholders were organized jointly in collaboration with the District Administration. CULP and Vaagdhara in collaboration with under ‘Legacy Education’ and ‘Child Right for Change’ projects for three blocks (in Banswara district on 21st August 2017.10 villages were declared as Child labour free villages; *Kharia, Kheria, Khuta Dungari, Khuta Veerji, Bakaner, Bhitpada, Khuti Dalji Mala, Ratantori, Send Moti and Shivpura.*

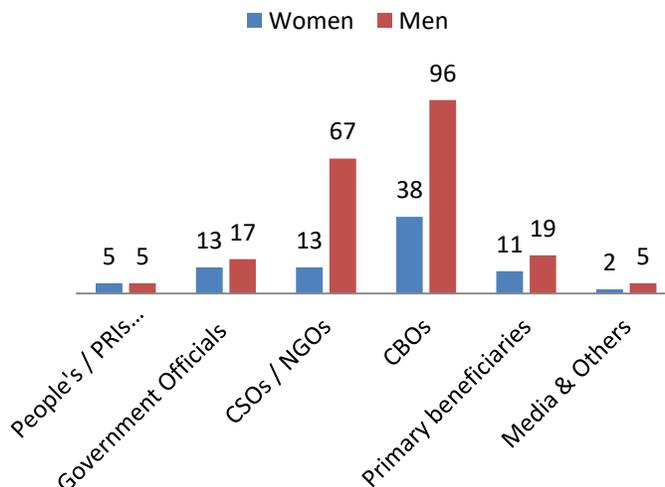
In the event about 150 representatives of all key stakeholders participated which include DLOs (5 members of CWC, In-charge of Anti Human Trafficking unit, Assistant Commissioner Labour dept., officials of ICPS, ICDS, SSA, Police), NGOs, people representatives (Sarpanches), community leaders (SMCs and CPCs), Child Champions (25), youth / volunteers, media personnel. During the event, the community leaders and child champions shared their experiences and success stories and best practices performed by them for getting the villages free from child labour. They were felicitated by awarding certificates.

Dissemination Meet was organized jointly by three implementing partners, viz. CULP, Vaagdhara, Save the Children and active involvement of Legacy project team and primary stakeholders and beneficiaries of the Legacy Education project at Banswara on 22nd December 2017. The purpose of the Meet was to share the learnings, achievements of 4 years project intervention in project villages (N=250) of three blocks in Banswara, and its challenges and future plans with different stakeholders (including village level primary stakeholders to block, district and state level from both people’s representatives and Government officials. The event was chaired by Zila Pramukh and The Chairperson of RSCPCR witnessed as the Chief Guest and learnt the voices to grassroot child right champions and addressed the child rights issues at the end of the event. The out-standing contribution of community level child rights champions (members of SMCs / CPCs, *Bal Manches*, Teachers, community youth volunteers) was felicitated by awarding them ‘Certificate of Appreciation’.

District level Community Dialogue / Project Dissemination Meet



District level Community Dialogue / Project Dissemination Meet



District CSOs Convention on Gender-based Violence against Women and Girls: One day District consultation workshop on the subject was organized jointly by Save the Children and Vaagdhara at Banswara with different district level stakeholders, mainly Chairperson and other members of CWC; In-charge of Anti Human Trafficking Unit, two state level experts (IDS Jaipur & former member of RSCPCR and child rights expert), Representatives of Ajeevika Bureau (2), Vaagdhara (7); Save the Children (4); CULP (3) and other Government Officials (3) and CSOs (3) and Media personnel (2). The data of NFHS 4 showing status of crime / violence against women and girls in the tribal area of Banswara district in comparison with national and state average were shared which revealed that the many cases of violence are not reported, if reported, the effective actions are not taken to punish the culprit which could not be possible without sensitization of the community and regulatory authority for which the CSOs has larger responsibility to create enabling environment for the same.

Meeting with Civil Society organizations (Save the Children and Vaagdhara) working in Banswara district was organized by the District Administration and chaired by the District Collector at Banswara on 6th December 2017 in which representatives of nine NGOs joined the discussion. CULP participated and shared the work being done and experiences by the organization. The District Collector appealed to NGOs for extending their support for improving the quality of teaching learning process and creating child-friendly environment in schools so that the retention of children could be ensured. He has also requested to take the responsibility of at least ten schools in the block where the NGO is working and list of the schools should be shared with the District Collector. CULP has shared the lists of schools in which CULP is already working in two blocks viz., *Bagidora & Gangad Talai*. The District Education Officer organized a follow-up meeting with the representatives of participating NGOs at Govt. Senior Secondary School *Badodiya* on 13th December 2017 for preparing the strategy and Action Plan for

interventions in schools by NGOs. In this meeting two representatives from CULP participated and prepared Action Plan for CULP to intervene in 50 schools in two blocks.

Strengthening Community-based Institutional Structures

- District level Event on Child Labour free villages and 100% Palanhar access to eligible population: We had declared 10 villages to be Child labour free villages event namely; *Bakaner, Bhitpada, Kharia, Kheria, Khuta Dungari, Khuta Veerji, Khuti Dalji Mala, Ratantori, Send Moti and Shivpura.*
- Exit Plans shared with members of CPCs, CGs, SMCs and PRIs members in 100% villages and about 60% groups have started taking initiative to hold issue-based regular monthly meetings.



District Workshop for declaring Child Labour Free Villages in Gangad Talai, Bagidora & Ghatol blocks in Banswara district (21st Aug. 2017)

Pre-Event News



Post Event News



During the reporting year, CULP has contributed to bring reformation and change the government notification such as removing the provision of maximum age limit 16 years for students appearing in board examination of grade 8 (A.Y. 2017-18) by issuing revised notification / order and allowed about 35000 children (80% girls) in board examination of Grade 8, otherwise they would have been deprived of the education. This issue was raised by CULP as denial of democratic right of children during public hearing with talon on November 16, 2017.

RECOGNITION TO CULP

CULP, as an NGO, is well-recognized organization in education & child rights advocacy and its work won recognized by receiving prestigious awards and Certificates of Appreciations / Excellence at National & state level, some are : *Dasra Girl Power Award 2014* in ‘Education’ category., India NGO Award 2015 and Gold Certificate by GuideStarIndia for Accountability & Transparency (2015).

During the reporting year, it has got following Awards / ‘Certificate of Appreciation / Excellence’ and ‘Trophy’ for outstanding contribution for Social Development:

1. Certificate of Appreciation by EdelGive Foundation at BSE Mumbai on 8th November 2017 for women empowerment through education;
2. Swami Vivekananda and Sister Margaret Award 2017 includes Certificate of Excellence and Trophy for outstanding work in Social Development
3. Certificate of Appreciation and Trophy by RSCPCR, UNICEF & ActionAid for outstanding work to ensure child rights at Jaipur on 29th December 2017.
4. Accreditation by Credibility Alliance for Transparency and Accountability in October 2017.



CULP has been awarded a Certificate of Appreciation by EdelGive Foundation, received by Dr. O. P. Kulhari, Secretary & Director of the organization from Mr. Amit Chandra, Managing Director, Bain Capital at BSE Mumbai on 8th November 2017. This is a recognition to CULP for its innovative educational practices to impact on the lives of children, especially girls of socio-economically most deprived communities living in isolated, remote and difficult geographical habitations in rural Rajasthan.



CULP'S PRESENCE IN MULTI-MODAL MEDIA

The digital medium is being seen as an important component of classroom instruction and daily life activities in the form of digital literacy for which CULP has been advocating and putting material on its website for others to access and supplement classroom instruction. Some of the material has been put by CULP on slideshare¹⁶, YouTube¹⁷ and on-line citizen's journal / internet portals like merinews.com¹⁸ (visit the links in the footnote). CULP is also active on social media such as Facebook, Twitter, Whats-ap for for continuous interaction with the beneficiaries and field level workers.

Media Coverage on related raised issues

News in media (numbers) during the year: News stories = 45; Academic articles =32;

Problems / issues raised = 29;

Important visitors to the organization = 10 (Edelweiss = 2; IKEA Foundation = 3; Educate Girls = 2 and others = 3)

The outcome of this initiative has been that once in a fortnight, a document appears on-line either on slideshare or merinews. Further a video is put on YouTube. Some of CULP documents in electronic / social media are as follows:

A documentary film was also prepared by some overseas journalists sponsored by UNFPA for stopping child marriage through education titled as 'Too Young to Wed-Rajasthan-HD CULP, link on YouTube: https://www.youtube.com/embed/dhH_PffN9c0

Pehchanshala: A Boost for Women Education by CULP :

<https://www.youtube.com/watch?v=du4YXdcGinE>

A Case Study of CULP titled 'Contextualization of Primary Education in Small Remote Schools of Rajasthan', published by Harvard University South Asia Institute & Tata Trusts in 2016, <https://www.educategirls.ngo/pdf/Triggering%20Success%20Innovative%20Interventions%20to%20Promote%20Educational%20Access.pdf> Page 138 to 188

In Rajasthan desert, education for girl child blooms (2015), http://www.business-standard.com/article/specials/how-culp-is-planting-hope-in-the-desert-115082700943_1.html

Dasra Girl Power Awards Winner CULP – A talk by the Chief Functionary of CULP on the occasion of Award Ceremony: <https://www.youtube.com/watch?v=VzkbUmXk8fE&t=3s>

Dasra Girl Power Award Announcement - Education Category - Dasra Philanthropy Week 2014: <https://www.youtube.com/watch?v=lBxmupqEMNc&t=3s>

¹⁶ <http://www.slideshare.net/lalitkishore31/icecream-stick-puppet-ideas-as-craft-for-kids-and-teaching-them-content> ; <https://www.slideshare.net/lalitkishore31/coaching-conceptual-framework-and-action-points>

¹⁷ <https://www.youtube.com/watch?v=qSscpNuy6Go> ; <https://www.youtube.com/watch?v=Sqmy74FGO9A&t=19s>

¹⁸ <http://www.merineews.com/article/science-mathematics-and-technology-education-and-womens-rights/15928079.shtml>

Too Young to Wed: Rajasthan: Success stories of stopping early child marriages by CULP through its education-based initiatives in Rajasthan. A documentary By Executive Producer: Stephanie Sinclair. Director: Jessica Dimmock. Photographer: Stephanie Sinclair. Cinematographer: Jessica Dimmock. Editing by Joshua Banville. Text by Edie Gross. <https://vimeo.com/76348084>

Pehchanshala: A Boost for Women Education by CULP :
<https://www.youtube.com/watch?v=du4YXdcGinE>

Here is the list of the digital material on the internet which can be reached by putting the Title in Google Search:

1. Singing in CULP's Pehchanshalas;
2. CULP Pehchanshala Learning Environment
3. CULP Musical Tool in Pehchanshala Teachers' Training
4. CULP Monthly Review and Planning Workshop of Pehchanshala Teachers
5. CULP Visuals as pedagogical tool – an interview of CULP Senior Fellow
6. CULP views on learning
7. Guidelines for action or active singing for primary classes by CULP
8. Interview regarding Supplementary learning materials for Pehchanshalas
9. Interview on research on transition from Home-language to School in Pehchan Shalas
10. Campaign for Enrollment in school by CULP
11. Children's festival
12. Voice of girl beneficiary
13. Addressing gender issue in education Girls' festival
14. A Campaign organized Students of Higher Education for HIV / AIDS Awareness – An Interview of CULP Director

The list of the academic articles by CULP Faculty on internet in the year 2017-18 is as follows:

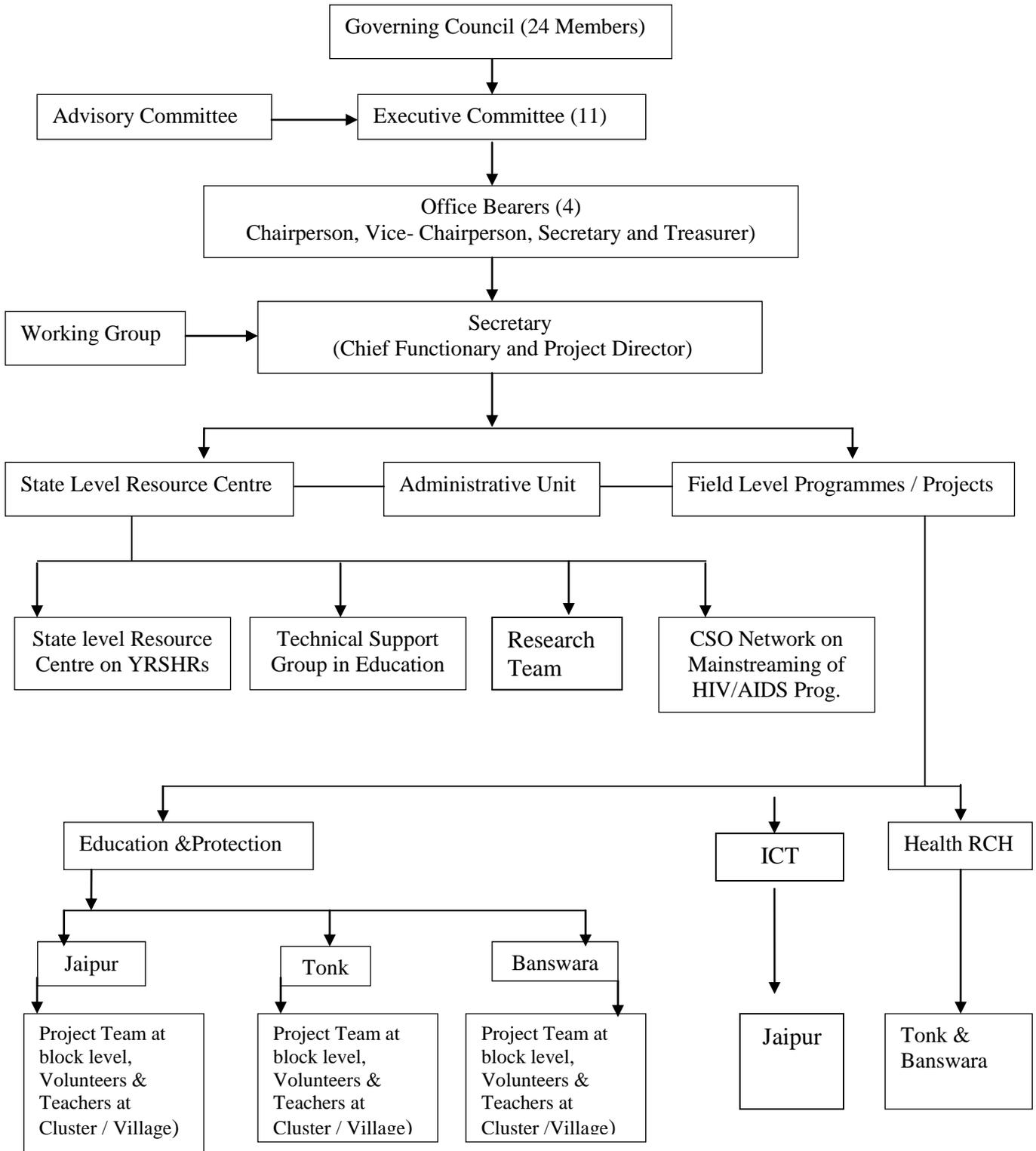
1. Education of Rajasthan tribal children must match their context, says educator
2. Three-day residential training on multi-grade teaching organized in
3. Development of training module for master trainers of multi-grade teaching
4. Udaipur to host six-day training of master trainers on multi-grade teaching educator
5. A short note on the use of mask for language teaching
6. Training on use of masks for language teaching to tribal children held in Udaipur
7. A concept note on use of board-games in early primary classes

8. In-service training in Udaipur revives use of board-games in primary education
9. Pedagogically sound performing arts suitable for tribal schools of Rajasthan
10. Ice-cream stick puppet ideas as craft for kids and teaching them content
11. Training stresses teaching of standard language through local dialect
12. Quality of education is outcome of process of learning and practice.
13. Eight animal faces for finger puppets, stick puppets and masks for primary classes
14. Feminist pedagogy-based multi-level learning model viable primary education
15. Ensure tracking, rescuing, rehabilitation of all out-of-school children: NPAC 2016
16. Pay it forward; A sketch note and an ABC verse
17. Class X rural girls in Rajasthan's Tonk to get free coaching for better performance
18. Follow sincerely 'Coach-Assess-Remediate-Master' model for better student performance in external examinations: Workshop outcome
19. Rural small school female teachers' training in math teaching emphasises mastery over language of mathematics
20. Rural teachers' workshop creates learning-task formats for math at high school level
21. Compensatory education centres for low-achieving rural girls of class X inaugurated in Niwai block of Rajasthan
22. Jaipur to host residential training on micro-level learning strategy
23. Quality of education going from bad to worse in govt schools: Reasons?
24. Need to focus on the reading skills and habits in school
25. Right to education as fundamental right has implications for teachers and individual schools
26. Development of training module for master trainers of multigrade teaching, CULP, Jaipur
27. An interview with Dr Lalit Kishore- A pedagogy expert – on Bilingualism
28. Development of training module for master trainers of multi-grade teaching, CULP, Jaipur

EPILOGUE

During the period, the most targets (around 95%) were met and the project was visible and well appreciated. The future directions indicate that CULP would have to create a dedicated 'Research and Innovation Unit' to develop and test the resource material in consonance with the digital age as well as strengthen out MIS operations for which the efforts are on.

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	2017-18	2016-17	2015-16	
1	UNICEF	2221382	2489687	1316400	3806087
2	Save the Children	2634165	4085035	4196340	11550881
3	ActionAid	648019	1609948	1240370	3939077
4	Aide et Action	0	0	28379	830414
5	EdelGive Foundation	3691055	2407110	394190	2801300
6	Tata Trusts	623331	100000	0	100000
7	Urmul Trust (GNB)	92977	0	0	92977
8	State Government of Rajasthan (TAD, Rural Dev. & Panchayat Raj & Education)	0	687873	0	687873
9	The Resource Alliance (India NGO Award 2015)	0	0	300000	300000
10	Community contribution, Donations and consultation fees	1125140	1110350	603138	1898225
11	Bank Interests	367759	260764	170604	587173
12	Administration receipts from projects	543691	1171653	9133	1246538
13	Others	728306	338873	11387	364115
	Total	12675825	14261293	8269941	28204660

CULP Board member details (Governing Council)					
Name	Age	Gender	Occupation	Position in the Board	Blood relation between them
Dr. Rakesh K. Srivastava	58	M	Prof. (Botany), Govt. PG College Dausa	Chairperson	None
Dr. Archana Pareek	55	F	Teaching in University level education	Vice-Chairperson	None
Dr. O. P. Kulhari	60	M	Progr. designing, monitoring, research & training in Education	Secretary	None
Mr. Ambuj Kishore	42	M	Rural Development expert	Treasurer	None
Dr. M. S. Rathore	68	M	Social Development Scientist	Member	None
Dr. Soumana Dutta	57	F	Associate Prof. Raj. University education; Bio-diversity & gender expert	Member	None
Dr. Mommed Ali Khan	49	M	Teaching & Research in University level education	Member	None
Dr. Govind Pareek	59	M	Professor, Raj. University; Financial Management expert	Member	None
Dr. Brij Mohan Istwal	44	M	Curriculum development and teachers' education; linguistic expert	Member	None
Mr. Vimlesh Punia	60	M	Advocate, Raj. High Court; legal expert	Member	None
Mr. Mohd. Iqbal	48	M	Teachers' Education in elementary education	Member (Staff Representatives)	None

**INDEPENDENT AUDITOR'S REPORT**

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

Report on Financial Statements

1. We have audited the accompanying financial statements relating to M/S Culp (Center For Unfolding Learning Potentials), Jaipur which comprises the Balance Sheet as on 31st March, 2018, Statement of Income & Expenditure Account for the period from 01st April, 2017 to 31st March, 2018, statement of Receipt & Payment Account for the period from 01st April, 2017 to 31st March, 2018 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:

- a. in the case of Balance Sheet, of the state of affairs of the Institution as at 31st March, 2018
- b. in the case of Statement of income & expenditure account, of the surplus / deficit during for the year ended on 31st March, 2018.
- c. in the case of Statement of receipt & payment account, of the receipt & payments during the year ended on 31st March, 2018.

Report on Other Legal and Regulatory Requirements

- a. 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.
- b. 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:

- a. 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
- b. 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: 20/08/2018



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

Jitendra Kumar Jaiman
(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 31.03.2018

LIABILITIES		AMOUNT	ASSETS	AMOUNT
General Fund			Fixed Assets	
Opening Balance	3,727,637.80		(As per Annexure "A")	512,225.00
Add : Excess of Income Over Expenditure	1,671,753.70	5,399,391.50	TDS Receivables	129,667.00
Capital Fund			Grant Receivable from	
Opening Balance	488,025.00		Action Aid	194,852.00
Add : Purchases during the year	118,841.00		Save the Children (CRC)	49,969.00
	606,866.00		EdelGive Foundation - Pehchan Proj.	214,016.00
Less : Depreciation	94,641.00	512,225.00	DRUV Project	195,518.00
Staff Security Deducted		305,658.00	Security Deposit Against Rent	
TDS Deducted		2,137.00	Kamal Singh Solanki	4,500.00
Outstanding Expenses		126,247.00	Bank Balances	
Unutilised Grant			SBI, Banswara	67,280.00
Save the Children CRC (GAP Funding)	52,846.00		SBI, Banswara - FDR	104,935.00
			SBI, Jaipur	238,978.70
			Axis Bank	218,625.00
			Axis Bank FDR	105,148.00
			SBI FDR	3,956,944.00
			Accrued intt. on FDR*	343,683.00
			Bank of Baroda	62,163.80
				5,097,757.50
		6,398,504.50		6,398,504.50

(Signature)
 (Treasurer)

(Signature)
 (Secretary)

(Signature)
 (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

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



Place : Jaipur
 Date : 20/08/2018

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

Consolidated

Income & Expenditure Account for the period ended on 31.03.2018

EXPENDITURE	AMOUNT	INCOME	AMOUNT
<u>To Expenditure in FCRA Projects</u>		<u>By Unutilised Grant b/f</u>	
Action Aid - Legacy Educ. Proj.	843,871.00	Save the Children (CRC)	128,661.00
Save the Children (CRC)	2,373,953.00	Unicef - TAD Project	452,777.00
Save the Children (GAP Funding)	385,996.00		
Urmul Trust - GNB	61,283.00	<u>By Grant Received in FCRA Projects</u>	
		Action Aid - Legacy Educ. Proj.	649,019.00
<u>To Expenditure in Local Projects</u>		Save the Children (CRC)	2,195,323.00
Unicef - TAD Project	2,674,159.00	Save the Children (GAP Funding)	438,842.00
EdelGive Foundation - Pehchan Proj.	3,905,071.00	Urmul Trust - GNB	92,977.00
SDDT - DRUV Project	818,849.00		
		<u>By Grant Received in Local Projects</u>	
To Administration Expenses	193,015.00	Unicef - TAD Project	2,221,382.00
To Audit Fees	27,997.00	EdelGive Foundation-Pehchan Project	3,691,055.00
To Bank Charges	5,049.30	SDDT - DRUV Project	623,331.00
To Legal Expenses	25,000.00		
To Rent	43,400.00	<u>By Expenditure Reimbursement</u>	41,824.00
To Salary / Honorarium	115,753.00	By Bank Interest	50,855.00
To Travel & Local Conveyance	20,496.00	By FDR Interest	316,904.00
To DRUV Event Expenses	78,842.00	By DRUV Event Income	78,842.00
To Other	644.00	By Contribution / Donation	1,125,140.00
<u>To Capital Expenditure</u>		<u>By Admin Charge from Projects</u>	543,691.00
Cooler	7,000.00		
		<u>By Grant Receivables</u>	
<u>To Unutilised Grant</u>		Action Aid	194,852.00
Save the Children, CRC (GAP Funding)	52,846.00	Save the Children (CRC)	49,969.00
		EdelGive Foundation - Pehchan Proj.	214,016.00
To Excess of Income over Expenditure	1,671,753.70	DRUV Project	195,518.00
	13,304,978.00		13,304,978.00

u Aniljishore
(Treasurer)

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

Anilendra
(CA. Jitendra Kumar Jaiman)
Proprietor
M.No. - 407738
Place : Jaipur
Date : 20/08/2018



Atul Kumar
(Secretary)

R.K. Sharma
(Chair Person)

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

Consolidated
Receipt & Payment Account for the period ended on 31.03.2018

RECEIPT	AMOUNT	PAYMENT	AMOUNT
<u>To Opening Balance</u>		<u>By Expenditure in FCRA Projects</u>	
SBI , Banswara	67,519.00	Action Aid - Legacy Educ. Proj.	843,871.00
SBI, Jaipur	(2,931.00)	Save the Children (CRC)	2,373,953.00
Axis Bank	71,822.00	Save the Children (GAP Funding)	385,996.00
SBI (FDR)	3,560,061.00	Urmul Trust - GNB	61,283.00
Accrued intt. on FDR	115,595.00		
Bank of Baroda	274,212.80		
	4,086,278.80	<u>By Expenditure in Local Projects</u>	
<u>To Grant Received In FCRA Projects</u>		Unicef - TAD Project	2,674,159.00
Action Aid - Legacy Educ. Proj.	649,019.00	EdelGive Foundation - Pehchan Proj.	3,905,071.00
Save the Children (CRC)	2,195,323.00	DRUV Project	818,849.00
Save the Children (GAP Funding)	438,842.00		
Urmul Trust - GNB	92,977.00	<u>By Administration Expenses</u>	193,015.00
<u>To Grant Received in Local Projects</u>		By Audit Fees	27,997.00
Unicef - TAD Project	2,221,382.00	By Bank Charges	5,049.30
EdelGive Foundation-Pehchan Project	3,691,055.00	By Legal Expenses	25,000.00
SDTT - DRUV Project	623,331.00	By Rent	43,400.00
<u>To Outstanding Grant Received from</u>		By Salary / Honorarium	115,753.00
Action Aid	50,356.00	By Travel & Local Conveyance	20,496.00
SDTT - DRUV Project	261,286.00	By DRUV Event Expenses	78,842.00
EdelGive Foundation-Pehchan Project	17,167.00	By Other	644.00
<u>To Expenditure Reimbursement</u>			
To Bank Interest	41,824.00	<u>By TDS Deposit</u>	15,703.00
To FDR Interest	50,855.00		
To DRUV Event Income	316,904.00	<u>By Capital Expenditure</u>	
To Contribution / Donation	78,842.00	Cooler	7,000.00
To TDS Refund	1,125,140.00		
To Staff Security Deducted	109,330.00	<u>By TDS Deposited</u>	19,547.00
To TDS Deducted	40,117.00	By TDS (A. Y. 2018-19)	48,718.00
To Outstanding Expenses	2,137.00		
To Admin Charge from Projects	126,247.00	<u>By Closing Balance</u>	
	543,691.00	SBI, Banswara	67,280.00
		SBI, Banswara - FDR	104,935.00
		SBI, Jaipur	238,978.70
		Axis Bank	218,625.00
		Axis Bank FDR	105,148.00
		SBI FDR	3,956,944.00
		Accrued intt. on FDR	343,683.00
		Bank of Baroda	62,163.80
	16,762,103.80		16,762,103.80

(Treasurer) *Anubijdishore*

(Secretary) *AK*

(Chair Person) *Rkl*

As per our Report of even date attached.

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

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



Place : Jaipur
Date : 20/08/2018

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

Annexure "A"

Consolidated

Fixed Assets as on 31.03.2018

Name of Item	Rate of Depreciation	Balance as on 01.04.2017	Addition up to 02.10.2017	Addition on or after 03.10.2017	Total	Depreciation	Net balance as on 31.03.2018
Foreign Contribution							
Camera	15%	13,926.00	-	-	13,926.00	2,089.00	11,837.00
Computer	40%	5,253.00	-	-	5,253.00	2,101.00	3,152.00
Digital Camera	15%	9,156.00	-	-	9,156.00	1,373.00	7,783.00
Furniture	10%	68,542.00	-	-	68,542.00	6,854.00	61,688.00
Laptop	40%	2,621.00	-	-	2,621.00	1,048.00	1,573.00
Library Books	10%	3,640.00	-	-	3,640.00	364.00	3,276.00
Mobile Handsets	15%	830.00	-	-	830.00	125.00	705.00
Printer	40%	2,810.00	-	-	2,810.00	1,124.00	1,686.00
UPS	40%	230.00	-	-	230.00	92.00	138.00
Total (A)		107,008.00	-	-	107,008.00	15,170.00	91,838.00
Local Contribution							
Air Conditioner	15%	56,869.00	-	-	56,869.00	8,530.00	48,339.00
Fan	10%	2,610.00	-	-	2,610.00	261.00	2,349.00
Business Projector	15%	32,810.00	-	-	32,810.00	4,922.00	27,888.00
Camera	15%	9,242.00	-	-	9,242.00	1,386.00	7,856.00
Carpets (Dari)	10%	25,913.00	-	-	25,913.00	2,591.00	23,322.00
Computers	40%	1,261.00	40,000.00	-	41,261.00	16,504.00	24,757.00
Coolers	15%	7,461.00	7,000.00	-	14,461.00	2,169.00	12,292.00
Video Camera	15%	4,188.00	-	-	4,188.00	628.00	3,560.00
Furniture	10%	33,302.00	-	-	33,302.00	3,330.00	29,972.00
Furniture (Provided by UNICEF)	10%	106,269.00	-	-	106,269.00	10,627.00	95,642.00
Intex Led	15%	12,006.00	-	-	12,006.00	1,801.00	10,205.00
Laptop	40%	10,324.00	-	-	10,324.00	4,130.00	6,194.00



Continued on page no. 2...

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Name of Item	Rate of Depreciation	Balance as on 01.04.2017	Addition up to 02.10.2017	Addition on or after 03.10.2017	Total	Depreciation	Net balance as on 31.03.2018
Mobile Gionee	15%	16,999.00	-		16,999.00	2,550.00	14,449.00
Mobile Handsets	15%	17,722.00			17,722.00	2,658.00	15,064.00
Motor Cycles	15%	23,077.00	71,841.00		94,918.00	14,238.00	80,680.00
Music Equipments	15%	885.00			885.00	133.00	752.00
Sewing Machine	15%	2,832.00			2,832.00	425.00	2,407.00
RO	15%	4,199.00			4,199.00	630.00	3,569.00
Other Office Equipments	15%	7,098.00		-	7,098.00	1,065.00	6,033.00
Proector Screen	15%	2,125.00	-	-	2,125.00	319.00	1,806.00
Room Cooler	15%	3,825.00	-	-	3,825.00	574.00	3,251.00
Total B		381,017.00	118,841.00	-	499,858.00	79,471.00	420,387.00
Grant Total (A+B)		488,025.00	118,841.00	-	606,866.00	94,641.00	512,225.00

Anubaj Jaisore
(Treasurer)

ATG
(Secretary)

Rk S
(Chair Person)

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

Anubaj
(CA. Jitendra Kumar Jaiman)
Proprieter
M.No. - 407738



Place : Jaipur
Date : 20/08/2018

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

Place : Jaipur

Date : 22/02/2018



For Centre for Unfolding Learning Potentials



Secretary

बाल सुरक्षा समिति के प्रतिनिधि एवं बाल समूह के सदस्य सम्मानित

जिले के 21 गांव बालश्रम मुक्त एवं पालनहार संबद्ध घोषित

अन्तर्राष्ट्रीय महिला दिवस पर विविध कार्यक्रम आयोजित

शिक्षा से ही नारी उत्थान संभव

आधी आबादी ने जताया संकल्प, अब वृष नहीं रहेंगे हम

महिलाओं को किया सम्मानित

बाल आयोग में एक दिन के लिए बच्चे बन अध्यक्ष-सदस्य

जयवारासगाह, डिजीटल विकास में मददगार है।

बालिकाओं को मिला जीवन कौशल प्रशिक्षण

बाल संरक्षण के क्षेत्र में अच्छे कार्य

करने वाले 43 विशिष्टजनों को नवाज

गांगड़तलाई में बाल अधिकारों को लेकर ब्लॉक स्तरीय समुदाय संवाद कार्यशाला

महिला दिवस पर प्रेरणास्पद कार्यक्रमों का हुआ रंगारंग आयोजन महिलाओं ने साबित की है हर क्षेत्र में अपनी योग्यता

शिक्षा पर ध्यान दें और पिछड़ेपन के अभिशाप को मिटाएं

पहचान परियोजना के तहत शिक्षा से वंचित बालिकाओं ने कक्षा 8 उतीर्ण कर लिया 9वीं में दाखिला

समाचार जगत जयपुर, 3 सितम्बर 2017

दैनिक भास्कर बांसवाड़ा, शुक्रवार 26 जनवरी 2018

कल्प संस्था का भांवता में निःशुल्क कोचिंग सेंटर शुरू

स्कूलों में शैक्षिक व्यवस्था सुधारने के लिए कलेक्टर को सौंपा ज्ञापन

न्यूज TODAY राजस्थान पत्रिका जयपुर, शनिवार 17.03.18

पहचानशाला की 300 बालिकाओं ने किया शैक्षणिक भ्रमण

6

प्रेरित बालिकाओं ने दी बोर्ड परीक्षा

माध्यमिक शिक्षा बोर्ड परीक्षा

शिक्षा से वंचित बालिकाओं ने दी बोर्ड परीक्षा

शुरू, खिले विद्यार्थियों के चेहरे

डेली न्यूज, चाकसू। स्वैच्छक संस्था कल्प द्वारा चलाई जा रही पहचान परियोजना के तहत शिक्षा से वंचित ग्रामीण क्षेत्र की बालिकाओं को मुख्यधारा से जोड़ते हुए पिछले 2 वर्षों से अप अध्ययन करवाकर व कोचिंग सेंटर्स के माध्यम से बोर्ड परीक्षा दान काबिल किया।

महिला हिंसा के विरोध में 16 दिवसीय

जागरूकता अभियान का शुभारम्भ

आंगनवाड़ी खोलो, स्कूल में दो सुविधाएं बालश्रम रोकथाम के प्रति किया जागरूक

सिटीजन . 1 (महिला सशक्तिकरण की और

सिटीजन . 08 राजस्थान पत्रिका, बांसवाड़ा, शुक्रवार, 23.03.2018

संचालक हुए भूमिगत... प्रयासरत स्वयं सेवी संस्थाएं गैर कानूनी रूप से चल रहे 21 ईट-भट्टे, 47 बाल श्रमिकों की भी हुई पहचान

ईट-भट्टे फैला रहे प्रदूषण... सांसों में घुल रहा जहरीला धुआं

गांगड़तलाई ब्लॉक में फैला रहे प्रदूषण

पत्रिका न्यूज नेटवर्क राजस्थानपत्रिका.com

गांगड़तलाई, क्षेत्र में 21 अवैध ईट-भट्टे प्रदूषण फैलाने के साथ-साथ बच्चों का बचपन भी झोक रहे हैं। कल्प संस्था की ओर से संचालित चाइल्ड राइट फोर चेंज एवं लिंगेसी शिक्षा परियोजना के अन्तर्गत गांगड़तलाई क्षेत्र में भट्टों का अवलोकन किया गया। राजस्थान पत्रिका में 23 मार्च को सांसों में घुल रहा जहरीला धुआं शीर्षक से खबर प्रकाशित होने के बाद संस्था प्रतिनिधियों ने भट्टों के खिलाफ अभियान छेड़ा। इस दौरान यह जानकारी निकल कर आई कि गांगड़तलाई ब्लॉक में 21 ईट भट्टों का संचालन गैर कानूनी तरीकों से हो रहा है। जिसमें 47 बालश्रमिक बच्चों को पहचान की गई।

पंचाल गांव में स्कूल के शैक्षिक और भौतिक विकास पर किया मंथन

मातृ-शिशु स्वास्थ्य के बारे में जानकारी दी

समुदाय प्रतिनिधियों के साथ संवाद

झिलाय में समुदाय प्रतिनिधियों के साथ संवाद कार्यशाला आयोजित

प्रशासन भी हरकत में आया और गांगड़तलाई तहसीलदार ने पटवारियों को क्षेत्र में संचालित अवैध ईट भट्टों की जानकारी मांगी है। सांगरिया भट्टे पर कार्रवाई श्रमिक सजजनगढ़ निवासियों का ध्यान ख

दूर-दूर तक फैला धुआं और दम घुटता वातावरण। गांगड़तलाई क्षेत्र के कई गांवों के वाशिये इसी वातावरण में जीने को मजबूर हैं। वजह जिलेभर में संचालित सैकड़ों अवैध ईट-भट्टे। भट्टों में जलाए जा रहे कोयले से निकले धुए से आसपास के लोग दमा सहित अन्य बीमारियों की निरफ्त में जकड़ रहे हैं फिर भी विभाग, प्रशासन व पुलिस कोई प्रभावी कार्रवाई नहीं कर रहा। ईट भट्टों के संचालक आसपास के क्षेत्र में जमीन खोदकर पर्यावरण को भी नुकसान पहुंचा रहे हैं। ईट के लिए मिट्टी खुदाई से जगह-जगह गहरी खाइयां पड़ चुकी हैं। खेतों में फसलों पर भी राख की परत जम रही है।

पत्रिका गांड रिपोर्ट बगैर अनुमति संचालित भट्टे फैला रहे प्रदूषण

शिक्षिकाओं की मासिक समीक्षा एवं नियोजन बैठक आयोजित

बालश्रम, शिक्षा को लेकर कल्प की कार्यशाला आज

अधिकांश बाल श्रमिकों को पहचानने में मदद करने के लिए गांगड़तलाई में 30 से 60 ईट भट्टे अवैध तौर पर संचालित हैं। निम्नों की जानकारी अवहेलना की जा रही है। गांगड़तलाई, गांगड़तलाई क्षेत्र में 30 से 60 ईट भट्टे अवैध तौर पर संचालित हैं। निम्नों की जानकारी अवहेलना की जा रही है। गांगड़तलाई, गांगड़तलाई क्षेत्र में 30 से 60 ईट भट्टे अवैध तौर पर संचालित हैं। निम्नों की जानकारी अवहेलना की जा रही है।

पहचान परियोजना कार्यक्रम की समीक्षा बैठक