

# DIGANTAR

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Annual Report 2003-2004





# The President's Foreword

Dear friends

I am happy to present to you the Annual Report of Digantar for the year 2003-04.

As many of you are aware, Digantar was set up to create a small good quality school.

Digantar has come a long way since then. From just a small school to an alumnus of over a thousand children, the schools of Digantar have presented alternatives in all areas of elementary education.

We have seen a lot of ups and downs. The past few years were perhaps the longest down period we have had. Digantar has had to face a lot of challenges and has been through testing times. Financial constraints had affected our ability to take on many interesting interventions that were planned. Funding limitations caused by a large number of externalities put us into basic maintenance mode where we were barely surviving.

But as is often said – *“tough times never last – tough people do”* – Digantar was able to get out of the difficult situation and difficult times with élan.

2003-04 has marked the emergence of Digantar as a stronger organisation, as an organisation that is now set to take on the future with a greater level of confidence and a stronger belief in itself.

The education sector is the most important sector in the development of any country. It paves the way for the future. Our country has a long way to go if we are to achieve even the basic level of education for all our people. There is a lot of work that has to be done in this regard. I am happy that Digantar is contributing to significant changes that are taking place in the educational sector in the country. From working in one small school in Jaipur to assisting in educational programmes in many states, Digantar has come a long way. The task is enormous but we are playing our small role in it with confidence.

I would like to take this opportunity to thank all our associates in this endeavour and also complement the team of Digantar for its relentless efforts.

Through this annual report, we are trying to present as clearly as possible some of our work, ideas and achievements. We look forward to your comments and suggestions to improve upon our efforts.

JP Singh  
President





## About Digantar

Digantar<sup>1</sup> is an organisation committed to develop ways of educating children fit for a multicultural democratic society. The word 'Digantar' in Sanskrit means a change in direction, *dik+antar*. In our case a well thought out change in direction that leads to more meaningful, appropriate and complete education.

Digantar's search for alternatives in education began on a very small scale with a school in 1978. The teachers of this school had trained under the late Shri David Horsburgh, who also guided the school in its initial years.

The first ten years of that small school were a good grounding in understanding elementary education in general and classroom practices in particular. This first Digantar School was located in Jaipur city. Around 1986 the small group of people connected with this school started feeling that it is the rural children who continued to be deprived of good education and, therefore, the focus gradually shifted to a few villages in south east of Jaipur. Now Digantar's Elementary Education Programme runs in three villages and almost 600 children study in these three schools.

Digantar feels that the aim of education should be to develop rational autonomy<sup>2</sup>, sensitivity, democratic and egalitarian values, dignity of labour and skills. We believe that the purpose of primary education is to make the child a self-motivated and independent learner.

We feel that every human child is capable of learning to live in society, defining her goals for life, finding ways of achieving the chosen goals, taking appropriate action, and of being responsible for the actions taken. Every human being has a right to decide for herself and is duty bound to be responsible for her decisions. When a society denies this basic assumption in equality, exploitation and oppression become acceptable in different ways. The sharing of benefits of social cooperation and control over the mechanisms of distribution of social goods becomes tilted in favour of a few. The development of rational autonomy of each member of the society

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<sup>1</sup> The full name is Digantar Shiksha evam Khelkud Samiti. It is registered as a non-profit organisation under the Rajasthan Societies Act of 1958.

<sup>2</sup> Independence of thought, speech and action but based on reason



perhaps is the best way of ensuring justice. There is no way, save education, to help people become autonomous and reasonable.

Sensitivity to all other forms of life that share this world with us is an integral part of rational autonomy. Human life is possible only in a social situation. Similarly, life itself is possible only in a complex web of mutually sustaining life forms. This leaves no choice for human beings other than to be sensitive and respectful to all forms of life. The richness and emotional depth that love and respect for all creatures and plants brings to human life is an added but equally important reason to include sensitivity as an important aim of education.

A society, of equal beings who can all think and make their own decisions, would require a great deal of mutual understanding, respect and negotiations to find optimal ways of sustaining itself. Thus, an ongoing discourse among citizens is a necessity in any democratic society. An unconditional respect for all human beings as equal partners and commitment to keep this discourse impartial and rational are perhaps the most important democratic values. Any discourse, to be rational, needs to have some shared criteria for decision-making. To sustain and use such a discourse profitably, the participants would need to have relevant information and ability to think critically. Again, education is perhaps the only means to develop these abilities in citizens.

A variety of material and socio-cultural goods are necessary to sustain human life, as we know it. The production of these goods involves labour and skills. Each one of us should be able to contribute to the production of these goods. The complexity of skills required in present day society needs no illustration. Therefore, education cannot afford to ignore development of various skills and a positive attitude to use them.

Digantar is an organisation striving, and with reasonable success so far, to develop educational opportunities for all children based on these ideas.

*We believe in human mind.  
We aspire for equality, justice and freedom for all.  
Our guide is reason.  
Our strength is love of human kind.*

*Our Vision: A pluralistic democratic society that safeguards justice, equity, freedom and human dignity to all its members.*

*We make our small contribution towards realisation this cherished vision through education that develops independence of mind and courage to act.*





# Introduction

2003-04 will perhaps get to be known as a landmark year for Digantar.

The year under review ushered in a new phase of working within Digantar. A phase that has begun to consolidate all that Digantar has been doing over the past few years and one that will set the base for addressing some ideas and concerns that have been on the anvil for a long time.

People who know Digantar will know that the past few years were ones of extremely hard work undertaken with extremely limited resources and was a phase mostly of survival. Problems that affected large programmes like Lok Jumbish, which had supported Digantar, took a toll on Digantar as well. We are happy to report that Digantar has managed to get over these difficult times and is set to create a more dynamic space for itself in serving the cause of education for the underprivileged. But more importantly we are happy to have been able to get through these difficult times keeping our philosophy and our approach intact and have emerged much stronger than before and with a greater sense of determination.

2003-04 saw us entering into a long-term partnership with the Social Initiatives Group of the ICICI Bank<sup>1</sup>. This we believe will be the turning point for the organisation. A long-term partnership will mean that Digantar will get a certain amount of stability that will permit us to concentrate on the core programme work and not have to be constantly concerned about mobilization of funding. We are however extremely conscious that we face the danger of slipping away into feeling a false sense of security.

Despite major constraints on funding as mentioned above, the cornerstones of Digantar – our schools that form the core of the Alternative Elementary Education Programme – continued to function well. We have received much appreciation from the community that has benefited from these schools. Children who have graduated from these schools are continuing their education in other government/private schools. These children have performed well in public examinations that they have appeared for. Although this is an extremely positive result the programme by itself faces numerous

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<sup>1</sup> Details on this partnership are available as an annex.



challenges for the future. Funding for these schools has been intermittent and limited. As a result these schools have had to face many difficulties in terms of having a stable location and suitable space for functioning. Though we know that only buildings do not make schools, the schools now need to be stabilised in the form of permanent structures.

TARU or The Academic Resource Unit was revived in the year under review. TARU has been seen by Digantar as its outreach unit sharing with other organisations and interested people the experiences of Digantar and learning from them as well. TARU will play a major role in providing academic support to all programmes of Digantar and other initiatives elsewhere in the country if and when called upon to do so. TARU is evolving gradually and we expect it to be able to evolve into an institution of education.

As part of our initiative to share educational philosophy and writing with practitioners and academics in the field of education in Hindi, we have continued to publish Vimarsh. It is now in its sixth year of publication. This has been part of our relentless effort to engage in development of educational thought and provide the education community access to enable them to link up with developments in the field of education internationally. Vimarsh has a large number of its own challenges and we will be working on them in times to come.

The Teacher Empowerment Programme, which we introduced in the year under review, was one of the rare occasions when we had to discontinue a project. It was also a major learning for us and provided us an understanding of our own capacities and our abilities. We realised that we were just not in a position to take it on and also realised that we did not understand the target group that we had planned to work with. We have tried to detail out this learning in the section on the TEP in the report.

On the other hand, the Pehchan project have proven to be a survivor. Despite several financial difficulties the programme continues to be appreciated by the girls who benefit from them and the community at large. We are aware that it is an extremely difficult initiative and that sustaining it is going to require really competent human resources. We will be better placed to find such people now that funding is no longer a major problem for this initiative, at least for the next year.

A large number of extremely relevant and interesting studies on education ranging from evaluating grass root level interventions to



comparing quality of schooling in rural areas were also undertaken during the year.

2003-04 has been an eventful year for Digantar. As mentioned in the beginning of this introduction we are set for a major change and geared for taking up some very interesting work in the field of education. Expectedly, there will be many changes that will happen while we do this. The organisational structure and administrative systems have already seen some changes making them more accountable and professional. A lot remains to be done. 2003-04 has set us on a more confident and enthusiastic track and we hope to make the quantum jump in 2004-05 that it has set us for.

## **Projects and Activities**

Digantar's projects and activities can be divided into core programmes and onetime activities. Our core programmes comprise the Alternative Elementary Education Programme and The Academic Resource Unit that includes Shiksha Vimarsh. Pehchan, though not quite a one time activity is not a core programme of the organisation though it does stem from the core values of the organisation. The Administrative and Support Unit provides the organisation with the support needed to run our programmes.

The following sections provide information about each of our programmes. They also attempt to bring out the spirit behind the activity apart from detailing what was accomplished in the year under review.

### **Alternative Elementary Education Programme**

The Alternative Elementary Education Programme (AEEP) is the oldest programme of Digantar. It was, at one point in time, the key motivation for our existence as an organisation. The overarching aim of the AEEP is to engage in a constant search, both in theory and practice, for school systems that provide quality education. Specifically, the aim is to universalise education in our project area and to provide the community with an alternative model of elementary education.

The AEEP is now over fifteen years old. From a small school with 50 children, it now has almost 600 children in three schools. During the year under review, the AEEP continued with its central theme that of operating three schools in the area. It also included some new



components in the programme. With expanding needs, one of the schools began providing upper primary education in 1998-99.

Currently, there are 20 groups of children in all the three schools - with 514 children organised into 17 groups at the primary level and 77 children organised into 3 groups at the upper primary level. There are 25 teachers - 17 for each of the primary groups, 6 for the upper primary groups. Apart from regular teachers - there is one teacher for teaching Urdu who works part time. We try to keep the teacher-pupil ratio below 1:30.

To support the teachers, there is a five member coordination group that comprises a programme coordinator, an assistant coordinator for administrative issues, an assistant coordinator who works primarily on community development issues, two academic coordinators - one for the primary level and the other for the upper primary level.

Two of the schools are housed in their own buildings on land identified by the community. The third and the newest school, recently was housed in the village community centre along with the Ayurvedic dispensary, with the agreement of most of the village. There was however a dispute created by the Ayurvedic doctor who

### **AEEP - the approach**

The alternative model that we have been working with in our schools are characterised by systems that emphasise cooperation rather than competition; the thrill of mastering a concept or skill as a motivating factor rather than fear of punishment and examination. They run on an encouraging and affectionate teacher-child relationship in contrast to traditional authoritative image of the teacher resting on fear. There is no use of fear here, neither to control behaviour nor to 'encourage' learning. Children are given a lot of freedom to make their own decisions. The schools run in a very democratic way, at the level of classroom as well as organisation.

The pedagogy followed in the AEEP is based on learning with understanding, self-learning, cooperation with peers and freedom of pace of learning. The teachers keep records of individual children and try to chart out a course of learning, which is most suitable for an individual child, within a curricular framework. The child's understanding and her worldview is given due respect and becomes the starting point of her education. There is a well-established system of continuous and comprehensive evaluation of individual child. And, therefore, no need for examination, pass-fail system and traditional grades. The schools are organised in learning groups, which are multilevel and multi-age in composition. Singing, play acting, carpentry, clay work and drawing and painting have as much importance in the curriculum as the so-called academic subjects do.

Dialogue, empathy and cooperation form the basis of social ethos in the schools. A concern for broader social issues of equity, justice and democratic functioning are the basis of the organisation of curriculum, functioning of the schools and relationships.



wanted to transfer the entire community centre to the Ayurvedic department. Despite the support and the best efforts of the community, the government machinery intervened and we had to shift our school. We felt it was better to run the school in less than suitable conditions for the time being rather than close it. We are trying hard to find a suitable place to house the school. There are other infrastructural limitations in the other two schools as well – mainly absence of boundary walls, absence of a separate space for carpentry and clay modelling – we hope to solve these in the coming year.

Two of Digantar schools provide education up to the primary level, while the third goes up to upper primary level. The children have to appear in the public examinations conducted by the government, before they can join mainstream schools. In April 2003, 143 children appeared for the primary and upper primary examinations and 139 children passed these examinations with varying degrees of success. The details are:

Grades	Successful			Unsuccessful	Total
	I division	II division	III division		
V	84	22	3	3	112
VIII	29	1	0	1	31
Total	113	23	3	4	143

Distinctions in Grade V	
Hindi	51
Maths	31
Environmental Sciences	5
English	30

A significant decision about the upper primary was taken in the year under review – we decided to restrict admission to girls in the upper primary groups. This was felt necessary as we observed that a large number of parents did not send their daughters to upper primary schools. The boys who complete primary schooling from our schools will be encouraged to enrol in mainstream schools and new upper primary groups will be exclusively for girls.

In the year under review, the AEEP as one of the core programmes of Digantar achieved a certain amount of financial stability with the support of the ICICI bank. This provides us with an opportunity not only to consolidate our work but also to improve the quality. It will also enable us to look at concerns that have been long standing.



One of our key concerns is the curriculum, for the primary and upper primary level and the other is the teaching-learning material. We do have a package that is used in our schools but it is almost 10 years old and we also want to complete it. We have begun work on the primary package for Hindi and Mathematics for the first two years. This will be shared with a group of educationists in May and then implemented on a trial basis in our schools.

The curriculum for the upper primary section needs to be developed. When we began the upper primary section, we decided against preparing our own curriculum in favour of reorganising the existing curriculum to suit the needs of our schools. The current situation is that there is some material that has been developed and is being used. We have decided to refine the existing material and compile it as a complete package for the first two years of the upper primary.

To monitor the programme, weekly and monthly meetings are organised regularly. All teachers and the group of coordinators participate in these meetings. Apart from monitoring the programme, these meetings help us to analyse the challenges faced and find solutions to the problems.

Digantar emphasises the need to reflect on one's own work. Building capacities and planning academic work for the next year are important areas as well. Every year, all the teachers participate in two workshops - a 30 day summer workshop and a 10 day winter workshop. The purpose of these workshops is to address problem areas, find solutions for them and plan the academic calendar for the forthcoming year. In the summer workshop, the issue of the information in the progress reports of children was debated and the kind of information it provided was raised. Subsequently, the structure of the progress report was changed so that it was better organised and detailed what the child had learnt in each subject i.e. Language, Mathematics, Social Sciences, Science, Carpentry, Art and clay work for the past six months.

The AEEP over the years provided an example to other groups working on elementary education. This year too there were several visitors. Many come for an exposure to an alternative system, others who are running similar programmes come to explore possibilities of collaboration and mutual learning and a few come as part of research in their academic careers.



Digantar has grown over the years but the AEEP, in a way, remains the core of the organisation. We have over the years; despite severe financial hardships never let it close down, though we have had to make compromises to let it continue. We hope that we will be able to maintain enthusiasm in the programme and further strengthen it.

## **The Academic Resource Unit**

The Academic Resource Unit is known as TARU (till the time we find a better name). TARU is an old idea but has worked sporadically in the past and only for specific programmes and NGOs.

The idea of TARU originates from our concern for good quality elementary education for every child. It is our experience from several large government programmes and other NGO efforts that there is a need for trained capable resource persons in this area. Experience also tells us that intensive work with teachers or other educational workers has but few takers, sporadic demands for academic support are more common. Many large scale programmes seem to function on the assumption that primary education is restricted to 3R's and do not see the need for intensive work. Digantar's interest, right from the early days have been to be more than just a project-implementing organisation. It aims to be an organisation seriously concerned and working towards developing knowledge base and methods for better quality education.

TARU was initiated some years ago encouraged by the frequent demands that we receive to provide academic support to other groups working in similar areas. We, however did not find appropriate faculty and were hit by financial problems beyond our control, and so had to abandon the idea then. We had however abandoned it only for a short while, as we strongly believe that there is a need to engage with education with a greater amount of rigour. We were able to revive the idea in June 2003 with financial support from the Social Interest Group of the ICICI bank.

TARU is still a developing unit. It operated with skeletal staff till February 2004. The initial idea is there and we are still in the process of evolving the unit. Activities of TARU in the past year were related to initiatives for teacher enrichment, evaluation studies, training programmes for professionals working in the area of education and book development. The specific programmes that were undertaken during the past year are as follows:



## **Training Programmes**

A workshop on **Theory and Practice in Primary Education** was organised for CARE personnel in two phases. The training programme was designed on the basis of a curriculum jointly worked out with CARE for people involved in its education projects in the states of Gujarat and Uttar Pradesh. This included mid level officers and functionaries of partner NGOs. The first workshop that focussed on theory was completed between May 21 and 30, 2003 and the second that looked at the practical aspects was completed between October 28 and November 6, 2003. The proceedings of the two workshops have been documented. CARE functionaries found the workshop very exciting, useful and felt that their understanding of educational issues and processes had been significantly enhanced.

A series of focussed **capacity enhancement** workshops were proposed last year for Digantar staff to allow for a cross fertilisation of ideas and practices to enrich the educational discourse and practice within the organisation. The first workshop in this series was on Science and Social Sciences and was held in December 2003. The workshop was conducted in collaboration with Eklavya. Similar workshops are planned on Language teaching and Mathematics.

## **Research Studies**

Last year, Digantar had conducted a study for Plan International to understand their work in the Learning Domain in URMUL. At that time, we had looked at Balika Shivirs fleetingly. URMUL and PLAN felt that a closer study of these shivirs would be useful in strengthening the process. An in-depth study of three shivirs was conducted between February and June 2003 period. The final report of the study has been submitted to the concerned agencies.

In February 2004, Digantar began work on another study entitled '**Modes of Schooling - A Comparative Study of Schools in Rural Rajasthan**' with financial support from CARE India. This study, which is ongoing, looks at 75 schools of different types in 3 districts of Rajasthan. The schools visited include Rajiv Gandhi Pathshalas, Government Schools, Shikshakarmi Schools, Alternative Schools, and Private Schools. The study shall compare the five kinds of schools on the basis of children's learning, classroom practices, teachers, parents view of the school, educational vision and academic support available to teachers among other things.



## Teacher Empowerment Programme (TEP)

TEP was an initiative aimed at providing intensive long-term support to teachers in large private urban schools in Jaipur. It hoped to build a community of reflective teachers who placed emphasis on critical pedagogy as opposed to rote learning. (*Critical pedagogy implies giving priority to conceptual learning over rote learning. Critical pedagogy also implies that the child should be actively involved in acquiring knowledge; s/he should be able to enrich it by critically examining it and be able to apply it for new learning and critical problem solving.*)

Initiated in March 2003, the WIPRO supported programme was expected to reach out to around 90 teachers in the next two years with focus on teachers for classes III to VII. TEP was workshop based with two main components- a core module that focussed largely on theory and other key issues relevant to education and the second was oriented to the classroom practices and was specific to subjects.

To begin with, eight schools were contacted. One school completely accepted the proposal and one school was interested but it did not meet our conditions and therefore not accepted as a partner. The first workshop with 30 teachers was held before the school reopened after the summer break in 2003 and was followed by four monthly meetings with the teachers. The strategy of working with one school that too a well established one was good. But this meant working with their set ways and on terms often dictated by the school. Teachers were looking for easy solutions to certain identified problems in teaching/ learning related to discipline, attention, homework, and motivation. They were unwilling to undertake a deeper analysis and the TEP team was not able to convince them of this need. It was soon apparent that if TEP were to continue it would require revisions. Future plans are being explored. For now, the programme has been withdrawn since December 2003.

## Pedagogical Renewal in Chhattisgarh

We are, in collaboration with SCERT Raipur, Eklavya and Vidya Bhavan Society involved in pedagogical renewal process in Chhattisgarh. This involves developing appropriate curriculum and syllabus for elementary education, revising textbooks, teacher guides and teacher training programmes for elementary education, reviewing and revising Diploma in Education Curriculum and supporting DIETs and SCERT in implementing the new curriculum.



In the year under review, we have contributed in:

- Workshops for capacity building of the state resource group
- Developing books for Classes I and II
- Revising the D.Ed. (Diploma in Education) curriculum
- Developing the curriculum document for elementary education.

### **Evaluation and Documentation Cell (E & D Cell)**

In 2003, an Evaluation & Documentation cell as a part of TARU was initiated. The cell is visualised as a small but critical unit of the organisation that would help the organisation to review its own programmes. The underlying objective is to create a forum to critique our own work and take corrective measures as and when necessary. The work of this cell may be divided into the following broad categories

- Ensuring quality of programmes
- Documentation
- Setting up of systems to ensure smooth functioning of the organisation

A work plan to review all the programmes has been prepared. We plan to initiate the process from the following year. Systems for developing position descriptions, performance appraisals and developing programme wise annual work plans are in place. They will be reviewed and refined in the following year.

### **Development of a Package for Primary Schools**

We first developed the primary package in Hindi, Maths and Environmental Sciences in 1994-95, parts of this was revised and portions added to it in 1998. Since then it has seen several reprints. These books are used not only in our own schools but other similar programmes as well. There are several groups who buy either the entire set or specific books from the set of books for the primary section. Last year we made a sale of Rupees 2,83, 626 (all non profit, at cost price) without any initiative in marketing. This package has not undergone a review for several years.

We are now in the process of developing books for the first two years in Hindi and Mathematics. In Hindi our earlier books start with words and rely on teacher to introduce those words in a context of whole text through stories specially written for the purpose. Often



the process of situating these words in context is ignored by the teacher. The revised package brings this whole process in the text cum workbook and start with text. We thought that our mathematics package would benefit from a revision to make it more attractive for children. These books are scheduled to be ready by June 2004. After reviewing the books for first two years with a group of educationists and assessing our new approach to textbooks, the primary package will be completed in about two years.

## **Shiksha Vimarsh**

Shiksha Vimarsh is a bimonthly journal on education in Hindi. Vimarsh began in 1998 as a monthly journal with Digantar's own resources. The journal tries to publish material both on theory and practice of education and is engaged in building a dialogue on elementary education. It seems to have carved a niche for itself amongst the serious educators as well as students of education, though its reach is very limited. We feel that there is a need to sustain this 'small dialogue-building' in Hindi as no other magazine publishes the full-length papers on important theoretical positions at present.

We also feel that a dialogue amongst teachers and academicians working in elementary education should contribute to the building of understanding and a knowledge base for improvement of quality education. This should also directly contribute to creating environment for reflective classroom practices.

Publication of Vimarsh however is still very irregular. There are no financial constraints now, but we have not been able to appoint a full time editor. This has resulted in irregular publication.

During the year 2003-04 three books were also published which are based on reorganised Vimarsh material to a large extent. The books are:

1. *Shiksha aur Samajh*, by Rohit Dhankar,
2. *Loktantra, shiksha aur viveksheelta*, Ed. By Rohit Dhankar, and
3. *Shiksha ke sandarbh aur vikalp*, Ed. By Rohit Dhankar and Rajaram Bhadu.

Two more books are planned and are almost ready.



## ***Pehchan –an attempt to help girls know themselves***

*(This write-up is for the entire duration of the project and not just the year under review as we feel it was necessary to include the entire project period for a better understanding of the project)*

Pehchan owes its genesis to a survey conducted by the Government of Rajasthan in the year 2000 to find out the status of education. The results of this survey, published as *Shiksha Darpan* indicated that approximately 20,000 girls in the age group of 9-14 years were out of school in Jaipur district. The district collector approached UNICEF with an idea of a project to provide education to these out of school girls. After discussions with several NGOs the Pehchan project was developed by the district administration, UNICEF, and two voluntary organisations Digantar and CULP working in collaboration.

The original Pehchan project had five components:

- Working with the community - to motivate them to send their daughters to school and actively participate in the functioning of that school.
- Pehchanshalas - at two levels - first, to mainstream girls between 9-11 years old in the regular schools and second, help the girls between 11-14 years old to complete primary education as best as possible. All Pehchanshala students were to be notionally enrolled in the local government school.
- Shiksha Samarthan - to work with the government schools to improve the quality of teaching/education and to prepare the school to welcome Pehchanshala students.
- Balika shivirs - short-term residential camps to provide concentrated primary education
- Pehchan mandals - to enable girls to remain in contact with reading and writing once they completed primary education

The project was to work with the close involvement of the district administration and in convergence with the District Primary Education Programme.

Pehchan was initiated as a pilot project in August 2002, in two blocks of Jaipur. Digantar and CULP were the implementing agencies for Phagi and Chaksu, respectively. In addition, Digantar was the Technical Support Agency for the project.

Digantar conducted a survey shortly after the initiation of the pilot project, in November 2002 to find out the field reality. This survey



was conducted with the purpose of identifying the out-of-school girls; understanding the reasons behind the situation, initiate a dialogue with the community and to understand the situation in the government schools.

The survey indicated a huge discrepancy between the government figures and the field reality. In the 17 panchayats, that we conducted the survey in i.e. approximately 106 villages - the government figures indicated that the number of out-of-school girls in these villages was 125 but our survey indicated that 1360 girls were out of school. It also indicated that the drought and the ensuing scarcity of water and fodder and large-scale migration had affected the enrolment of girls. The survey also suggested that the people were sceptical of new projects but were willing to give it a chance.

The same survey also studied government schools during November 2002 and January 2003. This study included school observation, classroom observation and talking to the teachers and children. The classroom observations indicated that teaching-learning process in 67 per cent of the schools were unsatisfactory; 19 per cent were satisfactory and only 13 per cent could be called good. The observations were based on the following criteria:

- The introduction of work, its development, completion and children's participation.
- TLM, its quality and usage
- Opportunities for children- involvement in activities , expressing oneself, peer cooperation
- Evaluation of the children's work
- Classroom environment- condition of fear and punishment
- Teachers' behaviour with children

Apart from this, the survey also noted that space in the schools was not utilised optimally. Some indications of teacher irregularity were also observed.

The Pehchan project has been underway since August 2002. The first year i.e. till August 2003 was to be the pilot phase, before expanding to other blocks. There were however some financial resource problems as UNICEF discontinued funding from December 2002. We decided to continue the project albeit on a smaller scale. Matters were settled after several negotiations and clarifications and UNICEF reimbursed almost the entire amount spent by us.



The major activities have been in the areas of preparing to begin the intervention, creating rapport with the community, running Pehchanshalas, intervention in government schools, preparing materials, reports, and packages. While there were problems in the transition from the pilot phase to the expansion phase, it did lead to some important learning to be used later. Some of the important learnings are:

- The surveys conducted in the pilot phase were very useful. They were however too detailed and we had staggered the household and the school survey. *Our learning is that, to effectively use the results of these surveys, they need to be conducted simultaneously and rapidly. The focus should be to collect information relevant to decide on the strategy of the project and leave the details for the second round to be conducted only in the selected villages.*
- *We also learnt that the intervention has been welcomed by the community.* The response of the girls has been very encouraging. In the 11 villages, of the 990 girls in the nine to fourteen years age group, 302 (30.5 per cent) were not enrolled in any educational facility. The girls who had facility of some kind or the other such as government schools, private schools, and NFE centres of any kind were not considered deprived. The Pehchanshalas, in June 2003 had an enrolment of 284. There were also instances when the girls would tie their goats outside the Pehchanshala and study inside or finish their work in the field and then come to the school. The average attendance in the Pehchanshalas was over 60 per cent through the period of drought, famine relief work etc. The girls did not just come to the schools; their academic achievements in the short phase (3-6 months) were also significant.
- *The Pehchanshala also needs to work in flexible ways without compromising on pedagogical standards.* For example, Pehchanshalas need to run for five and a half hours – therefore the timings of the Pehchanshala are set according to the convenience of the majority of the girls and in consultation with the community and the VEC. The Pehchanshalas also accommodated the agricultural calendar. This was particularly necessary this year as the monsoon had arrived after a four-year drought – the Pehchanshala timings were split into two, in order to enable the girls to work in the fields without major disruptions in their learning. This flexible approach without



compromising standards has been appreciated in the community as well. Here it must be noted that the involvement of children in family occupation that is not strenuous is considered a healthy way of life provided the child's opportunities to learn and for leisure are well protected.

- It is not possible to mainstream girls after the age of ten years in classes below IV. This is difficult to achieve in one year. *Therefore in the new Pehchanshalas 9-14 year olds should complete their primary education perhaps in two and a half years.*
- *The pilot phase also indicated the strong need to work with government schools* for several reasons – first, studies indicate that there is tremendous scope for improvement, second, if we want the girls to join the mainstream, we will have to work there as well. Experiences from the pilot phase also indicate that, by and large, the government schools, after adequate preparation and support from the district administration respond well to sustained support.

In the year under review (from August 2003 onwards) there is some amount of financial stability in the project. This enabled us to consolidate our work a little. There were 12 functional

Pehchanshalas (13 were begun, but 1 had to close down) that worked with 305 girls. Each school had one teacher. The attendance ranged from 51.5 per cent to 88.1 per cent with the average attendance for all the schools being 63.2 per

cent. The Pehchanshalas ran in buildings identified by the community – either the community centre, part of the government school, aanganwadi kendra or in people's homes. The girls also made much

#### **The concept of a Pehchanshala**

A Pehchanshala was visualised as a place of teaching-learning that is part of the existing government school. The idea of a Pehchanshala was to prepare girls, especially between the ages of 9-11 years, till the level of class III to enable them to continue their education in mainstream schools.

Apart from that, the Pehchanshalas aimed to enable girls to recognise their identity and roles in society. Pehchanshalas also work towards increasing the girls' confidence to take their own decisions, be aware of their society, rights, and surroundings.

Pehchanshalas also run on the same approach that the Digantarshalas run on i.e. children learn from their own experiences and on their own pace. Children need an environment free from fear to learn. Evaluation should be constant and not impediment learning. Children need to be prepared to be independent learners.



progress academically. In one year, all the girls can read and write with varying degrees of fluency – 25 per cent girls are at the level of class III, 40 per cent at the level of class IV and 6.5 per cent at the level of class V. All the girls have also acquired varying degrees of confidence in working with the number system in Mathematics and mathematical operations – 33 per cent of the girls were at the level of class III, 27 per cent at the level of class IV and 9 per cent at the level of class V. (As in April 2004)

There was continuous dialogue with the community and by and large the schools were supported by the community. One critical indicator is their willingness to make available a building to run the school in. There were instances when the school building had to be changed more than once because of some problem or the other but no Pehchanshala had to close because a building was not identified by the community. The fact that despite it being a drought year, parents did send their daughters to the school is another indicator of community support.

The third area of work was with government schools. This could be divided into two broad phases– the first was a survey to understand government schools and the second part comprised working with the schools directly. The work with the schools comprised working with class II children, as a teacher, in 10 government schools. There were challenges in this but the results were encouraging – the attendance figures went up, there was a more positive classroom environment where children helped each other and participated in classroom activities and sometimes the format of the morning assembly changed. The work with government schools also comprised working with teachers to help them in planning their work and developing different approaches to teaching including development of TLM.

The major accomplishments of the programme are as follows:

- The academic achievements of 66 per cent of the girls is either equal to or greater than the class III curriculum as prescribed by the state government .
- The average attendance of the schools was 64.5 per cent – especially considering the fact the girls are between the ages of 9-14 years and they have considerable household and agricultural responsibilities.
- Visibly higher confidence levels when interacting with strangers.



- Work with government schools showed increase in academic achievements and school attendance figures.
- The community has accepted Pehchanshalas.

Despite these accomplishments there were problem areas as well – chief among them being the fairly high turnover of teachers throughout the year – this was primarily because the working conditions were difficult and the salaries are low compared to the work expected from them. The programme also suffered due to financial instability for a large part of the year. The drought and other family responsibilities of the girls impacted their attendance. There were also times when the desired support from the government functionaries was not forthcoming.

Notwithstanding these problems, Pehchan has made a mark in the area and with greater experience and financial stability is ready to take on greater challenges.

## **Pehlo Kadam – Crèche and Preschool**

Pehlo Kadam, the crèche and preschool is located in the Anokhi campus and is meant for children of parents working in Anokhi and Digantar. It caters to children between the ages of 3 months and 5 years. At present there are approximately 20 children. Apart from the regular activities of the crèche, a summer camp for older children and those who were not regular members of the crèche was organised in 2003. The summer camp was found to be useful by the parents.

The preschool part is also working towards developing a curriculum to provide systematic experience for the development of children between the age of 3 years and 5 years. The pre-school programme is still evolving needs to go through a concept development exercise.

## **Other Activities**

### **Exhibition**

UNESCO and MHRD had organised a 'High Level Group Meeting' in New Delhi from November 10-12, 2003. As part of the meeting, they had also organised an exhibition with the theme 'Education for All'. Digantar was invited to participate in this exhibition. A stall was put up by us to share our approach to elementary education and exhibit some of the material developed. The exhibition was appreciated by the visitors largely because it conveyed the idea of Digantar very



simply. The exhibition was open to individuals and groups only by invitation. Several groups of school and university students along with other interested individuals visited the exhibition.

## **Support and Administration Unit (SAU)**

The SAU is the unit that facilitates the smooth functioning of all our programmes. The accounts department is also part of the Support and Administration Unit. Apart from accounts, the other responsibility areas of SAU include maintaining personnel systems, assisting in recruitment, central storekeeping (especially for our schools and Pehchanshalas), maintaining the library, maintaining the campus and providing logistic support for all new and ongoing activities of the organisation. In the year under review, the SAU has strengthened many of its functions.

Many systems that were critical to the functioning of the organisation were introduced. These included keeping records of the staff, streamlining systems for the purchase of material, receipt of letters, physical verification of the library and store among others.

The library is on its way of becoming a better-organized and more systematic library. It has also increased in size. There are over 11000 books and more than 25 magazines and journals that are available in the library. Apart from the central office, people from the field projects and schools also use the library. The libraries in the schools and the community are also managed from here.

A new EPBAX and fax machine were also purchased - making communication a lot simpler. There were several other changes on campus - the entire campus was fenced with barbed wire for better security, a new telephone line was laid, a new reading room was built as an annex to the library. The campus caretaker was helped to develop better systems so that the training programmes and workshops held on campus function smoothly.



# Annexes







## **Members of the Executive Committee**

1. Mr. JP Singh, President, Anokhi Farms, Todi Ramjanipura, Jaipur
2. Mrs. PN Kavoori, Vice President, 3/13, Malviya Nagar, Jaipur
3. Mr. RS Jhala, Treasurer, 45, Sukh Niwas, Nandpuri Colony, 22 Godam, Jaipur
4. Ms. Faith Singh, Member, Anokhi Farms, Todi Ramjanipura, Jaipur
5. Prof. Krishna Kumar, Special Invitee, 32 A, Chattra Marg, Maurice Nagar, Delhi
6. Ms. Reena Das, Member, Digantar, Todi Ramjanipura, Jaipur
7. Mr. Rohit Dhankar, Secretary, Digantar, Todi Ramjanipura, Jaipur

## **General Body Members**

1. Prof. Anil Sadgopal, E 13, Kalindi, New Delhi
2. Mr. Shiv Ratan Thanvi, Mochi Street, Phalodi, Jodhpur
3. Mr. PA Singh, Anokhi Farms, Todi Ramjanipura, Jaipur
4. Ms. Prafulla Kumari, 17, Civil Lines, C-Scheme, Jaipur
5. Ms. Unnithan, Unnithan Farms, Todi Ramjanipura, Jagatpura, Jaipur
6. Dr. Surendra Kushwaha, A7, Anita Colony, Bajaj Nagar, Jaipur
7. Ms. Ganga Singh, Dundlod House, Hawa Sarak, Jaipur
8. Ms. Janak Gorwani, 70, Adarsh Nagar, Jaipur



# Digantar - Staff Profile

## *Support Administration and Evaluation Unit*

S. N.	Name	Education	Experience in Years
1.	Reena Das	M.A.	24
2.	Ganesh Narayan	11th	2
3.	Gyan Prakash Sharma	B.Ed.	9
4.	Gyan Prakash Sharma	M.A. B.Ed.	10
5.	Hari Narayan Karol	B.Com.	14½
6.	Jagdish Meena	8th	2 mths.
7.	Khyaliram Swami	B.A.	8
8.	Lekhraj Raigar	Vth	8 mths.
9.	Meghna Rathore	M.Sc.	8
10.	Prashant Tondon	M.A., Net	10
11.	Pushkar Singh	8th	13
12.	Rajendra Rawat	B.Com.	4½
13.	Sawai Singh	10th	3
14.	Vishram Kumar	12th	5½

## *Alternative Elementary Education Programme*

15.	Abdul Gaffar	B.A., B.Ed.	14
16.	Anil Gupta	M.A., B.Ed.	10
17.	Deen Dayal	B.A.	8
18.	Dilip Kumar	B.Sc., B.Ed	4
19.	Ghanshyam Soni	M.A. LLB	10 (till April 04)
20.	Hemant Sharma	B.A.	5
21.	Jafar Ali	M.A. Prev.	9
22.	Jagdish Narayan	PUC	11
23.	Jaideep Vaishnav	B.A.	8
24.	Kailash Chand	BA	11½
25.	Kalpana Basak	M.A., B.Ed.	13
26.	Kamal Kishor Sharma	8th	16
27.	Madhu Singh	B.A., Diploma from NIFD	6
28.	Mahesh Chand	M.A.	4
29.	Manju Negi	B.A.	5½
30.	Meera Sharma	12th	10
31.	Mohammad Iqbal	B.A.	14
32.	Murlidhar Gurjar	12th	15½
33.	Narendra Kumar	B.A.	8
34.	Nathu Singh	M.A. SLET	2½
35.	Naveen Sharma	B.Sc.	3
36.	Nauratmal Pareek	12th	13
37.	Pramila Khandelwal	M.A.	2½
38.	Ramesh Chand	B.Com.	14½



39.	Ramjilal Gurjar	B.A., B.Ed.	12
40.	Sanjeev Jain	M.A., B.Ed.	5
41.	Sudhir Kumar	PGDRA XISS	1½
42.	Sunita Gupta	M.A.	2½
43.	Suresh Sharma		1
44.	Vineet Panwar	M.A.	7
45.	Vinod Panwar	B.Sc.	-
46.	Yogesh Garg	B.A. B.Ed.	3½

### ***The Acadmic Resource Unit***

47.	Rohit Dhankar	M.Sc. (Maths)	26
48.	Ajay Gupta	M.A. PhD (cont.)	5
49.	Brijmohan Ishtwal	M.A. M.Phil., PhD	5½
50.	Gauri Sharma	M.HSc., Dip. Counselling psycho.	1½
51.	Jyotsna Lall	PGDRM	16
52.	Keshav Kumar Gautam	B.A. ,C.Lib.	6
53.	Manju Sharma	M.Sc., PhD	6
54.	Navneet Bedar	M.A., PhD	1½
55.	Noopur Jha	M.Sc., M.Ed.	4
56.	Pramod Pathak	M.A.	6½
57.	Reema Gupta	B.HSc., PGDCA	13½
58.	Shiti Malhotra	M.A., M.Phil	1 mth.
59.	Shobha Kavoori	M.A.	14
60.	Sutupa Das	M.A., M.Phil	11 mths.

### ***Shiksha Vimarsh***

61.	Neeraj Bhatt	B.Com., PGDCA	12½
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### ***Pehchan Programme***

62.	Ajay Gupta	M.A. , B.Ed., Phd.	9 yrs (till July 04)
63.	Akhtar Hussain	B.A.	7 (till July 04)
64.	Alka	M.A.	6 (till July 04)
65.	Anupam Sharma	M.A.	3½
66.	Asha	B.A.	6 mths
67.	Ashok Kumar Sharma	B.Sc.	6½
68.	Babulal	B.A.	4 mths
69.	Bhagirath Sharma	M.A., M.Ed.	7
70.	Brijmohan Ishtwal	M.A., M.Ed., Phd.	7 (till July 04)
71.	Chatrabhuj	B.A.	4
72.	Deendayal	BJMC	13 (till July 04)
73.	Deepesh Rajawat	B.A.	1½
74.	Devendra Joshi	M.A. BJMSC	5 (till July 04)
75.	Dilip Singh	MA	7 (till Aug. 04)
76.	Gulab Meena	10th	1½
77.	Gunmala Jain	B.A.	1½



78.	Gyarsi Devi	12th	1
79.	Harkishan	B.A.	4 (till July 04)
80.	Jaideep Vaishnav	B.A.	8 (till July 04)
81.	Jetu Devi	B.A.	6 mths
82.	Kalpana Basak	M.A. B.Ed	14 (till July 04)
83.	Kanta Chaudhary	B.A.	1
84.	Kunti	B.A.	3 (till July 04)
85.	Nilima Pareek	B.A.	1½
86.	Ompal Dumolia	B.A.	9
87.	Rajendra Panchaal	M.A. M.Ed.	8 (till July 04)
88.	Rajendra Singh	B.A.	5
89.	Ramanand	M.A.	4 (till July 04)
90.	Ravikant Toshniwal	M.Sc. (Psycho.)	15 (Till July 04)
91.	Reena Pareek	B.Sc., ECCE	2 (till July 04)
92.	Rekha Jain	M.A. Prev.	1½
93.	Rinku Jain	B.A. IInd year	1
94.	Rukmani Devi	B.A.	6 mths
95.	Sada Kanwar	10th	6 mths
96.	Sangeeta	B.A.	7
97.	Sudhir Singh	M.A.	7
98.	Susheela Sharma	M.A.	-
99.	Susheela Sharma (Samarthak)	M.A.	17 (till July 04)
100.	Sushila Chaudhary	B.A.	1½
101.	Sushma Sharma	B.Com.	15 (till July 04)
102.	Usha Sharma	M.A.	4

### ***Pehlo Kadam (Creche)***

103.	Minaxi Jain	M.Com.	2
104.	Guddi Nai	-	-



# **Training Programmes Organised in Digantar**

## **Year 2003-04**

### **1. Primary Education: Theory and Practice**

For CARE and other organisations; two ten-day modules; May 2003 and October 2003

### **2. Primary Education: Theory and Practice – for private school teachers under the Teacher Empowerment Programme, June 2003, July 2003, August 2003, September 2003, December 2003**

### **3. Capacity Enhancement workshops – in Social Sciences and Sciences, for Digantar staff, Resource persons from Eklavya, 4 days, December 2003**

### **4. Alternative Elementary Education Programme; Summer workshop for teachers, 30 days**

### **5. Alternative Elementary Education Programme; Winter workshop for teachers, 10 days**

### **6. Pehchan – workshop for Samarthaks – February, 2003, 10 days**

### **7. Pehchan – workshop for Teachers – July, 2003, 6 days**

### **8. Pehchan – workshop for Government Teachers – June, 2003, cancelled due to inadequate response**



## List of Publications

Many of these publications were not produced in the year under review but several of them; especially the primary school package is reprinted very frequently and is therefore included here. Some of the material has not, in our view, reached a publishable stage, but is nevertheless circulated as photocopies of the draft document – these have also been included in the list.

### A. Publications

1. Package for Primary Schools
  - a. *Aarambhik Gatividhiyan*
  - b. *Hastkarya*
  - c. *Hindi – Pothi 1-4*
  - d. *Hindi – Bhasha Vikas Shrinkhala 1-12*
  - e. *Mathematics – Ganit Bodh 1-15*
  - f. *Environmental Studies – Apne Aas Paas 1-5; Hum Sab; Tab Ab Aur Aage; Jangal Ki Sabha*
2. *Shiksha Vimarsh* – a bimonthly magazine
3. *Shiksha aur Samajh*, by Rohit Dhankar, *Aadhar Prakashan*, Panchkula, Haryana
4. *Loktantra, shiksha aur viveksheelta*, Ed. By Rohit Dhankar, *Aadhar Prakashan*,
5. *Shiksha ke sandarbh aur vikalp*, Ed. By Rohit Dhankar and Rajaram Bhadu, *Aadhar Prakashan*

### B. Training Material/Programme Output

1. *Prathamik Shikshak Prashikshan ki Rooprekha*
2. *Shiksha aur Samajh*
3. *Shikshakram – pratham praroop*
4. *Paryavekshak prashikshan sandharbh sandarshika (praroop)*
5. *Shikshak Prashikshan Sandarbh Sandarshika (praroop)*
6. Theoretical basis of Alternative Elementary Education
7. Language teaching at Digantar
8. Report of the workshop on theory and practice in education, December, 2003
9. *Pehchanshala Mahila Shikshak Prashikshan*, December 2002
10. *Samudaayik sahyog karyakram*, A report of community support in Pehchan



11. *Rajkiya prathmik vidyalaya shikshak sahyog karyakram* - A report of academic support to primary schools
12. *Pehchanshala shaikshik star aakalan evam vishleshan* - A report of assessment and analysis of academic levels of girls in Pehchanshalas

### **C. Reports of Research Studies**

1. Activity based Teaching in Kerala and its achievements - a study of pedagogical interventions in DPEP for the Ministry of Human resource Development, Government of India
2. Creating Possibilities - A study of Balika Shivirs for URMUL Seemant Samiti, Bajju



# **Individuals and Institutions who have supported us or worked with us**

## **Institutions**

1. Eklavya, Bhopal
2. Vidya Bhavabn Society, Udaipur
3. PLAN, Jaipur and Delhi
4. CARE, Jaipur and Delhi
5. URMUL, Bikaner
6. Disha, Jaipur
7. Homi Bhabha Centre for Science Education, Mumbai
8. Tata Institute for Social Sciences, Mumbai
9. Tata Institute for Fundamental Research, Mumbai
10. WIPRO, Bangalore
11. Ibtada, Alwar
12. Maharaja Shri Sawai Mansingh Vidyalaya, Jaipur
13. Jesus and Mary College, New Delhi
14. Shyama Prasad Mukherjee College, Delhi
15. St. Cristophers School, London
16. Banasthali Vidyapeeth, Niwai, Tonk
17. Department of Home Science, Rajasthan University, Jaipur

## **Individuals**

1. Prof. Krishna Kumar, Delhi
2. Prof. Ramakant Agnihotri, Delhi
3. Dr. HK Dewan, Udaipur
4. Prof. Pradeep Bhargav, IDS, Jaipur
5. Dr. Sharda Jain, Sandhan, Jaipur
6. Prof. SL Lokanathan, Bangalore
7. Prof. Vijay Verma, Delhi
8. Dr. Kamal Mahendaroo, Eklavya Bhopal
9. Ms. Anjali Noronha, Eklavya Bhopal
10. Dr. Rashmi Paliwal, Eklavya Bhopal



## Summary of the agreement with ICICI Bank

The Social Initiatives Group of the ICICI Bank has entered into an agreement with Digantar for a period of ten years. Financial support is through a Loan Amount invested by the Borrower i.e. Digantar, in a financial instrument agreeable in form and manner to the Lender i.e. ICICI Bank. The interest derived from the investment shall be used towards meeting the requirements as specified in the project proposal. During the ten years, the bank shall financially support the following activities of Digantar.

**TARU:** TARU stems from the concern that there is an absence of opportunities to study education seriously especially in connection with problems faced at the field level. TARU's main aim is to build resources for informed decision-making and reflective practices in education. The specific activities of TARU are:

- a. Research and publication of monographs in educational thought and practice
- b. Action research in teacher preparation, material and curriculum development and pedagogy in general
- c. Education of educators - both pre service and in-service
- d. Academic support to all Digantar projects, other organisations and government programmes

**Vimarsh:** Shiksha Vimarsh is a bimonthly journal in Hindi. It publishes original and translated articles on the theory and practice of education. It aims to build and sustain a serious educational discourse in Hindi. Apart from regular publication of the magazine, Vimarsh also aims to organise an annual seminar on an educational issue to bring educationists and practitioners together and share their work and carry the dialogue on education forward.

**AEEP:** The Alternative Elementary Education programme comprises two components - the school programme and the outreach programme. The school programme consists of running three primary school and a new upper primary school. The outreach programme aims to work with the community and the youth with the objective of developing community level organisations with education as the focus.

**Administrative Support:** Administrative support forms less than one fifth of the total budget. It is for the smooth functioning of the above programmes.



## **Organisations that have provided us financial assistance**

- ICICI Bank, Mumbai
- UNICEF, Jaipur
- Asha for education
- Registan Pvt Ltd, Jaipur
- WIPRO Ltd, Bangalore

## **Consultancy Support received from**

- CARE- India
- PLAN - International
- URMUL Seemant Samiti, Bajju'
- Ibtada, Alwar
- CULP, Jaipur } sponsoring participants for workshop
- ARAVALI, Jaipur
- Maharaja Sawai Man Singh Vidyalaya, Jaipur

## **Donation**

- Books from Taluka Publishers, Chennai



# Finances



**DIGANTAR SHIKSHA EVAM KHELKUD SAMITI, JAIPUR**  
**BALANCE SHEET AS AT 31ST MARCH 2004**

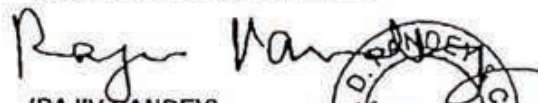
<u>LIABILITIES</u>	<u>Amount</u>
<b><u>GENERAL FUND</u></b>	
OPENING BAL. AS ON 1.4.2003	1359787
Add: Unsecured Loan no longer payable	6000
Add: Surplus transferred to balance sheet	1635941
	3001728
Less: Payment made to unspent grant	4768
	2996960
<b><u>UNSPENT GRANT</u></b>	
From MHRD Department	25606
From ICICI Bank Ltd.	1211427
From ASHA	
Op. Balance from last year	875201
Less: spent during the year	98161
	777040
	2014073
<b><u>LOANS &amp; ADVANCES</u></b>	
secured loan(against FDR)	70000000
Unsecured loan	525000
M/s Registhan Pvt. Ltd. (non intt. Bearing)	370000
	70895000
<b><u>Current Liabilities</u></b>	
Sir Ratan Tata Trust	292579
Creditors for exp.	131467
PF Payable	42366
T.D.S. Payable	5425
Professional tax payable	400
	76378270

Significant Accounting Policies (As per Schedule 'B')

**AUDITORS REPORT**

Signed in terms of our report of even date annexed

FOR S.D. PANDEY & CO.  
 CHARTERED ACCOUNTANTS

  
 (RAJIV PANDEY)  
 PARTNER





PLACE: JAIPUR - A  
 DATED: 11.8.2004

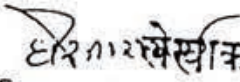




ASSETS		Amount
<b>FIXED ASSETS (As per Schedule A)</b>		
W.D.V. As on 1.4.2003	2256885	
Add: Addition during the year	1104269	
Less: Depreciation	160464	3200690
<b>CURRENT ASSETS, LOANS &amp; ADVANCES</b>		
<b>CURRENT ASSETS</b>		
<b>CASH IN HAND</b>		
Core Programme	35961	
Pehchan	15208	
Teacher Empowerment Programme	404	51573
<b>CASH AT BANK (Scheduled Bank)</b>		
Core Programme	1192330	
Pehchan	49319	
Teacher Empowerment Programme	14114	1255763
T.D.S. RECEIVABLE		269198
SUNDRY DEBTORS		1036993
CLOSING STOCK OF BOOKS (Certified by management)		242536
OUTSTANDING GRANT MHRD		134683
TELEPHONE SECURITY		700
Investment		70000000
Accrued Income (outstanding grant from UNICEF)		186134
		<b>78378270</b>

  
**क. व. चवधन**  
 दिगन्तर शिक्षा एवं खेलकूद समिति  
 जयपुर

  
**SECRETARY**  
**सचिव**  
 दिगन्तर शिक्षा एवं खेलकूद समिति  
 जयपुर

  
**देशमुख**  
 दिगन्तर शिक्षा एवं खेलकूद स  
 जयपुर

**DIGANTAR SHIKSHA EVAM KHELKUD SAMITI, JAIPUR**  
**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2004**

EXPENDITURE	Core Programme	Pehchan Project	TEP	Total
To Salaries	3830410	1071834	215987	4918231
Training & study visit	19009	0	5300	24309
Consultancy fee & Audit fee	81960	0	0	81960
Books & Teaching Learning material	117514	0	0	117514
Stationery Publication	129846	20477	2841	153164
Activity exp.	27024	5556	0	32580
Misc. Expenses	0	4659	1588	6247
Office exp. Postage Telephone	137741	31870	1513	171124
Bank charge	465	225	0	690
Printing & publication	390378	0	0	390378
Electricity & water supply	134469	1945	0	136414
Building maintenance	67874	0	0	67874
Creche charges	97055	0	0	97055
Shelter. and Rent	0	43050	0	43050
Vehical Running & Maintenance	93092	0	0	93092
Field Travel	33982	112154	4567	150703
Depreciation written off	160464	0	0	160464
Journal Publication Exp.	45980	0	0	45980
Care Study Evaluation Exp.	63728	0	0	63728
DPEP Evaluation Exp.	12000	0	0	12000
Teacher Reorientation Exp.	0	7551	0	7551
Urmul Balika Shiveer Evaluation	33910	0	0	33910
Honorarium	18555	0	0	18555
Staff selection & team expenses	74180	0	0	74180
Report writing expenses	0	3600	0	3600
To Surplus excess of Income transfer to Balance Sheet	1623363	83977		1707340
<b>Total</b>	<b>6992999</b>	<b>1386898</b>	<b>231796</b>	<b>8611693</b>

**AUDITORS REPORT**  
**SIGNED IN TERMS OF OUR REPORT OF EVEN DATE ANNEXED**

FOR S.D. PANDEY & CO.  
 CHARTERED ACCOUNTANTS

*Rajiv Pandey*  
 (RAJIV PANDEY)  
 PARTNER





PLACE: JAIPUR  
 DATED: 11.6.2004

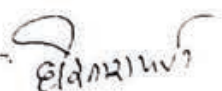
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INCOME		Core Programme	Pehchan Project	TEP	Total
By Grant In Aid from ICICI Bank Ltd.	4750900				
Add: Unspent (as per last year)	2036				
	4752936				
Less:- un spent grant trs to b/s	1211427	3541509	0	0	3541509
Grant In Aid (ASHA) (forelgne exchange) (as per last year)	875201				
Less:- un spent grant trs to b/s	777040	0	98161	0	98161
Grant In Aid from WIPRO	159032				
Less:- un spent grant trs to b/s	NIL	0	0	159032	159032
Grant in Aid (UNICEF)	1095474	0		0	
Add: Accrued Income(outstanding grant)	186134		1281608		1281608
Donation	4500	4500	0	0	4500
Interest from Bank	51408	51408	7129	1365	59902
Subscription of educational magazine	18865	18865	0	0	18865
Teaching material disposal	283626	283626	0	0	283626
Hostel Rent	67052	67052	0	0	67052
Creche Charges	123072	123072	0	0	123072
Institutional fee	436613	436613	0	0	436613
Boarding lodging & training	87689	87689	0	0	87689
Interest on FDR	2136129	2136129	0	0	2136129
Closing stock of books	242538	242538	0	0	242538
By Deficit transferred to Balance Sheet				71399	71399
Total		6992999	1386898	231796	8611693

  
**क. पी. सिंग**  
 दिगम्बर शिक्षा एवं खेलकूद समिति  
 जयपुर

  
**SEC. सचिव**  
 दिगम्बर शिक्षा एवं खेलकूद समिति  
 जयपुर

  
**ह. बी. शर्मा**  
 लेखाकार  
 दिगम्बर शिक्षा एवं खेलकूद समिति  
 जयपुर

मिति



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## Digantar

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