

DIGANTAR

Shiksha Evam Khelkud Samti



Annual Report
2018-19



DIGANTAR



***Annual
Report***

2018-19

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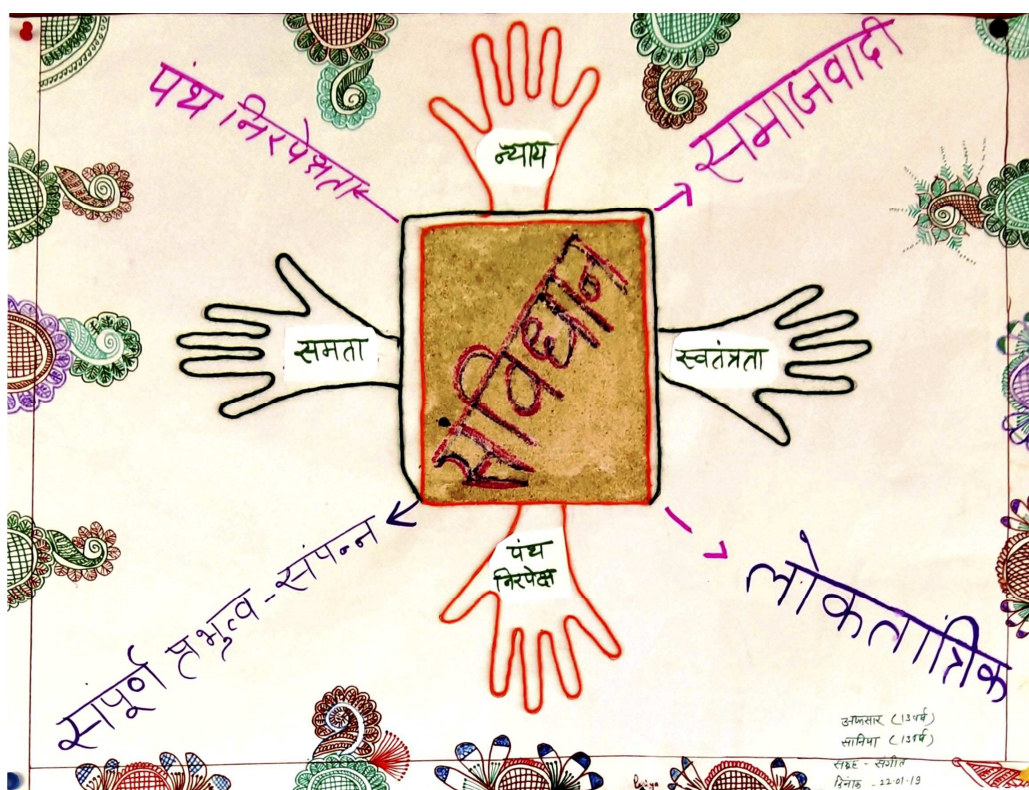
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The name Digantar means dik+antar or direction+ difference, denoting a change in perception/ direction or a different direction altogether. As the name suggests, Digantar was conceived as a platform where quality alternative education could be imparted to the children. Believing that the objective of education should be the development of rational, autonomous, sensitive and, democratic values, along with helping a person's abilities blossom into something concrete, Digantar was established with the belief that the purpose of primary education is to make a child self-reliant and a motivated learner.



A brief note on the journey

Digantar was initially funded privately by a local business family (John and Faith Singh of Anokhi Pvt Ltd), who were not very satisfied with the present educational scenario and wanted a more “real” approach towards education for their three children. They wanted a school where the children could learn at their own pace and where education would mean education in its true sense, rather than just a process that one goes through in life in order to obtain a few degrees.

The couple came across a unique school in rural Karnataka, run by an avant-garde British educationist David Horsburgh. Neel Bagh, the school run by David, was exactly what the couple had been looking for except for a slight glitch. The school took in only local children. Horsburgh proposed to train the teachers if the couple wished to start a school of their own. Digantar was conceived then. Its name was coined by its two teachers, Rohit Dhankar and Reena Das, who trained under David Horsburgh and started this venture in alternative education.

For a decade, this school functioned with the help of the financial aid provided by the couple. The school by this time had about 24 children consisting of various age groups. By 1986, all three children of the couple had passed the tenth standard exams and had gone to England for further education.

During these 10 years, the teachers got ample opportunity to understand and study the principles and the practical aspects of primary education. Along with working in the school, they strived hard to understand the meaning of education and its relevance in the society. This effort initiated dialogues with a number of people and organizations that were also working in the field of education. Gradually, inculcated in the founding ideas of the school, a more

wholesome approach to primary education started taking shape.

In 1986, a group unofficially associated with Digantar felt the need to establish the school in a rural area so that the children deprived of quality education could benefit. After comprehensive planning, Digantar took the shape of an organization and got registered under the name of Digantar Shiksha Evam Khel Kud Samiti in 1988. The villages and hamlets in the south-eastern corner of Jaipur were chosen as the area of functioning.

Today, Digantar has about 300 children studying in two schools located at BhawgarhBandhya and Ratwali. Apart from the schools, Digantar publishes a bi monthly magazine on education called “Shiksha Vimarsh”, runs a course called Foundations of Education and has a pedagogy training workshop for the teacher trainers of Haryana state government apart from conducting regular trainings for other organisations.



Main activities on 2018-19

In our annual calendar, we keep space for teacher workshops which help in building increased capacities of teachers. These workshops happen twice a year. During the summer vacation (May/June) and the winter vacation (December). The whole academic team of Vidyalay works on self-evaluation, working on increasing individual as well as the team's academic potential, preparing for upcoming activities, academic challenges etc. Apart from these workshops, the team also utilizes the days when the school is off for the children but it's a working day for the teachers. In this academic session, a total of 4 such one day workshops were organized where the team worked on subject specific problems, developing TLM, understanding concepts etc.

Teacher's workshops:

Summer workshop:

From 4th June to 15th June, the summer workshop for the academic team took place. Here, annual lakshya (academic targets) were decided, activities based on the text books were developed, writing work, assembly, play, project



preparation along with solving problems as a team that they come across. Different topics were prepared by different academic team members and discussions, presentations also took place on them. TLM for the upcoming session was developed.

The whole plan for the summer workshop was first decided by the Director and the coordinator team. Minute details like the topics, time

given for each session, activities, socially relevant discussions and their topics etc were all decided and a plan was created.

Every day, a few activities were done apart from specific sessions. These activities included:

- i) Assembly – to set the mood for the day
- ii) Creative writing time
- iii) Handicraft activities

Apart from these, a training module for Chirag (an Uttarakhand based organisation) was prepared which was conducted by the academic team of Digantar Vidyalay.

- i) Assembly–
to set the
mood for
the day*
- ii) Creative
writing time*
- iii) Handicraft
activities*

An outline of the activities done during the workshop:

- Each day, they say started with an assembly. The teachers and the coordinators compiled new songs and poems and presented them in the assembly. Singing songs, narrating poems etc made the assemblies an instant mood setter for the day.



- The SCERT text books of class 5 and 8 were studied, the chapters prepared, the activities to be carried out for these chapters were prepared. The main aspects that were covered in this activity are:
 - i) Deciding the various activities to be conducted
 - ii) The kind of material to be used were selected
 - iii) The role of teachers and the children in each chapter was thought about and discussed

- iv) The concepts that are there in the chapters were understood and prepared with adequate material.

These were the aspects that the team worked on every single day.

- Every single day post lunch, various new activities were conducted. This kept the workshop interesting and engaging.
- Every single day the teachers created poems or stories for the children. The creations were then compiled as a booklet which the teachers used during the session.
- For every group of children in Digantar Vidyalay, a project was decided to be worked on the upcoming session. First, a discussion was conducted and the ways to proceed for the same were decided. Post this, the projects were prepared. After the workshop, all the teachers worked on these projects with the children and in all 9 projects were prepared. To work on these projects, the children gathered information, spoke to people and observed places and activities related to the project.
- Prior to the workshop, the teachers were asked to note down their problem areas or the things they want to work on during the workshop and share them with the team. This helps to make the workshop to be more beneficial for the overall growth of the entire academic team.
- All the teachers prepared annual academic targets for all the children.
- Everyday handicraft session took place where the following activities were done:
 - Preparing flowers from paper folding
 - Making chandelier from waste material
 - Making dolls, paper stands etc from waste material.
 - Making indunis (the head rest for carrying water pots on the head)



- Creating models by stitching the jute material.
- Learning pencil shading
- Preparing chalk models.
- As per the responsibilities given, sessions on specific topics were taken.
- TLM were prepared for the upcoming session.
- Discussions on Digantar's ideology, its need, relevance to the society etc were done so that ideologically each member of the team could understand Digantar and thus work in a direction that would help reach the organization's objectives.

Winter workshop: _____

01st January to 5th January the winter workshop with the academic team was held. The coordinators and the teachers worked together during this workshop on the following:

- TLM for the children was prepared for 2 days. It included stories, charts, flash cards etc.
- Work on the following topics was done for 3 days:
 - i) Understanding the concept of solar eclipse and lunar eclipse.
 - ii) Understanding how rainbows are formed.
 - iii) Understanding the concept of division.
 - iv) Understanding circle, its circumference, radius etc.
 - v) Work on how to work with children on phonetics was done in English along with creative writing activities that could be done with the children.
 - vi) How to improve children's ability to express themselves through various mediums
 - vii) How to work with children on creative writing



- On 5th January for 2 hours, the team engaged with visitors who had come from an organisation SEF. Digantar's history, how it started, its journey, challenges etc was discussed. Digantar's Secretary Rohit Dhankar was also in the discussion.
- Various models were prepared in during the handicraft time.
- Everyday poems and stories were created for the children.

Various articles and relevant texts were also shared with the team to make the workshop rich in spite of having very few days.

Apart from these two major workshops, as discussed above, one day workshops were organized on days where it was a holiday for the children but was a working day for the organization.

1. Math workshop

On 14th April 2018, Swati Sircar from APU came as a resource person and worked on abacus with the teachers. She also worked with the teachers on the concept of decimal and addition, subtraction, multiplication and division in decimals. The workshop was very useful for the teachers.



2. Workshop to develop TLM

One day workshop was conducted in Digantar Vidyalay for the development of TLM on Math and Language. In this day long workshop, the teachers worked as per their group's needs and developed materials like charts, story charts, matra work cards, worksheets in math etc. In the academic session, these materials were used by them in the various groups and proved to be useful.

3. Workshop on Digantar's philosophy

On 19th September due to Baba Ramdev Jayanti, it was a holiday for the children but a working day for the organization's employees. On this day, a one day workshop was conducted where the Secretary of the organisation Rohit Dhankar came and discussed about



- What should be the vision of the school in the present times
- The place for religion in school
- RtE and the freedom in the pace of learning of the children
- How to work to be better and more well versed in English language

A. The festivals and programs organized in the school:

In Digantar Vidyalay, apart from working on academics, various activities also take place in the groups with the children. As per the activity calendar of the school, 4 national festivals are added in these activities. The children work on understanding the significance of these days, learning new things and creatively translating the newly imbibed knowledge in form of write ups, charts, projects, presentations, plays etc.

The programs and festivals organized in Digantar Vidyalay during this academic session are as follows:

Ambedkar Jayanti:

Since 14th April is a state declared holiday for the children, Ambedkar Jayanti was celebrated in Digantar Vidyalay on 13th April. In the month of April, material on Ambedkar was collected by the children and the teachers, compiled and studied and then used to celebrate the day. The activities that were carried on were:



- Children created skits and plays based on life and incidents related to Ambedkar.
- Organizing a discussion on his life
- Putting up a display of pictures from Ambedkar's life.



Independence Day: _____

On 15th August, 72nd Independence Day was celebrated in Digantar Vidyalay. First, the flag was hoisted by the children of both the schools and then the program started on the theme: how we got independence. The following programs were presented:



- The situation of India before independence was showcased through a song.
- The protest of 1857 shown through different skits
- Skits on Bangladesh partition and tax imposed by the British
- Discussion on the contributions of Gandhi Ji
- Depicted the pain of partition through skits
- Post Independence, what are our responsibilities the children spoke to the audience.
- Teachers and children presented a song “Ab to mazhab koi aisa”
- Ex students from the community came and expressed their views and shared their memories of Digantar.

Gandhi Jayanti: _____

On 2nd October Gandhi Jayanti was celebrated in Digantar Vidyalay. The children prepared skits and presentations based on the life and journey of Mahatma Gandhi. The children took part in these activities with enthusiasm and they in the process came across a lot of real life questions on caste, religion, equality etc.



Republic Day: _____

On 26th January the Republic Day of India was celebrated in Digantar Vidyalay. The main theme of the program was “our constitution” and during the preparation and understanding of the same, the children formed a better understanding of our constitutional rights, constitutional values and what is meant by a secular state.

The program included:

- Flag hoisting by a girl from secondary section followed by our national anthem
- A song presented by the children on our beloved India
- Skit based on right to equality
- Skit based on how laws are made in our constitution
- Song and skit on cultural diversity in India
- A play: “hum sab pagal hain” was performed. Its written by Hariprasad Dwivedi.
- Dance on the song : “e vatan” performed by the children.
- Display of various charts and posters made by the children based on the theme.



To watch the program, children's parents as well as other community members also came. The whole program was carried out by the children themselves.

The children welcomed all the guests, put up displays for them to see, performed on the stage together on various social issues and raised a few questions on the current practices in the society.

School establishment day: _____

On 20th July School Establishment Day is celebrated in Digantar Vidyalay. The journey and history of Digantar school is discussed on the day. The experiences of the community and children and teachers regarding the school is shared. The ex-students of Digantar also shared their experiences which were all shared. This day helps the new parents, teachers, children to understand the organisation better.



Children's Day: _____

On 14th November, Children's day was celebrated in Digantar Vidyalay. In the assembly, the children were told about Jawahar Lal Nehru, his life, his work and his affinity towards children. The children also understood why this day is celebrated as Children's Day. The following activities were done :

- Jalebi kood
- Passing on the chair
- Filling balloons with air and releasing them
- Rope pulling
- Marble race



Movie watching:

Watching movies is an activity that is liked by all irrespective of the age. In Digantar Vidyalay, we show relevant movies to children from time to time. The movies could be on social issues, country, world dynamics or just good story telling.

The following movies were shown to the children in this session:

- Sui Dhaaga
- Raazi
- Narniya
- Hichki
- Amu Ki Bakri



Teacher's day:

Every year on 5th September Dr. Radhakrishnan's birthday, teacher's day is celebrated in Digantar Vidyalay. The children read and form an understanding about the life of Dr Radhakrishnan, discuss about the same and understand his life's journey. On this day, the children get an opportunity to work as teachers in the school. The teachers first help the children to prepare a plan. The teachers found it a satisfactory day where they saw the children carrying out the responsibilities of the teachers and understanding the challenges of being one. The children then shared their experiences, discussed their day and put forward their views on the work of teachers.



Academic meetings

Sharing meetings:

For improving academic understanding of the team, from time to time various discussions and meetings are held with the teachers as well as the coordinators. Areas like sharing work, academic issues, challenges, how to deal with a particular problem, understanding the rules, putting up questions regarding something etc are dealt with in these meetings. These meetings help in maintaining a transparency within the academic group and keeps the academic churning on.



In this session, the sharing meetings were organized in two groups. The primary group and the upper primary group and secondary group. A total of 25 sharing meetings took place in this session. In every sharing meeting, the teachers as well as the coordinators participate.

A few examples of the topics covered in these meetings are:

- Discussion on planning and evaluation
- Understanding the academic level of children and analyzing the same
- Understanding concepts of science and social science.
- Discussion on the beginning levels of math and language.
- Discussing the ways to work on Language and Math packages.
- How to use library for English teaching
- Presentation of the handicraft work done every day I the school
- Discussions on various articles were done written by the likes of Krishna Kumar and Rohit Dhankar.
- The teachers also shared their experiences, problems, challenges faced etc with the group.

Mahasabha:

Mahasabha is a bi-monthly meeting that takes place at the school level. The whole academic team is involved in this meeting. A total of 4 mahasabhas were conducted in this academic session. The various academic aspects covered in them are:



- Understanding the concepts of Math
- Discussion on children's academic levels
- Understanding Hindi language teaching methods
- Discussing each person's academic potential and reflecting on how to improve in the same.
- Discussing the pictures and writings of the children.
- The environment in the school, interpersonal relationships between teachers and children, between teachers and teachers, between coordinators and teachers etc.
- Bus facility and community outreach.

Planning Committee Meeting:

So that the school program runs smoothly, PCM meetings are held from time to time. The coordinators and the Director is involved in these meetings. The coordinators share their work reports, discuss the situation in the school, the team makes plans for the upcoming days, solves day to problems etc.



In these meetings, the following are a few topics that were covered:

- The planning and implementation of the various activities in the school
- New admissions of the children and relationship with the community
- Planning for the guests coming to the school
- Preparing teachers to other organizations and workshops
- Children's academic level
- Teacher selection and training
- Preparing for trainings to be given to other organizations' teachers.
- Preparing the outlines for the community meetings.
- Preparing project, budget and proposal for the school and various activities.

B. Selection and training

- A primary teacher was required in Digantar hence, on 24th May an interview was conducted for the same. The Director and the coordinator team was present in the interview and one teacher was selected out of the 12 candidates.



- On 2nd June, the interviews were held for the selection of English teacher. Both the candidates for the post did not turn up for their interview.
- An interview for a hockey coach was conducted in this session.
- An interview for social science teacher was conducted on 24th October. Group discussion, individual paper, interviews etc. were held as per the process and a social science teacher for upper primary and secondary was selected.

So that the new joiners can learn about Digantar's ideology, principles, pedagogy and philosophy, a 4 month long training is kept. The training for the social science teacher started but we did not get any candidate for the post of the English teacher.

C. Bal Panchayat

Bal Panchayat is a process through which the children get introduced to the concept of democracy, the process of election, the accountability and the responsibilities that come from being a part of the process. Every year, twice this process is conducted in Digantar Vidyalay. The Bal Panchayat has 5 student council members. 3 girls and 2 boys and a teacher who is there to facilitate the meetings. The ratio of the girls is kept higher in this council just like the number of girls is kept higher in every group of Digantar Vidyalay as compared to the boys. The decision to do so is a result the social struggles of women and the position they have in the society.

The process of the Bal Panchayat election is the replica of how the Indian democratic elections are held. There is a list based on the children who want to fight the elections, there is campaigning, promises, polling booths are set up, voting list is taken out, votes are cast, the voter



is inked, there is media who interviews the candidates and the supporters, there is vote counting, declaring the results and handing over the responsibilities to the new council members by the previous ones. The Bal Panchayat also has their own constitution. Weekly meetings of the Bal panchayat members takes place where the children try and solve the school level problems and take important decisions. On 30th and 31st July and in February the Bal Panchayat elections were carried out in Digantar Vidyalay.

D. Academic exposure visits

Through these visits, the teachers as well as the children come across various new and interesting places and things and these visits help them to form a broadened perspective of the world. Time to time and as per the availability of the funds, such exposure visits are organized for the teachers and well as the children.



Academic exposure visits by the children: _____

- On 16th October the primary children from Roshni, Sawan and Aman groups went to visit Khilkani Mata and Gandharv Mela. The children spoke to the people in the fair, asked around for its history, found out the reasons behind organizing this fair etc. They also observed the animal related material selling in the fair. For the Khilkanimata temple visit, the children spoke to the priest there, asked for the temple's history etc.

- On 31st October, the 3 upper primary groups were taken for an academic and exposure visit to Jai Garh Fort. This visit was a part of the project that the children were developing on architecture of old buildings and their drainage system.
 - The visit helped the children understand the history of the historically significant buildings, their purpose etc. and built their projects on the same.
 - Through this visit, the children visited the places about which they had only studied in their books. They also got an opportunity to see the geographical and cultural aspects of these places. The aspects like how water was distributed in these areas, how people used the water etc helped the children understand the social structures present in the society at that time.
- On 11th September, the children and the teachers of Digantar Vidyalay went to visit the nearby Aravali mountain range. They observed the vegetations there, the insects, geographical aspects etc. Some of them also painted and drew the scenes sitting on top of the mountain.
- From 16th to 25th May, 5 children from Digantar Vidyalay participated in the summer camp organized by Viraasat foundation. The children participated in plays, paintings etc and also performed on stage in the camp.



Community support and involvement

a. Digantar has always believed that the school is a part of the community. To make sure that the school runs smoothly, the community needs to be involved in it. Keeping this mind, from time to time, various meetings and community meetings, women guardian's meetings



etcare organized so that transparency is maintained between the parents, community members and the school. About 20 such meetings were conducted in this academic session which included about 10 female guardian meetings in different hamlets of the community. The main topics of discussion in these meetings were:

- Explaining the school level activities to community members, sharing challenges faced by the school and discussions on how to solve these problems like: regarding bus fee, irregular attendance of a few children, tiffin boxed that the children bring, awareness regarding health and hygiene etc.
- The community members also expressed their views. As an organisation we value these inputs tremendously since it is because of the community Digantar Vidyalay has flourished in the way it has.
- Sharing children's progress, answering the queries of the parents and the community.
- The community members voiced their concerns regarding the absence of an English teacher and Urdu teacher.

On 30th August a parent teacher meeting was held in the hamlet Shikariyon ki dhani. The parents of the children studying there plus

other community members participated in the meeting. The following was discussed there:

- Introduction of Digantar
- Digantar's approach towards education
- Children's academic level
- Children's health

Apart from the above topics, the guardians expressed that their children were very happy in the school. They all have liked the school especially because the children are having all facilities in the school. They had one point of concern and that was, why do the children address the teachers by their name? A detailed discussion on the same was held.

- The sacred book
- Play healing approaches
- Teaching history and geography
- Experience theatre in education



b. Survey and outreach

In this session, the teachers conducted a survey of the nearby community to know the number of children at upper primary and secondary level. The out of school children were identified, their parents spoken to and they were urged to send their children to the school. As a result, about 66 children joined Digantar Vidyalay in this session.

Academic support extended to other organizations by Digantar Vidyalay's academic team:

Organisations from across the country come to visit Digantar Vidyalay's unique pedagogy. Some organisations also contact us to further provide teacher's training to their teachers in various fields like how to teach language, how to teach math, how the approach towards EVS should be, how the environment in the school should be like, how the teacher child relationship should be, how community rapport should be built etc.

The following organisations were provided academic support in this session:

- From 4th to 7th September 26 teachers and coordinators from Chirag came to Digantar Vidyalay. Training on the following topics were given to them by Digantar Vidyalay's academic team:
 - Understanding human beings, society and education.
 - Work on Math, language package
 - Evaluation
 - What is multi-level education, how is it done, what is its need?
 - What is learning? How do children learn?
 - What should the pedagogy be like?



- From 18th to 22nd May, a group of coordinators and child teachers were trained by the team of Digantar Vidyalay. The following are the areas on which the training was conducted:
 - What is our concept of human being and society?
 - Understanding the meaning of education
 - How is a better learning environment in school created?
 - What is learning?
 - How do children learn?
 - Multilevel teaching.
 - Evaluation
 - Handicraft
- Teachers from IIMPACT, a Gurgaon based organization came for training from 17th to 21st September. The main focus was on multi-level teaching. A one-day school visit was also part of the training program. The following areas were covered in the training:
 - Digantar Vidyalay visit and questions related to it like: how was the environment of the school like? Why was the environment like the way it was?



- Our understanding of a human being, society and education.
 - What is education
 - Environment in the school
 - The meaning of discipline in the school
 - The role of fear and punishment in the school
 - Role of a teacher
 - The relationship between teachers and children
- On 27th September, 47 students along with 5 teachers from Mata Sundari B.EL.Ed College came to Digantar Vidyalay for a residential observation and understanding of the alternative methods of teaching.
 - From 3rd to 6th October 52 students from Miranda House, Delhi came for observation and understanding the pedagogy of Digantar. They first visited the schools, observed them, had discussions with the teachers. On 5th October they visited the community, spoke to the children, ex Digantar children, parents, community members etc. Then they had a detailed discussion on the various aspects they had observed, if they had any questions, their opinions etc.
 - From 27th November to 30th November 45 students from Jesus and Mary College, Delhi came to observe and understand Digantar's unique pedagogy.

Children's health examination: _____

Like every year, the teachers filled the health card of every child twice in this academic session, analyzed them and spoke to the parents as per the need. After consultation with the doctor, the teachers spoke to the parents regarding health and awareness.

Planting trees: _____

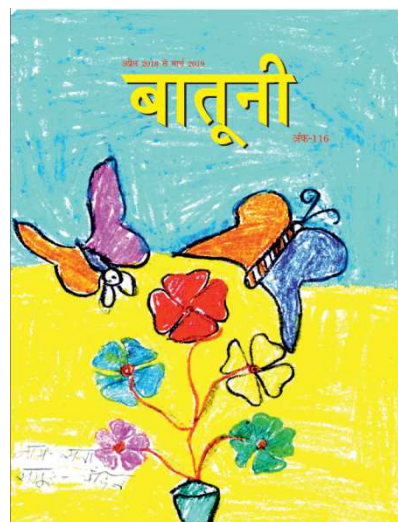
In the month of September, the children planted a lot of samplings in the Bhawgarh School compound. The maintenance and care of all the trees and plants in the school premises was discussed with the



children the plan for their care was made and responsibilities were distributed. This helped the children to know nature more closely and understand their role and responsibilities towards it.

Publications: _____

Batuni is a children's magazine where children's creations are published. In this session, 6 editions of the same were published. This magazine a platform for the children to express their creativity. They share their experiences, stories, puzzles, drawings etc. This magazine also helps in language teaching by giving children ample opportunities as well as a platform to express themselves.



Work on projects: _____

With monetary support from A&K, in this academic session, a total of 10 projects were prepared by the children of Digantar Vidyalay. Post their completion, the projects were displayed and presented at the school level.

The projects were on:

1. Plants and trees and human life
2. Compilation of folk stories and songs
3. Our local festivals
4. Water is life
5. Sources of communication and their mediums
6. Seasonal sicknesses (hygiene and cleanliness)
7. Historic buildings
8. Our pet animals and Migration from villages to cities.

Visits from other organisations: _____

Since Digantar started, a lot guests from across the country come and visit the schools, understand and observe Digantar Vidyalay's unique pedagogy and learn our methods. In this session, a total of about 384 visitors came from 32 organisation from across the country to visit us.

1. Abercrombie & Kent Philanthropy
2. Sahas, Delhi
3. Azim Premji Foundation
4. Kevalya Foundation
5. Viraasat Foundation
6. Chirag, Nainital
7. Gargi college, Mata Sundri College, Jamia milia Islamia University, Delhi
8. Nuclear Software
9. Udaan
10. APF
11. Akshay Patra
12. Dolphin School
13. Mata Sundri College
14. Miranda House, Delhi
15. Dipon Deb, Kolkata
16. Central University of Rajasthan
17. Jesus and Mary College, Delhi
18. St Christopher SCHOOL, UK
19. Sahaj Shiksha Samiti, Nimmach
20. IIMPACT
21. Sportseed, Delhi
22. Himalaya Medicine Company



23. Participants from FoE course
24. LetsTute Education
25. RIPPO, Delhi
26. Indian Oil
27. Swaroopawardhinee, Pune
28. Rajasthan University
29. Netherlands
30. Nalanda Sr Secondary School, Faridabad
31. Quest Alliance
32. Azim Premji University, B'lore



Construction related work in school

A small shed room was constructed at the entrance of the Bhawgarh School building for the watchmen to sit. Now the gatekeeper could sit with ease and the visitors could sign the register comfortably upon entering the school.

Participation of the academic team members of Digantar Vidyalay in other organization's events and workshops:

- On 14th May HCL organized a symposium for grants where two persons from Digantar Vidyalay participated. The main aspects of the symposium was understanding CSR, how to prepare proposals for the same and detailed discussions on these areas took place.
- From 30th May to 2nd June, two coordinators from Digantar Vidyalay went to participate in a conference held in Bangalore called The Learning Network Conference. Digantar also displayed its own publication books on language, math and EVS along with pictures of the school, classrooms and various activities. The participants also took part in various sessions that were being organised like:

- The Sacred Book
 - Play healing approaches
 - Teaching History and Geography
 - Experience theatre in Education
- On 28th June One teacher from Digantar Vidyalay participated in a conference organized by UNESCO on Online Safety in Technical Collaboration for Protection with National Commission for Protection of Child Rights.
 - From 12th July to 13th July two participants from Digantar Vidyalay attended a conference organized by British Council in Delhi. The conference was on the difficulties faced in using the home language and English in Indian classrooms. One of our members was also invited as a panel speaker.
 - From 21 November to 23 November 2018, a teacher from Digantar participated in a seminar organized by WIPRO in Bangalore.
 - On 10th September, in a seminar organized by Good Weave, two coordinators from Digantar Vidyalay participated in it. They shared the work done by Digantar, the role of community and the experiences that happened in the process.

Developed TLM

From time to time the team of Digantar Vidyalay develops TLM as per the need and keeps trying to introduce new materials so as to make TLM more interesting for the kids. In this session, the TLM developed included primary level language package, preparing booklets for the children on plays, poems and stories, making charts on division, preparing arrow cards, making cards for various concepts at the upper primary level, science TLM etc.

This has been an overall view of all the activities that have taken place in the school and gives a picture of how Digantar Vidyalay functions. To further give a clearer picture, we have listed below some of our accomplishments and also challenges faced.

Accomplishments: _____

- As a result of the efforts put by the school management team and the entire management of the organisation, on 13th September, Digantar Vidyalay got the recognition of secondary level from Rajasthan Board.
- 114 new admissions took place in Digantar Vidyalay in this session. Out of these, 43 children took admissions at pre-primary level, 47 children at primary level and the remaining 20 at upper primary level and the rest 4 children at secondary level.
- Re grouping of all the groups took place in the beginning of the session where the teachers sat together and regrouped the children. When the session started, the children in the group then kept their own group's name in a democratic manner and decided upon the rules that their group would follow.
- Even though a lot of holidays were declared by the state government this year, the attendance in school of the children had been good.
- All the activities mentioned in the calendar were carried out smoothly due to good team work of all the members of the Digantar Vidyalay family. The community members came to watch the programs in good numbers.
- A SMC was elected at the school level as per the RtE norms. This committee also took a few crucial decisions regarding the school.
- A play room for the children was prepared in Digantar Vidyalay with the materials generously given by Nirmal Bhartiya school, Delhi.
- New trainees were trained in Digantar Vidyalay with the help of teachers, coordinators and the director.
- Now we have satisfactory facilities for the children in Digantar Vidyalay. We received monetary support from A&K to buy a 42 inch LCD, 12 sewing machines, instruments needed for plumbing and carpentry for the children.
- From February, with the support from A&K (10 sewing machines), sewing classes for the children started. Using these machines, the children work in the activity room with the help of a trainer.

Children from the age group of 12-16 years take part in this activity. A total of 80 children benefit from this activity. The children earn the following:

- Understanding different kinds of needled and their uses, learning hemming, stitching buttons, learning embroidery etc.
- Measuring the material with the help of scale as well as inch tape.
- Cutting the cloth
- Working on the machine: putting thread in the machine, understanding the need for oil and how to put in the sewing machine, how electricity is used for running the machine etc.
- Sewing with the help of the machine: holding the cloth in a proper manner, making sure hands are in the correct posture etc. The children learned how to stitch salwar kameez, slips, bags etc. along with hemming the handkerchiefs, making embroideries and patch work.



In plumbing work:

The children were introduced to various plumbing instruments with the use of charts where all the instruments were shown along with their names and use. They then worked on putting pipe in shafts, using the instruments etc.



Challenges: _____

- No electricity connection can be taken for Digantar Vidyalay's Kho Rebariyan School due to the land not being in Digantar's name. the children and teachers face difficulties due to this during summers.
- In spite of giving ads, conducting interviews, no English teacher has been selected to teach in Digantar Vidyalay.
- Due to lack of funds, the school level programs and excursion trips have not been fully possible like annual displays, science fair etc.
- One Million Hockey Legs started hockey coaching for children but due to lack of funds it could not continue.
- Every Friday a doctor and her team used to come to Digantar Vidyalay for health checkup of the children, community members and staff. Due to lack of funds, this support, which was extended by Khejri trust, had to stop because of their own struggles with funding.

What we intend to do in future: _____

- Developing curriculum at secondary level
- Regular publication of Batuni and Newsletter
- Carrying on all activities smoothly as per Digantar Vidyalay's activity calendar
- Conducting regular workshops and sharing meeting
- Organizing displays, bal mela, celebrating national festivals etc
- Working on getting funds for Digantar Vidyalay



Library report

The library in Digantar Vidyalay is not just a place where books are kept as per subjects and children come and read or don't read. Digantar Vidyalay's library has more than 20000 books just for the children. In spite of having severe financial constraints, the team has worked for maintaining a decent number of magazines and publications that are being subscribed.

The librarian reads aloud interesting stories to younger children who have not yet started reading fluently and often the children during the course of listening to the stories are seen engrossed and enjoying themselves thoroughly. This helps in creating interest in the children for books and opening a world for them with the help of books.

The library is also a space where the displays matter a lot. The librarian makes sure that the books are categorized properly; the display boards in the library are updated regularly with new and interesting information.

From time to time maintenance work for the books is done which includes checking the quality of books, making sure they are not missing



any pages, aren't torn, some books that need work are stitched so that the wear and tear does not harm them so much that they can't be used.

All the books have stamps, date slips, book pockets, book cards etc and are checked regularly for the same.

The librarian also ensures that all the books that have been issued by the children are returned on time by regularly updating and passing on the due date book list to the various group teachers who in speak to the children about them.

Regular stock checking of all the books also takes place throughout the year since the librarian is responsible for both the organization's library and that amounts to a lot of books.

The library in the main campus is used more as a resource for teacher trainings, workshops, used by the visitors, trainees who come for residential workshops etc. during those times, the librarian's duties are divided and both libraries are made operational.

The librarian along with children make newspaper cuttings with the help of children and add them to the display. This makes the experience of visiting the library richer.

In this session about 7887 books were issues by the children. The range of children issuing books vary from a 4 year old child to a 16 year old. Issuing books is encouraged in Digantar Vidyalay.



FoE and Pedagogy workshop:

Foundations of Education course and Pedagogical Workshops for Haryana state Government:

1. Foundations of Education (FoE) Course

Introduction

This is a course offered annually to the practitioners in the field of Education or whoever is interested to engage with the theory crucial to understand education. It explores fundamental principles of philosophy, sociology and psychology which form the basis of education. It is conceptualised as building basic ground for further thinking in education. This course addresses the common basis required by almost everyone in education: teachers, teacher educators, curriculum planners, textbook writers, researchers. They are also needed for interpreting policies and programmes.



The course content consists of 14 modules which are selected based on them being fundamental or contemporary ways of thinking and issues in education. These are the kinds which need to be kept in mind when working in education in any time period and in any context. While the modules introduce the participants with the multiple essential domains they also demonstrate how thinking and analysis happens in the respective domain.

Objectives of FoE

The following are the objectives of the courses as were articulated earlier:

1. Initiate the participants into serious educational thinking through as wide a theoretical framework as possible.
2. Make every attempt to convince people that education is a serious business and every action needs to be thought through.
3. Acquaint people with most fundamental concepts, ideas (that includes theories) and ways of thinking in education.
4. Convince people that educational practice necessarily requires theories, articulated or assumed in unawareness. Along with it, also that it is better to be functioning with this articulation rather than unawareness.
5. Awaken the desire and the courage in people to think and take their own thinking seriously.

The reading material

The reading materials for the workshops has been created keeping in mind that the participants are not active readers of dense academic texts. Hence, text in simple language which conveys the concept has been put in the reading material.

It has been a challenge to find all the readings in Hindi language and make them available to the participants. There have been a few

instances in which because of unavailability of the text in Hindi the participants had faced challenges to understand the text.

Progress so far

This year, 2019, Digantar offered two cycles of FoE course. One started in January and other in April. There were the twelfth and the thirteenth cycle of FoE. Information about the two batches regarding dates, the resource persons and no. of participants is given in the tables below.

FOE 12 Batch				
S. No.	Module	Dates	Resource Persons	No. of participants
1	Introduction to Education	17-19 th January	Rohit Dhankar	8
2	Philosophy of Education	20-22 nd January	Rohit Dhankar	8
3	Sociology of Education	24-26 th January	a) Rohit Dhankar b) Amman Madan c) Manoj Kumar	8
4	Perspectives of Learning	4-6 th March	Shipra Suneja	6
5	Human Understanding and Curriculum	7-10 th March	Varadarajan Narayanan	6
6	Assessments of Education	12-14 th March	Rishikesh	6

General Comments:

1. The FoE12 batch was as small as eight people and for their third workshop scheduled in May only four or five had sent their confirmation to attend. Hence, after asking the participants of the batch, it was decided that they will join the FOE13 group for third workshop which will happen in August and from henceforth they two

batches will run together. This decision was taken on the basis of the understanding that a larger group will have richer discussions which will be better for the FoE12 batch's participants' overall learning.

2. The course document as well as the concept note of FoE had mentioned that there will be an assessment component attached to each module which will be graded and based on that certificates will be created for the participants. However, so far that hasn't happened.
3. Although, the Digantar Library stays open for the participants during the workshops, it has been seen that it is not being used by them.

Brief plan for the rest of the year _____

The third workshop for each batch, now being held together, is scheduled from 5th August to 10th August. The modules which this includes are: Ideas in Education and Teacher Education. After this one, the fourth workshop is scheduled in October and the final one in December. The last two workshops will have: pedagogy modules on science, math, language and social studies, one module on action research and another on Digantar Vidyalyay.

Currently, the plan for the next year's FoE course is also under construction. There will be two cycles, same as this year. It is also being tried that if possible, the each cycle is offered in different language medium. This means that one will be in English and another in Hindi. This was it is hoped that the participants will be able to choose either of the cycles based on their level of comfort with each language.

2. Pedagogical Workshops

Haryana State Government has initiated a long term project with the DIET teacher trainers and subject experts. As part of this project pedagogical trainings are being organised in Digantar. These trainings are being conducted by Digantar's academic unit.



The purpose and structure of these workshops were both discussed with the Training Management Cell of Directorate School Education, Haryana. Some decisions taken based on that discussion are as follows:

1. Workshops would be on subject specific pedagogy. This means that separate workshop will be held for each subject in the curriculum.
2. The subjects on which workshops are to be organised are:
 - a. Pedagogy of Hindi,
 - b. Pedagogy of English,

- c. Pedagogy of Mathematics,
 - d. Pedagogy of Science,
 - e. Pedagogy of Social Studies, and,
 - f. Pedagogy of Art.
3. Maximum number of participants in each workshop will be 40.
 4. Duration for each workshop will be 7 working days.
 5. Time distribution would be roughly 2 days for theory, 2 days for primary, and 2.5 days for upper primary, and half a day for summing up.

Objectives of the workshops

Based on the assumption that the participants have requisite content knowledge and around 7-8 years of teaching experience, the the workshops are primarily dealing with the necessity to develop the capabilities, knowledge and attitude which are needed to work with children of different age groups, to understand the nature of the knowledge in that specific discipline, to be able to build upon the cognitive capabilities of the child etc.



The objectives are mentioned briefly below:

1. Provide some examples of what good grasp of content knowledge mean.
2. Understanding the nature of subject knowledge.
3. Understanding children's ways of learning the subject in question.
4. Ability and inclination to form conducive relationship with children.
5. Ability to start from where the child is, and progress to accepted knowledge.
6. Situating the subject knowledge in school curriculum, child's life, human social needs and human life in general.
7. Respecting other human beings.
8. Accepting one's own limitations in terms of knowledge and abilities.
9. In brief, learning reflective practice.

Content of the workshops

The actual content knowledge will be selected in the following categories:

1. Elementary Education in democratic society.
2. Rationale behind Elementary Education curriculum, Haryana curriculum in the light of that rationale.
3. Human Knowledge and nature of knowledge in Subject X. (X can be substituted by any one of Hindi, English, Math, Science, Social Studies and Art)
4. Place of X in the curriculum and Human life.
5. A set of activities and TLM to teach selected key concepts from curriculum and textbooks used in Haryana.
6. How to prepare teaching plan for a topic/concept.
7. Engaging with the school textbooks of Haryana to analyse them and think of how to use them.

Reading material

Preparation of each workshop includes creation of a compendium which contain the core readings of the workshop. These readings are selected on the basis of the relevance of their content, length, complexity and language. Apart from this, any other material needed is also taken note of so that those can be made available to the participants and the resource persons when needed.

The project so far

There have been two such workshops which have been conducted on the subjects: math and science, The table below contains the details of them.

Along with the participants, three to five people from Training Management Cell of the education department of Haryana have also been present in all the workshops.

S.no.	Subject	Dates	Resource Persons	No. of participants
1	Mathematics	15-21 st February	a) Rohit Dhankar b) Swati Sircar	36+5
2	Science	28 th March-03 rd April	a) Rohit Dhankar b) Anshu Mala+ 3Team Members	35+3

The following can be said about the workshop based on the four workshops that have happened yet:

1. The duration of the workshops gets reduced to six days or in a couple of cases even five and a half days. This is because the participants desire a day off from the workshops to be able to visit Digantar Vidyalay and then keep the second half of the day for visiting Jaipur. This has led to frequent changes the initial plan made for the workshops.

2. Not all participants had been DIET faculties. A few have been primary school teachers who had voluntarily showed interest in the workshops and had been hence brought here.
3. It has been found that the DIET faculties have not been teaching in schools for a long time. It was also discovered that they are also not acquainted with the current textbooks of primary and upper primary level.
4. Although, the Digantar Library stays open for the participants during the workshops, it has been seen that it is not being used by the participants. Once, because of a math task a few people visited to issue a book.
5. Assessment: It was planned that the workshops will also contain assessment component on which they will also get certificate from the Haryana Department. The assessments and feedback do happen at the end of the workshop but they haven't been looked at properly. It is not certain if the promise of certificate is being followed up or not.

3. NIOS Textbook review and revision project _____

Digantar was approached to send a proposal for the review of the textbooks followed by their revision by UNICEF and National Institute of Open Schooling (NIOS). Both the tasks, review and revision, have to be undertaken keeping in mind the self-learning nature of open schooling education. The team from UNICEF and NIOS has been sent the initial plan for the entire project along with the possible expenditure. The project will commence when the confirmation is received.



Digantar office:

Digantar's main campus has our main accounts office, director's office, office of our magazine Shiksha Vimarsh, resource library, training halls, mess, hostel facility where some of the staff along with their family members stay, dormitories, another training hall, accommodations for fellows etc.

To maintain the whole campus and to make everything runs smoothly, a team of support staff as well as senior staff is dedicated for it.

Regular management meetings take place to make sure everyone is in sync and coordinated. To ensure that the visitors and workshops and trainings run smoothly, their dates are shared with the entire team by the administrative coordinator who works constantly and closely with the Director. Minutest details like the food menu, from where to buy the groceries, the quality of the material to be purchased etc is decided by the administrative coordinator and the Director which is then discussed thoroughly with the team. Though the facilities in the campus are modest but the team makes sure that everything is functional, all facilities that are essential are provided and no compromise on food quality is made.

Digantar store:

Digantar store caters for all the needs of the organisation including material needed for workshops, trainings, regular material needed during the functioning of the school, material needed for the functioning of the main campus office etc.



When visitors come and stay in campus, it is the responsibility of the store in charge to provide all the things needed for the stay and ensure there are enough supplies available.

very year stock checking, maintenance work is done in the store.

The store in charge is also responsible for receiving, responding to and dispatching the printing orders we get throughout the year for our various publications. The person also makes sure that there are enough copies in the sk and if there aren't, the orders are placed for printing the needed books or material well in advance.



Shiksha Vimarsh

Background

Digantar Shiksha Evam Khelkud Samiti started with a small alternative school in 1978. After running the school with alternative practices for 10 years Digantar Shiksha Evam Khelkud Samiti (henceforth Digantar) was formally registered under the 'Registration of Society Act, 1958' in the year of 1988. Shiksha Vimarsh is being published by Digantar.

Since 1988 Digantar has been working in the area of elementary education through its schools Situated in outskirts of Jaipur and other programmes. Shiksha Vimarsh has been its one of the aspirational programmes.

Shiksha Vimarsh

Digantar started publishing Shiksha Vimarsh in March 1998. This was the time when rapid changes in Indian education system were taking place. After 1990s governments and non-government organizations were putting effort to reach every child and making education available to them and this was done through formal system i.e. school and informal centers. For this purpose many types of schools were established by government and non-government organizations. During this period many important questions were raised on the curriculum, textbooks, pedagogy, teachers' knowledge, and various issues in the area of teacher education.

In the above scenario Digantar realized that despite of large number of Hindi speaking people there is a paucity of good educational literature and magazines in Hindi. To fill this gap and initiate educational dialogue the idea of publishing Shiksha Vimarsh was came into existence.

Publication of Shiksha Vimarsh is based on the assumption that education can neither be based only on theory nor action (educational practice). In the field of education continuous interaction between theory and action is required. It means that in education synthesis between theory and field experiences needs to be established. Shiksha Vimarsh has produced serious educational literature in Hindi during the period of

last 21 years (Recently in March In 2019 Shiksha Vimarsh has completed its 21 years of publication). It has produced critical literature on the educational policies, curriculum theories, pedagogy and also has shared field experiences with readers.

Initially For two years the magazine was published on monthly basis but 2001 onwards it is being published as bi-monthly magazine. During the period of 21 years despite of many up and down in terms of financial support Shiksha Vimarsh continue itself.

Focus and Reach of the Magazine

Vimarsh seeks to inform and engage its reader in discourse on a wide spectrum of issues related to contemporary educational thought and practice, policies, problems, case studies, researches and book reviews.

Shiksha Vimarsh has published many special editions on contemporary educational debates and issues of importance. It has intervened in the current educational discourse and published on the contemporary issues like “Public-Private Partnership”, “Right to Education Act”, “Review of newly developed Textbooks in the state of Rajasthan”, “Pedagogy of Politics”, and “Educational Assessment” etc. Besides these issues; some issues of the magazine were devoted to philosophical, sociological and psychological perspectives on education. The issues on “Children Literature”, “Pedagogy of Mathematics”, “Nilbagh School”, “Pedagogy of History”, and “Sociology of Education”(in two parts) had been published.

Readers of Shiksha Vimarsh comprises of the teachers, people associated with teacher education and the educational workers. The material published in the magazine is continuously being used in the government in-service teachers’ training and the programs and workshops conducted by government and non-government organizations. The magazine has created an especial place in the Hindi speaking belt during the years of its publication. The articles published in Shiksha Vimarsh are also used by teachers and students in the Universities in the Hindi speaking region.

Other major contribution of the magazine is making the latest worldwide educational discourse available in Hindi through translation.

Circulation & Membership

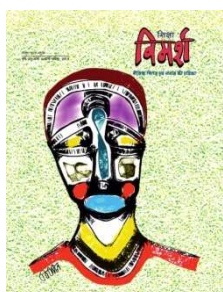
Time to time the magazine has received funding from various funding organizations to continue its publication. Since April 2018 the magazine is having no financial support and sustained itself till now. To sustain the publication of *Vimarsh* continuous efforts have been put forth by the team. Proposal has been sent to various funding organizations but nothing has been materialized. Since 2015, *Vimarsh* began publishing advertisements to raise funds for itself.

The status of circulation and membership during this financial year is as below-

Shiksha Vimarsh Memberships during this fiscal year

Published Issue (Month Wise)	Closed ¹ Members	Re New/Start ² Members (±)	New Members	Sent to Members	Copies Sent to APF	Total ³ Issue Sent
March-April, 2018	2	1	1	444	381	825
May-June, 2018	0	3	3	447	453	900
July-August, 2018	5	1	1	443	476	919
Sept-Oct., 2018	3	6	6	446	558	1008
Nov-Dec., 2018	0	7	7	453	631	1084

1. Those who have not been renewed for a long time, their membership have been terminated.
2. Regular renewal and members who resumed their membership.
3. Total members of sales figure at present.



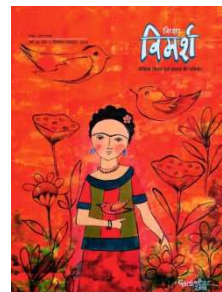
Jan-Feb., 2018



Mar-Apr., 2018



May-Jun., 2018



Jul-Aug., 2018



Nov-Dec., 2018

Total five issues of *Shiksha Vimarsh* have been published during the year 2018-19. During this financial year, *Vimarsh* has generated the amount of 2,61,184/- by selling the magazine. *Azim Premji Foundation* continuously buying issues (around 400-500 copies of each issue), besides that APF also orders for old issues as per requirements.

Challenges

- There is no financial support available onwards April 2018. Exploration and negotiations regarding seeking the funds with other funding organization are in the process; however no concrete solution has been sought out until now.
- The pool of quality academic writing in Hindi is becoming day by day very narrow and very few articles in Hindi meet the *Vimarsh* quality expectation.
- It is becoming hard by passing every single month to meet the financial Cost of publishing and rate of translation. Translators are demanding to increase the rate of translation. In the absence of higher rate many of good translators have denied for translation.
- Literal translations of the original papers are challenging and trans-creation of the same takes longer time.
- *Vimarsh* is being published for last twenty one years, however getting quality articles remain a big challenge. There is great dearth of the writers who are writing articles based on or by incorporating practical experiences while discussing the theoretical dimensions. Hence the magazine largely depends upon translating articles written in English.



DIGANTAR EC & GB MEMBERS

S. N.	Name	Designation
1.	Smt. Prafulla Kumari	President
2.	Mr. Sunny Sebastian	Vic President
3.	Shri Rohit Dhankar	Secretary
4.	Shri R.S. Jhala	Treasure
5.	Ms. Reena Das	E.C. Member
6.	Ms. Kavita Shrivastava	E.C. Member
7.	Prof. Krishna Kumar	E.C. Member
8.	Shri A. K. Jain	E.C. Member
9.	Dr. Alka Rao	E.C. Member
10.	Mr.Hriday Kant Dewan	E.C. Member
11.	Mr. Anand Swaminathan	E.C. Member
12.	Mr.Ram Singh Hapawat	E.C. Member
13.	Mr. Kuldeep Garg	E.C. Member
14.	School- Headmaster	E.C. Member
15.	D.E.O	E.C. Member
16.	Ms. Parul Mittal	G.B. Member
17.	Shri Savai Singh	G.B. Member
18.	Dr. Meeta Singh	G.B. Member
19.	Ms. Richa Mittal	G.B. Member
20.	Mr. Anurag Behar	G.B. Member
21.	Noratmal pareek	G.B. Member
22.	Ms. Riti Das Dhankar	G.B. Member



BALANCE SHEET AS AT 31ST MARCH 2019

LIABILITIES	AMOUNT	ASSETS	AMOUNT
GENERAL FUND Opening Balance as on 1.4. 2018 Add: Utilised Corpus Fund Less: Surplus/ Deficit Transfer from I & E A/c	36,218,299 2,259,200 (2,343,289)	FIXED ASSETS (As per Schedule A) W.D.V. As on 1.4.2018 Add: Addition during the year Less: Sale Of Assets During The Year WDV as on 31.03.2019 Less: Depreciation	33,464,154 737,076 10,000 34,191,224 1,299,821
UNSPENT GRANT PHF Programme APF TARU Programme Wipro TEP Programme Dir. School Edu. Haryana	1,483,124 1,456,128 2,592,852 3,863,899	CURRENT ASSETS, LOANS & ADVANCES CURRENT ASSETS CASH IN HAND Core Programme FCRA	8,286 10,139
CORPUS FUND Donation for Construction - Previous Year Less: Utilised Fund and Transfer to General Fund Grant in Aid from Rajiv Gandhi Foundation Less: Utilised Fund and Transfer to General Fund	2,121,200 (2,121,200) 138,000 (138,000)	CASH AT BANK (Scheduled Bank) Core Programme FCRA	2,385,418 2,952,854
LOANS & ADVANCES Unsecured loan M/s Registhan Pvt. Ltd. PRIYA SINGH RADHA SINGH	370,000 250,000 150,000	TDS Receivable Sundry Debtors Closing Stock of Books (Certified By Management)	79,132 41,679 469,026
CURRENT LIABILITIES Duties And Taxes Creditors for Staff Creditors for exp. TDS Payable	22,660 289,749 209,858 42,295	INVESTMENTS Fixed Deposit Fixed Deposit IN (DVP) Telephone Security	7,696,496 326,138
	46,864,775		46,864,775

Significant Accounting Policies (As per Schedule 'B')

DATED: 05.09.2019

FOR S.D. PANDEY & CO.
CHARTERED ACCOUNTANTS
FRM NO. 002689C
(RAJIV PANDEY)
PARTNER
M. NO. 71731
D. D. PANDEY
AUDITEE

FOR DIGANTAR SHIKSHA EVAM KHELKO SAMITI

TREASURER *Debe*

SECRETARY *John*

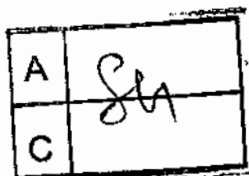
PRESIDENT *Prasanth*

A	C
C	

DIGANTAR SHIKSHA EVAM KHELKUD SAMITI, JAIPUR
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2019

INCOME		Core Proramme	FCRA	TOTAL
By	Grant in aid Asha for education	4,600,000		-
	Add. : Unspent Grant as per last year	-		
		4,600,000		
	Less : Unspent Grant	-	4,600,000	4,600,000
	Grant in aid (Abercrombie & Kent)	143,458		
	Less : Unspent Grant	-		
		143,458		143,458
	Grant in Aid Tata for Vimarsh	-		
	Add: Unspent Grant as per last Year	1,041,438		
	Add: Subscription From Members	261,184		
		1,302,622		
	Less : Unspent Grant	-		
		1,302,622		1,302,622
	Directorate Education Haryana	3,936,000		
	Less: Unspent Balance	3,863,899		
	Add: Unspent Grant as per last Year	72,101		
		72,101		72,101
	Less: Unspent balance refund to ASSED	-	-	-
	Interest on FCRA	-	-	-
	Vimarsh Advertising	-	-	-
	Bank Interest	152,434	101,317	253,751
	Interest on Fixed Deposit	342,048		342,048
	Teaching Material Disposal	196,361		196,361
	Hostel Rent	48,000		48,000
	Donation	1,256,720	159,410	1,416,130
	Institutional Fee	154,500		154,500
	Boarding, Lodging & Training Charge	1,140,346		1,140,346
	Annual Fee	240,000		240,000
	Travel and Local conveyance	554,750		554,750
	Liabary missing book			-
	Infrastural chargeg	2,500		2,500
	Interest on TDS Refund	1,888		1,888
	Othar Income	3,110		3,110
	Closing Stock of books	469,026		469,026
	Transfer to Balance-Sheet (deficit)	(4,807,546)		(4,807,546)
Total		1,272,318	4,860,727	6,133,045

CONTD.



DIGANTAR SHIKSHA EVAM KHELKUD SAMITI, JAIPUR
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2019


EXPENDITURE	Core Programme	FCRA	TOTAL
To Salaries	6,058,916	2,320,112	8,379,028
Honorarium	391,310	-	391,310
Leave encashment	28,697	41,405	70,102
Staff Selection & Team Building	10,858	-	10,858
Postage & Telephone	119,873	-	119,873
Legal/Professional Consultancy fee	47,450	-	47,450
Electricity Exp.	458,167	-	458,167
Audit Fees	40,000	-	40,000
Foundation Course	194,733	-	194,733
Printing & publication	732,636	-	732,636
Study material	55,044	15,866	70,910
Repair & Maintenance	405,881	-	405,881
Stationery Exp.	19,930	-	19,930
Travel & Local conveyance	65,950	-	65,950
Children Transportation Expenses	485,594	-	485,594
Stipend And Transportion Exp	227,419	-	227,419
School Activities & Others	37,950	-	37,950
Bank Charges	236	1,152	1,388
Depreciation	1,281,886	17,935	1,299,821
Office Maint. Exp.	65,577	-	65,577
School Registration	2,020	-	2,020
Skill Development	58,370	-	58,370
Campus & Vidyalyay Pet Exp.	16,438	-	16,438
E.C./G.B. Meeting Exp.	6,973	-	6,973
Other Exp. Vimarsh	3,400	-	3,400
Pedaogy Workshop Part Boarding	72,101	-	72,101
Transfer to Balance Sheet (Surplus)	-	2,464,257	2,464,257
	10,887,409	4,860,727	15,748,136

AUDITORS REPORT

SIGNED IN TERMS OF OUR REPORT OF EVEN DATE ANNEXED

FOR S.D. PANDEY & CO.
 CHARTERED ACCOUNTANTS
 FRM NO. 002669C

FOR DIGANTAR SHIKSHA EVAM KHELKUD SAMITI


 (RAJIV PANDEY)
 PARTNER
 M. No. 71731




 TREASURER


 SECRETARY

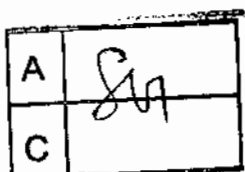

 PRESIDENT

PLACE: JAIPUR
 DATED: 05.09.2019

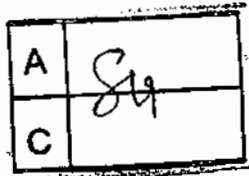
A	Sgt
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DIGANTAR SHIKSHA EVAM KHEL KUD SAMITI, JAIPUR
Schedules annexed to and forming part of the Balance Sheet as at 31.3.2019

SCHEDULE A: FIXED ASSETS								Total As	Dep.	Dep. For
	Particulars	W. D. V. as On 1.4.18	Addition		Sales / Disposed	on 31.3.19	Rate	the year		W.D.V. as On 31.3.19
			Before	After						
1	H. O. Assets									
	Land	90,060	-	-		90,060	Nil	-		90,060
	Building Hospital	60,965	-	-		60,965	2.50	1,524		59,441
	Coolars & Fans	73,809	14,000	-		87,809	10.00	8,781		79,028
	Cycle	368	-	-		368	10.00	37		331
	EERC Building	992,321	-	656,142		1,648,463	2.50	33,010		1,615,453
	Fan at EERC	2,039	-	-		2,039	10.00	204		1,835
	Fan at Hospital	203	-	-		203	10.00	20		183
	Furniture & Bedding	56,961	-	1,700		58,661	10.00	5,781		52,880
	Hand pump	2,336	-	-		2,336	10.00	234		2,102
	Hospital Equipment	17,786	-	-		17,786	Nil	-		17,786
	Mess Equipment	30,631	10,416	5,100		46,147	10.00	4,380		41,767
	Office Equipment	2,490	-	-		2,490	10.00	249		2,241
	P.C. Printer	11,930	-	-		11,930	10.00	1,193		10,737
	Photo Copier	5,324	-	-		5,324	10.00	532		4,792
	Refrigerator	811	-	-		811	10.00	81		730
	TV. V.C.R.	2,849	-	-		2,849	10.00	285		2,564
	Type writer	163	-	-		163	10.00	16		147
	Electric equipment	42,438	-	30,384		72,822	10.00	5,763		67,059
	Fire Fighting equipment	3,393	-	-		3,393	10.00	339		3,054
	Building	258,750	-	-		258,750	2.50	6,469		252,281
	Tube Well	47,035	-	-		47,035	Nil	-		47,035
	School Land	1,616,996	-	-		1,616,996	Nil	-		1,616,996
	Solar Hot Water System	25,624	-	-		25,624	10.00	2,562		23,062
2	School Assets									
	Fans	5,271	-	-		5,271	10.00	527		4,744
	Furniture & Off. Equip.	34,819	-	-		34,819	10.00	3,482		31,337
	Science laboratory	1,544	-	-		1,544	10.00	154		1,390
	Tape Recorder	419	-	-		419	10.00	42		377
3	Shaj Shiksha Project									
	Furniture	2,848	-	-		2,848	10.00	285		2,563
	Computer & printer	11,651	-	-		11,651	10.00	1,165		10,486
4	SIR RATAN TATA PROJECT									
	Office Furniture	1,049	-	-		1,049	10.00	105		944
	Hand Pump	3,632	-	-		3,632	10.00	363		3,269
	Building	58,100	-	-		58,100	2.50	1,453		56,648
5	Room to Read Prog.									
	Office Furniture	4,379	-	-		4,379	10.00	438		3,941
6	ICICI CORE PROGRAMME									
	AEEP Primary									
	Building Aug. Primary	310,841	-	-		310,841	2.50	7,771		303,070
	Furniture & School equ. Primary	100,526	-	-		100,526	10.00	10,053		90,473
	Building	2,019,051	-	-		2,019,051	2.50	50,476		1,968,575
	Library Books Primary	24,592	-	-		24,592	10.00	2,459		22,133
	Laboratory	9,605	-	-		9,605	10.00	961		8,645
7	AEEP UP									
	Library AEEP Up	19,543	-	-		19,543	10.00	1,954		17,589
	Furniture & School equ.	31,496	-	-		31,496	10.00	3,150		28,346



8	TRSU								
	Computer S&AU	144,806	-	354		145,160	10.00	14,498	130,662
	Furniture S&AU	86,261	-	1,141		87,402	10.00	8,683	78,719
	Office Aug. S&AU	122,234	-	-		122,234	10.00	12,223	110,011
	Printer With copier S& AU	6,716	-	-		6,716	10.00	672	6,044
	Telepphone,EPABX, FAX & AU	49,618	1,800	-		51,418	10.00	5,142	46,276
	Cell Phone Instrument	2,235	-	-		2,235	10.00	224	2,012
9	TARU				10,000				
	Equipment Taru	408,559	-	-		398,559	10.00	39,856	358,703
	Library Taru	351,298	-	-		351,298	10.00	35,130	316,168
	Furniture Taru	221,898	-	-		221,896	10.00	22,190	199,706
	Computer Taru	61,040	-	-		61,040	10.00	6,104	54,936
	Infrastructure & Building Taru	93,382	-	-		93,382	10.00	9,338	84,044
10	Vimarash								
	Furniture Vimarsh	2,174	-	-		2,174	10.00	217	1,957
	Computer & Accessories Vimarsh	156,370	-	-		156,370	10.00	15,637	140,733
11	Digantar CPG Prog.								
	Equipment	37,038	-	-		37,038	10.00	3,704	33,334
12	Shiksha Samarthan								
	Furniture & Equipment(Cluster)	117,051	-	-		117,051	10.00	11,705	105,346
	Furniture & Equipment(Office)	115,846	-	-		115,846	10.00	11,585	104,261
	Teaches Resource Liabary(CRC)	24,214	-	-		24,214	10.00	2,421	21,793
	Teaches Resource Liabary(Office)	34,972	-	-		34,972	10.00	3,497	31,475
13	Digantar Baran Prog.								
	Inf. Supp. To DITE/BRC	144,871	-	-		144,871	10.00	14,487	130,384
	Computer	76,003	-	-		76,003	10.00	7,600	68,403
	Inf. Of RSA office	32,308	-	-		32,308	10.00	3,231	29,077
	Inverter	6,594	-	-		6,594	10.00	659	5,935
	Lib. For QIU	36,621	-	-		36,621	10.00	3,662	32,959
	Cluster level Lib. Supp.	17,514	-	-		17,514	10.00	1,751	15,763
14	Digantar SDTT Prog.								
	Teachers Resource Lib.(Blo. Off)	39,204	-	-		39,204	10.00	3,920	35,284
	Teachers Resource Lib.(Pro.Off)	26,142	-	-		26,142	10.00	2,614	23,528
	Computer (B.O.)	10,350	-	-		10,350	10.00	1,035	9,315
	Computer (Pro. Off.)	31,635	-	-		31,635	10.00	3,164	28,472
	Equipment for B.O.	57,076	-	-		57,076	10.00	5,708	51,368
	Equipment for B.O.	50,696	-	-		50,696	10.00	5,070	45,626
	Equipment for R.S.	52,965	-	-		52,965	10.00	5,297	47,669
15	Digantar Literacy Research Prog.								
	Epbx(Res. Proj)	6,344	-	-		6,344	10.00	634	5,710
	Equipment (Res. Proj)	104,932	-	-		104,932	10.00	10,493	94,439
16	Digantar Vidyalay Programme								
	Lease Of Land	839,559	-	-		839,559	0.00	-	839,559
	Construction of DVP	4,891,298	-	11,925		4,903,223	2.50	122,432	4,780,791
	Modification of Existing Building	855,111	-	-		855,111	2.50	21,378	833,733
	Boundary Wall Sports Mat.	1,477,645	-	-		1,477,645	2.50	36,941	1,440,704
	Computers & Printers	424,996	-	-		424,996	10.00	42,500	382,496
	Furniture	129,511	-	450		129,961	10.00	12,974	116,987
	Laboratory	60,475	-	-		60,475	10.00	6,048	54,428
	School Equipment	218,142	-	-		218,142	10.00	21,814	196,328
	Library Books	49,718	3,484	-		53,202	10.00	5,320	47,882
	Art & Musical Instruments	93,465	-	-		93,465	10.00	9,347	84,119
	Four Wheel Vehicle(Bolaro)	384,216	-	-		384,216	10.00	38,422	345,794
	Service fess for Aechitech	44,054	-	-		44,054	2.50	1,101	42,953
	JDA Approval & Regu.	6,608	-	-		6,608	2.50	165	6,443



17	Digantar PHF Programme							-	
	Laptops & Computers	54,768	-	-		54,768	10.00	5,477	49,291
18	ASED Programme							-	
	School Bus	1,558,238	-	-		1,558,238	10.00	155,824	1,402,414
	Building(Toilet construction)	1,368,746				1,368,746	2.50	34,219	1,334,527
	Water Treatment Plant & Cooler	120,428		-		120,428	10.00	12,043	108,385
	Furniture & Equipment	64,256	-	-		64,256	10.00	6,426	57,830
	library furniture	113,607	-	-		113,607	10.00	11,361	102,246
	Activities Centre Building	9,900,583	-		-	9,900,583	2.50	247,515	9,653,068
19	TEP Phagi							-	
	Equipment	113,837				113,837	10.00	11,384	102,453
20	School Play Ground (out of corpus)	1,480,447				1,480,447	2.50	37,011	1,443,436
21	Rajiv Gandhi Library Book (out of corpus)	117,994				117,994	10.00	11,799	106,195
22	Activite Center Open Theater	245,430				245,430	2.50	6,136	239,294
22	SKILL DEVELOPMENT								
	Carpentry	38,921		-		38,921	10.00	3,892	35,029
	HD led tv	44,650				44,650	10.00	4,465	40,185
	plumbing	8,841	180	-		9,021	10.00	902	8,119
	sewing	45,000	-			45,000	10.00	4,500	40,500
		33,464,154	29,880	707,196	10,000	34,191,224		1,299,821	32,891,406

FOR S.D. PANDEY & CO.
CHARTERED ACCOUNTANTS
FRM NO. 02669C

FOR DIGANTAR SHIKSHA EVAM KHELKUD SAMITI

(Signature)
(RAJIV PANDEY)
PARTNER
M. No.71731

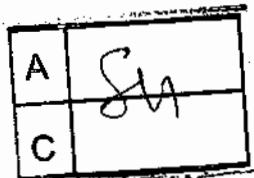


(Signature)
TREASURER

(Signature)
SECRETARY

(Signature)
PRESIDENT

PLACE: JAIPUR
DATED: 05.09.2019





Digantar
Shiksha Evam Khelkud Samiti
 Todi Ramjanipura, Kho Nagoriyan Road,
 Jagatpura, Jaipur-302017 Rajasthan
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