



ANNUAL
REPORT
2021-2022

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India's growth in the past two decades has been phenomenal. We are one of the fastest-growing economies, yet we do poorly when it comes to social indicators such as education, health, gender equality and employment.

Development is about improving the well-being of every individual in society so that they can reach their full potential. Hence it will not be wrong to say that India's economic successes have failed to ensure an improved quality of life for all, especially for the disadvantaged communities. Even today, nearly 25 percent of India's population lives below the poverty line.*

In India, the closure of 1.5 million schools due to the pandemic and lockdown from 2020 which continued in 2021, has impacted 247 million children enrolled in elementary and secondary schools. There are over six million girls and boys who were already out of school even before the COVID-19 crisis began. A concerted effort by schools, parents, local authorities, and governments is a must if we want to ensure that our precious future generations are given the opportunity to learn, grow and thrive.

It has been indeed a difficult time for our team members as they had to overcome major hurdles to implement our programmes on the ground. With the children returning to school after a long gap at the end of 2021, the processes on the ground was getting streamlined when the schools closed once again in January 2022 due to the third wave. The entire process was once again disrupted. With the reopening of the schools in February, the focus has been on getting the children back to school and learning.

Prajayatna also responded to the needs rising out of the crisis and provided quick relief. With the help of donors and well-wishers, we were able to reach families providing them with everyday necessities. We ensured that the communities were safe by encouraging them to vaccinate themselves and supported the department to contain the rumours with regard to vaccinations etc.

With the New Education Policy being rolled out in all the states, it is hoped that the coming year will be one filled with hope. Prajayatna is all set to work with the State and other stakeholders to exploit the new opportunities towards its mission to enable children's access to quality education.

I'd also like to take this opportunity to thank you all for believing in our cause. We wouldn't have been able to do the work that we did on the ground in these difficult times if it wasn't for your precious support. We thank you for championing our cause and look forward to your continuous support in our journey!

*National Multi-dimensional Poverty Index 2021



Mary Punnoose
Chief Functionary, Prajayatna

VISION

Creating a society that enables every child to thrive and live with dignity



MISSION

To facilitate systemic reform towards quality education by developing an inclusive and ability-based approach to learning in a conducive ecosystem

ORGANISATION PROFILE

Prajayatna which means the 'citizens' initiative', began its journey in 2000 in Karnataka with a mission to ensure that all children have access to an inclusive and quality education and thus started its work to strengthen public schools and anganwadis which serve as important centers of learning at the preschool stage. In the past 20 years of its work, Prajayatna, through its various interventions, has tried to create structures that enable engagement with the community, initiate a meaningful dialogue with various stakeholders, and address the concerns that plague the education system. Prajayatna through its interventions strives to ensure that every child is not just going to school but also learning in a meaningful way which will build the abilities that is required to live a life of quality.

Recognizing the fact that numerous issues affect the public schools such as high student drop-out, low-learning levels, poor infrastructure, lack of teacher involvement etc., are not specific to certain geographical areas but manifest as typical patterns across the country. Prajayatna views the various problems as symptoms of a larger systemic issue. It aims to bring about a paradigm shift in the way education is perceived and to go beyond mere literacy and numeracy. This has resulted in Prajayatna making efforts to facilitate and support children's learning in a manner that they are able to apply what they learn in school to real-life situations. It is seen that the so called 21st century life skills need to be an intrinsic part of learning itself, rather than looked at as a separate process or subject. Prajayatna has been working to ensure that this understanding is reflected amongst all the stakeholders and a conducive ecosystem is created for all children to learn and grow into adaptable and life-long learners.

Prajayatna's work with children with disabilities

For the past few years, Prajayatna has been working relentlessly in improving the education system along with all stakeholders. Our sincere attempt has been to empower each child to reach his/her potential and provide them with a conducive learning environment. As an organization, we have been trying to create awareness among the community about children with disabilities and their rights. Prajayatna believes true inclusion in education can be brought about only by changing the very paradigm of learning.

OUR THEORY OF CHANGE

Prajayatna believes that education cannot be just a process where children are equipped with the basic mechanics of reading, writing and arithmetic which they learn by rote and do so to just pass their exams, but rather there is a need for the children to be equipped to live in a dynamic world which is constantly changing by developing their abilities and skills to lead a meaningful life. Prajayatna's theory of change stems from a comprehensive approach which looks at bringing about an ability-based learning as well and working towards empowerment and ownership and involves different stakeholders – parents, teachers, and elected representatives – in the change process.

Thus we

- Empower teachers to become facilitators of a holistic and inclusive learning process which will build the abilities of children.
- Empower the communities-school/AWC management committees and the local self-government to create well-governed schools and anganwadis.
- Enable the education ecosystem to bring about change in practices and policies.

OUR PROGRAMMES

Quality Learning Program (QLP) /Kalikayatna

Kalikayatna, a Kannada word meaning 'a learning initiative,' stands for an overarching approach to learning. It supports and advocates any learning method and structure that works in meeting learning outcomes of children based on two premises – that it should support children's learning styles to help them build on their innate capabilities and that it should support in achieving capability based learning outcomes as determined by all concerned stakeholders. Kalikayatna is presently being implemented in two clusters in Karnataka and two clusters in Uttar Pradesh.

Early Child Care and Education (ECCE)

Early Childhood Care and Education (ECCE) constitute an important element of our lives and it plays a primary role in our attempt towards achieving universal education. The domain of ECCE is concerned with the children in the age group from birth to eight years and addresses the holistic development of children through a comprehensive perspective that covers nutrition, health and learning. Prajayatna is currently implementing ECCE in 137 and 48 anganwadis in Bangalore Urban and Uttar Pradesh respectively.

Education Governance

The concept of education governance seeks to address the issue of lack of quality in the public schooling system by ensuring the participation and involvement of the actual stakeholders – the community, through a decentralized approach to educational governance.

Our Reach till date

Education Governance	Kalikayatna	ECCE
6 States 304 Blocks 639 Gram Panchayats 25250 Schools 12 Lakhs of children	171 Schools	1,450 Anganwadis
	428 Teachers	1,450 teachers and Assistant Teachers
	12905 Children	20,000 Children

Prajayatna's areas of work in 2021-22

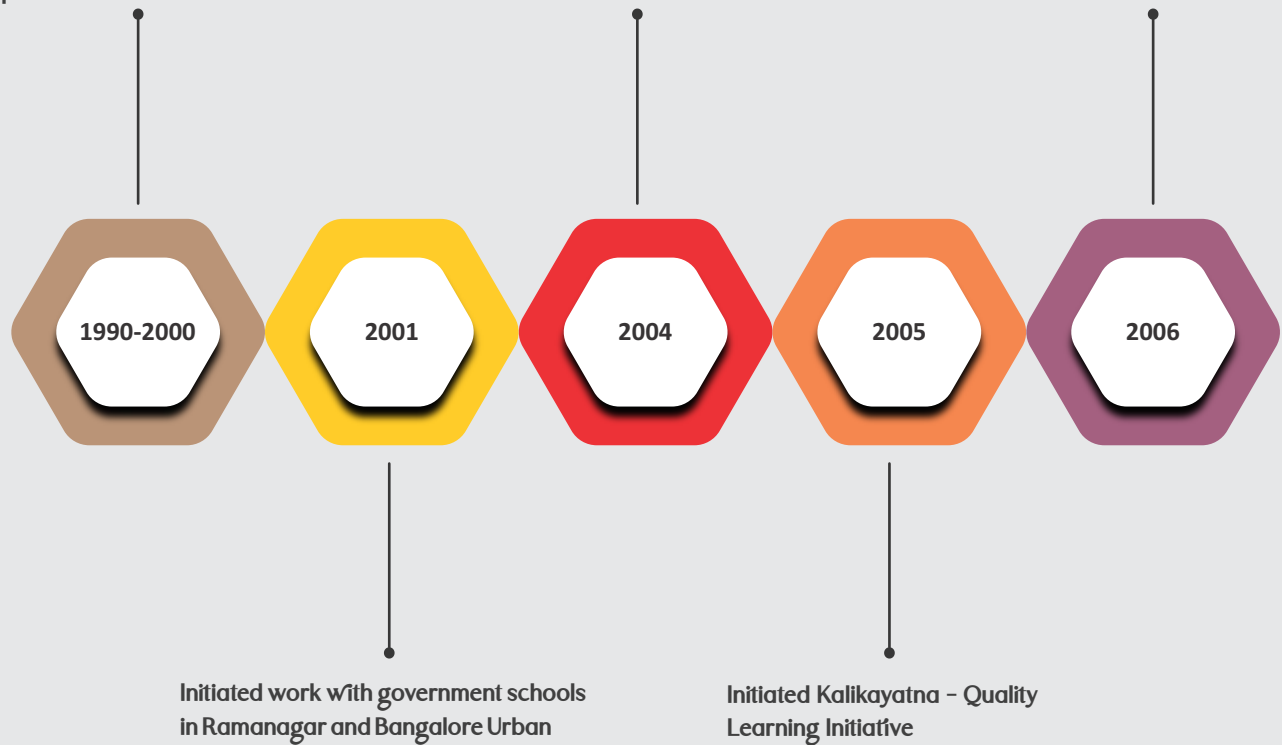
Place	Numbers
Yadgir	21 schools
Bangalore Urban	137 Anganwadis
Uttar Pradesh	75 schools and 48 Anganwadis
Jharkhand	144 schools

OUR JOURNEY

Prajayatna worked with child labour in low income communities, forming mothers self help groups, initiated engagement with government schools and preschools

Conducted statewide training of Gram Panchayat members on education in partnership with Department of Education

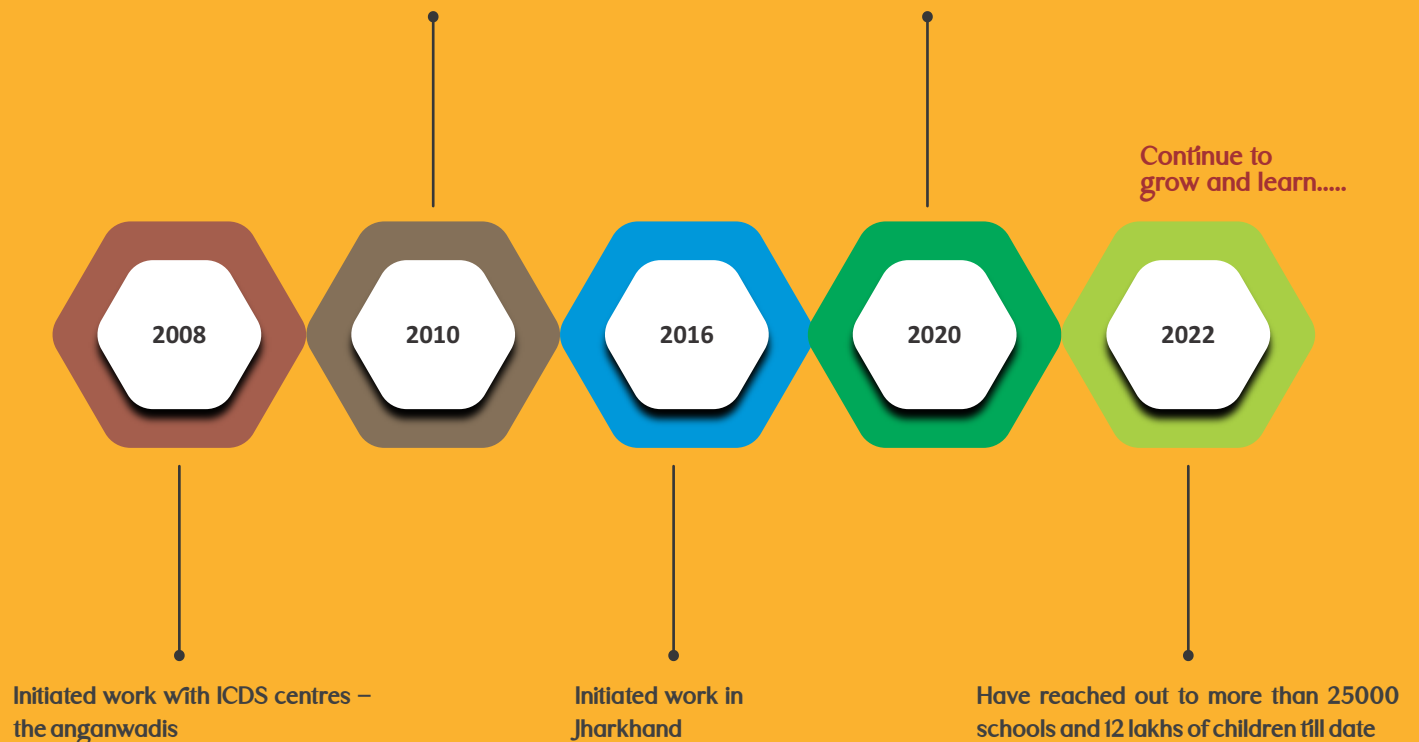
Initiated work with government schools in Andhra Pradesh and Telangana



Initiated work with government schools in Uttar Pradesh and Rajasthan

Initiated work with anganwadis in Uttar Pradesh

Continue to grow and learn.....



OUR INTERVENTIONS IN KARNATAKA

Blended learning during Covid

The COVID-19 pandemic had disrupted education in over 150 countries and affected 1.6 billion students. In response to this learning crisis, many countries and organizations implemented some form of remote learning methods so that learning continues unabated.

We at Prajayatna, focused on implementing remote learning modalities as an emergency response as Anganwadi centres and schools continued to remain shut in 2021 as well. The content team of Prajayatna engaged and developed e-content for both the preschool and primary school children. E-content was designed for the young children in the anganwadis with posters, guiding voice audio, activities and links to access learning videos such as stories, rhymes, do it yourself (DIY) videos and activities. The content focused on what was contextual for the children and parents with resources that could be found locally in and around their houses. The additional resources are now accessible in the repository created by Prajayatna. **The e-content has positively impacted a total of 850 children.**

However, it was seen that the e-learning had impact among the parents of the young children in Bangalore Urban due to the accessibility to smart phones, which was not the case in the other rural areas, such as Yadgir.





Adoption of blended learning approach in Yadgir

Prajayatna reached out to children through a blended learning approach called 'Maneyalli Kaliyiri Kalisiri' (learn and teach at home) where both online and offline modes of learning had been implemented. Theme-based e-content was provided to the parents through whatsapp, in the form of activities and worksheets. The e-content sent was based on the themes which were contextual and parents and children could easily connect with the same. This was also done keeping in mind the abilities of the parents, who were the main facilitators, in this scenario. It consisted of a guiding poster and a voice recorded message. This also contained links of the stories and rhymes and language activities connected with the theme along with activity worksheets in language and maths. **This content was provided to 418 children of class 1-3 and 343 children of class 4-5, which is around 25% of the total enrollment.**

According to the teachers and the parents, the e-learning contents sent through WhatsApp helped parents pay attention about their children and engage them in learning activities to a certain extent. In order to reinforce the concepts sent online and with the low reach due to the inaccessibility of smart phones in the community, the teachers held classes for small groups of children in the village through the programme called 'Vidyagama' which was an initiative of the department, but not being implemented properly due to lack of materials and content. With the content and activity worksheets

(hard copies) given by Prajayatna, teachers were able to implement it effectively, by facilitating small groups of 5-6 children living close to each other in fixed locations in the village. They would go and hold classes for those groups and provide assignments to be done when they went back home. The classes were conducted in an open area available in the village such as temple courtyard, open ground etc. for one-hour duration. COVID protocols were followed strictly during this time.

Outcomes of the processes

- A majority of the children in the 21 schools were reached through the blended form of learning.
- Parents' engagement with children has continued even after children have begun to go to school. Many of the parents have conveyed how their relationship has improved during the interaction with their children in the context of implementing the blended learning activities with their children.





Parents' orientation for implementation of E-content

Efforts were made to orient the teachers to understand the content as well as ensure that the content was received by all the parents. The teachers were facilitated to create WhatsApp groups consisting of parents of all the enrolled children. Concalls were made to ensure initially the well-being of the parents and children and then to introduce the topic sent on whatsapp and support the parents in facilitating their children. Again this saw more traction among the parents in Bangalore Urban as they found the phone calls extremely useful and attendance was seen to be high for the telephonic meetings.

Altogether, 5 rounds of parents meetings were conducted reaching out to around 850 parents conducted in batches by the teachers of the anganwadis.

In Yadgir, with low technology access, individual calls were made to the parents. Here it was to enquire after the well-being of the children and make sure that they were paying attention to their needs.

Support to anganwadi teachers during COVID

Prajayatna's support to 840 anganwadi teachers and assistant teachers to fight against Covid-19 has exposed frontline workers and their families to unprecedented levels of risk. AWC teachers and helpers are engaged in supporting various processes such as conducting health survey, identification of COVID infected people, acting as referral agents in terms of guiding the infected families to follow the protocols required for home isolation or hospitalisation, spreading the awareness to the families in the vicinity etc. Realizing their effort, Prajayatna felt the need of supporting their effort as they were the people in the frontline and the true warriors involved in fighting the COVID pandemic and the entire block of 840 anganwadi teachers and helpers, was given hygiene kits to protect themselves.

Dry ration distribution

Prajayatna, in collaboration with other well-wishers, took initiative and distributed most essential groceries to the vulnerable communities which has affected the most due to lock down and other issues caused by the COVID -19 pandemic. Altogether 1000 families were supported through this initiative.





Extension of the ECCE programme to 105 Anganwadis of 3 new circles in Bangalore Urban District

The National Education Policy, 2020 highlights the importance of early childhood care and education (ECCE), which is vital for a child's physical, cognitive, language, social and emotional development. Prajayatna took steps to extend the ECCE programme to 105 anganwadis of 3 new circles. As part of the preparatory work in the 100 new AWCs, discussion was held with the block level Child Development Programme Officer (CDPO) with regard to the selection of the anganwadis. A set of criteria were set to understand the requirement and needs of the anganwadis. The selected anganwadis are from Abbigere, Chikkabanawara and Shankarnagar circles of Yelahanka block in Bangalore district.



Teacher training workshops

The extension of our work to more anganwadis created the need for empowering the new teachers about ECCE and enable them to deliver quality service in these centres. Two collective meetings of the AW teachers in the newly selected circles have been conducted in this regard. A total of 127 anganwadis teachers were oriented on the mission and vision of Prajayatna and the importance of ECCE. In the training, the importance of early years and the need of ECCE was discussed. In order to further understand it, the sessions focussed on child development and the meaning of holistic development of the child which required an understanding of all domains of development - physical development, socio-economic development, cognitive development and language development.

Distribution of home learning kits for children in the AWCs

Children had lost their crucial learning opportunities for almost two years, as anganwadis stayed shut as an impact of the global pandemic. The non-availability of learning materials for the children at home due to economic factors were seen across the project area while designing the e-content for children. Realizing the positive impact of usage of learning resources and how they would assist children carry on with a range of activities, an individual kit per child containing basic materials such as building blocks, synthetic clay, crayons, pencils, coloring book etc. was provided to all the **2,800 children of Shankarnagar, Abbigere and Chikkabanavara anganwadis**. Following the distribution of home learning kits, there has been a considerable enhancement in engagement of children in the learning activities at home. Parents also have conveyed that the distribution of home learning kits ensured meaningful engagement of their children at home.





Bal Vikas Samiti Workshops

Workshops were held for the Bal Vikas Samithi members of the anganwadis in the Yelahanka Circle. Bal Vikas Samithi is created to monitor efficiency of anganwadi centre, management, impact and quality of complementary food programme, inspection of quality and quantity in respect of supply of food materials, and also to help and support the anganwadi workers to help carry out activities of the centre.

The objective of the workshops for the Bal Vikas Samitis was to create awareness about their roles, responsibilities and the functions that the committee members need to perform towards development of the anganwadi with respect to infrastructure of the centre, enrollment-attendance, health and hygiene, learning and management. **The workshops were held in 32 anganwadis in order to orient them on their roles and responsibilities.**

Kalikayatna in Yadgir

COVID created anxiety, stress, health issues and much more of which learning of the children was one of the major losses not much thought about, with the schools remaining closed for the second year. Yet at the same time, this also gave an opportunity to think of various ideas and interventions to reach out and become successful to an extent to bridge the learning gaps. These efforts can be seen in the schools where Prajayatna has been implementing Kalikayatna – the Quality Learning Programme in Yadgir.

It was realised that there was a need to counter the effect of the pandemic through a local effective education governance structure which could plan for the children according to their needs. This would bring about a large impact on the development of the schools including learning of children.

School Development and Monitoring Committees (SDMC) and parents meetings

In order to strengthen the existing SDMCs and enhance the parents' participation at the school level, SDMC and parents' meetings have been held in the schools. These processes helped community-level stakeholders have a better understanding and reaffirm their roles and responsibilities and various aspects of school and children development. Some of the impact are as follows:

- The long-pending reformation of SDMCs was made possible in the villages where doing this was almost impossible due to various factors.



- The dysfunctional SDMCs began to function after reformation and held SDMC and parents meetings.
- SDMCs have drafted School Development Plans (SDP) based on the need analysis of the school in 18 schools.
- 14 SDMCs are holding regular meetings and discussing about school needs.
- The SDMCs have worked on ensuring regular attendance of children. They have 16 children re-enrolled in 5 schools (Arakera K-3, Jinakera-4, R.Hosalli, Gopalapura-3, Chintanahalli-2).
- Majority of the parents have taken initiative and helped their children implement the activity worksheets that were sent through WhatsApp group. One important observation made during this time was that, though not all the parent could read and write or not all the parents who had smart phones, especially the families where a member of the family (father/uncle) who went out to work and not available during the day, but they have made an effort to inform their children after they got back and ensured that their children got access to it and completed the activity.
- The e-content that was shared with parents helped them to transform their home environment into a learning environment for children and engage them in learning activities in spite of the continued closure of schools until it reopened at the end of 2021. The interaction held with parents and SDMCs, have helped in understanding the changes in their attitude of treating their children. The inputs provided by the organization has made them get into the habit of speaking and engaging with their



children actively. They are more aware of the what happens at home as they ask their children with regard to what they did in school, how was their school, what homework they have got to do etc.

- SDMCs, parents and interested representatives have come forward to support the learning process of children through making provisions for chalk pieces, repainting of black boards, individual files for children etc. This effort is admirable because despite the financial constrains faced due to COVID, there has been contributions to the tune of Rs. 30000 towards children's education at the local level.

Learning process (as part of COVID effort)

- When the schools first reopened, hygiene kits were given to all the schools which consisted of soap, sanitisers, towels which would help the teachers maintain basic hygiene among the children and maintain COVID protocols. This helped the teachers and children to be more careful and hygienic as well.
- **Home learning kits were distributed to 2,741 children to support the children while they were at home.**

Head teachers meeting

At the beginning of the academic year, a virtual meeting of the head teachers of all 21 schools was held with the objective of orienting the head teachers about the 'Quality Learning Programme' (Kalikayatna) that is being implemented in Arakera K and Kandakur clusters. This was needed as many of the head teachers were new and not aware of the programme that was being implemented in the schools. The approach was introduced and discussed in detail with them.

Teachers' Collective meetings

During COVID-19, the only mode of getting acquainted with the teachers was through one-on-one interaction with them in the schools. Due to the COVID protocols, holding teachers' collective offline was not allowed. Teachers needed a complete orientation about the approach as almost 85% of the teachers were new to this approach as they either had recently been appointed or had been transferred from some other school outside the cluster. The first round of collective was held in the month of December. The impact of the collectives is visible in the teachers' interaction with children and implementation of classroom activities. Teachers have been equipped to make plan based on the theme, use locally available and appropriate resources in making the learning more interactive, constructive in the classroom. Daily planning books were given to the teachers and this time was used extensively by the teachers.

Teachers have been very sensitive to the children while interacting during the small group community classes held during COVID and when children got back to school after it reopened. They have conducted various interactive activities with the children, attracted

them and cheered them through various games and fun filled activities. This has enabled children to gain confidence and this can be seen in the attendance of the children in the school which is very high.

The teachers have enhanced their abilities of interacting with community-level stakeholders. Their interaction and the community processes held at the school has helped in bridging the gap and developing a positive connection between the school and the community. The result is quite visible in the provisions that communities are making for school development.

Advocacy with the Department of Education and Women and Child Development

Prajayatna was once again part of the committee formed to design and execute the training of the School Development and Monitoring Committee members in the entire state. The committee was chaired by the State Project Director. The modules for the school-based training was designed based on the content as well as the resources of the organizations in the committee including that of Prajayatna. Three representatives of the organizations were the resource persons in the training given to all the DIETs who then ensured that the training took place for all the SDMC.

At the district level, it was seen that the entire process to be implemented at the school level was planned with the Department of Education at the district and block level. It has been heartening to see the response of all the officers and their participation of all the processes of Prajayatna.





Furthering its advocacy initiatives, Prajayatna is part of the state-level ECCE technical committee. This committee was constituted to re-look at the existing departmental curriculum (Chilli Pilli) and design a new one for the anganwadis of the age group 3-6 years, for the state of Karnataka. Both the education department and Directorate of Women and Child Development Department (DWCD) initiated it jointly.

In the meanwhile, Samagra Shiksha Abhiyan initiated preschools / LKG for which they required support. The curriculum was then redefined age appropriately and used in the LKG in 2019 to be later extended to UKG. With the pandemic, all plans had to be shelved for some time. With the reopening of the schools, the UKG curriculum was to be implemented for which the Master Resource Persons had to be trained from all the districts. After several rounds of discussion, a plan was arrived at for the training. A three-member team from each district was present for the training in which a total of 105 people participated.

The training was conducted by the members of the technical committee of which Prajayatna was a part of and one of the main resource persons for the sessions.

Prajayatna is once again a member of the experts committee formed in 2022 by DWCD to revamp ECCE in the State.

OUR INTERVENTIONS IN JHARKHAND

CLCC centres help children to engage after school in Raidih block, Gumla district

Prajayatra has been working in the Raidih block in the Gumla district for the past few years. The Children's Learning and Cultural Centres (CLCC) were established in Gumla district to engage children in the evening after school. These centers serve as a space outside the school and their homes for children to come together and learn and do activities that were different from that of the school. These community-run centres **reach out to more than 250 children**. During the school closure, these centres were spaces for the children to gather at and learn in a safe manner.





Empowering the community to take charge of children's education in Ghaghra

The education system of Jharkhand was greatly affected due to the pandemic as schools remained closed for nearly two years disrupting children's education. During these challenging times and with the extremely low accessibility to technology such as androids etc, activity worksheets were distributed to the children through the community such as the SMC and youth members. It was then seen that the children required facilitation and support to understand the concepts for which Mohalla classes was established and managed with the help of volunteers in Ghaghra block. However, after a time, Prajayatna realized that there was a need for the Gram Panchayat and community members to take charge of the children's education.

When the school is closed during the lockdown, what can be the role of Gram Panchayat and how can the Gram Panchayat and the youth of the village help the children to learn were some of the key issues that needed to be discussed. There was a need to also ensure that the schools were maintained and kept safely throughout this long period where the schools were not functional. To this end, meetings were held with communities and the Gram Panchayat in which the mukhiya (president), members of the school management committee, the youth of the village, didis of self-help groups, and teachers of schools participated. The meeting also discussed the role of the Panchayat.

During these meetings, the Gram Panchayat president took responsibility for the continuance of education of the children, the selection of volunteers and initiated more mohalla classes. When the school reopened for the children, the children, studying in these Mohalla classes, did not face any problems in attending the regular school as they had been attending the mohalla classes in their village. It was also seen that the schools had been kept safe during this entire period.

There were a total of 36 mohalla classes established which reached out to 1158 children.



Govt. collaborates with Prajayatna to implement 100-day reading campaign

Going by statistics, over 600 million children and adolescents worldwide are unable to attain minimum proficiency levels in reading and mathematics, even though two-thirds of them are in school. The gaps in learning were further widened after the Covid-19 pandemic hit, leading to the closure of schools. Even though several initiatives were taken by the government and civil society organizations to continue the learning pace of children, the learning levels of the children had diminished. Against this backdrop, the 100-day Reading Campaign or 'Padhe Bharat' was introduced by the Jharkhand government. The campaign aimed at improving the learning levels of students in foundational literacy and numeracy.

In Ghagra block in Gumla district, Prajayatna played a key role in collaboration with the district administration in spreading awareness about the campaign by conducting community meetings with parents and engaging in various activities with school-going children. The objective was to reiterate the importance of education so that parents send their children to school regularly and create a conducive learning environment for children at home.

OUR INTERVENTIONS IN UTTAR PRADESH

Prajyatna's efforts help children keep learning through COVID-19

As an organization, we have always believed in the philosophy of inclusive education and leaving no one behind. Keeping in mind the needs of children with disabilities, Prajayatna created a workbook which consisted of activities and worksheets to help children with visual, speech and intellectual impairments.

The concept-based workbook incorporated language and academic concepts to aid in every child's holistic development. It was based on four themes - family, home, village, and the community. It has been made inclusive so that all children have equal opportunities to learn to the best of their ability. Some of the sections in the workbook designed to help identify one's areas of difficulty and overcome them. The children and their families were also provided with nutrition and hygiene kits to ensure that they were provided with the necessary nutrition to keep them healthy and safe during these difficult times. **Prajyatna reached out to 200 such children with disabilities.**





Mohalla classes strive for continued learning of children from marginalized communities

As schools continued to be closed due to the effect of the pandemic, children had to undergo not only a loss of academic learning but also other physical and social interactions with teachers and peers in the school which play a highly significant role in their development.

To reduce the effect of the pandemic and support children's learning in the best possible way, efforts were made to reach out to children through a blended form of learning consisting of whatsapp content and worksheets. Seeing the need for children to physically engage and learn, Mohalla classes were begun in Chitrakoot and Bahraich districts of Uttar Pradesh.

Prajyatna began classes after holding discussions with small community groups in the villages. The local educated youths were identified by the School Management Committee (SMC) members to work as the learning facilitators in these classes. All the facilitators were trained both through online and offline means to enable a holistic learning experience for the children in these classes. With the children not having gone to school for a long time, there was a need to engage them through various activities. These inputs were given to the volunteers who were then able to handle the classes and support the children in their learning. They were also trained in the COVID protocols to be followed.

Prajyatna conducted Mohalla classes in 12 centers reaching out to 378 children in selected areas in Chitrakoot and Bahraich. Mohalla classes have helped students continue their engagement with studies, despite the lockdowns and lack of smartphones. One of the youth

facilitators in Chitrakoot, Vibha Devi talks about her experience as a Mohalla class volunteer for a brief period of three months.

Initially, parents were reluctant to send their children to the Mohalla classes during a pandemic, but Vibha Devi counselled the parents and explained to them the importance of Mohalla classes.

“As a Mohalla class teacher, it gave me immense satisfaction to be able to fill the learning gaps and make parents realize the importance of education. When children learned something new, I felt very satisfied as a teacher,” she says with a smile.

Prajayatna's approach to education hinges on the belief that every child has a right to access quality education irrespective of their socio-economic status or 'disabilities'. Through its work, it strives to provide each and every child, including the marginalized and excluded children, especially in rural areas, equal access to quality education.

The Mohalla classes proved to be a boon for the students and some of the significant outcomes of the classes included improved discipline, cleanliness and foundational literacy and numeracy.



E-therapy videos help parents of children with disabilities in rehabilitation

Therapy for children with disabilities is most important in the early years. As majority live in the rural areas, there are inadequate government and private provisions to reach out and this was further aggravated during the Covid-19 pandemic. Parents face hardship and are often unable to help children.

In this context, reaching out to the parents and enabling them to learn ways of supporting their child was crucially important. Altogether, 16 e-therapy videos have been designed under the guidance of Ms. Gayatri Kiran, a special educator and a trainer. An appropriate video would be selected based on the type of disability and the kind of support the child needed. These e-therapy videos have been made accessible through whatsapp where it is visually shown to the parents who give them an idea of how to work with their child. These videos are saved for reference and the parents keep watching every time before they do the therapy. These videos are also available online on the website, and accessible to all. Prajayatna team members conducted home visits and guided the parents on what activities to do with the child after watching the video. The videos were specially devised to help children with disabilities continue to learn new skills. The Inclusive Education Resource Teachers, school and anganwadi teachers were all oriented with regard to the videos as well.





Prajayatna provides inclusive learning materials in 75 schools

Education can be challenging in a classroom, especially for children with special needs. To make such classrooms more inclusive, Prajayatna introduced new digital learning tools designed by Tactopus Learning Solutions, in the 75 government schools that Prajayatna is engaging with. The inclusive learning tools have helped many children to overcome their learning disabilities and progress in school.

Meeting with Child Welfare Committee and CHILDLINE

In order to provide information, counselling and support services, a formal agreement was made with the local NGO, Sarvodaya Seva Ashram, managing CHILDLINE in the district of Chitrakoot to address the issues of children with disabilities as well. It was decided that initially Prajayatna would be responsible for addressing the issues of children with disabilities, once it reached CHILDLINE.



Prajyatna in collaboration with Child Welfare Committee and CHILDLINE, organized a meeting in the premises of the Child Welfare Committee office under the chairmanship of the District Probation Officer and the Officer for Empowerment of Persons with Disabilities. In this meeting, it was decided that the group would resolve any issues related to children, specially with respect to children with disabilities. It was also decided that Child Protection Committees would be formed in the Gram Panchayats of Prajayatna's working areas. A total of 16 people participated in the meeting.

Baseline conducted for all children

The raging global pandemic induced school closures in Chitrakoot and Bahraich districts like in other places and led to a steady decline in the learning levels of children. It was particularly difficult for children with disabilities. The school closures have not only led to a decline in the academic ability of children with disabilities, but have also hindered their physical and social development. In this backdrop, Prajayatna conducted a baseline to get acquainted with the real situation of all children including those with disabilities. An effort was also made to understand the experiences of parents, siblings, grandparents, and other family members during the baseline. The baseline also aimed at understanding the challenges and gaps in order to mainstream children with disabilities in the schools since their re-opening.



Individual Education Plans (IEP) for children with disabilities

A systematic plan is essential to ensure the continued academic, social, and emotional development of children with disabilities. Along with parents, teachers also play an important role in the holistic development of children. Prajayatna regularly conducts meetings with the parents and teachers of children with disabilities and makes plans at various points so that the activities of the children can be tracked for regular progress. This led to continuity in the learning of children. Parents of many children found it easy to take better care of their children in this manner. The teachers came to know about the needs of the children after which they could assign tasks to the children according to their potential.



Work has been initiated in the anganwadis in these clusters. Orientation was done with all the anganwadi workers in these sectors on ECCE and inclusion. Subsequent session focused on enabling them to understand ECCE from a holistic perspective for development of children, objectives of the anganwadi and how their role is important in transforming anganwadis into dynamic care and learning space.

Anganwadi level community meeting

Anganwadi level meetings have been held in order to make the community, especially parents aware of the objectives of the anganwadi and also the need of early care and education for children, aged between 3-6 years for their holistic development. This was also a time for the parents and anganwadi teachers to ensure that the children developed as per their milestones so that any deviation could be noticed and needed attention given to any problems.

Prajayatna joins hands with district administration in conducting vaccination camps

During the Covid-19 pandemic, Prajayatna joined hands with the district administration in conducting vaccination camps and supported in vaccinating 873 people. To this end, a meeting was held with the people along with the village head, ASHA and Anganwadi worker and they were told about the importance and need of the Covid-19 vaccine. After talking to the people, door-to-door visits were also made to make people aware of the same. Pamphlets were made containing information about the vaccines and distributed during these visits. The programme helped in creating awareness among the villagers.

Protection and hygiene kit to AWC and helpers

During the pandemic period, all the frontline workers played a key role in reaching out to the rural and marginalized population with necessary relief. Anganwadi workers went door-to-door checking the health of people and advising them on how to be safe from the clutches of the pandemic. Keeping in view the safety of the Anganwadi workers, the organization provided them with a safety kit containing materials such as masks, gloves, sanitizers, face seals etc.





Study on the impact of Covid-19 pandemic on the education of children with and without disabilities in Bahraich, Uttar Pradesh by Dr. Rahul Varman and team from IIT, Kanpur

Prajyatna conducted a study to understand the impact of the pandemic on the education of school children including those with disabilities in Uttar Pradesh which was supported by CBM India. It was done in some of the Gram Panchayats of Prajayatna's working area. This study was an attempt to understand the impact of the pandemic on several aspects of school education in the district of Bahraich which is economically one of the most backward districts of the state and the country. The study focused on two blocks in Bahraich, Kaiserganj and Jarwal.

Some of the key findings of the study report are as follows:

- Agricultural wages got severely depressed, and most school-going children were compelled to assist the adults, both in economic activities and domestic chores for the households to survive.
- The economic distress had a severe impact on food and nutrition.
- The policy of Digital Education, which entirely replaced the normal schooling system for 18 months, was a near-complete failure for the school-going children of the area under study because of a lack of access to the basic medium of instruction - the smart phone. Of the total 144 children evaluated during the study, only 4 had regular access to a smart phone.
- For the children with disabilities, it was seen that the pandemic and school closure had reversed the significant amount of progress made in preceding years. A decline in the health of the children was also seen due to lack of medical services as well as the situation at home.

Action research on inclusive education

An action research was commissioned to Ms. Archana Nambiar, a researcher. This study would assess the project's inclusive approach to education reform. The goals of the current evaluation are as follows:

- Determine the extent to which a learner-centric environment has been created in the selected government primary schools
- Determine the extent to which children with disabilities have been included and provided quality inclusive education in selected government schools
- Assess the extent to which the project has strengthened the ownership of primary school education by decentralized education governance structures

The baseline has been completed and the draft report is ready. A midline will be done once again this year followed by an end line, next year.



TESTIMONIALS: OUR STORY IN THEIR WORDS



We had the good opportunity to support the Kalikayatna learning initiative of Prajayatna in Arakera K and Kandakur clusters of Yadgiri district of Karnataka. We partnered with Prajayatna and supported their efforts especially when schools were closed during COVID times. It was heartening to work with a team that is committed and always willing to walk the extra mile towards the goal of providing quality education for all children. The team's relentless efforts to reach out to the disadvantaged children and communities during the difficult Covid times are commendable. It has been our pleasure to work with this wonderful organisation. I wish the team all the success!



**Ms. Garima Singh, Cargill India Pvt. Ltd.
(Prajayatna partner)**



“No country can progress if its children are deprived of access to quality education. Education is the key to success which open up a world of opportunities. Prajayatna's theory of change believes in community empowerment, and ownership and involves different stakeholders—parents, teachers, and elected representatives—in the change process. Such powerful ways of engagement to bring about systemic and sustainable changes are indeed praiseworthy. Prajayatna's relentless efforts in strengthening the public education system in this country deserve to be applauded especially at a time when we are faced with a looming learning crisis caused by the Covid-19 pandemic. I wish the team all the success in their endeavours to provide quality education to all children.



**Mr. Anirban Ghose, Jt. Managing Director,
Transform Rural India (Prajayatna partner)**

“ After getting regular training from Prajayatna on Early Childhood Care and Education (ECCE), I now know how to make ECCE more effective in the Anganwadis. ”

Ms. Geetha Kachur, Yelahanka Circle Anganwadi Supervisor

“ I owe a lot to Prajayatna. From learning how to mobilize the community to how to conduct meetings with parents and activities with children, it has been a great learning experience. After joining Prajayatna, regular training has helped me in improving myself as an Anganwadi teacher. ”

Ms. Anitha G, Anganwadi teacher, Gandhinagar Anganwadi center

“ My child can do creative work like drawing, coloring. ”

Parent of a child who used the innovative content sent by Prajayatna during Covid times through Whatsapp



INSPIRING STORIES FROM THE GROUND

Giggles and Guffaws: AWC thrives following community empowerment

The little Anganwadi center housed inside a dilapidated building adjacent to a school campus is buzzing with activity. The giggles and guffaws of children fill the centre as they happily engage in various interesting activities conducted by the Anganwadi teacher.

The flourishing Anganwadi center is an example of how the community participation can lead to positive changes and transform a defunct anganwadi centre into a happy space for children.

The Anganwadi centre at Kapseti, Chithrakoot district, used to run from a school room. However, within a few days, the AWC could no longer operate as the school headmistress had to use the room for primary school children due to an increase in enrollment.

With the intervention of Prajayatna, a meeting was held with the members of the community including the Gram Pradhan. Following this, it was decided that the centre will be run from a room in the adjacent building which has been vacant and unused.

However, children were not coming regularly to the center and again another meeting was convened to increase children's enrollment in the centre. Due to the lack of an Anganwadi helper there was no one to get children to the centre. Asha worker took it upon herself the responsibility of bringing the children to the centre. Due to the increased community participation, the centre has now become fully functional."Due to Prajayatna, our children now have a proper place to study," says Anganwadi center helper Sushilaji.





Leaving no one behind: Mainstreaming disability

Losing his father to the deadly Coronavirus, life became all the more difficult for the six-year-old child Abhijit (name changed) from Bhabai village in Uttar Pradesh who has been suffering from multiple disabilities since birth.

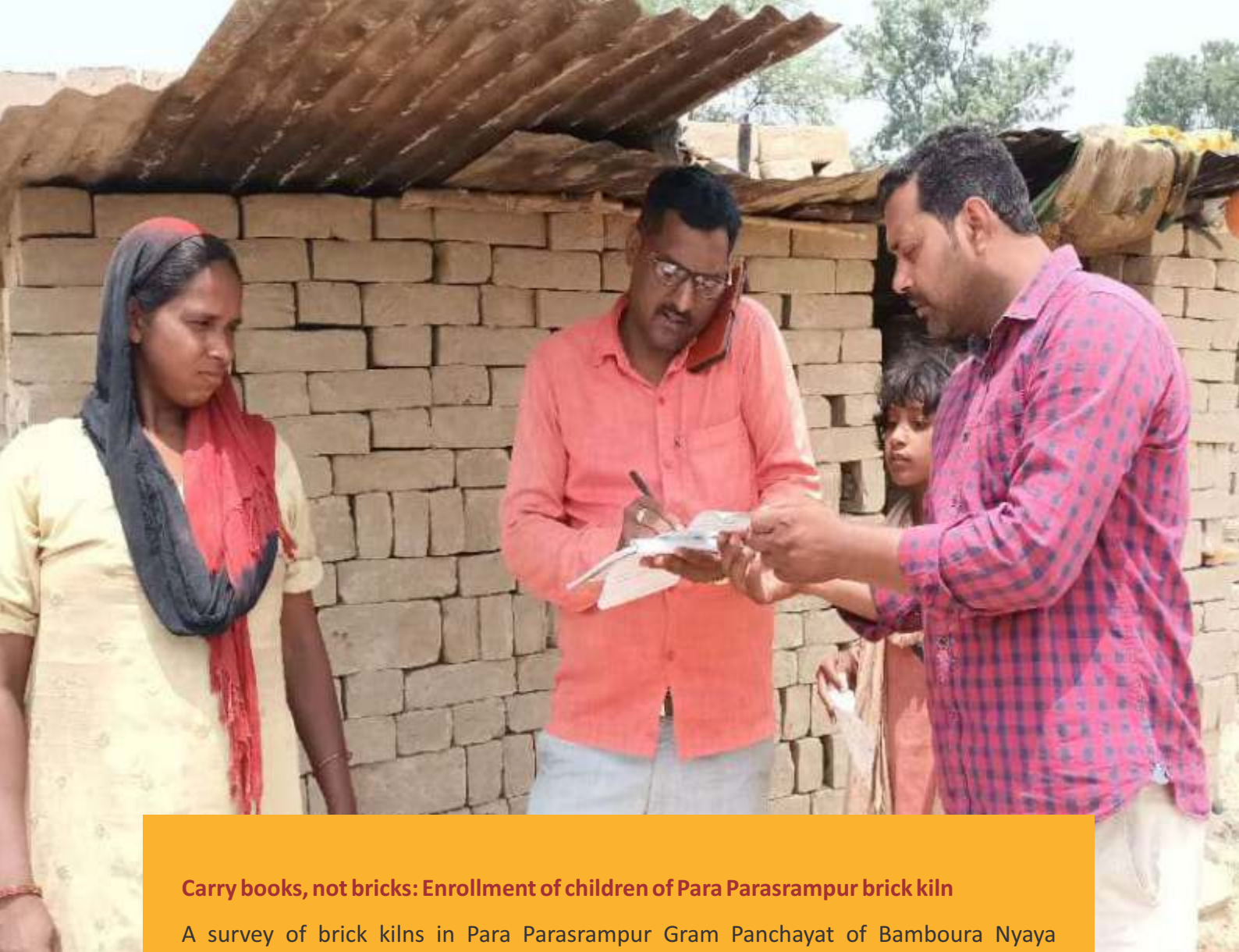
Left out even from the Anganwadi centre, going to school like his peers was a distant dream. With Prajayatna's intervention, the child is now studying in the Bachpan Day Care Centre, a school for the children with disabilities. Prajayatna's intervention also helped the child to get a disability certificate and has been given a tricycle free of cost to facilitate easy movement.

“Because of Prajayatna, my child is now at least going to school,” says the mother of the child Rani Devi while thanking Prajayatna.

During Covid-induced lockdown, Prajayatna also shared e-therapy videos with the child's family which helped the child to continue to learn new skills even when at home.

The child's grandfather ensures that the child attends school at least twice a week as they stay a little far from the school.

Prajayatna has been consistently putting in efforts to ensure the mainstreaming of children with disabilities through its various initiatives.



Carry books, not bricks: Enrollment of children of Para Parasrampur brick kiln

A survey of brick kilns in Para Parasrampur Gram Panchayat of Bamboura Nyaya Panchayat was done with the help of a teacher. Prajayatna team members also spoke to workers of brickkilns which revealed that they were originally a native of western Uttar Pradesh (Bareilly, Pilibhit). The education of their children was hampered as they migrated from one place to another in search of livelihood opportunities.

It was found in the survey that the enrollment of some children is at their native place, while some children are not enrolled in school at all. During the survey, a total of 7 children, who were never enrolled in school, were enrolled in the neighbourhood Composite School Para Parasrampur in age-appropriate classes with the help of a teacher.

A report and documentary by Anti-Slavery International and its partners have revealed “appalling” levels of slavery in India's brick kiln industry, including the endemic presence of debt-bondage and child slavery.

There are at least 100,000 functioning brick kilns in India that employ an estimated 23 million workers.

Prajayatna is working in the field of education of children for the last 6 years in Bambhaura Nyaya Panchayat of Jarwal development block and the main objective of the organization is to provide access to quality education for every child so that no child is deprived of his fundamental right to education.

TRAININGS AND SEMINARS

Prajayatna conducts 4-day workshop for Save the Children

As a resource organization, Prajayatna conducted a 4-day workshop for the anganwadi teachers, parents and staff of Save the Children. A group 65 parents and 75 staff and anganwadi teachers of the organization's project area were part of the meeting. The four-day training was conducted in 2 batches. One batch of participants were from the urban area and for them focus was on enabling parents understand the significance of early years and necessary care and support to be offered at this tender age. Another batch belonged to the rural area. The focus of the content for this batch was on preparation of low-cost learning materials and delivering early learning and math with simple learning activities at home. It was facilitated to prepare learning materials using low-cost and readily available resources.

Webinar held to celebrate teachers' day

A webinar was held for the occasion of Teachers Day for the teachers of the schools that Prajayatna has been working in for the past couple of years. It was held in collaboration with CBM, our partners in Uttar Pradesh who have been working in the field of disability for more than 50 years. In this webinar, Prajayatna celebrated the joy of being a teacher, the future of the profession, and the difficulties faced in the wake of the COVID-19 pandemic. A total of 150 teachers had participated in the webinar.

Seminar to discuss laws made for protection and promotion of rights of children with disabilities

A seminar was held by Prajayatna for the protection and promotion of the rights of children with disabilities. The participants were personnel from the Department of Empowerment of Persons with Disabilities, Child Welfare Committee, CHILDLINE and the Department of Education.

In the seminar, by Mr. Akhilendra (ex-Deputy Commissioner Divyangjan, Uttar Pradesh), Mr. Badal of Bachpan Day Care Centre and Prajayatna were the resource persons. Various issues along with the policies and schemes for children with disabilities were discussed and understood by all. There were 24 participants in the seminar.



CHALLENGES AND WAY FORWARD

The past one year has been a tough one when the Prajayatna team had to overcome insurmountable problems and solve for issues relating to programme implementation at a time when the realities on the ground became further more complicated due to the challenges posed by COVID. The pandemic showed that there should be more room for decentralisation of powers and local self-governance. Local governance plays a key role in bridging the gap between policy measures and local realities especially during difficult time such as the pandemic. The solution therefore lies in decentralization of powers and empowering the local bodies.

The closure of schools also helped the organization to come up with innovative ways of reaching out to the children, creating content etc... Parents not having their own device was an obstacle around which we had to find a way.

The timely report on “The impact of COVID pandemic on the education of children with and without disabilities in Bahraich, Uttar Pradesh, India” has brought to the fore the specific problems that plagues the education sector in recent times and the areas that needs most attention. Apart from designing programmes that address the specific needs on the ground, Prajayatna, in the coming days, aims to put in efforts for sustained advocacy and initiate a dialogue on bringing about policy-level changes that address the needs of the rural and marginalized communities in accessing quality education.

This year has also been a period of optimum learning for the team, as this time was utilised for doing the groundwork for setting up of different processes to initiate the new programmes such as preliminary discussion with the department for selection of the anganwadis, orienting the supervisors, teachers and parents after a prolonged period of Covid induced lockdown and closure.

With the implementation of NEP 2020, in the coming year, and with the focus on the 'process of learning – how to learn', it will be ideal for Prajayatna to showcase the work as a model and take the work forward to more schools in the coming year. The stage is now set for intensive work for the next phase of implementation and we look forward to creating partnerships with different stakeholders in our relentless pursuit of providing quality education to all children.

FINANCIAL STATEMENTS

PRAJAYATNA
No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West), Bengaluru-560 070
Consolidated Foreign and Indian Grants Account

Balance Sheet as at 31st March 2022

LIABILITIES	Amount	Amount Rs.	ASSETS	Amount	Amount Rs.
General Fund		8,27,805	Fixed Assets	6,60,318	6,60,318
Opening Balance	(2,08,120)				
Less: Bank interest of earlier year added to project balance	5,976				
Add : Excess of Income over Expenditure	10,41,901		Current Assets		4,15,095
Current Liabilities		9,01,573	Rental Deposits	1,88,350	
Unutilised Balances of Restricted Grants	7,39,299		Loans and Advances	25,400	
Outstanding Expenses Payable	1,62,274		Tax Deducted At Source	2,01,345	
Unsecured Loans	1,50,000	1,50,000	Cash in Hand	-	
			Cash at Bank	8,03,965	8,03,965
Total		18,79,378	Total		18,79,378

For Prajayatna

Ward
Secretary & Chief Functionary
Bangalore, Dated : 27.09.2022

as per my report of even date

Ward
Treasurer



Ratna
Ratna Ravikumar B.
Chartered Accountant
M.No. 23785



PRAJAYATNA

No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West), Bengaluru-560 070
Consolidated Foreign and Indian Grants Account

Income and Expenditure Account for the year ended 31.03.2022

Expenditure	Amount Rs.	Income	Amount	Amount Rs.
Programme Expenses	1,50,10,932	Grants and Donations		1,77,35,352
Administration Expenses	15,58,832	Restricted Grants	1,52,77,818	
Depreciation	1,59,338	Unrestricted Grants	17,69,229	
		Donations	6,89,305	
		Other Incomes		34,652
		Bank Interest	21,918	
		Income from sale of Assets/ Scrap	5,650	
		Sundry credit balances written back	7,084	
Excess of Income Over Expenditure	10,41,901	Total		1,77,71,004
Total	1,77,71,004			

For Prajayatna

[Signature]

Secretary & Chief Functionary
Bangalore, Dated : 27.09.2022

[Signature]

Treasurer

[Signature]

President

as per my report of even date

[Signature]

Ratna Ravikumar B.
Chartered Accountant
M.No. 023785



PRAJAYATNA

No.331, 1st Floor, 1st 'A' Main, 7th Block, Jayanagar (West) Bengaluru-560 070

Consolidated Foreign and Indian Grants Account

Receipts & Payments for the year ended 31.03.2022

Receipts	Amount	Payments	Amount	Amount
Opening Balance		Programme Expenses	97,00,725	97,00,725
Cash on hand	1.04	Programme- Personnel Cost	54,66,010	54,66,010
Cash at Bank	19,98,205	Programme- Travel Expenses	1,73,433	1,73,433
		Management- Travel Expenses	1,19,238	1,19,238
Restricted Grants Received	1,41,52,549	Management- Personnel Cost	10,51,373	10,51,373
		Administration Expenses	8,56,151	8,56,151
Unrestricted Grants Received	17,69,229			
Donations Received	6,89,305	Purchase of Fixed Assets	2,34,000	2,34,000
		Loans and Advances	4,12,542	4,12,542
Bank Interest	52,504	Tax Deducted at Source	65,760	65,760
Tax Deducted at Source	29,923			
Other Receipts	5,650	Deposits	4,500	4,500
Refund of Advances	1,90,331	Closing Balance		8,03,965
		Cash in Hand		
		Cash at Bank	8,03,965	
Total		Total	1,88,87,697	1,88,87,697

For Prajayatna

[Signature]

Secretary & Chief Functionary
Bangalore, Dated : 27.09.2022



[Signature]

Treasurer

[Signature]

President

as per my report of even date

[Signature]

Ratna Ravikumar B.
Chartered Accountant
M.No. 23785



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Milaap

Smile Foundation

Give India Foundation

Our work received media attention! Here's a glimpse of the major publications which covered us.

दैनिक भास्कर

बाल संरक्षण क संवदनशाला मुद्द पर ध्यान देने की जरूरत: रामबाबू विश्वकर्मा



सम्बंधित करते अधिकारी।

● बच्चों की सुरक्षा के मुद्दे पर कार्यशाला का आयोजन

चित्रकूट। जिला प्रोवेशन अधिकारी चित्रकूट राम बाबू विश्वकर्मा और प्रजायतन सामूहिक प्रयास से टाउन हॉल कक्षा में बाल संरक्षण विषय पर एक कार्यशाला का आयोजन किया गया। कार्यशाला का शुभारंभ जिला दिव्यांगजन अधिकारी प्रतिभा पाल, जिला प्रोवेशन अधिकारी रामबाबू विश्वकर्मा और बाल विकास परियोजना अधिकारी एवं विकासखंड कर्मी ने किया। बैठक में बाल संरक्षण नीति के बारे में जानकारी दी गई। कार्यशाला में बच्चों के साथ किन - किन जगहों पर बाल अपराध की संभावना ज्यादा होती है इस पर चर्चा के साथ - साथ बच्चों के साथ किस तरह के अपराध हो सकते हैं और उनको कैसे रोका जा सकता है इस मुद्दे पर विस्तृत जानकारी दी गई। बैठक में बच्चों के साथ अपराध न हो इसके लिए सभी प्रतिभागियों ने आपस में मिलकर निर्णय लिया की सभी प्रतिभागी अपने कार्य क्षेत्र और अपने आस-पास बाल अपराध रोकने का

कार्यशाला में बाल अपराधों को रोकने पर हुई चर्चा



चर्चा करते अधिकारी।

लोक भारती न्यूज ब्यूरो

चित्रकूट। जिला प्रोवेशन अधिकारी रामबाबू विश्वकर्मा व प्रजायतन के सामूहिक प्रयास से टाउन हॉल कक्षा में बाल संरक्षण विषय पर कार्यशाला हुई। जिसका शुभारंभ जिला दिव्यांगजन अधिकारी, जिला प्रोवेशन अधिकारी व बाल विकास परियोजना अधिकारी विकासखंड कर्मी ने किया। बैठक में बाल संरक्षण नीति के बारे में जानकारी दी गई। बताया गया कि बच्चों के साथ किन जगहों पर बाल अपराध की संभावना ज्यादा होती है इस पर चर्चा कर अपराधों को रोकने पर विस्तृत ज्ञानक किया गया। निर्णय लिया गया कि अपने कार्य क्षेत्र व आसपास बाल अपराध रोकने का प्रयास करेंगे। जिला दिव्यांगजन अधिकारी प्रतिभा पाल ने कहा कि बाल संरक्षण के संबन्धी मुद्दे पर ध्यान देना चाहिए क्योंकि यदि हम चाहेंगे तो हम अपने जिम्मेदारी बच्चों के प्रति निभाने होंगे और बच्चों के साथ अपराध कम करने में अपनी भूमिका का निर्वाहन करना होगा। बैठक का संवादन पीरामल संस्था के अर्जित ने किया। बैठक में कपसेटी और अखंड संकुल के संकुल प्रभारी, आंगनवाड़ी सेंटर सुपरवाइजर, समस्त विशेष शिक्षक चित्रकूट विष्णु दत्त चदल समन्वयक बचपन डे केयर के साथ-साथ संस्थान के सभी शिक्षक, विशेष अध्यापक, स्वयं सेवी संस्थानों के साथ - साथ बाल संरक्षण समिति और चण्डल लाइन के अभिमान्य सिंह आदि ने प्रतिभाग किया। बैठक का आयोजित करने में प्रजायतन के अर्जित, सुर्यकांत, राम बाबू, रोशनी, राहुल, अरामु और पीरामल संस्था के वैशाली, मनोरमा, अमृता विमल और हर्षिता का योगदान रहा।

सोबीपीओ ने गिनार प्रजायतन संस्था के कार्य में उपकरण मापन शि... में चिंहित हुए 245 र...

चित्रकूट (प्रजायतन)। सुभाषी सोबीपीओ गिनार प्रजायतन संस्था के कार्य में उपकरण मापन शि... में चिंहित हुए 245 र... चित्रकूट (प्रजायतन)। सुभाषी सोबीपीओ गिनार प्रजायतन संस्था के कार्य में उपकरण मापन शि... में चिंहित हुए 245 र... चित्रकूट (प्रजायतन)। सुभाषी सोबीपीओ गिनार प्रजायतन संस्था के कार्य में उपकरण मापन शि... में चिंहित हुए 245 र...

बच्चों की सुरक्षा के मुद्दे पर का कार्यशाला सम्पन्न



दैनिक भास्कर पर कार्यशाला का शुभारंभ करती जिला दिव्यांगजन अधिकारी प्रतिभा पाल।

चित्रकूट। 20 अक्टूबर जिला प्रोवेशन अधिकारी राम बाबू विश्वकर्मा और प्रजायतन सामूहिक प्रयास से टाउन हॉल कक्षा में बाल संरक्षण विषय पर एक कार्यशाला का आयोजन किया गया। कार्यशाला का शुभारंभ जिला दिव्यांगजन अधिकारी प्रतिभा पाल, जिला प्रोवेशन अधिकारी रामबाबू विश्वकर्मा और बाल विकास परियोजना अधिकारी एवं विकासखंड कर्मी ने किया। बैठक में बाल संरक्षण नीति के बारे में जानकारी दी गई। बताया गया कि बच्चों के साथ किन जगहों पर बाल अपराध की संभावना ज्यादा होती है इस पर चर्चा के साथ - साथ बच्चों के साथ किस तरह के अपराध हो सकते हैं और उनको कैसे रोका जा सकता है इस मुद्दे पर विस्तृत जानकारी दी गई। बैठक में बच्चों के साथ अपराध न हो इसके लिए सभी प्रतिभागियों ने आपस में मिलकर निर्णय लिया की सभी प्रतिभागी अपने कार्य क्षेत्र और अपने आस-पास बाल अपराध रोकने का

प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री

चित्रकूट। बच्चों के पढ़ाई के लिए बच्चों को बांटी लेखन सामाग्री... प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री... प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री...



प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री... प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री...

चित्रकूट। बच्चों के पढ़ाई के लिए बच्चों को बांटी लेखन सामाग्री... प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री... प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री...



प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री... प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री...

मैलापुर: विद्याार्थियों के नोएबुक्स वितरण

प्रजायतन संस्था

मैलापुर (प्रजायतन)। प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री... प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री... प्रजायतन संस्था ने बच्चों को बांटी लेखन सामाग्री...

संयुक्त कक्षाएं अंगनवाड़ियों के अभिव्यक्तियों में बाल विकास समिति के साठ कठित कार्यागार

संयुक्त कक्षाएं अंगनवाड़ियों के अभिव्यक्तियों में बाल विकास समिति के साठ कठित कार्यागार... संयुक्त कक्षाएं अंगनवाड़ियों के अभिव्यक्तियों में बाल विकास समिति के साठ कठित कार्यागार...

विद्याार्थियों के सुविधाओं पर शांति कक्षा पर हुई चर्चा



विद्याार्थियों के सुविधाओं पर शांति कक्षा पर हुई चर्चा... विद्याार्थियों के सुविधाओं पर शांति कक्षा पर हुई चर्चा...

विद्याार्थियों के सुविधाओं पर शांति कक्षा पर हुई चर्चा... विद्याार्थियों के सुविधाओं पर शांति कक्षा पर हुई चर्चा... विद्याार्थियों के सुविधाओं पर शांति कक्षा पर हुई चर्चा...

OUR ACKNOWLEDGEMENTS

We thank our communities for their relentless efforts toward furthering the cause of education for their children. We also take this opportunity to thank all our various stakeholders.

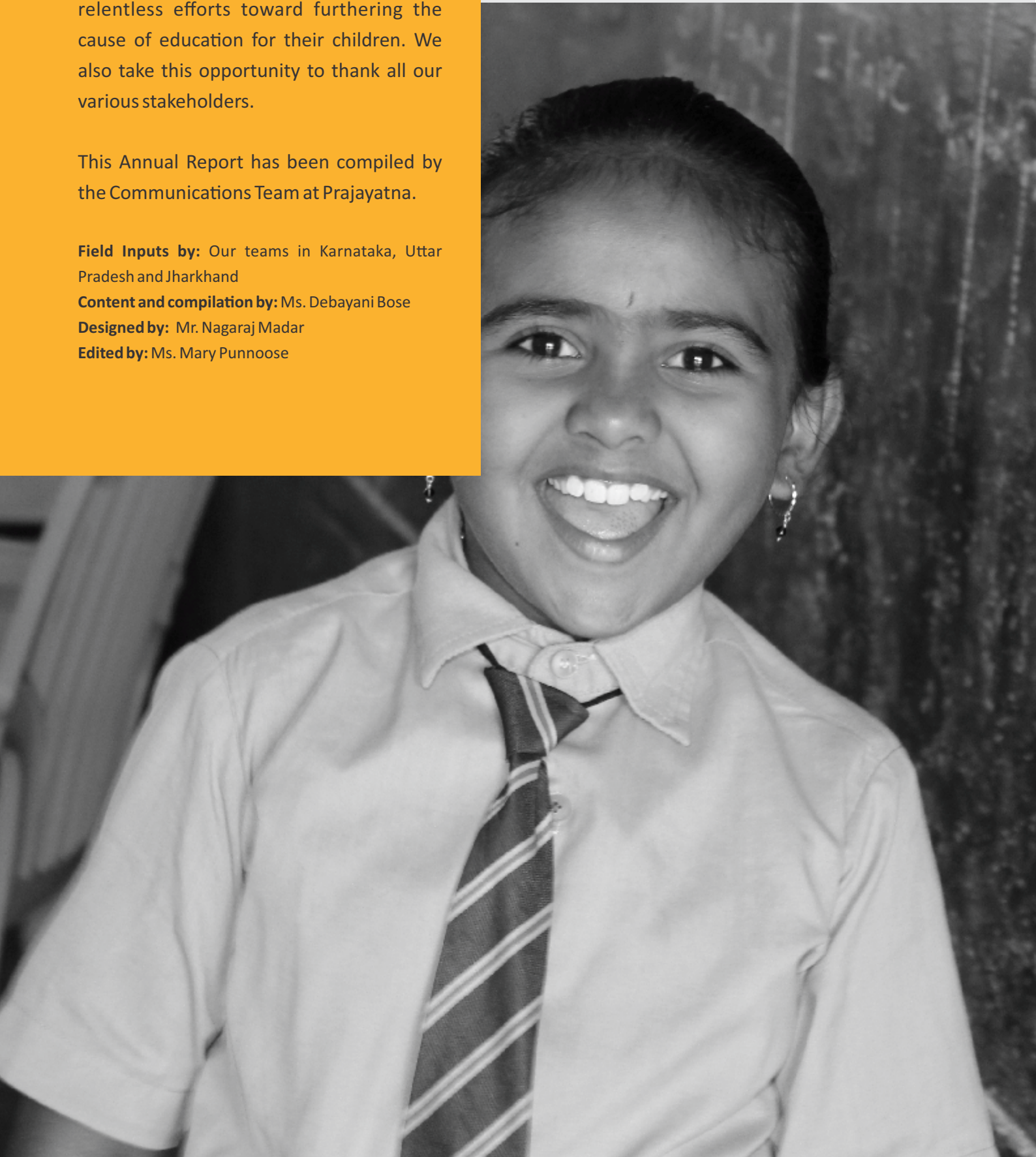
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