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| Organisational information |
| **Name of organisation**  | Jan Mitra Nyas (JMN)  |
| **Organisation’s registration details** | Public Charitable Trust, Registration no. 1676,Year of registration: 1999Registration no. under Foreign Currency Regulation Act: 136760102ISO 9001:2008: NOR/0812A/1697 |
| **Name of contact person & job title**  | Lenin Raghuvanshi, Founder and CEO |
| **Physical address of the organisation**  | SA 4/2 A Daulatpur, Varanasi – 221002 | **Office Phone Number** | +91- 9935599333 ( Mobile) +91- 542-2586688 |
| **Email address of contact person** | pvchr.india@gmail.com | **Website**  | www.pvchr.asia |
| **Year of establishment** | 1996 |
| **Number of staff** | 74 ( Male , 52 Female : 22) |
| **Audited Accounts***Are you is in a position to submit audited accounts for the preceding 2years?* |  Yes 🗹 No  |
| **Annual income in the last financial years** | 2013 - 2014 |
| 19885708.95 |
| **Governance structure** *Does the organisation have a formal governance structure? If so, how many members are there, and how often do they meet?* | Jan Mitra Nyas established new governance structure on 12 October, 2010 by resolution was passed at the meeting of the Board of Trustee, which is basically based on outcome of Organizational Development process by Ms. Loreine B. Dela Cruz, Consultant, and RCT OD for PVCHR from 10 July 2009 to 30 July 2009: **Board of Trustees (BOT):** as legal holder. The Board consists of 5 Trustee. BOT shall holds its meeting once a year minimum. **Governing Board:** It consists of maximum 11 members. Tenure of the members of the Governing Board shall be of 3-5 Years. Governing Board shall hold its meeting at least once in a year. One-third of the Governing Board shall form a quorum for any meeting of the Governing Board. The proceedings and the questions and matters arising at the meetings of Governing Board shall be decided by majority of votes.**Management Committee:** Management Committee shall be formed by taking in staffs of Jan Mitra Nyas/PVCHR on the proposal of Executive Director and approval of Governing Board. Management committee shall hold its meeting at least once in 3 months. It shall be directly responsible to the Governing Board<http://webcache.googleusercontent.com/search?q=cache:WSqJGbDZLTYJ:pvchr.weebly.com/uploads/3/8/5/2/3852945/draft_report_an_organizational_development_process_for_pvchr.doc+&cd=1&hl=en&ct=clnk&gl=in> |
| **Mission & Objectives** *Please provide details of the organisation’s mission, and strategic objectives.* | **Mission:** To provide basic rights to all, to eliminate situations, which give rise to exploitation of vulnerable and marginalized groups and to start a movement for a people friendly society (*Jan Mitra Samaj*) through an inter-institutional approach. **Strategic Objective:** **To provide opportunity and dignity to children women and marginalized through:*** Multi - Sectoral and Multi-Dimensional comprehensive Initiative for survivors of torture and Organized Violence
* Multi - Sectoral and Multi-Dimensional comprehensive program for model villages and model blocks
* Multi - Sectoral and Multi-Dimensional comprehensive program for women and children sectors
* Multi - Sectoral and Multi-Dimensional program for national lobby, campaign and advocacy
* Multi - Sectoral and Multi-Dimensional program for international solidarity, partnership and networking
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| **Child Participation***Describe briefly your approach to child protection, Attach Child Protection policy if it exists.*  | Jan Mitra Nyas developed a strategic plan for the child protection with specific focus on peoples’ friendly village on child Rights. In 2003 regarding participation of children through children parliament in Baghwanala a urban slum of Varanasi. Now 10 children parliament are functioning in 22 villages with the participation of 195 children (127 female 94 male).  The names of the bal panchayat are on the name of eminent personalities such as Munshi Prem Chandra Bal Panchayat. The perspective of the children are done through various i.e. Workshop, meeting and children theatre play etc. <http://pvchr.asia/app/uploads/PVCHR_Five-Year_Strategic_Plan.pdf>, <http://jmntrust.blogspot.in/2014/04/peoples-friendly-village-for-child.html> |
| **Geographic focus***Where does the organisation carry out its work?* | Intensively in Eastern and western regions of Uttar Pradesh and Koderma district of Jharkhand. Through networking working in 16 states of India with Involvements of 99 organizations. |
| 2. Project overview |
| **Project title** | Quality education for Minority Children in Varanasi and Jaunpur District of Uttar Pradesh in India. |
| **Geographic focus** *Where will the project operate?* | 20 Madarsas in Jaunpur and Varanasi district of Uttar Pradesh |
| **Duration of the project**  | 12 months (1st January, 2015 – 31st December, 2015) |
| **Context analysis and rationale for the project (max 250 words)***Briefly describe the context in which the project will operate & why this intervention is required in this context* | India’s secular character provides the freedom to all citizens to choose their own religion, a right provided in the Article14, 15 and 16 of the Constitution. It also ensures that the state cannot discriminate on the basis of religion. However, in reality, things are different. The marginalization of the Muslim community the largest among the minority groups is complete. This has been corroborated by the Prime Minister’s High-Level Committees on Minorities in 2006, headed by Justice (Retd.) Rajinder Sachar. The Sachar Committee report brought out in sharp contrast the deprivation of Muslims in the field of education. Literacy rates among Muslims are lower than most other groups (except for SCs and STs) and have not increased fast enough to converge with literacy rates of high caste groups. Literacy rates are the lowest for Hindu-ST (and also low for Hindu-SC) but have increased significantly in recent years. Among Muslims, the decline in illiteracy rates was more dramatic for Muslim-General (37 to 19 per cent) than for Muslim-OBCs (34 to 26 per cent) during the decade of 1999-2010. More detailed estimates on literacy rates among different groups:* As expected, literacy rates are much lower in rural areas, but for both males and females, the rates have improved in the last decade, especially after 2004-05. Also, the patterns and trends are more or less the same as the aggregate trends described above, except that literacy rates have not improved very significantly for rural women belonging to Muslim-OBC households;
* In urban areas, the rate of literacy is higher, but the improvements have not been that dramatic. Moreover, while the rate for urban Muslim females (both OBC and general) show the same pattern as the one described above, Muslim men living in urban areas are worse-off than all other SRCs, with Muslim OBCs reporting the lowest literacy rates.
* These trends are consistent with the Sachar Committee findings that school enrolment rates were among the lowest for Muslims but had improved in recent years. This is also consistent with the perception that the Community is increasingly looking at education as a means of improving socio-economic status. Dropout rates are also among the highest for Muslims and go up significantly after middle school. Higher secondary attainment levels are also among the lowest for Muslims and in relative terms, inter-group differences rise at the school leaving stage. This contributes to large deficits in higher education; graduate attainment rates (GARs) are also among the lowest and not converging with the average. The major problem appears to lie at the school level; once that hurdle of eligibility is crossed, differences in GARs across groups narrow down substantially and are often close to being on par with each other.As with other areas of education, participation of Muslims in technical and engineering education is also among the lowest .In terms of crossing the school threshold and graduate attainment rates, the rural-urban differences have significance for Muslims.. The condition of Muslims is particularly bad in urban areas while in rural areas they more or less seem to be on par with Hindu STs and in some cases Hindu SCs, which have the lowest educational attainment levels among all groups.

In urban areas, Muslims clearly constitute the lowest rung in terms of passing schools or going to colleges. What is the reason for these low achievements among Muslims, especially in urban India? It has been argued that it could be due to supply and demand side issues and several studies have explored these dimensions. In what follows we try and summarize the key findings of the studies The Sachar Committee suggested that the number of Urdu schools is very low. Such schools are important for the community in Urdu-speaking areas, especially at the primary level, since the community prefers education in the mother tongue. Madrasas are an important community initiative, but their reach is very limited; less than 4 per cent school-going Muslim children go to madrasas. Consequently, mainstream schools are the only means to satisfy the increasing demand for education in the Community. The scarcity of such schools in the vicinity of Muslim habitats may be one of the reasons for lower educational attainments. (*From Education And Employment Among Muslims In India by* ***Rakesh Basant,****An Analysis Of Patterns And Trends*)The integrated approach to technology in education referred here, assumes the following prerequisites- It should be:* Student use of technology to create learning process
* integrated with curriculum
* focused on learning achievement
* Teacher designed instruction

**Integrated Approach to Technology in Education (ITE):** Technology when it fits comfortably with the curriculum or instructional plans of teaching is an indicative of integrated technology. Thus, technology rather than an additional layer in the classroom is embedded within the design of the teacher’s lesson plan and the pedagogy. Thus, in this approach, the teacher designs learning activities and students use technology to construct their own learning. For example, the students use technology for seeking information, construct and organize their learning and represent it through computer applications. Thus, the teacher plays a role of a facilitator and student as a constructionist of his or her own learning. Such an approach considers technology as a tool rather than an end itself, defines the teachers’ role as a facilitator and designer of the learning environment, and emphasizes the student’s use of technology, and authentic assessments and activities using technology in the classroom (Grabe and Grabe cited in Charania, 2011).Computer and Internet as tools for learning provide a scaffolding for self-constructed learning at an individualized pace. The outputs of such a learning environment can easily be demonstrated and therefore, the instruction can be any time analyzed and modified. For example, the student created projects from the pilot were analyzed after 2 to 3 months of the project initiation. This helped develop the next set of training for the teachers. The four main objectives of the ITE approach for the Trusts’ projects are summarized below: * Bridge the digital divide and foster digital citizenship
* Create learning interest, attendance and retention
* Learning achievement
* Improve learning processes and pedagogy

**Bridge the Digital Divide and Foster Digital Citizenship**: Most of the places where the SDTT-PVCHR’ education projects are located, placing a computer itself in a learning centre is an incentive for the students to attend. For many children, it is their first exposure to computers. The government scheme has computer/s in government schools, but in remote areas, these are either non-existent or locked up for safety. In places where it is used, the student to computer ratio is very high and therefore, exerts not much value for existence. In some of the Trusts’ projects a few computers are visible and children are often seen using paint and brush software or playing games. Bridging the digital divide also entails proficiency in technical skills ensuring a better future for the children and adolescents supported under the education projects of the Trusts. Thus, one of the objectives of the ITE project is to bridge the digital divide in all initiative and offer an opportunity to the underprivileged children to be responsible digital citizens. Digital citizenship here refers to the ethical use of technology for life-long learning and exhibit leadership for digital citizenship (NETS, 2007). The teacher training curriculum has a substantial component on the ethical use of technology both for teachers and students. The student-centered pedagogy implemented within ITE like group projects, authentic tasks will nurture leadership abilities in the adolescents to thrive and sustain as digital citizens. Using computers as a tool for their own learning will help these students grow as digital citizens ready for their counterparts raised in a digital environment. **Create Learning Interest, Attendance and Retention:** There is no doubt that placing computers in the learning centres will itself bring up the numbers in the classroom/ learning centers. There is also anecdotal and quantitative data from the pilot project to support this claim. In the pilot, it was found that adolescents who would otherwise spend all their time wandering and fishing, started spending hours in the learning centre making subject focused projects. ITE will create an interest in the subject matter as given in the school text books. This genuine interest in learning and the opportunity to create something of their own, using computers, cameras, and phones will attract the learner to knowledge creating resources. Also, this will, in itself make school relevant and connected with the learning centres.**Learning Achievement:** The well known and used Bloom’s Taxonomy (revised-David and Krathwohl, 2002) has different learning levels. Bloom’s Taxonomy helps frame statements of learning expectations from students as a result of instruction. These levels are: remembering, understanding, applying, analysing, evaluating, and creating. The current situation of learning in schools stops at remembering and understanding. The ITE approach by design has apparatus to help students reach the application, analyse and create levels. However, unlike Bloom’s Taxonomy, the attainment of learning levels in the ITE approach may not be linear. Students while creating a diet chart in a spreadsheet (using computer) will apply the understanding of chapter on nutrition, analyse its different components, and apply in a given problem based scenario. Besides, student created projects, school grades can be expected to improve through this approach. Standardised tests in schools often require students to respond from remembering. However, content processed at different cognitive levels do tend to improve remembering. The pilot shows an overall positive trend in test scores, this will be discussed under the section under outputs from the pilot. **Improve Learning Processes and Pedagogy:** The technology as an information processing tool takes away the traditional information giving role of the teacher. This basic functionality of technology by default requires the teachers to take a facilitative than an informative role. The ITE approach requires the teachers to play a central role. The teachers design instruction and integrate technology and then facilitate students to process the content to create learning artifacts using technology. Thus, this approach by design requires a student-centered pedagogy.**(From paper of Ms. Amina Charnia,Sir Dorbaji Tata Trust)** |
| **Target population***Describe how many direct/indirect beneficiaries this project aims to reach by gender/age group* *How was the target population consulted in project development?* | Target population: * The children, who will receive quality education; the children belonging to dalits, minority in general and girls in particular;
* Policy makers, academicians and civil servants, who will receive direct information about educational initiative and its learning, media coverage, community meetings, School Management Committee meeting and children newsletters. Consequently, general public would benefit from the advocacy actions related to implementation of quality education based on Integrated Approach to Technology in Education (ITE).

**Final beneficiaries:** * A minimum of 600 children belonging to the poorest social segment of Muslim will receive direct quality education with integrated computer education.
* Direct support of bags and books to 250 needy children, and Human Rights education & right to participation support to nearly 1000 children will be benefitted by project.
* Children of target area directly will experience improvements due to participation in children forum activities and result/impact of advocacy process for realization of right to education act 2009.
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| **Objectives & expected results of the project***What change does this initiative aim to achieve?* | **Objective:** * Intervention on child rights and human rights education through resource centre on HRE and child participation
* Integrated Approach to Technology in Education (ITE) in Madarsa as a Model in Varanasi and Jaunpur Madarsa students specially to girls

**Expected result:** * Creation of 20 Madarsa as a model for quality education in Jaunpur and Varanasi district of UP.
* Information derived from project will constantly be used to shape and strengthen campaigns supporting the right to education.
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| **What activities will the project undertake to achieve its objectives?***Briefly state what type of activities will be conducted during the project*  | **Planned Activity I: Child Participation:** 1)**.**To form children groups 2) To organize activities for strengthening of the children groups 3) To organize regular meetings of the children groups 4) To enhance the perspective and capacity of the children groups on various issues through workshops 5)To activate school management committee through meetings and trainings 6) To develop the capacity of children groups for monitoring of the schools and anganwadis 7) To present and discuss the monitoring report prepared by children group with School Management Committee, 8) To make the children groups more effective develop understanding of the adults on the importance of children groups, 9) To conduct monthly meeting of bal panchayat at block level and collective meetings of the panchayats at every three months, 10) Publication of children newspaper and bringing its voices in corridors of policy makers, 11) Quarterly meeting at the central office of the Bal panchayat, 12) To publish yearly magazine and half yearly newsletter by Bal Panchayat, 13) To create blogs by those children getting computer education and 14) Perspective development of SMC members and Interface with local bodies by the bal panchayats**Planned Activity II: Human Rights Education:** Resource centre on Human Rights Education (HRE) and child participation, Observation of Important Days –HR Day, Children Day, Women’s Day, General Orientation cum Syllabus Training Program for Madarsas teacher and management of Madarsas. Organizing interface, meeting, and public hearing on child issues (5) organize state-level Children’s festival as a platform for showcasing Children’s voices on the issues faced and interface with policy makers and different stakeholders of Government (6) Network and coordinate with voluntary and civil society organizations working in the field of child rights and protection (7) Baseline, mid –term and year term evaluation to bring best practices and learning for policy formulation. **Planned Activity III:** **Integrated Approach to Technology in Education (ITE)**: 1) develop manual for the ITE 2) monthly meeting with Madarsas management 3) capacity building workshop for the Madarsas teacher 4) Benchmark strudy, base line, mid -term and year end assessment 5) Creation of model in 20 Madarsas. |
| **Monitoring and evaluation of the project’s effectiveness***Briefly describe how the success/effectiveness of the project will be measured* | The monitoring and evaluation of the projects’ effectiveness were will be measured at varying levels: * Monthly meeting of the project core team for planning monitoring and evaluation (PM&E) and discussion on the report submitted by the project staffs at the end of each month
* Quarterly Evaluation and Monitoring with the management committee and field visit by the Project Director and Program Manager
* Mid – year and Year end assessment with the Governing Board. The activities related to protection of children would be documented and used for analysis and review of the project
* Yearly Social Audit of the initiative with the community members, children parliaments and concerned stakeholders
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| Sustainability and Exit Strategy | The sustainability of this project is not based on any business model that would keep financial support going. Rather the investment of capacity building of the existing infrastructure of the network organization and building their human capital on the subject will go a long way to sustain the work on testimonial therapy. The technical expertise acquired by the grass roots initiative linked with the training of the activists, would enable community worker and human rights defenders to function with an enhanced professional caliber. The project will exit by linking three years initiative on creation of capacity of madarsa for follow up activity. PVCHR will seek replication of the models in other places. |
| **Partnerships***State who else will be involved in the design, implementation and evaluation of the project. Are there any formal partnerships?* | People’s Vigilance Committee on Human Rights (PVCHR) is the programme support unit of Jan Mitra Nyas (JMN). The organization was established in 1996 for creation of child labour free village. In 2004 first "people Friendly Village" was created to enable and amplify the voice of the marginalized. Since then organization had implemented projects on child rights issues with support from CRY (Child Right and You), Sir Dorabji Tata Trust (India) and Global Fund for Children (USA). Dr. Lenin founder of the organization was founding member of Bachapan Bachao Andolan (Save the Child hood Movement) along with Mr. Kailash Satyarthi and others. He organized, coordinated, and participated as Core Marcher in Global March against Child Labour. Initiated the Fair Play Campaign against use of child labour in Indian Sporting Goods Industry and The campaign influenced FIFA, ICC (International Cricket Council), World Federation of Sporting Goods Industry and Reebok to prohibit use of child labour in producing their goods. Since the establishment PVCHR is advocating for the education rights and demanded with a vibrant partner alliance for making education as a fundamental right. In 2005 and 2008 PVCHR received the funding from Sir Dorabji Tata Trust (SDTT) for providing quality education to the dalits and marginalized children in Varanasi, Sonbhadra and Ambedkar Nagar.[[1]](#endnote-1)Now with the support of SDTT, PVCHR is implementing Integrated Approach to Technology in Education (ITE) in 5 Madarsas and one child centric center in Varanasi district of Uttar Pradesh. JMN/PVCHR is a vibrant partner of alliance working on child issues at state, regional, national and international level. PVCHR has also been in the forefront in the cases of police torture and served as a model of an innovative and unique program intervention for the survivors of torture, their families and communities through community based approach i.e. establishing Torture free village in 70 villages of Uttar Pradesh and Jharkhand state of India. PVCHR had heightened its advocacy and had utilized the voices of the people in the pursuit of policy changes at varying levels. Such visibility of the organization had provided the leverage for its positioning and proactive role in relation to the Torture Prevention Bill. It is significant to note that dignity provided substantial inputs to the draft bill that PVCHR had utilized in its policy and advocacy interventions.JMN/PVCHR is well-positioned to plan and implement this initiative |
| **Any other relevant information***Please provide any additional information that you believe is relevant to the assessment of your application.(Max 250 words)* | Please visit: <http://en.wikipedia.org/wiki/Lenin_Raghuvanshi><http://www.scribd.com/doc/8930946/CV-of-Lenin-Raghuvanshi><http://issuu.com/elias.schmidt/docs/brochure_pvcrh_2011/1?e=0><http://jmntrust.blogspot.in/2013/12/income-tax-department-assessment-of-jan.html>http://jmntrust.blogspot.in/2012/12/a-very-positive-assessment-order-of.html |

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| **S. o** | **Activity** | **Ist phase (April 2005 to March 2008)** | **IInd phase (April 2009 to March 2012)** |
| 1 | Crèche | Due to the traditional methods of child care in practice the number of children between 0 to 3 years was less hence children above 3 years were associated and activities of pre-primary school incorporated  | Children between age group 3-6 years were associated with Aanganwadi |
| 2 | Pre-primary centre (PPC) | The result of 2 prep primary school and 7 crèche functioned: (i) 253 children were associated with pre primary level education(ii) 133 children, having completed pre-primary education got enrolled in mainstream (Government School) education. First time children of these communities associated with the education. (iii) For the first time vaccination, and birth registration started in dalits ghetto and they own the accessibility to the ANM and other health facilities. Due to the awareness the superstitious of communities finished.  | The result of 2 prep primary school and 7 crèche functioned:
	1. 1608 children between age group 3 to 6 years directly enrolled in pre-primary education.
	2. 361 children enrolled in mainstream (Government Primary school and other private schools) education.
	3. Anganwadi opened in 9 areas out of 15 PPC centre area.
	4. Awareness within community for pre primary education and health facilities was raised |
| 3 | Full Time Centre (FTC) | 2 Full Time Centre
	1. 221 children between age group 6 to 14 years enrolled in informal education centre for primary education
	2. 49 children enrolled in government primary schools and private schools
	3. Bal panchayat formed and its functions constituted.
	4. The community raised demand for Government Primary school in Belwa and Baghwanala and the school started in Belwa village.
	5. Enhancement of knowledge of community in vaccination, birth registration and health programme | On the basis of performance result of FTC
	1. Awareness programme helped enrolment of 98% children in Baghwanala in FTC and other formal education system and their attendance in school was ensured.
	2. Provided scholarships to 20 girls for further education with support of Ms. Parul Sharma from Sweden
	3. The two buildings (Raja Suhail Dev Jan Mitra Sikshan Kendra) constructed for FTC and Shri Sushil Tripathi Jan Mitra Sikshan Kendra with support of Indo- German Society of Remscheid.
	4. Process started for opening Government primary school in the new building at Baghwanala, Varanasi and Raup Ghasia Basti, Sonbhadra
	5. 144 children enrolled with informal education in FTC Baghwanala
	6. 26 children enrolled in mainstream education |
| 4 | Direct intervention in government schools |
	1. Employed three teachers in three Government school.
	2. Improvement was observed in enrollment and retention of dalit and marginalized children at school
	3. Improvement and awareness was observed in PTA/VEC meetings due to the regular effort of teachers
	4. Quality of education improved due to the continuous effort of teachers
	5. Discrimination reduced against children of dalits and marginalized in the classrooms
	6. One classroom built in Government primary school in dalit village Shivrampur Khas with support from Indo- German society of Remscheid
	7. Playground and sport equipment provided in Government Primary School in Ayer village. | Quality of education improved in Government School with the TLM support and due to the continuous follow ups and monitoring by the fellow |
| 5 | Advocacy for Right to Education at Grass root through the fellowship program  |
	1. Regular PTA meeting in the operational area of crèche and PPC
	2. The demand for Aanganwadi centre was sent to all concerned. After intervention it started at 2 places in the project duration and opening of 4 ICDS is in process
	3. The demand for the primary school in Belwa, Baghwanala and of Raup Ghasia Basti was sent to all concerned authorities.
	4. Vaccination and birth registration improved
	5. The establishment of Bal and women panchayats and it meeting was ensured. | Results of fellowship programme at 30 villages of 3 districts - Varanasi, Sonebhadra and Ambedkarnagar
	1. Demand for aanganwadi center raised at 7 places where 5 have been set up and 2 are in process
	2. In fellowship area demand for 6 schools was raised and one got constructed
	3. 297 school dropouts were reunited with education system
	4. Improvement on the issue of caste, religious biases and gender bias for the advocacy by the fellow at school and ICDS
	* Organization interventions:
	1. Prospective for child health, Vaccination, food, cleanness which far reaching effect on health in two days workshop “during pre - natal and after care, safe motherhood, imbalance sex ratio, child marriage and law and its Impact on female and girls”.
	2. 6 parents (Mr. Dilshad Ahmad, Mr. Badru Hasan, Mr. Kausar Ali, Mr. Shamsher Ali, Mr. Mukhtar Ahmed and Ms. Hasibun Nisha) of Bazardeeha with “Jan Mitra” Award on Peoples’ Tribunal on the situation of Muslim Minority i.e. on 18th November, 09 for educating their children in the nastiest economic condition without any implementation of any Government Scheme and facing such as police firing and organized violence through communal fascism of Hindu fascist forces.
	3. Five girls being honored by this award and high profile media publicity, the parents of these girls feel psychological courage and join the movement against the child marriage as organized violence against women. |
| 6 | Maktab and madarsa programme |  | # Increase in number of children after training. 582 in one year, 683 in second and 803 in third year# Children groups formed in two Madarsa out of 3 # Human rights education programme started at madarsa# Apart from madara included in programme 25 teachers from other madarsa too joined the programme# with the help of exposure visits understanding between children developed in regard to social, cultural and linguistic diversities# Provide scholarship to 20 muslim girls for continuing education# understanding was developed to modern education among madarsa people |
| 7 | Lok Vidyalaya (Folk School) |  | # Understanding for education was developed among the community members through Folk School. With it cases of violation of right to education came up from within the community and their advocacy was done# Demand for anganwadi and primary school was raised due to awareness among community. # PTA/VEC were run regularly and SMC was constitutes within right process |
| 8 | Public hearing |  | Cases of violation of right to education that came out through folk schools were put before the panel of educationist, commission members and eminent personalities from the field of education through Public hearing. As a result majority of the cases got solved |
| 9 | Bal Panchayat |  | As a result of activities done during Bal Panchayats# improvement in enrollment as schools and dropout rate reduced after the awareness process of bal panchayat # process initiated for opening of a primary school due to communication between children and President, PMO, chief minister and other officers# awareness due to street plays and drama. Vaccination rate and birth registration have done 100%# child marriages stopped fully due to bal panchayat awareness programme # 2 childrens’ magazine ‘bachcho ki duniya’ published children give their thoughts, cartoon, pictures and their story on that magazine. This magazine sent to various similar type of organizations and policy makers.  |
| 10. | Resource centre on HRE and child participation |
	1. Training was imparted by Nalanda on quality education system |
	1. Training was imparted by Nalanda on quality education
	2. Human rights education was started in 50 schools associated with the organisation and curriculum was made for class 6 by the national institute of human rights |

 [↑](#endnote-ref-1)