

LOKMITRA Annual Report

2012-2013

A Year of Consolidation and Deepening



Committed to Right of All Children to free Elementary Education with Quality and Equity

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Letter from the Executive Director

Year 2012-2013 has been a year of growing confidence as Lokmitra became more effective in supporting development of school. This has been in addition to continued engagement with diverse set of stakeholders on various aspect of elementary education for promoting systemic change. Year saw the initiation of a new program of Adolescent Education getting initiated in partnership with SDTT.

Long association with SRTT that led to nurturing of Education Program of Lokmitra, came to an end. Grant support from Oxfam also shrank due to withdrawal of Oxfam Novib from India. These two developments led to lot of pressure on school education program. Still momentum was maintained, making use of all opportunities to engage. Text Book Review was one such opportunity and making suggestion to SSA/SCERT was done despite severe constraint of human resource. Prior mix of activity for promoting school improvement was further improved, drawing learning from similar practices in other parts of the world. Thus new 'Activity System for School Improvement' is something that has potential for bringing widespread bottom up change by promoting collective leadership and collective learning.

Despite limitation of financial and human resources, Lokmitra is continuing to maintain its multi-dimensional and multi-level efforts in Uttar Pradesh. This is resulting in promotion of appropriate ideas and practices for improvement of schools and education system. Lokmitra is promoting common understandings, integrated efforts and collective responsibility among all stakeholders associated with children's right to education.

There has been major progress in providing pedagogy support to school teachers and Lokmitra functionaries on Hindi Language Teaching. Draft Booklet for teachers (सभा बच्चा का पढ़ना साख पाना, चुनाता स सम्भावना त्) for enhancing their understanding on promoting reading competency was well received by staff and teachers. This booklet formed the basis for developing appropriate Lesson Plan & worksheets to be used in Schools and in Education Camps & Centres. Later Text Books of grade 1 to 5 were reviewed and shared with teachers, SSA & SCERT.

Adolescent Education Program got well initiated due to previous experience of Lokmitra in education program. Organising two months Residential Camp of Adolescent Girls and Boys was a new activity and all hurdles in this activity were effectively managed. School teachers were invited to Camp for exposure.

Year saw some good outcome of earlier effort with School Dropout. Ms. Neeta Maurya, one of such girl, who got support from Lokmitra in year 2000, joined Lokmitra as teacher, in July 2012 through selection process. She is in 3rd year of her Graduation. In another instance, Mr. Narendra, who was supported in primary school days in his study and involved in Child Right Activity (later selected by UNICEF participate in Children's Assembly at Lucknow and and to participate in 'Junior-8' Summit at Rome in 2009), has joined Lokmitra as Support Teacher.

Under Vidya Gyan Scholarship & Coaching support program, 78 girls from Muslim and SC community were supported during their Junior level education so that they can avail higher level education. Now 55 girls are doing Graduation at local college. Among them there are two girls who have taken big step towards their economic independence. Nasima has started her own Computer Training Institute and Rabiya is working as instructor in a local Computer Training Institute.

Anticipating that SMC needs to be reconstituted next year and keeping in mind that there has been much anomaly in formation due to no proper orientation of teachers and lack of clarity on membership, Lokmitra initiated consultation and advocacy by end of year 2012. This culminated in state level event of

Basic Shiksha Manch in March 2013. There has been positive outcome of long effort when government passed order for ensuring enrolment and survey of out of school children before the start of new session.

Two major innovative practice evolved by Lokmitra, namely that of Parent Association and Teacher's Learning Forum continued to prove its relevance in post RTE scenario. Even though there was no major progress in terms of their reach out or effectiveness, idea maintained its relevance and moved in discourse at state and national level as important approach for bringing about systemic and widespread change.

Given the high relevance of approach adopted by Lokmitra it is important internal capacity to effectively engage with diverse stakeholders are further enhanced and supported with resources so that all spaces being carved and opportunities created, are appropriately responded to and change is sustained in depth and spread.

Rajesh Kumar

1. Goal and Purpose

Name 'LOKMITRA', means 'Friends of People', suggesting people centred development process in which marginalized section of society, both women & men are active agent of shaping their destiny. LOKMITRA is a NGO that is committed to right of all children to free basic education with quality and equity.

Vision of LOKMITRA is people centred development. We envision a social change process where weaker sections of society get full opportunity to set the agenda and course of action for their overall development. Such a process will be characterized with socio-economic as well as gender equality and justice. There will be respect for ecological balance & sustainable development. Mission is to make governance & administration of the state participatory, accountable & effective and bring improvement in basic education, health & livelihood, especially for the interest of children, women and other weaker section of the society.

Legal Profile

Legal Status :	Registered Society Registration No. : 2457, Dated 9th January 1998, Renewed from 9th Jan 2013 for 5 years (Renewal Number 651 -2013-2014)
Registered Office & Head Office Address :	B-62, Anand Nagar, Raebareli Uttar Pradesh 229001
FCRA Number & Year of FCRA Registration	FCRA No. - 136670019
FCRA Bank Account Number	00520100005626, Bank of Baroda, Branch Code No. 00520, BARBORAEBAR
Income Tax Registration No. under 12AA	58-59/85/98-99/TK/LKO DATED 11/01/1999
PAN (Permanent Account Number)	AAAAAL0650J
TAN Number, if available	LKNLO5186J
EPF	From 2007
Auditors :	Mridul Krishna & Co. FF-1, 3/122, Vivek Khand, Gomti Nagar, Lucknow 226010 Mridulk.ca@gmail.com

2. History of Lokmitra

It was founded by Mr. Rajesh Kumar & Ms. Priya in 1997-98 in Raebareli, a district town of central region of Uttar Pradesh. Mr. Kumar graduated from Institute of Rural Management and worked with two NGOs, one working for tribal community in Gujarat and one providing support to grass root NGOs. Genesis of LOKMITRA is rooted in the experience of founders who had to struggle to cope with unwelcoming (dehumanizing) education system and founded itself misfit in prevalent socio-economic reality with dominant feudal mindset and iniquitous relations. Then thought and philosophy of people like J. Krishnamurti were very inspiring for charting a new path.

Education program of Lokmitra has evolved, especially with the support of SRTT. Over the years LOKMITRA has been able to evolve its strategy and fine-tune its practices so as to effectively engage with Elementary Education System of Uttar Pradesh in multi-dimensional and multi-level manner for engendering change, with new ideas and practices that could be further adopted by the system & its key stakeholders for wider change. Effort at micro-macro level has been to promote through multi stakeholder dialogue and group learning. Parent members of SMCs & Teachers are being mobilised as change agent. Lokmitra has over the years developed activity system for promoting improvement in school from within. Lokmitra engages with parents/community, teachers & children so that they work together as learning group to face school level challenges and work for school improvement.

Lokmitra has evolved as committed NGO working for the right of all children to free basic education with quality and equity.

Lokmitra – Organisational Growth and Future Directions

Phase – 1 Shaping Direction, Evolving Ways (Inception to 2005)

- Initial years were that of learning by doing and of getting exposed to what other are doing. Main approach followed was to provide support teachers to schools with very high PTR. Effort to build internal capacity on pedagogy and community mobilization started.
- Lokmitra always tried to evolve its project on the basis of its learning from its own experiences and from the experiences of other such effort in India. This led to an un-structured kind of project. This was attempted despite limitation of human resources (mostly drawn from project area with limited educational exposure). Focus was on constant learning through collaborative work. Project provided more or less of such opportunities. There was cross learning among projects (Brick Worker, Education & Panchayat). Thus a sound basis of being innovative & creative in its works got established. A different path in design of publication was taken. Financial System got well established

Phase – 2 Consolidating Learning and Building on Success (2007 to 2009)

- Deepening of Impact. Engagement with Teacher grew. Growing Capacity to produce good publications. New capacity to evolve coalition and manage state level advocacy.
- Delegation of responsibilities and growth of Middle Team. Experimentation with hiring qualified team with relevant education and experience). HR system got evolved.

Phase – 3 Taking advantage of Opportunities for Larger Impact (2010 to 2015)

- To prepare for emerging opportunities OD process was initiated with support of HID Forum in 2009 and taken forward in 2010 with constitution of a steering group. About 80 staff sat together to identify needs and issues. It emerged that staff wanted Lokmitra to be of national repute and see its good practice spread to larger scale. Organizational Climate was assessed and found to be high on Achievement and Extension motive and low on control motive. This was explained to be good for the organization. Issues for organizational development were also identified.
- Internal capacity of the organization to facilitate change got boost through the OD fellowship program of HID Forum in which two staff participated and took small projects of OD. About five staff participated in Basic Lab in Human Process (BLIP by ISABS). Then we had a renowned educationist Prof B K Passi who worked passionately to inculcate skills and attitude for Dialogue.

Conscientization approach tends to produce opposition and a struggle for power within the existing system, rather than a radical transformation of that system. It is suggested by some that radical transformations proceed from Dialogue, not dialectic. David Bohm describes Dialogue as “a way of exploring the roots of the many crises that face humanity today.”

- There is much improvement in facilitating group processes in various occasions, especially during staff workshop. Understanding of OD process and Organizational Issues is enabling staff to look at School and DIET as an organization and be their change facilitator as well. Human Resource Management system that had got developed to a stage could get maintained to that level. Performance Appraisal and Coaching has been used over last three years.
- Enactment of Right of Children to Free and Compulsory Education Act 2009 from 1st April 2010 ushered Lokmitra in a new legal reality that had its own challenges. Lokmitra has taken a dynamic view of current situation and it is still hopeful to invest on processes that will pave the way for next round of legislative changes and redefining of development priorities. For the first time a large numbers of parents will get mobilized through SMCs. SMCs can be facilitated to federate at Cluster and Block level to carve space for their mutual learning (rather being dependent on government machinery) and learn how to make government machinery and legislatures accountable.
- Towards the end of year Chief Functionary (Mr. Rajesh Kumar) was selected as State Representative by NCPDR for monitoring of RTE. Lokmitra is also getting involved in National level process. It submitted Comment on Draft Revised SSA Framework in Dec 2010,
- Lokmitra presented its effort on SMC at the stocktaking by Right to Education Forum on 31st March 2011. Memorandum being submitted to Directors at MHRD and to high profile political leaders. Effective effort to engage with Teachers Union.
- There has been new uncertainties due to shrinkage of Foreign Grant support, as happened with reduction in budget by Oxfam due reduction by back donors. Selection of Lokmitra by PACS (DFID) through an elaborate process for a four year education project. It is very important for Lokmitra to mobilize sufficient core grant support so that it has more flexibility in being in strategic role, taking benefit of all emerging opportunities and develop its human resource with long term perspective.
- Change in the organization was further crystallized changing its LOGO and tag line. It got public from January 2011 along with the launch of redesigned website. Tree with strong roots and new leaves

conveys its simultaneous focus on grassroots' level mobilization and subsequently through strengthening civil society and focus on knowledge building; Lokmitra will engender development that is inclusive.

3. The organization's philosophy, beliefs & learning guiding its education program

Lokmitra desires for a world where communities grow through such a collective process of learning that is filled with humane feelings. There should be affirmative action for people discriminated on the basis of gender, caste, region, culture. Through education of all Children we can move towards a better society. We have a dual system of schooling for education. One system is for preparing children from well to do families for global market and other system for the rest who are not resourceful and have no option but to go to such a state controlled system where half of children don't become properly literate, even after five years of schooling. About 35% are not able to completing elementary education.

Following are possible explanations *for this colossal failure in India, even though many other countries with similar per capita income could progress much more in ensuring elementary education to all children.*

- There has been lack of political will right from pre independence era, during Constitution making and after words.
- There has not been any major constituent of social polity to demand for education of all children with quality and equity. Better off and middle class parents, being in influential position in government, media & business, assume that poor parent don't want to educate their children and more over they believe that such children are for menial jobs and can do without proper education.
- Growth of different types of schools, like model schools of central governmental and private schools, provided an avenue for the better off and middle class parents to get quality education for their children, without bothering to see how state government schools are deteriorating.
- Now mostly children of deprived families go to state government schools and their voice is so weak that there is no real pressure to improve the access and quality of such schools.
- Teacher Union, even though politically influential in many states, confined themselves to improving their remunerations & service conditions.

There could be more explanations. But we are presently assuming these to evolve our strategy to promote right of all children to elementary education with quality and equity.

3.1. Engaging with education system, Lokmitra has developed following insights.

- Parents want to educate their children. If children are not regular in school then somewhere school is not able to fulfil the needs of children. There is lack of suitable learning environment that promotes meaningful learning. Special opportunities are required for the first generation learner children.
- Contrary to perception of many teachers, children coming to schools, have the capacity and motivation to learn. Children need an encouraging environment without fear or punishment.
- The morale of teachers becomes weak in a system controlled and managed from above. Teachers' accountability should be towards parents in place of reporting towards above. Parents assume that school belongs to distant government.
- All the solutions for betterment of school are not at school level. So intervention should be systemic, covering all components and related systems, at all levels.
- Any educational intervention should promote collective dialogue for within and in between key stakeholders, so as to promote better understanding and suitable action. Any intervention implanted from outside, or carried out as add on, will have little chance to get integrated or meet the purpose.

3.2. Ways to initiate the change processes,

- For better governance of basic education changes are required in policy, planning, administration and management of education so decentralization and participation is promoted.
- Deprived Parents have real stake in improving the government elementary education system. They can be mobilized for such such objectives whose benefit comes in long term.
- A critical mass of Teachers could become change agents as they want to be proud teachers with sense of responsibility.
- Education system has strong linkage with social and political system.
 - o Teachers transfer posting, or quality of school infrastructure are strongly influenced by political system that operates.
 - o Space for Childhood in the families also sets the aspiration of parents from schools and additional challenges for the schools. Children bring some discriminatory notions to schools. Family spaces themselves are many times not so democratic and conducive for mental and emotional development of the child.
- Education is a complex subject (both conceptually and managerially), but most people have some experience of it, some opinion about it. As we move along, we need to build consensus, with deeper understanding among diverse set of people.
- The foundation for better governance of elementary education lies in School Based Management, where teachers and parents jointly deliberate the aspects of school education for better future of their children, keeping in mind the requirements of constitutional values and local needs. Along with autonomy of teachers, role of parents is important in ensuring accountability and for linking school education to local concerns. This will lead to the possibility of an effective school that will not wait for government orders to take any initiative.
- To initiate the process of change, Lokmitra understands that for better governance of elementary education, changes are required in policy, planning, administration and management of education so decentralization and participation is promoted. Government should initiate the process of change by preparing a draft plan of extensive change. Then extensive discussions on this draft are conducted in groups of teachers, educationists, officers, peoples' representatives and with parents as well. This way the draft of change will become better and the ground will be ready for implementation of those changes. Education system has strong linkage with social and political system. But there is generally lack of political will for education of deprived children with comparable quality. Secondly value system of well to do section of society doesn't work in favour of deprived children's education.

3.3. Education Program is guided by following Understanding of Education

- Conception of School has been historically an important event that subsumes the importance of a place where knowledge and wisdom of humanity is passed on from one generation to the younger generation in a way that prepares them to re evaluate, recreate that knowledge in present context for newer challenges faced by humanity. School can gives equal opportunity to all for learning and growth that is not possible if children stay with respective families.
- Elementary education of all children is essential for social transformation imbued with democratic values, equity & justice, as has been aimed in Indian Constitution.
- Society is not homogenous. It has hierarchies created by attitudes & behaviours of people resulting in differentiated groups of people categorized on race, caste, class, gender. School shouldn't end up becoming the carrier of knowledge of only those that are up in the hierarchy ladder and ignoring the life experiences and challenges for those at the bottom rung. To rule this out school education

should make special effort to involve marginalized communities. It is a challenging task for a diverse and pluralistic society of ours.

- Lokmitra follows the Learning Principle suggested in National Curriculum Framework 2005. According to it each Child will construct its own Knowledge, based on its experiences. Role of Teacher is to provide children stimulating learning environment and facilitate children's learning. Children have natural curiosity to know the world.
- Use of Mental Mapping, Concept Mapping assists adults in better learning. It can also be used in planning learning session. Being able to dialogue, helps in effective learning.

4. Primary stakeholders Description of People & Community supported

In Uttar Pradesh deep-rooted feudal mindset doesn't allow social democracy to germinate, leading to discrimination at all levels, including discrimination among various sub-castes of SCs & Muslims. Larger society in general does not feel the pressing need to give equal opportunity to children of socially excluded, assuming that they are expected to grow as menial worker and there is no need to provide formal education to them, less so the greater opportunity to address their multiple deprivation. In this back drop Lokmitra works for Children and Adolescents (young people), especially those belonging to Dalit (Scheduled Caste) and Muslim community. Lokmitra intends to provide them a better learning opportunity, mainly through schools and partially through other learning spaces. Only through suitable learning, children of deprived community & families can break the vicious cycle of poverty and exclusion. Lokmitra engages with teachers and parents as through them children's need will be met. Apart from suitable learning opportunity in school and at home, children need care and protection. Uttar Pradesh has a very large population of children who have not completed about elementary education, as 65% dropout after grade 5. Most SC children come to govt schools (SC Children being 30% of total enrolment, while 21% in population). Share of Muslim children at 10% is less than population proportion (about 15%). OBC constitute 50% of enrolment (data source, DISE 2009-10). So through government schools, Lokmitra reaches out to larger number of SC, Muslim & poor OBC families.

There is need for change in policy and practice of parents, teachers and government. Towards that Lokmitra engages with public elementary education system at all level. Lokmitra engages with peoples' representatives so that they are more sensitive towards issues concerning children's education. Towards promoting collective voice and knowledge sharing, Lokmitra engages with NGOs, CSOs, mainly of Uttar Pradesh state. *Lokmitra especially focuses on education Out of school Children, School Dropout and those needing support to continue school education, even up to secondary & higher secondary level.*

Apart from reaching out to most districts of Uttar Pradesh through NGOs participating in activity of Basic Shiksha Manch, Lokmitra work directly in central & east region that is part of Awadh region (Awadhi being local dialect). Region belonged to the Raiyatwari system under British period and saw a major agitation by tenant against Zamindars in 1920s. Raebareli is one of the 250th most backward districts out of 640 districts. Raebareli is one among the 34 districts in UP receiving funds from Backward Regions Grant Fund Programme. According to the census of 2011 Raebareli has literacy rate of 69.04% which is below than literacy of India which is 74.04%. This region has been below on development index. Female Literarily in rural area in 2001 has been just 30%. Area has high proportion of SC population (30%). About 50% children would be from seasonal migrant labour families. From these families male of the household migrate, leaving women to manage the livelihood and take care of children. This is a distress seasonal migration due to landlessness and small size of holding. One such section of migrant families is of Brick Firemen who migrate to Brick Kilns, all over North India from the districts of Raebareli & Pratapgarh. Within the rural tract there are pockets of uneven farming activities. Poor families are forced to go far off

for paddy harvesting, potato cultivation, affecting the education and care of adolescent girls and children. Due to this some children dropout or get pushed out of school. Muslim children, especially girls are sent to Madras, only some of them are attending formal school as well. Girls are generally withdrawn on the onset of puberty.

On health parameters Raebareli fares poorly with very high IMR (about 70) & MMR, low institutional delivery (24.3%). Children aged 12-23 months who were fully immunized are just 31.5%. Health status of Dih & Chhatoth would be further worse

Chhatoth Block with (population of about 1 Lakh in 2001 had only 22% literate women. In this Block larger proportions are SC and Muslim (about 33% and 30%). Poor development of Chhatoth has been also due to poor infrastructure, poor land & land availability. Majority of poor seasonally migrate, worker in farm, Brick Kiln, etc. Gujjars are major community among Muslims and they lack in socio economic development. The Passi and the Chama constitute about 80% of SC community. About 70% of population is BPL. Dih block, with population of 1.3 Lakh in has 30% SC population and female literacy of about 20% (census 2001).

Lalganj Block has a population of 1.2 Lakh with SC proportion being 23% (mainly Passi and the Chamar). Muslims would be about 10%. Female literacy is just 30% (2001).

Lucknow City with a population of about 27 Lakhs has high proportion of Muslims (about 25%) and SCs are 21% (in the dist). But Muslim children constitute only 9% of enrolment & SC constitute 35% (in the dist). While 65% of Lucknow dist population is urban, only 20% primary schools are in urban area. There is critical lack of access to schools (30 wards without govt. schools). Most urban primary schools are massively overcrowded (with SCR>60 in 25% schools), with many rooms in need of repair and unsafe – inhospitable. Mean years of Schooling 7-16 age group Muslim 2.6 years, SC 3.1 years, and for all 3.4 years.

Slums in Lucknow constitute more than 10% of population, constituting of various type of migrant workers coming from Chhattisgarh, Terai region of UP, even from Bihar and Assam. Problem of education of children in urban slums are more divergent and complex considering as they have to bear with additional environmental, economic and phonological problems. In slums generally both parents are working so young children are left behind at homes in the care of elder siblings or sent to work as rag-pickers, workers at shops and roadside eating outlets, etc. Women take their adolescent girls with them for work so that they are not left behind alone at homes. The scope of participation of these communities in school governance is simply negligible.

Muslims belonging to Ansari, Baghban, Behna, Halalkhor, Kingharia, Kunjra and they are excluded by other Muslims. Muslims hesitate sending their daughters to co-educational school/college and there has been a Fatwa in this regard too which further discourages them.

5. Programs and Project Activities

5.1. Adolescent Education Program

Lokmitra has been engaging with out of school children for their education and mainstreaming. This component has been part of school education program. This year a separate program was initiated with overall goal of to educate and enable out-of-school adolescents and to nurture their creative energies in a positive environment. Specific objects of project approved by SDTT is as follows -

- Out of school children in the age group of 11 to 16 are provided suitable residential and other education support so that they are able to move ahead to avail formal education of up to secondary level and realize their potential for development.
- Adolescents become self-aware and develop life skills for effective engagement in social, economic and political life. Some adolescents grow as social change facilitators.
- Provide support to other potential and emerging CSOs for effective engagement in promoting education of children and being able to support the development of adolescents.
- Improve governance of 50 schools with effective role of School Management Committee and leadership of Head Teacher so that children and adolescents get quality education with good attendance.
- Promote forums of adolescents and women in all project villages for their empowerment and entitlements to basic services.



Reach out & Coverage

Development Blocks	Gram Panchayats	Villages	Learning Centres	Two Months Residential Camps
2	10	25	10	2

Out of School Adolescents (11 to 16 age group)	Enrolled in Learning Centers	Participation in Residential Camps
Out of 2718 Adolescent surveyed, 572 (231 girls) were out of schools (Never Enrolled 305)	445	52 girls
Out of 281 Muslim Adolescents 122 (54 girls)		50 Boys

Adolescent girls, who have completed four months of residential camps, are developing dreams of their own development as well as development of their village. They want to complete education till XIIth. The residential camp participants feel proud to share their experiences with their parents. They can express their feelings, opinion, understanding in number of ways, like story, poetry, theatre, drawing, etc. Adolescent (boys & girls) are able to overcome unfounded fears from superstitious believes as they are able to reason out logically. Adolescents are now taking more care of their own health and cleanliness. About 20 boys have reduced using tobacco etc. This was possible after much persuasion and efforts in creating understanding at individual levels.

- About 445 adolescents (140 girls) were enrolled with 10 centers, out of which 102 (39 girls) were later enrolled with formal schools. Learning of children has improved considerably, especially in Hindi language.
- Two Camps (each of 2 months) for adolescent girls were organized in which total 52 adolescent girls participated. In total 27 girls completed four months of camp and 25 completed two months of camp. After completion of 2 and 4 months camps, 17 Girls can read and write (in their own words) their experiences, any prose or poetry. In addition to them 13 others can read a paragraph, make sentence on their own.



Data of participation of girls in two phases of camp

Participation of girls	SC	OBC	Min	Total
Girls completing 2 months Camp	22	1	2	25
Girls completing 4 months camp	21	4	2	27
Total	43	5	4	52

- Adolescent boys' two month residential camp was organized in which 50 boys enrolled. Out of them, 43 boys completed the camp (33 SC, 6 OBC and 4 Minority). After completion of 2 months camp 14 Boys can write their experiences (in their own words) and read any prose or poetry. 12 can read a paragraph, write it or can make sentence on their own.
- In adolescent Boys Camp, regular morning session on Yoga and physical exercises was undertaken by a guardian Ram Bahadur voluntarily. All education centers and residential Camps are are being conducted in places made available by the community.



- Women day Program was organized on 9th March in Dih block. There were about 370 participants in total from Dih and Chhatoh block. Apart from 225 women, there were 45 men and 100 adolescent girls as participants. It was a day for coming together for them to express their solidarity for women's right and getting aware on social issues and entitlements. Songs, short drama presentation and skits on various issues like dowry, gender based discrimination was presented. A short drama on MNREGA by Women generated awareness on the government program.



Developing learning resource material – Resource material has been prepared & developed for language teaching. Special work has been emphasized keeping in view language development under which lessons were selected after studying curriculum books of different publishers. While keeping in target interest and requirement of adolescent's learning level about 15-20 selected Text Book lessons were shortened and simplified to bring the text to the comprehension level of girls. Apart from guidelines for teachers, exercise material was also developed. Three types of exercises have been developed for each lesson so that every participant gets opportunity for learning & evaluation through exercises.



District Level Multi Stakeholder workshop - In order to make proper understanding among all different factions, promote collective responsibility and mutual understanding, a multi-stakeholder workshop was organized on 30th March at Amethi. Participants consisted of NGOs representatives (5), teachers (6), district officers (6), peoples' representatives (2), media persons (2), and SMC members (12), District Education Officer & Teachers' Union.

Learning & Challenges in the program

- Regular attendance of adolescents in Learning Centers, especially of boys, is a challenge. Reasons identified are engagement of adolescents in households or farming work due to difficult economic condition of family and absence of working adults for various reasons. Some children are not able to devote full time at this centre as those they are engaged in some livelihood work.
- There are few Junior and Secondary in Dih and Chhatoh. Further there is lack of transport facility. Junior School is within 3-5 kms, Secondary School within 8-12 Kms and Senior Secondary School is within 15 Kms distance and periphery. There is no Senior Secondary School in Dih and Chhatoh Blocks. The nearest Senior Secondary School is in Bahadurpur block, which is 15 Kms away. So attending of formal schools will be problem for adolescents after completing Residential Camp.

Under SRTT supported project, 161 Out of School Girls were getting education of them about 90 joined school and centers closed in July. Others couldn't continue their education.

5.2. School Education Program

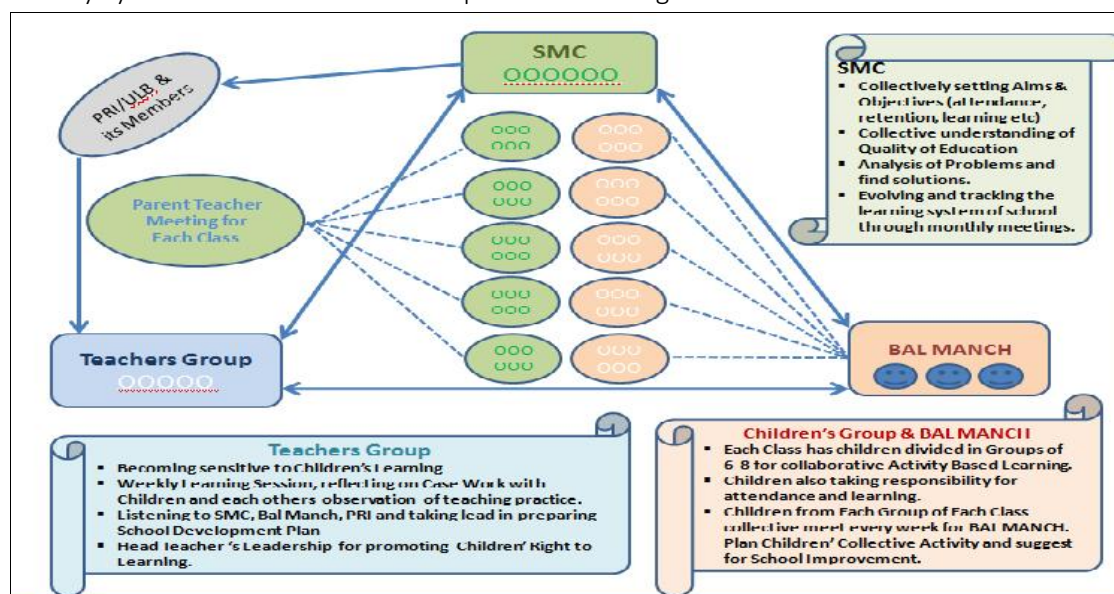
Lokmitra initiated its activities with three schools in 1997 and subsequently with wide acceptance of its ideas & practices, during last few years it has directly supported over 400 rural schools of seven blocks in four districts and with 50 urban schools in Raebareli and Lucknow. In the process there have been innovative practices, leading to betterment of school education and policy changes. This there has been growing confidence on the approach being followed.

Some major progress and achievements has been as follows

Considerable progress has been made in making children’s voice heard by Teachers, SMC & Parents and Local Body Representatives through BAL Manch. Now Lokmitra has suitable learning materials and lesson plan for teachers on Hindi Language teaching and same is getting effectively used in schools. There has been visible progress in promoting reflective learning among teachers. SMC is now able to suggest possible solutions for school level problems.

Progress in Primary School Sointha, Manpur Sahawa, and Chaturbhujpur & Pure Kallu is due to the suitable support provided to SMC and Teacher Group of the school. This testifies that new activity system and approach of Hindi language teaching, along with requisite on hand support may go long way in improving the effectiveness of school in ensuring learning of all children.

Activity System in a School has been depicted in this Diagram.



Description is provided in Publication and Knowledge Product Section.

Reach out and Coverage of Direct Engagement with Schools, Teachers & Children

	Oxfam India	PACS (DFID)	SRTT	Total
Project District	Raebareli & Amethi	Lucknow, Amethi & Pratapgarh	Raebareli & Amethi	Four Districts
Project Block	Raebareli Town, Rahi & Salon	Lucknow City, Chhatoah & Lalganj	Harchandpur, Sataon & Dih	Rural Block – 7 Urban Area - 2
Project Staff	12	17	16	
School Total	210	150	150	
Schools provided Intensive Support	30	50	30	
SMC Meetings	In Intensive Schools, regular monthly meetings.			

	In Extensive Schools, every two months. About 6 to 8 parent members participate.			
Teacher Meetings	20	20	6	
Bal Manch	20	6	5	
Improvement in Teaching Learning	10	6	5	
Improvement in Attendance	15 Schools (above 75%)	NA	NA	

Strengthening the capacity of SMC has led to improvement in school level governance, despite the fact that SMCs are newly formed under RTE Act and there has been discrepancy in proper formation. About 100 SMCs with half 1/3rd their members are well aware on RTE active in raising issues at School level. About 70 members of different SMCs are raising such issues at district & state level. They actively participated in advocacy even organised by SCoRE & Basic Shiksha Manch. 360 SMC members participated in SMC convention organised by SCoRE. District level advocacy was done for SMC training, teachers' rational distribution. A few SMC members have become facilitators in SMC program of other NGOs. Some SMC members have become taken lead in organising cluster level SMC meetings.

Badri is chairperson of Kauha School SMC. Every week he comes to school and interacts with children, takes some play activities, tell stories and also observes children, teachers (in their group meeting). He even did the flag hoisting on 15th August and 26th January. Another women member Alia Bano assists him in the effort. Two assistant teachers were transferred in Aug 2012. Four SMC members met BEO, demanding teachers. Then school got one teacher. In teachers group meetings he takes up issue of how to provide learning opportunity to enrolled 220 children with 1 regular & 2 Para Teachers. Due to his initiative, children's groups have been formed and encouraged for cooperative learning. He mobilises other SMC members to bring TLM material. School has been able to maintain 80% attendance. SMC took up the issue of locked Toilet with Gram Pradhan and got it unlocked. But then toilet got dirty. Then Safai Karmchari was persuaded to clean school & Toilet.

Primary School of Chaturbhuj Pur is now in better position with improved language teaching and children's attendance of 75%. SMC member got training in March and started appreciating the importance of activity based teaching. New SMC got further empowered in May when Lokmitra mobilised SMC to organise a meeting of all parents (Shiksha Sabha) and discuss issue of school development. Before this meeting adolescent children did the survey of children. A few OoSC were asked to present their view of good school. Giving school a better start with Bal Mela etc was discussed. In June SMC met (even if school was closed) and did detail planning for better start of school session. They met ward members for getting school cleaned, preparation of MDM, etc. SMC members took up issue of activity based teaching, objected to occasional beating children. In parallel Lokmitra supported teachers in improving language teaching that meets the multi level needs of children. Lokmitra had prepared a document on language teaching and lesson plan on selected chapters.

To improve the accountability of SMC and involve larger parent body in school improvement and promoting children's right to education, Lokmitra is promoting the idea of six monthly All Parent Meeting (called Shiksha per Gram Sabha) at school level where SMC is encouraged to presents is effort and plan, seek the opinion of parents and children not attending schools.

Non Residential Cluster level Training of SMC members were organised in which about members from 150 SMCs participated. Later about 1/3rd of them participated in Residential Training as Parent Association members.

Cluster Level SMC meet initiated to ensure that SMC gets reconstituted in proper manner in 400 schools of project area. About 650 SMC members participated in 13 Cluster. Meeting was conducted by 10 Parent Association members.

There has been good progress in providing teachers suitable lesson plan for language teaching. This has been highly appreciated by teachers. About 30 schools have adopted it. More importantly practice of Teachers Reflective Learning Meeting at school level has got well initiated and found useful. Teachers discuss children's case study and observation of each other's teaching. In most schools, attendance is above 75%, in some schools reaching up to 90%. School Children has been involved in identifying OoSC and getting them enrolled.

Teacher's Learning Forum activity has been active in all project area. Tenth issue of Pragya Bulletin (compilation of good practice of teachers) was published in November.

बैसिक शिक्षा में ज्ञान प्रबंधन के लिये शैक्षणिक अनुभवों का त्रैमासिक बुलेटिन

वर्ष - 6 अंक - 10 जून - दिसम्बर 2012

प्रिय शिक्षक सचिवों,

शिक्षा अधिकार कानून के तहत सरकार के द्वारा कई तरह के प्रयास हो रहे हैं। इनमें से कई इससे जुड़े हैं कि 2013 तक स्कूल स्तर पर बुनियादी व शिक्षकों की उपलब्धता सुनिश्चित हो जाए। इसके अलावा शिक्षकों में खराब की समझ, व्यास कर दिया की गुणवत्ता को लेकर निर्धारित प्रयास हो रहे हैं। इसी क्रम में पांच विद्यालयों के सभी स्कूलों में बच्चों के समझ व खराब आंकलन के बर्तन को बढ़ावा दिया है। उदाहरण के लिए कि इन सबसे शिक्षकों की क्षमता व मनोबल को स्थिति बेहतर हो पाये की क्षमता संशोधन बना रही है। क्या शिक्षकों के लिए ऐसी परिस्थितियाँ बना पा रही हैं जिससे कि उन्हें व्यवस्थित तरीके से शिक्षण कार्य करने के लिये मिल पाए। या फिर बच्चों के साथ प्रभावी तरीके से शिक्षण कार्य कर पाने के लिए उन्हें ऐसे अवसर मिल रहे हैं जहाँ कि छात्रापी तरीके से सीखना समझना होता हो। इसी से शिक्षकों को स्वयं सीखने में आनन्द की अनुभूति होगी और तभी वह बच्चों को ऐसे अवसर देने के लिए उत्सुक हो पायेंगे।

पिछले साल 2011 में तर्प शिक्षा अभियान के पुनर्गठित फ्रेमवर्क में संस्कूल स्तर पर शिक्षकों के दस मासिक बैठकों का प्रावधान किया गया जिससे कि शिक्षकों की आस में शिक्षण का मौका मिले। सीखने-सिखाने में के बैठने काफ़ी कारण साबित हो सकती है। पिछले साल कई कुछ ही संस्कूलों में और वह भी देर से हो पाया। इस साल दिसम्बर तक भी के बैठने काफ़ी कारण साबित हो पाये हैं। इस स्थिति के लिए शिक्षकों को अवसर देने के अलावा इन शिक्षक सचिवों को प्रयास कर औद्योगिक या अनौद्योगिक रूप से संस्कूल स्तर पर मासिक बैठकों को निर्धारित व प्रभावी तरीके से बढ़ा सकते हैं। कुछ संस्कूलों में शिक्षकों के प्रयास से बैठकें शुरू भी हो।

इन सब के बीच शिक्षकों के स्वयंसेवा प्रयास से उत्तरा वैश्विक संवाद मंच विस्तार आगे बढ़ रहा है। वैश्विक संवाद मंच की हरेक बैठक पर सत्र स्तर पर बैठकें हो रही हैं। अब इनके संस्कूल स्तर पर होने वाली बैठकों की तैयारी के क्रम में देखा जा रहा है, जहाँ पर संस्कूल स्तर की बैठकों के अनुभवों की शोषण कर इन बैठकों को और बेहतर बनाने पर ध्यान हो। इसी क्रम में वैश्विक संवाद मंच से जुड़े शिक्षकों व संस्कूल प्रचारियों की एक नियमित कार्यशाला का आयोजन जितने स्तर पर हुआ है। जहाँ पर संस्कूल स्तर की बैठकों में बेहतर सुनकर बनने व प्रशिक्षण की दुष्कल पर समझ बनाने का अभ्यास हुआ है।

इस बीच कुछ स्कूलों के शिक्षक संस्कूल ने एक-दो सप्ताह में अपनी बैठकें करने की शुरुआत की है। उन्होंने इस विधा में भी प्रयास किया है कि

शिक्षकों की कठिन से

1. स्कूल की कार्यक्षमता बना सीखने सिखाने में सहायक
2. निर्धारित प्रयास से हमीयता बना शिक्षण को बेहतर बनाने का छात्रा तयना
3. छात्रा प्रयासों से आगे बढ़कर हमीयता स्कूल
4. अभिभावक को बच्चों के अधिकार बनाने से बढ़ी उपस्थिति
5. शिक्षण में बेहतर मासिक का निर्माण को बढ़ा
6. अभिभावकों के सहयोग से बढ़ी बच्चों की उपस्थिति
7. बड़े बच्चों व संस्थाओं से फ़ायदा किया बच्चों का सीखना सहाय
8. स्थानीय भाषा से मासिक भाषा की और
9. छात्रा शिक्षण का नया तरीका बनाना
10. छात्रा शिक्षण में नये तरीके अपनाए
11. बच्चों की सहभागिता से शिक्षण - शिक्षण हुआ बेहतर
12. रचनात्मकता सीखने-सिखाने में बनी सहायक
13. बच्चों से सीखना शिक्षा, बढ़ाता है स्कूल से लगन
14. बच्चों के सीखने के अनुभव को समझना
15. बच्चों की भागीदारी से स्कूल बेहतर में मदद
16. संस्कूल में बच्चों का एक दूसरे से सीखना

शैक्षिक जागरूकता

1. सामान्य भाषाओं में बच्चों को विचार के लिए गतिविधि
2. बच्चों को हर बच्चा का है
3. गतिविधि आधारित शिक्षण
4. बात बेहतर बना

Basic Shiksha Manch & State level Advocacy

Engagement of Lokmitra with State machinery for suitable initiative so that Schools meet the provisions under the Right of Children to Free and Compulsory Education Act 2009 and function effectively to promote the right of children to learn continued this year with some visible outcome. This was done directly as well as through the collective voice of Parent Association, Basic Shiksha Manch and ScoRE.

As has been suggested & demanded by Lokmitra & BSM, state government issued a letter in June 2012 for better start of School Session with provision of preparatory meeting with SMC before the start of school. School timing was reverted back to original position (during BSP govt there was two shift timing).

There has been another major outcome of advocacy effort in March 2013 for better start of school session as state government issued letter on 18th March 2013 for Enrolment and Survey of OoSC in May & June. With the help of one ex Chief Minister, Chief Secretary was approached and he issued the order to initiate enrolment and HH survey in May itself so that when school reopens in 1st July for new session, teachers' time doesn't get wasted in non teaching work and all eligible children start attending school from very first day. This was being suggested for last few years and this year this demand was again made along with demand for initiating the process for proper reconstitution of SMC.

Over last five years Basic Shiksha Manch (BSM) has emerged as Education Coalition that especially tries to promote collective voice of parent members in SMCs through Block level Parent Associations. District level BSM (with equal participation of Parent Association) is considered an important building block of state level BSM. Promoting Block level Parent Association is a huge task that is unavoidable for sustainable change. Lokmitra is taking this idea to NGOs & SMCs and doing the hand holding.

During election for Urban Bodies in June/July, a BSM initiated effort to sensitise contestants through parents and CSO over educational issues. A Consultation meeting was organised on 11th June 2012 in Lucknow in which 17 NGOs from 13 districts participated. A Charter of Demand was prepared. Follow-up District level Shiksha Samvad was organised in five districts in which about 40 contestants participated. Campaign further progressed in 13 other districts, reaching out to about 900 contestants. Charter of Demand, signed by about 60,000 voters, was presented to contestants. About 187 NGOs were involved in the effort.



In about 25 districts District Level Shiksha Samvad was organised to involve CSOs and SMCs in monitoring of RTE implementation and advocacy. Three programs were organised (2 in Raebareli & 1 in Amethi) with participation of 248 persons. BSA participated in Amethi. Teacher Union participated in all programs. SMC members expressed themselves so as to influence officials, teachers, people's representatives and contestants.

District level Basic Shiksha Manch meeting was organised in 35 districts with the participation of 1027 persons (women 321) from 394 NGOs and 98 SMC members. This assisted in participation of NGOs in SMC training under SSA. PRI members, lawyers and Teacher Union participated in many places. District level collective effort got strengthened. Collective demand has been made with local officials. Jan Pahal Bulletin was used in advocacy effort.

Capacity Building of NGOs was undertaken through 10 Regional meetings with participation of 264 persons (women 40) from 145 NGOs. RTE Act, CB of SMC, Parent Association, campaign during ULB election etc was covered. About 4,000 SMC members in the areas of CSOs associated with BSM were oriented in RTE & SMC.

Second issue of JanPahal Bulletin was released on 1st December in Lucknow in presence of SMC members & a few NGO representatives. During the program, some women members of SMCs showed their spark with their understanding and drive. This is sufficient enough for us to continue to invest in them and strengthen the basis of larger change. This Bulletin has taken place of Guhar Bulletin that was getting published in pre-RTE period. Lokmitra brings it out on behalf of Basic Shiksha Manch for promoting systemic change in education and thus ensuring right of each child to quality education. This Bulletin does the critical review of initiatives of government, highlights critical areas and suggests changes. Bulletin also show-cases the effort of CSOs. This forty page Bulletin was taken to Government functionaries, Education Department and People's Representatives through delegation and through Shiksha Samvad in various districts.

As a part of effort to ensure proper formation of SMC and give forth coming school session a better start, effort initiated since December 2012, culminated with State level Convention of BSM, organised in March with participation of 215 persons (women 40) from 32 districts. Ex Chief Minister Mr. ND Tiwari came and supported the advocacy agenda of BSM. Delegation met education secretary and Minister. Apart from demand for modification in Rules of SMC, demand for improving the school supervision practices and focus on SMC during school visit was also made. About 120 NGOs got ready for advance preparation for ensuring that SMC gets formed in proper manner. Later delegation met Education Minister, Education Secretary. Parent Association actively participated in advocacy effort. On 16th March Chief Secretary sent a GO that indicated that half of the demand for better start of school session was met by the govt.

In between also effort has been made to meet Education Secretary, Education Minister and proposal for needful governmental action was shared and explained. Effort was made to mobilise other key political persons from ruling political parties and other influential persons.

There has been some collaboration with SSA at District and local level as many of Lokmitra functionaries became trainer for SMC and volunteers in Shiksha ka Haq Abhiyan. Many other CSOs were encouraged to get involved in similar manner and many did and used the opportunity to influence.



Challenges faced in education program and ways to address them

Introducing a reflective learning system among teachers groups in schools has been an important approach for improving the functioning of school and quality of education. While there have been some successes in a few schools, there is apprehension that it may falter as there is difficulty in preparing children's case study by staff & they are not able to support teachers in preparing case study. Due to lack of team cohesiveness, teachers' are hesitant in observing each other's teaching. So during current year, effort will be made to enhance the capacity of staff in dialoguing with children for preparing case study and in organising team building workshop with teachers. Meanwhile staff will encourage teachers to share their teaching process, progress, difficulty, observation etc.

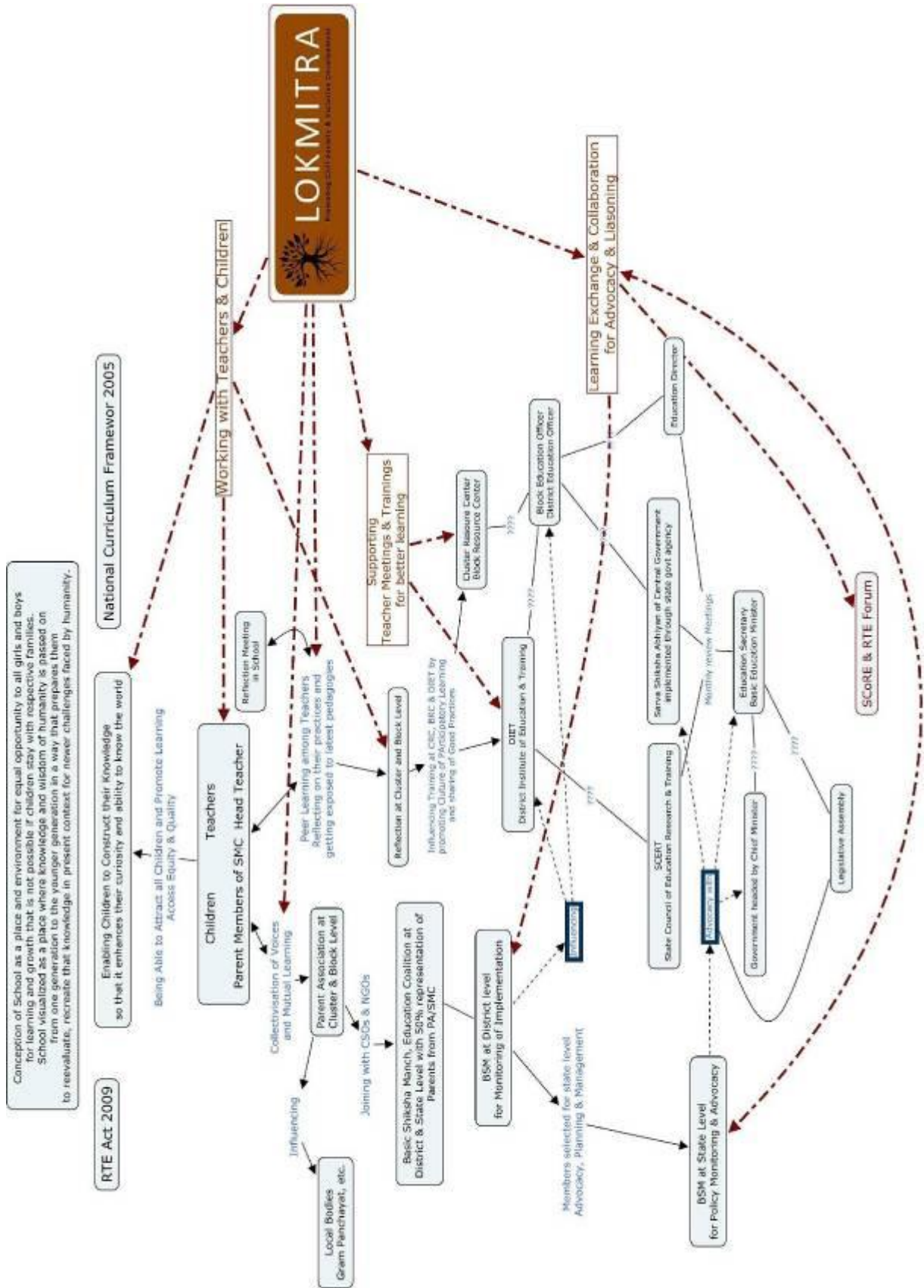
During long vacation in summer & winter months, providing learning facility to children of grade 4 & 5 will enable them to retain and enhance their learning. This will further motivate teacher to change their perception on children's learning ability and also encourage children to gain confidence to their ability and thus enhancing willingness to not to dropout after grade 5. So arranging local volunteers and providing support to volunteers will for this will be useful.

Having a village based children's collective will assist in bring children of different schools together for collective issues like child labour, facility to play, identification of OoSC, promoting regular attendance, other child rights & development issues etc.

Getting teachers ready for Social Audit is difficult, especially when teachers are already facing pressure from SMC on some issues. Otherwise it enables better assessment and finding of finer issues.

- Government & Officials pass all the blame on teachers. There is little effort to improve the functioning and accountability of government system.
- Anticipated reaction of some key officials, especially at district & block level, makes us less pro active in further strengthening the voice of parents.
- Issues of wrong practices being imposed on teachers by higher officials, irrational distribution of teachers.
- Shortage of teachers and delay in recruitment due to poor management, load of non academic work on teachers.
- More synergy and concerted effort required in CSO led advocacy effort.

6. Concept Map of Lokmitra School Education Program



7. Publication & Knowledge Product

A Folder, namely Shiksha me Badlaw ke liye Shikshako se Samvad, was prepared in July and taken to many schools. It has helped teachers and team members in improving the learning of teachers and improving the teaching practices.

Two Publications. One folder (Badta School aur Khilta Bachpan) for improving the activity system of school. One Poster on SMC Meeting and Shiksha per Sabha.

8. Activity System to Improve School from Within

Need to Improve the School from within

- How can School promote the right of each child to learn and grow, given that
 - Teachers are not suitably prepared.
 - In service Training is fragmented and top driven, detached from the reality of class room.
 - There is little on hand support.
 - Limited opportunity & urge for peer learning.
 - Tradition of teaching practices among teachers overshadows their limited & disjointed knowledge of Theory of Learning .
 - Administrative monitoring sends wrong signal of what is expected from them and generally demoralizes them.
 - Teachers and other functionaries have Negative Attitude towards children and parents.
- Improvement in education system is slow and bogged in political, administrative complexities.

Components of Activity System

- To listen to what others have to say is the starting point of learning. Activity System provides opportunity so that each one is listened.
- The responsibility to fulfil each child's right to learn in classrooms should be shared with all children, all teachers principal and parents.
- Children are organized in collaborative learning system in groups of 6-8 children, enabling learning from each other. Enabling schoolchildren's active, cooperative and reflective learning.
- Teachers are expected to children's responses toward learning. They are required to consistently listen & pursue creative teaching by spontaneously responding to children.
- Weekly meetings of teacher to discuss case studies based on classroom observation is at the heart of school management. Case studies should focus on learning as experienced by children in their classrooms and about their learning from each other.
- Parents and teachers work together to create a better classroom, sharing responsibility for educating schoolchildren.

Underlying Principles in the Activity System Improving the School from within

- Pedagogy have made great contributions to improvements in education, but school and classroom reform is part of social reform and also part of a cultural revolution, requiring theories from other disciplines as well from the humanities and social sciences.
- Redefinition of the following three concepts as a basis for school reform,

- Learning is defined in learning communities as a practice of dialogue with the world in which one finds oneself, with others and with oneself. It is a cognitive (cultural), interpersonal (social) and existential (ethical) practice.
- The concept of “teacher” is also redefined. In learning communities, they are defined as “learning professional” as well as “teaching professional.”
- Professional competence of teachers is redefined as an ability to reflect upon teachers’ own practices and to learn from each other’s practice, rather than just the capability of “rational application” of scientific knowledge and techniques.

Effort leading to taking up Improved Activity System of School Improvement from June 2012

- Peer learning system was promoted within Lokmitra so that not only for internal learning, but also to expose them to this methodology on how to effectively learn & equip staff with facilitation skill.
- Concerted effort with staff to enhance their understanding and capacity to dialogue with teachers, enabling Knowledge Construction.
- Effort to improve the dialogue skill of team to take up the issue of improving teaching practice, especially Hindi Language, with teachers.
- During May-June, in-house preparation was done and written materials to guide Teachers, SMC members & Staff was developed.
- Team was supported through weekly meetings.
- There was conducive external environment as state government gave order to give school session a better start. (partially due to advocacy effort)
- Shiksha Per Sabha (Meeting of Parents at GP/Ward/School) was organized in May-June to sensitize large parent body and encourage them to demand from School Teacher, SMC & PRI/ULB.

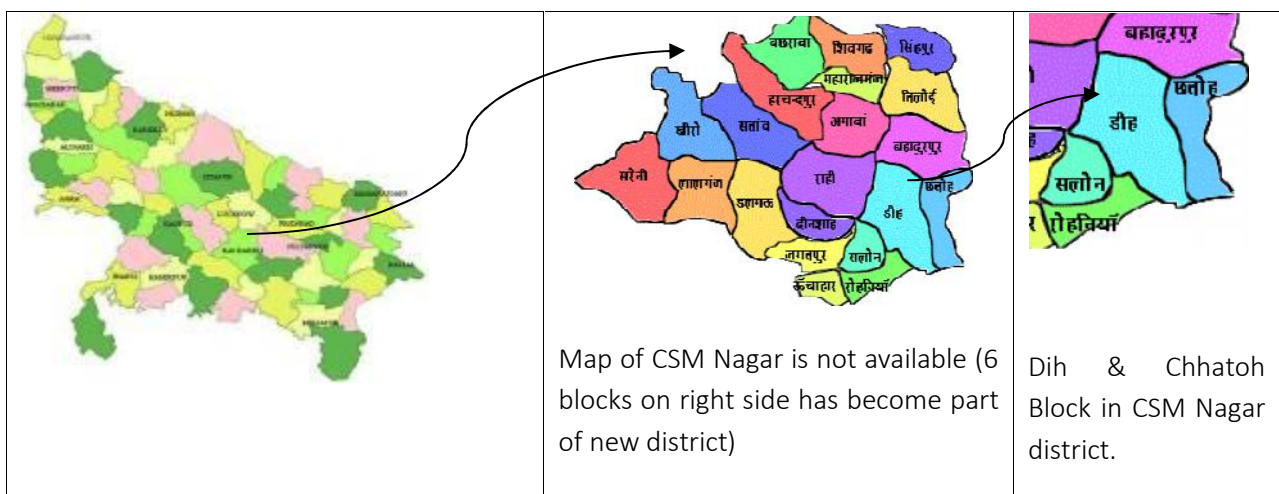
School Improvement Activity System is promoted in schools so that right of each child to learn is promoted. Team supports parent members of SMC in understanding issues of school development, possible solutions and efforts that can be taken by them at school and higher level. Team also supports Teachers, encouraging them to grow as learning group as school and cluster level. Teachers are supported with Lesson Plan for Hindi Language.

Above development has been possible due to strong focus of Lokmitra on promoting Experiential Learning and constructivist approach to teaching learning, in pursuance with what has been suggested in NCF 2005 what has been made legal under article 29 of RTE Act (that describes the aim of education and quality of education). This along with growing appreciation of Dialogue, Effective group process has immensely helped the organization to abreast the challenge in improving quality concern in state government schools. More importantly, Lokmitra team got exposed to ideas and practices that revolve around promoting learning community. An eminent educationist Dr. BK Passi supported Lokmitra in this direction. Lokmitra also got exposed to the work of Prof Manabu Sato, of University of Tokyo. To our surprise evolving work of Lokmitra was very much moving in that direction and with the knowledge of this work we find ourselves in much deeper clarity as how to promote reform in public education. Preparing the case study of children’s experience with learning, school observation, action research for discussion in meetings of teachers in school are new aspects that has been added in existing approach of Lokmitra.


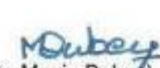
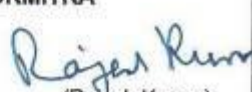
Organisational Challenges, Learnings vis a vis aspiration and opportunities

- Lokmitra intends to strengthen at least one NGO in each districts of Uttar Pradesh (total 72) with education perspective and skill. But is difficult as NGOs are engaged in divers sectors, lacking strong focus. Moreover many of them have limited resource. Those who have resources are getting too much project/donor driven. Building the understanding and capacity of NGOs to meet the emerging need will need more concerted effort as has been the case within Lokmitra in building the capacity of team.
- It is possible for a medium size NGO like Lokmitra, to engage with Education System for promoting systemic change. Multi pronged and multi level engagement gives synergy, carving spaces for further intervention. Even though such approaches put strains to organizational capacity, it can be managed by having strong focus on group learning and learning by doing.
- It is important to know what has worked in past & to how far. It is important to be aware of functioning of the education system and developing deeper understanding of root causes of the problem. Coming up with innovative and simple solutions are not so difficult. It requires open mind.

9. Map of work area



10. Financial statements

LOKMITRA		
B-62, ANAND NAGAR, RAEBARELI, 229001, UTTAR PRADESH		
Consolidated Income & Expenditure Account		
for the year ended March 31, 2013		
Income	Schedule	Amount (Rs.)
Grant in Aid:		
	1	
Oxfam India		24,10,129.50
TERI		4,00,000.00
Caritas India		27,34,974.00
East Meets West Foundation		8,17,074.73
SRTT		32,69,143.00
Tata Social Welfare Trust		
RGF		4,09,328.00
		1,00,40,649.23
Add: Bank interest apportioned		2,58,598.00
Add: Grant Unspent/receivable as on 31-03-2012		53,49,573.25
		1,56,48,820.48
Less: Grant Refunded RGF		65,058.00
Less: Grant Unspent/receivable as on 31-03-2013		32,08,013.48
		1,23,75,749.00
Other Income:		
Bank Interest		26,496.00
Membership Fees		3,500.00
Other receipts		2,02,818.00
		2,32,814.00
Total		1,26,08,563.00
Expenditure	Schedule	Amount (Rs.)
Programme Expenses:		
	2	
OXFAM India Education Project		22,81,969.00
TERI Brick Worker Sangathan (BKTS)		1,013.00
RGF Education & Library		17,814.00
EMW SPELL (S.Secondary Education of Girls)		8,44,001.00
PACS - Educational Right of Children		27,69,231.00
SRTT Education		28,66,293.00
Tata Social Welfare Trust - Adolescent Education		29,85,209.00
RGF Education		5,38,929.00
		1,23,04,459.00
Other Expenses		
Lokmitra Miscellaneous Programme	2	1,07,994.00
Depreciation on Fixed Assets	3	1,57,300.00
		2,65,294.00
Excess of Income over Expenses		38,810.00
Total		1,26,08,563.00
As per our report of even date attached.		
For Mridul Krishna & Co. Chartered Accountants		For LOKMITRA
(CA Mridul Krishna) Partner M.No. 076206 Date: 14-09-2013 Place: Lucknow		 (Dr. Manju Dubey) Chairperson
		 (Rajesh Kumar) Secretary

11. Governing Body

SN	Name	Designation	Profession	Education	Years
1	Dr. Manju Dubey	Chairperson	Social Work (VARDAN)	PhD	1998
3	Sri Kamlesh Joshi	Vice Chairperson	Educationist (APF)	Graduate	2008
2	Sri Daulat Ram	Member	Social Work (BJSA)	Graduate	2001
4	Mr. Abdul Qayum	Member	Development Consultant	XISS Ranchi	2008
5	Nishi Mehrotra	Member	Social Work & Development Consultancy (ERU)	Post Graduate	2013
6	Smt Jaishri	Member	Social Work (Adharshilia School)	Graduate	1998
7	Sri Rajesh Kumar	Secretary	Social Work (LOKMITRA)	IRMA, Eco (Hons) Delhi University.	1998