



Commitment to  
Social Responsibility  
through Education



# Annual Report 2013-2014

## Vidya Bhawan

82 Years of Quality Education





"Vidya Bhawan aimed at the renaissance of our society in rebuilding the life of our country, cutting across sectional and denominational groups and loyalties... Our concern was to send out young men and women into society with good character, a broad outlook and a well developed civic sense"

**Late Dr. Mohan Sinha Mehta**





## Contents

### *Members of the Board of Control and the Executive Council*

1. President's Report	1
2. Educational Advisor's Report	9
3. Report on Institutions	17
4. Credibility Alliance Norms Compliance Report	40
5. Financial Statements	41

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1	Shri Riaz Ahmed Tehsin	President
2	Shri Ajay S. Mehta	Vice-President
3	Shri Bhartendu Nagar	Hony.Secretary
4	Shri Anil Shah	Hony.Treasurer
5	Shri M.S. Agwani	Member
6	Dr. Shanti Lal Mehta	Member
7	Shri Salil Singhal	Member
8	Shri M.K. Agrawal	Member
9	Shri Anand Bordia	Member
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3	Sh. Ajay S. Mehta	Vice-President
4	Shri Bhartendu Nagar	Hony.Secretary
5	Sh. Anil Shah	Hony.Treasurer
6	Vacant	Mukhya Sanchalak
7	Dr. H.K. Dewan	Educational Advisor
8	Sh. S.P. Gaur	Organising Secretary
9	Sh. V.K. Ranka	Chief Finance Officer
10	Sh. Gopal Krishna Bumb	Member
11	Sh. Bhagwat Singh Babel	Member
12	Sh. Dilip Galundia	Member
13	Sh. Jagmohan Dave	Member
14	Sh. F.S. Mehta	Member
15	Sh. Sayeed Ahmed	Member
16	Sh. Pushpa Sharma	Member
17	Sh. Revati Raman Shrimali	Member
18	Sh. Naresh Chandra Bansal	Member
19	Sh. Pankaj Joshi	Member
20	Sh. Dharendra S. Mehta	Member
21	Sh. Desh Bandhu Acharya	Member
22	Sh. Arvind Singhal	Member
23	Sh. Bharat Prakash Upadhyay	Member
24	Vacant	Member
25	Dr. A.B. Phatak	Educationist

\* as on 30 September, 2014

## President's Report

This year has been a year of lot of hope and promises. There have been many new initiatives to strengthen the governance and the administrative structure of the organisation. Some of the tasks in this area is still incomplete. As I look back on the last 3-4 years, I feel satisfied that in this period many new steps have taken root and we have been able to cope with the challenge of the continuously changing attitude to institutions like ours. I am happy to report that each of the institutions has taken steps to concretize its strategies and look for opportunities to increase the resources that are available. There have been many achievements in different institutions. I would present the picture of the organisation and how I perceive its further progress as a group of institutions.

Given the complex nature of the organisation with a variety of institutions, we have educational institutions that have a defined annual calendar that has to be in accordance with the Board or the University to which they are affiliated. We have other institutions with neither a strictly defined time-table that they have to follow nor any other formal quality criteria. Each of these sets of institutions have their own requirements and pressures. The educational institutions that include; Schools, Teacher Training Colleges, Polytechnic College and the Rural Institute also have variations within them due to the nature of the Board/University that affiliate them as well as the nature of students who come to them. This diversity can only work together cohesively if each institution is able to respond to the specific requirements and expectations that are placed on it while being aligned to a common purpose. Each institution also needs to respond to the stakeholders in a constructive manner and be aware of their views, choices and opinions.

We have over the last many years been trying to find suitable Heads of Institutions for all institutions and I am really glad to report that this year, we have been successful in identifying and

appointing Heads for most of our institutions. We have been fortunate to get potentially suitable people and I do hope that the organisation and the selected heads would adjust with each other. I also hope the selected leaders will be able to fulfill the need to bring in changes that are essential to not just their institutions but also the organisation as a whole. The Heads of institutions are a part of the Academic Advisory and are also present in the Executive Committee. As member of the Academic Advisory, they have a significant role in charting out the future as well as choosing the immediate strategies for institutions to improve their sustainability and quality.

I am sure that Mrs. Usha Kiran who has joined as Principal of the Sr. Secondary School will be able to further improve the quality both in academic processes as well as the possibilities of inclusion of a larger number of students in better quality cultural, sports and other activities as an essential part of the school programme. Vidya Bhawan has always believed that education includes development of an independent, self-reliant, conscious, active and rounded personality. The facilities and possibilities in the V.B. Sr. Secondary School are tremendous. As a flagship school, everyone looks towards it to set up standards of quality and demonstrate the ideas and principle of Vidya Bhawan. Mrs. Usha Kiran has started well and there seems to be positive feeling amongst students as well as her colleagues and I hope that she will be able to sustain it.

Dr. Divya Prabha Nagar, who knows Vidya Bhawan well and was a senior faculty of the GSTTC has come back to the G.S. Teachers Training College as its Head now. Coming to this role from her position of being Vice Chancellor of a University enhances the prestige of the college. Her agreeing to accept the role is a tremendous boost for us. I hope that under her leadership, the new set of enthusiastic faculty members will strive towards improving their abilities and create a name for the institution. Given the opportunities, that

are now accessible to us because of the VBERC, the three teachers training colleges need to open out. They must engage with new ideas and try to collaborate with VBERC on activities that will help contribute to the wider world and make it possible for us to build our institutional capacity and understand the changing ideas of education. It is important that the teachers' colleges become thought leaders and not a pursuer of ideas of other institutions even not of National Institutions. To make this effort serious, collaboration with the VBERC to help, create and champion new ideas is critical.

Dr. T. Prabhakara Reddy has joined as Director of the Panchayati Raj Institute. In the short period he has been there, he has taken time to study and has now begun to come to terms with the requirements of the institution, its capabilities and their implications for the future possible and feasible strategies. He has had discussions with many possible foundations and donors and even though none of them is yet finalised. Some of them are in fairly advance state of deliberations and we do hope, that much more before the present project finishes, we would have support to continue and extend our activities. It is important to ensure this so that we can not only maintain the continuity of the institution and the people in it but also consolidate and carry forward the work. I must point out that the reason the institution is in difficulty is not only because of the lack of leadership so far but also because of the changes in the governance sector and in perceptions about it. There is

reluctance to support ideas that are merely based on training elected representatives or provide them with materials. We will have to understand the kind of options that are available and adjust our

focus accordingly keeping the window to orient, educate and support elected representatives alive.

Krishi Vigyan Kendra (KVK) is an important institution for us. The institution did not have a duly appointed institutional head for quite a while. Our attempts to identify a suitable person head so far had failed because of a variety of reasons. Some who had come had left in a hurry. This year after a lot of persistent effort, we were able to hold a meeting of the Staff Selection Committee. The strong Selection Committee unanimously felt that the acting Programme Coordinator Dr. A.S. Jodha should be selected formally as the Programme Coordinator and the Head of the institution of KVK. I congratulate Dr. A.S. Jodha and hope that he will carry forward the work that has been recently started in KVK under the guidance of Prof. S.L. Mehta, who is a member of our Board of Control.

Another Head of institution now has been formally appointed is Mrs. Neerja Jain. She has been leading the Public School from the time Ms. Anjali Gupte decided to take a break. Her selection is only the confirmation of the ability she has displayed in leading the School to new dreams and new challenges. She was the best among the people



that had applied. The Public School has been doing well and I do hope that under her leadership it will continue to grow further. In many ways, it should serve as inspiration to the other schools as well.

The Education Resource Centre has developed into a fountain head of ideas not just for Vidya Bhawan, but for wider educational institutions' processes in the country. It has led many efforts for the MHRD and is partnering with many States both in curriculum and textbook development including secondary classes as well and in teacher education. It has provided Vidya Bhawan the kind of status and visibility that is extremely encouraging and I do hope that it will serve as inspiration to other institutions. We have formally designated the institutional head of VBERC as the Director of this institution because of the large role the Center has come to accept in VBS and outside. I expect the leadership quality in Mr. Prasoon Kumar to grow and mature. He has taken



up many of the challenges and is also building co-ordinated programs with other institutions but there is a long road ahead. The entire team in VBERC has matured under the guidance of Prof. Agnihotri, Prof. Kamal Mahendroo, Prof. A.L. Khanna and is taking up newer challenges. The Director would further share and delegate the responsibilities that are in front and we would have co-ordination of individual projects working with him. I am happy that one of the most respected and senior member of the Executive Committee Mr. Dharendra Mehta is giving time to understand and support the work.

We also had a Selection Committee meeting for the Director of the Rural Institute and after prolonged discussions, we have decided to invite

Prof. Amalan Das. Because of circumstances that are difficult to change, Prof. Das has sought time for joining. We are constantly in touch with him and are encouraging him to join early. With his joining, all the important Heads of the Institutions would be in place. His joining would help the institution and Dr. T.P. Sharma would have more time to build research openings in life sciences. Prof. Das could set up a research centre in Chemistry with the faculty capability available. I wish that Rural Institute would emerge as a Centre of Research in both these areas. The experience of Prof. Amlan would also make possible for it to emerge as a place for science and science education in collaboration with VBERC. Mr. Kamal Mahendroo, Ms. Preeti Misra, Mrs. Snigdha Das and many others of VBERC are known across the country for their capability in this area. Given the nature of Vidya Bhawan and the thrust towards institutional self-sufficiency and autonomy, the joining of the Head of Institutions is an extremely significant step. I also must point out that we have decided to make the Training Centre for Anganwadi as a full-fledged Centre because there is a lot of interest in this area and the Centre has the potential to inform the discourse on early childhood care.

The performance of institutions has been mixed, as there have been many new unanticipated challenges. The academic results of educational institutions were good even though we had expected them to be better. The Polytechnic continues to do well and challenge itself to doing better for its students. The faculty and the Principal are trying their best to change the culture of the way exams are treated by the students and to make them more serious, learn more and be exposed to industry. There is a need for serious introspection in each of the institutions as to how the quality of their institutions can be further improved. There is a simultaneous need to increase efforts to make students more aware and have a wider experience of participation in activities.

Given the active role of Faculty Development Committee, many orientations and training programmes for different categories of Vidya



Bhawan staff have taken place. These have led to an increased understanding of the role of Vidya Bhawan as well as about “what is good quality education” and what is it that each person can do to improve quality of the institutions. There are many structures for discussions that are being set up and I feel that this sharing amongst institutions and cohesive understanding of how to move forward is a significant step. I hope all the coordinators of these committees would both recognise their responsibilities as well as their rights and ensure that the spirit of the participation towards arriving at achievements and goals of Vidya Bhawan is sustained. Ms. Bhagwati Ahir along with many others has steered the faculty development this effort and the institutional understanding of this is growing.

On another front, we also need to be ready for re-assessment of both the GSTTC as well as the VBRI under NAAC. Better accreditation ranking under NAAC would open doors for quality increase as well as funds for the institutions. These



institutions are now preparing for the assessment by the peer team. The efforts that have been initiated over the last 2-3 years of undertaking researches, conducting studies, holding seminars, bringing out publications, improving the quality of the academic atmosphere available to the students as well as setting up networks of sharing for research and other activities would increase the possibility of improving our assessment rank. Prof. Arun Chaturvedi has been actively engaged in this effort. Prof. Divyaprabha Nagar also brings in a wealth of experience and capability that would

help the institution in this process. It is important for both the institutions to recognize that the strive towards quality has to be continuous and not be directed towards only gaining a better NAAC grade. The processes initiated have to be fused into the system as they were after the previous visit. The eventual test of the quality of the institutions is the assessment by the stakeholders and those who interact with the stakeholders. Vidya Bhawan has been a leader in teacher education and must strive to be one in general higher education.

The major challenges before the schools are in ensuring the improvement in quality, creating a positive image of the principles and goals of Vidya Bhawan, ensuring that these principles and efforts towards them are also visible when people visit the schools or pass by. They must maintain consistency and alignment in principles, strategies and actions. I think it is important for all faculty members and other staff members to realise that it is not just a job but they and all of us are also a part of the endeavour to contribute towards building of a democratic and rational citizenry. A citizenry that is enriched by culture and imbued with a sense of empathy and tolerance for the situations and challenges faced by others and open to listen to their views.

I am sad to report that the reimbursement of the dues from the State government has till not been received in spite of the fact that the judgement has been pronounced in our favour. There has been delay in the release of funds due to the way the courts proceed and the delaying tactics of the State Government. We still hope that the funds will be released soon and there are positive indications, as some other cases have been settled. But, I can no longer be sure how long it will take. Our effort is to try and get the reimbursement and the money due for payment within this financial year, if not within this calendar year.

There have been issues regarding our property and our infrastructure. We have been able to put all the papers of our property in order but there are fresh challenges that are thrown up by misinterpretations and with inadequate understanding. The administrative officers and other interested in issue of land constantly keep



us on our toes to ensure that we are able to fend all challenges thrown on us.

The administrative and accounts team led by Mr. S.P. Gaur, Mr. V.K. Ranka and the Chief Accountant has been trying it's best to make institutional functioning smoother. Mr. Gaur has been a pillar of strength in this entire period and has pursued the legal cases and administrative transparency as a mission. The appraisal system is in place and under Mr. Gaur's guidance would improve further. I feel confident that we would continue to empower and encourage institutional Heads to have autonomy and take responsibility of smoothening their own systems.

Vidya Bhawa has always focused on all round development of students, therefore it has emphasized participation in a variety of activities. In the last few years these opportunities have been diversified in all the institutions. The effort to improve sports facilities, increase participation in debates, music, other arts and crafts has intensified. We yet have to put our arts, crafts and trade centre in place. This institution needs to address some dilemmas about this Centre in today's context. The institutions are also trying to increase the time available for students in the use of the library and computers facilities.

We have recognized the need to focus on some key concerns like safety and stakeholder participation. I have learnt from the meetings of the Academic Advisory that the institutions have committed to build a safer and secure environment for students. This includes following the principles of traffic safety, fire safety and safety in use of electrical appliances and instruments. We have many workshops and laboratories. We also have hostels. All of these require specific and general precautions to ensure that the places are secured. In the last few years, many steps to inculcate a sense of security and systems to ensure it have been set up. However, there is much that needs to be done. Given our relationship with outside agencies and the fact that we house participants from these organisations, we need to keep track of all the requirements. Mr. Prasoon Kumar and Mr. Anil Mehta are planning a drive for increased safety concern and have a safety audit of all the infrastructure that we have. I am glad that the

Heads through the Academic Advisory are appraised of this.

Apart from this, there are many new academic directions that are being opened both for the development of the faculty as well as opportunities for the students to participate in a variety of activities and tasks. The mechanisms for a shared effort to maintain quality and ensure the standards of board exam results are also continuing in conjunction with the development of wholesome personality.

We continue to have financial challenges. These challenges have persisted even though their nature keeps changing. Since the withdrawal of the staff on grant-in-aid institutions have to be self-sufficient in a different manner. It is only the KVK, the Anganwadi Training Centre and CTE that receive support committed from the Government



directly. The remaining institutions are of two kinds. One, which have to be largely supported from the fees of the students studying in these institutions and the others that are supported by the grants or consultancies raised from other organisations. It is not that educational institutions cannot get grants but they must have other means as well.

In the educational institutions that are largely supported by fees, some of the institutions have a fee structures and admission process fixed by the government and a few are other institutions where there is a little bit more flexibility in the fee structure. These institutions can raise a substantial amount for their recurring expenditure but given the inability to raise fees because of the external reasons or because of the nature of students coming into them, we have a situation

where there is a recurring deficit in the educational institutions. We have been making an effort to enhance the possibility of raising resources but this has not been effective.

There is also a persistent feeling that V.B. Society will provide the money to institutions or that education is not an enterprise that requires support. There is a continuing feeling, not only among the people working in the institutions but also among the students and parents as well as outsiders, of complacency as if we are still grant-in-aid schools and an essentially free for the students. This feeling needs to be dispelled. We would support the students who do not have the means but we have to survive as a set of self-sufficient institutions and for that raise money through all kinds of support opportunities. I am glad to say that we have made an effort to start raising money through the i-Give Challenge. I am told that in the Academic Advisory Committee meeting, all the Heads have agreed to make an effort and have shed their initial reluctance. I think, this is a very important step and I do hope that the entire community of well-wishers of Vidya Bhawan will support this and other efforts. In my recent visit to USA, I have also raised the idea of Friends of Vidya Bhawan group and I hope, there will be a lot of people who would take the initiative and help us raise support not only for meeting our recurring effort to provide quality education to the under privileged but also help us rebuild our infrastructure which is now in the need of major investments for maintenance and refurbishment. The Vidya Bhawan Vidya Bandhu Sangh has already started a massive effort in this direction for the V.B. Sr. Secondary School which is almost completed and work for Junior School building has already started. I wish to congratulate them and hope the effort will continue for Vidya Bhawan Society as a whole.

We also know that Vidya Bhawan in the last 20 years has grown in many directions. There are many new opportunities that we are addressing. The nature of institutions and space around us has also changed. So, we need to have a lot of support to build new infrastructure as well as, to maintain the existing one. I hope that our effort to raise funds will be appreciated and encouraged



by all those who are associated with Vidya Bhawan.

Vidya Bhawan has always faced challenge of matching and aligning the governance and executive structures. In the new Constitution, the responsibility of the elected members of the Executive Committee has become more pronounced and their role more specific. Keeping that in mind, we have begun an effort to increase their engagement with institutions. The elected members of the Executive Committee as well as the General Council have reacted positive to these initiatives. The members of the Executive Committee have agreed to spend time regularly with the institutions that are specifically assigned to them. We have also started regular visits of the Executive Committee members to institutions in groups so that they can interact with the Heads of Institutions and the faculty members. There is a lot of energy in these interactions and both the faculty and the members of the Executive Committee have responded with positive feelings about this initiative. I do hope that this process will be strengthened in future and more and more people will feel encouraged to associate with institutions to understand their functioning, their challenges and requirements. We hope, they would then help other members of the Executive Committee and the Board of Control to understand the present reality of the institutions. It is important for all of us to recognize that Vidya Bhawan is in a different time of horizon and therefore, the situations it is facing today are very different from the challenges and requirements of the 50s and the 60s or the 80s and the 90s. I look



forward to the guidance of the Executive and the Board of Control to further the ideas of Vidya Bhawan in the institutions that they are engaged. I would also request other members of the General Council to associate with some institutions and understand how they work and what are they striving to reach.

The effort to reach out to all those associated with Vidya Bhawan through the periodic Khoj Khabar is laudatory. I am delighted by the excellent quality and the strive to improve the quality of the periodic. All those who have had a hand in this deserve praise and congratulations. We see a steady improvement in the quality of the content as well as its production. I hope more people will read Khoj-Khabar and contribute to it and it would continue to improve in quality. This is one of the key processes of strengthening the information exchange and sharing of ideas. Apart from this the team of Sanjay Dhakar, Himalaya Tehsin and the institutional Heads with their team have made the setting up all institutional websites possible. Almost all websites that's one each of each institution are functional and I would urge all the members to go on the net and see them.

We have had very positive relationships with outside institutions and while many of them are being revisited, there are other opportunities opening up. As I mentioned, old students through Vidya Bhawan Vidya Bandhu Sangh have contributed to the rebuilding of some facilities in Vidya Bhawan Sr. Secondary School and have taken a pledge to rebuild the Junior Section of the School. They have also raised money for scholarships to the students but, we do expect a larger support from them and also hope that the other old students and stakeholders would help their alma-mater to develop, grow and maintain it's quality and strive towards the goal to provide quality education to under privileged.

I am not going to give a long list of all those who have reposed trust in Vidya Bhawan and have partnered us in important efforts to make education better or and more accessible to the rural poor. The major partners that we have had are; Tata Trust, Azim Premji Foundation, the Wipro Applying Thoughts in Schools, UNICEF, SCERTs of AP (now Telangana), Bihar, Chhattisgarh,

MHRD and many others. We are sure that the support and partnership with Shell India will continue and hope that the recent agreement with some other organisations including the Reliance India would also extend and become wider. Some of the partnerships that are being explored including SDTT, Educate-a-Child (Doha Qatar), UNICEF (Bihar Chapter) Help-a-Child (Netherland), Center Square Foundation, THDC (Rishikesh) would also materialize. We have to work towards seeking continuation of some of these participations but I am sure that given the way we have functioned, it would be possible for us to continue these relationships.

In the end, I must say that the last 5 years have been of great challenges and we need to continue the effort to reach our goals. We have a lot of support and good will and we need to together strive to use that appropriately.

We have received a lot of support from many people and while I cannot mention all, I must mention a few academics who have really helped by name. Prof. Rama Kant Agnihotri heads this list, as he has helped build a climate of academic rigour in the Centre and through that in other institutions. He has been the fountain head of ideas for many of the programmes that we have started. These ideas are not only focused on Language and Language Teaching. I must also thank Prof. A.B. Phatak who has been steadfastly with us in all our endeavours and has also helped us think through challenges and select effective staff. I must also thank Prof. Kamal Mahendroo, Prof. S.L. Mehta and Prof. Arun Chaturvedi who continued to support us and our institutions in



improving their quality. Prof. Kamal Mahendroo has kindly agreed to take up the interim responsibility of chairing the Academic Advisory Committee. We do hope to fill with the top leadership positions soon. The support of Azim Premji Foundation in the last 3-4 years and the continuing support of the Tata Trust has been

really a scaffold for us and has inspired us to do our best. I must also thank all the members of the General Council, office bearers, Board members and the members of the Executive Committee who have been with the institutions and have supported efforts to make Vidya Bhawan realise its goals.





## Educational Advisor's Report

The effort to identify and place suitable Heads for Vidya Bhawan institutions has succeeded. We are poised to ensure a structure that has autonomy with responsibility and internal cohesion. We now have, in almost all our institutions, Heads who have been chosen after careful consideration. Some of them have joined recently and need some more time to settle in but the process has begun. I met the Heads of each of the institutions individually apart from the collective meeting. It does seem that we are moving towards developing a framework of assessment for ourselves as individual leaders as well as for our institutions. Many important agreements have been arrived at and many conscious choices made. It is not that we have been able to put all that we have thought of into practice but there is an increasing realization and understanding that our institutional quality and well-being is our responsibility, collectively and as individual leaders. I am satisfied with the efforts that we have made because there is clearly now a greater sense of ownership of the programmes and more importantly of the philosophy and goals of Vidya Bhawan. Each institution is attempting to place itself in alignment with the goals and values that have been the hallmark of Vidya Bhawan Society through its journey. We also have now begun to recognize as a group that the context in which we are placed today is very different from what it was 10 years back or even 5-6 years back. We have also recognized that there is a need to change the image of Vidya Bhawan and that begins with changing that in our own minds.

I must confess that while there is a significant progress in the discussions among the advisory

members and many shared ideas and dreams have been developed and consolidated, much of it has not yet percolated to all staff members of Vidya Bhawan. The process of sharing and involving everyone in discussions has many difficulties. Many of these originate from the historical understanding and memories of the convenience of working in an institution that is supported by grant-in-aid from the government. The most inimical of these are the sense of 'laissez faire' and the feeling that the institution is beholden to an authority that lies outside the institute. The myth of the worker-management divide perpetuated during the grant-in-aid days stays even though the definitions of administration and management have changed. There are also historical memories of the times when the organisation did not have the necessity of planning and thinking of development; memories of the absence of the structures for dialogue, lack



of legitimately placed institutional leaders and an apparent opaqueness. It is easy to claim that the responsibility of taking decisions including raising and spending of resources was and is in the hands of the President's Office. The last 15 years have seen an ever increasing intense struggle to change this.

Through various projects, the institutions experienced becoming responsible partners in the ownership of their development and take leadership for engaging with ideas that are non-standard to their routine. The projects and tasks also helped develop a team that could think about their future as an academic institution.

The discussions that were initiated around the topics of quality and exercise of ownership have now come to a stage where each of the institutional Head feels confident enough to visualise a future

for her own institution. In the last 10 years, through many iterations, we now have in each of the institutions a reasonable idea of what is their place in the Vidya Bhawan group and what can be their way forward. They have discussed their vision and mission collectively and have thought about their objectives, strategies, plans and analysed them against effort and current status. We have also learnt to appreciate the challenges of running all the institutions together and the advantages of their being together as well. Through our interaction on the issue of leadership, our team of Heads of Institutions and their associated nominees arrived at several important insights.

In the process they also deliberated on issues of leadership and the role of a leader. The insights from the sharing on two questions were really moving and imbued with rich experience and openness of thinking. The team asked themselves: “What makes us happy as a leader and what are the sources of happiness?” and also, “What would encourage you to continue as a leader and what are the things that make you feel that you must quit?”

The discussions brought up the fact that happiness comes when the team in the institution works together and implements ideas that are jointly evolved. There is happiness when they feel that they are doing something positive for the good of the stakeholders and leading towards some kind of reform and change in the institution as well as in the wider society; a change that is being brought about through their initiative and participation. All of them revealed that being able to contribute towards improving the system is what makes them feel happy and wanting to continue. Helping someone or sorting out a problem, however small it may be, gave them satisfaction. Many of them said that they find happiness when their team feels that they have brought about a small positive change. If that change is even a small part of the intended aim, they feel glad as then they know that they are moving in the correct direction. They were of the view that being a Head is an opportunity to learn and to do something different from the routine.

They also felt that there is no happiness when ideas are imposed on them by the Society or someone else. This in turn led them to recognize that in their own institutions imposition of their ideas may not be the best way to ensure engagement, ownership and participation.

The Academic Advisory in its efforts has reached the point where there is an appreciation of the way different institutions function, of the need to listen to the other person and a tolerance of differences in views. The diversity of institutions in Vidya Bhawan and the kind of issues they address requires this appreciation and sensitivity to the viewpoint of the other.

We have had very interesting and deep contributions to the institutional presentations made by members from the other institutions. Besides this, many ideas of coordination and partnership have emerged. The three Vidya Bhawan schools now form a group together under the coordination of one of their Heads. They will meet every month to discuss their common quality-concerns, ideas that they are attempting to build on in their institutions and what they can do together. Similarly, Teachers Training Institutions are a group under the leadership of one of their Heads. This enables them to think of joint strategies and to work towards improving quality through support to each other. The Rural Institute (the higher education college), the Polytechnic and also other institutions are not as closely linked to each other as the above two categories in the sense that they do not have such a specific and direct similarity in the nature of work and the emanating concerns. However, the groups formed have managed to broadly address common concerns and possibilities of joint planning.

The key challenge for Vidya Bhawan is to continue to be aligned to its vision, its goals and its values. Given the changing scenario of the developmental sector (or the NGO sector as it is now called), it is important for the institutions to recognize that the spirit of voluntarism that it upholds and idolises has to be tinged with the pragmatism that everyone needs a reasonable salary and a sense of security. There is also a need to bring in the spirit of quality, ethics and professionalism. Being professional educational institutions implies that



they have to not just sustain quality and make a continuous effort to improve what is being done.

The word ‘professionalism’ has many meanings and interpretations. Some of these tend to shift towards commercialism or towards looking at the work as just a job. We need to walk a thin line between ‘it just being a job’ and conferring it a ‘halo of selflessness’ and even doing a favour to society by our choice of work. We cannot be oblivious to the fact that the expectations of quality from us is not altered by our status and notion of ourselves as volunteer workers or otherwise.

As an organisation that runs educational institutions, we have to maintain the strive towards quality and assure all those who interact with us of certain continuity in quality. This certainly requires a sense of respect and continuity for the people who work in the organisation. The respect is needed particularly for those who extend themselves beyond what are the norms and who work towards building a climate of positive energy in the institutions. It is very often that our administrative structures fail to recognize the need to be humane and sensitive to the occasion and tend to only follow rigid bureaucratic procedures and rules mechanically. They do not appreciate the point of view of those who are known to be committed to the organisations and its purposes. A certain sensitivity in how things are communicated to them without overlaying an impression of doing them a favour. In fact, this sensitivity is essential for all colleagues.

Sensitivity with firmness and transparency of decisions is crucial to the structure. It is very often, we feel that decisions are unnecessarily kept pending or that they lack sensitivity and creativity. I remember the time when the President requested some external well-wishers to meet with all the staff members of all institutions. They reported a lot of expression of unhappiness from the staff. While we can interpret unhappiness and its expressions in different ways, including as a sign of a democratic culture, the fact remains that there must have quite a few occasions where unsympathetic and unconcerned administrative decisions have left people unhappy. The irony is that many of these are over trivial causes. What we need to recognize is that regulations and rules

are important but they need to be used to promote and accelerate work rather than to merely raise hurdles.

I also want to request all the Heads of Institutions, the Academic Advisory members and the staff members of Vidya Bhawan that whenever any of us thinks of an idea and presents it, we should not immediately start talking about why it will not happen. Either we discuss why it should not be taken up and why it is not a good idea or we discuss how it can be made to happen if it is a good idea. Very often, we do not discuss the question of what are the good ideas and keep spending time on why something cannot be implemented or taken up. The feeling of nothing will change and a resignation to the current reality is the outcome of such conversations. We also have this undercurrent of feeling that while several ideas are floating around none of them has ever been implemented or taken up. The fact is that many of the ideas are either not good in themselves or they are not useful once they are made implementable. And without having appropriate conversations on them we cannot reach a constructive conclusion. I also feel that this attitude among us of nothing will change and that “I have said what I wanted but no one listens to me” and “I am not the person to do it”, is an abdication - both of our rights and our authority. It is not important as to what level of functionary I am, the abdication or escape can be at any level. It is certainly an abdication of your responsibility if we say well, “I did see it, I did know it but what can I do?” It is convenient to take this stand as if you have already announced that you are not responsible you cannot be held responsible. This is one of the key things that we must change in Vidya Bhawan work culture. The intense effort in the Academic Advisory has made a small difference but we have still a lot of way to go and each person in the Advisory needs to take up upon herself and himself to perform this role and encourage others also to perform it. We all need to have our small goals and meet them and in that go beyond our assumed capabilities for ourselves.

As we discussed in the last Academic Advisory meeting, three critical components for institutions of Vidya Bhawan are:

- (i) Alignment to and holding afloat the ideas, principle, goals and values of Vidya Bhawan.
- (ii) Achieving self-sufficiency in each of our institutions through a variety of mechanism which may include raising funds through academic activities, research, consultancies and other efforts but also through seeking donations.
- (iii) The third is continuously clarifying the notion of quality and developing and redeveloping strategies to arrive at it.

Strategic planning for each of the institutions should include these elements of purpose and ethical and value alignment, self-sufficiency and strive towards quality.

While these three components will have different elements for different institutions, there would be some common principles. We have shared these common principles internally and broadly agreed on them in the advisory. They need to be continually clarified and elaborated but they are now at least identified. We also have initial ideas on what some of the specific elements for each kind of institution would be.

For example, for the schools, if we leave the ethical and purpose alignment as broadly common across Vidya Bhawan institutions, there is specificity in the way they look at quality and the way self-sufficiency can be both visualized and achieved.

Schools have a purpose of providing education to all children. Vidya Bhawan as an institution is committed to provide comprehensive education to children coming from a variety of backgrounds. It wants to build that in a concrete experiential manner and for that the schools must reflect the composition of the society in a substantial measure. We want our students to feel, share and engage with lives and dreams of other children. We want them to understand that people look at things in different ways, their framework itself can be different even though on the surface they appear to have the same views. It is also possible, the persons who seem the most distant may actually be close to our way of thinking. We want to build schools that would promote a sense of participation and evolve a better life possibility for all of us. Schools that would develop a sensibility and a concern for both human beings

and the nature around. We also want students to develop varied interests in activities and participate. They get to become a part of a variety of forums and forms of expressions that enrich their lives – during schools days and beyond. In a variety of ways, academic engagement and making an effort to learn seriously is also an attitude and ability that we want to develop in the students. Given all this, it is important for each of our schools to develop their quality goals periodically and assess them to think about how the effort can be made more meaningful. Quality in an institution is a mixture of many aspects. Many of these are also determined by the times and place that we are in at this moment. It is with this understanding that we need to define our quality goals rather than idealizing in a vacuum.

We need to think about the quality goals for the Teacher Training Institutions as well. The Vidya Bhawan Teacher Training Colleges have been pioneers and are aspiring to transform the way teacher trainings are visualized. In conjunction with the VBERC, Vidya Bhawan teachers' colleges has been arguing for teacher training to be seen as part of the professional development of teachers which must include a respect for the teacher. It must also include an awareness of their responsibility and the need to continuously build capacity in different areas. While the teacher must learn to fulfill the requirement of learning beyond what is to be known and needed for the class to be taught, she also must be both knowledgeable and empowered enough to accept gaps in her knowledge. She needs to be able to recognize that no one can learn everything but there is a possibility for anyone to learn whatever they want to.

The youngsters wanting to become teachers or teacher educators or researchers in education must have a commitment and sense of hope with realism. They must also recognize the reality of the responsibility that they are going to take up and not give up when confronted with uncomfortable situations. This is not difficult but can be done only when it is well understood and focussed. The VBERC in its interactions with teachers and educators is also trying to find ways to develop a sense of empowered hope. The school experience component of the teacher education programs in

VBGSTC provides a mechanism of engaging the young teachers with schools in a real context, in order to give them confidence that there are things that can be done and leave them with a sense of hope for their role as a teacher. This empowerment and motivation is especially crucial given the current context of the discouraging and disparaging discourse on teachers and the attitude of dismissiveness towards them. A preparation that not only gives them the experience of reality but also shows how they have the creativity and the ability to overcome the challenges and make learning possible. It is necessary to make them feel the joy of having helped someone learn.

The notion of quality for the KVK and for the Polytechnic Institutions as well as Anganwadi institutions has one common element. That element is also shared by part of the work carried out by the VBERC. This element is developing an appreciation of how best can we improve the lives of the people we are working with. People need to understand their reality and we must help them feel confident of attempting to find answers to some of the questions that confront them each day. The effort must make them feel more confident and positive. The quality parameter cannot be in the number of trainings that we do or in the number of farmers who visit, the number of time officers applaud what we are doing, or in the number of trees we plant or the Panchayat melas that we hold but rather in the manner in which we do all this. We need to develop effective yardstick for understanding quality of our work and they may also in fact even go beyond carefully observing and analysing what takes place in the training interactions; or beyond the quality and quantity of a particular crop grown or the Panchayat Melas that we have held. It is important for us to think about what would be the notion of quality that we want to track and strive towards.

The Rural Institute and the Polytechnic College are somewhat similar to the schools but they have also have some differences. These are from the nature of the students and the purposes and the place these institutions have in the lives of the students. Both these institutions have been attempting to develop their own quality parameters and I would say that these efforts need to be intensified and sharpened so that we are able to



have a common understanding of where we want to move towards and ensure that each of our colleagues is a part of that process.

The Education Resource Centre has a multifaceted personality and is engaged in so many diverse areas that it may find it very difficult to pin-point a notion of quality for itself. But, given the fact that this is required for building understanding amongst the working team and required to be able to track and monitor our own work and our goals, the Centre cannot escape this requirement to try and should build a quality chart to map its work. This chart must also include its work of building a cohesive understanding among Vidya Bhawan institutions and making their work, particularly academics, more rigorous.

I also feel that the administrative office needs to develop a quality metric for its functioning as well. As I have said before, the purpose of the administrative office is to encourage autonomy, independence and help make difficult things possible. It must also maintain rules and align institutional decisions but that cannot be the primary criteria for quality of its work. It has to function as an enabler rather than as a hurdle to be crossed. The administrative and accounts, while being rule governed and transparent, must enable change, initiative and facilitate work and action. It is also important to look to curtail expense and increase income and balance the books but not at the cost of critical maintenance and development activities or quibbling over spending pennies and in the process lose far more. Strategising work with proper investment, continuing development with appropriate priority is crucial. We have not taken up a discussion on these aspects as an institution internally but I think it is important and it is time to do it.



Apart from the internal understanding of quality, the other very important consideration as an institution is identifying our stakeholders and thinking of how we relate to them, communicate with them and understand them. Given the diversity of institutions, the stakeholders of Vidya Bhawan are diverse. In a sense, the entire society around us and even wider is a stakeholder in Vidya Bhawan. However, for each of our institution there is a specific set, who are more direct stakeholders. In our discussions we have identified, for example, that for the educational institutions, the major stakeholders are - apart from faculty, administrative and support team itself - the Board of Control, the Executive and the General Council members; the students and their parents. It is important for us to build systems that would help us understand their perceptions and also their expectations from the institutions. We need to be able to match the purposes and aims that the institutions and its team has in mind with their expectations. There needs to be space for the participation and engagement of stakeholders with institutions. We must build space for them to extend their support such that they feel they can contribute to the institutions. Such processes would enable mutual education for the team and the stakeholders. In the ideal sense we need to have a shared understanding of where we are going. It is important to recognise that the stakeholders need to be respected in all interactions. They need to be informed about what we are doing and why. We need to see them as partners rather than avoid their questions and insights as irrelevant and uninformed.

Given the nature of the kind of diversity of students that we are looking at in our educational institutions, building this understanding collectively and constructing it mutually is extremely important. This would help us to fulfill the role of education for a society. We must recognize that when we interact with a child or with a young learner, we are not just interacting with her but also the entire family and ambience that surrounds her. Educational processes, therefore, have to be placed in the context of the society that we live in and the aspirations that the school can have and fulfill. It has also to take cognizance of the expectations of the individual

learners and the families and in a different way, families of the teachers as well. However, it is also not necessary that we fully align ourselves to the perceived or stated objectives of the stakeholders. As an institution with a philosophy, we need to be able to have a dialogue with them and work towards a metric of expectations that match both and discard those that are not useful.

The aspect of self-sufficiency is also very important and there is a need to recognize the changing times and perceptions about educational and developmental organisations. We need to make choices keeping these perceptions in mind. We can no longer carry the halo of being an institution that is comprised of voluntary personnel or that people in Vidya Bhawan should not be worried about the salaries that they are getting. We also cannot expect other organizations and people to respect what we are saying merely because we think ourselves to be different. There is no value anymore in taking a moral high ground of a voluntary organisation as the term voluntary organisation itself has lost its meaning from the way it was understood earlier. While we may continue to believe in it and strive for it to the extent possible, it cannot be the basis for our interaction with the wider world. There needs to be a recognition of the need for self-sufficiency which would require an ability to respond to the qualitative and quantitative challenges including the resources required for it. Given the fact that the wider expectation is of quality in performance and delivery, capability in the team taking up the task is must.

We all need to think of ways and means to raise financial and other support in a manner that is aligned with the purposes of Vidya Bhawan and recognize that Vidya Bhawan has always looked towards the community to support it. The Old Students association was set up to support the activities of Vidya Bhawan. Raising support has to be a part of becoming self-sufficient. Different institutions can have different possibilities but there is no institution that can escape the responsibility of raising support in whatever way it thinks the best. All institutions have to become self-sufficient. It is only self-sufficiency that will also ensure autonomy, flexibility and ability to address the challenges that the institution faces.

I must also point out the two important areas that are critical to the functioning of all institutions. These include, the development of the strategic plan both for quality improvement and for self-sufficiency and mechanisms to check the progress on these. The plan should include the building up of faculty and staff to arrive at these goals. In the strategic plan we have identified component of vision and mission and key priorities as the first component. The key priorities can be elaborated further to plan for institutional development including new infrastructure, refurbishment and maintenance of the existing infrastructure and the ability to use this more purposefully. But is this the really important thing? As has been said at many places, the key thing that determines quality and the functioning of the institutions is the people who are in it.

We now have a cohesive plan for building the capacities of the faculty. This effort is lead by a team of people from different institutions coordinated by Mrs. Bhagwati Ahir. The aspects of faculty development identified include building a sense of understanding of the institutions and a feeling of ownership towards it; building a desire to learn; and have an acceptance and cognition of our lack of knowledge and understanding on specific areas. It also identified as an area need to build academic competencies and professionalism regarding the specific roles that they are performing. The team identified that we must develop a quality consciousness and also understand what quality would mean. They have recognized that an attitude to improve and to do better as well as be responsible in whatever we are doing is an important requirement apart from being understanding and being sensitive to the stakeholders.

The Committee is making an effort to create more sources for learning and increase occasions to learn. The stiffest challenge that the committee faces is the lack of recognition of the need to learn and develop. They also feel the challenge of staff members looking at these interactions as occasions where instructions have to be received. The changed nature of orientation is itself a difficult thing to grasp but it is important as it also presents to everyone a different way in which knowledge can be shared and capacities built. As many people have said, these interactions have made them

reexamine the way that they look at teaching, whether it is in their classrooms or their training sessions. The group has understood the need for moving away from expert lectures and monologues as the major part of the programme. In fact, we would struggle to make both people who conduct sessions and do participate in them recognise that learning is best when we listen to each other and are not trying to impose our ideas on others. Learning in a adult fraternity has to be through mutual sharing which is facilitated and organized rather than through didactic modes. The over emphasis on hierarchy, excessive display of pomp and show for the benefit of the speaker or the visitors is antithetical to the expected culture in an educational institution, particularly in those that believe in democracy. The disease is not merely outside us but also inside and it is very convenient for everyone to slip into the mode of impatient brushing aside of questions and comments as being irrelevant and harassing.

The third thing we need to think about is the programmes and activities that we take up. We must prepare for them in a manner that we are able to make them meaningful and they display the quality that is needed. Each institution is building a strategic plan that takes into consideration these aspects. The faculty development committee needs to take cognizance of the development plans and help them prepare their team for that. It is not an impossible task but a task that needs attention, support and care. Similarly, the Academic Advisory needs to facilitate discussions on these plans and help build in the organisation an appreciation of the plans including challenges and strategies of different institutions. It is for the President's office, for the Board of Control and the Executive Committee to ensure that strategic plans are given the support that they need. I also hope that the institutions will be helped to build the resources and the capacities to take up work on their strategic plan and be free to recognize their mistakes and correct them. It is very easy for others to point out limitations and errors in what is being done but much more difficult to identify the ways that the institutions can correct these errors. The mutual interaction of the institutions with the Governance structures will educate both and we hope that the Governance

and Executive structures will allow the Academic Advisory and the institutions teams led by the Heads to have the space to exercise their choices and feel the authority and power to change and improve along with the responsibility that they necessarily have.

The faculty of Vidya Bhawan institutions as well as other staff members needs to spend more time with each other. While this happens in a certain way during the orientation workshops, there are more occasions that need to be created. The meetings on the combined functions are not enough. In this direction, the attempt of the Faculty Development Committee to have a sports and cultural meet is an extremely interesting and purposeful idea. It was really impressive that all members participated and the kind of excitement and enthusiasm it generated was unbelievable. We shed many communication barriers. I think we need to have such occasions more than once a year but certainly not less than once a year with adequate time and energy expended in preparing for them, planning them and organising them.

Vidya Bhawan structurally is an interesting experiment. It cannot be led by a small group. Due to its very nature of exploration and experimentation, it has to be a structure that has many points of creativity and exploration. It is not a homogeneous structure with all institutions similar and exploring similar ideas; it respects individual initiative and encourages it. In this framework, its Governance structures and executive structures have to be strongly focussed on building autonomous and responsible Head of Institutions leading to autonomous, self-sufficient institutions. Historically, the organisation has sometimes got trapped in unequal relationships between the Institutions and the Society Office. The roles of the Chief Executive, the Educational Advisor, the Organising Secretary are crucial. None should overstate their role and the financial advisor, certainly should not control academics and other activities through fund and liquidity management. Just as we have the need for a cohesive direction we also have a need for celebrating initiative and a sense of purpose. It is so easy to slip into a mode of rule determined control or waiting for the President to decide or the office of the President or Chief

Functionary establishing a hegemony. Given the tenuous state of ownership development careful precautions would be needed and the institutional autonomy and strategic choices nurtured.

The institution is poised for a tremendous leap and as we all are well aware that on such occasions, there is also a danger of failure in the attempt. It would be important for all of us to work together and support each other and keep aside our differences, work cohesively towards strengthening the foundations of the very important role that Vidya Bhawna institutions are performing. We are lucky to have very supportive set of persons working in our institutions as well as supportive people outside and we do hope to increase this cooperation and exchange of ideas through structures and possibilities that have been created. All those people who worked to make the structures possible have the responsibility to ensure that they are used by more people and they are accessible to more people. How information about this will be shared with an increasing number is a challenge and that may be taken up along with the role of constantly updating and maintaining these structures. I salute the capability of the present Vidya Bhawan



institutions teams and hope, rather am sure, that they would break free from the few remaining shackles and bring fresh air and light to fulfill the goals of Vidya Bhawan. The ability of many in the institutions has seen a phenomenal increase and I hope it would be supported and allowed to grow.



## Report on Institutions (2013-14)

### *Vidya Bhawan Sr. Secondary School*

Vidya Bhawan School is committed to the vision and ideologies of its founders. The school strives for overall development of children, making them academically sound as well as sensitive towards nature and human values.

Interactive classrooms were the major academic highlight of this year. Support classes during and after school time were held for the students having problems with their studies.

Providing sports, computers and library facilities after school time were some of the key features of school during the reporting period.

#### Board Result - 2014

Class	Total %	I	II	III
Class X	96.15%	28	39	8
XII (Commerce)	100%	20	7	1
XII (Arts)	100%	7	13	0
XII (Science)	83.33%	14	11	0

Brief description of year round activities is as follows:

**Teacher's Day** was celebrated in school; all the teachers from Senior, Junior and Nursery Sections attended it. The first Parents Teachers Meeting (PTM) of 2013-14 was organized on 07.09.2013.

The students of the school Hockey Team (under 17 years) participated in the District Level Competition and were placed as winner. Five students of the team were selected for State level tournaments.

The School Hockey Team (under 14 years) participated in the District Level Competitions and

was placed third in it. Three players were selected for State Level.

The School Hockey team (under 15 years) was the District winner and the whole team represented Udaipur district in the State Level Competition held in Chittorgarh.

School Football Team participated in the District Level Competitions. One player was selected for the State.

Vanshala was organized during this period. The students of classes IV to VIII camped at Jat Vishramsthali, Pushkar, whereas the students of IX onwards camped at the Scout Training Camp, Pushkar Ghati, Ajmer. There, they studied Pushkar's historical, cultural and spiritual aspects and also prepared charts and files. They also visited various sites in Ajmer.

In the first week of October 2013, the students took part in the Bicycle race organized by Forest Department under the Environment Conservation Programme. Deepak Rathore of class X got a bicycle as First Prize in the Lucky Draw.

Inter class Cricket Competitions began in two groups - Junior Group (classes VI to VIII) and Senior Group (classes IX to XII).

Second PTM was organized in the month of November 2013.

A power point presentation was given by Sh. Zahid Mohd., Executive HR & Legal, VBS to make staff members sensitive towards female colleagues and provisions regarding sexual harassment.

Inter School Cricket Competition was held in February, 2014. V.B. Sr. Secondary School was winner

Hygiene is an integral part of day-to-day life and is to be taken care of. A general discussion followed by question answer session was held in the school for girl students. Ms. Suman of Proctor

& Gamble talked to the students about the health and hygiene.

28 students were given scholarships by Vidya Bandhu Sangh.

**Publicity Programme:** For publicity of school, pamphlets were distributed in different areas of the city in May and June. Banners were also put at different places.

The 83rd Foundation Day of Vidya Bhawan was celebrated at Prakriti Sadhana Kendra, Bedla on 21st July, 2014.

Independence Day was celebrated in school; the students performed P.T. and parade. Boy Scouts made human pyramid in an attractive way. Everyone participated in National Anthem and flag hoisting.

Shramdan was done as a campaign. The students were assigned different areas in school. They did wonderful work, for which as a motivation, they were given prizes on the basis of evaluation by external persons.

Tree Plantation was done school campus, in collaboration with 'Orion Green' organization of Jaipur. On that day, a short cultural programme was also held in the Auditorium.



### Junior School

Emphasis in Junior School was on the development of integrated personality of children. The Junior School provided a well coordinated programme in the session 2013-14. The growth of children was nurtured through planned activities. The practice of use of less text books and more activities was systematically implemented.



Various activities like Hindi writing, English writing, Poem recitation, Drawing competition, Fancy dress competition, Vanshala and Sport day were organised in the session.

In September 2013, students of classes I to III went to Pratap Gourav Kendra with their Group Teachers and saw various pictures and films on the history of Mewar.

Annual Athletic Meet was organized in January 2014. Each student participated in at least three events.

To develop love and care in the children about nature, a plantation programme was organized. All students of classes I to V planted different flower plants in the school garden.

In September 2014, 20 students of classes III to V attended II Udaipur Film Festival in R.C.A. College. They heard stories told by Sanjay Mattu, saw a feature film and met film Directors and Artists

### Nursery School

The first event of the session was Teacher's day. This became more special as children made cards for their teachers.

After the 1st Evaluation in September, we had the parents day in October 2013. The parents collected the progress reports and had discussed about their children's studies with the respective teachers.

**Diwali** was celebrated in the school just before the Diwali break. A beautiful rangoli was made and decorated with diyas. Children, with their class teachers decorated their classrooms. Old Boys Association members brought sweets for the children.

Fancy dress, Hindi & English recitation competitions were organized to develop self-confidence and also to provide children with opportunities to present themselves before others.

In November 2013, list of books to be used for the coming session was finalized. Some books were replaced by activity based books.



Sports Day was celebrated in January 2014. Various events and races were held. Parents were also invited and some events were kept for them.

February, 2014 : Children were taken to Gulab Bagh for a picnic, where they visited the zoo and saw different types of animals and birds.

Common parent teacher meet was organized in March 2014. On the day of the result, feedback was taken from the parents. They were happy and satisfied with the academics and the other activities held in the Nursery School.

An exposure visit to Vidya Bhawan KVK was organized in the month of May, 2014. Children saw different kinds of plants and flowers in the plant nursery.

## *Vidya Bhawan Public School*

The reporting period witnessed many developmental changes in school. The induction of classes I & II at the Primary level and the up gradation of the school to a Senior Secondary school was indeed a feather in the cap for all of us and at the same time, a bigger challenge to strive harder towards quality education leading to

sustainability. Thus, there were areas which were given due importance. They are as follows:

### **Maximum utilization of resources:**

First and foremost, steps were taken to protect the school premises from encroachments. For this, the main gate towards Dewali was made functional. This ensured safe entry and exit for the students and also debarred people from using it as a parking area.

The back part of the new block which is still under the process of being developed as the playground for the senior students is almost at it's final stage with a little more filling and leveling to be done. Another area was the front area onto the left of the entrance with a huge pit. The pit has been filled and leveled and shall soon be used as a playground for the primary classes. Onto the left a small swing area has been developed for the primary students. Ramps have been made for the differently abled.

A lot of broken furniture was repaired and put to use (40 sets of tables and chairs, 4 racks and 4 cupboards).

### **Beautification and cleanliness of the campus.**

Plantation has been done involving the students to develop a sense of ownership and responsibility. This shall give us shade and add to the beauty of the premises.



### **Maximum participation of the students in various events:**

Events and activities were planned to ensure maximum participation of the students so as to



give each individual a platform to overcome their nervousness, gain confidence, hone their various skills, encourage team spirit and sensitize them to the various social concerns.

The star activities of the year are as follows:

The **English Week** was celebrated which included various meaningful activities such as English quiz, extempore, Adman (creating & enacting advertisements), enactments, English movie sessions & collage making.

A **Book Fair** was organised where the students enjoyed buying & selling (books were given free of cost, as they were all complimentary books from different publishers) of books by speaking only in English.

Educational Trips to historical places were organized for the students to know about our rich past.

A field trip to Jhamarkotra Stromatolite Park was organized for classes IX – XII to initiate in the students the process of observation and inquiry.

Independence Day was celebrated in school by remembering the sacrifices made by our freedom fighters. The highlight of this event was a play on evil practices like gender discrimination and sexual abuse, still prevalent in our society. It left everybody pondering.

A new energy can be seen in the students with the functioning of the music, dance, sports and art and craft departments. Apart from learning songs, students are also trying their hands at various instruments like tabla, harmonium and bongo. They have given performances during the Founder's Day celebrations at VBPSK and Independence Day at school.

Sports teams were prepared and sent for district level tournaments for Cricket, Badminton, T.T. and Judo. In Judo boys, Sushant Jain of class VIII won the gold medal whereas, in girls, Garima Patidar of class VIII won silver.

#### **Expansion of Teaching Faculty:**

The present strength of the teaching staff has reached from a mere 13 to 23 in the session 2014-

2015, with the inclusion of a PTI, Art/ Craft and Music Teacher.

#### **Workshops for the capacity Building of the Teaching Faculty:**

A 15 day induction and comprehensive workshop was organized for teacher's capacity building. The workshop was held mainly during the summer vacations and partially spread over the rest of the session. In continuation to this, the teachers were given assignments to complete.

A 6 months capacity building course for library educators, organized by Ratan Tata Trust and VBERC was completed by Ms. Chandrakanta Nagda, and Mr. Lalit Purbia. The course helped Chandrakanta go beyond the boundaries of just issuing the books and maintaining the records and use innovative practices in developing reading skills among the students. The students' work displayed in the library is a proof of her education.

Apart from this, the school holds subject related meetings almost every month, where problems related to the subjects are discussed and solved.

#### **Strengthening Parent-Institution bonding:**

Apart from the regular PTMs, two collective meetings of parents and staff were organized to have a dialogue with the parents to provide them with an opportunity to air the shortcomings/ expectations from the school and their suggestions regarding the same. The follow-up of the suggestions was taken up immediately and the parents were informed about the same. Parents were invited on the concluding day of the English Week and the Sports Day to see their children performing.

#### **Partnership with other institutions of Vidya Bhawan:**

As for VBERC, it's been training our teachers in terms of capacity building and extending every possible help in improving the standards of education. There is also an agreement on sharing of 3 of it's staff members with the school. The Psychology Dept. of VBGSTTC is extending all possible help in building the capacity of our Psychology Teacher. V.B. Polytechnic had a

meeting with the parents of students of our school and discussed the various courses available and the future implications with them.

The Institutional Group, which is relatively a new beginning with VBPS, VBSSS, VBERC and VBBS as its members is formed to discuss development plans and collectively strive towards achieving quality standards.

#### **Involvement of External Agencies in the Learning Process:**

Apart from the activities planned out by the school, there were many external agencies who helped and are still contributing towards educating our students.

In co-ordination with Janaagraha Centre for Citizenship and Democracy, Bangaluru, a civic education program has been started for grade VIII



students since 23<sup>rd</sup> Aug. 2014. The program intends to promote creative thinking, problem solving and open-minded activities.

A story telling session was conducted for classes I – V by Ms. Sangeeta Dave on 3<sup>rd</sup> May 2014. The objective was to help improve creativity and retention in the students and enjoyment in the process of participation. On the same lines, the students of classes VIII- XII enjoyed the Mime and Story Telling session by Susanto Das and Shagnik Chakravorty on 14<sup>th</sup> of Aug. 2014. The mime was about the disaster caused to life by Nuclear Power Plants. How much the children enjoyed and appreciated could be felt by the thunderous applaud that they received. The objective was to understand and appreciate this art form.

Dr.D.C.Sharma, a senior experienced endocrinologist and a Rotarian, gave a talk on health issues related to changes/ challenges faced by children during adolescence due to hormonal changes. The very day, The Rotary Club, Udaipur, had arranged for a health check up for classes IX - XII in school. Mrs. Shahida conducted a workshop for the student office bearers which focused on improving their leadership traits.

#### **Future Plans**

We are committed to strengthening the academic system and providing the students and the staff with the best possible facilities in school. Apart from this, we intend to develop some of the areas of utility in the most innovative ways which would be child friendly and give a face lift to the school.

### *Vidya Bhawan Basic School Ramgiri*

The lifeline of the school, the Bargad tree is a witness to generations of learning and learners and remains the centre of the school. The day begins under it with our prayer and morning assembly. Throughout the year we strove hard in all fields dedicated to making a change in the school atmosphere.

We made concentrated efforts by door to door meeting with parents and community to increase the school strength. Commerce in class 11<sup>th</sup> and nursery and Kindergarten sections at the lowest level were added this year. With our focused efforts, we increased the school strength to 316 students, an increase of more than 20%.

We also brought out a monthly newsletter from the month of July to apprise the parents of everything that happened in the school over each month.

The first batch of class 12 appeared for the board exams where 97 percent students got passed. About 50 percent of the students secured a first division. In class 10<sup>th</sup>, the results were fairly good, the pass percentage being 84%. We are making concerted efforts towards 100% results. We have already started support classes in maths for class 10<sup>th</sup> to provide more help to the children to deepen

their understanding of the concepts and a regular dialogue between teacher, student and parent is being established. Examinations were held as per schedule and CCE (continuous comprehensive assessment) continued in the primary section. There are no exams till class 2, only monthly assignments help to assess the child.

For us in school, the joy of teaching and learning is the major focus. Classroom libraries play a very important role in the class. A lot of pre planning goes into what the children should read specifically in the month and the progress of each child is recorded by the teacher. The children enjoy not only reading books but doing a lot of related activities. Story telling sessions and talking freely about what they have read, discussions on areas related, drawing and writing about characters, events, etc. are enjoyable activities. Classes 1-8 have well equipped classroom libraries.

A big feather in our cap this year has been the performance of our volleyball teams. We fielded three teams – under 17 years and 19 years (girls) and under 19 years (boys). The under 19 girls' team defeated their opponents in the final to win the district championship and our under 17 girls team finished at 2<sup>nd</sup> place. We also hosted the district volleyball championships in the under 19 boys' category in the school. Seven students were selected for the state level championship. Our girls and boys table tennis team also participated in the event for the first time.

An Inter School Quiz Competition was organized in the school on the 16<sup>th</sup> of January. The questions covered all subjects, general, current events, etc. Number of interesting rounds were held and the children liked this event a lot.

Sports competitions were organised in the school from the 24<sup>th</sup>-25<sup>th</sup> January, 2014. The children were divided into groups. Various events including athletics, track events and races, slow cycling, sack race for the senior section, spoon race, frog race, three legged race etc. for primary section and musical chairs for the parents and teachers took place.

The new session began from 20<sup>th</sup> of April, 2014, after the examinations in April and the declaration of results up to class 8. On the 13<sup>th</sup> of May, we celebrated our Annual Day. Prizes were awarded to students who had done well in academics and the

players who played at the state level. The main attraction was the play based on Gurudev Rabindranath Tagore's famous story, 'Kabuliwala'; about 90 children participated in it.

In July, we formed the Shala Panchayat through a real democratic process and an eighteen member cabinet was formed. The members took an oath to serve the school to the best of their capacity.

On the occasion of the foundation day on 21<sup>st</sup> July at Prakriti Sadhna Kendra, our children presented a self composed poetical play called 'varsha ka hatt'. This was written by Manju Shrimali.

On the occasion of teachers day, children welcomed their teachers with tilak and mala and took their blessings. There was an interesting programme for the teachers which included small games and puzzles and culminated in musical chairs. The teachers also performed for the children on 14<sup>th</sup> November, children's day. Janamashtmi, Gandhi Jayanti, Makar Sankranti, etc. also celebrated where children put up colourful cultural programmes.

We also introduced the concept of 'bal sabha' for the primary school. All the children gather under the bargad tree on Saturdays for different sessions like poetry recitation, story telling, collage making and discussion on various topics, including health and hygiene, elections, cricketers, etc. These sabha's gave an opportunity to children to open up and express in their own words and conduct the 'bal sabha' themselves.

SMC (school management committee) was formed and regular meetings were held. Parent teacher meetings were also held at regular intervals to know each other as well as the child's progress. Also, we had good interaction with the Gandhian B. Ed. College with their teaching practice classes, final lessons in the school and celebration of occasions.

### *Vidya Bhawan G.S. Teachers Training College*

This was a session of preparation for the NAAC as college has already been enjoying 'A' grade status since 2008. Throughout the session,



activities were performed in the direction of this preparation with the mission: teacher education for “sustainable future”.

### **Pre-service Programmes**

**P.G. Studies:** M.Ed. session commenced on 12<sup>th</sup> August with the orientation programme to acquaint the students about the philosophy and culture of Vidya Bhawan. 39 students were enrolled in the institution against the 40 seats allotted to college for P.G. Research seminars have been organized for the students by P.G. council in the last week of August, 2013. Faculty members and experts guided them about selection of research problems, research methodology and applied statistics for data analysis. A calendar has been chalked out for students by P.G. Council to cover up their regular progress in research. Use of ICT in teaching and learning processes in the classrooms was the key feature of the reporting period.

**U.G. Studies:** B.Ed. new batch students reported on 5<sup>th</sup> September 2013, after the counseling programme. 179 admissions were made against 180 seats. As the session was started late, students were sent to pedagogy classes to learn “how to teach”, immediately after the orientation programme. They were also sent for a novice experience, “observation of school” to develop an understanding of various aspects of school functioning i.e. academics, administration, infrastructure and learning environment. The major objective of this event was to provide the students with an opportunity to see the school as an observer.

During the Pedagogy classes an important activity “Micro Teaching” was commenced. In this two week’s duration, students learnt micro skills of classroom teaching i.e. questioning, explanation, introduction, use of black board and set induction etc.

In October-November 2013, students were sent to field for practice teaching in twenty different schools in city areas. Students used to report back to the college for guidance and feedback after teaching in the respective schools every day.

Block practice teaching programme is an important base camp for trainees to stay in schools for the

whole day and work as regular teachers. Students were sent out for seven days in six different centers for this internship programme with subject supervisors. It was a complete residential programme, where students got guidance from supervisors in the evening feedback sessions.

The session ended up with Annual Function on 23<sup>rd</sup> May 2014 where students got prizes for the activities in which they had participated throughout the year on the theme, ‘sustainable future’, for session 2013-14.

### **Other activities**

Open Air Session is another important activity in which students interact with society and get opportunity to learn from interacting with outside people and environment. During this amazing activity, students learnt to live together, surveying, data collection, analysis techniques and how to exhibit data. They also enjoyed camp fire, cultural and literary activities. This year the students were taken for this activity to Sonana Khetlaji, a famous cultural and spiritual hub of Marwar area. The College celebrated sports days during 13-14 March 2014. All the students of B.Ed. and M.Ed. participated in the event.

### **In-service Programmes**

College has CTE status under the project of MHRD Govt. of India, to organize short term in-service programmes for senior teachers, librarians, physical instructors and faculty and heads of DIET’s, IASE’s, CTE’s and TTIs. Presently, college has seven districts of Rajasthan under the covering area allotted by authorities. During the reporting period, Vidya Bhawan C.T.E has organized 35 in-service programmes for the target groups which were based on pedagogy of teaching subjects, innovations in education, documents of education i.e. NCF 2005, NCFTE 2009, RTE etc.

CTE has organised more than five different programmes on leadership, capacity building and disaster management for faculty and heads of different training institutions.

During the month July and August, 2013 workshops on audio-visual preparation, career

guidance, action research, inclusive education, RTE and NCF 2005 were organised under the CTE project.

In September and October 2013, CTE conducted workshops on computer literacy, adolescent age, environment education and disaster management for secondary teachers.

Throughout the year, faculty members of the college participated in various workshops, seminars and training programmes organised by other CTE's of Rajasthan.

#### **P.L. Shrimali Memorial lecture Series**

Every year, the college organizes a lecture in the remembrance of Prof. P.L. Shrimali, a well known educationist and former principal of the college. This year, Prof. Sudarhsan Ayanagar, Vice Chancellor, Gujarat Vidyapeeth was the chief orator in the lecture conducted in April 2014. He spoke on "Relevance of Gandhian Philosophy in present scenario of education".

#### **Publication and Research**

The major publication of the year was the magazine "Thought on Education". It was published through the in-service unit of college. The magazine has enveloped various kind of educational and research materials. College also published four bimonthly CTE news letters. The purpose of these news letters is to involve and aware stakeholders about the college activities. The annual magazine of college, "Pratibimb" was published by the department of Extension at the end of session.

In this particular session, three students of the college were awarded Ph.D. degree in Education under the guidance of Prof. M.P. Sharma.

Nine projects were taken up by faculty members, of which five have been submitted. The college has also sent proposals to UGC for three national seminars on topics- NCFTE 2009, Science Education and Sustainable Future.

#### **Extension Activities**

The Extension Department was re established last year with the goal of coordination of different activities with stakeholder and in house departments. Lecture on "Innovations in

Education" and talk on "Use of ICT in Teaching and Research" were organised by the department during the reporting period. A workshop was conducted by the department for stakeholder schools and colleges on "innovations in practice teaching and role of school heads".

### ***Vidya Bhawan Gandhian Institute of Educational Studies Ramgiri***

The institute is continuing with its efforts to redefine the relevance of Gandhian philosophy in the present context of teacher education since 2008. It aims to prepare the teachers who can work to revive the Gandhian principals.

#### **Exam results for the session 2012-13**

Results of the last academic year were quite encouraging and describe the efforts made by our staff members. Out of 89 students enrolled, 80 students secured first division and 09 students secured II division. Ms. Anupama Upadhyaya secured first position with 81.55 percent marks. Ms. Mamta Jain stood second with 79.66 percent and Ms. Laxmi Choubisa and Ms. Sharda Dangi secured third rank with 78.33 percent marks.

- i) **School Observation programme-** The students visited government schools to observe the students being taught reading, writing & arithmetic skills under the "Reading Campaign.". They found the need of greater motivation to the reluctant & hesitant students in the schools. The students also observed girls and boys in the assembly and classrooms sitting in separate lines, despite all instructions of reducing gender disparity in the curriculum.



- ii) **Microteaching and Simulated teaching programme** were organized in October, 2013 to develop confidence among student teachers before actual classroom teaching.
- iii) Two rounds of **Practice Teaching** were conducted in November and December 2013 in the neighboring Government UPS, Secondary and Sr. Secondary Schools, VB Senior Secondary School, Fatehpura and VB Basic Senior Secondary School, Ramgiri. Students in addition to working on subject concepts also organized Bal Sabhas and interacted with students on various issues i.e. “How to draw and fill maps” “Nota option in elections” etc.
- iv) **The block internship** was organized January and February, 2014, in UPS, Secondary and Senior Secondary Schools of Vallabh Nagar, Kavita, Iswal and Losing. The students learnt organizing various academic and co-curricular activities and maintaining the school records along with regular classroom teaching.

**Activities:**

- Gandhi Jayanti was celebrated with a week long activities.
- **A Blood Donation camp** was organized in the institute under the joint aegis of VB Gandhian Peace Foundation Center and Lokmitra Blood Bank on 28<sup>th</sup> September 2013. Students and teachers of VB Gandhian Institute and VB Basic Sr. Sec School donated 21 units of blood in the camp.



- **An inter-collegiate Poster making competition** was organized in which 21 B.Ed. Colleges of Udaipur district participated.
- **Sixth Sports and Athletics meet** of the institute was organized to enable the students to plan and organize 100 m, 200 m, 400 m, 4x100 m relay races and also throws (Javelin, Shot-put and Discus) in the schools. The students, hesitant in classrooms outperformed in these events and secured top three positions in these events.
- Three of the institute’s students functioning as Resource Person trained the students in three craft workshops i.e. Drawing and Sketching, Bandhej Dyeing, and Mandana



making. These workshops were organised with an objective to **develop self reliance through work education activities**. The institute is planning to organize more such workshops in schools with the help of B.Ed. students explore their talents in art and craft and providing a platform for expression and enrichment.

- Most of the students in the institute come from a rural background. **KVK visit** was organised for the students to provide them with the opportunities to interact with agriculture scientists at VB KVK and get solutions to various problems related to farming occupation. Students were also acquainted with modern agricultural farming techniques. Moreover they learnt about improved cattle feed and improved breeds of cattle during KVK dairy visit.



- A two day workshop was organised for the students to acquaint them with food processing and preservation techniques. The students learnt preparing pickles, squashes and jams during this workshop.
- **Hindi Diwas was celebrated** on 13<sup>th</sup> September 2013. Students organized a panel discussion on increased use of “Hinglish” as a threat to the identity of Hindi. Students expressing their views suggested that the Knowledge of English may be used to enrich Hindi but at the same time, it’s original form should be preserved by practicing it.
- **Students’ union elections** were held on 16<sup>th</sup> September 2013. The president, secretary and representatives of the societies were elected democratically. The entire functioning of the college activities are governed through these representatives all round the year.
- **Election Awareness Program** was organised to promote general awareness for voters’ participation in elections.
- **Low cost model making workshop** was organised in the month of October 2013. The students prepared various low cost models of wood, clay and plaster of paris. This helped them understand & communicate the subject concepts in the practice teaching schools.
- Dr. Ajay Choudhary, Dept. of Psychology, Govt. Meera Girls College, acquainted students with the essentials of conducting a case study.
- **Our students brought laurels to the college** by participating in Inter College Competition organized by Aravali Teachers College in which more than 20 teachers training institutes participated. Ms. Khushboo Sharma and Ms. Gayatri Purohit secured first position in the debate and solo dance competition respectively.
- **Vanshala Shivir** was organized at Tulsi Sadhna Shikhir Site, Rajsamand district in December 2013. The students and faculty members studied the impact of globalization on the environment, culture, community, governance and livelihood of Rajsamand in the camp.

- **Annual Function** of the institute was organized on 21 May 2014. The Chief Guest, Prof. B.P. Bhatnagar, former Vice-Chancellor of Rajasthan Vidyapeeth University distributed certificates to outstanding students in the field of academics, sports, literary and cultural events for the academic year 2013-14.
- To develop better relations with stakeholders and gain an understanding about the expectations of school from the Teacher training colleges, an **educational dialogue** was established with principals of 16 schools. The



school principals suggested a model of year long school experience for B.Ed. students. They also felt the need for discussion and planning of classroom teaching by both the students and faculty members of school and teacher training institutes. The school principals also appreciated the morning assembly conducted by B.Ed. students in previous practice teaching programs of the institute.

### *Vidya Bhawan Kala Sansthan (BSTC)*

Vidya Bhawan BSTC is continuing with its objectives to establish itself as one of the leading elementary teacher training institution. The activities throughout the year were oriented towards providing the student teachers with opportunities to express themselves, learn by doing at their own, develop understanding on teaching different subjects and their overall

development. Highlights of the reporting period are as follows-

Two workshops on **Teaching learning material development** were organised for second year batches (new and old). In the first workshop groups were made according to subjects. Each group has to work on one subject and develop the teaching learning material under the guidance of their subject teacher. Prof. Kamal Mahendroo interacted with student teachers on the need of TLM and, what is good TLM. On the basis of feedbacks received from this first workshop, a second workshop was organised.



An **Exhibition cum prize distribution ceremony** was organised in which materials prepared by student teachers throughout the year were displayed. The winner students were awarded prizes on the same day.

**School Experience programme** was organised in two private and four government primary schools for the first year students. The student teachers participated in all the school activities as regular teachers of the schools. They were also taken to *Khetlaji*, where the students observed the local culture, environment and traditions.

Faculties of the institute participated in module development and training programme for new curriculum of BSTC. Staff members of the institution also supported SIERT as resource person.

To ensure the increased participation in different activities of the institute and for the guidance and counselling of student teachers, all the students teachers were divided in six **houses**. Each house

was allotted a teacher educators as an incharge of the group. Responsibilities of the institutional activities were distributed housewise. This has resulted in active participation of students in different institutional activities.

Different competitions are being organised every Saturday during last two periods. Poem, debate, extempore oration, rangoli and rakhi making, solo and group song, solo and group dance, essay writing etc. competitions were organised this year.

Films i.e. *Chanda ke joot*, *Raina*, *I am Kalam* were shown in the classroom to have discussion on various issues related to education. Looking at the importance of Rangmanch in education, student teachers were given opportunities to act and express themselves freely. They learnt minute things about acting in these three hours a week classes.

Majority of our students come from rural areas and find it difficult to deal with subjects like English and Mathematics. To overcome this problem situation and to make these subjects interesting for these students, support classes were organised. Such support classes are conducted during vacation.

It has become mandatory to have sports activities every Thursday. These sports activities were also conducted housewise.

To build relationship with other institutions of Vidya Bhawan, it has been decided that people from other VB institutions will come and interact with our student teachers on various issues related to education and basic subject concepts.

## *Vidya Bhawan Rural Institute*

Vidya Bhawan Rural Institute is working to provide quality education to rural youth. Young and enthusiastic staff is putting their best efforts to achieve the institutional goals and also to conceptualize the vision of Vidya Bhawan. Highlights of the reporting period are -

**ACADEMICS:**

**Student's Enrolment and Results:**

With the sincere efforts made by our staff members we could get 1478 enrollments for the session 2013-14. All this is the outcome of admission campaign in which our faculty members visited the schools of rural areas of Udaipur district. Presentations about the institution were made in schools and B.Ed. colleges of Udaipur city. Also, we have maintained our results at around 80%.

**Departmental Activities include-**

- Induction programme for new faculty.
- Constitution of Research Forum to discuss unique and challenging research topics.
- Minor research projects (UGC sponsored).
- Organization of three seminars in the month of December 2013, January & February-2014.
- Regular meetings of faculty members to discuss the approach to be followed to successfully conduct curricular and co-curricular activities during the session.
- Talent meet of BBM students in the month of September 2013.
- Expert Lectures and other programmes.
- Weekly seminars on current topics by Department of Chemistry.
- **Industrial Visit** to J.K. Birla Cement, Chittorgarh for M.Sc. Students.

Our Faculty members also strive hard for their own **academic enrichment**. Some of the staff members were awarded Doctoral Degrees, some presented their papers in national and international seminars



and, some of them were rewarded for their academic achievements.

**Seminar / Conference / Workshop / FDP Conducted:**

**Department of Commerce & Management** organized a two day UGC Sponsored National Conference during **10-11 January 2014** on **"Innovative Trends in Youth Empowerment"**.

**Department of Zoology**, organised a UGC sponsored two day National Conference on 23 and 24 December, 2013.

Department of **Political Science** has organized UGC sponsored National seminar on **'Bhartiya Loktantra aur Jan Andolan : Parasparik Antarsambandh'** on 31 January -01 February 2014. A day workshop on **"Book Review"** was also organised by the department on 5 August 2013

**Co-Curricular Activities:**

- Elections: Union elections for the session 2013-14 were organised in August 2013. President and other student union members were elected through proper selection process.
- College Annual Function **"JHANKAR-2014"** was held for three days, 22-24 January 2014. In this function various programmes i.e. Mr. & Miss VBRI, mehndi, rangoli, solo and group dance, solo and group song etc. were organised for the students..

Ongoing **Minor Research Projects** under UGC grant include:

- "Development of Women Entrepreneurship through Urban Cooperative Banks in Udaipur District of Rajasthan."
- "Technology in Banking- An investigation of awareness and adoption of Banking Services by rural customers."
- "Samajik Suvidhao me Pradeshik Asamanta avm Samajik Vikas ka Vishelashanatamk Adhyayan- Dakshini Rajasthan ke Vishesh Sandarbh me."



- “Women empowerment through dairy cooperative in Southern Rajasthan”.
- “Shahri Evam Gramin Swashasan me Ward-stariya Netratv ka tulnatmak Adhyayan”.



- “Conventional and microwave assisted solvent free synthesis of some benzothiazole derivatives and their comparison”.
- “A Study on production relations and human rights violations of migrant laborers in tribal areas of Southern Rajasthan”.

We are also making efforts to enrich our **library**, therefore the number of books and magazine subscriptions has been increased. 8 computers were installed for initiation of e-library.

NSS activities are regular feature of the Institute. Various activities i.e. plantation, voter’s awareness programme camps were organised during the reporting period. Students of the institute have also participated in a two day Divisional Level Workshop organized by Govt. College Pratapgarh on 23-24 October 2014.

## Vidya Bhawan Aanganwari Worker’s Training Centre

Vidya Bhawan Anganwari Workers’ Training Centre was inaugurated on 16<sup>th</sup> August 1982 by Dr. (Ms.) D.K. Mistri at Vidya Bhawan Rural Institute, Udaipur. This center trains Anganwari workers and Sahayikas. Various training

programmes conducted in the Vidya Bhawan Anganwari Training Center include, Anganwari worker’s training (26 working days), Anganwari Refresher training (6 working days), Anganwari Sahayika Orientation Course (8 working days) and Anganwari Sahayika Refresher Training (5 working days).

### Activities of the reporting period are-

- 1) Aanganwari worker’s training was organised for participants of Udaipur, Rajsamand, Sawai Madhopur, Banswara and Barmer districts
- 2) Refresher Courses (Aanganwari Sanchalika) were organised for participants of Sirohi, Pratapgarh, Pipalkhand, Arnod Dhrariwad areas.
- 3) Refresher courses (Aanganwari Sahayika) were organised for participants of Sirohi, Udaipur, Salumber, Vadesar, Jharol areas.



A total of 924 participants were trained in 28 batches.

In addition to the trainings above, a two day orientation training programme (conducted by the Food and Nutrition Department, Government of India) for workers was organized, in which they were taught how to increase nutritional value of food using low cost materials and food preservation techniques. They were also taught about how to prepare dishes using these materials.

Self Help agencies taught surf and soap making so that the trainees acquire and use these skills for income generation.

Helper’s participation in workshops: Srimati Varsha Chaudhuri of the institute participated in the center’s Sugrahata programme conducted by NIPSID, New Delhi.

## Vidya Bhawan Polytechnic College

Seminars, workshops, expert lectures and industrial visits are an integral part of educational processes at Polytechnic, organized to keep the students updated with the latest technologies and develop innovativeness in them.

- A five day workshop on Computer Networking was organised during 16-20 December 2013. Expert lectures were organized on Advanced Industrial Networking Technologies with the practical sessions and demonstration of networking devices.
- National Robotics Championship was organized by the Department of Electronics Engineering in collaboration with ARK Techno Solutions & Helios- IIT, Mumbai from 3<sup>rd</sup> to 4<sup>th</sup> December 2014. Students developed various working robots in the workshop.
- Expert sessions were organized on Total Station, Digital Global Positioning System, Cement Manufacturing, Concrete Mix Design, RCC and Digital Architecture with CAD. The students also visited Wonder Cement, Nimbahera, RMC Plant, Thoor and Sewage Treatment Plant, HZL Debari to gain practical knowledge. Seminars were organized on various aspects of Rubber Technology.
- The students of Electrical engineering were taken to Thermal Power Plant, L&T, Dariba Mines for orientation on Thermal Power.

To keep up with the changes in technology and to maintain quality education, the Polytechnic regularly organizes **Faculty development programmes** for it's faculty, to help them update their subject knowledge along with orientation of various teaching-learning process. Seven such workshops, each of five day duration, were organized during this session. The workshops are:

- Climate Change, Disaster Management and Sustainable Development.
- Curriculum Implementation Program through ICT.
- Communication Skills and Personality Development.
- Environment Engineering and Management.
- Renewable Energy Based Technologies: Quality Management System/ Quality Tools for Polytechnics.
- Orientation Program on National Skills Qualification Framework, Community Colleges and Other Skill Development Schemes of Govt. of India.

### Community Development through Polytechnic Scheme

In the year 2013-14, three training programmes were organized by the CDTP wing. 105 people were trained on various trades viz. Data Entry Operator, House Wiring, AC and Refrigeration



Repairing, Mobile Repairing, Cutting & Tailoring and Beauty Culture. The efforts of the department and the project on 'Clean Toilets' were appreciated by Prof. Poonam Siyal, Rural Development, NITTTR, Chandigarh and the Principals of other Polytechnics of the state.

CDTP also organized skill development trainings in collaboration with RMOL. Mr. Sudhir Kumawat, Project Associate, CDTP was awarded, for his outstanding contribution to Rural Development and Community Development Schemes on Independence Day.

#### **Skill Development Programme**

The Polytechnic has always initiated programmes for Skill Development of the youth by providing self-employment oriented trainings to achieve the goal of increasing national GDP and engagement of youth power in productive activities. This year, 27 students of nine villages of Surat district (Gujrat) participated in a three month residential training on House Wiring and Motor Winding. Apart from Theoretical and practical knowledge of the subject, Basic Arithmetic, Computer, English and Communication Skills, Personality Development, Entrepreneurship were also taught during the training. The trainees were sent for on-job training for a month. The programme was sponsored by the Hazira LNG and Port Ltd.

#### **Traffic Survey by Civil Engineering Students**

Keeping in view the competence and standard of our Polytechnic, the Municipal Corporation of Udaipur appealed to carry out traffic census of the proposed Surajpole-Sevashram Flyover at M.B. College Circle. The survey was accomplished on 8<sup>th</sup> March, 2014 in the able guidance of Faculty of Civil Engineering.

#### **Sampling and Testing of Ahar River**

The Polytechnic conducted the study of Micro Pollutants in the water of Udaipur. The Polytechnic collaborated with Commonwealth Scientific & Industrial Research Organization (CSIRO), Australia, MPUAT & Wolkem India to execute the task under the guidance and expertise of famous eco-toxicologist Dr. Rai Kookana

#### **‘Scaling City Institutions for India: Sanitation’ Project**

The Polytechnic is partnering with the Centre for Policy Research, New Delhi in conducting a research ‘Scaling City Institutions for India: Sanitation’ supported by the Ministry of Urban Development, Govt. of India and the Local Self Department, Government of Rajasthan. The project includes the following components:

- i) GIS physical mapping of infrastructure, services etc.
- ii) Research studies on behavioral patterns, community dynamics and user participation (includes Household surveys and focused group discussions).

#### **Industrial Motivation Camp**

The Polytechnic aims to develop entrepreneurship skills among the students. Various programs were organized to motivate and educate the students on entrepreneurship. An Industrial Motivation Camp was organized by the Ministry of Micro, Small, and Medium Enterprises on 12<sup>th</sup> Feb, 2014.

#### **Sports Activities**

Three day sports activities were held from 28<sup>th</sup> to 30<sup>th</sup> November, 2013. It was delightful to see the riot of VBPCians running, jumping, throwing and competing for the medals. Events like 100 m, 400 m relay races, Javelin Throw, Shot Put, Slow Cycle Race, High jump etc. were conducted. On the same time, some events like Mehndi, Rangoli and Salad Dressing were organized for girls. Cricket and Volley Ball matches were played in February. 200 students participated in these. On this occasion a friendly match was played between the winning team and staff members.

#### **Annual Function: Techno Beats**

Three day cultural events were organized in the institute from 3<sup>rd</sup> to 5<sup>th</sup> April, 2014. The Institute hosted a spectacular array of events and activities. The students took part in a variety of events, like Treasure Hunt, Poster Making, Quiz, Poem Writing, Solo and Group Dance Competition, Solo Song Competition, Nail Art, and Hair Styling Competition. Techno Beats provided an opportunity for the students to participate in different events and showcase their talent.

#### **Visit by DTE & BTER Officials**

The Director of Technical Education Sh. SK Singh, Joint Secretary Sh. RK Gupta, Joint Director Sh. RN Agrawal and Sh. DS Yadav spent a whole day at the Polytechnic on 25<sup>th</sup> August, 2014 and interacted with the faculty on various aspects of technical education. They highly appreciated the work culture of the Polytechnic. The Registrar of



Technical Education Sh. Pankaj Mehta also visited the college on 15<sup>th</sup> September, 2014.

#### **Alumni Meet**

The Foundation Day of the Alumni Association of the Polytechnic was celebrated on 10<sup>th</sup> May, 2014. On this day, the Ex-students who had completed 50 and 25 years of their Diploma were honored.

#### **Engineers' Day Celebration**

The students were given a chance to express their views on 'Frugal Engineering Interventions to Strengthen Indian Economy & Improving Quality of Life' in an essay and speech competition held on Engineers' Day i.e. on 15 September, 2013. This they did with remarkable clarity, coherence and effect. Chandan Suthar of III year, Civil Engineering swept the first prize in speech competition while, Vishal Manghnani of II Year, Civil Engineering won the first prize in the essay competition.

#### **Placements**

Owing to quality training provided by the faculty, the industrial world prefers to take students of the Polytechnic in their companies. This year 54 students were placed in various companies. 24 students of various branches have been selected in Mudrakshi Hytech India Pvt. Ltd. in the first round, the second list being awaited. 19 students of Electrical and Electronics have been selected for internship at Secure Meters Pvt. Ltd. All the students of Polymer Sc. and Rubber Technology have been selected in BKT Tyres.



#### **Projects**

Students prepared projects on Multi Zone Fault Detector System using PLCC, Password based Circuit Breaker System Radio Frequency Based Automatic Irrigation System, Control of Different Parameters of Green House for Enhanced Productivity, Automatic Wireless Energy Meter Reading (Funded by DST, Raj.), Fully Automatic Irrigation System, Sensing Soil Moisture Contents Using RF Communication, Client – Server Model, Media Player, Online Medic Help and Solution (Funded by DST, Raj.), Wild Life Awareness and Protection (Funded by DST, Raj.), e-Learning System, Water Billing System, Civil Management System, Crime Automation & Reporting etc. The projects enable the students to think innovatively, make them technically proficient and provide them a platform to explore their inherent potential.

### *Vidya Bhawan Krishi Vigyan Kendra*

Vidya Bhawan Krishi Vigyan Kendra was founded to increase production and generate income among the farming community.

#### **Progress of 2013-2014:**

Currently, KVK is operating with 27 villages in the blocks of Bhinder, Kherwara, Sarada and Girva. Last year, to meet its mandates, KVK conducted a varied spectrum of on and off campus trainings, on farm testing, front line demonstrations, vocational trainings, extension activities etc. based on the problems identified in the operational areas.

KVK worked for various aspects of agriculture, animal husbandry, agriculture engineering, plant/crop protection and soil science etc. in the chosen villages. Various trainings were organized on scientific cultivation of maize and its improved technology, plant protection methods for kharif crops, methods of plant propagation, preparation of concentrate mixture for milking animals, repair and maintenance of agriculture equipments etc. to educate the target groups and improve their livelihood. One hundred and ninety three trainings

(on campus- 89, off campus- 104) were organized covering 6428 farmers and farm women. These led to large scale adoption of not only technologies like high yielding varieties of maize (PEHM -2), gram (GNG- 469) and wheat (RAJ-4037) but also of improved practices i.e. using bio fertilizers at the time of sowing, use of fuel saving devices, use of mineral mixture for livestock etc.

Front line demonstrations (FLD) of high yielding varieties of wheat, cluster beans, black gram, soyabean etc. were conducted leading to awareness among farmers. Eighteen FLDs, covering 1031 farmers were conducted by KVK.

For the assessment of latest technologies in the operational areas and it's further refinement, Five on farm testings on onion, chickpea, mustard, gram and poultry bred were conducted. These led to better understanding in the farmers about these technologies.

Vocational trainings on plant propagation, nursery raising, primary health care, pregnancy diagnosis and artificial insemination were organized to develop these skills among the target groups.

Transfer of technologies such as improved seeds, irrigation schedules, plant protection methods, vermi-compost, veterinary first aid, orchards development and kitchen gardening etc. with adoption percentage ranging between 30-50% led to a considerable increase in the income of participants.

Extension activities (total 740); farmers attended – 15389) like field days (5), kisan mela (1), kisan goshti (16), exhibition (1), film shows (19), demonstrations (3), group meetings (5), lectures (228), soil health camp (3), animal health camp (32), self help group conveners meetings (2), farmer – interactions (13), farmer's visit to KVK (135), scientist's visit to farmer's field (41) etc. were conducted. Along with developing awareness, this resulted in increased interaction between the farmers and the scientists, thorough understanding of the problems and conditions, result oriented interventions and timely solutions to the problems.

Presently, KVK is also handling two projects, other than ICAR mandate activities, viz. (1) "Livelihood Security of Tribal Area Through Farming System Models" in Kherwara block under world bank

assisted National Agriculture Innovation Programme and (2) "Managing Aquifer Recharge through Village Level Interventions" in Bhinder block in collaboration with University of Western Sydney, Australia.

**Vision for future:**

*"To develop farming as remunerative and profitable venture"*

To achieve the above vision following activities will be done in future:

1. Techno park of Kharif and Rabi crop will be developed at KVK premises. Different varieties will be sown as per package of available practices. This will be a demonstration unit where major crops of the district will be sown. Here farmers can visualize the difference between the varieties and also compare the production. Modern techniques of farming will also be used in this unit.
2. Mother orchards of different fruit plants viz. kinnow, guava, pomegranate, custard apple, mango, lime etc. will be developed at KVK premises. This will help to produce good planting materials of fruits at KVK nursery. In coming 4 years, our aim is to produce one lakh fruits planting materials per year from the nursery unit.
3. A model village will be developed where "integrated farming system module" will be applied. Baseline data will be collected from this village and then integrated approach viz. seed replacement, vegetable cultivation, fruit orchard development, animal husbandry activities, farm machinery and plant protection measures etc. will be applied for three continuous years. Then end line data will be collected to determine actual impact of the program.
4. Infertility is a major constraint in animal production. VBKVK and Regional Disease Diagnostic Centre (RDDC), Udaipur jointly developed a protocol which gave best results in this treatment. A total 600 of veterinary officers of Rajasthan were trained. There is a wide scope to expand the said protocol to other veterinarians of the country exists. We

aim to develop KVK as the National Training Centre in this field. For this, the Government of Rajasthan is ready to develop it as a centre.

5. There is also a great scope of increasing the milk production in our dairy animals. For this, we will procure elite semen from Gujarat. We also aim to prepare our own mineral mixture to make it available to the dairy owners of the district. There is also scope of increasing weight average and herd average of our dairy unit. We will establish a buffalo demonstration unit at KVK.
6. Mechanization of farm will also be done to reduce drudgery and cost of cultivation.
7. Bee Keeping is a profitable venture in agriculture. We are developing mother orchards of different fruit plants. Bees help in pollination and improve the production of fruits. Two persons from the institute will be sent for intensive training and the demonstration of bee keeping will also be started at KVK premises.

We also aim to start a laboratory for fruit and vegetable preservation and processing at KVK. This will help the rural women to learn skills of vegetable and fruit preservation.

### *Institute of Local Self-Government and Responsible Citizenship*

Deepening democracy and strengthening decentralized governance is instrumental in improving the quality of life of people in the countryside. This has been reinforced by 73<sup>rd</sup> Constitutional Amendment Act. In pursuance of the above, the Institute has been conducting 'Capacity Enhancement Programme' for the elected representatives (ERs) of Panchayats in the tribal belt of Udaipur since 1997. At present, the activities under the project sanctioned by JTT (Jamsetji Tata Trust) with a financial grant of Rs. 392 Lakhs for 5 years are being run by the Institute since June 2009. 7 months, no-cost extension to the Project for

seven months has been approved by the Trust. The Institute has also been running the project on 'Empowerment of Elected Women Representatives of Panchayati Raj System' and SHGs with the support of MINT (Dr. Reineck), Germany since 2006.

#### **Activities under Extensive Mode**

- 150 elected representatives (ERs) of Panchayati Raj System participated in 8 courses of 5 day residential trainings held during reporting period.
- 153 members of the 19 women Self Help Groups participated in 11 orientation programmes of 2 days each. The main themes include: concept and benefits of SHGs and income generating activities, and participation of women in democratic processes- Gram Sabha and Ward Sabha.
- As a follow-up to trainings, 11 Panchayat Melas and Mahila Sammelans were held in which 697 ERs and 266 EWRs participated. The Institute has so far organized 196 Panchayat Melas and 181 Mahila Sammelans and provided an opportunity for ERs to interact with the officials and address their problems immediately.

#### **Activities under Intensive mode-**

The Institute has selected 24 Gram Panchayats of Badgaon and Gogunda blocks for Intensive work. The *Panchayat Mitras*, the grassroot level functionaries reside in the Gram Panchayats and provide hand-holding support to the ERs. This





proved to be an effective strategy in our endeavor to strengthen the PR System.

- **Strengthening Gram Sabhas:** Members of the Institute facilitated 22 Gram Sabha meetings while Field Coordinators and *Panchayat Mitras* disseminated information through pamphlets distributed at schools, Aanganwaris and through personal contact with elected representatives.
- **Strengthening Ward Sabhas:** We have facilitated the process of strengthening the grassroot level democratic institutions through activation of Ward Sabhas, the very first tier of Panchayati Raj System. We have been able to facilitate 39 Ward Sabhas which were held in 13 GPs of the Intensive area during the year.
- **Activation of Standing Committees:** The Institute took an initiative to mobilize the elected representatives to hold regular meetings of their respective Standing Committees. Six meetings of Standing Committees on Education of Gram Panchayat



were held during the period. Earlier the Institute had made efforts to orient the members of the Standing Committees on Education, Women and Child Development and Social Services and Social Justice.

- **Community Mobilization:** Panchayat Mitras and Field Coordinators mobilized the villagers to attend 'Sarkar Apke Dwar' Camps. They assisted in filling pension forms and issue of various certificates. They also informed and assisted the people to benefit from the Rabi and Kharif camps.

### Performance of Elected Women Representatives in Panchayats

An attitudinal change in elected women representatives (EWRs) was seen as a result of the Institute's Capacity Enhancement Programme along with exclusive trainings and continuous support especially in the Gram Panchayats (GPs) selected for intensive work.

**Ms. Badami Bai**, Sarpanch of Gram Panchayat Visma, Panchayat Samiti Gogunda, has worked for infrastructural as well as human development. Panchayati Raj elections-2010 was her first experience at the socio-political forum of her Gram Panchayat where women sat in veil in front of men. During the first few months, she found it difficult to speak in the village Council and Executive meetings. She says, *"I gained confidence to speak in front of a gathering, I got enough exposure to identify issues and express my views about them. I also learnt about the aspects of human development. These are the great benefits of my association with Vidya Bhawan."* Her Panchayat is amongst the 24 GPs selected by the Institute. She attended the residential trainings in two phases followed by exclusive trainings for EWRs and workshops on Panchayati Raj System. She had been instrumental in getting Rs. 45 Lakhs sanctioned for clean and safe drinking water and along with other Ward Panchs persuaded the local MLA and Hon'ble Minister to expedite the works through the PHED. Her efforts benefited more than 200 families of tribal people and backward castes. Ms. Badami participated in the District-level Workshop organized by the Institute on 'Strengthening Panchayati Raj System' and contributed in making action-points for transparency in the functioning of PRIs.

**Ms. Rodi Bai**, Ward Panch of Gram Panchayat Bhutala, Panchayat Samiti Badgaon, organized the meeting of her Ward. Top priority was given to the supply of clean and safe drinking water from the Bagheri dam to Heerawaton ki Bhagal, a hamlet of 70 houses. The proposal was presented in the Gram Sabha and forwarded to the Gram Panchayat. Ms. Rodi Bai, along with a fellow Ward Panch, followed it up which resulted in the supply of drinking water to the hamlet. Encroachment was one of the major hurdles in widening of the main

road. Rodi Bai organized a Ward Sabha meeting in which 18% of the members participated of which 80% were women members. They called the Patwari and demarcated the area of encroachment which was then removed and a 3 k.m. pucca road was constructed. Ms. Rodi acknowledged the support of the Institute's *Panchayat Mitra*, who provided hand-holding support at the village level.

#### **Networking with NGOs and Government Agencies**

- Zila Pramukh, Zila Up-Pramukh, Pradhan and Zila Parishad and Panchayat Samiti level officers actively participated in a two-day district level workshop on 'Strengthening Panchayati Raj System' organized during 30<sup>th</sup> and 31<sup>st</sup> May 2014.
- Pradhan (Block Chairpersons) and Panchayat Samiti Officials – BDO, BEEO, AEN, CDPO etc. participated in Panchayat Melas, trainings and Ward Sabha meetings.
- The Institute interacted with government officials of the line departments- education, health and ICDS- in workshops organized for SMCs, anganbari and health workers.
- Exchange of training material with Seva Mandir, FES (Udaipur & Pratapgarh), UNICEF, Kasturba Trust, Shahpura and other NGOs of Udaipur.
- Two, one day meetings with NGOs working in 24 selected Panchayats of Badgaon and Gogunda blocks were organized for better liaison. Members of Seva Mandir, Astha, Arth, FES, Jandaksha, Arth and VBKVK attended the meetings.

#### **Faculty Development Programme**

- One day workshop on 'Developing Awareness about the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act 2013)' was held at the Institute. The resource person was Shri Zahid Mohammad, E.O., H.R. & Legal, VBS. The Institute has constituted an Internal Complaints Committee and the Chairperson is Dr. Smita Shrimali.

- Three day workshop on Participatory Rural Appraisal (P.R.A.) was organized on 25-27 June 2014 at VBKVK by the Developmental Institution's Sub-group of the Faculty Development Committee of VBS. 11 members of the Institute attended the workshop.

#### **Evaluation of Institute's CEP**

The Institute conducted continuous and comprehensive evaluation of its Capacity Enhancement Programme (CEP). In the 5<sup>th</sup> year after Panchayati Raj elections of 2010, an objective assessment (field study) of the CEP, including the intensive work in the selected 24 Gram Panchayats, was carried out by the Institute. Two types of evaluations were done, as follows:

- 1) Study of the 24 Gram Panchayats selected under the Intensive Mode.
- 2) Comparative Study of 6 Gram Panchayats each from Intensive Area, Extensive Area (trained GPs) and Non-intervention Panchayats (untrained GPs).

The highlights of the evaluation were:

- Elected Representatives (ERs) of Intensive and Extensive areas are aware of different aspects of Panchayati Raj System vis-a-vis the ERs of Non-intervention area.
- ERs of Intensive area had a more pro-active approach on issues of human development such as education, health, sanitation, women and child development.
- Ward Sabha meetings have been an outstanding effort in the Intensive area, resulting in greater participation of people in local self governance at the grassroots level.



- As compared to the Extensive and Non-intervention Panchayats, more villagers were associated with the Gram Panchayats under the Intensive Mode and their grievances were addressed.
- Although financial transparency was better in GPs under the Intensive Mode; yet, in the overall context, it was not satisfactory. A lot more needs to be done in this area where GPs share their income-expenditure with the Gram Sabha members and also to carry out an effective social audit.

#### **District-level Workshop on ‘Strengthening Panchayati Raj System’**

A two-day district level workshop on ‘Strengthening Panchayati Raj’ was organized by the Institute in May 2014 at the UGC Conference Hall of Vidya Bhawan G.S. Teachers’ Training College, Udaipur.

About 65 persons have attended the workshop. Participants included elected representatives (ERs) of Panchayati Raj System, Government officers, subject experts and representatives of voluntary organizations working in allied areas of Panchayati Raj System. Power-point presentations and group discussions on various subjects of Panchayati Raj System were held over the two days in 6 sessions.

#### **Current Initiatives**

We have embarked upon facilitating the ‘preparation of micro plan’ at the village level with a view to enable the local people to plan for their economic development. To begin with, Jhindoli village of Rama GP was taken up and the preparatory visits were made in August, 2014 under the guidance of our Director Dr. T. Prabhakar Reddy. Concerted efforts are in place for finalizing the impact of our initiatives in the last few years and publish the same for a wider audience.

#### **Review Meetings**

Review meetings were held regularly at the Institute. These include Curriculum and Training Group, Monthly and Institutional-level AAC meetings.

#### **Publications of the institute include**

A book on ‘Panchayat’s Role in Social Justice and Social Service’ (सामाजिक न्याय एवं अधिकारिता में पंचायत की भूमिका).

Poster on ‘Developing Entrepreneurship through SHGs’ (स्वयं सहायता समूहों के माध्यम से उद्यमिता विकास), ‘Respect, Not Tears’ (आँसू नहीं सम्मान चाहिए) and ‘Benefits of Education’ (शिक्षा के हैं लाभ अनेक, बेटी पाए सम्मान काम करे नेक). In all, the Institute has published and distributed over 30 posters on subjects related to Panchayati Raj System.

Four issues of ‘Panchayat Pariwar’ and ‘Mahila Shakti’ each were brought out during this period. The newsletters were distributed to ERs during training, Panchayat Mela and by post to all 467 Gram Panchayats of Udaipur district.

**Website:** New website of the Institute ([www.vbilsgrc.org](http://www.vbilsgrc.org)) was launched.

## *Vidya Bhawan Education Resource Center*

This is 18<sup>th</sup> Annual Report of Vidya Bhawan Education Resource Centre (VBERC), therefore also time to look back to locate the institution within and outside Vidya Bhawan.

The institution was founded in 1995 to cross-fertilize the ideas of education and learning within the institutions of Vidya Bhawan Society and between Vidya Bhawan and institutions outside Vidya Bhawan community. The nature of VBERC is little different from other institutions in terms of not having fixed rhythm and structure. This means that unlike other institution of VBS, it has expandable timing, expandable nature of work and have number of expandable client and fixed





academic courses. VBERC have no limitation of geographical area and institutions and people it can work with; though the institution adheres to the basic philosophy of Vidya Bhawan Society. One of its mandates that flow from Vidya Bhawan Society's basic objective is to work for bringing in change at the macro level by engaging with institutions that work at policy level. VBERC acts differently and also operates differently. It is accountable to Vidya Bhawan as well as institutional partners with which it works. Having said this, VBERC partners and geographical area of work too changes, though not so frequently. There is also an element of uncertainty involved in terms of its partners and geographical area. We look at the annual report of 2013-14 in this perspective also.

VBERC continued with many of its partnership relationship and discontinued with some. VBERC work in Hazira entered its 9<sup>th</sup> year. We continue to work with HLPL in Hazira. This year we added a new program in the project- vocational training for youth in the area. The first batch of training had 27 youths. They were trained in electrical wiring and motor winding. Vidya Bhawan Polytechnic conducted the technical part of the youth training program. The challenge for the project lies ahead in building confidence of these trained youths to start working as self-entrepreneur as the opportunity for direct employment for all trained cannot be possible given the macro employment situation in the country. The project is working on it. The regular program of the project continued, that included training and programs for children and teacher in the project during the reporting period.

VBERC during the reporting period continued with its work in states like Bihar, Chhattisgarh and Andhra Pradesh. In Bihar, VBERC team worked with the state government for writing of online in-service teachers training course for untrained teachers, for around 1.75 lakh teachers teaching in government schools. Further, it continued with it's work in the three districts of Bihar. There is an element of uncertainty in the project as the organization is still waiting for fund support from probable and present partners in the state.

In Chhattisgarh, VBERC moved forward in it's work with state on in-service teachers training program and writing of textbooks. In Andhra

Pradesh, VBERC started its new project with Reliance in the coastal district of Kakinada. VBERC has a long association with the state SCERT's. It had developed textbook and curriculum with the state SCERT. In Kakinada, VBERC will work with government schoolteachers; to train them in Mathematics and Science.

VBERC continued to work as a partner in the Wipro Applying Thought Schools (WATIS) program. The focus of the program is to capture the best practices in school education and intervene in capacity building of school identified in the project. This year VBERC completed a partnership project with support from SRTT on training teachers for optimum use of library for the benefit of teachers and students. Under this program a course on "Capacity Building of Library Educators" was developed and implemented with 30 participants (from Vidya Bhawan and SRTT partner organizations). VBERC continued with its publication in collaboration with AzimPremji Foundation. Along with two quarterly magazines (*Khoje Aur Jane* and *Shikshaki Buniyad*), this year it published a compiled edition of articles in Hindi on language teaching published in the LLT journal. The journal is published in English language. 'VaniPrakashan' a renowned publisher, published the compiled edition. VBERC on behalf of MHRD, government of India, published three issues of journals-VOICES- for teacher and teacher educators. VBERC name appear on the journal as organization that prepares and publishes the journal.

VBERC has earned its pan-India respect across the organizations over last 18 years through teamwork with all members making their contribution in earning this respect from successive partner organization and funding



agencies. This is no mean achievement given the funding situation that generally exists in the country. The Organization survives because of its performance. Not to say that this will continue forever since the funding situation is changing very fast and the organization have to bring in change in the work culture to survive. Now the funders have larger stakes in the programmes as a result they scrutinize each detail minutely, check for capabilities of people in the organization to perform and their status in the organization. With more survival challenge for organization like Resource Center, it is becoming increasingly difficult to support human resources within the Resource Center that cannot meet the standards that has been externally set. High rate of academic staff attrition in the Resource Center partly is worrying VBERC.

## *Vidya Bhawan Prakriti Sadhna Kendra*

Vidya Bhawan Prakriti Sadhana Kendra is committed to develop a potential place to explore the nature and its relationship with human. To develop awareness and understanding about the environment various programmes i.e. Eco-campus, trekking, bird watching, astronomical studies and seminars & workshops are being carried out by the centre. :

Activities organised during the reporting period are as follows-

- (i) Nature camps were organised for the students of schools and colleges of Udaipur district. Students learnt about solar system, directions, height, topography etc. with the help of GPS instrument. Trekking was also organized for these students.
- (ii) Discussion and interaction program was held for the villagers on topics like Panchayati Raj System, Environment, Agriculture, Religions and Local Problems. 40 women and men participated in this Paricharcha.
- (iii) Indian Environment Society organized one day nature trip at the centre in which 64 students of different schools of Udaipur

district participated. These students were given detailed information on Biodiversity and flora-fauna of the area.

- (iv) 22 staff members of different institutions of Vidya Bhawan attended one day night camp and studied the solar system and different types of stars.
- (v) World Environment Day was celebrated on 5th June in which 100 students, staff members and members of different NGO's participated.
- (vi) Nearly 80 staff members of the Seva Mandir under the leadership of Smt. Priyanka Singh, CEO attended nature trip at the centre.
- (vii) 27 students from Hazira, Gujarat attended one day camp and were given information about environment, student's participation in the protection of forest.
- (viii) Mr. Jagmohan Dave, nominated executive member for the PSK has visited the centre. He expressed the need for infra-structural



development and planning more educational activities for the centre.

### **Infra-structural Development at the Centre**

- Construction of stone wall on the both sides of the main gate.
- Installation of proper solar power system.
- Repairing of Fiber sheets with FRP treatment.
- Stay accommodation facilities with folding cots.

### **Future Plan**

The center is planning to have more and more educational activities for school and college students. We are also planning to submit the project proposals to State/Central Govt. to develop a Herbal garden at the centre.

## Credibility Alliance Norms Compliance Report

Vidya Bhawan started as a middle school in 1931 when the percentage of literacy in Mewar State (Udaipur) was only 4.9. Vidya Bhawan drew its inspiration from the tenets of the Boys Scout Movement with an emphasis on community services.

It is registered as a Society under Section 5 of the Certificate of Registration Under Societies Registration Act No. VII of 1941 bearing No. 5079/1941 dated 10-09-1941.

Tax exemption is granted to it under section 80(G) of Income Tax Act 1961 corresponding to section 15-B of the Income Tax Act 1922 vide No. JE 5/88/25/68-69/5425 and is valid still further order.

Its FCRA Registration No. is 125690033 dated 07-06-1989 and is till valid.

**Main Bankers:** (i) ICICI Bank Ltd., Vidya Bhawan Society Branch, Udaipur  
(ii) State Bank of India, Badgaon Branch, Udaipur  
(iii) ICICI Bank Ltd., Madhuban Branch, Udaipur

**Auditors:** M/s. Shashi Kant Mehta & Co.  
Inside Surajpole, Udaipur, Rajasthan.

### Distribution of staff according to salary levels:

Slab of gross salary (in Rs.) plus benefits paid to staff (per month)	Male Staff	Female Staff	Total Staff
Less than 5000	45	14	59
5000-10000	93	46	139
10000-25000	130	75	205
25000-50000	41	16	57
50000-100000	14	3	17
Greater than 100000	8	0	8
<b>Total</b>	<b>331</b>	<b>154</b>	<b>485</b>

### Staff remuneration [Gross salary + benefits] in Rupees:

Head of the Organisation	Rs. Nil (Honorary service)
Highest Paid:	Rs. 17,30,680/- per annum
Lowest Paid:	Rs. 78,204/- per annum

### Staff International Travel:

Name	NIL
Gross Expense (Rs.)	NIL
Sponsored by external organisation	NIL

Cost of National Travels by Board Members/Staff/Volunteers : Rs. 2,00,625/-.

### Remuneration paid to members of Statutory Governing Body for attending meetings:

No.	Name	Gross Remuneration Per Annum (Rs.)
1	ZERO	ZERO



# SHASHI KANT MEHTA & CO.

## CHARTERED ACCOUNTANTS

CA S.K.MEHTA  
B.COM.,LL.B.,F.C.A., DISA(ICA)

### AUDITOR'S REPORT

#### Report on the Financial Statements

We have audited the accompanying financial statements of **VIDYA BHAWAN SOCIETY, UDAIPUR** which comprises the Balance sheet as at 31<sup>st</sup> March 2014 and also the Income and Expenditure account for the year ended on that date and summary of significant accounting policies and other explanatory information.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements in accordance with the generally accepted accounting principles and societies Law of India. This responsibility includes the design, implementation and maintenance of internal control relevant to the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted the audit in accordance with the Standards on Auditing issued by the Institute of Chartered Accountants of India. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Society's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### Opinion

We report that:

- A sum of Rs. 41600, received during the year against sale of plot at the prevailing rates during 2007-08, directly taken to Corpus Fund. Formality under Transfer of Property Act are also pending.
- A sum of Rs. 19,77,661.18 lying in Old Boys Donation Fund transferred to Corpus Fund during the year.
- Detail of student outstanding fees Rs. 35,800, caution money Rs. 12,12,800, Scholarship Rs. 1,75,988.76 and unpaid salary Rs. 14,865 in respect of Vidya Bhawan Rural Institute not provided.

Except above, in our opinion and to the best of our information and according to the explanations given to us, the financial statements of Vidya Bhawan Society for the year ended March 31<sup>st</sup> 2014 are prepared, in all material respects, in accordance with the generally accepted accounting principles and societies Law of India.

For **SHASHI KANT MEHTA & CO.**  
Chartered Accountants  
Firm Reg. No. 002564C



*S.K. Mehta*

**CA S. K. MEHTA**  
Proprietor  
Mem. No. 071384

Udaipur  
Oct 16, 2014

**Vidya Bhawan Society, Udaipur (Raj.)**  
Balance Sheet as at 31st March, 2014

Funds and Liabilities	Sch.	Amount (Rs.) 31.03.2013	Amount (Rs.) 31.03.2014	Total 31.03.2014	Assets	Sch.	Amount (Rs.) 31.03.2013	Amount (Rs.) 31.03.2014	Total 31.03.2014
Corpus Fund		3,73,12,832.06	3,73,12,032.00		Fixed Assets	B	15,90,71,112.39		16,43,43,961.38
Add: Old Boys Donation Fund Transferred			19,80,420.00		Investments	C	1,59,07,360.00		1,69,07,360.00
Add: Sale of Land			41,600.00		Stock / Inventories / Live Stock		59,72,022.50		66,47,455.89
Add: Interest on Corpus Fund			30,75,525.00		Security Deposits		7,00,172.50		7,48,953.60
Add: Transfer from Surplus			80,00,000.00	5,04,15,377.00	Overspent Grants / Balances		1,09,48,139.07		3,73,73,640.21
Other Funds & Reserves	A	25,28,35,560.00		28,05,79,479.11	Sundry Receivables		3,47,90,720.64		4,01,11,489.79
Unspent Grants / Balances		2,52,28,472.35		1,00,57,602.13	Advance Income Tax (TDS)		57,07,358.65		60,29,955.07
Sundry Payables		3,91,25,934.13		5,72,35,691.89	Cash and Bank Balances			8,21,726.12	
					Cash on Hand		7,52,475.28		
					Cash at Bank :-				
					Fixed Deposit		11,17,75,961.00	10,17,25,587.00	
					Accrued Interest		87,47,851.59	72,05,830.66	
					Current & S.B.A/V		1,08,36,028.93	1,49,00,735.59	
					Draft & Cheque	D	95,93,006.00	8,60,905.00	12,52,25,794.37
Notes on Accounts	E	38,45,02,786.54		39,83,88,208.19			38,45,62,798.64		36,85,68,208.19

As per our report of even date  
For SHASHI KANT MEHTA & CO.  
Chartered Accountants  
Firm Reg. No. 002564C

*S. K. Mehta*  
CA S. K. Mehta  
Proprietor  
Mem. No. 071384

*S. P. Gaur*  
S. P. Gaur  
Organising Secretary

*V. K. Ranka*  
V. K. Ranka  
Chief Finance Officer

*Ashil Trivedi*  
Ashil Trivedi  
Chief Accountant

Date: Oct. 19, 2014  
Place: Udaipur

VIDYA BHAWAN SOCIETY, UDAIPUR  
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31st MARCH 2014

	AMOUNT (Rs.) 31.03.2013	AMOUNT (Rs.) 31.03.2014	AMOUNT (Rs.) 31.03.2013	AMOUNT (Rs.) 31.03.2014
<b>EXPENDITURE</b>	<b>34,63,583</b>	<b>52,30,988.00</b>	<b>30,42,023.00</b>	<b>5,88,96,543.00</b>
To Opening Stock / Live Stock	52,24,221.00	84,34,888.00	4,90,27,285.00	5,88,96,543.00
To Purchases	82,58,821.00	6,00,18,024.00	1,01,02,026.00	5,29,32,643.00
To Salary & Allowance	7,13,24,826.00	13,07,023.00	63,26,080.00	34,09,088.00
To Activity Exps.	3,81,567.00	48,000.00	6,32,761.00	3,03,208.00
To Advertisement (Recruitment)	1,82,884.00	8,48,000.00	20,07,914.00	8,60,048.00
To Affiliation Fees	8,58,120.00	37,200.00	15,18,865.00	34,89,525.24
To Audit Fees	31,299.00	2,21,424.00	1,00,00,000.00	5,00,00,000.00
To Balances Brought Over	3,04,881.00	3,45,032.00	31,48,265.00	44,29,333.71
To Books & Periodicals	45,184.00	2,06,200.00	3,07,415.00	46,70,254.00
To Computer Exps.	2,18,054.00	1,21,517.00	40,56,148.00	15,30,462.00
To Educational Expenses	45,289.00	19,05,086.12	52,385.00	81,83,068.00
To Expenses against specific donation	8,80,234.00	27,82,028.00	44,24,892.00	24,30,321.00
To Legal & Professional Fees	14,35,700.00	24,37,512.00	48,72,485.00	17,601.00
To Light & Water	18,45,648.00	2,86,202.00	49,23,879.08	54,49,812.00
To Loss on Sale of Fixed Assets	-	24,84,000.00	57,04,733.00	8,21,07,403.00
To Misc Exps	8,87,278.00	15,70,258.25	7,608.00	63,25,618.00
To Miscellaneous Expenses	18,48,389.00	7,608.00	52,30,687.00	49,23,879.08
To Paper Printed Manufacturing Exp.	81,517.00	15,70,258.25	57,04,733.00	54,49,812.00
To Postage & Communication	2,00,730.00	2,16,234.00	7,711,058.00	87,56,137.00
To Printing & Stationery	3,87,320.00	6,30,266.00	63,25,618.00	
To Prior Period Expenses	1,53,584.00	10,84,776.00	-	
To Publicity & Advertisement	3,17,254.00	4,81,782.00	-	
To Repair & Maintenance (Building)	4,14,884.00	26,60,040.00	-	
To Repair & Maintenance (Other)	8,52,648.00	8,13,317.00	-	
To Seminar/Workshop Organising Chgt	11,02,873.00	6,99,432.00	-	
To Services tax Exp.	-	2,13,744.00	-	
To Short Notice Period Salary	-	36,031.00	-	
To Student Insurance	85,850.00	82,865.00	-	
To Traveling Expenses	3,25,287.00	5,05,133.00	-	
To Vehicle Running exp.	8,85,283.00	16,16,859.00	-	
To Exps. Under various projects	8,34,417.00	6,80,63,060.00	-	
To Gratuity Provision	84,54,287.00	19,33,811.00	-	
To Excess of Income over Expenditure	58,11,241.00	1,56,77,222.08	19,04,35,138.08	31,42,82,370.43
<b>Income</b>	<b>19,04,35,138.08</b>	<b>31,42,82,370.43</b>	<b>19,04,35,138.08</b>	<b>31,42,82,370.43</b>
To Development Fees	-	-	-	-
To Excess of Income over Expenditure Transferred to	-	-	-	-
Corpus Fund	-	1,19,340.00	-	-
Gratuity Fund	28,65,162.00	32,74,520.00	86,11,241.00	1,66,77,320.00
Staff Welfare Fund	28,82,488.00	23,26,040.00	-	4,54,880.00
Reserve	48,132.00	49,242.00	-	3,83,886.00
To Transfer to Assets Acquis. & Mod. Reserve	-	94,49,812.00	-	39,908.00
To Transfer to Corpus Fund	-	20,00,000.00	-	4,890.00
To Excess of Income over Expenditure	1,08,858.00	14,59,174.00	63,25,618.00	5,14,491.00
<b>Total</b>	<b>58,11,241.00</b>	<b>1,70,26,326.08</b>	<b>63,25,618.00</b>	<b>6,38,26,326.08</b>

Notes on Accounts (Schedule C)

For VIDYA BHAWAN SOCIETY

Abhis Thakur

Chief Accountant

Udaipur, October 18, 2014

V.K. Rana

Chief Finance Officer

Organising Secretary

As per our report of even date

For VIDYA BHAWAN SOCIETY

CA S.K. MISHRA

Proprietor

88 No. 871584







VIDYA BHAWAN SOCIETY,UDAIPUR (Raj.)  
SCHEDULE OF INCOME OF EDUCATIONAL INSTITUTIONS FOR THE YEAR ENDED ON 31ST MARCH, 2014

INCOME	Amount (in Rs.)									
	SR. SEC. SCHOOL	SR. SEC. SCHOOL RAMGARH	TEACHERS TRAINING COLLEGE	POLYTECHNIC COLLEGE	PUBLIC SCHOOL	STC	GANDHIAN INSTITUTE	RURAL INSTITUTE	TOTAL	
Fees	70,17,210.00	22,23,325.00	47,75,635.00	1,19,93,724.00	46,27,575.00	11,47,550.00	32,02,750.00	1,19,93,724.00	4,69,61,719.00	
Bank Interest	-	6,527.00	26,166.00	36,838.00	58,185.00	3,812.00	3,311.00	1,99,828.00	2,50,822.00	
Balance Brought Back	-	-	97,200.00	87,200.00	-	-	-	1,28,180.00	2,61,500.00	
Prior Period Income	2,42,961.00	-	-	1,59,700.00	-	-	-	-	3,59,661.00	
Miscellaneous	1,29,723.00	14,920.00	34,548.00	38,671.00	63,566.00	2,000.00	30,720.00	11,48,378.00	15,18,964.00	
Short Notice Period Salary	5,362.00	-	-	11,229.00	-	-	-	-	17,651.00	
Total	73,86,276.00	23,64,772.00	49,93,669.00	1,21,39,363.00	47,07,851.00	11,62,412.00	22,36,761.00	1,34,32,676.00	4,94,20,360.00	
<b>EXPENDITURE</b>	<b>SR. SEC. SCHOOL</b>	<b>SR. SEC. SCHOOL RAMGARH</b>	<b>TEACHERS TRAINING COLLEGE</b>	<b>POLYTECHNIC COLLEGE</b>	<b>PUBLIC SCHOOL</b>	<b>STC</b>	<b>GANDHIAN INSTITUTE</b>	<b>RURAL INSTITUTE</b>	<b>TOTAL</b>	
Pay & Allowances:-										
Salary and Allowances	92,85,483.00	38,97,285.00	49,59,153.00	1,20,96,449.00	30,26,789.00	59,37,228.00	21,74,510.00	83,93,473.00	4,63,73,377.00	
Leave Encashment	19,070.00	30,434.00	-	81,073.00	-	-	-	5,938.00	1,38,515.00	
Utilities	8,384.00	4,082.00	5,456.00	24,552.00	8,184.00	4,862.00	1,844.00	-	56,124.00	
Gratuity	21,801.00	-	-	-	-	-	-	57,602.00	70,555.00	
Security Charges	-	62,984.00	-	1,58,755.00	-	-	67,683.00	-	2,89,504.00	
Total Pay & Allowances	23,34,500.00	39,84,475.00	49,64,609.00	1,22,09,819.00	30,37,973.00	20,47,500.00	22,72,926.00	97,57,350.00	4,71,13,076.00	
Administrative Overhead	-	25,571.00	-	-	1,89,891.00	-	2,78,538.00	8,08,814.00	11,87,146.00	
Activity Exp.	8,83,338.00	7,892.00	69,496.00	-	8,890.00	8,890.00	1,29,841.99	53,07,000.00	13,07,000.00	
Advertisement (Recruitment)	14,269.00	-	5,742.00	-	4,433.00	-	-	-	33,256.00	
Allegation Fees & Others	-	22,000.00	-	3,35,000.00	-	-	1,10,000.00	4,63,000.00	8,45,000.00	
Audit Fees	5,000.00	5,000.00	5,000.00	4,000.00	2,800.00	1,600.00	-	10,600.00	35,300.00	
Balance Brought Off	21,801.00	1,19,926.00	-	16,359.00	34,478.00	-	-	13,667.00	1,09,444.00	
Books & Periodicals	62,783.00	15,966.00	1,26,917.00	54,549.00	8,772.00	-	10,662.00	63,633.00	2,43,952.50	
Building Rent	-	-	-	-	-	-	1,90,000.00	37,05,000.00	39,03,000.00	
Computer Expenses	13,879.00	37,113.00	58,013.00	-	-	-	9,204.00	59,043.00	2,08,203.00	
Entrance/Internal Examination	8,853.00	5,360.00	5,360.00	10,000.00	-	-	32,150.00	-	1,21,617.00	
Student Insurance	20,125.00	6,560.00	-	-	38,047.00	28,014.00	-	49,438.00	82,693.00	
Light and Water	1,75,605.00	14,411.00	1,91,831.00	2,40,766.00	46,412.00	-	37,765.00	59,472.00	6,99,342.00	
Miscellaneous Exp./Contingencies	91,494.00	7,603.13	2,18,845.07	1,67,903.60	3,272.00	7,644.00	6,086.00	2,53,116.01	7,57,670.81	
Short Notice Period Salary	15,002.00	8,776.00	12,307.00	70,891.00	12,018.00	1,289.00	6,215.00	39,669.00	1,80,632.00	
Postage & Communication	29,347.00	7,437.00	62,576.00	13,500.00	13,500.00	2,000.00	97,716.00	1,13,904.00	4,37,042.00	
Printing and Stationery	1,15,969.00	7,570.00	11,819.00	1,08,146.00	61,554.00	-	18,925.00	18,925.00	6,79,789.00	
Prior Period Expenses	3,39,676.00	-	2,161.00	1,68,177.00	34,732.00	-	14,821.00	1,60,177.00	4,33,965.00	
Publicity & Advertisement	45,227.00	62,664.00	-	2,71,018.00	83,248.00	-	84,298.00	6,62,208.00	16,41,971.00	
Repairs and Maint. (Building)	4,56,101.00	910.00	12,720.00	36,879.00	60,611.00	-	-	-	1,42,301.00	
Repairs and Maint. (Others)	43,377.00	2,385.00	2,011,105.00	26,372.00	2,319.00	3,652.00	-	41,028.00	2,82,765.00	
Traveling Expenses	5,731.00	-	-	-	-	-	-	-	5,731.00	
Vehicle Running Expenses	-	2,39,076.00	-	-	6,26,219.00	-	-	-	8,65,295.00	
Total	1,16,81,426.00	46,21,668.13	66,16,461.07	1,38,48,662.10	42,92,078.00	29,99,404.00	32,61,884.00	1,29,49,626.91	6,16,95,989.81	
SURPLUS/DEFICIT OF THE YEAR	(42,65,150.00)	(23,16,266.13)	(10,24,110.57)	(15,12,310.10)	4,15,773.00	(8,45,662.00)	(10,25,082.00)	(24,26,650.91)	(1,30,39,858.81)	
GROSS SURPLUS/DEFICIT	(42,65,150.00)	(23,16,266.13)	(10,24,110.57)	(15,12,310.10)	4,15,773.00	(8,45,662.00)	(10,25,082.00)	(24,26,650.91)	(1,30,39,858.81)	



*[Handwritten signature]*

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INCOME	SR.SEC. SCHOOL	SR. SEC. SCHOOL RAMGARH	TEACHERS' TRAINING COLLEGE	POLYTECHNIC COLLEGE	PUBLIC SCHOOL	STC	GANDHIAN INSTITUTE	RURAL INSTITUTE	TOTAL
Balance B/d	(42,65,190.00)	(23,16,280.13)	(10,24,110.67)	(15,12,310.10)	4,15,773.00	(9,45,682.00)	(10,25,003.00)	(24,28,000.00)	(1,30,90,808.81)
Dept. Res. Fund	-	-	-	4,08,880.00	-	-	-	-	4,08,880.00
Boys Fund	4,41,200.00	2,57,624.00	-	-	-	-	-	-	6,98,824.00
Computer Fees & Expenses	38,808.00	-	-	-	-	-	-	-	38,808.00
Receipts From MSOP	40,500.00	33,600.00	-	-	-	-	-	-	74,100.00
Receipts From Welfare	5,76,049.00	-	-	-	-	-	-	-	5,76,049.00
Science Club	4,850.00	-	-	-	-	-	-	-	4,850.00
Sr. Sec Geo Maint	5,14,481.00	-	-	-	-	-	-	-	5,14,481.00
VBS Projects	-	-	-	-	2,00,762.00	-	-	-	2,00,762.00
<b>Total</b>	<b>(28,40,133.00)</b>	<b>(20,25,654.13)</b>	<b>(10,24,110.67)</b>	<b>(11,03,430.10)</b>	<b>6,16,535.00</b>	<b>(9,45,682.00)</b>	<b>(10,25,003.00)</b>	<b>(24,36,860.00)</b>	<b>(1,85,74,487.81)</b>
EXPENDITURE	SR.SEC. SCHOOL	SR. SEC. SCHOOL RAMGARH	TEACHERS' TRAINING COLLEGE	POLYTECHNIC COLLEGE	PUBLIC SCHOOL	STC	GANDHIAN INSTITUTE	RURAL INSTITUTE	TOTAL
Boys Fund	-	-	3,14,269.00	-	1,19,240.00	-	-	-	4,33,509.00
Development fees	-	-	-	-	1,19,240.00	-	-	-	2,38,480.00
<b>Total</b>	<b>(28,40,133.00)</b>	<b>(20,25,654.13)</b>	<b>(13,38,379.57)</b>	<b>(11,03,430.10)</b>	<b>4,97,325.00</b>	<b>(9,45,682.00)</b>	<b>(10,25,003.00)</b>	<b>(24,26,960.00)</b>	<b>(1,10,07,999.60)</b>
<b>SURPLUS/DEFICIT OF THE YEAR</b>	<b>24,000.00</b>	<b>24,000.00</b>	<b>24,739.57</b>	<b>24,569.90</b>	<b>19,210.00</b>	<b>50,994.00</b>	<b>50,994.00</b>	<b>50,994.00</b>	<b>1,10,07,999.60</b>
Less: Inter dept. Transaction	-	-	-	-	-	-	-	-	-
<b>NET SURPLUS/DEFICIT</b>	<b>(28,16,133.00)</b>	<b>(20,25,654.13)</b>	<b>(13,38,379.57)</b>	<b>(11,03,430.10)</b>	<b>4,97,325.00</b>	<b>(9,45,682.00)</b>	<b>(10,25,003.00)</b>	<b>(24,26,960.00)</b>	<b>(1,10,07,999.60)</b>

  
*Signed*  
  




## VIDYA BHAWAN SOCIETY

ABRIDGED RECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDED ON 31ST MARCH 2014

RECEIPTS	AMOUNT	PAYMENTS	AMOUNT
To Opening Cash and Bank Balances as on 01.04.2013	133,605,322.80	By Grants Utilised - Recurring	94,979,053.00
To Grants Received	50,497,580.12	- Non Recurring	3,884,597.00
To Fees	58,905,631.00	- Refunded	553,658.00
To Donation	13,489,420.34	By Fixed Assets	
To Sales	12,932,643.00	Own Sources	3,847,705.00
To Administrative Overhead	3,406,566.00	Fees	1,450,843.00
To Sale of Fixed Assets	835,785.00	By Salary And Allowances	
To Interest on Grants Received	567,239.88	By Purchases	
To Income from Bank Interest	9,898,359.71	By Expenditure of KVK	
To Corpus Fund (Sale of Land)	41,600.00	By Book Bank Fund Utilised	
To Contribution for Resource Centre	9,166,273.69	By Light and Water Expenses	
To Book Bank fund	496,008.00	By Security Deposits	
To Contribution for Gratuity Fund	1,629,813.00	By Increase in Sundry receivable	
To Increase in Medicine Fund	114,225.00	By Income Tax	
To Increase in Revolving Fund	201,496.00	By Service Tax	
To Increase in Staff welfare fund	3,112.00	By Miscellaneous Expenses	
To Rent	4,183,999.00	By Closing Cash and Bank Balances as on 31.03.2014	
To Income of KVK	7,807,009.34		
To Increase in Sundry payables	18,146,125.56		
To Other Incomes	10,091,092.50		
	336,019,302.94		336,019,302.94

for VIDYA BHAWAN SOCIETY



AKHIL TRIVEDI  
Chief Accountant

Udaipur  
Oct 18, 2014



V. K. RANKA  
Chief Finance Officer

S. P. GAUR  
Organising Secretary

Above Receipt and Payment Account is based on the Audited Balance Sheet of the Society.  
For SHASHI KANT MEHTA & CO.  
Chartered Accountants  
FRN 002564C



CA S. K. MEHTA  
M. No. 071384



**VIDYA BHAWAN SOCIETY, UDAIPUR 2013-14**

**Schedule – E**

1. Significant Accounting Policies
  - i Accounting convention - The financial statements are prepared under the historical cost convention.
  - ii Fixed Assets - All fixed assets are stated at cost of acquisition.
  - iii Depreciation - No depreciation provided on fixed assets.
  - iv All expenses (except audit fees) and income (except interest accrued on FDR and fees) are generally being accounted on cash basis. Fees from students for the academic session 2013-14 treated income of financial year 2013-14.
  - v Any assets acquired under projects out of Grants received or from out of fees has been capitalised under respective heads by crediting simultaneously equal amount to General Reserve account.
  - vi Grants received for specific purposes treated income to the extent utilized.
- 2 Academic improvement fees received and remained unutilized is shown as liability to be utilized for the purpose in coming period.
- 3 Balances of Sundry Receivables / Payables are as appearing in Books of Account and are subject to confirmation.
- 4 From current year Interest earned on deposit/investment of Corpus Fund (Rs. 30,75,525), Gratuity Fund (Rs.23,26,045) and Staff welfare Fund (Rs.48,242) treated as income as against the policy of crediting to respective fund directly and credited to Income And Expenditure account. Due to change in policy, current year's surplus is higher by Rs. 54,49,812 and transferred to respective fund through Income And Expenditure Appropriation Account.
- 5 Interest earned on deposits of ICAR Revolving fund added directly to ICAR Revolving Fund.
- 6 Grants received for specific purposes treated income of the year to the extent utilized Rs. 9,88,63,660 during the year.
- 7 A sum of Rs. 4,08,880 incurred out of Depreciation Reserve Fund Rs. 3,83,985 out of Boys Fund, Rs. 38,808 out of computer fees, Rs. 5,14,481 out of General maintenance balance shown as expenses of the year and equal amount drawn from respective account and credited to Income and Expenditure Appropriation Account.
- 8 Fixed Assets of the society are as appearing in the Books of Account and subject to physical verification.

*[Signature]*

*[Signature]*



9 Previous year's figures have been regrouped / rearranged wherever considered necessary.

For VIDYA BHAWAN SOCIETY

  
S. P. GAUR  
Organising Secretary

  
V. K. RANKA  
Chief Finance Officer

  
AKHIL TRIVEDI  
Chief Accountant

Udaipur  
Oct 18, 2014

As per our report of even date  
For SHASHI KANT MEHTA & CO.  
Chartered Accountants  
Firm Reg.No.002564C



  
CA S. K. MEHTA  
Proprietor  
Membership  
No.071384



## **About Vidya Bhawan**

Vidya Bhawan started as an institution to promote democratic citizenship and to strengthen the possibility for those from the weaker sections to struggle for equity in terms of opportunity. The organisation aimed at providing opportunities that would open new doors and broaden the horizons of the students who came into its care. The wider exploration of different dimension of school education, teacher training were soon supplemented by the need to strengthen the rural community as a whole and to bring ideas of development, better livelihood options and preparedness to engage with democratic processes into its fold of activity. It has struggled with the questions of improving agricultural activity, improving off farm income, building capacities in the youth to look for skilled jobs, while at the same time focussing on a sense of respect for the other human being and becoming conscious of the need to cooperate and live in a plural society. The essence of the work being the attempt to affect the quality of life of the poor and bring them closer to equity. Vidya Bhawan has functioned as a resource and exploration organisation through its 14 institutions now.

It has aimed to develop sensitive workers as well as concerned citizens who would work for the benefit and support of the poor and attempt to bring development and wider choices and exposure to them. It always has linkages with a wider group of organisations and shared its experiences in an attempt to influence as many other organisations as it could including with the mainstream system and the government.

For Vidya Bhawan, the system is a space for intervention and innovation and it has looked upon its role as that of a torch bearer which would bring forth ideas for the larger system to engage with and to follow. There are numerous examples of Vidya Bhawan ideas being reflected in programmes at a macro level and seen in the margins of deep discourse in education and development. It has sought to relate to the system as an insider as a participant that aims at improving it. So while it remained autonomous and distinct it remains engaged with the larger system and its problems.

Vidya Bhawan yet tries to make the system recognize, the need for valuing equity and freedom. Vidya Bhawan struggles to develop democratic principles and values in education and to bring about a change in the perception of society about education. Its challenge is to place the concept of a neighbourhood school with all its rich dimensions in a forceful way before the system and parents so that they recognize the strength of this idea. Its challenges still is to ensure that the poor and socially weak do not drop out of education and ensure that they also get an opportunity to learn ideas that would broaden their outlook and open new dimensions for their lives. Its challenge is to act as a partner with many other organisations working on the ground with the poor and help communities develop new possibilities and recognize their strengths and opportunities.

## Activities in different Institutions



## Activities in different Institutions



## Activities in different Institutions





## **Institutions of Vidya Bhawan Society, Udaipur**

- Vidya Bhawan Senior Secondary School, Udaipur
- Vidya Bhawan Senior Secondary School, Ramgiri, Udaipur
- Vidya Bhawan G.S.Teachers College -  
Institute of Advanced Studies in Education, Udaipur
- Vidya Bhawan Rural Institute, Udaipur
- Vidya Bhawan Polytechnic College, Udaipur
- Vidya Bhawan Krishi Vigyan Kendra, Udaipur
- Vidya Bhawan Education Resource Centre, Udaipur
- Vidya Bhawan Institute of Local Self-government and Responsible Citizenship.
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