Vidya Bhawan Society

Annual Report – 2016-17

All-round Education Since 1931

Aims and Objects of Vidya Bhawan Institutions

1. To promote sound education which implies the full and harmonious development of the individual according to his or her aptitude with a sense of social responsibility.
2. To develop a broad and open-minded outlook on life and a healthy sense of citizenship.
3. To disseminate sound ideas on education among parents, teachers, guardians, policy makers and administrators in particular and people in general.
4. To conduct and promote educational experiments and research.
5. To promote vocational and professional education based on employment needs of the society at large.
6. To promote social, educational and economic development of rural and urban society.
7. To promote adult literacy and continuing education.
8. To promote environmental avenues and conservation.
9. To promote values, based on equal respect for people of all races, religion, gender, social and economic background.

“Its positive purpose was to provide for children an atmosphere of freedom for growth, and to promote in them a sense of civic responsibility. No doubt, this might in due course undermine our out-of-date social structure and the strongholds of reactionary forces. But the staff and students of Vidya Bhawan would not, it was clear, line up behind external organisations for any sectional or political ends.”

– Dr. Mohan Sinha Mehta, *The Story of Vidya Bhawan*, Silver Jubilee Volume 1931-1956

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OFFICE - BEARERS

(All positions as on 03.10.2017)

Members of the Board of Control

1.	Shri Ajay S. Mehta	President
2.	Shri Bhagwat Babel	Vice-President
3.	Shri Hemant Kumar Bohara	Hony. Secretary
4.	Shri Anil Shah	Hony. Treasurer
5.	Shri Salil Singhal	Member
6.	Shri M.K. Agrawal	Member
7.	Shri Anand Bordia	Member
8.	Shri Kulbhushan Kothari	Member
9.	Shri Riaz Tehsin	Member
10.	Shri Siddarth	Member

Members of the Executive Committee

1.	Shri Ajay S. Mehta	President
2.	Shri Riaz Tehsin	Former President
3.	Shri Bhagwat Babel	Vice President
4.	Shri Hemant Kumar Bohara	Hony. Secretary
5.	Shri Anil Shah	Hony. Treasurer
6.	Shri Suraj Jacob	Mukhya Sanchalak
7.	Shri Prasoon Kumar	Educational Advisor
8.	Shri S.P. Gaur	Organising Secretary
9.	Shri V.K. Ranka	Chief Finance Officer
10.	Shri Gopal Krishna Bumb	Member
11.	Shri Dilip Galundia	Member

12.	Shri Jagmohan Dave	Member
13.	Dr. F.S. Mehta	Member
14.	Dr. Sayeed Ahmed	Member
15.	Shri Bharat Mehta	Member
16.	Shri Revti Raman Shrimali	Member
17.	Shri Dinesh Galundia	Member
18.	Smt. Chandralekha Bharti	Member
19.	Shri Mahendra Bapna	Member
20.	Shri Arvind Singhal	Member
21.	Shri Bharat Prakash Upadhyay	Member
22.	Shri Surendra Jain	Member
23.	Shri Liaquat Hussain	Member
24.	Shri Bhagwati Lal Mantri	Member
25.	Dr. A.B. Phatak	Educationist
26.	Dr. Farida Khan	Educationist

Members of the Finance Committee

1.	Shri Anil Shah	Hony. Treasurer
2.	Shri Hemant Kumar Bohara	Hony. Secretary
3.	Shri Arvind Singhal	Member
4.	Shri Hemant Kumar Bohra	Member
5.	Shri Kezar Ali Kurabarwala	Member
6.	Shri Suraj Jacob	Mukhya Sanchalak
7.	Shri V.K. Ranka	Chief Finance Officer
8.	Shri S.P. Gaur	Organising Secretary

Heads of Vidya Bhawan Institutions

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Vidya Bhawan Public School	Mrs. Neerja Jain Principal	Tel: 0294 – 2421170 Email: vbpsudr@gmail.com Website: www.vbpublicschool.org
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Vidya Bhawan Prakriti Sadhna Kendra	Dr. R.L. Shrimal Coordinator	Tel: 0294 – 2450911 Email: shrimalramnik@gmail.com Website: www.vbpsk.org
Vidya Bhawan Education Resource Center	Mr. Prasoon Kumar Director	Tel: 0294 – 2451497 Email: info@vidyabhawan.org Website: www.vberc.org
Vidya Bhawan Society Office	Mr. Ajay Singh Mehta President Dr. Suraj Jacob Mukhya Sanchalak Mr. S.P. Gaur Organizing Secy. Mr. Prasoon Kumar Education Advisor Mr. V.K. Ranka Chief Finance Officer Mr. Zahid Mohammad Executive Officer (HR & Legal) Mr. H.R. Bhati Estate and Welfare Officer Mr. Akhil Trivedi Chief Accountant	Tel: 0294-2450911, 2451679 Email: vbs@vidyabhawan.org Website: www.vidyabhawan.org

PRESIDENT'S REPORT

The Evolution of Vidya Bhawan

Dr. Mohan Sinha Mehta, the founder of Vidya Bhawan, was deeply influenced by the freedom struggle as a young man. In 1929, he drew up a plan to create Vidya Bhawan during a hike to the Pindari Glacier along with a group of his scouting colleagues. He wanted to create a school in India that would impart values aligned to the quest for freedom from colonial rule.

Since Vidya Bhawan was started in 1931, it has grown into a group of twelve institutions. In every decade since its inception one or more new institutions has emerged within its fold. Each of these institutions crystalised from the desire to contribute towards building a just society, the means being education. In the decade of the 1940s, three institutions were created: the Govindram Seksaria Teachers Training College; the Basic School, modeled after Gandhiji's philosophy of education (Nai Taleem); and the Kala Sansthan Shikshak Prashikshan Vidyalaya, to train teachers in the field of handicrafts.

Post Independence, in 1956 the Rural Institute, of which the Polytechnic College was a part, was started to enable students from rural backgrounds to gain higher education. The objective of the Rural Institute was also to provide students with skills and motivation that would encourage them to work in rural areas. The idea of creating Rural Institutes all across the country was given by a Committee chaired by Dr. K.L. Shrimali, Vidya Bhawan's first School Principal. The founder Dr. M.S. Mehta in a similar fashion chaired a Committee in 1973 that gave the country the idea of building Krishi Vigyan Kendras (Agricultural Knowledge Centres, KVKs) across the country that would extend the benefits of scientific research and technology in the field of agriculture to farmers in the country. Vidya Bhawan was asked in 1984 to host one such KVK.

In 1995, Vidya Bhawan started an Education Resource Centre under the leadership of Dr. Hriday Kant Dewan. The idea of having such a Centre was to attract educationists who would research and improve methods of pedagogy and curriculum reform. Its focus was both to improve the functioning of government schools across the country,

as well as Vidya Bhawan institutions themselves. Fostering critical thinking and democratising social relations between school management, teachers and students was its core value.

Another institution that came up in the '90s was the Institute of Local Self-Government and Responsible Citizenship. Its motivation was Vidya Bhawan's founding commitment to uphold human rights, promote responsible citizenship and deepen democracy. This Institute for the most part concentrated on the training of elected representatives to Panchayati Raj institutions in the districts of Rajsamand and Udaipur.

In the decade of the '90s three institutions were added. An English medium School called the Vidya Bhawan Public School, was started in 2001. The Vidya Bhawan Gandhian Institute of Educational Studies (VBGIES) was started in 2008 and the Vidya Bhawan Prakriti Sadhna Kendra (Environment Interpretation Centre, VBPSK), an institution attached to a 125 ha forest, in 2009. VBPSK together with VBKVK possess the potential to synergise extension and research work on environmental conservation and agriculture, while at the same time enabling students to become more aware and attached to nature.

The Polytechnic College and the Aaganwadi Workers Training Centre that were earlier part of the Rural Institute have become autonomous and now have their own separate identities, the Polytechnic College since 1967 and Aaganwadi Centre since 1982.

The Kala Sansthan was merged with the VBGIES in 2016 and the Institute of Local Self-Government was temporarily closed down in 2015 because of lack of funds. At present taking into account the changes mentioned above Vidya Bhawan has eleven functioning institutions.

Challenges

The evolution of Vidya Bhawan has not been without its travails and struggles. Post-independence some of the newly created institutions became heavily dependent on government aid. The ethos of these institutions slowly altered. Financial support from the government meant a loss of autonomy in running the institutions. It also resulted

in the loss of cohesion among staff members as grant-in-aid staff were paid more than others who were purely on Vidya Bhawan's rolls.

It was highly fortuitous that in 2011, the government stopped government grants and agreed to absorb staff members who were on government aid. Over 150 of our staff members, out of a total of some 500 joined government institutions. While the loss of financial aid was not easy to bear, the benefits to Vidya Bhawan in terms of regaining its autonomy have been enormous. The mindset shift however, continues to be a challenge.

Another issue that has long challenged educationists in Vidya Bhawan has been the question of medium of language of instruction. The founder wanted Vidya Bhawan to be bilingual, with Hindi as the first language of instruction. It was his belief that teaching in the local language would make good education accessible to all sections of the society. He was fully aware that the students' command over the English language is an essential part of getting a good education in our society. Regretably in practice Vidya Bhawan could not fulfill this ambition of becoming truly bilingual. Thanks to the members of Vidya Bandhu Sangh and also the Executive Committee members of Vidya Bhawan, this lapse in its performance has been pointed out repeatedly and now concrete steps are being taken to improve English teaching in all the three schools of Vidya Bhawan.

Highlights of 2016-17 and the Road Ahead

Following the stoppage of grant-in-aid in 2011, Vidya Bhawan amended its Constitution in 2013 and made it compatible with its new found autonomy. It also provided for a full time Chief Executive (Mukhya Sanchalak). Dr. Suraj Jacob, Ph.D. in Economics from Stanford University accepted the Board's offer to become the Mukhya Sanchalak. Dr. Jacob joined formally on the 11th of May, 2017. The Board also appointed Shri Prasoon Kumar as its new Educational Advisor. He was previously the Director of the Education Resource Centre and has been in Vidya Bhawan since 1998. He succeeds Dr. Hriday Kant Dewan who retired as Educational Advisor in 2014. Both Suraj and Prasoon are in their early 40s and bring to Vidya Bhawan a great deal of energy and imagination.

During the course of last year Vidya Bhawan made a concerted effort to foster a shared purpose across all Vidya Bhawan institutions. To this end a Coordination Committee called the 'Sanchalak Mandal' was started. This committee consists of all the Heads of Institutions and key functionaries connected to accounts, sports, estate management, administration and hostels. The deliberations in this committee have helped to identify areas of neglect and get colleagues to cooperate with each other to solve problems. One of the areas where action has been palpable during this last year has been in estate management: renovating staff quarters, hostels, the mess and playing fields. A great deal remains to be done but a promising beginning has been made.

Another positive step was made on the staff front regarding our low salaries. As an ad-hoc measure those earning less than Rs. 10,000 per month were given a 15% increase and those more than Rs. 10,000 a 10% increase in salaries over and above their regular annual increments. The salary of those who remain on government salaries or on special project appointments were not given this benefit. This gesture of raising salaries helped improve overall staff morale, though it caused disquiet among the few who did not benefit. Establishing reasonable pay scales and creating opportunities for career advancement is an area that needs urgent action.

The most critical challenge before Vidya Bhawan is to make the educational experience for students meaningful. In the early decades, Vidya Bhawan was successful in giving students an opportunity to combine academic learning with sports, dance, theatre and music, to also experience leisure and to use it on their own terms. Revitalising these traditions is the challenge that Vidya Bhawan has set for itself. There has been encouraging progress in reviving sports in Vidya Bhawan. Both the boys and girls Hockey teams have performed well in district and state tournaments this year. The nucleus of a strong music department is also emerging in Vidya Bhawan. Last year, Ms. Surabhi Arya a well known vocalist joined the faculty of the Senior Secondary School, Fatehpura. She along with other music teachers give us hope that learning music will become an integral part of the educational experiences of students in Vidya Bhawan.

The Education Resource Centre of Vidya Bhawan which houses some of the best educationist of the country and the three Vidya Bhawan schools are making a concerted effort in revitalising these traditions. One experiment that boosted Vidya

Bhawan's confidence was a summer camp held in 2016 for 70 children, from government schools under a project supported by Hindustan Zinc Ltd. (HZL) called Shiksha Sambhal. These children from the 9th and 10th grades spent 5 weeks in Vidya Bhawan where they were not only helped to improve their understanding of subjects like English, Maths and the Sciences, but were also provided opportunities to play sports, learn craft, engage in theatre and dance. The most significant attribute of the camp was to successfully establish relationships of mutual respect and trust between students and teachers.

While the overall progress in revitalising academic standards has been slow, in the Nursery School, the Montessori approach to teaching was introduced. Progress here has been most encouraging. Both parents and teachers, from being initially apprehensive about the shift away from rote learning, are now enthusiastic about the Montessori method.

In the Rural Institute, efforts are underway to understand how Vidya Bhawan can serve its students better. At present large numbers of students do not attend classes. There are many reasons, not the least that students have low self-confidence in their learning abilities. At another level the Rural Institute needs to make it more rewarding for students to come to college.

The VBKVK was awarded the prize for the best KVK in Zone II of the country. More importantly, they have started to work on a vision document for their institution. They have decided to focus on eliminating malnutrition in the Udaipur district in partnership with other health based voluntary organisations. Studies show that 66% children belonging to tribal families are under weight and that malnutrition is rampant in the Udaipur region.

The Vidya Bhawan Polytechnic College continues to be a vibrant institution, combining good teaching with research. It is currently working with the Centre for Policy Research on a research project on sanitation.

As far as the teacher training institutions are concerned one very significant development was the merger of VBKSPK (Kala Sansthan) with VBGIES. This merger has made it possible for both VBGSTC and VBGIES to be recognised by government to give degrees in education. Merging two institutions is never easy. The heads of these institutions have shown great leadership and initiative.

There were two new initiatives in Vidya Bhawan. The Old Boys' Guesthouse has become a public reading room dedicated to the memory of Shri K.L. Bordia, an eminent educationist and teacher of Vidya Bhawan. Some 80 young men and women come every day to use the facility to read and study for various competitive exams. The second initiative is the starting of a Wellness Centre. This Centre will provide access to counselling services to students and staff and a physical place for reflection and sharing of personal and professional anxieties.

On the fund raising front Vidya Bhawan is immensely grateful to Hindustan Zinc Ltd. They chose to partner with Vidya Bhawan to improve learning outcomes in 56 schools located near their operations. The Education Resource Centre crystalised this project in consultation with HZL's CSR staff.

Another HZL project where Vidya Bhawan is participating is in training Aaganwadi workers. HZL had asked Seva Mandir to improve the functioning of Aaganwadi Centres in Udaipur district through a project called "Khushi". Seva Mandir in turn asked Vidya Bhawan to help with the training component. Both these projects have provided much needed financial support to Vidya Bhawan. In both the projects our staff have made exemplary efforts to fulfill the objectives of the project.

The company Colgate, on Seva Mandir's recommendations, provided Vidya Bhawan a grant of Rs.20 lakhs to improve our hostel infrastructure. They have also given 30 scholarships to students from remote villages in Udaipur district to study in Vidya Bhawan. These students for the most part come from extremely disadvantaged families. Their early schooling was done in schools run by Seva Mandir.

The Bajaj Foundation has also generously agreed to fund Vidya Bhawan in building an In-service Residential Training Complex. Their grant amount is Rs. 3 crores.

The class of 1966, Vidya Bhawan old boys raised money to renovate the Gymnasium of the Vidya Bhawan School and its Biology laboratory. The work was done in record time. In addition, two old boys Shri Mahendra Bapna and Shri Deepak Chordia provided generous support to renovate the Physics and Chemistry laboratories. Grants from John Bissell Foundation fund and the NKS Marshal Fund, created by the class of 1965, have helped 45 students with scholarships last year.

I would also like to acknowledge my sincere thanks to all my colleagues in the Society Office, specially to Shri Prasoon Kumar, Educational Advisor, Shri V.K.

Ranka, Chief Finance Officer, Shri S.P. Gaur, Organising Secretary, Shri Zahid Mohammed, Executive Officer (HR & Legal) and Shri Hemraj Bhati, Estate Officer. All of them bring vast experience and dedication to their duties in Vidya Bhawan. They are the lynch pin of Vidya Bhawan management. My special thanks to Shri Satish Sharma, my Secretary, whose cooperation and support has enabled me to function as best as I can.

I am most grateful to all the Heads of Institutions: Dr. Divya Prabha Nagar, Ms. Madhulika Kothari, Mrs. Neerja Jain, Dr. T.P. Sharma, Dr. Anil Mehta, Smt. Haribala Sharma, Dr. A.S. Jodha, Dr. Sugan Sharma, Dr. Bhagwati Ahir, Shri E.H. Qazi and Dr. R.L. Shrimal. Also to all colleagues for their exceptional efforts all through the year. Their hard work despite innumerable challenges that confronted them is humbling. I would also like to thank the Vidya Bandhu Sangh for their support in kind and also by way of encouragement and advice. Deeply loyal to the values of Vidya Bhawan, they have also kept Vidya Bhawan alive to the changed context of our society. I would also like to thank the members of the Board of Control for their support and guidance. Their efforts to find a Chief Executive were exemplary.

EDUCATIONAL ADVISOR'S REPORT

Vidya Bhawan (VB) was established in 1931 and during the last 86 years, it has contributed substantially to the national education system both at the school and higher education levels. Through the years it set up several inclusive educational institutions to broaden opportunities for all people in the society. After independence, it worked whole-heartedly to implement various government initiatives to educate all. It also contributed to the national discourse on education by collaborating with various state and national level organizations in the domains of curriculum and syllabi development, material preparation and teacher education and by organizing national and international seminars in Udaipur. Another platform through which it has participated in the educational discourse is that of publications of books and journals. Even though the government has become less proactive in the domain of education of the masses, VB has continued its struggle for inclusive and democratic education for all. It works closely with civil society organisations, private and government corporations to build the foundations of a just and democratic society. Through its new partnerships with corporate CSR programmes and its engagement with Udaipur public life through lectures, sports and cultural activities, VB has set new benchmarks in the domains of intervention in education and interactions with civil society. For VB, inclusive education is the core of sustainable changes in society.

The Challenge in 2016-17

The major challenge of 2016-2017 was to sustain Vidya Bhawan traditions and to build synergy across different VB institutions. The creation of internal forums for interaction between staff from across VB institutions added to the confidence building process. A shared set of values and ideas gave VB staff the space to think afresh, articulate specific views and act together. The new Vision Document called 'Towards Renewal and Rejuvenation' (VBS, 2016) has generated discussion across all institutions and we are still in the process of consolidating those discussions. VB Academic Affairs Committee (AAC) now meets more regularly to evolve a shared vision and to plan and reinforce the idea of common threads that bind all the organisations together. The Equal Opportunity Committee helps institutions to

critically reflect on equality and the way it functions in their respective institutions. Through monthly meetings of Sanchalak Mandal (coordination committee) all the institutions get to know about important administrative decisions and also get a chance to discuss the actions taken. The growing confidence of the organisation is noticed as the staff now ever so often comes up with clearly argued specific ideas and demands.

The English-Plus Programme

This year Vidya Bhawan proposes to introduce a linguistically and cognitively richer language policy in its schools to make them more inclusive: equal importance will be given to English and Hindi as languages of education in the schools; the idea is to build high levels of proficiency in both languages and enrich conceptual clarity across subjects. English-Plus is the name given to this initiative. As distinguished from the standard graded English structural programmes, it is a programme rooted in multilingualism as it treats the languages of children as resources. It aims at providing students high levels of proficiency in both English and Hindi without ignoring the languages children bring to school. Building capacity of students in two languages based on privileging their own languages in the classroom increases access to more knowledge, critical thinking and analytical interpretation. Hindi comes naturally to most of the children in VB Schools. English-Plus this year will cover Class 1 in all the VB schools. Next year, the English-Plus programme will be started in higher classes too. By the end of four years all the three VB schools will have the 'English Plus' programme in place. The success of English-Plus depends on teachers' command over two languages (bi-lingual), English and Hindi and on sensitivity to all the languages children bring to school. The organisation is working on a strategy to build bilingual skills in teachers in consultation with some best linguists in the country. It will also equip them to appreciate the linguistic knowledge children bring to school and use it as a resource in teaching. This will make VB schools inclusive in the true sense.

The idea of freeing school from the burden of one language is not new to Vidya Bhawan, which has always had respect for the languages children bring to school. It may not be necessary to train children for high level linguistic skills in all languages.

Higher level linguistic and cognitive skills in one language easily get transferred to another language. All humans are endowed with an innate language faculty and they can with ease learn several languages, provided suitable environment and exposure are available as triggers.

Intervention in the Nursery School

In the year 2015-16 a VBERC team redefined the pedagogy and objectives of Vidya Bhawan Nursery school for parents and teachers. The team built a new narrative about the nursery school and succeeded in convincing parents why it was important not to introduce traditional formal learning at the pre-school level. Parents found the narrative of pre-school as a ground to prepare children to cope with entrance in the formal school convincing. Building consensus with parents and teachers led to 40 more students in the Nursery. Vidya Bhawan needs to institutionalise the idea of how to prepare students for school enrolment, against the general prevalent idea on nursery school objectives of rote learning, counting and alphabet. More in-group interaction among teachers of the Nursery School will build confidence in the school on these progressive ideas. During the pre-school years, a child should be free to explore the world on her own terms with some careful guidance from teachers. VB realises that children arrive in the Nursery School with full blown languages and the school should provide them a platform for free articulation and rich exposure. This is the stage at which children acquire new words and expressions effortlessly; they also love to draw and create poems and stories of their own.

Vidya Bhawan Schools

The academic and extra-curricular activities in all the VB schools have intensified during the last year. What is most heartening is that there is now noticeable interaction among the schools and other VB institutions. All the schools are in the process of planning a strategy to improve Class 10 examination results. Students' marks should reflect true understanding of the content; our focus is to eliminate rote-learning from the educational enterprise. We would like to equip our students to have solid conceptual understanding of the issues in their syllabi and build capacities to be

able to construct knowledge on their own. Peer interaction in this project is an important aspect of learning.

Other Institutions

At VBRI (Rural Institute), there is a need to balance the student-teacher ratio. It is also felt that students at RI need support, both academic and financial. There is also a need to improve the infrastructure at RI. VB has already initiated some efforts in these directions. The Basic school campus is now a composite unit for Gandhian education. The focus of B.Ed. and STC courses is to try build critical understanding of the students on Gandhian ideas of education. A critical evaluation of Gandhian ideas would show that they are relevant even today and the onus on mainstreaming those Gandhian ideas is really on us.

The common thread across all the institutions of Vidya Bhawan is to work towards the creation of inclusive opportunities for all. In institutions like Vidya Bhawan Krishi Vigyan Kendra (KVK), our objective is to augment income for the farmers in an ecologically and economically sustained manner. This year KVK, using its experience and knowledge has tried to improve a situation of malnutrition in the district through Anganwadi Kendras. KVK has also provided the technical know-how to grow vegetables in Seva Mandir and Jatan Anganwadi Kendra kitchen gardens. It will help to add nutritional value to cooked food provided to children in the Anganwadi Kendra. Vidya Bhawan Polytechnic runs short term technical courses to build employability skills in students. It provides technical help to civil society organisations in water sanitation. The Polytechnic provides technical knowledge and voluntary services to keep Udaipur lakes clean. Vidya Bhawan Centre for Teacher Education (CTE) now has to work towards building more relations with the government education department and share ideas with the government on in-service and pre-service training. In the coming years Vidya Bhawan schools should be treated as part of B.Ed. school-experience program.

Teacher training institutes like GSTC (B.Ed. and M.Ed. college) should work on broadening the horizon of teacher-students: teachers should prepare themselves for opportunities not only in government but also in corporate educational initiative programs. The institute should prepare teachers with better understanding of content

areas. A serious resource crunch exists in finding teachers with understanding of specific subjects such as English, Hindi, Mathematics, Science and Social Science. Given the internal capacity of Vidya Bhawan, it is possible to train teachers with better understanding in these subjects. During the last few months, a series of meetings have been held with the GSTC faculty to discuss the Vision Document and to critically examine the current situation from the point of view of both academic renewal and infrastructure improvement. GSTC faculty agreed to constitute several committees on different aspects of the college.

Partnerships

Of the many partnerships with corporate houses this year, the partnerships between Vidya Bhawan and Hindustan Zinc Limited (HZL) and between Vidya Bhawan and Colgate were unique: VB has never had institutional collaborations of this nature and magnitude before.

For the first time, VB has taken the responsibility of providing systematic academic support to Secondary and Senior Secondary students in the home state of Rajasthan. VB and HZL entered into a partnership to broaden learning opportunities for Class 10 and 12 students from 55 government schools across 6 districts of Rajasthan. These schools are located in HZL working areas. In order to prepare for this intervention, VB strengthened its own academic capacity, recruited and trained a team of Field Instructors and provided a range of inputs to schools in terms of libraries, labs and learning camps. The target was to help all 6000 Class 10 and 12 students acquire greater conceptual clarity and improve their Board exam results, in particular in Science, English and Mathematics (SEM). In addition, VB-HZL raised aspiration levels of students by giving them an opportunity to link their career with what they learn at school. It provided select students access to a better school environment and mental and physical space to study along with coaching to appear in the elite IIT entrance exam. HZL has arranged for their IIT guidance of Class 11 students, VB is helping them with learning facilities and counseling to cope with the new environment and exam pressure.

In collaboration with Colgate and Seva Mandir, VB enrolled children from rural areas in Udaipur in Classes 8 and 9, taking complete responsibility for educating them. The

target is to enable these children, especially girls, to complete their senior secondary education in the next four-five years. Many factors are responsible for poor performance of such students in their previous schools: lack of teachers, limited access to subject-based material and focus of teachers on rote-learning rather than training them in the methods of real learning. Vidya Bhawan is trying to provide the missing links to create interest toward learning among these students.

Conclusion

Vidya Bhawan strongly values a democratic culture in all its institutions, and it starts from the classroom. A democratic learning culture can be ensured if students master the methods of acquiring knowledge rather than learning through rote and memorisation. Creating a democratic learning culture requires a robust system of dialogue, it never comes naturally. It needs preparation through practice and understanding. Its success depends on the culture of equals. The protagonist of this idea (teacher) must be well versed in the idea of nature of knowledge and the process of acquiring it. Education can have utilitarian value, as a means to an end, and also be an end in itself. The culture of democratic learning should address both. Learning as an end in itself is something difficult to sell in the conventional society yet it benefits the majority. The narrow idea of education as a means to an end leaves many with the message of being unproductive at very young age, as not all can compete in the rush for white collar jobs.

Vidya Bhawan should use partnerships with other institutions to work and broaden the ideas on improving the discourse in public education. Many corporate programs in India are convinced of VB's idea of improving learning. They have adopted several ideas from VB – such as sustained rational dialogue, respect for the opinions and beliefs of others, uses of library, teacher discourse and innovative classroom material– as a part of their educational interventions.

VB has always tried to address the gaps that hamper learning. Absence of books and reading materials for teachers and students narrows learning. Teachers with no relevant reading material stop developing content knowledge, something even professional courses for teachers fail to address. In fact, this remains unaddressed in in-service training programs as well. Children need books more than the textbooks to

critically grow their knowledge. Reading would remain a mundane activity if individual reading is not supported by dialogue and discussion. Robust classroom processes should provide both physical and mental space for such discussion and peer-learning.

The role of school improvement programs should not be to replace the current education system but to enrich it. Replacing existing mainstream education system is not the best idea of intervention. Ambitious and resource rich projects to create alternative structures for schools have been abandoned as they did not work. Many CSR programs now prefer to follow what VB strongly believes in: giving teachers the opportunity to build content knowledge naturally, not following Taylor's model of floor shop management. This is also a lesson for VB's own internal revival.

These are some ideas and strategies for VB to look forward to as it continues to strengthen its programs and adherence to its foundational values, while staying connected with the latest ideas in education.

NOTE FROM CHIEF EXECUTIVE

I am honoured to serve as Mukhya Sanchalak (Chief Executive) of Vidya Bhawan. Since joining in mid-May of 2017, I have sought to closely understand Vidya Bhawan's deep history, broad objectives and operations/processes.

Several things attracted me to Vidya Bhawan. One was its commitment to the transformative possibilities of education in a world where education is increasingly viewed in a narrow, instrumental manner. Another was Vidya Bhawan's philosophy of inclusion, its commitment to engaging with students and communities that may not otherwise have access to quality education. Equally important to me was the opportunity to energise and strengthen the diverse constituent institutions that form the Vidya Bhawan ecosystem. This ecosystem – of formal and informal education, in thought and practice, encompassing both a rural and an urban development context – is a combination that is relatively rare in India. Below are a few of my brief thoughts on what we seek to do at Vidya Bhawan, and why it matters greatly in today's world.

Philosophers and others have long explored questions such as "what should count as 'education'?", "what is 'good' education?" and "what is the relationship between good education and individual and social well-being?". Vidya Bhawan also has a long history of exploring such questions through ideas and practices. I doubt whether there can be universal answers to such questions. I believe that each of us must engage with these questions – as individuals, and within our institutions, and as a generation – rather than take them as settled. Today many of us at Vidya Bhawan are actively asking these questions again, in the backdrop of a fast-changing local, national and international context.

Some recent developments, such as increasing marketisation in general and the commodification of education in particular, have emphasised the 'skilling' component of education. These developments are themselves partly a consequence of longer-standing challenges in India: material deprivations, social unrest and unemployment (including among those with formal degrees). However, while undoubtedly skilling and preparation for meaningful livelihoods are necessary aspects of a good education system, I do not believe them to be sufficient. We must ensure skilling and livelihoods and we must also do more. I believe that we should actively work towards

educational practices that foster critical thinking about social relationships, about social justice, about the functioning of our institutions, about ecology and the environment, and indeed about the very purpose and meaning of life itself. I believe that schools, colleges, and other formal as well as informal education spaces should foster a critical, pluralist and compassionate spirit of enquiry into the physical and social world with the higher objective of deeper well-being. Such a culture and such values are in danger of being diluted in the fast-changing, consumerist, marketised – and yet statist and also identity-driven – world faced by us in India. All the more reason, it seems to me, to free and enliven educational spaces. These are the ambitious goals for us at Vidya Bhawan.

However, there are large gaps between these ambitious goals and everyday realities at Vidya Bhawan. An important challenge – and one that we share with many other institutions – lies in translating high-minded goals into lived realities in contexts and structures that are unequal and insufficiently democratic. For this, we have to continually improve internal decision-making processes. We need greater clarity, transparency and efficiency in internal systems. We need to attract energetic, talented individuals. We need to infuse a spirit of service and learning, so that each one of us associated with Vidya Bhawan feels less like a कर्मचारी and more like a कार्यकर्ता. There are important, exciting challenges before us!

REPORT ON INSTITUTIONS

VIDYA BHAWAN SENIOR SECONDARY SCHOOL, FATEHPURA

Vision

Vidya Bhawan Senior Secondary School established in 1931 has come a long way in the past 86 years. The school comprising Nursery, Junior and Senior Secondary Sections, occupies around 80 bighas of greenery and has around 10,000 sq.mtr. of constructed area including large playing fields, a gymnasium, three boys hostels and a girls hostel.

The school aims to provide wholesome and inclusive education to students. Its vision is to prepare students to be contributing members of society. Its three sections have some unique goals/visions:

Nursery Section:

- Introduce bilingual teaching to enable tiny tots to become proficient in Hindi and English
- Inculcate participation in co-curricular activities to generate social etiquettes and team work
- Implement the Montessori way of learning

Junior Section:

- Initiate the process of discipline gradually and teach students to be part of a group
- Strengthen academic foundations, inculcate a habit of activity-based learning
- Further the bilingual learning methods propagated in the Nursery Section
- Encourage participation in sports and co-curricular activities

Senior Secondary Section:

- Encourage inclusive education for all sections of society
- Inculcate holistic character and personality building
- Generate a sense of social responsibility to build an inclusive and pluralistic society

Activities

Academic year 2016-17 saw a host of activities in the school based on the vision, goal and the value system of Vidya Bhawan.

Senior Secondary Section

The following summarises the Board results:

Class	Total Number of Students	1st Division	2nd Division	3rd Division	Pass %
VIII	81	(No marks, only grades)			100%
X	64	17	25	7	76.56%
XII (Science)	63	43	12	0	87.3%
XII (Arts)	64	17	24	8	76.56%
XII (Commerce)	42	16	22	2	95.25%

The following are sports highlights:

1. Two students participated in the Education Department Wrestling Competition (17 and 19 years, Boys), one of whom stood 1st and was selected for the State Level tournament.
2. The school Hockey team (under 15 years, Boys) participated in the Nehru Hockey tournament held on 22nd and 23rd Aug and stood 1st. The team then participated in the State Level tournament and reached the pre-quarter final.
3. The Boys Cricket teams (17 and 19 years) participated in the State Level tournament from 29th to 31st Aug. The 17 years team reached the quarter final.
4. Two students of Class 10 were selected for the state team for the NCC National Games in Hockey (held in New Delhi).
5. The school hosted the District Level Hockey tournament (17 and 19 years, Boys and Girls) from 1st to 4th September. Our students won many positions, and one was selected for the State Level tournament.
6. In all, 32 students were selected for State Level tournaments for various sports (primarily Hockey) and 2 were selected for National Level tournaments.
7. A five-day Annual Sports Day was organised in Feb 2017. Chief Guest Mr. Ajay Mehta and Vidya Bhawan Society officials along with Old Students and teachers witnessed various athletic events. Students participated with great enthusiasm and the winners were felicitated on the closing day.

Other notable activities:

1. Prayer meetings and Saturday lectures – Distinguished personalities delivered several lectures and shared life experiences with students with a view to broaden their horizons and engage with Vidya Bhawan's values and goals. Baroness Shirley Williams, ex-Education Minister of Great Britain and John MacAuslan, author and civil servant, were among the many people who addressed the students.
2. Vidya Bhawan's 85th Foundation Day was celebrated on 21st July, 2016 at Prakriti Sadhna Kendra.
3. The Shala Panchayat (students' self-governance council), which is aimed at developing leadership and responsibility traits among students, was elected on 24th September, 2016.
4. Vidya Bhawan Secondary School conducts Vanshala and Anniversary Project in alternating years. For 2016-17, an Anniversary Project on the theme 'Olympics' was organised from the 6th until the 21st of October. Students from Classes 6 through 12 participated through making charts, models and essay-writing. The work was exhibited on 20th October (inauguration by Mrs. Kirti Rathore, CEO Smart City and OSD at U.I.T. Udaipur). In addition, the newly renovated Gymnasium (funded through the contribution of the batch of 1966) was inaugurated on October 21. A pageant was organised where the chief guest, Dr. Pavitra Mohan, a distinguished medical practitioner working in rural areas, spoke about developing synergy between physical and mental energies through games and sports.
5. Science Week took place during March 2-4, 2017. Students made models and charts, and participated in essay-writing and debate competitions. Students were quizzed and tested on the use of scientific equipment in daily life, and the importance of solar energy was emphasized.
6. The Old Students contributed in a major way towards renovation of the Physics, Chemistry, and Biology Labs.

<u>Hostels and Boarders</u>

Vidya Bhawan Senior Secondary School has close to two hundred boarding students (50 girls reside in Bharti Sadan and 150 boys reside in Aravalli Sadan, Lodha Niwas and Calcutta Sadan). Bharati Sadan underwent a major renovation in 2016-17. Further, several efforts were made to enliven hostel life. Two British volunteers spent six weeks with Bharati Sadan students every afternoon to share ideas and do joint activities. Hostel students frequently attended music events and public lectures in the city. One memorable interaction was with a group of four avid cyclists from Bangladesh, who described their adventures and their appreciation of Indian culture and heritage. They also encouraged the students to visit Bangladesh and travel the world. Leaders from Colgate Palmolive visited and interacted with hostel students. Subsequent to their visit, the company gave a grant (via Seva Mandir, a rural development NGO) of Rs. 20 lakhs to improve hostel infrastructure and enhance sports and cultural activities.

Challenges

Academic:

1. Bilingual learning – At present, the medium of learning is Hindi. The school is addressing the issue of helping students gain proficiency in English while simultaneously maintaining a high level of proficiency in Hindi.
2. Hiring of qualified teachers – There is a critical need of teachers in some subjects such as English and Mathematics. In the long run, we hope to improve quality of teaching through: selection of teachers, periodic annual review, examination structure for upgrading teachers, periodic teacher training modules and regular (weekly, monthly, quarterly) monitoring.
3. We hope to introduce a play school to attract more students to the Nursery Section. In the long run, this will facilitate deeper engagement of students and parents with Vidya Bhawan and its values.

Infrastructural:

1. The school has about 80 bighas of land and 10,000 sq. m. of constructed area. Maintenance of buildings, area and furniture, and other ancillary maintenance need to be addressed.

2. The current strength of staff needs to be reviewed. For instance, extra cleaning staff are needed. We are also exploring the possibility of contracting out the cleaning activities of the three hostels, mess, and surrounding areas.
3. Computer Lab – There is a need to upgrade the hardware and software to keep up with academic demands.
4. Library – Several outdated books are part of the present stock and we need to include more recent books.
5. Transportation – We have 4 buses which are running at capacity. We need an additional 6-8 vans for Nursery students and 6-8 mini-buses (30-35 capacity) for other students. This will improve safety and also help us reach more students.

Financial:

The low fees for the school and hostel combined with the large campus maintenance expenditure is creating budget deficits. We hope to improve budgetary efficiency to reduce the gap, for instance through increasing fees.

Plans

Immediate plans of the school include:

1. Strengthen the bilingual programme
2. Modernise the library
3. Modernise the computer lab
4. Upgrade teachers' skills
5. Upgrade the sports grounds and harness sports skills of the students
6. Improve administrative efficiency and use of automation
7. Improve public relations and marketing to Udaipur city and surroundings

Keeping in view the core values of Vidya Bhawan, issues like inclusion, secular structure and democratic values will always be kept a priority while managing the institution.

VIDYA BHAWAN SENIOR SECONDARY SCHOOL, RAMGIRI

Vision

Vidya Bhawan Senior Secondary School, Ramgiri, now an institution imparting education up to Class 12, was founded in 1941, when it was known as Vidya Bhawan Buniyadi Mardarsa. It was a school up to Class 8 until 1987, and a Secondary school after that. In the beginning, the school's identifying quality was its emphasis on vocational education and work with hands. This was in consonance with Gandhian thought and philosophy about respect for labour and consistent with the objectives of Vidya Bhawan. Later on, carpentry, smithery, electrical repairs, food processing and farming became the main domain of the school's vocational endeavours, under which there was support from the Ratan Tata Trust from 1996 to 2007.

Activities

In the session 2016-17, 396 students appeared in the annual examinations. The following is a summary of Board results for 2016-17:

Class	Number of Students	1st Division	2nd Division	3rd Division	Pass %
X	34	9	20	2	91.18%
XII (Arts)	22	10	11	1	100%
XII (Commerce)	13	8	5	0	100%

(In addition, all students passed in the internal examinations for Class 11.)

Besides academics, the school strives to inculcate the values of Vidya Bhawan through curricular and co-curricular activities. In 2016-17, we organised competitions in drawing, writing, mehndi and dance. Students visited Vidya Bhawan's Krishi Vigyan Kendra and Prakriti Sadhna Kendra, and also went farther afield to Chittorgarh and Kumbhalgarh. The School celebrated different cultural festivals as well as Sports Day, Teachers' Day, World Literacy Day, Ozone Day and Deworming Day. Given the absence of a music teacher at the school, the music teacher from Vidya Bhawan Public School took some classes. The school's History Group visited the centre of Ahar civilization in Udaipur. The Geography group visited the

meteorological centre at Vidya Bhawan's GSTC. We organised three meetings with parents. We also invited guests from Seva Mandir for a dialogue with female students regarding counselling-related problems and needs. The school also arranged a dental check-up of students. Plantation was also done by students in the school campus.

Challenges

The biggest challenge is making the school viable and financially self-reliant. One way is to increase student strength. There were 315 students in 2015-16 and 396 in 2016-2017. In 2017-18, this number has increased to 421. We have to project ourselves as a "brand". The foundations of this branding have already been laid through our teachers' efforts in local rural communities from where almost all our students come. The parents of most of our students belong to agrarian and artisanal classes and have little formal education. In such a situation, the onus shifts on us to take care of students to grow and to be educated without much parental support.

There is an increased demand for English medium schools. We have to devise ways to address this need while simultaneously adhering to the basic values of Vidya Bhawan. To this end, we have initiated a bilingual programme, although its effects will be gradual. Another challenge is staff retention. This is linked to demand for higher salaries, improved career prospects, and developing a sense of ownership for furthering the objectives of Vidya Bhawan. The teachers need to be acquainted with modern trends in education. We need to energise our faculty members through regular dialogue through formal and informal discussions and personal conversations.

The school faces major challenges with respect to infrastructure. Classrooms sizes being small, and especially with increased student intake, the school faces an acute space shortage. The road in the campus (which is used by the school and the Gandhian Institute of Educational Studies) is in a dilapidated state. The computer lab needs to be modernized and expanded. Our students come to school from long distances and we need to provide transportation, which is an important challenge.

Plans

Today, the school goes up to Class 12 in Humanities and Commerce. Our focus is on improving our academics but we have hopes of providing vocational education as

well. Work-based education becomes complex when we try to chalk out a plan in the light of parental aspirations and the fast pace of changes in the field of education. Presently, our focus is to make the school a model school in the nearby rural areas, as almost all our students come from nearby villages. Few plans in line of these goals are:

1. Improving our academic quality with better interactive classes and support classes for students with low learning outcomes. This measure started last session, and we intend to continue it in a more planned way. In fact, this coming year will be dedicated as the Quality Education Year. We intend to improve the examination performance of Class 9 and 10 students by 20% this year.
2. The Primary Section (from Nursery to Class 5) has low enrolment. Our plan is to increase intake to 200 students from the present figure of 138. We hope to do this by improving the quality of education. In all, we want to make the school an ideal learning centre for 500 students.
3. We hope to get 26 students from the government under Navjeevan Yojna. This scheme covers those students who have never been to any school. These students belong to unprivileged socio-background and need special care. We plan to sensitise our teachers for taking care of all children and especially these children.
4. We plan to improve English teaching and learning. For all classes, we plan to particularly support English teachers by organising regular meetings and receiving feedback for further planning.
5. We also want to commence new subjects in Class 12, including Drawing, Painting and Economics.
6. We want to prepare students who are not only good in academics but also have a taste for and appreciation of music and the arts. We want them to have interest in games and sports, to make them physically and emotionally healthy, and to be multifaceted personalities. At present there is no facility for evening games in the school, so we plan to provide this facility. We also hope to renovate the school playground.
7. We have to redefine the ingredients of vocational education linking past practices in the school and consistent with present-day realities and aspirations.

8. We intend to be a centre for informal discussion on current local, national and international issues, and especially. Additionally, we plan to institute Reading Clubs for teachers and students. We also intend to make our school a centre for discussion on democracy. Our campus beautification is on our priority list.

VIDYA BHAWAN PUBLIC SCHOOL (VBPS)

Vision

Established in 2001, VBPS, the English Medium School under the aegis of Vidya Bhawan Society, aims at providing quality education to all sections of society. It aims at holistic development of the child by integrating academics, co-curricular activities and sports as an integral part of the education. For achieving these aims we have a team of qualified and dedicated staff that labors with the students who may or may not get academic support at home.

We aim at bringing together the golden, age old philosophies and values of Vidya Bhawan and the modern thoughts and practices in education. The objective is to develop and build skills and restore the dignity of labour and various kinds of manual work in such a way that contributes to the development of a child's personality. The goal is to create an atmosphere devoid of fear and comparison and hence whole class participation and teamwork is encouraged.

Activities

The session 2016-2017 witnessed a marginal increase in the number of students. From the previous year's 348 it has increased to 377. Despite a good number of admissions, the low increase is attributed to students opting for Science, leaving school after X Boards in the absence of Science stream at the Senior Secondary level. Some students who found it difficult to cope up with English as a medium of instruction joined our sister institution, VB Sr. Secondary School Fatehpura. The total number of teachers were 25 (21full time and 4 part time). The student teacher ratio thus was 1:16.

The Board results were as follows:

Class	Number of Students	1st Division	2nd Division	3rd Division	Supplementary	Highest marks	Pass %
X	40	20	16	0	4	95%	100%
XII (Arts)	7	1	2	1	3	79.4%	100%
XII (Commerce)	15	7	4	0	3	76.8%	93.33%

The year 2016-17 was a year buzzing with activity, both in the academics and co-curricular areas.

1. Measures were taken to strengthen the academics through teacher training programs, orientations, and remedial classes for the students.
2. The academic calendar for the session 2016-2017 was prepared to promote sound education which implies full and harmonious development of the individual child. Apart from exploring various activities like sports, hikes, educational trips, music, dance, theatre and chess an integral part of education also celebration of important days and events.
3. Our students participated with enthusiasm in various co-curricular activities at school and inter school levels. In a dance competition held at Maharana Mewar our primary section students won the second prize in Sufi dance. In order to provide more stage opportunities for the students, three 'Cultural Evenings - Manthan' were organized wherein students exhibited their talents in theatre, dance and music. The students also get opportunity on a daily basis for the same, during the morning assembly.
4. Our students also won laurels at the District, State and National level tournaments in Judo, Wrestling and Kudo.
5. Sports week was held in the first week of January where inter house tournaments for badminton, football, cricket, table tennis and judo were held. The culminating day observed march-past to the tunes of the school band, drills, obstacle races, track races and pyramids.
6. To help develop love, respect and appreciation for India's diversity, students had been, in the past, taken to Jaisalmer (desert), Diu (coast) and Mt. Abu (hill).
7. A Craft Mela and Science Exhibition were held in January. The Craft Mela showcased the students' ability to create beautiful items from fresh and waste /used material. During the mela, they demonstrated their skills by creating those items live and at the same time taught the interested visitors how to make those particular items.
8. The Science Exhibition was a platform for the students to use their knowledge in the applied field. Apart from the projects, they designed games on the

various principles of Physics. These games were enjoyed both by the students and the visitors.

9. Infrastructural development has taken place on a mass scale over the last year which includes rebuilding of toilets, building store rooms, restructuring of laboratories, levelling the land for building an open air theater and ground, developing pathways and beautifying the garden area. We continue to further develop our infrastructure so as to provide the best possible facilities to our children.
10. We continued our emphasis on inclusion as a value. Throughout the year, the government schemes and policies regarding education, scholarships and RTE were shared with the employees and those eligible were helped to avail the opportunities. The students and teachers likewise enjoyed the school educational trips, picnics, school celebrations, staff picnics etc. We also believe in the equality of students with special needs and have few such students who are doing really well in school.
11. Inter-institutional collaboration - Learning is never confined to the four walls of our classrooms. We hold classes amidst nature when the weather is pleasant and also try to make the most of all the resources available to us in our fellow Vidya Bhawan Institutions. The chapter of Electricity in Physics, class IX was covered in the Vidya Bhawan Polytechnic College, where they received hands on experience apart from the theoretical part of the chapter. Similarly, visits to Krishi Vigyan Kendra, Vidya Bhawan Prakriti Sadhna Kendra were also arranged for the students. Field visits were organized for classes XI and XII to Big Bazar and Saras Dairy respectively.
12. Due to limitation of space, care was taken not to overcrowd the classrooms. We took to Radio Advertising (93.4 FM) highlighting the Day Long School (more details below) and its objectives and rigorous door to door campaigning in Badgaon, Bedla, Badi, Dewali, Neemach Mata, Kharol Colony and other target areas.

Challenges

Though an English Medium School, a lot more efforts are required to improve the standards of English. Improvement in the teaching and learning of English will have its reflection in the understanding of Math and Science/ Environmental Studies also. This requires building the capacity of our teachers and providing an environment conducive for improving their competency in the language. This also includes attracting teachers from outside.

Presently, a plan for introducing the concept of 'Dual Language Education' as an experiment in class 1 is being prepared by VBERC with the aim to develop language proficiency and literacy in both English and Hindi. We face the problem because most children who come to us are from Mewari/Hindi speaking background but they are so receptive at such a young age that we wish to use it for their own betterment.

There is also a need to train teachers to help the students explore learning well beyond the confines of syllabi. This will help not only in broadening the horizon of a child's learning but will also make learning joyous. This will require a good amount of resources, digitization of some of our classrooms including the library and labs, open activity areas etc. The work in this direction has just started with a pilot project in Environmental Studies. We're very hopeful it will be well received by the teachers and the students.

Space is posing a major problem, especially in terms of classrooms, the staffroom, storerooms and subject labs. Firstly, we require more rooms to accommodate the growing number of students, various co-curricular activities, and provide more reading areas for the children. Some of the rooms are so designed that they hardly provide any space for a good class library.

Plans

Day long school

For the academic year 2017-18 we have been granted permission to start the Day Long School to further improve the overall development of the students. It will be a platform for the students to hone their skills. The day long school will be for students of classes V – X only (Monday to Friday). Divided into three parts, the first will cater to the academics and the academic needs of the students, the second would focus on

learning and developing a taste for Music, Dance, Theatre, Art, Craft and Chess. The third part would comprise sports - Football, Volleyball, Hockey, Judo, Yoga and Badminton. Apart from these we would also have a Literary Club which would aim at improving a child's spoken, reading, writing skills and at the same time prepare them for Debates and Elocutions, in turn enhancing their personalities and improving their performance remarkably.

This would require a lot of improvement in infrastructural development in terms of additional rooms and playgrounds and appointment of staff for its execution. The requisition has already been sent to the management.

It will be done on a trial basis in the session 2017-2018 from July to December only and will be reviewed thoroughly before it takes off in the next session with even more addition in terms of skill development and sports facilities.

Addition of Science stream

Until now VBPS offered, two choices at the Senior Secondary level to its students: Arts and Commerce. We now intend to add 'Science' as a stream of choice too, simply because many of our students are forced to change schools if they want Science. For this, the CBSE inspection team had inspected school in April 2017 and has communicated some deficiencies which need to be fulfilled. The work for the same is in progress and we hope to meet them soon. The Laboratories have been restructured and we are working on developing a herbal garden, ponds with aquatic plants, vermi- compost pit etc. for the students.

VIDYA BHAWAN GOVINDRAM SEKSARIA TEACHER COLLEGE (VBGSTC)

Vision

The vision of Vidya Bhawan Govindram Seksaria Teachers' College (VBGSTC) is 'Teacher education for excellence and a sustainable future'. The objectives of VBGSTC are:

i. To prepare quality educators, educational professionals and researchers; and above all, to work as a learning centre for them.

ii. To prepare teachers at the senior secondary, secondary, elementary and pre-elementary levels.

iii. To initiate innovations in the area of education in general and in teacher education in particular.

iv. To function as a centre of research in the field of education.

Activities

The number of students enrolled in the session 2016-17 were as follows:

Name of the Course	Enrollment
B.Ed. I Year	176
B.Ed. II Year	179
M.Ed. I Year	25
M.Ed. II Year	36

The major programs organized during the session 2016-17 in VBGSTC were:

Pre Service Programs

1. The new session began from 5th of September 2016. The orientation programs of both B.Ed. and M.Ed. courses were conducted which included themes like introduction of the culture of Vidya Bhawan, Syllabus discussion of all the

papers of the concerned course, introduction to various departments and activities to be organized as a part of the curriculum.

2. Content Test - At the entry level when students got admitted in the college, a pre-test on content knowledge was administered to access the level of student's knowledge and their level of performance in the concerned pedagogy subject. Accordingly, proper guidance for the preparation for mastery in the content knowledge was undertaken in the Mentor and methodology groups.

3. Yoga as an integral Part - From this year onwards, Yoga has been included as an integral part in the Academic time table too. Both B.Ed. and M.Ed. students utilized the yoga classes with enthusiasm.

4. 'Understanding the Self' Workshop - Under the new syllabi prepared for B.Ed. II year, a new paper titled 'Understanding the Self' was introduced with the intention that introspection leads to imbibing of what one has learnt. Accordingly the College invited Dr. Kiran Gera, Department of Psychology, M.L.S.U., Udaipur to orient the faculty members for the same. The orientation was held from 17th to 19th April 2017. The topics covered were Self Concept, Self Esteem and Self Realization, all of which were dealt with in the participatory mode and through activities.

5. Mid-term Test - After the completion of half of the units of each paper, mid-term exam of M.Ed. and B.Ed. first year was conducted from 17th March to 25th March, 2017. Then the College went in for remedial classes. The concepts that remained unclear were re-taught using different strategies i.e. team teaching, power point presentation and discussion mode. They were held between 5th May and 15th May 2017. The entire process culminated with the University pre-examinations, so that the lecturers as well as the students get to know their weaknesses and further improve on them.

6. Seminar on 'Education and Gender Sensitivity' - The college students of M.Ed. organized a seminar on the theme of 'Education and Gender Sensitivity' in August 2016. The issue was selected from the theory paper of their curriculum.

7. Workshop on T.L.M. Preparation - In order to foster the skills needed for quality teaching-learning Materials, a two-day workshop was organized on the 27th and 28th of March 2017. The workshop saw the students prepare flax hoardings, models, power point presentations, etc.

8. Society Day - On the 10th March 2017, the Society Day was held. The different societies (English, Geography, Political Science etc.) went to institutions of social welfare and tried to gain first-hand knowledge of the functioning of these institutions. Some of the places visited by the various societies were Secure Meters, Lok Kala Mandal, Government Saraswati Library, Inclusive schools (for blind, deaf/mute, mentally challenged etc. children). On 11th March 2017, the different societies presented the project report, showcasing the salient features of their visit and how it furthered in them a keen sense to serve the milieu in which they lived, in a meaningful and constructive manner.

9. S.N. Mukherjee State Level Inter College Debate - The state level inter-college debate was held at the College on 13th April under the auspices of the CTE The chosen topic was 'In the present context, the promotion of democracy is possible only through freedom of expression'.

10. Union Programs - It has been a tradition within the campus to organize all the students into various unions based on the allotted subjects. Thus we have eleven different unions, viz. English, Hindi, Sanskrit, Commerce and Economics, Science A, Science B, History, Geography, Social Science, Political Science. M.Ed. Faculty members are given the responsibility of mentoring these groups and through the entire year, the unions take part in various competitions organized on Thursdays. The union programs included the themes like Fancy Dress Competition, the Card Making and *Rangoli* Competition, Debate, etc.

11. Organization of Open Air Session - A five day open air session camp was organized from 20th to 24th December, 2017 at Sonana Khetlaji in Pali District. In the camp, 200 students of B.Ed. and M.Ed. participated. The theme of the camp was 'Clean India, Green India'. The students conducted surveys and community work according to the nature of their subjects. Along with it, the

events organized in the morning were yoga and prayer and the programs conducted in the evening were Maun Vela, Camp Fire, Shaam-E-Tarrannum, Cultural Eve. On 23rd December, 2017 an exhibition was organized in which charts were presented related to study undertaken for the survey.

12. Sports Day Event - On 21st and 22nd January, 2017, a two day Sports Day event was organized in the ground of Vidya Bhawan Sr. Secondary School. Around 200 B.Ed. and M.Ed. students of VBGSTC participated in various sports activities, viz. 100 m race, 200 m race, obstacle race, long jump, high jump, dodge ball, tug of war, etc.
13. Other celebrations over the year were the Annual Day, Rajasthan Diwas and Hindi Diwas. We celebrated the World Literacy Day and Eco Awareness Event in association with the Rotary Club of Udaipur.

In-service Programs

The College organizes College of Teacher Education (CTE) workshops on different themes for the quality enhancement of secondary level in-service teachers. From July 2016 to June 2017, under CTE a total of 33 workshops were organized in which approximately 686 in-service senior teachers participated. Along with it, 9 state level training programs of RMSA were also organized in which 365 senior teachers participated.

Extension Activities

The extension service department of the CTE organized following activities:

1. On-site Support - Under the extension activity, the faculty is also involved in providing on-site support to the upper primary schools of the Railway Training School, Dewali, Badi, Residency and Sukher localities. The faculty of the College provides extension lectures as per their subject requirement.
2. Lab Area Activity - The College seeks to address psycho-social influences like Exam pressure, Abnormal behaviour etc. and how we can creatively utilize them to aid our teaching-learning process. The faculty of the College visit

schools and gives extension lectures for the benefit of the staff and the students.

3. On the 12th of July, the Institute linked hands with the CSR unit of the company Secure Meters to organize a workshop on "Effective Communication" for the faculty members. Deliberations were carried out on the effectiveness of language proficiency to advance the goal. At the same time, the importance of self motivation, time management, positive attitude, etc. were also stressed upon, traits which go a long way in the creation of influential personality and effective communication.

Researches

Research is an ongoing activity and for promoting and strengthening the research activities, the institution has research committees at three levels-

1. Ph.D. level Research - The research proposals and progress of the Ph.D. scholars of MLS University are discussed and approved at various stages- Topic finalization, Synopsis, Review of Literature, and progress of Ph.D. work, is done.
2. CTE Research Project Committee - The college also has a CTE research committee in which Centrally Sponsored Scheme (CSS) of MHRD projects are undertaken that are based on various issues related to education. The faculty members of the college undertake these projects. For the session 2016-17, ten projects were completed under the main theme 'Need identification of In-service Senior Teachers' in various subjects like Hindi, English, Science, Math, Social Science.
3. M.Ed. level Research - The college has a committee for M.Ed. dissertation guidance which conducts research seminars/workshop on topic selection, synopsis presentation, tool construction and progress of research work. In the session 2016-17, 35 dissertations were completed by II year M.Ed. students and 24 dissertations topics have been undertaken by I year M.Ed. students.

The College holds its supreme position in the field of Quality in research works and developing an understanding towards it. In this session, two major workshops were

organized in this process. The workshops were attended by teachers and teacher educators of CTE, DIET and teacher education institutes. Also researchers and M.Ed. students participated in the workshops.

Some of the VBGSTC's Special Initiations:

1. Smart Village Plan - Under the auspices of the Smart City project run by the Government of India, the prospective plans included making villages smart. Under its ambit, smart schools, colleges, banks, ATMs, hospitals, emergency facilities, employment, water and electricity supply, roads, etc. are envisaged. On the basis of the same objective, many experiments and surveys have been conducted till now. The College also took a step in this direction and organized a camp of five days at the Badi Village Panchayat. Before the organization of the camp, a two-day orientation was conducted in the College itself. During the period, an observation schedule, an interview schedule, and a questionnaire were prepared. In the field area, along with the survey, various programs were organized, viz. an eye camp, vaccinations, information on the dissemination of Government's welfare plans, employment, training and loan relevant information, Clean India mission, arts and crafts, etc. The utmost concern was on developing awareness towards all these areas.
2. Establishment of Weather Station – The Geography Department of the college established a weather station, which will be further developed into a 'Geo Park' which will consist of a telescope and other working models. This will prove to be helpful to the faculty and students.
3. Social Responsibility - As part of social responsibility, the Institute has undertaken the welfare of the school students of the Government Upper Primary School, Neemuchkhera. As a first step, 500 students from Classes I-V given notebooks. The Institute has pledged to take further actions to facilitate the teaching-learning processes in the school, in the future.

Challenges

The institution is going through some challenges at present:

1. Planning, coordination and assessments of the new two year B.Ed. and M.Ed. curriculum and implementation of the courses

2. Generating sufficient funds for quality improvement of the Institution and meeting NCTE guidelines.
3. Helping the graduating students in placements
4. Dealing with the government Internship program that has been newly implemented in the B.Ed. course
5. Other challenges due to frequent change in environment of teacher education

Plan

A proposed plan for the next year is enlisted in the following points:

1. Personality enhancement programs for teaching and non-teaching staff
2. National/State workshops/seminars
3. Special classes for the preparation of NET for the M.Ed. students
4. Special language proficiency and content classes for all the students of B.Ed. besides B.Ed. syllabus
5. Providing guidance and proper assistance to the students regarding competitive examinations
6. Strengthening the placement cell
7. Preparing for NCTE/NAAC inspection

VIDYA BHAWAN GANDHIAN INSTITUTE OF EDUCATIONAL STUDIES (VBGIES)

This year, two Vidya Bhawan institutions were merged to form one composite unit. The two institutions were a) Vidya Bhawan Kala Sansthan Shikshak Prashikshan Vidyalay (also called just Kala Sansthan), that provides a Basic School Teaching Certificate (BSTC) and b) Vidya Bhawan Gandhian Institute of Educational Studies (VBGIES), that provides B.Ed. degrees. BSTC is a two years diploma course in elementary teacher education. These two institutions became composite as they are on the same campus and give the same degree. Kala Sansthan moved to the VBGIES campus on 22nd Aug 2016 and the composite unit is now collectively called VBGIES, providing both BSTC and B.Ed. degrees. For the purpose of this report, the two units will be referred to as B.Ed. Institute and BSTC Institute.

VBGIES is also a centre for Gandhi Peace Foundation's Udaipur operations.

Vision

The B.Ed Institute currently has 200 students enrolled (in first and second year) and is affiliated to MLS University, Udaipur. It was established in the year 2008 with a vision of developing educational professionals with an understanding of Gandhi ji's philosophy of education: using education as a means to create a society based on inclusion and environmental sustainability. The Institute continues to uphold this vision, and focuses on developing a) academic excellence, b) a sense of responsible citizenship and c) a sense of dignity of all kinds of work among its students. The students learn from themselves, each other, nature and communities and get prepared for the digital world.

The BSTC Institute has 100 students enrolled (in first and second year). It was established in 1944 with the intention to teach craft to its teacher-students. The objective of the institute is to build ideal teachers who not only excel as professionals but also are full of humane compassion.

Activities

B.Ed. Institute

Out of the 96 students who appeared in the B.Ed. examination of 2016, 77 got first division and 19 got second division. The highest marks scored were 81.77%.

For their final practical exams, the students delivered lessons (as teachers) on topics of community concerns such as the effect of fasting on the body, coral reefs, animal diseases and prevention, bibliotherapy, organic farming, sugarcane farming, political ideology of Hobbes etc.

For the 2016-17 session, all of the 100 allotted students were admitted in the institute in the three rounds of admissions procedure. 70 students were admitted in Arts, 23 in Science and 7 in Commerce faculty.

Following are few of the key activities undertaken by the Institute in 2016-17:

Academic

1. An orientation program for the first year students was organized from the 15th to 17th September, 2016. After an introduction by all of the faculty, all the students were asked to introduce themselves, and then the B.Ed. curriculum was discussed in detail.
2. All of the second year B.Ed. Students are required to do a 4 months long internship in a school as a part of their curriculum. The students did these internships from 21st November 2016 to 3rd April 2017 in neighboring schools and in their home districts. Before they went for their internships, a week long orientation program was conducted for the students at the Institute. Apart from brushing up their skills on how to conduct basic academic activities, they also learnt how to organize sports, literary and cultural activities, social awareness programs, rallies, morning assemblies, conduct case studies and action research, etc. The students then worked in Mentor Groups for 15 days to plan their lessons and activities. Most of our students received highly commendable feedback from the teachers and principals of the participating schools.
3. To help improve the internship program, a dialogue was organized on May 29th, 2015 at the Institute with the Principals of neighbouring schools: Govt. Secondary and Senior Secondary, Boys and Girls Schools, Alok Senior

Secondary School and Vidya Bhawan Senior Secondary School, Ramgiri. Dr. Sugan Sharma welcomed the guests expressing her views regarding the objectives of the internship (of the B.Ed. Students in their schools) and the relevance of the NCTE prescribed two year B.Ed. curriculum, instead of the earlier one year program. It emerged from the discussion that participation of school principals and teachers in internships is essential for making this program effective. A detailed action draft of internships must be prepared before implementation. It was also felt that the duration of a six month long internship is not adequate and may be extended to a year-long program.

4. The Open Air Session program is an annual activity undertaken by many Vidya Bhawan institutions to encourage students to connect with the communities. VBGIES B.Ed college organized its open air session this year at Rajsamand from December 19th to 23rd, 2016 with the objective to study the awareness of the Digital India Program. In the orientation program before the session, the students studied about the Digital India program launched by the Government and its nine pillars. The students worked in groups and framed tools for data collection, they also prepared for cultural programs and community awareness programs. The students also visited various departments of Rajsamand District and found in their survey that about 55% of businessmen in the district use ICT. About 30% of people know about the Digital India Program. The local farmers use mobile apps for knowing about government subsidy programs. Lack of e-literacy, skilled technicians, awareness and regular electricity supply were some of the problems identified by the students.

5. The State Institute of Educational Research and Training, Rajasthan (SIERT) functions as an academic wing of the Director of Elementary and the Director of Secondary Education, Rajasthan. It acts as an academic advisor to the Department of Secondary Education and to the Ministry of Education in the state. DIETs (Districts Institute of Education & Training) are the nodal institutes for improving the quality of elementary education in the district. The VBGIES students are taken to visit DIET and SIERT every year in April, to keep them updated with government's education initiatives. The students were given information regarding e-learning systems and centralized examination

patterns. They also learnt about virtual classrooms, individual and group evaluations, and maintaining portfolios.

Lectures and Talks

1. A London based Management Consultant, Dr. Peter Patel, gave a lecture on "Liberty, Freedom and Critical Thinking". He said that individual liberty may lead to a better society and individual thinking is essential for liberty obtained by struggles and hardships. Constructive arguments and listening without being biased is important.
2. Professor Gayatri Tiwari, Human Behavior Scientist and National Technical Coordinator, MPUAT, Udaipur delivered a lecture on "Conducting Case Studies of children from early childhood to adolescence taken from various socio economic and cultural backgrounds in the context of family, schools, neighborhood and community". Prof Gayatri has also developed a tool for measurement of Self Identity. The students will administer it over adolescents and help in the standardization procedure of the tool.
3. A one day workshop on "Art in Education" was held at the institute on April 23rd 2016. Mr. Shashikant Sharma, Senior teacher at one of the Vidya Bhawan schools explained the difference between art, *udyog* and craft, types of pencils and colors, *chart and poster*, *rangoli*, *alpana* and *mandana*, etc.
4. Under the joint aegis of the Institute and Department of Psychology and Department of Education, MLS University, Udaipur, a workshop on "Understanding the Self" was organized at MLSU in two phases from November 5th 2016 to January 6th 2017.

Extra Curricular Activities

1. Society Elections were organized on the 17th of October 2016 and president, secretary and representatives were elected by students both for 1st and 2nd years.
2. A nature club was constituted at the institute. The students and faculty members observed birds in the institute's campus under the guidance of Dr. Chandraveer Singh, Bird Specialist. Dr. R L Shrimal, director of Vidya Bhawan Prakriti Sadhna Kendra, acquainted students about identification and

utility of various trees and plants in the campus. Four of the biology students completed a project of identification of vegetation in the institute's campus.

3. Ms. Prateeksha Jain secured second position and won a cash prize of Rs. 1000 in the intercollegiate debate competition organized by RMV Girls B.Ed. College, Udaipur on April 21st, 2016. The topic of the debate was "Education is the only means to inculcate Gender Sensitivity among Youth". She also received second position in the intercollegiate Debate competition organized by Aravali Teachers Training College on 31st March, 2017.
4. Ms. Geeta Meghwal, spoke in favor, and Mr. Ganpat Lal Khatik, against the theme "Indian Philosophy based Education System can only solve the present global challenges of the world" organized by Nimbark Teachers Training College in the intercollegiate Debate Competition and were provided certificates.
5. The Alumni of the institute, Vidya Bhawan Gurukul Sakha Samiti, organized a "Pratibha Samman" Program on the 25th of March 2017. The Chief Guest Shree Ajay Mehta and Prof M P Sharma wished the Alumni to function for the development of a good Society based on Gandhian Values. President of the Alumni Mr. Hemat Suthar and Dr. Tara Kumawat welcomed the old students. About 40 alumni of year 2008-09 were listed for felicitation for their selection and services in various fields (Government Schools, Panchayat Samiti, Electrical Department and NGOs). The Alumni members agreed to form zonal coordinators for the functioning of the Alumni.
6. In the Annual Sports meet, Mr. Kamlesh Pareekh and Ms. Preetam Rathod were the best athletes overall. The students participated in 100m, 200m, 400m races, 4 x 100m relay races, spoon races, javelin, shot put and discus throw events with enthusiasm and sports spirit. The chief guest Prof. CR Suthar, Sports Chairperson, MLSU, Udaipur, Dr. Sugan Sharma, Principal of the institute and Dr. Bhagwati Ahir, Principal, Vidya Bhawan BSTC distributed certificates and medals to the winners of various events.

<u>Faculty Participation in Workshops/Seminars/Papers</u>

1. Dr. Kanwaraj Suthar participated in the XXIII National Conference on Social Transformation and Development Processes In India, on Oct 21st and 22nd 2016, organised by the Department of Sociology, Bhupal Nobles' PG Girls'

College Udaipur, sponsored by ICSSR. He presented the paper titled "New Development Plans and Level of Awareness in Society".

2. Dr. Sarita Jain participated in an Upper Primary Level Sanskrit Teaching Training Module Development workshop organized at SIERT, Udaipur. The module is based on activities and group learning for classes VI to VIII. Dr. Mohan Lal Jat participated in the Module Development Workshop organized at SIERT from 6th to 11th March 2017, in which he worked for the development of Two Dimensional and Three Dimensional Teaching Learning Material in the Art Education Curriculum of classes I to VIII.

3. Dr. Sugan Sharma, Principal of the institute, delivered a talk on "Action Research" in the 21 Days "Refresher Course in Teacher Education" organized by Faculty of Education, MLSU, Udaipur in Collaboration with UGC-HRDC and MDS University, Ajmer at MLSU, Udaipur.

4. Dr. Kanwraj contributed in the course designing committee for MA and BA courses of the Political Science Department, Pacific University during March-2017.

5. A paper of Ms. Aruna Mathur titled "Student Engagement for High Quality Learning and Teaching Experience" and an Article of Mr. Yateen Kumar Choubisa "Education (Traditions, Culture and values): Teaching for Social Harmony" were published in Aishwarya Shikshan Sansthan Shodh Patrika ISSN 2249-2100 Vol.5 August, 2016.

6. Ms. Sushma Intodia was honored by Actress Mughda Godse and Sister Reeta, Coordinator, Brahma Kumari for her social and academic contribution by Nari Shakti Samman in Shakti 2017, a function organized by Platinum University and F M Tadka 95 at MLSU Auditorium, Udaipur on 9th April, 2017.

7. Dr. Mohan Lal Jat was selected for the International Chhapa Kala Exchange Program 2016, organized by Creative Art Center, Mumbai. 25 art forms of Dr. Jat were exhibited in Art Hub, Mumbai.

BSTC Institute

In the two year course of BSTC, the total number of seats in first and second year is 100 out of which 97 teacher candidates have shown 100 percent attendance in 2016-17. Other than the syllabus, students get to observe the work of other centers / NGOs like the Piramal Foundation, which allows them to get introduced with rural conditions, satisfy their curiosity and acquire new knowledge. The following were a few notable activities undertaken by the institution in 2016-17:

1. Admission procedure for new trainees - As per the order by the state government the admission procedure of new students in first year for the session 2016-17 was completed by the 23rd of July 2016. All the 50 seats allotted by the state government for the first year were taken by the candidates. Regular classes for first and second year commenced from 18th July onwards.
2. On the 26th of August 2016, new comers were welcomed and plantation was organized. On this occasion, second year students welcomed new comers in a traditional manner.
3. Mrs. Meena Kalra, Lecturer Vidya Bhawan Kala Sansthan gifted a Microphone set to the institute as an act of generosity.
4. School observation by teacher candidates – Starting on the 19th of September 2016, school observation programs were organized for 1st year (10 days long) and 2nd year (3 days long) students in 3 Govt. schools and one private school. Our students minutely observed and learned about different activities conducted in school, on the play ground, in school management, about teaching methods, the relation between student and teachers and human resources development. After observation, group discussions were conducted and the students evaluated.
5. Teacher candidate's involvement in scout and guide workshop - 45 teacher candidates actively participated in 7 days scout and guide workshop in Aishwarya Teacher's Learning College from the 24th of September to the 30th of September 2016 by the Hindustan Scout and Guide, Rajasthan state organization. Students learned different activities like play-way games, first-aid preservation of nature, group formation, useful items with waste materials

etc. A Beti Bacho Campaign & Environment preservation rally occurred on the last day.

6. Society Sports Day - A 2 day long sports program was held for all of Vidya Bhawan's staff members, Kala Sansthan staff members also actively participated with great zeal in different sports activities.
7. Report presentation - After observing five Senior Secondary Schools, one day report presentation program was organized. The students reported on school management, physical and human resources, class teaching, SMC, mid-day meal, play ground, teacher student relationship etc.
8. Internship - As per the new regulations directed by BSTC Bikaner, 1st year students were deputed to their home district for an internship. Students were instructed and guided regarding work assessment, marks division. They were given guidelines and were directed regarding how to prepare lesson plans, teaching aids etc.
9. Criticism lesson plan - After the completion of the internship at their home districts by 1st and 2nd year students for 28 and 112 days respectively, criticism lesson plan was arranged at Naveen Bal Sadan Vidyalaya, Pula, Udaipur in December. Students did mock teaching based on their learnings in their internships, and were critically examined by the concerned lectures. Two days were allotted to each subject. The session was concluded with positive reinforcement.
10. Arrangement of extra classes - Additional classes for Sanskrit and English were arranged for 1st and 2nd year students.

Challenges

The institute has been trying to explore the Gandhian educational legacy and redefine it in the present context. The Institute's team is new and young and is yet to develop a strong understanding of Gandhian philosophy. However the team is enthusiastic and is constantly exploring and experimenting to fulfil the institute's vision.

The faculty has a potential to conduct research but due to lack of necessary thrust, has not been able to undertake any research project. Our publications are also few. Apart

from encouragement, the faculty also requires orientation and regular workshops on research and academic writing.

The institute also faces the inadequacy of rooms, library and ICT resources since the strength of students and faculty has almost doubled due to the newly introduced two year B.Ed. Curriculum and is in the process of enriching these facilities.

Since VBGIES is now a composite unit, another challenge we are working with is to develop cohesion and a sense of team spirit among the faculty of both the institutions. Greater opportunities of working together as teams will help develop the identity of the institute as a composite institute.

Plans

The institute plans to develop a Gandhian Education Resource Center, that will prepare teachers with an understanding and sensitivity towards arts, crafts, music, theater, dignity of labor, and community.

In the coming years, we plan to start an M.Ed. course, a Four year Integrated B.Ed. course and certain certificate courses in Gandhian Thoughts of Education, Education for Peace and other Skill or Work Education based courses.

Gandhi Peace Foundation (GPF)

The following activities were undertaken by VBGIES for GPF:

1. A group discussion was organized by Ms. Aruna Mathur on September 24th, 2016 as part of B.Ed. first year course objectives for students. The topic was "Role of youth in the Empowerment of Villages" based on an article of Mr. Arun Tiwari, published in "Rozgar Samachar Emloyment News" issue 21, dated 20-26 August, 2016. The objective was to enable students to understand and articulate the ideas of the writer of the assigned reading material, assess the evidence used to support these ideas in the article, compare with the ideas of other students, think about one's own observations and experiences and present the same in the group. The discussion proved to be a good ice breaking activity to sensitize students towards their role in community empowerment.
2. Tributes were paid to the victims of Hiroshima and Nagasaki Bombings on August 6th 2016. Two minutes of silence were observed. Dr. Sugan Sharma illustrated the picture of Hiroshima Day events through her words, and students to work for peace. Rtd. Lt. Col. Guman Singh Rao, District Soldier Welfare Officer, delivered a speech on the geo-political scenario that led to the Hiroshima bombings. He said that deviant mentality can only be dealt with noble mentality. Prof. M P Sharma stressed the importance of laying the foundation of peace in young minds through education. Ms. Meena Kalara, a faculty of Vidya Bhawan STC and student Om Singh presented self written poems on the Hiroshima tragedy.
3. The International Peace Day was observed at the institute with bhajans and a talk by Sister Rita, Co-coordinator, Brahma Kumaris' Spiritual University Center, Udaipur. She enlightened the students and faculty of the institute on how to make peace a "practical reality" through one's own actions in daily life. She said that promoting understanding and respect for diversity is important.
4. The institute celebrated Gandhi Shastri Jayanti in a weeklong series of activities coordinated by Ms. Aruna Mathur. Activities included shramdaan, prayers, workshop and educational games to inculcate peace. In a four day long Art and Work Education Workshop, Dr. Mohan Lal Jat made students participate in group activities such as poster making on "Cleanliness", making sounds of animals and birds, enactments of short plays, making designs from waste bottle caps etc. The participants created beautiful formations displaying messages of gender equality, cleanliness, girl child feticide, Rajasthan's culture, and Gandhiji's charkha etc. Participants shared the incidents of their contributions in daily home chores, activities in which values of Gandhiji and Shastriji can be understood and practiced, the qualities of a teacher who is their idol and has influenced them. The regional facilitator of Henry Martyn Institute, Ahemdabad, Mr Ansari Abdul Hakeem made the participants play group educational games. The objective of these games was to create an understanding on diverse aspects of violence (Personal, Relational, Structural and Cultural Violence), acceptance of perceptions and responses, deep understanding on conflict and violence, and encouragement to implement Gandhian values in routine life.
5. Ms. Aruna Mathur organized a talk on the occasion of International Women's day on March 7th 2017. Dr. Veena Dwivedi, Senior Assistant Professor, Udaipur School of Social Work, JRN Rajasthan Vidyapeeth delivered her talk on the theme "Be Bold For Change". She discussed that both genders need empowerment and need to change their views for each other for development.

VIDYA BHAWAN RURAL INSTITUTE (VBRI)

Vision

The vision of Vidya Bhawan Rural Institute (VBRI) is to "Empower rural youth through quality education". VBRI began its journey in the year 1956 as an outcome of a report of Dr. K.L Shrimali Committee, constituted by the Government of India. The rationale was to promote higher education for students based in rural areas. The institution has 3 main academic Departments/centres offering undergraduate and post graduate courses in Social Sciences & Humanities, Commerce and Science. It has highly qualified and motivated faculty members who are engaged in research activities in addition to teaching.

VBRI provides access to low-cost high-quality university education for students from all sections of the society.

The mission of the institution is:

i. To make efforts to impart quality and value based education to rural and tribal youth and to train the students to face challenges in the current competitive global market.
ii. To provide an environment for development of overall personality of the students.
iii. To uplift their horizon to build a better society.

Activities

1. On 26th January 2017, we along with 14 institution of Vidya Bhawan Society celebrated our 68th Republic Day with full enthusiasm. Sh. Ajay Mehta, President, VBS was our chief guest who first hoisted the flag and then felicitated our students in the field of education and sports.

2. The Annual Cultural Festival, MALHAR-2017 was held in the month end of January 2017. The event attracted the best student talent from across the university. Competitions in the field of mehndi, painting, rangoli, dramatics, dance, and music, MALHAR were held.

3. IGNOU conducted an induction program for all registered students of the year 2016-17 on 9th February 2017 in VBRI for making students aware about

various distance learning programs and their significance in various fields. More than 50 students participated in the program.

4. VBRI celebrated 'Hindi week' on the occasion of 'Hindi Divas', 2016 in the month of September, 2016. It is organized to encourage proficiency and usage of Hindi in academic work. The importance of Hindi in our day to day life and the contributions of forefathers in the development of Hindi were also talked about.

5. The Department of Computer Science organized a guest lecture on 29th September 2016 in which a guest from NIIT was invited to deliver a lecture on the "Role of IT in banking and economic sector".

6. One day camp was organized on 5th December 2016 by both wings of NSS. In this camp students were made aware of their duties and goals that come under NSS. Chief Guest of the camp was Mr. Lokesh Gupta, HDFC Bank. He discussed the importance of blood donation in life. 110 volunteers had participated in the program and had given voluntary contribution of labour for public cause.
7. 31st IGNOU foundation day was celebrated at VBRI (centre code 2302) in which the Regional Director, Mamta Bhatia and many other coordinators from different centres from Jodhpur region participated.
8. Intercollegiate sports week was organized in which many competitions like cricket, volleyball, kabbadi, kho kho, 100, 200, 1500 m long race etc. were organised. A large number of boys and a few girls participated in these sports.
9. 10 teams from college participated in games at the University level. Two students were selected for volleyball and one for handball at the University level. Similarly students participated in archery and judo karate.
10. VBRI's Department of Commerce and Management organized a competition for BBA students on the topic "Recent trends in banking", using power point presentations to enhance their communication skills and use of technology in their learning.
11. An essay competition was held on December 6th 2016 in the Department of Commerce and Management on a Cashless Economy in which students of B.Com I year participated.

12. ArcGate Company conducted interviews in the month of December in VBRI in which they recruited two students from BCA.
13. In Oct 2016, the Departments of Public Administration and Political Science together organized a general knowledge quiz based on Bhartiya Raj Vyavstha.
14. An essay competition was held on December 6th 2016 in the Department of Social Science (Political Science) on Algavwaad in Bharat in which students participated with full enthusiasm.
15. In Sept 2016, the Department of Computer Science organized a quiz on awareness about Information Technology in which 100 students participated.

Dr. Saba Khan, Department of Chemistry participated in 4 poster presentations, published 4 manuscripts and 2 books. Dr. Daksha Sharma was awarded the International Best Poster presentation award (silver medal) at the 6th International Science Congress organized by the International Science Community Association in collaboration with Hutatma Rajguru Mahavidyalaya, Rajgurunagar, Pune, Maharashtra. She presented three papers in international conferences. Dr. Harshita Bhatnagar, Department of Commerce and Management published 3 manuscripts in international journals (Arabian Journal of Business and Management Review 2016 and Journal of Internet Banking and Commerce, USA). Dr. Harshita Bhatnagar and Ms. Pinky Soni attended an 8 day long workshop at Pacific University on Research Methodology. Four of our faculty members attended a 7 day long workshop on e–resources at MLSU, Udaipur. A Ph.D. degree was awarded to Dr. Kiran Asnani. Her topic of research was the "Role of marketing in the institutions of higher education". Dr. Archana Jain, Department of Humanities successfully submitted a minor research project funded by UGC.

IQAC (Internal Quality Assurance Cell) of VBRI organized a one day seminar on 27th January 2017 on "Quality improvements in educational institutions". Prof. Kanika Sharma and Prof. Karunesh Saxena of MLS University, Udaipur were the keynote speakers of the event. Prof. Kanika delivered her lecture on a "Detailed analysis of quality criteria and marketing pattern of NAAC" and Prof. Karunesh highlighted upon the "Role of IQAC in achieving NAAC accreditation". This event was organized as the IQAC annual activity for teaching staff of the college and a total of 35 staff members participated in it.

Challenges

1. Infrastructure - The biggest challenge is the fragile infrastructure in our institute. We need a proper number of classrooms, smart classes, language laboratories, e-learning facility, computer aided packages, and teaching equipment etc. We also need to improve other instructional resources such as libraries, laboratories, scientific equipment, computers, and internet accessibility.
2. Financial viability - Financial capacity is the biggest problem faced by our institute in enduring quality and in attaining distinct identity. Monetary assistance is required to conduct remedial courses for poor students. A lack of facilities is also an immense restriction in research advancement.
3. Faculty capacity building - We need to encourage our faculty members to attend FDPs, workshop, seminars, conferences at eminent universities (IIMs, Shimla University etc). VBRI should facilitate such involvement and also provide financial support.
4. Better student engagement - We need to involve our students in more constructive activities, to utilise their potentials and energies, and divert them from nuisance activities.
5. Women empowerment - There is an urgent need to increase the number of girl students in the college as well as their participation in myriad activities like sports, NSS camps and all other activities.

Plans

1. Few Minor and Major research projects are in the pipeline for the coming session for different funding organizations like UGC, ICSSR etc. in the upcoming session.
2. For the year 2017-18, we are planning for more beautification of our campus, sanitation work, furnishing etc.
3. Different educational courses should be promoted to capture the new generation of students who are technology savvy and are ready to enter in the global world. We want to open new PG courses like M.Com in Business Administration and Banking and Economics, M.Sc in Botany and Zoology, MA in Sociology, Geography & History, MCA in the coming years. Along with these courses new skills based UG or short term diploma courses can be

opened (Retail marketing, Entrepreneurship, Accounting courses etc).

4. Infusion of Information Technology is the need of time, so we are planning to put more emphasis on IT blended learning, designing a web portal for the students, maintaining teaching plans and office notices in soft copy and circulating them through email, etc.
5. We are planning to install SOUL software along with digitalization of our library. We will try to subscribe to more and more e-journals of different subjects to increase the access of knowledge for teachers as well as students.
6. In 2017-18, we will plan to visit different units of Vidya Bhawan for synergistic effect under different areas.
7. Through NSS, various awareness programs and extension activities will be conducted in the college like plantation, emphasis on gender equality, women empowerment and dignity, social justice, cleanliness, community service, peace, harmony and eco-friendliness.
8. In the coming session we are planning to organize sports at the university level with a special focus on volley ball competitions.

VIDYA BHAWAN AANGANWADI WORKERS TRAINING CENTER (VBAWTC)

Vision

Vidya Bhawan Aanganwadi Workers' Training Centre (VBAWTC) started in 1975. Its goal is to help, create a safe and healthy environment for mothers and children by training aanganwadi workers and helpers. Around 50 workers are selected every year by the Rajasthan State Govt. for this training at VBAWTC, on the basis of nominations by Panchayat Samitis of various villages. Around 35 of them end up attending the trainings at VBAWTC. Following an initial training that goes on for 26 days, the Centre continues to monitor the activities of the workers trained and provide them with the required support over the next two years. VBAWTC is a team of 5, with 3 teaching and 2 non-teaching staff.

The goal of Aanganwadis throughout India is to provide health and nutrition services to mothers, reduce maternal and infant mortality rates and empower mothers. They also aim at all-round development of children through good quality primary education.

NIPCCD (National Institute of Public Cooperation and Child Development) has created a syllabus for the trainings for Aanganwadi workers. These trainings are coordinated by the ICDS (Integrated Child Development Services) program, which also provides resources for the same. The various beneficiaries of the schemes run by these government departments and partnering organizations are:

i. 0-6 years of infants
ii. Adolescent girls
iii. Pregnant ladies
iv. Midwives
v. Other women of 15-45 years of age
vi. Malnourishedmothers and infants

Apart from these mandatory trainings, VBAWTC also provide trainings on how these workers can involve adolescent girls, and reduce chances of malnutrition and

mortality in the future motherhood. The Centre is working on two projects, one with ICDS and one with the World Bank.

Activities

VBAWTC provide trainings and support to the aanganwadi workers, for the various beneficiary groups, in the following ways:

1. For 0-3 year old infants- Immunization, health check-ups, weight measurement, filling records to keep tracking growth.
2. For 2-5 year old toddlers - Providing the Mebendazole tablet which is used for treating certain worm infections present in the stomach.
3. For pregnant women- Registration of pregnant women, immunization, health check-up, giving advice on eating habits and rest, distribution of IFA (Iron and Folic Acid) tablets to treat or prevent low levels of iron in the blood.
4. The Centre trains the workers to form '*Matra Samitis*' in their villages, that organizes discussions on nutrition, organizes '*Matra Shishsu Swasthya Ewam Poshan Divas*', distribute nutritional supplements to be taken home by pregnant women etc.
5. The workers are also trained to organise community based events like a 'Baby Shower Ceremony' or '*Annaprashan'*, which means baby's first feeding. Such events give the communities a chance to mingle with the Aangadwadi workers, appreciate the important role they can play in nurturing motherhood and early childhood, and build their own understanding on these topics.
6. The Centre trains the workers to use books designed specially by the state government for various age groups to enhance children's mental growth- *Kilkaari* (3-4 years age group), *Umang* (4-5 years age group), *Tarang* (5-6 years age group). These books help the Aanganwadi workers develop cognitive, intellectual, linguistic and creative skills in children.

Challenges

There are primarily two challenges that VBAWTC is currently facing: Communication and Infrastructure.

The workers who are selected for the training at the institute, many times do not receive adequate information. As the list of names and other details are uploaded on websites, most of them remain uninformed as they either don't have access to the internet or don't have any idea about the update. This results in extra pressure on the Centre since they have to inform everyone and track whether they are attending or not. This also usually results in less attendee than anticipated.

Lack of good and robust infrastructure causes unwanted interruption in the training process. Especially during the rainy season, the water clogging and water leakage in the rooms, halls and kitchen cause inconvenience and trouble to the attendees and the supervisors. Due to water leakage, an electric current has started flowing in the walls of halls and a room where training happens, which is highly unsafe. Lack of enough washrooms and rooms for residence of trainees is also a major problem faced by the Centre.

Plans

VBAWTC has the following plans in the short and long-term to be better equipped to fulfil its goals:

1. Infrastructure - The Centre will focus on improving its infrastructure with the help of Vidya Bhawan Society. Construction of 4 additional toilets, including repairing 4 older toilets and 2 halls would eradicate the inconvenience caused; applying tin shade on the roofs of the building could solve a few water related issues. The Centre would also like to construct a ramp for handicapped trainees near toilets for their convenience.
2. Collaborating with the Khushi Project - Khushi is a CSR Project of Hindustan Zinc Co. Ltd. which works on the same mission of providing nutrition, health and primary education to rural mothers and children. The Khushi project currently uses Vidya Bhawan premises for some of the activities. VBAWTC could collaborate with this project for mutual benefits.
3. Community contact and participation - The Centre would like to bring the rural communities even closer to the Aanganwadi workers and through this process enhance the efficacy of the workers. This would be accomplished by organizing even more community based events.

VIDYA BHAWAN POLYTECHNIC COLLEGE

Vision

Vidya Bhawan Polytechnic College was established in the year 1956 with the vision to provide technical education and skills to the rural youth of Rajasthan. It aims at integrated development of the society and improving overall quality of life by

a) Imparting true and meaningful technical education for creating skilled, enterprising and employable manpower and

b) Imbibing social and environmental concerns through its education and community outreach activities. The Polytechnic complements its technical and analytical capabilities with a broad understanding of social, economic, ethical, and environmental issues in the world today.

The Polytechnic emphasizes on learner-centred, practical-oriented, application based curricula; entrepreneurial skill development; problem-solving and critical-thinking skills; imbibing soft skills; inclusiveness; and capacity building. The Polytechnic College prepares the enterprising students in such a way that they could bear the collective responsibility to improve the lives of people, and to contribute to the building of a more sustainable, stable, and equitable world.

Activities

The session 2016-17 was another landmark in arriving at these goals.

<u>Technical Activities for Students</u>

1. Technical workshops and seminars - The spectrum of technical education is exponentially expanding, requiring continuous engagement of the students and faculty with the latest technological advancements. To update the students with the new technologies, researches and studies carried out on the latest technological advancements, Polytechnic College arranges seminars and workshops for students. In these sessions, the Polytechnic College conducted various workshops and seminars on topics like “Earthquake resistant

structures and design", "Concrete mix design", Auto CAD and various other software's used in Civil Engineering, "CMS technology and mobile application development", "Industrial automation", Networking etc.

2. Industrial visit - Industrial visits and field excursions play a vital role in helping students to get first-hand information and insight into the real functioning of the industry. The students visited several industries viz. Secure Meters Pvt. Ltd., RSMMLD, and the construction site of the Super Specialty Wing at Maharana Bhopal Hospital.
3. Project work - The basic objective of project making is to give practical/hands on experience and to enhance analytical, technical and communication skills. And also to make them enterprising and suitable for job absorption as per the needs of the professional world. In these sessions the students developed smart and innovative projects:
    a. Apps: "Offline transaction app", "App for monitoring the work done in Swaccha Bharat", "App for airport feedback", "Gaming app- Flip Cards E-Voting System", "Online submission and processing of telephone and newspaper bills, "Antique auction website".
    b. Projects on smart traffic system: "Advanced barrier control by traffic light system", "Automatic speed control of vehicle", "Design and implementation of PC based over speed violation management system for vehicles"
    c. Environment friendly projects: "Air quality check and cooling system using Microcontroller", "Water usage audit of household/agriculture/industrial sector and management plan", "Automatic system to power off street lights in daytime".
    d. Android speech recognition based home automation
4. Smart India Hackathon and Techhnokriti - The student team of Polytechnic "Innovative Bulls" was selected by AICTE for grand finale of Smart India Hackathon 2017 organized by the Government of India. The team (six students and two mentor teachers) participated in the Digital Programming Competition held at Indore. The team worked on the problem assigned by the Ministry of Steel and developed "Mobile Application to Reduce Power Theft".

Furthermore, Yash Nagda and Varun Prakash Nagda participated in TECHGIG Code

Gladiators 2017 at Bangeluru and developed an Offline Transaction App. The team won the Runner up prize in the Finale. They got a cash prize of Rs. One lakh and were offered to work with leading IT companies like Infosys, IBM and Reliance Jio.

The student team of the Department of Electronic Engineering and Electrical Engineering won second prize and consolation prize respectively in Technokriti held at Geetanjali Institute of Technical Studies, Udaipur.

Co-curricular Activities: Celebrations and Recreations

1. Engineer's Day - The IEI & ISTE Student Chapter and Alumni Association of Polytechnic jointly organized Engineer's Day on 15th September 2016. On this occasion an essay competition on "Falling standards of engineering education", a poster making competition on "I will make clean India" and a photography competition on "Haphazard ramps in the city" were conducted.
2. Fresher's Day and Meljol Fair - To welcome the new entrants, promote team work and companionship, incorporate planning, management and entrepreneurial skills among the students; a fair was organized on the eve of Fresher's Day. Stalls of eatables and games were set up by students and faculty.
3. Games and sports activities - In order to develop mental and physical strength, discipline and team spirit among students, various games and sports competitions were conducted round the year. Students participated enthusiastically in badminton, volleyball, cricket and kabaddi contests. Annual Sports Meet 'Aao Khelein' was organized in which 16 competitions were held, like 100 m race, 400 m race, shot put, discus throw, javelin throw, long jump, cycling, tug-of-war for boys; and 100 m race, cricket ball throw, spoon and marble race, three- legged race for girls. This year, a Kabaddi field was developed in the institute to encourage traditional and regional sports.
4. Annual Day - The two day annual function of the Polytechnic College 'Tech Zest' was celebrated with great enthusiasm. The chief guest of the event was Mr. Ravin Bhargav, Director, Perfect Thread. Special guests were Ms. Pooja Kaul, internationally renowned film maker, and Sh. G.P. Soni, President of Alumni Association. Various events like quiz competition, treasure hunt, mehandi, rangoli, salad dressing, solo song and dance, group song and dance

were held. Prizes were given to students by guests in various categories for their achievements for session 2016-17.

5. Dance and Music Classes -To create a healthy environment in which students could express their feelings in a productive and creative manner while learning dance and music classes were conducted in the college.

Faculty Development Programs

Faculty development and capacity building has always been a priority at Vidya Bhawan as a way to improve the quality of academia, effective teaching, enhance knowledge and skills of the faculty. The following programs were conducted in this session:

1. Teachers' coaching in life skills - A short term training program was conducted on "Teachers' coaching in life skills through ICT" organized by IMCO in collaboration with Coach Grab Training Pvt. Ltd. This interactive workshop covered several topics of importance like problem solving, qualities of individuals, success and mental aptitude, goal setting, out of box thinking and persistence, lateral and analytical thinking, work ethics, critical life skills, communication skills etc.
2. Workshop on developing affective domain - Commander Pratap Singh Mehta, Veteran, Indian Navy addressed engineers and lecturers at the Polytechnic College on "Affective Domain". He asserted that excellence is not a skill, it is an attitude. Merely knowledge and talent could not bring and sustain success and that attitude is a better predictor of success than IQ. Through various hands on exercises and real life examples, Mehta underlined that affective domain plays an undeniable important role in education. Affective domain is a great method that utilizes learning skills which are predominantly related to attitude and emotional (affective) processes. Mehta appealed everyone to get out from a fixed mind set and have a growth mind set.
3. Workshop on social network platform 'Verdentum' - A one day workshop on 'Verdentum' was organized at the Polytechnic College. 26 year old Rohit Pothukuchi, developed a social network platform 'Verdentum' which is essentially a technology tool allowing organizations to launch, coordinate, and

collect data on projects.

4. Discussion on spreading rubber skill education - A discussion was conducted on "Spreading rubber skill education in the state of Rajasthan". The Director of HASERTI Dr. Mukhopadhyay, Secretary of IRI Dr. Samar, General Manager of JK Tyre Mr. Bhatanagar, Director of Techno India HJR Dr. Porwal and faculty of Polytechnic College Mr. Vikram Kumawat took part in the discussion. The College ensured all possible help on spreading education.

Interaction with Stake Holders

1. Parent – Teacher Meeting - To update the parents with the academic progress of students Parent Teacher Meetings were held time to time. Several issues related to academics and holistic development of the students was discussed.
2. Alumni Association - The Alumni Association has always been keen to promote academic activities which contribute to the development of the institute. The 51st Foundation Day was celebrated on 13th May 2016 in the institute. The former students completing 50 and 25 years of Diploma were honored. Jayesh Kothari and Nikita Mali were declared 'Best Students'. Scholarships were conferred to meritorious, worthy and needy students by the association.
3. Visit of Prof. Peter Patel - Prof. Peter Patel, former Business Management Consultant, an MBA from Insead Business School, France, Doctorate from University of Munich and great philanthropist based in London, visited the Polytechnic College and spoke to our faculty.

Placements

Campus recruitment drives are held every year for employment of the students. Companies like Secure Meters Pvt. Ltd, Fusion Outsourcing, D.V Enterprises, Secure Meter, L& T, CMS I.T Services, Coromandal Cement Company, Matrix Web INFOTECH, R.K Associates, S.K.M.T, Arc-Gate, Prompt Infracom, Roop Polymers Limited, Acme Power Solution Pvt. Ltd., YMPL etc. employed more than 55 students for apprenticeship and employment this year.

Social and Environmental Concerns

Vidya Bhawan has always been sensitive towards social and environmental issues, and feels its earnest responsibility to think over pertinent problems and suggest practical solutions. This year following activities were conducted by the institute:

1. Seminar on woman harassment and sexual assault - In this respect, a talk show on this topic was held at the Polytechnic in the backdrop of the infamous Ruchita Murder Case. Renowned psychiatrists, sociologists, law experts, jail superintendent, police officers and educationists exchanged their views on the topic and agreed that the deep rooted mind-set of the society should be changed and this could only be done through education and awareness; moral values like respect for women, compassion for fellow beings, humanity must be instilled from childhood.
2. World Water Day and World Environment Day - A one day seminar was conducted in the institute on "Waste water: Effect and efficient reuse" and "Ground water management and nature conservation through involvement of society" on the occasions of World Water Day and World Environment Day respectively. The key speakers were Dr. Anupama and Dr. Rai Kookna from CSIRO, Australia and Dr. Basant Maheshwari from Western Sydney University.
3. Eye checkup and consultancy camp - The NSS unit of Polytechnic and ASG Eye Care Center jointly conducted an eye checkup and consultancy camp in the college.
4. Blood donation camp - The NSS Unit in association with Alumni Association, Mohan Singh Mehta Memorial Trust and Mahaveer International organized a blood donation camp. 40 units of blood were collected from the donor staff and students.
5. De-addiction drive - A small play on de-addiction from drugs/alcohol was enacted by the students in the direction of Dr. P.C. Jain. Oath of not doing any kind of addiction was taken by the students and faculty.
6. Utho Jago Yuva Prerna competition - The Vivekanand Kendra, Kanyakumari conducted the "Utho Jago Yuva Prerna Competition" in which 76 students of Polytechnic took part. The students securing more than 60% marks further took part in a one day camp where they were trained in activities like yoga, pranayam, meditation and fun while studying. Six students of the Polytechnic

also took part in the five day ‘Personality development camp’ at Bhilwara.

Skill Development Programs

Community development through Polytechnic Scheme - Skill development courses are run by the Polytechnic with an aim to empower and increase the efficacy of individuals and improve productivity and economic growth of the country. The six month trainings on house wiring, motor winding & repairing, AC & refrigeration, mobile repairing, data entry operator, and beauty culture were conducted by the Polytechnic. Total 183 persons benefitted from these trainings.

Challenges

The Polytechnic was established with the broad view of imparting technical education in entire Rajasthan. But the unprecedented growth of unethical/unprofessional technical institutions all over Rajasthan has narrowed the vision as by and large only local students of Udaipur and nearby places take admission in the institute. Despite several efforts made to improve the standard of technical education, not much headway has been made towards making it relevant to the needs of the time. The need of the hour is to build a system which is accountable to high standards of students’ development. The students taking admission in the Polytechnic have weak foundations in basic sciences like Mathematics, Physics and Chemistry, and nonetheless are less motivated. Improving the proficiency in basic sciences, core technical subjects, language and communication is a huge challenge. Because of this, only 10-25% students are employable in the world of work, which is again another challenge. This situation demands additional accountability on our part. The seminars and workshops conducted by the Departments are more or less run-of- the-mill. They need to be cutting-edge and streamlined. The exposure to real world of work and industry interaction needs to be intensified. With the course of time, the present infrastructure and building is getting old and obsolete. It needs to be maintained and smartened up.

Plans

The Polytechnic is preparing for getting accreditation from National Board of Accreditation. For this purpose, a committee has been formed. The enrichment of laboratories and workshops is proposed for the next session. Substantial efforts would be made to improve the communication and soft skills of the students. The skill development training program, a distinctive and integral feature of the Polytechnic, would be expanded in the forthcoming session.

VIDYA BHAWAN KRISHI VIGYAN KENDRA (VBKVK)

Vision

Innovations in agriculture and related fields, and diffusion of new technologies in the rural areas are important factors in developing countries' quests for food and nutritional security, and improving affordability among rural households. Vidya Bhawan Krishi Vigyan Kendra believes that farming in different resource availabilities must be sustainable, economical, and intensive. VBKVK is functioning to ensure that farming community must have access to sustainable technology in crop, livestock and other allied sectors of agriculture.

With the vision of "science and technology-led growth leading to enhanced productivity, profitability and sustainability of agriculture", VBKVK is working tirelessly to make farming a remunerative profession, which can lead to nutritional and livelihood security in the region. It also aims to promote agriculture that is aware and mindful of climate change.

To achieve its goals, VBKVK conducts:

i. Front line demonstrations of technologies suitable for the region
ii. On-farm trials of new technologies
iii. Training of farmers and extension personnel to update their knowledge and skills
iv. Works as a knowledge and resource centre through the demonstration units spread in its vast campus of 24.0 ha area.

Activities

To achieve its goals, in 2016-17, VBKVK conducted multifarious activities in its operational area of 5 blocks (33 villages). With the objective to showcase the specific benefits/worth of technologies on farmers' fields, demonstrations of High Yielding Varieties (HYVs) of Gram (GNG – 1581), Mustard (NRCHB 101), Soyabean (JS 95-60), Black Gram (Azad 3), Chilli (Sitara) and Bottle gourd (Pusa Naveen) were laid out benefiting 293 farmers. Out-scaling of farm innovations was done through a total of 922 demonstrations of improved technologies like Manger construction for fodder

saving, Sirohi breeding bucks (breed improvement), coloured poultry breed (backyard poultry), eco-friendly techniques of plant protection (trichoderma, trichogramma card etc), kitchen garden, drudgery reducing tools for farm women, vegetable cultivation in low tunnels and HDPE pipes for water saving. Extension activities like a fair on Pradhan Mantri Fasal Beema Yojana, field days, farmer meetings etc. were also regularly organized to achieve horizontal spread of demonstrated technologies and increase farmers' participation.

Improved and certified variety contributes to about 25 percent of total production of any crop. VBKVK was sanctioned a seed hub project of Rs 1.5 crores in which it was given a target of producing 250 qtls of Gram seed at farmers' field. The target was successfully achieved as VBKVK produced 400 qtls gram seed at farmers' field in Rabi 2016-17 and got it certified. The seed will be sold under the name "Chetak Beej". This exercise will greatly assist VBKVK in ensuring farmers' access to certified high yielding variety seed.

Total 147 training programs were organized for 3652 male and 1194 female participants on various disciplines of agriculture. Vocational training programs (sponsored by Agriculture Skill Council of India) for gardeners, dairy workers and extension functionaries under KVK-RDDC protocol are few examples of the trainings organised.

Farmers of the region cannot afford large machines which can assist them in reducing their labor cost and save time. Custom Hiring Centre for farm machinery was established at VBKVK to facilitate mechanization of agricultural operations for farmers at lower cost. Machines and equipments like tractor, mould board plough, cultivator, rotavator, bund former, seed drill, power weeder, reaper cum binder, multi crop thresher etc. are available for rent. VBKVK is the only KVK in the state to have taken such an initiative.

Poultry unit at VBKVK was established where one day old chicks of colored breed (Pratapdhan/Kuroiler) are reared. All preliminary schedules done for 40-45 days and 1.5 months old chicks are distributed to tribal farmers. Till date 291 farmers have benefitted from the unit by taking up nearly 7800 chicks.

Significant results were obtained in a 75 days On Farm Trial (sponsored by DSM Nutritional Products India Pvt. Ltd.) conducted to identify the effect of Rovimix KVK

premix, Beta carotene and cal P with Biotin premix on fertility of bovine using KVK-RDDC (Regional Disease Diagnosis Centre) protocol for hormonal treatment. Three combinations were used on 108 bovine animals and tremendous change in hair coat color and overall health of animals was observed. It also resulted in significant increase in conception rate in these animals. Conception rate of 61.1% was achieved in the group which was provided with premix containing all the mineral constituents with KVK-RDDC protocol of treatment.

VBKVK conducted an on farm trial to eliminate rhizome rot disease infestation in ginger crop of Jhadol area which was once famous for its tuber crops cultivation but is now facing a crisis of complete disinterest of farmers in its cultivation. VBKVK studied the existing practices of farmers and planned a whole package of practices accordingly. Seed and soil treatment was done along with complete training of participant farmers about the process. In the end, seeds were stored for next year after treatment with fungicide. The income of farmers increased from negligible to 4.50 – 5.10 lakhs/ha. The impact was so evident that more and more farmers are showing interest in adopting the correct package of treatment.

The efforts of VBKVK were recognized by ICAR and it was awarded "Pandit DeenDayal Upadhyay Rashtriya Krishi Vigyan Protsahan Puraskar 2016 for zone II. It was awarded for the innovative initiative taken in establishing techno-park, special focus on drudgery reduction of women and commendable work in the field of animal husbandry.

Challenges

With VBKVK's endeavor to achieve its goals, there are certain challenges as well. VBKVK is a small team of 16 employees. With the nature and extent of work VBKVK is mandated to do, being understaffed is a big challenge. Its major work is in the field and there is a strong requirement of field workers who can assist in regular monitoring and evaluation of the interventions. Hence, more supportive staff needs to be hired for better functioning. For now, VBKVK is trying to work in collaboration with other NGOs to gain assistance in this matter.

Vermicompost can play a big role in helping improve the productivity of crops. But the challenge is in promoting vermicompost among the farming community as the

farmers do not have access to worms and currently, VBKVK has no infrastructural facility to meet such requirements. This challenge can be met by establishing a vermicompost unit at VBKVK which can facilitate supply of worms to the interested farmers.

Even with VBKVK's continuous efforts on spreading awareness about soil testing and its importance, the farming community is not coming forward to get their soil samples tested. Lack of facilities for soil testing for farmers is one of the biggest causes. VBKVK can take initiative by encouraging every farmer participating in any of the activity of VBKVK to get their soil samples tested at VBKVK laboratory.

Out of the total 24 hectares land under VBKVK, most of it is productive, whether it is used under office building (1.3 ha), techno-park (1.2 ha), crop cultivation (6.1 ha), fruit orchard (4.7 ha), garden (0.3ha) or under nursery (0.4 ha). However, about 2.3 ha has low soil depth, 3.1 ha is water logged and 4.6 ha is wasteland. This results in minimal productivity from these sections. Drainage trench can be made to solve the water logging problem whereas wasteland can be brought under plantation.

Plans

VBKVK has been working towards promoting scientific cultivation of horticultural crops among the farmers as they have the potential for providing additional good income. But the farmers do not have access to good quality planting material to practice vegetable cultivation or establishing fruit orchards as there is no reliable source, which can meet these requirements. VBKVK can play a big role by focusing on producing quality planting material in its nursery to fulfil the requirements of farmers to some extent.

Poor health and infertility among large ruminants remains a big obstacle in achieving higher production potential. This problem has not been properly addressed in the region. Another reason is lack of awareness about proper feeding management among the farmers. VBKVK has the potential to properly address this problem by spreading awareness among the farmers and livestock attendants on a large scale. As stated above, VBKVK has achieved promising results from its research in this field and can work to disseminate these results on a larger scale.

Indiscriminate use of chemical pesticides/insecticides by farmers is posing a big threat to the overall health and wellbeing of the environment. The reason is lack of awareness about correct dosage and proper pest identification. VBKVK can put efforts in focusing on spreading knowledge about integrated approach in plant protection with emphasis on organic methods.

VBKVK's mandated activities of demonstrations, trials and trainings represent its attempts at achieving its vision of enhancing productivity, profitability and sustainability of agriculture. In the long run, VBKVK plans to continue with its activities with utmost honesty and focus. In addition, VBKVK also plans to expand its efforts on malnutrition by addressing the nutritional problems of land – animal – man. Vermicomposting, organic methods of crop protection, soil testing etc. will be religiously practiced to improve the soil health of farmers' field. Proper feeding management and grading up of animals will be focused upon in its activities.

Improvement of nutritional status of rural population through nutrition specific agriculture will be given emphasis as agriculture has immense potential to combat against malnutrition sustainably. For this, VBKVK plans to work in collaboration with other organizations working in this direction and will try to address this problem through interventions like poultry, goattery, kitchen gardens, under-utilized fruits cultivation etc. It has already started working with Basic Health Trust, based in Udaipur and Seva Mandir on some of these goals.

VBKVK believes that Integrated Farming System (IFS) model can help achieve its vision of sustainable agriculture and will work to promote IFS among the farmers in the long run. IFS can help the farming community to attain an ensured income and so, KVK plans to establish IFS model in its operational areas.

VIDYA BHAWAN EDUCATION RESOURCE CENTER (VBERC)

Vision

Vidya Bhawan Education Resource Centre (VBERC) was setup in 1995 for contributing to the discourse on education and learning and for disseminating innovative ideas and practices in education and pedagogy within the Vidya Bhawan institutions, and also at the state, national and international levels. In fact, the idea of having such an Education Resource Centre was not new to Vidya Bhawan. The founder of Vidya Bhawan, Bhai Sahib (Dr. Mohan Sinha Mehta) indicated its need and significance way back in 1972. Vidya Bhawan's sustained association with prominent educationists also strengthened the need to have such a centre. The emergence of VBERC coincided with the growing alertness in Indian education fraternity, including those in government, to look for ways to create better government schools. The launching of District Primary Education Program (DPEP, a government funded project for school improvement) provided a forum in the 1990s to improve government schools. Vidya Bhawan's experience in school-education, with VBERC as a carrier of innovative ideas, enriched the ongoing efforts to improve education and learning. VBERC provided Vidya Bhawan with the opportunity to enrich its own experiences and reflect on its ongoing work and experience.

Through these years, VBERC has worked with multiple partners, including several state governments and major CSR programs in the country, pioneering many CSR projects. It continues to develop its own understanding of a good education and disseminate this understanding to hundreds of schools, through its various partnerships and to Vidya Bhawan institutions.

Activities

Vidya Bhawan institutions have been strong focus of VBERC's interventions in recent years. We have worked closely with all the three Vidya Bhawan schools. VBERC spends a considerable amount of time with the Vidya Bhawan Nursery school, especially in an effort to engage with different stakeholders including teachers and parents, trying to address their concerns about what a Nursery School should be. Contrary to the common belief, the purpose of a nursery school is to mentally and

physically prepare young children, of ages less than 6 years, to enter school with certain cerebral excitement. It is not to expose them to rigorous formal school curriculum before it is actually due. Children are not mentally prepared before 6 years of age for learning numeracy, number operations and formal literary texts. Even early childhood pedagogues argue against formal teaching to children below 6 years. As a part of preparing children for formal schools, they should be exposed to the rhythm of sounds of different languages and sets of activities that would challenge their creative abilities and make them think. This is the reason why rhyming and storytelling play important role in the Nursery school activities. Broadening the span of attention, ability to spend time without distraction, learning to interact with adults, peer interaction, emotional preparedness to stay away from home and ability to look after oneself constitute the foundations for entering formal schooling. A team from VBERC worked with teachers and parents of Vidya Bhawan Nursery school to make them agree on the idea of a Nursery school different from formal school. VBERC's efforts along with Nursery school faculty led to 40 new admissions in the new session. It goes on to show the growing confidence of parents towards VBERC's idea of a Nursery School.

In VB Senior School, VBERC team provided academic support to few Class 8 students. These students come from remote rural parts of Udaipur district and are financially supported by Seva Mandir and the company Colgate in a joint partnership project. They were specially provided support in Mathematics, Science and English, subjects that students were not confident about. Another VBERC team helped senior school students to take mathematics Board exam, and these students finally succeeded in getting good marks. To help all children appearing in Board exams, VBERC developed board exam practice material for Vidya Bhawan schools. VBERC and VB schools worked closely for developing academic plans for the year 2017-18.

VBERC engages with external organizations as an Academic Resource Organisation (ARO). Compared to last year, VBERC this year had less engagement with external organizations. In Rajasthan, VBERC and Hindustan Zinc (HZL) partnered to provide academic support in Science, English and Mathematics (SEM) subjects to Class 10 & 12 students in 55 government schools across six districts of the state. These schools are located in HZL work area. Improvement in the board exam results by 20%, against many odds, was one of the desired outputs of the project. To achieve the

objective of improving broad exam result by 20%, the project adopted an integrated approach; it trained school teachers, created enabling environment in schools for learning and provided subject facilitators in each of the 55 schools. The project had recruited and trained 70 facilitators to work with the project schools. The facilitators had the required academic background to teach one of the SEM subjects. The project held summer camps for students to provide them sustained quality support in all the subject areas and engaging them at the same time in a whole range of sports and cultural activities. The summer camp of thirty six days provided intense learning opportunities for all the students. For the academic staff also, it was an opportunity to appreciate the different ways in which learning takes place.

To further create learning opportunities for students of these schools, VBERC and HZL selected 30 students (Class 11) for taking IIT engineering exams. One of the renowned IIT-JEE coaching centres, Resonance, entered into agreement with HZL to prepare these students for two years to take the IIT entrance exam. These students are hostellers in Vidya Bhawan Senior School. They are provided with the best possible academic and residential support to help them perform better in the IIT-JEE.

VBERC also continued with the Hazira (Surat, Gujarat) project. This is a 12 year old project. In Hazira, VBERC supports 11 government schools. The project runs a mobile library, activity centres, and learning programs for students. VBERC Gujarat team in Hazira, supported by Udaipur academic team, runs the project. This year the project started intervention in 23 ICDS (early childhood) centres in the area. The project this year made efforts to empower School Management Committees (SMC) of the area. Empowered SMCs are likely to help the schools improve their accountability by providing them the genuine forum to reflect on their practice.

In Eastern Uttar Pradesh, Bahriach, VBERC and Tata Trust worked to strengthen the District Institute for Educational Training (DIET) libraries of selected schools in one of the administrative blocks. The project tried to build academic capacity of DIET to provide teachers better in-service training. This training trains teachers in building conceptual clarity, recognizing the potential of the learner and the rationale behind teaching strategies. Teacher's knowledge on content comes from the colleges and universities they have attended. Generally higher education in India overlooks building understanding on the rationale behind subject knowledge, a skill important to know as a teacher. Therefore, the VBERC teacher academic capacity building focused

on improving the content knowledge, conceptual clarity and integration of teacher's understanding of subjects and teaching methods. As a part of the project, VBERC conducted training of DIET faculty and its students, mostly around content areas: Mathematics, Language and Science. The project started the process of setting up a library in DIET and the project schools. It developed bridge courses- Hindi, Mathematics and English- for students with learning below appropriate levels. Tata Trust and Vidya Bhawan mutually agreed to call off the project as it was difficult for us to set up a local team in Bahriach. The project ended on 31st March 2017.

In 2016 VBERC became a thematic partner (in education) of Transform Rural India (TRI, a Tata Trust Initiative). As a thematic partner VBERC started working in two districts of Jharkhand state- Gooda and Ramgarh. The objective is to positively impact learning ability in government schools of selected blocks by involving community of the villages. We have set up a team in both the districts. Pradan, an NGO, is the lead organisation in both the districts. VBERC is closely working with Pradan's village level organizations.

In the year 2016-17, VBERC, as a Resource group conducted training of Seva Mandir pre-school instructors in their Anganwadi project, supported by Hindustan Zinc Ltd. VBERC will train 1300 Anganwadi instructors on pre-school component of the ICDS program. Anganwadi training is conducted at two levels: 3-days refresher training and 5-days orientation training. Vidya Bhawan's nursery school experience plays an important role in conceptualizing pre-school training program.

As a Resource Centre, VBERC favours creating reading opportunities for teachers and teacher educators. Based on VBERC's experience of working with teachers, reading materials for teachers should not be too easy, too prescriptive or too complex, either in content or ideas. The context of the reading material is also important for teachers to get attracted. Reading material that touches classroom critically has chances to be picked by teachers. VBERC collects material for teacher's reading at various sources. We publish the language journal called Language and Language Teaching (LLT) for teachers to support them in the teaching of languages. The LLT covers topics related to teaching in the classroom, critical review of language learning, language activities, and many more. Making it attractive for the teachers is the agenda. LLT is in 7th year of its publication. The journal is published in collaboration with the Azim Premji Foundation.

Challenges

The dominant mind-set today is that education and learning occupies utilitarian landscapes. It is a means to an end, narrowly to create skills for white collar jobs. On the other hand there is also great support for looking at education and learning as an end in itself. It is true that knowledge provides a sense of joy that is unique. However, to continue with that focus alone will also not work in today's world. VBERC understands both these rationales of education and learning; there is a complementary relation between them, none of them exists in isolation. Changing the worldview on education, moving it away from its narrow definition is a challenge for us. It starts with finding such people with understanding of education and learning as defined above. We are grateful to many organisations like APF and TISS that run courses on progressive ideas of education. Our faculty is constantly exposed to these courses from time to time.

Teachers, as compared to other professions, receive no training in the content areas they have to teach. For example teachers are not taught anything about the nature and structure of mathematics, language or science as a part of their professional training; there is rarely any focus on the conceptual clarity about the basic issues of a subject. As a part of teacher preparation they are trained only in teaching methods. Building teachers' understanding of the subject content, finding time for it, evolving innovative pedagogical practices is most difficult to assimilate across the projects and places we work in. Teacher training should create excitement in teachers to invest more time to learn. VBERC believes that Teacher Training has to have a long term vision. Earlier VB partnered with Macmillan to produce the Kites Series for children; it has now been invited by the Oxford University Press to write a book on Language Acquisition and English Language Teaching for teachers.

Plans

VBERC will continue its work with HZL schools in 5 districts. This year the project has added four more schools. VBERC also needs to plan a strategy to work with Vidya Bhawan Schools to improve Class 10 and 12 Board exam result. We continue to work in Hazira, Surat, as a Shell partner.

VBERC is negotiating with organizations like CRY and TRI to take up new work with them. Pre-school training is likely to continue and expanded further. VBERC and Nursery school would become partners in making an effort for changing the discourse on pre-school education.

VIDYA BHAWAN PRAKRITI SADHNA KENDRA (VBPSK)

Vision

Vidya Bhawan Prakriti Sadhna Kendra (VBPSK), or Nature Interpretation Center's mission is to generate awareness and build sensitivity towards the environment and ecology, among students, teachers, local communities and the world at large. VBPSK is situated in 125 hectares of land owned by Vidya Bhawan, which is covered by a deciduous virgin forest. This centre is 10 km away from the VB Society office and shows a great biodiversity of flora and fauna.

Since its purchase in 1956, a boundary wall had been built around the centre to protect it against encroachments and random grazing. The result is that while much of the land around it is now devoid of trees and is devastated, the VBPSK area remains an unspoilt forest.

VBPSK is a living museum of the flora and fauna of the Aravalis in their natural state. Hills, ravines, caves, water bodies, shrubs, herbs and old trees of the dry deciduous jungle are all part of the center. From insects to reptiles, langoors to leopards and amphibians to birds, the life of a jungle can be experienced here. The centre comprises two large open classrooms and six dormitories (specially designed 'eco-huts'). The building is designed to be a positive example of energy conservation and harmony with the surrounding environment. The high stone wall of the dormitories is built from local stones and constructed in a way that enables an even temperature throughout the year. Facilities for meals and other accommodation are provided. Repairing and chemical treatment of fiber sheets on Eco-Huts is maintained from time to time.

Activities

The Centre offers some unique opportunities to experience and learn about the diversity of native flora, fauna, soil, water, lithology, topography, climate and allied areas.

Following activities were undertaken at the Centre in 2016-17:

1. We have developed some trekking trails for visitors, some of which are 3km long. Trekking on these trails serve as a fun activity as well as an educational tool, since our guides are trained to stop at regular intervals and give information about the flora, fauna, soil and the sky. Last year, treks were organised for Vidya Bhawan schools and colleges.

2. The center has meticulously prepared detailed worksheets on four subjects- Flora, Fauna, Soil and Watching the sky. The worksheets elucidate upon the wonderful diversities of nature and their co-relations. The center also facilitates interactions with subject and field experts. The knowledge of the surroundings and the understanding of the inter- relations is presented and discussed, such as types of soil and vegetation found in the region, its usefulness, the habitat and behavior of animals, birds and insects, their nesting patterns and food habits etc. Ten such visits and interactions were organised last year.

3. Night camps at the center provide a unique opportunity to watch the planets, stars and constellations in the clear sky. The telescopes and study materials help in studying the stars. Two night camps happened last year.

4. We have developed a bird watching program with the help of experts and nature enthusiasts. We provide guidance and information on the birds, and binoculars to spot them. Nature clubs are registered in different institutions of Vidya Bhawan through which two to three visits were held in 2016-17, and available birds were identified by experts, students made notes.

5. We organize trainings and awareness building exercises with the local farmers on topics related to environment and forest conservation. We recently undertook demonstration an dissemination that reduce wood consumption.

6. Group of students, scholars and nature lovers can come and stay at the center for Day and Night Camps. They can experience the various activities that the center has to offer, and can also use the campus to conduct group activities and meetings. Time to time student camps were organized. Birds expert and snake catchers rendered their services at the time of camps and delivered lectures with slide shows at different institutions of Vidya Bhawan. Three lectures were delivered by snakes expert by shree Chaman Singh through slides.

7. An overall brochure for VBPSK was developed, which will help us spread information about the Center, attract visitors and collaborations. It also has information about the birds found at VBPSK and around, and will help in identifying these birds at the time of camps and trekking.
8. World Environment Day is celebrated every year on 5th June at the centre in which students and staff of Vidya Bhawan, partner NGOs, villagers and other nature lovers participate in theme based group discussion.
9. Foundation Day of Vidya Bhawan is organized on 21st July at the centre every year. This year also, numerous students, staff, old boys participated in the memorable celebration of our 86th Foundation Day.

Challenges

We wish to push forward our current initiatives and start new ones. Finances are the biggest challenge in this effort. Some projects on environmental studies are being prepared and one project on developing a Herbal garden was submitted to HCL for their CSR initiative, awaiting results.

Plans

Following are few initiatives and activities that we plan to undertake next year:

1. Establishment of a Herbarium Centre. It is a method of preserving herbs, twigs flower and different parts of the plants through which plants can be identified. Students can learn about the plants and also develop their own collections.
2. Installation of telescope for the study of stars & planets.
3. Construction of water pond.
4. Establishment of a medicinal plants garden, to preserve some species and also enable nearby rural communities to explore a new avenue of income.
5. We plan to market ourselves better to eco tourists who are nature lovers and love to spent time at our centre.

6. We will also explore the possibility and viability of establishing a Butterfly Garden at the centre.

REPORT ON ESTATE

Vidya Bhawan's biggest asset, apart from its foundational values and thought, is its estate. The buildings are beautiful, and many carry a heritage value. The campus is spread over 600 acres, divided into 4 sections all within Udaipur district. The first three sections house 10 of our institutions, and the fourth is an untouched forest of 300 acres, housing our Prakriti Sadhna Kendra.

Vidya Bhawan is in a phase of intense renewal, and a big part of that is renewal of our buildings and grounds/gardens. Many of our buildings were found to be in dire need of repair, while new activities and expansions created requirements for more space. Our vision is that our campuses should reflect our values, and should inculcate in our students and teachers, a sense of self-respect and positivity. We also want our campuses to be environmentally smart and we are making conscious efforts to ensure that our campus conserve water and manages water mindfully. A lot of work was done for estate development in 2016-17, following is an update from April 2016 till date:

#	Institution/Area	Work update
1	Sr. Secondary School Fatehpura	
	Junior and Senior Sections	• Renovation of gymnasium was completed, that included pest control, repairing the lighting, renovation of roof, minor repair of floor, windows and doors and complete painting • Renovation of Bio lab was completed that included repair of doors, windows, almirahs, tables and complete painting. Necessary instruments were purchased - liquid for preservation and storage of animals, skeletons, 5 microscopes (also repaired old microscopes) • Sports equipment was purchased – goal poles of hockey and football and two table tennis sets (The batch of '66 donated money for all these) • Physics and Chemistry labs were renovated through money from Old Boys Shri Mahendra Bapna and Shri Dilip Bordia
	Nursery Section	• Height of boundary walls was increased • Boys and girls toilets (1 each) were renovated • Landscaping of the area outside 1st and 2nd classrooms was done • Sand was added to the empty pond, to be used as a sand pit • Slides, swings and areas around them were repaired • Whole building was painted and other minor repair work was done
	Calcutta Sadan	• The whole outside building was painted. Inside painting is in progress • All repair work, like roof, wall cracks etc. was done

		• Renovation of all the 10 toilets is going on • Two new bathrooms are being constructed on 1st floor • I.Evo, a design firm is renovating and preparing one dorm room, to serve as a demonstration for other dorms. They have repaired and painted doors, windows, jhali, grill, lights, shutters of almirahs etc.
	Lodha Niwas	• All putside repair work was done • Painting will be done after Culcutta sadan work is completed
	Bharti Sadan	• All inside-outside painting, repair of windows, doors, jhalis, and putting new curtains was done • Renovation of 4 toilets and 5 bathrooms in the outside ground area was done. Bathrooms were earlier completely open, now boundary walls have been made. • 3 bathrooms, 3 toilets on the ground floor have been renovated • I.Evo did a model room, painted it, attached wooden shutters on the 7 almirahs
	Ground Area	• Levelling of the ground in front of open air theatre was done and drains were constructed • Overhead tank of 75000 ltr. was constructed. All VB areas around the school except VBGSTC are using its water now
	Aravali mess	• Complete renovation, including floor, roof, walls, platforms, washing areas, drinking water and refrigerator areas was done. All painting work and all electricity work were done. • Only window shutters are left to be attached
	Technical section	• Toilets (boys and girls) were renovated. Drinking water area was repaired and RO and cooling systems were installed. • 2 verandahs were repaired • Roofs and walls of 2 classrooms were repaired • The whole building was painted, inside and outside
2	Public School	• The prayer hall was renovated. The windows were shifted outside for more space. Extra space is now useful for sitting. A stage was constructed. Grinding of floor, painting, plastering etc. was done. • New fiber sheet was placed on the roofs of 2 classrooms of main building and they were painted • New water hut is being constructed (for RO system) • Landscaping was done of eastern part. Pakka play area was constructed, and herbal and ornamental plantation was done in the rest of the area • 6 toilets of junior section were repaired • Chemistry and physics labs construction (old building, new construction inside) is going on
3	Ramgiri Campus	• 5 existing toilets at GIES were renovated. Their flooring, tiles and fittings were repaired. There was one toilet block that had toilets for both boys and girls. It was converted to be of only boys. There was a store that was converted into 3 toilets for girls • One new boys toilet was constructed in the Nursery and BSTC building. Girls' toilet block was renovated. • 3 boys toilets in the Basic school were renovated, new roof was constructed, tin shade added, floor and wall tiles were repaired. Girls' toilets are in good condition.
4	VBGSTC	• The mess hall was partitioned to create 4 classrooms, all new fittings were added

		• Biology, chemistry, physics, social science and psychology labs were earlier in many separate areas. They weer shifted to become more accessible, and were repaired, painted. New fans and electricity fittings were done • 30 rooms of Jubilee hostel were repaired, painted. New electricity line was added. Complete sanitary work, painting and tiles etc. were done in 6 toilets • Small repairs were done in the 25 rooms on ground floor of IASE hostel. In its 8 toilets and 8 bathrooms, whole new pipeline was constructed, new tanks and fittings are being installed after dismantling old systems. • Govindram Seksaria Trust donated money for renovation of the building and of auditorium. Cracks in the GSTC building and floors were repaired. Fountain was repaired and restarted. Electricity line was repaired. Kota stone is being placed on parapet wall currently. In the Auditorium electricity repair work was done and toilets were repaired. Rainwater drainage from roof was repaired. All stairs were broken and new were made.
5	VBRI	• There are 8 toilet blocks. New septic tanks were constructed in them and repairs and painting were done. • 2 new water huts were constructed, RO and cold water systems were installed • Botany, zoology classrooms were expanded – capacity increased from 30 to 50 students • Out of the 8 D-type quarters, only 2 had bathrooms, others had open washing areas. 6 new bathrooms were constructed. Plastering, electricity work, painting in the quarters was done. • Hostels B and C were shifted to Polytechnic, because VBRI was not able to maintain them. Polytechnic is now getting work done – roof renovation, plastering in rooms, completely new sanitary systems, 2 new septic tanks, new electricity work, parapet walls repairs, rainwater drainage systems, all going on currently.
6	Anganwadi Center	• The boundary wall height was increased for safety. On one side (towards polytechnic) there were just wiring, new wall was made there • New dormitory was constructed of capacity of 12 people. A covered dining hall was constructed. Painting and repair works were done in rest of the area. • Mess renovation and electricity work are pending
7	VBKVK	• Boundary wall had broken on West side and on the main road side. New walls were constructed. • Seed warehouse is being constructed • 2 conference halls are being made centrally air conditioned
8	Society Office	• Pantry was constructed out of an unused area • Accounts record room was changed to store gardening instruments • Common room was created out of another unused area (removed a water tank) • Waterproofing of the roof of Accounts room was done • Painting work is in progress
9	Saheliyon ki badi staff quarters	• 2 B-type quarters, 1 C-type quarter were completely renovated, including walls, roof, toilets, bathrooms, kitchen, all new. • One new common septic tank for the 25 quarters was created.

		Old one was not made well and was defunct. • A sewage line with chambers is being constructed
10	Bajaj Bhawan	• Funds of Rs. 3 cr were received to construct an In-service teacher's hostel between Calcutta and Lodha Niwas, of 25 rooms. Work will start in September 2017.

Much of this work was enabled through the generous financial support given by Govindram Seksaria Charity Trust, Colgate and Bajaj Foundation.

To enable more efficient and effective planning of further infrastructural improvements and new constructions, we are in the process of preparing land-use maps of the whole campus. One map, covering area from Saheliyon ki Badi quarters to Public school is ready. It covers details like revenue boundaries, current possession boundaries, major trees, tube wells, wells, channels, levels of fields (contour mapping at 3-5 cm) etc. The survey for another map covering the area from Society office to VBGSTC is going on currently.

Part of the Public Library (Jan Vachanalay) campus is also being developed for the purpose of the Wellness Center. This space is being developed in a way that it will be nurturing, and will give opportunities to the visitors, for quiet contemplation, counseling, support group conversations, etc. It will also organize activities like yoga, meditation, dance therapy, to ensure wellbeing of Vidya Bhawan students and staff.

NEW INITIATIVES

Wellness Center

Last year, few members from different VB institutions and Society office got together to conceptualize the formation of a Wellness Center. The need of psychological support for both students and staff was being increasingly felt, and it was decided that such a center will cater to that need, apart from few other wellbeing related needs, both mental and physical.

The objectives of the Wellness Center are:

i. Providing access to medical and psychological support, through doctors and counselors.

ii. Taking up tabooed topics that might affect the individual's psychology and socialization, and building conversation and awareness around them. Examples would be depression, menstruation, gender relations.

iii. Build some **values** that affect an individual's mental wellbeing and as an extension, societal harmony. Examples are respect for the others, self-compassion.

iv. Build some **skills** that affect an individual's mental wellbeing and as an extension, societal harmony. Examples are managing strong emotions, listening, and gratitude.

The Wellness Center has started its operations in different VB institutions. It is providing counselling support to some students, conducting reproductive health workshops, and engaging with hostel students to enable them to self-govern their hostels and improve their hostel experience. It currently has a team of 4, all of whom have a strong background in psychology and a sensibility that enables empowerment of the individual. It will be housed in the campus of the Jan Vachanalay, once the space is ready. Currently it runs from the Society office.

CREDIBILITY ALLIANCE NORMS COMPLIANCE REPORT

Vidya Bhawan 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 still 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., 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	4	2	6
5,000 – 10,000	157	95	252
10,000 – 25,000	116	84	200
25,000 – 50,000	35	12	47
50,000 – 1,00,000	7	0	7
Greater than 1,00,000	335	198	533

Staff remuneration [Gross salary + benefits] in Rupees:

Head of the organization: (including honorarium):	NIL
Highest paid person in the organisation (staff or consultant):	15,64,735

Lowest paid person in the organisation (staff or consultant):	61693

Staff International Travel: None

Cost of National Travels by Board Members/Staff/Volunteers: Rs. 6,56,146

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

FINANCIAL STATEMENTS