

White Lotus Trust Annual report 2017-18



Letter to our supporters

Dear friends,

Our Annual Reports are a chance for us to share the incredible impacts of our programs for the at-risk communities we work with. White Lotus Trust responds to the profound inequality and poverty that women and children suffer. Our programs therefore continue to focus on women and children to reinforce capabilities in education, access to education, skill training, professional development, and primary health care — all working as threads to weave a bright and resilient fabric of well-being.

I am delighted to point out that we have initiated important new programs in 2017. Lotus Pedals India opened with provision of 150 bikes following in the 'tire tracks' of Lotus Pedals Cambodia, where we've so far provided access to education for more than 2500 girls from the poorest families.

Responding to a steep acceleration of unemployed youth across South Asia, with 60% jobless in the 15-24 years age group, in 2017 we initiated our ground breaking Skills Training & Employment Program (STEP). We provide skills training to young women and men living in rural and peri-urban poverty, who lack the skills needed to break the cycles of poverty. Also in 2017, recognizing that 30% of the world's malnourished people are in India and that 650 thousand Indian children die annually from malnutrition, we established a village based community health program — ASHA.

In this, the first year of the program, ASHA has directly served 1,300 people in a 5 village area with 10,680 indirect beneficiaries across 1,500 households. The program reach is growing exponentially and we have plans to expand after March 2019. We are now experimenting with training first-line children's health workers to respond to malnutrition and infectious diseases using SMART phones that can send data to flag local health concerns.

We thank you for your support and interest in White Lotus Trust and hope you enjoy the below, detailed 2017-18 activity report.

ASHA project

White Lotus started working with ASHA workers in March 2017 and started visiting villages in April 2017. We collected data of all villagers so that we can identify the beneficiaries of government schemes relating to nutrition for children, hygiene for adolescent and pregnant women. The program also includes vaccination of pre and post natal care of pregnant women, lactating mothers and children in the age group of zero to six years of age.

Initial survey of five villages in Kaman block in Bharatpur district at Rajasthan

Name of village	Hous ehol d	Total Popu l	0-5		6-18		Pre gna nt wo men	Lacta ting moth ers	Children attending AWW	No of families with toilets
			Mal e	Fem ale	M	F				
Kherli Nanu	270	1818	185	170	275	265	30	40	40	105
Ghoshinga 1	207	1400	112	107	237	200	22	28	40	15
Ghoshinga 2	198	1349	105	100	260	210	15	19	40	40
Ghoshinga 3	150	1100	150	200	150	250	15	18	40	25
Bahadurp ur	90	616	70	45	116	115	15	17	40	15
Kakan Khor	147	1133	117	123	150	250	17	13	40	115
Jeera Hera	410	2060	180	200			25	30	40	150
Total	147 2	947 6	919	945			139	165	280	465

We were asked to add another 23 Anganwadi centers with 5,500 households and a population of 35,000 people after we met the circle supervisor who monitors 30 centers.

The total people covered are about 45,000 now in the beginning of 2018.

The entitlements of pregnant women and children:

1. All children in the age group seven months to 3 years should get weekly nutrition but only 40 are enrolled in each anganwadi.
2. All children in age group 3 to 5 should attend Anganwadi. Are supposed to get supplementary nutrition, Growth Monitoring, immunization and vaccination and referral services in case of malnourished.
3. All adolescents should be given nutrition or iron tablets and awareness about reproductive issues but only two in each anganwadi enrolled.
4. All pregnant women should be registered and helped for institutional deliveries but only 15 are registered irrespective of number present.
5. One Asha Worker caters to 250 houses or 2000 people. One house with joint family is counted as one unit that may have more than 10 members also. One village can have more than one Asha workers depending on the population of the village.
6. Asha is responsible for registration of pregnant women with the local health centers and ensure delivery of the child at the health center. They are also responsible for ANC/PNC care and Vaccination of pregnant women.
7. They are responsible for vaccination of new born baby till age of 5 years.
8. The other jobs they do include family planning measures, temporary or permanent.

Baseline information on facilities available in the villages

1. There are 1472 families with a total population of 9476 in five villages.
2. There should be one Anganwadi for 40 children. There are only seven Anganwadi for 1864 children with enrolment of 280 children only and only half of them attend the Anganwadi on daily basis.
3. None of the Anganwadi gets sufficient nutrition to be given to the children and only 10-15 children attend daily and given nutrition rarely.
4. Only one bag of grains (*Panjiri*) with 50 packets of one kg each is given to every Anganwadi in a month and Rs. 900 to purchase oil, sugar etc. to prepare fresh cooked food for nutrition which is not sufficient and fresh cooked food is never supplied to children.
5. The Anganwadi workers are supposed to identify malnourished children through monthly growth monitoring but never do that as they do not

- have weighing scales or height measuring equipment and are never given any training on using the equipment to measure growth.
6. There should be five ASHA workers for five villages but only two are appointed. We were told by ANM that qualified women are not available in the villages but it was contradicted by the Anganwadi workers. It seems that the local government has not taken any initiative for appointment of ASHA in other villages.
 7. The two Asha's we met are not facing many problems because they have a functional health center at Jurhera which is a Town but they informed that Asha's in remote villages are facing problems like non availability of Doctor's or ANM's, non availability of vaccination and required Iron pills, Calcium tab, folic acid, contraceptives pills and permanent measures for family planning.
 8. Only 465 out of 1450 have toilets at home and remainder go for open defecation. The government is providing funds for construction of toilets but it is not reaching people due to non awareness and corruption

Activities carried out during one year and impact so far:

1. Meetings conducted at village level with women and children to understand the working of Anganwadi workers, ANM and ASHA. Total 42 meetings conducted during the period. The **Anganwadi Supervisor** who is responsible to monitor 30 centers also participated in our meetings at four occasions and appreciated our approach.
2. The **Anganwadi Supervisor** suggested that we should attend a fortnightly meeting she conducts with Workers of all 30 Anganwadis. We participated in one on 13th January and informed the participants about the work of capacity building of Workers by providing equipment and training we are doing in five villages. The Workers invited us to the other villages also and the **Anganwadi Supervisor** requested that we may provide weighing machines to all Anganwadis as a onetime measure and provide training to them also.
3. We are now visiting all 30 centers in and provide equipment and training to all Workers in 30 centers. We will provide 15 weighing machines to the 23 centers and training to the workers during our weekly visits.
4. Participating in this meeting will give us opportunity to talk to the workers of other Anganwadis as we are told by our area workers that no

worker is using growth monitoring charts and nobody is asking them to fill up the charts. This will give us an opportunity to interact with workers and they will also know that what we are doing in five villages.

5. We believe this will send a positive message to the authorities also and they may start implementing the programs better. We are seeing lots of changes in the five villages we are working such as the *Panjiri* provided by government for children in Anganwadi are now matching the norms, the workers are taking more interest in their work as they are happy to distribute biscuits to the children which is sending a good message to the community and the attendance in the centres has improved.
6. To improve the attendance of children at Anganwadis, we have started providing biscuits to the children in seven centers on the advice of the **Anganwadi Supervisor**, which has made a difference and the attendance has improved. The idea is to connect more families to the Anganwadis through their children and mothers will also visit Anganwadis to see that the children are provided the facilities extended by the government honestly.
7. We organized campaign for awareness among the community on hygiene and cleanliness to avoid preventable diseases in a simple way by washing hands with soap before cooking and eating food and after going to toilet. We distributed soaps to the women in the community which has made people think about it and many families are now using soap for hand wash.
8. We also organized Hand Wash Day at all schools in five villages with students and provided them soap to take home along a message for hand wash before eating food and after using toilet. Many students informed us that it has become a habit for them to wash hands with soap after seeing its effect on frequency of their stomach disorders coming down.
9. We had a meeting with the Sarpanch of the Panchayat of five villages and informed him about the objective of our intervention and sought his support and cooperation. The Sarpanch who is political head for the development of five villages assured all support.
10. Another big change is that the Sarpanch has started doing work on cleanliness through building proper drainage system. Sarpanch has also asked all villagers to comply with No open defecation and most of the households now either have toilets or are in process of having toilets at home. We hope that 90% families will have toilets at home in one year. The number of families with toilets was about 50% a year back when we

started working there. I am a believer of the strategy that the presence of some agency with good intentions and sincere working method makes authorities awake as they also get a message that somebody is watching them, though we are not pointing any finger on them. This is in my opinion a positive way of making people responsible. This is also a fact that the Supervisor and the anganwadi workers are very happy with our support to them and they are praising our work before authorities, which is making them alert.

Lessons Learned in the course of the program:

1. The Anganwadi workers and the Supervisor are supportive of our intervention and are asking for continuous collaboration. The Workers are eager to learn the needed skills to perform better but are not happy with the way they are trained by the authorities. They want White Lotus to help them in learning the skills and are sure of performing better in the interest of community and children at Anganwadi.
2. The Authorities are not serious about the delivery of entitlements but we have seen that once the Workers start demanding the benefits of the schemes for the children, the authorities listen as we have seen in the case of grains now coming to the centers in sufficient quantity. The Workers are also raising their voice about other facilities also such as nutrition etc for the children and adolescent in sufficient quantity.
3. The Workers are learning to fill the Growth Monitoring Charts and are hopeful of doing their duty better but need continuous training programs as they are slow learners being very less educated. The workers have also updated the records of the survey they did to count the number of families, population, adolescents and children in 0-5 accurately after our suggestions.
4. The community is responding to our calls about healthy habits and has started using soap for washing hands. This will take time as some people are still not serious and sensitive towards these habits. Being Muslims in India, they also have some myths that the government wants to control their population growth and may give them some kind of medicine mixed with soap or biscuits to make them impotent so that they may not have more children. This will take time to change the thinking.
5. Some vested interests are not happy with our intervention as it may lead to plugging of pilferage of benefits coming to community from the

government. But they are unable to stop us because we have trust of the community and the local authorities. We believe that it will help in reducing the pilferage.

6. We also believe that these villages will become open defecation free soon in case we continue our intervention which creates pressure on the authorities and we are also motivating the community to build toilets at home even without waiting for financial help from the government as it will save a big money being spent on doctors and medicine by avoiding diseases. The community is taking it seriously when we tell them about the ill effects of open defecation.
7. We are taking rights based approach though providing filling the gaps approach that too for a short period till the community starts demanding their rights and their entitlement is delivered by the government. We are now working with 30 Anganwadis from January 2018 and will provide weighing machines and capacity building training to about 60 Workers and helpers. We will also participate in fortnightly meetings of Supervisor and interact with all Anganwadi workers of the circle of 30 centers.

Some significant Achievements

1. *Panjiri* is being distributed to every child attending Anganwadi once a week on regular basis.
2. Some Anganwadis have started cooking fresh food and serving to children attending Anganwadi once a week. We hope that this practice shall be followed by all Anganwadis regularly.
3. We distributed weighing scales to the Workers and formal training programs are conducted to use the equipment and record the growth of every child in the growth monitoring registers regularly. This was never done here and the growth monitoring charts provided to every Anganwadi were kept locked in boxes and never used.
4. There was no procedure to identify stunted or malnourished children and no referral services which is started now using needed equipment and proper training with the help of Child Development Project Officer (CDPO).
5. 90% of the households now have either toilets at home or are constructing toilets with or without help from the government. We motivated the community through our meetings with village women to build toilets at home even if the government does not provide financial

help as this will save their money spent on doctors and medicines due to diseases which are caused due to open defecation. We are also taking up the cases of financial support to the families with the government at block level so that the government schemes may be implemented fully.

6. Providing soap cakes to the families have made a difference at households and many people have started using soap for washing hands as they have realized that cases of stomach disorder have come down with use of soap while washing hands.



Blossom Bus and Blossom to College midyear update report:

During this year, 271 girls¹ from about 15 villages are attending three schools in Haryana and Rajasthan traveling on Blossom Bus studying in grade eight to 12. Another 40 girls from seven villages are attending college in Palwal due to Blossom Bus. Twenty girls enrolled in college three years ago will become college graduates this year and eight of them have applied for admission in Masters Degree courses in college. Those who have completed their Graduation will be replaced by another 12 joining college this year.

Blossom Bus girl's outstanding performance in Board exams of grade 10 and 12.

Results came out in June showing that at Aharwan High School, 65 girls appeared in Board exams of grade 10 and 59 passed clearly, **three securing more than 80% marks graded as distinction and 25 secured more than 60% which is graded as First Division.** This is in comparison to 52% students passed in grade 10 all over the state. Girls pass percentage at Aharwan is 90%. Still there four girls who got compartment, will reappear in the exams for a subject or two and may be declared passed. Only two girls have clearly failed out of 65. 28 girls in Aharwan and 30 in Rajasthan appeared in grade 12 exams and 15 and 30 girls passed respectively. The percentage is above 50 in Haryana and 100% in Rajasthan where 33 girls out of 35 passed board exams of grade 10. This is clearly outstanding performance in comparison to the state-wide results. There is a great demand for transport to schools as it is now very clearly evident that the girls are passionate about their studies and are performing par excellence in the board examinations.

Harvard University South Asia Institute and Tata Trust recognized the initiative of Blossom Bus and our work was showcased during their program in New Delhi this year. There were another seven organizations from all over the country featured in the publication released during the function highlighting their work. One of the seven organizations 'Ibtida' recognized for their work has also initiated the similar program in Alwar district of Rajasthan and has requested people on Facebook to donate for providing transport to the girls who are not able to complete their school education due to distance between their school and village.

We believe that people and organizations have now realized the fact that girls can complete their education in case provided a safe transport to schools. Though we believe that this is the duty of the government to provide safe mode of transport to every child who does not have a school at a walk able distance, so that all children in the country can complete their education, and have already conveyed this message to them the initiative by Ibtida will also help in communication to the government that there are solutions available for girls to complete their education. We believe that initiative of Ibtida is inspired by Blossom Bus. Millions of girls drop out in our country after grade eight and initiatives like Blossom Bus can look after only a few due to limitation of resources. There is a great need for scaling of this initiative.

¹ See full list added as Appendix 1 bottom of the report

Blossom Bus stories:

God gave us back our hands!!

We met two girls from village Durgapur today who have joined college this year. The two girls named Rakhee and Raveena are in the first year Medical Science graduation course and are daughters of Braham Dutt and Bimla. Both the parents do not have one hand each and are handicapped. Mr. Braham Dutt informed us that he lost his arm in an accident long ago and due to that he was married to a woman who also had one hand. They both never used this



handicap as an excuse and worked as farm labors as they do not have land to cultivate. They have two daughters and one son. Both daughters are in college now and the son is in grade nine. They did everything to

get their daughters educated. The daughters also are very sincere and intelligent. Rakhi secured 97% marks in grade 10 and 92% in grade 12. Raveena also secured 92% marks in grade 10 and 90% in grade 12.

On the basis of their performance they got admission in Bachelor of Science stream in college and are expecting to become doctors. Raveena told us that after grade 12, she was worried about further studies as they are surviving on a small pension their parents get from government as being handicapped and have no regular income or a bread earner in the family. She says my father did everything to arrange money for the college but travelling to college was a big worry. We met some girls from the village who were travelling on Blossom Bus to college and were apprehensive about getting a seat on the bus as the buses are already full. My parents met the Blossom Bus people through some

girls already on the bus and told them about their situation. We were accommodated on the Blossom Bus without asking a single question on the basis of our performance and appetite for further studies. Braham Dutt told us that he feels very satisfying when he sees his daughters attending college as it was a distant dream for parents both handicapped and cannot work like a normal people. He is very hopeful that one day his daughters will become respected persons in the society and will bring glory to the family. "Our children will get back our lost hands and we all will live with respect in the society and not in poverty."

Starting this year we have six Muslim girls in grade nine from one village:

In 2009 there was one lone Muslim girl in all the village schools of Mewat! It therefore extremely encouraging that six Muslim girls have joined Blossom Bus this year from village Sapanki after passing grade eight from their village school. An approach to Blossom Bus was initiated by the Head teacher of Aharwan School contacted Blossom Bus on behalf of the girls after being approached by their parents. We are delighted at the normative change evident where teachers of schools in our work area are now being approached by parents and also that the teachers are then initiating efforts to ensure access to education for girls from families that earlier would never thought of sending their daughters to schools eight kilometers away from their village. One of the girls looked so young to be in grade nine as she looked like 10 years old and even claimed to be 12 years old. It is surprising that a girl of 12 years of age is in grade nine. It is inspiring that Blossom Bus is becoming very popular in the villages day by day and we are getting requests from the teachers not the students for more seats on buses. The parents who never thought of sending their teenage daughters out of village even for a valid reason are now approaching teachers of schools to enroll girls from distant villages. Last year also we were asked by the Head Teacher of the school to extend the bus service to a new village and this year also we have added another village.

The girls were very excited to be able to continue their studies and are expecting to complete at least grade 12 with the help of Blossom Bus which is entrusted by their parents to deliver them safely to and from School.

SO BEGINS THE LOTUS PEDALS INDIA PROJECT:

Mobility is a crucial factor for development of any Country as Education is a crucial factor for Development. As such, mobility is very important for access to education. Education in India is a fundamental right up to elementary level so the government is duty bound to provide access to education till grade eight only and which is the time when most of students drop out of school.

Toyota Mobility Foundation recently approached White Lotus with a list of questions concerning "How mobility is important for Education". Devex organization is doing this research for Toyota Mobility Foundation in six middle-income countries. They have identified 40 people from these nations to get the information from people working in the field directly and which shows there is a sense of importance with respect to distance being a challenge to girl's access to education. According to a recent UNESCO report as many as 124 million children and adolescents world-wide are out of school and 17.7 million – or 14%, are Indian.

It is our contention that in India, distance and threat perception are primary causes of children, especially girls, dropping out of school much earlier than they would otherwise. To comply with the Right to Education Act, every village should have a primary school within one kilometer and an upper primary school within three kilometers but we still have to ask, "how will the students travel three kilometers in absence of a public transport in rural areas, especially where there are high levels of gender discrimination and which is the case across swathes of India. It is therefore not only more difficult for girls to attend schools due to distance, but also for safety reasons. In most Indian communities, girls above 12 or 13 years of age are not allowed to travel out of their own village and asked to leave school by their parents after grade five as many villages don't have year 6 to 8 schools and which are therefore some distance from those villages. Even when children have lower secondary schools in their villages, data shows us that more than 50% students drop out after grade eight and again, distance and safety are the main issues.² Value addition in terms of employment outcome is almost nothing for a grade-eight pass that will not make you eligible for a job above a peon and is not considered as 'educated'.

² What is the source of the data – please state that so we can use it in the article



Many States provide bicycles to girls above grade eight to help them in reaching school if they live more than three kilometers away from school. But these bicycles are given to only Scheduled Caste (SC) students though the reason for help from government is poverty. Access to Education based on caste or any welfare scheme based on caste is not justice. Some teachers in schools told us that this facility is not reaching the real students in need. Moreover, in some cases the delivery of the bicycles is delayed due to government procedures that the bicycle arrives at school only when some students have already left the school. One official working at District Education Officer's office at Mewat told us that his own daughter is enrolled in grade 11 and is not able to attend school as her school is five kilometers away from her home with no safe public transport available. This shows that even if the parents are educated, aware and sensitive towards education, they are not convinced that their daughters can travel to a school away from home.

We are delighted we have been able to replicate our Lotus Pedals Cambodia initiative in India starting with 60 girls from a High School in Mewat. We tried to initiate a Lotus Pedals India (LPI) Program some years ago but were discouraged by the views of the teachers and parents that girls cannot even commute on a bicycle in some areas of Mewat due to safety issues. More recently we discussed a bicycles program with some teachers in Tauru block of Mewat which is better developed than other four blocks due to being near industrial areas and a national highway. Social development through better job opportunities and connection to transport in this area has resulted in safer environment for girls such that they can safely ride a bike to school. This is an encouraging development for us and we are looking forward to providing more bikes to girls in this area and therefore longer-term access to education through the LPI program. The girls we have recently providing bikes were at high risk of dropping out. While they may have been enrolled in school, they were not attending classes regularly due to a variety of obstacles preventing them from travelling every day.

Skills Training for Employment Project (STEP)

We were very excited to implement a Skills Training for Employment Program (STEP) to assist boys and girls and alleviate the very high unemployment and lack of training in Mewat and nearby areas of Haryana.

We had initially thought to focus on skills such as tailoring for girls and tailoring and electricals for boys. After getting inputs from the community, it turned out boys were also eager to learn tailoring keeping in mind there were already some boys from this area employed in garment factories at Tauru and which is near Bisru village. They said that there is no place for boys to learn tailoring as the local tailors are not interested in this as they feel that they will become their competitors which is loss of business for them. Shekhawat (our long term local field coordinator) feels that this will be very successful and he himself seems also eager to learn some skill. Also there is a good scope for employment for electricians in the factories and in the villages itself also.

While there are not so many outside employment opportunities for girls were concerned they said that these days the girls who know tailoring can make dresses at home for family and neighbours and also for marriages which saves them a great deal and they can definitely earn by working at home. Self

employment is also a great outcome. Based on this initial assessment we then provided two six month training courses in tailoring with 20 girls and 20 boys in each batch. 80 young women and men were trained over the course of the year.



White Lotus Partner projects:

Buddha Smiles evening schools Report:

Buddha Smiles Project initiated its program for development of rural community through education. In the long walk, our partner who has shared, supported, motivated and guided us is White Lotus Trust. Having common commitment for development of children and society, believing that only equal opportunity and just education can only bring about peace and development in society, we have worked together for more than a decade now. In this eventful journey we have been able to cater to the educational needs of several children and their families. Close to 20 villages we have now worked and seen significant development. We have encouraged more than thousand girl children in pursuing their primary and upper primary education. We have now taken our step further and made our work more meaningful by supporting young girls and boys of tribal areas to pursue higher education. We value and treasure our collaboration with you. Your association has given us strength to take our work forward, your expertise has given us clearer directions. It has made huge difference in the lives of those children who were vulnerable to inequity and lack of opportunity to study. We on behalf of staff, volunteer teachers and all the children like to extend our deepest gratitude and appreciation for your efforts and contribution.

RamuManivannan
Founder-Hon. Chairperson

Background of the project, community demographic and target area:

Buddha Smiles-White Lotus Project on Non-Formal Education for the children from stone quarry, landless labourers, small farmers, daily wage workers and weaver's families in Vellore and Thiruvannamalai Districts of Tamil Nadu have been operational for more than fourteen years now. This programme is currently functional in 15 villages in Vellore and Thiruvannamalai Districts of Tamil Nadu to reduce dropouts, improve students' knowledge and build values in them. During the period 2017, there were total of 498 student beneficiaries of which 51% were female and remaining 49% were male

children. Students in each center range from minimum 22 to maximum 40 students. These students study in the Government primary schools. The parents of these students are daily wage earners, stone quarry workers, landless labourers or from tribal or weavers' families. All the students in the program belong to both socially and economically backward communities. The ten centers are situated in plains and five in forest and hills of Tiruvannamalai district in Amarthi forest and Javad hills.

Objective of enhancing lives and well-being by:

- Reducing the school dropout of children in Vellore and Thiruvannamalai region
- Empowering children through education and equal opportunity
- Encouraging and support Girl children to pursue primary and higher education
- Supporting migrating families from socially and economically backward families under bonded labour system
- Supporting the first generation children and motivate them to pursue school education
- Advocating and supporting 'Right to Education' among the rural poor
- Work with tribal communities and forest people with focus on education and empowerment

Details of the evening centers where the project is functioning is listed below. The children of brick kiln workers have increased as opportunity and scope of earning has increased in this sector. The stone quarries are slowly shut down because of strict implementation of the regulations by the government authority. The tribal children enrolment in the region has increased marginally. More female children have enrolled in the tribal region.

S. No	Name of the Village	District/Area	Total Students	Total Male Students	Total Female Students
1	Athimalaipattu	Thiruvannamalai	32	16	16
2	Chinnaiyampalayam	Vellore	28	14	14
3	Reddypalayam	Vellore	35	21	14

4	Ayagasennai	Thiruvannamalai	39	19	20
5	Pattankullam	Thiruvannamalai	40	20	20
6	Mettukudusai	Vellore	41	17	24
7	Sevoor MD	Thiruvannamalai	44	20	24
8	Ngarampa	Vellore	27	14	13
9	Rangapuram	Vellore	31	17	14
10	Ooteri	Vellore	35	15	20
11	Saathambattu	Thiruvannamalai	25	13	12
12	Aavaramvalasai	Thiruvannamalai	26	16	10
13	Saranangkuppam	Thiruvannamalai	27	13	14
14	Thaadhangkuppam	Thiruvannamalai	36	14	22
15	Palalapiraampattu	Thiruvannamalai	32	15	17
	Total		498	244	254

The main areas of this initiative started with an aim to address the educational needs of the children from the stone quarry areas. This programme had diversified its operation to become inclusive of special circumstances of children from other communities such as weavers (e.g. Sevor Center), socially marginalized groups and areas with poor educational infrastructures and motivation for pursuing school education with high percentage of outflow of migrant labour from rural areas (e.g. Nelvoy Thoppu).

Though compelled to adhere to the mainstream curriculum, the non-formal centers share a bigger mission and vision of social change. Hence, the programme has become more inclusive of special needs and circumstances of the people in the region. The major objective of this initiative is to encourage children from the targeted communities to go to school as well as to ensure their retention/ attendance at the nearest schools.

The five new centers in the tribal area is known for very low level of education and deforestation activities controlled by Sandalwood/Redwood mafia. The poor tribal people are exploited by the Redwood/Sandalwood smugglers for cutting the precious trees. Poverty, unemployment and illiteracy among the people are important factors for the poor conditions of life, criminal nexus and police atrocities in the region. Hence, we extended our centers to these areas where all the children come from tribal families of this hill region near Amirthi Forests/Javvadhu Hills. As mentioned there is an increase in female enrollment ration in this region.

Due to lack of education and high school dropouts, men take to smuggling of sandalwood and redwood trees and women face neglect and social marginalisation, we are making a conscious decision in choosing to work in these areas as part of genuine extension of Buddha Smiles-White Lotus work. We have been able to make our presence felt in the region.

Challenge and success of the effective interventions:

There are problems working in the stone quarry areas due to frequent closures, migrations, irregular and unregulated auctioning practices leading to forced shut downs and loss of livelihood for families engaged in stone quarry works. We have been exploring the shift with rural poor engaged in similar and agriculture related activities including unorganized labour in the rural areas. This shift has taken more time than we had imagined due to ground realities. The migrant population are trying to find permanent jobs in these regions. The construction business is able to attract sizeable quantum of labour.

The significant experiment of the evaluation programme to assess the reading, writing and comprehending abilities of the students is found to be improved. Firstly, students need to identify, later read and then explain. This method has been followed to encourage students to read and understand what they read. This experiment was restricted to languages (Tamil, English) and currently we have included Maths which evaluated the basic abilities to add, subtract, divide and multiply the numbers. For science and social science we are designing the assessment tool.

Teachers and Teaching Methods:

The teachers are the backbone of this project. About our teachers, several of them are undergraduate students in the nearby colleges and housewives with a High School pass certificate. It is also our goal and policy to encourage teachers to pursue higher education and remain connected in pursuit of education/knowledge. Bi-annual Teachers' Training programme helps to identify and address specific concerns of each teacher and support them both individually and collectively.

All teachers come together on at least three occasions during the year – twice for the bi-annual teachers' training and for the interaction with the formal

school teachers at the Garden of Peace School. We have combined this training with the need for deep listening exercise for everyone including the teachers, volunteers and the administrators (co-ordination team). Teachers expressed their joy and happiness in coming together as well as the opportunity of interacting with different ideas and experiences shared/narrated by each other including the trainers. Trainers have also expressed their satisfaction of having been engaged with the social mission of this nature and offered to do a further follow-up including future assessment/evaluation of the programme through interaction with the teachers and students as well. Teachers conduct summer and winter camps for the students.

Sharing and learning experience with international communities:



Our evening classes have turned out to be a model for study by the International community. The prestigious Edinburg University has visited our evening school as part of study India program. Their interaction with the children through games and talking with teachers were very interactive. Evening course students did ask the Edinburg University Student about the climate, food and sports in Scotland. The teachers and students were very happy that they were visited and recognized by an international community. This gives exposure learn culture and motivates to perform better in life. The teachers were making excellent effort in communicating with the visiting groups.

Photo gallery of some centres.



Evening class at Mettukudusai



Evening students at Attimelapettu



Evening classes at Pattankulam School



Reddipalayam Village School

Nutrition Program for Children at Garden of Peace School: 2017



About the School:

Garden of Peace Nursery and Primary School is being run in the rural village of Kurumbapalayam in Vellore District of Tamil Nadu for educating children belonging to socially and economically backward sections of our society. The parents of children are daily laborers at construction site, brick making factories or land less farming community members. At school, we follow the right to education, and health. As a continuing initiative, we provide children with morning porridge and mid-day meals based on assessment and understanding that:

1. Most of the parents of student go for work in the early morning(s) by 6:30 am, hence they are not able to ensure that their children have breakfast which is a very important meal of the day. The students either have biscuits

or left over of previous days before coming to school, leaving them hungry during most of the morning hours.

2. As part of providing balanced diet at school, Rice or Raggi Porridge is given between 10:45 am to 11:00 am in everyday. The porridge is healthy, easily digestible and contains carbohydrates and proteins and hydrates the body with energy from starch water. Iodine supply through salt is also provided ensuring that there is no Iodine Deficiency Diseases amongst the children.

3. The Midday meal to all children are provided at school. The lunch break is between 12:30pm to 1:00 pm. Good quality rice is given with vegetable mixed sambar made from pulses. The rice is mixed with the sambar hence all children are provided with sufficient proteins, vitamins and carbohydrates. The food served is not very spicy and edible by small children too.

4. All children get to eat same food at same time in sufficient quantity. They bring their plates, glass and are taught to wash them, creating a sense of hygiene, and personal discipline in their respective lives.

5. The Student Food minister at Garden of Peace School ensures the quality and quantity of food given to children and any issues pertaining to food is taken during Children Parliament session held at least once in a month. They also ensure that food is not wasted by any children, thus understanding the concept of saving, value of food and not wasting food.

6. Children in school participate in agriculture activity within the school as part of education methodology. They grow and care trees and plants inside the school. The vegetables grown by the kids in applying organic ways are consumed by them and thus giving a complete satisfaction and happiness. They also appreciate, learn and show interest in growing food.

7. Additional Supplementary and special food are provided on few occasion.

Impact of the Nutrition Program ...

There is no malnourished child in the school. All students are healthy as they eat food at school regularly at a specified time. There is no wasting of food and children eat all vegetables, rice and pulses required for a sound body. There are only two underweight students as per BMI (Body Mass Index), however they are very active and healthy.

There are two overweight students and they are also healthy.
 The school shows good attendance and most of the absenteeism are due to the family commitments and festivals.
 Cultivation of organic rice and agro products like mushroom, panner etc., at school.

Use school feeding as a potential support to agricultural development:

The school functions on the philosophy of 'time donation (contribution of time)', parent of each student spend three hours of a day at the farm ones in a month. School provides quality education, uniforms, food, textbooks and stationaries to all students without any fee. Effort is to build a strong relationship with the community and culture at the same time support in sustainable development. In addition to its nutrition, education, and social protection objectives, school feeding is increasingly supporting agricultural development through homegrown school feeding programs. Adding a new objective, of course, increases the tradeoffs that must be considered. In the case of homegrown school feeding, decentralization makes fortification—one means by which school meals can effectively reduce micronutrient deficiencies—more challenging, but not impossible. It also increases the challenge of logistics in food-insecure areas in times of drought or seasonal shortages. Over time, however, homegrown school feeding may improve dietary diversity and increase food security among low-income producers, although there is no evidence yet to support this hope.

Food Economics of Garden of Peace School...

The annual cost for nutrition products purchased are as follows for 172 Children for the year 2017

S NO	Nutrition	Consumed from Market		Produced at School	
		Kgs	Cost	Kgs	Cost
1	Rice for Lunch	2600	135200		
2	Rice for Porridge	850	34000		
3	Ragi for Porridge	80	3520	100	4400
4	Gur for Porridge	150	9000		
5	Vegetables for Lunch	520	20800	211	8440
6	Cereals for Lunch	600	84000		
7	Oil and spices for lunch	160	51200		
8	Other Items	250	25000		
	Total				12840

The Details of Crops grown in the school

There are 12 varieties of crops were grown in the school during this academic year.

S NO.	Vegetables from the Farm	Kgs produced	Kgs Consumed	Days Consumed
1	Tomato	60	60	8
2	Okra	10	10	4
3	Radish	20	20	25
4	Pumpkin	10	10	4
5	Indian Gooseberries – Amla	14	14	3
6	Drumstick	10	10	3
7	Muriga Leaves	10	10	5
8	Greens - Like Spinaches	10	10	8
9	Beans	10	10	2
10	Brinjal	30	30	15
11	Mango	2	2	10
12	Ground Nut	300	25	10
		486	211	97

Challenges of Food Production

During the annual year the rainfall received in the region was below the normal. There was acute problems in receiving water. The ground water level had gone down, and water was purchased for two months, hence vegetable and pulses cultivation at the school has come down. The School, unlike previous year did not cultivate paddy.

The raise in diesel cost has lead to increase in the cost of vegetables and other grocery items. The cost of rice has also increased in the period.

The school teaches the students, good practices of hand-washing and cleanliness in consuming food.



Students using Hand-wash for clean hands



Students cleaning their plates after lunch



Students having their morning Porridge



Students having special lunch with sweets and Kheer



Parents, Teachers and Students participate in farming



Students participating in Environment Development Project

Appendix 1

List of BB girls for 2017-18

S. No.	Name of student	Father's name	Village	Grade Girls High School Aharwan
1	Rakhee	Manish	Durgapur	10 th
2	Rakhi	Mahesh		
3	Kavita	Sukhvir		
4	Priya	Tejvir		
5	Varsha	Rohtash		
6	Sapna	Ram lal		
7	Santosh	Prem Chand		
8	Jyoti	Subhash		
9	Suman	Hukam Singh		
10	Laxmi	Mahesh		
11	Nisha	Bedi		
12	Maushina	Islammudin		
13	Jyoti	Ram Phal	Rajolaka	
14	Preeti	Rajender		
15	Pooja	Laxman		
16	Sheetal	Karam Chand		
17	Komal	Jeewan Lal		
18	Sheetal	Vinod	Dhamaka	
19	Preeti	Sant Ram		
20	Karishma	Ram Vir		
21	Guddi	Vijay pal		
22	Preeti	Lakhmi		
23	Preeti Devi	Inder Jit		
24	Rajbala	Dharmender		
25	Khushboo	Hukam Singh		
26	Mamta	Mahavir		
27	Kaushalya	Mange Ram		
28	Manisha	Bijendra		
29	Manisha	Bhim Singh	Rajpura	
30	Babita	Bhim Singh		
31	Amrin	Abdul Rahim		
32	Rumana	Jaan Mohd.		
33	Sonika	Narain Singh	Bhanguri	
34	Anjali	Basant		
35	Laxmi	Vishnu		
36	Priyanka	Prem Singh		
37	Muskan	Dharam Vir		

38	Priyanka	Kumar Pal		
39	Neha	Sant Ram		
40	Lata	Ashok		
41	Manisha	Brij Mohan		
42	Sapna	Vishnu		
43	Sujata	Bir Pal	Bichpuri	
44	Tanu	Jagbir		
45	Pinki	Jay Bir		
46	Manisha	Nanak Chand		
47	Almisa	Majeed	Jalalpur	
48	Rasidan	Riyas		
49	Sahila	Kasim		
50	Nazma	Sahju	sapanki	9 th class
51	Sahila	Khurshid		
52	Alima	Saddik		
53	Payal	Bijender		
54	Vasima	Sahbar Khan		
55	Rihana	Hakimdin		
56	Sakila	Shekh Mohmmad		
57	Dipika	Dharmvir	Bichpuri	
58	Arti	Vijay		
59	Sangeeta	Shivcharan		
60	Priya	Yashvir		
61	Sapna	Karn Singh		
62	Soniya	Jagvir		
63	Sheetal	Dhani Ram		
64	Anju	Satvir	Bhanguri	
65	Manisha	Jagat Singh		
66	Jyoti	Omvir		
67	Anjali	Kuwarpal		
68	Neha	Lalaram		
69	Arti	Vanshi Lal		
70	Monika	Vinod		
71	Kajal	Giriraj		
72	Shakunat	Tahir Husain	Jalalpur	
73	Saniya	Hukumuddin		
74	Sahila	Mohd. Riyas		
75	Komal	Ramesh chand	Rajolka	
76	Kanchan	Jaipal	Dhamaka	
77	Anjali	Rajvir		
78	Jyoti	Sant Ram		
79	Radha	Mahender		
80	Rajni	Devkinandan		
81	Kajal	BastiRam	Rajpura	

82	Meena	Basti Ram		
83	Munfida	SAhbuddin		
84	Nikita	Sahbuddin		
85	Janista	Jaffar		
86	Rubina	Rahis		
87	Pooja	Mange Ram		
88	Afsana	Hasan Mohmmad		
89	Tartila	Rukmuddin		
90	Sonam	Rajkumar	Durgapur	
91	Soniya	Naresh		
92	Nisha	Balak Ram		
93	Mamta	Prem chand		
94	Kajal	Vikram		
95	Manju	Ganga Sahay		
96	Savita	Satish		
97	Sunita	Satish		
98	Poonam	Omprakash		
99	Babita	Harkesh		
100	Rajbala	Inder Singh		
101	Shabnam	Istak		
102	Nikita	Mukesh		
103	Khushi	Dharam Vir	Bhanguri	Class 8
104	Muskan	Sharvan		
105	Manisha	Ombir		
106	Shivani	Vishnu		
107	Kajal	Kanwar Pal		
108	Kavita	Roop Chand		
109	Sangita	Vinod		
110	Varsha	Narayan Singh		
111	Sheetal	Dilip Kumar		
112	Shashi	Bansi Lal		
113	Monika	Brij Bhushan	Dhamaka	
114	Arfina	Habib	Rajpura	
115	Karishma	Gajraj	Bichpuri	
116	Sakshi	Singhraj		
117	Komal	Singhraj		
118	Nisha	Nanak Chand		
119	Sunita	Ram Kumar		
120	Deepshika	Lakhi Ram		
121	Vasima	Razak	Jalalpur	
122	Janishta	Tayab		
123	Afsari	Jaan Mohd.		
124	Rahila	Israil		
125	Karishama	Khem Chand	Bahnguri	Class 7

126	Kunti	Vijay Das		
127	Afia	Farook	Jalalpur khalsa	
128	Meenakshi	Hukam Chand	Bhanguri	
129	Asia	Athar Hussain	Jalapur Khalsa	
130	Sahila	Tayab Hussain		
131	Ruksar	Samsuddin		
132	Khushboo	Nizamuddin		
133	Anwari	Rahim Khan		
134	Dilshana	Muzzami		
135	Sahiba	Umar Mohd.		
136	Jannati	Isaq Ahmed		
137	Wasima	Alamgir		
138	Parvin	Jamil Ahmed		
139	Muskan	Akhtar Hussain		
140	Sazia	Tahir		
141	Dilshana	Kasam Khan		
142	Tanzila	Rihas		
143	Sonika	Sant Ram	Bhanguri	
144	Babli	Lakhan Pal		
145	Nakhat	Shahadat	Jalalpur Khalsa	
146	Kayifa	Waahid		
147	Nazra	Mubin Ahmed		
148	Ritika	Joginder	Bichpuri	
149	Laxmi	Kripal	Bhanguri	
150	Mehru Nisa	Razzak	Jalalpur Khalsa	
151	Sarmina	Latif		
152	Wasima	Nasruddin		
153	Samin	Sher Mohd.		
154	Jilsana	Sher Mohd.		
155	Sahima	Mohd. Shahid		
156	Mausmina	Jaan Mohd.	Rajpura	
157	Anjali	Dharam Vir	Bhanguri	6 th class
158	Manisha	Ashok Kumar		
159	Sapna	Vinod		
160	Simran	Dharam Vir		
161	Sonam	Raghu Vansh		
162	Rachna	Rajender		
163	Dipika	Likhi Ram	Bichpuri	
164	Kajal	Vinod		
165	Mehru Nisa	Parmin	Jalalpur Khalsa	
166	Miskina	Abbas		
167	Taranum	Shahzad		
168	Nakhat	Saudan		
169	Rizwana	Daud Khan		

170	Irfana	Daud Khan		
171	Armana	Hakimuddin		
172	Mauhsina	Nawab Din		
173	Fiza	Jamil Ahmed		
174	Jilsana	Amin		
175	Suhana	Muzaffar		
176	Warisa	Mohd. Kasim		
177	Surjama	Farook		
178	Sangeta	Satvir	Dhamaka	11 th
179	Priti	Satvir		
180	Raj Kumari	Ram Bir		
181	Rinki	Vijay pal		
182	Neha	Kumar Pal		
183	Anjana	Vinod		
184	Jyoti	Jay pal		
185	Sangeeta	Inder Singh		12 th
186	Manisha	Bachu Singh	Rajolaka	
187	Pooja	Bir Singh		11 th
188	Varsha	Jalbir		
189	Priti	Ajay Singh	Bichpuri	
190	Anjali	Vijay Singh		
191	Varsha	Satbir		
192	Monu	Daya ram		
193	Priti	Chanderpal		
194	Jay Wati	Prem Singh		
195	Nitisha	Mam Raj		12 th
196	Shabnam	Kayum	Jalalpur	
197	Anisha	Mehmood		
198	Hemlata	Shiv Kumar	Durgapur	
199	Kavita	Ganga Shah		
200	Maya	Munshi		
201	Manisha	Chanderpal		
202	Jyoti	Roop Singh		
203	Nikita	Mange Ram		
204	Rekha	Rajender		
205	Priya	Jasraj	Bhanguri	
206	Mamta	Jagat Singh		
207	Madhu	Ashok		
208	Lali	Rajpal		
209	Surekha	Siya Ram		11 th
210	Komal	Lala Ram		
211	Sabita	Ram Ratan		
	Satwas GSSS	Rajasthan		
212	Renu	Roop Chand	Pathwari	12 th

213	Prabha	Ram Chand		
214	Sadhna	Suresh		11 th
215	Neelam	Digamber		
216	Madhu	Deep Chand		
217	Chanchal	Ved Ram		
218	Kavita	Laxmi		
219	Manju	Geeta		
220	Archana	Kusum		
221	Chinta	Net Ram		10 th
222	Pooja	Manoj		
223	Jyoti	Sughad		
224	Mamta	Karan Singh		
225	Manna	Deep Chand		
226	Sonia	Karan Singh		
227	Savita	Prakash		
228	Babita	Babu		
229	Nazrana	Tayyab		9 th
230	Mamta	Watno		
231	Sonam	Sher Singh	Nangla Bancharia	
232	Priti	Sher Singh		10 th
233	Renu	Sher Singh		11 th
234	Pooja	Jagan	Nagla jalam	9 th
235	Meera	Sunder		
236	Anju	Banwari	Nagla Baldev	12 th
237	Monika	Gopal		11 th
238	Pooja	Charan Singh		10 th
239	Priyanka	Charan Singh		
240	Sudha	Nahar Singh		11 th
241	Jyoti	Virji		12 th
242	Sonia	Kishan Singh		11 th
243	Ritu	Tuhi Ram	Eichwada	12 th
244	Reena	Kishan		11 th
245	Dharamwati	Vijay Singh	Nagla Ishwari	11 th
246	Radha	Ratan Lal		
247	Manisha	Noora		9 th
248	Ruksana	Nawab		
249	Savita	Jay Singh	Nagla Bhattaki	11 th
250	Kirti	Vijay Singh		
251	Neeraj	Ajit		
252	Neetu	Rajender		
253	Pooja	Jawahar		
254	Aman	Jaipal		
255	Rajesh	Randhir		12 th

256	Manisha	Kawar Singh		10 th
257	Manisha	Daya Chand		
258	Kunti	Jabar Singh		
259	Rakhi	Net Ram		
260	Mahima	Gopi		
261	Kalpana	Tek Chand		
262	Anshu	Jaipal		
263	Priyanka	Ram Prakash		
264	Bala Devi	Mahender		9 th
265	Karishma	Durga Singh		
266	Priyanka	Nem Singh		11 th
267	Ravina	Hira Lal		
268	Manjita	Roop Singh		
269	Pooja	Shyam		
270	Seema	Tuhi Ram		
271	Chando	Heera Lal		
	College girls at Palwal			
1	Pinki	Harkishan	Bhanguri	M.A. 1 st year
2	Bhawna	Mukesh		B.A.
3	Komal	Man Singh		B. Com.
4	Ekta	Om Prakash		B. Sc.
5	Praveen	Gyan		B.Sc.
6	Yadtu	Tek Chand		M. Com.
7	Savita	Birbal		M.A.
8	Babita	Birbal		M.A.
9	Amita	Birbal		B.A.
10	Sapna	Shyam Vir		B. Com.
11	Poonam	Shiv Charan		B.A.
12	Rinki	Sukh Singh	Durgapur	B.Sc.
13	Sapna	Sukh Singh		M.A.
14	Komal	Mahender		B.Sc.
15	Ravina	Braham Dutt		
16	Rakhi	Braham Dutt		
17	Meenu	Rajbir		
18	Nikita	Chet Ram		
19	Renu	Jugan		
20	Priyanka	Hari Singh		M.Com.
21	Usha	Tej Bir		B.Com.
22	Sonu	Agam		
23	Radha	Hari Singh		M.A.
24	Neelam	Vijay		B.A.
25	Bhawna	Jagdish		M.Sc.
26	Neetu	Kaptan		B.A.

27	Komal	Chet Ram		B.Sc.
28	Rekha	Rajender		B.A.
29	Chanchal	Vasudev		M.Sc.
30	Suman	Vikram	Ratipur	B.A.
31	Savita	Partap		
32	Lokesh	Mool Chand	Bichpuri	
33	Arzoo	Agam	Durgapur	
34	Yadtu	Udal		B.Sc.
35	Kamna	Udal		
36	Ekta	Udham		
37	Sonia	Rajesh	Bichpuri	B.A.
38	Nitisha	Mamraj		
39	Pinki	Suraj Bhan	Dhamaka	B.Com
40	Madhu	Sukh Ram		
41	Neha	Gyan	Bichpuri	B.A.
42	Laxmi	Vikram	Ratipur	B.Com