

Karunar Kheti Trust Annual Report

2022 – 2023



Credits

Editor: Gaurav Sarma

Report Designer: Aarushi Rai

Visual Identity Designer: Anvita Jain



Karunar Kheti Trust is a young (established July 30, 2019), rural non-profit institution built by the people, for the people to work at the pace of our rural community for contextually empowering development in the interconnected areas of education, health, and livelihood, and is rooted in one of the typical rural areas of Assam that comprises its tea-plantations and traditional villages.

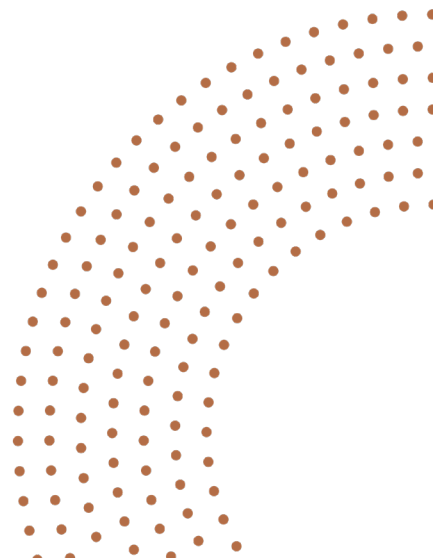
Our work, as such, is fundamentally grounded by our Principles of Action:

- 1. Empower communities directly disempowered by problems to become a part of the solution*
- 2. Listen to communities to build wholesome empowering movements mindfully of the communities' capability & capacity, scale of economy, pace of its culture, and wisdom of its consciousness*
- 3. Develop ground-up & contextual, which if required must be first-principles based, real-world-applicable practical systems & processes for*
 - Manifesting the coherent wisdom~skills of the individual~collective heart~body~mind*
 - Discipline of truth & compassion*
 - Participatory processes*
 - Living wholesomely with the non-human world, which include animals, soil, plants, lakes, rivers, and mountains.*

Editorial

Little by Little, Day by Day — Consistently, Persistently, and Patiently

I often meditate on the little drops of falling water that make their profound impact quietly to find comforting validation for cultivating a culture of quiet, compassionate, and humbling confidence to make it a habit to engage in consistent effort that begins with individuals, and in due time, affects a larger culture and even consciousness.



Such a meditation cannot be complete without a deep wisdom, its path, and techniques that enable us to remain mostly present in the moments and processes of such a habit, even as we periodically check in to see how far we have got, and stop to plan for how far we want to go.

When I stop to think and write about such meditations and wisdom, I can overwhelm myself, as is happening as I write this editorial, and, therefore, putting my trust in the processes of such wisdom and its moments, I will directly move on to listing how far we have got this year!

Introducing Gaurav Sarma

Before I do so, I want to introduce Gaurav Sarma, who joined our organization in January 2022 and under whose leadership this report is being prepared. Like most of us at Karunar Kheti, Gaurav too has grown up in the tea-plantations of Assam and his worldview significantly affected by the many deep questions churned out by the related experiences that affects individuals like him that are part of a whole whose humanity comprises the 3rd largest employer of people in India after the Indian Railways and Armed Forces¹ and where the livelihood of its 1.2 million daily-wage labourers working in its roughly 800 large-scale tea-plantations are, on average and, arguably, even at best², in an uncertain state, and at its worst extent, in a precarious state³.



Gaurav opening the proceedings of developing our Child Protection Policy with a formal introduction of its modern rules, regulations, and expectations.

1 <https://www.businesstoday.in/union-budget-2017-18/ceo-expectations/budget-2018-it-incentives-should-restructured-benefit-tea-industry/story/268781.html>

2 Increasingly extremely few of Assam's 800 large-scale tea plantations appear to have a sustainable to thriving economic model

3 <https://nedaindia.wordpress.com/2020/12/02/assam-tea-in-the-21st-century-prospect-for-plantations-towards-a-thriving-tea-industry/>

And like most of us at Karunar Kheti, Gaurav's decision to join us is, in great parts, to ground his seeking in the contextual reality of this humanity and, also, in action.

As such, we are all grateful to have Gaurav with us because a young organization like ours needs intelligent and compassionate leaders like Gaurav to build its foundations that even in the face of such profound challenges, must be grounded in compassion, which is the namesake of our Karunar Kheti — translated in English it means, Cultivation of Compassion.

In this Issue

This issue begins by presenting this year's Highlights and then moves onto our In-Depth sections that present in details our work in education, livelihood development, and rural institution development:

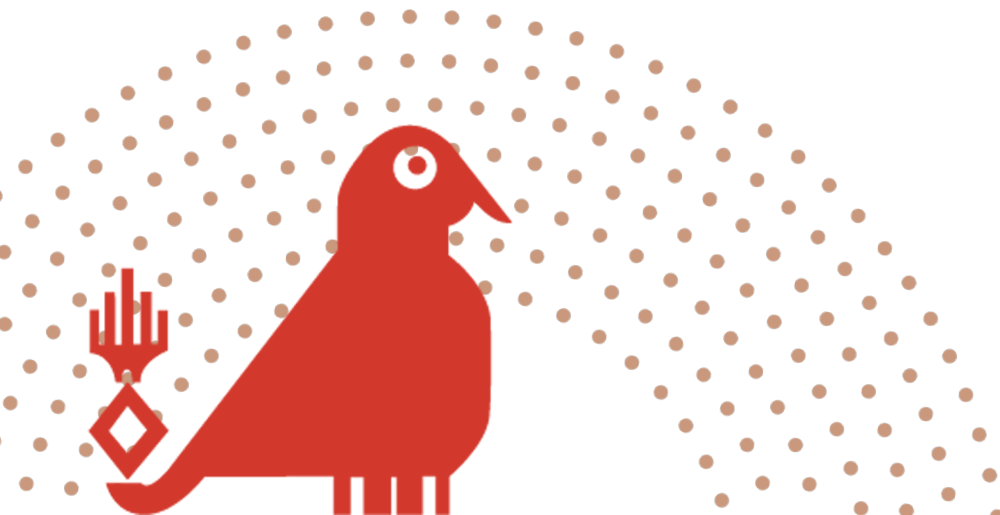
- ♦ **Selenghat Valley School** presents our efforts in:
 - balancing the development of an internal culture of learning while also learning from the external world.
 - developing a deeply original curriculum grounded in our contextual reality,
 - re-igniting our attempts to build an empowering School Management Committee (SMC) after the disruption of COVID, and
 - responding to the challenges of engaging parents deeply and systematically with our school.
- ♦ **Student Resource Center** which is open to all children of our area beyond those enrolled in our community school, presents our efforts of re-starting it also after the long COVID disruption and the programs that ultimately became stable after such efforts
- ♦ **Livelihood Development through Self-help Groups & Farming** presents how because of our organization the landscape of SHGs that was for long barren in our area, started to get re-vitalized and our exploratory efforts to establishing mushroom cultivation and organic farming as a model for developing alternative livelihoods in the context of tea-plantations.
- ♦ **Institution Building for a Grassroots Rural Organization** presents our deep efforts grounded in our principles of action to build “an institution led by the people” in “ground-up community-led participatory processes” and “away from disempowering cycles and marginalisation that communities residing in the tea plantations have faced over generations”. An analytical framework and its measurement across subdomains spanning Compliance, Finance & Accounts, Governance, and HR, among others is presented.
- ♦ **Financial Summary** an overview of our income and expenses for the financial year.
- ♦ And last, but not in the least, we end with **Gratitude to our Donors & Institutional**

Partners for this financial year. Words can hardly express our gratefulness for their support that goes deep into the wellspring of energy to sustain our efforts, little by little, day by day — consistently, persistently, and patiently.

A handwritten signature in black ink, reading "Trivedi" with a large, stylized initial "T" that loops around the first few letters.

Dr. Arjun Trivedi

(Founder and Managing Trustee, Karunar Kheti Trust)



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Highlights

Education: Selenghat Valley School



*Addition of Class 2, taking total enrolment to **86***



Construction & inauguration of a new academic block for the Foundational Stage of education (Nursery to Grade 2)





After long COVID related interruptions, activities of the School Management Committee (SMC) and Parents Engagement re-started



Organised our first 'Summer Camp' with children from our community.



Celebrated our 3rd Foundation Day with the formation of a Local Advisory Body



Organised our first community reach-out meeting of prominent adivasi leaders from Assam to deliberate on the visual identity & logo for the school.



Our Programme & Operations Lead, Gaurav Sarma, was awarded the **Wipro Education Fellowship**.

Education: Student Resource Center



Development of systematic programs to support children of the government schools. SRC efforts pave way for emergence of collaboration with government schools.

Livelihood

Creating a model for a local economy of well-being beginning with ecological farming practices & Self-Help Groups (SHGs).

Ecological Farming Practices



A team of farmers supported to develop an integrated farm system based on sustainable ecological farming practices, where currently the dominant products are oyster mushrooms and seasonal vegetables.



Self Help Groups



*We have facilitated the organization and strengthening of
130+ women across 10 Self Help Groups*

Organisational Development



*Deepening of systems & processes for building a contextual,
compliant, sustainable rural institutional development
model.*



*Continued incubation & organisational strengthening support
by our grant partners IDEa-the ant.*

General Resource Center and Visitors

Our work across education & livelihood organically pave paths towards becoming a general resource center for collaborations & learnings. Some of such engagements include:



Sustainable Community Architecture: For Solar Decathlon India (SDI) 2022-23 competition, we were the Project Partners for the students' team, Team Lens, from SMEF's Brick School of Architecture who were declared Runners Up in the Educational Building category in the finals of the competition held at Infosys in Mysore on May 27th, 2023





An architecture student from the USA, Meghan Hale, visited us for a month in November, 2022 to learn techniques of working with bamboo & mud while also exploring empowering grounds-up community empowerment models



Abhimanyu Verma, a sustainable water harvesting systems specialist conducted a scoping visit from 25th - 31st March, 2022 to advice on suitable water harvesting, natural management of waste water and groundwater recharge techniques.



Ravi Kumar, Assam State Lead, Sunbird Trust visited our school to understand our work & explore potential collaborations.





Hosted our dear friends & supporters Manuel Rodriguez & Anneso from France.



*Our **Hon'ble MLA Mr. Rupjyoti Kurmi** visits & gets introduced to the processes of our school for the first time.*



Our Team

Karunar Kheti Trust Management and Administration	9
Selenghat Valley School	21
Livelihood Development	4
Total	34

Our Beneficiaris & Impact

Selenghat Valley School

Children	86
Parents	172+
Prominent educationists, entrepreneurs, social workers in the area directly and indirectly engaged.	20+

Student Resource Center

Children	50+
Government School	1

Livelihood Development

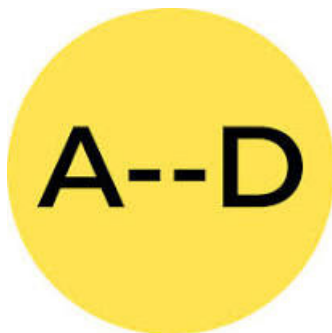
Support to 10 SHGs with ~130 women
Support to 3 farmers to develop a livelihood model based on mushroom cultivation & organic farming.
2 community members trained on mushroom cultivation

General Resource Center

Community & Sustainable Architecture:
<ul style="list-style-type: none"> Project Partners with a team of 10 student architects from the SMEF's Brick School of Architecture in the Solar Decathlon India Competition An architecture student from the USA, Meghan Hale, visited us for a month in November, 2022 to learn techniques of working with bamboo & mud while also exploring empowering grounds-up community empowerment models



Our Institutional Collaborations



1. IDeA-the ant

As part of a 3-year incubation program since 2020, IDeA-the ant has been supporting us through a grant for “Community action for education and livelihood empowerment in Selenghat”.

2. Wipro Education Fellowship

Our Founder/Managing Trustee, Arjun and Programme & Operations Lead, Gaurav, have been awarded the Wipro Education Fellowship.

3. Architecture-in-Development

As one of the 6 finalists in the Architecture-in-Development Global Challenge 2021, we had the pleasure to showcase the progress and impact of our community-participatory effort of building the school throughout the year.

4. SSK Exports Ltd.

SSK Exports Ltd. since 2021 has been a pillar of support for Selenghat Valley School. They have been supporting us to meet its’ total capital and operational expenses, and thus, have been invaluable in supporting our school’s to grow tremendous growth in these years

5. NE-RCRC & Dhwani Foundation

We successfully completed the Niranthara Shikshak Program for Organizational Development that began in July 2021, which was developed and supported by the collaboration of Dhwani Foundation and NE-RCRC.

6. Infinix

As part of a technology support CSR partnership, Infinix supported us with 12 laptops providing the much-needed access to digital learning resources for our children.

7. Sunbird Trust

We received financial support from Sunbird Trust to construct a unique 100% ecological waste recycling toilet using conventional composting technique & reed-bed water filtration systems in combination with a novel technology called Jal Rakshak championed in India by Dr Ajit Gokhale of Natural Solutions, and who, as a result, is also is actively involved in designing this toilet with us.

External Engagements

Invited Speaker/Panelist/Facilitator/Guest Lecturer in Conferences/ Meetings/University Classes

1. Capacity Building for NGOs, Wipro Partners Meeting, Bangalore, 24-25 March 2023:

Dr Arjun Trivedi was invited to present our efforts on Internal Capacity Building.



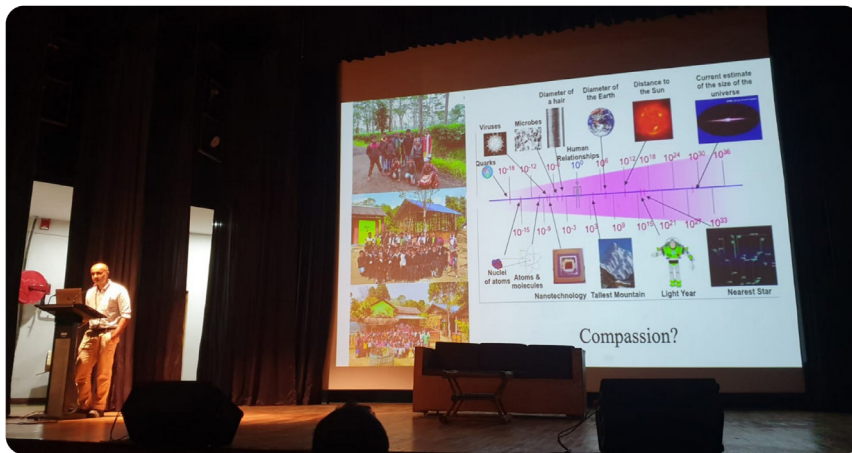
Dr Trivedi (top row, 4th from right) with leaders of diverse education CSOs brought under a collective effort and collaboration by Wipro Foundation

2. Wipro Foundation Partners Forum 20 Years, December 2022: Dr Arjun Trivedi volunteered and accepted an invitation to facilitate and anchor parallel sessions- Working with Systems (CSO/govt) and Building A Strong Local Team, respectively. Gaurav Sarma, our Program & Operations Lead also attended this meeting.



L-R Dr Trivedi, Rabul Mukhopadhyay (Professor, Azim Premji University, School of Education), Supriya Menon (Senior Program Manager, Wipro Foundation), Gaurav Sarma (Program & Operations Lead, Karunar Kheti Trust)

3. Design Interact — A Seminar on Contemporary Design Issues, National Institute of Design (NID), Jorhat, Assam, November 2022: Dr Arjun Trivedi was invited to share his journey at NID at their Science and Liberal Arts Contemporary Design Issue course where students are given an opportunity to analyze the concept and practice of design in the current context of human existence where its interconnectedness with “issues like climate change, violence, migration, search for individual voices by multitude of peoples, reassessing existing cultural systems” cannot be ignored and must be taken into consideration.



Dr Trivedi giving his lecture on the journey of Selenghat Valley School



Students, teachers, staff, and parents of Selenghat Valley School as the co-designers & co-travellers of this journey accompanied Dr Trivedi as guests of NID

4. Experiences of a Community School in Rural Assam, Anaajoree, Guwahati, Assam, September 2022: Dr Arjun Trivedi was invited to share the experiences of building and running our community school.



anaajoree
innovate | educate

Sunday Live Session on Education
via **zoom** and **facebook LIVE**

**Topic: Experiences of a Community School
in Rural Assam**

Speaker:
Dr. Arjun Trivedi

**4th September, 2022
6 PM**

Zoom ID: 858 4699 6387
Passcode: 143964

Reach us at: Anaajoree/
   

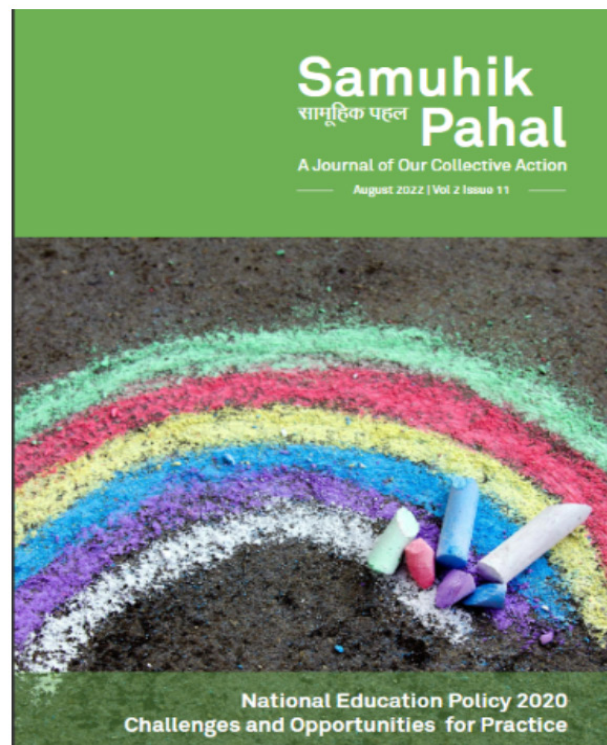
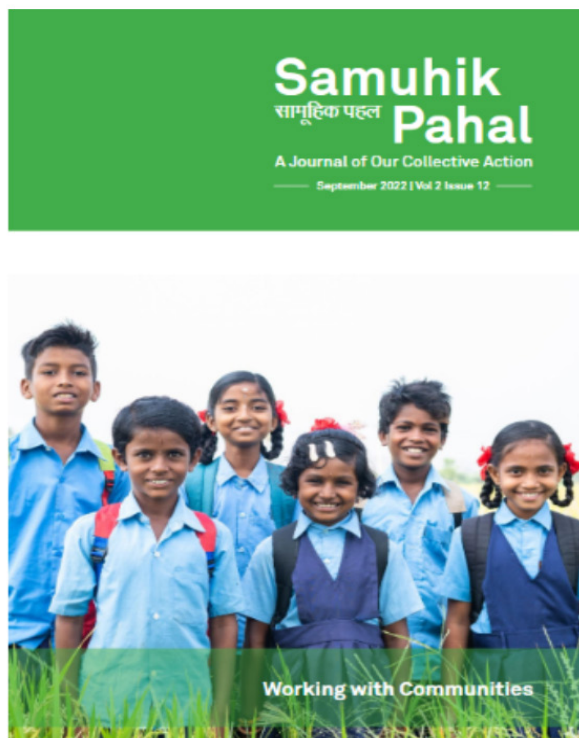
Dr. Trivedi has a lot of work experience in leadership position in companies like General Electric Company, USA, CERN, TJNAP. He is also the founder of "Karunar Kheti Trust" (Jorhat) & Selenghat Valley School.

5. Comparing Cultures Through Film, Anthropology 203, University of South Carolina, USA, April 2022. Dr Arjun Trivedi was invited to give a guest lecture on "Crisis of Assam's Tea Industry: Overview of its History and a Perspective on Problems & Solutions"



Media Coverage

1. **“Working With Communities”**, interview with Arjun Trivedi featured in Wipro Foundation’s Samuhik Pahal Volume 2 Issue 12, September 2022.
2. **“Education Practitioners’ Thoughts from Across India on NEP 2020”** quoted Arjun Trivedi, Wipro Foundation’s Samuhik Pahal, Volume 2 Issue 11, August 2022.



Trainings, Workshops, and Professional Courses

Education				
No.	Date	Course/ Workshop	Organization & Location	Participants
1	June 21-Sept 22	Diploma in Early Childhood Care & Education	SIES Institute of Comprehensive Education (affiliated under University of Mumbai), Mumbai	Head Teacher & Assistant Head Teacher
2	May 16-19, 2022	Workshop on Language Learning and Creating Vibrant Libraries	IDeA and North East Educational Trust (NEET), Don Bosco Institute (DBI), Kharguli, Guwahati	Head Teacher, Nursery Class Teacher/Student Resource Center (SRC) Facilitator, LKG Assistant Trainee Teacher
3	June 14-17, 2022; Nov 22 2022; Jan 23- 26, 2023	Integrated English, Music, and Art program (Part I, II, III)	Shikshamitra, Kolkata	Head Teacher and Assistant Head Teacher
4	June 29, 2022	Joyful Learning and Language Learning, Part 3	North East Educational Trust (NEET)	Student Resource Center (SRC) Facilitator/ Community Relations Manager, Nursery Class Teacher/SRC Facilitator, LKG Assistant Trainee Teacher, Head Teacher
5	Aug 2-5, 2022; Sep 28-29, 2022; Oct 19 2022; Nov 25-28, 2022; Jan 31- Feb 03, 2023	Primary Mathematics (Part I,II,III,IV,V)	Jodogyan, New Delhi	LKG Teacher, Class 1 Teacher & Program and Operations Lead

No.	Date	Course/Workshop	Organization & Location	Participants
6	Sep 20-25, 2022; Feb 7 -10, 2023	Strengthening Organizations Using Khelghar Methodologies (Part I, II)	Khelghar, Pune	LKG Assistant Trainee Teacher & UKG Teacher
7	March, 2023 to ongoing	One-year Part-time Diploma in Early Childhood Education	Azim Premji University, Bangalore	Class 1 Class teacher
8	Jan- Mar, 2023	Engagement with Purnima Contractor- President, Association for Early Childhood Education and Development (AECED), Mumbai	Purnima Contractor, Mumbai	Head Teacher, Programme & Operations Lead, Managing Trustee & School Principal
9	July-Dec, 2022; Jan-July, 2023	Diploma in Early Childhood Education (2 batches)	IGNOU	5 class and assistant- trainee teachers
Organisational Development				
10	April 12-13 2022	Workshop on Finance & Accounts as part of Niranthara Shikshak Program	NE-RCRC supported by Dhvani Foundation	Accountant, Programme & Operations Lead, Managing Trustee
11	May 16, 2022	Workshop on Project Management Marketing/ MIS as part of Niranthara Shikshak Program	NE-RCRC supported by Dhvani Foundation	Programme & Ops Lead, Managing Trustee
Livelihoods				
12	May 21-25, 2022	Workshop on Livelihoods Promotion	IDeA-the ant, Guwahati	2 SHG Facilitators



In-Depth Sections

Selengbat Valley School

– Arjun Trivedi

The Continuous Churn of Working on Foundations

While the foundations of material structures can be built in a linear timeline, building foundations of institutions based on principles, values, and coherence of human effort is a highly non-linear effort. As such, in this year, we continued our deep immersive churn of working on our foundations. A few key aspects of such efforts started to approach a rich maturity, and thus deeply validating our processes, which will be described in the following sections.

Balancing Internal & External Capacity Development

After 3 years of an intensely immersive internal capacity building effort where we deliberately prioritized the development of an internal culture where our teachers, as individuals~collectives, can from the depth of their heart~mind~body work fearlessly and patiently from the heart of education, and with the perspective of education and development as freedom, our teachers began to emerge with tangible and confidently growing roots & shoots of experiential understanding of the freedom of education — allowing us to, now, confidently reap the benefits of exceptionally high quality and reputed trainings/workshops and professional courses made possible for us by our partners IDeA-the ant and Wipro Foundation, as well as focused mentorship/guidance for our head teacher by exceptionally generous people like Mrs Purnima Contractor (President, Association For Early Childhood Education and Development (AECED), Mumbai).

As a result, teachers from our community, literally in incremental distances, physically and virtually, began travelling for trainings/workshops to diverse places in India. They returned not just with linear concepts & techniques of education, but in experiencing new people and cultures, also with a significant depth of maturity and confidence as teachers and human beings.

As all good students & teachers know, no matter how inspiring and lucid the lecture or workshop, learning truly begins with one's experiential interaction with the subject based in one's own context. As such, even as our teachers returned with such learnings, we put all of it into our immersive churn of our internal capacity building, and which

continues to this day.

The result is that after starting deliberately without books and curriculum as a part of the process to unlearn~learn experientially the freedom of education, we began to, with the support of our partners, develop our own systematic curriculum in the balance of our internal~external capacity building efforts.



An internal culture rooted in the freedom of the argumentative tradition based as much on facts, reason, and empirical evidence as principles, faith, and beliefs, is getting stronger.



Our class teachers, Rintimoni Pachani and Jyoti Topno, attended the Primary Math Course series by Jodogyan, New Delhi



Our headteacher and assistant head teacher, Sangita Gogoi and Kailyani Patra, respectively, attended the Integrated English, Music, and Art Workshop series by Shikshamitra, Kolkata



Putli Tandia and Jyoti Kondha attended the Workshop on Alternate Pedagogies & Strengthening Organizations Using Khelghar Methodologies, Khelghar, Pune



Sangita Gogoi, our head teacher, has been receiving the meticulously structured and diligently painstaking support of our advisor on Early Childhood Care & Education (ECCE) Mrs. Purnima Contractor (President, AECED, Mumbai)

Curriculum Development

Led by our head teacher, Sangita Gogoi, curriculum development in the areas of Early Childhood Care & Education (ECCE), Primary Language Learning, Primary Mathematics, General Exploration & Studies, Dance, Music, Art, Sports, and Wholesome Wellbeing have been in an intensive & highly non-linear churn with equal participation of students, teachers, parents, and all our partners listed in (todo crossref table education trainings/workshops) (Please note that in FY 2022-23 our children were in grades between Nursery and Class 2 i.e. at the Foundational Stage of education as per the National Education Policy 2020):

The non-linearity & tremendous creative~destructive energy of this churn can barely be described in this short note, but the effort is focused on *developing an experience-based, deeply original, meaningful, contextual curriculum for our children.*

We expect to publicly publish the first version of our formal curriculums by the end of FY 2023-24.

Some highlights, which includes challenges, of this effort are:

- ♦ Going *deeply beyond standard curriculums and textbooks* to uncover, for example:
 - the roots of knowledge in experience, intuition, and curiosity
 - encouraging learning from mistakes
 - what it truly means to be creative and collaborative in learning
 - techniques to teach first generational learners a non-native language
 - keeping wholesome & grounded the emergent diverse tributaries of concepts & techniques — spanning language, math, science, arts, and contemplative traditions — with deeper meaning and freedom
 - the transformation of the raw freedom of early years into its emerging discipline, concentration, and specializations
- ♦ Learning to balance such non-mainstream, to say the least, perspectives of education with the normalized cultural expectations of the parents from the rote systems of education.
- ♦ As the school grows, finding space and time to keep such capacity building efforts of the teachers conditioned.



A glimpse of a teachers meeting where deliberations are in progress with respect to the curriculum

School Management Committee (SMC) & Relationship with Parents

In addition to the extreme disruption to education, COVID also brought to a grinding halt to all our developments to build deeper relationships with our parents and assemble an effective school management committee (SMC), especially in the context of a new community school where the development of such foundational relationships of the parents with the school take due effort & time. The incubation of all such efforts went cold during the pandemic and we had to re-ignite the embers that grow such rich relationships towards effective participation of the community with the school and, therefore, also the management of the school.

A significant effort towards this end was an SMC led meeting between the parents, teachers and staff of the school, in the presence of our Board of Trustees, with the following agenda¹:

- ◆ Re-incubate in our collective consciousness, the vision and guiding principles of our school
- ◆ Re-introduce the parents to all our staff as well as the formal structure, systems, and process of the school
- ◆ Sharing of principles and objectives of Early Childhood Care and Education (ECCE) with the parents and invite their participation
- ◆ Planning of summer camp

This meeting was very successful as it effectively brought together the school community and to significant degrees, we could collectively re-incubate in our individual~collective heart~mind~body our vision and our immediate steps on its path, its challenges and opportunities. The teachers made deeply thoughtful and heartfelt presentations to the parents to re-engage them with the efforts of our school to develop a pedagogy and curriculum that is rooted in the freedom of education.

The meeting felt palpably rich with the effort and concentration of the school community to be together in a long meeting.

¹ The following Facebook post documents in greater detail this meeting: https://www.facebook.com/permalink.php?story_fbid=pfbid0ozTPEwdLHGQBzhEg6h2CQSGhUvtSfRob9t8xiJ9g8x6HcqHosYpEcXJ4DqTQjxFjI&id=104728565577097



Our head teacher, Sangita Gogoi, giving a heartfelt and thoughtful presentation on our perspective on Early Childhood Care & Education (ECCE)



Our LKG class teacher, Putli Tandia, engaging the parents on its particular pedagogy and curriculum applied in her class.

Systematic Parents Engagement

A wholesome effort to work from the pristine freedom of education must necessarily interact with what education has become in the larger culture to even consciousness. We deliberately use the work “interact” because it is not as much the point to judge but be present with the tremendous challenges of such interactions where parents/guardians of the students expect us to deliver rote-based knowledge of, at least in our perspective, the freedom of education reduced to, at best, its superficially meaningful mechanized parts whose churn is put through a commensurately superficial examination system.

To be present with parents with all due respect and humility arising from knowing the basis of their expectations, while advocating for a deeper and more meaningful education process, is one of our singularly greatest challenge, and one that we are digging into be present with for decades because there are few precedents, at least at the scale of our country, for the values of such deeper systems of education.

As such, from this year we have started developing a systematic parents engagement effort that will span multiple tributaries to increase such interactions and dialogues with our parents. For example:

- ♦ **Workshops & special classes for parents:** We started formal sessions for parents to attend hands-on workshops with our teachers to experience the basis of their teaching philosophy, pedagogy, and curriculum, and which includes sessions where interested parents can even learn as students from our teachers. Parents are encouraged to participate freely and ask questions to their heart's content.
- ♦ **Parents attending formal school's classes:** With or without such a basis, parents are welcome to attend classes with the children to experience a real-time class, and directly observe the experience of the children.
- ♦ **Discussing childrens' progress reports:** Our teacher's make painstaking efforts to create meaningful progress reports for the children and discuss them with every parent in full detail.



Glimpses from parents classes/workshops to orient them on our teaching methods



Glimpse from an orientation session & meeting with parents upon commencement of the new academic session 2023-24

Challenges of Systematic Parents Engagement

One can, at best at the outset, with the awareness of how the education crisis permeates a tremendous scale of time and humanity, expect to see only momentary glimpses and sparks of the freedom we are trying to work from, and that, truly, should be enough if we truly understand such a scale of time and humanity.

And we are but seeing such glimpses and sparks, and it is enough to keep us going grounded to our principles of action. For example, in a direct sense of numbers, at most 10-20% of the parents consistently engage with our school despite our best efforts, but this number was significantly lower in the previous years!

And with awareness of the magnitude and context of the underlying problems, the reasons for such a low turnout can be generally understood to significantly effective degrees based on the following interconnected points which are anything but complete (a comprehensive complete listing of all the reasons and their analytical understanding even we are looking to build with more experience and data):

1. Almost all our parents are daily wage-earners and, additionally, commuting long distances by foot or bicycle to reach work, thus making the economic and time costs significant.
2. Household chores for most households, after such daily work and travel, is an additionally time-consuming and laborious task.
3. Socio-economic-political affairs & volatilities significantly affect the rhythm of daily life spanning various social and political events/gatherings that are but part of a rural fabric to volatilities relating to sickness, loss of livelihood etc.
4. Even the weather becomes a significant factor in rural areas where most people

travel long distances on foot or bicycles — for example, the days become drastically cold and short in the winter, and during the monsoons extreme rains make it anything but simple to commute on rural roads

5. And, last but not the least, entangled in all of the above is a huge reason that because education for 150+ years has set little to no real precedent for most people for development towards a better life, there is an equal lack of incentive to prioritize commitment to the school over all of the above routine aspects of life people deal with.

There, however, does seem to be a larger thawing of the ice or at least the birth of conditions that make it possible as conversations are astir in our area of the “different ways of Selenghat Valley School” — even as we nurture such conditions, I pray, it is with an open mind to learn from the interaction of such different ways with the currently dominant cultural expectations and consciousness of education to do the *right thing*.



Student Resource Center (SRC)

– Arjun Trivedi

Student Resource Center (SRC) after COVID

Simultaneously to starting our community school in January 2020, we had also started a Student Resource Center (SRC) open to all children of the area.

This year, the efforts of the SRC were re-started after a prolonged COVID-19 shutdown that significantly set back the learning for many students, especially in our rural areas. Ultimately, after tremendous effort and an initial re-excitement period, the efforts settled into the following three programs based on the immediate needs of the students and our resources:

1. Outlier Program: Drawing from our process of focusing on each child as a unique individual and allowing them to grow into who they are, this program was started for a group of children identified from classes 1 to 3 who were struggling in their own ways to adjust to the standard setting of the classroom. Although teachers go to the farthest extent possible to understand and work with each child, it can nevertheless be challenging in a classroom of 25 students!

A dedicated facilitator started working with such children, spending quality time with the child to build relationships with them, understand their needs and behaviour patterns, conducted home visits and tried to understand their family background, discuss observations regularly in team meetings and plan interventions. This program revealed to us the wonders of each child and strengthened our resolve to work towards fostering such uniqueness and freedom.



2. Joyful Language Learning: Responding to the tremendous lack of basic literacy education, we developed a multi-level, multi-grade activity based systematic language learning and library/reading program with children from the community in the age-group of 8-15 years.



3. Acute Intervention: We piloted a remedial classes model for high school students from the community who are at high risk for dropping out of school in higher grades and need special focus, even if in a conventional academic sense to pass exams and develop confidence to stay in school.





Livelihood Development through Self-Help Groups & Farming

– Gaurav Sarma

Emergence of SHGs in our Contexts

The seed for collectivising women through Self-help Groups was sown when Professor Razdan from the Tata Institute of Social Sciences (TISS), Guwahati, visited us in 2020, after his interest was aroused in our organization by his student interning with us, Minakshi Dutta, and her great interest and efforts in mobilizing SHGs in our area.



Professor Razdan & Minakshi interacting with community members

A series of meetings with the women eventually led to the formation and registration of 6 SHGs, facilitated by our staff Punam & Junaki. After a period of several years without a single SHG, this was a significant milestone in our context where women remained confined to their home and work in the plantation. The small flicker of hope that started with six SHGs has now mushroomed into a total of 10 SHGs with over 130 women.



Our facilitators, Junaki & Punam along with Deepshikha, a PhD Scholar from Tezpur University interact with SHG members



Team members from IDeA-the ant, Ronald & Happy, attend a SHG meeting

The 10 SHGs have been organised under the ambit of a Village Organisation (VO) led by women from the tea plantation communities. SHG facilitators Punam and Junaki provided all the necessary hand-holding support ranging from arranging basic identity documents, writing SHG proceedings to applying for loans and government schemes on behalf of the SHGs.



Junaki & Punam presenting to the IDeA team during their visit

After having set-up institutional structures of Self-Help Groups and access to financial resources, we are taking little steps towards exploring livelihood opportunities with SHGs best suited to the context of tea plantations where most of the women also work in the plantation.



Priyam exploring embroidery with SHG members for her venture, Guddi Crafts

Explorations in Mushroom Cultivation & Organic Farming

Oyster mushroom cultivation is our first livelihood initiative which began in the winter of 2020, immediately given birth by members of our peoples' team — a volunteer team that had assembled under the agency of our community school to respond to the COVID pandemic in our area. Once the immediate crises was past, this team started exploring other aspects of collective community action, thus giving birth to developing new livelihoods which includes nurturing the great agency of Punam and Junaki because of who we were able to convert the seed-efforts of Professor Razdan and his student from TISS into our now growing landscape of SHGs.

We have been incubating a lead farmer and his team through income support, training, exposure visits to develop a viable business model. It has the potential to become a viable alternate source of income and nutrition suited to tea plantations, requiring lower investment of time, resources, gives faster yields as compared to other crops and is also rich in micronutrients.

This year we saw new heights with a total production of 286 kgs of mushrooms and total earnings of Rs. 38,683 during the winter months of Jan-March, 2023, making the average production to be ~95 Kgs per month. The team has managed to meet their incomes through the sale of mushrooms during the winter months.

We have navigated through several challenges during the summer months, when the weather is not naturally conducive to grow oyster mushrooms. A lot of preventative measures need to be taken and we are constantly trying-failing-learning with sparks of successes. In the coming year, we hope to develop expertise and skills for year-round cultivation of mushrooms along with thinking about ways to scale the model to reach our wider community.

Our farming team has also experimented with organic vegetable cultivation and preparation of organic pesticides during the summer months to supplement income from mushroom cultivation. These efforts taught us valuable lessons, but have largely not been able to meet their incomes as compared to the high production and income-generating capacity of mushrooms in a short span of time.

Our Livelihood Development Model, Its Challenges & Opportunities

Our model radically moves away from the dominantly seen project-based approaches, where the onus is entirely on the individual or group to generate income and livelihood and the scope of an organisation is limited to impart training to farmers.



As an organisation, we have equal stake in a team of farmers to pilot and develop a viable business model and have been together along the way. In this process, we have faced several tumults and have learnt that developing an entrepreneurial mindset requires finding the right kind of people and that it is a slow-paced process which is entangled with intrinsic human motivations, personal issues, and overarchingly, the larger socio-economic-political fabric of life.

But at the end, it makes us happy to tangibly see that the team is able to produce mushrooms at a steady, regular pace and meet their incomes over the years. It makes us confident that this model is ripe to be introduced to the SHGs and the larger community in tea plantations and nearby villages.



Sumaru Mirdha, our mushroom farming lead seen in the mushroom farming shed & after a mushroom harvest



Handing over a batch of mushrooms for the Saras Mela, organised by ASRLM

Institution Building for a Grassroots Rural Organization

– Gaurav Sarma

“Building institutions is the beginning of the basis of power.”

– Aloysius Fernandez

As we are building a community-led, empowering rural institution, focusing on systematic institution-building becomes the backbone and basis upon which our work in education and livelihoods stands. This involves the practical steps we take as an organisation to execute our principles of action —

1. ***Empower communities*** directly disempowered by problems to become a part of the solution
2. ***Listen to communities*** to build empowerment movements mindfully of its ***inherent capability*** and ***capacity, scale of economy, pace of its culture***, and ***wisdom of its consciousness***
3. ***Develop ground-up and contextual***, which if required must be ***first-principles based, real-world-applicable practical systems and processes*** for:
 - ◆ Manifesting the coherent wisdom~skills of the individual~collective
 - ◆ Discipline of truth
 - ◆ Participatory processes

Building an institution led by the people themselves is key to break away from disempowering cycles and marginalisation that communities residing in the tea plantations have faced over generations. It is beyond the scope of this writing to delve into the nature of disempowerment and marginalisation and there is numerous academic literature which focus on this comprehensively¹.

We strongly believe that top-down approaches to development do not sustain beyond the project life-cycle because in most cases it is not coming from the people themselves and people are not empowered enough to take forward a vision beyond the withdrawal of the project. ***For us, ground-up community-led participatory processes are fundamental for long-term sustainability*** and this is where our work in building a formal school and livelihood initiatives rests.

Measurement of our Progress & its Framework

¹ Behal, R. P. (2014). One Hundred Years of Servitude: Political Economy of Tea Plantations in Colonial Assam. New Delhi: Tulika Books

We are measuring our work in institution-building through the parameters outlined in the Niranthara Program of Dhvani Foundation that we found to be a comprehensive and complete reference for the standardized domain of modern and compliant organization building, which can be broadly organized under the following sub domains:

- ◆ Compliance
- ◆ Finance & Accounting
- ◆ Governance
- ◆ HR
- ◆ Strategy & Leadership
- ◆ Communication & Fundraising (Marketing)
- ◆ MIS and Project Management.

This involves building on-the job knowledge, technical skills, as well as leadership capacities of our staff to develop and lead systems and processes for the organisation. It requires exceptional patience, trust, nurturing local wisdom and skills to consistently work at the pace of the communities and as leaders, act as a bridge that seeks not so much to reach the other end, but find the right balance between the communities and professional systems of work.

Our work in institution-building over the past year can be categorised into 3 broad themes:

Developing Systems & Processes for a Growing Organization, Decentralization, and Togetherness

After the churn in the initial years from 2019-2021, 2022 has been about stabilising our growing work towards decentralising & strengthening our ground-up leadership into different roles and programs i.e. Core Education, Management, Farming, Self-Help Groups, Student Resource Center, and because it is an equally fundamental & deliberate process to build from the ground-up, also Organization Development.

This involves undertaking the first strategic planning exercise spread over three days with 13 core leaders in May, 2022. The exercise made us all reflect through a S.W.O.T analysis and plan our work for the next 6 months² as well as agree upon timelines and responsibilities. This exercise of looking ahead was new for all of us as we were so immersed in the emergent day-to-day work of a young organisation and reflected a state of maturity to nurture a culture of planning and execution.

2 Strategic Planning Document: <https://docs.google.com/spreadsheets/d/1AHMNAsnTGuh9hpc11fCre4AyrwdlWjRCe/edit?usp=sharing&ouid=104802402703711601121&rtpof=true&sd=true>



A glimpse from our strategic planning exercise

Decentralisation of teams meant that because our work was growing, people and teams necessarily needed to work independently and also to effective degrees of isolation. To track the work of our growing teams, we started a system of weekly team meetings where each team came together to report their work to the Managing Trustee and plan for the next week. This also provided a space for all teams to learn about the work happening across verticals different from their own, like livelihood, farming, education. Use of e-mails, budgeting and reporting our work on spreadsheets is entirely new for a lot of us and being able to do so has been empowering for our team members and an important step towards institution-building.

While each team flowed in their respective channels of thought and action amid such emergent & effectively needed decentraliation, we simultaneously developed systems to cultivate togetherness and these included the morning circle³ with our children and all the staff coming together for community work each afternoon before the end of the day.



A glimpse of our morning circle

³ Our morning circle was featured in the editorial of the Wipro Foundation's magazine Samuhik Pahal (https://issuu.com/wiprofoundation/docs/samuhik_pahal_vol_3_issue_7).

Participatory Policy-Making

An important element in the development of our systems & processes has been the process of drafting and implementing our Personnel (HR) & Child Safeguarding Policies⁴. As noted below, the design process of both the policies involved a participatory approach and was drafted through a consultative process with all the staff members of the organisation

Personnel (HR) Policy

The Personnel (HR) Policy was drafted by the Programme & Operations Lead and presented to all employees for their feedback. The policy was finalised with the approval of the Board of Trustees. The policy aims to be a guiding document for smooth HR operations of the organization by laying down the human resource structure of the organisation and clauses such as categories of personnel, selection and recruitment, leaves, travel, termination, etc. for all employees. The policy also aims to give a sense of the overarching HR structure for anyone willing to engage with the organisation.



Consultative meetings to draft & review our Personnel (HR) Policy with staff

Child Safeguarding Policy

The process of drafting the Child Safeguarding Policy⁵ began with a presentation made by the Programme & Operations Lead to the staff of Karunar Kheti Trust to deliberate upon the broad ideas and principles of child rights, as laid out in the UNCRC, 1989. The presentation discussed the four (4) pillars of the UNCRC i.e. Right to Survival & Health, Right to Development, Right to Protection and Right to Participation which set out an agenda and need for a Child Safeguarding Policy in the context of the organization.

⁴ Both the policies can be accessed by clicking <https://drive.google.com/drive/folders/1PrqkFaXjNGpMbDfAbwzs-5jHEsCcb-Me4?usp=sharing>

⁵ The participatory ethos of the policy has been acknowledged by our grant partners, IDEa-the ant and KKT was invited to present the process followed in developing the policy during an online partner's meet held on 10th December, 2022.

Another round of discussion took place to decide on the provisions for implementation in the policy. The provisions laid out in the policy is a direct outcome of these discussions. All the staff members agreed that the policy would be an iterative process and will respond to the emerging needs of the organization which arise from directly working with children. Finally, the policy was presented to the School Management Committee (SMC) and was finalised with the approval of the Board of Trustees and SMC on December 22, 2022.



Presenting the Child Safeguarding Policy to our parents

Both the policies reflect our work and respond to our needs and requirements. ***We have made particular emphasis in drafting a policy that can be practically implemented in our context and has been a first step towards formalizing such processes, rules, and regulations.*** As a young team, we are in a learning phase now to make sure the policies are implemented in its true spirit.

Tested by Conflict & Strengthening Community Participation

In May and June 2022 when over a serious matter our school and organisation found itself embroiled in a deeply-rooted political conflict of prominent stakeholders of our community where attempts were made to use it as a leverage for making certain demands by one group to the other, the ethos of our community participation was anchored in an intense collective action led by our school/organization leaders, Board of Trustees, School Management Committee (SMC), parents of the school, members of the Self-Help Groups (SHGs) supported by our organization, and other general community members.

In this collective action churn, the allegations made were objectively analyzed on the basis of facts and reason in open meetings, while remaining in the warmth of a compassionate and even emotional understanding of matters that, arguably, cannot

always be encapsulated in the framework of facts & reason. Such processes of deliberation brought the community together to stand in our support by signing a petition composed of these very facts and reasons, which was then submitted to the Circle Officer of our administrative revenue circle.

Even as the turbulence of the conflict churned deep to divide people on the basis of misinformation & angst, our large-scale collective community response grounded in inclusivity, truth, and peace felt profoundly validating and powerful as it helped clear significant obfuscation, misunderstanding, and to effective degrees, even ill-will while enabling development of trusting relationships with and between the groups involved, thus, helping spread the vision & processes of peace and inclusivity of our organisation from our founder to the wider community.

Addition of New Board Members

As a community-based organisation, the voice of the community is central to the leadership and vision of the organisation. In this spirit, we have added four (4) new members into our Board of Trustees from the tea plantation community to our existing two (2) founding trustees. The leaders are representative of the people and have tremendous experience of working in the tea plantation, from pluckers to administrative staff.



Glimpse of a typical board meeting

Re-activation of School Management Committee (SMC)

We re-activated our School Management Committee (SMC) with 11 members in June, 2022. Our Community Relations Manager works directly with the SMC and seeks its support in matters such as conducting parent home visits, decisions pertaining to inability of some parents to pay the fees, teacher recruitments, etc. It has taken a lot of work to reach a stage where the SMC members not only feel empowered to speak

up during meetings but are also holding the school accountable on many issues.

Formation of a local *Poramorxor* (Advisory) Committee

We formed a local *Poramorxor* (Advisory) Committee on the advent of our 3rd Annual Day celebrations in October, 2022. The committee comprises 10 prominent members from our area such as teachers, social workers, and entrepreneurs. In hindsight, the process of finding potential members for the committee and the annual day celebrations helped us reach out to our community and a lot of people got to know about our school and organisation.

The first meeting of the committee to decide its scope and tenure was held in November, 2022, where the Head Teacher and Management Staff presented about the educational processes and management of the school. The objective behind forming the committee was to deepen the involvement of the community with the school as well as to take advice and feedback on the processes of the school.



Our Head Teacher shares about our educational values & pedagogy with prominent educationists from the area

Our Vision For a Way Forward

Our efforts in building a community-led institution is a seed that can be sown across the 803 tea plantations⁶ of Assam with around 1 million people whose livelihoods are directly dependent on the tea industry. Such an effort of empowering the communities who call the plantations their homes can be a step in the right direction to solve several looming challenges faced by the tea industry today which include declining profits, exacerbated by rising costs of production and climate change. This in turn has positive implications for improving the overall development indicators of the state, such as education, healthcare, which has fared poorly over the years.

6 See full list of tea plantations here: <https://ttwd.assam.gov.in/frontimpotentdata/list-of-tea-garden-at-assam>

Grateful Acknowledgement

Thank you for actively supporting our efforts to build a community-led institution & school.

Our Donors

(FY 2022 – 23)

Ameeta Hippalgaonkar

Aletta Reema Sequeira

Anoop Kumar

Arvind Kumar Khaitan

Avijit Singh

Col. Abhiram Bose

Kripal Pahuja

Major Rohit Lodha

Naina Sharma

Rekha Kumar

Somprova Nandy

Sudheendra Hangal

Yeshvi Srivastava

Yogendra Singh Bisht

Institutional Partners

IDEA-the ant (now Roots to Branches)

SSK Exports Limited

Sunbird Trust

Wipro Foundation

Our Board of Trustees

Khogan Patnayak (President)

Unoti Kondha (Vice-President)

Rajib Patra (Secretary)

Arjun Trivedi (Founding &

Managing Trustee)

Mineswar Dutta (Co-Founder

Trustee)

Tinamani Aarchid (Trustee)

Our School Management Committee

Rubi Boruah

Romesh Gamang

Junali Kondha

Dadul Saikia

Junmoni karmakar

Anita Bhumij

Nondeswar Guwala

Dilip Gogoi

Ciyen Nayak

Arjun Trivedi

Kailyani Patra

Our Architects

Uday Ranjan Goswami

Jayesh Ganesh

Our National Advisory Committee Members

Purnima Contractor

Gautam Baruah

Krishna Dutta Deka

Our Local Advisory Committee Members

Kashinath Patra

Dimbeswar Gogoi

Montu Gogoi

Rana Gogoi

Tushar Pal

Dinesh Sawra

Tarun Rajuwar

Achyut Gogoi

Sangita Gogoi

Arjun Trivedi

Our Staff

(FY 2022 – 23)

Arjun Trivedi

Arbash Ahmed

Banti Gogoi

Biru Nayak

Chein Nayak

Deba Nayak

Deepshikha Dutta

Deepshikha Khatoniar

Gaurav Sarma

Ghana Kanta Gogoi

Gunjan Patra

Jerina Nayak

Juli Gogoi

Junaki Rajuwar

Jyoti Kondha

Jyoti Topno

Kailyani Patra

Mahmuda Begum

Milina Dutta Sawra

Minakshi Mishra

Prasanta Baruah

Priyanka Rajak

Punam Nayak

Putoli Tandia

Ramen Prodhan

Rintimoni Pachani

Ritesh Nayak

Sagarika Karmakar

Sangita Gogoi

Sumaru Mirdha

Sunita Gorh Nayak

Swapnadeep Bhorali

Usha Tanti

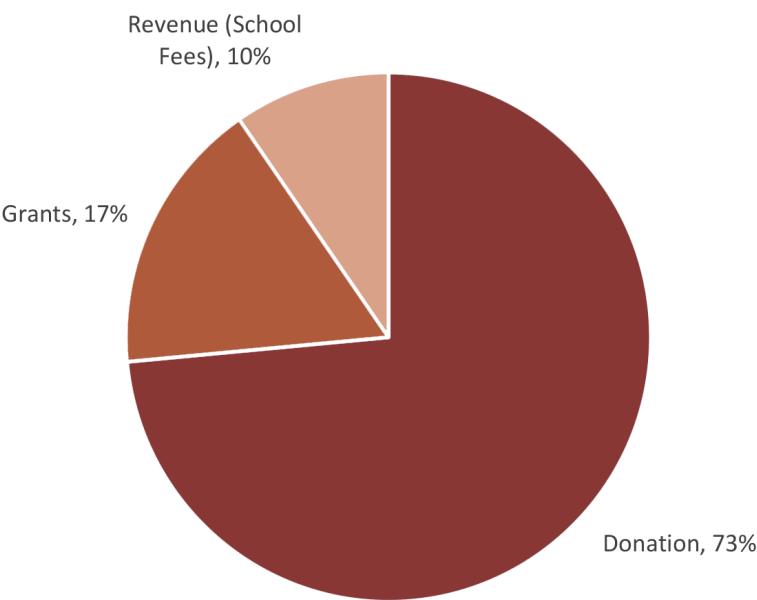
Yashmin Begum

Construction Crew

Pradip Singh and team

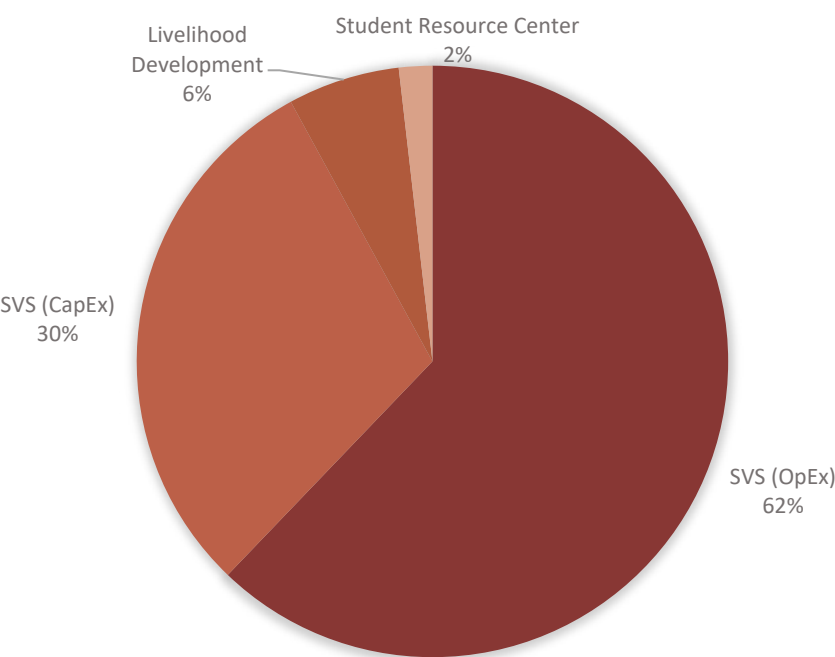
Financial Summary

Distribution of Income



Total Income	5714403
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Distribution of Expenses



Grand Expenses	5215401
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Audited Financial Summary

KARUNAR KHETI TRUST BOISAHABI TEA ESTATE, SELENGHAT, JORHAT - 785636

BALANCE SHEET AS ON 31.03.2023

Liabilities	Amount	Amount	Assets	Amount	Amount
Corpus Fund :			Fixed Assets :		
Contributed by Trustee (as per last a/c)	38,700.00		Building (under construction)	4,15,595.00	
Add :- During the year	0	38,700.00	(as per last a/c)	6,68,302.00	10,83,897.00
General Fund :			Add :- during the year	1,29,437.06	
As per last a/c	10,82,900.39		Furniture & Fixture (as per last a/c)	1,09,600.00	
Add :- Excess of Income over Expenditure			Add :- during the year	2,39,037.06	
during the year	15,77,378.39	26,60,278.78	Less :- Depreciation @10%	22,419.00	
TDS Payable		4,500.00	Fire Extinguisher (as per last a/c)	5,216.00	2,16,618.06
			Less :- Depreciation @15%	782	
			Printer (as per last a/c)	12,862.00	4,434.00
			Less :- Depreciation @ 40%	5,145.00	
			Laptop Computer (at cost)	4,68,800.04	7,717.00
			Less :- Depreciation @ 40%	1,87,520.00	
			Fan (at cost)	1,670.00	2,81,280.04
			Less :- Depreciation @ 15%	251	
			Musical Instruments (at cost)	30,190.00	1,419.00
			Less :- Depreciation @ 15%	4,529.00	
			Loans & Advances :		25,661.00
			Ms. Biju Sawra	5,500.00	
			Ms. Binoti Sawra	1,500.00	
			Sri Gunjan Patra	2,000.00	
			Ms. Junaki Rajwar	9,700.00	
			Ms. Jyoti Kondha	10,000.00	
			Sri Pitor Kondha	8,843.00	
			Sri Pradip Singh	20,000.00	
			Sri Ritesh Nayak	4,000.00	
			Sri Samaru Mirdha	15,450.00	
			Ms. Sangita Gogoi	10,000.00	
			Sri Swapnadeep Bharali	5,000.00	
			Sri Ramen Pradhan	6,000.00	
			Sri Himanshu Rajwar	1,000.00	
			Ms. Kalyani Patra	2,349.00	
			Sri Ramesh Gamang	76,213.00	
			Ms. Samaru Mirdha	14,700.00	
			Dhrubajyoti Gogoi	660	
			Fees Receivable from Students	1,58,467.00	1,92,915.00
			Closing Balances :		1,58,467.00
			Cash in hand	10,904.00	
			Cash at Bank		
			SBI, Teok ADB Br. A/c No 38790396599	7,20,166.68	
					7,31,070.68
Total -- Rs.		27,03,478.78	Total -- Rs.		27,03,478.78

AUDITOR'S REPORT

Signed in terms of our audit report of even date

For M.K.BARDOLOI & CO.,
Chartered Accountants
Firm Regn. No. :- 315123E

(M.K.BARDOLOI)

Sr. Partner
Membership No. :- 052300

Place :- Jorhat
Date :- 14.06.2023.

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON 31ST MARCH, 2023.

Expenditure	Amount	Amount	Income	Amount	Amount
By Revenue Expenditure : Selenghat Valley School Expenses			To Receipts : Grants-in-aids		
Staff salary (from A K Fund)	10,65,981.00		Received from Institute of Development		
Staff Salary	6,18,019.00		Action, Guwahati	6,35,000.00	
Staff Salary - Student Resource Cen	22,000.00		Grants from A K Fund for Staff Salary	10,46,290.00	
Tea & Refreshment	20,628.00		Grants from Sun-bird Trust	3,28,520.00	
Summer Camp Expenses	1,798.00		Grants from AK Khaitan	5,00,000.00	
School Infra Dev Expenses	4,23,058.00				25,09,810.00
Gardening Expenses	8,847.00		Public Donations & Subscriptions		
Printing & Stationery	6,804.00		Donations & subscriptions from public	26,27,589.04	
Audit Fees	54,980.00		Donation from Sudheendra Hangal	27,400.00	
Capacity Building Expenses	34,992.00				26,54,989.04
Travelling & Local Conveyance Expe	32,912.00		Collections from Students		
Repair & Maintenance	51,690.60		Admission Fees	2,28,500.00	
School First Aid Box	4,131.00		Monthly Fees	2,37,794.00	
Festival Celebration Expenses	14,871.00		Uniform, Stationery & Copy from Sponsors	35,954.00	
Travelling Allowance	1,79,274.81		Books Fees	47,356.00	
School Office Expenses	49,559.00				5,49,604.00
Books & Copy for Student	63,488.00		Other Receipts		
Staff Welfare expenses	72,253.00		Bank Interest	16,852.00	
Sports Activity Expenses	7,115.00		Reimbursement Received from IDA, Guwahati	3,610.00	
					20,462.00
Postage & Courier	2,291.00				
Community Outreach Activity Expenses	7,000.00				
Miscellaneous Expenses	7,001.00				
Capacity Development (SRC/Teachers	17,839.00				
School Uniform	37,550.00				
Medical Expenses	1,134.00				
Community Expenses	2,500.00				
Waste Management	17,704.00				
Sports Utility	21,160.00				
Nursery Infrastructure	15,959.00				
		28,62,539.41			
" Livelihood Development Programme					
Farming Expenses					
Farming Infrastructure	4,250.00				
Stipend (Farming)	61,784.00				
Local Conveyance	350				
Staff Salary	2,000.00				
		68,384.00			
" Mushroom Cultivation Expenses					
Local Conveyance	250				
Mushroom Infrastructure	11,636.00				
		11,886.00			
" Expenditure towards Sun-Bird Trust Fund					
Civil material Cost	81,910.00				
Ecological Waste Disposal Materials	58,600.00				
Main Toilet	89,300.00				
Toilet Fixture	9,870.00				
Consultancy Fees	40,500.00				
		2,80,180.00			
" IDeA Grant Expenses					
Farming Infrastructure (Agriculture)	2,400.00				
Capacity Development (SRC/Teachers	63,224.60				
TLM Expenses	34,598.64				
Conduct Joyfull Learning Season	13,100.00				
Mushroom Infra (Agriculture)	1,08,313.00				
Salary to Research and Capacity De	45,000.00				
Capacity Development (Livelihood)	38,500.00				
Salary to SHG Community Action	72,000.00				
Salary to SRC Facilitator	60,000.00				
Salary to Community Relation Manag	84,000.00				
Salary to Project Co-ordinator	1,20,000.00				
Office Stationery	36,715.00				
Livelihood Development (Stipend)	18,000.00				
Local Conveyance	18,000.00				
		7,13,851.24			
" Depreciation					
Furniture & Fixtures	22,419.00				
Fire Extinguisher	782				
Printer	5,145.00				
Laptop	1,87,520.00				
Fan	251				
Musical Instruments	4,529.00				
		2,20,646.00			
" Excess of Income over expenditures					
transferred to Balance Sheet		15,77,378.39			
Total -- Rs.		57,34,865.04		Total -- Rs.	57,34,865.04

AUDITOR'S REPORT

Signed in terms of our audit report of even date

**For M.K.BARDLOI & CO.,
Chartered Accountants
Firm Regn. No. :- 315123E**

-

**(M.K.BARDLOI)
Sr. Partner
Membership No. :- 052300**

Place :- Jorhat
Date :- 14.06.2023.

GET IN TOUCH

www.karunarkhetitrust.org

+91-6000963387

karunarkhetitrust@gmail.com



