

**Change Initiatives**

**Annual Report**

**2018-19**



## ***Change Initiatives***

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Change Initiatives is a Kolkata-based non-governmental organisation working in the areas education, employment generation and environment. We work mainly among women, children and youth. Our work has a strong focus on ICTs and we work on proven solutions to development problems — both of which help us to quickly achieve the desired results.



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# From the Desk of Secretary,

**Dear Partners in Development,**

It was a very difficult end to the year. As I write, Covid-19 is spreading rapidly across the country. India has gone into a complete lockdown since the last week of March, with devastating impact on the lives of the poor. Very soon Cyclone Amphan struck, causing immense damage to property. We have been extensively involved in relief work during this time. We will give more details on our activities in our next report.

The year gone by is significant for two reasons: We have moved out of Bengal to Assam and we have entered in the field of monitoring and evaluation (M&A). We have started our project to build sustainable careers in STEM in Assam. The project is similar to the work we have done among the women students of Kolkata colleges. The challenge is we will be doing the work in Guwahati based from Kolkata, which requires us to work in much greater details in the programme scheduling. While doing the work in Guwahati we will be more focussed in building the women's circles in colleges from the very beginning. The work has been impacted by Covid-19, but we have decided to move our activities to Zoom.

The other major area of work is merger and evaluation. We have done M&A work for the Common Service Centre in evaluating their programme on Digital Literacy for the ministry of minority affairs. We realised the similarities of the challenges we face while doing our work. Our Digital Literacy programming is doing very well and we have developed the Hub and Spoke Model to generate greater numbers.

We are also embarking on a new project called FARM. Farmers will be able to predict crop output using artificial intelligence. We are upbeat on the prospects of project.

Our school project Kisholoy has grown bigger in scope. We are introducing new learning methods and expanding the scope of our extra-curricular activities. We have teamed up with the alumni of IIT Chennai for online career counselling among school children in remote rural regions of West Bengal.

All in well it has been a very satisfying year. I owe a huge debt of gratitude to our principal stakeholders: the women, the youth and students in our projects who have made the journey such fruitful. We acknowledge the contribution of our donors, without whose support nothing can be done. Finally, a debt of gratitude to our well-wishers who have mad the journey such an exciting one.

**Mr Suryatirtha Ray ( Secretary, Honorary)**



## Board Members 2019-2020

Name of the Board Member	Designation	Gender	Age	Profession
Sibaji Roy	President (Honorary)	Male	82	Advocate
Dr Mukul Mukherjee	Vice -President (Honorary)	Female	80	Retired professor in Economics, Delhi University. Guest lecturer in Calcutta University and Jadavpur University (Women's Studies)
Mr Suryatirtha Ray	Secretary (Honorary)	Male	51	Journalist. MA in Economics from Delhi School of Economics.
Ms Sumita Mondal	Treasurer (Honorary)	Female	46	Service. M.Com Calcutta University
Dr Sarmistha Banik	Member (Honorary)	Female	44	Assistant Professor Physics. BITS Pilani.
Mr Soumen Gupta	Members (Honorary)	Male	52	Cost accountant
Mrs Sanghamitra Majumder	Member (Honorary)	Female	47	Service. M.Sc Economics. Calcutta University
Mrs Sujata Chatterjee	Member (Honorary)	Female	65	B.Sc. Former Education worker in UK

### Relationship between Board Members:

Name of the Board Member	Name of the other Board Member	Nature of Relationship
Mr Sibaji Roy	Mr Suryatirtha Ray	Father and son



# ***About Change Initiatives***

Change Initiatives mission is to promote learning so that everyone lives a life of dignity, is capable of exercising choices that affect their well-being, contributes to the society and nurtures the environment.

Our objectives are

a) providing after-school education to poor children and engaging in their mental development as well as interacting with their parents and community. b) offering skill-development training to young boys and girls and the youth c) mentoring the youth for entrepreneurship and d) empowering communities and the vulnerable through awareness and counseling on social issues, gender and the environment

## **Strategies:**

a) Implementing proven solutions in development that are based on the principles of evidence-based approach to poverty reduction

b) Use ICTs and proven ICT- based solutions to development as they accelerate development outcomes and impact

c) Set up human development centres as a single place to carry out all community development activities besides being a meeting place for women, children and youth.

## **Principles:**

Work among the vulnerable sections of the society — women, youth, children, the aged and the disabled



# Annual Report 2018-19

## CAPGEMINI DIGITAL LITERACY CENTER

Project Name	Target Group	Location	Target Number	Number Achieved	Funding Agency
Capgemini Digital Literacy Mission	14 to 60 Years	Kolkata	1250	1312	Capgemini India

Change Initiatives is in the second phase of its digital literacy programme with the support of Capgemini. The second phase started in December 2017 and went on till November. The centre is located at Muchibajar, near Ultadanga railway station. The centre has six computers all of them connected to the internet and training takes place six days a week.

We successfully completed the target to enrol 1250 in digital literacy. We won an award at the Capgemini PDF for mobilisation in digital literacy. The problem which was faced in the first quarter related to convincing women to join the training session is now been sorted out to great extent.

Many mothers have accompanied their wards to the classes and have successfully completed their training along with examination. Some of the women have brought in their sisters, relatives or even their neighbours for the same. Slowly the awkwardness among the female students related to handling and usage of computer is subsiding. Hence the more female students are approaching the centre.

The first phase of the digital literacy programme was undertaken at Rajarhat, where we met with resounding success. Our target was to enrol 1,250 in digital literacy, whereas we trained 1,418, much in excess of the target and much ahead of schedule. Last year, we had partnered Nasscom Foundation and the programme was supported by Capgemini.

The next plan of action was to change the location so as to target a new set of audience.

We did a survey of various locations and we found Muchibajar would be the most appropriate. The area mainly consists of slum dwellers and migrant workers. From our needs assessment survey, we found there was no low-cost computer training centre in the vicinity.



The centre, located at Ariff Road, Muchibajar, was inaugurated on December 5, 2017, in the presence of senior Capgemini officials, local councillor and borough chairman Anindya Kishor Routh, and local residents.

The mobilization work started immediately with door to door visit at local slum areas and meeting local clubs.

The local community has responded enthusiastically to the project. Many of them has made arrangements for our members to visit the most remote places. Our main focus is to reach and spread awareness about Digital literacy to as many women, children, youth and other disadvantaged sections of society as possible.

Simultaneously, the schools which have participated in the digital literacy project in the first phase have been approached once again, and we have already finished training in a school. A library was inaugurated in March. The trainees can now access books to gain knowledge as well as to acquire information in areas of interest

The National Digital Literacy Mission (NDLM) programme aims at creating at least a digitally literate and empowered person per household in India. The program would not only bridge the digital divide existing within the country but would also empower its beneficiaries to adopt internet technology for their day to day living.

### **Objectives of NDLM**

- To empower communities with capacity building & training programs and make them digitally literate using ICT as an outreach platform
- To create an opportunity for collaboration of industry bodies to enhance digital literacy in the country
- To facilitate deployment of rural citizen services through digital means thus reducing frictional losses suffered by under-served communities in trying to meet their basic human needs target group

The NDLM centers aim primarily to engage citizens in diverse age groups in diverse communities across India to significantly impact human development indices. Women, youth and children in urban, semi urban & rural communities will be the primary target groups.

Each NDLM center will be housed in a unique community, and the idea is to extend the outreach to the whole community to bridge the digital divide.

We have now covered the entire community at Muchibajar. We will now shift from Muchibajar and are looking for alternative premises. We have found one near Beliaghata.



# KISHOLOY

Location	Target Group	Number Achieved	Funding
Panchanantala, Kolkata	3 to 10 Years	75	Indira Kanjilal & Biswajil Kanjilal, Change Initiatives own funding
Madandanga and Kantabele Village, Nadia District	3 to Youth	600	Local Donation, Sumita Basu Community Foundation, US Change Initiatives own funding
Ranaghat, Nadia	4 to Youth	45	Community Foundation, US
Canning, South 24 PGS	4 to Youth	90	Community Foundation, US

The Kisholoy project is into its 10th year. This was a crucial year. We had opened a new centre at Panchanantala last year where we have taken under our wings children of Panchanantala Prathamik Shishu Vidyalaya. We have expanded our activities at Panchanantala and our Madandanga and Kantabele centres in Kalyani as well as at Canning in Sundarbans and at Niharika Primary School in Ranaghat.

In 2018 at Panchanantala we mostly intervened in the teacher's salary raise, getting infrastructure together, making it outwardly a Happy School.

In 2019 we chalked out a learning map to help the children with reading, writing and basic numbers. In April 2019, we formed a WhatsApp group of all the volunteers and discussed unique learning methods.

We began to follow the TARL learning model — Teaching At the Right Level. We divided the students of 2, 3 and 4 based on their abilities and skills and began working in small groups with a lot of individual attention. We also kept progress reports of the kids, being amazed at their talent in reading, writing, maths, craft, drawing and also their ability to perform Sukumar Ray's nonsense poems. These talents were well recognised indeed. Reading involved English words, letters, paragraphs and then a short story.

Madandanga and Kantabele, near Kalyani, which is about 60km from Kolkata, are the places where Kisholoy started In 2009. Our efforts at making the project a community-led initiatives have given good results. The number of children enrolled in our remedial classes have jumped this year. The classes are held six days a week in the morning and afternoon. We are thankful to the family of Parveen Babi for understanding the importance of holding classes at community





places. Parveen herself takes the classes, efficiently teaching and managing her wards who studies from Prep to Class IV and their ages are in the range of three-plus to Class X t Class XII.

We are happy to say that many of our early students are doing very well in life. We are extremely proud of Ashique Mondal. He has set aup an ICT centre in his village. He also works as a data entry operator at the local panchayat.

At our extra-curricular classes Piya Khatun stood out for her drawing skills. We decided to sponsor her advanced classes in drawing. She in trun holds drawaig classes in her villagage.

We must mention Riziya Khatun as well, who has been with us for more than five years. Riziya did very well in her Bengali (Honours) exam. She is very good at recitation. She also holds recitation classes among the children.

Kisholoy has never been just about remedial classes. The thrust has always been on the mental enrichment of the children. Along with regular classes, we have held extra-curricular classes as well in drama, dance and poetry. We also celebrate important national days such as Republic Day, Independence Day, Teachers Day and Children's Day.

As part of the programme, we work separately with boys and girls studying in Class IX and Class X to college. We support their studies and guide them on their careers.

Madandanga & Kantabele is all about Shikha Ghosh, our field co-ordinator. Everyday she visits the families of the children, ask them about how the studies of the child are going. Engages herself with the older boys and girls, asks them about their problems in their studies and how they can be redressed.

Kisholoy Panchanantala is into its second year. The challenges to schooling in villages such as Madandanga and Kantabele are entirely different than at the Panchanantala slum. The problem was the lack of facilities in villages. But in the slums it has more to do with the social milieu. Families at the slums are riven with internal tensions which have an effect on the children. The external environment at the slums are not conducive to children, with anti-social activities common. Besides, the children confront inequality on a daily: they live in 8\*8 rooms, while they are surrounded by high rises.

Within this mileu, the Panchanantala Prathamik Shishu Vidyalaya operates. Young boy Robi. His father is an alcoholic and his parents fight everyday at home. Robi comes to school. Our story is of Payel who comes to school without breakfast. It is about Sanjit who stays with his grandmother and meets his mother once a month. The children comes to our classes.



Mention should be made of our young batch of volunteers led by Vineet and Sanmoyee. They imbue in the children the concept of Fun Learning, all the while enriching themselves personally.

The Niharika Primary School at Ranaghat has 45 students. The children are making steady progress. The school has a very good library, which is getting augmented with books. We hold teacher's training programmes. We have held trainings on the Dutch learning system with them. The children have proved to be very eager learners. We are very satisfied with the progress at the school.

Our centre at Canning, Sunderban is also doing very well. As many as 100 students are taking remedial classes. The students are all first-generation learners. Their parents are involved in non-farm activities such as pisciculture and honey. There are many tiger widows in the region whose children come to us to study. We had set up a hostel at Canning, which is now taking up inmates. The challenges at Canning are quite different from Madandanga and Kantabele. They are defined by the inhospitable geography of the region.

At our human development centre in Canning, South 24-Parganas, the hostel for children is taking inmates. Here we offer remedial classes to 100 children. They are all first-generation learners. Their parents are involved in aquaculture and in collecting honey from the jungles of Sundarbans. Some of their family-members have been eaten by tigers. The students are also given health check-ups by doctors of the local community hospital.

The challenges we have faced in the villages of Madandanga and Kantabele are different from the difficulties encountered by the young children at Panchanantala slum. The children come from not only deprived homes but also their families are marked by domestic violence. More importantly, the children all around are surrounded by the affluence of multi-storied apartment complexes and shopping malls, heightening their deprivation. The story is about Robi, whose mother works as a domestic help to support her family of five, whose father is an alcoholic and refuses to work; it is about Payel, who has two other siblings whom her mother is struggling to feed, and so she comes to school in the morning without breakfast; it is about Sanjit, who is growing up with his old grandmother getting to see his mother may be once a month. He is extremely intelligent and yet cannot concentrate on his studies because of the constant reminder of the fact that his father left them to fend for themselves, leading to attention-deficiency and delinquency in his work.

Kisholoy Panchanantala is about these little kids and others of varying age groups who live in this sprawling urban slum in their 10 X 10 rooms and yearn for a life like other affluent kids who



live in the high-rises around them. Every child has a right to be in school. Unfortunately, even today in India there are a number of children who stay away.

The parents find this pre-school a haven for a few hours as it is close to their houses, where they are safe when they go out to work. Panchanantala Shishu Prathamik Vidyapith started off as a small school on 23rd January, 1977 with just a handful of kids. We started working with the children and intervening in their method of studies in 2017 with 40 kids. This year there are 75 students of varied age groups, in Classes KG (1&2), I, II, III and IV and six teachers.

We focused on improving the infrastructure in the school, offered them cleaner (waste paper baskets in every room), brighter classrooms (painted the big hall), replaced the much-used benches with new ones, brought in improved learning methods (activity-based learning tools, audio-visual aids, poetry and singing classes, practical science classes, craft classes, began leadership skill lessons) and the results have been quite overwhelming. We can only provide nutritious breakfast now once a week but we wish to extend that to at least twice a week.

We have begun an intensive project in the slum to create a database for every child (to try to understand his or her causes of deficiencies), update their health cards. We plan to identify and work on these to improve their health and learning capabilities. We have begun intensive house surveys and each story is a revelation.

We plan to identify the potential learners and track them further through junior and senior school, so that they are not lost.

Next year will also be a year when we want to finish our creation of the Happy School concept – to brighten up the classrooms, give them healthy lifestyle with more focus on learning life skills and developing their hobbies. Our children will be the beacons which will pave the way for a happier, healthier generation of learners.



# WOMEN IN STEM: BUILDING SUSTAINABLE CAREERS

Project Name	Target Group	Location	Target Number	Number Achieved	Funding Agency
Women in STEM. Building sustainable careers	Students studying B.Sc (Hons) courses	Kolkata	28	28	American Embassy New Delhi

The project aims to build a platform for women to pursue careers in the traditionally male-dominated areas of STEM (Science, Technology, Engineering and Mathematics) — through mentoring, exchange of experiences and the setting up of career support groups.

Under this project Change Initiatives with the support of the American Centre, Kolkata, is mentoring 28 women undergraduate students from seven colleges of Kolkata and Howrah in West Bengal, to build sustainable careers in STEM.

- **First Step of the Project: Selection of Participants**

1. Starting from September 13, 2018 till October 6, 2018, a questionnaire was administered to almost 300 women undergraduate students pursuing STEM subjects in eight colleges in Kolkata and Howrah.

2. We have selected around 70 students, based on the quality of their answers in the questionnaire.

3. Then we have shortlisted 28 students from those 70 selected students from the first round of screening. A one-day selection process was held at the NITTTR, Kolkata, on November 10, 2018. The 70 were divided into groups of three. A group discussion was first held followed by one-on-one interviews. The students were tested on their attitude towards their STEM careers and on their personality traits. The final selection took place on that day.

- **Second Step of the Project: 16 Mentoring Workshops and Virtual Sessions**

**Workshop 1:** The first mentoring session on STEM started on November 16, 2018. It was conducted by our Chief Executive Coach Mr Anamitra Chatterjee. As it was the opening session,



so there were guest speakers on behalf of American Centre - Jay Treloar, The Deputy Director and Divya Bajaj, The Program Head. After that Mr. Chatterjee gave introduction to the project. His content of that workshop was "Limiting Belief". There was a group activity called Square Game and some videos were also shown. This session helped the participants feel comfortable and to encourage them to look forward to the agenda for the STEM Program. They became aware of their self-esteem and capabilities.

**Workshop 2:** It was held on 17<sup>th</sup> November, 2018. The 2<sup>nd</sup> one was also conducted by Mr. Anamitra Chatterjee. This session's content was "Team Building". Another group activity was there called "Planks Activity". And Tree (Boy) Video was played. Students became aware of what it means to have a career path. Important to focus on present but keeping the final goal in mind. The importance of taking the first step. Group activities promoted problem solving with team-building framework.

**Workshop 3:** It was held on 24<sup>th</sup> November, 2018. The session was conducted by "EbongAlap" Team led by one of our mentors Anamitra Mukherjee. The content of the session was Evolution of the role of Women in STEM down the years. It was an interactive session through PPT and discussions. Participants were inspired by the journey of the women in STEM. Session focused on participants coming out of their inhibitions and speaking up about themselves as individuals, part of family and society, as well as being a STEM student.

**Workshop 4:** It was held on 1<sup>st</sup> December, 2018. The session was conducted by Dr Habiba Hussain, one of our mentors. Contents of the session were Behavioural Drivers & Maslow and Inspirational Speech by IndraNooyi. It was conducted through PPT and Discussions and video. This was a Self-awareness session where students got to know about the implicit biases within themselves that limit their abilities.

**Workshop 5:** It was held on 8<sup>th</sup> December 2018. Mentor of the session was Anamitra Mukherjee from "Ebong Alap". Content of the session was Self-identity, Gender & STEM stereotyping. It was conducted through group activities and presentations by the participants. Through this session participants became aware of the difference between sex and gender and what to do to break the gender stereotyping of the society

**Workshop 6:** It was held on 15<sup>th</sup> December 2018. Mentor of the session was Anamitra Mukherjee from "EbongAlap". The content of the session was Patriarchy & Power Dynamics. It was conducted through PPT and discussions, Story Telling and Group Activities. Students got to know what is power and about the patriarchal power and learnt how to become confident to be powerful. There was also a guest speaker on that day, Dr Atreyi Dasgupta, Baylor College of Medicine, Texas. Participants were motivated by the journey of the speaker to build a sustainable STEM career and get informed about the obstacles faced at the workplace and how to overcome them.



**Workshop 7:** It was held on 22nd December 2018. The session was conducted by our Mentor Mr. Anamitra Chatterjee. Content was Mentoring A Butterfly. It was conducted through a PPT and discussion. Participants get to know about the difference between mentoring and guidance. But on that day the main speaker was Ms Radha Basu, CEO, iMerit Technology Services, to discuss Career Building and Leadership in an age of Technology & Transparency. Participants were motivated by the journey of the speaker to build a sustainable STEM career and inspired to take risk and step out of their comfort zones for career building.

**Workshop 8:** It was held on 4th January, 2019. It was conducted by our mentor Anamitra Mukherjee from "Ebong Alap". The content of the session was Sexual Harassment at Workplace. It was conducted through PPT and Discussions, Group Activities on case studies. Participants became aware of the sexual harassment at workplace. On that day there was another guest speaker Arpita Saha of Georgia Southern University who shared her personal journey in STEM Career and discuss about the current situation of the working women in USA. Students were inspired by the experience of the speaker to build a STEM career.

**Workshop 9:** It was held on 11th January 2019. The session was conducted by our mentor Mr Anamitra Chatterjee. The content of the session was Career Leader Inventory. It was conducted through some worksheets. The session was focused on a game environment - student's evaluation of her leadership abilities. Students made aware of various leadership attributes and assessed herself according to a global standard prepared by the Global Behaviour and Organisational Effective Project of the University of Pennsylvania.

**Virtual Session 1:** This was held on the same date, 11th January, 2019. The session was conducted virtually through video chat by Ms. Deveeshree Nayak from USA. It was aimed to intimate the students about the Struggle of a student in her higher studies and carrier making. Shared her personal journey in her higher studies and Career building in US. Deveeshree encouraged students to make their sustainable career and shared many information about higher studies options in USA and India. Students were inspired by the journey of the speaker to build STEM career and get well informed about different sites from where they can get to know about the higher studies abroad.

**Workshop 10:** It was held on 2nd February 2019. The session was conducted by our mentor Dr. Habiba Hussain. The content of the session was self-awareness. She conducted the session through PPT, Story Telling, Maintaining Daily Journal, Writing about other participant's admirable qualities, writing participant's own story on posters etc. This session helped the students to defining self-identity, building self-concept, moving further towards goal achievement.

**Virtual Session 2:** A virtual session also held on 2nd February conducted by Ms Kuheli Sai through video chat. She shared her personal journey in her higher studies and Career building in US. This session encouraged students to make their sustainable career and shared many



information about higher studies options in USA and India. Inspired by the journey of the speaker to build STEM career.

**Workshop 11:** It was held on 16th February 2019. It was conducted by one of our mentor Rupa Misra. The content of the session was The (Technology) Industry perspective, The Professional Perspective and The Personal Perspective. This was conducted through PPT, Individual presentation of each participant about how the previous sessions change their role models. The outcome of the session was that the participants came to know about:

What will their career need?

1. Self- Belief
2. Challenge The Status Quo
3. Persistence /Resilience /Stay the Course
4. Adaptability /Flexibility
5. Learning to learn
6. Communication & Networking
7. Build a Value System
8. Leverage Internet Resources, Social Networks, Digital Media

There was another session conducted by USEIF which demonstrated to the participants about the

5 Steps To Study In US:

1. Research Your Options
2. Finance Your Studies
3. Complete Your Application
4. Apply For Your Student Visa
5. Prepare For Your Departure

**Workshop 12:** It was held on 23rd February 2019. This session was conducted by one of our mentors Saira Stephanos. The content of the session was Thinking Out Of The Box : Creativity and Brain Dynamics. The session included PPT, Motivational Videos on women in STEM , Brain Exercises and Group Activities to develop creativity (Making tallest tower using spaghetti and strings). Through this session participants came to know about What is creativity, why we need creativity, how to develop creativity and what are the roadblocks to creativity.

**Virtual Session 3:** It was conducted on the same date, 23rd February, 2019 by Chhavi Yadav through video chat. She shared her personal journey in her higher studies and career building in US. This session encouraged students to make their sustainable career and shared many information about higher studies options in USA and India. Inspired by the journey of the speaker to build STEM career.

**Workshop 13:** It was held on 2nd March 2019. The mentor of the session was Saira Stephanos. The content was Creative Problem Solving. It was conducted through PPT, Video on Creative



Problem Solving, Assigning group work (Poster Making to solving problem of Biodiversity of today's world), Filling questionnaire on Biodiversity. The participants became aware of Creative problem solving:

1. Defining the problem
2. Data finding and information gathering
3. Redefining the problem based on information collected and goal or objective oriented
4. Idea finding /creative phase
5. Evaluation
6. Implementation

**Virtual Session 4:** It was conducted on the same date, 2<sup>nd</sup> March, 2019 by Alekhya Velagapudi through video chat. She shared her personal journey in her higher studies and Career building in US. This session encouraged students to make their sustainable career and shared many information about higher studies options in USA and India. Also shared some tips how to cope up with the new environment and food habits etc. Inspired by the journey of the speaker to build STEM career.

**Workshop 14:** It was held on 16th March 2019. It was conducted by our mentor SairaStephanos. The content of the session was Creative Problem Solving. It was conducted through Poster Presentations by Five groups of participants. Each group made and presented posters to explain how they can creatively find solution a problem and can implement it. Here they presented the solutions to fix the problems of Biodiversity. On that day, Eugene Bae from U S Embassy, New Delhi was present there and gave a speech through which he provided the participants some messages as follows:

a) Important Lessons from STEM:

Ask the right question

Define the system

Collect your own data

Have a Plan B for the Worst Case Scenario

b) Some Unsolicited Career Advice:

Follow Your Passions,

Establish Communities and Build Networks.

Seek out like-minded colleagues.

Give Back to the Community.





## Nabanna

Nabanna is our women empowerment programme. We promote sustainable micro-enterprises under the programme. This year we broke new grounds: we ventured into the Sunderbans with our ICT-based enterprises for women. We are incubating a women's ICT-based enterprise in the Bali Island of the Sunderbans. We are working among Disha a women's group working against violence against women in the island.

A group of five women have set up a training enterprise for school-children. There is a great demand among the students but there are limited training opportunities in the Bali Island. The island is 45 minutes by boat from mainland West Bengal. The ferry service is also not regular. The Disha training school has therefore met a great unmet demand.

The centre is doing very well with the five women entrepreneurs taking turns in shifts to teach the students. They are being taught basics such as word and the internet. The women of Disha is now planning to diversify their services to DTP operations.

Change Initiatives on its part have mentored the women on the challenges of entrepreneurship. The region suffers from power cuts which hampers their training. We have provided them a generator on loan.

We had followed a similar strategy when we incubated Digital Graphics in South 24-Parganas. We had provided the women of Digital Graphics a printer on loan, which was paid back. Digital Graphics is successfully continuing its operations. They have diversified from training to DTP operations and have used the extra space for small retail operations as well.

We have seen there are lot of women with drive and determination to set up enterprises. the challenge is to find them and mentor them so that they do not lose heart.

ICT has always been at the heart of our Nabanna programme. We have trained more than 5,000 women across West Bengal in computer basics including panchayat leaders and SHG leaders. We have carried out various information dissemination exercise through our local information network model that has won an award at the World Summit of Information Society, Geneva.

Now many women have taken our digital literacy course and are doing very well in their careers.



## Basudha (Environment)

Basudha: The challenges to the environment have undergone a marked shift since we started our environment campaign Basudha. Climate change has become a pressing issue across the world and accordingly we have to modify our environment programme. All activities need to be brought under a umbrella activity: fight climate change. This has given a better direction and focus to our environment programme. The environment activities continue to be undertaken with Sabuj Mancha, a group of 40 NGOs from Kolkata who are fighting various environment issues. We continued with our anti-plastic campaign as well as the campaign against sound pollution and the use of harmful paints in the use of idols. During Diwali we continue to monitor the sound levels at various places of Kolkata and reported it to the police who took appropriate action.



## Financial Brief Report

- **Total income & expenditure of the Change Initiatives in last three years (as per audited accounts).**

Years (last three years)	2018-19	2017-18	2016-17
Total Income	20,31,654	9,30,228	765,777.61
Total Expenditure	19,04,077	7,80,716	804,619.50
Deficit			38,841.89
Surplus	1,27,577	1,49,152	

- **Annual Receipts of the organization: (receipts are the total money received by a Change Initiatives in a year) for the above 3 years**

### 1. On the basis of source

RECEIPTS (for last three Financial Year)	2018-19	2017-18	2016-17
Self Generated (fees/ subscriptions/ interest/ community contributions etc)	36,455	46,343	32,630
Donations from Indian individuals	28,000	20,000	32,000
Donations from foreign individuals (under FCRA)			
Grants from Indian sources (trusts/ govt/ companies/ foundations)	9,90,143	4,24,347	
Grants from International sources (under FCRA)	15,20,802	4,31,322	6,50,898
<b>TOTAL RECEIPTS</b>	<b>25,75,400</b>	<b>9,22,012</b>	<b>7,15,528</b>



## 2. On the basis of programmes/projects

RECEIPTS (for last three Financial Year)	2018-19	2017-18	2016-17
For general/office costs (here you can mention unconditional funding received which can be used by the VO for any purpose)	64,455	66,343	
Project 1 (Kisholoy)	3,73,102	2,17,422	2,62,398
Project 2 (NDLM)	9,90,143	6,38,247	4,27,800
Project 3 (STEM)	11,47,700		
Project 4 (Content)			25,330
<b>TOTAL RECEIPTS</b>	<b>25,75,400</b>	<b>9,22,012</b>	<b>7,15,528</b>

- The expenses incurred in main projects/programmes conducted in last three years, along with the locations.

Expenses incurred (for last three Financial Year)	2018-19		2017-18		2016-17	
	Amount (in Rs)	Site/location	Amount (in Rs)	Site/location	Amount (in Rs)	Site/location
Project 1 (Kisholoy)	2,76,245	Kalyani, Ranaghat (Nadia district), Canning (S 24- Pps)	3,70,443	Kalyani, Ranaghat (Nadia district) Canning. Panchanantala, Kolkata	1,97,040	Kalyani, Ranaghat (Nadia district), Canning (South 24-Parganas
Project 2 (Nabanna)	33,975	Joka (North 24- Parganas), Kalyani, Bali Island, Sunderban	56,500	Joka (North 24- Parganas), Kalyani		
Project 3 (NDLM)	9,35,230	Muchibajar (Kolkata)	2,46,509	Muchibajar (Ultadanga)	5,30,342	Rajarhat, Kolkata
Project 4 (Basudha)	11,200	Kolkata	8,000	Kolkata	5,000	Kolkata
Project 5 (STEM)	5,63,510	Kolkata				



## PROCUREMENT POLICY and ACCOUNTING GUIDELINES

**These guidelines are to be complied with while procuring, spending and accounting for the grant received. These guidelines are applicable with immediate effect. (15 September 2017)**

The procurement list should be placed before the Executive Committee (Secretary, Treasurer and Director) who will decide the mode of procurement in each case and approve the same.

### **Capital Expenditure**

**While purchasing any Fixed Assets (FA) above Rs. 20,000/-(Rupees twenty thousand only), the following points are to be ensured:**

- Obtain the quotations from at least 3 vendors.
- Such quotation should be for the same type of asset with same configurations to be considered valid.
- Management should approve the purchase of FA by selecting the lowest quotation. In case lowest quotation is not selected, the reason for choosing any other quote must be recorded in writing.
- The purchase must be supported with an invoice which must contain the name of purchasing organization. GST bill must.
- Further, Invoice should contain the serial number, brand, and other particulars of the asset purchased for their unique identification.
- Furthermore, invoice should be dated and contain the name of the party to whom it is issued, invoice no. and signature of the vendor/company.
- The invoice received from the vendor should be in agreement with the Purchase Order and / or the quotations issued.
- The purchase should be as per the budgeted amount. In special case seek an approval from Executive Committee.

**• Fixed Assets Records/Register should be maintained and should contain the following details:**

- Item wise details of all the fixed assets:
  1. S. No of the assets
  2. Name of the vendor
  3. Date of purchase of asset



4. Type of assets Example: Computer
5. Description of Asset – Example: LG Computer i5 3rd Gen.
6. Location of Asset
7. User of Asset
8. Value of asset purchased
9. Asset code – Each Asset should be allotted a Unique code for identification

**Sample format for FAR is provided below:**

S. No of the assets	Asset code	Name of the vendor	Date of purchase of asset	Type of assets	Description of Asset	Location of Asset	User of Asset	Value of asset purchased
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**• Mode of payment:**

- Any cash purchases exceeding Rs. 5,000/- shall not be allowed; in special case seek an approval from EC.
- Any payment for an asset purchase above Rs. 5,000/-, must be made through Chq/ DD/ NEFT or any other banking method.
- The payments should only be from the bank account of the organization.

**• Location of asset:**

- Assets purchased should belong to that location only for which it is purchased.
- Physical verification should be done by the member of Governing body once in a year and the report of it should be made and kept as an audit trail. Such report should mention that the asset located at the center are in working condition or not and if not, the reason for it.
- In some cases where fixed assets are usually taken to other places, such movement should be authorized and documented by the authority. A register for asset movement should be kept for the purposes.

**Operating Expenses**

Operating expenses include the office running expenses like Rent of the center, Housekeeping charges, Internet expenses, Salaries of Project staff, Travelling expenses and other related expenses.

The following general points are to be ensured while spending the fund: -

- Expenses will be allowed only if incurred during the period of the project.



- All the operating expenses should be supported with the proper invoices  
Payment of expenses should be made through Bank Account of the organization and no cash payments of any expense exceeding Rs.5, 000/- shall be allowed for any project head. This limit, however, is subject to other disallowance for salaries / rent etc. The purchases made in Cash would be excluded from the acceptable fund utilization.
- Reimbursements should be made only after authorization from the relevant authority and should be supported with the bills wherever practicable.
- If the bills received are in regional language, the contents of the invoice should be translated in the English language through hand written interpretation on the invoice and should be attached to the invoice.
- **Salary / Contractual Employment:**
  1. In case of the employees are on payroll, their appointment should be supported by the Employment Agreement. These must be signed by the authorized signatory of the organization and must be accepted by these staff.
  2. In case the employees are on contractual basis (and not as employee), their appointment must be documented before their start of work in the form of a written Contract. These must be signed by the authorized signatory of the organization and must be accepted by these staff.
  3. The remuneration/ salaries paid should be in agreement with the contract entered and should be paid only through normal banking channel such as Crossed chq/ DD/ NEFT etc. No payment through bearer cheque is allowed.
  4. Attendance of staff should be maintained at the office in the form of Attendance Registers and should be verified at the time of making the payment.
  5. Leaves should be authorized from the appropriate authority and relevant leave records should be maintained at the center.
- **Rent:**
  1. A valid lease agreement should be entered into for the office and project office.
  2. Payment of rent should be made according to the rent agreement entered and should be paid only through the normal banking channel such as Crossed Chq/ DD/ NEFT, and should be paid to account of the landlord only. No payment through bearer cheque is allowed.
  3. Rent receipts may be collected from the landlord.



## List of Partners

**UNESCO, Social & Human Science Sector, Paris**

**UNESCO, Communications & Information Sector, New Delhi**

**Department for International Development (DFID)**

**European Union**

**United Nations Economic and Social Commission for Asia and the Pacific**

**IDPM, University of Manchester, United Kingdom**

**Natural Resources Institute, University of Greenwich, UK**

**InfoBridge Foundation, the Netherlands**

**Radboud University, the Netherlands**

**WeForHope, USA**

**Community Foundation, USA**

**DIT, India**

**IT Dep, West Bengal**

**WEBEL**

**Centre for Advancement of Sustainable Agriculture, New Delhi, India**

**Deccan Development Society, Hyderabad, India**

**Rural Agency for Social and Technological Advancement, Kerala, India**

**National Dairy Resource Institute, India**

**West Bengal Renewable Energy Development Authority**

**Sarva Sikha Mission, Hoogly**

**Sarva Sikha Mission, North 24 Parganas**

**Panchayet & Rural Development dept , West Bengal**





**Directorate of Animal Resource and Animal health, West Bengal**

**Pollution Control Board, West Bengal**

**Bidhan Chandra Krishi Viswavidyalay**

**Uttar Banga Krishi Viswavidyalay**

**Krishi Vigyan Kendra, Nadia**

**University of Burdwan**

**Kolkata Municipal Corporation**

**Howrah Municipal Corporation**

**Bidhannagar Municipal Corporation**

**IL&FS Education**

**Capgemini**

**Jeevika Development Society**

**Extension Training Center, Rajarhat**

**About 50 Gram panchayets of Nadia, 24 Parganas (North) and 24 Parganas (South)**

**Above 500 schools**

**Farmers' club, SHG, CBO**

**And**

**Many more.....**

**Awards: Change Initiatives is a winner of the Gender and ICT Awards for 2003 presented by APC Women's Networking Support Programme and Global Knowledge Partnership in the category of Community/Individuals Advocacy and Networking. (<http://www.genderawards.net/winners/2003/winners.htm>).**

**Nabanna has also received an Honorary Mention at Prixars Electronica 2004.**

