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cmca
spark change

Celebrating 25 Years of Empowering the
Young to Be Active Citizens

Annual Report

2023–2024



Celebrating 25 years of empowering the young to be active citizens



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Vision

Empowered young people living by the values of democracy, in harmony with nature, engaged in collective action for equitable development



Mission

To transform the young into concerned, thinking, active citizens for an inclusive and sustainable India



Chairman's Message

In 2023-24, CMCA stayed true to our vision of empowered young people living by the values of democracy, in harmony with nature, and engaged in collective action for equitable development. Our commitment to pioneering citizenship and life skills education has supported various state governments in their educational and learning initiatives for children and youth. The young active citizens who we have engaged with have transformed, and it is fulfilling to see the changes they have initiated in homes and in their communities, and to hear their stories.

Thanks to our strong partnerships with government departments and other like-minded organisations, and the unwavering support of our long-standing supporters, last fiscal year, we reached over 1.5 lakh children and youth in over 2000 schools, rural libraries and colleges in six states.

Our five experiential programs played a crucial role in empowering young minds, helping them navigate the world's complexities and drive change in their communities. Moving forward, we will strengthen and stabilise our current models, expand in Tamil Nadu, Maharashtra, Karnataka, and Odisha, and focus on adding value to the thousands of teachers and librarians who are seeing the potential of our programs and empowering children in their schools and libraries.

We also plan to explore new regions, deepen our work and add more value to our programs through partnerships. We will advocate for Children's Village Sabhas in other States, leaning on our experience in Karnataka. We recognise the importance of Socio-Emotional Learning (SEL) and foundational civic skills in young children and are committed to partnering with States for our Magic Box SEL program for 6 to 10-year-olds to be integrated into existing innovations. We recognise both our strengths and areas for improvement. For 24 years, we have delivered unique, contextually relevant programs supporting government initiatives.



As we celebrate 25 years, our focus is to strengthen our capacities to emerge as a resource centre for citizenship education, supporting efforts to imbibe Constitutional and Civic values in our young.

We extend our heartfelt gratitude to all our donors, volunteers, educators, government officials, and partners. Your generous support and guidance enable us to fulfil our mission and create lasting change.

As we look to the future, we hope you will continue to partner with us, strengthening our commitment to this vital work.

Aroon Raman
Chairman, CMCA



CEO's Perspectives

As I reflect on the past year, I feel a deep sense of satisfaction and gratitude.

We doubled our reach, which for a grassroots organisation focussed on field implementation, is a commendable achievement. We were able to do this because we learnt to listen better, stay agile and are willing to innovate and to absorb some mistakes and misses. We also learnt that staying steadfastly focussed on our Mission and cause, and true to our principles and values always works. Listening to teachers and librarians and to the children and youth who are part of our programs, we are daily inspired

by them. We have deeply reflected and focussed on what makes CMCA a movement – not just spreading its wings but taking root.

Our goal is to continuously enhance the quality and depth of our work, ensuring that our programs resonate strongly, adding value to every child, teacher, librarian and volunteer in the classrooms, libraries and community, where our programs come alive. We are humbled and grateful for the trust bestowed upon us by the various government departments across States, our donors and partners and we pledge to continue our work with integrity and dedication.

Our strategic plan for the next three years focuses on growing mindfully, by working within and with State and community systems, through partnerships and collaborations, leveraging technology, listening and responding to each stakeholder.

We are grateful for our long-standing partnerships with Donors and Government Departments, which have been integral to our achievements. As we step into our 25th year, we thank you for making this journey possible. We look forward to your continued support, driving our shared vision forward of a more inclusive and equitable society of dynamic and empowered citizens.

None of these accomplishments would have been possible without the dedicated efforts of our stellar team. Our team's steadfast commitment and deep belief that our work is needed and that we therefore must respond to challenging opportunities, moving out of our comfort zones, makes it all possible. CMCA's programs are making a difference because of our team's commitment to excellence even as we grow.

Priya Krishnamurthy
Co-founder and CEO



About CMCA

CMCA is a Bengaluru-based, 24-year-old non-profit organisation dedicated to transforming young individuals into concerned, thinking, and active citizens for an inclusive and sustainable India.



What We Do

We empower young minds from as young as grade 1 up to university through educational institutions (schools and colleges) and community spaces (libraries, skilling, and learning centres) through 5 experiential, age-appropriate programs. Our programs cover themes such as responsibility and respect, equality, gender values, personal integrity, living in harmony with nature, and engaging with local government. We also focus on developing crucial civic and 21st-century skills, including teamwork and collaboration, empathy, and critical thinking. Additionally, we support and strengthen existing policies and mechanisms for civic participation and education.



How We Do It

In partnership with the government and like-minded organisations, CMCA reaches over 1.5 lakh young people annually in 15+ cities and 4500+ villages across Karnataka, Odisha, Tamil Nadu, Maharashtra, and Rajasthan. We work through more than 2000 institutions and leverage our long-standing relationships with government departments, educational institutions, donors, and educators. Our proven track record is validated through rigorous Outcome Evaluation Studies.



Shaping Young Minds into Active, Thoughtful Citizens for a Sustainable India

In 2023-24, we expanded our reach across Karnataka, Maharashtra, Tamil Nadu, Odisha and Rajasthan. We launched our Magic Box program in Kanchipuram in Tamil Nadu. With generous donor support, we energised Makkala Grama Sabhas (Children Village Sabhas) across several Gram Panchayats across districts in Karnataka, directly in Ramanagara, Tumkur, and Chikamangalur. In Hassan, Kodagu, and Chikkabalapur, we partnered with like-minded and committed partner NGOs.

Leveraging a visionary circular issued by the Social Welfare Department of Karnataka, we supported Social Science teachers with technical support, content and training resources to enable them to launch the Children's Constitution Clubs program in 800 KREIS schools across the state. Additionally, we doubled our Civic Clubs program in Bargarh, Odisha, from 50 to 100 schools.

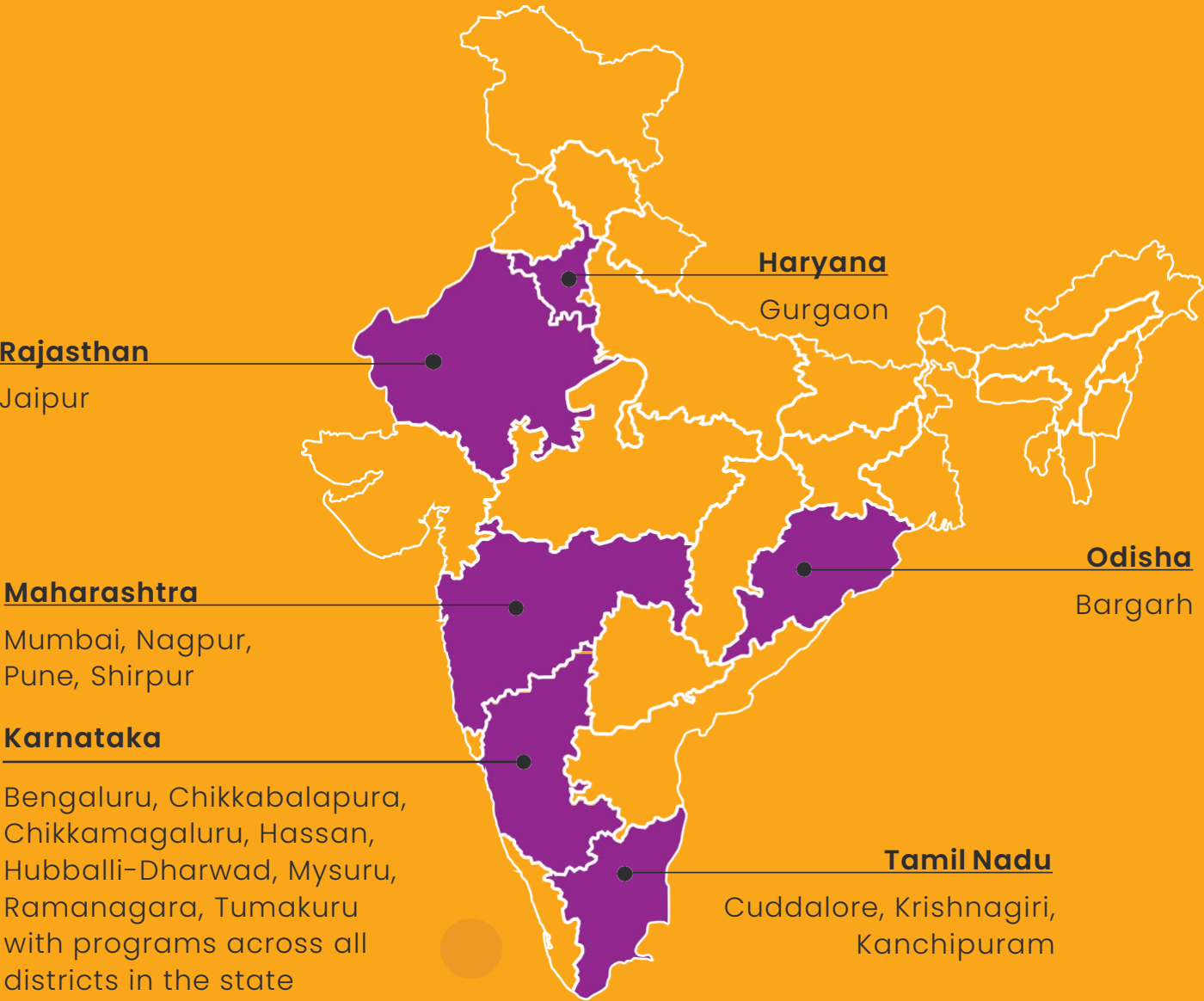
We also launched an innovative Civic Awareness Program called En Oor En Perumai or My City My Pride in Hosur, Tamil Nadu, aiming to transform the city into a clean, safe, and sustainable place where more residents embrace civic values and practices. Moreover, we successfully conducted large-scale employee engagement programs with several corporates in Ramanagara, Karnataka.

Looking ahead, we're excited to bring our programs to young people all over India. We're focused on forging strong partnerships with governments and like-minded NGOs. Embracing innovation is crucial, and we're dedicated to enhancing our efforts through our phygital and teacher-led models.

Our Work in 2023–2024

1.77	4500+	2400+
lakh + Children and youth	Villages	Schools and Colleges
85+	15+	6
Rural Libraries	Cities	states

Spreading our reach:



Our Programmes

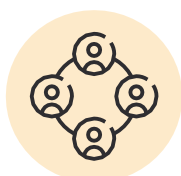
At CMCA, we've spent over 24 years as pioneers in Citizenship and Life Skills Education in India, empowering children and young people from grade 1 through university. Our programs are designed to equip them with essential citizenship skills and a strong understanding of their rights and responsibilities, instil empathy, and a deep desire to bring about change. Through experiential learning and interactive and democratic experiences in classrooms and beyond, our programs empower your young with a deep conviction that they can make a difference and become active citizens, ready to meet the challenges of personal, professional, and community life. As a change facilitator, CMCA is committed to nurturing the next generation of concerned, thinking, and active citizens.



SEL 21st Century Skills and Values through Citizenship Education



Agency



Collaboration



Critical Thinking



Democratic Values



Diversity



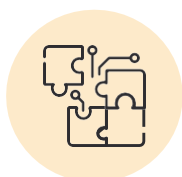
Empathy



Gender Equality



Harmony with Nature



Integrity



Rights & Duties



Self-awareness



Self-regulation

Magic Box Programme

1st–5th Grade

148

Schools

7,800+

Children

Magic Box is a fun and engaging program for children aged 6 to 10 that focuses on socio-emotional learning to help them develop important skills and values. Each day, the teacher picks a card and exciting props from the Magic Box and guides the children through a 10-15 minute activity. These daily activities help children become more self-aware, confident, and empathetic towards others and the environment. They also learn to appreciate diversity, practice kindness, and actively participate in school life.

Through Magic Box, children develop vital social and emotional skills that make them more confident, empathetic, and open to different perspectives. As they grow, they build positive relationships and become more engaged in their school and community. Ultimately, children who participate in the Magic Box program are better equipped to navigate the complexities of our world with self-efficacy, curiosity, compassion, and open-mindedness



Testimonials

"The Magic Box program is very well received by the students; they are enjoying the activities in the cards. As a teacher, I initially thought it would be an additional burden when it was introduced last year, but I soon came to understand its value. The students are thoroughly enjoying the sessions and learning important lessons from them. The themes covered in Magic Box are crucial for the younger generation, and I appreciate the Magic Box team."

R. Uma, Teacher, PUPS Srimushnam, Cuddalore

"Magic Box – is such a very good program for the students to develop their social and psychological skills. Students can identify the do's and don'ts and try to follow the do's and try to avoid the don'ts, the activities designed are student-friendly as well students do the activities with full enjoyment, it is also a refreshment for students. The activities are designed to develop imagination skills and are one of the best tools to develop social responsibility, this pedagogy nurtures children to be socially responsible and to be a good human being in society."

Benazir Mariyam, Teacher, PUPS, Gunduperumbedu, Sriperumbudur

A very good programme running since last year in my school. This has helped children a lot. When we show an MB card, they engage in a lot of activities and discuss about the images. Students have become more open and participative in the class. Quiet children have started asking questions and sharing views. It has a very good impact on the all-round development of students.

Naresh Gujjar, Teacher, UPS Kheda, Jaipur

"Magic Box is an excellent program with cards that are very beneficial for children. They help improve various positive qualities in the kids. Whenever I bring these cards to the classroom, the students show great enthusiasm and interest. The information provided on the cards is valuable not just for the students, but for me as well, as I also gain new insights. The students become more curious and excited about what I will present the next day, eagerly awaiting for the new information and discoveries from the cards. Thank you Magic box team"

R. Arun Kumar, Teacher, PUPS Anusonai, Krishnagiri

My Library for a Better Me Programme

5th–12th Grade

85+

Rural Libraries

9,500+

Children

As part of the Oduva Belaku initiative by the Rural Development and Panchayat Raj Department, Government of Karnataka, CMCA launched “My Library for a Better Me.” This program is designed for children in Panchayat libraries, focusing on citizenship and life skills. Children enrolled in this 3-year program visit these libraries weekly, where Librarians & CMCA mentors guide and inspire them. They participate in various citizenship and life skills activities, either at the library or at home. Additionally, children come together for “Together for Change” action projects, where they identify and address community issues, fostering teamwork and active involvement in making their communities better.

The goal of this program is to equip children with essential life skills like self-awareness, resilience, empathy, and critical thinking, while also encouraging positive attitudes toward democracy, diversity, ecological sustainability, and social justice.





Testimonials

"Every week, I eagerly attend the library program, which has become a meaningful part of my life. The library isn't just a place for activities—I get to play games, enjoy music, dance, and even participate in drama with my friends. I especially love singing and acting, and one of my favourite moments was performing a play on environmental protection. With the support of our library family, I sang and acted in the play, which was so much fun. The experience was incredible, and it's why I look forward to coming back every week!"

Nita (name changed), 8th grade, Shanubhoganahalli GPL Ramanagara.

"I have been coming to the library for the past 10 weeks, and CMCA's activities have become something I look forward to. One activity that stood out to us was 'Voice for Change.' Inspired by it, we wrote a letter highlighting the issues in our library and the problems around our school. We gathered signatures from all our friends who visited the library and handed the letter to the Panchayat PDO. This simple action has been incredibly helpful in addressing our concerns and making a difference in our community."

Paras (name changed), 7th grade, GHPS, Ajjanahalli, Magadi Taluk.

Children's Village Sabhas/Makkala Grama Sabhas

5th–12th Grade

262

Sabhas

950+

Schools

45,000+

Children

The Makkala Grama Sabha (Children's Village Sabha) is a unique initiative by Karnataka's Rural Development and Panchayat Raj (RDPR) Department. In this special Sabha, children take center stage, addressing issues that concern them and experiencing democracy firsthand as active participants. The Sabhas provide a platform for children to engage directly with local government to discuss issues related to their care, protection, and development, recognizing them as equal citizens with the Right to Participate.

Since 2011, CMCA has played a key role in supporting the RDPR department by energising these Sabhas, enhancing meaningful changes. Before and after each Sabha, CMCA conducts awareness and reflection sessions in schools and libraries for children. This prepares them to discuss issues like infrastructure needs and other concerns at the Sabha and enables them to assimilate their experience and understand their Rights and Responsibilities in a democracy. CMCA works closely with Grama Panchayat representatives and officials, and makes recommendations to the annual circular issued by the RDPR Department.



Makkala Grama Sabhas encourage children to play an active role in democratic governance, assert their rights, and drive positive changes in their communities. It helps children learn about their rights and responsibilities, while also making government officials more aware of the challenges children face.

The program ultimately aims to increase the number of children who take action to secure their educational entitlements, report issues like bullying or discrimination, believe in their ability to create change, and confidently protect their own rights and those of others driving for more child-responsive local governance.



“

Makkala Grama Sabhas not only sensitise children about their rights and responsibilities but also educate government functionaries who are responsible for ensuring the well-being of children. Through Makkala Grama Sabhas, Panchayat functionaries and other local functionaries of relevant government agencies strengthen their awareness of child rights issues and the challenges faced by children from their villages,

Mr Digvijay Bodke, IAS, CEO of Ramanagara Zilla Panchayat

”

New Approaches

In FY 2023-24, with generous donor support, we energised 262 Makkala Grama Sabhas across 12 taluks, including 204 Sabhas directly in Ramanagara, Tumkur and Chikmagalur and 58 Sabhas in collaboration with like-minded partner NGOs in Hassan, Chikkaballapur and Kodagu,

Our program involved training youth volunteers as Change Catalysts, conducting awareness and reflection sessions in schools, and providing support to Panchayats. Our focus is on delivering empowering citizenship learning experiences that enable children to confidently participate in the democratic process and advocate for their rights and the rights of others.

Testimonials

"Before CMCA, we didn't really understand Makkala Grama Sabha; we just attended and left. This year, being in 6th standard, I learned so much about the importance of grama sabha, how to conduct ourselves and ask the right questions. I felt both fear and excitement speaking in front of everyone, but I was glad afterwards. I will keep following up on the issues until they are solved and will continue to actively participate in future meetings."

Srinivas (name changed), 6th Standard, Government Higher Primary School Mooledoddi, Ramanagara

"The children's grama sabha at our school felt like a festival for us. I'm grateful to Mr Hemanth from our grama panchayat, PDO Mr Shivakumar, CMCA, and everyone involved for giving us this platform to share our problems without fear."

Sashikala (name changed), 8th Standard, Kengal Anjaneya Rural High School, Bannikuppe K Grama Panchayat, Ramanagara

"Organizing the Makkala Grama Sabha, I was impressed to see children confidently sharing their concerns with officials. It was eye-opening to witness their engagement and curiosity. I encouraged them to reach out to the Grama Panchayat office whenever needed. The children have gained valuable insights into our work, and we are committed to addressing their issues promptly."

Sheelavathi, Chairman of Devadana Grama Panchayat in Chikkamagalur Taluk.



Multigrade Club Programme

6th–10th Grade

127 Schools |
23,000 + Children

Volunteer/Educator-Led Model

76 Schools |
13,000 + Children

Partner-Led Model

The CMCA Multigrade Club Programme is a weekly initiative for students of grade 7 or 8, guided by trained school teachers or CMCA Educators. During these sessions and activities children develop a deeper understanding of and belief in values of our preamble through discussions with their peers, role plays and so on. Students engage in campaigns like awareness drives, do school audits, go on field trips, and make live calls to civic agencies. These experiences help them develop critical skills such as problem-solving, communication, teamwork, and critical thinking. They give children the confidence and belief that change is possible and it begins with them. Through this program, students explore community issues, find solutions, raise awareness, engage with local authorities, and even lead collective efforts for change.

CMCA worked with KREIS (Karnataka Residential Educational Institutions Society) schools to enable Social Science teachers to facilitate Children's Constitution Clubs. The aim is to instil Constitutional values and a deep understanding of our Preamble, as envisioned by Bharat Ratna Dr. B.R. Ambedkar, the architect of India's Constitution. CMCA provided creative and experiential materials and teaching aids, training and technological support to teachers who inspired students to uphold the ideals of the Indian Constitution across 800 schools in 31 districts in Karnataka.





In partnership with the Directorate of Minorities, Department of Minorities, GoK, CMCA trained teachers to facilitate Civic Clubs in 85+ schools.

Even as Clubs are running for 8th-grade students, for students in grades 6-7 and 9-10, CMCA offers Spark Workshops, which teach citizenship values and life skills.

Through these programs, CMCA equips children with the skills necessary to participate in a democracy, fostering self-awareness, resilience, empathy, and critical thinking. This helps them develop positive attitudes toward democracy, diversity, environmental sustainability, equality, and social justice.

In partnership with Hosur Municipal Corporation, under the Clubs program, we continued our “En Oor En Perumai” or “My City My Pride” innovation program. This movement in Hosur aims to transform the city into a clean, safe, and sustainable place to live. By focusing on sustainable solutions through changes in civic behaviour and attitudes led by children, the project encourages dialogue among residents, corporates, and local government, with young people leading the way. We believe that when citizens change, the city changes.

5900+ Students were made aware of traffic and road safety issues as a part of our clubs’ program and expressed their gratitude to our unsung heroes—the Traffic Police—through our ‘Celebrating My City’s Traffic Police’ initiative in Bengaluru, Hosur, and Mumbai.

Testimonials

"I realized during the training that the CMCA curriculum is very special and much needed for the progress of the students, society, country and the world. It also encourages students to work collaboratively in groups. It provides guidance on how to solve problems in a step-wise manner. Students learnt about local government and the role they can play as active citizens."

Sanjit Pradhan, Teacher, Govt. High School, Lebidi, Bargarh

"Thanks to CMCA and the team for the fantastic sessions with our schools. At Chembur English High School, we've seen a growing sense of responsibility and commitment in our students thanks to these sessions. A special thanks to Ms. Brinda, whose dedication and warm connection with the students have been truly exceptional. We look forward to continuing this valuable program with you."

Preeti Pawar, Principal, Chembur English High School, Chembur, Mumbai

"The Constitution Club has been an incredible journey for us. Over the 12 sessions, we not only learned about social values and important causes, but we also discovered how we, as students, can make a difference. Each session was filled with different activities that were not just educational but also fun and engaging. Through real-life stories and incidents, we became more aware and started thinking deeply about values and life skills. The club really opened our eyes to the importance of the environment and how our actions impact society. Overall, this experience has helped us understand each other better and shaped our behaviour toward the community. CMCA's Constitution Civic Club has truly been one of the best life skills learning experiences we've ever had."

Bhavna (name changed), 8th grade, KRCRS Gangekolla, Gokarna



Teacher-led club models

1,000+

Schools

75,000+

Children

Teacher-led programs in Odisha and Karnataka, where CMCA is a Training, Content Resource, and Technical Support Centre that offers growth-amenable opportunities. Engaging resource materials, interactive and effective training, ongoing mentorship, and access to resources, along with simplified reporting processes help teachers effectively implement life skills and citizenship education aligning with State programs and innovations.

Testimonials

"I am grateful to our KREIS department for the CMCA training given to all social science teachers. It has energized us and shown us how to bring constitutional rights and duties into our daily lives, inspiring our students to be active citizens. Through engaging activities, our students are learning to save water, care for nature, promote gender equality, and help each other. They've embraced these values, putting them into practice with enthusiasm in their daily school lives."

Nazhath Fathima, Social Science teacher, MDRS(21), Ramanagara district.

"CMCA's program is truly engaging. It helps students learn how to face life's challenges with confidence as they grow. I've noticed many positive changes in the children—they're overcoming their fears and eagerly participating in all school activities."

Bhiarav Chandra Sathpathy, Headmaster, Govt School Petupali, Sohela, Bargarh



Catalyse Programme

1000+

Young People

24

Colleges

At CMCA, our commitment to nurturing active citizenship extends beyond schools to young adults in colleges, especially as they approach the significant milestone of voting rights. Our Catalyse programme offers engaging workshops on democracy, citizenship, and the Fundamental Duties of Indian citizens. These workshops are designed to be interactive, combining thematic sessions with hands-on projects to cultivate a strong sense of social responsibility, equity, and inclusivity.

Through role plays, group activities, and discussions, students are encouraged to express their views on various issues and actively participate in their communities. Catalyse also integrates seamlessly into skilling centres, helping students build essential life and workplace skills while deepening their understanding of active citizenship.

Ultimately, the program aims to develop these citizenship skills and promote community engagement among youth, providing a platform for continued learning and growth through CMCA.





New Approaches

We piloted an action project with students from two colleges, taking them on a neighborhood walk that helped them observe and identify civic issues in their surroundings—issues they might typically overlook. This hands-on experience introduced them to the process of addressing community concerns by engaging directly with local government agencies. Through this project, students not only gained insight into their role in advocating for a quality urban environment but also developed the confidence to spotlight issues and persist until solutions were achieved.

We also initiated discussions with the state NSS coordinator to explore integrating some of our workshop topics and campaigns into NSS activities. The positive initial response is promising and encourages us to pursue this further.

Testimonials

"Thanks to CMCA for the great contribution to the enhancement of knowledge and skills in the area of civic education among our students as well as for sharing essential information with us. All the best for your future endure."

Dr. Surendra Bhalerao, Asst. Prof. Department of Social Work, SNDT women's university, Mumbai

"I'm thrilled to share how CMCA's 'Catalyse Program' has impacted the students of PCER Chembur. The program has truly motivated them to get involved, driven by a common goal to be catalysts for positive change in our community. It has sparked a genuine enthusiasm in these students, encouraging them to take meaningful action and make a difference. Seeing the transformative effect of the 'Catalyse Program' on these students has been incredibly inspiring, and it fills me with hope for a brighter future. My heartfelt best wishes to the entire CMCA team."

Dr. Rajendra B. Deshmukh, Asst. Professor, Pillai College of Education & Research, Chembur, Mumbai

"In the 2023/24 year, I facilitated the Catalyse program at KES' Shri Jayantilal H. Patel Law College and Hiranandani Foundation School. Despite the students' diverse backgrounds, the program worked wonderfully with both groups. The law students were particularly engaged, enjoying the interactive activities and sharing their views openly. The program's simplicity and effectiveness really helped them become more thoughtful and active citizens. The final projects showcased the program's impact. I thoroughly enjoyed the sessions and learned a lot from the students. Thank you, CMCA, for this enriching experience."

Sushma Shetty, Facilitator, Catalyse Program



Employee Volunteering

At CMCA, corporate employee engagement is about more than participation—it's about forging meaningful connections that have a lasting impact on the lives of children and the community, and at the same time, enabling transformative experiences for volunteers. We successfully facilitated large-scale engagement programs with several corporates in Ramanagara, Karnataka, where employees contributed to activities that brought joy to children and their families, leaving a positive and enduring imprint on everyone involved.

We extend our heartfelt thanks to Thomson Reuters, IKA India Pvt. Ltd., and TresVista to name a few, for their belief in our work and to all the volunteers for their passion and dedication to making a difference through their volunteering efforts.



Meet our Active Citizens

Creating Ripples of Change

450+

Documented awareness campaigns conducted by children

393

Together for Change action projects carried out by students

Campaign themes: Celebrating My City Traffic Police Day, My waste my responsibility, Pourakarmika Day, Solid Waste Management, Active Citizenship campaign, Beach cleanups, Green Diwali, Diwali Rally, Child Rights, School Cleanliness Drive, Eco Ganesha, Ganesha Idol Making, Fake News Busters, Conservancy Day, Health & Sanitation

Together for Change themes: Birds, Water, Gender, Empathy and Equality, Critical Thinking, Diversity and Composite Culture, Child Rights



Inspired by CMCA Sessions: A Compassionate Act of Freedom

During a CMCA session, Mohammed Riyaaz (name changed) learned the value of empathy and responsibility. Later, when he discovered an eagle trapped by a kite thread, he was moved by compassion to take action. He provided the bird with water and food, carefully removed the thread, and set the majestic creature free



Pallavi's Brave Act: A Lesson in Responsibility and Courage

Pallavi (name changed) was heading out to buy milk when she witnessed a severe road accident near her home. A bike collided with a car, causing the biker to fall and bleed heavily. Despite the lack of immediate help from others, Pavani took action by calling the emergency number (108). Pavani courageously explained the situation, gave the location details, and confirmed she was alone. She stayed with the injured biker until the ambulance arrived before leaving. Her swift response filled her with pride and confidence, reinforcing her belief that everyone should actively exercise their rights and fulfil their responsibilities in such situations.



A Birthday Party Turned Rescue Mission: Siddharth's Compassion Saves Four Puppies

On his way to a birthday party, Siddharth (name changed) noticed four puppies crying in a drain. Concerned for their safety, he and his friends tried to find their mother but to no avail. Fearing the puppies might starve or get hurt, Siddharth quickly called animal rescue, using the helpline numbers he had saved on his phone. After explaining the situation and sending their location, they waited over an hour for help to arrive. Once the rescue team took over, Siddharth felt a sense of relief and left. The next day, he checked on the puppies and was happy to see they were well taken care of. Inspired by his own adopted dog, Siddharth's love for animals drove him to ensure these puppies also found loving homes.



Kushal's Quick Thinking Enhances Public Safety

Kushal (name changed), showing a proactive concern for public safety, quickly reported a hazardous situation involving slippery moss and an exposed manhole to the helpline at 1916. Recognizing the danger this posed to pedestrians, the BMC responded promptly to address the issue. This instance highlights how taking action and caring for the community can make a real difference.



Bravery in Action: A Young Citizen's Stand Against Domestic Abuse

Shafiq (name changed) noticed that a neighbour and his family were abusing and mistreating their daughter-in-law and her children. Deeply troubled by this, Shafiq discussed the situation with his CMCA educator after class. Encouraged to take action, he gathered his courage and called 181. The police responded promptly, spoke with the woman, and learned that she and her children did not feel safe in their home. The man was taken to the police station and given a strict warning. Since then, the woman and her children have felt safe and are now happy, free from further trouble.



Empowered Youth Unite to Support Friend's Dream

When 17-year-old Rina confided in Aisha and Sonali from Colaba Municipal School about being pressured into marriage against her wishes, they took immediate action, standing up for her Rights. Rina's dream of becoming a cabin crew—shared by Aisha—motivated them to help her.

They approached their own parents, urging them to intervene with Rina's family. Joined by other educated individuals in the community, they collectively appealed to Rina's parents, stressing the importance of her pursuing further studies and explaining the legal implications of underage marriage.

Through the combined efforts of concerned neighbours and community members, Rina's parents eventually abandoned the idea of marriage and wholeheartedly supported her educational aspirations.



Student-Led Initiative Secures Zebra Crossing and Paves the Way for Road Safety Improvements

After a school profile audit session, Class VII students took a stand to improve road safety outside their school by advocating for a speedbreaker and zebra crossing. This effort, driven by all six student clubs, began just before the Puja holidays. Students rallied their peers to write letters detailing accidents and difficulties they faced while crossing the road. These letters were compiled into a final draft, and signatures were collected from many students to support their cause. Their collective effort led to an email sent to the Bangalore Traffic Department and BBMP. Within four months, the traffic police installed a zebra crossing. Although a speed breaker was deemed impractical due to the road's size, the authorities agreed to place rumblers.

This achievement marks a partial victory for the students and CMCA educators who guided them through the process, demonstrating the impact of their collective action and persistent efforts.



Sameer's Sparks Positive Change

Sameer (name changed), who usually prefers staying indoors, found new excitement through the “Let’s Go Around the Village” activity in the CMCA library program at Mathikere Panchayat. This outing sparked his curiosity about his village. During the exploration, Sameer noticed an overflowing drain canal and, fortunately, came across the Panchayat President. He took the chance to highlight the drain’s issues and potential health risks. The Panchayat President acted quickly, mobilising his team to clean the drain and remove blockages. Sameer was thrilled to see the problem resolved





Outcome Evaluation

Evaluation is a vital component of any program. It enables us to assess effectiveness, refine our efforts, and ensure we are on track towards achieving our desired outcomes.

CMCA's instrument design and analysis of evaluation data is led by external experts. Administration is carefully monitored and undertaken by trained CMCA team members, educators, or external consultants with strict guidelines including swapping of educators and other checks.

Evaluation at CMCA is towards continuous learning and improvement with a commitment to stay accountable to our participants, donors and to our mission and adhere to our values of integrity and transparency.

Across programs a baseline study, "Can They Change" (CTC) is conducted to assess children's existing levels of knowledge, values, attitudes and practices before the program intervention, while an endline study, "Have They Changed" (HTC), evaluates outcome achievement after completion of the program. The sample of the participants for evaluation studies is selected through a random sampling process.

Baseline and Endline studies are done through a combination of age-appropriate quantitative and qualitative structured written questionnaire tools that also capture students' feedback in the endline.

Magic Box Programme

Evaluation before (pre) and after (post) the intervention measured changes in values, attitudes, and beliefs on selected core outcomes: awareness of geography, standing up for one's Rights, shedding gender role stereotypes, adopting ecologically sustainable lifestyles, practicing equality.

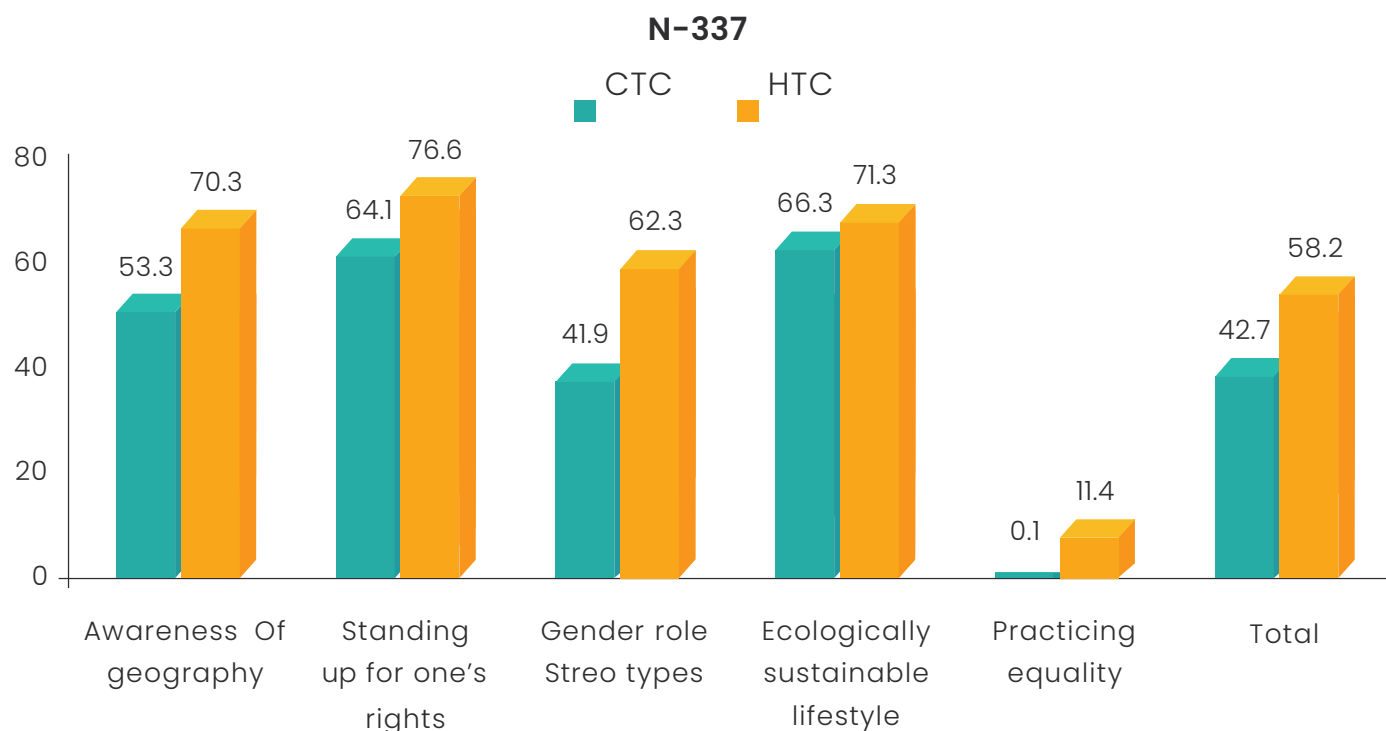
The mixed methods approach entails a quantitative and qualitative assessment of expected outcomes. The **quantitative method** consisted of picture-based assessment that required children to stick a bindi of a certain color on a certain picture to denote their responses to evaluation queries. There was a total of 14 picture cards designed and used for evaluation.

Qualitative method involved conducting group interviews for a group of children comprising anywhere between 6 to 10 third grade children in a given school for eliciting responses to 7 picture cards using probing questions. Each sampled school

was assigned a two-member team to conduct group interviews. (N=337).

Here are some key insights gained from the evaluation:

Magic Box Program: Percentage Score Across All Location

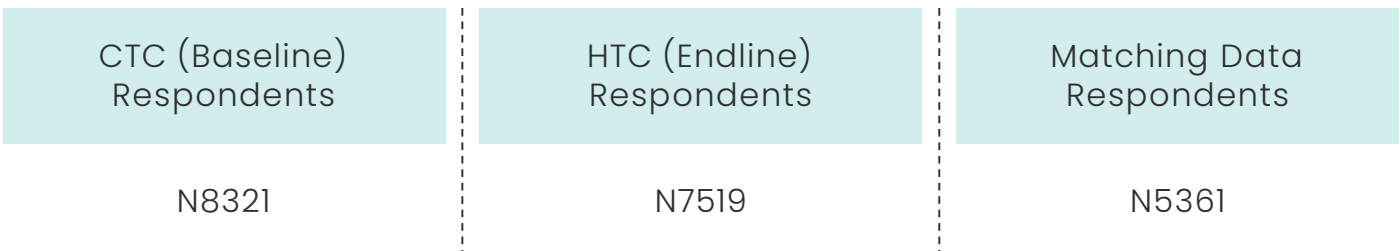


- Students who participated in the CMCA intervention across Jaipur, Cuddalore, and Krishnagiri showed an average improvement in the mean percentage scores by **15.5 percentage points, moving from 42.7% in the baseline to 58.2% at endline**. This reflects the effectiveness of the Magic Box intervention and highlights positive changes in students' knowledge, attitudes, and practices across all locations
- The outcome domain **gender role stereotypes** show promising changes. As an example, the baseline score shows that **70.9%** of the students agreed with the statement **"Only men can be a truck driver"**, whereas in the endline **49%** students agreed with the statement that **"both men and women can be a truck driver"**
- Overall, the outcome domain of **"gender role stereotypes"** demonstrated a **20.4 percentage point improvement**, with the mean percentage score increasing from **41.9% at baseline to 62.3% at endline** across all three locations
- Across all three locations, the outcome domain **"Standing up for One's Rights and That of Others"** demonstrated an improvement by **12.5 percentage points**, with the mean percentage score increasing from **64.1% at baseline to 76.6% at endline**

Civic Club Programme

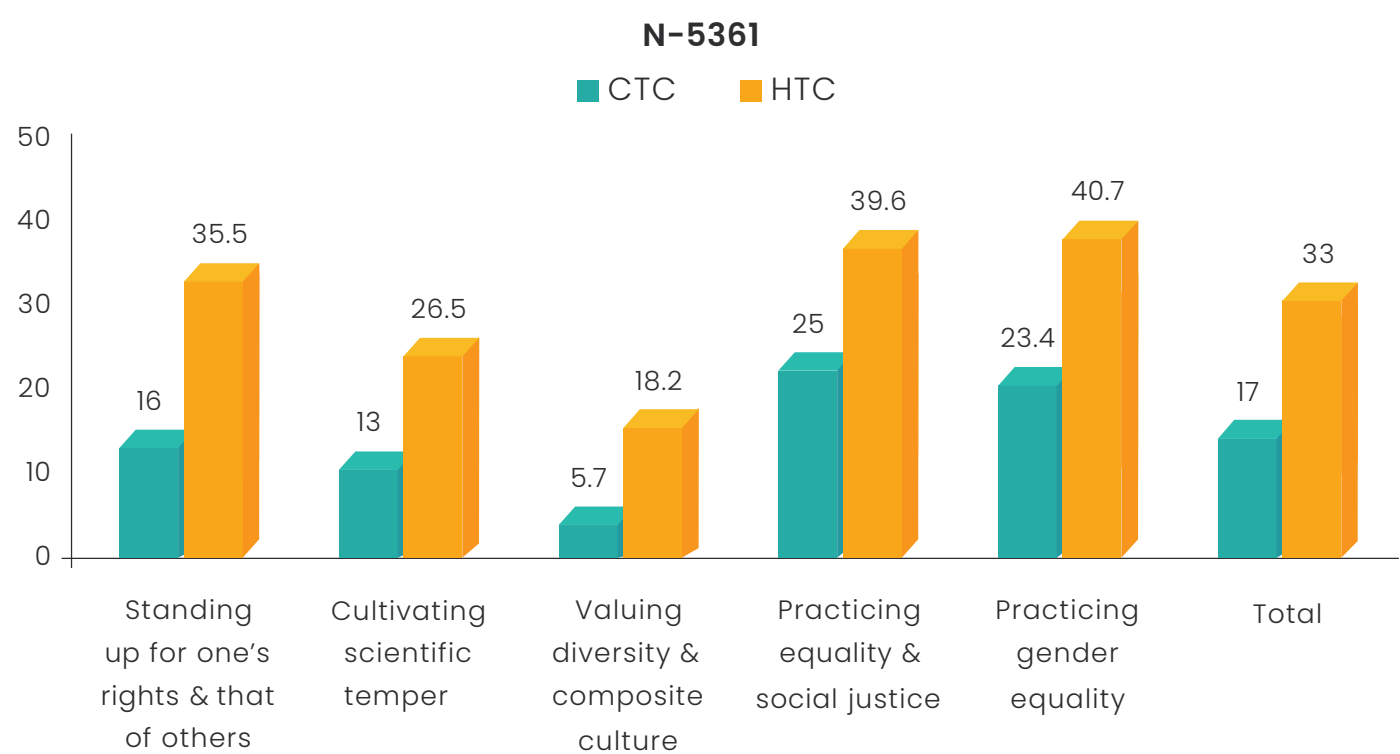
Written questionnaire tools were administered before and after the intervention to measure changes in values, attitudes, and beliefs across key outcomes: rights and responsibilities, cultivating scientific temper, valuing diversity and composite culture, practicing equality and social justice, and practicing gender equality. Matching sample methodology was used (same respondent's scores in baseline and endline were analyzed).

Sample profile



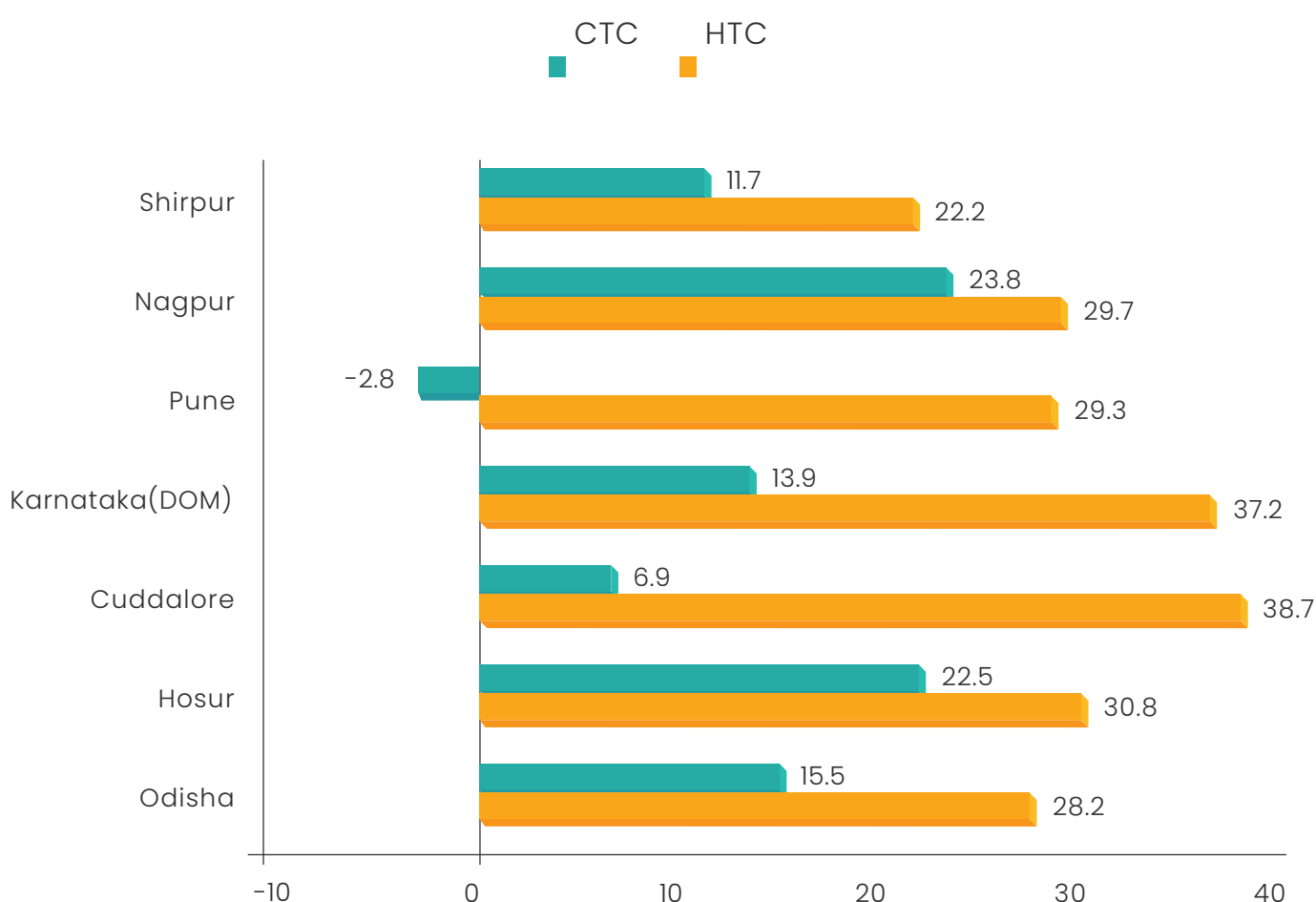
Findings across locations show that students who participated in the intervention have experienced significant improvements in their beliefs and attitudes, though the degree of change or outcome fulfillment varies. Overall, here are some key learnings:

Civic Club Program: Percentage Scores Across All Locations



- Students who participated in the CMCA Club program showed a significant increase in outcomes when comparing baseline and endline evaluations. The mean percentage score across all locations increased from **17% at baseline to 33% at endline, an increase by 16 percentage points**. This positive result inspires us to continue our efforts, helping students develop into active and engaged citizens
- Outcomes around thematic area of **“Valuing Diversity & Composite Culture”** which measures students’ behavioral changes in fostering harmony and showing respect for others, shows an increase by **12.5 percentage points** across all locations, rising mean percentage score from **5.7% at baseline to 18.2% at endline**
- In outcome domain **“Practicing Gender Equality”** which focuses on strengthening beliefs and values and diminishing gender stereotypes, such as the notion that *“The main role of women is to take care of the household and bring up their children”*. The data reveals an increase in the mean percentage score from **23.4% at baseline to 40.7% at endline**, reflecting improvements across all locations, with increases ranging from 1.4 to 61.4 percentage points, highlighting the diversity of change across different contexts

Total Percentage Score in Major Locations



- The **government schools teacher-led civic club program** in **Odisha** showed encouraging results, with the overall mean percentage score across all outcome domains increasing by **12.7 percentage points**, from a **baseline of 15.5% to an endline of 28.2%**. This improvement highlights the positive impact that the teachers have had as facilitators of the civic club program initiatives in Odisha.
- In **Hosur**, for the expected outcome **“Attitude toward Civic Rights and Responsibilities,”** students demonstrated significant improvement, by **34.95 percentage points**, with the mean percentage score rising from a **baseline of -0.48% to 34.47% at the endline**. In Hosur, the overall mean percentage score across all outcomes increased by **8.3 percentage points**, rising from a **baseline of 30.8% to 22.5% at the endline**
- The collaboration model in **Cuddalore** with **Kalike Trust** showed encouraging results. The overall mean percentage score across all outcomes increased by **31.8 percentage points**, rising from a **baseline of 6.9% to 38.7% at the endline**. This highlights the positive impact and effectiveness of the collaboration model
- The educator-led civic club program in **Karnataka Government schools** under the Directorate of Minorities has shown a positive improvement in the endline with the mean percentage score rising by **23 percentage points** indicating that is potential for our educator-led interventions to grow and inform our other models as we innovate to reach our programs to more geographies.
- In **Pune and Nagpur**, the partner-led civic club programs demonstrated significant progress, with the mean percentage scores rising by **32 percentage points** in Pune and by **6 percentage points** in Nagpur
- The partnership model in **Shirpur**, **“private schools teacher-led civic club program”** showed a **10.5 percentage point improvement**. This highlights the effectiveness of partnerships among like-minded organizations even as we learn and adapt existing content and pedagogies to suit diverse contexts

* **Note:** Programmes in pilot stages were not included in this evaluation

Catalyse Program

The evaluation of the CMCA Catalyse program reveals varied outcomes across locations. These findings highlight areas of success and areas for improvement, offering insights to refine the program and maximize its effectiveness.

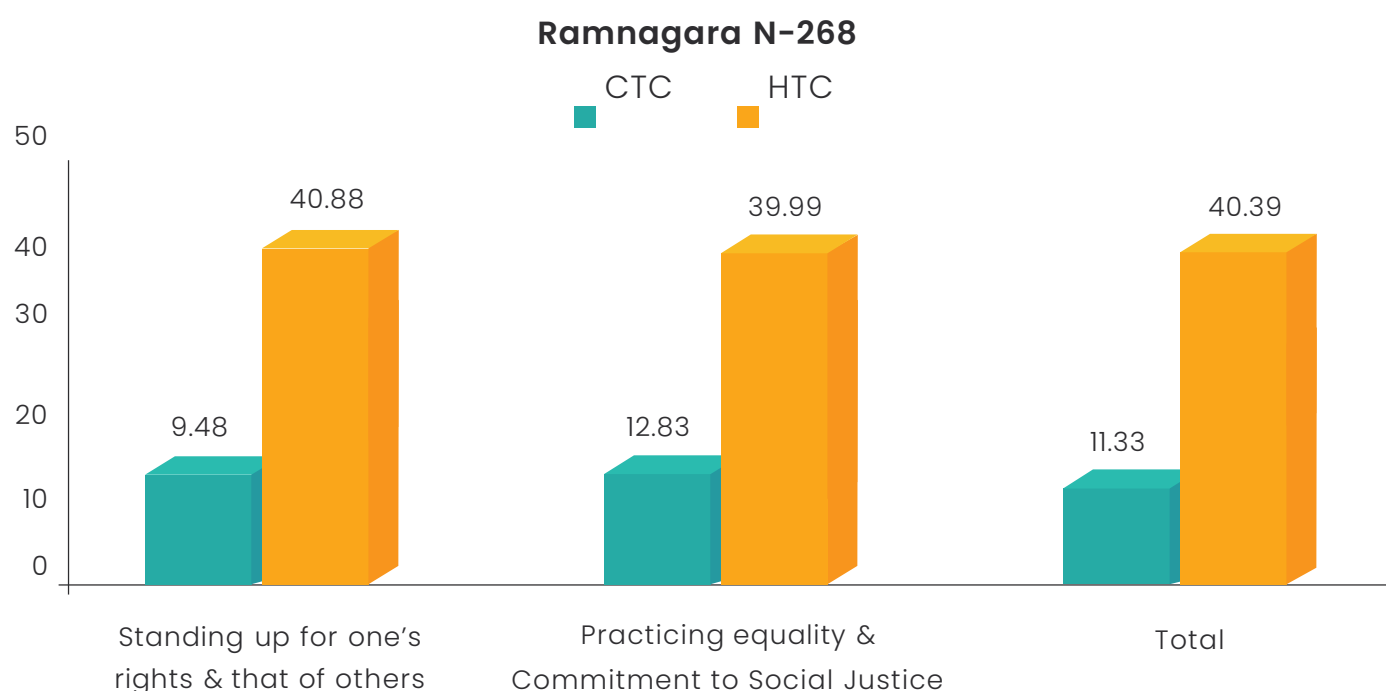
Written instruments before and after the intervention measured changes in values, attitudes, and beliefs on selected core outcomes – rights and responsibilities, practicing equality

Sample Details

CTC (Baseline) Respondents	HTC (Endline) Respondents	Matching Data Respondents
N948	N683	N551

Here are some key findings of the Catalyse program:

Catalyse Program: Percentage Score



- Students who participated in the CMCA Catalyse intervention in **Ramanagara** showed a **29.1 percentage points improvement** in their mean percentage scores, rising from **11.3% at baseline to 40.4% at endline**. This reflects the positive change of the Catalyse program on youth in Ramanagara, particularly in the key outcome domains
- The outcome domains **“standing up for one’s right”** and **“practicing equality”** showed encouraging improvements in the mean percentage scores rising by **31.4 percentage points, and 27.2 percentage points** respectively in Ramanagara
- In the **“Practicing Equality”** outcome domain across both the locations Mumbai and Ramanagara, recorded students’ responses on one of the statements *“Sanitary workers/Pourakarmikas (those who keep the streets clean) deserve agreed/agreed to the statement*. After the sessions, this **increased to 91.1%**. This

21.4% increase reflects an improvement among youth's attitudes in recognizing and appreciating the dignity of work across different professions

- In **Mumbai** among the 14 colleges that participated in the CMCA Catalyse program, only students from 5 colleges showed an average **increase by 3.7 percentage points**. In contrast, students from the remaining 9 colleges demonstrated an average **decrease of 8.1 percentage points**
- This data emphasizes the need to deepen our contextual understanding and identify the gaps that contributed to the Catalyse program's mixed outcomes in Mumbai, offering valuable learning opportunities to enhance future program success.

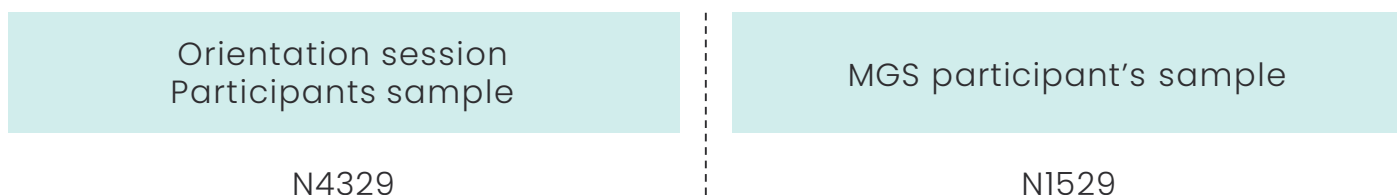
Makkala Gram Sabha Program

The evaluation approach entailed gathering feedback of a sample of students that participated in the MGS orientation session and an assessment of perceptions and experiences of a sample of those that participated in the MGS events.

The evaluation approach and methodology for Makkala Gram Sabha comprised of two quantitative components designed to collect and analyze qualitative aspects of the intervention:

Feedback on MGS orientation session: Feedback was collected using a tool comprising seven five-point Likert scales from a sample of students. The items addressed students' perceptions of the effectiveness of the orientation session, how interesting/boring the session was, whether it enhanced their knowledge of the MGS and so on.

Assessment of perceptions and experiences of MGS participants: The assessment of perceptions and experiences was carried out as a classroom exercise involving a sample of MGS participants across sampled schools used a tool comprising two parts – part one had seven questions on availability of amenities and facilities at the MGS venue and part two consisted of 28 five-point Likert scale items distributed across five domains.

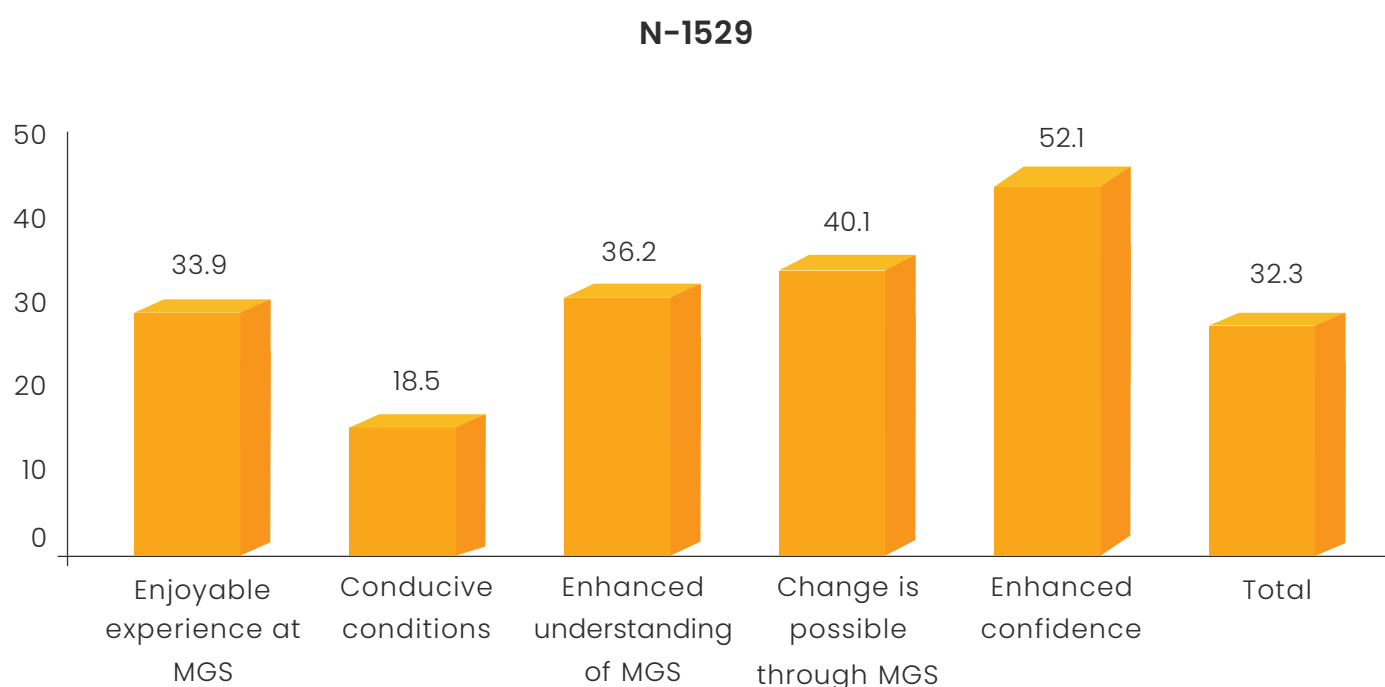


The Makkala Gram Sabha program evaluation revealed several important insights, highlighting both its strengths and potential areas for improvement. Here are some

key findings from the program:

CTC (Baseline) Respondents	HTC (Endline) Respondents	Matching Data Respondents
N948	N683	N551

MGS Participants: Percentage Score



- An overall percentage score of **34%** on **“enjoyable experience at MGS events”** suggests that a large number of children who participated at MGS had a mixed experience having both enjoyable moments but also moments of fatigue, boredom and so on
- **87%** students strongly agreed/agreed that they enjoyed participating at MGS, **33%** have agreed /strongly agreed that they found the event too long and **28%** of them disagreed that they had fun at the MGS event. The results suggest a need to strike a balance between delivering content and maintaining engagement
- A relatively higher percentage score of **40% and 52%** in the outcome domains **“strengthened belief in the possibility of change through MGS”** and **“enhanced confidence”** respectively, highlights the positive effects of the MGS intervention
- The increased belief in change and confidence in MGS’s effectiveness bodes well for children’s future participation in community issues and, eventually, their active engagement in local governance as adults

Our Donors

We extend our heartfelt gratitude to our donors, whose invaluable support creates a ripple effect, empowering the young to be active citizens and enabling us to fulfil our mission with lasting impact. Thank you!

More than
100
Individuals

2400+
Educational
institutions

37
Corporates,
Foundations,
and Trusts



Special thanks to the RARE FAMILY FOUNDATION for their continued and generous support

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- Goze Foundation
- Gute Reise India Pvt Limited
- Himatlal & Company
- Ika India Private Limited
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Individuals

- Ajay Ramchandran
- Amit Malhotra
- Aroon Raman
- Ashish Ghiya
- Bhaskar Bhat
- Deepak Gupta
- Ganesh Sankaran
- Harish Gopinath Menon
- Mamta Vegunta
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- Mohinder Mark Monga
- P G Mohan Menon
- Purvi Sheth
- Rohit Gupta
- Shailesh Haribhakti
- Sadashiv Sarvotham Bhatt
- Sharda Ratilal Ghiya
- Sunil Lulla
- Usha Krishna
- V S Sudhakar
- Zubin Dubash

We sincerely thank Dasra (Impact Foundation), Effie Acharya, and Gift Links India Pvt Ltd for their generous in-kind contributions to CMCA. Your support means a great deal to us and is deeply appreciated.




In loving memory of Mr Rakesh Jhunjunwala, a visionary philanthropist and cherished friend of CMCA, we continue to honour his legacy. His unwavering support and dedication have left a lasting impact on countless lives. As a tribute, we have embraced a tradition close to our hearts — planting a sapling each year. Just as a tree grows and flourishes, so does Rakesh's enduring legacy, inspiring our work and reminding us of his invaluable contributions.

Our Partners



We express our sincere appreciation to our valued partners, governments, like-minded NGOs, and institutions, for their invaluable contributions. Through their dedicated collaboration, we have been able to reach and empower children and young people across communities, enabling them with essential life skills, and inspiring them to become active and responsible citizens.



Government Partners

- Brihanmumbai Municipal Corporation, Mumbai, Maharashtra
- Department of School Education and Literacy, Government of Karnataka
- Department of Education, Bargarh District, Government of Odisha
- Directorate of Minorities, Minority Welfare Department, Government of Karnataka
- Jaipur District Department of Education, Rajasthan
- KREIS Schools under the Social Welfare Department, Government of Karnataka
- Rural Development and Panchayat Raj Department, Government of Karnataka
- Samagra Shiksha, Department of School Education, Government of Tamil Nadu

NGOs & Institutions

- Adhyayan Quality Education Foundation
- Agastya International Foundation
- Bookosmia Pvt Ltd
- Gramaantara Trust
- Menstrupedia
- Navu Prathishtana
- Peepal Foundation
- Prakruthi Foundation
- Shirpur Education Society
- Sir Gangadhar Rao Chitnavis Memorial Medical Research Trust



Statutory Information

Remunerations

Distribution of staff according to salary levels for the year ended March 31, 2024

Monthly Salary* (INR)	Female	Male	Total Staff
< 10000	0	0	0
10000 – 25000	1	1	2
25001 – 50000	15	17	32
> 50000	7	5	12
Total	23	23	46

*excluding PF, ESIC, LTA, medical insurance

Notes on Board of Trustees

- None of the Trustees are related to each other
- A board rotation policy exists and is practised
- No remuneration was paid to the Trustees during the years 2023-24

International travels

- No international travels were undertaken by staff.

Sexual Harassment at Workplace Redressal Process for the Period 1-4-2023 to 31-3-2024

- Number of complaints received and dealt with: NIL
- Cases pending more than 90 Days: Not Applicable

During the year, awareness training was conducted for staff and volunteers

Financials



CMCA's CONSOLIDATED BALANCE SHEET AS OF 31ST MARCH 2024

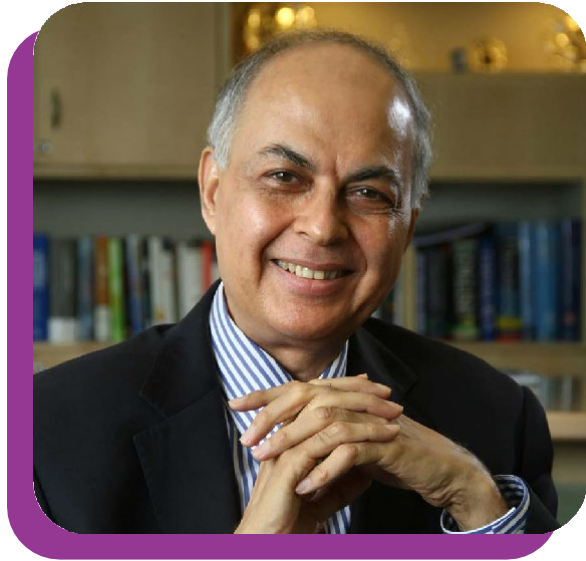
PARTICULARS	AS OF 31-MAR-2024 IN RUPEES	AS OF 31-MAR-2023 IN RUPEES
I. FUNDS AND LIABILITY		
1.Funds		
Trust Fund	7,000	7,000
Corpus Fund	1,54,42,476	1,45,51,827
2. Reserves & Surplus		
Reserves & Surplus	2,19,74,560	1,66,23,687
Fixed Asset Reserve Fund	42,54,457	36,85,900
TOTAL	4,16,78,493	3,48,68,414
II. ASSETS & INVESTMENTS		
1. Non-Current Assets		
Fixed Assets	42,54,457	36,85,900
2. Current Assets, Loans and Advances		
Advances	24,674	56,803
Rental Deposits	11,15,000	8,00,000
Tax Deducted at Source	6,16,003	4,79,012
3.Cash & Bank Balances		
Cash in Hand	14,520	20
Cash at Bank	1,01,12,349	67,03,537
In Fixed Deposit - Others	1,05,55,608	89,58,845
In Fixed Deposit - Corpus fund	1,49,85,882	1,41,84,297
TOTAL	4,16,78,493	3,48,68,414

CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2024

PARTICULARS	AS OF 31-MAR-2024 IN RUPEES	AS OF 31-MAR-2023 IN RUPEES
FUNDS		
Donations and Contributions	5,47,85,307	4,13,39,058
Interest received	16,47,755	12,62,130
Training Income	31,49,388	-
Other Income	-	24,868
I. TOTAL FUNDS	5,95,82,451	4,26,26,056
EXPENDITURE		
Programme and Event Expenses	4,63,99,059	3,57,99,164
Administrative Expenses	63,73,313	51,23,661
Assets Purchased	5,68,557	26,499
II. TOTAL EXPENDITURE	5,33,40,929	4,09,49,324
Surplus / (Deficit) Income over Expenditure (I-II)	62,41,522	16,76,731
Transferred to Corpus Fund	8,90,649	6,10,167
Transferred to Reserves & Surplus	53,50,873	10,66,564
TOTAL	62,41,522	16,76,731

Leadership

In loving memory of Mr Ranjit Shahani



We at CMCA mourn the profound loss of Mr Ranjit Shahani, a dedicated Member of our Board. His unwavering support and commitment have left an indelible mark on our organization, shaping our journey and inspiring our mission. His legacy of compassion and dedication will continue to guide and inspire us in our work with the children and youth we empower. Our heartfelt condolences go out to his family, friends, and colleagues. May his soul rest in peace.

Trustees

Mr. Aroon Raman.

Author of three novels and Managing Director of Telos Investments & Technologies Private Limited.

Mr Aakash Sethi.

CEO of Quest Alliance.

Dr A. N. Yellappa Reddy.

A respected environmentalist who has served in the Forest Department, Government of Karnataka for 35 years in various positions.

Ms Kamala Raghunath.

Entrepreneurial leader and founder of R K Industries and Gift Links.

Mr Sudhakar Rao.

A retired Indian Administrative Service (IAS) Officer and former Chief Secretary of Karnataka.

Ms Vinodini Lulla.

Co-founder of CMCA, actively supports resource mobilisation and continues to be involved with CMCA Mumbai and driving the spirit of volunteerism in CMCA.

Ms Vrunda Bhaskar.

Co-founder of CMCA, has forged long-term partnerships with local governments, corporates and schools and made CMCA a shining example of volunteerism. She continues to be associated with CMCA in key strategic areas, forging key relationships and supporting resource mobilisation.

Permanent Invitee To The Board

Mr G. Govardhan

A prominent active citizen of Bengaluru, has been associated as a member or board member with many NGOs and government agencies.

Co-Founder

Dr Manjunath Sadashiva

Co-founder and former Director of CMCA, is a planning and evaluation expert who has held various positions with numerous NGOs. He currently is a consultant for Outcome Evaluation and continues to guide and advise us in his capacity as co-founder.

Co-Founder & CEO

Ms Priya Krishnamurthy

Co-founder of CMCA, Priya has been associated with CMCA in various capacities and has two decades of experience in programme design and content development.

Senior Executive Leadership

Mr Marulappa P.R.

Programmes and Government Liaison

Ms Nagaveni N.

Finance and Administration

Cdr. Narendra Kumar (Veteran)

Programmes

Ms Priya Nambiar

Partnerships Development & Management

Mr Avijit Chakrovorty

Communications and Resource Mobilisation

Senior Consultants and Subject Matter Experts

Prof. Vivekananda M.

Evaluation Statistics and Analysis

Ms Aparna George

Human Resources

Mr Ashish Patel

Former CEO, CMCA and Advisor – Strategic Finance and overall advisory support to the leadership

Dr Manjunath Sadashiva

Planning and Evaluation

Ms Nirmala Rani

Strategic Resource Mobilisation

Prof. Vivekananda M.

Evaluation Statistics and Analysis

ADVISORY**Content and Pedagogy Advisory****Dr. Aruna Sankaranarayanan**

Psychologist

Dr Kiran.M Gajanur

Member of Module Curriculum for Public Administration & International Relations, Assistant Professor, Department of Public Administration, University of Gulbarga

Strategic Finance and Compliance Advisory**Mr. Subramanian M. R.**

Trustee, Unnati

Human Resource and Organisational Development**RR Nair**

Independent Director & CEO Coach

General Advisory**Mr Arun Maira**

Chairman of HelpAge International, Ex-Member, Planning Commission of India

A heartfelt thank you to
all our volunteers for your
unwavering dedication and
cause-driven commitment. CMCA
is what it is today because of you,
and every child and young citizen
we empower is a testament to
your passion.



Get Involved



Volunteer or Intern

If you would like to volunteer or intern (teach, design, write, make films, raise funds, etc.) please email headoffice@cmcaindia.org



Donate

Your generous donations allow us to enable young people to become changemakers, nation-builders, and active citizens for life. You can donate online at <https://www.cmcaindia.org/donate/> or write to us at headoffice@cmcaindia.org for any queries and tailored donation options.



Partner With Us

If you are an organisation with an existing network of educational institutions, and are interested in partnering with CMCA to bring citizenship and life skills education to young Indians, write to us at headoffice@cmcaindia.org with your ideas or needs.

51

52

ಸಮಾಜ ಕಲ್ಯಾಣ ಇಲಾಖೆಯ ಕೈಸ್ ಜಿಲ್ಲಾ ಸಮನ್ವಯಾಧಿಕಾರಿ ಸಿದ್ದರಾಜು ಸಲಹೆ ಸಂವಿಧಾನದ ಉದ್ದೇಶ ಮನದಟ್ಟು ಮಾಡಿಕೊಡಿ

■ ವಿಜಯವಾಣಿ ಸುದ್ದಿಪಾಲಕರಾದವರ ಸಂವಿಧಾನದ ಮೌಲ್ಯ ಮತ್ತು ಪ್ರಜ್ಞಾವಂತತೆಯನ್ನು ಮಿಥ್ಯಾಭಿಮಾನ ಬದುಕಿಸಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಮತ್ತಳ ಸಂವಿಧಾನ ಶ್ರಮೆ ಬಹಳ ಸಹಕಾರದೊಂದಿಗೆ ಎಂದು ಸಮಾಜ ಕಲ್ಯಾಣ ಇಲಾಖೆಯ ಕೈಸ್ ಜಿಲ್ಲಾ ಸಮನ್ವಯಾಧಿಕಾರಿ ಸಿದ್ದರಾಜು ಹೇಳಿದರು.

ತಾಲೂಕಿನ ಕೆರೆಕೋಟೆಯಲ್ಲಿ ಮುರಾರ್ಜಿ ದೇವಾನೂರ ವಸತಿ ಕಾಲೇಜಿನಲ್ಲಿ ನಡೆದ ಸಮಾಜ ವಿಜ್ಞಾನ ಶಿಕ್ಷಕರಿಗೆ 2ನೇ ಹಂತದ ತರಬೇತಿ ಕಾರ್ಯಾಗಾರ

ಅವರೊಡನೆ ಮಂಗಳವಾರ ಕರ್ನಾಟಕದ ಎಲ್ಲಾ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಸಂಪನ್ಮೂಲ ನಿರ್ದೇಶಕರೊಂದಿಗೆ ಸಂವಿಧಾನ ಶ್ರಮೆ ಬಹಳ ಸಹಕಾರದೊಂದಿಗೆ ಎಂದು ಸಮಾಜ ಕಲ್ಯಾಣ ಇಲಾಖೆಯ ಕೈಸ್ ಜಿಲ್ಲಾ ಸಮನ್ವಯಾಧಿಕಾರಿ ಸಿದ್ದರಾಜು ಹೇಳಿದರು.

ಸಿಎಂಸಿ ಸಂಸ್ಥೆಯ ಕಾರ್ಯಕ್ರಮ ಅಧಿಕಾರಿ ವಿಜಯ ವಾಣಿಯ ನ್ಯಾಯ, ನ್ಯಾಯಾಧಿಕಾರಿ ಸಮಾಜ, ಸಾಮಾಜಿಕ ನ್ಯಾಯ



ಸಂವಿಧಾನದ ಮೌಲ್ಯ ಮತ್ತು ಪ್ರಜ್ಞಾವಂತತೆಯನ್ನು ಮಿಥ್ಯಾಭಿಮಾನ ಬದುಕಿಸಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಮತ್ತಳ ಸಂವಿಧಾನ ಶ್ರಮೆ ಬಹಳ ಸಹಕಾರದೊಂದಿಗೆ ಎಂದು ಸಮಾಜ ಕಲ್ಯಾಣ ಇಲಾಖೆಯ ಕೈಸ್ ಜಿಲ್ಲಾ ಸಮನ್ವಯಾಧಿಕಾರಿ ಸಿದ್ದರಾಜು ಹೇಳಿದರು.

ತಾಲೂಕಿನ ಕೆರೆಕೋಟೆಯಲ್ಲಿ ಮುರಾರ್ಜಿ ದೇವಾನೂರ ವಸತಿ ಕಾಲೇಜಿನಲ್ಲಿ ನಡೆದ ಸಮಾಜ ವಿಜ್ಞಾನ ಶಿಕ್ಷಕರಿಗೆ 2ನೇ ಹಂತದ ತರಬೇತಿ ಕಾರ್ಯಾಗಾರ

ಅವರೊಡನೆ ಮಂಗಳವಾರ ಕರ್ನಾಟಕದ ಎಲ್ಲಾ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಸಂಪನ್ಮೂಲ ನಿರ್ದೇಶಕರೊಂದಿಗೆ ಸಂವಿಧಾನ ಶ್ರಮೆ ಬಹಳ ಸಹಕಾರದೊಂದಿಗೆ ಎಂದು ಸಮಾಜ ಕಲ್ಯಾಣ ಇಲಾಖೆಯ ಕೈಸ್ ಜಿಲ್ಲಾ ಸಮನ್ವಯಾಧಿಕಾರಿ ಸಿದ್ದರಾಜು ಹೇಳಿದರು.

ಸಿಎಂಸಿ ಸಂಸ್ಥೆಯ ಕಾರ್ಯಕ್ರಮ ಅಧಿಕಾರಿ ವಿಜಯ ವಾಣಿಯ ನ್ಯಾಯ, ನ್ಯಾಯಾಧಿಕಾರಿ ಸಮಾಜ, ಸಾಮಾಜಿಕ ನ್ಯಾಯ

ಗುಂಪಿ ಜಿಲ್ಲಾ ಇನ್ಸ್‌ಟಿಟ್ಯೂಟ್ ಮೂಲಕ ಮೇಲಣ್ಣನ ಮಾಹಿತಿಗಾಗಿರುವುದು ಎಂದು.

ಪ್ರಾಂಶುಪಾಲಕ ಹೆಮಿಂಟ್ ಬಾಲ್ ಮಾತನಾಡಿ, ಇಂದಿನ ಮಕ್ಕಳ ಮುಂದಿನ ಪ್ರತಿಭೆಗಳು ಎಂಬ ಕಲ್ಪನೆ ಈಗಲೇ ಇದೆ. ನಿರ್ದಿಷ್ಟದ ಬದುಕನ್ನು ಅಭ್ಯಾಸಿಸಿ ನಿರ್ವಹಣೆ ಮಾಡುವಂತೆ ಮಕ್ಕಳನ್ನು ಪ್ರೋತ್ಸಹಿಸುವುದು ಹಾಗೂ ಪ್ರಜ್ಞಾಪೂರ್ವಕವಾಗಿ ಮಕ್ಕಳ ತತ್ವಗಳ ಬಗ್ಗೆ ಆಳವಾದ ತಿಳುವಳಿಕೆ ಮುಖಾಂತರ ಎಂಥ ಕಾರ್ಯಕ್ರಮಗಳು ಪ್ರಾರಂಭವಾಗುತ್ತವೆ. ಸಂವಿಧಾನ ಶಿಕ್ಷಣ, ಬಿ.ಆರ್. ಅಂಬೇಡ್ಕರ್ ಅವರಿಂದ ಸ್ಫೂರ್ತಿಗೊಂಡು, ಸಿಎಂಸಿ ಸಂಸ್ಥೆ ವಿಶ್ವಾಸಾರ್ಹವಾಗಿ ಸಕ್ರಿಯವಾಗಿ ರೂಪುಗೊಳ್ಳುವ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಕಾರ್ಯನಿರತವಾಗಿರುವುದು ಪ್ರಶಂಸನೀಯ. ಮಕ್ಕಳಲ್ಲಿ ಜನಾಭಿಮಾನ, ಕಾನೂನಿನ ಅರಿವು, ಸ್ಪಷ್ಟ ಮೌಲ್ಯಗಳು, ಪರಸ್ಪರ ಕಾಳಿ ಮುಂತಾದ ಅಂಶಗಳನ್ನು ಪಾಠ್ಯದಲ್ಲಿ ಪ್ರದರ್ಶಿಸುವ ಶಿಕ್ಷಣದ ಬದ್ಧವಾಗಬೇಕು ಎಂದು.

ಸಿಎಂಸಿ ಸಂಸ್ಥೆಯ ಸಮಾಜ, ಆರ್.ಮಂಜುನಾಥ, ಜಿಬಿ ಜಿಲ್ಲಾ ಮುರಾರ್ಜಿ ದೇವಾನೂರ ವಸತಿ ಕಾಲೇಜಿನ ಮುಖ್ಯ ಕೋಶ, ಸಿಲಿಯಾ ಪಾಲಕ ಆರ್. ಅರುಣ್, ಶಿಕ್ಷಕರಾದ ಮಮತಾ, ಲಕ್ಷ್ಮಿ, ಸ್ಪಷ್ಟ ಹಾಗೂ ಮಂಜು, ಜಿಲ್ಲೆಯ ಕರ್ನಾಟಕ ವಸತಿ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಸಂಪನ್ಮೂಲ ನಿರ್ದೇಶಕರಾದ 36 ಶಿಕ್ಷಕರು ತರಬೇತಿ ಕಾರ್ಯಾಗಾರದಲ್ಲಿ ಇದ್ದರು.

ಸಾಂವಿಧಾನಿಕ ಮೌಲ್ಯದ ಅರಿವು ಇಂದಿನ ಅಗತ್ಯ

ಸಂ.ಕ. ಸಮಾಚಾರ, ಚನ್ನಪಟ್ಟಣ ಮಕ್ಕಳು ಮತ್ತು ಯುವಜನರು ನಮ್ಮ ದೇಶದಲ್ಲಿ ಬದಲಾವಣೆಯನ್ನು ತರುವುದಕ್ಕೆ ಶ್ರಮಿಸಬೇಕಾಗಿದೆ. ಪ್ರಸ್ತುತ ಶಿಕ್ಷಣದ ಜೊತೆಗೆ ಬದುಕಿಗೆ ಬೇಕಾದ ಎಲ್ಲ ಕೌಶಲ್ಯಗಳು, ಪ್ರಜಾಪ್ರಭುತ್ವ ತತ್ವಗಳು ಸಾಂವಿಧಾನಿಕ ಮೌಲ್ಯಗಳನ್ನು ಸಹ ಕಲಿಯಬೇಕಿದೆ. ಕೌಶಲ್ಯಪೂರ್ಣ ಯುವಜನರಿಂದ ಆರೋಗ್ಯಕರ ಸಮಾಜ ನಿರ್ಮಾಣ ಸಾಧ್ಯವಿದೆ. ಹಾಗಾಗಿ, ಸಮಾಜದ ಪರಿವರ್ತನೆಗಾಗಿ ಪ್ರತಿಯೊಬ್ಬರೂ ಶ್ರಮಿಸಬೇಕಾದ ಅತ್ಯಗತ್ಯ ಎಂದು ಪ್ರಾಂಶುಪಾಲ ಎಚ್. ಎಲ್.ಕಮಲಮ್ಮ ಅಭಿಪ್ರಾಯಪಟ್ಟರು.

ಪಟ್ಟಣದ ಸಾತನೂರು ಸರ್ಕಲ್ ಬಳಿಯ ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಸತಿ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಸಂಘದ ಸಹಯೋಗದೊಂದಿಗೆ ಡಾ.ಬಿ.ಆರ್. ಅಂಬೇಡ್ಕರ್ ಬಾಲಕಿಯರ ವಸತಿ ಶಾಲೆ ಆವರಣದಲ್ಲಿ ಏರ್ಪಡಿಸಿದ್ದ 'ಮಕ್ಕಳ ಸಂವಿಧಾನ ಕ್ಲಬ್' ಸಮಾರಂಭ ಹಾಗೂ ಸಾಂವಿಧಾನಿಕ ಮೌಲ್ಯಗಳನ್ನು ಸಮಾರಂಭ ಕಾರ್ಯಕ್ರಮದ ಅಧ್ಯಕ್ಷತೆ ವಹಿಸಿ ಮಾತನಾಡಿದರು.

ಶಿಕ್ಷಕ ಕೆ.ಆರ್.ಶಿಲ್ಪ ಪ್ರಾಸ್ತಾವಿಕವಾಗಿ ಮಾತನಾಡಿದರು. ನಿಲಯಪಾಲಕ ಎ.ಪಿ.ಶಕುಂತಲಾ, ಶಿಕ್ಷಕಿಯರಾದ ಜೈತ್ರ, ವರಲಕ್ಷ್ಮಿ ಸುವರ್ಣ, ವಿದ್ಯಾರ್ಥಿನಿಯರಾದ ಶ್ರದ್ಧಾ, ಫುಷಿ ಇತರರಿದ್ದರು.



ಚನ್ನಪಟ್ಟಣದ ಬಾಲಕಿಯರ ವಸತಿ ಶಾಲೆ ಆವರಣದಲ್ಲಿ ಏರ್ಪಡಿಸಿದ್ದ 'ಮಕ್ಕಳ ಸಂವಿಧಾನ ಕ್ಲಬ್' ಸಮಾರಂಭವನ್ನು ಸಂವಿಧಾನ ಓದುವ ಮೂಲಕ ಚಾಲನೆ ನೀಡಿದರು.

ಆರೋಗ್ಯಕರ ಸಮಾಜಕ್ಕೆ ಶ್ರಮಿಸಿ: ಸಚಿನ್ ಸೊಂಡೂರ

ವಿಶ್ವದಾದ್ಯಂತ ಸಮಗ್ರ ಚಿಕ್ಕಪ್ಪರೊಡನೆ ಮತ್ತು ಯುವಜನರು ನಮ್ಮ ಸಮಾಜದಲ್ಲಿ ಆರೋಗ್ಯಕರ ಬದುಕುವಂತೆ ಮಾಡುವ ಕಾರ್ಯಕ್ರಮಕ್ಕೆ ಎಲ್ಲ ಪರಿಣತರೂ ಶ್ರಮಿಸಬೇಕು ಎಂದು ಪ್ರಜಾಪ್ರಭುತ್ವ ಸಚಿನ್ ಸೊಂಡೂರ ಹೇಳಿದರು.

ತಾಲೂಕಿನ ಕರಾವಳಿ ಗ್ರಾಮದಲ್ಲಿನ ಇಂದಿರಾಗಾಂಧಿ ವಾಣಿಜ್ಯ ಕಾಲೇಜಿನಲ್ಲಿ ನಡೆದ ಸಮಾಜ ಸಂವಿಧಾನ ಶ್ರಮೆ ಸಮಾರಂಭದ ಅಧ್ಯಕ್ಷತೆ ವಹಿಸಿ ಮಾತನಾಡಿದ ಸೊಂಡೂರ, ಪದವಿ ವಸತಿ ಬದುಕಿಗೆ ಬೇಕಾದ ಆಗತ್ಯ ಕೌಶಲ್ಯಗಳು, ಪ್ರಜಾಪ್ರಭುತ್ವ ತತ್ವಗಳು ಹಾಗೂ ಸಾಂವಿಧಾನಿಕ ಮೌಲ್ಯಗಳನ್ನು ಸಹ ಕಲಿಯಬೇಕಿದೆ. ಆರೋಗ್ಯಕರ ಸಮಾಜ ನಿರ್ಮಾಣ ಸಾಧ್ಯವಿದೆ. ಹಾಗಾಗಿ, ಸಮಾಜದ ಪರಿವರ್ತನೆಗಾಗಿ ಪ್ರತಿಯೊಬ್ಬರೂ ಶ್ರಮಿಸಬೇಕಾದ ಅತ್ಯಗತ್ಯ ಎಂದು ಪ್ರಾಂಶುಪಾಲ ಎಚ್. ಎಲ್.ಕಮಲಮ್ಮ ಅಭಿಪ್ರಾಯಪಟ್ಟರು.



ಅವರೊಡನೆ ಮಂಗಳವಾರ ಕರ್ನಾಟಕದ ಎಲ್ಲಾ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಸಂಪನ್ಮೂಲ ನಿರ್ದೇಶಕರೊಂದಿಗೆ ಸಂವಿಧಾನ ಶ್ರಮೆ ಬಹಳ ಸಹಕಾರದೊಂದಿಗೆ ಎಂದು ಸಮಾಜ ಕಲ್ಯಾಣ ಇಲಾಖೆಯ ಕೈಸ್ ಜಿಲ್ಲಾ ಸಮನ್ವಯಾಧಿಕಾರಿ ಸಿದ್ದರಾಜು ಹೇಳಿದರು.

ಸಿಎಂಸಿ ಸಂಸ್ಥೆಯ ಕಾರ್ಯಕ್ರಮ ಅಧಿಕಾರಿ ವಿಜಯ ವಾಣಿಯ ನ್ಯಾಯ, ನ್ಯಾಯಾಧಿಕಾರಿ ಸಮಾಜ, ಸಾಮಾಜಿಕ ನ್ಯಾಯ

ಶಿಕ್ಷಕರುಗಳಿಗೆ ಬೇಕಾದ ಸಾಮಗ್ರಿಗಳನ್ನು ಒದಗಿಸುವುದರ ಜೊತೆಗೆ ತರಬೇತಿ ನೀಡುವ ಸಹ ಪ್ರಜ್ಞೆ, ಮಕ್ಕಳ ಸ್ವಲ್ಪವಾಗಿ ಮುನ್ನಡೆಗೊಳ್ಳುವುದು, ಮಕ್ಕಳ ಹಕ್ಕುಗಳು ಮತ್ತು ಜನಾಭಿಮಾನ, ನಿರ್ದಿಷ್ಟದ ಬದುಕನ್ನು ಅಭ್ಯಾಸಿಸುವುದು ಹಾಗೂ ಪ್ರಜ್ಞಾಪೂರ್ವಕವಾಗಿ ಮಕ್ಕಳ ತತ್ವಗಳ ಬಗ್ಗೆ ಆಳವಾದ ತಿಳುವಳಿಕೆ ಮುಖಾಂತರ ಎಂಥ ಕಾರ್ಯಕ್ರಮಗಳು ಪ್ರಾರಂಭವಾಗುತ್ತವೆ. ಸಂವಿಧಾನ ಶಿಕ್ಷಣ, ಬಿ.ಆರ್. ಅಂಬೇಡ್ಕರ್ ಅವರಿಂದ ಸ್ಫೂರ್ತಿಗೊಂಡು, ಸಿಎಂಸಿ ಸಂಸ್ಥೆ ವಿಶ್ವಾಸಾರ್ಹವಾಗಿ ಸಕ್ರಿಯವಾಗಿ ರೂಪುಗೊಳ್ಳುವ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಕಾರ್ಯನಿರತವಾಗಿರುವುದು ಪ್ರಶಂಸನೀಯ. ಮಕ್ಕಳಲ್ಲಿ ಜನಾಭಿಮಾನ, ಕಾನೂನಿನ ಅರಿವು, ಸ್ಪಷ್ಟ ಮೌಲ್ಯಗಳು, ಪರಸ್ಪರ ಕಾಳಿ ಮುಂತಾದ ಅಂಶಗಳನ್ನು ಪಾಠ್ಯದಲ್ಲಿ ಪ್ರದರ್ಶಿಸುವ ಶಿಕ್ಷಣದ ಬದ್ಧವಾಗಬೇಕು ಎಂದು.

ಸಿಎಂಸಿ ಸಂಸ್ಥೆಯ ಸಮಾಜ, ಆರ್.ಮಂಜುನಾಥ, ಜಿಬಿ ಜಿಲ್ಲಾ ಮುರಾರ್ಜಿ ದೇವಾನೂರ ವಸತಿ ಕಾಲೇಜಿನ ಮುಖ್ಯ ಕೋಶ, ಸಿಲಿಯಾ ಪಾಲಕ ಆರ್. ಅರುಣ್, ಶಿಕ್ಷಕರಾದ ಮಮತಾ, ಲಕ್ಷ್ಮಿ, ಸ್ಪಷ್ಟ ಹಾಗೂ ಮಂಜು, ಜಿಲ್ಲೆಯ ಕರ್ನಾಟಕ ವಸತಿ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳ ಸಂಪನ್ಮೂಲ ನಿರ್ದೇಶಕರಾದ 36 ಶಿಕ್ಷಕರು ತರಬೇತಿ ಕಾರ್ಯಾಗಾರದಲ್ಲಿ ಇದ್ದರು.

ಕನ್ನಡಪ್ರಭ

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ಉದಯವಾಣಿ

ರಾಮನಗರ ವಾರ್ತೆ

ವೈಷಾಖರ ಮಿತ್ರ

ರಾಮನಗರ ವಾರ್ತೆ

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