

ययास



A fight for human dignity !



मंजिलें भी ज़िद्दी है, रास्ते भी ज़िद्दी हैं
रुकना सीखा नहीं, हमारे हौंसले जो ज़िद्दी हैं

Annual Report 2018-19

उड़ान तेरी हो - हौंसला में बनूं !



One of the surest ways of transmitting poverty from generation to generation is by restricting access to education. And, if that access is denied to children with disabilities, they become even more vulnerable. At Prayas, we focus on the children from the most vulnerable and marginalized families, specially children with special needs and the girl child. We work on the belief that education and acquisition of necessary life skills is the only investment that can bring hope in a child's life and we endeavor to ensure that these children enjoy their basic human right without discrimination of any kind.

Prayas has been working for the last twenty two years to provide education and vocational training to special needs and other disadvantaged children from 55 slums of Jaipur. We are glad to report here that every year the team of committed teachers from Prayas goes out in the scorching summer heat to knock at every door in the community, collect data of out of school children, compile the data and then work to ensure that most of the children get admitted to one of the 4 Prayas schools, a government or private school of the area or get enrolled in the Prayas Home base program meant for profound category special needs children, who are physically incapable of going to school. This is indeed a mammoth task, where our journey has been replete with challenges and interesting episodes, where doors have been banged on our faces, irate householders have tested our patience, and grateful parents have showered blessings on us.

We are happy to reach out to all of you at the end of another satisfying year at Prayas. Our schools are doing well, our engagement in government schools is encouraging and we continue to strive and provide a life of dignity and hope to the children whose parents have reposed their faith in us.

We patiently await the government allocation of our land in Amagarh kutchee bastee for an Inclusive school and Vocational Training Centre. The delay has slowed us down, but we have not deterred from our mission and goal.

Our sincere thanks to partners, friends and well wishers, who have supported us in our mission.

Members of the Executive Committee

PRAYAS



Late Miss Jatinder Arora
Founder PRAYAS

वक्त ने खुद से तेज दौड़ाया
मंजिल के लिए खुद से लड़ाया
रुकावटों को तोड़ सकें - ऐसा रास्ता दिखाया !



Late S. Harjeet Singh
who provided inspiration
and immense strength
and showed us the right
way to tread on

Disability rarely gets main stream attention, but when a child with special needs, working against all odds, overcomes the disability to go to school, to move towards some sort of independent living, then it becomes a story - the story of Prayas! PRAYAS is an effort that started in 1996, with a dream for specially abled and other disadvantaged slum children, whose circumstances did not give them an opportunity to go to school. Today the four schools of Prayas stand in silent testimony to the path breaking integrated and inclusive initiative of the founding team of Prayas.

Prayas means an Endeavour...an effort to help the mentally and physically challenged child and other under privileged children to lead a meaningful and dignified life !

Vision

Equal opportunities for all

Mission

Our mission is the integration of children, with and without special needs, into mainstream schooling and society by providing education to enable their growth and development towards becoming self-sufficient individuals who can live with dignity.

Objectives

- Provide Inclusive Education (Education for all).
- Enhance skills of CWSN and develop a positive attitude towards self-reliance.
- Provide income generating projects to enable differently-abled to become economically self-sufficient.
- To develop strategies for marketing the products made by the physically and mentally challenged so that their income can be ensured.
- To advocate and network with governmental and non-governmental institutes for child rights.
- Women empowerment.
- Community participation in child education.
- To develop a resource centre in accordance with special needs in changing environment.
- To run professional courses under the accreditation of RCI.
- To facilitate inclusion in government run schools in slums of Jaipur.
- To pursue and help children to continue education for secondary and higher secondary certificate for placement.

- To provide computer science knowledge for better placement.

Prayas – from Exclusion to Inclusion

Nobody understands 'exclusion' better than us. Every child, has a desire to go to school, but has no formal experience and that is why they don't know much of what children their age would generally know. As a child, they do not know the value of education, but do understand the feeling of being excluded and are unable to articulate this. They want to belong and not stand aside. Wanting to go to school is their way of wanting to be included.



At Prayas we are very sensitive to the child's need of being accepted and included. The transition from home to school is unnerving. But our teachers are encouraging and empathetic and under their able guidance, the children blossom, and their confidence grows exponentially. At Prayas we value interdependence. If we work together, we can achieve more. By supporting individual choices and working together we can make a difference.

We started with five children in 1996. Today Prayas has four schools in Jaipur and provides special education, vocational training and Classroom education up to the eighth grade to children from under privileged families.

PRAYAS SCHOOLS

	JHALANA (Special Needs School)	RAJA PARK (Integrated School)	AMAGARH (Integrated School)	SANGANER (Integrated School)
Grades	A special classification system used.	Nursery to 8/Upper Primary	Nursery to 5/ Primary	Nursery to 5/ Primary
Post-Prayas	Students are either integrated into schools of mainstream society or rehabilitated by way of employment or self-employment.	Students are helped to enter mainstream schooling. Financial and academic support is provided where required.	Students attend the Raja Park school from Class VI onwards.	Students are helped with entering mainstream schooling. Financial and academic support is provided where required.

Name of Centre	Current Student Strength (Boys + Girls)
RAJA PARK (Integrated School)	189 (108+81)
JHALANA (Special Needs School)	115 (94 +21)
AMAGARH (Integrated School)	173 (87+86)
SANGANER (Integrated School)	161 (79+82)

Total	637 (368+270)
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Number of Children with special needs							
Category	Amagarh	Sanganer	Rajapark	Jhalana	Home based	Govt. schools	Total
Intellectually challenged	15	6	27	83		47	
Multiple Disabled			6	16	33	10	
Hearing Impaired			2	9		1	
Cerebral Palsy	3	1	7	7		3	
Learning Disability			3			6	
Total	18	7	45	115	33	67	285

Number of Slow Learners in Prayas Schools						
Category	Amagarh	Sanganer	Rajapark	Jhalana	Home based	Total
Slow Learner	18	15	4	-	-	37

We have been working with special needs children for ever so long. For parents, accepting and coping with a special needs child is not easy. Every child is unique and the family and teachers have to deal with a roller coaster of mood swings, lack of response and even defiance at times.

Many small things can ease this situation. We start with establishing a connect with the child. A positive attitude is necessary as we focus on what each child can do instead of focusing on what they can't do. Some children with special needs, are at times unable to verbalize discomfort. After observing what the child's behavior is communicating to us, we try to arrange the environment for physical and emotional comfort of the child. A variety of methods are used to help the child understand and master new skills. We use visual, auditory or tactile cues in teaching, because having the right cues in an environment can mean the difference between participation and non-participation for them.

For cwsn, accessibility, availability, and utilization of services are the major issues to be considered. As they grow up, they need to build on their physical and mental abilities, have access to regular services and opportunities, and achieve integration within their communities. Prayas has always been forthcoming in taking the initiative to develop leadership and self-advocacy skills in the community and enable social change by empowering not only cwsn, but also members of their family and community. We create awareness on disability issues and rights and try to build a positive view of disability. We support bal clubs at the grassroots level and help the community people claim rightful benefits from the government in matters related to education, livelihood, mobility assistance, transport concessions, pension etc.



A CWSN at PRAYAS learning how to Vote and check the VVPAT machine

At the official level, Prayas has always tried to influence policy and legislation that promotes inclusion, through continuous sharing of survey data on disability, information dissemination, pushing for appointment of more special educators in government schools, and sensitizing the government officials on day to day challenges faced by cwsn. We closely interface and network with the Ministry of Social Justice and Empowerment and the Samagra Shiksha Abhiyan of the Education Department for this .

Prayas is proud of you!

Prayas special needs children who are weak in academics and growing in age are engaged in income generating vocational skills to prepare them for independent living. This year our cwsn, who are part of the embroidery, tie and dye, paper mache classes, and Prayas Tiffin Centre have worked hard, and helped in running the tiffin centre smoothly. They have made many products which we have been selling and they have earned a substantial amount, which has been transferred to their bank accounts.

Ramesh, a cwsn at Prayas special school and vocational training centre has been part of the Prayas Tiffin Centre since 2004. He is a multiple disabled person. A diligent worker, he was gradually trained over the years in kitchen related activities of cleaning, cutting vegetables and making the dough for chapatis. There is sincerity and perseverance in all the work that he does. It was indeed a matter of pride when Ramesh was shortlisted and is presently working in the mainstream as **Guest Service Associate, F&B, Lemon Tree Group Hotel Red Fox, Jaipur.** Well done Ramesh!



Junaid and Varsha have Cerebral Palsy. Their speech is incoherent, they write laboriously, their gait is impaired. However this has not deterred them. After clearing Class XII, through NIOS, they sought admission in Kota Open University in the Graduation course. They have cleared the first year examination and are in the second year of graduation. Hearing impaired cwsn Rehnuma, Gulapsha and Bilal are appearing for the NIOS open school examinations (Class XII and Class X) after clearing the previous level.



On the academic front, most of our children are doing well, considering the fact that all their learning is in the class room with almost no contribution from the family. We provide an opportunity for students to apply what they learn in the classroom to real life experiences. This has proven to be an effective way of both disseminating and integrating knowledge. Discussion, active learning, cooperative learning, integrating technology, teacher workshops are some of the ways in which we try to empower our teaching fraternity.

Mahenoor..... breaking the barriers!

The meaning of Mahenoor is Moonlight. The gentle and smiling persona of Mahenoor justifies her name. When we measure the happiness quotient of this delightful child, it is difficult to believe her family circumstances.

Born to Sajid and Nasreen, Mahenoor and her mother were abandoned by her father, when she was barely a year old. Since then, she has been living with her maternal grand-parents. Even though she was too young to understand what had happened in her childhood. When one parent is absent from a child's life —by choice or otherwise, it is a loss! When the person who is meant to love, hold and protect you, the child nurtures a different kind of hurt inside her. However Mahenoor has decided to look at the bright side of life and spread her gentle aura of happiness everywhere.



Mahenoor was admitted to Prayas Special school a year ago. The quiet, mild spoken child has to place her hands on her knees for support and walks in a slightly forward bending position. She could not stand for long and had to take frequent breaks while walking up the ramp to her classroom. She was very interested in studying although her academic level was not very high. She was able to copy her name and knew all the vowels. She could count up to 5 and in English could write the alphabets from A to E.

Mahenoor was given regular physiotherapy sessions and she has cooperated so well. Today she is able to stand and walk upright, but with the help of a walker. She can stand for longer periods, walk upto the first floor across the ramp without taking a single break! In the classroom, she has not only learnt her numbers upto 30, but can



MAHENOOR now walks erect with the help of a Walker

also do basic addition and subtraction. She not only recognizes the currency notes, but can do shopping with notes upto Rs 10. In Hindi she knows almost all the consonants and is working on two letter words. She proudly writes her mother’s name “Nasreen’ also. In English, after learning all the alphabets, she has started writing and speaking out names of fruits also.

Visitors to Prayas are amazed to see this seven year old lead and conduct the Morning prayers in the Assembly Hall. She seamlessly recites the different hymns and does the Om chanting. Her creativity and interest in co curricular activities is worthy of mention. She loves Art and Crafts and loves helping her class teacher in making different teaching learning material. She loves dancing, participating in group activities and is always ready to lend the helping hand to her class mates.

Everyone at Prayas is happy to see her progress and it is very likely that after a few years we will see Mahenoor not in a special classroom, but in the regular classroom, studying the regular curriculum in the inclusive environment of Prayas Raja park school!

The Continued Education Program of Prayas is in the sixth year of running and we are happy to see some of our pass out children, now pursuing graduation, and preparing themselves for greater roles in life, with the financial support of Prayas. The pride in the eyes of their illiterate parents, when they see their child’s accomplishments is worth it all. About 15 children are presently pursuing further studies (after completing Class VIII from Prayas), with fees support from Prayas. **Girl power is very evidently visible as many of our students are girls pursuing higher studies after overcoming family traditions of early marriage.**



Jatinder Arora Academic Awards has completed its fourth year. It was started to commemorate the memory of Prayas founder, Miss Jatinder Arora. Trophies, Certificate and Cash prizes have been awarded to the following students for overcoming challenging circumstances and excelling not only in academics, but also in becoming exemplary role models for everyone.



Awardees	Runner Ups	Prayas School
Paras Taneja	Adhira Kurup, Amit Lalwani	Prayas Special School, Jhalana
Gunjan Dabi	Junaid. Md. Bilal	Prayas Integrated School, Raja Park
Fiza Rangrej	-	Prayas Integrated School, Sanganer
-	Wafaa	Prayas Integrated School, Amagarh

Government School Intervention

In the light of the UNCRPD, the RPWD Act and the RTE Act, society and government recognizes and supports the right to inclusive education of all children with disabilities and wishes to ensure they access their right with dignity and on an equal basis with other children. Our initiative of intervention to facilitate Inclusive education in 12 government primary schools for the last nine years has been driven by this belief.

We work at the grass roots level in the communities, conduct annual surveys, identify the children with special needs and out of school children and then get them admitted to the nearby government school. Our special educators visit the school and look after the additional learning needs of the cwsn. Our work does not end here. Our Community mobilizers and special educators are familiar faces in the school, the child's home, the community baal clubs and other awareness meetings and camps conducted regularly. Government school teachers can be seen in the Prayas workshops learning and sharing their challenges and experiences of the inclusive classroom!.



The government has also started taking some new initiatives and it was indeed very encouraging for us, when the Prayas team was invited to the Social Justice and Empowerment Minister's office in the State Secretariat to share our challenges and suggestions for the betterment of these children!

The **Prayas Resource Centre** is now in its thirteenth year. This two year diploma course in Special Education, Mental Retardation runs under the aegis of Rehabilitation Council of India, New Delhi and National Institute of Persons with Multiple Disabilities, Chennai. Over 280 Special educators, who have completed the course are working in different capacities for children with special needs. The students aspiring to pursue their careers in this challenging field are given the opportunity to work in the four Prayas schools in the special classrooms, and at the grass root level in the communities.



Prayas Home Base Program

In our Home Base program for the profound category of cwsn, the intervention is conducted at home with the child, parents or other primary caregivers. It has been our experience that

interventions involving parents and family members have generated positive outcomes. It not only decreases stress within the family, but increases stability, facilitates bonding with the child and supports the child's development progress in a healthy, nurturing, protective environment. Prayas Special educators, psychologists and physiotherapists are presently serving about 32 children in the comfort of their homes and preparing the pathway to bring them to school in a few years time.



Empowerment of Teachers and Special Educators

Increasing the teacher motivation, and improving their problem solving skills are vital to improving learning outcomes for every student. Empowering Special educators, Prayas teachers and Government school teachers with the tools and experience to unlock every student's potential for learning is a regular initiative at Prayas. Our workshops try to bridge the gap between theory and practice by imparting knowledge that is effective in the classroom, and providing them an opportunity to extend and refine their knowledge and skills. In our workshops we recognize the importance of using technology and illustrate practical ways to harness it to improve teaching and learning for children with diverse special needs.



Inclusive Education through the use of Theatre and Arts and Successful Achievement of Inclusive Education through Whole School Approach and Classroom Management Strategies are some of the interesting topics of the workshops conducted at Prayas by eminent special education field specialists like Ms Radhika Alkazi, Ms Sudha Vohra and Ms Shabnam.

Community Outreach

Prayas Community Outreach program fosters a meaningful connection between us and the community, based on trust and belief that their uplift-ment is our ultimate goal. We work at the grass-root level, and under our guidance they learn how to map and identify resources in the community, so that they can create social and environmental change in a positive way.



Our community interaction covers a wide range of areas related to their growth and development, civic challenges, education, awareness, documentation, availing benefits of government schemes, women empowerment through vocational training (in stitching, sewing and embroidery) and value addition and increased exposure to children through group activities in the bal club and book libraries for widening horizons of the young readers. Today we can proudly say that we have been able to vocationally train about 550 women and make them contributing members of their family.

Here are some statistics, related to community benefitting initiatives of Prayas team.

Details	Total No.
Disability certificate made	8
Aastha Cards for Disabled	1
Disability Pension started	8
Palanhar Yojna	1
Bank Accounts opened	17
Escort Allowance	23
Bhamashah forms Application	81
Bhamashah Enrolment	32
Pension forms submitted	44
No. of Community meetings held	26
No. of persons who attended Community meetings	3400 (approx.)
Members of Community Volunteer Committees	12
Families surveyed for (non school going children + cwsn identified)	7336 (292 + 57)

Snapshots from Visitor Diary

5/11/2015	Shelly Rambo (Intsys BPM)	Really appreciate entire team of Prayas for all the great work they doing for these kids. It takes a lot of passion & determination to do what they do every single day. We do annual event here & we love coming here. Good luck team. Keep it up & keep at it!
26 July 2018	VIJAY KEMUCAPALLI (INTERNATIONAL DIRECTOR, VIHA IN EDUCATION USA)	ViHA has been funding Prayas since this is the first time I visited PRAYAS and I am extremely impressed with their work and sincerity. All the best in their future plans!
12/9/18	Liza Harvey Orpington, Kent, BR. ENGLAND.	What a wonderful place for the children to be and feel safe and to learn life skills. Thank you so much for letting me visit with you all.
12/9/18	Lisa Brindley Horsnam West Sussex England	Such a humbling experience, lovely to see the children so happy. Keep up the good work!
25-7-18	Nico Derks Teacher and leader of the Global Exploration group "Team PoMaas"	We enjoyed our visit on the Prayas very much. We learned a lot of the information given to us. We think the Prayas foundation does a lot of good work, good education, healthcare etc. Thanks on behalf of the whole group.

Registered Under

Prayas has had the privilege of getting support from various national and international alliances in the course of its journey so far.

Ministry of Social Justice and Empowerment, New Delhi
Rehabilitation Council of India (RCI)
Societies Registration Act, 1958 (Soc. Reg. No. 165/JPR/96-97)
Foreign Contribution Regulation Act, 1976 Amended in 2010 (Reg. No 125560127)
National Institute of Open Schooling
Rajasthan Board of Secondary Education
National Institute of Mentally Handicapped (NIMH), Secunderabad
National Institute of Empowerment of persons with Disability (NIEMPD), Chennai

Hands That Are Helping Us : Wipro Cares, Vibha, U.S.A., ASHA For Education, U.S.A., WIPRO Cares, Bangalore, Genpact, Jaipur, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi, India, Deutsche Bank, Jaipur, India, Mr. Sachit Dhawan, New Delhi, India, Mr. Subhash Oberoi and Mr. Roshan, New Delhi, India, Many other individual local donors

Hands That Have Helped Us : Child Rights and You (C.R.Y.), India, Jamshedji Tata Trust, Mumbai, India, Sir Dorabji Tata Trust, Mumbai, India, Government of Japan (New Delhi Embassy), Government of Rajasthan Education Trust, New Delhi, India, Mr. John and Mrs. Liz Robbins, U.K., Avtar Virdi Charitable Foundation, U.K., Genpact, Global Fund For Children, Save The Children Fund, SBI Life Insurance.

Supporting Prayas

We are extremely thankful to all those who have supported the children of Prayas in cash, kind and spirit in the past and present. You can support the children by:

1. Donate: To provide monetary support, please refer to the details below.

Indian Citizens (Indian Residents & Non-Indian Residents)

Account Holder's Name: PRAYAS VOCATIONAL INSTITUTE FOR MENTALLY HANDICAPPED
Account Number: 98150100000475
Bank's Name: Bank of Baroda
Location (City/Town): Jaipur
Branch IFSC Code: BARB0EXTNEH
Branch Name: IDS Extension Counter Branch, Jhalana Institutional Area, Jaipur

Bank Details for Foreign Contribution

Account Holder's Name: PRAYAS VOCATIONAL INSTITUTE FOR MENTALLY HANDICAPPED
Account No. 00541170000016
Account Holder's Bank: HDFC Bank Ltd.
Branch IFS Code: HDFC0000054
Swift Code: HDFCINBB
Branch Name: D-54, Siddhi Vinayak, Ashok Marg, C Scheme
Location (City/State/Country): Jaipur, Rajasthan, India

You could also send a cheque in favour of PRAYAS VOCATIONAL INSTITUTE FOR MENTALLY HANDICAPPED to J-5A, Jhalana Institutional Area, Jaipur, Rajasthan, India. Alternatively, you can visit us at this address. You would be provided with a receipt for the same for tax exemption outlined in section 80(G) of the Income Tax Act, 1961 in India.

1. Sponsoring A Child: By sponsoring a child, you would be helping by covering the cost of the child's education and other-related needs. You would receive a brief profile and periodic updates of the child.
2. Volunteering: One can volunteer to spend time with children by way of teaching, games and activities, organizing field trips, etc.
3. You can help by purchasing products made in vocational classes by Prayas children.

नन्हे कलम से

गुलाबी नगरी – जयपुर

राजस्थान में कई नगर हैं, किन्तु अपनी सुन्दरता के कारण जयपुर नगर बहुत प्रसिद्ध है। इस नगर के परकोटे तथा मकानों पर गुलाबी रंग पुता रहता है, इस कारण इसे 'गुलाबी नगर' भी कहते हैं। जयपुर नगर हमारे प्रदेश की राजधानी है। यहाँ सभी बड़े कार्यालय एवं राज्य का विधानसभा भवन हैं। जयपुर नगर की सड़कें चौड़ी और सीधी हैं। जयपुर नगर में अनेक दर्शनीय स्थल हैं। इनमें हवामहल, जन्तर-मन्तर, सिटी पैलेस, गोविन्ददेवजी का मन्दिर, बिरला मन्दिर, रामनिवास बाग, चिड़ियाघर, अल्बर्ट हॉल, सिसोदिया गार्डन, गलता, आमेर का महल, नाहरगढ़ आदि विशेष दर्शनीय हैं। इन दर्शनीय स्थलों को देखने के लिए देश-विदेश से हजारों यात्री यहाँ आते हैं। जयपुर अपने कला-कौशल में विश्व में प्रसिद्ध है। यहाँ कपड़े की रंगाई-छपाई का काम, पीतल पर खुदाई का काम, मूर्तियाँ और हाथी दाँत के खिलौने बनाने का काम होता है। यहाँ की लाख की चूड़ियाँ, व कामदार जूतियाँ भी प्रसिद्ध हैं। जयपुर भारत का ऐतिहासिक तथा सुन्दर नगर है। जयपुर नगर का निर्माण राजा सवाई जयसिंह ने किया था। राजस्थान की राजधानी होने के अलावा, जयपुर राज्य का सबसे बड़ा शहर है।

कनक, कक्षा-III

प्रयास समेकित विद्यालय, सांगानेर

पर्यावरण

भूमि, जल, वायु, आकाश, वृक्ष, नदी, पर्वत यही सब मिलकर पर्यावरण बनाते हैं – पर्यावरण। पर्यावरण मनुष्य को प्रकृति का अमूल्य वरदान है, लेकिन बढ़ते प्रदूषण ने पर्यावरण को बहुत हानि पहुँचाई है। पर्यावरण के किसी अंग को, किसी भी प्रकार से मलिन या दूषित बनाना ही प्रदूषण है।

पर्यावरण प्रदूषण के प्रकार :-

जल प्रदूषण- जल मानव जीवन के लिए परम आवश्यक पदार्थ है। जलके परंपरागत स्रोत हैं- कुआँ, तालाब, नदी तथा वर्षा का जल। औद्योगिक प्रगति के कारण उत्पन्न हानिकारक कचरा और रसायन बड़ी बेदरदी से इन जल-स्रोतों को दूषित कर रहे हैं।

वायु प्रदूषण- आज शुद्ध वायु मिलना कठिन हो गया है। वाहनों, कारखानों और सड़ते हुए औद्योगिक कचरे ने वायु में भी जहर भर दिया है। घातक गैसों के रिसाव भी यदा-कदा प्रलय मचाते रहते हैं।

ध्वनि प्रदूषण- आज मनुष्य को ध्वनि के प्रदूषण को भी भोगना पड़ रहा है। आकाश में वायुयानों की कानफोड़ ध्वनियाँ, धरती पर वाहनों, यंत्रों और ध्वनि विस्तारकों का शोर, सब मिलकर ध्वनि प्रदूषण को बढ़ाते हैं।

प्रदूषण रोकने के उपाय :- प्रदूषण रोकने के लिए प्रदूषण फैलाने वाले सभी उद्योगों को बस्तियों से सुरक्षित दूरी पर ही स्थापित और स्थानान्तरित किया जाना चाहिए। उद्योगों से निकलने वाले कचरे और दूषित जल को निष्क्रिय करने के उपरांत ही विसर्जित करने के कठोर आदेश होने चाहिए।

वायु को प्रदूषित करने वाले वाहनों पर भी नियंत्रण आवश्यक है। इसके लिए वाहनों का अन्धाधुंध प्रयोग रोका जाय। रेडियो, टेपरिकार्डर तथा लाउडस्पीकरों को मंद ध्वनि से बजाया जाय।

यदि प्रदूषण पर समय रहते नियंत्रण नहीं किया गया तो आदमी शुद्ध जल, वायु, भोजन और शांत वातावरण के लिए तरस जायेगा। प्रशासन और जनता दोनों के गंभीर प्रयासों से ही प्रदूषण से मुक्ति मिल सकती है।

जुनैद, कक्षा-IV

प्रयास समेकित विद्यालय, राजा-पार्क

मछुवारा और उसकी पत्नी

एक समय की बात है। समुद्र के तट पर एक मछुवारा रहा करता था। उसकी एक पत्नी थी, वह लालची थी और उसका स्वभाव भी चिड़चिड़ा था। मछुवारा अपनी पत्नी के साथ एक झोंपड़ी में रहता था। वह रोज समुद्र पर जाता और मछलियाँ पकड़ कर लाता और उन मछलियों को बेचता था। इसी से उनका गुज़ारा चलता था।

एक दिन मछुवारा सुबह से समुद्र के पास बैठा था, मगर एक भी मछली उसके काँटे में नहीं आई। वह निराश हो गया। वह बोला आज भूखा ही सोना पड़ेगा। तभी उसे कुछ भारी सा लगा उसने काँटा ऊपर खींचा। उसने देखा कि चमकीली मछली उसके काँटे में फसी है। उसने उसे बाल्टी में डाला और बोला चलो कुछ खाने का इन्तजाम तो हुआ। तभी मछली बोली मैं कोई साधारण मछली नहीं हूँ। मैं जादूई मछली हूँ। यह बात सुनकर मछुवारा बोला सच में तुम कोई साधारण मछली नहीं हो, मैं तुम्हें पानी में छोड़ दूँगा, उसने उसे पानी में छोड़ दिया और जल्दी-जल्दी घर भागने लगा। घर पहुँचते ही उसने कहा सुनो आज मेरी मुलाकाल जादूई मछली से हुई, तभी पत्नी ने कहा क्या सच बोलते हो। पत्नी के मन में लालच आ गया। उसने कहा जाओ और उस मछली से एक बंगला मांगो। मछुवारा हैरान हो गया और बोला वह हमें बंगला नहीं दे सकती। पत्नी तुम जाओ तो सही यह कह कर उसने उसे समुद्र पर भेज दिया। वह वहाँ गया और उस मछली को पुकारा। तभी मछली आई और बोली क्या हुआ। मछुवारा बोला मेरी पत्नी को बंगला चाहिए। मछली बोली जाओ उसे वह मिल चुका है। वह भागा-भागा गया, उसने देखा कि झोंपड़ी के स्थान पर बड़ा आलीशान बंगला था। वह अन्दर गया और बोला हो गयी तुम्हारी इच्छा पूरी। वह बोली कल बताऊँगी।

सुबह उसने अपने पति को बुलाया और बोला कि अब मुझे रानी बनना है। मछुवारा बोला वह तुम्हें रानी नहीं बना सकती। पत्नी ने बोला तुम जाओ आखिरकार तुमने उसकी जान बचाई है। वह अपनी पत्नी की खुशी के लिए जाता है। वहाँ जाकर पुनः मछली को पुकारता है, मछली आती है तब मछुवारा कहता है मेरी पत्नी रानी बनना चाहती है। तब मछली कहती है जाओ वह रानी बन चुकी है। मछुवारा भागा-भागा गया उसने देखा कि अब वहाँ बंगला नहीं महल था। जब वह अन्दर गया तो बोला अब तुम खुश हो ना उसकी पत्नी बोली नहीं मुझे सम्राटनी बनना है। वह कुछ बोलता उससे पहले पत्नी ने बोला जल्दी जाओ।

वह बेचारा उदास होकर वापस चला गया और मछली से कहा, वह अब सम्राटनी बनना चाहती है। उसने कहा जाओ वह सम्राटनी बन गई है। मछुवारा भागा-भागा गया और बोला बन गई सम्राटनी, अब तुम खुश हो ना। वह बोली बाद में बताऊँगी। मछुवारा थका हुआ था इसलिए सो गया मगर पत्नी नहीं सोई, वह

सारी रात सोचती रही की ऐसा क्या मांगू की खुश हो सकती हूँ। तभी सुबह हो गयी और वह बोली की मैं अज्ञात होना चाहती हूँ, उसके पति ने यह सुन लिया, पति ने कहा क्या तुम पागल हो, तभी पत्नी बोली मुझे अज्ञात होना है। उससे बोलो मुझे अज्ञात बनायें।

मछुवारा चला गया और बोला की मेरी पत्नी अज्ञात होना चाहती है, मछली बोली जाओ वह अज्ञात हो गई। अब वह भागा-भागा गया ओर उसने अपनी पत्नी को अवाज लगाई पर वह नहीं आई। मछुवारे ने हर जगह अपनी पत्नी की तलाश किया पर वह नहीं मिली। अब वह मछली के पास गया और बोला कि मेरी पत्नी कहां है। वह बोली कि तुम्हारी पत्नी अज्ञात होना चाहती थी, और अज्ञात लोग आज तक दिखाई नहीं दिए हैं। मैंने तुम्हारी जान बचाई है तुम मेरी पत्नी वापस दे दो, ठीक है। जाओ तुम्हारी पत्नी घर में है। वह गया, उसने अपनी पत्नी को झोंपड़ी के पास खड़ा देखा, तो कहा तुम वापस आ गई। हाँ, मैं अब कभी भी लालच नहीं करूँगी। **शिक्षा:**— लालच करना बुरी बात है।

सल्लनश, कक्षा-IV
प्रयास समेकित विद्यालय, आमागढ़

सरिता

यह लघु सरिता का बहता जल,
कितना शीतल, कितना निर्मल

हिमगिरी के हिम से निकल-निकल
यह विमल दूध-सा हिम का जल,
कर-कर निनाद कल-कल, छल-छल
यह लघु सरिता का बहता जल।।

ऊँचे शिखरों से उतर-उतर
गिर-गिर गिरी की चट्टानों पर,

कंकड़-कंकड़ पैदल चलकर,
दिन-भर, रजनी-भर, जीवन-भर,

धोता वसुधा का अंतरस्थल।
यह लघु सरिता का बहता जल।।

हिम के पत्थर वे पिघल-पिघल,
बन गए धरा का वारि विमल,
सुख पाता जिससे पथिक विकल,
पी-पीकर अंजलि भर मृदुजल,
यह लघु सरिता का बहता जल।।

सल्लनश, कक्षा-IV
प्रयास समेकित विद्यालय, आमागढ़

गिलहरी

सर-सर ऊपर गई पेड़ पर,
सर-सर नीचे आई
दो पंजो पर खुशी से
कूट-कूट गुठली खाई

रेशम जैसी, पूंछ बड़ी सी
रखते हाथ फिसलता
तीन धारियों पे काला
रंग उस पर सुदंर खिलता

गुजंन, कक्षा-III
प्रयास समेकित विद्यालय, आमागढ़

गुरु

गुरु वही जो जीना सिखा दे,
आपकी आपसे पहचान करा दे।
तराश दे आपको हीरे की तरह
दुनिया के रास्ते में चलना सिखा दे।

गुरु के बिना ज्ञान नहीं
ज्ञान के बिना कोई महान नहीं।
भटक जाता है जब इंसान
तब गुरु ही देता है ज्ञान।

ईश्वर के बाद कोई है तो वह गुरु ही हैं
दुनिया से वाकिफ जो कराता है, वो गुरु हैं।
हमें अच्छा इंसान जो बनाता है, वो गुरु हैं।
बिना गुरु के जिन्दगी आसान नहीं

हमारी कमियों को जो बताता है वो गुरु हैं
हमें जो हीरों की तरह तराश दे वो गुरु हैं।
हमारे अन्दर जो एक विश्वास जगा दे वो गुरु हैं
जिसके पास नहीं है गुरु, समझ लेना वो धनवान
नहीं हैं।

मुकिम, कक्षा—III
प्रयास समेकित विद्यालय, सांगानेर

बाल—श्रमिक

बच्चे को बच्चा रहने दो
उसे बड़ा मत बनाओ,
पढ़ा—लिखा कर उसे आगे बढ़ाओ।
कोमल मन है, कोमल तन हैं,
उसे मजदूर मत बनाओ

उसे भी आकाश छूने की चाहत है।
उसे सड़क मत दिखाओ,
आओ हम सब मिलकर प्रण करें,
बच्चों को बालश्रम से मुक्त करें।

खुशनुमा, कक्षा—III
प्रयास समेकित विद्यालय, आमागढ़

अच्छे—अच्छे काम करो

नन्हा बीज एक बोदो तुम
वही पेड़ बन जाएगा।
छोटा सा तुम दीप जला दो
अंधकार मिट जाएगा।
मीठे बोल अगर बोलो तो
अपना मान बढ़ जाएगा।

बिना रुके चलते जाओ तो
तुम्हें लक्ष्य मिल जाएगा।
अच्छे—अच्छे काम करो तो
देश बड़ा हो जाएगा।
नन्हा बीज एक बो दो तुम
वही विशाल वट बन जाएगा।

सुहाना, कक्षा—IV
प्रयास समेकित विद्यालय,
आमागढ़

गणगौर का मेला

राजस्थान में अनेक मेले लगते हैं। गणगौर का मेला भी एक प्रसिद्ध मेला है। यह मेला राजस्थान के सभी शहरों और कसबों में लगता है। जयपुर में गणगौर का मेला विशेष रूप से लगता है। यह चैत्र शुक्ल तीज

और चौथ को लगता है। इस दिन आसपास के गाँव के हजारों लोग मेले में सम्मिलित होने आते हैं। उनकी रंग-बिरंगी पोशाकें होती हैं। मेले के दिन गणगौर की सवारी निकलती है। इसके आगे सजे हुए हाथी, घोड़े और बैल गाड़ियाँ चलती हैं। बैण्ड-बाजे वाले मधुर धुन बजाते हैं। ढोल-नगाड़े बजते हैं। पहलवान अपने करतब दिखाते हैं। यह सवारी त्रिपोलिया बाजार से छोटी चौपड़ होती हुई गणगौरी बाजार में जाती है। चौगान स्टेडियम में कई खेल होते हैं। लोग वहां झूले झूलते हैं और तमाशे देखते हैं। इसी प्रकार दूसरे दिन भी गणगौर की सवारी निकलती है। गणगौर का मेला मनोरंजन की दृष्टि से बहुत अच्छा है। इस अवसर पर सभी लोग अपनी खुशियां प्रकट करते हैं। मेले में अनेक लोग सामान की खरीद-फरोख्त करते हैं। इससे लोगों को मेल-मिलाप का मौका मिलता है। आपसी सहयोग और प्रेम की भावना बढ़ती है। इस तरह मेले का हमारे सामाजिक जीवन में बहुत महत्व है। गणगौर पर हलवाई द्वारा बड़ी मात्रा में घेवर बनाये जाते हैं, जो कि मिठाईयों में प्रसिद्ध है।

कनक, कक्षा—III

प्रयास समेकित विद्यालय, सांगानेर,

अल्बर्ट हॉल की सैर

29 मार्च 2019 को 'राजस्थान पर्यटन विभाग' की तरफ से हमें अल्बर्ट हॉल घुमाने ले जाया गया। हम खुशी से नाच उठे। अल्बर्ट हॉल में कई स्कूलों के बच्चे आए थे जैसे— मूकबाधिर, विकलांग आदि। सर ने हमें बताया कि अल्बर्ट हॉल का निर्माण जयपुर के राजा रामसिंह ने प्रिन्स अल्बर्ट के स्वागत के लिए किया था। वहाँ पर हमने गलीचा, प्यानों, फूलदान, केतली, प्लेट, कप, सुराही आदि देखी जिन पर बहुत अच्छी रंगारंग-छपाई हो रही थी। वहाँ पर हमने वाद्य यंत्र देखे जैसे — अलगोजा, मीराबाई का इकतारा, तुरही, शहनाई, पुंगी, ढोलक, तबला आदि। वहाँ पर हमने राजा-रानी के वस्त्र, आभूषण, चप्पल देखे और रानी का श्रृंगार दान, पालकी देखी जो बहुत सुन्दर थी। राजा की समाधि रथ, युद्ध की तस्वीरें भी देखी। वहा राजा के सैनिक का पुतला भी देखा। वहाँ हमने मिस्रदेश के राजा की ममी और ममी का एक्स-रे भी देखा। वहाँ हमने कठपुतली का खेल भी देखा। वहाँ से हम चिड़ियाघर गए। चिड़ियाघर में हमने हिरण, बतख, मगरमच्छ, कछुआ, बाघ की खाल, भालू की खाल, बाघ का पुतला आदि देखा। हमें बहुत आनंद आया।

गुजंन, कक्षा—VII

प्रयास समेकित विद्यालय, राजा-पार्क

जिन्दगी सँवर जाएगी

जरा मुस्करा के देखो
दुनिया हँसती नज़र आएगी।
सुबह सैर करके तो देखो
तुम्हारी सेहत ठीक हो जाएगी।
व्यसन छोड़ के तो देखो
तुम्हारी इज्जत बन जाएगी।
खर्च घटा कर तो देखो
तुम्हें अच्छी नींद आएगी।

मेहनत करके तो देखो
पैसे की तंगी चली जाएगी।
संसार की अच्छाई तो देखो
तुम्हारी बुराई भाग जाएगी।
ईश्वर का ध्यान करके तो देखो
तुम्हारी उलझने दूर हो जाएगी।
माता-पिता की बात मानकर तो देखो
तुम्हारी जिन्दगी सँवर जाएगी।

सानिया, कक्षा—V

प्रयास प्राथमिक विद्यालय,

आमागढ़-जयपुर

तितली

तितली नैनीताल की
निकली लेकर पालकी
भागी-भागी चली जा रही
राह पकड़ी भोपाल की

रंग-बिरंगो पखों वाली
ये है बड़े कमाल की
फूल-फूल का रस पीती
चाह ना रोटी दाल की

प्रियंका, कक्षा-III
प्रयास प्राथमिक विद्यालय,
आमागढ़-जयपुर

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